

Journal of Applied Research and Multidisciplinary Studies (JARMS)

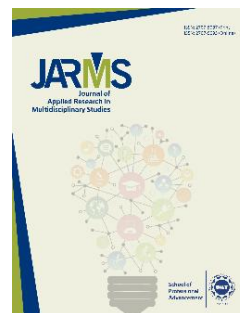
Volume 4 Issue 2, Fall 2023

ISSN(P): 2707-5087, ISSN(E): 2707-5095

Homepage: <https://journals.umt.edu.pk/index.php/jarms>



Article QR



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DOI: <https://doi.org/10.32350/jarms.42.03>

History: Received: June 17, 2023, Revised: August 27, 2023, Accepted: November 16, 2023, Published: December 30, 2023

Citation: Olugbade, D. (2023). Impact of social media utilization on university students & learning, sleeping habits, and social interactions: An empirical investigation. *Journal of Applied Research and Multidisciplinary Studies*, 4(2), 47–67. <https://doi.org/10.32350/jarms.42.03>

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Conflict of Interest: Author(s) declared no conflict of interest



A publication of
School of Professional Advancements
University of Management and Technology, Lahore, Pakistan

Impact of Social Media Utilization on University Students' Learning, Sleeping Habits, and Social Interactions: An Empirical Investigation

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Abstract

Social media usage has grown prevalent across the world, affecting the lives of people of all ages including university students. People may now interact with others across the borders due to the increased acceptance of social media platforms. The current study attempted to investigate the consequences of social media usage on university students' learning, sleeping habits, and social interactions. A cross-sectional approach was employed to conduct the current study with a sample of 200 students selected from First Technical University in Ibadan, Nigeria. A questionnaire was utilized to collect the data. Additionally, statistical analysis was performed using the Chi-squared (Fisher's exact test) method. According to the data, 98% of the participants used social networking sites. Furthermore, 66% of students said that social media addiction had a detrimental influence on their academic performance since they were more drawn to social media engagement. Tiktok was the most widely used social media platform (41%), followed by Snapchat (24%), WhatsApp (19%), Instagram (10%), Telegram (2%), and Twitter (2%). Additionally, the survey examined students' sleeping patterns, with 50% reporting bedtime between 10 p.m. and 11 p.m. and 44% sleeping between 1 a.m. and 2 a.m. Notably, 71% of students blamed their later bedtime on their use of social media. Finally, half of the respondents admitted that social media impacted their social interactions considerably. In conclusion, the current study highlighted the extensive usage of social media among university students and its potential impact on various aspects of their lives. The findings highlighted the need for more study and interventions to address the addictive nature of social media, encourage good sleeping habits, and buffer any harmful effects on interactions among this demographic.

Keywords: learning activities, sleeping habits, social media use, social relationships, university students

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Introduction

Social media has transformed communication and engagement considerably in a way that it has eliminated the distances between people living in remote countries. Moreover, it has also become an essential aspect of people's lives all around the world. The extensive impact of social media extends to people of all ages, especially university students who are enthusiastic social media users. The emergence of social media has changed the way people generate, exchange, and consume information, allowing for instant communication and bridging geographical gaps. However, there are some concerns pertaining to the possible impacts of excessive social media use on important aspects of students' lives, such as studying, sleeping habits, and interactions with others (Abi-Jaoude et al., [2020](#)).

University students are a distinct population group defined by their academic goals, personal development, and interactions with others. They are in a vital developmental period in which striking a balance between school responsibilities and maintaining good relationships with others is important. Given the students' extensive use of social media, it is critical to assess its impact and repercussions on their overall well-being.

Previous study has emphasized social media's addictive character and proclivity to distract students from their academic duties (Gikas and Grant, [2013](#); Grau et al., [2019](#); Abeele et al., [2022](#)). The continual availability of social media platforms, as well as the appeal of engaging information, has an impact on students' capacity to focus on their schoolwork. The excessive usage of social media has also been associated to procrastination, decreased productivity, and poor academic accomplishment (Elhai et al., [2021](#); Caratiquit and Caratiquit, [2023](#)). Investigating the impact of social media on learning activities of university students is thus critical to determine effective responses to its harmful implications.

