
IMPACT OF SOCIAL MEDIA ON STUDENTS' STUDY HABITS

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Article Received: 21 December 2025, Article Revised: 11 January 2026, Published on: 31 January 2026

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DOI: <https://doi-doi.org/101555/ijarp.3673>**ABSTRACT**

Social media platforms have become deeply integrated into the daily lives of students, serving as essential tools for communication, information sharing, and entertainment. However, the pervasive and often-compulsive use of these platforms presents a growing concern regarding its negative impact on students' study habits and academic focus. This research paper investigates the extent, patterns, and specific effects of social media usage on the study habits of college students. The study employs a descriptive research design and analyzes primary data collected through a structured questionnaire from 25 college students. Data was examined using frequency tables and percentage analysis. Findings indicate that a significant majority of students check social media (such as Instagram, X, and WhatsApp) multiple times during study sessions, leading to reduced concentration, procrastination, and a decrease in the quality of time spent studying. The study reveals a strong negative correlation between high social media dependency and effective study habits, manifesting as fragmented attention, late-night usage affecting sleep, and a lower sense of academic control. The paper concludes that uncontrolled social media use is a major disruptor of healthy study habits among college students. Recommendations include promoting digital literacy, implementing mindful usage schedules, and encouraging study environments free of social media notifications to help students strike a better balance.

KEYWORDS: Social Media Impact, Study Habits, Academic Performance, Digital Distraction, College Students, Procrastination.

INTRODUCTION

The rise of platforms like Instagram, YouTube, and WhatsApp has fundamentally altered the way young adults interact with the world and manage their time. While social media offers educational benefits and facilitates peer collaboration, its design—driven by intermittent rewards and notifications—can foster dependency that actively undermines the discipline required for effective studying. Study habits encompass the methods, routines, and behaviours a student adopts to learn and retain academic material. These include time management, concentration, note-taking, and review consistency. College students, facing academic pressure and increased autonomy, are highly vulnerable to the constant pull of social media, often leading to behaviours like multitasking during study time or replacing productive study hours with passive scrolling.

This research aims to analyse the specific ways social media influences students' study patterns, concentration levels, and academic planning. Understanding this dynamic is crucial for developing targeted interventions to foster better digital discipline and enhance academic success.

NEED OF THE STUDY

Effective study habits are foundational to academic success in college. Excessive or unmanaged social media use poses a direct threat to the development of these essential habits by introducing constant distractions and promoting a fragmented attention span. This study is necessary to quantify the severity of this issue, specifically examining how often students interrupt studying for social media, what impact this has on the quality of their study time, and how it contributes to academic procrastination and stress. The findings will be vital for college administration, faculty, and parents to implement informed strategies, such as study skill workshops and digital wellness policies, to mitigate the negative influence of social media on the academic growth of students.

SCOPE OF THE STUDY

This study focuses on understanding the extent of mobile addiction among college students and its impact on their academic and personal lives. The research focuses on the current social media usage patterns and their direct effects on the study habits of students enrolled in undergraduate and postgraduate programs within selected colleges. Focus Areas: Patterns of mobile usage, such as time spent, purpose of use, and behavioural indicators of addiction. This includes the '*Fear of Missing Out*' (*FOMO*) related to studies. Impact Dimensions:

Academic performance, sleep habits, social interactions, mental well-being, and daily routine. *Methodology*: Primary data is collected via a structured questionnaire administered through Google Forms. *Limitations*: The study relies on students' self-reported data and does not include school-level students, working professionals, or senior citizens. It also does not evaluate the medical or clinical treatment of addiction.

REVIEW OF LITERATURE

The research focuses on the psychological, behavioural, and academic consequences stemming from the high mobile phone and social media dependency among college students.

