Social Media Usage on Learners Academic Achievement in Claveria, Misamis Oriental

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ABSTRACT: In this age of technology, social media has become part of our daily life and it is highly used among student population. Nevertheless, together with its benefits there have actually been problems with its impact to students' academic achievement. This study was conducted to determine the level of social media usage on learners' academic achievement. Specifically, it endeavored to describe the respondents' characteristics; find the respondents level of social media usage; assess the respondents' academic achievement; and determine the significant relationship between the respondents' social media usage and their academic achievement and each of their characteristics. The respondents were the one hundred fifty-four (154) Grade 10 learners in Claveria, Misamis Oriental, during the School Year 2023-2024. Descriptive survey method of research was employed using a patterned and modified questionnaire. Slovin's formula was used with stratified sampling procedure and descriptive statistics such as frequency, mean, standard deviation and Pearson Product Moment Correlation to analyze and interpret the data gathered. The study showed that most of the respondents rely heavily on social media platforms such as Facebook, where most of them used it for more than 3 hours per day, with a weekly allowance of Php50.00 were considered as majority users. The level of respondents' social media usage was high and the level of their academic achievement in Filipino, English, Science and Araling Panlipunan was very satisfactory, while satisfactory in Mathematics. However, the relationship between respondents' social media usage and the academic achievement and each of their characteristics was not significant, as well as their relationship between the respondents' academic achievement and characteristics. This study concludes that despite exploring multiple aspects of social media usage, including its purposes as well as respondents' characteristics, the study failed to detect any statistically significant relationships. This study contributes to understanding of the complex relationship between social media use and academic achievement, and highlights the need for further research to identify underlying factors that affect student academic achievement. It is recommended that learners should integrate technology in a way that supports learning.

KEYWORDS: Social Media Usage, Academic Achievement

I. INTRODUCTION

Social media usage among students has exploded in recent years because it offers a lot of benefits for students. It is indeed advantageous tool for learning, but it should be done responsibly. However, as social media usage becomes more prevalent among students there are consequences and disadvantages to be considered. Researchers Lahiry, Choudhury, Chatterjee, and Hazra (2019) found that using social media can be addictive, that may result to severe damage in facets of an individual's life like academic achievement. Meanwhile, the Philippines ranked third to the last with 23% of Filipino students who took the test attained level 2 or higher in Science which is significantly lower than the Organization for Economic Cooperation and Development with an average of 76% (Bautista, 2023).

As observed, learners nowadays spend too much exposure to social media which can cause distractions for them inside the classroom. They keep scrolling to different content even when classes are going on. This distractedness that social media brings into the classroom also limits their concentration. These activities may link to decreased academic performance. Furthermore, using social media can also be hazardous towards some students whose priorities have shifted from their studies to their technology usage. Moreover, the effort of teacher in planning the lesson for the day and making sure of integrating differentiated strategies still some of them have endeavored to understand. DepEd Order No. 83, s. 2003 stated that to support child protection policies and professional practices in educational settings, the ban on student

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DepEd Order No. 83, s. 2003 stated that to support child protection policies and professional practices in educational settings, the ban on student use of mobile phones and pagers during lessons was confirmed.

However, DepEd Secretary Br. Armin A. Luistro issued Memorandum No. 326, s.2018 on the Regulations on the Use of Social-Media in Educational Institutions. It states that social media is an integral part of ones lives in the 20th century, and its use as a teaching tool is becoming more widespread with every passing day. This integration of technology into the Philippine education system has opened up many opportunities that can improve student's academic performance. The appropriate use of social media is encouraged and should be done with due care and caution.

The underachievement of the students had grown to be an international concern over time. In particular, Smith (2020) research showed that among pupils is more prevalent in developing nations in Africa, the Middle East, and Asia. Even the National Achievement Test (NAT) results for the Philippines are currently at a low mastery level for elementary school grades and have been falling continuously for the past three years. This was the lowest score in the Department of Education's history on standardized tests showed the same thing of NAT in the Grade Level 10 and 12 Albano (2019). For educators, these outcomes were quite concerning. As such, it presents them with a tough challenge. n Claveria districts, most students have their own cellphones and instead of using social media for academic activities, researcher observe that a portion of their time was used for non-educational activities such as chatting, posting, playing online games, and many others. Some students are beginning to lose interest in attending their classes due to the comfort and enjoyment they feel when using different social media platforms. Therefore, a decrease in academic achievement is expected due to a lack of interest and attendance. Some teachers in these areas are experiencing challenges and difficulties in dealing with students' academic achievement, which can be determined based on the results of their quizzes, participation, and attendance.

Thus, it becomes a great challenge for the researcher to conduct the study in order to investigate how social media usage can both hinder and improve learners'' academic achievement. With this, educator can suggest decisions and strategies that may lead to improved academic aspects and help identify if social media usage among students may lead to barriers in academic success. Further, the findings of this study could develop plans to assists learners in improving their social media usage for academic purposes. And to confirm if the perception is true since there are still learners who are using social media but they are performing well in school. It is on this premise that this study was conducted to find out the level of social media usage on learner academic achievement in Claveria, Misamis Oriental. More so, to find out its importance as well as its risks and challenges.

The study is anchored on Siemen's theory of Connectivism (2005) which proposes that learning is a link between a various nodes of information, it does not rely only to an individual but a collaborative effort and it may exist in non-human appliances. What one can reach in his external networks is also considered to be learning, this is one of the principles under this theory. Also, from this theory, education is no longer individualistic but a collective effort where students work together with information, to other individuals and to create knowledge and that may consider the social media to be a non-human appliance.

Traditionally, chalk talk method is one way of imparting knowledge to learners. Mainly it is a passive form of teaching which is prevalent in the past decades. It typically involves a teacher the main foundation of facts and the student is the passive recipient only. However in this generation, social media is considered as one of the learning tool. Instead of the teacher being the sole source of information, students can also provide input, feedback, and facilitate collaboration and problem solving within the context of the lesson.

