Navigating the Digital Age: The Impact of Social Media on Student Well-Being and Study Habits

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Abstract

The pervasive use of social media among youth has significantly transformed their developmental environment, embedding them deeply within the virtual world. This widespread phenomenon has raised substantial concerns regarding its effects on students' overall well-being and academic practices, stemming from excessive engagement with these platforms. This research aims to comprehensively examine the usage patterns of social media and its consequent impact on the general well-being and study habits of students. Utilizing a descriptive survey research methodology, the study assesses the influence of social media on high school (HS), undergraduate (UG), and postgraduate (PG) students. A meticulously crafted questionnaire was distributed to a sample of 1026 participants, selected randomly and representing both genders from diverse educational institutions in Thane district, Maharashtra. The study employs both descriptive and inferential statistical analyses to determine the extent of social media's impact on students' well-being and academic behaviors. The findings indicate a substantial negative correlation between social media usage and both general well-being and study habits, highlighting the need for balanced and mindful engagement with these platforms to mitigate adverse effects.

Keywords: *Social media, Well-being, Study habits*

Introduction :

The Internet, considered the greatest invention of the 20th century, has revolutionized every aspect of human life, including entertainment and communication, making it indispensable in the 21st century. Social media, a significant influence on modern lifestyles, especially among the youth, has transformed perceptions and daily activities, offering both advantages and disadvantages. It facilitates instant information exchange and sophisticated communication but also poses health and social issues, potentially impacting general well-being. Excessive social media use can lead to distractions and procrastination, affecting focus and information retention, highlighting the need for a balance to foster productive learning environments. As social media usage among students rises, concerns about its impact on their well-being and study habits intensify, necessitating further research to develop strategies for healthier usage and mitigate negative effects on physical, emotional, and cognitive health.

Research indicates that while social media can provide crucial support, particularly to marginalized youth, it also has the potential to negatively impact mental health. Teens who frequently engage with social media may experience poorer mental well-being. A 2022 survey

highlighted that a significant portion of teens use popular social media platforms multiple times a day, potentially contributing to these negative effects. However, the impact of social media on teens varies, with some experiencing positive outcomes such as building supportive networks, while others face risks associated with excessive use.

Factors such as the amount of time spent on social media and exposure to negative content can significantly influence its effects. These effects include distractions from academic responsibilities, reduced physical activity, and disrupted sleep patterns, which ultimately affect students' study habits.

Need of The Study:

Students and youth are in crucial stages of human development, transitioning from childhood to adulthood. This period is marked by rapid physical, mental, emotional, social, and moral growth. Traditionally, activities like physical play and social interaction have been essential for holistic development. However, the rise of the virtual world, particularly social media, has reshaped how adolescents spend their time. Social media platforms now serve as vital tools for connecting with friends, sharing information, and engaging in discussions. Despite these benefits, the pervasive influence of social media raises concerns about its impact on teenagers.

It is imperative to recognize the unique needs of adolescents and ensure they receive adequate attention and support. Well-being, encompassing various aspects of life such as social, physical, mental, emotional, career, and spiritual domains, is crucial for an individual's overall health and success. Positive well-being enables individuals to navigate challenges effectively and pursue their goals. While social media offers opportunities for growth and connection, it also poses risks to well-being and study habits. Research into the relationship between social media usage, well-being, and study habits is essential to understand its implications for academic outcomes.

Effective study habits and positive well-being contribute to academic success by fostering focus, organization, and resilience. Therefore, exploring the influence of social media on students' well-being and study habits is vital for promoting positive outcomes in education and beyond.

Statement of The Problem:

"Usage of Social Media and its impact on General Well-being and Study Habits"

Operational Definitions of The Terms:

Social Media

Social media is a collective term for websites and applications that focus on communication, community-based input, interaction, content-sharing and collaboration. People use social media to stay in touch and interact with friends, family and various communities. Facebook, YouTube, WhatsApp, Instagram, Snapchat, Pinterest, LinkedIn, Twitter are some of the major social media platforms.

General Wellbeing

General Wellbeing is considered to be the quality of life of a person/individual in terms of health, happiness, and prosperity. In this study, the General Well-being of higher secondary school students means the quality of their life in the physical, emotional, social, and school aspects.

Study Habits

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material, memorizing formulae, reading, doing homework etc. which a student employs for an efficient learning course he/she has undertaken.

Aims of The Research :

To study the usage of social media and its impact on the general wellbeing and study habits.

Objectives of The Research :

1. To assess the relationship between social media and general well-being
2. To identify whether social media has any effect on the study habits.
3. To study the relationship of General Well-being and Study habits

Null Hypothesis of Research :

The following hypotheses were formulated in pursuance of the objectives and variables of the study.

