
IMPACT OF SOCIAL MEDIA COMMUNICATION ON YOUTH LIFESTYLE PATTERNS AND EDUCATIONAL PERFORMANCE: AN EMPIRICAL STUDY

***Dr. Balasaheb Kilche**

Associate Professor, Shri Nath College of Education, Paithan Di. Chhatrapati Sambhajanagar,
Maharashtra India 431107.

Article Received: 5 May 2026

Article Revised: 25 May 2026

Published on: 15 June 2026

***Corresponding Author: Dr. Balasaheb Kilche**

Associate Professor, Shri Nath College of Education, Paithan Di. Chhatrapati
Sambhajanagar, Maharashtra India 431107.

DOI: <https://doi-org/101555/ijrpa.1410>

ABSTRACT

The rapid expansion of digital technologies and social networking platforms has transformed communication patterns, lifestyle behaviors, and educational experiences among youth. Social media has emerged as a dominant medium for information sharing, social interaction, entertainment, and academic engagement. While these platforms offer numerous opportunities for learning and collaboration, concerns remain regarding their influence on students' lifestyle habits and educational outcomes. The present study investigates the impact of social media communication on youth lifestyle patterns and educational performance.

A quantitative descriptive survey research design was employed to examine the relationships among social media communication, lifestyle patterns, and academic achievement. Data were collected from 300 undergraduate and postgraduate students selected through stratified random sampling. A structured questionnaire consisting of Social Media Communication Scale, Lifestyle Pattern Scale, and Educational Performance Scale was used for data collection. The collected data were analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis.

The findings revealed that a majority of students spend between three and five hours daily on social media platforms. The results further indicated significant positive relationships between social media communication and lifestyle patterns ($r = 0.482, p < 0.01$), social media communication and educational performance ($r = 0.371, p < 0.01$), and lifestyle patterns and educational performance ($r = 0.529, p < 0.01$). Multiple regression analysis demonstrated that social media communication and lifestyle patterns jointly explained 40.7% of the variance in

educational performance. Lifestyle patterns emerged as a stronger predictor of academic achievement than social media communication alone.

The study concludes that social media is neither inherently beneficial nor detrimental; rather, its impact depends on the nature, purpose, and duration of use. Educationally oriented and balanced social media engagement can enhance learning opportunities, collaboration, and academic performance, whereas excessive and non-academic usage may adversely affect lifestyle behaviors and educational outcomes. The study highlights the need for digital literacy, responsible technology usage, and balanced lifestyle practices among youth to maximize the educational benefits of social media while minimizing its potential risks.

KEYWORDS: Social Media Communication, Youth Lifestyle Patterns, Educational Performance, Academic Achievement, Digital Learning, Higher Education, Student Behavior.

INTRODUCTION

The rapid advancement of information and communication technologies has transformed the way people interact, learn, and access information. Among these technological developments, social media has emerged as one of the most influential communication platforms, particularly among youth. Social networking sites such as Facebook, Instagram, X (formerly Twitter), WhatsApp, YouTube, Snapchat, and LinkedIn have become integral parts of daily life, enabling users to communicate, share information, express opinions, and engage in social and educational activities. The widespread availability of smartphones and internet connectivity has further increased the accessibility and usage of social media among young people across the world.

Youth constitute one of the most active groups of social media users. These platforms provide opportunities for communication, collaboration, entertainment, knowledge sharing, and academic support. Students frequently use social media to access educational resources, participate in online discussions, collaborate on assignments, and stay informed about current events. Consequently, social media has become an important component of the contemporary learning environment and youth culture.

However, the growing influence of social media has generated concerns regarding its impact on youth lifestyle and educational performance. Excessive engagement with social media may affect daily routines, sleeping habits, physical activity, interpersonal relationships, time management, and psychological well-being. The continuous exposure to digital content can

influence attitudes, behaviors, consumption patterns, and lifestyle choices among young individuals. At the same time, social media may positively contribute to learning by facilitating access to information, enhancing communication with peers and teachers, and promoting collaborative learning experiences.