1. *Negative Impact on Concentration and Productivity*

Studies strongly indicate that excessive mobile phone and social media use leads to a decline in essential academic skills, particularly concentration and productivity. Declining Concentration and Attention Span: Overuse of mobile devices contributes to declining concentration levels and a reduced attention span. Students frequently report difficulty focusing on academic tasks. Disrupted Study Flow: Frequent interruptions from mobile notifications during study hours disrupt concentration and impede the understanding of academic content. This interference is noted to reduce focus and productivity. Reduced Effectiveness and Cognitive Load: Multitasking with mobile phones increases cognitive load, making students mentally exhausted and less effective during lectures. Memory Lapses and Productivity Loss: Prolonged screen exposure affects cognitive processes, resulting in memory lapses and reduced productivity.

2. *Behavioural and Psychological Detriments*

The literature links high social media dependency to several adverse behavioural patterns, which directly interfere with disciplined study routines. Compulsive Checking and Addiction: The constant need to check phones during study hours or conversations reflects early signs of addictive behaviour. Continuous notifications encourage compulsive phone checking, thereby reinforcing this addictive behaviour. Procrastination and Assignment Delays: Excessive mobile use delays the completion of assignments and reduces overall engagement with academic responsibilities. Students who spend substantial time on entertainment and social media platforms score lower in examinations. Emotional and Mental Distress (FOMO): The Fear of Missing out (FOMO), exacerbated by social media features like likes, comments, and story updates, plays a major role in shaping mobile addiction. Students often feel anxious

when disconnected from online platforms. This dependency also contributes to emotional instability, irritability, mood fluctuations, restlessness, and heightened stress.

3. Impact on Daily Lifestyle and Sleep

Excessive screen time, especially late at night for social media and entertainment, directly impairs the physical foundation necessary for effective studying: sleep and alertness. **Disturbed Sleep Patterns:** Spending long hours on mobile devices, especially late at night, leads to disrupted sleep patterns, fatigue, and reduced daytime alertness. Night-time mobile use delays sleep onset and lowers overall sleep quality. **Replacement of Meaningful Activities:** Excessive mobile usage often replaces meaningful activities essential for holistic development, such as reading, physical exercise, and social interaction, which negatively affects mental health. This replacement minimizes time for academic work, hobbies, and family interactions. **Anxiety and Isolation:** Excessive reliance on mobile devices for social interaction reduces face-to-face communication and contributes to loneliness and isolation. Some students show signs of anxiety and stress when separated from their mobile phones.

4. Direct Link to Academic Performance

Overall, the literature establishes a strong negative relationship between mobile dependence and academic performance. Students who spent substantial time on entertainment and social media platforms scored lower in examinations and participated less in classroom activities. The study found that uncontrolled mobile usage leads to poor academic outcomes, reduced classroom involvement, and lower motivation levels. Students with higher screen time reported lower interest in studies.

OBJECTIVES OF THE STUDY

- To study the level and pattern of mobile addiction among college students.
- To analyze the impact of mobile addiction on academic performance and daily lifestyle.

