

Effects of Social Media on the Behavior and Academic Performance of Grade Five Pupils

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Abstract

This study examined the effects of social media on the behavior and academic performance of Grade Five pupils in selected public elementary schools in the District of San Mateo, Division of Rizal, during the School Year 2025–2026. Utilizing a descriptive survey research design, the study involved 327 randomly selected pupils, representing 18.1% of the population, determined through Slovin's formula. Data were gathered using a researcher-made questionnaire assessing pupils' behavior in terms of adherence to school rules, attitude toward learning, and class participation. Documentary analysis of second-quarter grades was also conducted to measure academic performance. Findings revealed that most respondents were female, second-born, from families with two to three children, and with a monthly income ranging from Php 10,000 to Php 14,999. Parents were generally high school or college graduates engaged in various occupations. Pupils commonly used social media platforms such as Facebook and Snapchat for one to two hours daily. Results indicated that social media, when used appropriately, positively influenced pupils' behavior across adherence, learning attitude, and participation. However, no significant differences were found in the perceived effects of social media when grouped according to demographic variables. Furthermore, the pupils' academic performance was rated very satisfactory, with a mean grade of 88.87. Statistical analysis showed no significant relationship between social media use, behavior, and academic performance. The study concluded that demographic factors and social media usage patterns do not significantly affect pupils' behavior and academic outcomes. Social media, in this context, is neither detrimental nor directly influential to academic performance. It is recommended that school administrators, teachers, and parents collaborate in promoting responsible social media use, integrating it into learning activities, and guiding pupils toward balanced and productive engagement.

Keywords: Social Media, Pupil Behavior, Academic Performance, Elementary Education, Descriptive Survey, Philippines

Introduction

Education plays a vital role in shaping an individual's holistic development and serves as a foundation for achieving personal and professional success. It is both a continuous process and a meaningful product of formal and informal learning experiences. In the Philippines, the government continuously strives to improve the quality, accessibility, and relevance of education through various reforms led by the Department of Education (DepEd). Anchored in the 1987 Philippine Constitution, Article XIV, Section 1, the State is mandated to protect and promote the right of all citizens to quality education at all levels. In line with this, DepEd implements programs and policies to ensure that learners are equipped with the necessary competencies to thrive in a rapidly changing world.

With the advancement of technology, particularly the widespread use of the internet and mobile devices, social media has become an integral part of learners' daily lives. Filipino youth are among the most active users of social networking platforms such as Facebook, YouTube, TikTok, and Messenger. These platforms provide opportunities for communication, collaboration, and access to vast information, which can support learning and knowledge development. However, alongside these benefits are risks and challenges. DepEd Order No. 40, s. 2012 emphasizes the need to protect learners from potential dangers in digital spaces, including exposure to inappropriate content, cyberbullying, privacy violations, and online exploitation.

Social media can influence pupils' behavior and academic performance in both positive and negative ways. On one hand, it can enhance engagement, facilitate collaborative learning, and improve access to educational resources. On the other hand, excessive and unregulated use may lead to distractions, reduced attention span, poor study habits, and decreased academic focus. Observations in public elementary schools reveal that many Grade Five pupils actively engage in social media, often spending significant time online. Some pupils demonstrate behaviors influenced by online trends and exhibit difficulty maintaining attention during classroom activities, which may affect their academic performance.

Several studies support these observations. Foreign studies indicate that social media can positively contribute to learning when used appropriately. Ansari and Khan (2022) found that social media enhances collaboration, interaction, and academic engagement among students. Similarly, Khan et al. (2022) emphasized that information and communication technology improves access to information and supports learning processes. However, other studies highlight the negative consequences of excessive use. Schivinski et al. (2022) identified problematic social media use associated with behavioral and psychological concerns, while Karim et al. (2022) and Siahaan et al. (2023) reported links between social media use and mental health issues such as anxiety, stress, and depression. Anwar et al. (2023) further revealed that increased social media use may reduce face-to-face interaction and contribute to behavioral problems among youth.

Local studies also present varied findings. Morallo (2022) and Suaybaguio (2022) reported no significant relationship between social media use and academic performance, suggesting that other factors may influence learning outcomes. In contrast, Tamayo et al. (2022) and Judilla and Gemora (2022) found significant relationships between social media use, study habits, and academic performance. Calunsag and Calunsag (2023) emphasized that excessive non-academic use of social media negatively affects academic achievement, while Ermita et al. (2025) highlighted both positive and negative effects, particularly on learners' attention span and reading comprehension.

