

**INFLUENCE OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF COLLEGE STUDENTS**

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**Abstract**

In the ever-evolving landscape of higher education in Bangalore, the pervasive integration of social media platforms has sparked a debate on their implications for academic achievement. This study sought to delve deep into this dynamic, specifically exploring how such media engagements influence college students' academic performance. The objectives focused on discerning the correlation between social media usage and academic outcomes and identifying key factors mediating this relationship. Using a non-probability convenience sampling technique, data was collected from 128 students and analyzed using simple percentage analysis, descriptive statistics, and one-way ANOVA analysis. Findings revealed students, primarily aged 18 to 20, spend 2-4 hours daily on platforms like WhatsApp, predominantly for entertainment. While a section harnessed its academic potential, challenges like distractions and time management arose. The study suggests that educators could incorporate educational resources on these platforms, blending the advantages of digital engagements with traditional teaching paradigms. Conclusively, the research underscores the significance of a balanced approach, highlighting the potential to augment academic experience in a digital age while preserving the essence of conventional educational methods.

**Keywords:** Social Media, Academic Performance, College Students, Bangalore Region.

## INTRODUCTION

The digital age has ushered in a myriad of technological advancements, with social media emerging as one of the most profound phenomena (Verhoef et al., 2021). Platforms such as Facebook, Twitter, Instagram, and WhatsApp have integrated deeply into our daily lives, influencing various aspects of human behaviour and interaction (Alsanie, Saleh, 2015). One such area that has piqued scholarly interest in recent years is the interplay between social media and academic performance, especially among college students. Bangalore, often hailed as India's Silicon Valley, stands as a microcosm of this global trend (Shazia Kouser, 2020). Boasting a diverse demographic of students hailing from various parts of India and even abroad, the region provides an apt context to delve into this subject. College students, who are at the juncture between adolescence and adulthood, are particularly vulnerable to the myriad influences that social media presents, making it imperative to understand its impact on their academic life (Kolhar et al., 2021). The pivotal question this study seeks to address is: How does social media usage influence the academic performance of college students in the Bangalore region (Rathi et al., 2021)? While there has been extensive research on the topic globally, the unique socio-cultural milieu of Bangalore, coupled with its technological proclivity, makes the case for a dedicated study in this region (Akhila et al., 2022). The city's cosmopolitan nature, combined with its status as a leading educational hub, means that students here are both technologically savvy and exposed to a high level of academic rigor. This intersection of technology and academia presents a compelling backdrop to understand the potential benefits and pitfalls of social media usage in the context of academic achievement (Ashraf et al., 2021). Moreover, with the recent surge in online learning and digital classrooms, especially in the wake of global events like the COVID-19 pandemic, the lines between academic platforms and social media are becoming increasingly blurred (Sobaih et al., 2022). Platforms that were once purely social are now being integrated into academic settings, while educational platforms are incorporating social features (Greenhow & Askari, 2015). This evolving dynamic makes it even more pertinent to assess the role and influence of social media on student outcomes (Chen and Xiao, 2022). To sum up, this study is poised to contribute significantly to the existing body of knowledge by providing insights specific to the Bangalore region. By examining the patterns of social media

usage among college students and correlating them with academic performance metrics, the research aims to offer a nuanced understanding that can guide educators, policymakers, and students alike in navigating the digital landscape more effectively and productively.

## REVIEW OF LITERATURE

In recent years, the nexus between social media usage and academic performance has garnered significant scholarly attention. The study by Juno (2012) emphasized that students who engaged more frequently on Facebook reported lower GPAs than those who used it less. Similarly, M. the study (Owusu et al. 2015) found that students who used social media had an average GPA that was 0.3 points lower than non-users. They also reported that users studied between one to five hours per week compared to non-users who studied 11 to 15 hours a week. These findings highlight a potential negative relationship between social media usage and academic achievement. On the other hand, the study (Yahya et al., 2017) presented a contrasting view, suggesting that the use of platforms like Facebook can have educational benefits. They proposed that these platforms might foster a sense of community among students, which can be academically beneficial.

Furthermore, the study (Siew Chein et al., 2021) indicated that social media platforms, when used judiciously, can facilitate collaborative learning and information sharing among students. Specifically focusing on the Indian context, the study (Singhal and Chawla, 2019) explored the influence of social media among students in Punjab and found that while there was extensive usage of platforms like WhatsApp and Facebook, its impact on academic performance was ambiguous. The students reported both advantages in terms of information access and collaboration and disadvantages related to distractions and time wastage (Oguguo et al., 2020). However, there seems to be a conspicuous gap in the literature specific to the Bangalore region, a prominent educational hub in India. The diverse student population in this area, coupled with its unique socio-cultural landscape, can offer novel insights into this ongoing discourse. The study (Saritha, 2023) did touch upon the role of social media among college students in Karnataka, but the study was broad-based and did not delve deep into the intricacies specific to the Bangalore region.

