

A DESCRIPTIVE STUDY TO ASSESS THE IMPACT OF SOCIAL MEDIA ADDICTION ON ACADEMIC PERFORMANCE AMONG 1ST YEAR NURSING STUDENT AT SANSKRITI UNIVERSITY, CHHATA, MATHURA (U.P.)

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ABSTRACT

Introduction: Social media has become an inseparable part of students' lives, particularly among nursing students who frequently rely on digital platforms for communication, entertainment, and academic purposes. Excessive use of social media may lead to addictive behaviors, which can influence academic performance. This study aimed to assess the impact of social media addiction on academic performance among first-year nursing students at a selected university. Methodology: A descriptive survey research design was employed among 50 first-year nursing students enrolled in 2024 at the School of Nursing, Sanskriti University, Mathura, Uttar Pradesh. Participants were selected using a probability random sampling technique. Data were collected using a structured questionnaire consisting of socio-demographic variables and a validated social media addiction rating scale. The reliability of the tool was established with a Cronbach's alpha value of 0.81. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used, while inferential statistics using the Chi-square test were applied to determine the association between social media addiction and selected demographic variables at a 0.05 level of significance. Results: The study findings revealed that 90% of the students had a moderate level of social media addiction, 8% exhibited mild addiction, and 2% showed severe addiction. The mean social media addiction score was 58.38, indicating moderate engagement among the participants. Chi-square analysis demonstrated no statistically significant association between social media addiction and demographic variables such as age, gender, residence, socio-economic status, family income, and purpose of social media use. Therefore, the null hypothesis was accepted. Conclusion: The study concluded that social media addiction is moderately prevalent among first-year nursing students; however, its impact on academic performance did not show a significant association with demographic variables. This suggests that academic outcomes may be influenced more by individual behavioral patterns and self-regulation rather than demographic factors. The findings highlight the importance of awareness programs and counseling interventions to promote responsible and balanced use of social media among nursing students.

Keywords: Social Media Addiction, Academic Performance, Nursing Students, Digital Behavior, Descriptive Study.

INTRODUCTION

Social media refers to online platforms that enable individuals to communicate, share information, and engage in virtual communities through text, images, videos, and other digital content. Over the past decade, social media usage has expanded rapidly worldwide. By 2024, more than five billion people were active social media users, representing over 62% of the global population. Popular platforms include social networking sites such as Facebook, Instagram, and TikTok, along with messaging applications and community-based forums. The widespread availability of smartphones and internet connectivity has significantly increased social media use, particularly among adolescents and young adults.

In the digital era, social media has become an integral part of students' daily lives. It serves multiple purposes, including communication, entertainment, and education. During the COVID-19 pandemic, when educational institutions were closed, social media played a crucial role in maintaining academic continuity. Students relied on digital platforms to attend online classes, share learning resources, discuss academic topics, and clarify doubts. Research indicates that over 95% of students have access to internet-enabled mobile devices, making social media a widely accessible educational tool. When used appropriately, these platforms can enhance collaborative learning, promote knowledge sharing, and support academic engagement.

Despite its benefits, excessive use of social media has raised concerns regarding its negative impact on students' academic performance and mental well-being. Social media addiction is a behavioral disorder characterized by excessive and compulsive use of social networking platforms, an uncontrollable urge to remain online, and the prioritization of social media over academic and personal responsibilities. Over time, this behavior may interfere with daily activities, interpersonal relationships, and academic commitments.

Psychological studies suggest that approximately 5–10% of individuals exhibit addictive patterns of social media use. This form of addiction shares similarities with other behavioral addictions, including mood modification, tolerance, withdrawal symptoms, conflict, and relapse. The addictive nature of social media is largely attributed to its dopamine-driven design. Features such as likes, comments, notifications, and personalized content stimulate the brain's reward system, encouraging prolonged and repetitive use. Adolescents and young adults, especially those aged 16–24 years, are considered particularly vulnerable due to impulsivity, a strong desire for social acceptance, and the need to establish identity.

