

Social Media Usage and Study Habits of College Students in the Pandemic

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ABSTRACT

The implication of social media on students' study habits has become a subject of attention, especially now that its utilization is prevalent. Consequently, study habits are learning procedures that enable students to work independently and perform well academically (Ogbuiyi et al., 2020). This study was anchored to the Social Learning Theory of Albert Bandura (1963), which refers to self-regulation and self-reflection as factors that enable a person to adapt to various circumstances. This study used a quantitative-correlational research design and standardized questionnaires to gather data. The participants of the study were 408 college students during the Second Semester Academic Year 2021-2022 in a Catholic University. Moreover, the use of analysis of variance and independent sample t-test indicated that social media usage and study habits, when grouped according to sex, college department, and year level, had no significant relationship; this showed that social media usage and study habits, regardless of the variables, were all using social media and study habits equally. Furthermore, in determining the relationship between social media usage and study habits of college students where it indicated a significant relationship, it employed Pearson product-moment correlation. As a result, college students utilized both in a similar manner. Regarding their utilization of study habits the college students' interpretation was good, while their social media usage was moderate. Based on the findings, the researchers recommended some relevant plans to help students continue using social media to aid them in their learning.

Keywords

social media usage, study habits, social media, pandemic, college department, year level, college students

INTRODUCTION

The levels of online utilization have increased rapidly over the last century, specifically with the advent of smartphones. Moreover, the utilization of social media applications has become a far and wide wonder among all age groups, specifically

teenagers and young adults (Ezeji & Ezeji, 2018; Kettle et al., 2016). The Philippines had been identified as one of the highest users of social networks across Southeast Asia; as of January 2020, the Philippines had a 67% social media penetration rate, implying that the average Filipino spends four hours using social media (Sanchez, 2021). According to Olutola



et al. (2016) college students utilize social media for several reasons, including connecting with friends for academic purposes, exchanging pictures, videos, information, and many more.

On the contrary, some studies showed extreme concern regarding the adverse effects of using social media among college students, which affected their study habits and academic performance. A growing number of students utilize social media not necessarily for academic purposes but for anti-social activities (Oji, 2007, as cited by Olutola et al., 2016). Also, several social media websites suggest negative behavior to students, such as meeting unknown people (Schill, 2011), and at the same time plotting adverse effects on college students' academic performance.

In learning, study habits are essential to students, and the utilization of these study practices is also their means to achieve academic accomplishment. Furthermore, enhancing these learning practices is highly relevant in improving their performance in the academe (Bin Abdulrahman, 2021, cited in Tus et al., 2020).

Due to the pandemic, the government has decided to use online learning as a new way to deliver education to students. Universities and Colleges have no choice but to opt for online learning to adhere to the country's health and safety protocols, even with the possibility that the student's focus and attention while having classes will be divided. The online classroom setup was new in the Philippines, and it was time to explore its effect on college students, especially regarding their ways of studying. A vast number of research looked into social media's influence on study habits (Bickerdike et al., 2016; Ezeji & Ezeji, 2018; Langat, 2015), but none of them discussed the influence of such on the study habits of students during a pandemic.

In the current trend of social media usage, researchers wanted to investigate the variables when a continuing phenomenon, such as a pandemic

occurs. Therefore, in this study, researchers sought to explore the influence of social media on college students' study habits and the relationship between social media and study habits during the pandemic. The study's findings may serve as the foundation for a proposed information literacy campaign that may teach college students how to effectively use social media, especially in coping with the current online learning setup and addressing potential challenges in the pandemic.

This study is anchored on the social cognitive theory of human functioning, specifically Albert Bandura's Social Learning Theory (SLT), which conceptualizes self-regulation and self-reflection as enabling factors to adapt to various circumstances. The theory claims that anyone can reflect on specific behavior, such as study habits in this case, and regulate such behavior for their benefit. Bandura's theoretical perspective is based on his interest in self-efficacy. Bandura believed that a person could exert control over his functioning and events in his life that may have influenced his achievement.

