



IJEAST

INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY



VOLUME : 11 ISSUE : 01 Print / Issue Publication Date: 02-Jun-2026



ISSN : 2455-2143



DOI : 10.33564/IJEAST.2026.v11i01.019

Indexed In



WWW.IJEAST.COM

editor@ijeast.com



VISUAL ANALYTICS OF STUDENT SOCIAL MEDIA ADDICTION: A DATA-DRIVEN STUDY USING TABLEAU

Piranji Manish, B.Venkata Ramana, Jagathpalli Vamshi
Student, Department Of Artificial Intelligence and Data Sciences,
Methodist College of Engineering and Technology,
Hyderabad, Telangana, India,

Ms.Sana Mateen
Assistant Professor Department of Computer Science Engineering,
Methodist College of Engineering and Technology,
Hyderabad, Telangana, India.

Abstract—The usage of social media has become an integral part of student’s life in this modern age. Where the use of mobile phones can still assist with communication, learning and entertainment purpose. But the excess use of the social media like Instagram, Facebook, WhatsApp could cause addiction and effects on key areas like academic, health and sleep. This paper is based on the analysis of student social media addiction by using the data visualization techniques. The dataset contains information related to daily usage time, application with highest use, academic performance, sleep duration and addiction status. According to the analysis, compared with their peers who spend less time on social media, students who use it more experience lower academic performance, less sleep, and higher addiction levels. It also illuminates differences in usage among age, gender and lifestyle demographics. This paper gives the importance of data visualization in recognizing behavioural patterns and encourages improved awareness and decision-making in student’s usage of social media.

Keywords—Data Visualization, Social Media Addiction using Tableau, Social Media Addiction Mental Health Score, Student Behaviour, Academic Performance.

I. INTRODUCTION

In recent times, social media has been a part of daily routine in the lives of many students due to which applications like Instagram, YouTube, and WhatsApp are used by students not only for educational purposes but also for other reasons [4], [6], [16], [26].

Although there are several advantages related to usage of social media by the students, there are some risks associated with their addiction to it, and it might affect students’

performance in academics and mental and physical health adversely [1], [2], [13].

As per the studies conducted on this matter, social media addiction is identified as the condition which is marked by excessive use, lack of control over usage, and dependency on social media interactions [7], [11], [21], [29]. There were several negative consequences observed in relation to it, including inability to focus on tasks at hand, poor academic productivity, sleep disorders, increased levels of stress, and anxiety [9], [12], [20], [25].

As the usage level increases and affects student’s academic performance negatively, there is an increase in poor behaviour. Availability of large amounts of big data allows using data visualization for analysis of the collected information. This approach can be helpful in transforming the complicated datasets into visual representations. The importance of using this tool in various research for student behaviour analysis [3], [13], [26]. To make the data analysis easier and accurate, Tableau can be used to make various charts and get the insights

In this research project, it is intended to analyse the issue of social media addiction among students by using the available big data with the help of Tableau. Factors related to social media addiction of the students, including daily usage time, preferred platform, student’s academic performance, average sleep duration, and addiction levels will be considered. With the help of Tableau, visual insights regarding the usage pattern and its influence on student’s lifestyle will be provided.

II. LITERATURE SURVEY

Pantic (2014) investigated the connection between online social media networking and the mental health. According to his study, social networking platforms when used excessively were found to be deleterious for psychological well-being. It points to problems such as anxiety, lack of



emotional stability, and comparison trap. They stress the importance of controlled use for a balance in mental health [1].

Lin et al (2017) investigated the relationship between social media usage and depression among young adults in the United States the results found a significant association between more social media use and greater depressive symptoms. It proposes that being overexposed to the internet can influence emotional health and self esteem[2].

Sabbah et al (2019). Social Media and Technology Addiction Among University Students: A Comparative Scoping Review of the Published Literature Using the MTUAS Scale Social media is playing an increasingly significant role in shaping our world today. Many students display addictive behaviour as a result of overuse, the study revealed. They also found that variables such as emotional dependence and repeated exposure played important roles in promoting addiction [3].

Maweu and Yudah (2020) studied, the use of social media by students of information science. Based on the study findings, it was decided students used these platforms for communicating with others, academic purposes and information sharing. It describes the increasing dependence on digital platforms in education [4].

Boutros et al. The impact of different social media sites on knowledge of eating habits and body image in college students: Assessing the mediating psychosocial variables (2024) Findings reveal that content presented on social media affects student perceptions about body image and health-related behaviours. It further has an effect on self esteem and health related behaviour [5].

Asaduzzaman (2023) studied the creativities in Uses and Uses of social media among Bangladeshi students at Secondary Schools.. The study abstract were, students are obliged to waste plenty of precious time on socialing which influences their conduct practises and everyday routine which impacts their attitude habits and daily schedule.. It shows both positive and negative effects on the students' development [6].

Canoğulları (2025) investigated that the social media addiction influence psychosocial stress. Among those variables, the only one to reach significance was doom scrolling; worry tracking and hope tracking were not significant predictors of stress level. It ends with that the increased exposure to Negative Contents will have Psychological implications [7].

Really be present: A mindfulness approach to adolescent social media use. Christensen-Duerden and Coyne (2025) According to the study, mindful participation can alleviate some deleterious outcomes such as stress and anxiety. It show up the need for awareness in social media consumption [8].

Galindo-Domínguez et al. Market Research Participation in University Student Officer Part & Social Media, Critical thinking (2024) these results show that excessive use can

hinder analytical and critical thinking abilities this emphasizes balanced usage [9].

