



A CRITICAL ANALYSIS OF SOCIAL MEDIA USAGE AND ACADEMIC PERFORMANCE AMONG STUDENTS OF MANGALORE UNIVERSITY CAMPUS

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Abstract:

This study examines the impact of social media on the academic performance of students based on data collected from 330 respondents. The findings reveal that all respondents use major social media platforms and most spend more than three hours daily on social media. The study shows that social media is used for both academic and non-academic purposes. While it supports learning and communication, it also leads to distraction and reduced concentration. Overall, the study concludes that social media has both positive and negative effects on academic performance and emphasizes the need for responsible and balanced usage.

Keywords: Social media, Mangalore University

1. Introduction

Social media has emerged as one of the most influential technological developments in the modern digital era. It has transformed the way individuals communicate, share information, and access knowledge. Among students, social media platforms such as WhatsApp, Instagram, Facebook, YouTube, and Twitter have become an integral part of daily life, serving both academic and non-academic purposes.

In the context of higher education, social media plays a dual role. On one hand, it supports learning by enabling easy access to educational resources, facilitating group discussions, and enhancing collaboration among peers. On the other hand, excessive and unregulated use of social media may lead to distractions, reduced concentration, time mismanagement, and negative impacts on academic performance.

Students of Mangalore University Campus represent an important group for studying this phenomenon, as they actively engage with digital platforms for both academic and personal use. Understanding their usage patterns and its influence on academic performance is essential for evaluating the benefits and challenges associated with social media in the learning environment.

In this background, the present study makes a critical analysis of social media usage and its impact on the academic performance of students of Mangalore University Campus, highlighting both its positive contributions and negative consequences.

2. Review of Literature

Magnier-Watanabe, Yoshida, and Watanabe (2010) studied social network productivity in the use of social networking sites (SNS). Their study highlighted that SNS can enhance knowledge sharing and productivity when used effectively within organizations. It also emphasized that proper use of social networks contributes to improved communication and collaboration among users.

Mansour (2015) examined the use of social networking sites by faculty members in the School of Library and Information Science, Kuwait. The study found that faculty members actively use SNS for academic communication, teaching support, and professional development, although concerns regarding privacy and time consumption were also noted.

Richmond, Rochefort, and Hitch (2011) explored the use of social networking sites during the career management process. Their study revealed that SNS plays an important role in career development by helping individuals build professional networks, access job opportunities, and enhance communication in higher education and employment contexts.

El-Haddadeh, Weerakkody, and Peng (2012) investigated the adoption of social networking services in corporate communication in China. The study concluded that SNS adoption improves internal communication, knowledge sharing, and organizational efficiency, but its success depends on user acceptance and organizational support.

Loksha M and Umesha Naik (2016) studied the use and awareness of social networking tools among research scholars of Mangalore University. The study found that most scholars are aware of and actively use social networking tools for academic purposes such as research collaboration, information sharing, and academic communication.

Overall, the reviewed literature indicates that social networking sites have both positive and negative impacts, with benefits in communication, collaboration, and knowledge sharing, while also raising concerns related to distraction, privacy, and overuse.

3. Objectives of the Study

1. To understand the various purposes of using social media among respondents.
2. To examine the extent of use of social media for academic purposes.
3. To understand respondents' self-rating of their academic performance.
4. To examine respondents' perception of the impact of social media on academic performance.
5. To identify the problems faced by respondents in accessing social media.
6. To suggest suitable measures to reduce the negative impact of social media on academic performance.

4. Need for the Study

In the present digital era, social media has become an essential part of students' daily life, influencing their communication, learning habits, and academic engagement. Students increasingly depend on platforms such as WhatsApp, Instagram, YouTube, and Facebook for both educational and non-educational purposes. While social media offers several academic benefits such as easy access to information, collaborative learning, and knowledge sharing, it also poses challenges like distraction, time mismanagement, addiction, and reduced concentration in studies. These mixed effects raise concerns about its actual impact on academic performance.

