

Distraction Or Progression: The Positive and Adverse Effects of Social Media on Academic Performances.

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Abstract: In the century social media has become a big part of every persons life. Social media is something we use every day. At the time the problem of social media addiction is a big issue for young people. The risk of media addiction is causing a lot of problems, for young people. Social media addiction is a problem that is affecting young people. The relationship between the social media and students have both the positive and the adverse effects on their academic performances. This mainly occurs because of some applications that mostly causes distractions. This distraction which can later affects both the mental and physical health. These applications or platforms can either help students to learn seriously or it can seriously distract them from their school or college work which can degrade their academic performances.

Key words: social media, academic performances, positive and adverse effects, growth, distractions, work, addiction, productivity, mental problems, learning stage.

Chapter 1:

Introduction: -

1.1. Introduction of the study:

In today's world, nearly every student carries a smartphone and is constantly connected to social media (like Instagram, snapchat, Facebook, telegram, WhatsApp). These apps are a major part of student's life, but on one hand, they help in developing knowledge and help to gain an opportunity for positive educational engagement. While on other hand, for continuous engagement and immediate gratification, it makes a powerful magnet for attention loss. This paper will look closely at both the good (positive) and bad (adverse) ways of social media affects students school performance. Our goal is to understand this digital balancing act and figure out how students can use technology smartly to succeed in their academics and to prevent distraction.

1.2. Aim of the study: -

- To identify and measure the adverse effects (distraction).
- To identify and measure the positive effects (productivity).
- To provide recommendations for balance and effective use of social media.

1.3. Objective of the study: -

- To measure the average daily time students, spend on social media purely for non-academic activities such as entertainment, social chat.
- To investigate the role of social media is causing procrastination, reducing sleep quality, and leading to poor time management among students.
- To identify the specific ways students successfully use social media platforms for academic benefit such as educational content discovery, for making projects, to communicate with instructors.
- To identify the key personal habits like self-control and motivation that allows students to use social media productively and avoid distraction.

1.4. Hypothesis of the study: -

Hypothesis are the guesses or predictions that a study attempts to prove or disprove. In case of social medias effect on academic performance, the hypothesis addresses both the negative (distractions) and positive (productivity) sides. The key hypothesis are as follows:

- Hypothesis set 1: the adverse effect (distraction)- This set predicts a negative relationship between non-academic social media use and academic success.
 - H1 (adverse): excessive time spent on social media for non-academic purposes will have negative effect in students' academic performances.
It predicts - more time scrolling leads to lower grades.
 - H2 (mechanism): students who frequently engage in media multitasking (using social media while studying) will report significantly lower concentration and reduced study time compared to those who do not.
It predicts – distracted studying is less effective than focused studying.
- Hypothesis set 2: the positive effect (productivity)- This set predicts a positive relationship when social media is intentionally used as a learning tool.
 - H3 (positive): the use of social media for educational purposes (ex: collaborative learning, research, instructor communication) will have positive effect on students' academic performance.
It predicts – using social media for schoolwork leads to better grades.
 - H4 (engagement): students who use social media to share course-related resources and engage in peer discussions will show higher levels of course engagement and motivation.
It predicts- collaborative use of platforms boosts active learning.
 - H5 (moderation): the negative effect of social media use on academic performance is significantly reduced for students who report high levels of self-regulation and time management skills.
It predicts- good self-control protects students from the distracting effects.

1.5. Need and importance of the study: -

The research about social medias effect on schoolwork is extremely important because we need to figure out if it is mostly a helpful tool (productivity) or a major problem (distraction) for students.

The need and importance on the above topic are as follows:

I). The need: why we must study this problem-

We need this research because right now, social media is putting student success at risk.

1. Stop the grade drop: Students are spending hours on social media instead of studying. We need to find out exactly how much this scrolling is hurting their grades (GPA) and figure out how to stop it.
2. Fix focus problems: Constant notifications train students to lose focus quickly. We need to know if social media is making it harder for them to concentrate on tough subjects.
3. Address time-wasting: We need clear proof to show students and parents why they are struggling with procrastination and poor sleep, so we can help them about it.
4. Understand the mental toll: Academic stress combined with the emotional pressure from social media like seeing only ‘perfect’ lives or dealing with cyberbullying hurts a student well-being and their ability to learn. We need to understand this link.
5. Understanding digital dependence: The constant stimulation from social platforms is highly addictive (driven by dopamine rewards), potentially leading to a genuine digital dependence that replaces productive academic habits.