Despite the growing body of literature, several gaps remain evident. Many existing studies focus on secondary and tertiary students, with limited research on elementary pupils, particularly those in Grade Five. Furthermore, previous studies often examine either academic performance or behavioral outcomes separately, with fewer studies addressing both variables simultaneously. There is also inconsistency in findings regarding the relationship between social media use and academic performance, indicating the need for further investigation. Additionally, limited studies consider the influence of demographic factors such as family background, parental education, and patterns of social media usage. Moreover, there is a lack of localized research conducted in specific districts such as San Mateo, Rizal, which could provide more contextualized and relevant insights.

Given these gaps, the present study aims to determine the extent of the effects of social media on the behavior and academic performance of Grade Five pupils. This study seeks to contribute to the existing body of knowledge and provide evidence-based recommendations for educators, parents, and policymakers in promoting responsible and productive use of social media among learners.

Material and methods

2.1 Research Design

This study utilized the descriptive research method which is designed to gather information about present existing conditions needed in the study.

2.2 Locale of the Study

This study was conducted in selected public elementary schools in the District of San Mateo, Division of Rizal. These schools include Ampid-1 Elementary School, Banaba Elementary School, Doña Pepeng Elementary School, Gulod Malaya Elementary School, Silangan Elementary, and Sto Niño Elementary School. The schools offer complete elementary education from grade one to grade six.

2.3 Respondents of the Study

The respondents were the selected grade five pupils which consist of 327. These consist of 18.1 percent (18.1%) population of the grade five pupils. They were chosen using Slovin's formula and simple random sampling technique. They were described in terms of sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, parents' occupation, type of platform used and duration of use of social media.

2.4 Sample and Sampling Procedure

The study involved 327 selected Grade Five pupils, accounting for 18.1% of the total population. The sample size was computed using Slovin's formula to ensure proper representation. A simple random sampling method was applied to provide all pupils with an equal opportunity to be selected, thereby reducing potential bias. The respondents were profiled according to their demographic and socio-economic characteristics, including sex, sibling position, family size, monthly family income, parents' educational attainment, and parents' occupation. Additionally, their social media usage was described based on the type of platforms they use and the amount of time they spend on these platforms.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist as the primary instrument for data collection, composed of two parts: Part I gathered the respondents' demographic and socio-economic profile, while Part II measured the extent of the effects of social media on pupils' behavior and academic performance in terms of adherence to school policies, attitude

toward learning, and class participation, with 30 items rated on a five-point Likert scale ranging from “Never” to “Always.” In addition, the pupils’ academic performance was determined using their grades from School Form 9, categorized from “Outstanding” to “Did not meet expectations.” To ensure validity, the instrument underwent content validation by experts including the research adviser, dean, statistician, teachers, and school officials, and was revised based on their feedback to enhance clarity, relevance, and reliability.

2.6 Data Gathering Procedure

The study followed the Gantt Chart of Activities in the conduct of the research. This included the formulation of the research problem up to the revision of the manuscript and the submission of the final copy. The questionnaire-checklist was content-validated by the experts, then, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. Afterwards, the questionnaire-checklist was administered to the respondents using Google Survey Forms. The researcher was also guided by the provisions of the Data Privacy Act. After the retrieval of the questionnaires, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS). The data were analyzed and interpreted based on the sub-problems of the study. The summary of findings, conclusions, and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. The manuscript was also subjected to an anti-plagiarism process at the statistical center. After finalization, hardbound copies were submitted to the Office of the Graduate Studies Program and other concerned offices.

2.7 Data Analysis Techniques

The study employed various statistical tools for data analysis and interpretation. Frequency, percentage, and rank distribution were used to describe the respondents’ profile based on selected variables. The weighted mean was utilized to determine the extent of the effects of social media on the behavior of Grade Five pupils across different aspects. To test for significant differences in these effects when respondents were grouped according to their profile, One-Way Analysis of Variance (ANOVA) was applied. The level of academic performance, based on second-quarter grades, was analyzed using frequency, percentage, mean, and standard deviation. Finally, correlation analysis was conducted to examine the significant relationship between the effects of social media on pupils’ behavior and their academic performance..

