

# The Impact of Social Media on Student's Academic Performance: A Study Conducted in Mysuru.

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## ABSTRACT

Social media now occupies a central place in the daily lives of students, shaping how they communicate, learn, and stay connected with one another. Platforms such as Instagram, WhatsApp, Facebook, YouTube, and LinkedIn give students ready access to study material, online discussion, and networking opportunities. This convenience carries a cost, however: when social media use goes unchecked, it can eat into study time, weaken concentration, and disrupt the time-management habits students need to perform well academically. The present study, "The Impact of Social Media on Students' Academic Performance: A Study Conducted in Mysuru," sets out to examine this relationship directly.

Three objectives guided the research: to identify the pattern and extent of social media use among students, to assess their academic performance in terms of concentration, grades, and time management, and to determine whether a measurable relationship exists between the two. Primary data were collected from 54 students through a structured questionnaire and analyzed in SPSS using descriptive statistics, a Chi-square test, and ANOVA.

The findings point to a mixed picture. Most respondents spend more than three hours a day on social media and check notifications frequently, yet a majority also report that their academic performance has held steady or improved over the past two semesters, and that they remain actively engaged in classroom discussions. Social media, in other words, cuts both ways: used for educational purposes, it supports learning, communication, and access to information; used without limits, it can reduce concentration and academic performance.

Overall, the study suggests that responsible, balanced use is what matters most. Students who manage their screen time and treat social media primarily as a learning tool — rather than letting it compete with their coursework — appear best placed to gain its benefits without compromising their academic responsibilities.

## INTRODUCTION

Social media has become a fixture of everyday life, and students are no exception. Platforms such as Instagram, WhatsApp, Facebook, YouTube, and Twitter are used constantly for communication, entertainment, and increasingly, learning. With smartphones and internet access now widely available, social media has become easy to reach and simple to use — and student usage has grown accordingly, often taking up a considerable share of the day.

That growth brings challenges of its own. Time spent scrolling is time not spent studying, and for many students, the result is a noticeable dip in concentration. Notifications, chats, games, and endless browsing compete for attention that would otherwise go toward academic work, and when social media wins that competition too often, grades and performance tend to follow.

The effects aren't one-sided, though. Social media also makes it easier for students to share information and stay in touch with classmates and teachers, which has real academic value. The trouble starts when that convenience turns into overuse — at that point, the same tools that support learning start undermining it by pulling attention away from coursework.

This study sets out to understand that balance: how social media shapes students' academic performance, both for better and worse, and whether its overall influence on their learning and achievement tips toward helpful or harmful.

## REVIEW OF LITERATURE

**Olebara et al. (2021):** Determining the Impacts of Social Media on Mood, Time Management and Academic Activities of Students and the Relationship with their Academic Performance. Their research links heavier social media use to weaker time management and lower engagement in academic activities — students who spent more time online tended to perform worse academically. **Sharma & Behl (2022):** Impact of Social Media on Student's Academic Performance: A Study on Indian Education System. Looking specifically at the Indian education system, they found effects running

