Social Media Influence on the Academic Performance of Senior High School Students in Borongan City

Lorie Emmanuel B. Arago

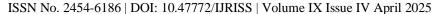**Graduate School, Eastern Samar State University, Main Campus**

ABSTRACT

This study aimed to investigate social media's influence on the academic performance of senior high school students. Specifically, aimed to identify the social media platforms that may influence the academic performance of senior high school students; determine the extent of influence of social media on the academic performance of senior high school students in terms of communication; social skills; and time management; determine the academic performance of senior high school students on their second semester of academic year 2024-2025 and assess the significant relationship between the extent of influence of social media to the academic performance of senior high school students. This study utilized a descriptive and correlational research design. The study was conducted in seven secondary public high schools offering senior high school programs in the Schools Division of Borongan City. Respondents of the study were chosen through stratified random selection. The researcher adopted a questionnaire with reference to the previous studies of Alomari (2019). Findings of the study revealed that Facebook shows the highest usage among senior high school students both for academic and social purposes. It is being followed by TikTok, Messenger, YouTube and Instagram. The study revealed the influence of social media to the academic performance of senior high school students in terms of communication, social skills and time management. From the result it shows that there is a high influence of social media to the academic performance of senior high school students in both communication and social skills. On contrary, average influence was evident to social media and academic performance of students in terms of time management. On the distribution of respondents in terms of academic performance, results show that most of the respondents belongs to Outstanding level (60.3%), followed by Very satisfactory level (33.5%) and Satisfactory level (6.2%). The results of the test of relationship between the extent of influence of social media and the academic performance of senior high school students reveal significant correlations that highlight the multifaceted role social media plays in education

Keywords: academic performance, social media influence, senior high school

INTRODUCTION

We are living in the networking era were everything rely in online world with the power of internet connection. People become *technophilic* and become active users of social media. The term *technophilic* refers to a person who are obsessed with the technology and couldn't live without using gadgets like smartphone, laptop, tablet and etc. We are using this gadget to connect and interact with our family, friends, relatives, co-workers and etc. Any web site that allows social interaction is considered as social media. The Philippines has one of the highest numbers of social network users across Southeast Asia, with social media penetration rate of approximately 67 percent as of January 2020. On average, Filipinos spent almost four hours using social media (Sanchez 2020).

During the outbreak of COVID-19 many things has change in the entire world including the educational system. Undoubtedly the social media brought a lot of useful things especially for educational purposes. Both teacher and students are dealing with it and facing the screens from time to time since face-to-face classes are highly restricted. Prior to that concern all schools and institutions must have to adopt and redesigned new curriculum which suitable that responds to the present needs of the community. Teachers are using another techniques for profession efficacy in these present times while experiencing the crisis in the Philippines. They can now upload

their modules, posting updates and information and even viewing and checking the output of the students. By doing the Facebook live, Messenger group and Facebook closed group. Through the social media and other form of SMS (Social Media Sites) powered by the Google Company. The students and teachers help to obtain relevant school matters and interact virtually along the learning process.

However, this is not just how it ends things, we should have to look upon the other viewpoint. In fact, the Department of Education along with various institutions are now implementing and embracing the new learning modalities both flexible and blended learning technique just to avoid the academic freeze. This is one of the reasons why students today are excessively checking their social media accounts like Facebook account and Messenger to update themselves about school matters whether they like it or not. But have we ever wondered how was the status of this kind of system since the day that the Department of Education or DepEd along with CHED or Commission on Higher Education begins to establish this new system in the entire Philippines.

The demands of empirical data to evidence the theory of previewed positive or negative influence of the use of social media in the learning activities and learning outcomes of students prompted this researcher to delve into this study. It becomes imperative therefore, that the establishment of a research-based data set to support the claim that there is an influence of social media to the way learners think and learn be made for educators towards the development of lesson innovations, capture learners' interest as this provides permanency of learning. The nature of learners and learning-being visuals demands for visual instructions and animated videos and sounds accelerates the learning and thinking process, thus, the researcher is interested in investigating how the social media really influenced the academic performance of senior high school learners.

