



## Use of Social Media and Study Habits: A Correctional Study of University Students

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**ABSTRACT:** The use of social media is becoming an addiction by the students and the teachers have to face the challenge to keep their students intact with books. Based on the assumption that the use of social media influences student learning or curriculum pursuit habits, the main objective of this study was to obtain the necessary understanding of the possible relationship of social media and study habits of university students. This study used a cross-sectional survey design and 400 university students were selected using random sampling technique. Out of 400 students 360 students submitted their opinions to the researchers through filling in the questionnaires. Hence, the finalized sample of the study was 360. Two self-developed questionnaires were used to collect the data. The data were collected through personal visits. To answer the research questions and meet the objectives of the study, Statistical Package for Social Sciences (SPSS) was used. The study yielded that there was a significant and negative correlation between students' social media use for general purpose and their study habits. There was a non-significant and positive correlation between students' social media use for educational purpose and their study habits. The study recommends that the teachers and school administrators may arrange sessions of guidance and counseling for the better use of social media by the students. Further research may also be carried out to provide mitigating solutions for the negative effects of social media on study habits of the students.

**Keywords:** Study Habits, Effective Study Habits, Use of Social Media

### I. INTRODUCTION

Technology has been emerged at an immense rate since last few decades and the world has become a global village. To meet the needs of this globalized world there is a dire need to improve the ways of communication at a rapid rate to facilitate its audiences around the globe. Now social media has become a trend and every corner of the world has its users. As every coin has two sides, the social media has both positive and negative effects. Especially in Pakistan, a major problem has arisen, that is, social networking sites are becoming more and more popular among students. Statistics in 2011 showed that approximately 20,431,000 Pakistanis regularly used the Internet [1]. However, the question remains whether social media affects student performance. Some studies have shown that there is a negative correlation between social media and its impact on academic performance. A study showed that children with lower attention levels are more connected to social media, while children with higher attention levels pay less attention to social media [2]. There is a negative correlation between the use of social media sites and student performance [3].

Around the world, researchers are trying to study the impact of social media on student learning habits. For example, a study found that social networking sites (SNS) have a negative impact on students' study habits [4]. In addition, a study reported on the learning habits

of college students using digital technology and the way they communicate with colleagues and teachers. The study concluded that most students are satisfied with digital technology, and they use social media to connect and interact with friends instead of academic communication. They like to study by themselves, work independently and study at home [5].

According to the researchers, in Pakistan, only a few studies have been conducted on this issue. A study conducted in a university in Pakistan attempted to explore the relationship between students' academic achievement and their addiction to the Internet. In this study, a negative correlation was found between the two variables [6]. However, the study did not explore the influence of SNSs on students' study habits. In addition, the study only included two universities in the federal capital of Pakistan. Therefore, the summary of research results is limited and needs further elaboration.

Another study included a university in Pakistan. The focus of the research was to explore Internet usage among students. The study found that a high proportion of college-level students used the Internet, but only 63% of students used the Internet for educational purposes [7]. Again, this study included only one university and did not explore the use of SNSs. In addition, it does not distinguish between the use of social media for general and educational purposes. Moreover, the research did not focus on the study habits of students. Therefore, till

now research on the use of social media in Pakistani universities is only related to the academic achievements of students. Researchers did not pay attention to students' study habits. Therefore, more extensive research is needed to meticulously analyze this situation.

The previous studies conducted in Pakistan either explored the social media addiction by the university students or the academic use of social media. The major gap found in the previous study is that there is no such a research conducted on the use of social media for academic as well as general purposes. Furthermore, no study is conducted to explore the relationship of social media usage and the study habits of the university students. Hence, to fill those gaps, this study has been designed to explore the relationship between the use of social media and study habits of university students.

Nowadays, social media has become very common. Everyone is linked via social media. Currently, social media is becoming a trend. At the present time, students at all levels (especially university level) are using social networking sites (SNSs). University students are becoming more and more interested in new trends. They spend a lot of time sitting in front of computers or having mobile phones in their hands and using social media. Therefore, the aim of this research is to investigate the relationship between social media and study habits of university students.

Objective of the Study is to find out the relationship between the use of social media and study habits of university students.

#### A. Research Questions of the Study

Following research questions were answered during this study:

- Is there any relationship between the general uses of social networking sites and the study habits of university students?
- Is there any relationship between the educational uses of social networking sites and the study habits of university students?

