Social Media Usage and The Academic Performance of Filipino Junior High School Students

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Abstract

Social media has become integral to people's lives; revolutionizing communication and providing opportunities to learn about societal trends and issues. This study aimed to examine the influence of social media on the academic performance of junior high school students in Marawi City, Lanao Del Sur, Philippines during the 2022-2023 academic year. It employed a descriptive-correlational research approach to explore the impact of social media usage on academic socialization, entertainment, and informative aspects and its association with academic performance. The study used simple random sampling to select junior high school students from the target school. The findings indicated that students utilized social media for various purposes, including conducting research, problem-solving, peer interaction, curriculum understanding, and collaborative learning. Participants agreed that social media positively influenced their academic, socialization, entertainment, and informative experiences. However, no significant correlation was found between social media usage and academic performance. As a result, educators encourage the responsible use of social media in students' learning processes. At the same time, school administrators should support teachers in integrating social media into their instructional approaches and classroom activities.

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1. Introduction

Social media have become a significant part of people's lives since its inception. It has revolutionized how people communicate and learn about societal trends and problems, making it one of the most potent tools for swaying and educating society. According to Kemp (2022), 92.05 million people used social media in the Philippines in January 2022, representing 82.4% of the country's population. However, it is essential to consider that this number may not accurately reflect the number of people using social media since some individuals may have multiple accounts on different platforms.

Social media can be conceptualized as a virtual platform that enables individuals to create, share, and exchange user-generated content and engage in online interactions. It has become an integral part of modern society, transforming communication, information sharing, and social interactions. Social media platforms such as Facebook, Twitter, Instagram, and YouTube have gained immense popularity, connecting people from diverse backgrounds and allowing them to express themselves in various forms (Kaplan & Haenlein, 2010; Boyd & Ellison, 2007). Further, social media platforms allow individuals to connect and interact with others, facilitating socialization, community building, and the exchange of ideas and information. Users can maintain social connections, share personal updates, photos, and videos, and participate in discussions on various topics of interest. These platforms offer opportunities for individuals to express their identities, showcase their talents, and engage in virtual communities with shared interests or goals (Ellison et al., 2007; Boyd, 2010).

The 2019 study of more than 6,500 12- to 15-year-olds in the U.S. found that those who spent more than three hours a day using social media might be at heightened risk for mental health problems (Williams, 2019). Another 2019 study of more than 12,000 13- to 16-year-olds in England found that using social media more than three times a day predicted poor mental health and well-being in teens (Kaneshiro, 2021). Other studies also have observed links between high levels of social media use and depression or anxiety symptoms. A 2016 study of more than 450 teens found that greater social media use, nighttime social media use, and emotional investment in social media — such as feeling upset when prevented from logging on — were each linked with worse sleep quality and higher levels of anxiety and depression (Woods & Scott, 2016).

Experts suggest that because of teens' impulsive nature, teens who post content on social media are at risk of sharing intimate photos or highly personal stories that can be resulted in teens being bullied, harassed, or even blackmailed. Teens often create posts without considering these consequences or privacy concerns. However, the impact of social media on education is also becoming increasingly relevant nowadays. As technology continues to develop, the way people acquire education constantly changes. Social media have the potential to complement traditional education methods, providing students with access to new educational opportunities.

While there are studies on the effects of social media usage on the academic performance of Filipino students (Cabral, 2016; Ditche, 2021; Kabigting et al., 2021), there are limited studies measuring its effect relative to different dimensions. Therefore, this study aimed to identify the impact of social media on the academic performance of junior high school students for the school year 2022-2023. The study used a descriptive-correlational research approach to analyze the impact of social media usage relative to academic, socialization, entertainment, and informative aspects on their academic performance.

2. Literature Review

2.1 Theoretical Framework

Several theories were used as the framework of this study, such as Constructivist Learning Theory (Bruner, 1966), Connectivism (Siemens, 2005), and Social Information Processing Theory (Walther, 2015).

