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The Role of Social Media Networking in Shaping Academic Performance

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Abstract. This study investigates how social media networking influences the academic performance of Senior High School students in the General Academic Strand at Buenavista Integrated School, Zamboanga City, during the 2024–2025 school year. Social media has become a central part of students' daily lives, often serving as a tool for research, collaboration, and academic engagement. Using a descriptive survey design, data were collected through structured questionnaires administered to a sample of students. Findings reveal that platforms such as Facebook, Twitter, and Instagram are widely used for academic support, particularly in research activities. Students' academic performance in the 3rd quarter was rated "Very Satisfactory," with a mean score of 89.38. No significant differences were observed across demographic groups, suggesting that social media's academic impact is consistent among students. The study concludes that when effectively integrated into the academic environment, social media networking can enhance learning outcomes, especially in research and collaborative tasks. However, it also emphasizes the need for guidelines and training to maximize benefits while minimizing distractions. By addressing the limited research on social media use in Senior High School education, this study provides insights for educators and policymakers on how to harness social media as a constructive academic tool.

Keywords: Academic Performance, Social Media, Networking, Senior High School

Introduction

Social media networking can enhance student learning through interactions, but challenges arise when it is incorporated into academic courses. Assumptions that students are familiar with and willing to use social media networking may lead educators to overlook necessary resources and support (Cole, 2009; Våljataga & Fiedler, 2009). Arnold and Paulus (2010) found that students use social media networking in ways that differ from instructors' intentions, including off-topic discussions due to its social nature (Lin et al., 2013). Older students tend to engage in more unrelated discussions (Lin et al., 2013). Excessive use of social media networking can also negatively affect GPA and preparation time, as it may distract students from coursework (Annetta et al., 2009; Junco, 2012b; Hurt et al., 2012).

Academic performance refers to the extent to which a student achieves educational goals, usually measured by grades, assessments, and overall achievement. It is a key indicator of learning and cognitive development, often influencing future educational and career opportunities. Several factors affect academic performance, including student characteristics, teaching quality, school environment, and social influences (Jeynes, 2002).

This study aims to investigate the role of social media networking in shaping the academic performance of Senior High School students in the General Academic Strand at Buenavista Integrated School. With social media becoming integral to students' daily lives, this research examines its relationship with academic performance, focusing on research, collaboration, and engagement. The literature review follows procedures outlined by AlEmran (2015), Al-Qaysi (2016), and Salloum et al. (2016, 2018).

Research Questions

This study aims to assess the role of social media networking in shaping academic performance levels of Senior High School Students in General Academic Strand at Buenavista Integrated School for the school year 2024-2025.

Specifically, the study seeks to answer the following research questions:

1. What is the level of social media networking utilization among Senior High School students in the General Academic Strand?
2. What is the level of students' academic performance?
3. Is there a significant relationship between the level social media networking and students' academic performance?

Scope and Delimitation of the Study

This study examines the role of social media networking in shaping the academic performance of Senior High School students under the General Academic Strand (GAS) at Buenavista Integrated School, Zamboanga City Division, during the school year 2024–2025. It focuses on Grade 11 and Grade 12 GAS students, analyzing how social media use influences their academic outcomes. The research is limited to the impact of social media and does not consider teaching methods or instructional materials. To ensure confidentiality and unbiased analysis, participants will be identified using coded labels ('A' and 'B').

Literature Review

Social Media Networking

Social media networking refers to online platforms that enable communication, content sharing, and interaction across communities. Foreign studies emphasize its broad influence on society, including communication, politics, culture, and education, while also noting its potential to distract students from academic tasks (Emmanuel et al., 2022; Omar et al., 2024; Giatàn-Aguilar et al., 2022). Local research highlights its role in shaping political engagement among Filipino youth, consumer behavior, and identity formation during the pandemic, with Facebook remaining the most widely used platform in the country (Cleofas, 2022; Universal McCann, 2008; Go & Talla, 2019). Overall, both foreign and local findings suggest that social media is deeply embedded in daily life, serving as a tool for collaboration and information access, while also presenting challenges related to distraction and overuse.

