

Social Media Engagement and Its Influence on Academic Achievement of University StudentsSumit Sao¹ & Dr. Rashmi Srivastava²DOI: <https://doi.org/10.5281/zenodo.20336819>

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Abstract:

The use of social media has gained prominence in the day to day lives of students influencing how they communicate, access information and how they interact with academic content. Face book, Instagram, and Whats App platforms provide a possibility of collaboration, sharing of knowledge, and interactive learning. The use of social media among university students involves activities like attending online discussion, accessing learning materials, and communication with students and teachers. The impact of social media on academic achievement is however a debatable one. Although moderate and purposeful use has the ability to improve learning, excessive or uncontrolled use can cause distraction, less time on studying and poor academic achievement. This paper will explore how much social media use can influence the academic achievement of university students but will also bring out the potential advantages as well as the challenges of social media use in terms of higher education. The social media plays crucial role of student academic life, governs their performance and learning activities. This paper examines the connection between the academic achievement and the social media use of university students with precise reference to East Champaran District, Bihar. The use of a self-constructed questionnaire was a descriptive survey research design that was used to engage a purposive sample of 223 students. This study outcome revealed that, 61% of student responses had acknowledged that social media distracted them out of studying, which implies that it could be a hindrance to studying. Overall 65.03% of the student participants concurred that participating in academic discussions on websites like Whats App, Face book and Google Meet impacted positively on their academic achievement and learning. Moreover, 69.08 percent students suggested that the new academic idea is motivated by social media and 65.47 percent students said that they were more productive in their research as a result of using the social media.

Keywords: Academic achievement, Social Media, Higher Education, Learning Style.**Introduction:**

The National Education Policy 2020 (NEP 2020) highlights the revolutionary nature of digital technology and social media in contemporary education. It advocates the incorporation of digital platforms to improve access, equity and quality in teaching-learning processes. Education is made flexible and inclusive due to government programs like DIKSHA and SWAYAM which facilitate online learning, digital content delivery and teacher training. The use of social media has increased at a high rate among students in the present digital age. According to the recent statistics, more than 4.9 billion individuals across the globe (approximately 60-62 percent of the total population) actively utilize social media. In India, social media platforms have an estimated number of 470-500 million users (up to 32-35 percent of the population). In university students, the usage is greater and some of the studies conducted indicated that 80 to 90 percent of the students were consistently using the social network like

¹Research Scholar, Department of Educational Studies, School of Education, Mahatma Gandhi Central University, Motihari, East Champaran, Bihar, India. Email: sumitsao759@gmail.com

²Assistant Professor, Department of Educational Studies, School of Education, Mahatma Gandhi Central University, Motihari, East Champaran, Bihar, India. Email: rashmisrivastava@mgeub.ac.in

WhatsApp, Instagram, and YouTube to accomplish their academic and personal activities. NEP 2020 acknowledges that social media has the potential to aid in collaborative learning, real-time communication, and access to various educational materials.

It, however, also mentions the necessity of digital literacy, critical thinking, and responsible usage to overcome such challenges as distraction, misinformation, and overuse. In such a way, the policy suggests a moderate stance towards the opportunities of digital technology and social media to achieve better educational results. The social media platforms provide resources of contact, cooperation, access to information, and concerns have been voiced that they are likely to distract students, create unhealthy comparisons and lead to unhealthy emotional states (Chen & Xiao, 2022). Social media activity and academic achievement are significant to parents, teachers and learners who are more similar because it may be included in the effort to reduce potential risks and condition the positive impact of such sites (Mastrodicasa & Metellus, 2013). This study examination into the specific ways in which social media use effect various aspects of students academic lives, together with their grades, study habits, critical thinking skills and on the whole educational skill. Moreover, individual differences in personality, motivation and self regulation skills may play a main role in reasonable the effects of social media on academic outcomes. This study examining these factors, a more all-inclusive accepting of the complex interplay between social media and academic performance can be achieved, leading to the development of proof based recommendations for promoting responsible social media tradition among students.

