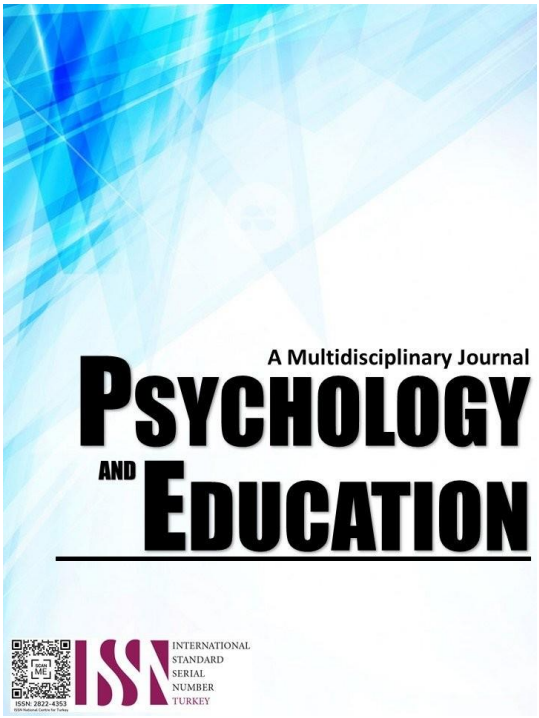
SOCIAL MEDIA BELIEFS IN RELATION TO LEARNERS ACADEMIC PERFORMANCE: AN INDIVIDUAL PROFILING



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 33
Issue 7
Pages: 751-760
Document ID: 2025PEMJ3199
DOI: 10.70838/pemj.330703
Manuscript Accepted: 02-10-2025

Psych Educ, 2025, **33**(7): 751-760, Document ID:2025PEMJ3199, doi:10.70838/pemj.330703, ISSN 2822-4353
Research Article

Social Media Beliefs in Relation to Learners Academic Performance: An Individual Profiling

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Abstract

This study examines the relationship between students' social media beliefs and their academic performance, focusing on Grade 9 learners in District 10 of Bayawan City Division. Using a quantitative descriptive research design, data were gathered from 159 students across three high schools through a structured questionnaire. Statistical tools such as percentage, weighted mean, chi-square, and Pearson's correlation coefficient were employed for data analysis. Findings reveal that most respondents are female, aged 14-15, with parents earning below 10,000 pesos monthly. Students generally perceive social media as a useful tool for education, social connection, and entertainment. While they believe social media provides educational resources and fosters belongingness, their overall social media beliefs were found to be "somewhat true" rather than strongly positive or negative. The study further found that social media beliefs do not significantly affect students' academic performance, and demographic variables such as age and household income do not influence their perceptions of social media. However, a significant difference was noted in social media beliefs between male and female students, with females displaying more cautious attitudes. Based on these findings, the study recommends that students balance social media use with offline academic activities, while educators implement structured guidance on responsible social media engagement. Schools may also integrate digital literacy programs to help students maximize the academic benefits of social media while minimizing distractions. Future research could explore qualitative insights into students' social media habits to provide a more in-depth understanding of its impact on learning.

Keywords: *social media, academic performance, digital literacy, student behavior, social media beliefs, education*

Introduction

In recent years, the pervasive influence of social media has permeated nearly every aspect of modern life, including educational environments. As classrooms increasingly integrate digital technologies, the impact of students' social media beliefs on their academic performance within the classroom has become a topic of growing concern and interest among educators, parents, and researchers alike.

According to (Alshuaibi et al.,). Social Media when used in academics has both advantages and disadvantages. Social media helps to improve academic performance, but it may also distract the students from studies and indulge them in other non-academic activities.

Despite the benefits of social media like better connectivity, verbal exchange, and academic resources, social media utilization consists of inherent risks which incorporates cyberbullying, pornography, cheating, sharing beside the point content, disclosing personal locations, and the dissemination of risky disturbing conditions and tendencies that they are ward off from their academics.