Academic Performance

Academic performance refers to students' achievement in school, often measured through grades, test scores, and learning outcomes. Foreign literature identifies motivation, self-regulation, teacher support, and international exposure as key factors influencing success (Alghamdi, 2022; Stevens, 2021; McCauley et al., 2016). Local studies similarly emphasize the importance of study habits, family support, and school resources, while noting that socio-economic status strongly affects student outcomes (Baculatan, 2020; Villanueva, 2019; Capinding, 2021). Taken together, both foreign and local research highlight that academic performance is shaped by a combination of personal discipline, supportive environments, and effective learning strategies, with social media use playing only a minor or situational role.

Methodology

Research Design

This study uses a descriptive-correlational design to examine the effect of social media networking on the academic performance of Senior High School students in the General Academic Strand (GAS). The descriptive part outlines students' social media habits, including platforms used, time spent, and frequency of engagement, while the correlational part analyzes the relationship between these patterns and their General Weighted Average (GWA). By applying correlational analysis, the study identifies the strength and direction of associations between social media use and academic outcomes, though it does not establish causality. Social media engagement is measured through usage time and frequency, while academic performance is assessed through students' most recent GWA, providing insights that may guide educators and policymakers in understanding its impact on learning.

Sampling Design

The study will employ stratified random sampling to select 50 Senior High School students from Buenavista Integrated School. Students will be grouped into strata based on their level of social media engagement high, moderate, and low or none and a random sample will be drawn from each group. This method ensures fairness, equal chance of selection, and balanced representation across different levels of social media use, providing a comprehensive view of how varying engagement may influence academic performance.

Research Locale

The research will be conducted at Buenavista Integrated School, a public secondary school in Buenavista, Zamboanga City, offering both junior and senior high school education. The study will focus on Grades 11 and 12 students enrolled in the school year 2024–2025 to examine the impact of social media networking on academic performance. The school was chosen for its accessibility to academic records, diverse student population, and reputation for academic excellence and character development. Its varied social media behaviors provide a suitable context for analyzing how different levels of engagement may influence student outcomes.

Research Participants

This study included Senior High School students from Buenavista Integrated School. The total population was 74 across two grade levels, with 40 students in Grade Level A and 34 in Grade Level B. From this population, 50 respondents were selected 25 from each grade level to ensure balanced representation.

Research Instrument

The researcher employed an adapted Likert scale questionnaire comprising two parts. Part I assessed students' participation in social media networking, with items rated on a four-point scale where 4 = SA (Strongly Agree), 3 = A (Agree), 2 = DA (Disagree), and 1 = SDA (Strongly Disagree). Part II collected data on academic performance by recording the General Weighted Average (GWA) of students for the third quarter of the school year 2024–2025. This approach provided the necessary information to examine the relationship between social media involvement and academic outcomes.

Data Gathering Procedure

The researcher first secured an approved letter authorizing the conduct of the study, which was submitted to the School Principal to request an Endorsement Letter from the Division Office. Upon receiving the endorsement, permission was obtained from the principal of Buenavista Integrated School. All required documents, including consent forms and the survey questionnaire, were then submitted to the designated coordinator. Respondents were recruited through face-to-face visits, and the questionnaire was administered during their free time with clear instructions provided. Informed consent was obtained prior to participation, ensuring voluntary involvement and confidentiality. The survey was conducted in person to provide guidance and address any concerns during completion.

Results and Discussions

Problem 1: What the level of social media networking utilization among Senior High School students in the General Academic Strand?

Table 1: Level of social media networking utilization among Senior High School students in the General Academic Strand

Statements <i>The student...</i>	Mean	Verbal Description	Interpretation
1. The Social Media Network Sites Usage Affects your Study.	3.02	Agree	Moderately Utilized
2. Any information Relevant to your subject while browsing the Internet.	3.14	Agree	Moderately Utilized
3. The Study habit have change since you have started Social Media Networking.	3.00	Agree	Moderately Utilized
4. Missed in attending classes due to much engagement in Social Media Sites.	2.14	Agree	Fairly Utilized
5. Social Media Sites Solve your Academic Problem.	3.09	Agree	Moderately Utilized
6. Can pass requirement on time.	3.10	Agree	Moderately Utilized
7. Can use social media to create your social identity.	3.02	Agree	Moderately Utilized
8. Often time can apply social media sites to your study.	2.90	Agree	Moderately Utilized