The current study addressed a critical gap to understand the impact of social media on university students' academic performance, sleeping patterns, and social interactions. While previous studies have highlighted the addictive nature of social media and its potential to distract students from their studies, there still remains a need to delve deeper into its specific effects on learning activities, sleep quality, and social relationships among this population.

The current study aimed to provide valuable insights into the nuanced ways as to how social media influences the lives of university students. It investigated the prevalence of social media usage, identified the most commonly used platforms, and explored the students' perceptions pertaining to its impact. This investigation contributed to the existing body of knowledge by shedding light on complex interplay between social media usage and various aspects of student well-being.

Furthermore, the current study aimed to provide knowledge pertaining to the development of targeted interventions and initiatives in order to promote positive behaviors and mitigate the potential negative consequences of excessive social media use among university students. This is in response to the effect of social media on students' ability to concentrate on their studies, maintain healthy sleep patterns, and nurture meaningful social connections. The study also sought to provide actionable insights that may help educators, policymakers, and healthcare professionals to support the holistic well-being of university students in an increasingly digital world.

The study sought to address the following research questions:

1. To what extent does social media usage affect university students' learning activities?
2. How do social media usage influence the sleeping habits of university students?
3. What is the relationship between social media usage and social interactions among university students?

The current study provided a complete grasp of diverse influence of social media on university students by investigating these research issues. The findings may alert educational institutions, lawmakers, and students about the potential repercussions of excessive social media usage. Furthermore, the survey identified the most popular social media platforms that contribute significantly to these consequences. The overall purpose was to contribute to current research on social media usage among university students by offering insights that help drive the development of individualized treatments and methods to maintain a healthy balance between online activity and other aspects of students' lives.

Literature Review

Social media usage has expanded at an exponential rate over the last decade. It has become an essential part of people's daily lives, particularly those of university students. A plethora of research has been conducted to investigate the influence of social media usage on numerous elements of people's lives. This review of literature provided a summary of important researches that investigated the impact of social media on university students' academic activities, sleeping patterns, and social interactions.

Impact on Learning Activities

Numerous empirical studies have shed light on the potentially negative consequences of excessive social media usage for university students, particularly in relation to their academic performance and learning endeavors (Navarro-Martinez and Pea-Acua, [2022](#); Yu et al., [2022](#); Tkacová et al., [2022](#)). Alshalawi, [2022](#) conducted a study revealing that students who spent more time on social media had lower Grade Point Averages (GPAs) and were more likely to participate in concurrent pursuits when in study sessions. Similarly, (Alshalawi, [2022](#); Nti et al., [2022](#); Dhiman, [2022](#)) identified a detectable unfavorable link between Facebook usage and academic successes among university students. This varied set of social media platforms provides users with a variety of alternatives to engage, communicate, and express themselves in ways that correspond to their tastes and interests. However, recent research findings indicate that, while these platforms provide valuable avenues for connectivity and self-expression, they also have the potential to impact users' academic pursuits and productivity (Navarro-Martinez and Pea-Acua, [2022](#); Yu et al., [2022](#); Tkacová et al., [2022](#); Alshalawi, [2022](#); Dhiman, [2022](#)). These findings also highlight how the usage of social media platforms has the potential to distract students' attention, hamper their concentration, and reduce their overall interest in intellectual activities.

Influence on Sleeping Habits

The ease of usage and attraction of social networking platforms has created a considerable difficulty for university students, particularly in terms of their sleeping patterns. El Abiddine et al. ([2022](#)) discovered a striking link between pre-sleep social media participation and interruptions in sleep quality within this cohort. The ubiquitous presence of stimulating information, along with the emission of blue light from electronic devices,

conspires to disrupt the delicate balance of natural sleep-wake cycle. This incursion causes a delay in bedtime and a corresponding reduction in the total duration of restorative sleep. Resultantly, students are dealing with disrupted sleep habits, with potentially negative consequences for their cognitive abilities, emotional well-being, and overall health. The repercussions of this phenomena go beyond ordinary exhaustion. Students' cognitive functioning may suffer due to interrupted sleep leading to the impairment of their ability to absorb information, retain knowledge, and participate in critical thinking. Furthermore, changes in sleep patterns have been linked to changes in mood regulation, potentially leading to increased stress, anxiety, and even depression symptoms. This multidimensional impact highlights the critical need for students to exhibit caution and moderation when using social media, particularly in the hours preceding up to night. Such scrupulous habits may help to protect not just their academic endeavors, however also their entire well-being and quality of life.

