

## Does Social Media Help or Hinder Success

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### Abstract

*This research investigates the effect of social media on MBA students in Chennai. The study shows that the majority of those surveyed (n=350) were young people and almost equally divided between males and females. Many students use smartphones to access social networking sites, where they log in several times a day and spend long hours each time. It is interesting to note that a lot of students feel that through this platform they get closer to their teachers and even find it easier to learn which in turn may enhance their marks generally. However, another finding from the research suggests that there is a relationship between spending too much time on these platforms and performing poorly in exams. Besides, the age factor has an impact on how different individuals use these sites among students. Nevertheless, other variables such as primary device preference; specialization area under MBA program, or type of institution do not significantly affect either usage patterns or educational outcomes related to them. The study also includes recommendations for students, teachers, and policymakers.*

**Keywords:** Social Media, MBA Students, Higher Education, Chennai, India, Smartphones

### INTRODUCTION

Chennai's social media influence over higher education is currently a trending topic. According to SAGE Open, social media platforms allow users to create and share content quickly while connecting with others. In this study, we will look at the effect of these platforms on MBA educational institutions in Chennai which are responsible for providing knowledge and skills to students. Social media affect learning by various means such as connectivism theory, social constructivism theory, and media richness theory, which give insights into how they work with learning. Communicating more easily and working together better so sharing resources becomes easier too because all necessary tools are within one device – these are some things that could be achieved through using social networking sites in teaching within Chennai's colleges only where appropriate being done for each level according as required its relevance at any given point. In addition, the peculiarities of Chennai's society may affect the employment of e-networks for educational purposes. Social networking sites could either foster or hinder progress in higher learning establishments found in Chennai. An analysis will be made to understand this phenomenon better and give recommendations on possible ways to employ it effectively.

### STATEMENT OF THE PROBLEM

The intertwining of social media with higher education is increasingly evident and therefore, it is important to understand its impact on MBA students in Chennai. Although social media has potential benefits such as enhanced communication and increased access to information; only a very few studies have been conducted to show how it influences student behaviour, attitudes towards learning and academic achievement, especially among MBA students in Chennai who operate under unique program requirements. In the absence of concrete regulations on usage patterns of these platforms within educational environments, this may further compound the negative effects brought about by them. Such a limited comprehension also prevents one from using social media effectively to support learning while shunning possible dangers associated with it. This research intends to fill this void by exploring the ways in which MBA students from Chennai use social media; their views about its significance as well as whether their utilization tendencies affect involvement levels with academics alongside performance outcomes thereof. Additionally, through these findings, there will be practical suggestions made available for students, teachers as well policymakers concerned about safeguarding responsible use of social networking sites within MBA settings since they should be geared towards the realization of educational objectives that ultimately improve student achievements.

## **SCOPE OF THE STUDY**

This research focuses on how social media affects academic performance among MBA students in Chennai, India. To determine whether the effects of social media vary for various ages. This study will give more emphasis on some of the most well-known platforms like Facebook, Instagram, LinkedIn, X (formerly known as Twitter), Threads, YouTube, WhatsApp, and Snapchat which are commonly used by students who are doing their MBA. It is aimed at finding out whether there is a relationship between these platforms' use patterns and primary elements for evaluating performance in college such as overall marks, time management strategies, and knowing things through coursework. The data for this study will be collected using survey questionnaires from a sample size of 350 respondents. The analysis will be conducted within an established theoretical framework to enable all aspects of these findings to be comprehended fully. In essence, this study seeks to uncover how MBA students in Chennai navigate through different kinds of social media sites and if those online actions aid or block their academic success.

## **RESEARCH QUESTION**

- i. What are MBA students' perceptions of using social media for learning, and how does this influence their usage patterns?
- ii. What recommendations can be developed for MBA students, educators, and institutions to maximize the benefits of social media for learning while mitigating potential negative impacts?

## **OBJECTIVES OF THE STUDY**

- i. To investigate the effects of social media on students' academic performance.
- ii. To recommend some measures to ensure proper social media usage in the right direction.

## **REVIEW OF LITERATURE**

**Papademetriou C, et al., (2022)** explored the impact of the COVID-19 pandemic which expedited the integration of social media as a teaching tool in universities. Although during this transition to remote learning social media has become more prominent, there is only limited empirical evidence demonstrating its effectiveness in higher education. This research aims to address this gap by investigating social media's effect on three main areas: improving learning and teaching, motivating students, and establishing ties with a community. For this purpose, they adopted a qualitative study design and conducted in-depth interviews with lecturers and learners from a University in Cyprus. Their findings indicated that the use of social media can positively shape educational processes by encouraging active learning, fuelling student motivation as well as promoting relationships within the university community.