Review of Related Literature:

Social media can help communiqué and collaboration among students. It can also be used to create online learning communities where students can ask questions, talk about course material and accept support from their peers and instructors (Obiso, 2024). This study indicates that social media can have both positive and negative effects on student's performances (Chandrasena & Llankoon, 2022). Social media platforms are regularly used by students for activities not related to education, such as attractive in frivolous discussions (Iqbal, 2018). There is rising concern that extreme social media use is associated with decrease self esteem (Takeddin et al., 2022). The constant stream of information and notification on social media can be distracting, making it complicated for students to focus on their studies and complete assignments effectively. This occurrence can be particularly problematic for students who struggle with self regulation or who are prone to procrastination (Sharma & Behl, 2022). It is significance nothing that the influence of social media on academic performance in not conclusively determined. There is a need to educate students about the responsible use of social media and its potential effect on their academic lives (Sharma & Behl, 2022). Social media provides possibility for students to communicate with peers and instructors, share resources and collaborate on projects (Gao, 2021). Social media can also offer learning opportunities through connecting with peers and instructors to share assets (Modi & Jain, 2021). The social media usage, academic procrastination and achievement among youth students has been somewhat neglected despite the compassion of this age group to the adverse effects of technology (Turel & Dokumaci, 2021). It is important to recognize that the effect of social media on academic outcomes is not uniform across all students (Chougule et al., 2020 & Shaikh et al., 2022). Social media can be valuable tool for staying knowledgeable about current events and accessing diverse perspectives. Some studies show that incorporating social media platforms into course instruction can increase students interest, contribution and engagement (Woods et ai., 2019). Social media has both positive and negative effects on academic performance (Boahene et

al., 2019). The assimilation of social media into educational settings has been explored by educators and researchers (Guy, 2012).

In this study research has explored the dual nature of social media effect on students importance both positive and negative consequences, there remains a lack of focused observed evidence on how specific patterns of social media engagement manipulate academic outcomes, particularly among students with varying levels of self-regulations and academic achievement. Many existing studies (e.g., Iqbal, 2018; Takiuddin et al., 2022; Sharma & Behl, 2022) emphasize either the distractive nature of social media or its potential as a learning tool, but few adopt a balanced and integrative approach that considers both dimensions in tandem. Moreover while several authors (e.g., Gao, 2021; Obiso, 2024) highlight how social media can support peer collaboration and online learning communities. There is limited analysis of how such engagement directly correlates with academic achievement metrics such as GPA or course outcomes. Thus this study aims to fill the research gap by systematically analyzing the relationship between social media engagement and students academic outcomes.

Research Question:

1. How does the use of Whats App, Facebook, and Google Meet affect university students' academic achievement?

Objective of the Study:

1. To study the impact of social media usage and addiction on academic achievement, gender differences, and research work among university students.

Research Methodology:

Descriptive survey method was followed in this study. The research was conducted by use of survey method. The sample was a sample of students of universities in East Champaran District of Bihar. The method of purposive sampling was used to identify the participants who were actively using social media. The study used a representative sample of 223 students who are pursuing different academic disciplines in East Champaran District, Bihar.

Tool of the Study:

This study a self-construct questionnaire was created as the main instrument of collecting data. The instrument was primarily aimed at collecting comprehensive data regarding the behaviour of the student regarding the use of social media and the student perceptions of academic achievement. It was developed following the review of the pertinent literature and related to the objective and research question of the research. Content validity: the review of the tool took place among academic experts, faculty members in the sphere of education. A small sample of 40 students was used to carry out a pilot study to determine the clarity and reliability of the questionnaire.

Finding:

Objective 1: To study the impact of social media usage and addiction on academic achievement, gender differences, and research work among university students.

