



Social Media Habits and Their Academic Consequences: Insights from Undergraduate Students of Odisha

Parshuram Sahoo^{1*}, Jyoti Sankar Pradhan²
Fakir Mohan University, Odisha

Corresponding Author: Parshuram Sahoo sahoo.parshuram3@gmail.com

ARTICLE INFO

Keywords: Social Media Usage, Undergraduate Students, Academic Achievement, Higher Education

Received : 5 January

Revised : 23 February

Accepted: 23 March

©2025 Sahoo, Pradhan: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The significance of social media in education has garnered heightened scrutiny in the contemporary digital era. Social media platforms, including Facebook, Instagram, YouTube, and Twitter, have transformed students' engagement patterns and exert considerable pedagogical influence. This research investigates the social media behaviours of undergraduate students of Odisha and their possible effects on their educational outcomes. Survey research method was adopted for this study. Using multi-stage random sampling technique, a total no of 540 undergraduate students were selected. Social Media Usage Scale (SMUS), a researcher standardised Likert-type questionnaire was employed to collect data regarding social media usage habits of undergraduate students. Academic achievement data were the Semester Grade Point Average (SGPA) of students, obtained from college records. The data were analysed using percentages, frequencies, bar die-gram and Regression Analysis was carried out to assess the influence of social media use on the academic achievement of students. The results revealed that YouTube is the most popular social media platform among the students and maximum students use social media one to two hours daily. It is also concluded that utilization of social media platforms has a significant and positive influence on students' academic performance

INTRODUCTION

Social media has ushered in a rapid change regarding how people interact with one another, express themselves, and access information (Purnama & Asdlori, 2023). While the youth consider social media platforms like Facebook, Instagram, Twitter, and WhatsApp indispensable parts of their daily life, undergraduate students represent a sizable section of social media users (Azizi et. al., 2019) who are deeply influenced by these platforms. Social media allows them to hold interactive sessions for socializing (Cortés-Ramos, et al, 2021) entertainment (Bashir, et al.,2021) and learning (Khan et al.,2021); on the downside, such ubiquitous utilization raises critical questions about its impact on academic performance. The integration of media in the students' lives of Odisha, a state in eastern India with a cultural backdrop and increasing impetus on higher education, has therefore become a matter of intrigue mingled with grave concern. Academic social networking nurtures collaboration, knowledge sharing, and academic exploration (Al-Rahmi, et al., 2022), yet poses risks in neglecting studies and procrastination (Suárez-Perdomo, et al.,2024) while engendering distraction and addiction. Finding a balance between utilizing social media for academic development and evading potential pitfalls is necessary for the students who are facing the demands of higher education.

Research has demonstrated both favourable and unfavourable influence of social media on academic performance. Social media can serve as a medium of communication between peers; it can encourage collaborative learning; it can also make available different kinds of educational content for students. Adversely, if not consulted wisely and with restraint, time spent on social media can influence students to study less, concentrate less, and bring down their academic performance. Given the diametrically opposite views, many researchers conclude that a deeper understanding of the effects of social media-related behaviour on students' academic performance is needed. This present research is therefore concerned entirely with undergraduate students of Odisha and aims to study social media habits and their relationship with academics. It intends to find out the impact of the patterns of social media use, preferences, and the amount of time spent on social media on academic outcomes. It further tries to suggest ways in which students can be advised for responsible use of social media so that the benefits outweigh the consequences.

Understanding the influence of social media on academic performance is essential in today's digital age, where technology plays a central role in shaping educational experiences. This study not only contributes to the growing body of literature on this topic but also provides actionable recommendations for students, educators, and policymakers in Odisha

LITERATURE REVIEW

Social media platforms such as Facebook, Instagram, Twitter, and WhatsApp have transformed how students communicate, access information, and engage in academic activities. According to Boyd and Ellison (2007), social networking sites provide users with opportunities to build and maintain connections, exchange ideas, and foster collaboration. For students, these platforms have become valuable tools for sharing educational resources,

participating in academic discussions, and seeking peer support. Several studies suggest that when used appropriately, social media can enhance learning outcomes by promoting collaborative learning and providing access to diverse educational content (Zhao, 2024); Chen & Bryer, 2012). However, the excessive use of social media has been associated with various adverse effects on academic performance. Kirschner and Karpinski (2010) found that students who spent more time on social networking sites tended to have lower grades due to reduced study time and attention. Procrastination, distraction, and addiction are frequently cited as consequences of unregulated social media use, with students often prioritizing online interactions over academic responsibilities (Paul et al., 2012). Furthermore, excessive screen time has been linked to sleep deprivation and mental health challenges, which indirectly affect academic performance (Cain & Gradisar, 2010).

