

Predicting Students' Academic Performance in Social Studies: The Role of Study Habits and Social Media Usage

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ABSTRACT

Poor academic performance in Social Studies is disturbing. This study aimed to determine the significance of study habits and social media usage as predictors of students' academic performance in Social Studies. A sample of 140 students from Grade 10 is selected through simple random sampling. The results show that only social media usage, not study habits, significantly determines students' academic performance, partially affirming the Theory of Planned Behavior. Future studies may be done to either support or negate the conclusion of this study.

Keywords: academic performance, study habits, social media usage, grade 10 students

INTRODUCTION

The Problem and Its Scope

Poor academic performance in social studies is disturbing (Mutale, 2024). It is a global issue (Al-Tameemi et al., 2023), and it has emerged as a particularly significant problem in social studies across various regions worldwide (Abudulai, 2020). Moreover, this persistent issue poses a serious threat to educational systems; consistently poor academic performance undermines the effectiveness of education (Brew et al., 2021).

In Pakistan, poor academic performance among students is a significant problem (Jahan & Ali, 2020). In Nigeria, a study by Yauri et al. (2024) identified several factors contributing to poor performance in educational institutions. It was reported in Ghana that students performed poorly in academics particularly in Social Studies (Emmideme, 2023).

In the Philippines, poor academic performance, particularly in Social Studies, is a significant issue (Aguimlod et al., 2023), raising serious concerns about student achievement across various subjects (Briones et al., 2022). Nicolas (2022) identifies this challenge as a significant obstacle within the Philippine education system, reflecting ongoing difficulties across many educational institutions. Given the transition from distance learning to in-person classes outlined by DepEd Order No. 34, s. 2022, there is an urgent need to examine learners' academic performance during this period (Dellomos et al., 2023).

Poor academic performance in Social Studies can lead to a lack of awareness about societal issues (Sadoo et al., 2023). Hence, it is urgent to conduct research focusing on poor academic performance in Social Studies. Amidst this urgency, there is a dearth of research on this concern. For this reason, this research is pursued.

Significance of the Study

The study, Predicting Students' Academic Performance: The Role of Study Habits and Social Media Usage, is crucial because it supports the Holy Cross of Davao College's mission to foster a culture of excellence, provide a Christian learning environment, and provide high-quality Catholic Education. With a special focus on the needs of the less fortunate, this mission aims to develop people who will be powerful change agents. The study also backs up the college's vision: to create a thriving community of believers educated in their faith, driven by a love of truth, and working to create a more compassionate world. Additionally, because it encourages inclusive,

equitable, and high-quality education, this research directly relates to Sustainable Development Goal 4 (SDG4).

Statement of the Problem

The purpose of the study was to determine the significance of study habits and social media usage as predictors of students' academic performance in Social Studies. Specifically, it sought to pursue the following objectives:

1. Determine the levels of study habits in terms of budgeting time, physical condition, reading ability, note-taking, learning motivation, and memory; social media usage in terms of academic, socialization, entertainment, and informativeness; and students' academic performance in Social Studies in terms of first quarter grades and second quarter grades;
2. Determine the significant correlation between study habits, social media usage, and students' academic performance in Social Studies; and
3. Determine the significant degree of influence of study habits, social media usage, and students' academic performance in Social Studies.

Hypotheses

This study was tested at the .05 level of significance.

H₀₁: Study habits and social media usage do not significantly correlate with students' academic performance.

H₀₂: Study habits and social media usage do not significantly influence students' academic performance.

Theoretical Framework

This study is anchored on the Theory of Planned Behavior by Ajzen (1991). This theory posits that human behavior is primarily driven by three key factors: attitudes, subjective norms, and perceived behavioral control, which together shape behavioral intentions that ultimately lead to the behavior.

This study is delimited to examining the attitude towards the behavior, subjective norm, and the behavior. The perceived behavioral control and intention asserted in the theory of planned behavior are excluded from this study. The primary variable used in this study is study habits, which stands for attitude towards the behavior. This variable uses indicators such as budgeting time, physical condition, reading ability, note-taking, learning motivation, and memory (Mangacop & Guillena, 2024). On the other hand, another variable is social media usage, which stands for subjective norms towards the behavior. The indicators used are academic, socialization, entertainment, and informativeness (Tus et al., 2021), which will stand for the subjective norms element of the theory. Finally, students' academic performance in Social Studies is indicated by first and second quarter grades for 2024-2025, representing the actual behavior declared in the theory.

