

Systematic Review on Social Media Usage Among Students

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ABSTRACT

Social media has become an integral part of students' academic, social, and personal lives, influencing communication patterns, learning practices, and behavioural outcomes. This systematic review examines the trends, benefits, challenges, and impacts of social media usage among students. The study synthesized existing literature to understand how platforms such as social networking sites, educational communities, and digital communication tools contribute to knowledge sharing, collaborative learning, and academic engagement. The review also explored concerns associated with excessive social media use, including distraction, reduced academic performance, privacy issues, misinformation, and psychological effects. A systematic approach was adopted by analysing relevant research studies to identify major themes and emerging patterns related to students' social media behaviours. In this article, a systematic review on social media usage among students were discussed.

Keywords: *Social, Media, Usage, Students.*

INTRODUCTION

The rapid advancement of digital technology has significantly transformed the way students communicate, learn, and interact with the world around them. Social media platforms have emerged as important tools for information sharing, academic collaboration, entertainment, and social networking among students. Platforms such as social networking sites, online discussion forums, and digital communication applications have created new opportunities for students to access educational resources, exchange ideas, and participate in global learning communities. The increasing accessibility of smartphones and the internet has contributed to the widespread adoption of social media among students across different educational levels. Social media usage has influenced students' academic experiences, social relationships, communication patterns, and personal development. While it provides several benefits, including enhanced connectivity, collaborative learning, and quick access to information, excessive or inappropriate use may lead to challenges such as reduced academic concentration, time management problems, privacy concerns, and psychological impacts. Understanding the patterns and effects of social media usage among students has become an important area of research in education and social sciences. Various studies have examined students' motivations for using social media, the relationship between social media engagement and academic performance, and its influence on behavioural and social outcomes. However, findings across different studies vary depending on factors such as age, educational background, purpose of usage,

and cultural context. A systematic review on social media usage among students aims to analyse and synthesize existing research findings to identify major trends, benefits, challenges, and research gaps in this field. By reviewing previous studies, this research provides a comprehensive understanding of how social media influences students' academic and social lives and highlights the need for balanced and responsible digital engagement among learners. The objective of the study is to systematically review on social media usage among students.

SYSTEMATIC REVIEW OF LITERATURE

Arunachalam, T. et al. (2024). College students are increasingly utilising social media sites, which not only occupy a considerable portion of their time but also adversely impact their academic achievement. The increased use of social media disturbs sleep patterns and reduces sleep quality, hence intensifying its adverse effects. Our study examined the relationship between social media usage, sleep quality, academic achievement, and personality factors in a cohort of 80 college students. Our results indicated that excellent sleep serves a vital mediation function between social media consumption and academic achievement. Furthermore, we examined the impact of personality factors on students' interaction with social media and their academic achievement. The results revealed a minimal influence of personality on academic achievement; nevertheless, neuroticism was identified as a major factor, exhibiting a positive correlation with social media usage while adversely affecting academic performance. These findings highlight the necessity of addressing both social media usage and sleep quality to improve academic performance among college students.

Farsole, A. & Vashi, D. (2024). This study examined the correlation between social media usage and anxiety levels. A sample of 74 university students from Surat city, comprising 43 females and 31 males, was obtained by a convenience sampling method. The sample comprised participants aged 18 to 23 years. The Pittsburgh Social Media Usage Scale assessed social media usage, whereas the Beck Anxiety Inventory evaluated anxiety levels. Data were examined using SPSS (Statistical Package for the Social Sciences), and correlation and regression analyses were conducted to ascertain the statistical significance of the association between social media usage and anxiety levels. The results demonstrated a statistically significant correlation between social media usage and anxiety levels, with higher intensity of social media usage being strongly linked to elevated anxiety levels among university students.

Patil, S.S., Goswami, N. & Patil, S.R. (2024). This study aimed to evaluate the patterns of social media usage, its effects on social interactions, and students' perceptions of its academic implications. A cross-sectional observational study was performed involving 135 students at a tertiary healthcare centre in Karad. Data collection was conducted using a standardised, pretested questionnaire. Statistical analysis was conducted with SPSS version 20. A total of 135 students participated in the study, comprising 86 females (63.7%). Nearly half of the participants, specifically 66 (48.9%), allocated 1–3 hours to social media, whereas 20 (14.8%) engaged with social media for less than 1 hour per day. Instagram was the predominant social networking site (SNS) utilised by students, succeeded by YouTube. It was determined that 81 (60%) participants utilised social networking sites largely for enjoyment, whereas only 13 (9.62%) users employed social media chiefly for academic reasons. The survey indicated that students are utilising social networking sites excessively; despite

the existence of academic applications for social media, the predominant use among students is for enjoyment and other non-academic objectives. Therefore, meticulous planning is essential to identify preventive tactics and mitigate the adverse effects of its overuse.

