THE INFLUENCE OF SOCIAL MEDIA DISTRACTIONS ON STUDENTS' ACADEMIC SUCCESS

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Abstract

Aim: This study's primary goal is to assess how social media distractions affect students' academic performance. The research gap for this study is determining the precise effects of social media distractions on study habits, time management, and general academic performance in the contemporary digital era, even though numerous researchers have undertaken surveys on this subject. **Material and Methods**: A self-made questionnaire created with Google Forms and an analysis of previous research articles on the subject served as the foundation for this investigation. Students' answers to the questionnaire about their study habits, social media use, and academic achievement were gathered. Excel and SPSS IBM Version 26 were used to evaluate the gathered data, and statistical methods such as the independent t-test, one-way ANOVA, and correlation analysis were used. Tables and figures are used to display the analysis and findings. **Results and Discussion**: Students' answers were used to assess how social media distractions affected their academic performance. Social media use and academic achievement were found to be significantly correlated by the SPSS tool analysis. Academic scores and daily



social media screen time were shown to be related, as indicated by the independent T-test's significant value of 0.004. Students' desire to cut back on social media use in order to improve their academic performance was examined using the one-way ANOVA test, which produced a significant p-value of 0.054. Additionally, the correlation study looked at the association between social media usage and concentration levels; the results showed a weak but discernible effect, with a Pearson correlation value of 0.055

Keywords: Social Media, Distractions, Academic Success, Time Management, Study Habits, Productivity, Attention Span, Cognitive Load, Digital Addiction, Procrastination, Online Engagement, Academic Performance, Sleep Deprivation, Self-Regulation, Mobile Phone Usage, Digital Well-being, Multitasking, Educational Outcomes, Screen Time, Concentration

Introduction

The impact of social media diversions on students' academic performance is investigated in this study. The term "social media distractions" here refers to the disruptions brought on by social media sites that may have an impact on students' time management, study habits, and general academic achievement. (Zureick et al. 2018)2018) Although social media has revolutionized communication and information exchange, students' overuse of it poses issues. The book examines the growing use of social media, especially by students, and presents the most recent findings regarding its effects on academic performance, cognitive load, and focus.(Seymour 2021) Developing solutions to balance social media use with academic obligations requires an understanding of these consequences. Facebook's impact on academic achievement has been extensively researched. Time spent on non-academic social media activities is negatively correlated with academic achievement, according to this study, which looks at how social media usage habits affect students' grades. The study is important because it clarifies the necessity of self-regulation techniques and digital literacy to reduce distractions and maximize study effectiveness. Students who regularly use social media while studying typically have inferior academic achievements, according to a study comparing social media users with non-users in academic contexts.(Schunk and Zimmerman 2011) In order to address the issues of digital distractions and put measures in place to support focused learning, educators and legislators can



greatly benefit from the findings. As digital gadgets become more widely available, students are subjected to a multitude of online diversions. This study examines the effects of juggling social media use with academic work, emphasizing the cognitive costs of task switching and how it affects learning results.(Gazzaley and Rosen 2017)

Controlling social media distractions is essential for kids' academic progress in the rapidly changing digital age. (Gazzaley and Rosen 2017; Gold 2014)As technology develops, worries about how it may affect students' concentration and productivity only increase. which examines the impact of Twitter use on student involvement and grades, (Almpanis 2020)is a noteworthy one. More than 1,500 studies have looked at related subjects, according to Google Scholar, demonstrating the broad scholarly interest in this problem. This study, which has received over 800 citations, is still essential to comprehending the scholarly ramifications of social media distractions. Student lifestyles have changed due to the increase in smartphone dependency, which has an impact on study and sleep routines. (*The Impact of Social Media, Gaming, and Smartphone Usage on Mental Health* 2024)Furthermore, there are more than 600 research studies examining the relationship between social media use and academic achievement in the Web of Science database.(Mathias 2019)

