

Impact of Social Media Utilization to Students' Scholastic Performance

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ABSTRACT: Social media has been part of the lives of students as technology gradually evolves and this plays a major role in how they communicate to each other and learn academically. This study aimed to determine the significant relationship between Criminology students' social media utilization and their scholastic performance using the General Weighted Average (GWA), by measuring the time spent, educational use and personal use. The study utilized correlational and causal designs with documentary analysis, along with a modified questionnaire to collect data and Mean, Percentage, Standard Deviation and Multiple Linear Regression Analysis were used to calculate the data. The overall result showed moderate social media utilization among students. Time spent and personal use had no significant relationship to students' scholastic performance; educational use was found to be a significant influence to the students' scholastic performance. In terms of the students' scholastic performance, they achieved a good level. Hence, the study concluded that social media can be beneficial to students' scholastic performance when it is used appropriately for educational purposes. It is recommended that students may utilize the use of social media for educational purposes to improve their scholastic performance.

KEYWORDS: scholastic performance, social media utilization

I. INTRODUCTION

Scholastic performance is how well students learn and understand concepts like what they have already achieved that will be evident to their performance within the classroom. When they do well academically there is a great deal of confidence, motivation and self-control that goes along with high scholastic performance.

Today, there are many different factors that impact the scholastic performance of this generation, such as student's study habits, classroom time management, and the increase in technology use. With many digital platforms becoming increasingly popular, many students are now spending a large majority of their day online, particularly on social media. The effects that social media can have on student's ability to concentrate, manage their time, complete assignments and how they affect academic performance in the field of education. A study conducted by Arago (2025), shows that Borongan City senior high school students that use social media for academic-related activities perform better than those who don't. Students who utilize social media as a tool for communicating and engaging academically will generally experience greater academic success. Thus, if seniors high school students use social media as a mechanism to communicate with their peers about academics and access resources this enables them to perform at a higher academic level.

Social media has become a major part of the lives of the majority of today's youth. The role that social media has played in helping to shape the way people communicate and socialize with other students and their peers will be reflected in the manner in which they are able to communicate and share information and work together to achieve common academic goals through social media (Facebook, YouTube, TikTok). These platforms provide ways for student to interact with one another and to share and work collaboratively within their academic settings. This interaction creates opportunities for students to positively engage in their own education by using social media to develop relationships that are academically based. However, it often leads to distractions and lower grades, reduce focus that leads to poorer outcomes, but moderated engagement can enhance knowledge sharing. According to the study the impact of social media to the academic performance of grade 12 students of Alalwan (2025), shows that social media may be used to advance the knowledge of students and develop topic barriers during group discussion on social media which also creates negative results due to excessive use leading to dependency that negatively impacts

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educational outcomes. Students who use social media for non-academic activities such as playing games and watching movies, can create bad habits that may result as a distraction during studying and completing school works.

Additionally, utilizing social media for education provides students with materials for research, assignments and completing school related works. The use of social media in many ways also has downsides for students, such as the way we use language. Students can experience several negative effects from using social media, such as using language inappropriately. Students may repeat the informal abbreviations or shortcuts used in their online communication to their academic writings, as a result, their grammar and overall performance may suffer. This indicates that while social media presents an effective academic resource for students, constant careful consideration of this impact on their academic communication is also needed according to Ramzan et al., (2023).

According to Obi et al., (2022) social media impacts both student learning styles as well as their use of English grammar and language. Many times, when communicating through social media with friends and family, students will use very little formality or standard English, they will often use an extended number of acronyms, abbreviations or simply write incorrectly. Over time, this changes the way they produce written word in a manner that does not conform to accept academic writing standards. As a result, when students are in a classroom setting, they frequently produce the same types of informal language, including using the same types of abbreviations and incorrect grammar as they do on social media and in their academic writing, on exams and orally in presentations to professors.

In addition, social media usage has a significant impact on student academic performance, therefore we must be knowledgeable about how important it is so students understand the advantages and disadvantages of social media in the 21st century. According to Giunchiglia et al., (2020) which indicated that when used appropriately, social media can have a positive effect on students' engagement with the subject matter, however excessive use of social media usually corresponds to a decrease in academic achievement.