Students of Mangalore University Campus actively use social media in their academic and personal lives, making it important to understand how this usage affects their studies. There is a need to critically examine whether social media enhances or hinders academic performance and to what extent students are influenced by it.

Therefore, this study is necessary to analyse the pattern of social media usage among students and its impact on their academic performance, and to suggest appropriate measures for promoting its positive use while minimizing negative effects.

5. Research Methodology

The present study adopts the **survey method** to analyse the usage of social media and its impact on the academic performance of students of Mangalore University Campus. A **well-structured questionnaire** was designed and administered among postgraduate students to collect primary data. The collected data were systematically tabulated, analysed, and interpreted using simple statistical tools such as percentages.

The total student population for the academic year 2025–2026 was 1,629. Based on the Taro Yamane sampling formula, a minimum sample size of 321 respondents was considered adequate for the study. However, 350 questionnaires were distributed, out of which 330 fully completed responses were received. Hence, 330 respondents were taken as the final sample size for analysis.

Table 1: Division-wise Distribution and Response Rate of Questionnaires

| Sl. No. | Division | Questionnaire Distribution | Questionnaire Received | Percentage |
|---------|---------------------|----------------------------|------------------------|------------|
| 1 | Science/Technology | 175 | 168 | 96 |
| 2 | Arts/Humanities | 100 | 93 | 93 |
| 3 | Commerce/Management | 75 | 69 | 92 |
| Total | | 350 | 330 | 94.28 |

The table shows the division-wise distribution and response rate of questionnaires among postgraduate students. A total of 350 questionnaires were distributed and 330 valid responses were received, resulting in an overall response rate of 94.28%. Among the divisions, Science/Technology recorded the highest response rate (96%), followed by Arts/Humanities (93%) and Commerce/Management (92%). Science/Technology also contributed the largest number of responses (168), while Commerce/Management contributed the least (69).

Overall, the study shows a high level of participation from all divisions, indicating strong engagement of students in the research process.

6. Data Analysis and Interpretation

This portion presents the analysis and interpretation of the collected data using simple statistical tools such as percentages. The data have been systematically organized and presented in tabular form for better understanding. The findings highlight the key patterns of social media usage and its impact on academic performance among respondents.

Table 2: Gender-wise Distribution of Respondents

| Sl. No | Gender | No. of Respondents | Percentage |
|--------|--------|--------------------|------------|
| 1 | Male | 126 | 38.18 |
| 2 | Female | 204 | 61.82 |
| Total | | 330 | 100 |

The above table shows the gender-wise distribution of respondents in the study. Out of the total 330 respondents, 126 (38.18%) were male and 204 (61.82%) were female. This indicates that female respondents constitute the majority of the sample population compared to male respondents.

The higher participation of female students reflects their greater representation in the study. Therefore, the findings of the research are largely influenced by the responses of female postgraduate students.

Table 3 : Age-wise Distribution of Respondents

| Sl. No | Age | No. of Respondents | Percentage |
|--------|----------|--------------------|------------|
| 1 | 18–20 | 2 | 0.61% |
| 2 | 21–23 | 298 | 90.30% |
| 3 | Above 23 | 30 | 9.09% |
| Total | | 330 | 100% |

Table 3 shows the age-wise distribution of respondents in the study. It is evident that the majority of the respondents, 298 (90.30%), belong to the age group of 21–23 years, indicating that most of the students are within the typical undergraduate and postgraduate age range. A smaller proportion, 30 respondents (9.09%), is above 23

years of age, which may represent students pursuing higher studies or those with delayed academic progression. Only 2 respondents (0.61%) fall within the 18–20 age group, showing very limited representation from younger students. Overall, the data reveal that the study is predominantly represented by respondents aged 21–23 years.