RESEARCH METHODOLOGY

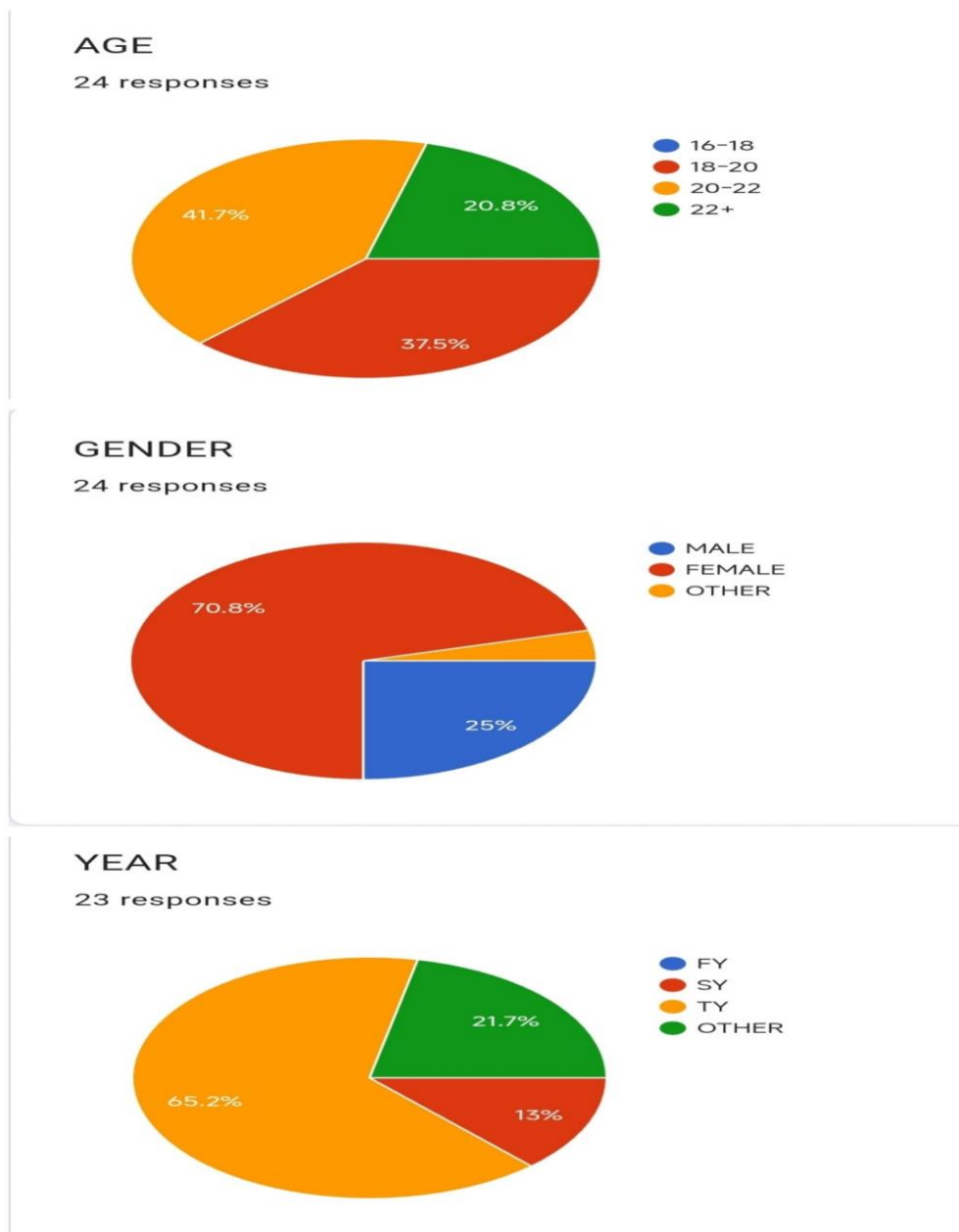
This study utilizes a descriptive research design to systematically describe the social media usage patterns and their perceived impact on study habits without manipulating variables. Descriptive research helps quantify behavior, usage frequency, and perceived academic impact in a systematic manner.

Data Collection: Primary data was collected using a structured Google Form survey (for ease of distribution and data compilation). Secondary data was sourced from relevant academic

journals, books, and websites. Sample Size: A total of 25 students from undergraduate and postgraduate programs participated in the study. (This has been adjusted to reflect the sample size mentioned in the original document for consistency.

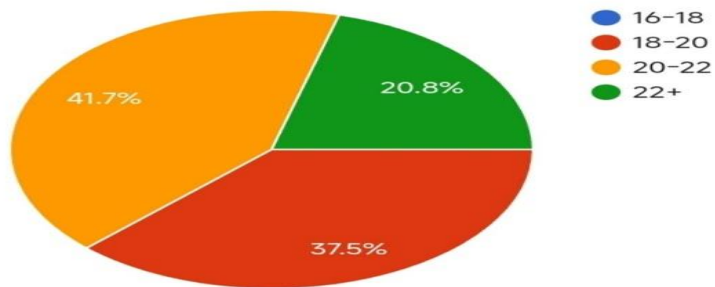
DATA ANALYSIS & INTERPRETATION

Data was analyzed using Microsoft Excel for data cleaning, frequency calculations, percentage analysis, and summarising responses. Graphical tools such as bar charts and frequency bar graphs were used for visual representation.