Gorai, D. (2024). Currently, everyone's existence is centred on social media. Individuals utilise social media for disseminating information, cultivating relationships, entertainment, articulating their thoughts and ideas, and educational objectives. This research was conducted on college students in the Seraikela-Kharsawan District to examine the influence of social media on their behaviour and to assess its effect on their academic achievement. The survey approach is employed for the collection of primary data, while secondary data is gathered from journals, magazines, and prior study. This survey was performed on a sample of 130 undergraduate students from several colleges in the Seraikela-Kharsawan district.

Parashar, Y. & Waraich, S.B. (2023). The objective of the research is to examine the correlation between social media usage and social anxiety among college students. A sample of 140 college students aged 18 to 25 years was collected. This research employed the convenience sampling method, a non-probability sampling technique in which the sample is chosen based on accessibility. The study utilised two instruments: the Social Media Usage Integration Scale (Jenkins-Guarnieri, 2013) and the Liebowitz Social Anxiety Scale (Liebowitz, 1987). Data analysis was conducted using SPSS, encompassing the computation of Pearson correlation coefficients and t-tests. This study sought to examine the correlation between social media usage and social anxiety among college students. The research identified a substantial positive link between social media usage and social anxiety, indicating that an increase in social media engagement corresponds with heightened social anxiety among college students. The study specifically identified a substantial correlation between social media usage and both social anxiety dread and social anxiety avoidance. These findings align with prior studies indicating a correlation between social media usage and mental health disorders, including anxiety, despair, and loneliness. The prevalence of social media among young adults has surged, and this study underscores the possible adverse effects of excessive social media usage on mental health.

Dumford, A.D. et al. (2023). Administrators at numerous higher education institutions are leveraging the widespread usage of social media; nonetheless, there remains contention regarding its good effects on college students. The extensive utilisation of social media and its potential impacts necessitate knowledge of students' perspectives of their own social media usage in relation to their peers, which has significant implications for study and practice. This study, guided by the research paradigm of pluralistic ignorance, utilised a subset of data from the 2018 online administration of the National Survey of Student Engagement, which included responses from 5,025 first-year students and 5,487 seniors across 33 institutions in the United States, predominantly comprising traditional-age individuals (under 24 years old). Both first-year and senior students think that their peers engage in social media posting and viewing more frequently than they do, with this phenomenon being more evident among males. A significant main effect for sex was observed, indicating that females regarded both themselves and their peers as engaging with social media more frequently than males. These findings provide depth to the social media utilisation of college students, a subject that is ever

evolving with technological advancements. These findings can assist instructors, advisers, and administrators in comprehending the correlation between students' opinions of peers' social media usage and their own, as well as in evaluating how these beliefs of classmates may influence their behaviour both positively and negatively.

Swathi, P. & Kumar, G.B.S. (2023). The dynamic higher education environment in Bangalore has prompted a discussion on the impact of social media platforms on academic performance. This study aimed to investigate how media engagements affect college students' academic achievement. The aims were to analyse the relationship between social media usage and academic performance, as well as to determine the principal elements influencing this correlation. Data was obtained from 128 students with a non-probability convenience sample technique and examined through simple percentage analysis, descriptive statistics, and one-way ANOVA. Research indicated that students, mainly aged 18 to 20, allocate 2 to 4 hours each day to platforms such as WhatsApp, generally for recreational purposes. Although a segment utilised their academic capabilities, obstacles such as diversions and time management emerged. The study indicates that educators might integrate instructional resources from these platforms, merging the benefits of digital interaction with conventional teaching methods. The research emphasises the importance of a balanced approach, illustrating the possibility to enhance academic experience in a digital era while maintaining the essential principles of traditional educational approaches.

