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SCHOOL OF STATISTICS

&

SCHOOL OF DATA SCIENCE AND FORECASTING

A PROJECT REPORT ON

"BEYOND LIKES: A COMPREHENSIVE ANALYSIS OF SOCIAL MEDIA'S INFLUENCE ON STUDENT"

(2021-25)

Guided By:

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Submitted by

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FORWARD

I feel immense pleasure to forward the project entitled “Beyond Likes: A Comprehensive Analysis of Social Media's Influence on Students” submitted by Nishant Deshmukh (V semester) for fulfilment of the requirements for the degree Bachelor of Science (Hons.) in Applied Statistics and Analytics at the School of Statistics, DAVV, Indore.

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CERTIFICATE

The research work embodied in the present project entitled “Beyond Likes: A Comprehensive Analysis of Social Media's Influence on Students” has been carried out in the supervision of Dr. Rashmi Awad. The work reported herein is original and does not form part of any other report or dissertation based on which a degree or award was conferred on an earlier or to any other scholar. I understand the University’s policy on plagiarism and declare that the project and publications are my own work, expect where specifically acknowledged as has not been copied from other sources or been previously submitted for award of assessment.

……..

Dr. Rashmi Awad

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ACKNOWLEDGEMENT

I would like to express my sincere gratitude to everyone who contributed to the successful completion of this project. Your support and encouragement played a crucial role in making this endeavor a reality.

First and foremost, I am immensely thankful to my advisor, Dr. Rashmi Awad, for their invaluable guidance and continuous support throughout the entire project. Their expertise and insightful feedback greatly enriched the quality of my work.

I extend my appreciation to my colleagues and peers who provided assistance and shared their knowledge during the various stages of the project. The collaborative spirit within the team contributed significantly to the overall success of the project.

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Special thanks go to my friends and family for their unwavering support and understanding during the demanding phases of the project. Their encouragement kept me motivated and focused, even in challenging times.

Lastly, I want to acknowledge the participants and respondents who generously contributed their time and insights, making this project more comprehensive and meaningful.

Thank you to everyone who played a part, no matter how big or small, in bringing this project to fruition.

Nishant Deshmukh

DECLARATION

I, Nishant Deshmukh, a student of B.Sc. Applied Statistics & Analytics at the School of Statistics, Devi Ahilya Vishwavidyalaya, declare that the project report titled "Beyond Like: A Comprehensive Analysis of Social Media's Influence on Students" is my original work under the guidance of Dr. Rashmi Awad.

I affirm that this project has not been submitted elsewhere for any other degree or diploma, and the sources of information used in this report have been duly acknowledged. Any contribution from other individuals or sources has been appropriately credited.

I also declare that the project work complies with the academic standards and guidelines provided by the university. The data, analysis, and conclusions presented in this report are authentic and reflect my efforts in exploring the topic.

I understand the consequences of providing false information and plagiarism, and I take full responsibility for the content presented in this project report.

Date: 23/12/2023

Nishant Deshmukh

ST4A-2103

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Beyond Likes: A Comprehensive Analysis of Social Media's Influence on Students

Abstract:

In the digital age, the pervasive influence of social media on various aspects of life, particularly in educational settings, has become a subject of growing concern. This research project, titled "Beyond Likes," endeavours to provide a thorough examination of the impact of social media on students' academic performance. The study focuses on demographic details, academic history, social media usage patterns, study habits, and perceptions regarding the influence of social media on academic performance.

Employing a quantitative analysis approach, data were collected from 118 participants through a structured Google Form survey. The survey instrument aimed to capture a nuanced understanding of students' engagement with social media platforms and its potential correlations with academic outcomes. Statistical methods, including t-tests, chi-square tests, ANOVA, and correlation analyses, were applied to discern patterns and relationships within the collected data.

Preliminary findings reveal intriguing insights into the complex interplay between social media usage and academic performance. The study not only explores the statistical significance of observed trends but also delves into the qualitative nuances of participants' perceptions. These insights contribute to the broader discourse on the evolving role of social media in educational contexts.

This research project not only expands our understanding of the multifaceted relationship between social media and academic performance but also offers practical implications for educators, policymakers, and students themselves. As social media continues to shape the educational landscape, this study serves as a valuable resource for informing strategies to foster a balanced and productive academic environment.

Introduction:

In recent years, technology has played a pivotal role in reshaping our social interactions and educational landscapes. The advent of social media, such as Facebook, Twitter, Google, YouTube, WhatsApp and Instagram, has transformed the way individuals connect and learn. These platforms have become integral tools in higher education, providing exciting opportunities for institutions, educators, and students to engage in convenient communication, collaborative work, and knowledge construction.

The open nature of social media has turned the world into a global village, enabling students to connect not only with their peers but also with subject experts, transcending the boundaries of traditional classrooms. The impact of social media on learning environments is profound, influencing both instructors and students in how they teach and learn. As educators strive to stimulate critical thinking and collaboration through social media technologies, it becomes essential to consider the benefits, impacts, and risks associated with their openness. Ongoing communication with students is crucial to address concerns and navigate issues that may arise in the use of social media.

- **Problem and Motivation:**

With the explosive growth of social media in everyday communication, there has been a corresponding surge in its incorporation into teaching and learning in higher education. This study seeks to examine and assess the impact of social media on teaching and learning, exploring both its positive and negative effects. In recent years, the rapid integration of technology into daily life has reshaped the landscape of social interactions and learning methodologies. As students increasingly embrace social media platforms, it becomes imperative to understand the implications of this digital shift on their educational experiences.

- **Purpose of the Study:**

This study aims to assess the impact of social media on students' academic lives. Specifically, it seeks to explore the types of social media familiar to students, how they use these platforms in higher education, and the resulting impact on their academic lives. In an era dominated by digital communication, it is crucial to comprehensively assess how social media impacts the educational experiences of students in higher institutions. The overarching purpose is to shed light on the various dimensions of social media usage among students, uncovering the ways in which it intersects with their academic pursuits.

- **Research Question:**

The primary research question guiding this study is, "Does social media have a distinctive impact on students' academic lives?" To delve deeper into this inquiry, the following questions are considered:

1. How do students utilize social media?
2. To what extent does social media support students' learning?
3. What is the perceived impact of social media on students' academic lives?
4. How does students' social media usage relate to their sleep patterns, and what impact does this connection have on their academic experiences in higher education?

- **Significance of the Study:**

Understanding how social media usage influences students' learning environments is of great relevance to students, researchers, student affairs practitioners, and various stakeholders in the educational process. The outcomes of this study can inform strategies and attitudes towards the integration of social media in academic settings, contributing to the ongoing discourse on the evolving role of technology in education.

Review of the Related Literature:

- **Social Media:**

Social media, as interactive web-based applications, facilitate content creation, sharing, and community-building. Users engage via web or mobile apps, contributing to highly interactive platforms like Twitter, Facebook, and Instagram. Different from traditional media, social media operates on a many-to-many communication model, fostering connectivity and community. It serves as a vital tool for communication, marketing, and organization, benefitting individuals, corporations, and political entities. Also Social media, often defined as online platforms facilitating user-generated content and interaction, has become an integral part of contemporary society. Its importance lies in its role as a dynamic communication medium, connecting individuals globally. Defined by users as a virtual space for sharing, collaboration, and information dissemination.

- **Social Media and Student Academic Life:**

Academic life in these context is describe as the activities that relates to the work done in colleges and universities especially which involves studying and reasoning rather than practical or technical skills. Higher education on the other hand is an educational level that primarily describes post-18 learning that takes place at the universities as well as other colleges and institutions that awards academic degrees and professional qualification. A side most deliberations of social media being perceived as either on the very straightforward or the very philosophical, emergent numbers of educationalists exploring and aspiring in this field are beginning to consider the possible significance and likely implications of social media for education practice and pro vision specially in terms of higher education. Social media constitute an increasingly important context in one's academic everyday lives

- **Impact of Social Media on Student Academic Life:**

Research examining the impact of social media on student academic life reveals a spectrum of outcomes. Positive correlations include enhanced collaboration, information exchange, and the development of critical thinking skills. Conversely, concerns are raised about the potential negative effects, such as decreased attention spans and compromised study habits. The temporal aspect of social media usage, particularly during night time hours, has been linked to disrupted sleep patterns, potentially influencing students' overall well-being and academic performance.

This literature review underscores the need for a holistic exploration of the complex relationships between social media, student academic life, and sleep patterns. As digital communication continues to shape the educational landscape, this research aims to contribute nuanced insights into the intricate dynamics and potential implications for students in higher education.

Research Methodology:

- **Scope:**

To address the issue of the effectiveness of using social networking, the first question raised in this study is: for what purpose is the student utilizing social networking? Research on this topic will start to reveal social networking sites are simply part of how students interact with each other with no apparent impact on grades. By examining the multifaceted ways in which students engage with social media platforms, thus the objective of my research is to comprehensively explore the impact of social media on student life, specifically delving into its effects on academic performance, to explore the advantages and disadvantages of students' use of social networking for study

- **Survey Method:**

An online survey was done for which a link was sent of the form created on Google drive, on Facebook and WhatsApp. Open ended questions were asked. Few questions were extended by text field for open answers from participant side. After submitting the form the data was saved in a spreadsheet template. The basic objective for the research is to find out how social media has influenced students. Total of 118 responses were received through google form.

- **Statistical Analysis:**

Descriptive statistics, including mean, median, and frequency distributions, will be employed to provide a concise summary of demographic data and response patterns. These measures offer a clear snapshot of central tendencies and distribution characteristics within the dataset. For inferential statistics, the focus will be on correlation analysis and appropriate statistical tests to explore relationships between variables. Correlation analysis will help uncover potential associations between social media usage, academic performance, and sleep patterns. Additionally, statistical tests, such as t-tests or ANOVA, will be utilized to assess the significance of observed differences among groups or variables.

- **Conceptual Paradigm:**

The paradigm of this study adopted the Shikawamodel, also known as fishbone diagram. A fishbone diagram, also known as an Ishikawa or cause-and-effect diagram, is a visual representation that helps identify the potential causes of a specific problem.