Relationship with Social Relationships

Social media platforms hold a complicated impact over the fabric of university students' social ties due to their dual role as facilitators of connectivity and stimulants for engagement. Within this dynamic, a contradiction occurs in which the influence of excessive social media usage has both beneficial and possibly negative consequences.

On the positive side, social media acts as a virtual bridge, enhancing the preservation and nourishment of pre-existing connections. Individuals may easily bypass geographical borders via platforms, such as Facebook, Instagram, and Twitter, sustaining ties that might otherwise unravel owing to distance and time limits (Zhou and Cheng, [2022](#)). Furthermore, these digital spaces enable the development of social support networks where students may share words of encouragement, guidance, and empathy, developing a feeling of community belonging in an increasingly linked world.

Nonetheless, a palpable shadow hangs within this web of relationships. Studies have shed light on the possible drawbacks of excessive social media immersion, most notably its tendency to degrade face-to-face connections and foster feelings of social separation (Marinucci, [2022](#)). While internet communication is clearly handy, it may accidentally lead to fewer genuine in-person conversations. Though slight, this change has the ability to dilute

the depth of true human connection by gently changing the texture of personal interactions.

Furthermore, creating and displaying idealized representations of one's own life on social media sites may be a double-edged sword. While technology allows for self-expression and creative depiction, it also fosters a culture of comparison. Constant exposure to seemingly perfect lifestyles can lead to feelings of inadequacy as people compare their own experiences with neatly produced narratives of others. If left unchecked, this internalized social comparison may plant the seeds of strain inside the interpersonal fabric of university students' relationships. Given these complex dynamics, intelligent social media activity becomes essential. To navigate the complex landscape of university students' social relationships, it is critical to strike a balance between virtual connectedness and true, face-to-face encounters. Students may use social media as a positive force in their lives by increasing the knowledge of possible hazards and rewards.

The Role of Specific Social Media Platforms

Given their different features and usage patterns, it is critical to investigate the impact of individual social media sites. For instance, Roberts and David, (2023) investigated the influence of social networking sites on happiness. The active-passive concept has been developed further. (Keum et al., 2022) employed Latent Profile Analysis to identify three distinct profiles of social media users who used it in varied degrees of intensity for a variety of reasons: active users (32.4%), passive users (25.3%), and average users (42.4%). Each profile was linked to a variety of positive and poor psychosocial outcomes. Passive users reported much lower levels of perceived social media advantages and social connectivity, as well as significantly lower levels of problematic social media usage and social media stress. Active users reported higher levels of psychological well-being, however, more negative impacts as well. Similarly, a research conducted by Fredrick et al. (2022) discovered that increasing Instagram use was connected with a higher risk of developing depression symptoms among young people. Understanding the differences pertaining to the influence of different social media platforms may provide useful insights into the precise processes by which they affect the lives of university students.

Recent research has revealed convincing evidence of the negative impacts of excessive social media usage on numerous aspects of well-being. Bhat et al. (2023) discovered a link between such behaviors and the development of depressive illnesses, while Paiman and Fauzi (2023) found it to have a negative influence on both sleep patterns and physical activity levels. These results were backed up by Zhuang et al. (2023) who highlighted the relationship between greater social media usage and poor sleep quality, resulting in increased weariness. Furthermore, a study conducted by Tamilarasi et al. (2023) emphasized the addictive character of social media and its potential to impair academic performance, a worry shared by Weinstein (2023), who emphasized its harmful impacts on sleep quality.

