

**The Influence of social media usage on academic performance**

---

**Cristie Lima**

BSIT, Southern Leyte Southern Leyte

Email: cristielima07@gmail.com

**Efren I. Balaba**

Tomas Oppus, Southern Leyte Southern Leyte

Email: ebalaba@southernleytestateu.edu.ph

\*Corresponding Author

*Received: 29/04/2025*

*Revised: 25/05/2025*

*Accepted: 26/05/2025*

---

**Abstract**

This study investigates the influence of social media usage on the academic performance of students at Southern Leyte State University – Tomas Oppus. Employing a descriptive-correlational research design, data were collected through surveys and interviews to examine students' patterns of social media engagement, including screen time, platform preferences, and purposes of use. The research aims to identify the extent to which social media serves as either a supportive learning tool or a potential source of distraction affecting academic outcomes. Findings reveal nuanced relationships between various usage behaviors and academic performance, highlighting key factors that contribute positively or negatively. Based on these insights, the study proposes practical strategies to promote responsible and balanced digital habits among students, fostering an environment where social media can enhance rather than hinder educational success. The implications of this research contribute to understanding the complex role of digital media in contemporary education and offer guidance for educators, policymakers, and students alike.

**Keywords:** Social Media, Academic Performance, Digital Engagement

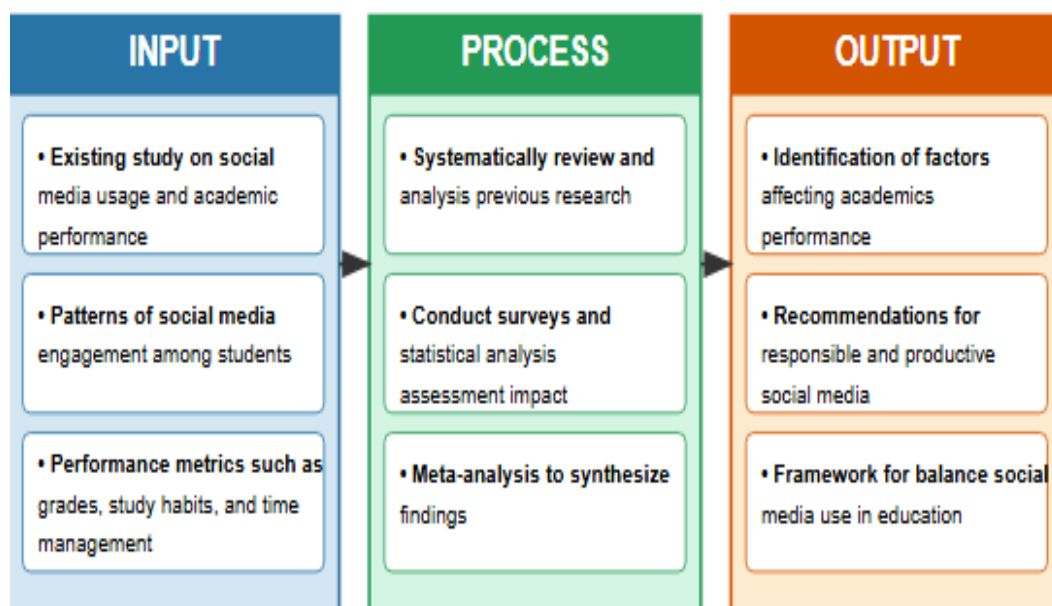
**Introduction**

Social media has become integral to students' daily lives, offering platforms for communication, entertainment, and education. Sites such as Facebook, Instagram, TikTok, and Twitter are widely used. Despite its benefits, excessive use raises concerns about academic impacts, such as poor time management, reduced concentration, and disrupted study habits. This study explores whether social media is more of a learning aid or a distraction.

Previous research presents mixed findings. Some studies show social media can support learning through collaboration and resource sharing. Others highlight its potential to distract and hinder academic success [3][4]. This study aims to bridge gaps in existing literature by analyzing how usage patterns like screen time, multitasking, and platform preference correlate with academic performance. The goal is to provide recommendations for responsible social media use in educational contexts.