Constructivist Learning Theory. This theory suggests that learners actively participate in constructing their knowledge through experiences. Each individual reflects on their experiences and integrates new ideas with prior knowledge. The central idea of constructivism is that students build on their current understanding by enhancing their experiences with new information (Bruner, 1966). Social media plays a role in students' learning experiences, as their use of it can impact how they learn. Therefore, it is essential to examine how students use social media, given its integration into their daily lives. By understanding the influence of social media on students, it can be regulated or strengthened its positive use.

Additionally, understanding students' experiences with social media can help teachers determine how to address them in the classroom. The constructivist learning theory emphasizes that learners construct knowledge based on their experiences. According to Bruner (1966), students build on their current understanding of a topic by integrating new information into their prior knowledge. Social media has become a significant part of student's lives and can influence their learning. As such, it is crucial to investigate how students use social media to determine its impact on their learning experiences. Understanding the role of social media in students' lives helps to determine how to encourage positive use and address any adverse effects in the classroom. In order to effectively address the impact of social media on students' learning experiences, it is essential to examine their use of social media. By understanding how students use social media, teachers can develop strategies to support their learning and mitigate any adverse effects. Additionally, this knowledge can inform school policies and regulations surrounding the use of social media in the educational setting. Thus, understanding students' experiences with social media is crucial for educators to develop effective teaching strategies and promote the positive use of social media.

Connectivism. Accessing information when needed but unknown is crucial in the age of continuous knowledge growth and evolution. Connectivism, a learning theory introduced by Siemens (2005), recognizes the significant impact of new learning tools and the changing environment in which learning occurs. This theory proposes that learning is no longer an individualistic activity but a collaborative effort where learners interact with information and other people to construct knowledge. In this digital era, students are encouraged to seek information online and express what they find, while learning may reside in non-human appliances. Social media is a new learning tool for students to connect with knowledge and information. The use of social media has been found to significantly impact academic performance, particularly students' learning motivation, and engagement (Kirschner & Karpinski, 2010). Social media can allow students to engage in collaborative learning activities and access and share knowledge and information beyond the classroom. However, the impact of social media on academic performance is only sometimes positive, as it can also lead to distraction and time-wasting behaviors (Kirschner & Karpinski, 2010). Therefore, educators need to understand how to regulate or strengthen the positive use of social media in the learning process. Connectivism theory can provide insight into the learning skills and tasks needed for

students to flourish in the digital era and to make the most of the learning opportunities provided by social media.

Social Information Processing Theory. The social information processing theory explains how people use computer-mediated communication to establish and develop interpersonal relationships over time online. The theory acknowledges the absence of nonverbal cues in text-based communication and how this affects how communicators adapt to the medium. According to Walther (2015), individuals require more time to process information in such code systems than in face-to-face communication to achieve the same level of interpersonal development. The theory suggests that the more students use social media, the more likely they are to be influenced by their peers on social media, which can impact their academic performance.

2.2 Social Media Usage

Social media has become integral to modern society, shaping various aspects of human life. Its usage can be conceptualized concerning academic, socialization, entertainment, and informative purposes. Regarding academics, social media platforms offer opportunities for knowledge sharing, collaboration, and access to educational resources. Students and educators can engage in online discussions, join academic communities, and follow relevant pages and accounts to stay updated on research and developments in their field (Raut & Patil, 2016). However, it is essential to note that social media's impact on academic performance is a topic of debate, as excessive usage can lead to distractions and decreased focus on studies (Kirschner & Karpinski, 2010). Socialization is another significant aspect of social media usage. Platforms like Facebook, Twitter, and Instagram allow individuals to connect with friends, family, and colleagues, regardless of geographical distance. These platforms enable people to share life updates, communicate through messaging and video calls, and maintain social connections (Boyd & Ellison, 2007). However, there are concerns regarding the impact of excessive social media use on mental health, as it can lead to feelings of social comparison, isolation, and anxiety (Kross et al., 2013).