Demirbilek (2025): adolescence; study attitudes and purposes of social media This research also discovered three types of media use by students — for communication, entertainment and their academic work. It further points to usage differences based on personal interests [10].

Howard (2022) Studied Instantaneous access to Smartphone addiction, sociability and fear of missing out (FoMO) FoMO was found to be a significant predictor of social media engagement and detrimental in terms of academic performance. This also emphasizes the connection between addiction and decreased concentration of studies [11].

Haji (2025) examined the positive and negative effect of social media to academic performance and social interaction. Socialmedia not only increases the communication between peoples; by its wide distribution and also students distract from their study work. Then indicates pros and cons respectively [12].

Alhajjaj et al. Tiwari et al. The results indicated that overuse is related to lower academic performance and higher dependency. It highlights the responsible usage [13].

Mishnick & Wise (2024) examined social media engagement via Facebook, Instagram, and LinkedIn Behaviorally, the research indicated that engagement rate is based on platform attributes and two-way user interaction. It centers around content for user engagement [14].

This study conducted by Koçyigit and Türk (2024) investigated the link between FoMO, loneliness and social media addiction. The study concluded that emotional factors play a large role in the degree of addiction. Also it shows how using social media increases loneliness [15].

Karayigit and Parlade (2023) investigated social media use in U.S. college students. Social Networking for Communication and Entertainment In the study, we found that students often turn to social media for communication and entertainment. It also sheds light on the variance in use behavior of individuals [16].

Pınarcık Sakaryalı and Yiğit (2024) study on the link between social media addiction, mood and psychological welfare The study shows that addiction does effect the emotional health and increases stress [17].

Gencel et al. 2023: Exploring Faculty Attitudes and Behaviors Related to Social Media in Higher Education. The study revealed that social media presents learning benefits but also can be a distraction. This indicates that academic use need must be almost in balance [18].

Aşantuğrul and Barut (2024) focuses on the impact of that psychoeducation program on social media addiction. Results showed that systematic interventions manage to minimize levels of addiction. It underlines the significance of awareness programs [19].

Caratiquit & Caratiquit (2022) investigated the effect of social media addiction on academic performance in distance



learning. It is associated with a delay and under preparation of active studies [20].

Aslan, G. & Çakmak Tolan (2022) The association between social appearance anxiety and addiction to social media. Researchers also found that people who identify themselves as being highly anxious, often use more time on social media sites. It affects psychological well-being [21].

Yıldız (2023) test del social media addiction adult sample It classified users by stage of increasing levels of addiction and described the behaviors exhibited by youth [22].

In addition, regarding the social media addiction is Çutuk (2021) which study the relationship between cognitive absorption self-esteem and social media addiction. Results indicate that severity of addiction correlates with low self-esteem [23].

Özsat et al. For example, (2022) examined the how social media addiction affects loneliness in virtual environments. Increased craving was associated with greater levels of loneliness [24].

Chua et al. (2020) examined the relationship between social media addiction and academic adjustment. The study found that addiction negatively affects students' ability to adapt academically [25].

Yinal and Banje (2023) analysed social media habits of university students. The study found that students spend considerable time on social media platforms daily. It highlights its influence on student behavior [26].

And a study named: (2018) Social Media Addiction among Turkish University Students Sample Set: Primary Data Collection Method by Selçuk University Study. The study also reported alarming levels of addiction in students and recommends measures to be controlled [27].

For example, Ayaz & Karataş (2016) researched the internet addiction of adolescents. Addiction varies with demographic factors such as age and sex [28].

In a study, Baltacı (2019) examined the correlation of social media addiction with social anxiety, loneliness and happiness. The research results indicated that addiction causes anxiety and serves as an obstacle to human happiness levels [29].

Çelebi and Özkul (2020) investigated the relationship between social media addiction goal commitment. Results of our findings indicate it lessens your attention and dedication towards goals [30].

III. METHODS AND MATERIALS

DATASET DESCRIPTION: The dataset used in this paper is of various student social media usage and its effect on academic and behavioral factors. One record for each individual student, along with demographic attributes (age, gender, academic level) and country. Usage-related attributes are average daily usage (in hours) and primary platform, which provide insights into engagement patterns.

It also includes the dataset to record through Sleep hours, Mental health score, and Addiction score that could assess on various health and psychological effects. Less likely-Use attribute, like effect on academic performance & conflicts over social media for various academic and behavioural impacts. In addition, the dataset consists of a combination of demographic, usage and also behavioural variables which makes it attainable for analysis of social media addiction through data visualization.

Table 1 : Dataset Attributes

Attribute Name	Description (What it Represents)	Attribute Type
Student_ID	Unique identifier for each student	Categorical (ID)
Age	Age of the student	Numerical
Gender	Gender of the student	Categorical
Academic_Level	Educational level (School, Undergraduate, etc.)	Categorical
Country	Country of the student	Categorical
Avg_Daily_Usage_Hours	Average number of hours spent on social media per day	Numerical
Most_Used_Platform	Most frequently used social media platform	Categorical
Affects_Academic_Performance	Indicates if social media affects academic performance (Yes/No)	Categorical
Sleep_Hours_Per_Night	Number of hours the student sleeps per night	Numerical
Mental_Health_Score	Score representing the mental health condition of the student	Numerical
Relationship_Status	Relationship status of the student	Categorical
Conflicts_Over_Social_Media	Indicates if social media causes conflicts (Yes/No)	Categorical
Addicted_Score	Score indicating level of social media addiction	Numerical

SOFTWARE: Tableau

Tableau is an interactive data visualization tool, also a business intelligence software combination used to simplify raw data into understandable formats. Provides a platform for users to leverage raw datasets and turn them into actionable visualizations with charts, graphs, and dashboards. Visualization creation in Tableau is easy with drag-and-drop functionality, and users are able to create complex visualizations with minimal programming expertise. Tableau is used in this study to create interactive dashboards to visualize student social media usage and addiction behavioural patterns, trends, and relationships.