1. There is no significant relationship between social media usage and general wellbeing among the students of different
   - Genders
   - Levels of Education (Higher secondary, Undergraduate and Postgraduate)
   - Faculties of Education (Education, Science, Humanities, Commerce and management)
2. There is no significant relationship between social media usage and study habits among the different
   - Genders
   - Levels of Education (Higher secondary, Undergraduate and Postgraduate)
   - Faculties of Education (Education, Science, Humanities, Commerce and management)
3. There is no significant relationship between general wellbeing and study habits among the students of different
   - Genders
   - Levels of Education (Higher secondary, Undergraduate and Postgraduate)
   - Faculties of Education (Education, Science, Humanities, Commerce and management)

Methodology of The Research:

The study adopted a descriptive survey research design. In the present study, quantitative methods were used, variables were measured quantitatively. Researcher used self-developed and readymade scales were used to measure the usage of social media, general well-being and study habits.

Sampling Size and Nature of The Present Study:

Data was collected from a representative sample of respondents in order to make generalisations on the target population. For the study while the target population was made up of all students of higher secondary, undergraduate and postgraduate courses in Thane district of Maharashtra state. Stratified random sampling technique was used to select students from the sampled institutions. A total 1026 students of different faculties of education were part of this study.

Tools of The Present Research:

Researcher prepared a tool to measure the usage of social media and Study habits scale. In order to measure the General Well-being the researcher used General Well-Being Scale (2011) developed by Kalia and Deswal.

Techniques of Data Analysis:

- **Descriptive Analysis**
  - Measures of central tendencies: 1. Mean, 2. Median, 3. Mode.
  - Measures of variability: Standard deviation, Skewness, and Kurtosis.
- **Inferential Analysis:**
  - 't' test, ANOVA and Co-efficient of correlation 'r' test.

Scope of Study:

The study focuses on social media which is very popular among the students. The study included only the usage of social media which was very familiar among the youth. It included higher secondary, undergraduate and postgraduate students. Both Girls and boys were included in the study. The study was conducted in different colleges of Thane districts of Maharashtra state. The study aimed in understanding about the correlation of social media usage with general well-being and study habits of students.

Delimitations of Study:

The present study included Higher Secondary, undergraduate and postgraduate students and did not include students of secondary school, technical education and research scholars. The sample is delimited to students of Thane district of Maharashtra. The study examined the effects of social media which is very popular among the youth of Mumbai suburbs.

Major Findings and Conclusions of The Study

The findings of the present study yield valuable insights into the usage of social media and its repercussions on the study habits and general wellbeing of students. The conclusions drawn from the study are discussed below:

1. There is no significant relationship between social media usage and general wellbeing among the students of different (A) Genders, (B) Levels of Education (Higher secondary, Undergraduate and Postgraduate) (C) Faculties of Education (Education, Science, Humanities, Commerce and management)

(A) Genders

Social Media Score versus	General Well-being	
Gender	Female	Male
N	622	404
Pearson's r	-0.078	-0.097
P value (two tailed)	0.0506	0.0509
Level of Significant	Significant	Significant

Result: Both for Females and Males, the correlation between Social Media Score and General Well-being is weakly negative. This suggests that as Social Media Score increases, there is a slight tendency for General Well-being to decrease, and vice versa. The p-values are close to 0.05, suggesting that the observed correlations could be marginally significant.

B) Levels of Education (Higher secondary, Undergraduate and Postgraduate)

Social Media Score versus	General Well-being			
Faculties of Education	Education	Science	Commerce	Arts
N	177	297	297	255
Pearson's r	-0.135	-0.090	-0.011	-0.039
P value (two tailed)	0.0726	0.1228	0.8513	0.5351
Level of Significant	Not Significant	Not Significant	Not Significant	Not Significant

Result: The correlation coefficients (r) are negative for all streams, suggesting a weak negative linear relationship between Social Media Score and General Well-being in each stream. The p-values suggest that the observed correlations are not statistically significant at a conventional significance level of 0.05 for any of the streams.

C) Faculties of Education (Education, Science, Humanities, Commerce and management)

Social Media Score versus	General Well-being		
Level of Education	PG	UG	HS
N	237	380	409
Pearson's r	-0.045	-0.068	-0.139
P value (two tailed)	0.4954	0.1857	0.0048
Level of Significant	Not Significant	Not Significant	Significant

Result: The correlation coefficients (r) are all negative, suggesting a weak negative linear relationship between Social Media Score and General Well-being for each level of education. The p-values suggest that the observed correlations are statistically significant at the 0.05 significance level for the Higher Secondary level, but not for the Postgraduate and Undergraduate levels.

2. There is no significant relationship between social media usage and study habits among the different (A) Genders, (B) Faculties of Education (Education, Science, Humanities, Commerce and management) (C) Levels of Education (Higher secondary, Undergraduate and Postgraduate)

(A) Genders

Social Media Score versus	Study Habits	
Gender	Female	Male
N	622	404
Pearson's r	0.021	-0.095
P value (two tailed)	.6055	.0565
Level of Significant	Not Significant	Significant

Result: For Females, the correlation between Social Media Score and Study Habits is very close to zero (r = 0.021). The p-value is high (0.6055), suggesting that the correlation is not statistically significant. For Males, there is a negative correlation (r = -0.095). The p-value (0.0565) is marginally above the conventional 0.05 significance level.