both ways — social media used for educational purposes supported learning, while excessive, non-academic use pulled performance down. **Shaikh, Ali & Al-Maamari (2022)**: The Impact of social media in Learning and Teaching: A Bibliometric-based Citation Analysis. Their bibliometric analysis pointed to social media as a genuinely useful educational tool when used appropriately — one that strengthens communication, collaboration, and access to learning resources. **Masalimova et al. (2023)**: Effects of Social Networking Sites on University Students' Academic Performance: A Systematic Review. This systematic review reached a similar conclusion: social networking sites can strengthen learning and information-sharing, but just as easily become a distraction that erodes academic achievement. **Fernanda Mota & Ladislau Ribeiro do Nascimento (2023)**: The Use of Digital Social Media and the Impacts on the Academic Performance of University Students: An Integrative Review. Their integrative review found that social media supports academic learning when it's used for educational purposes, but that excessive use tends to lower concentration and grades. **Mihret & Joshi (2024)**: The Impact of Social Media on Students' Academic Achievement in Higher Education: Literature Reviewed and Analyzed Systematically. Reviewing the prior literature systematically, they landed on a mixed verdict: used properly, social media improves learning; overused, it works against it. **Putra, Yuliartini, Irwandi & Ahmad (2024)**: The Impact of Social Media Use on Student Academic Achievement: A Systematic Literature Review. Their systematic review reached much the same conclusion — social media can lift student engagement and interest in learning, but heavy use tends to erode concentration and achievement. **Pérez-Juárez, González-Ortega & Aguiar-Pérez (2024)**: Digital Distractions from the Point of View of Higher Education Students. Looking at distraction from the students' own point of view, they found that digital distractions — social media included — measurably hurt concentration and classroom performance. **Abdullah, Akhtar & Malik (2025)**: Empirical Review of Social Media and Academic Performance of Students in Higher Education. Their review found that excessive use tends to erode academic performance mainly through two channels: less study time and more distraction. **Lukose & Agbeyangi (2025)**: Is Social Media Hindering or Helping Academic Performance? A Case Study of Walter Sisulu University Buffalo City Campus. Their case study concluded that although social media does support communication and academic collaboration, in practice it functions mainly as a distraction that works against students' academic performance.

## STATEMENT OF THE PROBLEMS

Social media has woven itself into student life, with platforms like Instagram, WhatsApp, Facebook, and YouTube serving as everyday tools for communication, entertainment, and increasingly, education. That same access to a vast pool of information and learning resources, though, comes with a downside: prolonged use can chip away at concentration, distract students from their coursework, and lead to poor time management and weaker academic outcomes. At the same time, used well, social media supports learning through collaboration, knowledge-sharing, and access to educational content. The question this study addresses is whether, on balance, social media's effect on students' academic performance leans positive or negative — and what that relationship actually looks like in practice.

## NEED FOR THE STUDY

Social media use among students has climbed steadily in recent years, and with it, the amount of time students spend on these platforms rather than on their coursework. This study is needed to pin down exactly how that shift affects academic performance — both the benefits and the drawbacks — and to build a clearer picture of students' learning patterns, study routines, and time-management habits along the way. The findings should help students make more deliberate choices about how they use social media alongside their studies, and offer a useful reference point for future research on the relationship between social media and education.

## OBJECTIVE OF STUDY

- To analyse the patterns and extent of social media usage among students.
- To examine the academic performance levels of students, including time management, grades, and focus.
- To evaluate the relationship between social media usage and students' academic performance.

## HYPOTHESIS

Null Hypothesis ( $H_0$ ): there is no significant relationship between social media usage and students' academic performance.

Alternative Hypothesis ( $H_1$ ): There is a significant relationship between social media usage and students' academic performance.

### Research Methodology

Research methodology refers to the systematic process of collecting, analyzing, and interpreting data in pursuit of a study's objectives. Here, a quantitative approach was adopted to examine the relationship between social media use and academic performance among college students in Mysuru.

### Research Design

This study follows a descriptive research design, which suits its purpose well: describing how students use social media and examining its impact on their academic performance calls for factual, structured data collection and analysis of the relationship between variables — exactly what a descriptive design is built for.

### Sampling Design

Sampling design refers to the method used to select respondents from the target population. Here, the population consisted of college students in Mysuru who actively use social media.

### Sources of Data

#### Primary Data:

Primary data came directly from respondents via a structured questionnaire (administered as a Google Form), completed by students studying in colleges across Mysuru.

#### Secondary Data:

Secondary data was drawn from research journals, books, articles, websites, published papers, and other academic sources on social media and student academic performance.

### Sample Size

The study draws on 54 respondents from various colleges in Mysuru.

