

Impact of Social Media on Academic Performance of B.Ed Students

Dr. Pratibha Khandelwal

Assistant Professor, Department of Education, Durga Mahavidyalaya, Raipur, Chhattisgarh, India

Abstract-- The rapid expansion of digital technology has transformed communication and learning among youth, especially college students. Social media platforms such as WhatsApp, Instagram, Facebook, and YouTube are widely used by B.Ed. students for both academic and non-academic purposes. While these platforms provide opportunities for collaborative learning, resource sharing, and professional networking, they also pose risks of distraction, addiction, and reduced study time.

This study explores the impact of social media on the academic performance of B.Ed. students. A descriptive survey was conducted among 100 student-teachers from selected teacher education institutions located in Raipur city. A structured questionnaire assessed their usage patterns, time spent, and purpose of use, perceived effects, and academic outcomes. Statistical methods such as mean, percentage analysis, and correlation were used.

Findings indicate a moderate to high usage of social media, predominantly for entertainment and communication. Excessive use (more than 3 hours per day) was associated with lower academic performance. A negative correlation ($r = -0.46$) was found between total time spent on social media and academic achievement. Nevertheless, students highlighted benefits such as access to online lectures, peer-learning groups, and teaching videos. The study concludes that productive, limited, and academic-oriented use of social media can support learning, whereas overuse adversely affects performance.

Keywords-- Social media, Academic Performance, B.Ed. Students, Digital Learning, Distraction, Educational Technology.

I. INTRODUCTION

The widespread popularity of social media has significantly changed the educational landscape. In India, the majority of college students own smartphones and remain connected to social networking platforms throughout the day. Social media has become not only a communication tool but also an emerging digital learning environment. For B.Ed. students, future teachers, understanding and using technology responsibly is essential. Teacher education programmes encourage them to engage in digital teaching, explore online resources, and collaborate through virtual platforms.

Though social media offers valuable academic opportunities, increasing reports suggest that excessive or unregulated use may lead to distraction, addiction, and reduced academic involvement. Therefore, examining the impact of social media on the academic performance of B.Ed. students has become a crucial area of research.

II. REVIEW OF THE RELATED LITERATURE

Several researchers have studied the effects of social media on students both positive as well as negative. Some of the major findings are:

- *Positive Effects*

Junco (2012) reported that academic-oriented social media use increases engagement and improves learning outcomes.

Khan (2019) found that platforms like YouTube and WhatsApp enable easy sharing of educational content, benefiting slow learners.

Al-Rahmi & Othman (2013) observed that collaborative online learning through social media enhances student involvement and creativity.

- *Negative Effects*

Amedie (2015) found that excessive social media use leads to digital addiction, stress, and poor concentration.

Rosen et al. (2014) reported that continuous notifications and multitasking reduce students' attention span and academic performance.

Kuss & Griffiths (2017) emphasized the psychological impacts of overuse, including anxiety and sleep disturbance.

While many studies have examined college students in general, there is limited research specifically on B.Ed. students, who stand at the intersection of learning and teaching. This study aims to fill that gap by analyzing the effects of social media on the academic performance of student-teachers.

III. OBJECTIVES OF THE STUDY:

1. To identify the patterns of social media usage among B.Ed. students.

2. To determine the purposes for which students use social media.
3. To study the impact of social media on the academic performance of B.Ed. students.
4. To analyze the positive and negative effects of social media.
5. To provide suggestions for promoting the productive use of social media for academic purposes.

IV. HYPOTHESES

H1: There is a significant impact of social media usage on the academic performance of B.Ed. students.

H2: Excessive use of social media negatively affects academic achievement.

V. RESEARCH METHODOLOGY USED

The study adopted a descriptive survey method, suitable for gathering opinions, usage habits, and perceived impacts. The population consisted of all B.Ed. students enrolled in teacher education colleges of Raipur city.

A sample of 100 students (65 females, 55 males) was selected through simple random sampling.

VI. TOOL USED TO GATHER DATA

A self-constructed questionnaire containing 30 items was administered. It measured:

- Frequency and duration of use
- Purpose of social media
- Academic benefits
- Distraction levels
- Self-reported impact on performance

Academic performance data were collected from internal assessment marks.

