

# The Impact of Social Media on Academic's Performance among Undergraduate Students in Kathmandu

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## ABSTRACT

Social media has fostered a new era of partnerships and communication significantly affecting the lives of young people. The new technology has changed how we talk and has made social media, a place on the internet where everyone can connect and share with others, a big thing. On the other hand, social media has drawn in young people and students, often to the point of wasting their valuable time, energy, and money. This study aimed to evaluate the social media's influence on academic performance of bachelor level students in Kathmandu Metropolitan City. A cross-sectional descriptive study drew the sample of 251 students by using simple random sampling technique for the selection of student in the study. Among the maximum respondents of 23-26 years male, a significant portion of the respondent, i.e. half of them believed that the social networking sites were affecting their academic performance positively and believed that it was possible to reduce negative effects of social networking sites, the use of social platforms for both academic and personal purpose. On the other hand, respondents complained about the headache, back pain, loss of concentration and memory along with unrealistic expectation and false emotions. This study summarizes that networking sites affect academic performance both positively and negatively.

## KEYWORDS

Academic's performance, Social media, Undergraduate Students

## INTRODUCTION

In recent years, the use of internet and communication technologies (ICT) has gained increasing attention. A board range of applications and technologies has been developed to support communication anytime and from any location. Today, the internet has become a necessity for the global community, enabling people to access information without limitations of time or place. In the learning process, communication is a key factor for success. The use of ICT can positively impact the learning process by enhancing efficiency and facilitating student collaboration on lesson topics, accommodating each individual's unique learning style (Aljuboori et al., 2020).

Social media networking means the use of an online space by any individual to connect, share, interact, establish, or maintain connections with others for academic and socialization objectives. It is described as a digital tool or a program that allows users to interact socially, that differs from traditional media (for example, TV). This definition of “social media” includes social networking sites (Facebook, Snapchat, Tik-Tok, messaging applications, gaming site, YouTube etc. (Poon SK et al., 2020).

The technological and digital advancement worldwide have boosted of the world has helped the communication sector take a major rise, as the different social networking sites have significantly enabled connecting people. The platform that is created by the internet, also known as social media have become an influential tool, in this 21st century as they are used for a multitude of activities. In which, an individual’s can create, share, and deliberate different activities on various available content (Goet, 2022). In addition, social media has more negative than positive effects. Nowadays students are found spending more time on social media for various reasons other than education like posting pictures, unnecessary surfing, etc. which causes interruption from the learning environment leading to disturbance in their academic progress (Karim et al., 2020).

Excessive time spent on social networking platforms can lead to sedentary lifestyle and reduction in daily physical activity. Social media is protecting a self-image that will receive social recognition in the form of acknowledgment from colleagues, friends via, post-likes, positive comments and sharing (Raut & Patil, 2016). Regarding the purposes of social media usage, the research has indicated that social media usage has adversely affected academic performance, when social media networking sites were used only for entertainment purpose like nonacademic needs only. A study by Kung has showed that 66% of mobile phone users suffer from nomophobia: severe anxiety and panic due to being without a mobile phone (Kausar & Ghafoor Awan, 2019). There is high rate of social media users in Nepal that comprised most of the students. One of the research done in Nepal on 2016 has shown the prevalence of poor sleep quality, internet addiction, and depression is high in undergraduate students from Nepal (Jha et al., 2016). Almost, 179 (50.9%) of the total 230 students of medical college shared that the excessive use of social networking sites adversely affected their professional life. Nearly 60% of students expressed that they experienced negative effects of using social networking sites. Also, 17.23% of students told that their academic performance was decreased due to the use of these social networking sites (Singh et al., 2021). One of the important contributors to depression is sleep deprivation, which can be caused, or exacerbated by social media.

## **METHODOLOGY**

A cross-sectional study was conducted among 251 respondents studying in Health Science College in Kathmandu affiliated to Purbanchal University. Confidentiality and anonymity of participant was assured. Probability proportional sampling was done for the selection to students, from every college and simple random sampling technique was done for selection of respondents. Data was collected using a self-administered semi-structured questionnaire. The prepared tools were pretested to 10% of the total sample in a similar setting. Data entry and analysis was done by using SPSS version 16 and Microsoft Excel. Descriptive statistics were presented, and the Chi-square test was used to compare categorical variables.