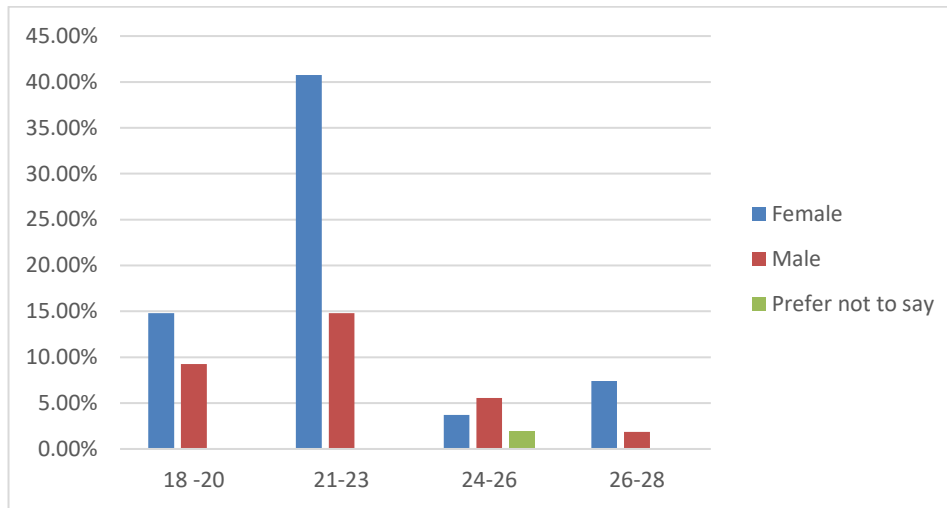
### Sampling Technique

The study relied on convenience sampling, a non-probability method, selecting respondents based on their availability and willingness to take part.

### Limitations of the Study

1. With only 54 respondents, the sample may not fully represent the wider student population.
2. Because the research was limited to students in Mysuru, its findings may not extend to other regions.
3. The data rests on self-reported responses, which can carry an element of personal bias.
4. The study isolates social media as a factor and doesn't account for others — family background, learning environment, or personal motivation among them — that also shape academic performance.
5. The findings reflect a specific point in time, so any shifts in social media habits since then aren't captured here.

| 1. Gender    |        |        |                   |             |
|--------------|--------|--------|-------------------|-------------|
| 1. Age Group | Female | Male   | Prefer not to say | Grand Total |
| 18 -20       | 14.81% | 9.26%  | 0.00%             | 24.07%      |
| 21-23        | 40.74% | 14.81% | 0.00%             | 55.56%      |
| 24-26        | 3.70%  | 5.56%  | 1.85%             | 11.11%      |
| 26-28        | 7.41%  | 1.85%  | 0.00%             | 9.26%       |
| Grand Total  | 66.67% | 31.48% | 1.85%             | 100.00%     |



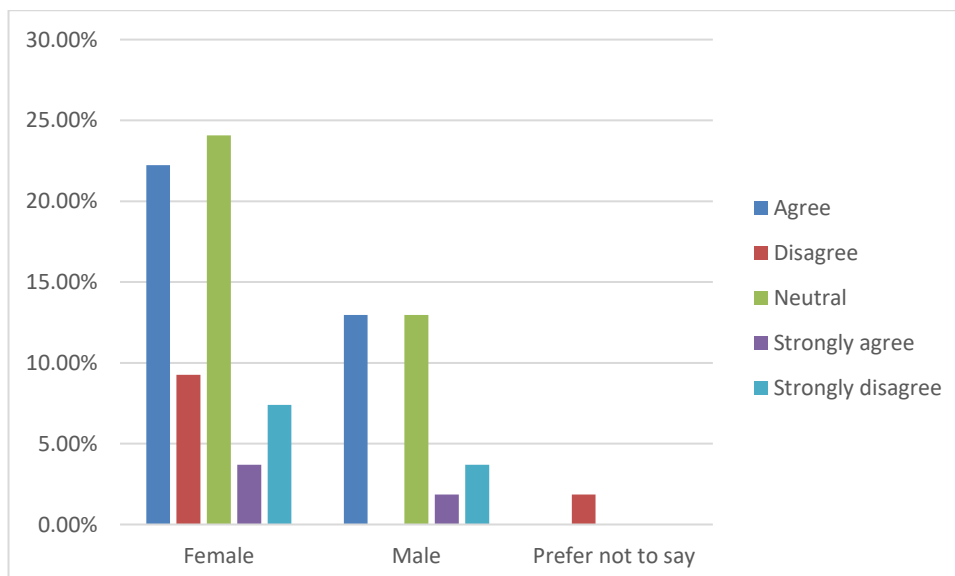
### Interpretation:

Most respondents (55.56%) fall into the 21–23 age bracket. By gender, the sample skews female — 66.67% — with males making up 31.48% and 1.85% preferring not to disclose.

### Analysis:

In short, the sample is dominated by female students in their early twenties, a group well-placed to offer meaningful insight into how social media use relates to academic performance among college students.

| 2. I spend more than 3 hours daily on social media platforms (Instagram, LinkedIn, WhatsApp, etc.). |               |               |               |                |                   |                |
|-----------------------------------------------------------------------------------------------------|---------------|---------------|---------------|----------------|-------------------|----------------|
| Gender                                                                                              | Agree         | Disagree      | Neutral       | Strongly agree | Strongly disagree | Grand Total    |
| Female                                                                                              | 22.22%        | 9.26%         | 24.07%        | 3.70%          | 7.41%             | 66.67%         |
| Male                                                                                                | 12.96%        | 0.00%         | 12.96%        | 1.85%          | 3.70%             | 31.48%         |
| Prefer not to say                                                                                   | 0.00%         | 1.85%         | 0.00%         | 0.00%          | 0.00%             | 1.85%          |
| <b>Grand Total</b>                                                                                  | <b>35.19%</b> | <b>11.11%</b> | <b>37.04%</b> | <b>5.56%</b>   | <b>11.11%</b>     | <b>100.00%</b> |



### Interpretation:

Roughly 35.19% agreed, and another 5.56% strongly agreed, that they spend upwards of three hours a day on social

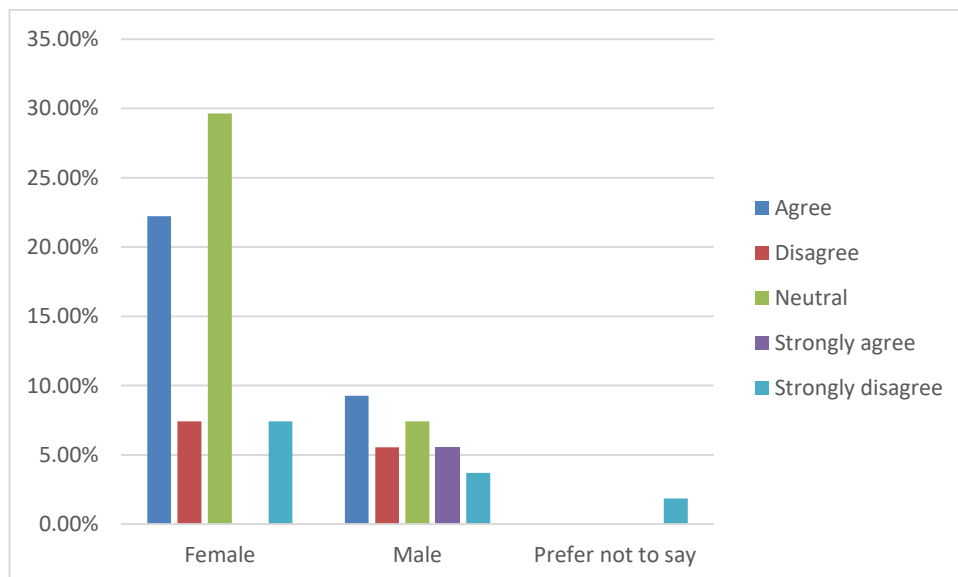
media; 37.04% stayed neutral on the question.