#### B. Conceptual Model of the Study

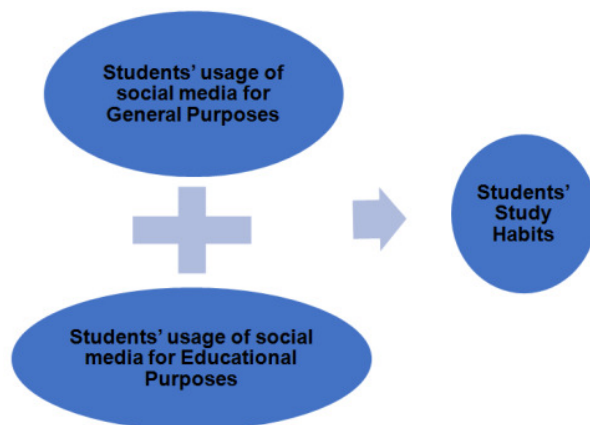


Fig. 1. Conceptual Model of the study.

Fig. 1 shows the conceptual framework of the study. In the list of independent variables, Students' usage of social media for general as were as educational

purposes was included. Furthermore, students' study habits were considered as a dependent variable. The arrow in the figure displays that dependent variable might have a relationship with independent variables.

## II. REVIEW OF LITERATURE

### A. Study Habits and their Importance

In the academic achievement of any student study habits perform essential role. Effective study habits can show the effective academic result, and ineffective study habits can show low academic result. So, there is a deep relationship between study habits and academic achievement.

A student having brilliant intellect and behavior and despite having these qualities student is not having effective study habits there must be obstacles in his or her academic performance and academic achievement. In this way, in the educational achievement and in his or her academic performance study habits perform a key role for the students. To achieve extraordinary results, the scholars must cultivate effective study habits and self-control in their academic achievement [8].

In order to achieve academic success during whole year pupils need to leave terrible study habits and have to adopt proper ones. In the same way they must use these effective study habits techniques throughout their life, not only in education life but also in their every stage of life. There are numerous study strategies or habits now a day that result in utter sadness, no matter how hard they are to adopt but at the end there is no use of adopting them. In this way, students can improve their academic achievement by having positive study habits. Through this they can turn into high performing students. There is a dire need to understand what does work or does not work, on an individual level. After developing a study habits, there must be time table to follow establishing that technique. By adopting study habits students can high their performance and can become successful persons in their life but without adopting effective study habits students cannot become a high-performance student [9].

### B. Categories of Study Habits

In the point of view of [10], normally, there are two categories of study habits i.e. effective study habits or ineffective study habits.

### C. Effective Study Habits

Aim and clear concepts are needed for developing effective study habits. Effective study consists of few abilities like student's attention towards studies, always having some critical questions to solve, after finding new facts using them in their education, always trying to consider teacher's suggestion and making notes according to conceptual learning. In the same way students must adopt these qualities and be able to utilize them in a constructive way [11]. There are thirteen effective or positive study habits that can be adopted by the students to enhance their academic performance [10 & 12]. These are as under.

- Attending lectures daily
- Reading subject notes on daily basis
- Discussing old lecture
- Following timetable
- There must be discussion with lecturer
- Trying to understand the course of study

7. Trying to use other sources to understand subject or related subject portions
8. Paying time to use that sources to increase your knowledge
9. Creating questions from lectures that are being taught
10. Trying to ask them (questions) during time of lecture
11. Reading old question paper that is being used in previous examination
12. Cramming must be avoided and
13. Taking eight hours sleep at night time earlier than exams.

#### D. Ineffective Study Habits

Ineffective study habits are destructive for the students. They are useless for the pupil's educational overall performance. Students usually want to enhance their study habits in order to show effective results, but, when they follow terrible study habits, they impede educational developments [13]. Sometimes, the study habits which are effective for the student 'A' may prove ineffective for the student 'B'. Still there are some study habits which are considered ineffective like watching TV while reading books, reading selective chapters and making no notes that cause poor results and so on [12]. Ineffective study habits are away from postponement and absenteeism.

#### E. Social Media and Study Habits of the Students

As per a research, educational organizations have just a single objective that they empower better approaches for conveying and sharing data [14]. Although, a common perception show that numerous students have been denouncing different organizations since these organizations influence their study habits and the normal evaluation keeps on declining. The utilization of social media among students is identified with the fatigue of nighttime educational outlay. The study found a positive correlation between social media use and understudy learning habits. The issue of night study preference is identified with different problems, for example, absenteeism and absence of consideration in the study hall, since absence of rest should be compensated for [15]. Another study likewise stressed the way that the utilization of social media contrarily affects the scholastic exhibition of students in Kogi State, Nigeria. The end is that students who invest more energy on social media perform poorer than students who don't gain knowledge of social media [16]. Nonetheless, other writing joins the utilization of social media to positive scholastic execution, bringing up that students can participate in social media to finish numerous tasks when performing schoolwork [17]. Another study accepts that there is a negative correlation between social media use and time to complete the home tasks by the students. At the point when students invest more energy on social networking administrations, the absence of consideration in students' scholarly exercises is self-evident [18]. Another study explored students just go through around one hour of study time every day, which is identified with the time spent on social media. This will adversely affect students' scholastic presentation and study habits.

