



# SOCIAL MEDIA USAGE AND ITS INFLUENCE ON ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS

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**Abstract:** This study examines the influence of social media usage on the academic performance of undergraduate students. With the rapid growth of digital platforms such as Instagram, WhatsApp, YouTube, and Facebook, students increasingly spend significant time on social media for both academic and non-academic purposes. The study aims to analyze how the frequency, duration, and purpose of social media usage affect students' concentration, study habits, and overall academic outcomes. Primary data was collected through a structured questionnaire from undergraduate students. Statistical tools such as percentage analysis and correlation were used for data interpretation. The findings indicate that while social media serves as a useful academic support tool for information sharing and learning, excessive usage leads to distraction, reduced study time, and lower academic performance. The study concludes that controlled and purposeful use of social media can positively contribute to academic success, whereas unregulated usage may have adverse effects.

**Key Terms:** Social Media, Academic Performance, Students, Digital Usage, Education

## I. INTRODUCTION

In the digital era, social media has become an integral part of students' daily lives. Platforms such as WhatsApp, Instagram, Facebook, and YouTube are widely used by undergraduate students for communication, entertainment, and academic purposes. While social media provides opportunities for collaborative learning and access to educational resources, excessive usage may lead to distractions, reduced concentration, and poor academic performance.

The increasing dependency on social media has raised concerns among educators and parents regarding its impact on students' academic outcomes. Students often spend a significant amount of time on these platforms, which may affect their study habits, time management, and overall academic efficiency.

This study aims to analyze the influence of social media usage on the academic performance of undergraduate students. It focuses on understanding usage patterns, purposes, and the extent to which social media affects students' learning behavior. The findings will help determine whether social media acts as a supportive educational tool or a source of distraction.

## II. OBJECTIVES OF THE STUDY

- To examine the pattern of social media usage among undergraduate students
- To analyze the time spent by students on social media platforms
- To study the impact of social media usage on academic performance
- To evaluate whether social media acts as a learning tool or a source of distraction
- To identify the relationship between social media usage and academic outcomes

## III. HYPOTHESES OF THE STUDY

- **H0<sub>1</sub>:** There is no significant relationship between time spent on social media and academic performance  
**H1<sub>1</sub>:** There is a significant relationship between time spent on social media and academic performance
- **H0<sub>2</sub>:** Social media usage does not significantly affect students' academic performance  
**H1<sub>2</sub>:** Social media usage significantly affects students' academic performance
- **H0<sub>3</sub>:** Social media distraction has no significant impact on academic performance  
**H1<sub>3</sub>:** Social media distraction has a significant impact on academic performance

## IV. LITERATURE REVIEW

Several studies have examined the impact of social media on students' academic performance. According to Karpinski and Duberstein (2009), students who spend more time on social networking sites tend to have lower academic performance compared to those who use them less frequently. Similarly, Junco (2012) found that excessive use of platforms like Facebook negatively affects students' grades and study time.

On the other hand, some researchers highlight the positive aspects of social media. Tess (2013) stated that social media can enhance collaborative learning and improve access to academic resources when used effectively. Likewise, Al-Rahmi and Othman (2013) concluded that social media supports knowledge sharing and communication among students, thereby contributing to better academic engagement.

However, Kirschner and Karpinski (2010) observed that students often face distractions due to continuous notifications and entertainment content, which reduces concentration and productivity. Overall, previous studies indicate that social media has both positive and negative effects, depending on usage patterns and time spent by students.

## V. RESEARCH METHODOLOGY

Research methodology refers to the systematic approach used to conduct the study. The present study focuses on analyzing the influence of social media usage on the academic performance of undergraduate students.

### 5.1 Population and Sample:

The population of the study consists of undergraduate students. A sample of 46 students was selected using the convenience sampling method.

### 5.2 Data Collection:

The study is based on primary data collected through a structured questionnaire using Google Forms. Secondary data was collected from journals, articles, and relevant online sources.

### 5.3 Tools for Analysis:

The collected data is analyzed using statistical tools such as percentage analysis, graphical representation (bar charts and pie charts), and **correlation analysis** to examine the relationship between social media usage and academic performance.

## VI. DATA ANALYSIS

The collected data was analyzed using appropriate statistical tools to examine the relationship between social media usage and academic performance among undergraduate students. The analysis was carried out in three stages, namely demographic analysis, descriptive statistics, and correlation analysis.

### 6.1 Demographic Analysis

Percentage analysis was used to present the demographic profile of the respondents, including gender, age group, and course of study. This analysis helps in understanding the basic characteristics of the sample selected for the study.