With the advent of structures which include Facebook, Twitter, Instagram, and Snapchat, students are continuously immersed in a virtual landscape that gives unheard of possibilities for connectivity, self-expression, and facts alternate. These technologies, when combined with beliefs, habits, engagement and/or prompt behaviors can result in students allocating more time to them than to actual studying that may be related to a myriad of academic problems which can happen within the study room environment or even outside.

Moreover, this investigation recognizes the complexity of social media utilization patterns, recognizing that not all digital interactions are inherently adverse. Indeed, social media platforms can function valuable tools for conversation, collaboration, and learning whilst applied judiciously

The proliferation of smartphones has amplified social media utilization, providing users with convenient get admission to a couple of networking systems. This phenomenon considerably influences students, prompting extensive studies. Various studies yield wonderful findings: some imply unfavorable effects of social media on educational performance, even as others advocate enhancements in learning and communication skills amongst users. The advent of technology and the popularity of social media can make or break the teaching and learning process.

This thesis aims to investigate how Social Media Beliefs relates to the students' academic performance of Grade 9 students. Thus, it seeks to uncover the underlying dynamics and implications for educational setting.

Research Questions

This study aimed to investigate the extent of Social Media Beliefs in relation to Learners' Academic Performance. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    1.1. age;

1.2. sex; and
1.3. parent's monthly income?

2. What is the extent of Social Media beliefs of students in terms of:
   2.1. hedonic or pleasure;
   2.2. utility;
   2.3. social; and
   2.4. content?
3. What are the learners' academic performance?
4. Is there a significant relationship between learners' profile and their extent of social media beliefs?
5. Is there a significant relationship between the extent of social media beliefs and learners' academic performance?
6. What intervention activities can be implemented based on the result of the study.

Methodology

Research Design

This study used the quantitative method which emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. This method also focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie & Mujis, 2010).

Respondents

The respondents of the study are the Grade 9 learners of District 10 of the Division of Bayawan City. Of the 264 total population of the three junior high schools, 159 were randomly selected to be the respondents. These students were chosen using a systematic sampling design in which every second student on the list became part of the study. Below is the distribution of the respondents:

Table 1.

	Number of students in Grade 9	
Section	*Population*	*Sample*
Dawis NHS	121	73
Lapay NHS	88	53
Bugay NHS	55	33
Total	264	159

To find the number of respondents Slovin's Formula was used n = N / (1+Ne2) where e is .05.

Instrument

The first part of the questionnaire is the profile of the respondents. The profile of the respondents is composed of age, sex, Parents' monthly income The second part of the questionnaire deals with the extent of social media beliefs of Grade 9 learners.

Procedure

The technique that is used is the normative survey approach and evaluation, which is commonly used to explore opinions according to explore opinions according to the respondents that can represent the whole population. The survey is appropriate in this study because it enables the researches in formulation of generalization. Specifically, one type of direct-data survey is included in this study, this is the questionnaire survey. The questionnaire survey respondents are given ample time to assess their utilization of techniques and procedure use by the respondents. Their own experiences are necessary in identifying limitation.

Before administering the questionnaire, the researchers sent a letter of intent requesting the Schools Division Office and granted permission by the Schools Division Superintendent. The questionnaires were administered and retrieved by the researcher himself. Then, the researchers tabulated, analyzed, and interpreted the data gathered. Afterwards, conclusions and recommendations were drawn.

Data Analysis

Problem 1 and 3 used frequency distribution, percentage and rank to determine the profile of the respondents.

Problem 2 employed the weighted mean and rank to determine the extent of social media beliefs.

Problem 4 utilized Chi-Square Goodness-of-Fit Test. To test the significant relationship of the respondent's socio-economic profile and their academic performance as indicated in the National Achievement Test results, the Chi-Square Goodness-of-Fit Test will be used with 0.05 level of significance.

Problem 5, used The Pearson Product-Moment Correlation Coefficient determines the extent of relationship between a pair of variables.