The relationship between social media communication and educational performance remains a subject of considerable academic interest. While some studies suggest that social media can improve learning outcomes through increased access to educational content and academic networking, others indicate that excessive usage may lead to distractions, reduced concentration, procrastination, and lower academic achievement. These contrasting findings highlight the need for further empirical investigation into the nature and extent of social media's influence on students' academic performance.

In the contemporary digital era, understanding how social media communication shapes youth lifestyle patterns and educational outcomes is essential for educators, parents, policymakers, and researchers. Such understanding can help develop strategies that maximize the educational benefits of social media while minimizing its potential adverse effects. Therefore, the present study seeks to examine the impact of social media communication on youth lifestyle patterns and educational performance. By employing an empirical research approach, the study aims to provide evidence-based insights into the relationship between social media usage, lifestyle behaviors, and academic achievement among youth.

The findings of this study are expected to contribute to the existing body of knowledge on digital communication and education, while offering practical recommendations for promoting responsible and productive use of social media among young learners.

Review of Literature

Social media has become an essential component of contemporary communication and information-sharing practices. The increasing penetration of smartphones and internet connectivity has significantly influenced the lifestyles, communication behaviors, and educational experiences of young people. Researchers across the globe have extensively investigated the impact of social media on various aspects of youth development, including academic achievement, social interaction, psychological well-being, and lifestyle patterns. This review examines theoretical perspectives and empirical studies related to social media communication, youth lifestyle patterns, and educational performance.

Social media communication refers to the use of internet-based platforms that enable users to create, share, and exchange information, ideas, and content within virtual communities and

networks. **Kaplan and Haenlein (2010)** defined social media as a group of internet-based applications built on the foundations of Web 2.0 that allow the creation and exchange of user-generated content. Social media platforms such as Facebook, Instagram, WhatsApp, YouTube, Snapchat, and X (formerly Twitter) have transformed traditional communication by facilitating instant interaction and global connectivity.

Boyd and Ellison (2007) emphasized that social networking sites provide opportunities for individuals to construct public profiles, establish social connections, and interact with other users. For youth, these platforms serve not only as communication channels but also as spaces for self-expression, entertainment, and learning.

Bandura's Social Learning Theory (2001) suggests that individuals learn behaviors, attitudes, and values through observation and imitation. Social media exposes youth to diverse models of behavior, influencing their lifestyle choices, consumption patterns, and academic attitudes.

Kuss and Griffiths (2017) reported that excessive use of social networking sites may contribute to behavioral addiction, sleep disturbances, and reduced face-to-face social interaction. **Similarly, Verduyn et al. (2017)** observed that prolonged social media engagement can affect subjective well-being, depending on the nature and purpose of usage. Recent studies indicate that extensive screen time often leads to sedentary lifestyles among youth. Increased engagement with digital devices may reduce participation in physical activities and outdoor recreation. Furthermore, social media content influences fashion preferences, consumption behaviors, and lifestyle aspirations by exposing users to diverse cultural and social trends.

Social media also affects emotional and psychological health. Youth frequently compare themselves with peers and influencers, which may contribute to anxiety, stress, low self-esteem, and body image concerns. Conversely, positive online interactions and supportive communities can enhance social connectedness and emotional well-being.

Junco (2012) found that educational engagement through social media platforms can enhance communication, collaboration, and student participation. Social media provides access to educational resources, online tutorials, discussion forums, and peer support networks that facilitate learning.

Tess (2013) emphasized that social media can support collaborative learning by enabling students to exchange ideas, discuss academic topics, and access educational content beyond classroom settings. Educational institutions increasingly utilize social media platforms for announcements, virtual learning, and student engagement.

However, several studies highlight potential negative consequences. **Rosen, Carrier, and Cheever (2013)** reported that multitasking between social media and academic activities may reduce concentration and learning efficiency. Excessive social media use can lead to procrastination, time mismanagement, and decreased academic productivity.