Regarding entertainment, social media platforms offer a wide range of content, including memes, videos, music, and games. Users can follow their favorite celebrities, influencers, and content creators, engaging with their posts and participating in discussions.

Social media has transformed the entertainment industry by providing new content consumption and production avenues, allowing individuals to discover and share entertainment-related content easily (Kim, 2019). Lastly, social media serves as a valuable source of information. News outlets, organizations, and individuals use Twitter and LinkedIn to share news updates, articles, and professional insights. Social media has democratized information dissemination, allowing users to access diverse perspectives and discuss current events (Bruns et al., 2012). However, it is essential to critically evaluate the information shared on social media, as misinformation and fake news are prevalent (Pennycook & Rand, 2018).

The proliferation of social media applications such as Facebook, YouTube, and others has led to a global phenomenon of online communication and entertainment (Mowafy, 2018). This trend has been especially popular among young people who are comfortable with technology and have easy access to various social networking platforms. Advances in information and communication technologies (ICT), such as smartphones and tablets, have provided further motivation for using social media (Oguguo et al., 2020). Social media has permeated almost every sector of human life. It has become a common practice for people to spend significant time using these networks due to their speed and durability. This has led to social media changing the public discourse and setting trends and agendas across various industries, including politics, education, technology, and entertainment. Individuals need to stay informed and connected with modern society's latest news and trends. However, social media use is primarily dominated by younger generations (Oguguo et al., 2020).

Social media has become one of the most important communication channels in recent years. The primary purpose of social networking is to facilitate communication between people across distances, allowing individuals to easily share information, files, pictures, and videos and engage in real-time conversations. These systems are called social because they enable effective communication with friends and colleagues while enhancing social ties. Facebook, Twitter, and other social networking sites and forums are their favorite internet sites as they allow individuals to communicate directly with others in a social media context. They play a significant and influential role in decision-making in the global world, particularly in economic, political, social, and educational contexts (Al-Rahmi, 2013). Social media has exploded as a category of online discourse where people create content, share it, bookmark it, and network at an astonishing pace. Social media is rapidly changing public discourse and

setting trends and agendas in various topics, including the environment, politics, technology, and the entertainment industry, due to its ease of use, speed, and reach (Asur & Huberman, 2010).

2.3 Social Media Usage and Academic Performance

While studies have examined the relationship between social media usage and academic performance, some argue that more comprehensive research in this area still needs to be done. Several factors contribute to this argument. Firstly, using social media is a multifaceted activity encompassing various platforms, purposes, and modes of engagement. It is challenging to isolate the impact of social media usage on academic performance, as it often coexists with other factors such as study habits, time management, and personal characteristics. The complex nature of social media usage necessitates a nuanced understanding of its effects on academic performance (Junco, 2015). Secondly, the dynamics of social media are constantly evolving, making it challenging for researchers to keep up with the rapid changes and advancements in platforms and usage patterns. Many studies have focused on specific social media platforms or a limited timeframe, which may not capture the full scope of social media's impact on academic performance (Muralidharan et al., 2017). Moreover, the existing literature on social media and academic performance often relies on self-reported data or subjective measures, which can be biased and inaccurate. Objective measures, such as tracking actual time spent on social media or using digital trace data, are necessary to accurately assess social media usage and its relationship with academic performance (Madge et al., 2009).

However, it is worth noting that some studies have found correlations between excessive social media use and lower academic performance. For example, a study by Kirschner and Karpinski (2010) found that students who reported spending more time on Facebook had lower GPAs. Another study by Junco and Cotton (2012) revealed a negative relationship between time spent on Facebook and academic achievement. Thus, while some studies have examined the link between social media usage and academic performance, there is a lack of comprehensive research in this area. The multifaceted nature of social media usage, the rapid changes in platforms and usage patterns, and the limitations of existing research methods contribute to the need for further investigation.