The main purpose of this study is to investigate social media influence on the academic performance of senior high school students. This study aimed to attain the following specific objectives: identify the social media platforms that may influence the academic performance of senior high school students; determine the extent of influence of social media to the academic performance of senior high school students in terms of: communication; social skills; and time management; determine the academic performance of senior high school students on their second semester of academic year 2024-2025; determine the significant relationship between the social media platforms and the academic performance of senior high school students; and determine the significant relationship between the extent of influence of social media to the academic performance of senior high school students

METHODOLOGY

Research Design

This study utilized the descriptive and correlational research design. Saunders, et al (2020), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods. In this study it is descriptive in nature because the study aimed to accurately and systematically measure the different attributes of social media influence on the academic performance of senior high school students. Frequencies, mean, and percentages was used to determine the attributes influencing the two variables under study.

Moreover, it is correlational in nature because it tried to reveal the significant relationship between the social media influence on the academic performance and the academic performance of the senior high school students. A correlation research design was used when a study focuses on the current situation and the aim is to discover a new reality, according to Bordens & Abbot (2021). It is only useful when the data to be collected is about the current state, offering the importance of evidence, and concentrating on the most interesting items to say. In order to analyze the collected numerical data in the sense of the research, a descriptive analysis will be used.

Respondents of the Study

The respondents of the study were the 325 Grade 11 Senior High School Students in the Schools Division of

Borongan City. A stratified sampling was used in study on the influence of social media on the academic performance of senior high school students ensures that the sample is representative of different subgroups within the population. Stratified sampling involves dividing the population into distinct strata based on specific characteristics such as grade level, academic performance, and then randomly selected the participants from each stratum (Taherdoost, 2020). In this study, respondents were chosen in terms of their locale. In this context, stratifying the sample allows researchers to capture variations in how social media influences academic outcomes across different types of students. For instance, students who use social media frequently may have different academic performance patterns than those who use it less often. This method reduces sampling bias and ensures that the study's findings are more generalizable to the broader population of senior high school students.

Research Instrument

The researcher adopted a tool to investigate the social media influence on the academic performance of students. The researcher went through a series of literature reviews related to the major variables of the study that are declared in the objectives of the study in order to make sure that the construct definition is in line with applicable prior research and theory and to determine existing survey items significant for the current study. The researcher summarized the review of the literature in relation to the social media influence on the academic performance. The researcher worked to ensure that the items would be intelligible, straightforward, and prepared in accordance with current best practices in survey design as they were being created. This was accomplished by looking to a questionnaire that fairly represented the study's factors.

To achieve the first objective of the study, the researcher adopted a questionnaire by reference to the former studies, Alomari (2019) which contains 30 questions describing the social media influence on the academic performance of students based on three (3) indicators namely; communication, social skills, and time management. The researcher used a five-point Likert Scale for the responses of students in each indicator. Students' responses on the social media influence on the academic performance of students will be ranged from (1) Never, (2) Rarely, (3) Sometimes, (4) Often and (5) Always.

To achieve the second objective of the study, the researcher asked the over-all Grade Point Average (GPA) of the Second Semester of the School Year 2024-2025 through survey.

RESULTS AND DISCUSSION

Social Media Platforms that may Influence the Academic Performance of Senior High School Students

Social media platforms play a significant role in shaping the academic performance of senior high school students, as indicated shown in Table 1. Facebook, with the highest usage at 285 students (23.61%), is commonly used for both academic and social purposes. It offers groups and pages that facilitate information sharing, discussions, and collaborations on academic topics. However, it can also be a source of distraction due to the platform's social nature. TikTok, utilized by 248 students (20.55%), offers educational content through short-form videos, but its addictive nature and entertaining content can potentially detract from academic focus.

Similarly, Messenger, used by 232 students (19.22%), aids in communication and group work for school projects, but like other platforms, can also lead to time spent on non-academic conversations. YouTube, with 202 students (16.73%) as users, is a double-edged sword in academic performance. It serves as a valuable resource for tutorials and educational videos but can also be a time-consuming distraction with non-educational content. Instagram, used by 121 students (10.02%), primarily a visual-based platform, may offer fewer academic benefits compared to others but could influence students through educational influencers or communities. The overall influence of these platforms largely depends on how students balance academic use with personal entertainment.
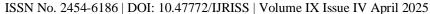
Table 1. Social media platforms that may influence the academic performance of senior high school students

Social Media Platforms	Frequency*	Percentage	Rank
acebook	285	23.61	1
TikTok	248	20.55	2
messenger	232	19.22	3
Youtube	202	16.73	4
Instagram	121	10.02	5
twitter	35	2.90	6
interest	24	1.99	7
LinkedIn	15	1.24	8.5
snapchat	15	1.24	8.5
WhatsApp	14	1.20	10
edit	11	.90	11
yspace	5	.40	12
Total	1,207	100.00	

*Multiple response

The results suggest that social media platforms have a diverse influence on senior high school students' academic performance, requiring educators and policymakers to carefully consider how these platforms can be integrated or managed in educational settings. Facebook, being the most utilized, shows potential as a tool for academic collaboration and engagement, consistent with findings that social media can enhance collaborative learning (Al-Ansi et al., 2021). However, the prevalence of platforms like TikTok and YouTube, which offer a mix of educational and entertainment content, raises concerns about distraction and time management. Research by Yeboah and Ewur (2021) highlights that excessive use of social media for non- academic purposes negatively impacts academic performance, which could explain why students' academic outcomes may vary based on their use of these platforms.