Results and Discussion

This chapter presents, analyzes, and interprets the data collected from Grade 9 students in District 10 of the Schools Division of Bayawan City. The data gathered are presented in tabular and textual forms and are systematically organized according to the sequence of the problems.

Table 2.1. *Profile of the Respondents in Terms of Age (n=159)*

Age (In years)	*Frequency (f)*	*Percentage (%)*	*Rank*
13 and below	16	10.06	2
14 – 15	140	88.05	1
16 and above	3	1.89	3
Total	159	100.00	
$\bar{x}$ =14.34			

Based on the findings presented in Table 2.1, most of the respondents (88.05 %) are 14-15 years old. This percentage is notably higher compared to the other components. This is in accordance to Department of Education (2019). The age recommendations across grade levels within the K to 12 curriculum, noting that Grade 9 students are generally around 14 to 15 years old, emphasizing age-appropriate learning strategies and developmental benchmarks. Additionally, the percentages of students age brackets, 13 and below (10.06%), and 16 and above (1.89%).

As mandated by Department of Education's policies, most students start taking first grade at the age of 6 or 7 years old, which encourage children to enroll in Kindergarten at 5 years old. Assuming regular academic progress (one grade level per year) without acceleration or retention, in can be assumed that when students reach grade 9 they are about 14-15 years old.

Table 2.2. *Profile of the Respondents in Terms of Sex (n=159)*

Sex	*Frequency (f)*	*Percentage (%)*	*Rank*
Male	72	45.28	2
Female	87	54.72	1
Total	159	100.00	

The data in Table 2.2 indicate that a large proportion of students (54.72%) are female and a percentage (45.28%) are male. This reinforces the trend that social media engagement varies significantly between genders. The gender disparity in classrooms, with more female students than male students, is a phenomenon observed in many educational systems, not just in the Philippines. In the research environment where the study is conducted there are more female enrolled in each school than male.

Table 2.3. *Profile of the Respondents in terms of Parents' Monthly Income (n=159)*

Income bracket	*Frequency (f)*	*Percentage (%)*	*Rank*
Below 10,000	107	67.30	1
10,001 – 15,000	23	14.47	2
15,001 – 20,000	14	8.81	3
20,001 – 25,000	6	3.77	5
Above 25,000	9	5.66	4
Total	159	100.00	
$\bar{x}$=10,802.39			

Table 2.3 reveals the data for the Parents' Monthly income. The largest percentage (67.30%) is below 10,000. The smaller percentage are classified as 10,001- 15,000 (14.47%), 15,001-20,000 (8.81%), 20,001-25,000 (3.77%), and above 25,000 (5.66%)

The mode of income in the research environment mostly is rice and sugarcane farming which pays significantly lower - others were unemployed. It is congruent to a research conducted by International Labour Organization (2021) stating, although the unemployment rate in the Philippines has improved in recent years, underemployment remains a significant concern. Many Filipinos work in the informal economy, where wages are low and job security is minimal.

Table 3.1. *Extent of Social Media Beliefs of Students in Terms of Hedonic or Pleasure*

Indicators	*Weighted Mean*	*Verbal Description (VD)*	*Rank*
1. I use social media to escape real-world problems.	3.56	Somewhat true	3
2. I enjoy watching different culture of the world and aesthetic.	3.94	Somewhat true	1
3. I use social media during my free time.	3.87	Somewhat true	2
4. I use social media activities to facilitate emotional release	3.35	Neutral	4
5. I use social media to watch uncensored pornographic videos.	1.84	Neutral	5
Average Weighted Mean	3.31	Neutral	

Legend: 4.21 – 5.00 Very Much True | 3.41 – 4.20 Somewhat True | 2.61 – 3.40 Neutral | 1.81 – 2.60 Somewhat Untrue | 1.00 – 1.80 Very Untrue

The table presents that total average weighted mean for the hedonic dimension is calculated to be 3.31, which corresponds to a neutral verbal description. This score implies that students neither very much true of them nor very untrue with the notion that social media

use provides significant pleasure or enjoyment. The neutral response suggests a moderate attitude toward the pleasure derived from social media. Students may use social media occasionally for entertainment, yet it does not appear to be a dominant motivator in their engagement with these platforms. This neutrality might indicate that social media is seen more as a casual source of pleasure rather than a primary means of enjoyment.