## **RESEARCH GAPS**

While numerous studies highlight the positive and negative implications of social media on academic performance, there is a dearth of focused research on the influence of social media on academic performance specifically in the Bangalore region. Given the city's distinctive educational landscape and the mix of local, national, and international student populations, there is an evident need for a dedicated study. Furthermore, the majority of the existing literature either celebrates the positives or emphasizes the negatives, while a balanced understanding that delves into the nuances of how social media can be harnessed for academic advantages in this particular region remains largely unexplored. This study aims to bridge the identified research gap by focusing on the influence of social media on the academic performance of college students in the Bangalore region, adding a new dimension to the existing body of knowledge.

## **STATEMENT OF THE PROBLEM**

In the contemporary context of higher education, the escalating prevalence of social media engagement among college students in the Bangalore region has raised concerns regarding its potential impact on their academic performance. As the integration of social media platforms into students' daily lives becomes increasingly ubiquitous, there is a pressing need to comprehensively assess the intricate dynamics between social media usage patterns, study habits, time management, and the consequent implications for academic achievements. This study endeavours to address this pressing issue by investigating the extent to which social media influences the academic performance of college students in Bangalore, exploring both the positive and negative facets, and shedding light on the underlying factors that contribute to these effects.

### **Objectives of the study**

1. To analyse the relationship between social media usage and academic performance
2. To identify factors influencing the impact of social media on academic performance

## **METHODOLOGY**

In the current research, the non-probability sampling method was employed, with the specific application of the convenience sampling technique. This strategy was selected to ensure quick and easy access to the sample, given the particular constraints associated with the study. The focal area for this research was the Bangalore region, and data was collected from a sample size of 128 respondents, all of whom were college students actively engaged with various social media platforms. The primary objectives of this study were twofold. First, to understand and analyze the correlation between social media usage and academic performance, and second, to identify the key factors that influence how social media impacts academic achievements. To address these objectives comprehensively, various analytical tools were used. Simple percentage analysis offered a direct interpretation of the data, revealing major trends. Descriptive statistics provided an organized and simplified view of the comprehensive data, ensuring easy comprehension. Further, One-way ANOVA analysis was employed to discern differences in group means and ascertain the statistical significance of these disparities. This multi-faceted approach ensured that the research outcomes were both precise and pertinent to the specified region of Bangalore.

**DATA ANALYSIS**

Table 4.1 shows the demographic profile of the study respondents, which helps the stakeholders to understand the respondents' attitudes and preferences towards social media.

**Table No.4.1 Demographic profile of the respondents**

<b>Demographic factors</b>	<b>Options</b>	<b>No. of Respondents</b>	<b>Percent (%)</b>	<b>Total Percent (%)</b>
Age Group	18 to 20 years	56	43.8	100%
	21 to 23 years	49	38.3	
	Above 23 years	23	18.0	
Gender	Male	71	55.5	100%
	Female	57	44.5	
Present Degree	Diploma degree	13	10.2	100%
	Bachelor Degree	41	32.0	
	Post Graduate Degree	40	31.3	
	Doctorate Degree	19	14.8	
	Others	15	11.7	
Stream of Study	Arts and Science or	53	41.4	100%

	Humanities		
	Engineering	49	38.3
	Others	26	20.3

**Source: Primary Data**

In the age group category, respondents between 18 to 20 years had the highest representation at 43.8%, followed by those aged 21 to 23 years at 38.3%. The least represented age group was those above 23 years at 18.0%. In terms of gender distribution, males were more predominant with 55.5% compared to females who constituted 44.5%. For the academic degree, students pursuing a Bachelor's Degree led the representation at 32.0%. They were closely trailed by Post Graduate Degree students at 31.3%. Doctorate Degree students made up 14.8%, while the others category comprised 11.7%. The lowest number of students were from the Diploma degree at 10.2%. Regarding the stream of study, Arts and Science or Humanities topped the list with 41.4%. Engineering students were slightly lesser at 38.3%, and the Others category rounded off the list with 20.3%.