Even though social media has a negative reputation, students frequently spend their free time on popular platforms such as Facebook, Twitter, and Instagram. While social media

can have positive and negative effects, research shows a significant correlation between social media use and academic performance. A study by Hasnain et al. (2015) evaluated the impact of social media usage on students' academic performance and found an inverse relationship between the two variables. Although social media allows students to gain knowledge and social skills outside of the university, excessive use can negatively impact their academic activities. However, technology can be beneficial when used productively, according to Elias et al. (2021), especially during the current pandemic when mobile phones are critical in academic activities worldwide. Social media has become popular worldwide due to technological development, and students, in particular, spend a considerable amount of time on social media sites, as Celestine and Nonyelum (2018) reported. Their study found that excessive social media use can negatively affect students' academic activities, and they suggest minimizing the time spent on social media to increase productivity.

In a study by Tus et al. (2021), the impact of social media usage on students' academic performance was examined in the context of the new normal of education. The researchers analyzed the mean scores of each subscale in the questionnaire to determine the influence of social media usage. The overall mean scores of the subscales indicate that social media usage positively impacts students' academic performance. Despite the widespread use of social media among university-age students, the positive effects of social media outweigh the adverse effects. Additionally, the study found no significant difference between social media's positive and negative impact on student's academic achievements. Thus, educators and students can utilize social media as a tool for information and communication to enhance the learning process (Mushtaq & Benraghda, 2018).

There has been a linear relationship between academic achievement and the widespread increase in social media use among postsecondary students. As it rises, social media use will inevitably become more prevalent among tertiary students. It became increasingly vital to consider how it affected academic performance. Researchers' findings were conflicting; some discovered that social media use had little to no impact on academic performance, while others discovered both good and negative effects. The use of social media for education has a good relationship with academic achievement. It also proved that using social media can have a negative impact on academic performance (Boahene et al., 2019).

Furthermore, it was crucial to ascertain how social media affected students' academic achievement. The younger generations were those who were being caught up in this quick transformation as technology continued to grow rapidly year after year. To determine whether social media impacted student academic achievement, questionnaires were disseminated via Facebook and emails. The results showed no connection between social media use and academic achievement, and their aggregate grade average made this conclusion very evident (Hashem, 2015).

Moreover, Olutola et al. (2016) also looked at how college students in Katsina State used social media and their study habits. It was impossible to overstate social media use and study habits' importance to kids' academic success. The study found that students study habits improved in direct proportion to their use of social media. It was also deduced that the students who regularly use social media also had superior study habits. They concluded that social media use significantly predicted students' study habits. Our college students study habits and academic performance would improve because of wise social media use. Greater study habits would also result in better academic performance, whereas bad habits would lead to academic failure. In order to improve student performance and ease their study habits in Nigerian tertiary institutions, positive social media use should be strengthened.

3. Methodology

This study utilized a descriptive-correlational research design to investigate the effect of social media usage on the academic performance of junior high school students. The study employed a descriptive design to present the demographic profile of the respondents in terms of age, gender, parents' educational attainment, social media platforms used, hours spent using social media, and weekly allowance as intervening variables. The independent variable was social media usage, categorized into academics, socialization, entertainment, and information. In contrast, the dependent variable was the academic performance of selected junior high school students from one of the schools in Marawi City, Lanao Del Sur, Philippines. for the School Year 2022-2023. Additionally, the study used a correlational design to determine the relationship between social media usage and the respondents' academic performance. The study population included 380 students and the sample size comprised 341 junior high school students selected through simple random sampling.

Table 1

Distribution of the Population and Sampled Students

Year Level	Population	Sample
Grade 7	112	101
Grade 8	84	72
Grade 9	105	95
Grade 10	79	73
Total	**380**	**341**

The participants, majority of the respondents were aged 15-16 years old (n=181 or 53.1%), followed by 13-14 years old (n=90 or 26.4%), and lastly, 19-20 years old (n=8 or 2.3%). This study found more female respondents (n=199 or 58.4%) than male respondents (n=142 or 41.6%). The majority of the fathers of the respondents were college graduates, and 51.9% of the mothers of the respondents were college graduates, followed by 14.4% of college level. Facebook was the respondents' most used social media site, followed by Tiktok, YouTube, Instagram, and others. Most respondents spent at most 6 hours on social media. Most respondents had a weekly allowance of 200-499php.

