



Impact of Social Media on The Academic Performance of College Students

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Abstract:

Social media usage is on the rise among students. It is used to interact with others and learn. Students used it to hold group discussions with their classmates or instructors. In addition, students were also encouraged to send and receive course content via social media for research objectives, which improves academic achievement. However, overuse of social media has been observed among youth, which could impact their academic performance. The study investigated the impact of social media on the academic performance of Mandaue City College students for the academic year 2022-2023. Utilized a quantitative correlation design with 336 students as respondents selected through stratified random sampling, the research employed adapted survey questionnaires distributed via Google Forms and assessed academic performance through general weighted average. Based on the study's findings, the researchers concluded that there is no significant difference between the effects of social media and the academic performance of the students. The study implied that the way students use social media for informational seeking, socialization, self-expression, and entertainment did not necessarily impact their academic performance in school. Furthermore, this study confirmed McLuhan's Laws of Media which present the effects of print, technology, and new media on how it influences the lives of people. It is in tetrad form of Four Effects that consists of the following, Enhance, Obsolesced, Reversal and Retrieval. In relation to this theory, the study suggested that social media enhances the way students seek information, how they communicate and interact with other people, and how it entertains them.

Keywords: social media, academic performance, students

Introduction:

Online social media platforms that foster global and local connections between people were employed to foster interpersonal relationships. With their assistance, people could communicate with one another—even those who live on different continents and do much more. Social media was used to interact with others and learn. However, overuse of social media has been observed among youth, which may impact the student's productivity with home-based tasks. According to Al-Deen and Hendricks (2011), social media platforms such as Facebook, Twitter, and YouTube have evolved at a rapid pace, attracting massive numbers of users over the past ten years. Another benefit of social media is the availability of information. According to research done by Ben-Joseph, Hogan, and Strasburger in 2018, social media proles can facilitate student connections with teachers and provide quick access to news and valuable information. Another study by Strickland in 2017 which was cited by Kennedy in 2019, mentioned that social media use promotes risky behaviors regarding mental health, including replacing time for face-to-face conversations and increasing sedentary behaviors, two identified protective factors against mental illness. According to Wong et al. (2014) and Kennedy (2019), the ability of social media to connect millions of people with customized medical information makes it an inexpensive medium. According to a study conducted in 2014 by Wong, Merchant, and Moreno and quoted by Kennedy in 2019, the prevalence of false or misleading information is the most significant barrier to utilizing social media for information and education and guiding teenagers toward trustworthy sources of information presents the biggest challenge. According to Allcott et al., in 2019, the same group also revealed their unawareness by scoring lower in weekly assessments of current happenings in comparison to a control group, which had maintained access to Facebook. In this study, the use of social media is incomparably on the rise among students, influenced by globalized forms of communication and the post-pandemic rush to use multiple social media platforms for education in different fields of study. Though social media has created tremendous chances for sharing ideas and emotions, the kind of social support it provides might fail to meet students' emotional needs, or the alleged positive effects might be short-lasting. In recent years, several studies have been conducted to explore the potential effects of social media on students' affective traits, such as stress, anxiety, depression, and so on. Through the researchers' gathering of information through this study, they aimed to determine the effects of social media on the students' academic performance. Nevertheless, the researchers proposed an action plan to improve the academic performance of the students. It was the premise that the students would improve their way of life in terms of dealing with social media.





Review of Related Literature:

Social media, as recognized by Twenge et al. (2018), has become a pivotal aspect of modern life, impacting academic performance and media consumption habits. With teenagers increasingly spending time online, concerns about digital distraction have surfaced, affecting enjoyment and intimacy in social settings. Research, including studies by Lin, Twenge, and Woods (2016), underscores the profound influence of social media on mental health, correlating with increased anxiety and depression symptoms, especially among heavy users. While limiting usage may lead to improved well-being, studies like those by Braghieri et al. and Allcot et al. (2019) highlight the positive effects of reducing social media activity on mental well-being. Additionally, passive browsing on social media platforms, as noted by Frison & Eggermond (2017), can exacerbate mental health issues. Despite these drawbacks, social media offers benefits such as access to information and connections with experts, particularly in health-related matters. However, misinformation remains a challenge. Social media platforms serve as valuable resources for health-related discussions and information-seeking, especially among adolescents, who often prefer obtaining private health information from these platforms. Overall, while social media presents risks to mental health, its accessibility and ability to disseminate customized medical information make it a valuable and affordable medium for health information dissemination, particularly among younger demographics.

Research Method:

The researchers employed a descriptive quantitative correlational research design to investigate the relationship between social media usage and students' academic performance. This method allowed for statistical analysis of data to gain a deeper understanding of the impact of social media on academic performance of the college students. The study was conducted at Mandaue City College, with 336 students from various departments selected through stratified random sampling. A survey questionnaire was used to collect data, consisting of two parts: the first part gathered demographic information and the amount of time spent on social media, while the second part utilized a 4-point Likert scale to assess attitudes towards social media usage. Data analysis involved simple percentage, frequency, weighted mean, and Spearman rho calculations.

