

Extent Of Social Media Engagement and Academic Performance of Senior High School Students in Kayapa East District

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Abstract

Social media platforms such as Facebook, TikTok, YouTube, Instagram, and Discord have become integral to students' daily lives. This study explored the extent of social media engagement and its relationship with the academic performance of Senior High School students in Kayapa East District during the School Year 2025–2026. This study employed a quantitative descriptive-correlational research design. The respondents comprised 198 ABM Senior High School students selected through complete enumeration sampling. Data were collected using a structured and validated questionnaire that focused on respondents' profiles, the effects of social networking sites on learners' lives, academic performance, and challenges encountered in using social media. Frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient were used to analyze the data. The findings indicated that Facebook was the most commonly used social networking site, while Android cellphones were the primary devices used by respondents. Social networking sites positively influenced learners' mental, social, physical, spiritual, and emotional aspects, with the mental aspect receiving the highest rating. Social media engagement also has positive effects on academic performance and learning engagement when used responsibly and for educational purposes. However, students also face challenges such as distraction, excessive use, and poor time management. Correlation analysis revealed a moderately significant positive relationship between social media engagement and academic performance. The study concluded that responsible and balanced use of social media may support students' engagement and academic success while minimizing its negative effects on their mental health.

Keywords: Academic Performance, Learning Engagement, Senior High School Students, Social Networking Sites, Social Media Engagement

1. Introduction

Social media platforms such as Facebook, TikTok, YouTube, Instagram, and Discord have become a significant part of students' everyday lives worldwide. These platforms have changed the way we communicate, work together, and obtain information, making learning more interactive and accessible. They help with collaborative learning, self-directed learning, and academic engagement by making it easy for students to communicate and share educational resources (Guaya et al., 2025; Lokollo, 2025). Studies have shown that mobile learning tools can boost student engagement, improve learning experiences and enhance academic performance (Anselmo et al., 2024). However, it is important to note that excessive use of social media can lead to distractions, addiction, poor time management, and less focus on academics, which might hurt students' academic performance (Chowdhury, 2024; Taha et al., 2025). Research has highlighted that while social media offers educational benefits, it is crucial to use it responsibly and in moderation to reduce its negative impact on learning and academic success (Ahmed, 2024; Zhang, 2024).

In the Philippines, smartphones and Internet access are becoming more common among Senior High School students, and this trend is shaping how they learn and interact socially. Many Filipino students are turning to social media for chatting, entertainment, teamwork, and schoolwork. The Department of Education (DepEd) is on board with digital learning and promotes the responsible use of technology in education. However, there is a catch: research, such as the study by Buctot et al. (2021), shows that excessive social media and smartphone use can interfere with students' study habits, focus, time management, and grades. Students often struggle to manage their schoolwork and social media time because of the long hours spent on screens and online distractions.

In the Kayapa East District, Nueva Vizcaya, students' access to gadgets and the Internet varies, which affects how much they engage with social media. Social media use can impact students' study habits, attendance, participation in class, and overall academic performance. However, there are not many studies focusing on rural areas like Kayapa East, especially among ABM Senior High School students. Most research has looked at general social media use rather than how deeply students are engaged and the mental, social, physical, spiritual, and emotional effects on them. In addition, there is a lack

of updated local data for the School Year 2025–2026. Therefore, this study aims to explore the extent to which students in the Kayapa East District use social media, how it relates to their academic performance, and the challenges they face.

2. Material and methods

2.1 Research Design

This study utilized a quantitative descriptive-correlational research design to assess the extent of social media engagement and its correlation with the academic performance of Senior High School students in the Kayapa East District. A descriptive method was employed to outline the respondents' demographic profile and the impact of social networking sites on students' lives. Concurrently, a correlational method was applied to ascertain the significant relationship between social media engagement and academic performance. This design was deemed appropriate as it allowed the researcher to collect numerical data and analyze the association between the variables without altering the study's environment.

2.2 Locale of the Study

This study was conducted in the Kayapa East District, Nueva Vizcaya, Philippines. This district comprises public secondary schools that serve Senior High School students from diverse socioeconomic backgrounds. The locale was chosen because of the increasing exposure of students in the district to social media platforms and digital technologies for both academic and personal purposes. This setting offered an appropriate environment for investigating the relationship between social media engagement and academic performance.

2.3 Respondents of the Study

The respondents of the study were 198 ABM Senior High School students enrolled in Kayapa East District during the School Year 2025–2026. The respondents were selected because they were active users of social media platforms and could provide relevant information regarding their engagement in social networking sites and its influence on their academic performance.

2.4 Sampling Procedure

The study employed complete enumeration sampling, wherein all identified ABM Senior High School students in the district were included as respondents. This sampling technique was used to ensure a complete representation of the target population and to obtain more reliable and comprehensive data.

2.5 Research Instrument

The researcher utilized a structured questionnaire adapted from related studies on social media engagement and academic performance. The instrument consisted of sections on respondents' profiles, social networking sites used, effects of social media engagement on learners' lives, academic performance, and problems encountered in using social networking sites. A five-point Likert scale was used to measure respondents' perceptions and experiences. The instrument was validated by research experts to ensure clarity, relevance, and content validity, prior to administration.

2.6 Data Gathering Procedure

Prior to conducting the study, the researcher secured permission from the school authorities. After approval, the questionnaires were personally distributed to the respondents. The purpose and objectives of the study were explained to ensure proper understanding of the survey. Respondents were given sufficient time to answer the questionnaire honestly and thoroughly. After retrieval, the collected data were checked, organized, encoded, and prepared for the statistical analysis.