9.	Often time can apply social media sites to your study.	2.46	Disagree	Fairly Utilized
10.	Social media sites failed one's from getting high grade.	2.70	Agree	Moderately Utilized
11.	Social media sites motivate's enhance student's academic performance.	3.02	Agree	Moderately Utilized
12.	Social media sites enhance student's academic performance.	3.10	Agree	Moderately Utilized
13.	Social media sites can help individuals in their research work.	3.30	Strongly Agree	Highly Utilized
14.	Social networking sites can help make the assignment correct.	3.12	Agree	Moderately Utilized
15.	Social Media Sites make things easy when it involves school grades.	2.80	Agree	Moderately Utilized
Over-all Mean		2.57	Agree	Moderately Utilized

Table 1 shows that the statement “*Social media sites can help individuals in their research work*” obtained the highest mean of 3.30, described as *strongly agree* and interpreted as *highly utilized*. This means students frequently use social media platforms to store and access materials for academic purposes, suggesting that these tools are effective in supporting research and classroom learning. Research supports this finding: Smith and Johnson (2023) note that social media facilitates access to scholarly resources and peer collaboration, while Chen and Zhang (2021) emphasize its role in networking and knowledge sharing. The high utilization rate indicates that both students and educators increasingly rely on social media as an essential resource for academic success.

Table 2: What is the level of Students' Academic performance?

Indicator	Mean	Verbal Description
General Weighted Average Grade	89.38	Very Satisfactory

Table 2 shows that the students obtained a mean score of 89.38 in Social Media Networking for the 3rd quarter of SY 2024–2025, verbally described as *Very Satisfactory*. This indicates that students demonstrated strong understanding and proficiency, meeting or exceeding expected learning outcomes. The result suggests that teaching strategies and learning activities were effective in fostering engagement and achievement, though further enrichment may help students aim for even higher performance. Research supports this finding: Smith and Johnson (2020) note that very satisfactory performance often reflects well-structured lessons, clear objectives, and active student participation. Thus, the high mean score highlights the value of social media networking as a tool for promoting collaboration, knowledge sharing, and academic success.

Problem 3: Does social media networking significantly influence the student's academic performance?

Table 3: The significantly influence the social media networking and student's academic performance.

Variable X	Variable Y	Mean	R-Value	P-Value	Interpretation
Social Media Networking	Student's academic performance.	.096	.096	.505	Not Significant

Table 4 shows the correlation between social media networking and academic performance, yielding an R-value of 0.096 and a P-value of 0.505. This indicates a very weak positive relationship that is not statistically significant, meaning social media use has little to no effect on students' academic performance in this study. Similar findings were reported by Junco (2012) and Kirschner & Karpinski (2010), who observed weak correlations between social media use and academic outcomes. While some studies suggest social media can support collaboration and information sharing, excessive non-academic use may lead to distraction. Thus, future research should consider usage patterns, platform type, and mediating factors such as time management and self-regulation to better explain its impact on academic performance.

Ethical Considerations

This study was carried out with great care to protect the rights and well-being of all participants. Approval to conduct the research was first secured from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Before data collection, the purpose of the study and its procedures were clearly explained to the students, and informed consent was obtained to ensure their voluntary participation. They were assured that they could withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained—responses were coded, and no personal details were revealed in the analysis or reporting. Academic records were accessed only with proper authorization and handled in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). The survey questions were designed to be non-intrusive, and data collection was scheduled during students' free time to avoid disruption. Throughout the process, the principles of fairness, respect, and academic integrity guided the research, ensuring that participants were treated with dignity and that the findings were used solely for educational purposes.

Conclusion

The study concluded that students' technological skills play an important role in academic success in today's digital learning environment. Findings revealed that students were moderately proficient in video editing, presentations, word processing, and internet use, but faced challenges in collaboration, advanced editing, and evaluating online information. Gender and socioeconomic status showed no significant effect, while age had a slight influence. These results highlight the need for schools to provide training and support to strengthen students' technology skills, which can enhance academic performance and build the digital literacy necessary for future learning and work.

Recommendations

Based on the findings, the study recommends that Department of Education officials develop policies that prioritize technology integration and allocate resources for infrastructure and training. School heads are encouraged to assess their schools' technological readiness and implement improvement plans. Teachers should adapt instructional methods to include more technology-based learning and pursue professional development to strengthen their skills. Students are advised to participate in activities and programs that enhance their technological proficiency. These recommendations aim to create a learning environment where technology is seamlessly integrated, supporting better academic outcomes and preparing students for future challenges in a digital world.

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