## Theoretical Framework

This research builds on existing theories regarding digital engagement and cognitive load. It examines both the positive and negative academic outcomes associated with social media. While platforms can offer collaborative and informational benefits, excessive or unfocused use may impair concentration and performance [5][6]. Limited studies address the holistic impact of varying social media behaviors. This research aims to fill that gap by providing a nuanced understanding of these dynamics



**Figure 1.** Conceptual Framework

## Research Design

This study employs a descriptive-correlational design. The descriptive aspect identifies usage trends (e.g., platform preference, duration, purpose), while the correlational aspect examines relationships with academic indicators such as GPA and study habits. This mixed-methods approach provides comprehensive insight into how digital behavior influences learning outcomes

## Methodology

**Respondents** Participants include high school and college students from SLSU-Tomas Oppus. Purposive sampling ensures relevance, targeting active social media users willing to disclose academic performance.

### Data Collection

**Survey:** Quantitative data on frequency, duration, and purpose of social media use, plus self-reported GPA.

**Interviews:** Qualitative insights on perceived effects, challenges, and time-management strategies.

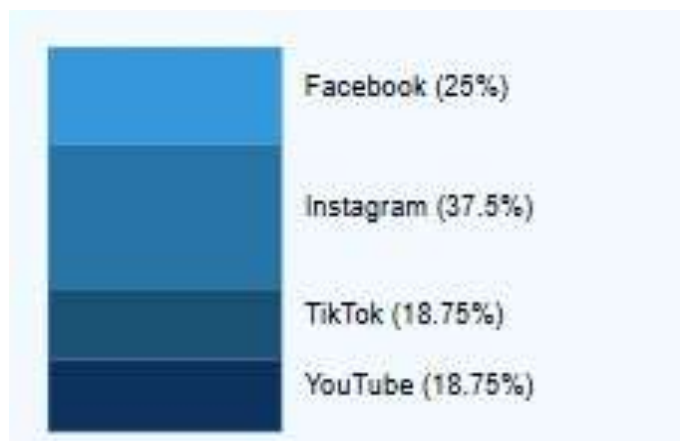
### Data Analysis

**Quantitative:** Descriptive statistics, Pearson correlation, and regression analyses.

**Qualitative:** Thematic analysis of interview responses.

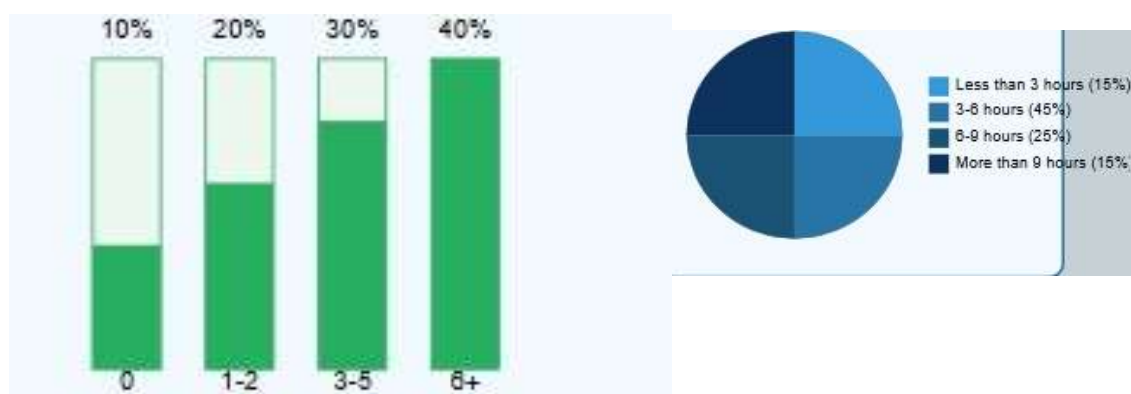
### Ethical Considerations

Informed consent, anonymity, and voluntary participation were ensured. Where possible, academic advisors validated self-reported grades. External variables like internet access and socioeconomic status were also considered.



**Figure 2 :** Social Media Usage Patterns

Instagram is the most frequently used platform (37.5%), indicating its popularity, while students use a mix of platforms. Most respondents (45%) spend 3 to 6 hours daily on social media, suggesting a significant daily time investment.



**Figure 3:** Perceived Impact on Academic Performance

45% of students perceive a negative impact of social media on their academic performance, though some see positive effects.

### Objectives

To analyze how screen time, platform preference, multitasking, and usage purpose correlate with academic performance. This helps identify whether social media supports or hinders student learning.