Influence of Social Media to the Academic Performance of Senior High School Students

Communication

Social media plays a critical role in enhancing communication among senior high school students, which can positively influence their academic performance. Table 2 shows that students perceive social media as a valuable tool for keeping up with news and technology, with a mean of

4.31 (SD = .898), interpreted as "Very High." This indicates that platforms like Facebook, YouTube, and Twitter serve as avenues for students to stay informed about the latest technological trends and developments, which can directly enrich their learning experience. With rapid advancements in education technology, students' ability to stay updated through social media gives them access to real-time information, enhancing their academic preparedness and performance.

Moreover, social media helps students stay informed about various events, reflected in the high mean score of 4.28 (SD = .839), which is also interpreted as "Very High." This suggests that students use social media not only for academic purposes but also to stay connected to school activities, webinars, and other academic-related events.

Platforms like Messenger and Instagram allow students to engage with educational events and resources, enabling them to access information that might be critical for their coursework or exams. Social media's ability to serve as a platform for communication and information dissemination underscores its positive impact on

students' academic engagement.

Furthermore, the role of social media in facilitating communication and collaboration is notable. Students rate their ability to transfer information through social media with a mean of 4.08 (SD = .897) as "High," emphasizing the ease with which they can share academic materials, updates, and reminders. Social media also fosters peer-to-peer knowledge exchange, with a mean score of 3.96 (SD = .919), and encourages collaborative work with a mean of 3.69 (SD =

.928). This indicates that while social media is effective for individual communication and information sharing, there is still room for improvement in its use for deeper academic collaboration. Nonetheless, it remains a significant tool for enhancing communication and academic cooperation among students, contributing positively to their overall academic performance.

Table 2. Influence of social media to the academic performance of senior high school students in terms of communication

Variables	Mean	SD	Interpretation
Social Media helps students be informed about various events	4.28	.839	Very High
Social media allows the students to exchange knowledge with their peers	3.96	.919	High
Social media lets students keep up with their friend's posts	3.75	.910	High
Social media were used to discuss class matters with t h e s t u d e n t s ' teacher	3.78	.971	High
Social media helps to keep up with news and technology	4.31	.898	Very High
Social media allows the students to discuss academic topics with their teacher and classmates.	3.87	.927	High
Social media helps students to be generally educated and knowledgeable	3.74	.992	High
Social media has revolutionized communication by providing instantaneous and interactive platforms to learners.	3.88	.839	High
Social media allows the students to engaged collaboration.	3.69	.928	High
Social media allows the students to use the virtual space to communicate and transfer information.	4.08	.897	High
Grand Mean	**3.94**	**.565**	**High**

The findings highlight the growing importance of social media as a communication tool in enhancing the academic performance of senior high school students. With students rating the ability of social media to keep them updated with news and technology, this aligns with recent research that emphasizes the role of digital platforms in facilitating access to educational resources and up-to-date information (Alamri et al., 2022). Social media's role in informing students about events further supports studies that show how social media platforms, such as Facebook and Twitter, help students stay engaged with academic events, conferences, and virtual learning activities (Pang, 2021). However, the lower ratings for knowledge exchange and collaboration suggest that while social media is effective for information transfer, its capacity for fostering deeper academic collaboration remains underutilized. This is consistent with studies indicating that while students use social media for communication, they may not fully exploit its collaborative potential for academic purposes (Kim & Cho, 2021). To address this, educational institutions could design interventions that promote collaborative learning on social media platforms, helping students move beyond basic communication to more meaningful academic interactions. Future research should also explore the potential of integrating social media as a formal learning tool in curricula, as its use continues to grow in educational settings (Rashid & Asghar, 2023).