Thus, this research study was conducted for the purpose of assessing how social media impacts the academic success of Criminology students at Southern de Oro Philippines College. This research study's goal was to provide insights on incorporating social media as part for improvement in student learning on its benefits and drawbacks.

This research study was based on the Media Multitasking Self-Regulation Theory (MM-SRT). This theory states that media multitasking has implications on cognition and behavior not just based on the nature of media exposure but also based on self-regulation or capacity to regulate attention and tasks between academic assignments and competing media (Popławska et al., 2021). Self-regulation is defined as having the ability to control impulses and manage time, as well as managing cognitive resources which are particularly important when juggling two different tasks, such as social media use and academic tasks, that each have a claim to the attention of a student. MM-SRT also brings together theories on cognitive load and self-regulatory behaviors, providing a solid way to distinguish the effects of different engagements with social media on student performance (Fan et al., 2025). MM-SRT proposes that increased duration of social media use may result in cognitive overload that can impact students' capacity to fully engage with academic work. Prolonged usage, in particular, can lead to less time spent studying and an increase in distraction. MM-SRT also suggests that if students manage their time effectively, target-driven and brief interactions with social media can lead to stress relief and cognitive recovery.

Additionally, time spend on social media is important. MM-SRT suggests that students who have too much multitasking with social media lost their cognitive resources, which could lead to poor attention on school work and academic performance. Furthermore, personal use on social media often included noneducational activities such as socializing, entertaining themselves. This is likely to lead with increased distractions and decreased productivity in study time, which can eventually lead to a decrease in grades (Junco & Cotten, 2021).

Moreover, educational use of social media may be in accordance with intentional and goal-directed multitasking. Thus, MM-SRT would state that when a student is using a social media site for educational purposes, for example to find learning resources, or to contribute to a collaborative academic project, the self-regulating mechanisms of the student may be activated more effectively. Therefore, educational purposes of social media might support and enhance school performance as a mechanism to support learning and information processing (Chen & Lee, 2023).

II. METHODOLOGY

The study used correlational and causal designs with documentary analysis to find the impact of social media usage and the academic performance of the College of Criminology students at Southern de Oro Philippines College. Correlational research design is non-experimental research that looks at how two or more variables relate to one another as they naturally occur, without the researcher manipulating the variables and it does not establish cause-effect (Sreekumar, 2024).

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Causal research design is explanatory research that explores the fundamental cause-and-effect connections between two or more variables. It aims to finding out if one or more variables influence one or more outcome variables (Dovetail Editorial Team, 2023). The data will be gathered using a questionnaire, which offers a quantitative method for collecting information expressed in numerical terms

Documentary analysis is a qualitative research approach that entails analyzing and interpreting meaning from documents that may take written, visual, or physical form. Documentary analysis can be seen as a systematic method of reviewing or evaluating documents for meaning, understanding, and to generate empirical knowledge and the data sources can be print or digital (Grant, 2022).

The collected data were calculated, examined and interpreted using descriptive statistics to determine the social media usage of college students at Southern de Oro Philippines College. Furthermore, Problem 1 used Mean and Standard Deviation, Problem 2 used Frequency Count and Percentage, Mean and Standard Deviation, Problem 3 employed Pearson Product Coefficient of Correlation and Problem 4 employed the Multiple Linear regression Analysis.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of social media utilization of students in terms of:

- 1.1 time spent;
- 1.2 educational use; and
- 1.3 personal use?

Table 1. Overall Social Media Utilization

Dimensions	Mean	SD	Qualitative Description
Time Spent	2.78	0.95	Moderate
Educational Use	3.52	1.06	High
Personal Use	3.44	0.99	High
Overall	3.25	1.00	Moderate

Note: 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Table 1 presents the overall social media utilization of the students with a Mean of 3.25 and an SD=1.00, qualitatively described as Moderate. This indicates that social media has a moderate usage. This shows a moderate amount of time is spent using social media, while at the same time, they also engage in an appropriate degree of balance. Although they are frequent users of social media, they do not heavily depend on it for their studies. The findings align with the previous study of Abuzar and Hussain (2024) which indicates that smart and appropriate usage of social media can lead to students developing improved study habits as well as achieving higher academic success rates. Thus, reasonable usage of social media will not negatively affect an individual's academic performance, therefore, enhancing their education as a result.