Conceptual Framework

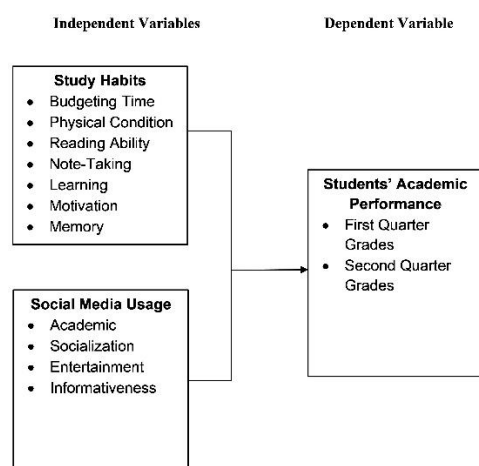


Figure 1. Conceptual Framework of the Study

METHODS

This section presents the research design, locale of the study, sample and sampling technique, research instrument, data gathering procedure, data analysis, and ethical considerations.

Research Design

This study utilized a quantitative approach, employing a descriptive-correlational design to explore the connections between different variables. In this non-experimental design, the researcher explores the relationships between two or more variables in a natural, uncontrolled setting. Correlational research is a type of non-experimental method that helps in predicting and understanding the connections between variables (Seeram, 2019). Since the study sought to examine the connection between students' academic performance in Social Studies and their study habits and social media usage, the descriptive-correlational method was an appropriate choice for this investigation. This method was appropriate because it focused on examining how students' academic performance in Social Studies is linked to their study habits and social media usage.

Locale of the Study

The respondents for this study were selected from one public junior high school in the municipality of Matalam, Cotabato, specifically from the Matalam North District, which is part of the Division of Cotabato. This school offers four sections of Grade 10, all of which were included as participants in the study. The selection of this school was purposeful, as its student population is heterogeneous, ensuring a diverse group of respondents who represent various backgrounds and experiences. The diversity of the student body made it an ideal sample for examining the factors that influence academic performance in Social Studies.

Sample and Sampling Technique

The researcher employed a simple random sampling of the respondents for this study. According to Thomas (2023), simple random sampling involves a single random selection and requires little advance knowledge about the population. This technique was deemed most suitable for the study as it minimizes bias and ensures proper representation, supporting the scientific rigor of respondent selection. Using this method, the researcher selected 140 grade 10 students from one of the junior high schools in Matalam North District in the Division of Cotabato, Region XII, for the school year 2024 to 2025 as the study's respondents. This sample size was considered adequate for statistically analyzing the data and addressing the research questions and issues presented in the study.

Research Instrument

The principal tool in this study was a survey questionnaire adapted and modified from the work of Mangacop and Guillena (2024). This adapted survey questionnaire had six indicators, namely, *budgeting time*, *physical conditions*, *reading ability*, *note-taking*, *learning motivation*, and *memory*. Overall, this survey questionnaire had 32 items: *five* items for *budgeting time*, *six* items for *physical condition*, *eight* items for *reading ability*, *three* items for *note-taking*, *six* items for *learning motivation*, and *four* items for *memory*.

In evaluating the grade 10 students' level of study habits, the four orderable gradations with their respective range of means and descriptions below were used:

Range of Means	Descriptive Equivalent	Interpretation
3.50 - 4.00	Very High	Students demonstrate very good study habits.
2.50 - 3.49	High	Students demonstrate good study habits.
1.50 - 2.49	Moderate	Students demonstrate poor study habits.
1.00 - 1.49	Very Low	Students demonstrate very poor study habits.

To gather data for the second independent variable, the researcher adapted and modified the survey questionnaire from the work of Tus et al., (2021), and it used a five-point Likert scale.

Range of Means	Descriptive Equivalent	Interpretation
4.20 - 5.00	Very High	Students demonstrate excellent social media usage.
3.40 - 4.19	High	Students demonstrate very good social media usage.
2.60 - 3.39	Moderate	Students demonstrate good social media usage.
1.80 - 2.59	Low	Students demonstrate poor social media usage.
1.00 - 1.79	Very Low	Students demonstrate very poor use social media.

Gathering data for the dependent variable aims to measure students' academic performance in Social Studies. To do this, the researcher collected students' first and second quarter grades to measure their academic performance in the subject directly. This provided a more objective performance assessment, complementing the self-reported data gathered in the other sections.

The respondents wrote the grades according to their performance based on the first and second quarter grades.

