Assessing the use of Social Media and Learning Style on the Study Habits of Computer System Servicing Students: A Quantitative Study

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ABSTRACT

This study focuses on the effect of use of social media and learning type on study strategies of Grade 11 and 12 Computer System Servicing students in Lorenzo S. Sarmiento Sr. National High School in the Philippines. The overall objective was to test the levels of use of social media, learning style, and study habits of students using certain indicators; check for the significant relationship between study habits and use of social media, and between study habits and learning style; and determine which elements of use of social media and learning style impacted study habits efficiency significantly. A quantitative correlational research design was used, where 167 out of 249 Computer System Servicing Senior High School students were involved. Statistical techniques such as mean, Spearman's rho, and multiple regression analysis were used in the study. The results showed that the level of use of social media was high, the preference for learning style was also high, and the study habits of the students were at a high level. There was a strong correlation between students' study habits and use of social media, as well as between learning style and students' study habits. In addition, all the areas of use of social media and learning style affected the study habits of the computer system servicing students. Hence, use of social media and learning style had an important influence on students' study habits.

Keywords: Use of Social Media, Learning Style, Study Habits, Philippines

INTRODUCTION

Students' study practices were different according to location and student, impacting the performance significantly (Yadav, 2022). Better study skills contributed to higher achievement among students (Bhat, 2022). Nonetheless, in Nigeria, poor study practices were common as a result of lack of monitoring or being idle (Oksana, 2019). Throughout Africa, students eschewed study habits in exchange for relaxation time watching movies, playing games, or socializing, resulting in academic problems of failure, examination malpractice, truancy, and school dropping out, which bothered teachers, counselors, and parents (Chukwu et al., 2022). Advances in technology affected study practices, promoting internet-based research and digital communication but also favoring rapid access to information over thorough understanding (Nabulsi & Khaldi, 2023).

In the Philippines, use of social media was widely used and valued by students and professionals, significantly influencing behavior in the digital age (Calunsag & Calunsag, 2023). Students increasingly relied on social media for academic learning and real-life lessons, reporting positive experiences (Nurfalah et al., 2023). Social media platforms enhanced students' understanding, research, and provided valuable knowledge, thus supporting their academic development (Chua & Luyun, 2019). The positive relationship between social

networking and study habits implied that exposure to social media might enhance learning outcomes (Castillas, 2023).

Learning styles were significant in explaining how people went about, processed, and stored information (Escabusa & Lozano, 2024). The styles involved visual, auditory, and kinesthetic orientations, influenced by pedagogy, classroom atmosphere, and motivation (Cabaguing, 2019). Research at Cagayan State University revealed that visual and kinesthetic learners found it simpler to memorize (Magulod, 2019). If learning styles are matched with study habits, there would be better academic performance, as seen in excellent performance in the face of bad study habits (Cuizon et al., 2022).

In Davao City, social media influence on senior high school students' self-esteem and body image was attributed to academic, social, and informational domains (Carballo et al., 2024). Likewise, Torres (2023) discussed the relationship between learning style and students' performance, where educational strategies were targeted to be enhanced. One of the studies in Davao City identified moderate student participation in study and recreation activities, and there were issues regarding their learning performance (Bantilan et al., 2023). Researchers also found that computer system servicing students of Lorenzo S. Sarmiento Sr. National High School have poor study skills associated with the use of social media and learning styles.

In spite of various research studies on the learning system of students, no study had been conducted on Lorenzo S. Sarmiento Sr. National High School, specifically exploring the interaction among use of social media, learning styles, and study habits. Although earlier studies had touched on these variables individually, the dynamics in this school environment were not studied. This study aimed to fill this gap in knowledge by exploring students' study habits, learning styles, and use of social media, and how these variables interrelated. The hope was to understand how study habits were implicated in effective learning and provide recommendations that can guide instructional strategies and interventions.