Table No 1: Social Media Usage and Addiction on Academic Achievement and Research Work among University Students

SL	Statements	SA	A	N	D	SD	Total
01	Online social networks often distract me from concentrating on my studies	53 (23.77%)	83 (37.22%)	51 (22.86%)	28 (12.56%)	08 (03.59%)	223 (100%)
02	I have not seen any improvement in my academic performance since I started participating in these social networking sites.	31 (13.90%)	45 (20.18%)	52 (23.32%)	65 (29.15%)	30 (13.45%)	223 (100%)
03	I participate in academic discussions on Twitter, Face book, WhatsApp, and Google Meet, which has improved my academic performance.	54 (24.22%)	91 (40.81%)	41 (18.39%)	23 (10.31%)	14 (6.28%)	223 (100%)
04	I only use information from social media to complete my assignments; I never look to other sources.	28 (12.56%)	49 (21.97%)	53 (23.77%)	66 (29.60%)	27 (12.11%)	223 (100%)
05	Social media inspires new ideas and insights for my studies.	62 (27.82%)	92 (41.26%)	47 (21.08%)	18 (8.07%)	04 (1.97%)	223 (100%)
06	My academic achievement would remain unchanged even if I stopped using social media.	35 (15.70%)	41 (18.39%)	80 (35.87%)	45 (20.18%)	22 (9.87%)	223 (100%)
07	Male and female students use social networks in different ways and at different times.	57 (25.56%)	77 (34.53%)	58 (26.01%)	26 (11.66%)	5 (2.24%)	223 (100%)
08	Gender influences the level of social media network use.	22 (9.87%)	47 (21.08%)	89 (39.91%)	45 (20.18%)	20 (8.97%)	223 (100%)
09	Using social media significantly improves my research productivity	65 (29.15%)	81 (36.32%)	53 (23.77%)	15 (6.73%)	9 (4.03%)	223 (100%)

10	Social media platforms are effective for sharing research knowledge	78 (34.98%)	95 (42.60%)	30 (13.45%)	15 (6.73%)	5 (2.24%)	223 (100%)
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Analysis and Interpretation of the Data:

- ❖ **Social Media Distraction in Studies:** In this statement 1, 53 (23.77) respondents strongly agreed, and 83 (37.22) respondents agreed, hence 136 (60.99) respondents agreed that online social networks distract them during studies. It was only 16.14% that disagreed or strongly disagreed and 22.86% was neutral. This demonstrates that distraction is a huge problem among a majority of the students in the sample. The result is consistent with previous studies indicating that frequent use of entertainment-related internet and Face book boosts academic distraction and is associated with impaired academic performance (Feng et al., 2019).
- ❖ **Academic Performance and Social Media:** Statement no 2 indicate that the biggest proportion was on the disagreeing group: 65 respondents (29.15) disagreed and 30 (13.45) strongly disagreed, which totals to 42.60. Conversely, it was 34.08 percent and 23.32 percent that said yes or strongly yes and no respectively. This indicates that a larger number of students believed that there was at least some improvement in academic performance as a result of social networking and not any at all. Simultaneously, the reactions are not unilateral, which implies that academic impact of social media can be determined by the way students use it. This aligns with research indicating that social networking may have a positive or negative academic impact based on the level of use and intentions (Tafesse, 2022).
- ❖ **Academic Discussions through Social Media:** Statement no 3 was highly supported with a total of 145 (65.02) respondents in agreement or strongly agreed whereas only 16.59% disagreed or strongly disagreed. Another 18.39% were neutral. This shows that students greatly view academic talk using social media platforms as helpful to their academic activities. This finding is consistent with the opinion that social media may facilitate communication, teamwork, and learning when applied to educational activities (Perez et al., 2023). It is also indicative of research that has found that social media could enhance academic performance under the condition of the open and collaborative learning environment (Ashraf et al., 2021).
- ❖ **Social Media for Assignments:** The majority of the respondents dismissed this statement no 4. There were 93 respondents (41.70) who disagreed or strongly disagreed and only 34.53% agreed or strongly agreed; 23.77% were neutral. This implies that the majority of students are not solely using social media to complete their assignments and will probably be using books, journals, teachers, or other educational resources too. This is an encouraging result, since the literature on social media in higher education tends to emphasize that the educational utility of social media relies on its integration with other learning practices, instead of solely relying on social media (Perez et al., 2023).
- ❖ **Social Media and Academic Inspiration:** This is a strong positive statement no 5 in the dataset. The majority of respondents (69.06) agreed or strongly agreed, with only 9.87% disagreeing or strongly disagreeing. About 21.08% stayed neutral. The trend indicates that students tend to perceive social media as a platform where they receive new ideas, motivation to study, and a new outlook on various perspectives. This is in line with studies that indicate that social media can be used as an interactive

learning tool that facilitates information sharing, student-centred learning, and generation of ideas when used in a meaningful way (Perez et al., 2023).