Table 4: Location-wise Access to Social Media by Respondents

| Sl. No | Access Point | Yes | No |
|--------|--------------|---------------|--------------|
| 1 | Hostel | 250 (75.76%) | 80 (24.24%) |
| 2 | Home | 330 (100.00%) | 0 (0.00%) |
| 3 | Department | 198 (60.00%) | 132 (40.00%) |
| 4 | Library | 171 (51.82%) | 159 (48.18%) |

Table 4 presents the location-wise access to social media by respondents. It is observed that all 330 respondents (100.00%) access social media from home, making it the most common access point. Hostel access is also significant, with 250 respondents (75.76%) using social media from hostels, while 80 respondents (24.24%) do not. Access through the department is reported by 198 respondents (60.00%), whereas 132 respondents (40.00%) do not use social media there. Library access is comparatively lower, with 171 respondents (51.82%) accessing social media from the library and 159 respondents (48.18%) not using it there. Overall, the findings indicate that home is the primary location for social media access, followed by hostel, department, and library.

Table 5: Social Media Platforms Regularly Used by Respondents

| Sl. No | Social Media Tools | Yes | No |
|--------|--------------------|---------------|------------|
| 1 | WhatsApp | 330 (100.00%) | 0 (0.00%) |
| 2 | Instagram | 330 (100.00%) | 0 (0.00%) |
| 3 | Facebook | 330 (100.00%) | 0 (0.00%) |
| 4 | YouTube | 330 (100.00%) | 0 (0.00%) |
| 5 | Twitter | 299 (90.61%) | 31 (9.39%) |

Table 5 presents the social media platforms regularly used by the respondents. The findings show that all 330 respondents (100.00%) regularly use WhatsApp, Instagram, Facebook, and YouTube, indicating the universal popularity of these platforms among students. These platforms serve as the most preferred channels for communication, entertainment, information sharing, and academic support. Twitter is also widely used, with 299 respondents (90.61%) reporting regular usage, while 31 respondents (9.39%) do not use it regularly. This comparatively lower usage of Twitter suggests that it is slightly less popular than the other major platforms. Overall, the data reveal that WhatsApp, Instagram, Facebook, and YouTube are the dominant social media platforms among the respondents.

Table 6: Daily Time Spent on Social Media by Respondents

| Sl. No | Usage | No. of Respondents | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1 | Less than 1 hour | 50 | 15.15% |
| 2 | 1–2 hours | 78 | 23.64% |
| 3 | 3–4 hours | 105 | 31.82% |
| 4 | More than 4 hours | 97 | 29.39% |
| Total | | 330 | 100% |

Table 6 presents the daily time spent on social media by respondents. The findings reveal that the highest number of respondents, 105 (31.82%), spend 3–4 hours daily on social media, indicating that a significant portion of students are active users for a considerable amount of time each day. This is followed by 97 respondents (29.39%) who spend more than 4 hours daily, showing a high level of engagement and possible dependency on social media platforms. About 78 respondents (23.64%) spend 1–2 hours per day, while only 50 respondents (15.15%) use social media for less than 1 hour daily. Overall, the data suggest that most respondents spend a substantial amount of time on social media, with the majority using it for more than 3 hours per day.

Table 7: Purpose-wise Use of Social Media by Respondents

| Sl. No | Purposes | Yes | No |
|--------|---------------|---------------|---------------|
| 1 | Entertainment | 330 (100.00%) | 0 (0.00%) |
| 2 | Communication | 254 (76.97%) | 76 (23.03%) |
| 3 | Education | 330 (100.00%) | 330 (100.00%) |
| 4 | News | 300 (90.91%) | 30 (9.09%) |
| 5 | Networking | 330 (100.00%) | 330 (100.00%) |

Table 7 presents the purpose-wise use of social media by respondents. The findings indicate that all 330 respondents (100.00%) use social media for entertainment, showing that it is the most common purpose among students. Similarly, education and networking are also reported as major purposes, with all respondents indicating their use for these activities. Communication is another important purpose, with 254 respondents (76.97%) using social media for staying connected with friends, family, and peers, while 76 respondents (23.03%) do not use it for this purpose. News consumption is also significant, as 300 respondents (90.91%) access social media for news updates, whereas 30 respondents (9.09%) do not. Overall, the table reveals that entertainment, education, and networking are the primary purposes of social media use, followed by news and communication.

