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THE INFLUENCE OF SOCIAL MEDIA USE ON UNIVERSITY STUDENTS' STUDY HABITS AND ACADEMIC ENGAGEMENT

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Introduction

In recent years, social media platforms have become an integral part of students' everyday lives. University students actively use digital communication tools not only for social interaction, but also for information sharing, collaborative learning and academic support. As a result, social media has gradually entered the educational environment and has begun to influence students' learning behavior.

Study habits play a crucial role in determining academic success. Effective time management, concentration, regular revision and active participation in learning activities are essential components of productive study behavior. However, constant access to social networking platforms may distract students from academic tasks and reduce their ability to focus for extended periods.

At the same time, social media can offer educational benefits by facilitating peer communication, group discussions and access to learning resources. Students can exchange materials, clarify academic problems and support each other through online communities. Therefore, the relationship between social media use and students' study habits remains complex and requires careful investigation.

The aim of this study is to examine the influence of social media use on university students' study habits and academic engagement, and to identify both positive and negative effects of social media on learning behavior.

Methods

This study adopted a quantitative research design. The participants were undergraduate students enrolled at Kokand University during the 2025–2026 academic year.

A total of 110 students from various academic programs participated voluntarily in the study. Data were collected through an online questionnaire designed to measure students' patterns of social media use and their study habits.

The questionnaire consisted of three main sections. The first section gathered demographic information, including gender, year of study and field of specialization. The second section focused on the frequency and purpose of social media use, such as communication, entertainment and academic support. The third section assessed students' study habits and academic

engagement, including time management, concentration during study, participation in academic activities and completion of learning tasks.

All items were rated using a five-point Likert scale ranging from “strongly disagree” to “strongly agree”. Descriptive statistical methods were applied to analyze the collected data, and mean scores were calculated to identify general tendencies.

Results

The findings indicate that most students use social media platforms on a daily basis, primarily for communication and entertainment purposes. A considerable number of respondents also reported using social media to exchange learning materials and coordinate group assignments.

The results show that excessive social media use is associated with weaker study habits, particularly in terms of concentration and time management. Many students admitted that they often check social media during study time, which interrupts their learning process and reduces their productivity.

However, moderate and academically oriented use of social media was found to support academic engagement. Students who used social media to communicate with classmates about coursework, deadlines and assignments reported higher levels of involvement in academic activities.

Overall, the results suggest that the impact of social media on study habits depends largely on the purpose and intensity of its use.

Discussion

The results of this study reveal that social media has both beneficial and disruptive effects on university students’ study habits. On the positive side, social media supports peer collaboration, information exchange and academic communication. These functions can strengthen students’ sense of belonging and increase their academic engagement.

On the other hand, frequent non-academic use of social media can lead to distraction, reduced concentration and ineffective time management. When students are continuously exposed to online notifications and entertainment content, it becomes more difficult for them to maintain sustained attention during learning activities.

The findings highlight the importance of developing students’ digital self-regulation skills. Universities should provide guidance on responsible and purposeful use of social media for learning. Integrating social media tools into structured academic activities may help students use these platforms more productively and reduce their negative impact.

Conclusion

Social media does not necessarily harm students’ study habits if it is used strategically and in support of academic goals. Future research should explore the long-term effects of digital behavior on learning outcomes and academic performance through mixed research approaches.

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