

Use of Social Media among Criminology Student in Relation to the Academic Performance

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ABSTRACT

This study assessed the use of social media among criminology students and its relationship to academic performance. It examined the impact of four major platforms—Facebook, YouTube, TikTok, and Instagram—on students' General Weighted Average (GWA) for the academic year 2021–2022. Using a descriptive-quantitative approach, the study involved 100 officially enrolled criminology students. Results showed that most respondents were aged 19–22 and that gender representation was nearly equal. Facebook emerged as the most frequently used platform, but TikTok had the strongest perceived impact on academic performance. A high positive correlation was found between social media usage and academic performance, indicating that students often use these platforms not only for entertainment but also for educational purposes. The findings suggest that when used purposefully, social media can enhance students' academic engagement.

Keywords: TikTok, Facebook, Instagram, YouTube, academic performance, criminology students

INTRODUCTION

Social media has become a central tool in communication and education globally. Defined as Web 2.0-based internet applications that facilitate content creation and interaction (Rowan et al., 2016), social media platforms have increasingly been integrated into academic settings. Research indicates both positive and negative impacts on student learning. For instance, Gurcan (2015) emphasized its role in reducing isolation, fostering tolerance, and supporting collaborative learning. In contrast, Acheaw and Larson (2015) found negative correlations between excessive use and academic performance. This study aims to critically assess how criminology students use social media and whether such usage correlates with their academic outcomes.

Objectives

1. to look into the profile of the respondents in terms of age, sex, and year level;
2. to know the social media platforms used by the student;
3. to investigate the use of social media to student performance in terms of Facebook, YouTube, TikTok, and Instagram;
4. to inquire the General Weighted Average (GWA) of the students during the first (1st) semester and the second (2nd) semester of the school year 2021-2022; and
5. to find out the significant relationship between the use of social media and students' performance.

METHODOLOGY

A descriptive-quantitative research design was employed. The sample consisted of 100 criminology students enrolled during the 2021–2022 academic year at Jose Rizal Memorial State University. Respondents were

selected via stratified sampling based on year level. A two-part survey instrument was used. Part one captured demographic data and social media usage frequency; part two measured perceived academic impacts through a Likert-scale questionnaire adapted from Amin et al. (2016), and modified to align with the criminology context.

Instrument Validation

To ensure reliability and validity, the survey instrument underwent expert review by three faculty members specializing in educational research and criminology. A pilot test was conducted with 15 non-participant students, resulting in a Cronbach's Alpha of 0.87, indicating high internal consistency.

GPA Verification

Respondents' GPA data for the 1st and 2nd semesters were collected with consent and verified through the university registrar.

RESULTS AND DISCUSSION

The presentation, analysis, and interpretation of the data presented here are arranged in the order of the study's objectives.

Table 1. Profile of the Respondents in Terms of Age, Sex, and Year Level

Age	Frequency	Percent
19 to 22 years old	83	83.0
23 to 25 years old	17	17.0
26 years and above	0	0
Total	100	100
Sex	Frequency	Percent
Male	49	49.0
Female	51	51.0
Total	100	100
Year Level	Frequency	Percent
2 nd Year Level	15	15.0
3 rd Year Level	49	49.0
4 th Year Level	36	36.0
Total	100	100

Profile of Respondents

Most participants were aged 19–22 (83%), with nearly equal gender representation. The majority were in their 3rd and 4th year levels, aligning with course maturity, where social media engagement may vary.

Social Media Usage

Facebook was the most frequently used platform (42%), followed by YouTube, TikTok, and Instagram. This aligns with global trends reported by Statista (Dixon, 2023).

