IMPACTS OF SOCIAL MEDIA TO THE ACADEMIC PERFORMANCE OF THE SELECTED SENIOR HIGH SCHOOL STUDENTS IN A PUBLIC SCHOOL IN PITOGO, QUEZON

Impacts of Social Media to the Academic Performance of the Selected Senior High School Students in a Public School in Pitogo, Quezon

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Abstract

This study aimed to explore the impacts of social media on the academic performance of selected senior high school students in a public school in Pitogo, Quezon. The study involved 80 senior high school students at Amontay National High School. The researcher used questionnaires to determine the impact of social media on the academic performance of the selected senior high school students, employing a descriptive survey method to gather data. According to the respondents' profiles, most are female, at 70%, while the remaining 30% are male. In terms of age, the majority of respondents are 17 years old, accounting for 41%, while the youngest age group is 19 years old, comprising 3%. The majority of the respondents are grade 12 students, with a percentage of 51%, and the remaining 49% are grade 11 students. Based on the study's results, social skills achieved the highest mean, with a total of 3.97, and a verbal interpretation of 'Agree', while mental health received the lowest mean, with a total of 3.82, and a verbal interpretation of 'Agree' as well. According to the Kruskal-Wallis test, the null hypothesis of sex and grade level is rejected, indicating a significant difference in the impact of social media on the academic performance of senior high school students. However, in terms of age, the null hypothesis is accepted.

Keywords: *impacts, social media, academic performance, social skills, mental health*

Introduction

"Like, Share, Comments, Subscribe, and Follow" are phrases that teenagers and adults often use to share or showcase their everyday lives or significant events through online platforms or social media. Social media is an internet communication tool that enables individuals to share and exchange information, as well as interact with one another. Social media has become increasingly popular, especially among students, as it has evolved into an official platform for finding information and a source of knowledge for their academic work. There are several types of social media platforms, such as Facebook, Twitter, Instagram, and YouTube, that the younger generation has primarily used. The lives of every person have become easier because of social media. However, there are circumstances in which students use too many social media platforms, which can negatively impact their academic performance.

According to the Oxford Dictionary, academic performance refers to the degree of success achieved in the field of education. Therefore, it is understood that academic success refers to students' performance in their studies. Several measures, such as test results and class participation, can be used to assess this. Based on the researcher's observation, social media can have both positive and negative impacts on students' academic performance. Some researchers have demonstrated that social media is a valuable tool for enhancing students' academic performance and is beneficial to their studies. However, there are also some instances where social media hurts students. In the research of Kolan and Dzandza (2018), "Social media is a useful servant but a dangerous master", meaning that social media provides information, builds relationships, and communication. However, it can cause addiction and distraction, which may lead to consequences for the academic performance of the students.

Similarly, to the research of Eremie and Nwoburuoke (2021), social media has an impact on students; it can also cause a distraction from their schoolwork, but there are benefits to using social media if students use it appropriately. Additionally, as mentioned in Gorhe's (2019) research, social media has a two-way impact on students' academic performance. If social media is used correctly, it can have a positive impact on students' academic performance; however, if it is not, it can negatively affect their overall academic performance, which can also impact their future.

The researcher will conduct this study to determine the impact of social media on the academic performance of senior high school students, as it appears that students spend most of their time on various online platforms, using them for both academic and non-academic purposes. Social media has a negative impact on students, but it is essential to recognize that it also has various positive effects on their academic performance.

Research Questions

This study determined the "Impacts of Social Media to the Academic Performance of Selected Senior High School Students in a Public School in Pitogo, Quezon SY 2023-2024." 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. grade level?
2. What are the impacts of social media to the academic performance of selected of senior high school students in a

secondary school in Pitogo, Quezon in terms of:
    2.1. social skills;
    2.2. academic performances;
    2.3. student productivity; and
    2.4. mental health?
3. Is there any significant difference in the perceived impacts of social media to the academic performance of the selected senior high school students when they are grouped to according profile?

Methodology

Research Design

This study employed a descriptive survey method to gather data and identify the impact of social media on the academic performance of selected senior high school students in a secondary school in Pitogo, Quezon. The researcher used a survey questionnaire as an instrument. Based on the survey's results, the researcher was able to determine the details of the study.