**Table1: Gender  
Distribution of  
Respondents**

Row Labels	Percentage
Female	30.43%
Male	69.57%
Grand Total	100.00%

**Table2: Age  
Distribution of  
Respondents**

Row Labels	Percentage
18–20	76.09%
21–23	15.22%
Below 18	8.70%
Grand Total	100.00%

**Table3: Course details**

COURSE	COUNT OF COURSE	Percentage
UG ECE	17	36.96
UG MCT	7	15.22
UG IT	6	13.04
UG EEE	6	13.04
UG MECH	1	2.17
UG BE	3	6.52
UG CSE	2	4.35
B.E CSE (cs)	2	4.35
UG AI&DS	2	4.35
Total	<b>46</b>	<b>100</b>

### 6.2 Descriptive Statistics

Descriptive statistics such as mean and standard deviation were used to analyze students' perceptions regarding social media usage. Variables such as "social media helps in studies," "social media causes distraction," "affects concentration," and "improves knowledge" were measured using a Likert scale. The mean values indicate the level of agreement among respondents, while the standard deviation shows the variation in responses.

**Table4: Mean & Standard Deviation**

VARIABLE	MEAN	STANDARD DEVIATION
helps in studies?	3.804	1.025
media distracts?	3.152	1.333
time spent for studying is less	2.870	1.166
concentration gets affected?	2.783	1.281
knowledge gets improved?	3.804	0.910

### 6.3 Correlation Analysis

Correlation analysis was applied to examine the relationship between social media usage and academic performance. Variables such as time spent on social media, its impact on studies, level of distraction, and knowledge improvement were correlated with academic performance. The Pearson correlation coefficient was used to determine the direction and strength of the relationship between the variables.

**Table 5: Correlation Analysis between Independent variables & Academic Performance**

	HOURS SPENT	HELPS STUDY?	DISTRACTS ?	IMPROVES KNOWLEDGE ?	ACADEMIC PERFORMANCE
HOURS SPENT	1				
HELPS STUDY?	-0.06096861 9	1			
DISTRACTS?	-0.15051555 8	0.10790042 6	1		
IMPROVES KNOWLEDGE?	0.23950231 9	0.36333687 2	-0.32314345	1	
ACADEMIC PERFORMANCE	-0.11723548 6	0.22567887 7	-0.12527193	0.031166537	1

The relationships are weak, indicating limited impact

## VII.RESULTS AND DISCUSSION

### 7.1 Results of the Study

The correlation analysis was conducted to examine the relationship between social media usage and academic performance among undergraduate students. The results indicate a weak negative relationship between time spent on social media and academic performance ( $r = -0.117$ ), suggesting that increased usage slightly reduces academic outcomes. Similarly, social media distraction shows a **weak negative relationship** with academic performance ( $r = -0.125$ ), indicating that higher levels of distraction may adversely affect students' performance.

On the other hand, the use of social media for academic purposes exhibits a **weak positive relationship** with academic performance ( $r = 0.226$ ), suggesting that purposeful and academic use of social media may support learning. However, the relationship between perceived knowledge improvement and academic performance is found to be **negligible** ( $r = 0.031$ ), indicating that increased knowledge through social media does not significantly translate into improved academic results. Overall, the results reveal that social media has a **mixed but limited influence** on students' academic performance.

### 7.2 Findings of the Study

- Most students actively use social media platforms for both academic and non-academic purposes.
- Students spend a considerable amount of time on social media daily.
- Social media is perceived as both a learning tool and a source of distraction.
- A weak negative relationship exists between time spent on social media and academic performance.
- Social media distraction slightly reduces students' academic performance.
- Use of social media for academic purposes has a positive influence on performance.
- The relationship between knowledge gained through social media and academic performance is negligible.

- Overall, social media has a dual (positive and negative) impact, but the effect is not strong.

### 7.3 Suggestions

- Students should regulate the time spent on social media to minimize distractions.
- Social media should be used more for **academic and educational purposes** rather than entertainment.
- Educational institutions can guide students on effective and productive use of social media platforms.
- Awareness programs can be conducted to highlight the impact of excessive social media usage.
- Students should maintain a balance between academic activities and online engagement.

## VIII. CONCLUSION

The present study examined the influence of social media usage on the academic performance of undergraduate students. The findings reveal that social media plays a dual role in students' academic lives. While it serves as a valuable platform for learning, information sharing, and academic collaboration, excessive usage can lead to distraction, reduced concentration, and lower academic efficiency.

The results of the correlation analysis indicate that the relationship between social media usage and academic performance is generally weak. Time spent on social media and distraction show a slight negative influence on academic outcomes, whereas the use of social media for academic purposes has a positive but limited impact. The relationship between perceived knowledge improvement and academic performance is found to be negligible.

Overall, the study concludes that social media does not have a strong direct impact on academic performance; however, its effect depends largely on how it is used. Controlled and purposeful use of social media can enhance learning, whereas excessive and unregulated usage may adversely affect students' academic performance.

## IX. LIMITATIONS OF THE STUDY

- The study is based on a small sample size of 46 respondents, which may limit the generalization of the findings.
- Convenience sampling was used, which may introduce sampling bias.
- The study relies on self-reported data, which may not always reflect actual behavior.
- The analysis is limited to basic statistical tools such as correlation and does not include advanced techniques.

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