Therefore, educators need to understand the importance of social media platforms of today's teaching and learning process and most importantly to comprehend how to brace the positive use of social media. It is indeed important to keep an eye of students in using these platforms so that they will not be misguided. The theory provides as an insight that technology is one of the factors in learning process as it helps to solve problem, questions and deepens the understanding of the lesson.

This study is based on the concept of Dimacangun and Guillena (2023) stating that social media is a primary part of present society, changing communication, information involvement and social connections.

Presented in Figure 1 is the framework showing the Independent Variables that dealt on social media usage in terms of: academics, socialization, entertainment and socialization which may effect on the academic achievement of the learner. The dependent variables encompass the learner's academic achievement in: Filipino, English, Mathematics, Science and Araling Panlipunan covering the first and second quarter of S.Y. 2023-2024. The moderating variables are social media platform used, hour spent using social media and weekly allowance for social media. With the increasing social media users among learners, it is indeed important to understand the extent to which particular social media usage affects academic achievement. The framework shows the interplay between social media usage and its relation to learners' academic achievement.

Social media, as an independent variable can be utilized in terms of academics, socialization, entertainment and information. For academics, social media play an important role as it help students in doing school research and requirement.

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Positively it provides an enormous information that is helpful in developing skills such as critical and problem solving skills. However, it can result to distraction when overuse and may impact academic performance.

For socialization, it can be a platform of connecting learners to another and enable them to communicate and have a collaborative learning. In entertainment, a lot of social media platforms which can capture students attention. While for information, learners are provided with a vast of knowledge that is useful in doing school requirements. The degree of social media usage may influence educational achievement and its rise may result to a number of positive and negative implications that may affect academic achievement.

Additionally, to have clear understanding of the relationship between social media usage and academic achievement, the moderating variables of hours spent using social media, social media platform used and weekly allowance for social media usage should be taken into consideration in order to sought the characteristics of respondents. These variables provide an insight into the multiple usages of social media which affect the academic achievement of the students. The choice of social media platform and period spent using social media are influential factors that should be taken into consideration in assessing social media use on learning outcome. Finally, the amount of weekly allowance for social media usage can also affect academic achievement.

Thus, each of the independent variables in social media usage in terms of; academics, socialization, information and entertainment act as potential predictors of the outcome of the dependent variables the learners academic achievement in Filipino, English, Mathematics, Science and Araling Panlipunan if these variables are utilized effectively and responsibly. Information and academics are most important variables as they provide learners with knowledge that is helpful in improving their academic goals. Socialization improve collaboration and entertainment keep students more interested in their academic goals.

Finally, moderating variables such as hours spent using social media, weekly allowance for social media and the type of social media platform used are also important in understanding of the impact of each moderating variable to better understand how these individual elements interact to affect a learner's academic achievement.

More so, it is important to better comprehend the effect of social media usage on academic achievement in order to better help learners to use social media responsibly. By exploring the various independent and moderating variables in this way, researchers can gain valuable insights into both the positive and negative effects of various elements on academic performance. Therefore, to ensure positive effect that social media can offer it is important to have a reasonable use, to control the time spent, type of platform used and weekly allowance to reach academic performance goals

II. METHODOLOGY

This study made use of descriptive correlational method of research. It is a non-experimental research method which studies the relationship between two variables. In addition, a correlational study is looking for variables that seem to interact with each other. So, if one variable is changing the other variable may change. In other terms it is a non-experimental research that focuses on describing the correlation between variables, without attempting to establish cause-and-effect relationships. So its characteristics are descriptive, correlational, no manipulation and no control group. Canonizado (2020) quoted that the goal of descriptive-correlational method is to comprehend and asses the statistical association between the two variables with no effect from any variable. Canonizado further that descriptive correlational studies are valuable to create a link or influence of one variable from alternative variable.

Similarly, Mustieles (2020) mentioned that descriptive correlational study is a study in which the researcher is mainly interested in describing associations among variables, without seeking to establish a causal association. Therefore, correlational researches none of the variables under study are manipulated or change, variables are just measured. And the association or relationship between these variables are observed and examined.

The fundamental characteristics of the data in a study were described using descriptive statistics. Frequency and percentage were used to dispense the respondents among various factors. The mean was used as an indicator of the central tendency of responses, particularly those related to difficulties, and the standard deviation was used to gauge the distribution of data. The Pearson Moment Correlation Coefficient (r) was used to test the significance of the relationship between social media usage and learners' academic achievement.

III. RESULTS AND DISCUSSION

Problem 1. What are the characteristics of respondents in terms of social media platform used, hours spent using social media, weekly allowance for social media?

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Table 1 shows the respondents characteristics in terms of **social media platforms** used with the highest frequency of 152 (48.30%) used Facebook. This means that the respondents are active users of social media platforms on Facebook this can be attributed to their familiarity to this platform. Given that Facebook's is widespread use among students, this implies that the platform is the main means of social engagement, networking, and communication within the student body. This affects how students interact with classmates, exchange information, and participate in online social activities. It is noticed that the most used social media platform is Facebook and becomes the main means of social interaction and communication among students. They even use Facebook to plan activities, exchange stories, and remain in touch with their peers. The platform's offers many features, including as group chat and messaging, make it easy to communicate with friends and classmates in a variety of networks.

The outcome is supported by Thompson (2021) discloses that Facebook was one of the most made used social media platform among students as a result of its different functions like sharing updates, photos and videos, joining groups, playing games and creating events, making it an all-in-one platform for students.

Table 1: Distribution of Respondents Characteristics in terms of Social Media Platform Used

Category	Frequency	Percentage
Facebook	152	48.30
Twitter	12	3.80
Instagram	70	22.20
Youtube	81	25.70
Total	**315**	**100.00**

Further, the lowest frequency of social media platform used is twitter with 12 (3.80%)**.** It means that twitter may not be popular among students. This could be of several factors, including user interaction style and content kind. Also they might favor platforms that better meet their communication and that are more in line with their interests. This implies that as the digital world evolved several platform emerge that is more appealing to the users and Twitter may not be the most efficient means among students. If Twitter wants to grow its users, they could have to concentrate their efforts to modify its features to make it more appealing to students. As noticed, it appears that student's preferences varies and are inclining towards other platforms that are a lot stimulating and more user-friendly for their social interactions. It illustrates how students select platforms according to their individual social interactions and communication demands. This result coincides with the result of the study of Rohr, Costello and Squires (2023) on Exploring Students' Twitter Use in the Online Classroom, across 4 years and only 3% made used of twitter frequently for personal and course-related issues. The research study likewise determined the main challenges in using Twitter because of the distractions brought on by the continuous alerts, updates, restrictions of character count and privacy on the platform.