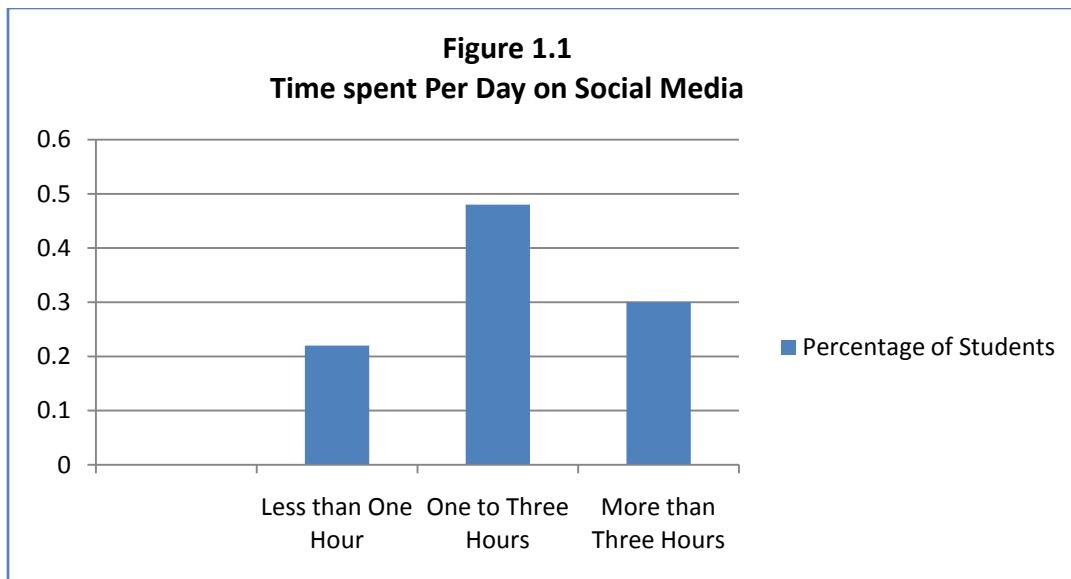
VII. STATISTICAL TECHNIQUES USED

- Percentage and frequency analysis
- Mean and standard deviation
- Pearson correlation coefficient

VIII. DATA ANALYSIS AND INTERPRETATION

Table 1.1
Time Spent on Social Media

Time Per Day	Percentage of Students
Less than One Hour	22%
One to Three Hours	48%
More than Three Hours	30%



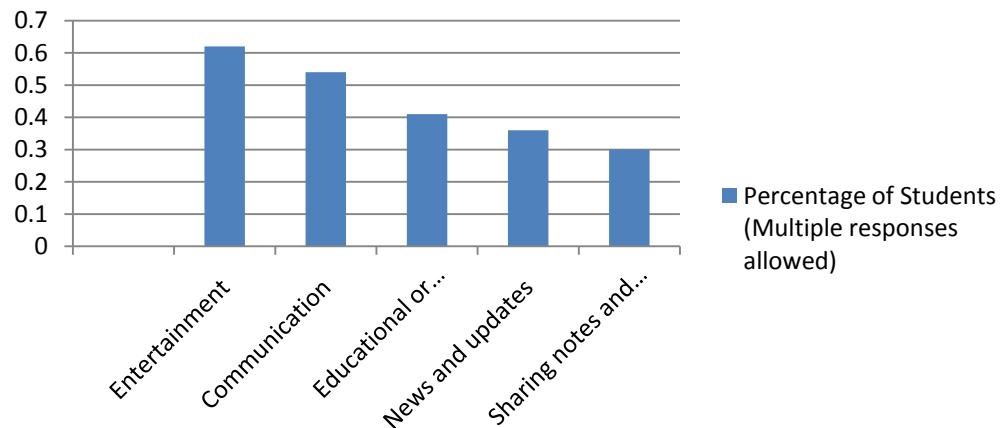
Nearly one-third of students spend more than 3 hours daily, indicating heavy usage.

Table 1.2
Purpose of Social Media Use

Purpose	Percentage of Students (Multiple responses allowed)
Entertainment	62%
Communication	54%
Educational or Academic use	41%
News and updates	36%
Sharing notes and other educational Contents	30%



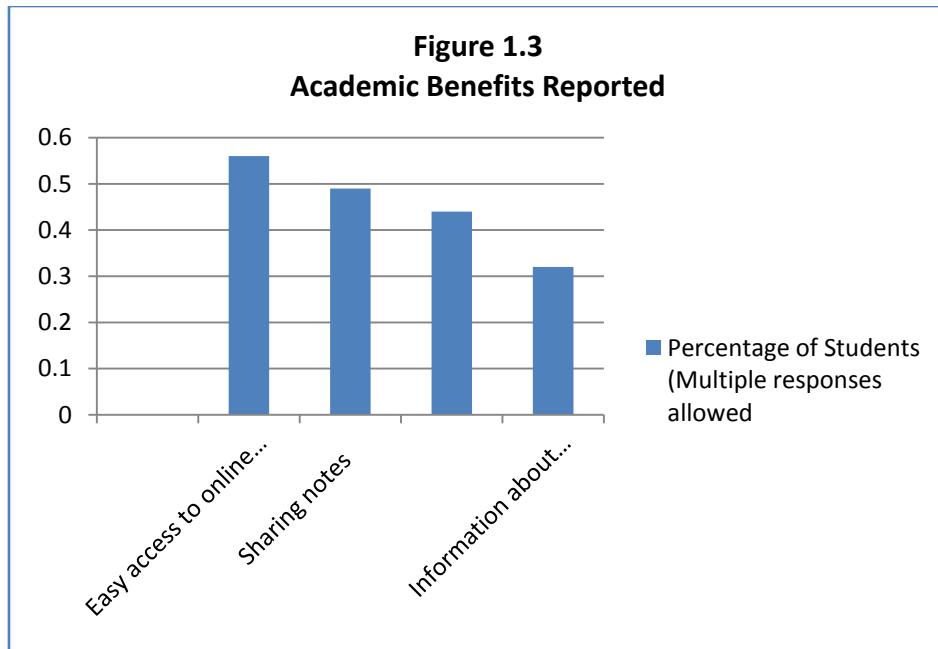
Figure 1.2
Purpose of Social Media Usage