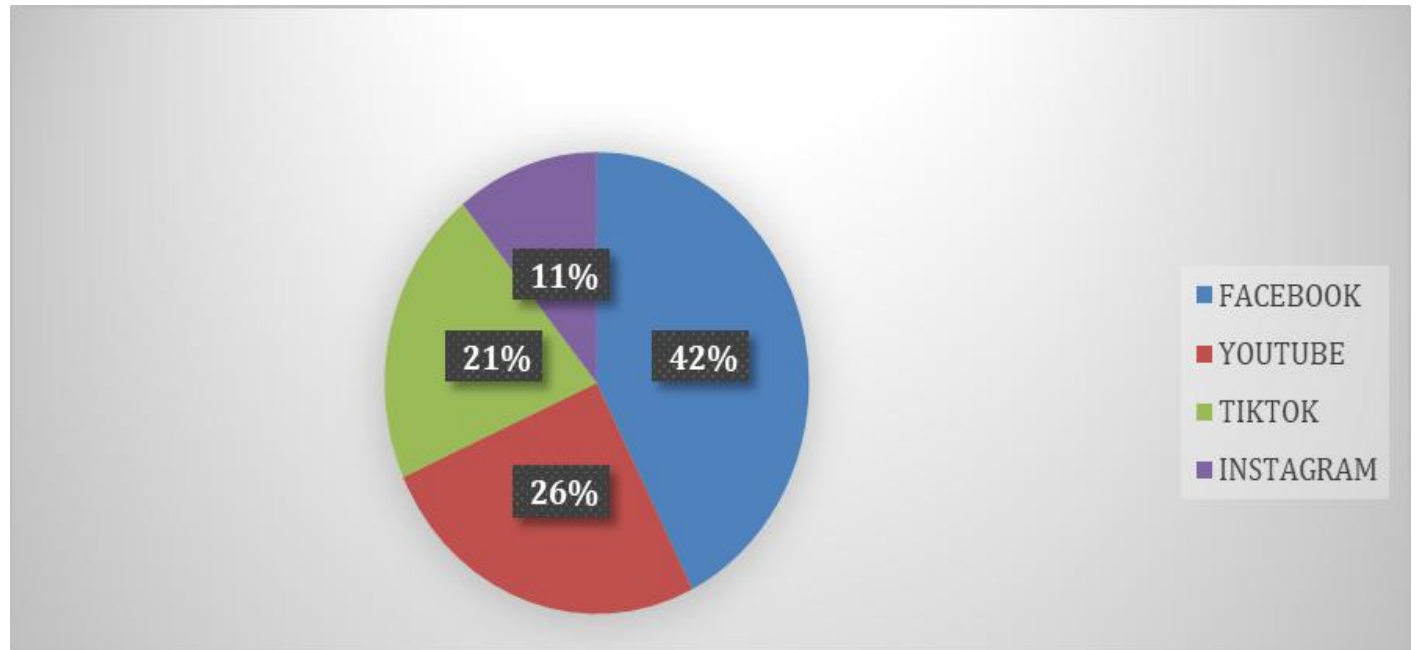


Table 2. Uses of Facebook on Students academic Performance

Statements	Weighted Mean	Interpretation
Facebook positively affect my study timings in routine life	1.73	Strongly Disagree
I timely submit my assignments whether spending time on Facebook	4.12	Agree
Groups and pages related to studies are created by scholars on Facebook helps students in their study	4.5	Strongly Agree
Facebook has a positive effect on students' academic life	3.9	Agree
I find it flexible to focus on work by logging into Facebook as it helps me to remain in contact with classmates	1.9	Disagree
Total Weighted Mean	3.23	Agree

Legend: Score Range; 1:00-1.80 (strongly disagree); 1.81-2.60 (disagree); 2.61-3.40 (undecided); 3.41-4.20 (agree); 4.21-5.00 (strongly agree)

Facebook

Table 2 reflects the effects of Facebook usage on students' academic performance. Respondents strongly disagreed with the statement that Facebook positively affects their study schedules in day-to-day life. This suggests that students do not view Facebook as having a beneficial influence on their regular study habits. Similarly, respondents disagreed with the idea that Facebook is a flexible platform for academic connectivity or that it meaningfully helps maintain contact with classmates for academic purposes. These responses indicate that the balance between social media engagement and academic responsibilities is crucial; attempting to manage both simultaneously appears to disrupt students' concentration and ability to stay focused on their studies.

These findings align with the results of Altaany and Jassim (2013), who found that increased time spent on Facebook was associated with reduced engagement in educational activities, negatively impacting students' grade point averages. Likewise, Haq and Chand (2013) reported that time spent on Facebook, especially among male students in Pakistan, detracted from academic focus and led to decreased performance. However, not all responses reflected a negative view. Students agreed that Facebook contributes to the timely submission of assignments and school-related tasks, even when used during their leisure time. Additionally, they recognized the positive academic value of joining Facebook groups and pages curated by educators and scholars, which they found beneficial to their studies.

These mixed findings are supported by Lambić (2016), who reported a positive correlation between using Facebook strictly for educational purposes and students' academic performance. The study noted that Facebook can be a valuable academic aid when its use is intentional and limited to learning contexts. Similarly, Barczyk and Duncan (2013) highlighted that Facebook's comment functions facilitate academic discussions and peer support, helping students build a sense of academic community. Moreover, Rambe (2013) noted that Facebook statuses were perceived as helpful by some students, particularly in identifying knowledge gaps and initiating subject-specific discussions with peers who had a stronger grasp of the content, thereby enhancing understanding and performance.