Despite these challenges, the potential for leveraging social media as a learning tool cannot be overlooked. Studies have identified the importance of moderation and purpose-driven use of social media in fostering academic success. For instance, Manca and Ranieri (2016) emphasize the role of educators in guiding students to use social media effectively for academic purposes, such as collaborative projects, online discussions, and accessing reliable educational resources. Similarly, researchers such as Ahmed et al. (2020) advocated for the integration of social media into academic curricula to enhance digital literacy and critical thinking skills among students.

In Odisha, where higher education is expanding and digital adoption is growing, there is limited but emerging research on the influence of social media on undergraduate students. Studies specific to this region often explore the broader impacts of digital technology on education but rarely focus exclusively on social media habits. This highlights a research gap that this study seeks to address, providing region-specific insights into how social media affects academic performance. The existing body of literature underscores the dual-edged nature of social media use, emphasizing the importance of balance and guided usage. By exploring the relationship between social media habits and academic outcomes in Odisha, this study contributes to a nuanced understanding of this global phenomenon while addressing a regional context.

Objectives

1. To determine the pattern of social media usage of students studying at the undergraduate level.
2. To find out the influence of social media usage on the academic achievement of students studying at the undergraduate level.

Hypothesis

There is no significant influence of social media usage on Academic Achievement of students studying at undergraduate level.

METHODOLOGY

The present study adopted a survey research design for studying the present influence of social media use on the academic progress of the undergraduate students of Odisha. The undergraduate students admitted in the academic year 2022-2023, constitute the population for this study. To get a proper representation of the undergraduate students, the study employed a multistage sampling technique by selecting first districts from the three divisions of Odisha state and the colleges were chosen and at last 540 students were selected using simple random sampling technique. The data were collected using self-made standardised Social Media Usage Scale (SMUS) which consists of 28 Likert type questions in Part-1 and the part-2 deals with the questions like type of social media usage, preference of social media, time spend on social media. The Cronbach Alpha reliability of Social Media Usage Scale (SMUS) is 0.938. The academic achievement score has been collected from the college records. The collected data were analysed using percentages, frequencies and regression analysis.

RESULT AND DISCUSSION

Pattern of Social Media Usage

Types of Social Media Used

Fig-1 represents the types of social media used by the undergraduate students. It is evident that YouTube (290) is the most used social media followed by WhatsApp (78) and Facebook (52). Twitter (32) is the least used platform by the students.

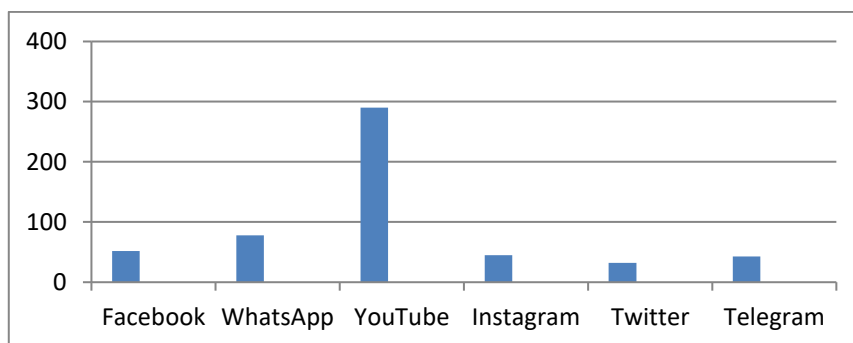


Fig 1. Types of Social Media Used by Students

Time Spent on Social Media Daily

Majority of students (285) reported that they spent 1-2 hours daily on social media as depicted in Figure-2 and 185 students use less than one hour daily. Only 14 students found to use social media more than three hours daily.

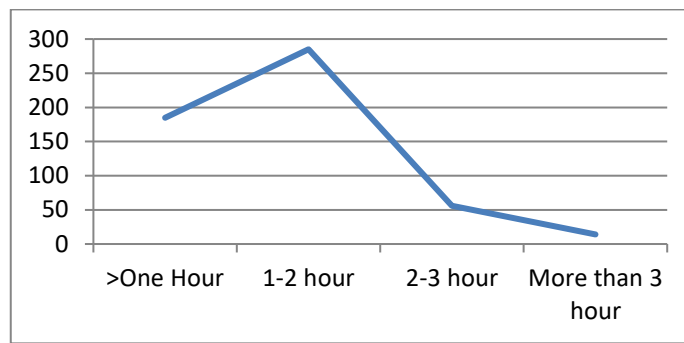


Fig 2. Time Spent on Social Media by Students daily

Frequency of Social Media Usage

With regard to the frequencies of use of social media maximum undergraduate students (189) reported to use social media more than two times daily followed by 175 students who use more than three times daily.