#### F. Summary of Existing Gap in the Previous Studies

To date, no consensus has been reached on the impact of technology use on study habits. Part of the reason is

that limited research helps to study the educational impact of technology use [23]. In addition, despite the increasing use of these technologies, few studies have examined the impact of technology on Pakistani education [24]. While the tremendous growth in mobile phone technology has provided cheap and easy-to-access Internet services, existing research outside of Pakistan focuses on Internet access via computers. In most cases, these studies rely on online data collection, which is detrimental to a group of respondents. These studies have also not focused on the researching the general and educational usage of social media separately. Furthermore, no research is conducted in Pakistan to explore the relationship of social media usage and study habits of the university students. This study intended to fill these gaps.

### III. RESEARCH METHODS AND PROCEDURES

The study was descriptive in nature and it used a cross sectional survey design to collect data. 400 university students were selected using random sampling technique. Out of 400 students 360 students submitted their opinions to the researcher through filling in the questionnaires. Hence, the finalized sample of the study was 360. Within the framework of the quantitative sample data were collected using two self-developed questionnaires. One questionnaire consisted of 28 items and four portions i.e. *Effective Study Habits*, *Note Taking*, *Time Allocation to Study and Guidance and Counseling* was developed to analyse study habits of the students. The other questionnaire consisted of two portions i.e. *Use of Social Media for General Purpose and Use of Social Media for Educational Purpose* was designed to explore social media usage by the university students. Data were collected by the researchers through personal visits. Data analysis was quantitative and SPSS software was used for it. Pearson's correlation was used to analyze the data.

### IV. RESULTS

Table 1 shows the relationship between general use of social media and effective study habits of the students. It is clear from Table 1 that there was a negative and non-significant relationship between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and effective study habits (Mean = 29.99, Standard Deviation = 4.749) as  $p = 0.486 > 0.05$ . In addition to this,  $r = -0.037$  showed a weak and negative correlation between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and effective study habits (Mean = 29.99, Standard Deviation = 4.749).

It is also clear from Table 1 that there was a positive and non-significant relationship between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and note taking (Mean = 25.61, Standard Deviation = 3.291) as  $p = 0.571 > 0.05$ . In addition to this,  $r = 0.030$  showed a weak and positive correlation between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and note taking (Mean = 25.61, Standard Deviation = 3.291).

It is further explored from Table 1 that there was a negative and significant relationship between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and time allocation to study

(Mean = 19.05, Standard Deviation = 5.040) as  $p = 0.000 < 0.05$ . In addition to this,  $r = -0.345$  showed a moderate and negative correlation between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and time allocation to study (Mean = 19.05, Standard Deviation = 5.040).

It is clear from Table 1 that there was a negative and significant relationship between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and guidance and counseling (Mean = 22.67, Standard Deviation = 3.018) as  $p = 0.001 < 0.05$ . In addition to this,  $r = -0.169$  showed a weak and negative correlation between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and guidance and counseling (Mean = 22.67, Standard Deviation = 3.018).

Lastly, it is clear from Table 1 that there was a negative and significant relationship between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and overall study habits (Mean =

97.31, Standard Deviation = 10.040) as  $p = 0.001 < 0.05$ . In addition to this,  $r = -0.232$  showed a weak and negative correlation between students' social media use for general purpose (Mean = 45.53, Standard Deviation = 7.913) and overall study habits (Mean = 97.31, Standard Deviation = 10.040).

Table 2 shows the relationship between educational use of social media and effective study habits of the students. It is clear from Table 2 that there was a positive and non-significant relationship between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and effective study habits (Mean = 29.99, Standard Deviation = 4.749) as  $p = 0.067 > 0.05$ . In addition to this,  $r = 0.097$  showed a weak and positive correlation between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and effective study habits (Mean = 29.99, Standard Deviation = 4.749).