## RESULTS

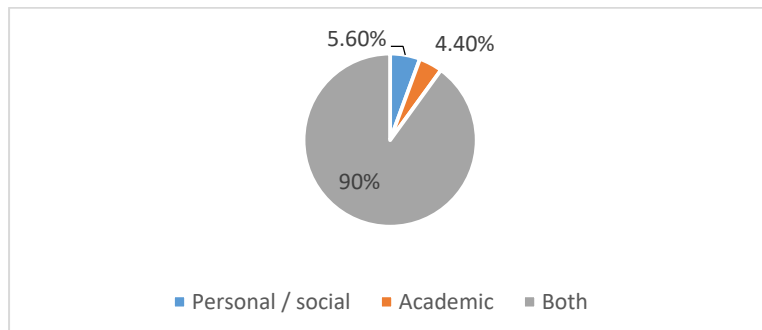
Of the 210 respondents, most of them 107 (51%) belonged to age group (23-26). Likewise, majority of the respondents (90%) were Hindus. Nearly one-third (39.4%) belongs to Chhetri caste. Majority of the respondents (83.7%) belongs to nuclear family. A majority of families have an income of 40,000 or above. Most of the students (67%) are from public health faculty. The largest group of students is in 3<sup>rd</sup> year that is 38.2%. More than half of the respondents (53%) live in rented houses.

**Table1: Information about Social Media (n=251)**

Characteristics	Frequency	Percentage
<b>Do you use social networking sites?</b>		
Yes	251	100
<b>How long have you been using social media?</b>		
<1 year		
2-3 years	14	5.6
3-5 years	35	13.9
> 5 years	71	28.3
<b>Do you use social media to communicate with teachers?</b>	131	52.2
No		
Yes		
<b>Engaged with social media during your classes</b>	35	13.9
No	216	86.1
Sometimes		
Yes		
<b>People using SNS productively</b>	58	23.1
No	138	55
Yes	55	21.9
<b>SNS affecting academic performance</b>		
No	37	14.7
Yes	214	85.3
<b>If yes, how</b>		
Positively		
<b>Is it possible to reduce the negative effects of social networking site?</b>	34	13.5
No	217	86.5
Yes		
<b>Achieve better results if social media is integrated into lessons</b>	189	100
No		
Yes		
<b>Most using social sites</b>	251	100
Facebook		
Instagram		
Snapchat		

	37 214	14.7 85.3
	130 85 36	51.79 31.36 14.34

Almost, half of the respondents (52.2%) were using social media more than five years. Majority of the respondents (85.3%) said that they were using social networking service (SNS) productively while 14.7% were not using it productively. Respondents (86.1%) for communicating with teachers have also used social media (Table 1).



**Figure 1: Purpose of Using Social Networking Sites**

Almost, 226 (90%) use social media for both academic and personal use, rest use for personal and social means (Figure 1).

**Table 2: Time Spend on the Social Networking Sites in a Day (n=215)**

Time (in hours)	Frequency	Percentage
Less than 1 hour	14	5.6
2-3 hours	35	13.9
3-5 hours	71	28.3
More than 5 hours	131	52.2

More than half (52.2%) of respondents spends more than 5 hours on social platform which is highest followed by 3-5 hours (28.3%), Only 5.6% of respondents were spending less than hour in social networking sites.

Table 3 shows that most that the respondents agree in using social media, which helped them to improve their academic performance, and increasing grades.

**Table 3: Social Media usage and its Impact on their Academic Performance (n=2015)**

Variable	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	
<b>Use of Wikipedia to improve grades</b>	108 (43%)	135 (53.8%)	6 (2.4%)	2 (0.8%)	251 (100%)
<b>Academic note on email increase rate of understanding</b>	32 (12.7%)	131 (52.2%)	82 (32.7%)	6 (2.4%)	251 (100%)
<b>Utilization of blogging site to complement the content taught in class</b>	20 (8%)	184 (73.3%)	45 (17.9%)	2 (0.8%)	251 (100%)
<b>Will not perform well in academic even stop social media</b>	26 (10.4%)	146 (58.2%)	66 (26.3%)	13 (5.2%)	251 (100%)