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

The data in Table 1 show that the respondents are slightly dominated by females at 51.4% compared to males at 48.6%. In terms of sibling position, most are second-born at 34.6%, followed by third-born at 28.4%, first-born at 23.2%, and fourth-born at 13.8%. For family size, the majority belong to families with 2–3 children at 41.3%, while 25.7% have 4–5 children, 21.4% have only one child, and 11.6% come from families with six or more children. Regarding monthly family income, respondents are almost evenly distributed, with 25.4% earning Php 10,000–14,999, 25.1% earning Php 15,000–19,999, 25.1% earning Php 20,000 and above, and 24.5% earning below Php 10,000. In terms of parents’ educational attainment, most fathers are high school graduates at 41.0%, while most mothers are college graduates at 35.8%. For occupation, fathers are mainly laborers at 20.2%, followed by farmers at 18.0%, while mothers are mostly self-employed at 18.7%, followed by teachers at 16.2% and OFWs at 15.9%. As to social media usage, Facebook and Snapchat are the most commonly used platforms at 24.7% each, followed by TikTok and others at 24.2%, Messenger at 23.4%, YouTube at 20.0%, Instagram at 5.2%, and Twitter/X at 2.5%. Finally, most respondents use social media for 1–2 hours daily at 41.3%, followed by less than 1 hour at 25.7%, 5–6 hours at 11.9%, more than 6 hours at 10.7%, and 3–4 hours at 10.4%. Overall, the results indicate moderate and diverse social media exposure among Grade Five pupils within varied socio-economic backgrounds

Table 1.
*Frequency and Percentage Distribution of the Respondents
in Terms of the Selected Variables*

Category	Frequency	Percentage	Rank
Sex			
Male	159	48.6	2
Female	168	51.4	1
Sibling Position			
First	76	23.2	3
Second	113	34.6	1
Third	93	28.4	2
Fourth	45	13.8	4
Number of Children in the Family			
1	70	21.4	3
2–3	135	41.3	1
4–5	84	25.7	2
6 and above	38	11.6	4
Monthly Family Income			
Php 20,000 and above	82	25.1	2.5
Php 15,000–19,999	82	25.1	2.5
Php 10,000–14,999	83	25.4	1
Below Php 10,000	80	24.5	4
Father's Educational Attainment			
College Graduate	101	30.9	2
College Undergraduate	47	14.4	3
High School Graduate	134	41.0	1
High School Undergraduate	37	11.3	4
Elementary Graduate	8	2.4	5
Mother's Educational Attainment			
College Graduate	117	35.8	1
College Undergraduate	70	21.4	3
High School Graduate	87	26.6	2
High School Undergraduate	38	11.6	4
Elementary Graduate	15	4.6	5
Father's Occupation			
Farmer	59	18.0	2
Laborer	66	20.2	1
Driver	57	17.4	3.5
Government Employee	57	17.4	3.5
Teacher	9	2.8	8.5
OFW	12	3.7	7
Self-Employed	26	8.0	6
Unemployed	9	2.8	8.5
Others	32	9.8	5
Mother's Occupation			
Farmer	38	11.6	5.5
Laborer	12	3.7	9
Driver	28	8.6	8
Teacher	53	16.2	2
Government Employee	35	10.7	7
OFW	52	15.9	3
Self-Employed	61	18.7	1
Unemployed	48	14.7	4
Others	38	11.6	5.5
Type of Platform Used*			
Facebook	219	24.7	1.5
Snapchat	219	24.7	1.5
TikTok	215	24.2	3.5

Others	215	24.2	3.5
Messenger	208	23.4	5
YouTube	177	20.0	6
Instagram	46	5.2	7
Twitter/X	22	2.5	8
Duration of Social Media Use			
Less than 1 hour	84	25.7	2
1–2 hours	135	41.3	1
3–4 hours	34	10.4	5
5–6 hours	39	11.9	3
More than 6 hours	35	10.7	4

**Note: Multiple responses were allowed for the type of platform used.*

3.2 Extent of Effects of Social Media on the Behavior of Grade Five Pupils as Perceived by Themselves with Respect to Adherence with the School Policies, Attitude Towards Learning and Class Participation

As shown in the composite table, the overall mean is 4.78, verbally interpreted as Always, indicating that social media has a consistently positive effect on the behavior of Grade Five pupils. Among the indicators, class participation obtained the highest mean of 4.80 (Always), followed by attitude toward learning with a mean of 4.78 (Always), and adherence to school policies with a mean of 4.77 (Always). These results suggest that social media, when used appropriately, always positively influences pupils' engagement in classroom activities, enhances their motivation and attitude toward learning, and supports compliance with school rules. The findings further imply that class participation is the most influenced aspect, indicating that social media may encourage greater interaction, collaboration, and involvement in learning tasks. Overall, the results highlight that responsible use of social media can strengthen pupils' behavioral engagement in school, particularly when guided by teachers and parents through proper monitoring, regulation, and balanced usage. This supports the idea that social media, when used constructively, can contribute to improved learning behavior and classroom involvement, consistent with the findings of Alhajjaj et al. (2025), who emphasized that social media is an integral part of students' lives and can support their academic-related activities.