Table 2: Distribution of Respondents Characteristics in terms of Hours Spent using Social Media

Category	Frequency	Percentage
More than 3 hours a day	71	46.11
3 hours a day	24	15.58
2 hours a day	30	19.48
1 hour a day	26	16.88
Less than an hour a day	3	1.95
Total	**154**	**100.00**

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Table 2 shows the respondents' characteristics in terms of **hours spent using social media** with the highest frequency of 71 (46.11%) they used social media more than 3 hours a day. This tells those learners use social media extensively and dedicate a substantial amount of daily time to these sites. This also means that social media has embedded itself deeply into these students' daily lives and may even serve as their main source in academics, socialization, entertainment and information.

This implies that wide use of social media may have destructive effects on mental health and wellbeing, including anxiety, problems with self-esteem, and disturbed sleep. Also, constant scrolling to social media can cause major distractions from school works that may result to lower academic performance. It is important that educational institutions implementing interventions or policies to assist students in properly managing their screen time. As seen, it shows how young people's shift toward online platforms as the core of their social connections and recreational activities. Students use technology into their daily lives and social media platforms are essential for communication and interaction. With this, researchers and policymakers can have a better understanding of young adults' digital habits and motivations.

This proves the study of Smith (2020) that students who consumed more than two hours on social media had lesser grades compared to those who spent a lesser amount which means it is linked to the decrease of their academic achievement. Also, the study of Uddin, Huda, Ali and Shahbub (2022) that the time spent on social media and too much usage negatively impacts students' academic performance. The study also recommends that parents, teachers, and students' advisor guide and monitor students properly so that they not misuse social media.

Further, the lowest frequency is 3 with (1.95%) users used social media less than an hour a day. This means that there are still a number of students who use social media for less than an hour a day despite from its popularity and not everyone is being influenced. Minority of the percentage of users spend very little time on social media sites every day, meaning that social media may not important and ingrained in the everyday routines compared of the vast majority of users. It contradict to the common belief that social media is common and necessary in today's world.

This implies that choosing less time on social can lead to positive outcome such as; time management skills, develop priorities like their tasks in school and can lead to better academic performance. As observed, the result shows users' varied levels of social media engagement and their digital behavior habits. Also, by limiting their time usage in social media, they have more focus and concentration on their studies leading to an improvement of their time management skills and academic performance. It proves the result of the study of Smith (2020) which showed that a significant improvement in students' academic performance of spending less time on social media as it allowed students to dedicate more time to studying and completing school tasks.

Table 3: Distribution of Respondents Characteristics in terms of Weekly Allowance for Social Media Usage

Category	Frequency	Percentage
Php200.00 and above/week	8	5.19
Php100.00-P199.00/week	19	12.34
Php50.00- P99.00/week	34	22.08
Php50.00 and below/week	93	60.39
Total	**154**	**100.00**

Table 3 shows the respondents' characteristics in terms of their **weekly allowance for social media** with the highest frequency of **93 (60.39%)** of the total respondents have a Php50.00 and below per week. This means that despite students received a low weekly allowance that ranges from Php50.00 and below per week majority of them were social media users. Further, those who receive smaller weekly allowances are more likely to rely largely on low-cost or free activities for social connection and entertainment. And social media may be a more accessible and economical choice for those with low financial resources.

This implies that the lower weekly allowance do not hinder in using social media platforms and more inclined to spend their money on data and online activities. Through social media, students with less weekly allowance can engage in digital social interactions that might otherwise be out of reach for them. As observed with a huge part of their once a week allowance invested in data for social media, students might have problems to meet their expenses in school such as their school supplies as well as

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other demands that might bring to reduced academic performance given that they were unable to comply their tasks. The research study of Johnson (2021) revealed that the students who had lower weekly allowance invested even more time on social media than those who had a higher weekly allowance. It likewise revealed that they were experiencing decrease on academic performance.

Further, the lowest frequency is Php200.00 and above per week with **8** and **(5.19 %).** This means that students getting much allowance because of their socio-economic status might not invest their weekly allowance on social media. Afar social media, these students might have access to a greater variety of entertainment options that best suit with their interests and budget. Students with larger allowances spend less on social media, which implies that their social media consumption patterns may be different from those of students with smaller allowances. When compared to other forms of entertainment or personal expenses, they might use social media platforms less frequently or intensively and explore different leisure and entertainment. As observed, that the financial resources especially to those who that are receiving more allowance per week have various resource of interest rather than social media.

The outcome coincides of the research study of Dela Cruz (2021) that student with greater allowance spend less time on social media and also it might attributed to the truth that because of higher allowance they have extra accessibility to other tasks. Additionally, the research revealed that they utilize social media in a responsible manner due to the fact that they were conscious of their online presence.

Problem 2. What is the level of the respondents' social media usage based on academics, socialization, entertainment and information?

Table 4: Summary of the Respondents Level of Social Media Usage

Variables	Mean	SD	Interpretation
Academics	3.06	2.65	High
Socialization	2.92	2.55	High
Entertainment	2.93	2.59	High
Information	2.84	2.49	High
Overall	**2.93**	**2.57**	**High**

Legend: 3-51 – 4.50 Always/Very High   1.76 – 2.50 Rarely/ Low
        2.51 – 3.50 Very Often/High   1.00 – 1.75 Never/Very Low

Table 4 provides a summarized view of respondents' level of social media usage in terms of **academics, socialization, entertainment and information**. With an overall mean of 2.93 (SD=2.57), interpreted as **High.** These results indicate that the majority of learners participate in heavy social media use. Specifically, this indicates that students spend a significant amount of time on social media platforms, with frequency and duration. This finding showing that social media use has become an essential part of many students' daily lives. The widespread use of social media has created a culture of constant communication, where students are constantly engaged with their devices and social media platforms. This implies that the heavy use of social media can harmfully affect students' academic performance. Students may have decreased concentration and performance leading to lower grades and academic achievement.