The study utilized a questionnaire adapted from the study of Gupta and Bashir (2018), to gather data for the study. The questionnaire had two parts, with the first part focusing on the respondents' profiles, including sex, civil status, parents' educational attainment, hours spent using social media, and weekly allowance. The second part of the questionnaire contained questions about social media usage regarding academics, socialization, entertainment, information, and constraints. The Likert-type instrument had four response options, ranging from strongly agree to disagree strongly. The questionnaire was validated using Cronbach's alpha, which indicated good internal reliability (α= 0.830). The respondents' academic performance was measured by their first-quarter grades for the School Year 2022-2023.

The researcher obtained necessary approvals for the conduct of the study. The researcher introduced the study objectives to the respondents before distributing the questionnaire. Participants were given 10-15 minutes to complete the questionnaire at their convenience, and their responses were kept strictly confidential. After gathering the questionnaires, the data were summarized and analyzed using descriptive and inferential

statistics such as frequency, percentages, mean and standard deviation, and Regression analysis (with dummy coded variables).

4. Findings and Discussion

This section presents the results of the statistical analysis in tabular form and the discussions.

4.1 Social Media Usage of the Respondents

This section presents the descriptive statistics results of the social media usage of the respondents in terms of academic, socialization, entertainment, and informative.

Table 2

Consolidated Findings of the Influences of Social Media Usage on the Respondents

Influences of Social Media	M	SD	Description
Academic	2.98	.39	*Agree*
Socialization	2.79	.38	*Agree*
Entertainment	2.92	.55	*Agree*
Informative	2.89	.45	*Agree*
Total Measure	**2.89**	**.32**	***Agree***

Legend: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Agree; 3.50-4.00   Strongly Agree

M-Mean; SD-Standard Deviation

Table 2 presents consolidated findings of the influences of social media usage on the respondents in terms of their academic, socialization, entertainment, and informative aspects. The mean scores for all four categories are above 2.5, implying that the respondents believe social media usage positively impacts their lives. Regarding academic influence, the respondents have a mean score of 2.98, which indicates a relatively high level of agreement that social media usage positively affects their academic performance. The respondents agreed that they utilize social media to research, solve academic problems, and communicate with peers to prepare for exams. Additionally, they agreed that they use social media for collaborative learning, to learn about their curriculum, and to seek teacher assistance. The skewness measures reveal that the respondents' academic perspectives follow a normal distribution. Hamat et al. (2012) conducted a qualitative research study on using social networking platforms among undergraduate and postgraduate students in Malaysian higher

education institutions. They collected data from 6358 student respondents via a self-administered questionnaire. They analyzed the data to observe the students' use of networking sites and their opinions on the impact of social media on their academic performance. The study found that most respondents use SNSs as an informal learning tool to connect with peers and obtain assistance with their studies.

The mean score for socialization is 2.79 (SD=.38), indicating that social media usage helps the respondents become more sociable and maintain interpersonal relationships. The results indicate that social media usage facilitates the creation of social identity and enhances sociability, although the respondents do not prefer to attend social gatherings through these sites. Moreover, social media strengthens interpersonal relationships, stays in touch with relatives, and keeps updated about current social events. Social media has become an essential communication tool, allowing people to communicate and share information, files, pictures, and videos regardless of distance. This communication is social because it facilitates easy and effective communication with friends and colleagues, strengthening their ties. Facebook, Twitter, and other social forums are their favorite among these websites, offering direct social and media communication with others. These platforms have a significant and influential role in decision-making across various economic, political, social, and educational spheres (Al-Rahmi, 2013).