Results and Discussion:

The result shown that the School of Business has 32 males and 90 females, the School of Education has 23 males and 98 females. These two departments most of the respondents were female. This implied that the education and business were highly female dominated departments. The school of technology has 72 males and 21 females, showing that most of the respondents are male. In the result of the social media in Philippines 2023 Stats and Platform Trends, of the 93.8 million active social media users across all ages, women got a higher number of percentages compared to men. This does not imply a battle of sexes but only shows that MCC hosts gender equality and equity in the academic

Table 1
Social Media Apps Used

Apps used	School of Education		School of Business		School of Technology	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Facebook	118	97.52	117	95.9	89	95.7
Instagram	48	39.67	48	39.34	27	29.03
Twitter	15	12.4	13	10.66	8	8.6
WhatsApp	6	4.96	7	5.74	2	2.15
Tiktok	3	2.48	13	10.67	3	3.23
Telegram	3	2.48	3	2.46	1	1.08
YouTube	0	0	2	1.64	2	2.15
Spotify	0	0	1	0.82	0	0
Messenger	0	0	1	0.82	0	0

Table 1 showed that the top three popular social media apps identified by the MCC students were Facebook, Instagram, and Twitter. Facebook ranked number 1 as the most popular social media across all departments with a percentage ranging from 95.7 to 97.53 percent. The data was parallel with the results of Alam & Aktar (2021) that 80 % of students at the Islamic University had an account on Facebook, same goes with Statistical Research Department (2023), that 95.7 percent of Filipinos had accessed on Facebook account. The least popular social media apps were YouTube, Spotify, and Messenger. The number of users with these apps' ranges only from 0 to 2.15 percent across the three departments. The result implied that most students used Facebook, Instagram, and Twitter compared to the other apps since these have unique features such as chat feature, which allow the students to communicate and discuss school matters with their classmates, and search feature that enables them to be aware of the current events that surround them. On the other hand, most respondents find the remaining apps to be irrelevant in their academic success since these apps were merely utilized in communication and listening to music or watching.





Table 2
Time Spent in Social Media

Time Spent in Social Media (Hours)	School of Education		School of Business		School of Technology	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-3 hours	57	47.11	60	49.18	48	51.61
4-6 hours	38	31.40	38	31.15	25	26.88
7-9 hours	22	18.18	18	14.75	16	17.20
10-12 hours	2	1.65	1	0.82	0	0
13-15 hours	1	0.83	0	0	0	0
16-18 hours	0	0	1	0.82	0	0
19-21 hours	0	0	0	0	0	0
22-24 hours	0	0	0	0	1	1.08

Table 2 showed that 57 out of 121 students of the School of Education used social media within 1-3 hours, which was equivalent to 47.11 percent of the total respondents. For the School of Business, out of 122 students, under 1-3 hours who used social media, only 60 responded which represented 49.18 percent of the total respondents. For the School of Technology, out of 93 students, under 1-3 hours who used social media, only 48 responded which represented 51.61 percent of the total respondents. The result implied that most students in the School of Education, School of Business, and School of Technology spent an average time of 1-3 hours on social media. The result hereby agreed with the study of Alam & Aktar (2021) where most of the respondents (42%) spent an average of 1-3 hours every day on social media and the study of Wang, Chen and Liang (2021) that the 20 percent of students spent 2 to 4 hours in checking social media sites.

Effects of Social Media Social media are interactive technologies that make it easier to create and share content across virtual communities and networks, including information, ideas, interests, and other kinds of expression presented below.

Table 3
Information Seeking

INFORMATION SEEKING	SOB	SOE	SOT	AVERAGE	Descriptive Equivalent
Social media helps me to be aware of the current happenings concerning, issues, social activities, and prospective employment.	3.35	3.45	3.20	3.33	Strongly Agree
Social media is important in seeking important information.	3.21	3.31	3.06	3.19	Agree
I use social media to communicate with lectures for academic purposes	3.17	3.23	3.03	3.14	Agree
I use social media technology for learning in schools/colleges.	3.16	3.25	2.97	3.12	Agree
I use social media to share work collaboratively (with my peers) for academic purposes.	3.12	3.23	2.88	3.07	Agree
Social media provides a useful platform for my academic work.	3.07	3.18	3.00	3.05	Agree
I think sharing notes or information about lectures via social media leads me to not attend the class.	2.36	2.19	2.30	2.28	Agree
				3.03	Agree

1.0-1.75 = strongly disagree; 1.76-2.50 = Disagree; 2.51 – 3.25 = Agree; 3.26 – 4.0 = Strongly Agree





The table 3 showed that SOB, SOE, and SOT students strongly agreed that social media helps them to be aware of the current happenings concerning, issues, social activities, and prospective employment with a weighted mean of 3.33. Like the study of Kim, Sin and He (2014) which revealed that college students' social media utilization was utilized for information seeking in the academic context. This implied that most students in the school of education, school of business, and school of technology keep abreast with the current happenings in the society or even school announcements through the various social media apps that they are into.