**Tahani Z. Aldahdouh, Petri Nokelainen, and Vesa Korhonen (2020)** investigated the use of technology in higher education, and general innovativeness affecting actual technology adoption was the main focus of. The two-phase research involved staff members at Tampere University, Finland. This study's first phase (n=502) used descriptive analysis to understand how employees used social media, devices, and cloud services. Additionally, for phase two – (107), structural equation modeling was employed to assess how demographics and general innovativeness predicted technology adoption. Findings from the study indicated that satisfaction on the part of staff in relation to technological access was universal; however, its usage varied along gender lines as well as job type and discipline. General innovativeness significantly influenced technology adoption with males leading the way in device early adoption while academics preferred commercial services and academic social networks. Thus, this study brings out individual characteristics emphasizing innovativeness in terms of technology adoption in higher education.

**Nurgun Gencel, Ahmed Elmabaredy, and Cetin Semerci (2023)** explored the perceptions of social media's effect on education among faculty. A qualitative method was employed in this research which included interviews with 36 faculty members from Bartin Province, Turkey. Findings showed that many lecturers saw Web 2.0 as an effective pedagogical tool, recognizing its potential as a supporting system, communicative channel, information repository, and interactive learning platform. Moreover, prospects are bright for higher education regarding the role of social media which is expected to expand as more and more people embrace it according to the study.

**Johnraj David D and Muthupandi (2021)** researched the use of social media by students in secondary schools in Madurai, India. The number of students who participated in this study was 707. The researchers investigated if the usage

level of social media is affected by certain factors such as gender, grade level, locality of school(urban/rural), and management system(aided/unaided). It came from their findings that male, senior-level learners(XII), city-dwelling institutions' attendees, or those from aided institutions were more likely to have a lot of activities on social media than their counterparts did. This implies that depending on individualities between scholars and establishment types some people may spend different amounts of time using these platforms.

**Darren Turnbull, Ritesh Chugh, and Jo Luck (2023)** studied how social media is integrated with Learning Management Systems (LMS) in higher education. In their analysis of 36 studies, they found that this can lead to improved access to learning materials as well as communication and student support which in turn may result in better outcomes. They also identified some challenges which included social media distractions and technical issues. According to the study, it is recommended that an inclusive strategy be adopted where social media and LMSs are combined to take advantage of their individual strengths within a social constructivist framework thereby fostering student engagement in online learning.

**Muhammad Umair, Rukshinda Basharat, and Sana Mairaj Bugti (2021)** explored the effects of social media on learning among students at Iqra University in Karachi. The sample size for their study was 831. They reviewed previous studies and used a survey method to find out how Facebook, Twitter, WhatsApp, and other platforms impact learning. According to them, findings indicate that there is a positive significant relationship between these two variables. It also shows that it can be used as an interactive motivation tool that engages learners in different activities. This research paper recommends future investigations on diverse digital platforms within various contexts along with different independent variables.

**Mücahit AYDOĞMUŞ, Edip TUT, and Yıldırım KARADAĞ (2023)** conducted a study on the attitudes and experiences of teachers about using social media for educational purposes at primary and secondary level schools in Turkey. Based on interviews with six teachers as well as qualitative research methods; they found that while some educators employ this platform solely for personal growth others also use it professionally. It was observed in the investigation that pedagogues reckon with educational content present in social media as being enough and useful. The paper also argues that through sharing examples such as effective practices among teachers or education stakeholders, social media can become an effective tool for enhancing student outcomes especially where resources are scarce.

**Tracy E. K. Davis, Amanda E. Sokan, and Afsara Mannan (2023)** studied how the COVID-19 pandemic has affected college students in the United States who were trying to learn remotely (n=501). Their survey found that among students, stress, anxiety, and depression had risen due to interruptions of Internet-based studying by different causes. They expressed those negative emotions at a moderate to high rate while not feeling supported socially very much. The research also shows that this health crisis has had many effects on student well-being and education; therefore we should take advantage of what happened during it so we can make better online learning environments in the future.

## **RESEARCH METHODOLOGY**

This research utilized a mixed-methods approach to investigate the complex relationship between social media use and academic success among MBA students in Chennai, India. A structured questionnaire was created to collect all-inclusive data and Microsoft Forms were used for its electronic distribution. The use of social media patterns among students in terms of knowledge acquisition is perceived through this survey which was interested in many things like student attitudes towards the role of social media in learning and its impact on academic outcomes (marks, knowledge acquisition, time management). 350 students from different institutions within Chennai participated in this study by convenience sampling method where numbers were chosen easily. For statistical analysis, the SPSS program was employed with quantitative research methodology. Descriptive statistics consisting of frequency percentages, and chi-square gave a good overview of trends related to usage level while inferential statistics such as T-test, ANOVA, etc help to find out whether there exists any difference between usage levels based upon different demographic variables or not considering them significant at 0.05 level of significance. This mixed-methods design allowed to gain multiple perspectives on how MBA students in Chennai interact with social media and understand either helps or hinders their educational experiences.