**Table 4: Association between Socio-demographic and Exposure of Students to Social Networks (n=251)**

Socio-demographic information	Exposure of students to social media Network		Chi-square	P-value
	Yes	No		
<b>Age Group</b>				
15-18	3(50%)	3(50%)	<b>10.530</b>	<b>0.015</b>
19-22	82(81.2%)	19(18.8%)		
23-26	115(89.8%)	13(10.2%)		
27-30	15(93.8%)	1(6.3%)		
<b>Gender</b>				
Male	125(91.2%)	12(8.8%)	<b>7.654</b>	<b>0.006</b>
Female	90(78.9%)	24(21.1%)		
<b>Ethnicity</b>				
Brahmins	44(73.3%)	16(26.7%)	<b>13.051</b>	<b>0.011</b>
Chhetri	91(91.9%)	8(8.1%)		
Janajati	58(84.1%)	11(15.9%)		
Dalit	13(100%)	0(0.0%)		
Others	9(90%)	1(10%)		
<b>Religions</b>				
Hindu	194(85.8%)	32(14.2%)	0.772	0.680
Buddhist	18(81.8%)	4(18.2%)		
Christian	3(100%)	0(0.0%)		
<b>Family type</b>				
Nuclear	181(86.2%)	29(13.8%)	0.541	0.763
Joint	33(82.5%)	7(17.5%)		
Others	1(100%)	0		
<b>Monthly family income</b>				
Below 20,000	3(50%)	3(50%)	6.777	0.073
20,000-30,000	12(80%)	3(20%)		

30,000-40,000	62(86.15%)	10(13.9%)
40,000 and above	138(87.3%)	20(12.7%)

**Course**

BPH	138(81.7%)	31(18.3%)	<b>6.739</b>	<b>0.009</b>
B-Pharmacy	77(93.9%)	5(6.1%)		

**Residence**

Home	51(77.3%)	15(22.7%)	<b>13.219</b>	<b>0.001</b>
Rent house	124(93.2%)	9(6.8%)		
Hostel	40(76.9%)	12(23.1%)		

**p<0.05 is statistically significant, p value in bold indicates significant association**

Table 10 represent that Association between socio-demographic with exposure of students to social media is significantly associated with Age(p=0.015), Gender(p=0.006), Ethnicity(p=0.011), Course(p=0.009), and Resistance(p=0.001) as  $p < 0.05$  while rest of the socio-economic, demographic factors like religions, family type, are not statistically significant( $p > 0.05$ ).

**Table 5: Association between Socio-demographic and Use of Social Media Networks (n=251)**

Socio-demographic information	Use of social media network		Chi-square	P-value
	Yes	No		
<b>Age</b>				
15-18	1(16.7%)	5(83.3%)	<b>17.928</b>	<b>0.000</b>
19-22	83(82.2%)	18(17.8%)		
23-26	107(83.6%)	21(16.4%)		
27-30	11(68.8%)	5(31.3%)		
<b>Gender</b>				
Male	125(91.2%)	12(8.8%)	<b>22.240</b>	<b>0.000</b>
Female	77(67.5%)	37(32.5%)		
<b>Ethnicity</b>				
Brahmins	42(70%)	18(30%)	<b>13.683</b>	<b>0.008</b>
Chhetri	87(87.9%)	12(12.1%)		

Janajati	54(78.3%)	15(21.7%)		
Dalit	13(100%)	0(0.0%)		
Others	6(60%)	4(40%)		
<b>Religions</b>				
Hindu	186(82.3%)	40(17.7%)	<b>6.839</b>	<b>0.033</b>
Buddhist	15(68.2%)	7(31.8%)		
Christian	2(66.7%)	1(33.3%)		
<b>Family type</b>				
Nuclear	172(81.9%)	38(18.1%)	2.135	0.344
Joint	29(72.5%)	11(27.5%)		
Others	1(100%)	0		
<b>Monthly family income</b>				
Below 20,000	3(50%)	3(50%)	<b>15.862</b>	<b>0.001</b>
20,000-30,000	8(53.3%)	7(46.7%)		
30,000-40,000	54(75.0%)	18(25.0%)		
40,000 and above	137(86.7%)	21(13.3%)		
<b>Course</b>				
BPH	133(78.7%)	36(21.3%)	1.043	0.307
B-Pharmacy	69(84.1%)	13(15.9%)		
<b>Residence</b>				
Home	50(75.8%)	16(24.2%)	<b>11.429</b>	<b>0.003</b>
Rent house	117(88%)	16(12.0%)		
Hostel	35(67.3%)	17(32.7%)		

P<0.05 is statistically significant, p value in bold indicates significant association

Table 4 represent that Association between socio-demographic with use of social media is significantly associated with Age(p=0.000), Gender(p=0.000), Ethnicity(p=0.008), Religious(p=0.033), monthly family income(p=0.001) and Resistance(p=0.003) a p <0.05 while rest of the socio-economic, demographic factors like course, family type, are not statistically significant(p>0).



## DISCUSSION

Facebook was found to be most used social media networking sites followed by Instagram and snapchat (51.79%, 31.36 and 17.52 %). Study which was conducted in Medical Sciences-Nepal found that the most commonly used social networking site was Facebook/Messenger (48.7%), which is slightly less in comparison with our study (Shrestha et al., 2021).