Excessive social media use has been associated with various negative psychological outcomes, including anxiety, depression, low self-esteem, and dissatisfaction with life. Social comparison and the fear of missing out (FOMO) further contribute to emotional distress and compulsive online behavior. From an academic perspective, social media addiction affects performance primarily through distraction, reduced concentration, and ineffective multitasking. Constant notifications interrupt focus, making it difficult for students to engage in meaningful learning. Additionally, excessive social media use often leads to sleep deprivation, which negatively affects cognitive functioning, memory retention, and academic productivity.

Nursing students, particularly those in their first year, face unique academic challenges that require strong time management, discipline, and concentration. The demanding nature of nursing education makes them especially vulnerable to the adverse effects of excessive social media use. Although several studies have explored social media use among students, limited research has focused specifically on first-year nursing students. Therefore, the present study aims to assess the impact of social media addiction on academic performance among first-year nursing students, with the intention of promoting awareness, encouraging responsible digital habits, and supporting academic success.

PROBLEM STATEMENT

“A DESCRIPTIVE STUDY TO ASSESS THE IMPACT OF SOCIAL MEDIA ADDICTION ON ACADEMIC PERFORMANCE AMONG 1ST YEAR NURSING STUDENT AT SANSKRITI UNIVERSITY, CHHATA, MATHURA (U.P.)”

OBJECTIVES

1. To assess the impact of social media addiction on student’s overall academic performance.
2. To determine the association between impact of social media addiction on academic performance with their demographic variables.

METHODOLOGY

A descriptive survey research design was employed to conduct this study among 50 1st year nursing students enrolled in 2024 at the School of Nursing, Sanskriti University, Mathura. Participants were selected using a probability random sampling technique. Data collection

involved a structured questionnaire that gathered socio-demographic information and measured the degree of social media addiction through a validated rating scale. The tool's reliability was confirmed with a Cronbach's Alpha value of 0.81, indicating good internal consistency. Data analysis was carried out using descriptive statistics to calculate frequencies, percentages, mean, median, mode, and standard deviation, while inferential statistics using the Chi-square test were applied to examine associations between addiction levels and demographic factors at a significance level of 0.05.

RESULT:

Table 1: Socio-Demographic Variables Of Nursing Students.

Demographical variable	Frequency	(%)
Age (in years)		
17 – 18 yrs	11	22
19 – 20 yrs	31	62
21 – 22 yrs	7	14
Above 22 yrs	1	2
Gender		
Male	23	46
Female	27	54
Residence		
On-campus	19	38
Off-campus	3	6
Home	28	56
Estimated average daily social media use		
Less than 2 hrs	23	46
Less than 4 hrs	17	34
Less than 8 hrs	7	14
More than 8 hrs	3	6
Socio-economic background		
Rural	23	46
Urban	10	20
Town area	17	34
Family Income (monthly)		

Less than 40,000	26	52
40,000 – 59,999	12	24
60,000 – 79,999	6	12
More than 80,000	6	12
Mostly used social media app		
Whatsapp	10	20
Instagram	14	28
Snapchat	8	16
Youtube	14	28
Others	4	8
Social media mostly used for		
Study	19	38
Entertainment	24	48
Skills enhancements	7	14

Table 2: Degree of Social Media Addiction among percentage of Students.

Degree of Social Media Addiction	Frequency	(%)
Mild	4	8
Moderate	45	90
Severe	1	2

Table 3: Association of Degree of Social Media Addiction with their selected demographic variables.

S. No.	Demographical Variables	df	Degree Of Social Media Addiction Chi-Square
1.	Age (in years)	6	3.38 ^{NS}
	17 – 18 yrs		
	19 – 20 yrs		
	21 – 22 yrs		
	Above 22 yrs		
2.	Gender	2	1.90 ^{NS}
	Male		
	Female		
3.	Residence	4	2.34 ^{NS}
	On-campus		
	Off-campus		
	Home		
4.	Estimated average daily social media use	6	10.08 ^{NS}
	Less than 2 hrs		
	Less than 4 hrs		
	Less than 8 hrs		
	More than 8 hrs		
5.	Socio-economic background	4	4.561 ^{NS}
	Rural		
	Urban		
	Town area		
6.	Family Income (monthly)	6	2.08 ^{NS}
	Less than 40,000		
	40,000 – 59,999		
	60,000 – 79,999		
	More than 80,000		

7.	Mostly used social media app	8	7.88 ^{NS}
	Whatsapp		
	Instagram		
	Snapchat		
	Youtube		
	Others		
8.	Social media mostly used for	4	1.69 ^{NS}
	Study		
	Entertainment		
	Skills enhancements		

NS=Non significant *=Significant

Table.4: Showed Mean, Median, Mode, S.D., Range & Mean % of Degree Of Social Media Addiction.