Table 2

Extent of Effects of Social Media on the Behavior of Grade Five Pupils as Perceived by Themselves with Respect to Adherence with the School Policies, Attitude Towards Learning and Class Participation

Aspect	Overall Mean	Verbal Interpretation	Rank
Adherence with the School Policies	4.77	Always	3
Attitude Towards Learning	4.78	Always	2
Class Participation	4.80	Always	1
Composite Mean	4.78	Always	

3.3 Significant Difference on the Extent of Effects of Social Media on the Behavior of Grade Five Pupils as Perceived by Themselves with Respect to the Cited Aspects in the Terms of Their Profile

The results of the test for significant differences show that all computed p-values are higher than the 0.05 level of significance across all variables, namely sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, parents' occupation, type of platform used, and duration of social media use. Thus, the null hypothesis is accepted. This indicates that there is no significant difference in the extent of effects of social media on the behavior of Grade Five pupils as perceived by themselves in terms of adherence to school policies, attitude toward learning, and class participation when grouped according to the mentioned profile variables. The findings imply that these demographic and socio-economic factors do not influence pupils' perceptions of the effects of social media on their behavior and academic performance. This suggests that pupils generally share similar experiences in their use of social media and in their school environment, where exposure to similar platforms, school regulations, classroom practices, and teacher guidance may result in comparable behavioral outcomes. Furthermore, regardless of background, pupils tend to use social media in similar ways such as for communication, entertainment, and learning-related activities. These findings are in relation to the study of Jusufi and Koro (2023), which noted that while students may differ in characteristics such as gender, age, and interests, their use of social media often reflects similar patterns shaped by their shared experiences and environments.

Table 3

Significant Difference on the Extent of Effects of Social Media on the Behavior of Grade Five Pupils as Perceived by Themselves with Respect to the Cited Aspects in the Terms of Their Profile

Profile	f-value	p-value	Decision	Verbal Interpretation
Sex				
Adherence with the School Policies	1.361	.244	Accepted	Not Significant
Attitude Towards Learning	.740	.390	Accepted	Not Significant
Class Participation	.445	.505	Accepted	Not Significant
Sibling Position				
Adherence with the School Policies	.369	.775	Accepted	Not Significant
Attitude Towards Learning	.553	.646	Accepted	Not Significant
Class Participation	.834	.476	Accepted	Not Significant
Number of Children in the Family				
Adherence with the School	1.200	.310	Accepted	Not Significant
Attitude Towards Learning	.778	.507	Accepted	Not Significant
Class Participation	.619	.603	Accepted	Not Significant
Monthly Family Income				
Adherence with the School Policies	.876	.454	Accepted	Not Significant
Attitude Towards Learning	1.657	.176	Accepted	Not Significant
Class Participation	.268	.848	Accepted	Not Significant
Father's Educational Attainment				
Adherence with the School Policies	1.101	.356	Accepted	Not Significant
Attitude Towards Learning	.950	.436	Accepted	Not Significant
Class Participation	.629	.642	Accepted	Not Significant
Mother's Educational Attainment				
Adherence with the School Policies	.412	.800	Accepted	Not Significant
Attitude Towards Learning	.967	.426	Accepted	Not Significant
Class Participation	.956	.432	Accepted	Not Significant
Father's Occupation				
Adherence with the School Policies	.994	.441	Accepted	Not Significant
Attitude Towards Learning	1.265	.261	Accepted	Not Significant
Class Participation	.551	.818	Accepted	Not Significant
Mother's Occupation				
Adherence with the School Policies	1.269	.265	Accepted	Not Significant
Attitude Towards Learning	1.778	.091	Accepted	Not Significant
Class Participation	1.449	.185	Accepted	Not Significant
Type of Platform Used				
Adherence with the School Policies	1.341	.657	Accepted	Not Significant
Attitude Towards Learning	1.241	.781	Accepted	Not Significant
Class Participation	1.980	.412	Accepted	Not Significant
Duration of Use of Social Media				
Adherence with the School Policies	1.151	.333	Accepted	Not Significant
Attitude Towards Learning	1.838	.105	Accepted	Not Significant
Class Participation	.470	.799	Accepted	Not Significant