The mean score for entertainment is 2.92 (SD=.55), indicating that social media usage provides them with entertainment. The results show that social media is commonly used to share pictures, watch movies, look at funny content, and relieve academic stress. This study sheds light on the widespread use of social media due to technological advancements in recent years. Not only are celebrities using these platforms, but the general public has also become substantial social media users. This study aimed to examine the academic outcomes of students who spend a significant amount of time on social media. The findings were primarily positive, as students could share and generate new ideas related to their studies and use social media for entertainment while completing their academic work. Social media has become a routine habit for students, and they spend a significant portion of their time on these sites for entertainment and academic purposes. Students are valuable assets to any country, and through these social media platforms, they can enjoy their academic work (Amin et al., 2016).

The mean score for informative is 2.89 (SD=.45), indicating that social media usage provides them with current information, news, and new ideas. The respondents acknowledged using social media sites to read news, share new ideas, and obtain current information. While the widespread use of social media provides learners with multiple reading opportunities, educators have raised concerns about the excessive use of social media that may lead to compromised reading competence and academic performance (Gagalang, 2021). This study aimed to investigate how social media usage affects university students' reading attitudes and competence (N=101), which are crucial for academic success. The findings showed that social media platforms were primarily used for non-educational purposes. Although the students had positive attitudes towards reading, they showed ineptitude in reading competence, and there needed to be more interest in productive reading attitudes, such as finding time to read during vacant hours and having enthusiasm towards advanced reading and reading with friends. Thus, social media usage may have a negative impact on students' reading competence, which may ultimately affect their academic performance.

The total measure mean score is 2.89 (SD=.32), which indicates an agreement with the positive influence of social media usage on the respondents' lives. These findings suggest that social media usage has become essential to the respondents' daily lives and is considered a valuable tool for academic, social, entertainment, and informative purposes. These findings are consistent with a study by Tus et al. (2021) that found that social media usage could affect students' academic performance.

4.2 Academic Performance of the Respondents

This section presents the distribution of the academic performance of the respondents.

Table 3

Respondents' Academic Performance (General Average)

General Average	Performance Level	Frequency	Percentage
Below 74	Did not meet expectation	2	0.6
75-79	Fairly Satisfactory	15	4.4
80-84	Satisfactory	84	24.6
85-89	Very Satisfactory	107	31.4
90-100	Outstanding	133	39.0
Total		**341**	**100.0**

Note: Mean (SD) = 87.57 (4.92)   Skewness = -.297

Table 3 displays the respondents' academic performance in their first grading period based on their general average. The results indicate that 39% of the respondents obtained an outstanding performance with a general average of 90-100, followed by 31.4% of the respondents having an average grade of 85-89, 24.6% with a general average grade of 80-84, 4.4% with a general average grade of 75-79, and only 0.6% of the respondents received below average grades of 74 or lower. These findings are consistent with the study conducted by Amin et al. (2016) that examined the effect of social media usage on the academic performance of college and university students. The results of the study showed that social media can have a positive effect on academic performance and it can encourage the careers and future of students. The study found that social media sites like Facebook, Twitter, Google+, and Skype can capture students' attention for academic study and positively impact their academic performance.

4.3 Relationship between Social Media Usage and Academic Performance

This section presents the test of the relationship between social media usage and the respondents' academic performance using Multiple Regression Analysis with Simultaneous Entry.

Table 4

Regression Analysis with Simultaneous Entry Relating Academic Performance by Social Media Usage

Predictors	Unstandardized Coefficient		Standardized Coefficients	t-value	P-value
	B	Std. Error	Beta		
Academic	1.239	.778	.097	1.593	.112
Socialization	-1.481	.937	-.116	-1.581	.115
Entertainment	.251	.611	.028	.410	.682
Informative	-.046	.657	-.004	-.070	.944

Note: ANOVA for Regression: F(4,336)=1.008, p=.403 R-square = 0.012

Table 4 presents the regression analysis with simultaneous entry relating to academic performance by social media usage. The result showed that social media usage relative to academic (*B=.097, t=1.593, p=.112*), socialization (*B=-.116, t=-1.581, p=.115*), entertainment (*B=.028, t=.410, p=.682*) and informative (*B=-.004, t=-.070, p=.944*) were not

significantly influence the academic performance of the respondents. This result implied that the perceived social media usage of the respondents did not affect their academic performance. The ANOVA for regression was not significant (*F=1.008, p=.403*), which suggested that the regression model fit significantly predicts the respondents' academic performance. Also, only 1.2% of the variance in the respondents' academic performance was explained by social media usage. Thus, social media usage only significantly influences their academic performance.