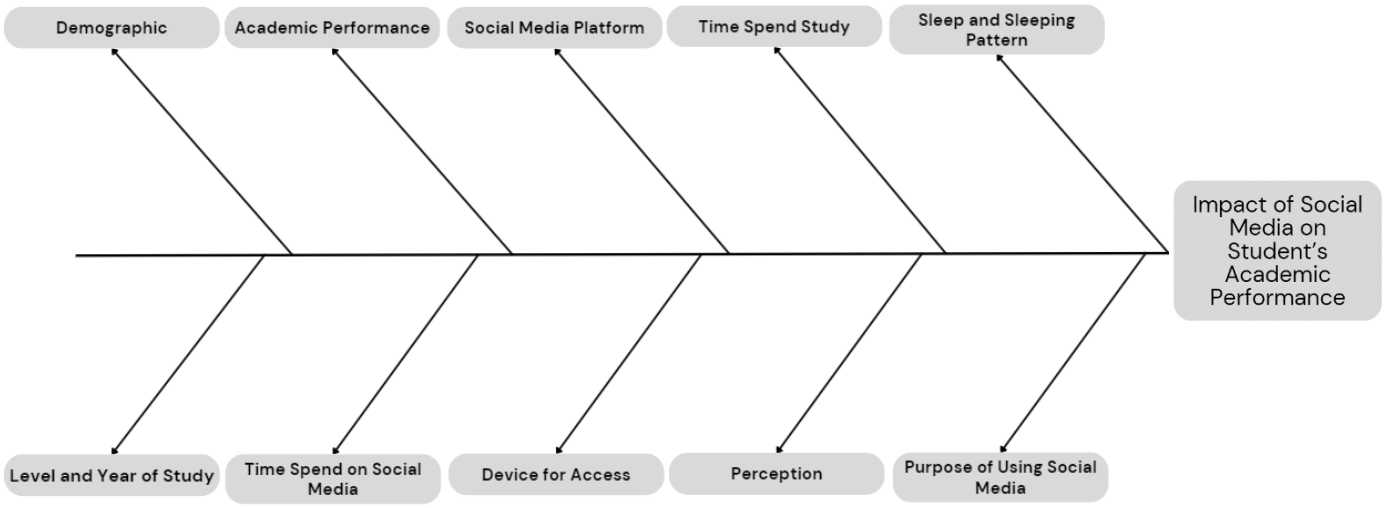


Fig. 01 Fisher-Bone Diagram

The variables of social media that may affect the students' academic performance are: Demographic (Name, Age, Gender, Location), Level of Education (Bachelor's Degree, Master's Degree), Year of study (1st Year, 2nd Year, 3rd Year and Final Year), Academic Performance (Cgpa), Time Spend on Social Media, Social Media Platform, Device for Access (Smartphone, Laptop, Pc and I-Pad), Time Spend on Study, Perception (In your opinion, how does social media impact your academic performance?, To what extent do you believe social media affects your academic performance?), Amount of Sleep, Sleeping Pattern (Consistent and adequate, Irregular but adequate, Irregular and inadequate and Consistent but inadequate).

- **Limitations:**

While this research aims to provide valuable insights into the relationships between social media use, academic performance, and sleep patterns among students, it is essential to acknowledge certain limitations that may impact the interpretation of findings:

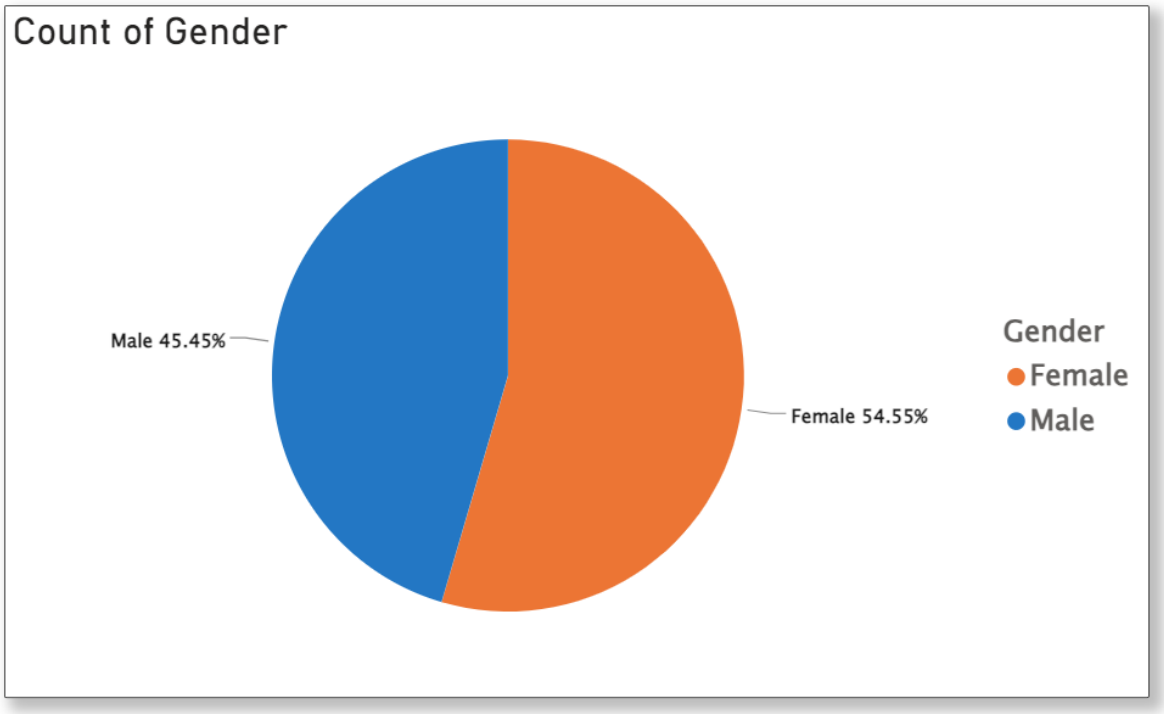
- Reliance on self-reported data may introduce biases such as social desirability and memory recall.
- The sample may not fully represent the diverse student population, introducing potential selection bias.
- Findings may be context-specific and may not be broadly applicable to diverse educational settings or demographic groups.
- Variables like "impact on academic performance" and "sleep patterns" are subjective and may not capture the full complexity of the phenomena.

Data Visualization and Analysis:

To understand data better, data was collected and carefully looked into involving careful sorting and exploration to extract important details. Utilizing Power BI and various visualization tools such as pie charts, histograms, and bar charts, the data was transformed into clear and informative visuals. This approach aimed at conducting Exploratory Data Analysis (EDA) to uncover meaningful insights and patterns within the dataset. Through this process, a comprehensive understanding of the data was achieved, providing valuable insights for further analysis.

- **Distribution of Gender:**

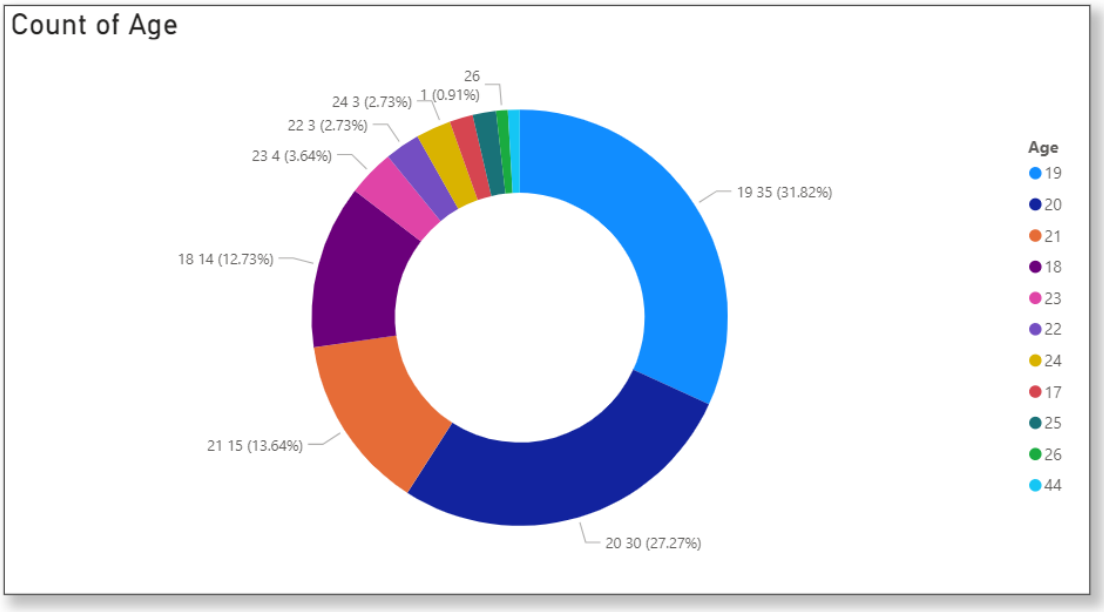
The pie chart visually depicts the gender distribution in our study. With 45.45% identified as male and 54.44% as female, it reflects a balanced representation. This insight is crucial for ensuring a diverse perspective as we explore the impact of social media on students' academic performance.



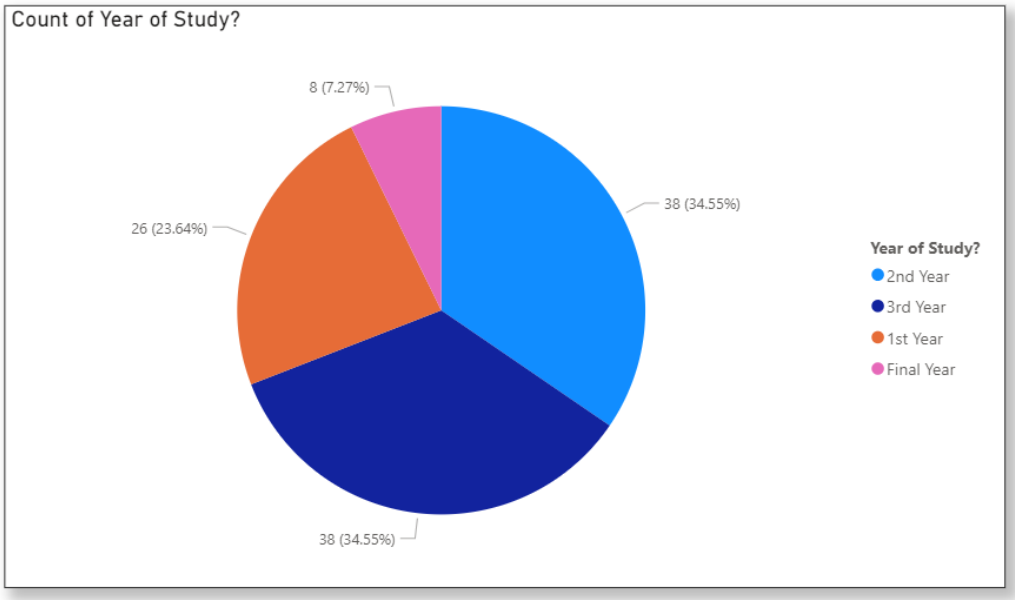
The pie chart above illustrates the gender distribution within the study population, offering insights into the representation of male and female participants. This analysis is crucial for understanding the demographic composition and ensuring a comprehensive exploration of the impact of social media on students' academic performance.

- **Distribution of Age:**

The age distribution in our study, visualized through a pie chart, highlights the demographic spectrum. Participants range from 17 to 44, with a predominant representation in the 19-21 group. Understanding this age diversity is essential for nuanced analyses, ensuring comprehensive insights into how social media impacts students' academic performance across different life stages.