Karayigit, C. & Parlade, J. (2023). The utilisation of social media is a significant concern for numerous individuals, particularly college students. This quantitative research study analysed social media preferences and addiction, time allocated to social media, and satisfaction with social media using a sample of college students (N=446). Research revealed that college students who predominantly utilise TikTok and Snapchat exhibit a higher propensity for social media addiction compared to those who like Instagram and YouTube. Results suggested that participants majoring in technology were less prone to social media addiction compared to those majoring in psychology/counselling, education, and nursing. Moreover, our findings indicated that social media addiction and the duration of social media usage differ according to students' age group and educational attainment. Older students (ages 25-29) showed a lower propensity for social media addiction compared to younger students (ages 18-20 and 21-24), whereas freshman college students demonstrated a higher likelihood of social media addiction than graduate students. The study's consequences for practitioners are examined in relation to the four research topics that directed this investigation.

Trinidad, G.A. et al. (2022). The research examined students' utilisation of social media at a state university. Furthermore, it employed a descriptive correlational design. The study respondents consist of one hundred forty-five (145) college students from the State University in Cebu, Philippines, selected by a simple random sampling method. The study revealed that the quantity of gadgets utilised serves as an indicator of college students' social media activity. Nevertheless, the study indicated no significant correlation with variables such as age, gender, year level, family income status, and parental occupation. The regulation of social media usage is mostly achieved by limiting access to electronic devices to prevent a sedentary lifestyle and promote students' physical activity.

Thompson, K. & Kim, J. (2022). Limited study has focused on the issues associated with excessive social media usage among college students and potential factors that may alleviate its influence on addictive behaviour. This study aims to examine the correlations between excessive social media usage, social media addiction, and resultant mental health issues, including depression, anxiety, and stress, in college students. The moderating role of mindfulness is integrated to better comprehend a significant aspect that may mitigate the effects of social media exposure on social media addiction. Regression analysis results elucidate the significant challenges of mental health associated with excessive social media use and addiction.

Jiang, Y. (2021). The COVID-19 pandemic has significantly impacted university students' academic pursuits and daily lives. This study sought to investigate the potential mediation effect of psychological capital and the moderating effect of academic burnout on the link between problematic social media usage and anxiety among university students during COVID-19. In an online poll conducted from March to April 2020, 3,123 undergraduates from universities in Shanghai participated. The findings indicated that problematic social media usage among university students forecasted their anxiety levels. The mediation study revealed that psychological capital mediated the association between problematic social media usage and anxiety. Moreover, for university students whose academic performance was impacted by the COVID-19 epidemic, the influences of both problematic social media usage and psychological capital on anxiety were mitigated by academic fatigue. For university students whose academic performance remained unaffected by the COVID-19 epidemic, academic exhaustion mitigated the impact of psychological capital but did not influence the impacts of problematic social media usage on anxiety. The findings elucidated the fundamental mechanisms in the correlation between problematic social media usage and anxiety. These findings offer pragmatic insights into the formulation and execution of psychological therapies during a pandemic.

Munnaji, V. M. (2019). The utilisation of social media has become an essential aspect of the youth demographic. India is advancing in development, using the internet as a focal point. Therefore, ascertaining the present state is essential. The study employed a cross-sectional observational design. The study's sample size comprised 140 second-year MBBS students. The location of studies was Government Medical College, Telangana. The study focused on second-year MBBS students. The study duration spanned from November 2018 to January 2019. The research utilised a standardised social media addiction scale and a pre-tested semi-structured questionnaire. The total number of participants was 138. Of the 136 social media users, approximately 88 (63.76%) were identified as mild social media addicts, while around 50 (36.23%) were classified as moderately social media addicts. The predominant physical complaint identified among social media users was sleep disturbance, affecting 13.2% of individuals. In the contemporary era, when the internet is essential for the advancement of science and technology, it has also intruded into daily activities, thereby hindering student performance both physically and psychologically.