Social Skills

Social media plays a significant role in shaping the social skills of senior high school students, which in turn influences their academic performance. With a mean of 4.16 (SD = .996), students reported using social media to keep in touch with friends and family, a behavior that fosters strong communication skills and emotional support networks. Staying connected to a broader social circle can positively impact students' academic lives by reducing feelings of isolation and stress, thus allowing them to focus better on their studies. Additionally, the ability to explore new social relationships, with a mean of 4.00 (SD = .946), suggests that students are using platforms like Facebook, Instagram, and TikTok to widen their social networks. These interactions may provide opportunities for academic collaboration or peer support, which are important for academic success.

Table 3. Influence of social media to the academic performance of senior high school students in terms of social skills

Variables	Mean	SD	Interpretation
Social media were used to keep in touch with friends and family.	4.16	.996	High
Social media were used to discuss class topics with classmates	3.84	.958	High
Social media were used to explore new social relationships with others	4.00	.946	High
Social media were used to improve social life	3.76	.995	High
Social media allows student to be part of others' social life	3.80	.935	High
Social media helps strengthen friendships	3.79	.985	High
Social media were used for entertainment purposes.	3.93	.952	High
Social media is an appealing platform for social interaction	3.84	.958	High
Social media allows the students showcase their talents and individual opportunities.	3.79	.998	High
Social media platforms provide unique avenue to refine social skills	3.69	.999	High
Grand Mean	**3.86**	**.599**	**High**

In terms of social engagement, students rated social media highly for entertainment purposes (mean = 3.93, SD= .952) and as a platform for social interaction (mean = 3.84, SD = .958). While entertainment is a common use of social media, it can also serve as a double-edged sword in academic performance. On one hand, social interaction through platforms can help students develop social skills like empathy, communication, and conflict resolution, which can translate into better teamwork and collaboration in academic settings. However, excessive use for entertainment can also detract from study time and focus. Still, the overall positive perception of social media for interaction suggests that students view it as an appealing way to balance social life with academic demands.

Additionally, social media serves as an important tool for academic-related communication, as students use it to discuss class topics with classmates (mean = 3.84, SD =

.958). This highlights how social media platforms, such as Messenger and group chats, are not just tools for entertainment but also for collaborative learning and academic support. The mean score of 3.80 (SD = .935) for social media allowing students to be part of others' social lives further suggests that the platforms help students maintain a sense of community, even in academic contexts. The findings on the influence of social media on the social skills and academic performance of senior high school students underscore the need for teachers to integrate digital platforms into the learning environment. Given that students reported using social media for discussing class topics, teachers can harness these tools to facilitate collaborative learning. By incorporating social media discussions into curricula, teachers can create opportunities for peer-to-peer interaction, enhancing communication skills and critical thinking. Research by Huang and Hew (2020) emphasizes that structured use of social media in educational settings can lead to improved student engagement and academic outcomes, suggesting that intentional integration of these platforms can bolster educational effectiveness.

Time Management

Social media has a notable impact on the time management skills of senior high school students, influencing their academic performance in both positive and negative ways. With a mean of 3.68 (SD = 1.03), students perceive social media as offering both opportunities and challenges for effective time management. On one hand, platforms like Facebook and Messenger can be valuable tools for academic collaboration, project coordination, and accessing information, which can improve students' ability to manage their time efficiently. On the other hand, the constant availability of social media and its wide array of content can serve as a distraction, pulling students away from more focused academic work.

The data also shows that students use social media to "pass the time," with a mean of 3.52 (SD = 1.23). This reflects a high level of engagement with social media as a leisure activity, which can conflict with students' ability to prioritize their academic tasks. When students turn to social media as a way to fill free moments, they may end up spending more time on entertainment and social interactions than intended. While this may offer stress relief, it can negatively affect their time management if it becomes habitual, leading to procrastination or neglect of academic responsibilities. The lure of passing time on social media, rather than being intentional with study periods, poses a challenge to maintaining a structured and balanced academic schedule.

Table 4. Influence of social media to the academic performance of senior high school students in terms of time management

Variables	Mean	SD	Interpretation
Chatted with friends when a lecture was ongoing	3.38	1.34	Average
Watching online films instead of following book study time activities	3.30	1.33	Average
Watching movies online rather than completing book study time activities	3.24	1.34	Average

Using social media to pass the time	3.52	1.23	High
Getting distracted during study time because of being entertained by funny online posts	3.33	1.35	Average
Arriving late sometimes to lectures due to internet browsing	2.97	1.30	Average
Answering emergency calls even while doing class activities/ work	3.48	1.30	High
Interest online notifications and posts usually divert attention during the study hour	3.26	1.29	Average
Social media presents both opportunities and challenges for effective time management to the learners	3.68	1.03	High
Social media poses danger in loosing attention and prioritization	3.45	1.25	High
Grand Mean	**3.35**	**.901**	**Average**

