



A Study To Assess The Impact Of Social Networking Sites On Academic Performance Of College Going Students In Selected Areas Of Navsari District With A View To Develop An Informational Leaflet.

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Abstract:

Introduction: Social Networking Sites (SNS) have become a significant part of daily life, especially among youth and college students due to easy Smartphone and internet availability. They support online learning, sharing study materials, and academic collaboration, yet excessive use can cause distraction, reduced study time, and poor academic performance. Continuous scrolling may disturb sleep, concentration and productivity. Hence, assessing the influence of SNS on academic achievement becomes important. Therefore, this study aims to evaluate the impact of SNS on academic performance of college going students in selected areas of Navsari district, and develop an informational leaflet for healthy and balanced use. **Methodology:** A Non-experimental quantitative descriptive design was used. Random Sampling Technique was used to select 200 college students from various colleges fall in inclusion criteria. A structured demographic questionnaire and a 25-item Likert scale on Social Networking Sites usage and academic performance was used for data collection. Data Analysis was done by using descriptive inferential statistics. **Results:** Data were analyzed using descriptive and inferential statistics. Data analysis showed a moderate impact of Social Networking Sites on academic performance. Chi-square (36.89, $p = 0.0054$) indicated a significant association, and correlation ($r = -0.503$) revealed a moderate negative relationship, with higher usage linked to lower performance. **Conclusion:** The study concluded that while Social Networking Sites can support academic activities, excessive use may hinder performance. An informational leaflet was developed to promote mindful usage, emphasizing awareness, self-regulation, and time management among college students.

KEYWORDS: Social Networking Sites, Academic Performance, College Students, Impact, Informational Leaflet, Usage Pattern, SGPA.

I. Introduction:

Social Networking Sites are increasingly used by college students not only for social interaction but also for academic purposes such as forming study groups, sharing notes, collaborating on assignments, attending webinars, and staying updated on academic events. They provide access to learning materials like lecture notes, e-books, and video tutorials while also enhancing communication between students and faculty. SNS encourage collaborative learning, improve digital skills, and offer networking opportunities with alumni and professionals. However, excessive use of these platforms can lead to distraction, reduced study time, and procrastination. Constant notifications and unlimited content may shift focus away from

studies. Late-night usage can disturb sleep patterns, causing fatigue and poor concentration. Overuse for non-academic purposes is associated with lower academic performance. In some cases, online peer pressure, cyber bullying, and comparison may cause stress and anxiety, negatively affecting motivation and achievement.

II. Objective of the study:

- To assess the relationship between the impact of Social Networking Sites and academic performance among college going students in selected areas of Navsari district.
- To assess the association between the impact of Social Networking Sites on academic performance with their selected demographic variables among college going students in selected areas of Navsari district.
- To develop an Informational leaflet on the impact of social networking sites on academic performance of college going students in selected areas of Navsari district.

III. Material and method:

The research approach and research design adopted for this study is Quantitative research approach with Non-experimental Descriptive research design. The target population of the study was college going students selected by simple random sampling technique who fulfills the inclusion criteria. Sample size was 200. Independent variable was use of social networking sites and dependent variable was Academic performance of college students. Data was collected by using self structured questionnaire. The data was analyzed by using descriptive and inferential statistics which include Chi- square test.

IV. Result:

SECTION I: DESCRIPTION OF SOCIO-DEMOGRAPHIC DATA OF SELECTED COLLEGE GOING STUDENTS

Table 1: Analysis of the socio demographic variables of college students. N=200

SR NO	SOCIO DEMOGRAPHIC DATA	FREQUENCY	PERCENTAGE %
1	Age in years 17-19 20-22 23-25	122 53 25	61 26.5 12.5
2	Gender Male Female	89 111	44.5 55.5
3	Residential Area Urban Rural	63 137	31.5 68.5
4	Living Arrangement Hosteller Day scholar living with family Paying Guest	27 154 19	13.5 77 9.5
5	Father's educational qualification No formal education Primary education Secondary/higher secondary Graduate and above	16 63 76 45	8 31.5 38 22.5
6	Mother's educational qualification No formal education Primary education Secondary/higher secondary	24 57 82	12.5 28.5 41