**Table No.4.2 Online Presence and Study Patterns**

Online Presence and Study Patterns	Options	No. of Respondents	Percent (%)	Total Percent (%)
Time on social media platforms	Less than 1 hour	13	10.2	100%
	1 to 2 Hours	29	22.7	
	2 to 4 Hours	52	40.6	
	Above 4 Hours	34	26.6	
Frequency of usage	Whatsapp	56	43.8	100%
	Youtube/ Facebook	28	21.9	
	Instagram/Telegram	34	26.6	
	Others	10	7.8	
Primary purpose of social media usage	Academic Research	19	14.8	100%
	Communication	24	18.8	
	Entertainment	52	40.6	
	News and Updates	11	8.6	
	Others	22	17.2	

**Source: Primary Data**

From Table no.4.2, the result reveals that when observing the daily hours students spend on social media platforms, the most common duration is 2 to 4 Hours with 40.6% of the surveyed students. This is followed by those spending Above 4 Hours, constituting 26.6%. Students who

spend 1 to 2 Hours represent 22.7%, while the least duration, Less than 1 hour, was reported by 10.2%. In the realm of platform preferences, WhatsApp stands out as the most popularly used platform with 43.8% of the participants favoring it. Instagram/Telegram combined sees usage of 26.6, while Youtube/Facebook combined amounts to 21.9%. Platforms categorized under Others are the least favored, with a mere 7.8% usage. Lastly, analyzing the primary purpose behind social media usage, Entertainment tops the list at 40.6%. This is trailed by Communication and Other purposes at 18.8% and 17.2% respectively. Academic Research and News and Updates have similar lower percentages, with the former standing at 14.8% and the latter at 8.6%.

**Table No.4.3 Social Media on Academic Engagement and Productivity**

Statement	Mean	Std. Deviation
Easy access to academic information and resources.	1.91	1.16
Academic concentration disrupted due to frequent usage of social media notifications	2.77	1.35
Collaborate with peers on academic projects	2.08	1.25
Decrease in time spent on studies	2.61	1.26
Understanding of academic topics in educational groups or pages on social media	1.95	1.18
Delay or postpone academic tasks due to the allure of social media content	2.61	1.29
Engage in academic discussions or seek research materials through social media platforms	1.89	1.19
Faster and more efficient learning through resources on social media.	3.41	1.30
Relaxation tool as refresh and refocus on studies	2.47	1.29
Difficult to balancing time between social media and academic tasks	2.99	1.41

**Source: Primary Data**

From the above table no.4.3, the descriptive statistics for the social media on academic engagement and productivity are ranked from 'I believe I learn faster and more efficiently through traditional methods compared to resources on social media.' stood at first with the highest mean score 3.41, followed by 'I feel that balancing my time between social media and academic tasks has been a challenge for me.' stood at second with the mean score 2.99, 'I often find my academic concentration disrupted due to frequent social media notifications.' stood at third with the mean score 2.77, 'My total study time has decreased due to the time I spend on social media.' stood at fourth with the mean score 2.61, 'I tend to delay or postpone my academic

tasks due to the allure of social media content.' stood at fourth with the mean score 2.61, 'I use social media as a relaxation tool during study breaks, which helps me refresh and refocus on my studies.' stood at fifth with the mean score 2.47, 'Social media allows me to collaborate with peers on academic projects and assignments more effectively.' stood at sixth with the mean score 2.08, 'Educational groups or pages on social media have enhanced my understanding of academic topics.' stood at seventh with the mean score 1.95, 'Social media provides me with easy access to academic information and resources.' stood at eighth with the mean score 1.91, and finally 'I often engage in academic discussions or seek research materials through social media platforms.' stood at ninth with the mean score 1.89.

**Table No.4.4 Anova analysis - Social Media on Academic Engagement and Productivity**

ANOVA							
Social Media on Academic Achievement							
		Sum of Squares	df	Mean Square	F	Sig.	Remarks
Age group	Between Groups	107.534	2	53.767	2.957	.056	Not Significant
	Within Groups	2272.771	125	18.182			
	Total	2380.305	127				
Level of higher education	Between Groups	310.276	4	77.569	4.609	.002	Significant
	Within Groups	2070.029	123	16.830			
	Total	2380.305	127				
Stream of study	Between Groups	174.375	2	87.187	4.941	.009	Significant
	Within Groups	2205.930	125	17.647			
	Total	2380.305	127				
Time on social media platforms	Between Groups	113.263	3	37.754	2.065	.108	Not Significant
	Within Groups	2267.041	124	18.283			
	Total	2380.305	127				
Frequency of usage	Between Groups	43.323	3	14.441	.766	.515	Not Significant
	Within Groups	2336.982	124	18.847			
	Total	2380.305	127				
Primary purpose of social media usage	Between Groups	195.244	4	48.811	2.748	.031	Significant
	Within Groups	2185.061	123	17.765			
	Total	2380.305	127				