II). The importance: who benefits from the answers.

The result of this study will help many people make better decision about technology:

1. Help students’ success: By finding the ‘balance point’, we can give students clear rules for social media to help their studies.
2. Guide teachers and schools: The result help educators create smarter policies – like whether to ban phones in class or how to use a specific app for homework- based on evidence, not just fear.
3. Empower parents: The study gives parents solid facts to have meaningful conversations with their kids and help them to set an effective time limits that truly protect their academic future.
4. Turn a distraction into a tool: The most important thing is figuring out the recipe for ‘good’ social media use. We can show students how to use platforms for group projects, research and finding educational content, turning the huge distraction into a powerful learning tool.
5. Understanding the ‘why’ behind distraction: Research into the psychological drivers (like FOMO or self-control) is important because it leads to better personalized solutions. If a student is distracted due to social anxiety, banning platform wont work: they need different support than a student who is simply bored and checking a sports score this helps us treat the root cause, not just the symptoms.

Chapter 2:

Review or related literature: -

The impact of social media on academic performance, using media richness theory (MRT).

This research reveals a complex and contradictory relationship between social media use and student achievement. The literature generally supports the idea that social media itself is a neutral tool; its effect (positive or negative) is determined by the manner and degree of its use.

• **Overview of the relationships: -**

- Complex and multi-layered: past research indicates a complex and multilayered relationship between social media usage, academic activities, and academic performance. The overall impact of social media varies depending on several factors including usage habits, personal characteristics and type of platform used.

- **Contraindicatory findings:** this literature presents both positive and negative correlations. Some studies show a negative correlation, particularly concerning the amount of time spent on social media. Conversely, other studies suggest that a positive attitude towards social media use can potentially improve academic performance by providing greater access to information.
- **Negative impacts (distraction and time loss): -**
 - **Excessive use:** excessive use of social media is linked to negative effects on academic performance.
 - **Key negative effects:** these negative consequences include distractions, low motivation and reduced study time on virtual socializing can cut into a student study time and energy, causing their academic performance to suffer.
 - **Psychological effects:** excessive use may also have harmful psychological effects; such as increased anxiety, despair, and social comparison.
 - **Addiction:** however, at least one study found no significant correlation between social media addiction and poor academic performance in science subjects, suggesting that poor performance cannot be solely attributed to addiction.
- **Positive impacts (productivity): -**
 - **Responsible use:** responsible and prudent use of social media may improve academic performances.
 - **Academic activities:** active use of social media can improve students' ability to engage in academic activities and access information such as reading health-related news, completing assignments, and conducting academic researches.
 - **Learning enhancements:** educators use it to share teaching resources, foster group projects, encourage creativity and encourage critical thinking.
- **Theoretical framework- media richness theory (MRT): -**

This study uses media richness theory (MRT) to analyse the diverse impact of social media, passing that the effectiveness of communication (and thus learning) is determined by the richness of the platform.

 - **MRT principle:** MRT categorizes communication media based on their ability to transmit information effectively, considering factors like immediate feedback, multiple cues, language variety, and personal focus.
 - **Implication:** by applying this theory, the search suggests that platform offering richer communication (ex: those allowing video, immediate chat, and personal interaction) may be more effective for complex academic activities than leaner forms of communication.
- **Guidelines for students and institution: -**
 - **Student strategy:** students should use social media in a planned and controlled manner.
 - **Institutional concerns:** higher education institutions must address issues like cyberbullying, privacy concerns, and potential distractions.

Chapter 3:

Research design or methodology: -

- **Introduction:**

This chapter outlines the systematic and rigorous process employed to investigate the complex relationship between social media use, academic distraction, and productivity as it affects student academic performance. The purpose of the methodology is to establish a credible, transparent, and justifiable framework for data collection and analysis.

- **Population:**

The target population for this study includes teens aged 13 to 17 years and their parents. The teens were asked about their experiences with social media and their views about its impact on their lives.

- **Sampling:**

Sampling is a critical aspect of research methodology that influences the validity of findings. This study will adopt a quantitative sampling and qualitative sampling across a specified population to know the use of social media.

- Quantitative sampling – uses stratified random sampling to collect data from a large, representative group. Students are divided by discipline and year to study to avoid bias. This helps accurately measure the link between social media use (distraction) and academic performance (productivity).
- Qualitative sampling – uses purposeful sampling to select specific students for interview. It focuses on two groups:
 - Productive paradox: -high social media use + high GPA.
 - Distracted deterrent: - high social media use + low GPA.