According to Shona McCombes, the descriptive survey method aims to provide an accurate and systematic description of the population, situation, or phenomenon. It is answerable to what, where, when, and how questions are posed, but not why.

Respondents

The study focused on the impact of social media on the academic performance of selected senior high school students in a public school in Pitogo, Quezon, from 2024 to 2034. The researcher selected 80 grade 11 and grade 12 students through proportionate random sampling at Amontay National High School.

Instrument

The researcher prepared a researcher-made questionnaire, which will be validated by two experts. Part I of the questionnaire included the profile of the respondent. Part II of the questionnaire consisted of the different impacts of social media to the behavior using the likert scale of; 5 strongly agree (SA), 4- Agree (A), 3- moderately agree (MA), 2- disagree (D), 1- strongly disagree (SD) as perceived by selected senior high school students of Amontay National High School in Pitogo, Quezon.

To test the internal consistency of the questionnaire using Cronbach's Alpha, a pilot test was conducted at Panikihan National High School. The result is 0.90, interpreted as excellent. This indicates that the research instrument is internally consistent.

Procedure

To conduct the study, the researcher used to send a letter to the school's principal and adviser. Upon approval, the researcher administered the instrument to the target respondents.

In administering the questionnaire, the researcher used the allotted time to avoid distractions from class discussions. The student was given enough time to answer the questions. After data gathering, the researcher collected them for tallying the scores and applied the statistical treatment to be used in the study.

A descriptive research method using a Likert scale was employed to assess the impact of social media on the academic performance of the selected senior high school students.

Data were gathered through "proportionate random sampling" at Amontay National High School in Pitogo, Quezon, where students were selected to fill out the questionnaire. Data were gathered through a face-to-face survey, following safety health protocols to prevent the spread of the virus.

Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data was carefully read and examined for analysis. They tallied and entered the data into a master list from the data collection sheet. Percentage and Frequency were used to interpret the profile of the respondents.

To get the weighted mean to describe the items in the indicators, the researcher will use the formula (Calmör, 2007, pp. 116-118). To test the significant difference between three or more means, the researcher will use the Kruskal-Wallis test, a non-parametric test.

Results and Discussion

This section deals with the analysis and interpretation of the data. All the data gathered were presented here in tabulated form with corresponding interpretation. The first part described the demographic profile of the respondents in terms of sex, age, and grade level. The second part is the impact of social media on the academic performance of the selected senior high school students in public schools in Pitogo, Quezon.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

Age	Frequency	Percentage (%)	Rank
16	25	31	2
17	33	41	1
18	20	25	3
19	2	3	4
20	0	0	5
Total	80	100%	

Table 1 presents the frequency and percentage distribution of respondents by age, with 41% being 17 years old, 31% being 16 years old, 25% being 18 years old, and 2% being 19 years old. This indicates that most respondents are 17 years old. John Motari Momanyi et al. (2015) state that social media, in terms of age, has a significant difference in the academic performance of students. The youngest students achieved the highest scores, while the oldest students had the lowest scores in academic performance.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage (%)	Rank
Male	24	30	2
Female	56	70	1
Total	80	100%	

Table 2 shows the frequency and percentage distribution of the respondents according to sex, with 70% being female and 30% being male, indicating that most of the respondents are female. The paper by Md Sajjat Hossain (2020) revealed that social media use for academic purposes has a negative impact on the academic performance of both males and females. To conclude that, sex differs when they use social media.

Table 3. *Frequency and Distribution of the Respondents According to Grade level*

Grade	Frequency	Percentage (%)	Rank
11	39	49	2
12	41	51	1
Total	80	100%	

Table 3 presents the frequency and percentage distribution of respondents by grade level, with 51% in grade 12 and 49% in grade 11, indicating that most respondents are in grade 12.

The data presented by Johnny Mendoza (2019) revealed that the majority of respondents frequently used social media for research, assignments, and projects. The students expressed agreement that social media facilitates gathering information and communication with others. The research also highlighted both beneficial and detrimental impacts of social media on students' academic performance.