	Graduate and above	37	18
7	Father's occupation		
	Farmer	64	32
	Laborer(daily wage worker)	36	18
	Government employee	16	8
	Private job	49	24.5
	Businessman	24	12
	Retired	11	5.5
8	Mother's occupation		
	Homemaker	128	64
	Laborer(daily wage worker)	27	13.5
	Government employee	15	7.5
	Private job	15	7.5
	Businesswomen	12	6
	Retired	3	1.5
9	What is the monthly income of your family?		
	Below ₹10,000	38	19
	₹10,001 – ₹20,000	42	21
	₹20,001 – ₹30,000	30	15
	₹30,001 – ₹50,000	35	17.5
	₹50,001 – ₹75,000	35	17.5
	₹75,001 – ₹1,00,000	05	2.5
	Above ₹1,00,000	15	7.5
10	Which Academic stream are you currently pursuing in your undergraduate study?		
	Science	64	32
	Commerce	75	37.5
	Arts	61	30.5
11	Academic Semester		
	3 rd	118	59
	4 th	82	41
12	What was your SGPA in last semester?		
	Below 5.0	02	1
	5.0 to 5.4	11	5.5
	5.5 to 5.9	23	11.5
	6.0 to 6.4	54	27
	6.5 to 6.9	43	21.5
	7.0 to 7.4	23	11.5
	7.5 to 7.9	21	10.5
	8.0 to 8.4	14	7
	8.5 to 8.9	06	3
	9.0 to 9.4	03	1.5
13	How many hours do you spend on social networking sites per day?		
	Less than 1 hour	39	19.5
	1-2 hours	58	29
	2-4 hours	69	34.5

	More than 4 hours	34	17
14	What is the main purpose of using Social Networking Sites?		
	1 and 2	58	29
	2 and 3	28	14
	1,2,3	29	14.5
	All of above	85	42.5
15	Which Social Networking Sites do you used?		
	1. Whatsapp	24	12
	3. Facebook	47	23.5
	5. You Tube	64	32
	One of them	65	32.5
	2 of them		
	3 of them		
	4 or more		

SECTION II: ASSESSMENT OF SOCIAL NETWORKING SITES USAGE SCORES AMONG COLLEGE STUDENTS

Table 1 Frequency & percentage Distribution of students based on Social Networking Sites usage Hours per Day

SOCIAL NETWORKING SITES USAGE (HOURS/DAY)	FREQUENCY	PERCENTAGE (%)
Less than 1 hour	39	19.5
1-2 hours	58	29
2-4 hours	69	34.5
More than 4 hours	34	17

Table 2 Mean, Standard Deviation and range of Social Networking Sites Scores

VARIABLE	MEAN	STANDARD DEVIATION	MINIMUM SCORE	MAXIMUM SCORE
Social Networking Sites Scores (out of 125)	81.48	8.905	56	105

Table 3 Frequency & percentage Distribution of According to purpose of Social Networking Sites usage

PURPOSE	FREQUENCY	PERCENTAGE (%)
For Academic and Entertainment	58	29
For Entertainment and communication	28	14
For academic, entertainment, Communication	29	14.5
For academic, entertainment, Communication News/Information	85	42.5

Table 4 Frequency & percentage Distribution of students According to number of Social Networking Sites used

NUMBER OF SOCIAL NETWORKING SITES PLATFORMS USED	FREQUENCY	PERCENTAGE (%)
One of them	24	12
2 of them	47	23.5
3 of them	64	32
4 or more	65	32.5

SECTION III: ASSESS THE IMPACT OF SOCIAL NETWORKING SITES ON ACADEMIC PERFORMANCE OF COLLEGE GOING STUDENTS**Table 5: Frequency and percentage wise distribution of the Impact of Social Networking Sites on Academic Performance of college going students of Navsari.**

IMPACT	FREQUENCY	PERCENTAGE %
MILD	3	1.5
MODERATE	166	83
SEVERE	31	15.5

SECTION IV: CORRELATION BETWEEN SOCIAL NETWORKING SITES USAGE AND ACADEMIC PERFORMANCE**Table 6: Correlation between social networking sites usage and academic performance of College going students**