This helps us understand why social media affects students differently.

- **Methodology of study:**

- Types of research: -

This study uses a mix of research methods. It looks at numbers. Also talks to people. The numbers part helps us see how media use, getting distracted and doing well in school are connected. The people part gives us an idea of what students think and feel about this stuff. We are using this mix of methods because it helps us understand the effects of social media on how well students do, in school and how much they get distracted. This way we get to see the numbers and what students really think about how social media affects their school work and productivity and distraction in school.

This research investigates how the use of social media affects students' academic performance – examine both its positive effects (enhanced learning, communication, and resource sharing) and adverse effects (distraction, procrastination, and reduced concentration).

With social media becoming an integral part of student's life, it is crucial to understand how its usage pattern influence productivity and learning outcomes.

The mixed methods approach is ideal for this study because:

- The information we get from surveys gives us simple results about how social media affects academic performance.

- We also do interviews to really understand what students think and feel when they have to deal with media and school work at the same time.
 - When we look at the information from both surveys and interviews we get a picture of what is going on and that makes our findings more believable and accurate, about social media use and academic performance.
- Data collection: -
- Sampling strategies –
 - ⇒ Population: college and university students who actively use social media platforms.
 - ⇒ Sampling technique: simple random sampling will be used to ensure equal opportunity for selection among students from various courses and academic years.
 - ⇒ Sample size: approximately 100 – 150 students.
 - Instruments –
 - ⇒ Structured questionnaire (quantitative): designed to collect information on –
 - ✓ Demographic details such as age, gender.
 - ✓ Frequency of the usage of social media.
 - ✓ Duration and purpose of social media use.
 - ⇒ Materials –
 - ✓ Printed or digital copies of the questionnaires and consent form and notes.
 - ✓ Laptop or data for online data collection.
 - ✓ Audio recorder (for interviews, with consent).
 - ✓ Statistical software (MS word, MS excel, MS PowerPoint) for quantitative analysis.

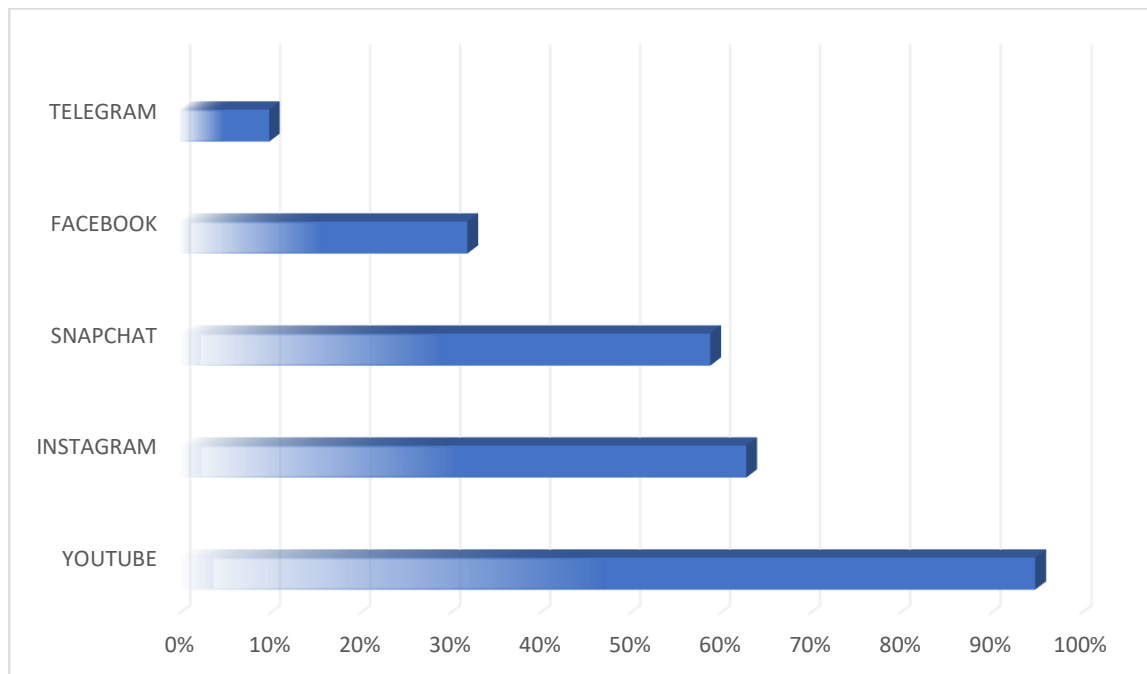
Chapter 4:

Data analysis and interpretations: -

4.1. Introduction:

This chapter presents the analysis and interpretation of data related to prevalence and patterns of social media use among teenagers aged 13 – 19 years. The findings highlight usage across different platforms, frequency of use, and changes in platform popularity over time. The results are interpreted to understand the implications for productivity, distraction, and social behaviour.