Table 4
Self Expression

SELF EXPRESSION	SOB	SOE	SOT	AVERAGE	Descriptive Equivalent
I love expressing my thoughts and ideas on social media.	2.70	2.67	2.59	2.65	Agree
I want freedom for the full expression of my personality in social media.	2.59	2.75	3.18	2.65	Agree
I share too much information about myself on social media.	2.63	2.46	2.74	2.61	Agree
I get to show my different side on social media that I cannot show offline.	2.63	2.26	2.56	2.55	Agree
I feel pressured to post positive and attractive content about myself.	2.42	2.35	2.60	2.45	Disagree
I compare my own life and the lives of those I am connected to on social media when I see events and activities to which I am not invited.	2.25	2.23	2.33	2.27	Disagree
I feel worse about my own life based on what others post to social media.	2.20	2.14	2.35	2.23	Disagree
				2.48	Disagree
1.0-1.75 = strongly disagree; 1.76-2.50 = Disagree; 2.51 - 3.25 = Agree; 3.26 - 4.0 = Strongly Agree					

The table 4 showed that, with a weighted average of 2.65, MCC students generally agreed that they enjoyed sharing their views and opinions on social media and having the flexibility to fully express their personalities. However, the respondents argued that they felt under pressure to publish information about themselves and to compare their lives to those of their social media friends when they were not invited to an event. These findings ran counter to Fox and Moreland's (2015) claim that the study's participants felt under pressure to share because they were afraid of losing out and were jealous of others in social comparisons.

Table 5
Socialization

Indicators	SOB	SOE	SOT	AVERAGE	Descriptive Equivalent
I like using social media because I make connections with friends for classroom discussion and have better academic performance.	3.10	3.20	3.18	3.16	Agree
I receive support on social media during challenges or tough times from my friends, peers, and broader social networks.	3.02	3.03	3.01	3.02	Agree
Use of social media will make my learning activities more effective for better results.	2.93	2.99	2.88	2.93	Agree
Use of social media leads me to procrastination.	2.76	2.67	2.73	2.72	Agree
I think spending more time on social media made me late passing my assignment or activity.	2.76	2.61	2.72	2.69	Agree
Using social media has affected my academic performance negatively.	2.53	2.50	2.93	2.65	Agree
I prefer to interact with people on social media rather than face to face.	2.61	2.42	2.76	2.59	Agree
				2.82	Agree
3.26 - 4.0 = Strongly Agree; 2.51 - 3.25 = Agree; 1.76-2.50 = Disagree; 1.0-1.75 = strongly disagree;					





The table 5 showed that SOB, SOE, SOT students agreed that using social media makes connections with friends for classroom discussion and have a better academic performance with a weighted mean 3.16. Like the study of Pathak (2019) The role and functions of social media in socialization, social media creates extra competitiveness, provoking feelings of other communities, endless usage, getting influenced easily with blue whale game, cyber bullying, feeling depressed, feeling loneliness after disconnection of close friends, etc.

Table 6
Entertainment

Indicators	SOB	SOE	SOT	AVERAGE	Descriptive Equivalent
I enjoyed being a member of multiple social media.	2.95	2.82	2.84	2.87	Agree
I am usually surprised by how much time I spend on social media.	2.94	2.95	2.72	2.87	Agree
I visit my social media with no goal or specific purpose in mind.	2.83	2.76	2.74	2.77	Agree
I stay up late or get up early to spend more time on social media.	2.61	2.64	2.60	2.61	Agree
I feel that social media is a distraction to my learning activities	2.55	2.64	2.55	2.58	Agree
I ignored a responsibility like homework or chores because of social media	2.43	2.35	2.37	2.38	Disagree
I believe that social media can bring goodness to everybody.	2.84	2.73	2.73	2.01	Disagree
				2.58	Agree
1.0-1.75 = strongly disagree; 1.76-2.50 = Disagree; 2.51 - 3.25 = Agree; 3.26 - 4.0 = Strongly Agree					

The table 6 showed that SOB, SOE, SOT how much time I spend on social media, with a weighted mean 2.87. Like the study of Owusu-Achaea & Larson (2015) Use of social media and Its Impact on Academic Performance of Tertiary Institution Students, Students should be encouraged to limit the time they spend on their social media sites per day and advise them to substitute those hours to read novels to improve their knowledge Academic Performance these are the results of students' performance in all courses they enrolled in.