**Table 1: Correlation between use of social media for general purpose and Study habits of the students.**

Variables	Mean	Std. Deviation	Pearson $r$	$p$
Total Social Media Use for General purpose	45.53	7.913	-.037	0.486
Effective study habits	29.99	4.749		
Total Social Media Use for General purpose	45.53	7.913	.030	0.571
Note taking	25.61	3.291		
Total Social Media Use for General purpose	45.53	7.913	-.345	0.000
Time allocation to study	19.05	5.040		
Total Social Media Use for General purpose	45.53	7.913	-.169	0.001
Guidance and counseling	22.67	3.018		
Total Social Media Use for General purpose	45.53	7.913	-.232	0.000
Total Study Habits	97.31	10.040		

**Table 2: Correlation between use of social media for educational purpose and Study habits of the students.**

Variables	Mean	Std. Deviation	Pearson $r$	$p$
Total Social Media Use for educational purpose	54.23	10.635	.097	0.067
Effective study habits	29.99	4.749		
Total Social Media Use for educational purpose	54.23	10.635	-.104	.049
Note taking	25.61	3.291		
Total Social Media Use for educational purpose	54.23	10.635	.142	0.007
Time allocation to study	19.05	5.040		
Total Social Media Use for educational purpose	54.23	10.635	.012	.813
Guidance and counseling	22.67	3.018		
Total Social Media Use for educational purpose	54.23	10.635	.087	0.099
Total Study Habits	97.31	10.040		

It is clear from Table 2 that there was a negative and significant relationship between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and note taking (Mean = 25.61, Standard Deviation = 3.291) as  $p = 0.049 < 0.05$ . In addition to this,  $r = -0.104$  showed a weak and negative correlation between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and note taking (Mean = 25.61, Standard Deviation = 3.291).

It is also clear from Table 2 that there was a positive and significant relationship between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and time allocation to study (Mean = 19.05, Standard Deviation = 5.040) as  $p = 0.007 < 0.05$ . In addition to this,  $r = 0.142$  showed a weak and positive correlation between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and time allocation to study (Mean = 19.05, Standard Deviation = 5.040).

Furthermore, it is clear from Table 2 that there was a positive and non-significant relationship between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and guidance and counseling (Mean = 22.67, Standard Deviation = 3.018) as  $p = 0.813 > 0.05$ . In addition to this,  $r = 0.012$  showed a weak and positive correlation between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and guidance and counseling (Mean = 22.67, Standard Deviation = 3.018).

Lastly, it is also explored from Table 2 that there was a positive and non-significant relationship between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and overall study habits (Mean = 97.31, Standard Deviation = 10.040) as  $p = 0.099 > 0.05$ . In addition to this,  $r = 0.087$  showed a weak and positive correlation between students' social media use for educational purpose (Mean = 54.23, Standard Deviation = 10.635) and overall study habits (Mean = 97.31, Standard Deviation = 10.040).

## V. DISCUSSIONS

Nowadays, social media is very common among students today and at all levels. This may also affect their study habits. Therefore, this research was conducted. The following is a combined discussion based on the findings of other researchers.

The purpose of this research is to find out the relationship between the use of social media and the study habits of college students. Current research results show that there is a positive correlation between the use of social media for educational purposes and the learning habits of students. To date, no consensus has been reached on the impact of technology use on study habits. Part of the reason is that limited research helps to study the educational impact of technology use [23]. In addition, despite the increasing use of these technologies, few studies have examined the impact of technology on Pakistani education [24]. Contrary, social media benefits students by connecting students with peers to complete classroom projects [20]. In the same direction, another study concluded in their research that students can have group discussions to exchange ideas, communicate with teachers and attract friends

about social networking sites (SNS) [21]. In addition, a study conducted on the impact of social networks in Pakistan, showed that the Internet can also help students improve their academic performance [22]. Another study conducted in the universities of Pakistan focused on the use of the Internet by undergraduates, graduates and graduate students. The results show that there is a positive correlation between students and Internet use, with 63% of students mentioning that they only use the Internet for academic-related work [7]. The conclusion is that there is a positive correlation between students' educational social media and study habits.

## VI. CONCLUSIONS

Following are conclusions of this study.

1. The study concluded that there was a significant and negative correlation between students' social media use for general purpose and their study habits. Furthermore, the relationship was weak between students' social media use for general purpose and their study habits.
2. It was concluded that there was a non-significant and positive correlation between students' social media use for educational purpose and their study habits. Furthermore, the study showed a positive and weak relationship between students' social media use for educational purpose and their study habits.

## VII. RECOMMENDATIONS

As this study found that guidance and counseling have positive relationship with the educational use of social media hence the teachers and school administrators may arrange sessions of guidance and counseling for the betterment of the students. Further research may also be carried out to find out the factors which make social media a strong force amongst this target population with the goal of providing mitigating solutions for the negative effects of social media on study habits of the students.

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## CONFLICT OF INTEREST

The authors have no conflicts of interest to declare. All co-authors have read and agreed to the manuscript and there is no financial benefit to report. We guarantee that the content submitted is the original work has not been reviewed by any other publications.

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