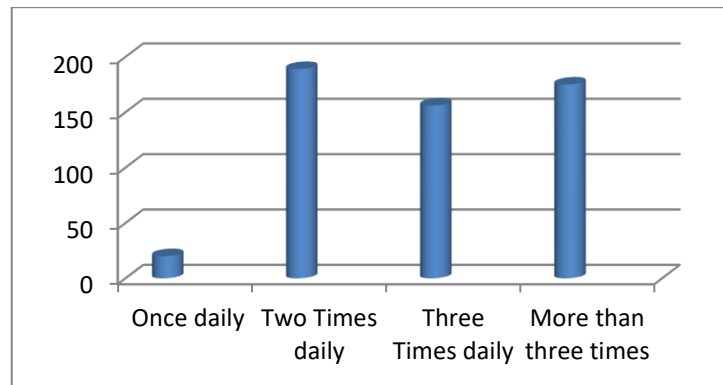


Fig 3. Frequency of Social Media usage

The Influence of Social Media Usage on the Academic Achievement of Students

Regression analysis is used to examine the influence of SMU on AC to test the following hypothesis.

H_{01} : There is no significant influence of SMU on AC

Table 1. Model Summary of SMU and AC

R	R Square	Adjusted R Square	Std. Error of the Estimate
.087	.008	.006	.78400

Source: Calculated and compiled from primary data

It is clear from table-1 that the independent variable SH explains 0.08% (R Square = 0.008) of the variance in SMU.

Table 2. ANOVA of SMU and AC

	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.499	1	2.499	4.066	.044
Residual	330.686	538	.615		
Total	333.185	539			

Source: Calculated and compiled from Primary Data

Significant F value ($F=4.066$, $P < 0.05$), indicates that the independent variable is related to the dependent variable.

Table 3. Coefficients of SMU and AC

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.750	.142		47.418	.000
SMU	.098	.049	.087	2.016	.044

Source: Calculated and Compiled from Primary Data

Table-3 indicates that the impact of SMU on ($\beta = 0.098$, $t = 2.016$, $p < 0.05$) is positive and statistically significant with AC, at 0.05 significant levels. Therefore, SMU has positive and significant influence on AC. H_{01} is rejected.

The influence of social media on the academic experiences of undergraduate students has garnered increasing attention, especially in the digital era where online platforms enable communication, collaboration, and knowledge dissemination. The study explored the social media usage pattern and its influence on the undergraduate students of Odisha. Social media platforms are becoming popular among the undergraduate students. The findings indicated that Youtube is the most used and popular social media platform by the students. This is supported by Raj et al. (2021) and contrasted by Thomas et al. (2020). Majority of undergraduate students agreed that they use social media one to two hours daily. This finding is in consistent with Okaroma & Okafor (2018). Majority of undergraduate students use social media more than two times daily. It is also found that social media usage has a positive and significant influence on academic outcomes of undergraduate students which is in consistent with Malik et al., 2020 and Sivakumar, 2020. But the findings of Gok, 2016, Celestine & Nonyelum, 2018 and Bhandarkar et al., 2021 are contrasting.

CONCLUSIONS AND RECOMMENDATIONS

As elucidated by the findings of this research, the positive and significant relationship between social media and the academic performance of undergraduate students in Odisha is substantiated. Social media has turned out to be an important means of learning, collaborating, and sharing information so that students can access academic content, discuss topics, and interact with each other and with faculty beyond the physical classroom. Moreover, the study emphasized the need to maintain structure and purpose in the social media

activity so as to gain the ultimate academic benefits. Time management and self-regulation, along with digital literacy, are vital in ensuring the productive use of social media. Thus, promoting digital learning strategies and establishing online academic communities with responsible participation in social media should be the cornerstone of educational institutions and policymakers when embracing social media into learning frameworks.

FURTHER STUDY

Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Conflict of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Authors Contribution

All the authors have equally contributed for writing introduction, review, methods, data collection, data analysis and interpretation of results.

Ethical Approval

This study follows ethical guidelines for conducting research in social sciences. Informed consents have been obtained from all the participants for collection of data.

Data Availability Statement

The data that support the findings of this study are available on reasonable request from the corresponding author.

ACKNOWLEDGMENT

The researcher is indebted to participants who took part in this study for the extraordinary assistance it made in collecting data. Without their genuine response, this study might not be successful.