Variable-1	Variable-2	'r' Value	'P' Value	Interpretation
Social Networking Sites Score	Academic performance	-0.503	< 0.001	Moderate negative co-relation

SECTION V: ASSOCIATION BETWEEN THE IMPACT OF SOCIAL NETWORKING SITES ON ACADEMIC PERFORMANCE WITH DEMOGRAPHIC VARIABLES OF COLLEGE GOING STUDENTS

Table 7: The Association between the impact of social networking sites on academic performance of college going students of selected areas of Navsari and Various Demographic Data

Socio-Demographic Data	Mild	Moderate	Severe	Total	χ^2	P value
1. Age in years						
17-19	4	99	19	122		
20-22	1	47	6	53	41.77 (df=4)	0.001 S
23-25	2	23	0	25		
2. Gender						
Male	1	74	14	89	3.51 (df=2)	0.173 NS
Female	6	93	12	111		
3. Residential Area						
Urban	3	58	2	63	8.06 (df=2)	0.0178 S
Rural	4	109	24	137		
4. Living Arrangement						
Hosteller	0	24	3	27		
Day scholar living with family	5	128	21	154	3.99 (df=4)	0.407 NS
Paying guest	2	15	2	19		
5. Father's educational qualification						
No formal education	0	13	3	16		
Primary education	0	52	11	63	8.92 (df=6)	0.177 NS
Secondary/higher secondary	3	65	8	76		
Graduate and above	4	37	4	45		
6. Mother's educational qualification						
No formal education	0	20	4	24		
Primary education	1	47	9	57	5.06 (df=6)	0.532 NS
Secondary/higher secondary	3	71	8	82		
Graduate and above	3	29	5	37		
7. Father's occupation						
Farmer	1	51	12	64	14.72 (df=10)	0.142 NS
勞工 (daily wage worker)	2	28	6	36		

Government employee	0	14	2	16		
Private job	1	44	4	49		
Businessman	3	21	0	24		
Retired	0	9	2	11		

8. Mother's occupation

Homemaker	3	109	16	128		
Laborer(daily wage worker)	1	21	5	27		
Government employee	1	10	4	15		
Private job	1	14	0	15		
Businesswomen	1	11	0	12		
Retired	0	2	1	3		

9. What is the monthly income of your family?

Below ₹10,000	3	28	7	38		
₹10,001 – ₹20,000	1	35	6	42		
₹20,001 – ₹30,000	0	24	6	30		
₹30,001 – ₹50,000	0	33	2	35		
₹50,001 – ₹75,000	2	29	4	35	24.13 (df=12)	0.018 S
₹75,001 – ₹1,00,000	0	5	0	5		
Above ₹1,00,000	1	13	1	15		

10. Which Academic stream are you currently pursuing in your undergraduate study?

Science	3	55	6	64		
Commerce	3	57	15	75	8.36 (df=4)	0.078 NS
Arts	1	55	5	61		

11. Academic Semester

3 rd	3	99	16	118		
4 rd	4	68	10	82	0.825 (df=2)	0.662 NS

12. What was your SGPA in last semester?

Below 5.0	0	1	1	2		
5.0 to 5.4	0	7	4	11		
5.5 to 5.9	2	20	1	23		
6.0 to 6.4	0	46	8	54	36.84 (df=18)	0.003 S
6.5 to 6.9	0	36	7	43		
7.0 to 7.4	0	19	4	23		
7.5 to 7.9	0	18	3	21		

8.0 to 8.4	0	12	2	14		
8.5 to 8.9	0	5	1	6		
9.0 to 9.4	1	2	0	3		
9.5 to 10.0	0	0	0	0		

13. How many hours do you spend on social networking sites per day?

Less than 1 hour	0	33	6	39		
1-2 hours	2	49	7	58	4.83	0.567
2-4 hours	2	59	8	69	(df=6)	NS
More than 4 hours	3	26	5	34		

14. What is the main purpose of using Social Networking Sites?

1 and 2	0	50	8	58		
2 and 3	1	25	2	28	8.59	0.198
1,2,3	3	24	2	29	(df=6)	NS
All of above	3	68	14	85		