The term «social media,» refers to web 2.0 applications designed as interactive platforms (Bregman, 2012), such as Facebook, Messenger, Instagram, Twitter, YouTube, etc. These interactive platforms are also referred to as Social Networking Sites (SNS), which are also used to share knowledge, discuss issues and opinions, and be a vast source of information (Akram & Krumar, 2017).

One identified aspect of learning, study habits, is considered an essential tool crucial to a student's academic achievement, as highlighted by (Bin Abdulrahman et al., 2021; Tus et al., 2020). A study habit is identified as a behavior that students regularly engage in to fulfill a learning objective, such as reading, taking notes, or participating in study groups. Based on how successful such study habits influence students, study habits can be categorized as effective or ineffective (Jato et al., 2014). Moreover,

a study emphasized that one person learns more rapidly and thoroughly than the other due to good study habits, and students who do not have adequate study habits are incapable of utilizing efficacious study skills (Bajwa et al., 2015). Aside from learning rapidly and thoroughly, good utilization of these study habits aids students in acquiring better academic performance.

In particular, the study of Odiri (2015) revealed that students with good study habits perform better than those with poor study habits and are more likely to achieve better achievement in mathematics.

Moreover, for business students, mathematics is a vital element in business studies; hence studying mathematics is very important to achieve success in their course (Opstad, 2021). Not only for business students but also for engineering students. According to Harris et al. (2015), mathematics is practical; learning and enhancing it should empower students in all aspects of their lives, including their future education and work.

For future educators to effectively teach math skills to their students, they must also thoroughly understand mathematics (Arthur et al., 2017). On the other hand, Humphreys's study found that mathematics is a skill with which criminology students in Lancaster have problems.

There is a wide range of study habits, and one of them is students' time management. A study revealed that many students conclude that time management is an issue that contributes to negative academic performance besides excessive social media use (Panek, 2013).

Furthermore, in a study conducted regarding study habits, Al-Rahmi et al. (2015) claimed that students, particularly at a higher level of learning, functioned collaboratively by exploring the opportunities given by the online social atmosphere to resolve specific academic issues or problems with their peers.

Meanwhile, in a study by Kuznekoff and Titsworth

(2013) regarding the study habit of note-taking, it was found that students' inactive usage of mobile phones during a class lecture would result in a high level of note-taking skill. Results showed that if the students had made more precise notes and recalled more specific details from the lecture, they scored a higher grade than students who were actively using their mobile phones during the lecture. However, several college students identified the note-taking study habit as an area of difficulty, according to the study of Jafari et al. (2019), which found that among the study habits of medical students at Kermanshah University, most of the students were undesirable in taking notes, with a percentage of 50.2%. In conclusion, the note-taking study habit was identified as an area where most students have problems.

Whereas a local study by Magulod (2019) found positive feedback on utilizing the test-taking study habit, the results showed that students who excel academically and prepare over tests for an extended time have higher test-taking and test preparation skills and habits. Thus, social media usage through mobile phones would greatly hinder students' study habits and fundamental skills in learning. In addition to the test-taking study habits, according to Yusefzadeh et al. (2019) on study habits among Iranian students, test preparation during the semester was difficult, and most students prefer to study during free hours shortly before and on the night of exams.

Meanwhile, on the reading skills area of study habit, Palani (2012), as cited by Adu-Sardokee et al., (2015), stated that effective reading is the most significant avenue for effective learning. Moreover, it has been identified that social media addiction plays a role in exacerbating the bad reading culture.

On the other hand, in the study habit dimension of writing skills, due to the frequency with which they use technology such as mobile phones for texting, they are studying and developing new vocabulary through their communication in social media.

They use various words in social media, including abbreviations and slang. As a result, teachers are concerned about their students' language learning, which would influence their writing ability. They are obliterating some elements of their vocabulary. With the growing number of social networking sites and registered users, there is no question that social media affects students' writing and speaking (Hashim et al., 2018).