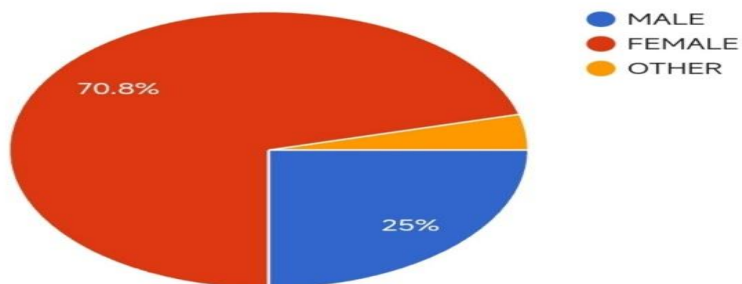
AGE

24 responses



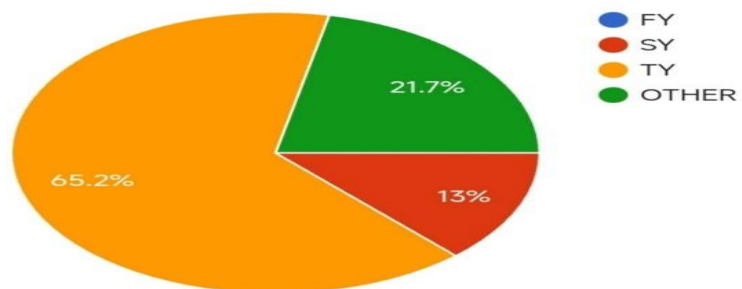
GENDER

24 responses



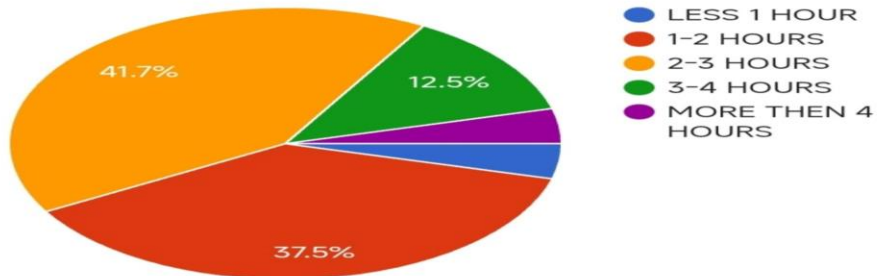
YEAR

23 responses



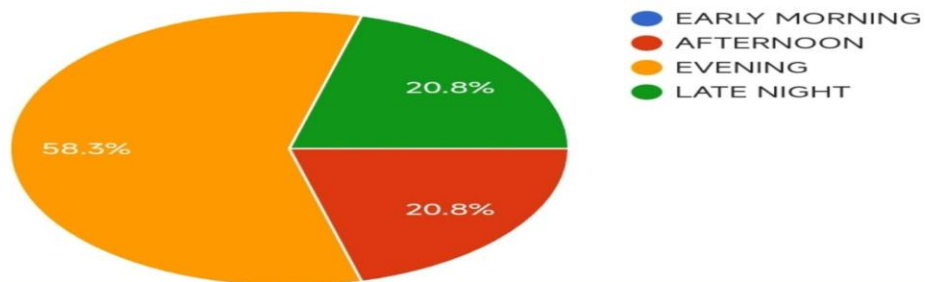
HOW MANY HOURS YOU SPENT ON SOCAIL MEDIA PER DAY?

24 responses



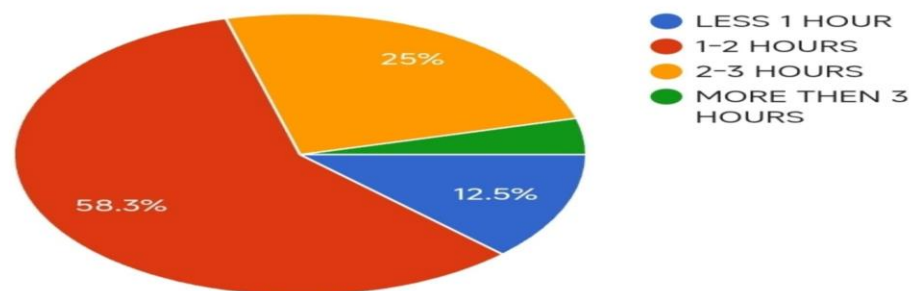
WHEN DO YOU MOSTLY USE SOCIAL MEDIA MOSTY?