Table 8: Use of Social Media for Academic Purposes by Respondents

| Sl. No | Usage | No. of Respondents | Percentage |
|--------------|-------|--------------------|---------------|
| 1 | Yes | 330 | 100% |
| 2 | No | 0 | 0.0% |
| Total | | 330 | 100.0% |

Table 8 shows the use of social media for academic purposes by respondents. The findings clearly indicate that all 330 respondents (100.00%) use social media for academic purposes, while none of the respondents

reported not using it for such purposes. This demonstrates the significant role of social media as an educational support tool among students. Platforms such as WhatsApp, YouTube, Facebook, and Instagram are likely being used for sharing study materials, participating in group discussions, attending online learning activities, and accessing educational content. The result highlights that social media has become an integral part of students' academic life and learning process.

Table 9: Frequency of Checking Social Media during Study Hours

| Sl. No | Usage | No. of Respondents | Percentage |
|--------------|-----------|--------------------|-------------|
| 1 | Always | 201 | 60.91% |
| 2 | Often | 39 | 11.82% |
| 3 | Sometimes | 37 | 11.21% |
| 4 | Rarely | 53 | 16.06% |
| 5 | Never | 0 | 0.00% |
| Total | | 330 | 100% |

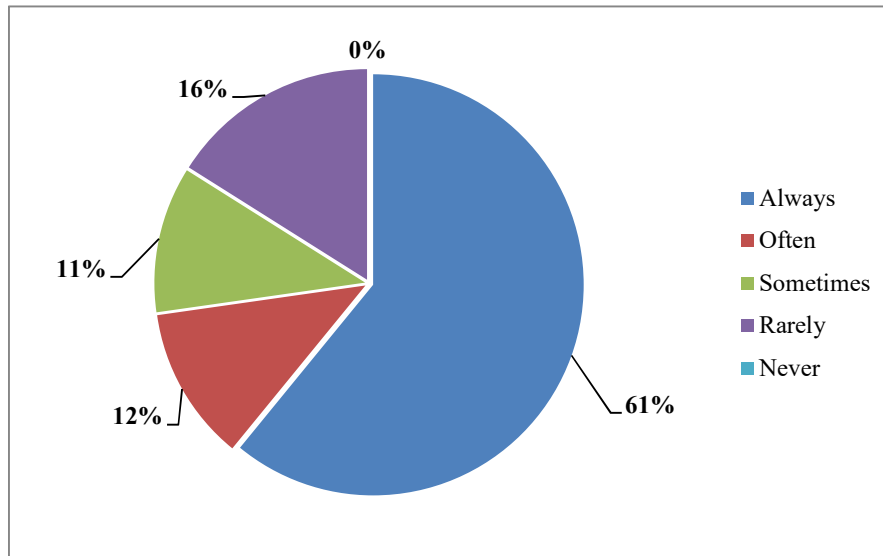


Figure 1 : Frequency of Checking Social Media during Study Hours

Table 9 and figure 1 presents the frequency of checking social media during study hours among respondents. The findings show that the majority of respondents, 201 (60.91%), always check social media during study hours, indicating a high level of distraction and frequent engagement with online platforms even while studying. Another 39 respondents (11.82%) reported that they often check social media, while 37 respondents (11.21%) do so sometimes. A smaller group of 53 respondents (16.06%) stated that they rarely check social media during study hours. Notably, none of the respondents selected the option “Never,” showing that social media usage during study time is universal among the students. Overall, the table suggests that social media has a strong

presence in students' daily study routines and may significantly influence their concentration and academic performance.