## RESULT AND DISCUSSION

The demographic information shows that the sample is mostly made up of young people who are aged 18 to 25. The males and females responded almost equally with 50.3% being male and 49.7% being female. In terms of their year at university, a large number (61.1%) are in their first year. As for religion, Hinduism is the most popular with 42.9%, Christianity and Islam come next with each having 28.6%. Finance seems to be favourite among students (Finance & Marketing has the highest percentage which is 21.1%), followed by Marketing (Marketing & HR has the highest percentage which is 8.9%) and Human Resources (HR & Analytics has the lowest percentage which is 5.1%). Lastly, more than half of them are in self-financed institutions (59.4%).

Table 1: Demographic Profile of the Respondents

Description		%
Gender	Male	50.3
	Female	49.7
Age	18 to 20 years	32.3
	21 to 25 years	44.0
	26 and above	23.7
Religion	Hindu	42.9
	Christian	28.6
	Muslim	28.6
Year of Study	1 <sup>st</sup> Year	61.1
	2 <sup>nd</sup> Year	38.9
MBA Specialisation	Finance & Marketing	21.1
	Finance & HR	12.0
	Finance & Operations	17.7
	Finance & Analytics	15.1
	Marketing & HR	8.9
	Marketing & Operations	5.4
	Marketing & Analytics	5.4
	HR & Operations	4.6
	HR & Analytics	5.1
	Analytics & Operations	4.6
Educational Institute's Type	Government	22.3
	Govt. Aided	28.3
	Self-Finance	49.4

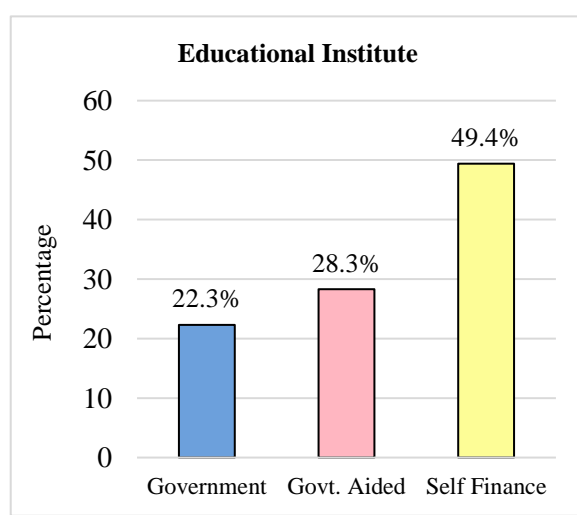
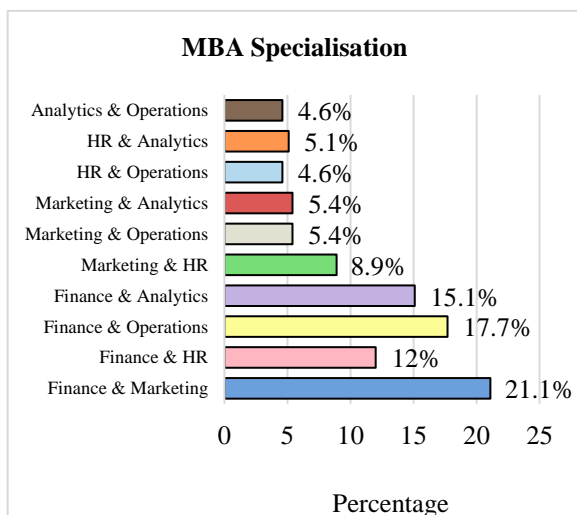
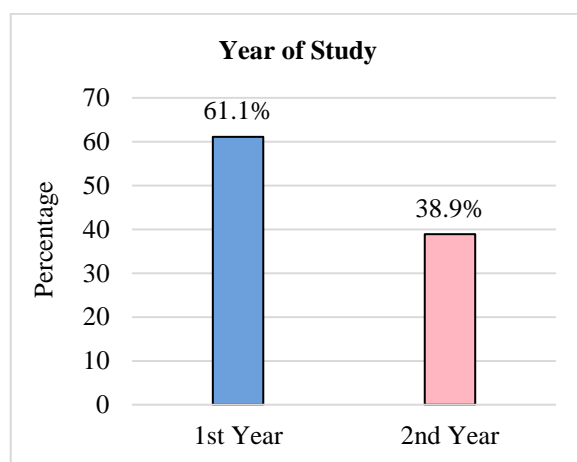
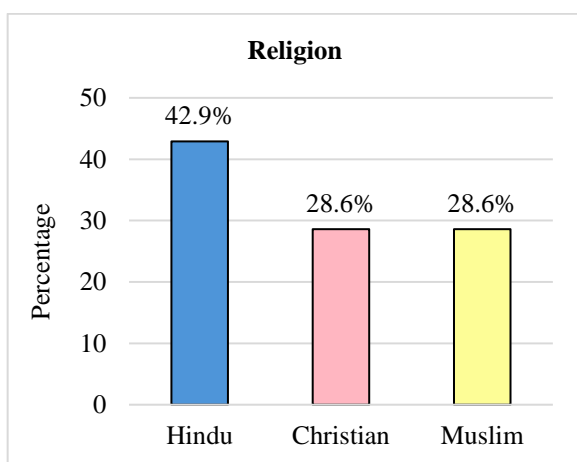
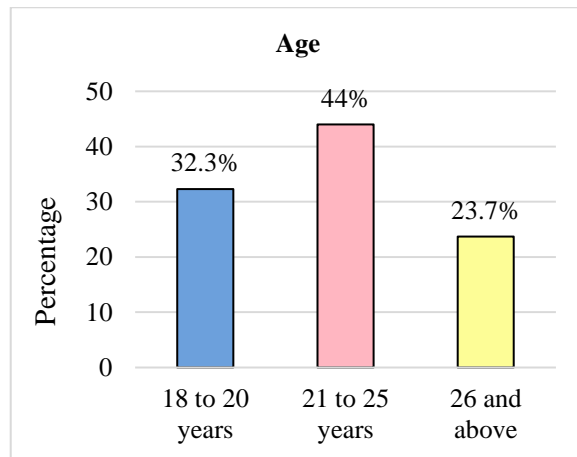
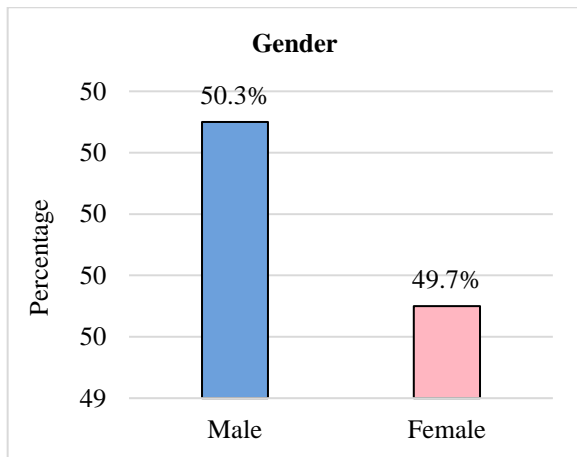