Research Objectives

1. To determine the level of use of social media use among computer system servicing students in terms of:
    1.1 academic performance;
    1.2 relationship; and
    1.3 attitudes and behaviour.
2. To determine the level of learning style among the computer system servicing students in terms of:
    2.1 visual learning style;
    2.2 auditory learning style; and
    2.3 kinesthetic learning style.
3. To determine the level of study habits among the computer system servicing students in terms of:
    3.1 motivation;
    3.2 organizing and planning your work; and
    3.3 note-taking and reading.
4. To determine if there is significant relationship between the use of social media and study habits of the computer system servicing students.
5. To determine if there is significant relationship between the learning style and study habits of the computer system servicing students.
6. To determine which of the domains in use of social media would influence study habits of the computer system servicing students.
7. To determine which of the domains in learning style would influence study habits of the computer system servicing students.

METHODOLGY

In this study, a numeric and non-experimental procedure was used that included a descriptive correlational methodology which identifies the possible connection between two defined variables and in case a relationship

between these variables exists it measures the kind as well as the strength of the relationship between that relationship. The descriptive correlation design is appropriate when the objective is to visualize the existing circumstances at the time of the research and understand the motives behind them in relation to the specific phenomenon being studied. A correlational research design is a type of observational study that seeks to find a relationship between two or more variables, without any active manipulation of the variables by the researchers. Correlation refers to the strength of and direction of the relationship of multiple variables (Field, 2017). In such correlation-based studies, data is used to check if two or more quantitative variables overlap with each other (Ishtiaq, 2019).

This survey is concerned with quantitative information about the phenomenon. Data collection was based on questionnaires. This study aims to be in determining the effect of the utilization of social media and learning style on the study habits of computer system servicing students in Lorenzo S. Sarmiento Sr. National High School.

Population Sample

Simple random sampling was the method applied in choosing the respondents for the study. Respondents were the Grade 11 & 12 Computer System Servicing strand, male or female, students enrolled during the first semester of SY 2024-2025 at Lorenzo S. Sarmiento Sr. National High School. Moreover, only junior high school and senior high school students not included in the Computer System Servicing strand were excluded. Participants were Computer System Servicing because they were primarily the subject of the study. These students were considered suitable for the study since their engagement with social media, as well as their varied learning styles, greatly influenced their study approach in their particular field.

Based on Kline (2016), 100 to 200 respondents were deemed adequate for quantitative research. The population comprised 294 students, and a random sample of 167 respondents was chosen. The sample size was determined through the Raosoft sample size calculator. In order to achieve a representative number of respondents across various sections, the research utilized stratified random sampling. After defining the strata, simple random sampling was also employed in order to select participants from each section. The respondents of the study were given in Table 1 and comprised Computer System Servicing strand students from Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro, for school year 2024-2025.

Table 1. Population and Sample Size of Respondents

Section	Population	Respondents
A	52	30
B	53	30
C	52	30
D	46	26
E	45	25
F	46	26
TOTAL	**249**	**167**

Statistical Tool

The statistical tools that were used for data analysis and interpretation are the following:

Mean. This statistical tool was used to determine the level of computer system servicing students' use of social media, learning styles and study habits.

Spearman's rho. This statistical tool was used to determine the significance on the relationship between use of social media and learning styles and the study habits of computer system servicing students.

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Multiple regression analysis. This statistical tool was used to determine the influence of use of social media and learning styles to the study habits of computer system servicing students' study habits in Lorenzo S. Sarmiento Sr. National High School.

RESULTS

Level of Computer System Servicing Students' Use of Social Media

Table 2 shows the Level of Computer System Servicing Students' Use of Social Media in terms of academic performance, relationship, and attitudes and behaviours. The overall mean is 3.42, described as high, with a standard deviation of 1.07. The very high level could be attributed to the high ratings given by the respondents in all indicators. This entails that the respondents' responses to the level of use of social media are positive in terms of academic performance, relationship, and attitudes and behaviours.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.60 or high attitudes and behaviour with a standard deviation of 1.12; 3.48 or high relationship with a standard deviation of 1.19; and 3.42 or high academic performance with a standard deviation of 1.13.