Table 10: Average Academic Performance of Respondents

| Sl. No | Usage | No. of Respondents | Percentage |
|--------------|-----------|--------------------|-------------|
| 1 | Below 50% | 28 | 8.48% |
| 2 | 50–60% | 59 | 17.88% |
| 3 | 61–70% | 109 | 33.03% |
| 4 | 71–80% | 134 | 40.61% |
| 5 | Above 80% | 0 | 0.00% |
| Total | | 330 | 100% |

Table 10 presents the average academic performance of respondents. The findings reveal that the largest group of respondents, 134 (40.61%), scored between 71–80%, indicating that a majority of students maintain a good academic performance. This is followed by 109 respondents (33.03%) who scored between 61–70%, showing a considerable number of students with average to above-average performance. About 59 respondents (17.88%) fall within the 50–60% range, while 28 respondents (8.48%) scored below 50%, representing a smaller proportion of low academic achievers. Notably, none of the respondents reported scoring above 80%. Overall, the data suggest that most respondents perform moderately well academically, with the highest concentration in the 71–80% category.

Table 11: Self-Rating of Academic Performance by Respondents

| Sl. No | Usage | No. of Respondents | Percentage |
|--------------|-----------|--------------------|-------------|
| 1 | Excellent | 178 | 53.94% |
| 2 | Very Good | 78 | 23.64% |
| 3 | Good | 66 | 20.00% |
| 4 | Average | 8 | 2.42% |
| 5 | Poor | 0 | 0.00% |
| Total | | 330 | 100% |

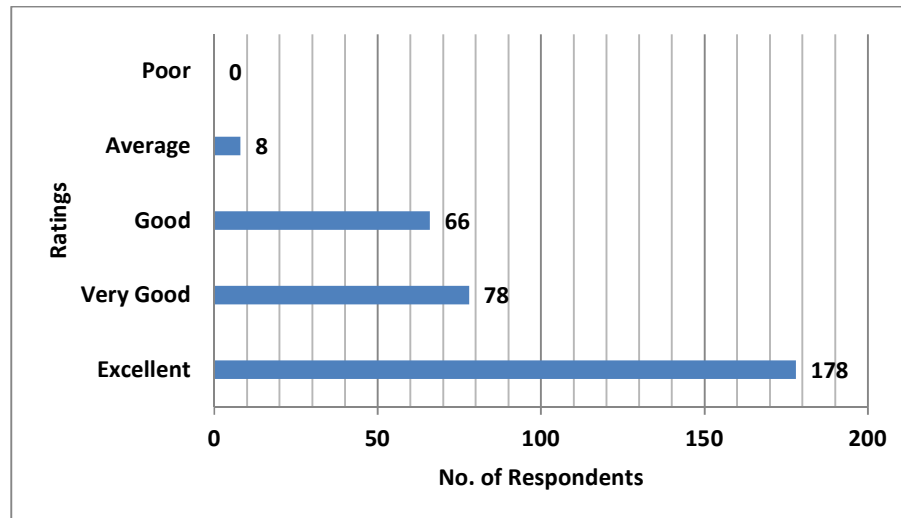


Figure 2: Self-Rating of Academic Performance by Respondents

Table 11 and figure 2 presents the self-rating of academic performance by respondents. The findings indicate that the majority of respondents, 178 (53.94%), rated their academic performance as “Excellent,” reflecting a high level of confidence in their academic abilities. This is followed by 78 respondents (23.64%) who rated themselves as “Very Good,” and 66 respondents (20.00%) who considered their performance as “Good.” A small proportion, 8 respondents (2.42%), rated their academic performance as “Average,” while none of the respondents rated themselves as “Poor.”

Overall, the data reveal that most respondents perceive their academic performance positively, with the majority placing themselves in the “Excellent” and “Very Good” categories, indicating strong self-assessment of academic achievement among the students.

Table 12: Perception of Social Media’s Effect on Academic Performance

| Sl. No | Usage | No. of Respondents | Percentage |
|--------|----------|--------------------|------------|
| 1 | Yes | 242 | 73.33% |
| 2 | No | 52 | 15.76% |
| 3 | Not Sure | 36 | 10.91% |
| Total | | 330 | 100% |

Table 12 presents the perception of respondents regarding the effect of social media on academic performance. The findings show that a majority of respondents, 242 (73.33%), believe that social media affects their academic performance, indicating a strong awareness of its influence. In contrast, 52 respondents (15.76%) feel that social media does not affect their academic performance, suggesting that a smaller group perceives no significant impact. Additionally, 36 respondents (10.91%) are not sure about its effect, reflecting some level of uncertainty among students regarding the relationship between social media usage and academic outcomes.

