

# Social Media Use and Junior High School Student's Academic Performance in the Division of Northern Samar

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## ABSTRACT

This descriptive-correlational study was conducted to determine the social media utilization and its effects on student's academic performance in selected secondary schools in the Division of Northern Samar.

This study utilized purposive sampling in determining the 1,144 Grade 10 student-respondent from the following schools in Northern Samar: Balicuatro area - Allen National High School, San Isidro Agro-Industrial High School, and San Jose Technical High School; Central area - Bobon School for Philippine Craftsmen, Catarman National High School, and Mondragon Agro-Industrial High School; and Pacific area - Pambujan National High School, Sumoroy Agro-Industrial School, and Catubig Valley National High School.

Statistical analysis tools like frequency counts, percentage distribution, and Pearson correlation coefficient were used to analyze and interpret the data.

The findings revealed that most of the Grade 10 students were 15 and 16 years old and are dominated by female students. Results also showed that the majority of the respondents came from a family with an income of ₱9,999.00 and below. It also reveals that the majority of them own a smartphone.

The study shows that most of the Grade 10 students spend one (1) hour of internet use for academic purposes and two (2) hours for non-academic purposes. The majority of the students own only one (1) social media account.

The findings also revealed that the students had good academic performance in all subjects, namely: English, Mathematics, Science, Filipino, Araling Panlipunan, MAPEH, ESP, and TVE. This resulted in an overall proficient academic performance.

It was also found out that the best positive effect of using social media is its effectiveness in communicating with their friends. On the other hand, one of the prominent negative effects of social media on students is that social media is addictive and a challenge that affects their academic life.

The findings also revealed that the profile and the social media utilization have no significant relationship with the students' academic performance.

The top school-related problem that emerged is the reduced learning and research capabilities when utilizing social media. In general, the school-related problems encountered by the students using social media were described as very alarming. The top personal problem is that in social media, the students are more prone to cyber bullying. In general, the personal problems encountered by the students using social media were described as very alarming.

**KEYWORDS:** *social media use, Junior High School students, academic performance, problems encountered, positive and negative effects*

## INTRODUCTION

Social media is considered phenomenal in today's generation. There are many Social Networking Sites (SNS) to be used in connecting to people and getting information around the globe. Facebook, Twitter, Instagram, Youtube, and others which are found in the internet has been usual sites where youths are engaging and spending money to be "in" with the latest trends.

Social media use in the country has become a very common feature of Filipinos daily life. Recently, the 2016 data on

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Social Media and Digital Stats in the Philippines, the percentage of social media penetration has increased from 40 in 2015 to 47 in 2016. The data mean that social media continues to be an essential part in the lives of Filipinos who have increased access to the internet via their mobile phones and electronic devices. In the article published by the Digital Marketing Philippines, from the 40 million active social media users, 65 percent of them are teenagers and young adults, and 81 percent of them access their accounts daily. (Gregorio, 2013)

Apparently, the growing numbers of social media users are Filipino students aged 15 to 24 years old. This finding is alarming considering that these youths are engaging themselves in social media, posting a range of content, updating statuses, and uploading or sharing photos and videos. Social media nowadays become a tool for posting problems and sharing emotions that they are going through (Gregorio, 2013). Truly, social media has become a platform of the youth's battle cry of personal sentiments and advocacies.

In a study of Wang, et al. (2011), on the effects of social media on college students showed that social media use is negatively associated with academic performance. They noted that two-thirds of the students are found using social media while in class studying or doing homework. This multitasking increase distraction and becomes detrimental to student's performance and study habits.

Some researchers have expressed their concern on the negative use of social media among students which has affected the study habits and performance. The growing incidence of students using the internet not necessarily for academic purposes but for anti-social activities is at an astonishing rate. They use websites for pornography, fraud and for other social vices in the society (Oji, 2007). Social media sites encourage negative behavior among students such as catching up with unknown friends and so on. People even use social media for illicit activities involving minors and influencing them that hinders their interest in learning (Schill, 2011).

In the Department of Education Division of Northern Samar, there is a wide proliferation of people engaging in various social media platforms. Teachers have accounts to a range of social networking sites and concentrated largely on Facebook (Tuba, 2017). Students use a wide array of technological devices to enrich their knowledge and improve learning (Tagros, 2013). Students who have less access to these technologies lie on uphill communities which are not reached by electricity.

Most Northern Samareño youths engage in different social media platforms and the internet access to most schools is readily available, hence, the researcher became interested to find out how social media utilization affects student's academic performance in selected secondary schools in Northern Samar.

