

Social Media Usage and Study Habits of Students: Present Trends and Challenges

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ABSTRACT

This research explores the influence of social media usage on the study habits of students, highlighting current trends and associated challenges. In today's digital environment, students rely on social media not only for relaxation and communication but also for accessing educational resources and peer collaboration. However, excessive use often results in distraction, poor concentration, and ineffective time management, which negatively affect academic performance. The study collected responses from 100 students through convenience and snowball sampling methods. Results indicate that more than 60% of students use social media during study time, with 46% reporting they "sometimes" check it and 17% admitting to "always" doing so. Only a minority rarely or never engage with social platforms while studying. Further analysis shows that gender has no significant impact on usage patterns. The findings conclude that while social media can be a useful academic and social tool when used moderately, overdependence poses serious challenges to effective study habits. Students are therefore encouraged to adopt a balanced approach, ensuring that social media supports rather than disrupts their learning.

INTRODUCTION

Today's world, education plays a very important role in every student's life. To get good marks and achieve success, many students spend long hours studying and preparing for exams. But when they study for a long time without rest, they often feel bored, stressed, and tired. To overcome these feelings, many students use social media as a way to relax, have fun, and stay in touch with their friends. Social media also provides a platform to

share ideas, watch educational videos, and access useful study materials. In this way, it can sometimes support learning and reduce stress. However, when students spend too much time on social media, it becomes a major distraction. Instead of focusing on studies, they get addicted to scrolling, chatting, or watching videos, which affects their concentration and time management. Because of this, social media has both positive and negative effects on students. It can help in balancing study and relaxation if used properly, but it can also harm academic performance if used in excess. Therefore, it is important to study how social media influences students' habits, their focus on learning, and their ability to manage time effectively.

STATEMENT OF THE PROBLEM

In today's world, students spend a lot of time on social media. Even though relaxation is important for them, many students use social media for long hours. Because of this, their study habits are getting affected. Instead of using social media for learning and useful purposes, many students get distracted and waste time. This creates challenges like lack of concentration, poor time management, and less interest in studies. Understanding these present trends and the problems caused by social media is important to find ways to balance both education and social media use.

OBJECTIVES

- To see whether social media reduces students' interest in studies.
- To study if social media causes poor time management in students life.

REVIEW OF LITERATURE

- Angelica Celeste (Aug-2021) Social media usage and Study Habits of College Students in the Pandemic Vol.08,No. 1 (2021)
- Abuzar, M., & Hussain, S. (2024). Integrating social media into educational strategies: Examining the impact of social media usage on high school students' academic performance. _International Journal of Research in Education and Science (IJRES)_ , 10(4), 826-840. <https://doi.org/10.46328/ijres.3536>
- This conference paper by Peter Osharive (University of Lagos) examines the influence of social media on the academic performance of students at the University of Lagos.
- Celeste, Dioscon, and Lobaton (2021) conducted a study on the relationship between social media usage and the study habits of college students during the pandemic. Their findings revealed that while social media provided opportunities for collaboration, communication, and easy access to learning resources, excessive usage often distracted students from maintaining effective study routines.
- Chris (2015), in his research on undergraduate students in Kenyan universities, found that social media could both support and hinder study habits. According to him, students used social media effectively during the day for academic discussions and updates. However, addiction to social platforms during late- night hours negatively impacted their revision time and academic performance.

- Bickerdike and O'Deasmhunaigh (2016) examined the study habits and learning strategies of undergraduate medical students in relation to social networking activities. Their research emphasized that poor time management and overdependence on online social networks reduced study efficiency, although moderate use supported collaboration and peer learning.
- Overall, these studies suggest that social media has a dual impact on students' study habits: it enhances learning opportunities and resource sharing but also poses risks of distraction, poor time management, and reduced focus. This indicates a need for balanced usage and awareness among students to maximize the positive effects of social media on academic life.
- Similarly, Bou-Hamad (2020) investigated the impact of social media usage and lifestyle habits on academic achievement within a developing country context. The study revealed that while social media can provide opportunities for collaboration and information sharing, it also contributes to distractions and poor study habits if not managed properly. The findings emphasized that students' lifestyle patterns, combined with their social media behaviors, play a crucial role in shaping academic achievement

RESEARCH METHODOLOGY

In this study, data was collected from 100 student respondents using Google Forms. The researcher used a convenience sampling method, since the questionnaire was shared with friends and classmates who were easily available. At the same time, a snowball sampling method was also followed, because those friends further shared the form with their own friends, which helped in collecting more responses. These methods were suitable for the study as they allowed easy, quick, and cost-effective data collection from students. By using this approach, the researcher was able to gather 100 valid samples to analyze the present trends and challenges of social media usage and study habits among students.