Overall, the data indicate that most respondents perceive social media as having an influence on academic performance, either positively or negatively, highlighting its significant role in students' academic life.

Table 13: Respondents' Opinions on the Impact of Social Media on Academic Performance

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1)

| Statements | 5 (%) | 4 (%) | 3 (%) | 2 (%) | 1 (%) |
|--|--------------|--------------|-------------|-------------|-------------|
| Social media distracts me from my studies | 234 (70.91%) | 34 (10.30%) | 52 (15.76%) | 10 (3.03%) | 0 (0.00%) |
| I spend more time on social media than on academic work | 168 (50.91%) | 105 (31.82%) | 45 (13.64%) | 12 (3.64%) | 0 (0.00%) |
| Social media helps me in learning new concepts | 143 (43.33%) | 130 (39.39%) | 43 (13.03%) | 13 (3.94%) | 1 (0.30%) |
| My grades have been affected due to excessive social media use | 156 (47.27%) | 78 (23.64%) | 67 (20.30%) | 13 (3.94%) | 16 (4.85%) |
| I feel addicted to social media | 146 (44.24%) | 66 (20.00%) | 28 (8.48%) | 34 (10.30%) | 56 (16.97%) |
| Social media improves my academic collaboration with peers | 125 (37.88%) | 98 (29.70%) | 36 (10.91%) | 25 (7.58%) | 16 (4.85%) |
| I find it difficult to concentrate on studies after using social media | 98 (29.70%) | 69 (20.91%) | 44 (13.33%) | 89 (26.97%) | 0 (0.00%) |

Table 13 presents the respondents' opinions on the impact of social media on academic performance using a five-point Likert scale. The findings indicate a strong perception that social media acts as a distraction, with 234 respondents (70.91%) strongly agreeing and 34 (10.30%) agreeing that it distracts them from studies. Similarly, 168 respondents (50.91%) strongly agree and 105 (31.82%) agree that they spend more time on social media than on academic work, showing a tendency towards higher social media engagement.

On the positive side, 143 respondents (43.33%) strongly agree and 130 (39.39%) agree that social media helps them learn new concepts, indicating its educational usefulness. However, 156 respondents (47.27%) strongly agree and 78 (23.64%) agree that their grades have been affected due to excessive use, reflecting concerns about academic decline. Likewise, 146 respondents (44.24%) strongly agree that they feel addicted to social media, while 66 (20.00%) agree with this statement. In terms of academic collaboration, 125 respondents (37.88%) strongly agree and 98 (29.70%) agree that social media improves interaction with peers for academic purposes. However, difficulty in concentration after using social media is also evident, with 98 respondents (29.70%) strongly agreeing and 69 (20.91%) agreeing, while 89 respondents (26.97%) disagree.

Overall, the table reveals a mixed impact of social media, where respondents acknowledge both its academic benefits and its negative effects, particularly distraction, reduced concentration, and possible influence on academic performance.

Table 14: Problems Faced by Respondents in Accessing Social Media

| Sl. No | Problems | Yes | No |
|--------|---|--------------|--------------|
| 1 | Lack of internet access | 243 (73.64%) | 87 (26.36%) |
| 2 | Poor network connectivity | 208 (63.03%) | 122 (36.97%) |
| 3 | High cost of data plans | 298 (90.30%) | 32 (9.70%) |
| 4 | Limited availability of smartphones/laptops | 305 (92.42%) | 25 (7.58%) |
| 5 | Lack of digital literacy | 249 (75.45%) | 81 (24.55%) |
| 6 | Privacy and security concerns | 302 (91.52%) | 28 (8.48%) |

Table 14 presents the problems faced by respondents in accessing social media. The findings indicate that the most significant problem is the limited availability of smartphones/laptops, reported by 305 respondents (92.42%), followed closely by privacy and security concerns with 302 respondents (91.52%) expressing agreement. High cost of data plans is also a major issue, affecting 298 respondents (90.30%), showing that affordability remains a key barrier.