Table 4. *Impacts of Social Media to The Academic Performance of Senior High School Students in terms of Social Skills*

Indicators	Mean	Verbal Interpretation
1. Assist me to meet new friends	4.15	Agree
2. Develop me to improve my social communication	4.16	Agree
3. Help me to enhance my social life and interaction	4.08	Agree
4. Improve my relationship between my classmates and teachers	4.01	Agree
5. Encourage me to be more active in online rather than face-to-face communication	3.48	Agree
Grand Mean	3.97	Agree

Legend: *"Strongly Agree (1.0-1.80)", "Disagree (1.81-2.60)", Moderately Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)"*

Table 4 shows the impacts of social media on the academic performance of the selected senior high school students in terms of social skills. The highest weighted mean is the indicator number 2, which is social media development, to improve my social communication, with a weighted mean of 4.16, and the verbal interpretation agrees.

The lowest weighted mean is indicator number 5, because social media encourages me to be more active in online communication rather than face-to-face communication, with a weighted mean of 3.48, which indicates that both agree. It also revealed that the average mean of the total respondents is 3.97, which corresponds to the verbal interpretation of 'Agree'.

This study revealed that although social media can have negative impacts on adolescents, such as compromising their privacy and distracting them from their schoolwork or occupying most of their free time, it also has benefits when used appropriately. For instance, students could set up online communities for planning projects, group discussions on class material, or use social networks as a means of maintaining contact when an absent student needs to be updated with current academic information.

Some important results have been obtained from this study and previous studies. The first independent variable influencing students' academic performance was social media participation, which had a negative impact on student outcomes, whereas the other independent

variables had a positive impact. In addition, instructors should create a template for increasing the benefits of social media. Every school should implement rules and regulations for social media use, and the government should establish guidelines for using social media appropriately in the classroom (Nnaji, 2022).

Table 5. *Impacts of Social Media to The Academic Performance of Senior High School Students in terms of Academic Performance*

Indicators	Mean	Verbal Interpretation
1. Help me focus on my activity due to new trends	3.51	Agree
2. Help me to find other resources or information to finish my activities	3.85	Agree
3. Assist me to do different activities through online instruction	3.87	Agree
4. Help me to improve my grades because of the different online tutorial	3.98	Agree
5. Give me knowledge about the different information that are useful in every subject	4.23	Strongly Agree
Grand Mean	3.83	Agree

Legend: *"Strongly Agree (1.0-1.80)", "Disagree (1.81-2.60)", Moderately Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)"*

Table 5 presents the impact of social media on the academic performance of the selected senior high school students. The highest weighted mean is indicator number 5, which is social media, providing me with knowledge about various information that is useful in every subject, with a weighted mean of 4.23, and the verbal interpretation is 'Agree'. The lowest weighted mean is indicator number 1, as social media helps me focus on my activity due to new trends, with a weighted mean of 3.51, which aligns with the verbal interpretation. It also revealed that the average mean of the total respondents is 3.83, which corresponds to the verbal interpretation of 'Agree'.

The research found that social media usage had a positive impact on students' academic performance. In addition, it is recommended to follow the findings of this study. Students use social media for a reason to satisfy their needs, such as for learning. It demonstrates students' knowledge of how to use sharing or watching educational films as an alternative to social networking. As students use devices such as mobile phones, tablets, and laptops to entertain themselves and alleviate the stress caused by their studies, they also use them for lecture purposes and academic discussions. That is why parents are watching them closely to monitor social media usage and guide them in using it properly without invading their privacy. For teachers, it would be best to use it to enhance students' overall academic performance and help them focus on their studies. (Tus et al, 2021)

Table 6. *Impacts of Social Media to the Academic Performance of Senior High School Students in terms of Student's Productivity*

Indicators	Mean	Verbal Interpretation
1. Help me to stay connected with peers and teachers	3.88	Agree
2. Help me to find other resources or information to finish my activities	4.17	Agree
3. Help me to balance my study by giving proper time management for school work and online leisure	3.72	Agree
4. Motivate me to become better student when I receive positive comments about the achievement I got	3.93	Agree
5. Encourage me to finish my activities on time by giving me warning about the important activities that need to be done	3.66	Agree
Weighted Mean	3.87	Agree

Legend: *"Strongly Agree (1.0-1.80)", "Disagree (1.81-2.60)", Moderately Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)"*

Table 6 presents the impact of social media on the academic performance of the selected senior high school students in terms of productivity. The highest weighted mean is indicator number 2, which is social media, helping me find other sources or information to complete my activities, with a weighted mean of 4.17, and the verbal interpretation is 'Agree'.