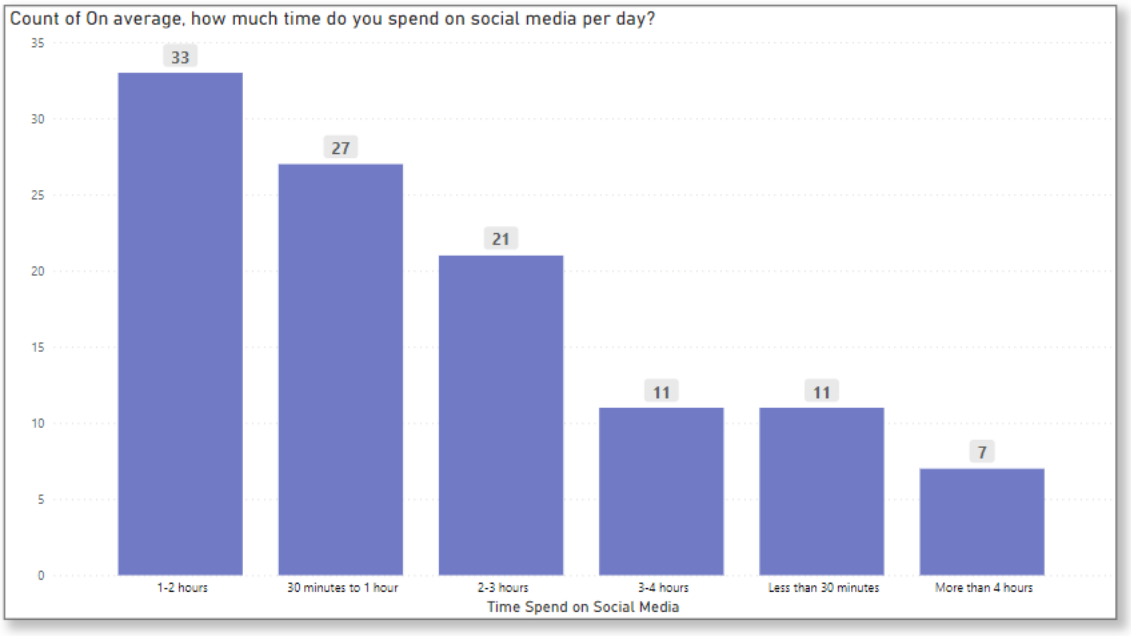
- **Distribution of Year of Study:**



The pie chart displays the distribution of students across academic years, providing a snapshot of their educational progression. Notably, 34.55% are in their 2nd year, followed by 23.64% and 7.27% in 1st and final year respectively, showcasing a balanced representation. This breakdown is pivotal for gauging how social media influences academic performance at various stages of a student's university journey.

- **Distribution of Time spend on Social Media:**

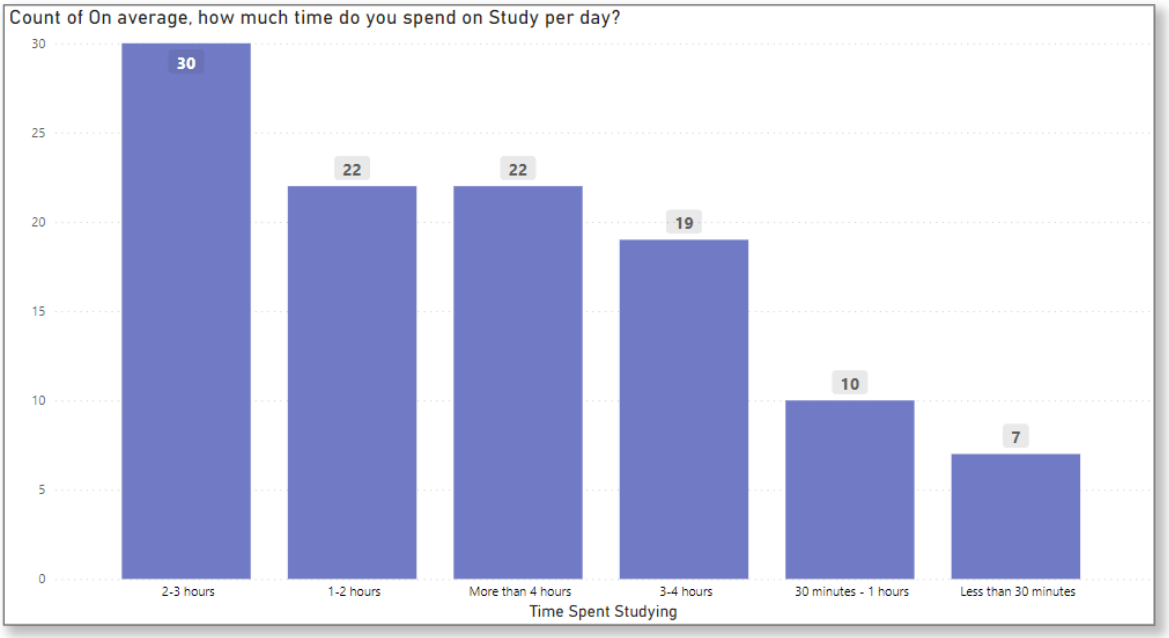
The bar graph presents a comprehensive overview of students' daily social media usage. Notably, 35 of students dedicate 1-2 hours, while 7 of student dedicate more than 4 hours on social media per day and rest allocate their time differently. This visual representation offers insights into diverse patterns of social media engagement among the student body, a key factor in understanding its potential impact on academic performance.



This bar graph elucidates variations in daily social media use among students, Understanding these distinct patterns is pivotal for exploring correlations with academic performance and devising targeted strategies for balanced digital engagement.

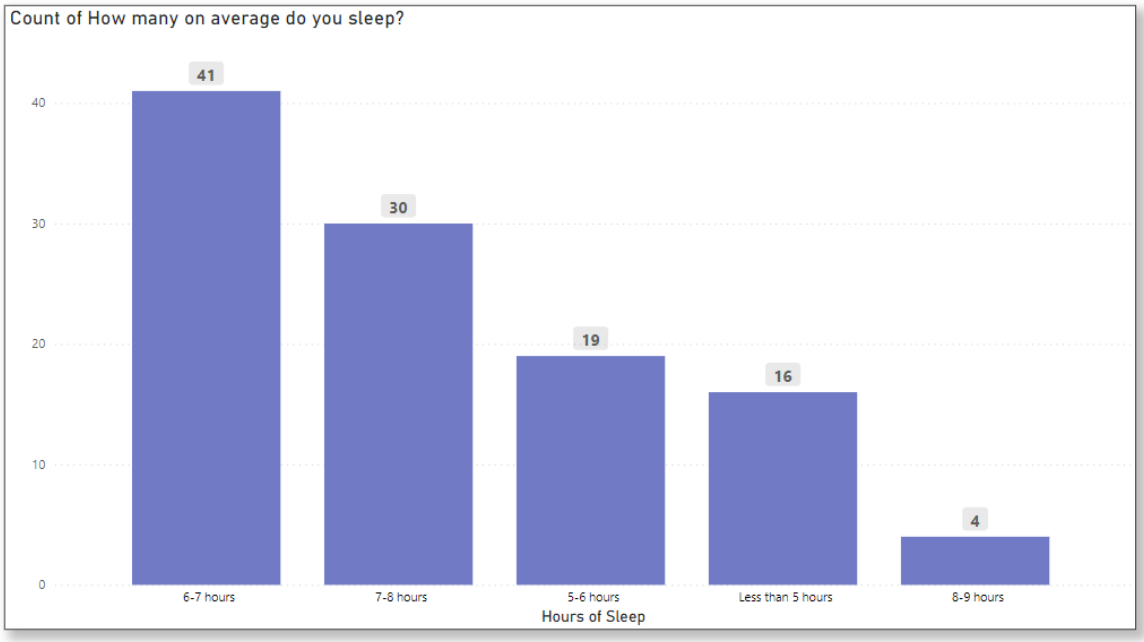
- **Distribution of Time spent on Study:**

The bar graph highlights the distribution of study hours among students. Notably, 30 of student dedicate 2-3 hours and 22 of student dedicate more than 4 hours to academic pursuits, showcasing diverse study patterns. This visualization offers valuable insights into students' commitment to their studies, providing context for analysing the impact of social media on academic performance.



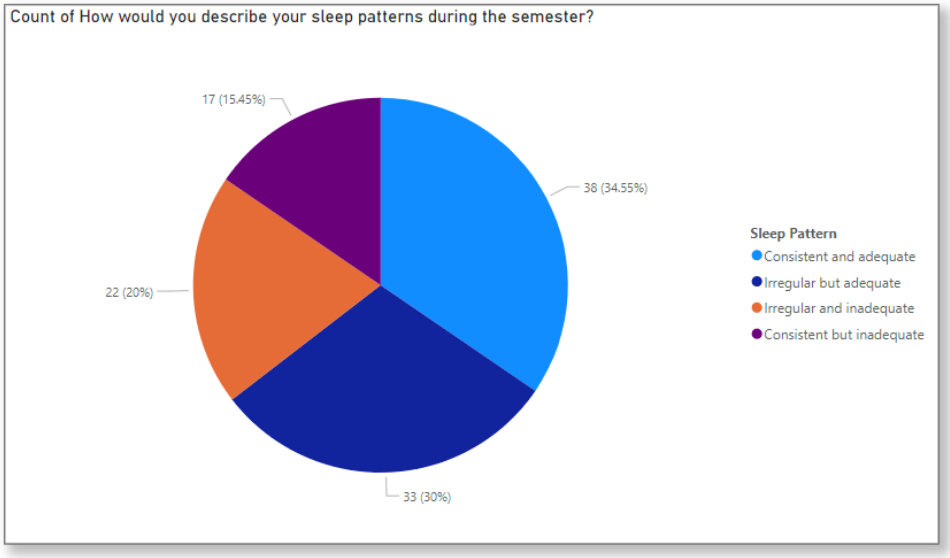
- **Distribution of Amount of Sleep:**

The bar graph illustrates students' varied sleep durations, this data provides insights into sleep patterns, a critical factor for understanding the potential relationships between sleep, social media use, and academic performance.



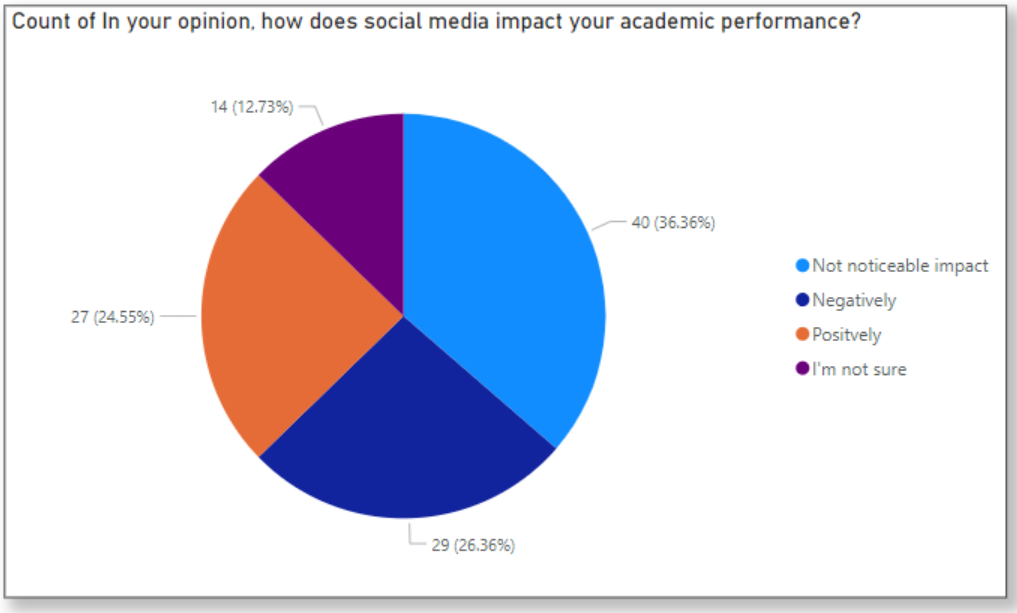
- **Distribution and Sleep Pattern:**

The pie chart categorizes students' sleep patterns into four segments: Consistent and Adequate, Irregular but Adequate, Consistent but Inadequate, and Irregular and Inadequate. This visualization unveils the diversity in sleep habits, crucial for examining their potential impact on academic performance and overall well-being.