As observed, the extensive use of social media among students can have both positive and negative consequences. Positively, social media can provide opportunities for students to interact with others, share ideas, and receive information. On the other hand, excessive use of social media has been associated with negative outcomes such decreased productivity and exhibiting addictive behaviors towards social media, characterized by a lack of control over their usage.

Research studied the association between social media usage and academic performance and also disclosed it has a very significant influence on their achievement. According to Brown (2021) the research discovered that students utilized social media to consume informative content impact on their academic performance. And those who spent large time for recreation saw a unfavorable influence on their academic performance. Furthermore, the research study found unfavorable influence on utilizing social media for entertainment to those students who are academically challenged.

Further, social media usage in **academics** has the highest mean of 3.06 (SD=2.65), interpreted as **High**. This means that the majority of students engaging in excessive academic-related social media use. Most of them use social media excessively in

their academic work, which can affect their productivity and performance. This also indicates that social media is a useful instrument for improving their education outcomes and academic experiences. It implies that the extensive use of social media can have a significant impact on student academic achievement, such as grades, attendance, and overall academic success. This implies that, educators and institutions might think of integrating social media into their teaching processes in order to have a more interactive and engaging learning environment. But also it is encourage teaching students in using social media for academic purposes in a responsible manner. As observed, the high mean score for academic social media usage offers information about the changing interaction between technology and education. It shows importance in considering the benefits it may bring when social media integrated into academic setting. According to Sanchez et al. (2019) the academic field is totally aware on the improvement of learning experience while making use of social media platforms as the academic community is fully aware of how it raises student performance and grades while lowering absenteeism, which has an impact on both.

Moreover, social media usage in **information** has the lowest mean of 2.84 (SD=2.49), interpreted as **High**, this means that students place a greater emphasis in using social media for getting information. A proportion of participants actively utilize social media platforms as a means of obtaining information. Even when majority of participants use social media for information, there are some who do not use it as much. This implies that in today's digital age, the use of social media is more significant in obtaining information. It is also important in accessing valuable resource for news, updates, and information. This information being disseminated and consumed may influence students' opinion and perception. As seen, the social media usage for information influenced and shape student understanding the reality. Social media platforms provide an incomparable amount of information, enabling students to leverage a wealth of knowledge and resources. With just a few clicks, they can access articles, videos, podcasts and online courses from around the world. Thus, it is important to educate them to critically evaluate information before sharing it. This supports the result of the study by Sivakumar, Jayasingh and Shaik (2023) that social media can promote knowledge sharing plus can enhance student motivation and performance.

Problem 3. What is the level of the respondents' academic achievement on Filipino, English, Mathematics, Science and Araling Panlipunan in the 1st and 2nd Quarter, S.Y. 2023-2024?

Table 5: Summary of the Respondents Level of Academic Achievement in the 1st and 2nd Quarter of S.Y. 2023-2024

Learning Areas	Academic Achievement								
	1st Quarter			2nd Quarter			Overall		
	Mean	SD	Des.	Mean	SD	Des.	Mean	SD	Interpretation
Filipino	85	5.57	VS	86	5.18	VS	85	5.37	VS
English	85	6.37	VS	86	6.09	VS	85	6.23	VS
Mathematics	84	5.12	S	85	5.70	VS	84	5.41	S
Science	85	5.67	VS	86	5.86	VS	85	5.77	VS
Araling Panlipunan	85	4.96	VS	86	6.03	VS	85	5.49	VS
Overall	**85**	**5.54**	**Very Satisfactory**	**86**	**5.77**	**Very Satisfactory**	**85**	**5.65**	**Very satisfactory**

Legend:
90-100 Outstanding   75-59 Fairly Satisfactory
85-89 Very Satisfactory   Below 75 Did not meet expectation
80-84 Satisfactory

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Table 14 provides a summarized view of the respondents' level of Academic Achievement in the First and Second Quarter. It shows that academic achievement in Filipino, English, Science and Araling Panlipunan during the first and second quarter with a overall mean of 85 (SD=5.65) described as Very Satisfactory. A score of 85 indicates that students are performing above average. This means that students have a strong foundation in these core subject areas, which is important for future academic success. The fact that the average levels in the two quarters are constant indicates that students maintain high levels of performance over time. This consistency means that they will apply their learning and adapt to new challenges. Because students work hard in core subjects such as Filipino, English, Science and Araling Panlipunan they have a strong foundation to build their knowledge and skills in other areas of study.

This implies that the students achieved academic excellence in these core subjects. And teachers have improved in delivering instruction, which is reflected in the strong performance of the students. And having good academic performance will serve as the foundation for their next endeavors and it will open to many opportunities than those students with less academic achievement. As observed, the result reflects efficiency of the educational system and students' shows strong engagement towards learning. Likewise many of them have shown great importance in doing their tasks diligently in school.

The result is supported by Roa-Espiritu (2021) that teachers' subject matter knowledge pedagogical skills, and ability to create encouraging learning environment were key factors in promoting students success. Also, Garcia (2021) discovered that incorporating technology into the teaching process had a favorable effect on student motivation, engagement and achievement,

Further, the table shows that the academic achievement in Mathematics had an overall mean of 84, interpreted as satisfactory. This stands in contrast to the Very Satisfactory results in Filipino, English, Science, and Araling Panlipunan with an overall mean of 85 (SD=5.65). The satisfactory result shows that students probably struggle to understand mathematical concepts or need additional support to excel in this subject. This can happen maybe for a variety of reasons like the lack of understanding of basic mathematical concepts, limited application of real-world mathematics and inadequate teacher support or instruction. This implies that the satisfactory math results can limit students' future opportunities and career options. Thus, teachers may need to develop new strategies, activities or resources to engage students and encourage a deeper understanding of mathematical concepts. As noticed, Mathematics is a subject that requires specific skills and strategies, and it appears that students may struggle to acquire these skills. This highlights the need for targeted and engaged student support to help them overcome their mathematical challenges.