IV. DATA VISUALIZATION

This study uses visualizations to illustrate the way in which students are using social media and how it influences aspects of their life. These will use maps, bar charts, heat maps and histograms to convey what the data means in an easy manner. These visualizations help us better see the patterns and compare various factors in the dataset.



A) Which social media platforms are most used across different countries worldwide

The map visualization of the world that shows students on each various social media platform usage. The larger the circle, the more users there are in a country, the various colours represent platforms. Platforms such as Instagram, WhatsApp and Facebook are leading in many of the regions, yet some platforms can be more region-specific (e.g. KakaoTalk in different parts of Asia). This clearly shows that social media preferences shift with geography and culture.

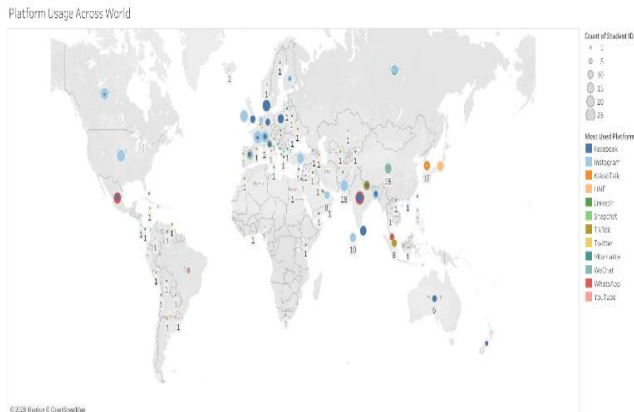


Fig.1. Platform Usage Across World

B) Which social media platform is most used by students

The given bar chart displaying the distribution of students across various social media platforms based on their usage per day. We could clearly see that Instagram is the most used platform by students, and has most number of users. Where on other hand Tik-Tok and Facebook also have decent usage, which means that even this platform usage is equally strong.

Conversely, WhatsApp and Twitter have a medium range of use, while LinkedIn, WeChat, Snapchat and YouTube are the least used by students. This behaviour indicates that students appear to favour visually appealing and entertainment-oriented platforms as opposed to more formal or static platforms.

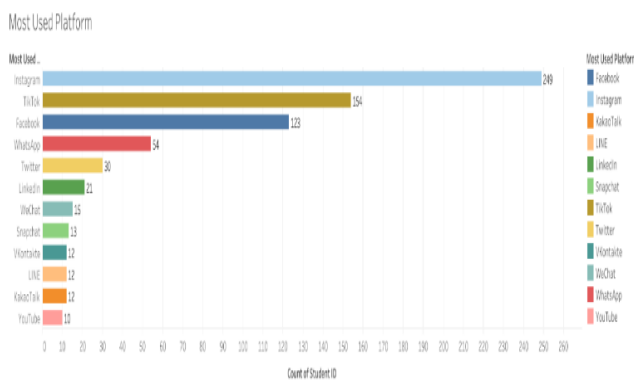


Fig.2. Most Used Platform

C) Which age groups are associated with different social media platforms

This chart demonstrates how the use of social media platforms varies slightly for students in different age categories. For example, younger students (e.g., 19–20 years) place preference on entertainment platforms, while those aged between 21 and 23 favour more professional/informational platforms [17]. Instagram and TikTok are mid-level players across all ages. The amount of difference in age is relatively small, but it represents a change in what students like as they get older.

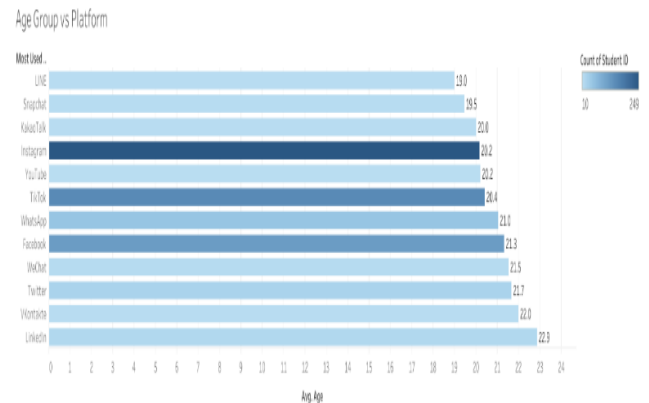


Fig.3. Age Group VS Platform

D) How does relationship status affect social media platform usage and average daily usage time

The given below heatmap illustrates the social media usage split by relationship status on the different platforms. Overall, student users in relationships are slightly more likely to use social media, most notably on platforms for communication and entertainment. Students are consistently heavy users across most platforms, those with complicated relationship status have moderate usage patterns. While not large, the variation suggests that relationship status is a weak predictor of frequency of social media use—though specifically for messaging and interactive services.