Additionally, students' responses reveal that social media usage can intrude on academic activities. With a mean of 3.48 (SD = 1.03), answering emergency calls or responding to notifications even during classwork reflects the difficulty students face in maintaining focus. Constant notifications from social media can disrupt students' workflow and decrease their ability to concentrate on tasks, especially when engaged in important academic activities. Furthermore, social media's role as an appealing platform for social interaction, with a mean of 3.84 (SD = .958), shows that students may prioritize immediate social engagement over academic focus, thereby reducing their overall productivity.

The potential for social media to cause a loss of attention and prioritization, with a mean of 3.45 (SD = 1.25), reflects the delicate balance students must strike between academic duties and online social life. Engaging in conversations with friends during lectures (mean = 3.38, SD = 1.34) further highlights the risk of distraction. While social media provides a quick and easy way to communicate, it can pull students away from their academic environment, reducing the effectiveness of in-class learning. These findings underscore the need for interventions aimed at helping students develop better time management strategies, such as setting boundaries for social media use during study hours, to mitigate its negative effects on their academic performance.

The results suggest that social media's influence on time management is a double-edged sword for senior high school students, highlighting both its utility and its potential to disrupt academic performance. The high mean for social media as an opportunity and challenge in time management aligns with studies showing that while social media can facilitate academic collaboration and access to resources, it can also become a significant source of distraction (Ahmed & Sheikh, 2021). This implies that teachers should integrate digital literacy and time management skills into the curriculum, helping students develop strategies to balance social media use with academic responsibilities. Teachers and parents must also guide students on setting limits for non-academic social media engagement to prevent procrastination and focus loss. The risk of social media reducing attention and prioritization and chatting during lectures suggests that interventions are necessary to promote self-regulation among students. According to Khan and Aslam (2023), excessive use of social media during academic activities can lead to decreased cognitive engagement and reduced retention of learning materials. This underscores the importance of digital discipline initiatives, where schools implement policies and strategies to limit the use of mobile devices during lectures and study periods. By helping students manage their online interactions, educators can support better academic outcomes while still allowing social media to serve as a productive tool for communication and learning

Academic Performance of Senior High School Students on their Second Semester of Academic Year 2024-2025

The distribution of respondents in terms of academic performance reveals a predominantly positive trend among senior high school students. With 196 students, representing 60.3%, classified as outstanding, it is evident that a significant majority are excelling in their academic endeavors. This high percentage suggests effective teaching methods, strong student motivation, and supportive learning environments that contribute to their success. The presence of a robust cohort achieving outstanding performance reflects positively on both the educational institutions and the students themselves.

Table 5. Distribution of respondents in terms of academic performance

Level	Frequency N=325	Percentage
Outstanding (90-100)	196	60.3
Very Satisfactory (85-89)	109	33.5
Satisfactory (80-84)	20	6.2

The data shows that 109 respondents (33.5%) fall into the very satisfactory category, while only 20 students (6.2%) are rated as satisfactory. While the majority perform well, the smaller representation in the lower categories indicates that there may be underlying challenges faced by these students. Addressing the needs of these students through targeted support and intervention could help enhance their academic outcomes, ensuring that even those in the satisfactory range can reach their full potential.

The distribution of academic performance among senior high school students highlights the necessity for targeted educational strategies to sustain and enhance student achievement. With a significant majority classified as outstanding, it is essential for teachers to build upon this success by implementing best practices that align with contemporary pedagogical standards. Research by Lim and Kwan (2022) emphasizes the importance of fostering a growth mindset among students to maintain high levels of motivation and achievement. By integrating collaborative learning and critical thinking activities into the curriculum, teachers can further enhance the skills and knowledge of outstanding students while setting high expectations for all learners.

In addition, the substantial proportion of students categorized as very satisfactory (33.5%) indicates a critical opportunity for intervention. According to the DepEd Order No. 73, s. 2012, differentiated instruction is crucial in addressing the diverse learning needs of students. Teachers should focus on implementing tailored support mechanisms, such as mentorship programs and after-school tutoring, to help these students bridge the gap between satisfactory and outstanding performance. A study by Garcia and Ruiz (2023) highlights that such interventions can significantly increase academic engagement and success, suggesting that targeted support is vital for helping students reach their full potential. Finally, the small percentage of students rated as satisfactory (6.2%) calls for immediate action to identify and address the challenges faced by these learners. The literature suggests that early intervention strategies, such as formative assessments and regular feedback, are effective in supporting struggling students (Smith & Tan, 2021). By adhering to these strategies, educators can create a more inclusive and supportive learning environment that encourages all students to improve their academic performance. Emphasizing a proactive approach in identifying at-risk students aligns with the DepEd's commitment to ensuring equitable access to quality education for every learner.