The study of Yñquez, Agapito and Bravo (2018), showed that the overall mean score of students in Mathematics was 84, which was interpreted as Satisfactory. However, significant differences were found in the performance of students across different subjects, with Filipino, English, Science, and Araling Panlipunan showing higher mean scores compared to Mathematics. The study concluded that Mathematics is a unique challenge for many students, and teachers and policymakers need to address the specific needs of students in this subject. The findings suggest that Mathematics requires targeted interventions, additional resources, and support from teachers and parents to help students overcome their difficulties.

In particular, the learners showed a very satisfactory performance in English as indicated by their overall mean of 85 (SD=6.23) described as Very Satisfactory similarly with a Very Satisfactory in Science with an overall mean of 85 (SD=5.77) described as Very satisfactory, Araling Panlipunan 85 (SD=5.49) described as Very Satisfactory, Filipino 85 (SD=5.37) described as Very Satisfactory. The performance of learners in subjects English, Science, Araling Panlipunan and Filipino got the highest mean which translates that these students surpassed the expectations of these subjects. It implies that these students comprehend the lessons and find it easy and understandable to their level.

As observed, in English students exhibit linguistic skills such as mastery in grammar, vocabulary and the ability to communicate which shows their love for language. In Science, exploration and experimentation methods develop their critical thinking and provide deepen understanding of the topic. While in Araling Panlipunan they showed deep appreciation to real world situation. Likewise in Filipino, they are more motivated learn and actively participated in using the language. This is evident that the respondents have put so much effort and dedication to studies which has resulted in an overall very satisfactory performance.

According to research conducted by Ronquillo-Elvina and Quirap (2024) that both intrinsic and extrinsic motivation play a significant role in shaping a student's academic performance. Intrinsic factors refers to internal drive such as; personal interest, a desire for knowledge, and a sense of accomplishment were found to be key drivers of academic success. On the other hand, extrinsic factors is driven by external factors including parental expectations, peer support and teachers encouragement. These factors can exert a notable influence on student's motivation and academic outcome.

Meanwhile, the subject Mathematics has been shown the least academic achievement of the students interpreted as satisfactory with an overall mean grade of 84 (SD=5.41) described as Satisfactory. This means that, on average, students did fairly well in Mathematics, but not exceptionally well. With an average grade of 84, one can assume that students' overall performance in Mathematics is satisfactory, but not outstanding. This could also mean that students find Mathematics as a difficult subject

since it involves abstract concepts such as numbers, shapes, and operations that can be difficult to visualize and understand. Mathematics involves complex and abstract problems that require critical thinking, problem-solving skills, and critical thinking. These challenges can be overwhelming for some students.

This implies that satisfactory but not outstanding performance may have an impact on future studies and career choices. Students struggling in Mathematics may encounter difficulty to pursue a STEM career or a career that relies heavily on Mathematics. As observed, students struggling with this subject may need additional support in developing problem-solving skills, critical thinking, and logical reasoning. The results provide opportunities for teachers to reflect on their teaching methods and strategies to better support student learning. The study by Chand, Chaudhary, Prasad, and Chand (2021) is credited with producing the outcome, which showed that the learners had a poor attitude toward Mathematics. It was also discovered that low performance in the topic of Mathematics was caused by an inadequate curriculum in secondary schools. Students' lack of interest in secondary education was partly caused by the fact that many primary school teachers lacked the necessary skills to teach Mathematics in elementary schools.

Problem 4. Is there a significant relationship between the respondents' social media usage and learners academic achievement?

Table 6 shows the test on relationship between the respondents' social media usage and their academic achievement with the use of Pearson correlation. The study found out that there was no significant relationship between students' academic achievement and social media usage, despite the high levels of consumption in these areas. In other words, the researcher found no evidence indicating that the use of social media affected students' academic performance in a favorable or unfavorable way. Probably, students' academic performance is more influenced by their own knowledge, abilities, and effort than by their use of social media. This could also mean that students who are naturally gifted or work hard academically can still get good grades without using their social media. Students who use social media more often can still perform better academically.

This implies that there might be other factors affecting academic achievement such as; quality of education, parent support and involvement, peer relationships and social networks, personal characteristics play an important role in determining academic achievement. As perceived, it is a reminder that this study did not look at other potential factors that can affect students' academic success; rather, it only examined the association between social media usage and academic achievement. Thus, other study is required to completely comprehend the complex connection between academic achievement and social media use.

According to findings by Dimacangun and Guillena (2023) indicated that students made used of social media for numerous purposes such as; 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, due to a number of study limitations that must be taken into account when interpreting the results, such as the moderate sample size, the reliance of the data collected on respondents' self-reports, and the study's single location, which limits the results' generalizability to other contexts, no significant correlation was found between social media usage and academic performance. Finally, the study did not account for other variables that can affect academic achievement, like socioeconomic position, family support, and the caliber of the instruction.

In particular, the study found that there was no significant relationship between social media use in terms of academics and respondents' academic achievement. This means that the study found no statistical correlation between the quantity of time students' use on social media for learning and their academic performance. This implies that social media use, regardless of its purpose, is not a significant predictor of academic achievement. This suggests that teachers should focus on other factors that can have a significant impact on student learning outcomes such as individual differences, educational background, family background, and other variables when trying to understand student performance. As perceived, the use of social media is only one aspect of students' lives and its impact on their academic performance may be limited.