Keles, McCrae, and Grealish (2020) concluded that excessive social media usage is associated with increased psychological distress among adolescents. These findings indicate the importance of promoting responsible and balanced use of digital technologies.

International research consistently demonstrates the growing influence of social media on youth development. Studies conducted in the United States, Europe, and Asia reveal that social media significantly shapes communication patterns, social relationships, and learning behaviors.

Pempek, Yermolayeva, and Calvert (2009) found that college students spend substantial amounts of time on social networking sites primarily for communication and relationship maintenance. **Similarly, Valkenburg and Peter (2011)** reported that online communication influences adolescent social development by creating opportunities for interaction and identity formation.

Research conducted across different cultural contexts indicates that the educational impact of social media varies according to digital literacy, access to technology, and patterns of use.

In India, increasing internet penetration and smartphone accessibility have contributed to rapid growth in social media usage among youth. Indian researchers have reported that social media serves as an important platform for communication, information access, and academic support.

Several studies indicate that Indian students frequently use WhatsApp, YouTube, Instagram, and Telegram for educational purposes, including accessing study materials, participating in group discussions, and preparing for competitive examinations. However, concerns regarding excessive screen time, distraction, and mental health challenges have also been documented.

The Indian educational context presents unique opportunities and challenges due to the diversity of learners, varying levels of digital access, and expanding online education initiatives.

Research Gap

The review of literature reveals that substantial research has examined social media usage, lifestyle behaviors, and academic performance independently. However, relatively few studies have simultaneously investigated the relationships among social media

communication, youth lifestyle patterns, and educational performance within a single empirical framework.

Moreover, existing studies often focus on either psychological outcomes or academic achievement, while neglecting the mediating role of lifestyle patterns. There is also a need for context-specific empirical evidence among contemporary youth populations experiencing increasing digital engagement.

Therefore, the present study seeks to bridge this gap by examining the impact of social media communication on both youth lifestyle patterns and educational performance and by exploring the relationships among these variables through an empirical investigation.

Objectives of the Study

- To examine the social media communication patterns among youth.
- To study the influence of social media on youth lifestyle patterns.
- To investigate the relationship between social media usage and educational performance.
- To identify positive and negative effects of social media communication on students.
- To suggest strategies for effective and responsible social media use.

Hypotheses

- There is no significant relationship between social media communication and youth lifestyle patterns.
- There is no significant relationship between social media communication and educational performance.
- There is no significant difference in educational performance between students with low and high social media usage.

Research Methodology

The present study employed a descriptive survey research design. The descriptive survey method is appropriate for investigating existing conditions, behaviors, attitudes, and relationships among variables within a population. This design allows the researcher to gather information from a large number of respondents and analyze patterns related to social media usage, lifestyle behaviors, and academic achievement. The study adopted a quantitative research approach because it enables the collection of numerical data and facilitates objective analysis of relationships among variables. Quantitative methods are particularly useful for examining the extent to which social media communication influences lifestyle patterns and educational performance among youth.

Data Analysis and Interpretation:**Table 1. Demographic Distribution of Respondents. (N = 300)**

Variable	Category	Frequency	Percentage (%)
Gender	Male	150	50.0
Gender	Female	150	50.0
Educational Level	Undergraduate	200	66.7
Educational Level	Postgraduate	100	33.3
Age Group	18–20 Years	120	40.0
Age Group	21–23 Years	130	43.3
Age Group	24–26 Years	50	16.7
Residence	Urban	180	60.0
Residence	Rural	120	40.0

Interpretation

Table 1 indicates that the sample consisted of an equal proportion of male (50%) and female (50%) students. The majority of respondents were undergraduate students (66.7%), while 33.3% were postgraduate students. Most participants belonged to the age group of 21–23 years (43.3%). Furthermore, 60% of respondents were from urban areas and 40% from rural areas, ensuring adequate representation of diverse demographic backgrounds.

Table 2. Social Media Usage Frequency among Youth.