Table 2 demonstrates that the majority of the students did well in their last examination. A large number (37.1%) achieved between 60%-79% while another 27.4% scored even higher at 80% or above. Only a small percentage scored below half of the points available for this test which means it can be concluded that this exam was based on fundamental knowledge taught throughout the year and comprehended by almost all pupils.

Table 2: Last Exam Marks in Percentage

Description	%
49% and below	15.1
50% to 59%	20.3
60% to 79%	37.1
80% and above	27.4
Total	100.0

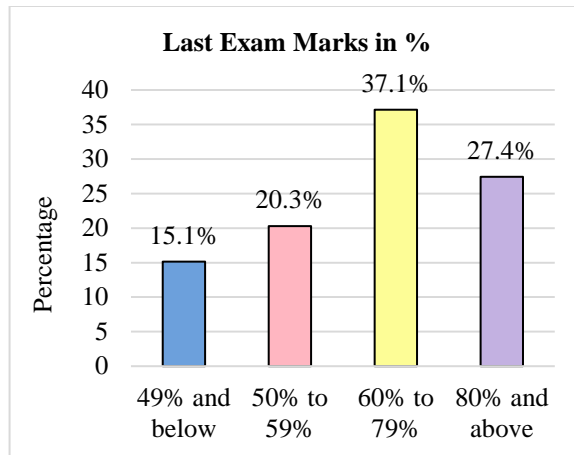
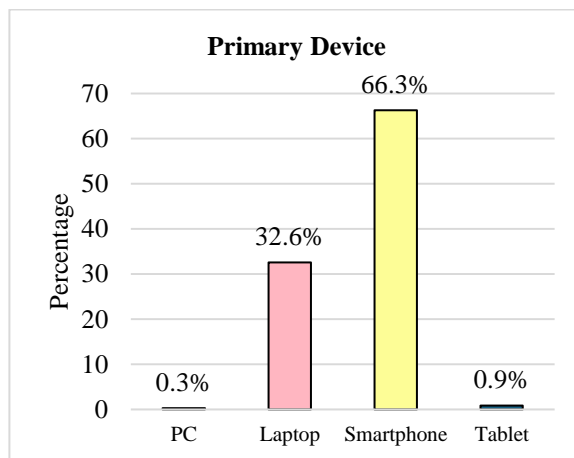