In an overview, maximum (90%) respondents used the social media for both the personal and academic use. Besides them, 5.6% populations of our study were engaged in the social media for their personal reasons or to become socially active whereas the few candidates that are 4.4% used social media for academic purpose. This findings aligns with the results of the study which was conducted in a private medical college of Nepal. The primary purpose for using Facebook was to stay connected with family and friends (32%), while only 5% used if for the academic purposes. It was observed that the primary objective of using such platforms was to be updated with family and friends for the entertainment. Additionally, only 15.6% of students used above mention sites exclusively for academic purposes (Shrestha et al., 2021). Students also used the social networking sites for communicating with their teachers. The main use of the Internet was for entertainment and to communicate with friends and family(Amin et al., 2016).

Similarly, when it was asked about the use of social media in the classroom, 21.9 % students admitted accessing their social networking sites during lectures in the classroom. Also, the study which was conducted in a private medical college of Nepal had concluded that only 4.2% of the students use social media during their lecture time. Another study conducted among undergraduate students in the Kathmandu Valley revealed that 100% of the students used mobile phones during college hours (Sthapit et al., 2022).

There were several responses highlighting the disadvantages of social media. The majority of respondents noted using social media is very time-consuming. Beyond wasting time, social media negatively affects health, affecting attention span, memory, sleep, and vision. Many respondents complained about headache (about 66.50%) and eye problem (about 72.90%). Even 53% complained about the cyber bullying. Excess activeness on social media has also lead to less social interaction and about 60.20% of people have noticed the change among themselves. Few respondents also notify about the unrealistic expectation that developed after being engaged in social sites for long term and least candidate experienced the false emotions. A study conducted at a private medical college in Nepal revealed that nearly two-thirds of the participants acknowledged that Facebook had negatively affected their studies. The most commonly reported health effects among Facebook users were burning eyes (21%), disturbed sleep (29%) and headaches (16%) (Sthapit et al., 2022).

A case study conducted in Ethiopia revealed that 71.43% of students reported a decline in their academic performance from semester due to the effects of social media usage. Additionally, 70% students stated that social media usage caused stress and negatively affected their time management and reading habits. (Singh et al., 2021).

According to the study which was conducted in Chitwan Medical College, Bharatpur, respondent expressed that they have burning eyes (21 %), followed by disturbed sleep (19 %), headache (16 %) as a health effects. Similar, study was done in in Kathmandu and Chitwan districts, this study concluded a significant proportion of undergraduate students met the criteria for internet addiction; poor sleep quality and depression with more than half experiencing at least one of these issues.

In an overview, usually 52.2% of people spends more than-5 hours on social platform which is highest followed by 28.3% candidate abide 3-5 hours. Least numbers of people were

spending less than hour in social networking sites. A study was conducted in Ethiopia found that students spent an average of 6.10 hours per day on various social media platforms, significantly more time than they devoted to studying their academic subjects. This figure is notably higher compared to our study (Wodaje et al., 2019).

The widespread use of social media sites among the student was found to social media usage has both positive and negative effects on students' academics, social life, and health. This paper concludes that, overall, social media platforms have a predominantly positive impact on students' academic performance. However, a study conducted at Chitwan Medical College, Bharatpur, Nepal, found that the majority of students (76.8%) believed Facebook negatively affected their health and behavior. Similarly, research conducted at a private medical college in Nepal revealed that nearly two-thirds of users acknowledged Facebook's adverse impact on their studies (Jha et al., 2016).

Similar findings also rewrite provided strong statistical evidence that social media indeed tends to positively impact students GPAs, with duration of use and appropriateness of use as the most influencing factors (Rajalakshmi, 2022). This result could be attributed to the fact that successful students usually spend more time studying by using all available means including social media to improve their academic performance.

## CONCLUSION

This study aimed to evaluate the influence of social media on the academic performance of students enrolled in bachelor-level health science programs at a college affiliated with Purbanchal University the Kathmandu metropolitan area. The widespread use of social networking sites among students was found to have both positive and negative impacts on their academics, social life and health.

The findings suggest that social media platforms generally have a positive influence on students' academic performance and can serve as a valuable learning tool. The most significant factors affecting outcomes were the duration and appropriateness of social media use.

The study concludes that while social media has dual impact on students' achievement, its negative effects on academic performance are minimal. Furthermore, students' mental health appears largely unaffected, although any expressed concerns about the potential disadvantages of excessive social media use.

To mitigate these risks, universities and college are encouraged to organize awareness programs and include topics related to social media use in health education and awareness courses, promoting responsible and balanced usage among students.

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