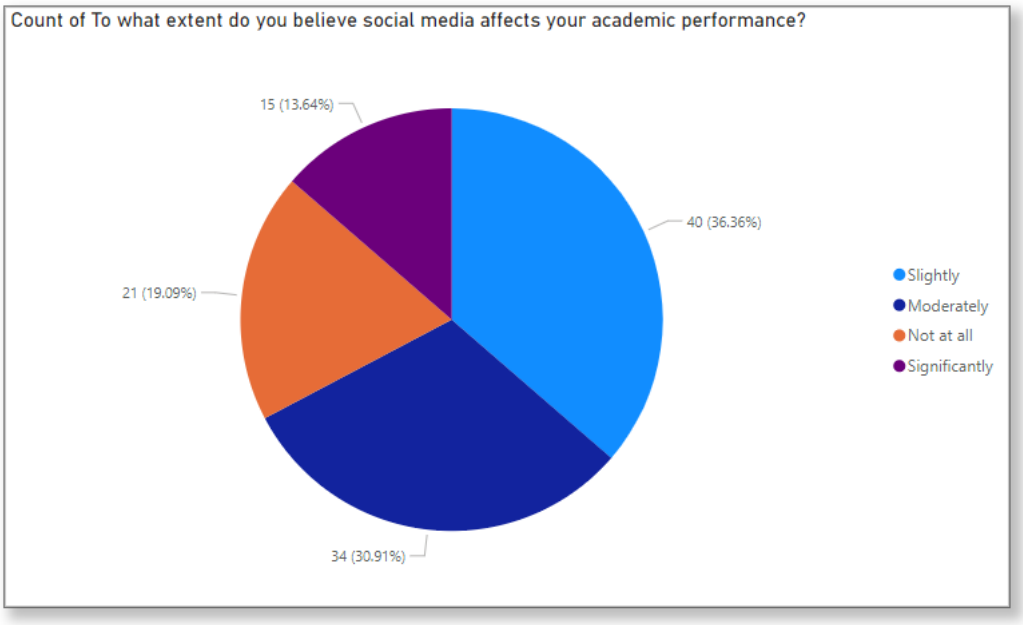


- **Distribution of Social Media Impact on Academic Performance:**

The pie chart gauges students' perceptions of the impact of social media on academic performance, categorizing responses into four segments: Positively, Negatively, Not Noticeable Impact, and I'm Not Sure. This visual representation provides valuable insights into the diverse perspectives on the relationship between social media use and academic outcomes.

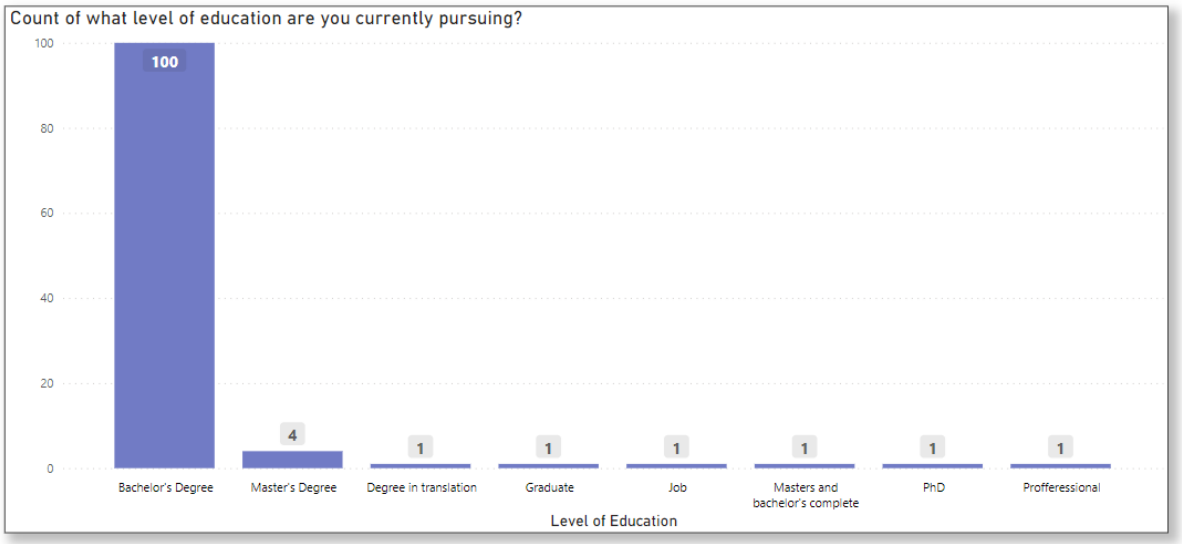


The pie chart categorizes students' beliefs regarding the impact of social media on academic performance into four segments: Not at all, Slightly, Moderately, and Significantly. This visual representation offers a comprehensive view of the varied perceptions regarding the extent of influence social media has on academic outcomes.



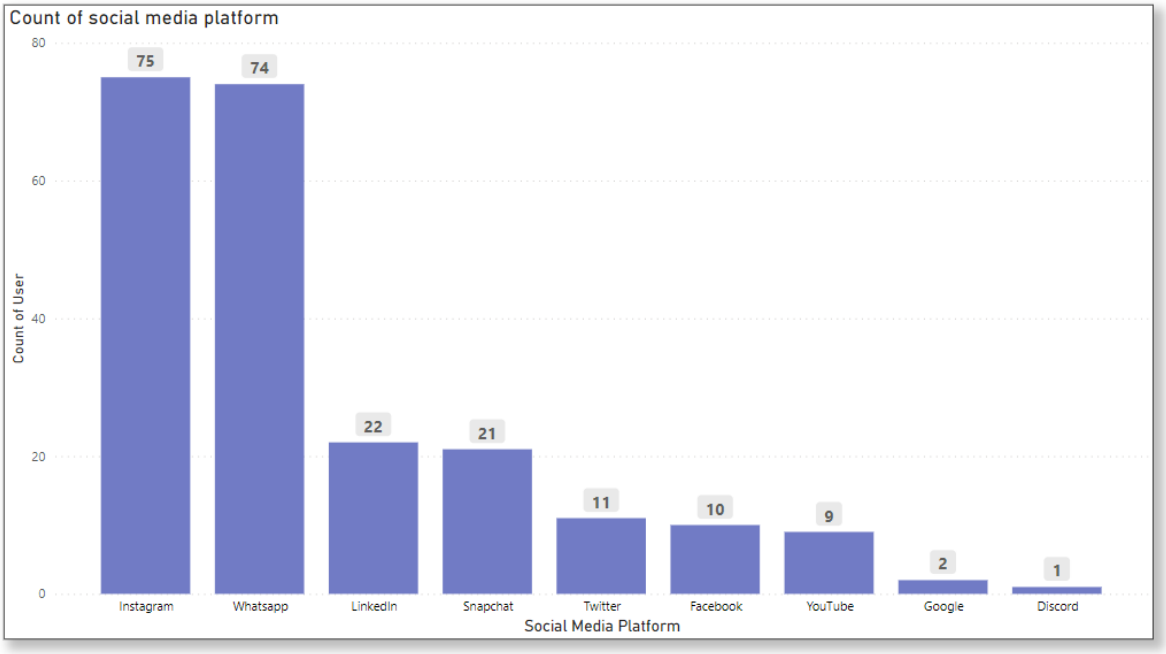
- **Distribution of Level of Education:**

The bar chart delineates the distribution of students across different levels of education, categorizing them into segments such as Undergraduate, Graduate, Postgraduate, and Other. This visual representation provides a clear snapshot of the educational diversity within the study, contributing to a nuanced understanding of social media's impact on various academic levels.



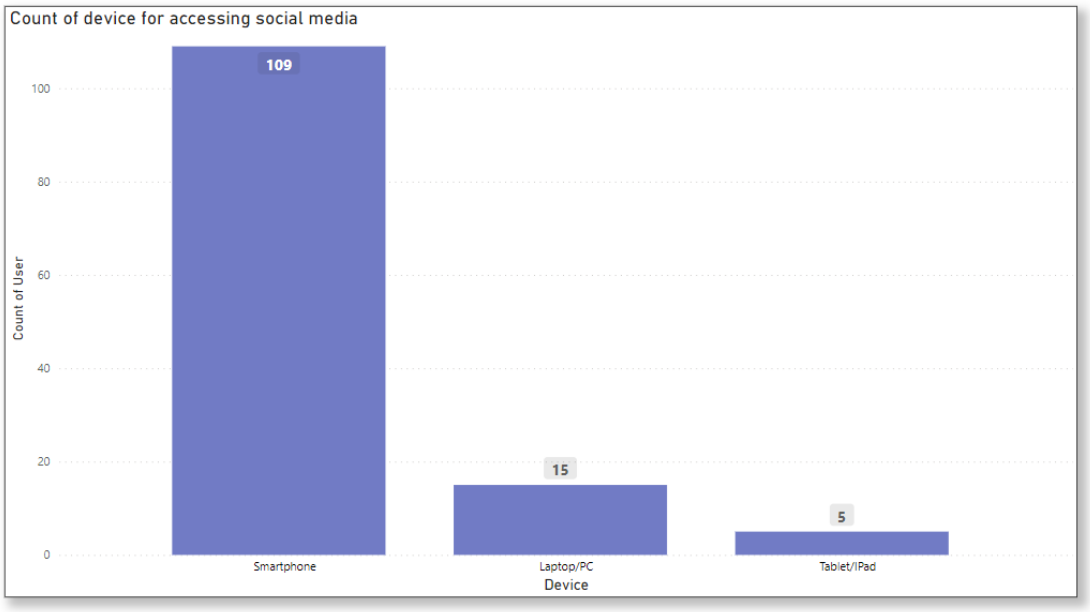
- **Distribution of Social Media Platform:**

The bar chart illustrates the frequency of usage for various social media platforms among students. Notably, it showcases the predominant platform preferences, with bars representing usage for Instagram, Facebook, Twitter, Snapchat, LinkedIn, and WhatsApp. This visual aid offers insights into the popularity of different platforms within the study population.