In the mathematical area of study habit, several studies suggest that the utilization of social media is an effective tool for students (Hidayatullah & Suprapti, 2020). Concerning the effect of social networking on students' academic success in mathematics, Omorogbe and Uwamose (2018) investigated selected schools in Edo State. Abandoning their studies for too much leisure would negatively impact their academic progress, especially in mathematics, where sufficient and quality time is needed to study for understanding and practice solving problems to learn mathematical skills for daily living and future development. However, some students can use social media to improve their academic performance by obtaining knowledge relevant to their studies. An additional study on the area of math skills of college students by Capuno et al. (2019) showed that the respondents' attitudes and study habits have a substantial impact on their mathematical ability.

When it comes to the different utilization of the study habits of male and female students, the findings of the Unal 2021 study considered sex as a factor that cannot influence their study habits. It was revealed that sex has no significant relation to the study habits of college students.

There are several factors in which students' study habits could be influenced; one identified factor is the usage of social media (Salcedo-Relucio, 2019). Accordingly, a study conducted by Chen et al. (2011) found that college students have become less competent in doing academic works and use

more social media sites. However, some students responsibly utilize social media, which was revealed in the study of Chibueze (2018), wherein both male and female secondary students were utilizing social media positively. On the other hand, the utilization of social media by male and female college students differs in purpose, as it was found that males use social media applications mostly to make new friends and build relationships. In contrast, females use them mostly to find old friends and keep in touch with existing ones (Mazman & Usluel, 2011).

Meanwhile, the utilization of social media was emphasized as a significant element in predicting college students' study habits. In addition, it also enhanced the ways to study effectively (Olutola et al., 2016). Jafari et al. (2019) further support the idea and add that students gained an essential habit of achieving outstanding academic performance. Correspondingly, Ogbuiyi et al. (2020) considered the usage of social media as impactful and relevant in studying because it had immensely improved study habits. Most importantly, these technological advancements have helped transfigure the educational system and enhance students' learning.

As for the number of hours spent using social media, the results of Bayleyegn & Buta (2019) showed that college students in Oda Bultum University spend an average of 6.10 hours per day using different social media accounts.

Today, the entire world faces the strain of the pandemic, as COVID-19 caused restrictions on education. Sobaih et al. (2020) stated that the overall impact of the COVID-19 pandemic has constrained advanced education organizations to move from up close and personal to online instruction.

As social media has grown popular during this pandemic, it has also become a necessity in our daily lives, especially when the government has prohibited personal meetings. The researchers have discovered that studies showed that social media usage among

college students positively and negatively impacts study habits. Several studies discovered how impactful and important social media is to students' learning and study habits on the positive aspects of utilizing social media. It is also used for different purposes, such as communication, building social relationships, and learning with the utilization of study habits. On the contrary, social media usage also has negative impacts in the areas of study habits.

For that reason, the study aims to contribute to the existing scientific knowledge and hopes to contribute new information in exploring the relationship between social media usage and utilization of study habits among college students during the pandemic.

The research study aims to determine the influence of social media use on the study habits utilization of college students in a private catholic university. Moreover, the study aimed to determine the relationship between the extent of social media usage and the extent of study habits of college students during the pandemic. Specifically, the study sought to answer the following questions: 1. Is there a significant difference in the social media usage of college students during a pandemic when they are grouped according to sex, college, and year level?, 2. Is there a significant difference in the study habits of college students during a pandemic when they are grouped according to sex, college, and year level?, 3. Is there a significant relationship between the social media usage and study habits of college students during a pandemic?

Based on the previous statements, the following hypotheses are formulated: 1. There is no significant difference in the social media usage of college students during a pandemic when they are grouped according to variables. 2. There is no significant difference in the study habits of college students during a pandemic when they were grouped according to variables. 3. There is no significant relationship between social media usage and the study habits of college students

during a pandemic.

This study focused on the relationship between social media usage and the study habits of college students when they were grouped according to sex, college department, and year level. The respondents were college students from a private Catholic University in Bacolod City enrolled during the Second Semester of the Academic Year 2021-2022. The study aimed to explore the possible relationship between social media usage and the study habits of college students during the pandemic. Due to the online data collection setting, the researchers could not ensure that the respondents read the questions attentively.