Relationship between the Extent of Influence of Social Media to the Academic Performance of Senior High School Students

The results of the test of relationship between the extent of influence of social media and the academic performance of senior high school students reveal several significant correlations that highlight the multifaceted role social media plays in education. The correlation coefficient for communication and academic

performance is r = 0.172 with a p-value of 0.002, indicating a significant positive relationship. This suggests that effective communication facilitated through social media can enhance academic performance, as students who engage in discussions and collaborative learning online may better understand course material and stay motivated. The ability to connect with peers for academic support through social media platforms enhances not only their knowledge but also their engagement in schoolwork. The result suggests that teachers should leverage these platforms to enhance student learning. Effective communication is vital in the educational context, and integrating social media into classroom activities can facilitate collaborative learning experiences. Research by Jansen et al. (2021) indicates that students who engage in online discussions and peer feedback through social media tend to show higher academic performance. Teachers can design assignments that encourage the use of social media for group projects or discussions, fostering a more interactive and engaging learning environment that capitalizes on students' existing online habits.

Moreover, the correlation between social skills and academic performance shows a stronger relationship with r = 0.380 and a p-value of 0.049, which is also significant. This finding underscores the importance of social skills in the academic context, suggesting that students who actively use social media to interact and form relationships with them peers are likely to perform better academically. The development of social skills, such as teamwork, communication, and conflict resolution, through online interactions may contribute to a more collaborative and supportive learning environment. Therefore, fostering social skills through structured social media use can be an essential strategy for improving overall academic outcomes among students. The strong correlation between social skills and academic performance highlights the importance of social interactions in academic settings. As social media provides a platform for developing these skills, schools should incorporate social-emotional learning (SEL) programs that teach students how to communicate effectively and collaborate with peers online. A study by Garcia and Reyes (2022) emphasizes that SEL frameworks improve not only interpersonal skills but also academic outcomes, suggesting that educators should intentionally integrate social skills training alongside academic curricula. By fostering an environment that values collaboration and communication, schools can help students build the social competencies necessary for success in both academic and real-world contexts.

Table 6. Analysis result on the test of relationship between the extent of influence of social media to the academic performance of senior high school students

Variables		r	p-value	Interpretation
Communication		.172	.002	Significant
Social Skills	Academic Performance	.380	.049	Significant
Time Management		.149	.008	Significant

Finally, the relationship between time management and academic performance is represented by a correlation coefficient of r = 0.149 and a p-value of 0.008, which also indicates significance. This finding suggests that while social media can serve as a tool for academic engagement, it also poses challenges related to time management. Students who effectively manage their time in conjunction with their social media usage may experience improved academic performance, while those who struggle with time management may find their academic success hindered. Teachers could consider incorporating time management strategies into their curricula to help students balance social media usage with their academic responsibilities, thereby maximizing the positive influences of social media on their educational achievements. Research by Smith and Tan (2023) highlights that teaching students time management strategies, including how to schedule their social media use, can lead to improved academic performance. Teachers should implement programs that not only educate students about effective time management techniques but also guide them on balancing social media use with academic responsibilities. By addressing these challenges, schools can help students optimize their online interactions while maintaining focus on their academic goals.

CONCLUSIONS

In light of the findings derived from the study, the following conclusions were drawn:

1. The findings of the study reveal that Facebook is the most widely used platform among senior high
2. school students for both academic and social purposes, followed by TikTok, Messenger, YouTube, and Instagram.
3. The study demonstrates that social media has a high influence on senior high school students' academic performance by improving communication and social skills, though its influence on time management remains average, indicating the need for balanced usage to optimize academic outcomes.
4. The distribution of respondents in terms of academic performance reveals that the majority achieved an Outstanding level, followed by Very Satisfactory level and Satisfactory level, indicating a predominantly high academic achievement among the participants.
5. The results of the test on the relationship between social media influence and the academic performance of senior high school students indicate significant correlations, underscoring the complex and multifaceted role that social media plays in shaping educational outcomes.

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