Grades	Descriptive Level	Verbal Interpretation
90%-100%	Very High	Outstanding
85-90	High	Very Satisfactory
80-84	Moderate	Satisfactory
75-79	Low	Fairly Satisfactory
Below 75	Very Low	Did Not Meet Expectations

In general, there were a total of 53 items on the research instrument. The independent variables had 51 items, and two items for the dependent variable. The instrument's validity and reliability were calculated before the survey's actual supervision. Experts in the field evaluated the instruments' validity. Pilot testing was done on 30 respondents who were not part of the subject of the study as respondents and found it to be reliable, with the coefficient of reliability being excellent. The overall reliability test showed a rating of Cronbach's Alpha of 0.835 with an equivalent internal consistency rating of very good.

Data Gathering Procedure

The researcher followed this procedure throughout the study:

Following the proposal defense, the researcher submitted the modified questionnaire to the panel members and an external validator for review and validation. Then, pilot testing involving 30 respondents was carried out to confirm the reliability of the questions, resulting in a Cronbach's Alpha of less than 1 across all indicators. After the study, the researcher secured informed consent from the respondents. The Holy Cross of Davao's Ethics and Review Committee also granted the researcher a Certificate of Compliance. The researcher then obtained a letter of recommendation from the Holy Cross Graduate School dean in Davao. The researcher asked the School Division Superintendent (SDS) for permission at the Division Office of Cotabato. The researcher then requested the principal's approval to carry out the study. Finally, the researcher secured the parents' permission through the Informed Consent Form and the respondents' permission through the Assent Form.

Upon the approval of the SDS and school principal and following the proper health protocols of the school, the researcher thoroughly explained to the respondents how to answer the given questionnaires. The respondents were provided with sufficient time to complete the questionnaires. The survey was administered in person. The data collected from the respondents were organized, analyzed statistically, and interpreted.

Data Analysis

To analyze the data, the researcher used the following statistical tools:

Mean. This was used to answer the first objective. It was used to describe the level of study habits, social media usage, and students' academic performance in Social Studies.

Pearson Product Moment Correlation of Coefficient. This statistical tool was used to determine the significance of the relationship between study habits, social media usage, and students' academic performance in Social Studies to address the second subproblem.

Computed r	Descriptive Interpretation
+/- 1.00	Perfect Correlation
Between +/-0.75 - +/-0.99	High Correlation
Between +/-0.51 - +/-0.74	Moderately High Correlation
Between +/-0.31 - +/-0.50	Moderately Low Correlation
Between +/-0.01 - +/-0.30	Low Correlation
0.00	No Correlation

Regression Analysis. Lastly, it was used to identify the domains of the independent variables that predicted the dependent variable. The study aimed to pinpoint the specific study habits and social media usage areas that predicted students' academic performance in Social Studies.

Ethical Considerations

This study underwent a thorough review by the Society for Integrity and Legal Ethics (SMILE) to ensure compliance with ethical standards. Recognizing that the participants were minors, the researcher took proactive measures to safeguard their rights by providing assent forms, ensuring their voluntary participation without coercion. It reflected the researcher's unwavering commitment to ethical research practices, legal compliance, and the highest standards of integrity throughout the study.

RESULTS

This chapter outlines the results and discusses data analysis. The gathered information was examined using suitable statistical methods to address the issues outlined in this study's introduction. The discussion is organized according to the order of the research objectives. This chapter contains descriptive analyses of the data of variables involved in the study, the correlation analysis between predictive and criterion variables, and the regression analysis on the criterion variable.

Descriptive Analysis

Table 1 is the descriptive table. The table shows the variables of study habits indicated by budgeting time, physical conditions, reading ability, note-taking, learning motivation, and memory; social media usage indicated by academic, socialization, entertainment, and information; and students' academic performance in social studies indicated by first quarter grade and second quarter grades.

Table 1. Descriptive Table

Variables	SD	Mean	Descriptive Level
Study Habits	0.437	3.78	High
budgeting time	0.955	3.89	High

physical condition	0.555	3.84	High
reading ability	0.532	3.77	High
note-taking	0.791	3.70	High
learning motivation	0.478	3.55	High
memory	0.614	3.93	High
Social Media Usage	0.526	3.74	High
academic	0.622	3.61	High
socialization	0.732	3.66	High
entertainment	0.754	4.13	High
Information	0.801	3.55	High
Academic Performance	5.966	84.78	Moderate
First quarter grade	5.725	84.64	Moderate
Second quarter grade	6.855	84.91	Moderate

The mean for the study habits variable is 3.78, with a standard deviation of 0.437, described as high, which is interpreted as good. All its indicators are high, which means they are all good.