Several studies have explored the relationship between social media usage and academic performance. Junco (2012) found that high levels of Facebook use were negatively correlated with academic outcomes, indicating a potential negative influence on student performance. Similarly, Kirschner and Karpinski (2010) discovered a negative association between Facebook use and GPA among college students. However, Pasek et al. (2009) emphasized that the impact of Facebook on academic performance is context-dependent and not universally negative. They argued that high levels of Facebook use do not necessarily lead to lower academic achievement. Additionally, Kuznekoff and Titsworth (2013) demonstrated that mobile phone usage during class time, which often includes social media engagement, negatively affects student learning and academic performance. Lastly, Wang et al. (2012) found that high levels of social media use were associated with lower academic performance and increased multitasking tendencies among college students. These studies highlight the need for a nuanced understanding of the relationship between social media usage and academic performance, considering contextual factors, individual differences, and the potential distractions posed by excessive social media engagement during academic activities.

According to Phulpoto (2017), the popularity of social media among higher education students is ever on the rise and is frequently associated with deteriorated academic performance. Correlation analysis showed a significant negative relationship between social media usage and academic performance. Hierarchical multiple regressions demonstrated that personality traits moderated the relationship between social media usage and academic performance. Specifically, the relationship's significant moderators were extraversion, conscientiousness, and openness. Therefore, it was concluded that increased social media usage was associated with decreased academic performance. However, personality traits such as consciousness and openness may render helpful in neutralizing the adverse effects. As an effort to highlight the underlying mechanisms of the relationship, findings suggest a need to

sensitize students and educators about the potential academic risks associated with high-frequency social media use.

5. Conclusion and Recommendation

The findings indicate that the respondents employed social networking sites to research, find solutions to academic challenges, and communicate with friends in preparation for exams. Social media platforms were also used for educational purposes, such as seeking assistance from teachers, accessing curriculum information, and collaborating with peers. The respondents disagreed that they preferred social media over attending social gatherings but acknowledged using social media to enhance their sociability and develop their social identity. In addition, they utilized social media to strengthen interpersonal relationships, stay connected with family, and keep up-to-date with societal developments. Social media sites were used for leisure to share photos, view entertaining posts, watch movies, and decompress from academic pressures. Respondents also employed social media to read news, share new ideas, and obtain current information. The results showed that social media use positively influenced their academic, socialization, entertainment, and informative aspects. Furthermore, the study found that social media usage was not significantly associated with the respondents' academic performance. This result implies that the students' perceived social media usage did not significantly impact their academic performance.

This study recommends that educators promote the positive use of social media in students' learning. School administrators should encourage teachers to integrate social media into their teaching methods and classroom activities. Curriculum planners should acknowledge the role of social media in students' lives and consider including it in the curriculum. Guidance counselors should raise awareness among students and parents about responsible social media use and ways to harness its positive effects. Moreover, future research should explore other ways social media can benefit students' academic performance and investigate how educators can effectively leverage social media for learning.

The study has several limitations that must be considered when interpreting its findings. Firstly, the sample size is moderate, which may hinder the generalizability of the results to a broader population. Secondly, the data collected relies on self-reports from the respondents, which could be subject to social desirability bias and not accurately reflect their actual

behavior. Thirdly, the study's cross-sectional design makes establishing causality between social media usage and academic performance difficult. Fourthly, the study was conducted in a single location, limiting the generalizability of the results to other contexts. Lastly, the study did not control for other potential factors that could influence academic performance, such as the quality of teaching, family support, and socioeconomic status.

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