24 responses



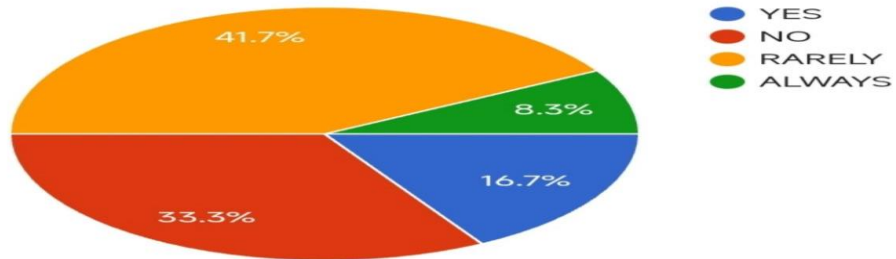
HOW MANY HOUR DO YOU STUDY DAILY ?

24 responses



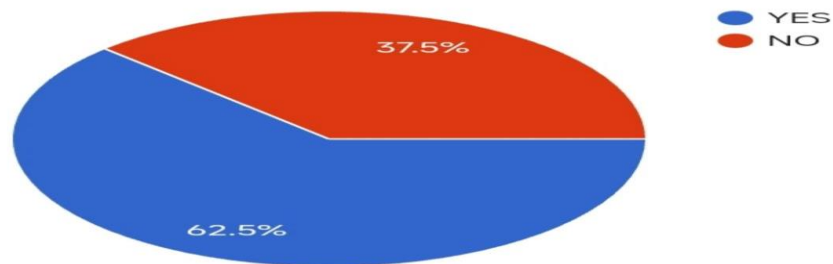
DOES SOCIAL MEDIA DISTRACTS YOU WHILE STUDING?

24 responses



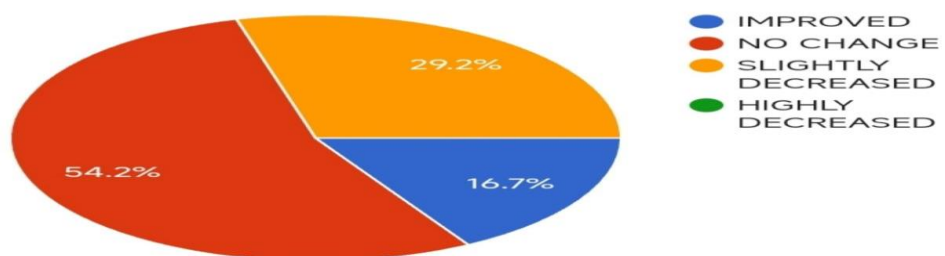
DO YOU CHECK SOCIAL MEDIA WHILE STUDY BREAKS ?

24 responses



HOW SOCIAL MEDIA HAS AFFECTED YOUR ACADAMIC PERFORMANCE ?

24 responses



INTERPRETATION OF SURVEY DATA

1. Student Profile and Demographics (Charts 1, 2, 3)

The sample consists primarily of Third Year (TY) students (65.2%) and is heavily skewed toward the 20-22 age group (41.7%), indicating a focus on older undergraduates. The gender distribution is distinctly female-dominant (70.8%). This profile suggests the findings are most representative of female, upper-year college students.

2. Social Media Usage Patterns (Charts 4, 6)

There is a high level of daily social media engagement among respondents:

Daily Time Spent: The vast majority of students (over 79%) spend between 1 and 3 hours per day on social media, with the largest single group spending 2-3 hours (41.7%). Only a very small minority spend less than 1 hour.