Overall, the results suggest that while Facebook can be distracting and less beneficial when used for non-academic purposes, it has the potential to support academic performance when used deliberately for educational engagement.

Table 3. Uses of YouTube on Students' Academic Performance

Statements	Weighted Mean	Interpretation
YouTube aided me in my research works on my academics	4.90	Strongly Agree
I can multitask doing my assignments and browsing YouTube	1.86	Disagree
YouTube Channels managed by scholars intended for academic purposes helps in my scholarly works	4.78	Strongly Agree
Vlog content has affects students' insights	4.07	Agree
Videos and other materials found in YouTube explains other topics assigned in school	4.88	Strongly Agree
Total Weighted Mean	4.10	Agree

Legend: Score Range; 1:00-1.80 (strongly disagree); 1.81-2.60 (disagree); 2.61-3.40 (undecided); 3.41-4.20 (agree); 4.21-5.00 (strongly agree)

YouTube

Table 3 presents the effects of YouTube usage on students' academic performance. Respondents disagreed with the statement that students can effectively multitask by doing academic assignments while browsing YouTube. This suggests that the students surveyed tend to maintain more traditional study habits, preferring to focus on one task at a time to ensure full concentration and better outcomes.

This finding aligns with Manwaring et al. (2017), who found that multitasking, particularly in blended learning environments, leads to diminished performance. Their study emphasized that the human brain has a finite cognitive capacity, and dividing attention among multiple tasks can compromise performance on the primary task. This supports the idea that students who avoid multitasking while using YouTube may be intentionally preserving focus to optimize learning.

On the other hand, respondents agreed that vlog content—particularly from influencers and YouTubers—affects their insights and perceptions. The influence of digital personalities on youth is increasingly evident. Melendres (2019) noted that while students are drawn to YouTube primarily for entertainment, the platform's content, such as reaction videos and lifestyle vlogs, deeply engages students, often leading to prolonged screen time. He further emphasized the need for students to manage their time on YouTube to avoid distractions from academic responsibilities.

Most notably, there was strong agreement among respondents that YouTube positively supports academic research. Educational channels managed by scholars and academic institutions were recognized as beneficial, particularly in explaining complex topics. These findings support the conclusions of Sharma and Sharma (2021), who emphasized YouTube's transformative role in modern education. Their study noted that YouTube adds an interactive and global dimension to learning, breaking the limitations of traditional rote methods. By providing access to a variety of teaching styles and perspectives from around the world, YouTube allows students to enhance conceptual understanding and actively engage in visual, meaningful learning.

Overall, while YouTube may present potential distractions, the platform also serves as a powerful supplementary tool for academic growth, especially when students use it responsibly and purposefully.

Table 4. Uses of TikTok on Students' Academic Performance

Statements	Weighted Mean	Interpretation
Tiktok affects the way of speaking or writing of students	3.99	Agree
Tiktok can be an effective tool for E-learning for students	4.56	Strongly Agree
Tiktok change the behavior of students in effective manner	4.93	Strongly Agree
Tiktok is more effective in communicating with our friends	3.30	Undecided
Videos and other materials found in Tiktok affects the behavior of student	4.88	Strongly Agree
Total Weighted Mean	4.33	Strongly Agree

Legend: Score Range; 1:00-1.80 (strongly disagree); 1.81-2.60 (disagree); 2.61-3.40 (undecided); 3.41-4.20 (agree); 4.21-5.00 (strongly agree)

TikTok

Table 4 presents the effects of TikTok usage on students' academic performance. The results show that only one statement, regarding the effectiveness of TikTok in facilitating communication with friends, received an Undecided rating, with a general weighted mean of 3.30. Meanwhile, respondents agreed that TikTok affects their manner of speaking and writing. Moreover, there was strong agreement that TikTok can serve as an effective tool for e-learning, with educational videos and materials on the platform significantly influencing students' behavior. The highest-rated item, with a weighted mean of 4.93, indicated that TikTok can positively and effectively change students' behavior.

These findings are consistent with the study conducted by Febrianti (2022), which revealed that TikTok had a significant positive effect on students' academic achievement. According to her study, 84% of students found it easier to understand course materials using TikTok, while 80% reported increased motivation to study. Based on these results, Febrianti recommended the integration of TikTok as a teaching and learning tool, particularly in improving learning outcomes among pharmacy students. In summary, while traditionally viewed as an entertainment platform, TikTok is increasingly recognized for its educational potential, capable of enhancing

student engagement, motivation, and learning behaviors.