Remarkably, students give emphasis on item no. 2, "I enjoy watching different culture of the world and aesthetic." With a mean score of 3.94, interpreted as "somewhat true of me". In contrast, the lowest mean score is item no. 5, which is "I use social media to watch uncensored pornographic videos." Which was rated 1.84 and interpreted as "neutral".

Considering these findings, the current study agrees with the results of research conducted by Tus et al. (2021). They found that social media functions as an emotional outlet, providing relaxation from academic pressures. The study revealed that social media habits often prioritize enjoyment and escapism, reflecting high levels of hedonic use among students. Entertainment-based activities, such as sharing photos and watching videos, ranked high as pleasurable forms of social media engagement among the participants.

Also, Abbasi et al. (2023) affirm explored how hedonic consumption experiences influence social media engagement, focusing on the appeal of sensory, arousal, and escapism aspects. The study found that features supporting role projection and playful interaction positively impact users' engagement, suggesting that the pleasure derived from such experiences significantly affects students' intentions and actual usage.

Table 3.2. *Extent of Social Media Beliefs of Students in Terms of Utility*

Indicators	*Weighted Mean*	*Verbal Description*	*Rank*
1. Learning about pertinent circumstances and happenings in one's community, society, and global environment thru the use of Social Media	3.78	Somewhat true	2
2. Asking for guidance on practical issues, or seeking counsel on decisions and opinions on the people I meet in Social Media	3.13	Neutral	5
3. I use Facebook and other social media platforms to share or look for interesting facts, trivia, and educational content.	3.72	Somewhat true	3
4. Learning, self-education – I often use social media platform to educate myself of the things I don't know about.	3.89	Somewhat true	1
5. Social media enhances my understanding of current events, learning new skills, or being aware of our rights, gaining knowledge to enhance their sense of security in various aspects of life.	3.73	Somewhat true	4
Average Weighted Mean	3.65	Somewhat true	

The table presents the average weighted mean of 3.65 indicates that the participants' perceptions towards the utility of social media align closely with the description "Somewhat True." This result suggests that, on average, students somewhat believe in the usefulness of social media for various purposes, such as accessing information, academic support, or social connectivity. This level of belief reflects a moderate recognition of social media's utility, indicating that while students may find value in social media, their belief in its utility is not overwhelmingly strong but rather moderately aligned with its perceived usefulness.

Notably, students give emphasis on item no. 4, "Learning, self-education – I often use social media platform to educate myself of the things I don't know about." With a mean score of 3.89, interpreted as "somewhat true". In contrast, the lowest mean score is item no. 2, which is "Asking for guidance on practical issues, or seeking counsel on decisions and opinions on the people I meet in Social Media" Which was rated 3.13 and interpreted as "neutral".

The result could imply opportunities to better integrate social media as a tool for learning and collaboration, as students see it as somewhat useful but not essential, and since social media is seen as somewhat useful, it may play a secondary role in shaping students' academic or personal choices. It might support existing practices rather than driving primary decision-making.

This study gives a nod to the study conducted by Gagalang, (2022); Ditche, (2021). They analyze the social media's academic utility, especially how students perceive and use it for their studies. Findings indicate that students frequently turn to social platforms for resources, collaborative learning, and peer support, although such utility varies widely depending on students' time management and self-regulation skills. This behavior reveals both beneficial and adverse impacts on students' productivity and performance

In spite of this, Kabigting et al., (2021) found a mixed impact on academic outcomes. While social media provides access to valuable information and resources, its unregulated use can detract from studying time. Recommendations include educating students on managing their online engagement to balance social and academic responsibilities.