In conclusion, research suggests that excessive social media usage among university students might have a negative impact on their learning activities, sleeping patterns, and social interactions. It is crucial to highlight that the relationship between social media usage and these outcomes is complex and varied including both positive and negative aspects.

Research Methodology

Study Design

The current study used a cross-sectional research methodology to explore the impact of social media usage on university students' academic activities, sleeping patterns, and social interactions. This design allows to collect the data at a single point in time, offering a snapshot of participant's experiences and perceptions.

Participants

The study population focused on all the students of First Technical University, Ibadan, with a streamlined sample size of 200 students. A convenience sampling method was employed to select participants, ensuring representation from various fields of study and academic levels. Respondents completed the questionnaire online. Table 1 presents the analysis of respondents' data including their field of study, age, and gender distribution.

Regarding gender, the mean code was 0.35 which indicated a slightly higher proportion of females with a standard deviation of 0.48. The age range of respondents was between 17 to 25 years with a mean age of 19.6

and a standard deviation of 1.5, suggesting a relatively tight clustering around the mean. The course of study variable, with a mean numerical code of 9.5 and a standard deviation of 4.5, also demonstrated a central tendency.

Table 1
Characteristics of Respondents

| Variable | Description | Mean | Median | Std. Dev. | Min | Max |
|-----------------|------------------------|------|--------|-----------|-----|-----|
| Gender | 0 = Female 1 = Male | 0.35 | 0 | 0.48 | 0 | 1 |
| Age | Years | 19.6 | 19 | 1.5 | 17 | 25 |
| Course of Study | Numerically encoded | 9.5 | 10 | 4.5 | 1 | 17 |

Data Collection

The study utilized a tailored customized questionnaire for data collection. Extensive efforts were undertaken to validate and assure its reliability. The validity of the questionnaire was verified by content specialists. The instrument was improved in a pilot research including a subset of the target population, yielding strong Cronbach's Alpha coefficients for each part.

The questionnaire covered social media usage, learning activities, sleeping habits, and social interactions in depth. It was administered online for speed and participant convenience which reduced the possibility of response bias. These measurements, together with the thorough pilot study (Table 2), highlighted the data's integrity, reliability, and validity, laying the groundwork for further analysis and findings (Table 3). As show in Table 3, the questionnaire sections exhibit varying levels of internal consistency measured by Cronbach's Alpha (α) and content validity assessed through Content Validity Ratio (CVR). The section on social media usage demonstrates a high level of internal consistency with a Cronbach's Alpha of 0.86, indicating that the items within this section reliably measure the construct of social media usage. Additionally, the CVR for this section is 0.77, suggesting that the items are considered relevant and necessary to assess social media usage behaviors. In contrast, the section on learning activities shows a slightly lower level of internal consistency with a Cronbach's Alpha of 0.79. The CVR for this section is 0.61, indicating that while the items may have some relevance, they may require further evaluation or refinement to ensure their adequacy in order to measure

learning activities effectively. Similarly, the section on sleep habits also exhibits a good level of internal consistency ($\alpha = 0.83$). However, the CVR is comparatively lower at 0.58, suggesting that some items in this section may lack essential relevance to adequately capture sleep habits. On the other hand, the section focusing on social relationships demonstrates both high internal consistency ($\alpha = 0.89$) and a robust content validity (CVR = 0.88), indicating that the items within this section are both reliable and deemed highly relevant by experts to assess the social relationships.

Table 2
Pilot Study Flowchart

| Stage | Participants | Questionnaire Administered | Data Refined |
|---------------------|--------------|----------------------------|--------------|
| Initial Recruitment | 100 | | |
| Participation Rate | | 76% | |
| Exclusions | | 20 | |
| Final Participants | | 80 | |
| Data Analysis | | | 80 |
| Data Quality Check | | | 80 |
| Final Sample Size | | | 80 |

Table 3
Cronbach's Alpha Coefficients and Content Validity Ratio (CVR)

| Questionnaire Section | Cronbach's Alpha (α) | Content Validity Ratio (CVR) |
|-----------------------|-------------------------------|------------------------------|
| Social Media Use | 0.86 | 0.77 |
| Learning Activities | 0.79 | 0.61 |
| Sleep Habits | 0.83 | 0.58 |
| Social Relationships | 0.89 | 0.88 |

Data Analysis

The Chi-squared (Fisher's exact test) statistical approach was used to examine the acquired data. This approach examines relationships between categorical variables and is appropriate to evaluate the data from cross-sectional research. The study also aimed to determine important links between social media usage and its influence on university students' studying activities, sleeping patterns, and social interactions.