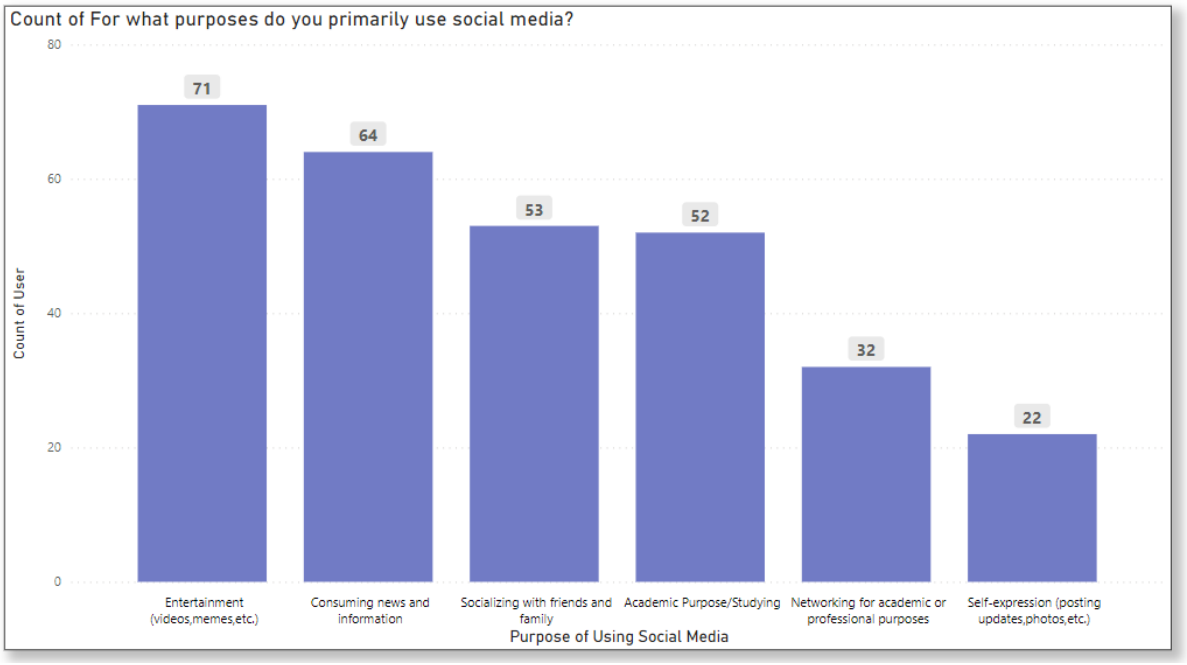
- **Distribution of Device for Accessing Social Media:**

The bar chart visually represents the primary devices used by students to access social media. The bars indicate the prevalence of smartphone, laptop/PC, and tablet/iPad usage. This graphical representation offers a clear overview of the device preferences among the study population for engaging with social media platforms.



- **Distribution of Primary Purpose of Social Media:**

The bar chart delineates the primary purposes for students' social media usage. It displays bars representing the prevalence of engagement for socializing, academic/studying, networking, consuming news, entertainment, and self-expression. This visual representation offers insights into the multifaceted roles social media plays in students' lives.



Statistical Analysis: Exploring Relationships and Patterns

This section employs IBM SPSS, a powerful statistical software known for its user-friendly interface and accurate analytical capabilities, to explore correlations, differences, and associations within the dataset. Utilizing tests like correlation coefficients, Chi-square, and ANOVA, the analysis aims to extract meaningful insights into the intricate interplay of variables influencing the impact of social media on academic performance. The choice of IBM SPSS ensures ease of use and precision in generating reliable results, enhancing the robustness of the study's statistical analyses.

- **Correlation Analysis: Unravelling Associations Among Study Hours, Social Media Usage, and Academic Performance**

This correlation analysis delves into the relationships between study hours, social media usage, and academic performance among students. Utilizing correlation coefficients such as Spearman's rho and Kendall's tau, we aim to quantify the strength and direction of these connections, providing valuable insights into the intricate dynamics shaping educational outcomes.

The variables under examination include study hours (categorical), social media usage (categorical), and academic performance (numerical). The categorical nature of study and social media hours necessitates the use of non-parametric correlation methods, specifically tailored to rank-ordered data.

Given the categorical nature of the variables, Spearman's rank correlation and Kendall's tau are employed. These methods are well-suited for non-linear relationships and are particularly effective when dealing with ordinal data, as is the case with the ranked study and social media hours. This ordinal ranking transforms categorical data into a format suitable for correlation tests, providing a basis for assessing the strength and direction of associations.

A correlation matrix is constructed to visually represent the relationships between study hours, social media usage, and academic performance. The ranked data facilitates a comprehensive examination of how variations in study and social media hours correlate with academic performance.

Correlations

			Time_Spent_Studying	Time_Spend_Social_Media	Academic_Performance_Cgpa
Kendall's tau_b	Time_Spent_Studying	Correlation Coefficient	1.000	-.282**	.216**
		Sig. (2-tailed)	.	.000	.005
		N	110	110	110
	Time_Spend_Social_Media	Correlation Coefficient	-.282**	1.000	-.270**
		Sig. (2-tailed)	.000	.	.000
		N	110	110	110
	Academic_Performance_Cgpa	Correlation Coefficient	.216**	-.270**	1.000
		Sig. (2-tailed)	.005	.000	.
		N	110	110	110
Spearman's rho	Time_Spent_Studying	Correlation Coefficient	1.000	-.333**	.261**
		Sig. (2-tailed)	.	.000	.006
		N	110	110	110
	Time_Spend_Social_Media	Correlation Coefficient	-.333**	1.000	-.319**
		Sig. (2-tailed)	.000	.	.001
		N	110	110	110
	Academic_Performance_Cgpa	Correlation Coefficient	.261**	-.319**	1.000
		Sig. (2-tailed)	.006	.001	.
		N	110	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

- **Interpretation of Correlation Results:**

Correlation is the elegant dance of statistical connection between variables, revealing their synchronized or counter-moving partnership. It's more than numbers; it's a narrative of their dynamic interplay. The Interpretation of Correlation Result is given below:

- **Kendall's Tau_b: Time Spent Studying vs. Academic Performance (CGPA)**

Correlation Coefficient: +0.216**

Significance: p = 0.005 (2-tailed)

Interpretation: A positive and statistically significant correlation exists between the time spent studying and academic performance (CGPA) at the 0.01 significance level.

Time Spent on Social Media vs. Academic Performance (CGPA)

Correlation Coefficient: -0.270**

Significance: p = 0.000 (2-tailed)

Interpretation: A negative and statistically significant correlation is observed between time spent on social media and academic performance (CGPA) at the 0.01 significance level.

Time Spent Studying vs. Time Spent on Social Media:

Correlation Coefficient: -0.282**

Significance: p = 0.000 (2-tailed)

Interpretation: A negative and statistically significant correlation is found between the time spent studying and time spent on social media at the 0.01 significance level.

- **Spearman's Rho: Time Spent Studying vs. Academic Performance (CGPA)**

Correlation Coefficient: +0.261**

Significance: p = 0.006 (2-tailed)

Interpretation: A positive and statistically significant correlation exists between the time spent studying and academic performance (CGPA) at the 0.01 significance level.

Time Spent on Social Media vs. Academic Performance (CGPA)

Correlation Coefficient: -0.319**

Significance: p = 0.001 (2-tailed)

Interpretation: A negative and statistically significant correlation is observed between time spent on social media and academic performance (CGPA) at the 0.01 significance level.

Time Spent Studying vs. Time Spent on Social Media

Correlation Coefficient: -0.333**

Significance: p = 0.000 (2-tailed)

Interpretation: A negative and statistically significant correlation is found between the time spent studying and time spent on social media at the 0.01 significance level.

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- **Conclusion:**

The results suggest meaningful correlations between times spent studying, time spent on social media, and academic performance (CGPA) among the study participants. Notably;

Positive Correlation with Studying: There is a positive correlation between time spent studying and academic performance, indicating that increased study hours are associated with higher academic achievement.

Negative Correlation with Social Media: Conversely, time spent on social media shows a negative correlation with academic performance, suggesting that higher social media usage is associated with lower academic performance.

Negative Correlation between Study and Social Media Time: The negative correlation between time spent studying and time spent on social media implies a potential trade-off between these activities.

These findings underscore the importance of time management and highlight the impact of study habits and social media engagement on academic outcomes. Further research and interventions can explore strategies to optimize study time and foster a balanced approach to digital engagement for enhanced academic success.

- **T-Test for Independent Samples: Exploring Gender and Sleep Hours in Relation to CGPA**

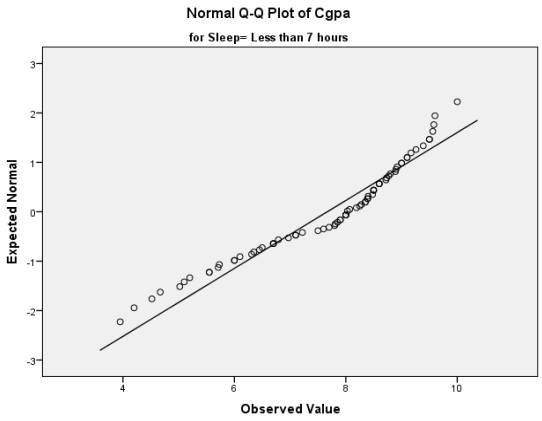
The T-Test for Independence of Samples is employed to ascertain if there are statistically significant differences in mean CGPA between distinct groups, specifically concerning gender and sleep hours. This analysis aims to explore potential disparities in academic performance based on these variables, offering valuable insights for educational strategies. An independence sample t-test is used when comparing mean score between two different groups (Gender and Sleep hours) for one continuous variable (Academic Performance).

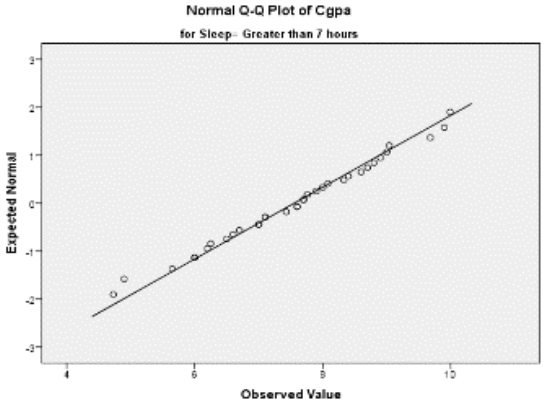
Assumptions for the T-Test for Independence of Samples:

Independence: The data is collected through Google Forms, ensuring the independence of variables. No relationship exists between the dependent and independent variables, and one group's responses do not influence the other.

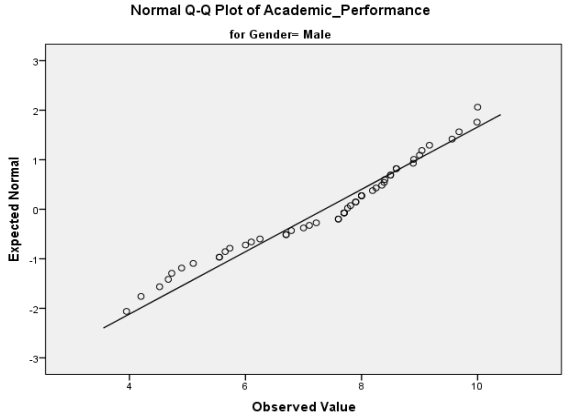
Normality: Normality is assumed for each group (gender and sleep) based on visual inspection of QQ plots. The observed data points closely align with the fitted line in the QQ plots, indicating a normal distribution.

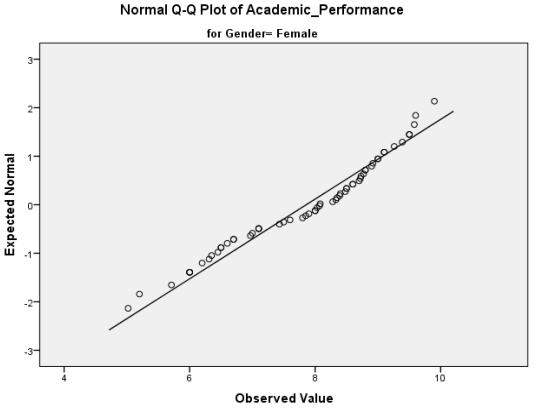
For Sleep Hours and Academic Performance:





For Gender and Academic Performance:





Homogeneity of Variance: Levene's test is applied to assess homogeneity of variance. The null hypothesis (H_0) is that the groups have equal variance, and the alternative hypothesis (H_1) is that the groups have different variance. This test helps ensure that the variances of the two samples are approximately equal, a crucial assumption for the T-Test for Independence of Samples.