The table 3.3 reveals a weighted mean of 3.42 with the verbal description "Somewhat True", indicating that students feel moderate alignment or occasional identification with beliefs or attitudes surrounding social aspects of social media.

Noticeably, the respondents give emphasis on item no. 2, "I feel a sense of belongingness whenever I use social media platforms to interact with family, friends, and the community." With a mean score of 4.31, interpreted as "somewhat true". Contrary to the lowest mean score is item no. 5, which is, "Social Media helps me fulfill my social roles." Which was rated 3.00 and interpreted as "neutral".

Table 3.3. *Extent of Social Media Beliefs of Students in Terms of Social*

Indicators	*Weighted Mean*	*Verbal Description*	*Rank*
1. I feel connected to the community thru Gaining insight into circumstances of others. Social media fosters empathy.	3.68	Somewhat true	2
2. I feel a sense of belongingness whenever I use social media platforms to interact with family, friends, and the community.	4.03	Somewhat true	1
3. I can share my thoughts to anyone in my own discretion in social media. I can interact in social media more than personally.	3.30	Neutral	3
4. I enjoy having an artificial friend instead of a real one.	3.08	Neutral	4
5. Social Media helps me fulfill my social roles.	3.00	Neutral	5
Average Weighted Mean	3.42	Somewhat True	

It implies that students neither strongly associate nor completely reject the social influence of social media on their behavior, self-perception, or interactions. The "Somewhat True of Me" descriptor reflects a moderate perception, where students acknowledge a degree of influence but may not fully integrate these beliefs into their daily social interactions or self-concept.

A similar finding was also manifested in the work of Gagalang, J. L. (2022. Findings indicated that social media served as a valuable tool for communication and collaboration in educational settings, especially during the COVID-19 pandemic. Students used platforms like Facebook and Messenger for group work and discussions, which helped maintain academic interactions despite physical distancing. This change has implications for students' social engagement, as many reported using social media primarily for entertainment and social interaction. Interestingly, the research suggested that this shift also affected students' focus and attention in educational contexts, influencing social interactions and academic productivity in school.

Likewise, Solmiano et.al. (2023) study showed that frequent social media use could lead to increased social anxiety, which, in turn, influenced students' sense of social connectedness and happiness. Social media dependency was linked to feelings of isolation, as students were more inclined toward digital interactions over face-to-face communication, highlighting the dual nature of social media as both a social tool and a potential source of anxiety.

Table 3.4. *Extent of Social Media Beliefs of Students in Terms of Content*

Indicators	*Weighted Mean*	*Verbal Description*	*Rank*
1. Social media makes me discover validation for individual beliefs	3.25	Neutral	5
2. In social media, I can find role models for good behavior (kind, responsible, respectful, punctual among others) and inspiration.	3.84	Somewhat true	2
3. Social media helps me connect with the important people of my life.	4.15	Somewhat true	1
4. Social media helps me gain understanding of another individual.	3.50	Somewhat true	3
5. Social media helps me be contented and satisfied of my life	3.45	Somewhat true	4
Average Weighted Mean	3.64	Somewhat true	

Table 3.4 findings suggest that students exhibit a nuanced approach to social media content. The average weighted mean of 3.64, categorized as "Somewhat True," reflects an ambivalence characterized by both engagement and skepticism.

Significantly, the student-respondents give priority on item no. 2, "Social media helps me connect with the important people of my life." With a mean score of 4.15, interpreted as "somewhat true". Comparably, the lowest mean score is item no. 1, which is. "Social media makes me discover validation for individual beliefs." Which was rated 3.25 and interpreted as "neutral".

Students seem to navigate social media content with a blend of trust and caution, indicating an awareness of the potential misinformation that may circulate on these platforms.