15. Which Social Networking Sites do you used?

One of them	1	19	4	24		
2 of them	1	38	8	47	3.07	0.798
3 of them	2	53	9	64	(df=6)	NS
4 or more	3	57	5	65		

Discussion:

Section I: Description of Socio-Demographic Data of Selected College Going Students

In this study most participants (61%) were aged 17–19 years, and over half were female (55.5%), with the majority (68.5%) residing in urban areas and 77% living with their families as day scholars. Parents' education varied, with 22.5% of fathers and 18% of mothers being graduates, while most mothers (64%) were homemakers and fathers commonly worked as farmers (32%). Financially, 21% belonged to the ₹10,001–20,000 income group, and 19% earned below ₹10,000. Academically, most students were from commerce (37.5%) and in the 3rd semester (59%), with SGPA mostly between 6.0–6.9. Regarding SNS usage, 34.5% spent 2–4 hours daily, and 42.5% used SNS for academic, entertainment, communication, and news, while 32.5% used four or more platforms.

Section II: Assessment of Social Networking Sites Usage Scores among College Students

A researcher found that most students (34.5%) used Social Networking Sites for 2–4 hours daily, indicating considerable engagement, while smaller groups spent 1–2 hours (29%), less than 1 hour (19.5%), or more than 4 hours (17%) per day. A large portion (42.5%) used SNS for multiple purposes including academics, entertainment, communication, and news, whereas 29% used them mainly for academic reasons. About 14% engaged mainly for entertainment and communication, and another 14%

used them for a mix of academics, entertainment, and communication. Regarding platform variety, 32.5% of students used four or more sites, and 32% used three platforms. This widespread multi-platform use exposes students to diverse content, potentially affecting academic performance positively or negatively.

These findings were supported by **Al-Menayes**, a study conducted in Kuwait on social media usage among university students, which showed that most students used social networking sites for 2–4 hours daily similar to the present study. The study found communication (75%), entertainment (65%), and academics (45%) to be major purposes of use, aligning with the current study where 42.5% used SNS for all purposes and 29% for academics. It also reported that most students used three or more platforms, supporting the present study's finding of 64.5% multi-platform users. The study concluded that the impact on academic performance varied with purpose and duration of use, consistent with the present results.

Section III: Assess the Impact of Social Networking Sites on Academic Performance (SGPA) Of College Going Students

A researcher found that the impact of Social Networking Sites usage was assessed among 200 college-going students based on their overall usage score. The findings revealed that a majority of the students, 84% means 168 out of 200, experienced a moderate impact of social networking sites usage on their daily lives and academic performance. A smaller proportion, 14.5% means 29 students, were found to have a severe impact, indicating high engagement with social networking sites that may interfere with academic focus and productivity. Only 1.5% means 3 students demonstrated a mild impact, suggesting minimal influence of social networking sites usage. These results highlight that while social networking sites usage is common among students, most fall into the moderate usage category, with a noteworthy segment experiencing potentially problematic levels of use.

These findings were supported by **Kumar, S., et al.** study was conducted to Assessment of Social Networking Sites Usage among University Students conducted on a sample of 200 students using a structured Likert-scale questionnaire, the findings revealed that 82.5% means 165 students experienced a moderate level of social networking sites impact, 13% means 26 students had a high impact, and 4.5% means 9 students reported a mild impact. The researchers concluded that social networking sites are deeply integrated into students' routines, contributing both to academic resource access and to distraction. The impact levels closely mirror the results of the current study, reinforcing the observation that the majority of students experience moderate effects, with a smaller portion at risk of excessive usage.

Section IV: Correlation between Social Networking Sites Usage and Academic Performance (SGPA)

A researcher found that the relationship between Social Networking Sites usage scores and academic performance (SGPA) among college students in selected colleges of Navsari district revealed a moderate negative correlation ($r = -0.503$), which was statistically significant at the 0.01 level ($p < 0.001$, two-tailed). This indicates that as the Social Networking Sites usage score increases, academic performance tends to decrease. The significant negative association suggests that higher engagement with social networking platforms is linked to lower academic achievement among the students studied. These findings highlight the potential impact of social networking sites usage on academic outcomes and underscore the need for balanced use to mitigate adverse effects on student performance.