The Levene's test results for the sleep variable yield a significance value of 0.448 and 0.059 for Gender, indicating that we fail to reject the null hypothesis. This suggests that there is no significant difference in variance between the groups categorized by sleep hours. The p-value is at the conventional significance level of 0.05. Therefore, there is no significant difference in variance between the groups categorized by Gender. In summary, for the sleep variable and gender, homogeneity of variance is supported.

- **T-Test for Independent Samples: Gender and Academic Performance (CGPA)**

Academic performance, measured by Cumulative Grade Point Average (CGPA), serves as a comprehensive indicator of students' overall achievements. Gender, a dichotomous variable categorizing individuals as male or female, is a crucial demographic factor. Understanding potential disparities in academic performance between genders contributes to fostering inclusive educational environments.

Hypotheses:

Null Hypothesis (H_0): There is no significant difference in mean CGPA between male and female students.

Alternative Hypothesis (H_1): There is a significant difference in mean CGPA between male and female students.

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Academic_Performance	Equal variances assumed	-1.853	108	.067	-.49603	.26771	-1.02669	.03462

Interpretation and Conclusion: The t-test for equality of means was conducted to assess potential differences in academic performance, as measured by CGPA, between two groups. The test yielded a t-statistic of -1.853 with 108 degrees of freedom and a p-value of 0.067. The mean CGPA difference was found to be -0.49603, with a standard error of 0.26771. The 95% confidence interval for the difference ranged from -1.02669 to 0.03462.

The null hypothesis (H_0) posits that there is no significant difference in mean CGPA between male and female students, while the alternative hypothesis (H_1) suggests a significant difference. The obtained p-value of 0.067 is greater than the conventional significance level of 0.05. Therefore, we fail to reject the null hypothesis. In practical terms, this implies that there isn't enough evidence to claim a statistically significant difference in mean CGPA between male and female students based on the data.

- **T-Test for Independent Samples: Sleep Hours and Academic Performance.**

Cumulative Grade Point Average (CGPA) serves as a comprehensive measure of academic performance, reflecting the cumulative grades earned across various courses. Sleep Hours categorize individuals into two groups: those sleeping more than 7 hours and those sleeping less than 7 hours. Sleep patterns can impact cognitive functioning, potentially influencing academic performance.

Hypotheses:

Null Hypothesis (H_0): There is no significant difference in mean CGPA between students who sleep more than 7 hours and those who sleep less than 7 hours.

Alternative Hypothesis (H_1): There is a significant difference in mean CGPA between students who sleep more than 7 hours and those who sleep less than 7 hours.

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Cgpa	Equal variances assumed	.387	108	.700	.11325	.29281	-.46714	.69364

Interpretation and Conclusion: The t-test for equality of means was conducted to investigate whether there is a significant difference in mean CGPA between students who sleep more than 7 hours and those who sleep less than 7 hours. The results revealed a t-statistic of 0.387 with 108 degrees of freedom and a two-tailed significance level of 0.700. The mean CGPA difference was 0.11325, and the standard error difference was 0.29281. The 95% confidence interval for the difference ranged from -0.46714 to 0.69364.

With a p-value well above the conventional significance level of 0.05, the findings do not provide substantial evidence to reject the null hypothesis. This suggests that there is no significant difference in mean CGPA between students based on their sleep duration. Therefore, the analysis suggests that variations in sleep hours, specifically sleeping more or less than 7 hours, may not be strongly associated with differences in academic performance, as measured by CGPA, in this particular sample.

- **Chi-Square Test: Year of Study vs. Study Hours and Social Media Time Spent:**

The Chi-Square Test of Independence is applied to assess the relationship between categorical variables. In this context, we are exploring the association between the year of study (1st year, 2nd year, 3rd, and final year) and two other categorical variables: study hours and social media time spent. Chi-Square test for association is used when you want to check association between two categorical variable on Nominal Scale. However, it is important to note that in the case of two variable being compared, the test can also be interpreted as determining if there is a difference between the two variables. The test is also referred to as the chi-square test for independence, also called Pearson's Chi Square test.

Contingency Table:

A contingency table is constructed to organize the data, displaying the frequency distribution of the joint occurrences of the variables under investigation. The table cross-tabulates the counts for each combination of the categories within the variables.

Cross-tabulation Table for Year of Study and Study Hours

Year_of_study * Study_hours Crosstabulation

Count

		Study_hours				Total
		Less than 1 hours	1-2 hours	2-3 hours	More than 3 hours	
Year_of_study	1st year	5	6	8	7	26
	2nd year	5	8	15	10	38
	3rd and final year	7	8	7	24	46
Total		17	22	30	41	110

Cross-tabulation Table for Year of Study and Social Media Time Spent

Year_of_study * Time_spent_Social_media Crosstabulation

Count

		Time_spent_Social_media				Total
		Less than 1 hour	1-2 hours	2-3 hours	More than 3 hours	
Year_of_study	1st year	9	6	6	5	26
	2nd year	18	9	6	5	38
	3rd and final year	11	18	9	8	46
Total		38	33	21	18	110

Assumptions for Chi-Square Test:

Independence of Observations: The data is collected through Google Forms, ensuring the independence of variables. No relationship exists between Categorical variables and one variables responses do not influence the other.

Categories are Mutually Exclusive: Each participant falls into only one category within each variable. For example, in the case of the year of study variable, each student is assigned to one and only one category, such as 1st year, 2nd year, 3rd year, or final year. Similarly, when examining study hours or social media time spent, participants are distinctly categorized based on the specified levels (e.g., less than 1 hour, 1-2 hours, 2-3 hours, etc.).

Sufficient Sample Size: The assumption of a sufficient sample size in the Chi-Square Test ensures that each cell in the contingency table has an expected frequency of at least 5.

- **Chi-Square Test: Year of Study and Study Hours:**

The Chi-Square Test of Independence is employed to examine the association between two categorical variables: the year of study (categorized as 1st, 2nd, 3rd, or final year) and study hours (categorized as less than 1 hour, 1-2 hours, 2-3 hours, or more than 3 hours).

Hypothesis:

Null Hypothesis (H_0): There is no significant association between the year of study and study hours.

- **Symbolically (H_0):** No association.

Alternative Hypothesis (H_1): There is a significant association between the year of study and study hours.

- **Symbolically(H_1):** Association Exist

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.025	6	.124
Likelihood Ratio	10.144	6	.119
Linear-by-Linear Association	2.330	1	.127
N of Valid Cases	110		

Interpretation and Conclusion: The p-values for all three tests are above the conventional significance level of 0.05. Consequently, there is insufficient evidence to reject the null hypothesis. These results suggest that there is no significant association between the year of study and study hours among the surveyed participants. The linear-by-linear association test also indicates no linear trend in the association between these variables. The study provides valuable insights into the lack of a discernible relationship between academic year and study hours within the sample of 110 participants.

- **Chi-Square Test: Year of Study and Time Spent on Social Media:**

The Chi-Square Test of Independence is conducted to examine the potential association between two categorical variables: the year of study (categorized as 1st, 2nd, 3rd, or final year) and social media time spent (categorized as less than 1 hour, 1-2 hours, 2-3 hours, or more than 3 hours).

Hypothesis:

Null Hypothesis (H_0): There is no significant association between the year of study and Time spent on social media.

- **Symbolically (H_0):** No association.

Alternative Hypothesis (H_1): There is a significant association between the year of study and Time spent on social media.

- **Symbolically(H_1):** Association Exist

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.351	6	.385
Likelihood Ratio	6.317	6	.389
Linear-by-Linear Association	.157	1	.692
N of Valid Cases	110		

Interpretation and Conclusion: All three test statistics yield p-values greater than the conventional significance level of 0.05. Therefore, there is insufficient evidence to reject the null hypothesis. These results suggest that, based on the surveyed participants, there is no significant association between the year of study and the amount of time spent on social media. The linear-by-linear association test also indicates no linear trend in the association between these variables. The study contributes insights into the absence of a discernible

relationship between academic year and social media time spent within the sample of 110 participants.

- **One Way ANOVA: Sleep Pattern, Year of Study, Study Hours, Social Media Time Spend and Academic Performance (CGPA):**

One-Way Analysis of Variance (ANOVA) is a statistical technique used to assess whether there are significant differences in the means of three or more independent groups. This method is applied to explore variations across various categories and is particularly useful when comparing means across more than two groups. The One-Way ANOVA assesses whether the observed differences in means among groups are likely to be genuine variations or if they could be due to random chance. The One-Way ANOVA involves calculating the F-statistic, which compares the variance between group means to the variance within groups. A low p-value (typically < 0.05) indicates that there are significant differences among the group means.

Assumption:

Independence: Observations within each group must be independent of each other.

Normality: The data within each group should be approximately normally distributed. Deviations from normality may become a concern with smaller sample sizes.

Homogeneity of Variances (Homoscedasticity): The variances of the dependent variable should be roughly equal across all groups. Violations of homogeneity of variances can affect the accuracy of the F-test.

Scale of Measurement: The dependent variable should be measured on a continuous scale. This is important for accurately calculating variances and conducting the F-test.

Hypothesis: For each category under consideration (sleep pattern, academic year, study hours, social media time spent), the hypotheses can be formulated as follows:

Null Hypothesis (H_0):

($H_0$1): There is no significant difference in mean CGPA across different sleep patterns.

($H_0$2): There is no significant difference in mean CGPA across various academic years.

($H_0$3): There is no significant difference in mean CGPA across different levels of social media time spent.

($H_0$4): There is no significant difference in mean CGPA across different study hours.

Alternative Hypothesis (H_1):

($H_1$1): There is a significant difference in mean CGPA across different sleep patterns.

($H_1$2): There is a significant difference in mean CGPA across various academic years.

($H_1$3): There is a significant difference in mean CGPA across different levels of social media time spent.

($H_1$4): There is a significant difference in mean CGPA across different study hours.

- **One Way ANOVA: Sleep pattern and CGPA**

ANOVA

Academic_performance_Cgpa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.552	3	4.184	2.161	.097
Within Groups	205.262	106	1.936		
Total	217.814	109			

Interpretation: The p-value (Sig.) associated with the F-Statistic is 0.097, which is greater than the conventional significance level of 0.05. As a result, there is insufficient evidence to reject the null hypothesis. This suggests that, based on the sample data, there is no significant difference in mean CGPA across different sleep patterns.

- **One Way ANOVA: Academic Year and CGPA**

ANOVA

Academic_performance_Cgpa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.503	2	7.751	4.100	.019
Within Groups	202.311	107	1.891		
Total	217.814	109			

Interpretation: The p-value (Sig.) associated with the F-Statistic is 0.019, which is less than the conventional significance level of 0.05. Therefore, there is sufficient evidence to reject the null hypothesis. This suggests that, based on the sample data, there is a significant difference in mean CGPA across different academic years.

- **One Way ANOVA: Social Media Time Spend and CGPA**

ANOVA

Academic_performance_Cgpa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.480	5	5.096	2.756	.022
Within Groups	192.334	104	1.849		
Total	217.814	109			

Interpretation: The p-value (Sig.) associated with the F-Statistic is 0.022, which is less than the conventional significance level of 0.05. Therefore, there is sufficient evidence to reject the null hypothesis. This suggests that, based on the sample data, there is a significant difference in mean CGPA across different levels of social media time spent. The results indicate that social media time spent may have a significant impact on academic performance, as measured by CGPA.