This result affirmed by Tus (2021) who explored Filipino students' social media habits in various domains, including academic use, socialization, entertainment, and information-sharing. Their findings indicate high social media engagement for collaborative academic work, social connectivity, and entertainment. They also noted that students' preferences for academic-related content on social media include connecting with classmates for study purposes and sharing resources. However, high usage for entertainment also highlighted potential distractions from academic tasks.

Moreover, Oguguo et al., (2020). highlighted that students use social media extensively for entertainment and connecting with influencers. However, they also noted concerns about misinformation and the need for critical evaluation of content, particularly regarding news and political discussions.

The data in Table 3.5 indicate the assessed beliefs of students regarding social media using a weighted mean scale. The total average weighted mean of 3.51 indicates that students generally perceive their beliefs about social media as "Somewhat True."

Conspicuously, the student-respondents give indicator no. 2, "Utility" With a prime concern with a mean score of 3.65, interpreted as "somewhat true". Closely, indicator no. 1, which is." Hedonic or Pleasure" scored the least which was rated 3.31 and interpreted as

"neutral".

Table 3.5. *Extent of Social Media Beliefs of Students*

Indicators	*Weighted Mean*	*Verbal Description*	*Rank*
1. Hedonic or Pleasure	3.31	Neutral	4
2. Utility	3.65	Somewhat true	1
3. Social	3.42	Somewhat true	3
4. Content	3.64	Somewhat true	2
Overall Weighted Mean	3.51	Somewhat true	

The analysis further breaks down four specific dimensions: Hedonic (pleasure), Utility, Social, and Content. Hedonic (Pleasure): Weighted Mean = 3.31, Verbal Description = Neutral. Utility: Weighted Mean = 3.65, Verbal Description = Somewhat True. Social: Weighted Mean = 3.42, Verbal Description = Somewhat True. Content: Weighted Mean = 3.64, Verbal Description = Somewhat True.

This value suggests that students generally hold positive beliefs about social media but may not fully embrace these beliefs. The "Somewhat True" description indicates a moderate level of engagement or agreement with social media's impact on their lives.

The result attest to the study conducted by Boahene et.al., (2019) and Chukwuere (2021) that indicates that social media can serve as a valuable tool for academic engagement and collaboration. A study found that a significant number of students believe social media enhances their academic performance and facilitates better communication with peers and instructors. In particular, social media platforms like Facebook and WhatsApp are frequently utilized for educational purposes, helping students to collaborate and access resources outside traditional learning environments. This aligns with the finding that students view the utility of social media as "somewhat true," with a weighted mean of 3.65.

While there are benefits, Ehmke (2024) stated, it's essential to consider that students also have neutral or ambivalent feelings about social media. For example, many students' express concerns about distractions caused by social media and its potential negative impacts on self-esteem. These findings resonate with the lower hedonic mean of 3.31, suggesting that while students enjoy using social media, they are also aware of its downsides.

Moreover, Ehmke (2024) added that Social media has altered how students interact, providing both opportunities for connection and sources of anxiety. The hyper-connected nature of social media can lead to feelings of loneliness, as students may struggle with maintaining genuine relationships while also feeling pressure to curate their online identities. This reflects the finding of a weighted mean of 3.42 in the social aspect, indicating a somewhat positive belief but with underlying complexities.

Additionally, a study on high school students by Karayigit et.al., (2023) showed similar moderate beliefs about social media, valuing it for connectivity and utility in moderation. Students acknowledge social media's usefulness, particularly in supporting their academic and personal interests, but also maintain a neutral stance, indicating neither strong attachment nor significant aversion. This is in congruence to The total average weighted mean that students generally perceive their beliefs about social media as "Somewhat True of Me." offering both significant benefits and notable drawbacks.