These findings were supported by **Williams, D.** study was conducted to analysis of the relationship between Social Networking Sites usage scores and academic performance study examined college students' social networking sites use and academic outcomes, reporting a moderate negative correlation ($r = -0.45$, $p < 0.01$) between social networking sites usage and GPA. Students who used social networking sites primarily for social purposes tended to have lower academic performance than those using social networking sites for academic-related activities.

Section V: Association between Social Networking Sites Usage and Demographic Variables

A researcher found that there were no significant association between Social Networking Sites usage and gender, Living arrangement, parents education and their occupation, academic semester, stream, which social networking sites use, for how many hours, purpose of use. There were significant association Social Networking Sites usage and Age, Residential area, monthly income, SGPA.

These findings were supported by **Patel, S., & Kumar, R.** study was conducted to assess impact of Social Networking Sites Usage and Its Association with Demographic Factors among University Students it was conducted on 300 students using a descriptive cross-sectional design. Data were analyzed using Chi-square test (χ^2). The study found significant associations between SNS usage and age ($\chi^2 = 10.87$, $p = 0.012$), gender ($\chi^2 = 9.46$, $p = 0.024$), parental education ($\chi^2 = 11.35$, $p = 0.008$), living arrangement ($\chi^2 = 13.20$, $p = 0.004$), and SGPA ($\chi^2 = 15.78$, $p = 0.001$). Students using SNS for 3+ hours/day showed lower SGPA compared to those using less. Purpose-wise, 70% used SNS for entertainment, 65% for communication, and 48% for academics, with Instagram, Whatsapp, and YouTube being most popular. These results align with the present study, where demographic and academic variables also showed significant association with SNS usage.

Section VII: Comparison of Social Networking Sites Usage by Selected Demographic Groups

A researcher found that study compared Social Networking Sites usage across various demographic groups and found significant associations with age ($\chi^2 = 41.77$, $p < 0.00001$), monthly family income ($\chi^2 = 24.13$, $p = 0.018$), residential area ($\chi^2 = 8.06$, $p = 0.018$), and academic performance (SGPA) ($\chi^2 = 36.84$, $p = 0.003$; $r = -0.50$), indicating that younger students, those from higher-income families, and urban areas used Social Networking Sites more, often with a negative impact on SGPA. In contrast, no significant associations were found with gender ($\chi^2 = 3.51$, $p = 0.173$), living arrangement ($\chi^2 = 3.99$, $p = 0.407$), father's occupation ($\chi^2 = 0.143$, $p = 0.998$), mother's occupation ($\chi^2 = 13.944$, $p = 0.176$), or parental education (father: $\chi^2 = 8.92$, $p = 0.177$; mother: $\chi^2 = 5.06$, $p = 0.532$). These results suggest that only selected factors like age, income, and living area significantly influence Social Networking Sites usage patterns among students.

These findings were supported by **Alhazmi, A., & Alzahrani, N.** study was conducted a comparative analysis using a sample of 320 students, examining demographic influences on social networking sites usage. Results showed significant relationships with age ($\chi^2 = 45.21$, $p < 0.0001$), family income ($\chi^2 = 22.33$, $p = 0.009$), residential area ($\chi^2 = 11.02$, $p = 0.002$), and academic performance (SGPA) ($\chi^2 = 39.70$, $p = 0.002$), where younger, affluent, urban students with lower SGPA engaged more with social networking sites. In contrast, gender ($\chi^2 = 3.12$, $p = 0.077$), living arrangement ($\chi^2 = 2.67$, $p = 0.263$), and

parental education (father: $\chi^2 = 8.11$, p = 0.150; mother: $\chi^2 = 6.55$, p = 0.361) were not significant. Usage trends indicated that most students used 3–4 hours per day, mainly for entertainment, social interaction, and news updates these usage dimensions were described qualitatively rather than tested statistically.

Conclusion:

The research findings indicate that Social Networking Sites significantly affected students' academics, with 84% reporting moderate impact and 14.5% severe impact. A negative correlation ($r = -0.503$) was found between SNS usage and SGPA, showing that higher use resulted in lower academic performance. Age, income, and residential area were also associated with SNS usage. The study concludes that controlled and purposeful use of SNS is necessary to avoid negative academic outcomes.

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