Table 1. How Often the Gender check SM While Studying

		Respondent Gender	How Often Check SM While Studying
N	Valid	100	100
	Missing	0	0
Mean		1.3800	2.6600
Median		1.0000	3.0000
Mode		1.00	3.00
Std. Deviation		.48783	.92354
Variance		.238	.853
Skewness		.502	-.366
Std. Error of Skewness		.241	.241
Minimum		1.00	1.00
Maximum		2.00	4.00

INTERPRETATION

Gender Distribution

Majority of the respondents are male (Mean = 1.38, Median = 1, Mode = 1). Both genders (male and female) participated (Range = 1–2).

Social Media Usage While Studying

On average, students check social media sometimes to often (Mean = 2.66). The most common response is “often” (Median = 3, Mode = 3).

Responses vary from never (1) to always (4), showing a full range of behavior.

Variation in Responses

Standard deviation (0.92) indicates a moderate spread around the mean.

Some students are highly distracted (always checking), while others are less affected (rarely or never check).

Key Insight

Overall, the findings suggest that most students frequently use social media while studying, which could indicate a potential distraction affecting study habits.

Table 2. Respondents of the Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	62	62.0	62.0	62.0
	Female	38	38.0	38.0	100.0
	Total	100	100.0	100.0	

INTERPRETATION

1. Sample Size

The total number of respondents is 100.

2. Gender Breakdown

Male respondents: 62 out of 100 (62%).

Female respondents: 38 out of 100 (38%).

3. Proportion

The study has a higher participation of male students compared to female students. The gender ratio is approximately 3:2 (male:female).

4. Implication

Since the sample is not evenly distributed, interpretations of study results may slightly lean towards the perspectives/behaviors of male students, who form the majority.

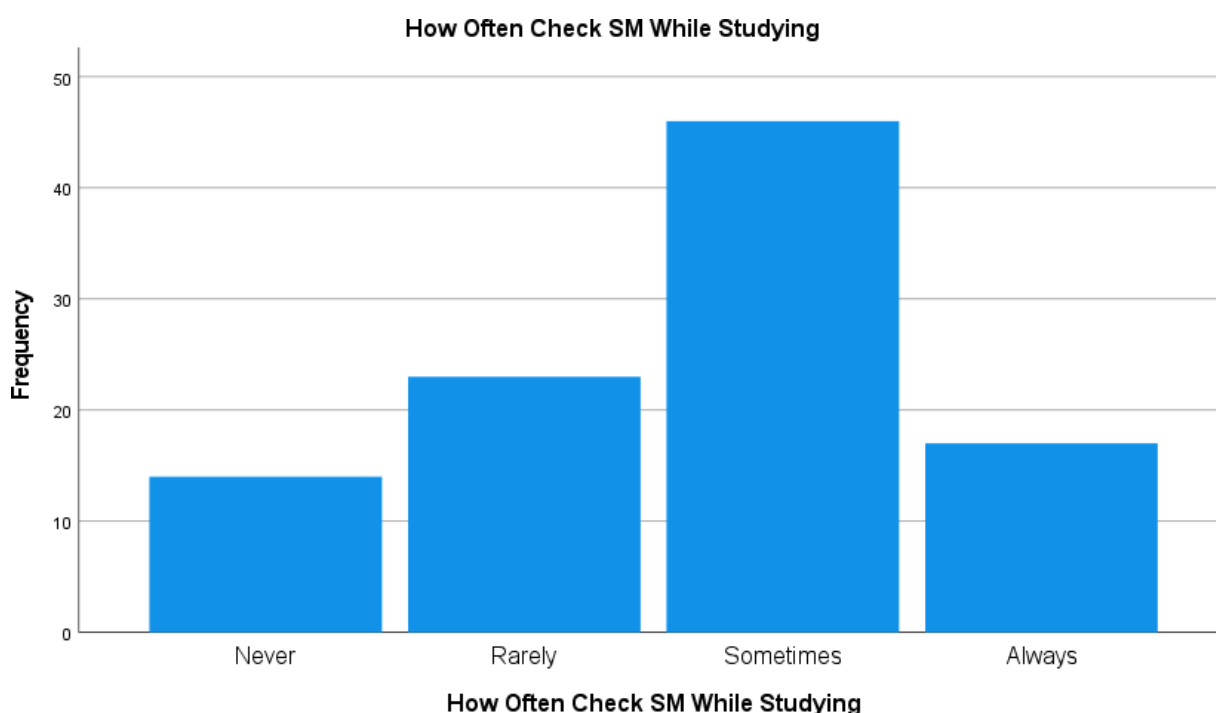
Overall: The majority of respondents in the study are male (62%), while females constitute 38%, indicating that male representation is higher in this dataset.