The research output would be a proposed information literacy campaign on the effective use of social media to enhance study habits among college students.

The study's respondents, specifically the college students, were classified based on the following variables: Sex, College Department, and Year Level. The respondents' social media usage and Study Habits of the respondents serve as the dependent variables of this study, wherein the relationship between the two is assessed. The study focuses on specific study habits: time management, study environment, note-taking skills, test-taking skills, reading skills, writing skills, and math skills.

Along the way, assessing the relationship between students' social media usage and their study habits can serve as a foundation for a proposed information literacy campaign on the effective use of social media to facilitate learning.

METHODOLOGY

This quantitative research study utilized correlational research design. Correlational research was designed to discover relationships among variables and predict future events from present knowledge (Stangor, 2010). Considering this, the present study explored

variables that exist in this current time, namely usage of social media and study habits, and are correlated. The researchers believed that a correlational research design was suitable for this study.

The participants of this study were first—to fourth-year college students who were officially enrolled in a private Catholic university during the Second Semester of the Academic Year 2021-2022.

Using the online Raosoft calculator, a sample of 359 was drawn from the total population, with a 5% margin of error and a 95% confidence level. A stratified random sampling method was used in this study to select the study participants. Stratified random sampling is a sampling method that involves dividing a population into smaller sub-groups called strata. The strata are formed based on members' shared attributes or characteristics; the strata were where the simple random samples were taken (Hayes, 2020).

informed consent form that requires the participants' confirmation of their voluntary participation in the study. The instrument was a checklist that consisted of three parts: a.) participants' demographic profile; b.) a questionnaire measuring the extent of social media usage; and c.) a questionnaire measuring the extent of study habits. The second part comprises 19 standardized questions authored by Dr. Savita Gupta and Liyaqat Bashir that are answerable by the following: Always, Sometimes, Rarely, and Never. Meanwhile, the last part is a questionnaire entitled «Extent of Study Habits of College Students in the Pandemic» by Virginia Gordon, which has 48 questions that are answerable by Always, Generally, Sometimes, and Rarely.

To measure the extent of social media usage, the researchers used the standardized Social Networking Usage Questionnaire, consisting of 19 items. It was

Table 1
Interpretative Scale for Social Media Usage Questionnaire

Numerical Scale Interpretation	Verbal Interpretation
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

The data showed that out of a total of 408 respondents, there are 149 first-year students (37 %), 66 second-year students (16 %), 82 third-year students (20%), and 111 fourth-year students (27%). As for College Departments, there are 42 students from CAS (10%), 68 from CAMHS (16%), 78 from CABACS (19%), 43 from CCJE (10%), 143 from COE (35%), and 34 students from COED (8%). According to sex, there are 256 female respondents (62%) and 152 male respondents (37%).

This study utilized standardized questionnaires to gather data on the extent of Social Media Usage and the extent of Study Habits of College Students during the pandemic. The instrument is preceded by an

a developed statement to measure the social media usage of college students. The questionnaire was considered valid and reliable, with a validity index of 0.593 to 0.894 and a reliability coefficient of 0.830.

The research questionnaires were encoded through Google Forms. The following scale was used to interpret the respondents' responses regarding the extent of Social Media Usage.

On the other hand, to measure students' extent of study habits, the researchers used a 48-item standardized questionnaire adapted from Virginia Gordon's University Survey "A Guidebook and Readings for New Students" (2013). The participants' responses ranged in a 4-point Likert scale with the

following ratings: Always, Generally, Sometimes, and Rarely. The questionnaire was divided into seven categories: Time Management, Your Study Environment, Test Taking/Preparation Skills, Note Taking Skills, Reading Skills, Writing Skills, and Math Skills. The questionnaire had a validity coefficient of 5, which, was interpreted as excellent, and had a reliability coefficient of 0.951; permission from the author was granted, and the reliability test was done. The following scale was used.