Table 6: Result of the Test on Relationship between the Respondents Social Media Usage and their Academic Achievement

SOCIAL MEDIA USAGE	Learners Academic Achievement											
	Filipino	English		Mathematics		Science		AP		Over-all		
	r- value	r- value	Int erp	r- value	Int erp	r- value	Inter pret	r- value	Int erp	r- value	Inte rpr	

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	p-value	Interpretation	p-value	ration	p-value	ration	p-value	ation	p-value	ration	p-vlue	etation
ACADEMICS	-0.03		-0.07		0.02		0.03		-0.03		-0.02	
	0.68	NS	0.38	NS	0.77	NS	0.72	NS	0.71	NS	0.65	NS
SOCIALIZATIONS	-0.01		0.00		0.05		0.04		-0.02	NS	0.01	
	0.87	NS	0.95	NS	0.52	NS	0.64	NS	0.81		0.76	NS
ENTERTAINMENT	0.00		-0.05		0.07		0.07		-0.02		0.01	
	0.96	NS	0.53	NS	0.42	NS	0.40	NS	0.80	NS	0.62	NS
INFORMATION	0.03		-0.05		0.07		-0.01		-0.03		0.00	
	0.67	NS	0.53	NS	0.39	NS	0.92	NS	0.75	NS	0.65	NS

Legend: S- Significant   if P-value <0.05   NS- Not Significant if P-value is >0.05

It proves to the study of Morris, Wilson and Johnson (2020) that their study found no significant overall correlation between social media use and academic achievement. The authors concluded that individual differences, such as personality traits, motivation, and learning styles, play a more significant role in determining academic achievement than social media use. It also highlighted the importance of considering the context in which social media is used, including the type of social media platform, frequency of use, and purpose of use.

Further, the study found that there was no significant relationship between social media use in terms of socialization and respondents' academic achievement. This means that the study did not find a statistical correlation between the amount of time students spend engaging in social activities on social media and their academic performance. This implies that the socialization aspect of social media use, such as interacting with friends, joining groups, or participating in online communities, is not a significant predictor of academic success. As noticed, the lack of a relationship between social media use for socialization and academic achievement implies that social media use is not a replacement of human connection other needs a face-to-face interaction.

According to Guo and Li (2020) found no evidence that students' academic performance was significantly impacted by their use of social media for sociability. Indeed, the study discovered that using social media excessively may potentially be detrimental to academic achievement, as it can distract students from their studies and lead to procrastination. They concluded that while social media can be used for academic purposes, such as accessing information and communicating with teachers, its impact on academic achievement is not significant when it comes to socialization.

Furthermore, a study found no significant relationship between recreational use of social media and the academic performance of the respondents. This means that the study found no statistical correlation between the amount of time students spent on social media for entertainment, such as watching videos, playing games, or browsing their feeds on their academic performance. This implies that students who spend more time on social media for fun do not necessarily perform better or worse academically compared to those who spend less time on social media. As perceived, some students, using social media can be a way to cope with stress, anxiety, or boredom, which can actually help them manage their mental health and maintain motivation to perform better academically. This proves the study by Kim, Lee and Choi (2020), which the overall effect size was small and not statistically significant, indicating that social media use for entertainment does not have a significant impact on academic achievement. The authors concluded that while social media can be a source of enjoyment and relaxation for learners, its impact on academic achievement is minimal when used for entertainment purposes.

Moreover, the study found no significant relationship between time spent using social media for information and academic achievement. This means that the amount of time students spend using social media to gather information, learn new things, or engage with educational content does not have a direct impact on their academic performance. While social media can be a valuable learning tool, it is only one piece of the puzzle. It implies that with so much information available on social media, it is possible for students to become overwhelmed and struggle to sift through the noise to find relevant and credible information. This reduces motivation and concentration, which can negatively affect academic performance. As perceived, social media can be one tool among many that students use to gather information and learn. According to Raney, Lee, and Kim (2022), the quality of the information obtained through social media did not moderate the relationship between social media use and academic

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achievement. In other words, even when learners accessed high-quality educational resources through social media, it did not lead to improved academic achievement. The authors concluded that while social media can be a valuable tool for learners to access information, its impact on academic achievement is limited when used primarily for information-seeking purposes.

Moreover, the overall result also proves the study of Alonzo (2023) that there is no significant correlation between social media usage on students' academic performance. A related study conducted in 2020 by Oguguo, Ajuonuma, Azubuike, Ene, Atta, and Oko found that students use social media extensively to network, find new friends, research assignments and course materials, and keep up with news and trends. And they even spend two to four hours a day on social media, although there is no discernible link between students' average academic achievement and how frequently they use social media.

Problem 5. Is there a significant relationship between the respondents' social media usage and their academic achievement and each of their characteristics?

Table 7: Result of the Test on Relationship between the Respondents Social Media Usage and their Characteristics

Social Media Usage

Respondents Characteristics	Academics		Socialization		Entertainment		Information		Over-all	
	r- value p-value	Interpretation	r- value p-value	Interpretation	r- value p-value	Interpretation	r- value p- value	Interpretation	r- value p-value	Interpretation
Social Media Platform Used	-0.09 0.29	NS	0.07 0.38	NS	0.02 0.82	NS	-0.06 0.44	NS	-0.01 0.48	NS
Hours Spent Using Social Media	0.03 0.73	NS	-0.09 0.29	NS	-0.04 0.61	NS	0.01 0.92	NS	-0.02 0.64	NS
Weekly Allowance for Social Media	-0.01 0.93	NS	0.08 0.35	NS	0.04 0.60	NS	0.01 0.92	NS	0.03 0.70	NS

Legend: S- Significant   if P-value <0.05   NS- Not Significant if P-value is >0.05

Table 7 presents the relationship between the respondents' social media usage and their characteristics. Overall, the result shows that the test on relationship between social media usage and the respondents' characteristics were found to be **not significant**. The computed p-Value is greater than the critical values of 0.05 at two-tailed. It means that the study did not find a statistically significant relationship between the variables. And that the use of social media does not appear to have a significant effect on student characteristics. This also indicates that the use of social media for academics, socialization, entertainment, and information purposes does not appear to affect students characteristics such as social media platform used, hour spent using social media, and their weekly allowance for social media.

This implies that it is important to understand how students engage with social media and the use of social media can be more complex and wide-ranging that can be affected by a particular characteristic. Access to devices, internet connectivity, and other technologies can influence social media usage. As perceived, that the use of social media is determined not by specific individual characteristics, but it might be by other factors such as access to technology, personality traits, fear of missing out and pressure from peers.