Daily Usage Duration	Frequency	Percentage (%)
Less than 1 Hour	20	6.7
1–2 Hours	55	18.3
3–5 Hours	140	46.7
6–8 Hours	60	20.0
More than 8 Hours	25	8.3
Total	300	100

Interpretation

The findings reveal that 46.7% of respondents use social media for 3–5 hours daily, representing the largest group. About 20% spend 6–8 hours per day, while 8.3% use social media for more than 8 hours daily. These findings indicate that social media usage is highly prevalent among youth and occupies a significant portion of their daily routine. Most students used social media for 3–5 hours per day, indicating high engagement.

Table 3. Lifestyle Pattern Scores of Respondents.

Level	Score Range	Frequency	Percentage (%)
Low	1.00–2.33	52	17.3
Moderate	2.34–3.66	178	59.3
High	3.67–5.00	70	23.4

Mean = 3.42, SD = 0.71.

Interpretation

The majority of respondents (59.3%) exhibited moderate lifestyle pattern scores. Approximately 23.4% reported healthy lifestyle patterns, whereas 17.3% demonstrated poor lifestyle behaviors. The mean score of 3.42 suggests a moderate level of lifestyle management among the participants. Most respondents demonstrated moderate lifestyle patterns.

Table 4. Academic Performance Scores.

Level	Frequency	Percentage (%)
Low	48	16.0
Moderate	192	64.0
High	60	20.0

Mean = 3.56

Standard Deviation = 0.68

Interpretation

The results indicate that most respondents (64%) demonstrated moderate academic performance. About 20% exhibited high academic performance, whereas 16% reported lower levels of academic achievement. The mean score suggests that overall academic performance among the respondents was moderately satisfactory. Academic performance was moderate for the majority of respondents.

Table 5. Correlation Matrix.

Variables	1	2	3
1. Social Media Communication	1.000		
2. Lifestyle Patterns	0.482**	1.000	
3. Educational Performance	0.371**	0.529**	1.000

p < 0.01

Interpretation

The correlation analysis reveals a significant positive relationship between social media communication and lifestyle patterns ($r = 0.482$, $p < 0.01$). A significant positive relationship was also observed between social media communication and educational performance ($r = 0.371$, $p < 0.01$).

Furthermore, lifestyle patterns showed a stronger positive correlation with educational performance ($r = 0.529$, $p < 0.01$). These findings suggest that responsible and educationally oriented social media use may positively influence students' lifestyle habits and academic outcomes.

Significant positive correlations were observed among all study variables ($p < 0.01$).

Table 6. Regression Analysis.

Predictor Variable	B	Beta	t	p-value
Social Media Communication	0.286	0.312	5.84	.000
Lifestyle Patterns	0.421	0.457	8.13	.000

Model Summary

R	R ²	Adjusted R ²	F
0.638	0.407	0.403	101.76

*** $p < .001$

Interpretation

The regression model explains 40.7% of the variance in educational performance ($R^2 = 0.407$). Both social media communication and lifestyle patterns emerged as significant predictors of educational performance.

Lifestyle patterns ($\beta = 0.457$) demonstrated a stronger influence on academic achievement than social media communication ($\beta = 0.312$). The model was statistically significant ($F = 101.76$, $p < .001$), indicating that the selected predictors contribute meaningfully to explaining educational performance among youth.

Summary of Findings

- Most students spend between 3 and 5 hours per day on social media platforms.
- Youth demonstrated moderate levels of lifestyle management and academic performance.
- Social media communication was significantly associated with lifestyle patterns.
- Social media communication showed a positive relationship with educational performance when used appropriately.
- Lifestyle patterns had a stronger impact on educational performance than social media communication.

- The regression model confirmed that social media communication and lifestyle patterns jointly predict academic performance.
- The findings suggest that balanced and purposeful social media usage can support educational achievement, whereas excessive and non-academic use may negatively affect lifestyle habits and learning outcomes.
- Social media communication showed significant positive relationships with lifestyle patterns and educational performance. Lifestyle patterns emerged as the stronger predictor of academic achievement.