Table 2. Level of Computer System Servicing Students' Use of Social Media

Indicators	Mean	SD	Descriptive Equivalent
Academic Performance	3.48	1.19	High
Relationship	3.42	1.13	High
Attitudes and Behaviour	3.36	1.12	High
Overall	**3.42**	**1.07**	**High**

Level of Computer System Servicing Students' Learning Styles

Shown in Table 3 are the mean scores for the indicators of Computer system servicing students Learning Style, with an overall mean of 3.47 and described as high with a standard deviation of 1.11. The very high level could be attributed to a high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of Learning Style are much positive in terms of visual learning style, auditory learning style, and kinesthetic learning style.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.49 or high kinesthetic learning style with a standard deviation of 1.19; 3.48 or high auditory learning style with a standard deviation of 1.11; and 3.45 or high visual learning style with a standard deviation of 1.19.

Table 3. Level of Computer System Servicing Students' Learning Styles

Indicators	Mean	SD	Descriptive Equivalent
Visual Learning Style	3.45	1.19	High
Auditory Learning Style	3.48	1.11	High
Kinesthetic Learning Style	3.49	1.19	High
Overall	**3.47**	**1.11**	**High**

Level of Computer System Servicing Students' Study Habits

Table 4 presents the mean scores of Computer system servicing students study habits as perceived by the school educators in terms of motivation, organizing and planning your work, and note-taking and reading. The

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overall mean is 3.53 with an equivalent description of very high and with a standard deviation of 1.17. This implies that the respondents' responses to the level of Computer system servicing students study habits are much positive in terms of motivation, emotional organizing and planning your work, and note-taking and reading.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.58 or high note-taking and reading with a standard deviation of 1.26; 3.52 or high motivation with a standard deviation of 1.17; and 3.50 or high for organizing and planning your work with a standard deviation of 1.21.

Table 4. Level of Computer System Servicing Students' Study Habits

Indicators	**Mean**	**SD**	**Descriptive Equivalent**
Motivation	3.52	1.17	High
Organizing and Planning your Work	3.50	1.21	High
Note-taking and Reading	3.58	1.26	High
Overall	**3.53**	**1.17**	**High**

Significance on the Relationship Between Computer System Servicing Students' Use of Social Media and Study Habits

One crucial purpose of this study is to determine whether or not Computer System Servicing Students' use of social media has a significant relationship with study habits. Shapiro wilk was used to determine the correlation between the two variables. The results of the computation are shown in Table 5.

Likewise, the results revealed that use of social media and students' study habits have a significant relationship. This result is due to a p-value of <.001, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis which stated that there is no significant relationship between Computer system servicing students use of social media and study habit is rejected. Moreover, Spearman's rho value which is 0.775 further means that there is a low correlation between use of social media and study habits.

Table 5. Significance on the Relationship Between Use of Social Media and Study Habits

		Use of Social Media
Study Habits	Spearman's rho	0.775
	p-value	<0.01

*Significance at 0.05 significance level significance level

Significance of the Relationship Between Computer System Servicing Students, Learning Style and Study habits

Another crucial purpose of this study is to determine whether Computer system servicing students' learning style has a significant relationship with study habits. Shapiro wilk was used to determine the correlation between the two variables. The results of the computation are shown in Table 6

Likewise, the results revealed that learning style and study habits have a significant relationship. This result is due to a p-value of <0.01, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis, which stated that there is no significant relationship between Computer system servicing students' learning style and study habits, is rejected. Moreover, Spearman's rho value, which is 0.869, further means that there is a moderate correlation between the use of social media and study habits.