#### Analysis:

Taken together, a substantial share of students are logging considerable daily screen time — enough to plausibly shape their study habits, time management, and ultimately, academic performance.

### 3. I feel the need to check my social media notifications immediately as they arrive.

| Row Labels         | Agree         | Disagree      | Neutral       | Strongly agree | Strongly disagree | Grand Total    |
|--------------------|---------------|---------------|---------------|----------------|-------------------|----------------|
| Female             | 22.22%        | 7.41%         | 29.63%        | 0.00%          | 7.41%             | 66.67%         |
| Male               | 9.26%         | 5.56%         | 7.41%         | 5.56%          | 3.70%             | 31.48%         |
| Prefer not to say  | 0.00%         | 0.00%         | 0.00%         | 0.00%          | 1.85%             | 1.85%          |
| <b>Grand Total</b> | <b>31.48%</b> | <b>12.96%</b> | <b>37.04%</b> | <b>5.56%</b>   | <b>12.96%</b>     | <b>100.00%</b> |



#### Interpretation:

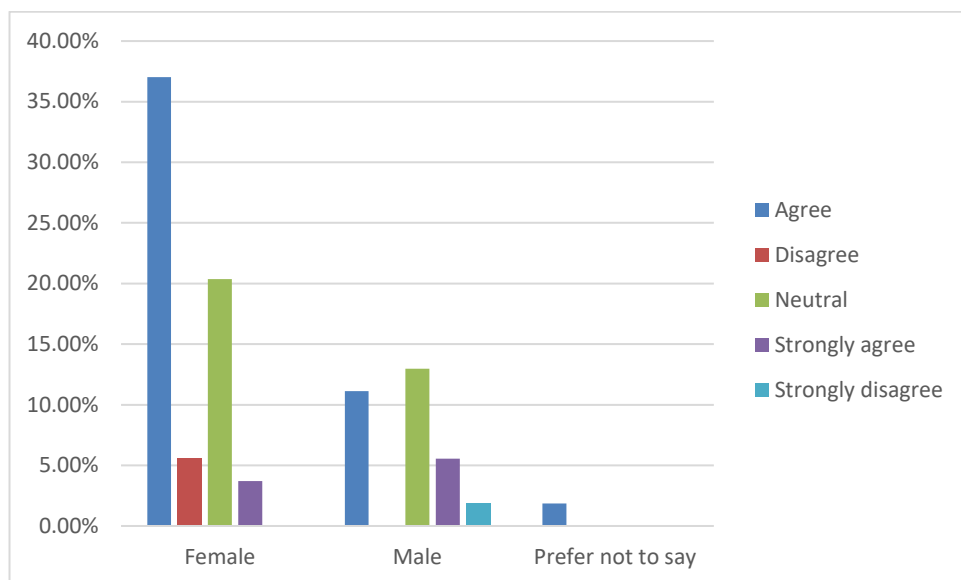
31.48% of respondents agreed they feel compelled to check notifications the moment they arrive, while another 37.04% were neutral on the point.

#### Analysis:

This points to a real habit among many students of reacting to notifications instantly — a reflex that can easily pull attention away from academic tasks and break concentration mid-study.