The lowest weighted mean is indicator number 5, because social media encourages me to complete my activities on time by providing warnings about important tasks that need to be done, with a weighted mean of 3.66, which aligns with the verbal interpretation. It also revealed that the average mean of the total respondents is 3.87, which corresponds to the verbal interpretation of 'Agree'.

In accordance with Amoto et al. (2022), based on the relevant literature and research studies, social media has an impact on the academic performance and productivity of students. When social media becomes part of the educational process, many students utilize it for academic purposes, social communication, and entertainment.

The challenges may occur since students are using it. Social media can also improve their critical thinking and digital literacy, which can be helpful to their education. Students received benefits from using social media, although there is a downside if they use it incorrectly.

Table 7. *Impacts of Social Media to the Academic Performance of Senior High School Students in terms of Mental Health*

Indicators	Mean	Verbal Interpretation
1. Promotes emotional support	3.66	Agree
2. Increase my self-esteem	4.01	Agree
3. Help me to cope with depression and anxiety	3.72	Agree
4. Aid me to alleviate loneliness and stress	3.91	Agree
5. Help me to lessen my frustration about the school activities	3.80	Agree
Grand Mean	3.82	Agree

Legend: *"Strongly Agree (1.0-1.80)", "Disagree (1.81-2.60)", Moderately Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)"*

Table 7 presents the impact of social media on the academic performance of the selected senior high school students in terms of their mental health. The highest weighted mean is indicator number 2, which indicates that social media increases my self-esteem, with a weighted mean of 4.01, and the verbal interpretation is 'Agree'. The lowest weighted mean is indicator number 1, as social media promotes emotional support with a weighted mean of 3.66, which aligns with the verbal interpretation. It also revealed that the average mean of the total respondents is 3.82, which corresponds to the verbal interpretation of 'Agree'.

According to the article by Gistme (2023), social media can positively impact self-esteem by offering social support, facilitating self-expression, providing resources for learning and growth, fostering a sense of community, and enhancing self-awareness. Although social media also has a negative effect, the most important thing is to use it positively.

Table 8. *Summary of Tables on the perceived Impacts of Social Media to the Academic Performance of the Selected Senior High School Students*

Impacts of Social Media on the Academic Performance of Students	Average Mean	Verbal Interpretation
Social Skills	3.97	Agree
Academic Performance	3.83	Agree
Student's Productivity	3.87	Agree
Mental Health	3.82	Agree
Grand Mean	3.87	Agree

Legend: *"Strongly Agree (1.0-1.80)", "Disagree (1.81-2.60)", Moderately Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)"*

The summary table shows the average, mean, and verbal interpretation of social skills with a weighted mean of 3.97, which means agree, student's productivity with a weighted mean of 3.87, which means agree, academic performance with a weighted mean of 3.83, which means agree, and mental health with a weighted mean of 3.82, which means agree. This implies that social skills have gained significant benefits from the impacts of social media on the academic performance of senior high school students.

The results indicate that, depending on how social media is used, it can have both positive and negative impacts on students. When used collectively and interactively, social media can be a valuable tool to enhance academic performance. However, it could lead to excessive distraction and missed deadlines if not appropriately managed. In terms of mental health, social media can affect their sleeping pattern, depression, anxiety, and exhaustion. Finally, productivity may be adversely affected by reduced time management skills and delayed task completion due to the use of social media. To mitigate the adverse effects and maximize the benefits of social media for students, the researcher recommends that universities implement digital competence training and policies that support the responsible use of social media. (Abdelhamid, 2023)

Table 9. *Significant differences on the impacts of social media to the academic performance of senior high school students when grouped according to age*