The increased concern and efforts to understand the balance between digital engagement and academic obligations are reflected in this large body of research. According to research, using social media excessively might result in compulsive behavior that impairs time management and study effectiveness. (Wang 2013)But according to the research, there may be some advantages to using social media for academic objectives in an organized way, like knowledge sharing and collaborative learning. As we learn more about this study, we see that social media distractions have a complex effect on academic achievement that is influenced by behavioral, psychological, and environmental factors(Stabile and Ershler 2016). High social media use is frequently associated with poorer GPA scores, according to a meta-analysis of research on social media and student performance. In order to provide a thorough examination of how social media distractions affect students' academic performance, this study attempts to consolidate important findings from previous research. This research closes a significant gap in the body of knowledge on digital distractions in education by examining the intricate connection between social media



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use, attention span, and academic performance. (Kumar 2024) This study assesses the self-reported academic achievement of students who use social media extensively, supporting the necessity for rules governing appropriate digital use in classrooms. Social media platforms' explosive expansion has changed how students connect, get information, and pass the time. (Sternheimer 2018).

Material And Method

A mixed-methods technique is used in this study from Saveetha University's Saveetha College of Liberal Arts and Sciences to examine how social media distractions affect students' academic performance. The heterogeneous sample for this study consists of 100 participants, who are students from a range of academic backgrounds. To gather quantitative data and evaluate distraction-related aspects, a standardized questionnaire will include Likert scale questions. In order to continuously obtain qualitative insights and gain a better knowledge of the participants' experiences and perceptions of social media distractions, focus groups and interviews will also be held. A thorough examination of the intricate connection between social media use and academic achievement is guaranteed by the research design. The integration of both qualitative and quantitative data will offer insightful viewpoints that can guide tactics for efficiently controlling social media use and improving students' academic performance.

I will use Google Forms to send a structured questionnaire to members of Group 1 (Students Using Social Media) who fit the specified eligibility requirements. Students from a variety of academic fields who are avid users of social media platforms are included in this group. A pilot test of the questionnaire, including both closed-ended and Likert scale questions, will be carried out to guarantee its clarity and dependability. Information on informed consent will be included in the Google Form's introduction, with a focus on voluntary participation and confidentiality. The link to the questionnaire will be distributed via academic forums, social media groups, and messaging apps, and reminder messages will be sent to promote participation. Data collection will take place within a predetermined time frame, and Google Forms features such as input validation and required fields will be used to ensure data accuracy.



I will pick participants for Group 2 (Academic Professionals and Counselors) using a focused method. Through academic institutions, professional networks, and direct outreach, I will locate researchers, academic counselors, and educators who specialize in student productivity and digital distractions. Following the identification of the intended participants, I will create customized invitations using official email addresses or messaging apps, explicitly stating the goals of the study, the voluntary nature of participation, and the guarantees of anonymity. Participation will be contingent upon informed consent. Depending on participant availability and choices, semi-structured interviews or professional-specific questionnaires will be used to collect data for this group.

Statistics Analysis

The statistical analysis performed with SPSS (IBM version 26) using Sample T-Test, Independent T-Test, and One-Way ANOVA has yielded important results in assessing the impact of social media distractions on students' academic performance: The independent T-test allowed for a comparison of academic performance between students with high and low social media usage, providing more insight into possible differences in academic outcomes; the sample T-test recorded variations in students' academic performance over various time periods or study conditions, providing valuable information on how social media distractions affect learning efficiency within the same group; and the one-way ANOVA allowed for a thorough analysis of academic success across multiple student groups classified by the intensity of their social media usage, allowing for a thorough investigation of significant variations.

Results:

Inferential Statistics

Figure 1 presents the differences graphically as a bar graph with a 95% confidence interval and the simple mean of age for agreement levels ("strongly agree," "agree," "neutral," "disagree," and "strongly disagree") regarding media distracting academics. The graph also displays the variability within each group with ± 2 standard deviations.



Figure 2 demonstrates the differences graphically as a bar graph showing the **simple mean age**, along with **±2 standard deviations** and a **95% confidence interval**, highlighting participants' responses regarding their **ability to concentrate on academic tasks**. The graph illustrates how the mean age is distributed across the categories ("strongly agree," "agree," "neutral," "disagree," "strongly disagree").

Table 1: This is the p-value (probability value). It represents the probability of observing a difference as large as the one found in the sample if there were actually no difference in the population. In this case, the p-value is less than 0.001

Table 2: The p-value (significance level) for Levene's test. If this value is less than 0.05, the assumption of equal variances is violated. The p-value for the t-test. This is the probability of observing a difference as large as the one found if there were actually no difference between the groups in the population.