### 4. My academic performance has remained consistent or improved over the last two semesters.

| Row Labels         | Agree         | Disagree     | Neutral       | Strongly agree | Strongly disagree | Grand Total    |
|--------------------|---------------|--------------|---------------|----------------|-------------------|----------------|
| Female             | 37.04%        | 5.56%        | 20.37%        | 3.70%          | 0.00%             | 66.67%         |
| Male               | 11.11%        | 0.00%        | 12.96%        | 5.56%          | 1.85%             | 31.48%         |
| Prefer not to say  | 1.85%         | 0.00%        | 0.00%         | 0.00%          | 0.00%             | 1.85%          |
| <b>Grand Total</b> | <b>50.00%</b> | <b>5.56%</b> | <b>33.33%</b> | <b>9.26%</b>   | <b>1.85%</b>      | <b>100.00%</b> |



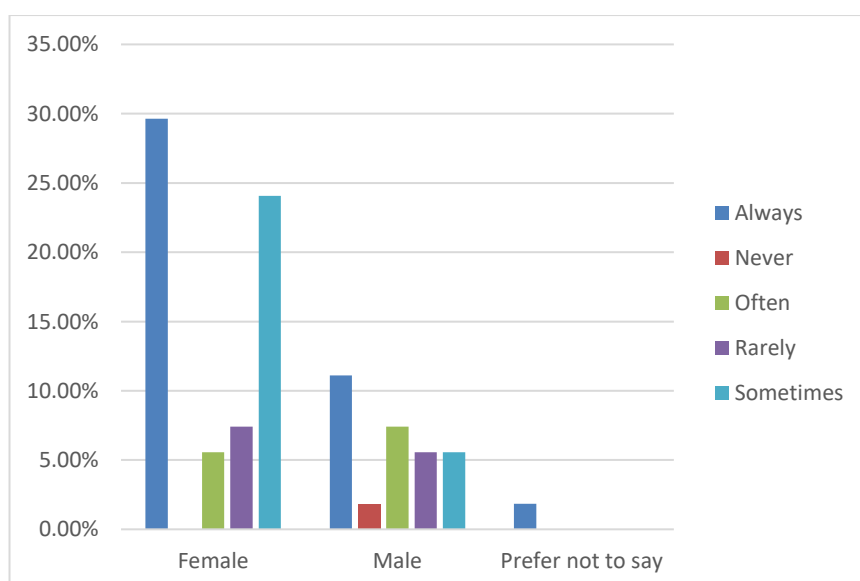
### Interpretation:

Half the respondents agreed, and a further 9.26% strongly agreed, that their academic performance has held steady or improved over the last two semesters.

### Analysis:

Even with frequent social media use, then, many students feel they're holding their academic ground or gaining — a sign that at least some are managing their time and their social media use in a workable balance.

| 5. I actively participate in classroom discussions and group academic activities. |        |       |        |        |           |             |
|-----------------------------------------------------------------------------------|--------|-------|--------|--------|-----------|-------------|
| 2. Gender                                                                         | Always | Never | Often  | Rarely | Sometimes | Grand Total |
| Female                                                                            | 29.63% | 0.00% | 5.56%  | 7.41%  | 24.07%    | 66.67%      |
| Male                                                                              | 11.11% | 1.85% | 7.41%  | 5.56%  | 5.56%     | 31.48%      |
| Prefer not to say                                                                 | 1.85%  | 0.00% | 0.00%  | 0.00%  | 0.00%     | 1.85%       |
| Grand Total                                                                       | 42.59% | 1.85% | 12.96% | 12.96% | 29.63%    | 100.00%     |



### Interpretation:

42.59% of respondents say they always take part in classroom discussions and group academic activities, and another 29.63% do so sometimes.

### Analysis:

Most students, then, stay actively engaged in academic life alongside their social media habits — a sign that using social

media doesn't automatically come at the expense of classroom participation.