Groups	N	Median	df	P- value	Significant level	Decision
16	25	40				
17	33	33	3	0.063384	0.05	Accept the null
18	20	45.5				
19	2	9.5				

Table 9 presents the Kruskal-Wallis H test results to assess the significant difference in the impact of social media on the academic performance of the selected senior high school students, grouped by age. Since the P-value of 0.063384 is less than the critical value of 0.05 at the 0.05 level of significance, the null hypothesis is rejected. It indicates that there is no significant difference in the responses to the impacts of social media on the academic performance of the selected senior high school students when grouped according to age. This implies that respondents aged 16 to 19 years old have the same responses regarding the impacts of social media on the academic performance of senior high school students.

Sushma Rawat S. (2019) studies show that social media has both positive and negative impacts on youth. Youths must understand why they are using social media and how long they will spend online, and how it will benefit their personal and social networking goals.

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Table 10. *Significant differences on the impacts of social media to the academic performance of senior high school students when grouped according to sex*

Groups	N	Median	df	P- value	Significant level	Decision
Male	24	46.5	1	0.036711	0.05	Reject the null
Female	56	40				

Table 10 presents the data from the Kruskal-Wallis H test on the significant difference in responses regarding the impacts of social media on the academic performance of the selected senior high school students, grouped by sex. The P-value of 0.036711 is smaller than the significance level of 0.05, resulting in the rejection of the null hypothesis that there is no significant difference in responses when grouped by sex. This means that the groups of males and females have different responses to the impacts of social media on the academic performance of the selected senior high school students.

According to Rafi Alnjadat's (2019) findings, extensive research has explored the social media usage and its impact on students' academic performance. The study revealed that, in terms of sex, females use social media for academic purposes more frequently than males.

Table 11. *Significant differences on the impacts of social media to the academic performance of senior high school students when grouped according to grade*

Groups	N	Median	df	P- value	Significant level	Decision
11	39	40	1	0.003642	0.05	Reject the null
12	41	43				

Table 11 showed that the computed H-value is 0.003642. Using one as the degree of freedom at a 0.05 level of significance, the critical value is 3.841. Since the computed h-value is smaller than the critical value, the null hypothesis is accepted. Thus, there is no significant difference in responses when grouped by grade. This means that Grade 11 and Grade 12 students have different responses to the impacts of social media on the academic performance of senior high school students.

In exploring the realm of Jacinto et al. (2021), based on the results, social media platforms have an impact on the academic performance of senior high school students, and the interpretation of the results is neutral. Social media has had a significant effect on academic performance, largely due to its high frequency. For significance, there is no significant effect of social media on the academic performance of senior high school students.

Conclusions

Based on the study's results, the following conclusions were drawn: Most respondents are female, 17 years old, and in Grade 12. Among the four variables measuring the impact of social media on the academic performance of the selected senior high school students, social skills yielded the highest mean. Senior high school students of Amontay National High School argue that social media had a significant impact on their academic performance. There is no significant difference in the impact of social media when respondents are grouped by age. However, there is a significant difference in the impact of social media on the academic performance of the selected senior high school students when respondents are grouped by sex and grade level. Meaning to say that, the null hypothesis of age is accepted, but sex and grade level are rejected.

Based on the findings and conclusions, the following recommendations were forwarded: To the School Administrators, teachers may help students by providing policies and raising awareness about the responsible use of social media. School administrators should implement a group discussion or a program to help students understand the effects of excessive social media use on their mental health, and conduct a meeting involving parents and teachers to discuss the potential impact of excessive social media use. To parents, they can guide their children by monitoring their use of social media and constantly reminding them to use it responsibly. Parents should be aware of how social media affects their children's mental health, and encourage their children to do physical activity without involving social media. Teachers can use social media to find new teaching strategies, communicate with students, and assist them during activities, while also being mindful of how social media affects their mental health. Students should use social media properly, especially when conducting academic work and gathering information. They should limit their time using social media because it can affect their mental health. To Future Researchers, the findings of this study can be helpful and beneficial because they provide information that can be utilized in future studies, particularly for students who use social media, and further research is warranted.

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