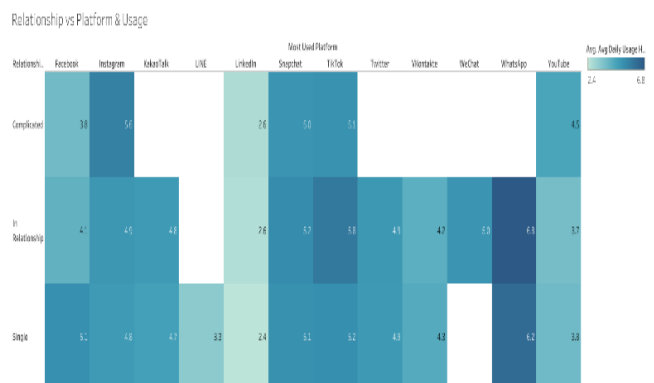


Fig.4. Relationship Vs Platform & Usage



E) How does age vary across different relationship statuses

This chart shows that the average age across different relationship statuses is quite similar, with only slight variations. Students in relationships have a marginally higher average age, followed by single students, while those with a complicated relationship status are slightly younger. The differences are minimal, indicating that relationship status is not strongly dependent on age within the student group. Overall, the visualization indicates that the distribution of relationship statuses among students is fairly balanced across all age categories

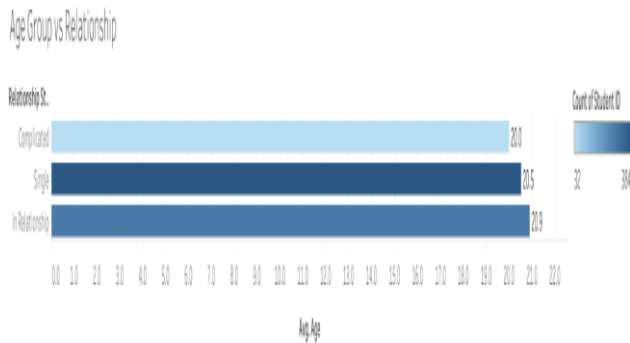


Fig.5. Age Group vs Relationship

F) Which social media platforms have the highest average daily usage among students

This chart shows the average time spent on various social media platforms by students. Across the board however, messaging and entertainment platforms are used more on a daily basis than the rest. WhatsApp gives the highest average usage, followed by TikTok and Snapchat, suggesting high engagement on both communications as well as content-based platforms. Conversely, use for platforms such as LinkedIn and LINE is more limited (and only use in less professional and communicative ways) It shows that students dedicate themselves more moments to channels that offer immediate communication and entertaining content.

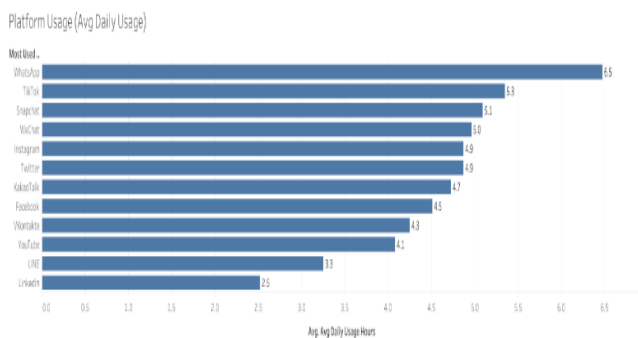


Fig.6. Platform Usage (Average Usage)

G) What is the distribution of average daily social media usage among student

The below histogram is displaying the data on average daily social media use of students. The vast majority of students fall between 4 to 6 hours, which is a solid moderate to high amount of time to spend on the social media platform. Hardly anyone spends less than 2 or more than 8 hours a day. The large concentrations of students toward the mid-range suggest regular and habitual usage. In general, the visualization shows that most of the students access social media for daily basis.

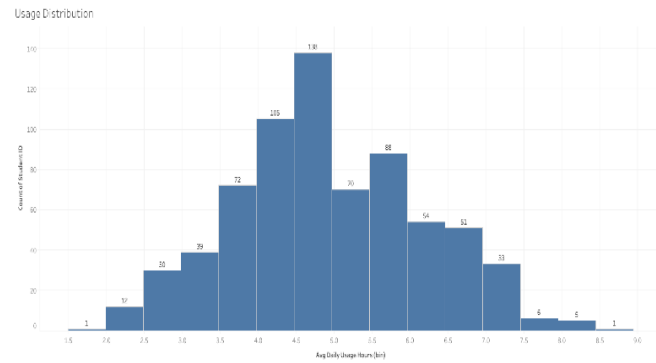


Fig.7. Usage Distribution

H) How does social media addiction impact academic performance across different academic levels

This chart depicts the connection between social media addiction and its effect on student's academic performance with respect of different academic levels. Compared to students who reported no effect from social media on academics, students reporting that social media did affect their academic performance ("Yes") had significantly higher addiction scores. Graduate students, undergraduates, and high school students all follow this trend. The results show that there is a strong relationship between social media and lower academic performance. In conclusion, the figure indicates that higher addiction levels are detrimental to students focus or productivity and academic performance overall.

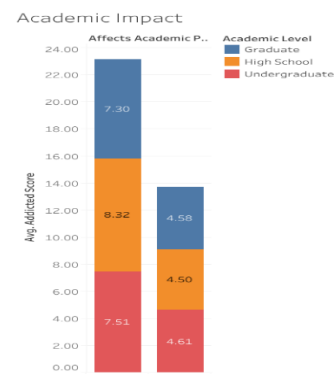


Fig.8. Academic Impact



I) How does social media usage affect students' sleep duration

The below chart says about the average daily usage of social media vs Sleep duration in students. It shows an inverse relationship, where the more time students on social media, less time is spent sleeping. Those who use their device less get more sleep, and the more you are using it the fewer hours of sleep you have. Which indicates that using social media too much can disrupt your sleep quality. In summary, the visual displays information on students and how academic-related screen time causes changes to their health.