In addition, 249 respondents (75.45%) reported lack of digital literacy as a problem, while 243 respondents (73.64%) faced issues due to lack of internet access. Poor network connectivity is also a concern for 208 respondents (63.03%), indicating infrastructural limitations in accessing social media effectively.

Overall, the data reveal that respondents face multiple challenges in accessing social media, with economic factors, technological limitations, and security concerns emerging as the most prominent issues.

Table 15: Measures to Reduce the Negative Impact of Social Media on Academic Performance

| Sl. No | Suggestions | Yes | No |
|--------|--|--------------|-------------|
| 1 | Provide affordable internet access for students | 310 (93.94%) | 20 (6.06%) |
| 2 | Improve network connectivity in rural and urban areas | 296 (89.70%) | 34 (10.30%) |
| 3 | Offer digital literacy training programs | 278 (84.24%) | 52 (15.76%) |
| 4 | Encourage responsible and limited use of social media | 286 (86.67%) | 44 (13.33%) |
| 5 | Create awareness about privacy and online security | 305 (92.42%) | 25 (7.58%) |
| 6 | Promote the academic use of social media for learning and research | 296 (89.70%) | 34 (10.30%) |

Table 15 presents the measures suggested by respondents to reduce the negative impact of social media on academic performance. The findings show that the most preferred suggestion is providing affordable internet access for students, supported by 310 respondents (93.94%), followed by creating awareness about privacy and online security with 305 respondents (92.42%). Both improving network connectivity in rural and urban areas

and promoting the academic use of social media for learning and research are suggested by 296 respondents (89.70%) each, indicating strong support for infrastructural and educational improvements.

Furthermore, 286 respondents (86.67%) suggest encouraging responsible and limited use of social media, while 278 respondents (84.24%) support the introduction of digital literacy training programs. Overall, the data highlight that respondents emphasize both improved digital infrastructure and awareness-based interventions as key strategies to minimize the negative effects of social media on academic performance while promoting its constructive use.

7. Findings

- The table shows that out of 350 questionnaires distributed, 330 were received, resulting in an overall response rate of 94.28%. The highest response rate was recorded from Science/Technology (96%), followed by Arts/Humanities (93%) and Commerce/Management (92%). This indicates a strong and balanced participation across all divisions. (See table 1)
- The table shows that female respondents (61.82%) are higher in number compared to male respondents (38.18%). This indicates a greater participation of female students in the study. Overall, the gender distribution is moderately skewed towards females. (See Table 2)
- The table indicates that the majority of respondents (90.30%) belong to the age group of 21–23 years, showing dominance of young adult students in the study. A smaller proportion fall in the above 23 years category (9.09%), while very few are in the 18–20 years group (0.61%). Overall, the sample is heavily concentrated in the 21–23 age range. (See Table 3)
- The table shows that all respondents (100%) access social media from home, making it the most common access point. Hostel (75.76%) and department (60%) are also important locations for access, while library usage is comparatively lower (51.82%). Overall, home remains the primary place for social media usage among respondents. (See table 4)
- The table shows that WhatsApp, Instagram, Facebook, and YouTube are used by all respondents (100%), indicating their universal popularity. Twitter is also widely used by 90.61% of respondents; while only a small proportion (9.39%) do not use it. Overall, social media usage is very high across all major platforms. (See Table 5)
- The table shows that a significant proportion of respondents spend considerable time on social media daily. The highest group (31.82%) spends 3–4 hours per day, followed closely by 29.39% who spend more than 4 hours. Only smaller proportions spend less than 2 hours daily. Overall, the findings indicate high levels of daily social media usage among respondents. (See table 6)
- The table shows that all respondents (100%) use social media for entertainment, education, and networking, indicating these are the most dominant purposes. Communication (76.97%) and news

(90.91%) are also major uses among respondents. Overall, social media is widely used for both academic and non-academic purposes. (See Table 7)