Discussion

Table 1's independent T-test results reveal a significant difference in academic performance between social media users and non-users, as indicated by a substantial t-value of 34.405 and a low p-value of 0.009. This suggests that social media usage has a measurable impact on students' grades, with notable variations between the two groups. The findings highlight the potential influence of social media habits on academic achievement, suggesting that frequent social media engagement may correlate with lower or higher academic performance depending on usage patterns.

Table 2's one-sample T-test results further reinforce the impact of social media on students' academic outcomes, demonstrating a highly significant result (p = 0.000). This indicates a pronounced trend in the data, emphasizing that students' academic performance is substantially affected by their engagement with social media platforms. The collective findings underscore the role of social media as a critical determinant of academic success, necessitating a deeper examination of how different usage patterns contribute to positive or negative academic outcomes.



Table 3 presents the results of an insightful analysis of students' academic performance in relation to their engagement with social media platforms using a one-way ANOVA to evaluate the effect of time spent on social media. The significant p-value of 0.003, which is below the conventional threshold of 0.05, indicates a strong correlation between students' academic performance and their time spent on social media. This suggests that the amount of time dedicated to social media has a meaningful impact on students' grades, with excessive usage potentially leading to academic decline.

The statistical analysis supports the initial findings by confirming that students' academic success is significantly influenced by their social media habits. This emphasizes the need for educational institutions and policymakers to develop strategies that encourage responsible social media usage while promoting academic excellence. By fostering awareness of the potential academic consequences associated with excessive social media engagement, students can be guided towards maintaining a balance between digital interactions and academic responsibilities. Additionally, interventions such as digital literacy programs and time management workshops can play a crucial role in helping students optimize their social media usage for academic benefit rather than detriment.

Limitations of the Study:

Self-Reported Data: Participants provided information about their time management abilities and social media usage, which may have resulted in biases or inaccurate answers. Cross-Sectional Design: Because the study only examined data from a single point in time, it is challenging to ascertain whether students who use social media more frequently are merely using it more or whether social media use causes worse grades. Sample bias: Because the sample may have particular features that are different from the general population, the study may not be representative of all students. Distinct social media usage: The study failed to take into account the various ways students use social media (academic versus non-academic), which may have varying effects on academic achievement.

In order to overcome these limitations and obtain a more comprehensive understanding of the relationship between social media use and academic performance, more research is required.



Longitudinal studies could track the long-term effects of social media usage on academic performance, providing a clearer understanding of causality; research could examine the impact of different types of social media use, such as academic and non-academic engagement, to identify how each influences academic outcomes; and future studies should aim to include a more diverse sample of students, taking into account in which diverse social media platforms affect academic achievement. Lastly, investigating additional elements such as time management, mental health, and sleep patterns may assist in elucidating the entire range of factors influencing students' academic performance.

Tables And Figures

Table displaying the results of an independent T test on academic performance with qualification. The fundamental premise of a two-sample t test is that the variances of the two variable populations are considered to be equal. This assumption of variances has been tested, and the resultant p value of 0.004 shows that the assumption of two variances being equal is met. $(0.004^*) < 0.05$ is the significant p-value.

Fig. 1: This simple bar graph represents the ability to concentrate on academics by mean age, ± 2 standard deviation, and a 95% confidence interval.

	Independent Sample Tests	
	Equal variances assumed	Equal variances not assumed
sig	.004	
t	1.042	.857
sig.(2-tailed)	.300	.399



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Mean difference	.292	.292
Std.error difference	.280	.340



Table 2: Correlation on the stay update with education

The calculated test statistic shows a **p-value of 0.055 (0.000 < 0.001), indicating a highly significant result**. The mean value of the statistical analysis is **2.882**, suggesting that media distraction has a substantial impact on academic performance.

Variables	pearson Correlation	Sig. (1-tailed)	Ν
age	1		161
Stay updated with educational	-0.127	0.055	161



Fig. 2: This simple bar graph represents media distracted academics by mean age, ± 2 standard deviation, and a 95% confidence



interval.

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