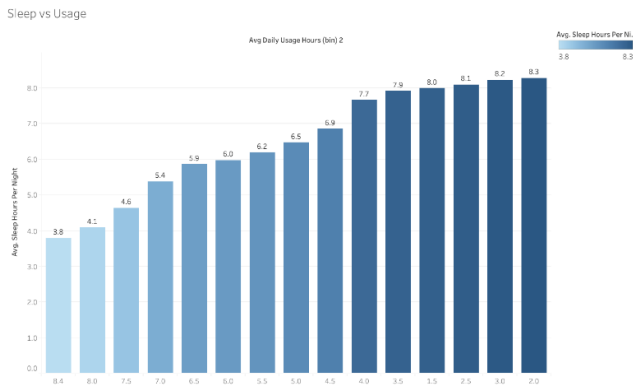


Fig.9. Sleep vs Usage

J) Is there a difference in social media addiction levels between male and female students

This chart compares the social media addiction scores for male and female students. It indicates that female students have a somewhat higher addiction score than male students. But the difference from one gender to another is so small, it shows that social media addiction is pretty much the same between genders. This indicates that gender is not a strong predictor of addiction effects to both genders and impacts male and female students similarly. The visualization, in general, shows that social media addictiveness is a problem amongst both gender since the trend direction of fitting line has similarity in pattern which can be seen with respect to different group members.

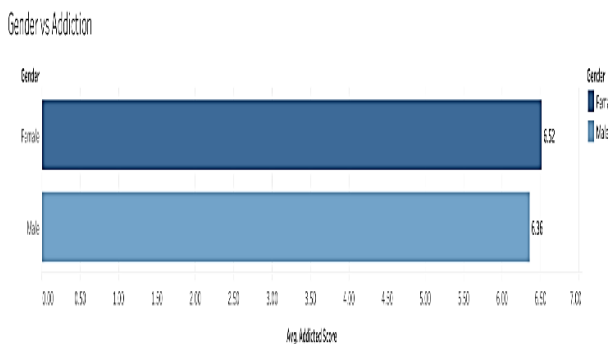


Fig.10. Gender vs Addiction

K) What is the distribution of students across different social media addiction categories

The below chart illustrates student classification based on their level of social media addiction. A significant number of students have shown a medium level of addiction showing that for most student the amount social media usage is moderate. The number of students who have high levels of addiction shows that there is a substantial number of people with excessive use. The students who have shown a low level of addiction are by far the least represented. Overall, the data in this visualization suggest that the majority of students show moderate-high levels of social media addiction; therefore, growing usage behaviour is becoming an increasing concern.

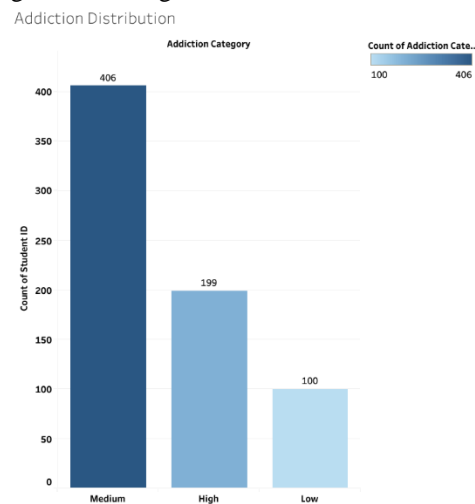


Fig.11. Addiction Distribution

L) Key Performance Indicators of Social Media Usage and Impact

The KPI cards provide a quick summary of the key metrics related to how students are using social media and the impacts from that usage. Some background information are Students use the app about 4.9 hours daily, a moderate to high amount of time by any standard. An average addiction score of 6.44 indicates a significant level of social media dependence. The average amount of sleep you get is 6.87 hours on average, which can be lower than what would be considered optimal. This comparison between the two of the usage and sleep highlights a relative imbalance which indicates that more usage of social media may influence students' sleep.

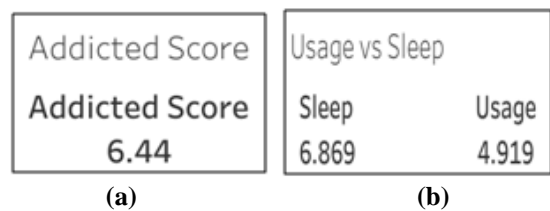




Fig. 12. (a) Average Daily Social Media Usage (b) Average Addiction Score (c) Average Sleep Hours (d) Usage VS Sleep

M) Dashboard

M.1 Student Social Media Addiction Dashboard

Figure 13.1 Social Media Usage and Addiction of Students. The dashboard features data on some key performance indicators, including average daily usage (4.9 hours), average addiction score (6.44) and average sleep duration (6.9 hours). According to the platform usage analysis, Instagram is the most popular platform, and then there are TikTok and Facebook. The global distribution map shows how widely social media is used in various nations. Moreover, Usage Distribution Histogram displays that most students use Social Networking for 4 to 6 hr. This analysis indicates that higher usage correlates with a stronger deleterious academic effect. In addition, from the addiction distribution chart it shows that many students fell into the medium and high categories of dependence indicating that social media addiction among students is very common.