This study determined the impact of social media use to the academic performance of junior high school students in selected secondary schools in the Division of Northern Samar.

## MATERIALS AND METHODS

This study was conducted in the selected secondary schools in the Department of Education Division of Northern Samar. The province of Northern Samar is among the poorest provinces in the Philippines with 47.9 poverty incidence in 2015 (Philippine Statistics Authority, 2015). Internet connectivity and access is deprived for in 113,980 families, 1,809 are households with internet access and 6,903 have access elsewhere (Philippine Statistics Authority, 2010).

The province is sub-divided in three areas: Balicuatro, Central and Pacific. The researcher conducted a preliminary survey on fast internet access to schools around the province. In the Balicuatro area, the schools where the study was conducted were Allen National High School, San Isidro

Agro-Industrial High School, and San Jose Technical High School. These schools are within the town proper near telecommunication companies' cell sites and internet access to these schools is readily available. In the central area, Bobon School for Philippine Craftsmen, Catarman National High School, and Mondragon Agro-Industrial High School are schools where the study was also conducted. These schools have good internet connectivity due to its strategic location close to cell sites. In the Pacific towns of the province, Pambujan National High School, Sumoroy Agro-Industrial School, and Catubig Valley National High School were chosen for these schools have fast internet connection.

Every municipality in the province have public secondary schools including agro-vocational schools providing academic, technical and industrial competence to students. Some big barangays in the province have their own secondary institutions catering to students' learning needs even to farthest uphill communities (Tuba, 2017).

Every town has mobile phone signals from two telecommunication companies, Smart and Globe, excluding those local communities not within the five or more kilometers from town proper due to geographical constraint (Tuba, 2017). Consequently, access to the internet is not a problem for most Norte Samareño, hence, locals enjoyed easy access to the web.

The Division of Northern Samar is one of the recipients of the Department of Education's computerization program which distributed computer sets to every school within the province. Most elementary and secondary schools enjoyed internet use with DepEd's Internet Connectivity Program stipulated in DepEd Order No. 50, series of 2009, which provides 20 to 30 computer units in beneficiary schools all over the country. It allows every student an opportunity to operate computers and other modern technologies for global competitiveness.

This study utilized the descriptive-correlational research design that describes the relationship among variables and scrutinizes the problem stated in the study in as far as the profile of the respondents, number of hours of active internet use per day, number of social media accounts, positive and negative effects of social media, problems encountered, and student's academic performance are concerned. The respondents of this study were the Grade 10 Junior High School students whose ages ranged from 15-16 in selected secondary schools in the Division of Northern Samar.

The researcher selected active social media users who have various SNS accounts [its relation to student's academic performance] and make use of these different SNS in which they are linked.

In conducting this study, a letter request addressed to the Schools Division Superintendent, Department of Education Office in Catarman, Northern Samar was secured. Permission letters were given to the principal and teachers of every school to seek for their approval and distribution of questionnaires.

The researcher personally administered the distribution of questionnaires to the student-respondents and conducted unstructured interview upon the retrieval of the instrument for validation of the data. The researcher also assisted the respondents in answering and filling out the questionnaires whenever there were misconceptions. No time limit was

imposed to enable the respondents to have sufficient time answering the questionnaires.

After filling out the questionnaire, retrieval was done and the data gathered was organized, tabulated and treated with the appropriate statistical tools. The researcher asked for the grades of the respondents in all subjects from their respective advisers.

The researcher also conducted interviews and focused group discussion on school related problems to some respondents. Their responses were written and recorded accordingly.

The data collected were tallied, organized and treated statistically in accordance with the problems stated. In the description of the profile of the respondents and social media use, frequency counts and percentage distribution were used.

In establishing the relationship between the independent and dependent variables, Pearson correlation coefficient was used to test the hypotheses based on a 0.05 level of significance.

## RESULTS AND DISCUSSION

### Profile of Student-Respondents

Table 1 shows the profile of the Grade 10 students in the selected secondary schools in District of Northern Samar. Column (1) presents the age of the respondents. It was found out in this study that out of the 1,144 respondents, 455 or 39.77 percent are 16 years old; 413 or 36.10 percent are 15 years old; 167 or 14.60 percent are 17 years old; 61 or 5.33 percent are 18 years old; 20 or 1.75 percent are 19 years old; 20 or 1.75 percent are 14 years old, and eight (8) or 0.70 percent are already 20 years old and above.

Column (2) shows the distribution of the gender of Grade 10 respondents. The result shows that out of 1,144 respondents, 618 or 54.02 percent are female; 458 or 40.03 percent of the respondents are male; 36 or 3.15 percent are gay; 21 or 1.84 percent are bisexual, and 11 or 0.96 percent are lesbian.