	Mean	Median	Mode	S.D.	Range	Mean %
Degree Of Social Media Addiction	58.38	59.13	59.54	8.38	26	56.4

RESULT

The results of a Chi-square test conducted to assess the association between degree of social media addiction among nursing students and selected demographic variables, based on a sample size of 50 participants.

- ❖ The calculated chi square value for the association between age and level of degree of social media addiction was 3.38 with 6 degree of freedom. The tabulated chi square at the level of significance 0.05 was 12.592. The result was not significant (NS), suggesting no significant association between age and the level of degree of social media addiction.
- ❖ The calculated chi square value for the association between gender and level of degree of social media addiction was 1.90 with 2 degree of freedom. The tabulated chi square at the level of significance 0.05 was 5.991. The result was not significant (NS),

suggesting no significant association between gender and the level of degree of social media addiction.

- ❖ The calculated chi square value for the association between residence and level of degree of social media addiction was 2.34 with 4 degree of freedom. The tabulated chi square at the level of significance 0.05 was 9.488. The result was not significant (NS), suggesting no significant association between residence and the level of degree of social media addiction.
- ❖ The calculated chi square value for the association between estimated average daily social media use and level of degree of social media addiction was 10.08 with 6 degree of freedom. The tabulated chi square at the level of significance 0.05 was 12.592. The result was not significant (NS), suggesting no significant association between estimated average daily social media use and the level of degree of social media addiction.
- ❖ The calculated chi square value for the association between socio-economic background and level of degree of social media addiction was 4.561 with 4 degree of freedom. The tabulated chi square at the level of significance 0.05 was 9.488. The result was not significant (NS), suggesting no significant association between socio-economic background and the level of degree of social media addiction.
- ❖ The calculated chi square value for the association between family income(monthly) and level of degree of social media addiction was 2.08 with 6 degree of freedom. The tabulated chi square at the level of significance 0.05 was 12.592. The result was not significant (NS), suggesting no significant association between family income (monthly) and the level of degree of social media addiction.
- ❖ The calculated chi square value for the association between mostly used social media app and level of degree of social media addiction was 7.88 with 8 degree of freedom. The tabulated chi square at the level of significance 0.05 was 15.507. The result was not significant (NS), suggesting no significant association between mostly used social media app and the level of degree of social media addiction.
- ❖ The calculated chi square value for the association between social media mostly used for and level of degree of social media addiction was 1.69 with 4 degree of freedom. The tabulated chi square at the level of significance 0.05 was 9.488. The result was not significant (NS), suggesting no significant association between social media mostly used for and the level of degree of social media addiction.

DISCUSSION:

The present study examined the impact of social media addiction on academic performance among first-year nursing students. The findings revealed that most students demonstrated a moderate level of social media addiction, reflecting the widespread integration of digital platforms into students' daily routines. However, no statistically significant association was observed between social media addiction and selected demographic variables, indicating that excessive social media use is common across different student groups regardless of background characteristics.

These findings are consistent with previous studies suggesting that nursing students frequently engage with social media for communication, entertainment, and academic purposes. Although social media can support learning, excessive use may indirectly affect academic performance by reducing study time, impairing concentration, and disrupting sleep patterns. The absence of a significant association with demographic variables suggests that academic outcomes may be influenced more by individual factors such as self-regulation, time management, and digital discipline rather than age, gender, or socio-economic status.

The study highlights the importance of addressing digital distraction within nursing education. Educators and administrators can play a key role by promoting awareness of responsible social media use, encouraging balanced digital habits, and providing counseling or support services where needed.

Despite its contributions, the study has limitations including a small sample size, single-institution setting, reliance on self-reported data, and a descriptive design that limits causal interpretation. Therefore, the findings should be interpreted with caution.

Overall, the study emphasizes the need to foster mindful and balanced use of social media among nursing students to support academic success and professional development.

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