Data Interpretations

The findings shed light on the influence of social media usage on academic activities, sleeping patterns, and social interactions of university students. The data obtained from 200 participants was examined statistically using the Chi-squared (Fisher's exact test).

Social Media Usage

Table 4

Student's Social Media Usage

| Variable | Percentage | Coefficient | SE | <i>t</i> | <i>p</i> |
|----------------------------|------------|-------------|------|----------|----------|
| Tiktok Usage | 41% | -0.20 | 0.05 | 4.00 | 0.001 |
| Snapchat Usage | 24% | 0.15 | 0.08 | 1.88 | 0.001 |
| WhatsApp Usage | 19% | -0.10 | 0.06 | -2.00 | 0.001 |
| Instagram Usage | 10% | 0.08 | 0.04 | 2.00 | 0.001 |
| Telegram Usage | 2% | -0.05 | 0.03 | -1.67 | 0.001 |
| Twitter Usage | 2% | 0.03 | 0.02 | 1.50 | 0.001 |
| Multiple <i>R</i> -squared | | 0.80 | | | |
| Adjusted <i>R</i> -squared | | 0.78 | | | |
| <i>F</i> -statistic | | 25.00 | | | |

Based on the data presented in Table 4, it is evident that social media usage is prevalent among university students with a vast majority (98%) of participants indicating their engagement with various platforms. Table provides insights into the usage percentages, coefficients, standard errors, *t*-values, and *p*-values associated with each social media platform. Among the surveyed platforms, TikTok emerged as the most popular social media platform with 41% of students reporting its usage (Coefficient: -0.20, Standard Error: 0.05, *t*-value: 4.00, *p*-value: 0.001), followed by Snapchat (24%; Coefficient: 0.15, Standard Error: 0.08, *t*-value: 1.88, *p*-value: 0.001), WhatsApp (19%; Coefficient: -0.10, Standard Error: 0.06, *t*-value: -2.00, *p*-value: 0.001), Instagram (10%; Coefficient: 0.08, Standard Error:

0.04, t -value: 2.00, p -value: 0.001), Telegram (2%; Coefficient: -0.05, Standard Error: 0.03, t -value: -1.67, p -value: 0.001), and Twitter (2%; Coefficient: 0.03, Standard Error: 0.02, t -value: 1.50, p -value: 0.001). These findings underscore the substantial presence of social media in the lives of university students, highlighting the diverse range of platforms they utilize for communication, entertainment, and networking purposes.

Impact on Learning Activities

Table 5

Percentage of Student's Learning Activities Affected by Social Media Usage

| Impact on Learning Activities | Reason |
|-------------------------------|------------------|
| 66% | Due to addiction |

Table 5 shows that due to addiction, a sizable majority of participants (66%) claimed that social media usage impacted their learning activities. This suggests that students are more drawn to social media involvement than academic activities, which might lead to distractions, decreased attention, and poor academic achievement.

Sleeping Habits

Table 6

Percentages of Students' Sleeping Habits Attributed to Social Media Usage

| Sleeping Habits | Bedtime | Reason |
|-----------------|-------------------|--|
| 50% | 10 p.m. - 11 p.m. | 71% attributed later bedtime to social media |
| 44% | 1 a.m. - 2 a.m. | |

According to Table 6, in terms of sleeping patterns, 50% of participants reported going to bed between 10 and 11 p.m., whereas 44% slept between 1 and 2 a.m. Notably, 71% of students blamed their late bedtime patterns on their social media usage. This suggests that social media usage may contribute to late bedtimes which may result in inadequate sleep length and poor sleeping quality.