Table 6. Significance on the Relationship Between Learning Style and Study Habits

		Learning Style
Study Habits	Spearman's rho	0.869
	p-value	<0.01

*Significant at 0.05 significance level

Multiple Regression Analysis on the influence of the Domain of Computer System Servicing Students' Use of Social Media and Study Habits

The data shown in Table 7 are the regression coefficients to test the significant influence of Computer system servicing students' use of social media and study habits among Lorenzo S. Sarmiento Sr. National High School. Using the Multiple Regression Analysis, the data revealed that the influence of Computer system servicing students' use of social media and study habits among Lorenzo S. Sarmiento Sr. National High School has a f-value of 115.286 and a corresponding significance p-value of <.001, which is significant.

This means that the level of Computer system servicing students' use of social media influences study habits since the probability is less than 0.05. The coefficient of determination (R^2), which is 0.678, connotes that 67.8% of the variation in the level of Computer system servicing students' use of social media influences study habits. The remaining 32.2% is chance variation, which suggests that other factors beyond the scope of this study may also be attributed to Computer system servicing students' study habits.

Table 7. Multiple Regression Analysis on the influence of the Domain of Computer System Servicing Students' Use of Social Media on the Study Habits

Computer System Servicing Use of Social Media	**Coefficient**	**t-value**	**p-value**	**Decision $\alpha = 0.05$**
Academic Performance	0.573*	6.607	<0.001	*H0* is rejected
Relationship	0.058*	0.630	0.530	*H0* is not rejected
Attitudes and Behaviours	0.236*	2.940	0.004	*H0* is rejected

Dependent Variable: Study Habits

p < 0.05 R= 0.824 R^2= 0.678 F-value= 115.286 p-value <.001

Multiple Regression Analysis on the Influence of the Domain of Computer System Servicing Students' Learning Style and Study Habits

Data shown in Table 8 are the regression coefficients to test the significant influence of Computer system servicing students' learning style and study habits. Using the Multiple Regression Analysis, the data revealed that the influence of Computer system servicing students' learning style and study habits` has f-value of 331.379 and corresponding significance p-value of <.001 which was significant.

This means that the level of Computer system servicing students' learning style influences the study habits since the probability is less than 0.05. The coefficient of determination (R^2) which is 0.858 indicates that 85.8% of the variation in the level of Computer system servicing students' learning style influences the study habits. The remaining 14.1% is chance variation which suggests that other factors beyond the scope of this study may also be attributed to study habits.

Table 8. Regression Analysis on the Influence of the Domain of Computer System Servicing Students' Learning Style and Study Habits

Computer System Servicing Students Learning Style	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Visual Learning Style	0.218*	3.416	<.001	*H0* is rejected
Auditory Learning Style	0.324*	4.864	<.001	*H0* is rejected
Kinesthetic Learning Style	0.431*	6.834	<.001	*H0* is rejected

Dependent Variable: Study Habits

p<0.05 R=0.926 R^2=0.858 F-value=331.379

p-value <.001

DISCUSSIONS

Level of School Computer System Servicing Students' Use of Social Media

The previous research with Computer System Servicing learners at Lorenzo S. Sarmiento Sr. National High School validated that use of social media greatly contributes to academic involvement and learning processes. This coincides with the finding of Dennen & He (2024), whose study emphasized that use of social media can contribute positively to learners' outcomes. Their study also determined that effective use of social media enhances learning potential, resource access, and learning through peer interaction, thus improving academic performance. Al-Hamad et al. (2022) also supported this by establishing that students with positive social media attitudes and behavior as a learning platform have higher engagement and improved academic performance. This reveals that thinking of social media as a learning platform rather than a distraction is a way that is effective in increasing learning outcomes.

Besides, Chowdhury (2024) found that social media facilitates collaborative learning, provides diverse content for learning, and supports student-instructor relationships, proving the importance of ethical use of social media. The study also pointed out that use of social media is utilized differently by different types of learning, which affects learning outcomes. Additionally, Ndukwani & Ramhurry (2023) elucidated that students who actively participate in discussions on social media will tend to experience better learning outcomes. Their study supported that identification of the academic value of social media encourages student participation and better learning relationships.