- **One Way ANOVA: Study Hours and CGPA**

ANOVA

Academic_performance_Cgpa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.691	5	.738	.359	.876
Within Groups	214.122	104	2.059		
Total	217.814	109			

Interpretation: The p-value (Sig.) associated with the F-Statistic is 0.876, which is greater than the conventional significance level of 0.05. Therefore, there is insufficient evidence to reject the null hypothesis. This suggests that, based on the sample data, there is no significant difference in mean CGPA across different study hours.

The results indicate that, within the surveyed sample, variations in study hours do not appear to have a significant impact on academic performance, as measured by CGPA.

- **Conclusion:**

In conclusion, "Beyond Likes" delves into the intricate relationship between social media and academic performance through a quantitative analysis of 118 participants. The study reveals significant correlations: increased study hours positively correlate with higher academic achievement, while higher social media use negatively associates with performance. These findings underscore the importance of time management and the impact of study habits on academic success.

However, the research has limitations, including reliance on self-reported data and potential selection bias. Despite these constraints, the study provides valuable insights into the evolving role of social media in education. Educators, policymakers, and students can benefit from these insights for fostering a balanced and productive academic environment in the digital age.

As technology, particularly social media, continues to revolutionize education, it is crucial for educators to consider the benefits, impacts, and risks associated with these platforms. This study contributes to the ongoing discourse on the evolving role of technology in education and provides practical implications for integrating social media in academic settings.

The correlations found between study time, social media use, and academic performance highlight the need for strategies to optimize study time and balance digital engagement. Future research and interventions can explore these strategies further, aiming to enhance academic success and student well-being.

In essence, "Beyond Likes" not only expands our understanding of the complex relationship between social media and academic performance but also offers actionable insights for creating a more conducive learning environment in the era of digital connectivity.

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Hepi Kalariya1& Rinku Lakhani2 & Amita Garg3 COMPREHENSIVE PROJECT REPORT ON "IMPACT OF SOCIAL MEDIA ON ACADEMICPERFORMANCE OF PARUL UNIVERSITY STUDENTS"

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Dr. R. Sivakumar ICSSR - IMPRESS Project Director, Associate Professor, Department of Education, Annamalai University, Annamalai Nagar - 608002. EFFECTS OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF THE STUDENTS

By Raymond Owusu Boateng & Afua Amankwaa Beijing Normal University, China The Impact of Social Media on Student Academic Life in Higher Education Online ISSN: 2249-460x & Print ISSN: 0975-587X

- Appendix

Name	Age	Gende	Location	What level of education are you currently pursuir	Year of Study	Academic Performance: CGPA (Last semi	On average, how much time do you spend on social media per	Which social media platform do you find yourself using most frequently?	Which devices do you primarily use for accessing social m	On average, how many hours do
Khushi	21	Female	Indore	Bachelor's Degree	Final Year	7.60	1-2 hours	Instagram, Whatsapp	Smartphone, Laptop/PC, Tablet/IPad	More than 4 hours
	20	Female		Bachelor's Degree	3rd Year	9.50	1-2 hours	Instagram, LinkedIn, Whatsapp	Smartphone	1-2 hours
Chaitanya Shrivastava	21	Male	Indore	Bachelor's Degree	3rd Year	8.00	30 minutes to 1 hour	Instagram, Whatsapp	Smartphone	2-3 hours
	21	Male		Bachelor's Degree	3rd Year	8.50	1-2 hours	Instagram, Twitter, LinkedIn, Whatsapp	Smartphone	3-4 hours
Vanshika Dhakad	20	Female	Indore	Bachelor's Degree	3rd Year	8.70	30 minutes to 1 hour	Whatsapp	Smartphone	2-3 hours
Chaitanya Khare	22	Male	Indore	Bachelor's Degree	3rd Year	7.90	1-2 hours	Instagram	Smartphone	1-2 hours
Shivang Kumar	22	Male	Bangalore	Master's Degree	1st Year	8.40	30 minutes to 1 hour	Twitter, LinkedIn, Whatsapp, YouTube	Smartphone, Laptop/PC	30 minutes - 1 hours
Manoj	24	Female	Indore	Master's Degree	Final Year	7.10	2-3 hours	Instagram, Snapchat, LinkedIn, Whatsapp	Smartphone	3-4 hours
Stuti Nagaich	23	Female	Sagar	Master's Degree	Final Year	7.10	2-3 hours	Snapchat	Smartphone	3-4 hours
Prasanta	26	Female	Morena	Masters and bachelor's complete	Final Year	6.70	3-4 hours	Instagram, LinkedIn	Smartphone	30 minutes - 1 hours
	19	Female	Indore	Bachelor's Degree	2nd Year	8.00	1-2 hours	Instagram, Snapchat, Whatsapp,	Smartphone	30 minutes - 1 hours
Aanchal Kankreche	23	Female	Indore	Proffessional	Final Year	9.00	2-3 hours	Instagram, LinkedIn, Whatsapp	Smartphone	3-4 hours
Utkarsh Sen	19	Male	Indore	Bachelor's Degree	3rd Year	8.35	1-2 hours	Instagram, Facebook, Twitter, Snapchat, LinkedIn, Whatsapp, Discord, Slack, Threads,	Smartphone	30 minutes - 1 hours
Shraddha Singh	20	Female	Suraipur	Bachelor's Degree	3rd Year	9.50	30 minutes to 1 hour	Instagram, Snapchat, LinkedIn	Smartphone	30 minutes - 1 hours
Priya Singh	22	Female	Suraipur	Graduare	Final Year	8.03	30 minutes to 1 hour	Instagram, Snapchat	Smartphone	2-3 hours
Rashmi Singh	19	Female	Raipur	Bachelor's Degree	2nd Year	8.50	2-3 hours	Instagram, Snapchat, Whatsapp	Smartphone	1-2 hours
Tushar Dey	21	Male	Indore	Bachelor's Degree	1st Year	7.90	3-4 hours	Instagram, Twitter, Snapchat	Smartphone	30 minutes - 1 hours
Nishant Deshmukh	20	Male	Indore	Bachelor's Degree	3rd Year	8.90	1-2 hours	Instagram, LinkedIn, Whatsapp	Smartphone	More than 4 hours
Neeraj rathore	18	Male	Indore	Bachelor's Degree	3rd Year	6.00	1-2 hours	Instagram, Whatsapp	Smartphone	More than 4 hours
Ravishek Patel	19	Male	Indore	Bachelor's Degree	3rd Year	4.90	More than 4 hours	Instagram, Twitter, Whatsapp	Smartphone	3-4 hours
Diksha patel	19	Female	Indore	Bachelor's Degree	3rd Year	8.90	2-3 hours	Instagram, Whatsapp	Smartphone, Laptop/PC	More than 4 hours
Surajpratap Singh Tomar	19	Male	Indore	Bachelor's Degree	Final Year	7.76	1-2 hours	Twitter, You tube	Smartphone	30 minutes - 1 hours
Raman Kushwah	20	Male	Indore	Bachelor's Degree	3rd Year	6.10	Less than 30 minutes	Instagram, Facebook, Whatsapp	Smartphone	1-2 hours
Virat Singh Chauhan	19	Male	Sidhi	Bachelor's Degree	3rd Year	7.10	2-3 hours	Instagram	Smartphone	2-3 hours
Anurag garg	20	Male	Indore	Bachelor's Degree	3rd Year	8.60	More than 4 hours	Instagram, Whatsapp, You tube	Smartphone	More than 4 hours
Lokesh Pawar	21	Male	Indore	Bachelor's Degree	3rd Year	7.70	30 minutes to 1 hour	Snapchat, LinkedIn, Whatsapp	Smartphone	More than 4 hours
Disha Jain	19	Female	Guna	Bachelor's Degree	3rd Year	8.60	1-2 hours	Whatsapp	Smartphone	More than 4 hours
Sameeksha meshram	20	Female	Indore	Bachelor's Degree	3rd Year	6.35	1-2 hours	Instagram	Smartphone	3-4 hours
Aditi	20	Female	Indore	Bachelor's Degree	3rd Year	8.60	1-2 hours	Instagram, Whatsapp	Smartphone	3-4 hours
Surekha patel	20	Female	Indore	Bachelor's Degree	3rd Year	7.00	30 minutes to 1 hour	Whatsapp	Smartphone	More than 4 hours
gajendrasinghlodhi	20	Male	Indore	Bachelor's Degree	3rd Year	3.95	1-2 hours	Instagram, Facebook, Whatsapp	Smartphone	2-3 hours
Dr. Rashmi Awad	44	Female	Indore	PhD	Final Year	9.00	1-2 hours	Facebook, Whatsapp	Smartphone	1-2 hours
Sneha	21	Female	Indore	Bachelor's Degree	3rd Year	8.50	2-3 hours	Instagram, Snapchat, Whatsapp	Smartphone	More than 4 hours
Asmi Choubey	20	Female	Indore	Bachelor's Degree	3rd Year	8.80	1-2 hours	Instagram, Whatsapp	Smartphone	2-3 hours
Vaishnavi Gupta	19	Female	Indore	Bachelor's Degree	3rd Year	8.50	2-3 hours	Instagram, Snapchat	Smartphone	More than 4 hours
Ashok	21	Male	Jabalpur	Bachelor's Degree	3rd Year	8.50	3-4 hours	Instagram, Whatsapp	Smartphone	Less than 30 minutes
Ramanuj Patidar	20	Male	Indore	Bachelor's Degree	3rd Year	7.60	30 minutes to 1 hour	Whatsapp	Smartphone	More than 4 hours
Abhishek Singh	18	Male	Indore	Bachelor's Degree	2nd Year	5.55	30 minutes to 1 hour	Whatsapp, YouTube	Smartphone	More than 4 hours
Shruti yadav	19	Female	Indore Madhya Pradesh	Bachelor's Degree	2nd Year	7.90	30 minutes to 1 hour	Instagram, Whatsapp	Smartphone	3-4 hours
Purva raghuvanshi	19	Female	Dewas	Bachelor's Degree	2nd Year	6.50	1-2 hours	You tube	Smartphone, Laptop/PC, Tablet/IPad	More than 4 hours
Kaustubh Binwal	19	Male	Indore	Bachelor's Degree	1st Year	6.70	1-2 hours	Twitter	Smartphone, Laptop/PC	2-3 hours
Vinod choudhary	19	Male	Shajapur	Bachelor's Degree	1st Year	7.60	2-3 hours	Instagram, Snapchat, Whatsapp	Smartphone	2-3 hours
Piyush Patel	19	Male	Indore	Bachelor's Degree	2nd Year	5.10	30 minutes to 1 hour	Whatsapp	Smartphone	2-3 hours
Sujay Vishwakarma	18	Male	Indore	Bachelor's Degree	1st Year	7.70	2-3 hours	Whatsapp	Smartphone	2-3 hours
Sakshi Bele	20	Female	Indore	Bachelor's Degree	2nd Year	7.10	2-3 hours	Instagram, Whatsapp	Smartphone	1-2 hours
Suraj yadav	21	Male	Indore	Bachelor's Degree	1st Year	7.81	Less than 30 minutes	Instagram,	Smartphone	Less than 30 minutes
Mahira	19	Female	Indore	Bachelor's Degree	1st Year	7.43	30 minutes to 1 hour	Instagram, Whatsapp	Smartphone	1-2 hours
Alekh Dwivedi	18	Male	Indore	Bachelor's Degree	2nd Year	5.55	Less than 30 minutes	Twitter	Tablet/IPad	More than 4 hours
Gautam Verma	19	Male	Indore (Rau)	Bachelor's Degree	2nd Year	8.00	30 minutes to 1 hour	Instagram, Whatsapp	Smartphone	2-3 hours
Maki Jain	19	Female	Indore	Bachelor's Degree	2nd Year	9.10	1-2 hours	Instagram	Smartphone	3-4 hours
Prashant Kumar Patel	19	Male	Indore	Bachelor's Degree	2nd Year	6.25	2-3 hours	Whatsapp, YouTube	Smartphone	2-3 hours
Diksha patel	20	Female	Indore	Bachelor's Degree	2nd Year	6.00	30 minutes to 1 hour	Instagram	Smartphone	More than 4 hours