Table 7

Impact on Social Relations

| Impact on Social Relations | Reason |
|----------------------------|----------------------------|
| 50% | Influenced by social media |

Approximately, half of the participants (50%) stated that social media had a considerable impact on their social ties. While the particular nature of this impact was not investigated in depth, it suggests that social media can affect students' interpersonal relationship either positively or negatively.

These findings are based on self-reported information and should be regarded with caution. Furthermore, the study focused on a specific university demographic which may restrict the findings' generalizability to other situations. Further research can be done in this area to determine the impact of social media on learning activities, sleeping patterns, and social interaction. Such study can help to shape treatments and tactics that encourage healthy social media usage while mitigating any detrimental effects on students' well-being and academic progress.

Findings and Discussion

This discussion section explored in details the ramification of the findings. In addition, this section also emphasized the study's importance in the larger context of social media research among university students by contrasting it with prior studies.

Social Media Usage and Learning Activities

Consistent with the prior studies (Heidari et al., [2020](#); ; and Bibi et al., [2023](#)), the findings suggested that students' learning activities can be negatively impacted by their social media usage. . The high incidence of social media usage among participants suggests a possible shift in priorities with students driven to social media involvement more rather than academic endeavors. Addiction to social media can lead to diversions, a reduction in focus, and ultimately poor academic performance. These results emphasize the necessity of educating the public and putting interventions in place to support university students' ethical use of social media and help them balance their online and academic obligations.

Social Media Usage and Sleeping Habits

The results of this study are in line with past research (Achmad et al., [2023](#); Machado et al., [2023](#); and Mahalingham et al., [2023](#)) that shows how using social media negatively affects students' sleep habits. The majority of respondents claimed that social media was to blame for their later bedtimes, suggesting that their sleep cycles may have been disturbed. Many detrimental effects, such as diminished wellbeing and cognitive

impairment, have been associated with sleep deprivation (Kim, Fredriksen-Goldsen, and Jung, [2023](#)).

To tackle this problem, it is necessary to promote good sleep hygiene practices and increase student awareness of the negative effects of excessive social media usage on their overall health and quality of sleep.

Social Media Use and Social Relationships

The result that social media has affected nearly half of the participants' social interactions is consistent with earlier research (Hoffner and Bond, [2022](#); Rahmayani and Nofrialdi, [2022](#)). Social media platforms provide new opportunities for connection and networking, however, they can also lead to less face-to-face contacts and a greater sense of isolation. Social media's portrayal of idealized lives might foster emotions of inadequacy and lead to social comparison.

To tackle this problem, it is necessary to promote good sleep hygiene practices and increase student awareness of the negative effects of excessive social media usage on their overall health and quality of sleep.

The comparison of these findings with existing literature shows that university students' usage of social media may have a substantial impact on their academic performance, sleep patterns, and social interactions. The findings would contribute to the expanding body of research on the influence of social media on university students, giving significant insights into the individual platforms favored by students and the perceived impact on their lives.

However, some limitations must be acknowledged. Firstly, the study utilized a cross-sectional design which makes the establishment of causal correlations difficult. Longitudinal studies may provide a more detailed knowledge of temporal relationships between social media usage and desired outcomes. Secondly, the use of self-report measures raises the possibility of response bias. Future studies may include objective indicators, such as monitoring social media usage patterns and the duration of sleep with enhanced technology tools. Furthermore, it would be beneficial to study the possibilities of learning technologies (Olugbade [2023](#)) to reduce overindulgence on social media platforms.

In conclusion, the current study emphasized the need of interventions and educational programs targeted at encouraging appropriate social media

usage among university students. Universities may help students maintain a good balance between online involvement and other elements of their lives by addressing the possible negative repercussions on learning activities, sleeping habits, and social interactions. Furthermore, future research should investigate the precise processes through which social media influences these areas, enabling for the creation of focused treatments that meet the unique issues that university students confront in the digital era.