Entertainment dominates, suggesting risk of distraction.

Table 1.3
Academic Benefits Reported

Purpose	Percentage of Students (Multiple responses allowed)
Easy access to online lectures	56%
Sharing notes	49%
Improving teaching skills through YouTube	44%
Information about seminars and webinars	32%

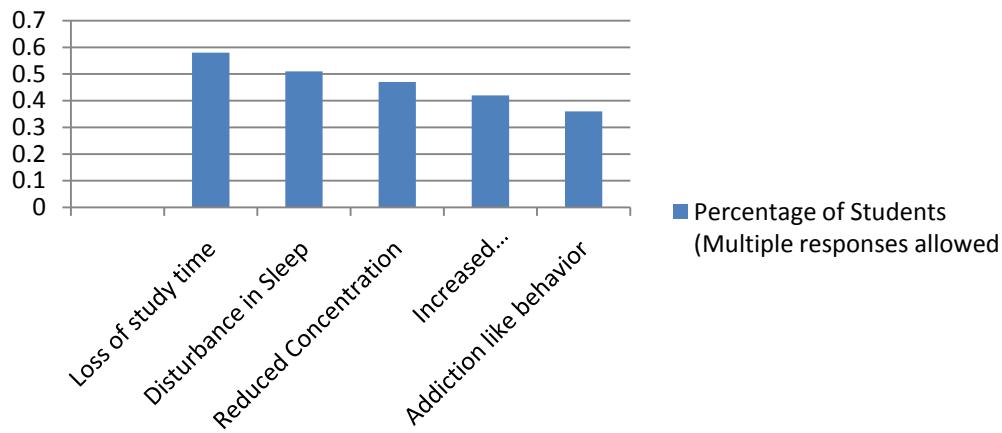


This shows that students do recognize academic opportunities through social media.

Table 1.4
Negative Effects Reported

Purpose	Percentage of Students (Multiple responses allowed)
Loss of study time	58%
Disturbance in Sleep	51%
Reduced Concentration	47%
Increased Postponement of work	42%
Addiction like behavior	36%

Figure 1.4
Negative Effects Reported



These findings align with global studies on digital distraction.

Relationship between Social Media and Academic Performance was calculated using correlation analysis. The calculated value of $r: -0.46$ shows a negative moderate correlation between the variables. Thus, as time spent on social media increases, academic performance decreases. Students who used social media excessively scored significantly lower in pedagogy papers, educational psychology, and practicum assessments.

IX. DISCUSSION

The study reveals that social media has dual effects on learning: The positive impacts are mainly:

- Provides access to learning materials.
- Helps students collaborate in virtual learning groups.
- Enhances digital competence required for future teachers.
- Offers platforms for micro-learning (short educational videos).

The negative impacts are:

- Excessive use leads to distractions and procrastination.
- Students spend more time on entertainment than academics.
- Notifications interrupt concentration.
- Overuse affects sleep cycles, reducing productivity.

The findings support previous research by Junco (2012) and Khan (2019), while also highlighting the unique challenges faced by B.Ed. students who must balance theory, practice, and teaching skill development.

X. CONCLUSION

The study concludes that social media significantly influences the academic performance of B.Ed. students. While moderate and purposeful use can facilitate learning, excessive use has negative consequences on concentration, time management, and academic scores.

B.Ed. students—being future teachers—must develop healthy digital habits to model appropriate behaviour for school children.

XI. RECOMMENDATIONS

Some of the major recommendations are:

1. Promote digital literacy among B.Ed. students.
2. Teachers should encourage students to use social media for academic networking.
3. Institutions must conduct training workshops on using social media for teaching-learning.
4. Students should fix daily limits to prevent digital addiction.
5. Use apps to monitor screen time.
6. Encourage participation in academic WhatsApp/Telegram groups.



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7. Promote the use of YouTube for pedagogy videos and teaching demonstrations.
8. Introduce institutional guidelines on healthy digital behaviour.

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