## SPSS

### Hypothesis Test Summary

|    | Null Hypothesis                                                                                                                                | Test                       | Sig. | Decision                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------|-----------------------------|
| 12 | The categories of 12. I am able to complete my assignments and projects well before the deadline. occur with equal probabilities.              | One-Sample Chi-Square Test | .005 | Reject the null hypothesis. |
| 13 | The categories of 13. I find it easy to maintain high levels of concentration during long study sessions. occur with equal probabilities.      | One-Sample Chi-Square Test | .000 | Reject the null hypothesis. |
| 14 | The categories of 14. My academic performance has remained consistent or improved over the last two semesters. occur with equal probabilities. | One-Sample Chi-Square Test | .000 | Reject the null hypothesis. |
| 15 | The categories of 15. I actively participate in classroom discussions and group academic activities. occur with equal probabilities.           | One-Sample Chi-Square Test | .000 | Reject the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

## N Par Tests

### Descriptive Statistics

|                                                                                                     | N  | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------------------------------------------------------------------------------------|----|---------|---------|------|----------------|
| 6. I spend more than 3 hours daily on social media platforms (Instagram, LinkedIn, WhatsApp, etc.). | 54 | 1       | 5       | 3.17 | 1.042          |
| 7. I feel the need to check my social media notifications immediately as they arrive.               | 54 | 1       | 5       | 3.04 | 1.098          |
| 9. I find it difficult to stay away from social media for more than a few hours.                    | 54 | 1       | 5       | 2.76 | 1.115          |
| Valid N (listwise)                                                                                  | 54 |         |         |      |                |

### Chi-Square Test

#### Chi-Square Tests

|                    | Value               | df | Asymptotic Significance (2-sided) |
|--------------------|---------------------|----|-----------------------------------|
| Pearson Chi-Square | 10.670 <sup>a</sup> | 6  | .099                              |
| Likelihood Ratio   | 7.209               | 6  | .302                              |
| N of Valid Cases   | 54                  |    |                                   |

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .09.

## ANOVA TEST

### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F     | Sig.              |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1     | Regression | 12.004         | 5  | 2.401       | 2.220 | .068 <sup>b</sup> |
|       | Residual   | 51.921         | 48 | 1.082       |       |                   |
|       | Total      | 63.926         | 53 |             |       |                   |

a. Dependent Variable: 7. I feel the need to check my social media notifications immediately as they arrive.

b. Predictors: (Constant), 15. I actively participate in classroom discussions and group academic activities. , 11. I am satisfied with my current academic grades and overall CGPA. , 13. I find it easy to maintain high levels of concentration during long study sessions. , 14. My academic performance has remained consistent or improved over the last two semesters., 12. I am able to complete my assignments and projects well before the deadline.

## Findings

Most respondents were female students between 21 and 23 years old. The large majority reported spending more than three hours a day on platforms like Instagram, WhatsApp, and YouTube, and a considerable number said they feel compelled to check notifications the moment they arrive — a clear sign of how deeply social media has embedded itself in students' daily routines. Yet despite this heavy usage, many students reported that their academic performance has held steady or improved over the past two semesters, and most said they remain actively involved in classroom discussions and group academic work. Taken together, the findings point to a dual reality: social media opens up real access to educational resources and communication, but left unchecked, it also creates distractions, chips away at concentration, and eats into study time.

## Conclusion

Social media, this study confirms, plays a real and significant role in students' academic lives. Used well, it offers genuine educational value — easy access to learning materials, better communication, and stronger collaboration between students and teachers. Used without limits, though, it works against the very outcomes it can otherwise support, pulling down concentration, multiplying distractions, and disrupting time management. The path forward isn't to avoid social media but to use it wisely: students who strike a real balance between their online activity and their academic responsibilities are the ones who stand to gain from it — enhancing their learning rather than undermining it.

## Suggestions

Students would benefit from setting real limits on their daily social media time and keeping academic responsibilities as the priority. Educational institutions, for their part, could run awareness programs on using social media responsibly and productively. Where possible, students should lean on social media mainly for educational ends — pulling up study materials, joining academic discussions, staying in touch with teachers — rather than treating it as a default pastime. Parents and teachers also have a role to play in encouraging stronger time-management habits and helping cut back on unnecessary use. Future research could build on this study with a larger sample and a wider mix of colleges and universities, to arrive at more comprehensive conclusions.

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