(B) Faculties of Education (Education, Science, Humanities, Commerce and management)

Social Media Score versus	Study Habits			
Faculties of Education	Education	Science	Commerce	Arts
N	177	297	297	255
Pearson's r	0.150	-0.183	0.022	-0.090
P value (two tailed)	.0468	.0016	.7022	.1508
Level of Significant	**Significant**	**Significant**	**Not Significant**	**Not Significant**

Result: For the faculty of Education, there is a positive correlation between Social Media Score and Study Habits, and the correlation is statistically significant at the 0.05 significance level. For the Science faculty, there is a negative correlation between Social Media Score and Study Habits, and the correlation is statistically significant at the 0.0016 significance level. For the Commerce and Arts streams, the correlations are not statistically significant, as their p-values are above the 0.05 significance level.

(C) Levels of Education (Higher secondary, Undergraduate and Postgraduate)

Social Media Score versus	Study Habits		
Stream of Education	PG	UG	HS
N	237	380	409
Pearson's r	0.087	-0.019	-0.212
P value (two tailed)	.1814	.7140	1.50E-05
Level of Significant	Not Significant	Not Significant	Significant

Result: For the PG and UG levels, the correlations between Social Media Score and Study Habits are not statistically significant, as their p-values are above the 0.05 significance level. For the HS level, there is a statistically significant negative correlation between Social Media Score and Study Habits, with a low p-value (1.50E-05).

3. There is no significant relationship between general wellbeing and study habits among the students of different (A) Genders (B) Levels of Education (Higher secondary, Undergraduate and Postgraduate) (C) Faculties of Education (Education, Science, Humanities, Commerce and management)

(A) Genders

General Well-being Score versus	Study Habits	
Gender	Female	Male
N	622	404
Pearson's r	0.331	0.300
P value (two tailed)	2.16E-17	7.74E-10
Level of Significant	**Significant**	**Significant**

Result: The correlation coefficients are 0.331 for Females and 0.300 for Males. It shows that for both Females and Males, there is a statistically significant positive correlation between General Well-being Score and Study Habits. The p-values are very low (close to zero), indicating strong evidence against the null hypothesis of no correlation.

(B) Levels of Education (Higher secondary, Undergraduate and Postgraduate)

General Well-being Score versus	Study Habits			
Faculties of Education	Education	Science	Commerce	Arts
N	177	297	297	255
Pearson's r	0.309	0.316	0.196	0.353
P value (two tailed)	2.92E-05	2.65E-08	.0007	6.62E-09
Level of Significant	Significant	Significant	Significant	Significant

Result: The correlation coefficients are positive and range from 0.196 to 0.353. Hence for all Faculties of education (Education, Science, Commerce, Arts), there is a statistically significant positive correlation between General Well-being Score and Study Habits. The p-values are very low (close to zero), indicating strong evidence against the null hypothesis of no correlation.

(C) Faculties of Education (Education, Science, Humanities, Commerce and management)

Social Media Score versus	Study Habits		
Faculties of Education	PG	UG	HS
N	237	380	409
Pearson's r	0.244	0.359	0.297
P value (two tailed)	.0001	4.95E-13	8.99E-10
Level of Significant	Significant	Significant	Significant

Result: The correlation coefficients are positive and range from 0.244 to 0.359. For all levels of education (PG, UG, HS), there is a statistically significant positive correlation between Social Media Score and Study Habits. The p-values are very low (close to zero), indicating strong evidence against the null hypothesis of no correlation.

Discussion and Conclusion:

1. Significant differences in social media usage exist among student groups based on education levels and faculties, suggesting academic factors shape engagement and necessitating tailored approaches to address impacts across diverse educational settings.
2. Social media negatively impacts the general well-being of both males and females, though no significant correlation is observed across different faculties. Differences are most notable at the higher secondary level, indicating varying effects across educational stages, emphasizing the need to consider educational contexts in assessments.

3. Social media usage impacts study habits differently for males and females, with notable effects on males. Significant differences are observed in the education and science fields, but not in commerce and arts. Only higher secondary students show significant correlations between social media usage and study habits.
4. There is a statistically significant positive correlation between general well-being and study habits across different genders, streams of education, and levels of education, with strong evidence against the null hypothesis of no correlation. This indicates that improved general well-being is associated with better study habits among students in various demographic groups.
5. Further research is needed to explore why social media's impact varies across educational levels and faculties, to inform targeted interventions and support strategies for positive usage and well-being.
6. The findings highlight the gender-specific and educational-context-dependent nature of social media's influence on study habits, suggesting the need for tailored interventions to promote effective study habits.
7. Additional research should investigate the underlying factors contributing to differences across gender and educational domains to fully understand social media's impact on students' academic behaviors.

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