Column (3) reveals the percent distribution of the family income of the respondents. It shows that out of 1,144 respondents, 393 or 34.35 percent of the respondents have below ₱5,000 family income; 390 or 34.09 percent have ₱5,000-₱9,999 family income; 160 or 13.99 percent have ₱10,000-₱14,999 family income; 84 or 7.34 percent have ₱15,000-₱19,999 family income; 49 or 4.28 percent have ₱20,000-₱24,999 family income; 47 or 4.11 percent of the family income of the respondents are ₱30,000 and above, and 21 or 1.84 percent of them have family income within the range of ₱25,000-₱29,999.

Column (4) presents the frequency distribution of the gadgets owned by the students. It shows that out of 1,144 respondents, 932 or 81.47 percent of the Grade 10 student-respondents own smartphone only; 75 or 6.56 percent of the students own two (2) gadgets; 39 or 3.41 percent own three (3) gadgets; 34 or 2.97 percent of them own tablet only; 26 or 2.27 percent of them own desktop computer only; 21 or 1.84 percent own laptop only; 10 or 0.88 percent own four (4) gadgets; two (2) or 0.17 percent of the students own portable gaming device only; two (2) or 0.17 percent own five gadgets and all of the six gadgets, one (1) or 0.09 percent own game console only.

**Table 1 Profile of Student-Respondents**

(1)		(2)		(3)		(4)	
Age (Years)	Percentage (%)	Gender	Percentage (%)	Family Income	Percentage (%)	Gadgets Owned	Percentage (%)
19	1.75	Female	54.02	25,000-29,999	1.84	Desktop Computer Only	2.27
18	5.33					Portable gaming device Only	0.17
						Laptop Only	1.84
17	14.6	Gay	3.15	20,000-24,999	4.28	Tablet Only	2.97
						Game console Only	0.09
16	39.77	Bisexual	1.84	15,000-19,999	7.34	Own Two Gadgets	6.56
						Own Three Gadgets	3.41
15	36.1	Lesbian	0.96	10,000-14,999	13.99	Own Four Gadgets	0.88
				5,000-9,999	34.09	Own Five Gadgets	0.17
14	1.75			below 5,000	34.35	Own All Six Gadgets	0.17
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>

### Social Media Use of Respondents

#### Number of Hours of Active Internet Use Per Day

Table 2.1 shows the percent distribution of the number of hours spent by students in active internet use for academic purpose. Out of 1,144 respondents, 434 or 37.94 percent spends one (1) hour; 373 or 32.60 percent spends two (2) hours; 141 or 12.33 percent spends three (3) hours; 97 or 8.48 percent spends below one (1) hour; 39 or 3.41 percent spends four (4) hours; 24 or 2.10 percent spends five (5) hours; 13 or 1.14 percent spends six (6) hours; 5 or 0.44 percent spends fifteen (15) hours; 4 or 0.35 percent spends seven (7), nine (9) and thirteen (13) hours; 3 or 0.26 percent spends ten (10) hours; 2 or 0.17 percent spends eight (8) hours; 1 or 0.09 percent spends twelve (12) hours, and none of the respondents spend their time for eleven (11) and fourteen (14) hours.

It also shows the frequency distribution of the number of hours of active internet use for non-academic purpose. It specifically shows that out of 1,144 respondents, 291 or 25.44 percent spends one (1) hour; 267 or 23.34 percent spends two (2) hours; 163 or 14.25 percent spends three (3) hours; 133 or 11.63 percent spends five (5) hours; 90 or 7.87 percent spends less than an hour; 80 or 6.99 percent spends four (4) hours; 57 or 4.98 percent spends eight (8) hours and above; 38 or 3.32 percent spends six (6) hours; 25 or 2.19 percent spends seven (7) hours; 13 or 1.13 percent spends twelve (12) hours; 9 or 0.79 percent spends fourteen (14) hours; 8 or 0.70 percent spends ten (10) hours; 7 or 0.61 percent spends for thirteen (13) hours;

6 or 0.52 percent spends eleven (11) hours; 5 or 0.44 percent spends for eight (8) and fifteen (15) hours, and 4 or 0.35 percent spends for nine (9) hours of non-academic purpose.