Level of Computer System Servicing Students' Learning Style

The existing study of Computer System Servicing students of Lorenzo S. Sarmiento Sr. National High School indicated a high level of adapting different learning styles, such as kinesthetic, auditory, and visual learning styles. This adaptability portrays students' good attitudes and their ability to adapt to different teaching styles, resulting in an effective environment for academic achievement. By knowing and determining their learning style, students can improve their study skills and unlock their learning potential. The study emphasized that kinesthetic learning style stood out as the most influential factor, garnering a very high mean score. Consistent with Putri (2022), kinesthetic learning style is most effective when combined with interactive pedagogy like hands-on demonstrations and remedial practice. Likewise, Acharjee et al. (2023) stressed that kinesthetic exercises enhance understanding and interaction, underscoring the necessity for experiential methods in the curriculum of Computer System Servicing to facilitate student learning.

The research also validated the importance of the auditory learning style in enhancing the performance of students. Jafarian and Kramer (2023) discussed that auditory learners are favored by oral instructions, debates, and lectures, which enhance engagement and memory. Liu et al. (2024) also validated that auditory learning

enhances the motivation and performance of students, especially when complemented with group discussion and audio resources. Moreover, the study pointed out that the visual learning style has the capability to promote the processing and memorization capacity of students even though it ranks lower compared to other styles. Jamal and Mustaffa (2023) identified that visual learning style elements of communication significantly support recall and learning achievements. Similarly, Qasserras (2024) highlighted that visual aids in high school learning enhance critical thinking and address varied learning requirements, affirming the merit of visual learning in enhancing academic performance.

Level of Computer System Servicing Students' Study Habits

The third chapter gave findings on the study habits of Computer System Servicing students of Lorenzo S. Sarmiento Sr. National High School, and these were classified as high. Note-taking and reading, motivation, and planning and organizing your work, the three indicators, were also very high rated, which shows the good academic practices of the students. This is a demonstration of the existence of a learning environment that encourages cognitive, behavioral, and affective investment. Delfino (2019) emphasized how learning the students' behavior is the foundation to build good teaching practices, remembering the need for these quality study habits. The findings also supported Bakri et al. (2022), emphasizing note-taking and reading through summarizing and highlighting improves understanding when reading alongside memorization. These active learning methods are also pivotal in enhancing learning outcomes.

The research further identified that motivation was the primary mover of students' performances in school. To affirm this, Nguyen (2021) noted that motivation interventions and affective arousal are also important in maintaining attention, particularly under difficult learning conditions such as online learning. Xuan (2022) further stated that both intrinsic and extrinsic motivation are needed in the development of autonomous learning, where students can learn actively, ask for help, and be curious. Finally, planning and work organization were noted as areas for improvement, in accordance with Langberg et al. (2020), who emphasized the significance of formal approaches like the Homework, Organization, and Planning Skills (HOPS) program. Building good planning skills is the key to getting things done, fulfilling deadlines, and better performance in academics. Building these skills can help in building students' emotional involvement, punctuality, and learning success as a whole.

Significance on the Relationship Between Computer System Servicing Students' Use of Social Media and Study Habits

The result of the research indicated that there was a high correlation between study habits and the use of social media among Computer System Servicing students. The p-value also indicated that there was a correlation between the two variables, in that as the use of social media increases among students, so does study habits. The inference of this is that students who use social media actually may be more adept at study habits, depending on the manner in which they utilize such websites.

This correlation is aligned with Bandura's (1977) Social Learning Theory (SLT), which is concerned with the manner in which individuals learning behavior, attitudes, and emotional responses through observing and emulating others. Social media provides an international forum that unites students with varying cultures and backgrounds and acquaints them with alternative study practices and academic conventions. Amsari et al. (2024) continues to highlight observational learning in which the students acquire new behavior watching others such as fellow students or lecturers through adopting productive study practice. Through cognitive processing and self-regulation, the learners assimilate such behavior into study habit, hence developing study habit and academic achievement.