It proves the study of Zhang and Wang's (2020), which discovered no meaningful correlation between the attributes of social media users—such as age, gender, education level, occupation, income, marital status, and weekly allotment for social media use—and those characteristics. The findings showed that individual differences in demographics and lifestyle were not significantly accounted for by the type of social media platform used like Facebook, Twitter, Instagram. The authors came to the conclusion that other factors, such as individual differences in motivation, interest, and intention to consume functionally, can significantly influence social media practices, and that social media use is not a reliable predictor of demographic or social features.

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In particular, the study showed that the relationship between the respondents' social media usage and their characteristics based on social media platform used was not significant. This means that there is no relationship between the reasons individuals' uses social media and the social media platforms used, including the type of social media platform used does not determine why individuals use social media. Because students may use multiple platforms for different purposes, or may have different reasons for using each platform. This implies that when using multiple platforms for different purposes, it does not show strong preference for one over another. The type of platform used may not have a substantial impact on the nature of social media usage.

As observed, users engage with multiple social media platform simultaneously making it difficult to identify the effect of any one of the platforms. It is the important to recognized individual differences in motivations, interests, and behaviors when it comes to social media use. According to Smith, Lee and Kennedy (2022) in their study it was found out that there is no significant relationship between why individuals use social media and the platform they use. These findings have implications for marketers and advertisers looking to understand and engage with their target audience on social media platforms.

Furthermore, the study found that the relationship between the respondents' social media usage and their characteristics specifically hours spent using social media was found not significant. This means that respondents' characteristics do not influence social media use in terms of academics, socialization, entertainment and information. This implies that the individual preferences of the respondents making it difficult to generalize the impact of social media usage on time spent. Some of the respondents use it for few minutes, while other uses it for a couple of hours. So, instead of focusing on factors such as hours spent on social media, teachers and educators should focus on creating intrinsic motivators such as interest, enjoyment, and personal satisfaction encourage student participation and learning. As perceived, social media usage is a difficult phenomenon that cannot be reduced to a single attribute such as time spent. In addition, the importance of considering not only the amount of time spent online but also the types of content students engage in on social media. According to Smith (2022) Results show no significant relationship between hours spent on social media and academic performance, social patterns, interest preferences, or information-seeking behavior The findings suggest other factors such as motivation , learning styles, and technology can be very important determinants of student outcomes.

Moreover, the study found no significant correlation between the weekly allowance for social media and students' use of social media. This means that the amount of money allocated to social media does not affect the social media usage patterns or the behavior of students in these four categories. Student use of social media was not determined by financial factors, such as how much money they have to spend on social media. This implies that financial barriers are not a major barrier to social media use among students. This suggests that other factors, such as access to technology, Internet connectivity, and parental monitoring, may be more important factors of social media use. As seen, regardless of allowance, social media usage among students is increasingly prevalent because of their access to internet connectivity. And despite students having a lower weekly allowance, still they find ways to access different social media platforms because this social media is a tool for them for various purposes, including academics, socialization, entertainment, and information seeking.

According to Jones (2020), the results show that there is no significant relationship between the weekly amount of social media and the use of social media in these four domains. The findings suggest that other factors, such as motivation, learning styles, and technology, may be more important determinants of student behavior.

Table 8 presents the test on relationship between the respondents' academic achievement and their characteristics with the use of Pearson correlation. The study found that there was **no significant correlation or relationship** between the academic achievement of the respondents and their characteristics. On the other hand, the study found that the characteristics of the respondents such as social media platform used, hours spent using social media and weekly allowance for social media had no statistically significant effect on their academic performance. This implies that it is difficult to draw definitive conclusions about the effects of individual characteristics on academic achievement since learning is a complex and multidimensional process that cannot be reduced to a single characteristics or factor.

As perceived, it is important of considering individual differences, learning styles, and many factors when analyzing students' academic achievement. According to Hrach and Haughey (2018) several moderating factors were established in the study which impacted on connection between social media use and academic achievement, including student age, subject area of interest and parental involvement play an important role in determining academic success instead of focusing only to social media usage as factor of academic success.

In particular, respondents' academic achievement in Filipino, Mathematics, and Araling Panlipunan and their characteristics in terms of social media platform used was found a non-significant result which means that the study did not find a statistically significant relationship between the variables being tested. The use of various social media platforms such as

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Facebook, Twitterand Instagram does not significantly improve student learning outcomes in Filipino, Mathematics, and Arling Panlipunan.

Table 8: Result of the Test on Relationship between the Respondents Academic Achievement and their Characteristics

Respondents Characteristics	Filipino r-value p-value	Interpretation	English r-value p-value	Interpretation	Mathematics r-value p-value	Interpretation	Science r-value p-value	Interpretation	AP r-value p-value	Interpretation	Over-all r-value p-value	Interpretation
Social Media Platform Used	-0.11 0.17	NS	0.16 0.04	S	-0.12 0.12	NS	-0.28 0.00	S	-0.12 0.12	NS	-0.07 0.09	NS
Hours Spent Using Media	-0.2 0.01	S	-0.48 0.00	S	-0.22 0.01	S	-0.04 0.66	NS	-0.12 0.14	NS	-0.03 0.16	NS
Weekly Allowance for Social Media	0.00 0.97	NS	-0.09 0.27	NS	0.04 0.60	NS	0.10 0.20	NS	0.03 0.76	NS	0.02 0.56	NS

Legend: S- Significant   if P-value <0.05   NS- Not Significant if P-value is >0.05

This implies that the non-significant results indicate that there might be other factors affecting academic achievement on these subjects such as individual differences, learning environment, or instructional strategies. As observed, it is important to look into the complex relationship between social media use, individual differences, and academic performance. And educators should focus on understanding individual differences and contextual factors that affect academic achievement rather than relying on the use of social media as an indicator of success or failure.

According to Lapeña (2022), The results showed that there was no significant correlation between social media platform use and academic achievement in Filipino, Mathematics, and Araling Panlipunan. The findings suggest that other factors, such as individual differences, learning strategies, and educational environment, may have a more significant impact on students' academic performance. The study recommends that educators and policymakers focus on promoting responsible social media use and digital literacy among students, while also addressing other factors that influence academic achievement.