Table 3 shows that 66.3% of people use smartphones as their primary device while laptops are used by 32.6%. Tablets (0.9%) and PCs (0.3%) are less popular among people as compared to other devices. The reason why laptops are more preferred than tablets is because they can perform many tasks at once, have a higher speed in terms of processing power, and also provide larger screens and keyboards which are better for people who have vision problems or need to do a lot of typing work. On the other hand, though smartphones may be widely used, they may not be suitable for use during long hours of working since they have small screens and keyboards that may cause strain on one’s eyesight or fingers after prolonged periods. Similarly, tablets as well as personal computers lack popularity mainly due to their size which makes it difficult for an individual to carry them around especially when traveling.

Table 3: Primary Device

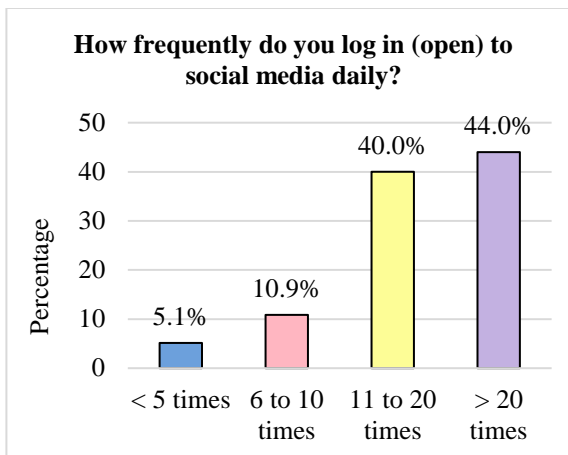
Description	%
PC	0.3
Laptop	32.6
Smartphone	66.3
Tablet	0.9
Total	100.0



The number of times people log in to social media per day is displayed in Table 4. The highest percentage (44%) indicates that an individual logs in over 20 times a day. Subsequently, the second largest proportion (40%) represents those who do so 11 to 20 times daily; whereas logging in 6-10 times per day accounts for only about 10.9% of respondents, and less than five times daily amounts for just five percent of them. People have been using social media as a means through which they can keep up with teachers, friends, and family members, especially during this period when COVID-19 is still prevalent worldwide. People use it mostly for educational purposes since it provides a way of connecting with teachers and schools when physical meetings are impossible too.

**Table 4: How Frequently Do You Login (Open) to Social Media Daily?**

Description	%
< 5 times	5.1
6 to 10 times	10.9
11 to 20 times	40.0
> 20 times	44.0
Total	100.0



The number of hours that students spend on social media only is shown in Table 5. Most of the big group (44.9%) spend from 2 to 3 hours. A majority of respondents (44.3%) spend 1 to 2 hours on social media every day another a smaller portion (8.9%) uses less than one hour for this purpose Finally, very few students (2.0%) are busy with social nets more than 3 hours per day.

**Table 5: How Many Hours Do You Spend on Social Media Only?**

Description	%
< 1 Hr	8.9
1 to 2 Hrs	44.3
2 to 3 Hrs	44.9
> 3 Hrs	2.0
Total	100.0

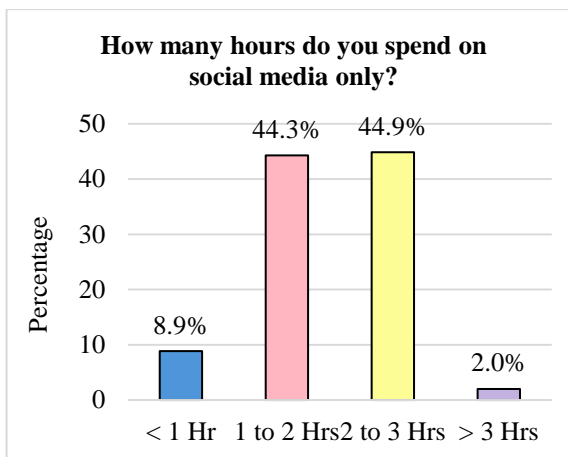


Table 6 shows that the perceptions of social media use in establishing a teacher-student rapport as very beneficial towards academic performance. This digital connection was seen to enhance marks by 37.7% of the participants who strongly agreed with it and 31.4% who agreed slightly. Though a lesser number (26%) had no opinion on this matter, few students disagreed (4.3%) or strongly disagreed (0.6%). The positive attitude might be because students have better chances of getting in touch with teachers for explanations or backing; there are also wider communication avenues for joint efforts among pupils as well as student involvement through interactive tools on social platforms being more pronounced.