Table 2
Interpretation of Values for Study Habits Questionnaire

Mean Value	Verbal Interpretation
3.26 – 4.00	Great
2.51 – 3.25	Good
1.75 – 2.50	Fair
1.00 – 1.74	Poor

Prior to the data collection, the researchers sought permission to conduct the study through a formal letter addressed to the Vice President of Academics through the Dean of the College of Arts and Sciences. Following the administration's approval, letters were issued to all college deans requesting permission to involve their respective students in this study.

After permission was sought, the researchers used Facebook Messenger to distribute the research instrument, which integrated the purpose of the study and the informed consent form. For the distribution of survey forms, the researchers also sought the assistance of the respective colleges' faculty, college guidance counselors, and thesis advisers. The results were sent to a statistician, who treated the data collected statistically.

Afterward, the researchers used the following statistical approaches to determine the answers to the study's problems. The extent of college students' usage of social media and the extent of study habits was assessed using descriptive analysis. Additionally, an inferential analysis was used to determine the

differences in the extent of social media usage and college students' study habits when grouped according to sex, college department, and year level; likewise, to assess if a relationship occurs between them. The following statistical instruments were used using the normality test.

RESULTS, DISCUSSION, AND IMPLICATIONS

The result showed that college students generally

used social media moderately or utilized it moderately. Likewise, a moderate extent of social media usage was shown when the respondents were grouped according to year level, college, and sex.

The result of a moderate extent means that the study respondents showed social media engagement with purposeful intention and that they possess the right attitude towards social media use (Ogbuiyi et al., 2020). The study's findings contradict the assertion of Chen et al. (2011) that college students typically engage in a long period of social media usage, making them less competent. Students in this study know how to monitor and limit their use of social media.

The extent of study habits of college students' results revealed that the college students had a good utilization of study habits. The results implied that college students were utilizing study habits regularly. Aligned with our results was the study of Chibueze (2018), where students in the Anambra State, Nigeria, had a good or average utilization of study habits.

The results of the study habits per category revealed that all areas revealed a good interpretation of study

habits as a whole. However, when respondents were categorized according to college, CABACS ($M=2.58$, $SD=0.51$) and CCJE ($M=.78$, $SD=0.48$) students were only those who showed good test-taking study habits. In contrast, CAS ($M=2.43$, $SD=0.53$), CAMHS ($M=2.44$, $SD=0.39$), COE ($M=2.49$, $SD=0.54$), and COED ($M=2.48$, $SD=0.43$) students were revealed to have fair test-taking skills in their study habits. Several studies identified the test-taking habit as an area where students have problems and rarely utilize this kind of study habit (Jafari et al., 2019; Magulod, 2019).

The results also showed that students from CABACS ($M=2.66$, $SD=0.66$), CCJE ($M=2.51$, $SD=0.57$), COE ($M=2.53$, $SD=0.56$), and COED ($M=2.60$, $SD=0.72$) had good math skills, while CAS ($M=2.37$, $SD=0.42$) and CAMHS ($M=2.34$, $SD=0.53$) had fair interpretations in this area. The students under CABACS, CCJE, COE, and COED utilized the study habits to enhance their math skills.

In line with the results, was the study of Opstad (2021) stated that mathematics is essential for college students studying business in order for them to achieve success. The same goes with COE students, mathematics should be included in the curriculum since they need to use mathematics for industrial fluid mechanics in engineering bridges to prevent structural disasters, and engineering principles are being taught. (Harris et al., 2015). However, students under the CAS and CAMHS showed a fair interpretation of utilizing study habits in line with math skills. In a study conducted by Capuno et al. (2019), for students to improve their performance in math, their attitudes and study habits should be modified to enhance performance. Moreover, the book of Arthur et al. (2017) supports the results because, in their study, good math skills are vital for education students in order for them to teach good math skills to their students in the future. However, regarding the math skills of the CCJE department, the results were opposed in the study of Humphreys

& Francis (2008), which stated that criminal justice students have difficulty with mathematics and interpretation of data in numerical form.