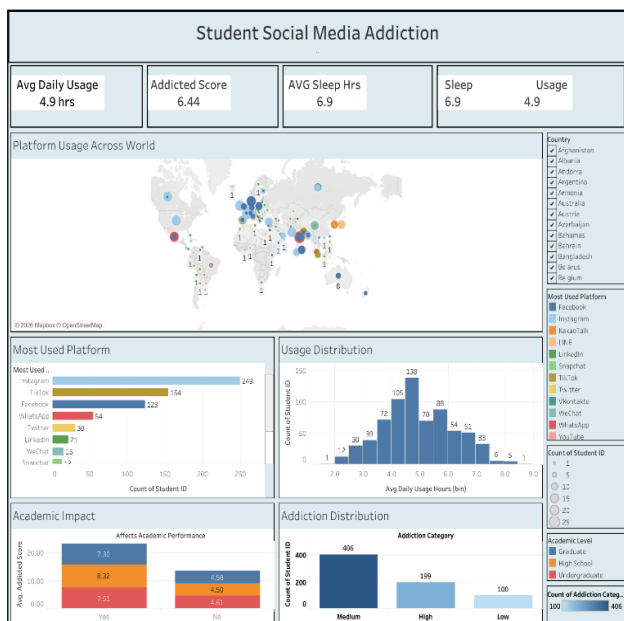


Fig. 13. Student Social Media Addiction Dashboard

M.2 Global Usage Insights Dashboard

Global social media usage trends with demographics and behavioural insights (Figure 13.2). This contains a geographic visualization that shows differences in platform

usage throughout the regions of the world. Our age group analysis reveals that users belong to a certain medium based on their preferences, an indication of which platforms are popular and serve how useful they will be within each respective age category. The association between usage and sleep indicates that higher levels of social media use are associated with less sleep duration. Furthermore, according to the gender-based analysis it also predicts the level addiction has minor differences on the basis of being male or female. The chart of platform usage also shows how much daily time users spend on the given platforms, with WhatsApp, TikTok and Snapchat as relatively more engaging sites. In all, the dashboard gives a wireframe-style view of how social media usage changes in multiple ways across regions and demographic groups.

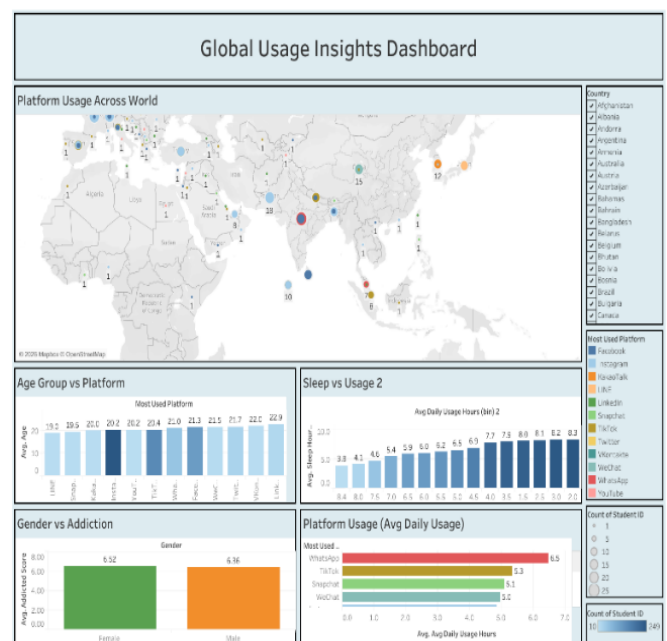


Fig. 14. Global Usage Insights Dashboard

N) Storyboards

N.1 Global Usage (Platform Usage Across World)

The following map shows the worldwide social media use by student's, this highlights variations between countries and regions. The geographic distribution shows that social media participation is ubiquitous, far-reaching with obvious activity in multiple regions. The size difference in markers indicates the user concentration rather than a space allocated for global usage, while the diversity of platforms implies that platform adoption and user preferences are regional. This global viewpoint allows for the context of larger usage trends and their impacts.

N.5 Addiction Distribution (Platform Usage Across World)

Assuming dependency: This addiction distribution categorizes students based on the level of social media addiction. From this analysis, it can be seen that most students are in the medium dependency category, and the second largest group is high addiction category, whereas fewest students fall into low dependency groups. This distribution suggests that a sizeable proportion of students are at risk of habitual or addiction-like use and hence, social media engagement should be monitored and managed.

From Usage to Impact: A Student Behavior Story

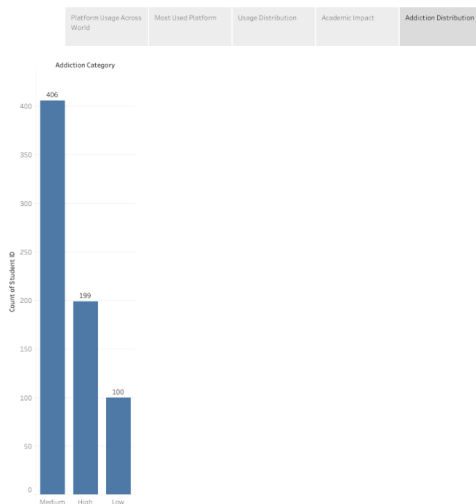


Fig.19. Addiction Distribution

V. RESULTS AND CONCLUSION

A) Usage Patterns and Trends

Analysis of student social media usage shows distinct patterns around platform choice and engagement. The results reveal that platforms such as Instagram, TikTok, Facebook and WhatsApp are widely used, and most of students devote their daily time to these apps. The same trend is evidenced in favour of visually rich and entertainment-driven content. In addition, usage behaviour differed by age category in which younger students were more engaged than older ones. These differences show how platform preference and digital behaviour are influenced by demographic characteristics.