Table 5. Uses of Instagram on Students' Academic Performance

Statements	Weighted Mean	Interpretation
It's my routine habit to use Instagram in my daily life	3.6	Agree
Usage of Instagram sites in my routine life affect my academics	1.36	Strongly Disagree
Students share study material on Instagram that helps other students which are weak in studies performance	3.81	Agree
I prefer to express my ideas and feelings on Instagram	3.25	Undecided
My membership on Instagram website is important	1.83	Disagree
Total Weighted Mean	2.77	Undecided

Legend: Score Range; 1:00-1.80 (strongly disagree); 1.81-2.60 (disagree); 2.61-3.40 (undecided); 3.41-4.20 (agree); 4.21-5.00 (strongly agree)

Instagram

Table 5 presents the effects of Instagram usage on students' academic performance. The data reveal a general trend of disagreement regarding Instagram's positive influence on academics. Specifically, the statement that Instagram usage in students' daily routines affects their academic performance received a weighted mean of 1.36, interpreted as Strongly Disagree. Likewise, respondents disagreed with the importance of Instagram membership for academic success.

On the other hand, the statement regarding self-expression of ideas and feelings through Instagram yielded a weighted mean of 3.25, interpreted as Undecided, suggesting that students are neutral about Instagram's role in fostering academic self-expression. Two other statements, however, received agreement from respondents: first, that Instagram has become part of students' daily routines, and second, that sharing study materials on Instagram helps academically weaker students. These agreements imply that, although Instagram may not be viewed as a primary academic tool, it plays a minor supportive role in collaborative learning.

The findings are supported by Akram and Kumar (2018), who noted that Instagram, as a social media platform, allows students to share educational content and facilitates the quick dissemination of academic information across different locations, including international settings. It enables students to communicate and share ideas rapidly, enhancing connectivity and collaborative learning efforts.

However, Ahmed (2020), in his study titled "An Empirical Study to Analyze the Impact of Instagram on Students' Academic Results," found no significant correlation between Instagram usage and students' academic results. His correlational and comparative analyses both indicated that there were no meaningful differences in academic performance between high and low Instagram users. This mixed body of evidence suggests that while Instagram can be a platform for educational sharing, it does not have a strong direct influence on academic success, aligning with the undecided perceptions of students in the present study.

Table 6. Summary of Uses of Social Media on Student Academic Performance

Social Media	Weighted Mean	Interpretation
Facebook	3.23	Agree

Youtube	4.10	Agree
Tiktok	4.33	Strongly agree
Instagram	2.27	Undecided
Total Weighted Mean	3.48	Agree

Legend: Score Range; 1:00-1.80 (strongly disagree); 1.81-2.60 (disagree); 2.61-3.40 (undecided); 3.41-4.20 (agree); 4.21-5.00 (strongly agree)

Table 6 presents a summary of the uses of social media in relation to students' academic performance. The table displays the different social media platforms along with their corresponding weighted mean scores and interpretations. The overall weighted mean of 3.48, interpreted as Agree, suggests that respondents generally perceive social media as having a significant role in enhancing their academic performance.

This result aligns with several previous studies. Tamayo and Dela Cruz (2014) examined the relationship between students' use of social media sites and their academic performance. They found that excessive use of social media can interfere with students' learning processes and attendance, implying both positive and negative impacts. Their findings, plotted through a scatter diagram, showed a clear association between social media usage and academic outcomes, suggesting that academic success and social media influence each other. In contrast, Desmal (2017) emphasized the positive contributions of social media to academic development. His study noted that social media helps students build relationships, access personalized course content, engage in collaborative learning activities, share academic information, participate in online group discussions, and improve learning motivation. Similarly, Alamri (2019) highlighted that social networking platforms assist students in engaging more flexibly with their instructors, promoting flexible learning methods such as e-learning. These platforms have transformed traditional education by providing students and educators with additional tools to facilitate learning beyond the classroom.

Overall, the findings suggest that while social media can present challenges if misused, it is generally perceived as a beneficial tool for academic engagement and achievement when properly managed.

Table 7. Student's General Weight Average (GWA) in 1st and 2nd Semester of the S.Y 2021-2022

School Year 2021 – 2022	(1 st) semester	(2 nd) semester
Academic Performance (General Weighted Average)	1.611	1.644
Interpretation	Very Satisfactory	Very Satisfactory

Table 7 presents the General Weighted Average (GWA) of the respondents for the 1st and 2nd semesters of the school year 2021–2022. During the 1st semester, the students attained a GWA of 1.611, while in the 2nd semester, they achieved a slightly lower GWA of 1.644, resulting in a minimal difference of 0.033. This minor decrease in academic performance is commonly observed in university settings, where fluctuations across semesters may be influenced by varying course demands, subject difficulty, and external factors impacting students' academic focus. Nevertheless, both semesters were classified as Very Satisfactory based on institutional grading standards.