When respondents were grouped according to sex, male college students had a good interpretation of all areas of study habits. However, female college students have two areas of study habits that have a fair interpretation: test-taking and math skills. The results support the study of Hedges & Nowell, as cited by Ghasemi & Burley (2019), in which they discovered that male students slightly outperform female students in mathematics tests. Jafari et al. (2019) mentioned that most students had concerns with taking notes, time management, reading ability, motivation, and test preparation when study habits were considered. Nevertheless, with the present study, these study habit skills were not a problem for the respondents. The result did not support the conclusion of Maqableh et al. (2015) when they shared how time management became a major problem for students. Also, the good results in the categories of study habits denied the claim of Mendezabal (2013) that students have poor study skills.

According to the year level, the first-year and fourth-year students had a good interpretation in all areas of study habits. Two areas of study habits of the second-year students were identified to have a fair interpretation; the areas identified were test-taking skills and math skills. While the third-year level students, all areas of study habits had a good interpretation except for the test-taking area. According to Yusefzadeh et al. (2019), the test-taking study habit was seen as a challenge to most students and a problem that needs to be recognized to improve.

Independent samples t-test was used to determine the significant difference in college students' social media usage and study habits during a pandemic when they were grouped according to sex, and analysis of variance when grouped according to

college and year level.

Moreover, there was no significant difference in the extent of social media use by college students during a pandemic when they were grouped according to sex [$t(406)=0.750$, $p=0.454$], college [$F(3, 404)=1.051$, $p=0.370$], and year level [$F(5, 402)=1.946$, $p=0.086$]. The result shows that the extent of social media usage of male and female college students was similar, which supported the study of Olutola et al. (2016), which stated that there was no discernible sex gap in social media usage. Another study by Langat (2015) found that the utilization of social media if sex was to be concerned was not affected.

In addition, There was no significant difference in the extent of the study habits used by college students during a pandemic when they were grouped according to sex [$t(406)=0.534$, $p=0.594$], college [$F(3, 404)=2.221$, $p=0.085$], and year level [$F(5, 402)=1.701$, $p=0.133$]. It was indicated in the results of this study that both male and female college students had the exact extent of study habits usage. It was observed that males were less studious than girls, but with regard to the result of the study, sex was not a factor. This result of the study coincided with the study of Unal (2021), stating that sex had no relation to the study habits of college students. Furthermore, in Unal's study (2021), according to their findings, students considered sex as a factor that cannot influence their study habits. Also, year level and college department were variables not affecting the extent of study habits since no significant difference was shown when these two were considered. The result of the study was similar to the study result of Jafari et al. (2019) when no significant difference in the year level of college students in the area of study habits was noted. Also, the research findings align with the previous findings that the study habits of all year levels were equal regardless of which year level the students were in. Pearson-product moment correlation was used to determine the significant

relationship between social media usage and study habits of college students during a pandemic. During the pandemic, there was a significant relationship between social media usage and college students' study habits [$r(406)=0.598$, $p=0.000$].

The study of AlSaqri et al. (2016) showed that social media and study habits had a relationship. In addition, it was noted that social media does not negatively affect students' study habits, but rather, it helps college students facilitate learning by providing them an avenue to receive timely class updates and facilitate their group work. In this study, the positive relationship between study habits and social media usage could mean that the extent of the student's utilization of the variables was equal as a whole, contrasting to that, was the study of Ezeji & Ezeji (2018), which revealed that social media usage negatively affected students' study habits; it was furthermore said that social media could lead to distractions.

The results of this study implied that social media usage and study habits were related and affected each other; in this study, social media usage positively influences college students' learning.

According to the results gathered, the extent of social media usage and the extent of college students' study habits when grouped according to sex had no significant difference. This result indicated that when based on sex, it was not considered a factor that can influence their social media usage and how they study.