Table 4. *Learner's Academic Performance*

Indicators	*Frequency(f)*	*Percentage(%)*	*Rank*
Outstanding (90 – 100)	51	32.08	1.5
Very Satisfactory (85 – 89)	51	32.08	1.5
Satisfactory (80 – 84)	50	31.45	3
Fairly Satisfactory (75 – 79)	7	4.40	4
Total	159	100.00	

Table 4 shows the academic performance of the student-respondents. Among the 159 student-respondents, tied with 32.08 percent are students with "outstanding" and "very satisfactory" remarks. Consecutively, "satisfactory" remarks with 31.45 percent of the population and "fairly satisfactory" with only 4.40 percent. The large majority performing well suggests that most learners may have balanced social media habits, though the smaller group with lower scores may be more affected by social media distractions.

On the study conducted by Charytanowicz et.al. (2024) During the COVID-19 pandemic, remote learning significantly impacted students' academic performance. It found that the lack of in-person engagement presented challenges in online settings, affecting students' motivation and consistency. However, students adapted with time, and those who used a hybrid model showed better outcomes than those in fully online environments.

Similarly, MacCann et.al. (2020) reviewed that the shift to online learning during the pandemic observed changes in student attitudes and performance due to limited interpersonal contact and slower feedback. Although many students appreciated the flexibility, challenges like self-discipline and adaptation issues were common, underscoring the importance of blended approaches to enhance engagement and academic outcomes.

Table 5 reveals the data for identifying the relationship between the profile of the respondents and the extent of social media beliefs. As shown, all p-values are more than the level of significance except for the "sex". This means that a significant relationship exists

between the "sex" of the students and the extent of social media beliefs. On the other hand, there is no significant relationship between the "age" and "parents' monthly income" and the extent of social media beliefs.

Table 5. *Relationship Between the Profile of the Respondents and the Extent of Social Media Beliefs*

Profile of the respondents paired extent of social media beliefs	*X2 Computed Value*	*X2 Tabular Value*	*df*	*Level of significance*	*Decision Rule*	*Remarks*
Age	2.325	12.592	6	0.05	Not Significant	Accept Ho
Sex	8.923	7.815	3	0.05	Significant	Reject Ho
Parents' monthly income	17.133	21.026	12	0.05	Not Significant	Accept Ho

Given social media's enormous influence on both boys and girls, educators might provide classroom activities that model and encourage positive, constructive social media use. Activities that demonstrate the creative and supporting features of social media can highlight these benefits while educating students to mitigate its negative impacts.

Concerning sex, where significant relationship is identified. This result is in line with what Vogels and Gelles-Watnick (2023) said, that there are notable differences in how male and female teens perceive and experience social media. For instance, girls were more likely to report feeling overwhelmed by social media drama and left out of social interactions, while boys tended to report more neutral or positive experiences. Additionally, girls were more inclined to express that social media contributed to feelings of support and creativity but also encountered higher levels of pressure to maintain certain self-images online.

Table 6. *Relationship Between the Extent of Social Media Beliefs and Learners' Academic Performance*

Variable	*Computed R*	*Tabular R*	*r2*	*%1*	*%2*	*T-test*		*Decision Rule*	*Remarks*
						Computed	Tabular		
Relationship between the extent of social media beliefs and learners' academic performance	-0.0724	0.1593	0.0052	0.52	99.48	-0.9095	1.984	Accept Ho	Not Significant

Table 6 reveals the data for identifying the relationship between the extent of social media beliefs and learners' academic performance. A t-test is used in research to determine if there is a statistically significant difference between the means of two groups or if a sample mean significantly differs from a known population mean.

This finding indicates that students' views on social media, whether positive or negative, may not necessarily be related to how well they perform academically. It suggests that while social media may affect student's social life, self-worth, and feelings, its effect on academic performance may be more nuanced than the simple cause and effect relationship that is most often assumed. As such, educational policies may emphasize less the need to control the use of social media and instead rely on enhancing general educational competencies like time management, analysis and self-driven behavior which are not affected by the students' perception of social media.

The data also reveals that there is no significant relationship between the extent of social media beliefs and learners' academic performance. This result is in line with what Dimacangun and Guillena (2023) said, that social media serves as a valuable tool for academic support and collaborative learning, but they did not find a significant direct correlation with academic performance. Instead, they suggested that while social media can positively influence student engagement and information access, its academic benefits are most effective when usage is moderated and education-focused.