4.2. Data presentations:



4.3. Data analysis:

This study shows that social media use among teens (ages 13 – 19 years) is extremely common, with about 90% using it regularly and almost all going online daily.

YouTube is the most popular platform (95%), followed by Instagram (64%), snapchat (59%) and telegram (10%). Teens mostly prefer short videos and interactive content.

In terms of frequency, 71% of teens use YouTube daily, 58% use Instagram, 51% use snapchat.

Around 15 – 16 % of teens are “almost constantly” online, showing a strong habit or dependence on social media.

Facebook use, however, has sharply declined from 71% to 32% in previous decades – as teens move toward more modern and in visual platforms.

Overall, the data indicates that while social media provides educational and communication benefits, excessive use can lead to distraction, reduced focus, and lower academic productivity. Balanced and purposeful use is a key in gaining the positive effects.

Chapter 5:

Findings, summary, and conclusions: -

- **Findings:**

- Around 90% of teens use social media, and almost all go online daily.
- Most used platforms – YouTube, Instagram and snapchat.
- Daily use platforms - YouTube, Instagram and snapchat.
- Constant use platforms – about 15 to 16% of teens use YouTube “almost constantly”.
- Social media helps in learning and communication but also causes distraction and loss of focus when overused.
- Purpose of use – teens use social media for both educational (learning videos, academic help, peer discussions) and recreational purposes (entertainment, chatting, and sharing content).

- Negative impact on academic performances - excessive use leads to distraction, procrastination, sleep problems, and reduced concentration.
- Positive impact on productivity – when used wisely, social media helps students learn new skills, access educational content, participate in online learning and collaborate with peer. It can boost creativity and engagement in studies.
- Behavioural changes – many teens tend to multitasking-using social media while studying- which divides attention and reduces overall learning efficiency.
- Need for balance – The findings highlight the importance of maintaining a healthy balance between social media use and academic responsibilities. While social media provides opportunities for learning, networking, and creative expression, excessive or uncontrolled use can negatively impact attention, memory, and study habits. Students who set time limits for social media, prioritize academic tasks, and use online platforms mainly for educational purposes are more likely to stay productive and focused. Balanced use helps them enjoy the benefits of digital connectivity—such as collaboration, access to information, and stress relief—without falling into the trap of distraction or addiction. Parents and educators also play a key role by guiding students on responsible social media habits, encouraging digital discipline, and integrating social media in positive ways into the learning environment. Developing self-control and awareness is essential for students to use social media as a tool for growth rather than a source of distraction.

- **Summary:**

This study examined how social media affects students' productivity and academic performance. Results show that while platforms like YouTube can support learning, excessive use of Instagram and snapchat leads to distraction.

The overall effect depends on how and how long social media is used – moderate, educational use increases productivity; overuse lowers concentration and performance.

- **Conclusion:**

Social media has both positive and adverse impact on academic life.

Used wisely, it improves learning and information sharing; used excessively, it causes distraction and time wastage.

Students should maintain a balance between study and online activity, using social media mainly for educational purposes to stay productive.

Social media should be used productively and for the entertainment purpose it should be used limitedly for appropriate time.

The dependence on social media is under their own control who tends to use it.

There is a fine line between the usage of mobile phones which obviously decide our future. In today's modern world the usage of social of social media has become crucial for our young generation to connect with the world. But one should keep in mind that this connection should be of good and productive use.

This social media is initially founded for progression and to make our day-to-day life easy but because of the continuous and nonproductive usage it has now become the distractive media, which should be stopped as soon as possible.

So, as social media has both the positive and adverse effect, it should be used wisely and in control for the progression and to have the better future.

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2. The Role of social media in Shaping Academic Performance: A Case Study using Multiple Linear Regression Analysis by Nornadiah Mohd Razali et al. *Journal of Mathematics and Computing Science*, Vol 10 No 1, 2024. Uses SMAQ and SMEQ to measure social media addiction/engagement and links specific dimensions (intense desire, tolerance) with academic performance.
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