According to research by Digal & Walag (2019), results confirm the role played by self-efficacy in seeking academic undertakings. Self-efficacy a belief that one can do an activity is one of the most influential determinants of students' motivation for study and learning. Jaelani et al. (2024) validate this fact through the aid of reciprocal determinism, a concept of SLT, which defines that cognitive, behavior, and environmental

variables interact continuously to influence learning outcomes. Social media provides a platform through which students can monitor, think, and acquire good learning habits through interactions with peers and teachers.

Social media is especially both an enabler and instigator of distraction for learning habits. Al-Mahmood (2023) posits that SLT has a robust theoretical basis that captures the dynamic interaction among social, cognitive, and environmental factors in learning. How learners utilize social media to acquire learning material, engage in learning forums, or adopt learning approaches affects their achievement in learning to a great extent. This is based on the assumption that social media can be used under guidance and purpose to initiate academic engagement in order to allow students to resolve their learning issues as well as enhance study methods

Significance of the Relationship Between Computer System Servicing Students, Learning Style and Study habits

The study results show a surprising relationship between learning style and study habit among Computer System Servicing students. The relationship shows that students' favored learning styles, visual, auditory, and kinesthetic learning style, are strongly related to their study habits, yielding high correlation between these two variables. Therefore, the null hypothesis that there is no relationship between learning style and study habit is rejected. This finding illuminates significantly the manner in which the unique learning styles of students shape study habits to justify balancing study habits and learning styles for better performance.

Various categories of learners possess varying study habits that determine their engagement and academic performance. This is testified to by Kolb's (1984) Experiential Learning Theory (ELT) where learning is described as a cycle of four steps: concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to Anderson & Thompson (2021), learners are more motivated if the learning style they are supposed to learn is one of their most preferred. Visual learners, for instance, can be accommodated through reading and note-taking, auditory learners through discussion and lectures, and kinesthetic learners through practice. This would then suggest the need for tailored learning methods, wherein students are afforded the opportunity to acquire study skills through mechanisms most appropriate to the way they learn and receive information. This aligns with prior research that stressed the component of flexibility in learning styles.

Furthermore Rahmi (2019) posits the acknowledgement of students' learning style supports critical thinking, teamwork, and creativity and, therefore, Kolb's Experiential Learning Theory is applicable to every level of learning. Phan (2023) also propounds blending Kolb's ELT with Bandura's Social Learning Theory that explains the ability of students to learn by watching and following exemplary studying practices to account for better performance. The holistic focus is putting the onus on the significance of adaptive learning models for their capacity to foster the self-management, motivation, and learning interest of the learners. With the capacity to connect study skills to learning style, it places it as the imperative for schools to include sensitivity to differentiated learning approaches in curricular planning.

Lastly Almeida & Nascimento (2023) believe that the learning programs should be structured in such a manner that they take into account the differential learning tendencies of the learners since this leads to increased participation, retention, and academic performance. By the implementation of the use of learning strategies sensitive to diverse cognitive styles, students are made capable of building good study habits, thus leading to improved academic performance.

Multiple Regression Analysis on the influence of the Domain of Computer System Servicing Students' Use of Social Media and Study Habits

The multiple regression test of the effect of Computer System Servicing students' learning styles on their study habits revealed that all the three learning styles namely visual, auditory, and kinesthetic have roles to play in shaping different students' study behavior. The tests indicated a statistical relationship between study habits and the learning styles thereby accepting the null hypothesis that claimed there was no relationship between

the variables. This discovery indicates that the most desired way in which students take in and process information has a direct influence on their study style.

Kolb's Experiential Learning Theory (1984) offers a theory that describes this relationship, highlighting a cyclical process of learning by concrete experience, reflective observation, abstract conceptualization, and active experimentation. In Kolb's view, unique learning styles of individual students determine how they approach educational content and then influence their study habits. For example, Anderson & Thompson (2021) explain how gifted students gain from immediate experiences and tend to appreciate individualized learning strategies implemented in response to heightening academic performance. This suggests that reflective students might adore reading notes and self-assessment, whereas active students might be suitable for action projects and debates. All these facts support the significance of matching study methods with student learning styles to reinforce achievement in learning.