This finding is parallel to the result of Asiyah and Ruzanna (2020), which emphasized no significant relationship between their social media usage patterns and their academic outcomes. This suggests that social media beliefs do not necessarily translate into better academic performance.

Furthermore, Guillena (2023) revealed that the effect of social media was minimal on academic performance when evaluating general grades and study habits. This study concluded that high levels of social media engagement do not necessarily detract from students' academic achievements, nor does it significantly boost them.

On the contrary, Carmen et al., (2019) found that students saw social media as an essential part of their academic life, especially for information gathering and peer interaction. However, the study cautioned that excessive reliance on social media could lead to reduced academic focus, even though the students themselves perceived it as beneficial for learning.

Additionally, Gonzalez et al., (2020) suggested promoting a balanced approach to social media use. While students benefit from the connectivity and resources available through these platforms, educators should help students develop strategies for limiting social media use during study times. This balance could prevent the negative impacts of excessive screen time, as noted in studies examining the relationship between digital distractions and academic outcomes.

Conclusions

Based on the study's findings, it is concluded that most of the respondents are female, 14-15 years old with parent's monthly income of 10,000 pesos and below.

The respondents cling to believe that use social media platform especially Facebook can educate themselves of the things they do not know such as interesting facts, trivia, educational contents and any circumstances and happenings on their community.

The student-respondents also tend to feel belongingness in social media engagement as they feel empathy whenever using social media to interact with family, friends and community, as they gain insights of the circumstances of others and as they share personal thoughts and interact more in social media platforms.

Additionally, the respondents hang on to believe that social media helps them connect with the important people in their lives as they can find good role models and inspiration in social media by gaining understanding of another individual.

The study found out that their social media beliefs does not affect their academic performance, and are not influenced by their profile variables except for sex profile. This indicates that female students may hold different beliefs regarding social media compare to their male counterparts, for instance, generally female students might be cautious about the effects of social media on their lives or might participate in different online activities that shape their belief and/or student life. Male students, on the other hand display distinct social media habits that shape their viewpoints. They tend to use social media more for entertainment, gaming, or networking, rather than for self-expression or socializing. Furthermore, they might be less worried about the possible negative consequences of social media, like privacy issues and academic concerns, when compared to female students. These differing patterns in social media use could lead to varied beliefs about social media's overall influence on student life.

The researcher recommends that students should maintain their study habits, classroom policies, and teachers should keep upholding the principles of teaching and learning.

Students are to maintain or improve their academic performance despite varied social media habits, staying consistent with their routines and focusing on traditional methods of learning. Maintaining a steady study schedule ensures that academic tasks are completed on time and without unnecessary delays. Limiting social media use during study hours to avoid distractions, allowing students to stay fully engaged with their academic responsibilities, especially female students. Additionally, continuing to engage in non-digital hobbies, such as reading or participating in sports, can offer healthy breaks without interfering with academic focus. Students can also seek help from teachers or counselors if they find themselves struggling to maintain balance, ensuring that academic performance remains unaffected by their social media habits.

Teachers to maintain the clear academic expectations so that students recognize the significance of completing academic tasks. It is also vital to maintain and encourage the structured study schedules they have, as teachers can help students set aside specific times for homework, studying, and leisure activities – continuous assistance. Furthermore, keeping the active participation through traditional learning methods, like group discussions, debates, and hands-on projects, can be engaging to students and be more effective on their studies. Teachers should also cultivate a strong reading culture by motivating students to read books and other printed materials, which can enhance their comprehension and critical thinking abilities. Teachers should continue to implement a no-gadget policy, if they practice such, except for academic purposes. Regular academic support should be continually provided for students who find it challenging to balance their social media use with their studies, offering additional help when needed.

Academic success is a collective responsibility. By working together, these approaches can cultivate an environment where academic success can flourish, even with the distractions of today's technology.

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