**Table 2.1 Number of Hours of Active Internet Use Per Day**

Number of Hours of Active Internet Use	Academic Usage of Social Media	Non-Academic Usage of Social Media
	Percentage %	Percentage %
15 hours	0.44	0.44
14 hours	0.00	0.79
13 hours	0.35	0.61
12 hours	0.09	1.13
11 hours	0.00	0.52
10 hours	0.26	0.70
9 hours	0.35	0.35
8 hours	0.17	0.44
7 hours	0.35	2.19
6 hours	1.14	3.32
5 hours	2.10	11.63
4 hours	3.41	6.99
3 hours	12.33	14.25
2 hours	32.60	23.34
1 hour	37.94	25.44
Below 1 hour	8.48	7.87
<b>TOTAL</b>	<b>100</b>	<b>100</b>

### Number of Social Media Accounts

The table 2.2 shows the frequency distribution of the number of social media accounts used by the student-respondents. It reveals that 555 or 48.51 percent of the respondents use only one (1) account, 498 or 43.53 percent use two (2) to three (3) accounts and 91 or 7.95 percent own more than four (4) social media accounts.

**Table 2.2 Number of Social Media Accounts Used**

Number of Social Media Accounts Used	Frequency	Percentage
		%
4	91	7.95
2-3	498	43.53
1	555	48.51
<b>TOTAL</b>	<b>1144</b>	<b>100.00</b>

### Academic Performance of the Respondents

Table 3 presents the average grades of Grade 10 students from different secondary schools in each subject. It shows that the grand mean or the overall average grade of respondents in all subject areas is 85.01. The average grade of the respondents in English is 84.44; in Mathematics, 83.20; in Science, 83.87; in Filipino, 84.82; in AralingPanlipunan, 84.99; in MAPEH, 85.83; in ESP, 86.05, and; in TVE, 86.88.

**Table 3 Average Grade per Subject**

Subjects	Average Grade	Interpretation
English	84.44	Approaching Proficiency
Mathematics	83.20	Approaching Proficiency
Science	83.87	Approaching Proficiency
Filipino	84.82	Approaching Proficiency
AralingPanlipunan	84.99	Approaching Proficiency
MAPEH	85.83	Proficient
ESP	86.05	Proficient
TVE	86.88	Proficient
<b>Grand Mean</b>	<b>85.01</b>	<b>Proficient</b>

### Positive and Negative Effects of Social Media

#### Positive Effects of Social Media

Table 4.1 shows the positive effects of social media to the Grade 10 students of selected secondary schools in the Northern Samar Division. Among the 30 effects, 17 are classified as positive effects of social media.

The highest weighted mean is reflected on the item that “SNS are more effective in communicating with my friends” which has a mean of 3.76. This means that social networking sites are widely used by most students in connecting with their peers and to spread information. This confirms the study of Vaughn that teenagers usually utilize internet to contact friends, share ideas, reinvent their characters and showcase their social lives. While the lowest weighted mean was recorded for statement that “exposure to social media provides an opportunity for me to grow as a learner” having a mean of 3.13.

In general, the positive effects of social media towards the respondents have a grand mean of 3.38. This means that social media is a positive tool for students to develop academic competence, positive attitude and social skills.



**Table 4.1 Positive Effects of Social Media**

Positive Effects of Social Media	Weighted Mean	Interpretation
1. SNS are more effective in communicating with my friends.	3.76	Very Positive
2. SNS is a good communication tool.	3.61	Very Positive
3. Utilizing SNS reduced my time doing assignments and home works.	3.51	Very Positive
4. Using social media while doing my assignments negatively affects my quality of work.	3.5	Very Positive
5. Social media can be an effective tool for e-learning for me.	3.47	Very Positive
6. Social Networking Sites (SNS) are helping me in way of speaking and writing.	3.46	Very Positive
7. Membership in social networking sites is important in gaining information and ideas.	3.46	Very Positive
8. SNS helps me stay connected to friends and receive school announcements.	3.44	Very Positive
9. Social networks aid me in discussing assignments and projects to my classmates.	3.43	Very Positive
10. Reading my modules and books is so comforting than joining online forums.	3.33	Positive
11. Social media change my behavior in effective manner.	3.32	Positive
12. Using SNS improves my study habit.	3.31	Positive
13. Social media positively affect my study timings in routine life.	3.24	Positive
14. SNS creates me a conducive environment for learning.	3.24	Positive
15. Social media boosts my self-confidence.	3.19	Positive
16. SNS helps me to use time more efficiently.	3.18	Positive
17. Exposure to social media provides an opportunity for me to grow as a learner.	3.13	Positive
<b>GRAND MEAN</b>	<b>3.39</b>	<b>Positive</b>

**Negative Effects of Social Media**

Table 4.2 shows the negative effects of social media. Out of 30 items, 13 were classified as negative effects. The highest weighted mean is reflected on the item that “social media is addictive and a challenge that affect my academic life” which has a mean of 3.4. This means that the excessive use of social media makes a student too engrossed and could affect his/her academic performance.