B) Impact on Academic Performance and Sleep

The findings indicate that there is an element of social media use significantly influencing students academically and affecting their sleep schedule. Higher daily use was associated with a lower concentration level and study schedule management among students. This shows an inverse correlation between social media over engagement and scholarship output. Moreover, screen time was importantly correlated with the sleep duration in a way that

higher screens usage associated with shorter and more interrupted sleeping cycles. The conclusions underscore the negative impact of long-time publicity to social media on academic efficiency and basic well-being themselves. Accordingly.

C) Behavioural Insights and Discussion

Examining broader behavioural patterns reveals that many students are moderately to highly attached to social media. This leads to problems such as developing compulsive usage behaviour that can impact both academic outcomes and overall mental and physical health. The findings show that social media is a useful means of communication, education and entertainment; however, unrestricted use of it may result in several adverse effects. Hence, students have a biased habit of usage and educational institutions must encourage students to be aware of the use of internet in a healthy way

VI. CONCLUSION

The study examined the patterns of social media usage among the students and its impact on academic performance, sleep, and health-related quality of life (HRQoL). Instagram, TikTok, Facebook and WhatsApp are widely used and a large number of students have spent many hours on these applications, according to the findings. Despite these platforms providing benefits for communication, information sharing and entertainment use in moderation were found to negatively correlate with academic concentration, time management and sleep rhythm.

This analysis also brought to light that younger students appear much more engaged, and a considerable number of respondents were identified as having moderate to high levels of social media dependence. Indeed, these trends indicate that unchecked usage may result in behavioural and health-related issues if they are not properly regulated.

In summary, the study finds that social media occupies a dual role in student's lives, it is both potentially distracting and also a valuable resource. This makes it necessary for the students to have a balance with regard to social media. Schools and Government should also implement programs that promote responsible digital behaviour and discipline with tools that encourage academic success, personal health, and anything in between. Future work could benefit from the inclusion of bigger datasets and advanced analytical methodologies which could further help understand the usage patterns and its long-term effects more accurately.

VII. REFERENCES

- [1]. Igor Pantic, "Online Social Networking and Mental Health", *Cyberpsychology, Behavior, and Social Networking*, Vol.17, No.10, pp.652-657, DOI:10.1089/cyber.2014.0070, 2014.



- [2]. Liu yi Lin, Jaime E. Sidani, Ariel Shensa, Ana Radovic, Elizabeth Miller, Jason B. Colditz, Beth L. Hoffman, Leila M. Giles, and Brian A. Primack, "Association between social media use and depression among U.S. young adults", Vol.33, No.4, pp.323-331, DOI: 10.1002/da.22466, 2017.
- [3]. Hala Sabbah, Rêve Berbari, Rania Khamis, Dalia Zorkot, Sanaa Sabbah, Nabil Droubi, Ibtissam Sabbah, "The Social Media and Technology Addiction and Its Associated Factors among University Students in Lebanon Using the Media and Technology Usage and Attitudes Scale (MTUAS)", Journal of Computer and Communications, Vol.7, No.7, pp.88-106, DOI:10.4236/jcc.2019.711007, 2019.
- [4]. Geoffrey Maweu, Omondi Aguok Yudah, "Utilization of Social Media Platforms among Information Science Students at University of Kabianga", Open Access Library Journal, Vol.7, pp.1-11, DOI:10.4236/oalib.1106090, 2020.
- [5]. Basem Azmy Saad Boutros, Tabbetha D. Lopez, Valencia Browning-Keen, "The impact of social media on dietary behaviors and body image of college students: A qualitative approach", Scientific Research Publishing, Vol.15, pp.711-726, DOI:10.4236/fns.2024.158046, 2024.
- [6]. Md Asaduzzaman, "Social media activities of Bangladeshi secondary school students and its influence on students behaviour", Scientific Research Publishing, Vol.11, pp.387-405, DOI:10.4236/ajc.2023.114026, 2023.
- [7]. Özge CANOĞULLARI, "The effect of social media addiction on psychological stress: The indirect role of doomscrolling", Journal of Theoretical Educational Sciences, Vol.18, No.3, pp.491-508, DOI:10.30831/akukeg.1586146, 2025.
- [8]. Chenae Christensen-Duerden, and Sarah M. Coyne, "Media and mindfulness: Associations between adolescent mindful social media use", Journal of Youth Development, Vol.20, No.3, pp.113-124, 2025.
- [9]. Héctor Galindo-Domínguez, María José Bezanilla and Lucía Campo, "Relationship between social media use and critical thinking in university students", Education and Information Technologies, Vol.30, pp.6641-6665, DOI:10.1007/s10639-024-12953-z, 2025.
- [10]. Muhammet Demirbilek, "Social media attitudes and purposes among adolescents: Exploring digital engagement in secondary education", International Society for Technology, Education and Science, pp.9-20, 2025.
- [11]. Bonnie Lynn Howard, "Smartphone addiction, social networking sites usage, the fear of missing out, and grade point average", Grand Canyon University, pp. 1-216, 2022.
- [12]. Shaibou Abdoulai Haji, "Navigating the dual impact of social media on academic performance and social interactions in higher education", Journal of Educational Technology and Online Learning, Vol.8, No.2, pp.299-312, DOI: 10.31681/jetol.1540658, 2025.
- [13]. Huda A. Alhajjaj, Ahmed M. Shredam, Khalil I. Al-halalat, Haya H. Tarawneh, "Social media and its impact on university students: An analytical study", Educational Process International Journal, 18, Articlee2025492, DOI:10.22521/edupij.2025.18.492, 2025.
- [14]. Nicole Mishnick and Dana Wise, "Social media engagement: An analysis of the impact of social media campaigns on Facebook, Instagram, and LinkedIn", International Journal of Technology in Education, Vol.7, No.3, pp.535-549, DOI:10.46328/ijte.699, 2024.
- [15]. Büşra Koçyigit, Fulya TÜRK, "The relationship between fear of missing out and loneliness among adolescents in the digital age", Malaysian Online Journal of Educational Technology, Vol.13, No.1, DOI:10.52380/mojet.2025.13.1.566, 2024.
- [16]. Cebail Karayigit, Jose Parlade, "Social media use among U.S. college students attending a midwestern university", Journal of Educational Technology & Online Learning, Vol.6, No.2, pp.329-341, DOI:10.31681/jetol.1196222, 2023.
- [17]. Cebail Karayigit, Jose Parlade, "Examining the relationship between social media addiction level, emotional state, and mental well-being among Early Childhood Teacher Candidates", International Journal of Research in Education and Science, Vol.8, No.2, pp.200-223, DOI:10.51383/ijonmes.2024.373, 2024.
- [18]. Nurgun Gencil, Ahmed Elmabaredy and Cetin Semerci, "Opinions of faculty members on the effects of using social media in higher education", International Journal of Research in Education and Science, Vol.9, No.4, pp.891-908, DOI: 10.46328/ijres.3154, 2023.
- [19]. Nuray AŞANTUĞRUL, Yaşar BARUT, "The effect of a cognitive-behavioural approach-based psycho education program on social media addiction", International Journal of Psychology and Educational Studies, Vol.11, No.2, pp.155-168, DOI:10.52380/ijpes.2024.11.2.1337, 2024.
- [20]. Kevin D. CARATIQUIT and Lovely Jean C. CARATIQUIT, "Influence Of Social Media Addiction On Academic Achievement In Distance Learning: Intervening Role Of Academic Procrastination", Turkish Online Journal of Distance Education-TOJDE, Vol.24, No.1, 2022.