The results appeared similar to the other variables when grouped according to year level; this signified that when college students use social media, their manner of studying is similar and does not influence the two variables. This result indicated that the first-year to fourth-year college students and each college department had the same attitude when studying. For instance, how they used their study environment, managed their time, prepared

for tests, took notes, and the rest of their study habits appeared to be similar.

Consequently, when grouped according to the college department, no significant difference was found among the university's six colleges: CAS, CABACS, CAHMS, CCJE, COE, and COED. The result generally presented that they have the same extent when using social media regardless of what college department they belong to. As for their study habits, several colleges had fair results, specifically in the areas of math skills and test preparation. Particularly courses from CABACS, CCJE, COE, and COED. These colleges were not math-natured; that was why students in these departments may have only utilized their skills in math fairly. On the test preparation study habit, the results implied that students under the CAS, CAMHS COE, and COED might have this sense of "teacher familiarity," in which they were familiar with and can predict the types of tests and questions that the teacher may give; hence they do not prepare much when tests were given to them.

Generally, social media usage and study habits had a relationship. The significant relationship would imply that engagement in social media influenced study habits and that both variables were related; this could mean that students were utilizing both constructs similarly, which can either be helpful to them or make them less effective; this can be seen in some areas of study habits per category where it showed fair results, especially in test-taking and mathematical skills. Furthermore, since social media usage is related to study habits, the former can be a factor that can influence and affect the study habits of college students during the pandemic.

In addition, as this study was anchored to the Social Learning Theory of Albert Bandura (1963), as cited by Rumjaun & Narod (2020), with a concept of self-regulation, the result of the study could be the end-product of regulating one's study habits. The findings could supplement Bandura's theory, which states that

a person can adapt to varying circumstances and use them to their benefit. Even though college students were amid a pandemic, they still favorably utilized social media and study habits. This attitude indicated that they know how to self-regulate and use social media in this crisis to help them adapt to this online setup and not let themselves be distracted away from their studies. Moreover, this study also agreed with the theory's assumption that a person can facilitate control over their functioning, which could impact their accomplishment. In this study's case, the results have shown a positive correlation between social media usage and study habits utilization; this means that even though a factor may have caused college students to be distracted by overusing social media excessively, they did not opt to do so. Instead, they used social media to address their needs to the demand of online setup and utilize their study habits in an equal manner during the pandemic.

CONCLUSION AND RECOMMENDATIONS

The results presented in the previous chapter concluded that, generally, college students used social media and study habits to an equal degree and that social media usage and study habits have a significant relationship. On the extent of social media usage and study habits, when grouped according to sex, college department, and year level, no significant differences were found; the results projected that the utilization of college students, regardless of the said variables, was equal. With the results collected and analyzed, the researchers claimed that in this pandemic, even if social media was a factor to consider in distracting the students' attention towards utilization of study habits, the college students still managed to balance both. Also, social media was a tool to help them adjust to this online setup and still use their respective study habits in learning. Based on the conclusions of this study, the following recommendations were

formulated:

The researchers recommend that college students continue balancing their utilization of social media and study habits to aid them in this online setup and have favorable study results. On the other hand, researchers recommend that other colleges, such as CAS, CAMHS, COE, and COED, should keep track of the respective study habits where they showed fair results to improve their study habits.

School Administrators should develop strategies, such as conducting webinars, to teach students how to improve their social media usage in relation to their learning; this will aid students and teachers in maintaining good results in social media utilization and study habits, especially since the setup is still online. It would give students a sense of support to thrive in their studies.

Teachers are the guardians of students inside the university, though online. The researchers recommend occasionally monitoring their students' engagement in social media to help them continue using it as a learning tool.

As the providers of mental health support for the students, Guidance Counselors should carry out plans to help and guide college students to continue utilizing their study habits and social media as effective tools in their education, especially during this pandemic.

Future researchers interested in exploring this topic continue to recommend new and interesting ideas regarding social media usage and study habits of college students and explore more that this research lacks to contribute to society, especially to the youth exposed to social media. This study proposed an Information Literacy Program for college students on the effective use of social media.

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