To substantiate this point, Rahmi (2019) observes that critical thinking, teamwork, and creativity are integral parts of learning strategies that work, contributing to the importance of adaptive learning mechanisms. Implementation of Kolb's model at different levels of education finds applicability to influencing students' learning patterns as well as academic achievement. Additionally, Phan (2023) suggests the adoption of Kolb's Experiential Learning Theory, Bandura's Social Learning Theory, and Buddhist philosophies to come up with a holistic personal and academic development strategy. Holistic implies that the learning habits of students can be further enhanced if learning styles are adjusted in alignment with individual ability so that interest and self-regulation of academic content are enhanced.

Furthermore, Almeida & Nascimento (2023) emphasize the need to apply Kolb's model in designing education programs that are congruent with students' learning styles to ensure study approaches capture significant learning experiences. This process enables the need for teachers to apply individualized teaching strategies to allow students to acquire effective study habits that enhance their academic potential.

Multiple Regression Analysis on the Influence of the Domain of Computer System Servicing Students' Learning Style and Study Habits

Multiple regression analysis of the effect of learning styles on study behavior of Computer System Servicing students revealed visual, auditory, and kinesthetic learning styles were having a significant impact on the study behavior of students. Among these, the most impacting was kinesthetic learning style, followed by the auditory learning style, and then the visual learning style. This implies that students who acquire knowledge through direct experience and application develop more effective study habits than students who learn primarily through the visual or auditory senses.

Research by Magulod (2019) explored how much the preferred learning styles of Filipino university students, for example, visual, group, and kinesthetic, are connected to their study habits and performance. The study found that students who applied kinesthetic learning were more academically competent and had effective study habits, validating the hypothesis that active and experiential learning processes yield higher student involvement and retention. This is in line with the present findings as they reveal that kinesthetic learning is the greatest determinant of study habits.

Moreover, Autida (2024) analyzed how learning styles contribute to math achievement among junior high school students. The study indicated that auditory learning was prevalent but that kinesthetic learning styles correlated more with the achievement of math. This justifies further the fact that great advantages are received by students when they experience movement and hands-on learning activities, further supporting active engagement in worthwhile study habits.

CONCLUSION

According to the findings of the study, the following conclusions were made about Computer System Servicing students' use of social media and learning style's impact on study habits. The study concludes that

the degree of impact of use of social media was high, especially in its indicators: academic performance, relationships, and attitudes and behavior. In the same way, the study also discovered that the extent of influence of learning style was high, with strong contributions from visual, auditory, and kinesthetic learning styles. Furthermore, the general extent of study habits among Computer System Servicing students was high, covering the areas of motivation, planning and organizing your work, and note-taking and reading.

As against the theoretical presumption of non-significant correlation, the study found that use of social media as well as learning style correlate significantly with study habits, as studied through Shapiro wilk product-moment correlation. More specifically, it was seen that students' use of social media had a very high correlation with their study habits, and that learning style too showed a strong correlation with study habits.

Furthermore, the multiple regression analysis revealed that not all domains of use of social media and learning style equally influence study habits. In the regression analysis on use of social media, academic performance and attitudes and behavior were found to have a significant impact on study habits, whereas relationships did not show a significant influence. This implies that the way in which students use of social media for scholarly uses and their behavioral patterns are more important determinants of how they study than their online social connections.

Equally, the regression for learning style reflected that the study habits of the students were impacted by all the three learning styles visual, auditory, and kinesthetic learning style significantly, among which the largest impact was reported to be in kinesthetic learning style, then auditory learning style, and lastly, the visual learning style. This establishes the need for hands-on experiential teaching methods to induce improved study habits among the learners.

In summary, the research offers robust evidence that Computer System Servicing students' use of social media and their learning style preferences have a significant impact on their study habits. The findings highlight the importance of educators creating interventions that foster effective social media use for academic work and adjusting teaching methods according to students' varying learning styles to improve their study habits and academic performance.

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