The educational use domain acquired the highest Mean of 3.52 and with an SD=1.06, qualitatively described as High. Hence, social media is effective to use as an educational resource for team learning and research. Many students use these apps to support their peers and share information while completing academic assignments that support their focus on their studies. A study by Chen (2022) stated that by specifically using these apps in a structured manner, social media can also become an educational ally by using an inclusive strategy that incorporates digital technologies to provide equitable opportunities for collaboration.

Additionally, personal use recorded a Mean of 3.44 and with an SD=0.99, qualitatively described as High. The results show that participants utilize social media for personal purposes such as entertainment and relaxation. The findings of Ma et al. (2025) cited that student use social media excessively may result to burnout that can affect their academic performance. The result emphasizes the purpose of moderation in using social media for entertainment.

Problem 2. What is the level of scholastic performance of the students?

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Table 2. Scholastic Performance of Students

Grade	Frequency	Percentage	Mean	SD	Qualitative Description
1.00	-	-			
1.1-1.5	29	11.43			
1.6-2.0	21	8.27			
2.1-2.5	133	52.38	1.99	0.40	Good
2.6-3.0	69	27.18			
Failed	2	0.74			
	254	100.0			

Note: 1.00 Excellent; 1.1-1.5 Very Good; 1.6-2.0 Good; 2.1-2.5 Satisfactory; 2.6-2.0 Passing; below 3.0 Failure

Table 2 shows the scholastic performance of the students with an overall Mean of 1.99 with SD=0.40, qualitatively described as Good. This means that 133 students (52.38%) achieved a good performance level, revealing that students academically perform well while using social media but not excellent, this shows that moderate use of social media can improve and negatively impact students' academic performance. This moderate performance aligns with Arago (2025) who found students utilizing social media for academic discussions and participation are more likely to perform better because it provides development of communication and social skills.

Additionally, the table indicates 29 students with 1.1 – 1.5 or (11.43%) are performing at Very Good, while 21 students with 1.6 – 2.0 or (8.27%) are performing Good and 133 students with 2.1 - 2.5 or (52.38%) are also performing Good. This means that while social media can assist scholastic performance, students may not be maximizing social media as a tool to achieve higher level of academic performance. This aligns with the study of Ermita et al., (2025) that social media can positively and negatively affect scholastic performance. When used for scholastic purposes, social media can positively improve scholastic performance.

Moreover, the table shows 69 students with 2.6 – 3.0 or (27.18%) have passing grades and 2 students with failed grades or (0.74%) shows that too much use of social media such as non-academic and entertainment could greatly impact academic performance. These findings correspond with the study of Akyüz et al., (2025) where he cited that social overload had negatively affected the scholastic performance. Therefore, despite the majority of students who achieved satisfactory grades, the finding of passing and failed grades still show that some students overuse social media which may result in low academic performance.

Problem 3. Is there a significant relationship between social media utilization and students' scholastic performance?

Table 3. Correlation Analysis Between Social Media Utilization and Scholastic Performance

Social Media Usage	r-value	p-value	Description	Decision on Ho	Qualitative Description
Time Spent	0.035	0.585	Insignificant	Accept	No relationship
Educational Use	0.161	0.011	Significant	reject	Low Positive
Personal Use	0.089	0.160	Insignificant	Accept	No relationship

****Correlation is significant at the 0.01 level (2-tailed).**

Table 3, the correlation coefficient (r-value), which illustrates the interrelationship between the amount of time students use social media and the amount of time they devote to academics, is 0.035. Given that the p-value is 0.585, we will accept the null hypothesis and conclude that there is not enough evidence to demonstrate that the amount of time spent on social media and a student's academic performance are correlated. The findings of Lima et al. (2025) were consistent in indicating that social media has both positive and negative effects on student scholastic performance; the results of their study confirm this conclusion based on how the students are using social media (i.e., as a tool for academic pursuits vs. for entertainment).