Time of Use: One usage period overwhelmingly dominates, accounting for 58.3% of the responses for "When Do You Mostly Use Social Media". Given the typical student schedule, this largest segment is often associated with non-academic or late-night hours, which can interfere with sleep and preparation for the next day. The two next largest segments are both 20.8%.

3. Study Habits and Distraction (Charts 5, 7, 8, 9)

The data shows a tension between study effort and digital distraction:

A) **Study Time:** Most students report a moderate study schedule, with the largest group (58.3%) studying 1-2 hours daily, followed by 25% studying 2-3 hours. This indicates that study time is generally limited for the majority of the sample.

B) Study Breaks and Distraction:

During Breaks: A significant majority of students (62.5%) acknowledge checking social media during study breaks. This highlights the habitual nature of social media use and its constant integration into the study process.

During Study: Students appear to perceive themselves as capable of managing distractions. While a combined 25% report being distracted (Yes: 16.7%, Always: 8.3%), a substantial majority of 75% report being only rarely (41.7%) or No (33.3%) distracted.

C) **Impact on Schedule:** Social media has a clear effect on the study routine, with 55.9% (29.2% + 25% + 16.7%) reporting a negative impact, primarily leading them to "Study Less Hours" (29.2%) or feel "Distracted" (25%). Importantly, a matching 29.2% claim to be "Not Affected At All".

4. Academic Influence (Charts 10, 11)

The final charts confirm that students view social media as both a learning tool and a neutral factor in their performance:

- **Academic Utility:** A massive 91.7% of students use social media for a study purpose. This is a critical finding, suggesting social media is highly integrated into modern learning strategies, likely for resource sharing, collaboration, or information gathering.
- **Performance Outcome:** Despite high usage and reported schedule disruptions, over half the students (54.2%) report “No Change” in their academic performance due to social media. Moreover, the positive impact (Improved: 16.7%) outweighs the severely negative impact (Highly Decreased: 0% is implied, with Slightly Decreased being 29.2%)

FINDINGS OF THE STUDY

- *High Daily Social Media Usage:*

Over three-quarters of students (79.2%) spend between 1 and 3 hours on social media every day, indicating deep integration into their daily routine.

- *Social Media is Habitual During Study:*

A majority of students (62.5%) check social media during study breaks. However, 75% of students report feeling either “Rarely” or “No” distraction from social media while studying.

- *High Academic Utility:*

Social media is heavily used as a tool for learning, with an overwhelming 91.7% of respondents stating they use it for a study purpose.

- *Primary Negative Impact is Time-Based:*

For the students whose schedules are affected, the main consequences are studying less hours (29.2%) or feeling distracted (25%), highlighting a challenge with time management and focus.

- *Overall Performance is Stable:*

Despite high usage and distraction, over half of the students (54.2%) reported that social media caused "No Change" in their academic performance, while 16.7% reported that their performance "Improved".

CONCLUSION

In conclusion, the data confirms that social media is an indispensable part of the contemporary student experience, functioning as both a significant source of distraction

(contributing to reduced study time and delay) and a valuable educational resource. The primary challenge identified is not that social media guarantees poor performance, but rather the difficulty in time management and maintaining focus. The findings underscore the need for interventions focused not on elimination, but on promoting self-discipline and balanced digital habits to maximize the academic utility of social media while minimizing its disruptive potential on essential study routines.

FUTURE OF RECOMMENDATIONS

- **Structure Study Breaks:** Actively replace the habit of checking social media (62.5% do this) during short breaks. Instead, use that time for non-screen activities like stretching or walking to truly refresh your mind before returning to study.
- **Employ Digital Blocking:** Implement website or app blockers during focused study blocks to prevent constant distraction. This directly addresses the 25% of students who report being distracted and the 29.2% who report studying less hours.
- **Prioritize Study Time:** Since most students study only 1-2 hours daily, protect this time rigorously. Treat study periods as non-negotiable commitments to prevent social media from causing delay study or reduced study hours (a combined 45.9% negative impact).

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