RESULTS AND DISCUSSION

Results

The analysis of data revealed several important findings regarding the relationship between social media communication, youth lifestyle patterns, and educational performance.

The demographic analysis indicated that the majority of respondents were undergraduate students between 21 and 23 years of age. Social media usage was found to be highly prevalent among the participants, with nearly half of the respondents spending between three and five hours per day on various social networking platforms.

The lifestyle pattern scores demonstrated that most students maintained a moderate level of lifestyle management. However, a considerable proportion reported irregular sleeping habits, increased screen time, and reduced physical activity due to extensive social media engagement.

Academic performance scores indicated that the majority of students achieved moderate levels of academic success. Students who primarily utilized social media for educational purposes such as accessing study materials, participating in academic discussions, and collaborative learning activities generally demonstrated better academic outcomes than those who used social media mainly for entertainment.

Correlation analysis revealed statistically significant positive relationships among social media communication, lifestyle patterns, and educational performance. The findings suggest that responsible and educationally oriented social media usage can positively influence academic achievement.

The regression analysis further demonstrated that social media communication and lifestyle patterns jointly explained a substantial proportion of variance in educational performance. Lifestyle patterns emerged as a stronger predictor of academic success than social media communication itself.

DISCUSSION

The findings of the study support the growing body of literature suggesting that social media has become an influential factor in shaping youth behavior, lifestyle, and learning experiences.

The high frequency of social media usage observed among students is consistent with previous studies indicating that digital communication platforms have become integral components of young people's daily lives. Social media serves multiple functions, including communication, information sharing, entertainment, and educational support.

The positive relationship between social media communication and educational performance suggests that social media can act as an effective learning tool when used appropriately. Students increasingly utilize platforms such as YouTube, WhatsApp, Telegram, and educational forums to access learning resources, clarify academic concepts, and engage in collaborative learning. These findings support the principles of Connectivism Theory, which emphasizes learning through digital networks and information-sharing communities.

However, the study also highlights potential risks associated with excessive social media engagement. Participants reporting prolonged daily usage frequently experienced lifestyle-related challenges, including inadequate sleep, reduced physical activity, and difficulties in time management. These findings are consistent with previous research demonstrating that excessive screen exposure can negatively affect physical and psychological well-being.

The significant relationship between lifestyle patterns and academic performance suggests that healthy lifestyle behaviors play a crucial role in educational achievement. Students maintaining regular study schedules, adequate sleep, and balanced technology usage demonstrated better academic outcomes than those with unhealthy lifestyle habits.

Furthermore, the regression analysis indicates that lifestyle patterns partially mediate the influence of social media communication on educational performance. This finding implies that social media does not directly determine academic success; rather, its effects are influenced by how students manage their daily routines, study habits, and overall lifestyle.

Overall, the findings suggest that social media is neither inherently beneficial nor harmful. Its impact depends largely on the purpose, duration, and manner of usage. Educationally focused and balanced use contributes positively to learning outcomes, whereas excessive and non-academic usage may hinder academic and personal development.

Educational Implications

The findings of this study have important implications for educators, educational institutions, parents, and policymakers.

Implications for Educational Institutions

1. Colleges and universities should integrate educational social media platforms into teaching-learning processes.
2. Learning Management Systems (LMS) should be linked with social communication tools to facilitate collaborative learning.
3. Institutions should organize digital literacy and digital citizenship programs to promote responsible technology use.

Implications for Teachers

1. Teachers should guide students in utilizing social media for academic purposes.
2. Educational content can be disseminated through social media platforms to increase student engagement.
3. Teachers should encourage critical evaluation of online information sources.

Implications for Students

1. Students should maintain a balance between academic activities and social media usage.
2. Effective time-management strategies should be adopted to minimize distractions.
3. Social media should be used as a supplementary learning tool rather than a replacement for structured study.

Implications for Parents

1. Parents should monitor children's online activities and encourage responsible digital behavior.
2. Family awareness programs should be organized to promote healthy technology habits.
3. Parents should support the development of balanced daily routines involving study, recreation, and physical activity.