In your opinion, how does social media impact your academic performance?	To what extent do you believe social media affects your academic performance?	For what purposes do you primarily use social media?	How would you describe your sleep patterns during the semester?	How many hours on average do you sleep?
Not noticeable impact	Slightly	Socializing with friends and family, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, etc.)	Irregular but adequate	7-8 hours
Not noticeable impact	Moderately	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.)	Irregular but adequate	5-6 hours
I'm not sure	Slightly	Socializing with friends and family, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, etc.)	Irregular but adequate	6-7 hours
Not noticeable impact	Slightly	Networking for academic or professional purposes, Entertainment (videos, memes, etc.)	Irregular and inadequate	6-7 hours
Not noticeable impact	Slightly	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, e	Consistent and adequate	7-8 hours
Not noticeable impact	Slightly	Socializing with friends and family, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, etc.)	Irregular but adequate	8-9 hours
Negatively	Not at all	Academic Purpose/Studying, Consuming news and information, Entertainment (videos, memes, etc.)	Consistent and adequate	6-7 hours
Positively	Moderately	Consuming news and information, Entertainment (videos, memes, etc.)	Consistent but inadequate	6-7 hours
Not noticeable impact	Slightly	Socializing with friends and family, Entertainment (videos, memes, etc.)	Irregular but adequate	7-8 hours
I'm not sure	Moderately	Academic Purpose/Studying, Networking for academic or professional purposes, Entertainment (videos, memes, etc.)	Consistent and adequate	6-7 hours
I'm not sure	Slightly	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, e	Irregular but adequate	5-6 hours
Positively	Slightly	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, e	Consistent and adequate	7-8 hours
Not noticeable impact	Moderately	Socializing with friends and family, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.)	Irregular but adequate	6-7 hours
Not noticeable impact	Slightly	Socializing with friends and family, Entertainment (videos, memes, etc.)	Irregular but adequate	5-6 hours
I'm not sure	Moderately	Consuming news and information, Entertainment (videos, memes, etc.)	Irregular and inadequate	5-6 hours
Not noticeable impact	Moderately	Socializing with friends and family, Academic Purpose/Studying, Consuming news and information, Entertainment (videos, memes, etc.)	Consistent and adequate	7-8 hours
Not noticeable impact	Slightly	Socializing with friends and family, Consuming news and information, Entertainment (videos, memes, etc.)	Irregular and inadequate	5-6 hours
Negatively	Moderately	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.)	Irregular but adequate	6-7 hours
Positively	Slightly	Academic Purpose/Studying	Consistent and adequate	Less than 5 hours
Negatively	Significantly	Consuming news and information	Consistent and adequate	8-9 hours
Not noticeable impact	Slightly	Academic Purpose/Studying, Networking for academic or professional purposes, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, etc.)	Consistent and adequate	7-8 hours
Positively	Slightly	Socializing with friends and family, Academic Purpose/Studying	Consistent and adequate	7-8 hours
Negatively	Significantly	Consuming news and information	Irregular but adequate	6-7 hours
I'm not sure	Slightly	Socializing with friends and family	Consistent and adequate	6-7 hours
Not noticeable impact	Moderately	Academic Purpose/Studying, Consuming news and information, Entertainment (videos, memes, etc.)	Consistent and adequate	7-8 hours
Positively	Not at all	Academic Purpose/Studying, Networking for academic or professional purposes	Consistent and adequate	7-8 hours
Positively	Significantly	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.)	Consistent and adequate	6-7 hours
Not noticeable impact	Moderately	Consuming news and information	Consistent and adequate	6-7 hours
Negatively	Slightly	Socializing with friends and family, Entertainment (videos, memes, etc.)	Consistent but inadequate	6-7 hours
I'm not sure	Moderately	Academic Purpose/Studying	Consistent and adequate	7-8 hours
Negatively	Slightly	Networking for academic or professional purposes	Consistent and adequate	6-7 hours
Not noticeable impact	Not at all	Entertainment (videos, memes, etc.)	Consistent and adequate	6-7 hours
Positively	Slightly	Academic Purpose/Studying, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, etc.)	Consistent but inadequate	5-6 hours
Negatively	Moderately	Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.)	Consistent and adequate	5-6 hours
Negatively	Moderately	Socializing with friends and family, Consuming news and information, Entertainment (videos, memes, etc.)	Irregular and inadequate	5-6 hours
Not noticeable impact	Slightly	Entertainment (videos, memes, etc.)	Irregular but adequate	6-7 hours
Not noticeable impact	Slightly	Socializing with friends and family, Academic Purpose/Studying, Self-expression (posting updates, photos, etc.)	Consistent but inadequate	6-7 hours
Positively	Moderately	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.)	Irregular but adequate	Less than 5 hours
Positively	Slightly	Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.)	Irregular but adequate	6-7 hours
I'm not sure	Not at all	Socializing with friends and family, Academic Purpose/Studying	Irregular and inadequate	6-7 hours
Positively	Slightly	Consuming news and information	Consistent and adequate	6-7 hours
Not noticeable impact	Significantly	Socializing with friends and family, Consuming news and information, Entertainment (videos, memes, etc.)	Irregular but adequate	7-8 hours
Positively	Slightly	Academic Purpose/Studying	Consistent but inadequate	6-7 hours
Not noticeable impact	Moderately	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, e	Consistent but inadequate	7-8 hours
Negatively	Not at all	Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information	Irregular but adequate	6-7 hours
Not noticeable impact	Not at all	Academic Purpose/Studying, Entertainment (videos, memes, etc.)	Irregular and inadequate	6-7 hours
Not noticeable impact	Slightly	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, e	Consistent and adequate	7-8 hours
Negatively	Not at all	Consuming news and information	Consistent and adequate	Less than 5 hours
Negatively	Moderately	Academic Purpose/Studying, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, etc.)	Consistent but inadequate	7-8 hours
Negatively	Significantly	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, e	Consistent but inadequate	6-7 hours
Positively	Slightly	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.)	Consistent but inadequate	7-8 hours
I'm not sure	Moderately	Socializing with friends and family, Academic Purpose/Studying, Networking for academic or professional purposes, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, e	Consistent and adequate	7-8 hours
I'm not sure	Not at all	Classes	Consistent and adequate	5-6 hours
Not noticeable impact	Slightly	Socializing with friends and family, Academic Purpose/Studying, Consuming news and information, Entertainment (videos, memes, etc.), Self-expression (posting updates, photos, etc.)	Irregular and inadequate	6-7 hours
Not noticeable impact	Moderately	Networking for academic or professional purposes	Consistent and adequate	6-7 hours
I'm not sure	Slightly	Socializing with friends and family, Entertainment (videos, memes, etc.)	Consistent and adequate	Less than 5 hours
Positively	Slightly	Socializing with friends and family	Consistent and adequate	6-7 hours
I'm not sure	Not at all	Socializing with friends and family	Consistent but inadequate	7-8 hours
Negatively	Not at all	Consuming news and information	Consistent and adequate	6-7 hours
I'm not sure	Slightly	Consuming news and information, Entertainment (videos, memes, etc.)	Irregular and inadequate	7-8 hours
Not noticeable impact	Not at all	Socializing with friends and family, Consuming news and information	Consistent and adequate	6-7 hours
Positively	Not at all	Socializing with friends and family	Irregular but adequate	8-9 hours
Negatively	Moderately	Socializing with friends and family, Consuming news and information	Irregular but adequate	7-8 hours
Negatively	Significantly	Socializing with friends and family, Entertainment (videos, memes, etc.)	Irregular and inadequate	7-8 hours

Beyond Likes: A Comprehensive Analysis of Social Media's Influence on Students

🚀 **Student Social Media Impact Survey**

👋 **Hello Everyone!**

Thanks for taking the time to fill out this survey! Your insights are invaluable. This survey is to explore the impact of social media on student life. The data collected is confidential and won't be shared.

🙏 **Thanks for being a part of it!**

* Indicates required question

Name

Your answer

Age *

Your answer

Gender *

- ◯ Male
- ◯ Female

Location

(Just enter the name of your city)

Your answer

What level of education are you currently pursuing? *

- ◯ Bachelor's Degree
- ◯ Master's Degree
- ◯ Other:

Year of Study? *

- ◯ 1st Year
- ◯ 2nd Year
- ◯ 3rd Year
- ◯ Final Year

Academic Performance: CGPA (Last semester) *

Your answer

On average, how much time do you spend on social media per day? *

- ◯ Less than 30 minutes
- ◯ 30 minutes to 1 hour
- ◯ 1-2 hours
- ◯ 2-3 hours
- ◯ 3-4 hours
- ◯ More than 4 hours

Which social media platform do you find yourself using most frequently? *

- ☐ Instagram
- ☐ Facebook
- ☐ Twitter
- ☐ Snapchat
- ☐ LinkedIn
- ☐ Whatsapp
- ☐ Other:

Which devices do you primarily use for accessing social media? *

- ☐ Smartphone
- ☐ Laptop/PC
- ☐ Tablet/IPad

On average, how many hours do you spend studying per day? *

- ○ Less than 30 minutes
- ○ 30 minutes - 1 hours
- ○ 1-2 hours
- ○ 2-3 hours
- ○ 3-4 hours
- ○ More than 4 hours

In your opinion, how does social media impact your academic performance? *

- ○ Positvely
- ○ Negatively
- ○ Not noticeable impact
- ○ I'm not sure

To what extent do you believe social media affects your academic performance? *

- ○ Not at all
- ○ Slightly
- ○ Moderately
- ○ Significantly

For what purposes do you primarily use social media? *

- [ ] Socializing with friends and family
- [ ] Academic Purpose/Studying
- [ ] Networking for academic or professional purposes
- [ ] Consuming news and information
- [ ] Entertainment (videos, memes, etc.)
- [ ] Self-expression (posting updates, photos, etc.)
- [ ] Other:

How would you describe your sleep patterns during the semester? *

- ○ Consistent and adequate
- ○ Irregular but adequate
- ○ Consistent but inadequate
- ○ Irregular and inadequate

How many hours on average do you sleep? *

- ○ Less than 5 hours
- ○ 5-6 hours
- ○ 6-7 hours
- ○ 7-8 hours
- ○ 8-9 hours
- ○ 9 hours or more

🙏 **Thank you for completing the survey! Your input is valuable in helping us understand the relationship between social media and academic performance. If you have any additional comments or thoughts, please feel free to share them below.**

Your answer

Submit Clear form

Never submit passwords through Google Forms.