3.4 Level of Academic Performance of the Pupils as Revealed in Their Average Grades in the Second Quarter

The table presents the level of academic performance of Grade Five pupils based on their second-quarter average grades. Results show that the majority of pupils (56.9%) attained an Outstanding performance with grades of 90 and above, followed by 29% who achieved Very Satisfactory performance with grades ranging from 85 to 89. Meanwhile, 14.2% obtained a Satisfactory rating with grades between 80 and 84, and only 2.8% earned a Fairly Satisfactory performance ranging from 75 to 79. Notably, no pupils fell under the Did Not Meet Expectations category. The highest recorded grade is 95, while the lowest is 79, with a mean of 88.87 and a standard deviation of 4.156, indicating that pupils' academic performance is generally high and closely clustered around the mean. These findings suggest that most Grade Five pupils are performing at an outstanding level, demonstrating strong academic competence and mastery of their lessons. The absence of learners under the failing category implies that all pupils have met the minimum learning standards required. This further indicates that pupils are able to understand and apply classroom lessons effectively, complete academic tasks, and comply with curriculum expectations. The result may also reflect the presence of effective teaching strategies, active classroom engagement, and supportive home environments that contribute to learners' success. Overall, the findings imply

that Grade Five pupils possess a strong academic foundation, supported by good study habits, attentiveness, and consistent participation in learning activities, which may help sustain or further improve their academic performance in the future. This is in connection with Arago (2025), who emphasized that social media may also support students' academic development through communication, interaction, and access to information.

Table 4
Level of Academic Performance of the Pupils as Revealed in Their Average Grades in the Second Quarter

Average Grade	Verbal Interpretation	F	%	R
90 and above	Outstanding	186	56.9	1
85 – 89	Very Satisfactory	95	29	2
80 – 84	Satisfactory	46	14.2	3
75 – 79	Fairly Satisfactory	9	2.8	4
Below 75	Did Not Meet Expectations	-	-	-
Total		352	100.0	
Highest Rating				95
Lowest Rating				79
Mean			88.87 (VS)	
Std. Deviation			4.156	

3.5 Significant Relationship Between the Extent of Effects of Social Media on the Behavior and Academic Performance of Grade Five Pupils and Their Level of Academic Performance

As depicted in the table, all computed p-values are greater than the 0.05 level of significance; hence, the null hypothesis is accepted. This indicates that there is no significant relationship between the extent of effects of social media on pupils' behavior—specifically in terms of adherence to school policies, attitude toward learning, and class participation—and their level of academic performance. In other words, the results suggest that pupils' academic performance is not significantly influenced by how social media affects their behavior and engagement in school-related activities. This implies that although social media may have some impact on pupils' behavior and classroom participation, it does not directly translate to their academic achievement. Other contributing factors such as teaching strategies, study habits, classroom environment, and parental support may play a more crucial role in determining learners' academic success. Therefore, while responsible use of social media may enhance behavior and engagement, it should not be considered a sole determinant of academic performance. These findings are in relation to Tus et al. (2022), who noted that social media may positively influence academic performance when used as a tool for learning and educational engagement.

Table 5
Significant Relationship Between the Extent of Effects of Social Media on the Behavior and Academic Performance of Grade Five Pupils and Their Level of Academic Performance

Literacy	r-value	p-value	Decision	Verbal Interpretation
Adherence with the School Policies	.018	.751	Accepted	Not Significant
Attitude Towards Learning	.055	.323	Accepted	Not Significant
Class Participation	.003	.954	Accepted	Not Significant

Conclusions & Recommendations

Based on the findings of the study, it is concluded that the respondents' demographic and socio-economic profile variables—such as sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, parents' occupation, type of platform used, and duration of social media use—do not significantly contribute to the effects of social media on pupils' behavior. Furthermore, social media is not significantly related to the behavior and academic performance of Grade Five pupils. This implies that pupils' academic achievement is not directly influenced by their social media exposure or its perceived effects on their behavior in terms of school adherence, attitude toward learning, and class participation.

In light of these findings, it is recommended that school administrators implement guidance programs that promote responsible social media use among pupils to help them balance online activities with academic responsibilities. Parents should also be engaged through workshops to strengthen their awareness and supervision of children's social media use at home. Teachers are encouraged to monitor pupils' time management and integrate social media as a supportive instructional tool to enhance engagement and collaboration in learning activities. Pupils, on the other hand, should practice self-discipline and use social media in a more purposeful manner, particularly for educational purposes. The proposed action plan is recommended for implementation, and further studies may be conducted using other variables to better explore factors influencing learners' academic performance.

Compliance with ethical standards

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