Further, the study found that the relationship of the amount of time spent using social media is not a significant factor in determining students' academic achievement in Science and Araling Panlipunan. This implies that the use of social media does not have a significant impact on students' academic achievement, positively or negatively. So, social media use can only be a neutral factor that does not influence academic achievement one way or the other. As observe, spending less time on social media does not directly impact student performance in these subjects. And the relationship between academic achievement and students' characteristics is very complex so, it is important to look for other characteristics that may affect students' academic achievement such as frequency of use, duration of use, type of content consumed and multitasking.

It proves the study of Orji et al. (2022) that the study revealed a significant negative correlation between the time spent on social media and academic performance. Students who spent more time on social media platforms exhibited lower grades in their science courses, while students who spent less time on these platforms achieved higher grades. It was also found out that a negative impact of social media on academic performance was mediated by factors such as reduced attention span, increased distractions and decrease study time.

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On the other hand, when it comes to the relationship between respondents' academic achievement in Filipino, English, Mathematics, Science and Araling Panlipunan and their characteristics specifically their weekly allowance for social media use, revealed that there is no significant correlation between the these variables. This means that the amount of weekly allowance received by a student does not have a significant impact on their academic performance in these subjects. This implies the importance of considering other factors that play a bigger role in determining academic success. As observed, weekly allowance given to the students is very important, without it would be very difficult to sustain studying. However this study found that weekly allowance may not be necessary to be a factor towards students' academic success.

According to Yee (2018) weekly cash allowances to students for use on social media was associated with improved academic performance. Also the study found that the group given allowances showed significantly higher levels of classroom activities, improved grades and improved school attendance. However, according to Santos (2020) students with lower allowance spend amount of time on social media platforms, with an average of 3-4 hours per day. The excessive usage was linked to various negative effects such as procrastination, sleep disturbance and poor academic performance.

Furthermore, the study also highlights significant relationship between academic achievement in some subjects and their characteristics. Considering the characteristics of the respondents in terms of social media platform used a significant relationship was found on their academic achievement in English and Science. This means that the study found a relationship between the type of social media platform used and academic achievement in English and Science. This implies that the use of social media platform seems to have a greater impact on students' performance in both subjects and probably these subjects require more multimedia-based learning materials, making more effective for learning.

As observed, English and Science may also require greater critical thinking and problem-solving skills, which can be enhanced through online discussions, debates, news, updates on social media. As observed, it is not only how much time students spend on social media, but also how they use it for educational purposes, how often, what kind of content they consume. Similar findings has been found in previous studies of Sivakumar (2020), in comparison to their peers, students who utilized social media platforms for academic rather than non-academic objectives reported a far higher and more favorable influence from social media use on their academic achievement. The study also revealed that social media has the potential to promote student learning if educators and teachers use it as a tool to facilitate and improve the learning environment.

Furthermore, the result revealed a significant relationship between academic achievement in Filipino, English and Mathematics and their characteristics specifically the amount of time spent using social media. This means that the more hours a student spends using social media, the more likely he or she perform better in these subjects. This result is not surprising as social media has become integral part of daily lives of students. This implies that the students who spend more time using social media may benefit from academic performance. This could be due to a variety of factors such as increased use of educational resources, improved digital literacy, or even improved cognitive skills. As to the result it is also important to consider ways to incorporate social media into educational activities, providing students with engaging and interactive learning experiences that enhance their academic performance. According to Cruz (2022), no significant relationship was found between academic achievement and the hour spent using social media. The results suggest that other factors may play a more significant role in determining students' performance in these subjects. The study highlights the need for educators and parents to consider individualized learning plans that cater to each student's unique needs and strengths.

This result shows the complexity of the relationship between learners' academic achievement and their characteristics. Although there is no significant relationship between these variables, it is clear that other factors play an important role in determining students' academic achievement in Filipino, English, Mathematics, Science, and Araling Panlipunan.

IV. CONCLUSIONS

This study came up with the following conclusions based on the findings of the study:

The study found that Facebook was the most used social media platform among respondents, with most users spending more than three hours a day on the platform. The weekly allowance per user did not seem to affect their social media usage, as the low weekly allowance of Php50.00 spent more time on social media. Social media use among the respondents was high, and a significant portion of their daily routine was devoted to learning, socializing, entertaining and gathering information.

Despite the heavy use of social media, the respondents' academic performance in subjects such as Filipino, English, Science and Araling Panlipunan was very satisfactory, while satisfactory in Mathematics. It found that the relationship between social media usage, individual characteristics, and academic achievement has yielded a significant lack of correlation between these variables. Despite exploring multiple aspects of social media usage, including its purposes such as in academics, socialization, entertainment, and information, as well as respondents' characteristics such as social media platforms used, hours spent using social media and their weekly allowance for social media the study failed to detect any statistically significant relationships.

Moreover, the overall test revealed that respondents' academic achievement is not significantly influenced by their individual characteristics. These findings suggest that social media usage may not have a profound impact on academic performance. Instead, other factors may be more influential in determining academic achievement such as student characteristics and educational factors play a more important role in determining academic success.

V. RECOMMENDATIONS

Based on the findings and conclusions, the study proposed the following recommendations:

1. Encourage respondents to set a daily limit of Facebook usage to avoid overuse and set aside time for other important activities such as study, or personal development.

2. Encourage respondents to strike a balance between academic and non-academic online activities to avoid distractions and minimize negative impacts on their academic achievement. Let the respondents participate in offline social activities to achieve a balance between online and offline socializing. Encourage them in leisure activities to avoid addiction and maintain a healthy balance with other aspects of life.

3. Continue to provide opportunities for students to build their competencies in Filipino, English, Science, and Araling Panlipunan by offering engaging and challenging options to their interests and learning styles. Identify specific areas of Mathematics that need improvement and provide targeted support and interventions to help students overcome challenges. Provide additional resources such as additional tutorials or online resources that help students better understand Mathematical concepts. Encourage students to ask questions and seek help when needed, and provide a safe and supportive learning environment.

4. Teachers encourage integrating technology in a way that supports learning. This could be the use of educational applications, online resources, or digital tools to improve teaching and learning.

5. Regularly monitor student online activity and adjust instructional strategies as needed to ensure a balanced and effective learning environment.

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