From Table No.4.4 titled ‘ANOVA analysis - Social Media on Academic Engagement and Productivity,’ the influence of various demographic factors and patterns of social media usage on academic achievement was examined. Considering the significance level, it is observed that ‘Age



Group' with an F-value of 2.957 and a significance value of .056, as well as 'Daily Hours Spent on Social Media Platforms' with an F-value of 2.065 and a significance value of .108, and 'Frequently Used Social Media Platforms' with an F-value of .766 and significance value of .515, did not exhibit a significant association with academic achievement. Thus, the null hypothesis holds for these categories, indicating that there's no significant association between these factors and academic achievement. Conversely, 'Present Degree' with an F-value of 4.609 and a significance value of .002, 'Stream of Study' with an F-value of 4.941 and a significance value of .009, and 'Primary Purpose of Social Media Usage' with an F-value of 2.748 and a significance value of .031, displayed significant associations with academic achievement. This suggests that the academic level of study, the stream chosen, and the primary purpose of using social media have a notable impact on academic performance. Therefore, for these categories, the alternative hypothesis ( $H_a$ ) stands, pointing to a significant association between these factors and the impact of social media on academic achievement.

## FINDINGS

The study predominantly draws insights from younger demographics, primarily students aged 18 to 20, with a slightly higher male representation. Predominantly from undergraduate and early postgraduate programs, the majority come from Arts, Science, or Humanities, hinting at these streams being more intertwined with social media influences in the Bangalore region. Data reveals students spend 2 to 4 hours daily on platforms like WhatsApp, which is preferred for both academic and social engagements. However, the dominant use is entertainment, surpassing academic or communicative purposes, suggesting a potential area of improvement in leveraging online platforms for academic productivity. Analyzing student perceptions from Table No.4.3, a majority favor traditional learning over social media resources. Challenges such as distractions from notifications and time management between academics and online presence emerge. Yet, a section harnesses social media's potential for academic endeavors, albeit fewer than those facing challenges. The ANOVA analysis further highlights that while some factors like age or daily usage don't significantly correlate with academic performance, the type of academic degree, study stream, and primary social media purpose do, emphasizing the role of educational context and online intent in academic outcomes. The findings from this study provide a comprehensive

insight into the social media habits of college students in the Bangalore region. It is evident that while a sizable amount of their day is dedicated to online platforms, particularly Whatsapp, the primary intent behind this usage leans heavily towards entertainment rather than academic purposes. The data illuminates a possible opportunity for educators and institutions. Given the digital proclivity of this demographic, there exists a potential to channel this online presence toward more academically enriching activities. Introducing educational tools and resources via these platforms or promoting academically beneficial features could prove pivotal in bridging the gap between leisure and educational online activities, particularly in light of the study's core focus on academic performance. However, it's crucial to approach this endeavor with caution. The data indicates that while there is a certain appreciation for the resources available on social media, traditional learning methods still hold sway in terms of perceived efficacy. The primary challenge seems to be the distractions that social media inherently presents, with many students feeling that it disrupts their academic concentration and even causes procrastination. Yet, the silver lining lies in the students who harness these platforms for academic collaborations and access to educational content. The varying impact of social media on academic achievement, based on educational contexts and usage intent, highlights the need for a tailored approach. Institutions might consider strategies that incorporate the positives of social media into traditional learning methods, ensuring a balance that optimizes student engagement and academic performance.

## CONCLUSION

The exploration into the nexus between social media use and academic performance among college students in the Bangalore region has yielded significant insights. The prevailing trends indicate a substantial engagement with online platforms, with Whatsapp being a predominant choice. While a majority of this engagement is driven by entertainment motives, there lies an underutilized opportunity to harness these platforms for academic enrichment. The potential is palpable: by integrating educational tools and resources on these platforms, institutions could tap into students' digital inclinations, guiding them toward a more productive online experience that aligns with their academic pursuits. However, threading this path requires a nuanced understanding of the challenges posed by social media. The preference for traditional learning

methods among the surveyed students cannot be overlooked, and the distractions associated with social media are evident obstacles. Yet, there is an undeniable positive facet as some students effectively leverage these platforms for academic collaborations and resource access. Educational institutions must strike a harmonious balance. By integrating the advantages of social media into traditional pedagogies, it's possible to craft a holistic academic experience that resonates with contemporary students while preserving the efficacy of tried-and-true learning methodologies.

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