Giri, A., Biswas, W. & Biswas, D. (2018). Recent technical advancements have significantly enhanced global communication in the digital era of integrated technologies. Social networking sites (SNSs) have significantly impacted this regard. The research aimed to statistically analyse the significant impact of social networking sites on the student community, which has altered their methods of learning and interaction, resulting in a collective advantage. The paper thoroughly

examined the impact of social networking sites on the academic, social, and behavioural elements of college students' scholastic achievement. The study utilised primary data and employed a descriptive research methodology with a structured questionnaire. A structured questionnaire with 25 items was developed to identify the elements of social networking sites that influence college students. A sample of 200 students was selected as respondents from various colleges in West Bengal using a systematic random sampling technique. Statistical analysis was conducted using exploratory factor analysis and confirmatory factor analysis. Structural equation modelling was conducted using AMOS-20 on the given conceptual framework. The principal outcomes of the study indicated that the majority of the identified factors contributed to favourable growth among the students. The study indicated that the behavioural features of students did not influence their overall performance. The study is significantly important, as college administrations can assist students in enhancing their academic pursuits by offering a platform for social networking sites, which would facilitate socialisation, collaboration, and interaction with both peers and the broader community, thereby reinforcing their overall achievements.

K. Ebiraj & R. Subramani. (2018). This study aims to examine university students' goals and methods of utilising social media, as well as to analyse the purpose and importance of these platforms in light of their extensive integration into academic life. The sample comprised students from two prominent universities located in southern Indian metropolitan cities, namely Bangalore and Madras University. A survey method employing a meticulously crafted questionnaire with 11 closed-ended questions regarding social media usage among university students was administered to 200 students. The individuals on these lists were chosen based on their experience with social media using purposive sampling. The percentage of social media usage for various purposes was analysed using SPSS (V.20). The primary findings indicate that, compared to students at Madras University, students at Bangalore University exhibit greater social media usage for leisure and personal socialisation. Students at Madras University exhibit greater engagement with photographs and videos, as evidenced by their feedback on the posts. The survey further revealed that students at Bangalore University utilised social media more extensively for academic purposes, networking, and information exchange compared to their counterparts at Madras University.

DISCUSSION

The systematic review of social media use among students indicates that it has become an essential component of their academic, social, and personal spheres. The analysed research demonstrates that platforms like Facebook, Instagram, WhatsApp and YouTube are extensively used by students for communication, information dissemination, collaborative learning, amusement, and academic assistance. The findings indicate that social media facilitates improved contact between students and professors, access to digital learning materials, and engagement in online educational networks.

The review emphasises that social media positively influences students' learning experiences by facilitating information exchange, fostering creativity, enhancing digital literacy, and encouraging self-directed learning. A multitude of students utilise social networking platforms to obtain educational films, engage in online debates, access research resources, and receive academic updates. Social media-based learning environments promote collaborative learning practices, enabling students to exchange ideas, jointly address challenges, and enhance communication skills.

Nonetheless, the research also highlights numerous concerns linked to excessive and unregulated social media usage. Regular interaction with social networking sites might result in distraction, diminished focus, challenges in time management, academic procrastination, and reliance on digital platforms. Certain studies highlight apprehensions around misinformation, privacy concerns, cyberbullying, and adverse psychological impacts on kids. Consequently, the educational advantages of social media are predominantly contingent on responsible utilisation, digital literacy, and proficient direction.

The systematic review underscores the importance of educators and educational institutions in formulating effective ways to incorporate social media into academic processes. Digital citizenship education, awareness initiatives, and organised online learning methodologies can assist students in optimising advantages while mitigating potential hazards. The findings suggest that we should view social media not just as an entertainment platform but also as a powerful educational tool when used intentionally.

The discourse illustrates that student engagement with social media is a multifaceted issue encompassing both advantages and obstacles. The impact is contingent upon aspects like students' motivation, usage frequency, digital proficiency, educational context, and institutional backing.

CONCLUSION

The systematic review highlights that social media has become an integral part of students' academic, social, and personal lives. It provides significant opportunities for knowledge sharing, collaborative learning, communication, and access to educational resources. Platforms such as social networking sites, online learning communities, and digital forums can enhance student engagement, creativity, and information exchange when used effectively. However, excessive and uncontrolled use of social media may negatively influence students' academic performance, concentration, mental well-being, privacy, and time management. The impact of social media largely depends on the purpose, duration, and nature of usage among students. While educational use can support learning outcomes, inappropriate usage may lead to distraction, dependency, and reduced face-to-face interactions. The review emphasizes the need for digital literacy, responsible usage practices, and awareness programmes to help students maintain a healthy balance between online and offline activities. Educational institutions, educators, parents, and policymakers should encourage productive social media engagement by integrating digital skills and ethical practices into student development. Overall, social media is a powerful tool for student empowerment, but its benefits can be maximized only through mindful, balanced, and responsible utilization.

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