- ❖ **Social Media and Academic Achievement:** Response to this statement no 6 was mixed. The most common was the neutral category with the highest number of 80 respondents (35.87%). In the meantime, 34.08% responded that they agreed or strongly agreed and 30.04% responded that they disagreed or strongly disagreed. This implies that students are not certain that social media is the real focus of their success in school. That is, social media can be helpful, though not essential to a great number of students. This is consistent with the rest of the literature that indicates that the academic impact of social networking is not strictly negative or positive; it depends on level, type, and purpose of use (Tafesse, 2022).
- ❖ **Gender Differences in Social Media Use:** Most of the respondents agreed with this no 7: 134 respondents (60.09) agreed or strongly agreed, with only 13.90% disagreeing or strongly disagreeing. Another 26.01% were neutral. This means that there are observable gender differences in social media behaviour as perceived by the students. Even though your data here are perceptual data, as opposed to group-comparison data, the result is not meaningless since it indicates that respondents are conscious of various use differences across gender. Gender differences in the patterns and purposes of social media use among students have also been reported in the past (Alnjadat et al., 2019; Karatsoli and Nathanail, 2020).
- ❖ **Gender Influence on Social Media Usage:** The highest uncertainty of the data was achieved by statement no 8. The neutral response prevailed (89 respondents 39.91%). Only 30.94% responded yes or very yes, 29.15% said no or very no. Thus, in contrast to Statement 7, the respondents were not so sure that gender influences the general degree of social media usage. One interpretation that can be made carefully is that students appear to be more certain about differences in gender when it comes to style and when it comes to timing of use than when it comes to a difference in gender when it comes to the amount of use. This is a handy detail, and it is reinforced by literature indicating that gender differences tend to manifest themselves more visibly in intent, preference, and style of communication than in mere amount of usage (Karatsoli and Nathanail, 2020).
- ❖ **Social Media and Research Productivity:** This statement no 9 was well received. There were 146 respondents who agreed or strongly agreed (65.47) and only 10.76 who disagreed or strongly disagreed; 23.77 were neutral. This finding indicates that a large number of students feel that social media can assist them in collecting information, sharing ideas and advancing research work more effectively. It aligns with the literature indicating that social media and corresponding academic networking platforms can facilitate knowledge sharing, cooperation, and engagement with research (Fauzi et al., 2024; Haque et al., 2023).
- ❖ **Social Media for Research Knowledge Sharing:** This is the most positive statement no 10 of the entire lot. One hundred and seventy-three (173) respondents (77.58%) affirmed or highly affirmed and only 8.97% disagreed or highly disagreed. Just 13.45% were neutral. This is a clear indication that respondents consider social media as an effective tool of sharing research knowledge. This result is in strong correlation with the recent literature that concludes that social media is a valuable knowledge sharing and academic exchange platform and collaborative interaction medium in higher education (Fauzi et al., 2024; Haque et al., 2023).

Conclusion:

This paper discusses how social media use impacts academic achievement and learning among students, the outcome has shown that social media has a double nature in considerable academic achievement. The majority of the students agreed that overuse of social network sites can create some serious distractions and difficulty focusing; most of the participants also highlighted the positive benefits of using social media, if utilized in a positive way, for learning, collaboration, and research. Whats App, Face book and Google Meet are some of the applications created as useful tools to facilitate knowledge sharing, scholarly discussion and foster the generation of new ideas. The differences in the social media commitment between genders were identified, which implies that there are differences in the interaction of students (men and women) with digital platforms. The study points out that social media can have positive effects on education, but it can also have negative effects if used in a creative or unregulated way, so it's important to have self control and apply social media in a strategic way. The impact of social media on academic achievement is mainly relative to the ways in which the students utilize the media. The findings suggest that in the field of education, schools, teachers and children should be more mindful and constructive users of social media to make the best of the positive potential of social media and discard the potential negative impact.

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