**Table 6: Perception of using Social Media to Build Student-Teacher Relationship**

Description	%
Strongly Agree	31.4
Agree	37.7
Neutral	26.0
Disagree	4.3
Strongly Disagree	0.6
Total	100.0

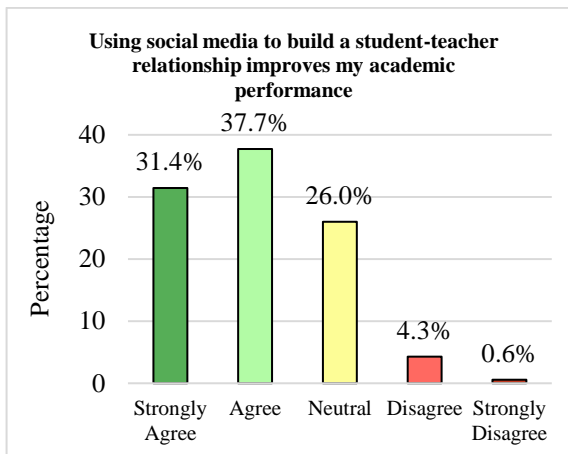


Table 7 indicates that social media is seen positively as an aid to learning. Indeed, 32% of the respondents strongly agreed so with the statement that social media makes learning easy while another 31.7% agreed with it. Some people (19.4%) held neither positive nor negative views on the matter in question but few disagreed (16.3%) and even fewer strongly disagreed (0.6%). This could be because social media provides many educational resources, allows students to interact with each other or teachers for assistance, and creates a lively atmosphere that enables students to stay motivated towards learning new things. Nevertheless, it should not go unnoticed that these platforms can easily shift our attention away from what we are supposed to do therefore we must utilize them wisely for educational purposes.

**Table 7: I Think Social Media Makes Learning Easier**

Description	%
Strongly Agree	32.0
Agree	31.7
Neutral	19.4
Disagree	16.3
Strongly Disagree	0.6
Total	100.0

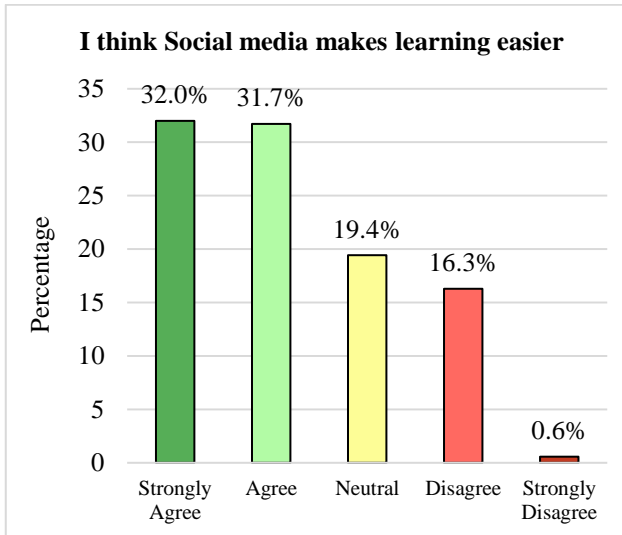


Table 8 shows the results of a t-test that investigated whether students' liking social media for connecting with teachers has any effect on their academic performance. It was found that there is a significant difference ( $t = 4.245$ ,  $p = 0.040$ ;  $\alpha = 0.05$ ) in this regard hence indicating that those students who like using social networking sites to connect with their instructors score higher marks. This discovery may be due to convenience in reaching out to educators as well as peers fostered by these platforms. Besides, more interesting lessons can be designed by teachers through these channels and such students are made to feel at ease within classroom settings where they have a greater preference for interaction via social media platforms.



**Table 8: T-Test on Social Media-Built Student and Teacher Relationships on Student Marks.**

Last Exam Marks in Percentage	Attitude towards Relationship Built	N	Mean	Std. Deviation	Std. Error	t	Sig.
	Positive Attitude	333	2.7477	1.02500	0.05617		
	Less Positive Attitude	17	3.1765	0.72761	0.17647		

The association between age and time spent on social media was investigated using a chi-square test as depicted in Table 9. According to the results, there is a significant relationship ( $\chi^2 = 17.863$ ,  $p = 0.007$ ;  $\alpha = 0.05$ ). Therefore, it can be said that the number of hours devoted to socializing online changes with age groups. The possible causes for this could include younger people being more tech-savvy than their elders; using these platforms purely for connecting with others versus getting updates about what's happening around them; having different amounts of free time available each day due to work or school schedules; or encountering more problems with technology among senior citizens who may not have grown up using computers regularly.