Results Academic Performance of Respondents

It could be deduced that most of the respondents 99.11% affirmed that the use of social media had a positive impact on their academic performance. This study confirms Mehmood & Taswir's, (2013) study that the use of technology such as the internet and social media are one of the factors that influence the students' academic performance positively. This implied that social media use can improve the respondents' academic work. It also helped the students to boost their academic skills through allowing students to utilize the distinctive features provided by the different social media apps.

Relationship on the Effects of Social Media and the Students' Academic Performance

In testing the hypothesis which stated that there is no significant relationship on the effects of social media towards the students' Academic Performance, Spearman rho was used for the analysis. The result indicated that it failed to reject the Ho as shown in table 6 below.

Table 7
Relationship on the Impact of Social Media towards the students' Academic Performance

Variables	Spearman rho	p-value	Decision	Interpretation
Impact of Social Media towards the SOB students' Academic Performance	0.032	0.723	Fail to Reject Ho	Not Significant or No Association
Impact of Social Media towards the SOE students' Academic Performance	- 0.153	0.092	Fail to Reject Ho	Not Significant or No Association
Impact of Social Media towards the SOT students' Academic Performance	- 0.019	0.855	Fail to Reject Ho	Not Significant or No Association

Note. Significant if $p < (0.05)$





Table 7 indicated that at 0.05 percent level of significance, the calculated p-value 0.7232 for SOB, 0.092 for SOE and 0.855 for SOT were greater than 0.05 level hence, it can be surmised that the impact of social media has no association to the students' academic performance. This seems to suggest that social media is not a significant factor of academic performance as perceived by the students. These findings were in agreement with those of the previous study of Asufra et al (2018), Maqable et al (2015) and Mushtaq (2018). It implied that social media are not a hindrance nor affecting the students' academic performance, instead the student's received information and supplementary learning within the reach of their hand.

Conclusion:

The researchers concluded that social media is beneficial to the students' academic performance. In line with this result, the study implied that the way students used social media for information seeking, socialization, self-expression, and entertainment did not necessarily impact their academic performance in school. Furthermore, this study confirmed McLuhan's Laws of Media which present the effects of print, technology, and new media on how it influences the lives of the people. It is in tetrad form of Four Effects that consists of the following, Enhance, Obsolesced, Reversal and Retrieval.

Recommendation:

RECOMMENDATIONS Based on the following the findings of the study, the researcher recommends the Organize seminars to educate students on the potential effects of social media use on academic performance. Teachers should encourage students to utilize social media for academic purposes by redirecting assignments or conversations to social media channels. with the aid of the action plan that the researcher made to harness the positive impact of social media platforms and create a healthier and more beneficial online learning.

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Appendix G
Grammar Check



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CERTIFICATION FOR GRAMMAR CHECK

Name of Grammarian: Joseph Arnold Buansit

Highest Educational Attainment: Bachelor of Secondary Education major in English

School Office: Affiliation School of Education

This is to certify that the study entitled "Impact of Social Media on the Academic Performance of the College Students" of Rhea Mae M Antigua, Jonah Mae B. Aupe, Aimei C Nillas, Elgie E. Postanes, Rhae C. Quiliope, Roan Kyla S. Sansan, Bachelor of Elementary Education students of Mandaue City College has been checked by Joseph Arnold C. Baunsit as Grammarian.

This certification is issued upon request of the group as part of their oral defense requirements.
Given this 22nd day of June 2023.


JOSEPH ARNOLD BAUNSI
Signature over the printed name
Grammarian





Appendix H
Plagiarism Check



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This is to certify that Postanes et'al. submitted their manuscript in this office titled "Impact of Social Media on the Academic Performance of the College Students." has undergone plagiarism checking via **Turnitin** Software. The results were as follows:

Similarity Index:	-----	13%
Originality Score	-----	87%
Remarks	-----	PASSED

This certification is issued to Postanes et'al. on the 21st day of June 2023 for whatever legal purpose this may serve best.


JOSEPH ARNOLD C. BAUNSIT-MAED
School of Education – Instructor





Appendix I

Censored Check



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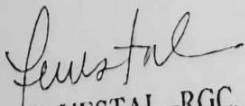


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CLEARANCE FROM RESEARCH CENSOR

The research entitled “Impact of Social Media on the Academic Performance of College Students” prepared and submitted by, Elgie E. Postanes, Rhea Mae M. Antigua, Jonah Mae B. Aupe, Aimei C. Nillas, Rhea C. Quiliope, Roan Kyla S. Sansan, has been thoroughly read and corrected by me as the Research Censor and the manuscript has been edited by the student-researchers.

After compliance with the comments and suggestions given, they have made revisions which are now considered to meet the standard for a quality research output.


PHILADELFA E. VESTAL -RGC, ED.D.
Censor