Limitations

It is crucial to understand the study's limitations. For starters, the cross-sectional design limits the ability to show causal linkages between social media consumption and desired outcomes. Secondly, using self-report measures might introduce response biases, such as social desirability bias or recall bias. Finally, the study sample was limited to First Technical University students, which may limit the findings' applicability to other university populations.

Notwithstanding these drawbacks, the study offered valuable information on how social media use affects university students' sleeping patterns, study habits, and interpersonal relationships. The findings may contribute to current understanding and can also be used to guide therapies aimed to achieve a healthy balance between social media participation and other aspects of students' lives.

Conclusion

The results advance our knowledge of how social media usage affects academic pursuits, sleep patterns, and interpersonal relationships among college students. The results highlight how frequently undergraduates use social media and highlight the potential negative effects on their ability to learn, sleep patterns, and interpersonal relationships. The current study shows that social media use might have a significant impact on learning activities. Many participants reported social media addiction and its negative effects on their academic performance. This emphasizes the need for interventions and educational initiatives that support students in using social media responsibly and help them manage their online and academic obligations.

Furthermore, the study also determined that social media has an impact on interactions with others among university students, with around half of the participants saying that their social contacts are influenced by their

usage of social media. The results underscored the need of motivating students to sustain a healthy balance between their virtual and in-person social networks to avoid any negative effects on their interpersonal ties.

This study underscored the need to address social media's complex influence on university students. Educational institutions, policymakers, and students should collaborate to encourage responsible social media usage, increase awareness about the possible implications, and devise measures to achieve a healthy balance between online involvement and other elements of students' life. While this study provided useful information, it is vital to recognize its limitations which include cross-sectional design and the use of self-report measures. To better investigate the complicated link between social media usage and student well-being, future research should utilize longitudinal designs and objective measurements.

By gaining a deeper understanding of the impact of social media usage on university students, a supportive environment may be created that promotes academic excellence, healthy sleeping habits, and positive social interactions. Ultimately, fostering responsible social media usage among university students may contribute to their overall well-being and success in both academic and personal domains.

Future Directions and Implications

The implications for theory and practice stemming from the study are multifaceted and hold significant importance for various stakeholders involved in academia and student welfare.

The study emphasizes the need for a comprehensive understanding of the complex link between social media usage and its effects on university students' social interactions, sleeping habits, and academic performance from a theoretical perspective. It prompts the scholars to delve deeper into the exploration of underlying mechanisms driving these effects, considering factors, such as individual differences, psychological processes, and socio-cultural contexts. Additionally, the call for longitudinal designs and objective metrics suggests a shift towards more robust research methodologies, enabling the researchers to capture the dynamic nature of social media usage patterns and their long-term consequences on student well-being and academic outcomes.

From a pragmatic perspective, the results emphasize the urgent necessity of preemptive measures meant to encourage university students to use social media responsibly and sensibly. Initiatives that advocate for digital well-being and encourage a healthy equilibrium between online engagement and academic responsibilities are paramount. This could involve the implementation of educational interventions leveraging technology platforms, such as Moodle and Microsoft Teams, as suggested by prior research (Olugbade et al., [2016](#); Olugbade, [2023](#); Olugbade and Olurinola, [2021](#)). These interventions may encompass training programs, workshops, and informational campaigns designed to foster digital literacy skills and promote mindful online behaviors.

Moreover, the study also underscored the importance to establish institutional policies and support services tailored to address the specific challenges associated with excessive social media usage among students. By integrating strategies for managing digital distractions, enhancing time management skills, and promoting offline social interactions, universities can create a conducive environment that nurtures students' overall well-being and academic success. Additionally, by offering personalized support services, such as counseling and mentorship programs, institutions can assist students in navigating the complexities of modern-day digital culture while fostering resilience and self-regulation.

In essence, the study's implications for theory and practice converge on the imperative of adopting a holistic approach towards addressing the multifaceted impacts of social media usage on university students. By integrating theoretical insights with evidence-based interventions, stakeholders can work collaboratively to cultivate a campus culture that prioritizes student well-being and fosters a healthy balance between digital engagement and academic pursuits.

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