REFERENCES

- Ahmad, Erny Arniza. "Revolutionizing learning: leveraging social media platforms for empowering open educational resources." *International Journal of e-Learning and Higher Education (IJELHE)* 19, no. 1 (2024): 83-106.
- Al-Rahmi, W. M., Yahaya, N., Alturki, U., Alrobai, A., Aldraiweesh, A. A., Omar Alsayed, A., & Kamin, Y. B. (2022). Social media-based collaborative learning: The effect on learning success with the moderating role of cyberstalking and cyberbullying. *Interactive Learning Environments*, 30(8), 1434-1447.
- Azizi, S. M., Soroush, A., & Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. *BMC psychology*, 7, 1-8. <https://doi.org/10.1186/s40359-019-0305-0>
- Bashir, I., Malik, A., & Mahmood, K. (2021). Social media use and information-sharing behaviour of university students. *IFLAjournal*, 47(4),
- Bhandarkar, A. M., Pandey, A. K., Nayak, R., Pujary, K., & Kumar, A. (2021). Impact of social media on the academic performance of undergraduate medical students. *Medical journal armed forces India*, 77, S37-S41.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-mediated Communication*, 13(1), 210-230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- Cain, N., & Gradisar, M. (2010). Electronic media use and sleep in school-aged children and adolescents: A review. *Sleep medicine*, 11(8), 735-754
- Celestine, A. U. & Nonyelum, O.F. (2018). Impact of Social Media on Students' Academic Performance. *International Journal of Scientific & Engineering Research*, 9(3), pp.1454-1462.
- Chen, B., & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informal learning. *International Review of Research in Open and Distributed Learning*, 13(1),
- Cortés-Ramos, A., Torrecilla García, J. A., Landa-Blanco, M., Poleo Gutiérrez, F. J., & Castilla Mesa, M. T. (2021). Activism and social media: youth participation and communication. *Sustainability*, 13(18), 10485.
- Giunchiglia, F., Zeni, M., Gobbi, E., Bignotti, E., & Bison, I. (2018). Mobile social media usage and academic performance. *Computers in Human*

Behavior, 82, 177-185. <https://doi.org/10.1016/j.chb.2017.12.041>

- Gok, T. (2016). The Effects of Social Networking Sites on Students' Studying and Habits. *International journal of Research in Education and Science*, 2(1), 85-93.
- Khan, M. N., Ashraf, M. A., Seinen, D., Khan, K. U., & Laar, R. A. (2021). Social media for knowledge acquisition and dissemination: The impact of the COVID-19 pandemic on collaborative learning driven social media adoption. *Frontiers in Psychology*, 12, 648253.
- Kirschner, P. A., & Karpinski, A. C. (2010). Facebook® and academic performance. *Computers in Human Behavior*, 26(6), 1237-1245.
- Malik, M.J., Ahmad, M., Kamran, M.R., Aliza, K. and Elahi, M.Z. (2020), "Student use of social media, academic performance, and creativity: the mediating role of intrinsic motivation", *Interactive Technology and Smart Education*, Vol. 17 No. 4, pp. 403-415.
- Manca, S., & Ranieri, M. (2016). "Yes, for sharing, no for teaching!": social media in academic practices. *The Internet and Higher Education*, 29, 63-74. <https://doi.org/10.1016/j.iheduc.2015.12.004>
- Okoroma, F. N., and Okafor, I. A. (2018). The impact of social media on library and information studies students at the University of Ibadan, Nigeria. *African Educational Research Journal*, 6(3), 114-119.
- Paul, J. A., Baker, H. M., & Cochran, J. D. (2012). Effect of online social networking on student academic performance. *Computers in Human Behavior*, 28(6), 2117-2127.
- Purnama, Y., & Asdlori, A. (2023). The Role of Social Media in Students' Social Perception and Interaction: Implications for Learning and Education. *Technology and Society Perspectives (TACIT)*, 1(2),
- Raj, M., Gupta, A., & Slathia, N. (2021). The Use of Social Networking Sites and Other Services for Learning among College Youth. *European Journal of Education and Pedagogy*, 2(2), 5-8.
- Sivakumar, R. (2020). Effects of social media on academic performance of the students. *The Online Journal of Distance Education and e-Learning*, 8(2), 90-97.
- Suárez-Perdomo, A., Garcés-Delgado, Y., & Arvelo-Rosales, C. N. (2024). Academic procrastination and inappropriate use of social networks

among university students. *Studies in Higher Education*, 1-13.
<https://doi.org/10.1080/03075079.2024.2373190>

Thomas, L., Orme, E., & Kerrigan, F. (2020). Student Loneliness: The Role of Social Media Through Life Transitions. *Computers & Education*, 146, 103754.

Zhao, Y. (2024). Exploring the role of social media platforms in facilitating collaborative learning among EFL Students: A case study approach in vocational colleges. *International Journal of Instructional Cases*, 8(1), 209-232.