The findings of this study are not entirely contradictory but somewhat different from those of De Guzman (2017) in his research titled “Students' Use of Social Media: Its Relationship to Academic Performance and Technology Ethics Design” conducted at Apayao State College, Luna Campus. De Guzman reported an average academic performance among students, with a mean GWA of 2.16, categorized as Satisfactory. In his study, students' performance ranged from Very Low (2.76–3.00) to Very High (1.00–1.25), with 50.82% achieving a satisfactory

rating, followed by 32.57% fair, 12.05% very satisfactory, 4.23% poor, and 0.33% outstanding.

In comparison, Criminology students at Jose Rizal Memorial State University (JRMSU) showed stronger academic performance, maintaining Very Satisfactory ratings across both semesters evaluated. This suggests that JRMSU Criminology students excel academically relative to students from other State Universities and Colleges (SUCs). Given that the Bachelor of Science in Criminal Justice Education is a licensure board program, maintaining high academic achievement is vital not only for classroom excellence but also for preparation in passing the Criminology Licensure Examination.

Table 8. Relationship between the Effects of Social Media and Students' Performance

Pearson Correlation	0.781460207
Significance (2-tailed)	0.0001053
N	100
Interpretation	High Positive Correlation
	Ho is rejected
	Significant
Correlation is significant at the 0.001 level (2-tailed)	

Legend: Size of Correlation Score Range; .90 to 1.00 (-.90 to -1.00) = Very High Positive (negative) correlation; .70 to .90 (-.70 to -.90) = High Positive (negative) Correlation; .50 to .70 (-.50 to -.70) = Moderate Positive (negative) Correlation; .30 to .50 (-.30 to -.50) = Low Positive (negative) Correlation; .00 to .30 (.00 to -.30) = Negligible Correlation

The relationship between the use of social media among criminology students and their academic performance is summarized in Table 8. With a significance level of 0.0001 and a Pearson correlation coefficient (r) of 0.7814, the findings indicate a strong positive correlation between social media use and academic performance. As a result, the null hypothesis (H_0) is rejected. This suggests that students who actively engage with social media, especially for academic purposes, tend to perform better academically.

Several studies support this positive relationship. Alnjadat et al. (2021) found that social media usage enhances academic performance when integrated effectively into students' educational activities. Similarly, Santoveña-Casal (2019) emphasized that both lecturers and learners who adopt social media platforms experience improved academic engagement and learning outcomes. Students often use social media to discuss assignments, exchange ideas, and access updated information, reinforcing its role as a modern educational tool (Alhababi et al., 2021).

However, there remains some cautionary evidence. According to Nthala (2019), while social media can serve as a valuable learning technology, it can also become a distraction if misused, leading to decreased academic focus. Likewise, Sobaih et al. (2020) highlight that although social media promotes connectivity and knowledge sharing, it can negatively impact students when academic purposes are overtaken by non-educational content.

Additionally, Sivakumar (2020) noted that social media platforms encourage collaborative learning beyond traditional classrooms and foster creativity among students. Career India (2021) reported that social media platforms are designed to allow users to follow educational sites, institutions, or experts of their choice, making the learning process dynamic and personalized.

In conclusion, the findings of this study align with recent literature: social media, when used appropriately, significantly contributes to academic success. Nonetheless, educators and students must be vigilant to ensure that its use remains focused on educational goals to maximize its benefits.

CONCLUSION

With the significant findings of the study, the following conclusions were drawn:

The study concludes that social media, when used responsibly and academically, positively correlates with student

performance. Criminology students utilize platforms such as TikTok and YouTube not just for entertainment but also as academic tools. Nevertheless, caution is warranted as excessive or misaligned usage may lead to diminished academic outcomes. Future research should expand the sample to include students from other campuses or regions for broader generalizability.

Ethical Consideration

Institutional ethics procedures were adhered to in this investigation. Before data collection, ethical approval was obtained from the research ethics committee. Following an explanation of the study's objectives and the voluntary nature of their involvement, informed consent was acquired from the participants. Anonymity and confidentiality were upheld during the entire investigation.

Conflict Of Interest

The writers disclose no conflicts of interest. In line with university regulations, they want to use this publication as a foundation for their request for institutional incentives from their university.

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