**Table 9: Chi-Square Test on Age and Time Spend on Social Media**

Items	Value
N	350
Pearson Chi-Square	17.863
Degrees of Freedom	6
Asymptotic Significance	0.007

Table 10 presents the outcome of the chi-square test which aimed to establish whether there is an association between the students' last examination results (as a percentage) and the time they spend on social media. According to the findings, there exists a significant relationship ( $\chi^2 = 17.863$ ,  $p = 0.020$ ;  $\alpha = 0.05$ ). However, social media has been shown to have both positive and negative effects on academic achievement: it can serve as an important resource for educational materials such as tutorials and online courses but at the same time act as a major distraction leading to decreased study efficiency and resulting in lower marks. Thus, students need to find methods of managing their use of social platforms vis-à-vis dedicating ample hours towards reading through various materials from different websites and critically evaluating them to realize maximum benefits while avoiding unnecessary diversions.

**Table 10: Chi-Square Test on Last Exam Marks and Time Spend on Social Media**

Items	Value
N	350
Pearson Chi-Square	19.669
Degrees of Freedom	9
Asymptotic Significance	0.020

Table 11 displays the ANOVA test results investigating the relationship between the amount of time spent on social media and primary devices like personal computers, laptops, and smartphones. The outcomes imply that there is no significant difference between the last exam marks and the time spent on social media ( $F=3.045$ ,  $p=0.290$ ;  $\alpha=0.05$ ). Such a result is possible because people use many devices for social networking sites, apps provide smooth cross-device usage functionality and device availability is wide-ranging.

**Table 11: ANOVA test on Time Spent on Social Media and Primary Device**

	Primary Device	N	Mean	Std. Deviation	Std. Error	F	Sig.
<b>How many hours do you spend on social media only?</b>	PC	1	2.000			3.045	0.29
	Laptop	114	2.464	0.518	0.048		
	Smartphone	232	2.383	0.735	0.048		
	Tablet	3	1.333	0.577	0.333		
	Total	350	2.400	0.677	0.036		

Table 12 shows the results of the ANOVA test examining the relationship between the Last Exam Marks and MBA Specialisation. According to the results, a student's exam marks are not significantly affected by which type of MBA specialisation they take ( $F=0.796$ ,  $p=0.620$ ;  $\alpha=0.05$ ). This may be because they all teach universal business essentials at different levels of depth. It is also possible for tests to assess these same fundamental skills thereby disguising any disparities between specialisations. Here what counts most towards excellent exam marks could be talent, hard work, and ability to apply knowledge across various disciplines by a student.

**Table 12: ANOVA test on Last Exam Marks and MBA Specialisation**

	MBA Specialisation	N	Mean	Std. Deviation	Std. Error	F	Sig.
<b>Last Exam Marks</b>	Finance & Marketing	74	2.770	0.958	0.111	0.796	0.620
	Finance & HR	42	2.833	1.033	0.159		
	Finance & Operations	62	2.693	1.049	0.133		
	Finance & Analytics	53	2.943	0.969	0.133		
	Marketing & HR	31	2.967	0.948	0.170		
	Marketing & Operations	19	2.473	1.172	0.268		
	Marketing & Analytics	19	2.842	1.014	0.232		
	HR & Operations	16	2.687	1.138	0.284		
	HR & Analytics	18	2.611	1.036	0.244		
	Analytics & Operations	16	2.437	1.093	0.273		
	Total	350	2.768	1.016	0.054		

Table 13 employs ANOVA to examine how institution type relates to students' last exam marks. According to the outcome, there is no significant difference between different the last exam marks and the different types of institutions namely government, government-aided and self-financed establishments; ( $F=1.640$ ,  $p=0.195$ ;  $\alpha=0.05$ ). This implies that other than the funding model used by an educational institution factors such as uniform curriculum, student's drive for success or failure, differences within various kinds of colleges under study as well as socio-economic status among others may be important determinants for academic achievement too

**Table 13: ANOVA test on Last Exam Marks and Institution Type**

	Institution Type	N	Mean	Std. Deviation	Std. Error	F	Sig.
Last Exam Marks	Government	78	2.692	1.060	0.120	1.640	0.195
	Govt. Aided	99	2.656	1.126	0.113		
	Self-Finance	173	2.867	0.921	0.070		
	Total	350	2.768	1.016	0.054		

Table 14 shows the ANOVA test results for the last exam marks with time spent on social media. It revealed that there is a significant relationship between marks obtained by students in their last exam and the number of hours they spend on social media ( $F=5.451$ ,  $p=0.001$ ;  $\alpha=0.05$ ). This implies that average marks can change depending on how much time students spend on social media platforms such as Whatsapp, Facebook, Twitter, etc., It is noteworthy that students who use these sites for less than one hour every day achieve the highest mean mark (3.387), those spending two to three hours daily get the lowest (2.643). This finding implies a negative effect of social media on academic performance through various mechanisms: interference with concentration due to multitasking; interruption arising from notifications; and fear of missing out which may keep students awake late into the night thereby affecting their ability to concentrate during exams; displacing valuable study hours among others.