Likewise, the overall mean for social media usage is 3.74 with a standard deviation of 0.526, which is also considered high, suggesting that students use social media frequently and in a generally positive manner. All indicators under this variable are rated high as well.

In terms of academic performance, the students have an average score of 84.78 with a standard deviation of 5.966. This performance level is interpreted as moderate, and each associated indicator also falls within the moderate range, reflecting satisfactory academic performance.

Correlation Analysis

Table 2 is the correlation table. It contains a correlation analysis between study habits, social media usage, and students' academic performance, highlighting the significant relationships between these variables. Study habits and social media usage were treated as independent variables, while students' academic performance was the dependent variable.

Table 2. Correlation Table

	Students' Academic Performance in Social Studies			
	r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Study Habits	0.128	0.131	Failed to Reject Ho	Not Significant
Social Media Usage	0.220	0.009	Reject Ho	Significant

The results indicated a weak positive relationship between study habits and academic performance in Social Studies, with an r-value of 0.128 and a p-value of 0.131. As the p-value exceeds the 0.05 significance level, the null hypothesis (Ho) is not rejected, suggesting that the correlation is not statistically significant. This indicates that, although effective study habits are generally beneficial to learning, they may not directly or significantly impact students' performance in Social Studies. Other factors—such as instructional strategies, testing skills, or student interest in the subject—may have a more substantial influence on academic success.

In contrast, the results indicate a weak to moderate positive correlation between academic performance and social media usage, with an r -value of 0.220 and a p -value of 0.009. Because the p -value falls below the 0.05 significance level, the null hypothesis (H_0) is rejected, signifying a statistically significant relationship. This finding suggests that social media, particularly when used for academic purposes, can contribute positively to students' learning and achievement in Social Studies. Through these platforms, students may engage in collaborative learning, share educational content, or access useful academic resources. However, the relatively low r -value indicates that while social media usage has an impact, other variables likely contribute meaningfully to students' academic performance as well.

Regression Analysis

Table 3 is the regression table. It shows the independent variables, namely, study habits and social media usage. Likewise, it contains the students' academic performance in social studies as the dependent variable.

Table 3. Regression Table

	Students' Academic Performance in Social Studies						
	Unstandardized Coefficients		Standardized Coefficients				
	B	Std. Error	Beta	t	Sig.	Decision on H_0	interpretation
Constant	74.964	4.574		16.389	0.000		
Study Habits	0.227	1.338	0.017	0.170	0.865	Failed to reject H_0	Not significant
Social Media Usage	2.395	1.112	0.211	2.155	0.033	Reject H_0	Significant

$R = 0.221$; $R^2 = 0.049$; F -value = 3.503; p -value = 0.033

According to the regression results in Table 3, study habits exhibit a slightly positive influence on students' academic performance in Social Studies, with an unstandardized coefficient (B) of 0.227 and a standardized beta of 0.017. Nevertheless, the effect is not statistically significant, as shown by a t -value of 0.170 and a p -value of 0.865, resulting in the null hypothesis (H_0) being retained. This implies that, within the scope of this study, study habits do not serve as a strong predictor of academic performance in Social Studies despite their overall importance in the learning process. This may result from different study techniques students use, variations in their learning preferences, outside variables like the caliber of the instruction, the methods used for assessment, or individual motivation that significantly impact their grades. These results imply that, although study habits are crucial for learning, they might not directly and substantially affect social studies academic performance. As a result, additional elements that could significantly impact students' academic performance include personal motivation, assessment techniques, and the quality of instruction.

The findings suggest that social media usage has a positive effect on students' academic performance, as evidenced by an unstandardized coefficient (B) of 2.395 and a standardized beta of 0.211. The statistical analysis, with a t -value of 2.155 and a p -value of 0.033, confirms the significance of this result, resulting in the rejection of the null hypothesis (H_0). This positive impact may be attributed to access to educational materials, online forums, and opportunities for collaborative learning provided through social media platforms. However, the overall regression model indicates that social media use and study habits together account for only 4.9% of the variance in academic performance, as reflected by a low coefficient of determination ($R^2 = 0.049$) and a weak correlation ($R = 0.221$). These findings suggest that other factors—such as student engagement, instructional strategies, and cognitive skills—may play a more substantial role in influencing academic success.

SUMMARY OF FINDINGS

1. The study habits and social media usage are good. The students' academic performance is satisfactory.

2. The study habits do not significantly correlate with students' academic performance, while social media usage does.
3. The study habits do not significantly influence students' academic performance, while Social media usage does.