- [21]. Hazal Rmeysa Aslan and zlem akmak Tolan, "Social appearance anxiety, psychological well-being and social media addiction in university students", *International Education Studies*, Vol.15, No.1, pp.47-60, DOI:10.5539/ies.v15n1p47, 2022.
- [22]. Ezgi Pelin YILDIZ and Metin ENGEL, "Examining the social media addiction levels of young adults: Turkey example", *International Education Studies*, Vol.17, No.1, pp.8-20, DOI:10.5539/ies.v17n1p8, 2024.
- [23]. Zeynep AKKU UTUK, "Investigating the relationship among social media addiction, cognitive absorption, and self-esteem", *Malaysian Online Journal of Educational Technology*, Vol.9, No.2, pp.42-51, DOI:10.52380/mojet.2021.9.2.211, 2021.
- [24]. Kbra zsat, Serdal Iıkta and Hlya Ŗenol, "Investigation of the effect of social media addiction on virtual environment loneliness", *Journal of Educational Technology & Online Learning*, Vol.5, No.4, pp.1030-1040, DOI: 10.31681/jetol.1148704 2022.
- [25]. Siah Poh Chua, Brian Siew YiRong and Sai Zhi Yang, "Social media addiction and academic adjustment: The mediating or moderating effect of grit personality", *International Journal of Psychology and Educational Studies*, Vol.7, No.3, pp.143-151, DOI:10.17220/ijpes.2020.03.013, 2020.
- [26]. Azmiye YINAL and Faith Umene BANJE, "Social media habits of university students and the effects of media on students", *TOJET: The Turkish Online Journal of Educational Technology*, Vol.22, No.3, pp.88-97, 2023.
- [27]. Mehmet Altın and Ali Osman Kıvrak, "The social media addiction among Turkish university students", *Journal of Education and Training Studies*, Vol.6, No.12, pp.13-20, DOI: 10.11114/jets.v6i12.3452, 2018.
- [28]. Mehmet Fatih Ayaz and Kasim Karatas, "Examining the level of internet addiction of adolescents in terms of various variables", *World Journal on Educational Technology: Current Issues*, Vol.8, No.3, pp.238-244, 2016.
- [29]. nder Baltacı, "The predictive relationships between social media addiction and social anxiety, loneliness, and happiness", *International Journal of Progressive Education*, Vol.15, No.4, pp.73-82, DOI:10.29329/ijpe.2019.203.6, 2019.
- [30]. Murat elebi and Kader zkul, "Examining the relationship between university students' social media addiction and goal commitment", *African Educational Research Journal*, Vol.8, No.2, pp.260-265, DOI:10.30918/AERJ.8S2.20.054, 2020.

IJEAST

INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY

ABOUT IJEAST

International Journal of Engineering Applied Science and Technology (IJEAST) is a peer-reviewed, open access journal that publishes high-quality research papers in the field of Engineering, Applied Science and Technology.

IJEAST aims to provide a platform for researchers, academicians, and professionals to share their innovative ideas, research findings, and practical experiences with the global scientific community.

FOCUS AREAS

- Engineering
- Applied Science
- Technology
- Innovation & Development
- Interdisciplinary Studies



PEER REVIEWED

All submissions are rigorously peer reviewed to ensure quality.



OPEN ACCESS

Free and unrestricted access to research for all.



GLOBAL REACH

Connecting researchers and professionals worldwide.



TIMELY PUBLICATION

We ensure a swift and efficient publication process.



For more information, visit our website
www.ijeast.com



INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY

✉ editor@ijeast.com

🌐 www.ijeast.com

📍 India



2455-2143