**Table 14: ANOVA test on Last Exam Marks and Time Spend on Social Media**

	Time Spend on Social Media	N	Mean	Std. Deviation	Std. Error	F	Sig.
Last Exam Marks	< 1 Hour	31	3.387	0.615	0.110	5.451	0.001
	1 to 2 Hours	155	2.748	1.023	0.082		
	2 to 3 Hours	157	2.643	1.043	0.083		
	> 3 Hours	7	3.285	0.487	0.184		
	Total	350	2.768	1.016	0.054		

## SUGGESTIONS AND RECOMMENDATIONS

### STUDENTS

1. Tools for Time Management: Apart from Forest or StayFocusd, there are additional time management solutions that students can use to help them focus on their studies. One example of this is the Pomodoro Technique (where you have intense periods of work followed by short rests) or it could involve turning off notifications at certain hours so as not to be disturbed while studying.
2. Follow and Interact with Researchers: It is not enough to rely on Twitter or LinkedIn. Students must also consider other sites such as Medium, ResearchGate, and other forums related to their field of study. These platforms provide detailed articles and research papers written by experts in the same interest areas as them. Leaving polite comments or asking questions about what they read can help them find mentors or make connections with other professionals.
3. Active involvement in learning communities: Participation in online academic forums must be more than just watching. Students should engage by starting conversations, asking relevant questions, and applying what they have learned to give their own opinions which helps them internalize the knowledge better while also providing a foundation for future peer-to-peer teaching.

## **TEACHERS**

1. Integration of social networks based on projects: Come up with projects that will make students use social networking sites in a more meaningful way. They can make infographics or short videos to explain difficult subjects; participate in virtual debates on moderated discussion boards; or gather useful online materials for classmates.
2. Accentuate the evaluation of source and data literacy: Fake news detection should not be the sole aim of media literacy education. It is important to teach students how to situate internet-based information by considering where it comes from, who funds it, and what possible biases may be present. Equally importantly, they must also acquire skills for critically analyzing data visualizations or any other forms of representing data to arrive at well-informed conclusions.
3. Being a Part of Educator Networks: Educators gain many things from teacher and student communities on the web. Joining Twitter chats, forums that are devoted to teaching or professional networks enables them share the most effective methods, fresh thoughts as well as backing each other up in incorporating social media in manners that improve students' results.

## **POLICYMAKERS**

1. Digital Equity as a Fundamental Right: All policy initiatives must see to it that fair and just access to technology and high-speed internet is recognized as a right of each student. This includes but is not limited to allocating funds towards the purchase of devices and training individuals from historically disadvantaged backgrounds on how best use them.
2. All-encompassing Educator Preparation: Development programs for educators need to foster their ability to do more than just use social media platforms in classrooms. Training must show how these tools can enhance collaborative problem-solving, critical thinking, and real-world connections; they should also address the ethical dilemmas brought about by such engagements on mental health.
3. Collaboration for Safe and Effective Practices: Opening up discussions with lawmakers, teachers, social networking businesses, and child development experts in digital health is very important. Policies should be based on knowledge about how social media changes and affects young students' lives. This means that online spaces should help them learn while safeguarding their privacy as well as physical or psychological safety.

## **CONCLUSION**

This research explores how social media use among MBA students in Chennai relates to their academic performance. Though it has many benefits such as facilitating communication, cooperation, and providing resources; social media can also distract one from his/her studies hence leading to poor exam marks. The study therefore suggests that there is a need for balance and mindfulness. Students are supposed to set aside uninterrupted time for studying while critically scrutinizing internet-based materials used during learning. Educators ought to integrate these platforms into teaching methods to foster more active participation among students besides supporting specific educational goals. Furthermore, institutions should train their members on responsible usage of networks which will help bridge digital gaps while at the same promoting digital literacy. This investigation presents a different understanding of the impact created by social media sites in Chennai, but it is still necessary that future inquiries examine certain applications of demographically induced effects of knowledge retention over a long period among others. To make sure that they achieve their academic objectives without neglecting any other useful aspect of life around them; MBA students in Chennai can capitalize on various forms of communication enabled through different channels available online but should be guided by what they read/watch/post/share with rest of community.

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