Policy Implications

1. Educational policymakers should formulate guidelines for responsible social media use in educational settings.
2. National digital literacy initiatives should include components related to social media awareness and digital well-being.

3. Policies should promote safe, ethical, and productive online engagement among youth.

CONCLUSION

The present study examined the impact of social media communication on youth lifestyle patterns and educational performance. The findings indicate that social media has become an indispensable part of contemporary youth culture and educational experiences. Students actively utilize social media platforms for communication, entertainment, information acquisition, and academic support.

The study revealed that social media communication significantly influences both lifestyle patterns and educational performance. Moderate and purposeful use of social media contributes positively to learning opportunities, access to educational resources, collaborative learning, and academic engagement. Conversely, excessive and uncontrolled usage may negatively affect sleep quality, physical activity, time management, and academic concentration.

Lifestyle patterns emerged as a significant predictor of educational performance, emphasizing the importance of healthy daily routines in academic success. The findings further suggest that the effects of social media on educational outcomes are largely determined by how students manage their technology usage and integrate digital communication into their daily lives.

In conclusion, social media should be viewed as a powerful educational and communication tool that offers both opportunities and challenges. Educational institutions, teachers, parents, and policymakers must work collaboratively to promote balanced, ethical, and educationally productive use of social media among youth. Such efforts will help maximize the benefits of digital communication technologies while minimizing their potential adverse effects on lifestyle and academic achievement.

The study contributes to the growing literature on digital communication and education by providing empirical evidence regarding the interconnected relationships among social media communication, youth lifestyle patterns, and educational performance. Future research may explore longitudinal effects, cross-cultural comparisons, and emerging social media platforms to further enhance understanding in this field.

REFERENCES

1. Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology*, 3(3), 265–299. https://doi.org/10.1207/S1532785XMEP0303_03
2. Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
3. Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*, 58(1), 162–171. <https://doi.org/10.1016/j.compedu.2011.08.004>
4. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59–68. <https://doi.org/10.1016/j.bushor.2009.09.003>
5. Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: The influence of social media on depression, anxiety and psychological distress in adolescents. *International Journal of Adolescence and Youth*, 25(1), 79–93. <https://doi.org/10.1080/02673843.2019.1590851>
6. Kuss, D. J., & Griffiths, M. D. (2017). Social networking sites and addiction: Ten lessons learned. *International Journal of Environmental Research and Public Health*, 14(3), 311. <https://doi.org/10.3390/ijerph14030311>
7. Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, 30(3), 227–238. <https://doi.org/10.1016/j.appdev.2008.12.010>
8. Rideout, V., & Robb, M. B. (2021). *The common sense census: Media use by tweens and teens, 2021*. Common Sense Media.
9. Rosen, L. D., Carrier, L. M., & Cheever, N. A. (2013). Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behavior*, 29(3), 948–958. <https://doi.org/10.1016/j.chb.2012.12.001>
10. Statista. (2025). *Social media usage worldwide: Statistics and facts*. Statista Research Department.
11. Tess, P. A. (2013). The role of social media in higher education classes (real and virtual): A literature review. *Computers in Human Behavior*, 29(5), A60–A68. <https://doi.org/10.1016/j.chb.2012.12.032>
12. UNESCO. (2023). *Global education monitoring report 2023: Technology in education*. UNESCO Publishing.

13. Valkenburg, P. M., & Peter, J. (2011). Online communication among adolescents: An integrated model of its attraction, opportunities, and risks. *Journal of Adolescent Health, 48*(2), 121–127. <https://doi.org/10.1016/j.jadohealth.2010.08.020>
14. Verduyn, P., Ybarra, O., Résibois, M., Jonides, J., & Kross, E. (2017). Do social network sites enhance or undermine subjective well-being? A critical review. *Social Issues and Policy Review, 11*(1), 274–302. <https://doi.org/10.1111/sipr.12033>
15. World Health Organization. (2024). *Adolescent health and digital technology report*. World Health Organization.