Additionally, the amount of time students use social media in relation to education indicates a low-level positive correlation ($r=0.161$, $p=0.011$). Therefore, we reject the null hypothesis and identify this relationship as being of low-level positive nature. In conclusion, there are slight differences in academic performance for students utilizing social media for academic-related purposes. This result is supported by JBCN Education (2025), wherein they stated that social media functions as an essential communication and collaboration for students, teachers and parents. This shows that the studies support the idea that educational use in social media can positively contribute to students' academic performance.

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Furthermore, the personal use of social media shows the r-value is 0.089 with a p-value of 0.160, which shows no relationship, leading to the acceptance of the null hypothesis. This indicates that personal use, such as entertainment and social interaction, does not significantly affect academic performance. However, the findings of Obiso et al. (2024) noted that some experts believe that social media can create a positive learning environment, there are also concerns that social media can be a distraction while studying and reduces time for studying. Thus, despite the weak result of the study, excessive personal use may still negatively impact the students' academic performance.

Problem 4. Which of the dimensions of independent variable influence scholastic performance of students?

Table 4. Multiple Linear regression Analysis Between Social Media Utilization and Scholastic Performance

<i>Social Media Usage</i>	<i>Unstandardized Coefficients</i>		<i>Standard Coefficient Beta</i>		
	<i>B</i>	<i>Std. Error</i>		<i>T</i>	<i>Sig.</i>
<i>(Constant)</i>	2.242	0.143		15.732	0.000
<i>Time Spent</i>	0.029	0.029	0.050	0.789	0.431
<i>Educational Use</i>	0.099	0.045	0.186	2.204	0.028
<i>Personal Use</i>	0.012	0.048	0.022	0.258	0.796
		<i>r=0.075</i>	<i>r2=0.031</i>	<i>F=2.601</i>	<i>Sig=0.053</i>

Dependent Variable: Academic Performance

Predictors (Constant), Time Spent, Educational Use, Personal Use

Table 4 shows the result of the regression analysis, which is used to determine which type of social media utilization can affect students' scholastic performance. According to the analysis on time spent using social media reveals unstandardized coefficient of 0.29 and with a p=431. The result show that time spent of social media is not a predictor of students' scholastic performance. Although students may spend time on social media for socializing or entertainment, there does not seem to be enough time alone to have an impact on students' academic success in any substantial way. According to Johari et al. (2021) who stressed that the amount of time a student may spend on social media will not positively influence their academic performance, thus demonstrating that the mere act of spending time alone will not produce significant positive changes in a student's final academic result.

However, educational use of social media shows an unstandardized coefficient of 0.099 and with a p = 028 which positively predicts academic success among students. This suggests that when students utilize social media to support educational purposes such as learning, obtaining academic resources, or communicating about school, there will be greater success in their educational pursuits. Astleitner and Schlick (2025) cited that using social media to learn provides support for learning through collaboration and motivation from within; therefore, educational use of social media has a positive effect on academic performance.

Meanwhile, the personal use of social media has an unstandardized coefficient equal to 0.012 and with a p=0.796, indicating that personal usage does not significantly predict scholastic performance. This means that non-academic purposes of social media do not have any potential to create a significant increase in academic success. According to Bhandarkar et al. (2021), excessive use of social media leads to lower academic achievement, as well as difficulty studying, sleeping, and managing time.

Model: $Y = -0.099X_1 + 2.242$

Where: 2.242 = Constant

Y = Academic Performance

X_1 = Educational Use

IV. CONCLUSIONS

Based on the findings, the study yielded the following conclusions:

1. The students were able to balance their time in the use of social media and their studies.
2. Criminology students' scholastic performance showed that they were not distracted by social media.
3. Educational use is associated with the academic achievement of Criminology students.
4. Educational use stands out as the only significant influence on the students' scholastic performance.

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V. RECOMMENDATIONS

Based on the findings and conclusion of this study, the researchers formulated some recommendations, which are presented in the following paragraph:

1. The students have to always balance their utilization of social media and their studies.
2. The students may strive to improve their scholastic performance to a higher level than good.
3. The students may continue to use social media for educational use and not to be distracted by over usage of it.
4. The students may utilize social media for educational use to help or assist them improve their scholastic performance.

Teachers may also require students to use social media in moderation and not overuse it.

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