Table 3. How often they check SM while studying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	14.0	14.0	14.0
	Rarely	23	23.0	23.0	37.0
	Sometimes	46	46.0	46.0	83.0
	Always	17	17.0	17.0	100.0
	Total	100	100.0	100.0	

INTERPRETATION

The data shows that a majority of students engage with social media while studying, with 46% reporting they “sometimes” check it and 17% saying they “always” do so, while 23% reported “rarely” and only 14% indicated they “never” check social media during study time. This indicates that over 60% of students are regularly distracted by social media (sometimes or always), while a smaller portion maintain focus by rarely or never using it. Overall, the findings suggest that social media usage while studying is a common behavior among students, with a significant number experiencing frequent interruptions that may affect their academic concentration.

Figure 1. Frequency Vs How often check SM While studying


INTERPRETATION

The “Sometimes” category has the highest frequency, which means most students reported that they check social media occasionally while studying.

The “Rarely” category comes next, indicating that some students use social media only once in a while.

The “Never” and “Always” categories have the lowest frequencies, showing that very few students either completely avoid social media during study time or always use it without fail.

Overall, the chart suggests that students do not completely avoid social media while studying, nor do they use it constantly. Instead, the majority use it occasionally or rarely.

Table 4. Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.796	1	.796	1.689	.197 ^b
	Residual	46.204	98	.471		
	Total	47.000	99			
a. Dependent Variable: Age Group						
b. Predictors: (Constant), How Often Check SM While Studying						

INTERPRETATION

The dependent variable is Age Group, and the predictor is How often students check social media while studying.

The F-value is 1.689, and the p-value (Sig.) is 0.197.

Since the p-value is greater than 0.05, the relationship between age group and how often students check social media while studying is not statistically significant.

This means that the frequency of checking social media while studying does not significantly vary across different age groups in your sample.

TABLE 5. REGRESSION BETWEEN HOW OFTEN CHECK SM WHILE STUDYING Vs RESPONDENT GENDER

Model	Variables Entered	Variables Removed	Method
1	How Often Check SM While Studying ^b		Enter
a. Dependent Variable: Respondent Gender			
b. All requested variables entered.			

INTERPRETATION

This analysis looks at whether how often students check social media while studying is related to their gender. In the model, the frequency of checking social media is used to see if it can help explain differences between male and female respondents. The table shows that this factor was included in the analysis, but the actual results about whether the relationship is strong or significant are not shown here.

Table 6. Correlation between the variables

		Respondent Gender	How Often Check SM While Studying
Respondent Gender	Pearson Correlation	1	-.047
	Sig. (2-tailed)		.645
	N	100	100
How Often Check SM While Studying	Pearson Correlation	-.047	1
	Sig. (2-tailed)	.645	
	N	100	100

INTERPRETATION

The correlation analysis shows that there is a very weak negative relationship ($r = -0.047$) between respondent gender and how often students check social media while studying, but this relationship is not statistically significant ($p = 0.645 > 0.05$). This indicates that gender has no meaningful influence on students' tendency to check social media during study time, and the variation in social media use while studying cannot be explained by gender differences.

FINDINGS OF THE STUDY

- Most students use social media while studying, with nearly half (46%) saying they “sometimes” check it, and 17% saying they “always” do.
- Only a small number of students never (14%) or rarely (23%) use social media during study time.
- This shows that more than 60% of students get distracted by social media to some extent while studying.
- Gender does not significantly affect how often students use social media while studying. Both male and female students show similar patterns.

CONCLUSION

The study shows that while social media can sometimes distract students from their studies, it also plays a role in relaxation, communication, and even learning when used properly. The results suggest that students need to learn balance using social media in moderation so it does not interfere with their study habits. If used wisely, social media can become a helpful tool for sharing knowledge, reducing stress, and supporting education, rather than a distraction.

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