- The table shows that all respondents (100%) use social media for academic purposes, while none reported not using it for academics. This indicates a complete integration of social media into students' academic activities. Overall, social media plays a universal role in supporting learning among respondents. (See Table 8)
- The table shows that a majority of respondents (60.91%) always check social media during study hours, indicating high distraction levels. A smaller proportion checks it often (11.82%) or sometimes (11.21%), while 16.06% rarely do so. Notably, none of the respondents reported never checking social media during study hours. Overall, social media usage during study time is widespread among respondents. (See Table 9)
- The table shows that the highest proportion of respondents (40.61%) have an academic performance in the 71–80% range, followed by 33.03% in the 61–70% range. A smaller percentage fall in the 50–60% (17.88%) and below 50% (8.48%) categories, while none of the respondents scored above 80%. Overall, the academic performance of respondents is concentrated in the moderate to good range. (See Table 10)
- The table shows that more than half of the respondents (53.94%) rate their academic performance as “Excellent,” followed by 23.64% as “Very Good” and 20% as “Good.” Only a small proportion (2.42%) rate themselves as “Average,” while none rated their performance as “Poor.” Overall, respondents have a positive self-perception of their academic performance. (See table 11)
- The table shows that a majority of respondents (73.33%) believe that social media affects their academic performance. A smaller proportion (15.76%) feels that it does not have any effect, while 10.91% are not sure about its impact. Overall, most respondents perceive that social media has an influence on their academic performance. (See Table 12)
- The table shows that a majority of respondents agree that social media distracts them from studies (70.91%) and increases time spent over academic work (50.91% strongly agree). Many also feel that their grades are affected due to excessive use and that they experience addiction to social media. However, respondents also acknowledge positive effects, such as helping in learning new concepts and improving academic collaboration with peers. Overall, social media is perceived to have both positive and negative impacts on academic performance, with negative effects being more prominent. (See table 13)
- The table shows that the major problems faced by respondents in accessing social media include limited availability of smartphones/laptops (92.42%) and privacy and security concerns (91.52%). High cost of data plans (90.30%) is also a significant issue, followed by lack of digital literacy (75.45%) and lack of internet access (73.64%). Poor network connectivity is reported by 63.03% of respondents. Overall,

respondents face multiple technological, financial, and security-related barriers in accessing social media. (See Table 14)

- The table shows that the most important measure suggested by respondents is providing affordable internet access (93.94%), followed by creating awareness about privacy and online security (92.42%). Improving network connectivity (89.70%) and promoting academic use of social media (89.70%) are also highly supported. In addition, encouraging responsible and limited use (86.67%) and offering digital literacy training (84.24%) are suggested by a majority of respondents. Overall, respondents emphasize both improved infrastructure and awareness-based interventions to reduce the negative impact of social media. (See Table 15)

8. Suggestions

- Students should be encouraged to use social media in a balanced and disciplined manner to avoid distraction during study hours.
- Educational institutions should promote the academic use of social media platforms for learning, discussion, and knowledge sharing.
- Awareness programs should be conducted on digital literacy, online safety, and responsible social media usage.
- Students should be guided to limit excessive time spent on non-academic social media activities.
- Colleges should provide better internet facilities and access to digital resources to support academic learning.
- Parents and teachers should monitor and guide students' social media usage to ensure academic focus is maintained.

9. Conclusion

The present study concludes that social media plays a significant and dual role in the academic life of students of Mangalore University Campus. It is widely used by all respondents for communication, entertainment, networking, and academic purposes, indicating its strong integration into student life.

The findings reveal that most students spend a considerable amount of time on social media daily, and many also use it during study hours, which leads to distraction and reduced concentration. A majority of respondents perceive that social media has an impact on their academic performance, both positively and negatively. On the positive side, social media supports learning, information sharing, and academic collaboration among peers. On the negative side, excessive usage results in addiction, time wastage, and decline in academic focus for some students.

Overall, the study concludes that social media has a mixed impact on academic performance. It is beneficial when used for academic purposes in a controlled manner, but harmful when used excessively or without discipline. Therefore, balanced and responsible usage is essential for improving academic outcomes among students.

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