### Results and Discussion

**Platform Usage:** Instagram was most used (37.5%), followed by Facebook (25%) and TikTok/YouTube (18.75%). The high usage reflects visual content preferences and broad appeal among youth **Daily Time on Social Media:** Most respondents (45%) spent 3–6 hours daily, while 25% used it for 6–9 hours. Only 15% used it less than 3 hours, and another 15% exceeded 9 hours. Extended screen time may reduce study time

**Perceived Academic Impact:** 45% felt social media negatively affected their academics, while 30% saw it as helpful, and 25% were neutral. The negative responses align with concerns about distraction and poor time management **Multitasking:** 40% checked social media over six times while studying, indicating a common multitasking habit. Such interruptions can impair cognitive processing and focus

### **Conclusion**

This study confirms that social media significantly influences student academic behavior in both positive and negative ways. While a portion of students effectively utilize social media as a tool to enhance learning, collaborate, and access academic resources, the majority acknowledge its potential to serve as a distraction that detracts from their focus and productivity. The findings underscore the critical need for enhanced digital literacy programs that equip students with skills to navigate social media responsibly, alongside the development of self-regulation strategies to manage screen time and minimize distractions. Educational institutions should consider integrating these programs into their curricula to foster healthier digital habits. Additionally, future research should involve larger and more diverse student populations across different academic disciplines and cultural contexts to better generalize the findings and explore further the nuanced impacts of social media on academic performance

### References

- Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development. *Journal of the American Society for Information Science and Technology*, 62(8), 1435–1445.
- Andreassen, C. S., Torsheim, T., Brunborg, G. S., & Pallesen, S. (2012). Development of a Facebook addiction scale. *Psychological Reports*, 110(2), 501–517.
- Cao, F., Zeng, Y., & Gao, J. (2013). Social media and its impact on college students' psychological distress. *Cyberpsychology, Behavior, and Social Networking*, 16(7), 591–598. <https://doi.org/10.1089/cyber.2012.0248>
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends:” Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143–1168.
- Greenhow, C., & Robelia, E. (2009). Old ties, new ties: Social network sites in the lives of youth. *Journal of Adolescent Research*, 24(3), 3–38.
- Hayes, J. L., van Stralen, D., Vargas-Hernández, J. G., & Ancis, J. R. (2015). Social media and well-being: The importance of social capital. *Journal of College Counseling*, 18(3), 227–240. <https://doi.org/10.1002/jocc.12021>
- Huang, J. S. (2016). The association between social media use and academic performance: A review of literature. *Journal of Educational Technology*, 12(1), 1–12. <https://doi.org/10.26634/jet.12.1.3610>
- Junco, R. (2012). Facebook use and student engagement. *Computers & Education*, 58(1), 162–171.
- Junco, R., Elavsky, C. M., & Cotton, S. R. (2013). Influence of Twitter use on college student engagement and grades. *Journal of Applied Developmental Psychology*, 34(2), 119–128. <https://doi.org/10.1016/j.appdev.2012.12.003>
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59–68.
- Karpinski, A. C., Kirschner, P. A., Ozer, I., Allen, S., & Adam, A. (2013). Secondary analysis of Facebook® and academic performance. *Computers in Human Behavior*, 29(6), 2184–2191. <https://doi.org/10.1016/j.chb.2013.05.005>
- Liu, Y. J., & Yu, S. Y. (2013). Social networking sites usage and academic performance among college students in Taiwan. *Australasian Journal of Educational Technology*, 29(6), 859–873. <https://doi.org/10.14742/ajet.64>
- Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: 'It is more for socialising and talking to friends about work than for actually doing work'. *Learning, Media and Technology*, 34(2), 141–155. <https://doi.org/10.1080/17439880902923606>
- Rouis, S., Limayem, M., & Salehi-Sangari, E. (2011). Impact of Facebook usage on students' academic achievement: Case of a public university in France. *International Journal of Cyber Society and Education*, 4(1), 1–18. <https://doi.org/10.7903/ijcse.1>

- Ryan, T., & Xenos, S. (2011). Who uses Facebook? An investigation into the relationship between the Big Five, shyness, narcissism, loneliness, and Facebook use. *Computers in Human Behavior*, 27(5), 1658–1664. <https://doi.org/10.1016/j.chb.2011.02.004>
- Salim, H. S., Peycheva-Forsyth, R., & Kaleycheva, K. (2018). Social media use and academic performance of university students. *International Journal of Emerging Technologies in Learning (iJET)*, 13(1), 39–50.
- Taneja, S., Taneja, D. S., & Gupta, M. (2012). Social networking sites: A boon or bane for the students. *Education Today*, 2(2), 19–24.
- Tess, P. A. (2013). The role of social media in higher education classes. *Computers in Human Behavior*, 29(5), A60–A68. <https://doi.org/10.1016/j.chb.2012.12.032>