DISCUSSIONS

This chapter contains the discussions, conclusion, and recommendations based on the findings of the study.

Descriptive Results

On Study Habits. The findings presented in the earlier chapter align with the study of Nwokolo and Duaka (2023), which found that students exhibit high-level study habits. However, these results contrast with those of Setia and Ranjan (2023), who reported that students displayed only moderate study habits. In addition, Mangacop and Guillena (2024) explained that students employing effective memory strategies are more likely to retain and recall information accurately, which leads to improved academic performance.

On Social Media Usage. The results were congruent with the findings of Alshwiah and Alaulamie (2023), who emphasized that students with high social media usage generally reported a positive attitude towards using social media. These findings, however, contradict the study of Dinçer and Kiliç (2019), which suggested that the respondents were primarily moderate social media users, indicating a medium rather than high usage level.

These findings are aligned with the study of Tus et al. (2021), which stated that most students use social media to relieve stress caused by academic performance, express themselves, and watch movies to escape from academic pressures.

On Academic Performance. Furthermore, the data presented reflects the mean level of academic performance with an overall mean score of 84.78, characterized as moderate, and a standard deviation of 5.966. It translates to academic performance as being satisfactory, as manifested by the students.

This outcome differs from the findings of Dalauta et al. (2024), who reported that students performed well in Social Studies, a subject that fosters the development of national identity and awareness of civic responsibilities. The relatability of these topics, centered on patriotism and national duty, was cited as a contributing factor to their strong performance.

Correlation Results

Study Habits and Academic Performance. The results of this study show a weak positive correlation between study habits and students' academic performance in Social Studies. Several studies support the idea that study habits are linked to academic success, although the strength of the relationship varies. For instance, Gahir et al. (2022) found a strong positive correlation, suggesting that effective study habits are closely associated with improved academic performance. Similarly, Jafari et al. (2019) reported a positive and significant correlation between study habits and academic performance. In contrast, Akuezilo and Egenti (2024) observed a weak positive linear relationship among students, indicating that while there is some connection, it may not be as strong in this context.

Social Media Usage and Academic Performance. Similarly, this study found a weak to moderate positive relationship between social media usage and academic performance. According to Abuzar and Hussain (2024), using social media moderately for academic purposes can foster student engagement and contribute to better academic results. However, their findings also noted that excessive use of these platforms could lead to distractions and reduced performance. This aligns with Hamam et al. (2024), who also reported that high levels of social media use are associated with lower academic success. On the other hand, research by Castillas (2023) presented a different outcome, showing a strong positive correlation between exposure to social media and academic performance, suggesting that digital platforms may support learning both directly and indirectly.

Regression Results

Study Habits and Academic Performance. Regression analysis in the current study supports the conclusions drawn by Berondo and Dela Fuente (2021), Cuizon et al. (2022), and Navarro (2023), which found that study habits do not significantly predict academic success.

Social Media Usage and Academic Performance. Conversely, previous studies by Dimacangun and Guillena (2023), Gadzama et al. (2022), and Zhao (2023) reported a negative impact of social media use on academic performance. In contrast to these findings, this study suggests that social media can positively influence student performance, highlighting its potential as a supportive educational tool when used effectively.

CONCLUSION

Based on findings, it is concluded that social media usage is a significant predictor of students' academic performance, but not their study habits. This conclusion partially affirms the Theory of Planned Behavior, stating that human behavior is primarily driven by three key factors: attitudes, subjective norms, and perceived behavioral control, which together shape behavioral intentions that ultimately lead to the behavior.

RECOMMENDATIONS

Based on the conclusion, it is recommended that further research be done to either support or negate the conclusion of this study that only subjective norm is a significant factor of behavior and not the attitude towards the behavior. Other variables may be included in future studies about academic performance to verify the planned behavior theory, to ascertain the 78.9% of the variance in academic performance coming from other variables not covered in this study. Likewise, it is recommended that a qualitative study be undertaken to explore emerging themes that may be utilized as variables and emerging subthemes that may be utilized as indicators.

This study highlights the importance of ensuring equal access to quality education within the framework of the Sustainable Development Goals (SDGs), specifically Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This study identifies social media usage as a key factor influencing academic performance, aligning with the SDG framework and emphasizing the need to understand the elements that affect learning outcomes. This research contributes to developing strategies that aim to improve the quality of education and foster an environment where all students can succeed academically.

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