2.7 Data Analysis Techniques

Frequencies and percentages were used to analyze the respondents' demographic profiles. Weighted mean and standard deviation were used to determine the effects of social networking sites on learners' lives and academic performance. The Pearson Product-Moment Correlation Coefficient was employed to determine the significant relationship between social media engagement and academic performance. The data are presented in tables and interpreted using appropriate descriptive equivalents.

2.8 Ethical Considerations

The researcher strictly adhered to ethical standards throughout the study. Permission to conduct the research was obtained from the relevant school authorities. Participation of the respondents was voluntary, and informed consent was obtained prior to data gathering. Confidentiality and anonymity of the respondents were maintained at all times, and the collected data were used solely for academic and research purposes only.

3. Results and Discussion

3.1 Frequency and Percentage Distribution of Respondents' Profile

The findings revealed that most respondents were 17 years old, comprising 47.40% of the participants, followed by 16-year-old respondents at 37.30%. Female respondents represented the majority at 55%, while male respondents accounted for 45%. Facebook was identified as the most commonly used social networking site, utilized by 61.11% of respondents. In terms of devices, Android cellphones were the most frequently used gadgets, with 74.24% of respondents relying on them to access SNS platforms. These findings indicate that respondents were highly engaged in social networking activities and primarily depended on mobile technology for online access. The dominance of Facebook and Android devices suggests that students prefer accessible and convenient digital platforms for communication, learning, and social interaction.

3.2 Frequency and Percentage Distribution of Respondents According to Allowance, Social Networking Sites, and Gadgets/Machines Used

The results showed that Facebook remained the most frequently used social networking site among respondents, accounting for 61.11%, followed by YouTube at 11.11%. Android cellphones were identified as the primary device used by 74.24% of the respondents for accessing SNS platforms. The findings suggest that mobile-based SNS engagement has become a central aspect of students' daily lives. The widespread use of Facebook and Android devices reflects the accessibility and affordability of mobile technology, which allows learners to remain constantly connected to online educational and social resources.

3.3 Effects of Social Networking Sites on Learners' Life

The findings revealed that social networking sites had an overall positive effect on learners' lives, obtaining an average rating of 3.96, interpreted as "Effective." Among the different dimensions, mental benefits received the highest rating of 4.29. Social, physical, spiritual, and emotional aspects were also rated as "Effective," indicating that SNS positively influenced communication, social interaction, emotional well-being, and learning experiences. These findings suggest that SNS can contribute positively to learners' engagement and psychological well-being when used appropriately. Research supports the idea that technology-assisted learning tools enhance student engagement and educational experiences (Anselmo et al., 2025). However, excessive SNS use may also result in stress, distraction, and poor emotional regulation (Masood et al., 2022; Xu et al., 2024). This implies that balanced and educational use of SNS is essential to maximize its benefits while minimizing negative effects.

3.4 Effects of Social Networking Sites on Academic Performance and Problems Encountered by Learners

The results showed that SNS positively affected students' academic performance and engagement. Respondents perceived SNS as effective in supporting collaborative learning, improving access to educational resources, and enhancing interaction among students. These findings indicate that SNS can strengthen learning engagement and academic outcomes when used productively. Studies have shown that social networking platforms promote collaborative learning and educational interaction (Zhang 2024). Similarly, mobile technology integrated effectively into education positively influences student engagement and academic achievement (Anselmo et al., 2026). However, excessive SNS use may lead to distractions, information overload, and poor time management, negatively affecting academic performance (Tafesse, 2022; Masood et al., 2022). Cyberbullying and misuse of SNS may also hinder students' academic progress (Rasool et al., 2024). Therefore, responsible and moderated SNS usage remains essential for positive academic outcomes.

3.5 Correlation Analysis Between Social Media Engagement and Academic Performance

The correlation analysis revealed a Pearson r-value of 0.542 and a p-value of 0.000, which was below the 0.05 significance level. This indicates a significant moderate positive relationship between students' social media engagement and their academic performance. As a result, the null hypothesis stating that no significant relationship exists between these variables was rejected. The findings imply that students who use social media constructively for educational purposes may experience improved academic performance. Educational engagement through SNS can provide easier access to information, communication, and collaborative learning opportunities that support academic success.

4. Conclusion and Recommendations

The study found a significant correlation between social media engagement and the academic performance of Senior High School students in the Kayapa East District. The findings indicate that social networking sites positively impact learners' mental, social, physical, spiritual, and emotional well-being when utilized responsibly. Additionally, social media enhances students' learning engagement and academic performance. However, excessive use of social media may result in distractions, poor time management, and other challenges that could adversely affect students' academic performance.

In light of these findings, schools and educators should promote responsible and balanced social media use among students. Parents are also encouraged to monitor students' online activities to support improved study habits and academic focus.

Future researchers should consider conducting similar studies involving different student populations, schools, and additional variables related to social media engagement and academic performance. The study was confined to ABM Senior High School students in the Kayapa East District during the School Year 2025–2026. It relied on survey questionnaires and self-reported responses, which may have impacted the accuracy of the data. Other factors that could influence academic performance were not included in this study.

Compliance with ethical standards

The authors declare no conflict of interest. This study complied with recognized ethical standards for human-participant research by ensuring voluntary participation with informed consent, the right to withdraw without penalty, and strict confidentiality through anonymous, secure, and aggregated data handling. Given the study's non-invasive nature, procedures were non-invasive, and safeguards were observed to minimize discomfort, with guidance to appropriate support services when needed, and required institutional permissions were secured for instrument use and access to academic records.

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