The lowest weighted mean on the other hand was recorded for statement that “even my teacher cannot disturb me whenever I am connected to social media” having a mean of 2.8. This means that every time a student is logged in to a specific social media platform, no one can interrupt him/her in his/her utilization even in the presence of a teacher.

In general, the negative effects of social media have a grand mean of 3.20. This means that social media is a negative tool in promoting distraction towards student’s learning. It hinders students to properly consume their time in doing school related activities and lead them to procrastination, bad study habits, learning disturbances and negligence to school requirements. It will then steer to poor academic performance that will result to failure and retention if grades will not be properly managed.

**Table 4.2 Negative Effects of Social Media**

Negative Effects of Social Media	Weighted Mean	Interpretation
1. Social media is addictive and a challenge that affect my academic life.	3.4	Very Negative
2. Time spent in social media can never be compared to time spent in my studies.	3.33	Negative
3. Social media has affected my academic performance negatively.	3.3	Negative
4. Online social networks distract me from my learning.	3.3	Negative
5. Social media leads to procrastination.	3.2	Negative
6. Social media decreased my grades and academic standing.	3.2	Negative
7. Using social media made me neglect my home works.	3.2	Negative
8. Listening to my teacher during discussion is disregarded when I logged in to Facebook.	3.1	Negative
9. Social media is a distraction to my academic learning activities.	3.1	Negative
10. Social media enables cheating on school related works.	3.1	Negative
11. Good study habits is forgotten when I use SNS.	3.1	Negative
12. Spending too much money in the Internet is all right rather than spending it to projects and other school requirements	2.8	Negative
13. Even my teacher cannot disturb me whenever I am connected to social media.	2.8	Negative
<b>AVERAGE</b>	<b>3.15</b>	<b>Negative</b>

**Relationship between the Students’ Profile and their Academic Performance**

Table 5 shows the relationship between the profile of the students and their academic performance.

Age was found out to have no significant correlation with the academic performance of the Grade 10 students having a negative Pearson Correlation (r) of 1.105. Gender was found out to have no significant correlation with academic performance with negative Pearson Correlation (r) of 0.105. Family income was found to have no significant correlation to academic performance with Pearson Correlation (r) of 0.112. Gadgets owned was found out to have no significant correlation with 0.206 Pearson Correlation (r).

This eventually confirms the null hypothesis that there is no significant relationship between the respondent's profile and the effects of social media to student's academic performance. This means that the respondent's age, gender, family income and gadgets owned has no effect towards their academic performance. Regardless of the student's profile, their performance in school will not be affected.

**Table 5 Correlation between the Profile of the Students and their Academic Performance**

Student Profile	Academic Performance		
	Pearson Correlation (R)	Significance (1 tailed)	Interpretation
Age	-.211	.000	No Significant Relationship
Gender	.105	.000	No Significant Relationship
Family Income	.112	.000	No Significant Relationship
Gadgets Owned	.206	.000	No Significant Relationship

#### Relationship between the Social Media Use and Students' Academic Performance

The next table presents the correlation between the social media utilization of students and their academic performance.

Academic usage of social media was found out to have no significant correlation with a Pearson coefficient (r) of 0.098. Non-academic usage of social media has a value of 0.064 Pearson coefficient (r) and shows no significant correlation. Number of social media accounts was found out to have no significant correlation with a Pearson coefficient (r) of 0.056. This means that the number of accounts used has no correlation to academic performance. It also means that whether a student had one social media account or more, it has no relationship with the learning a student acquired at school.

This confirms the null hypothesis that there is no significant relationship between the social media utilization and academic performance. This means that the use of social media for academic and non-academic purposes and its number of accounts have no effect on student's academic performance. Whether a student utilize social media for so long and goes multiple accounts, their performance in school will not be affected.

**Table 6 Correlation between the Students' Social Media Use and their Academic Performance**

Social Media Utilization	Academic Performance		
	Pearson Correlation (R)	Significance (1 tailed)	Interpretation
Academic Usage of Social Media	.098	.000	No Significant Relationship
Non-Academic Usage of Social Media	.064	.015	No Significant Relationship
Number of Social Media Accounts	.056	.029	No Significant Relationship

#### Problems Encountered by the Students in Using Social Media

##### School Related Problems

In a group discussion through an accidental interview, the student revealed some of the school related problems. Table 7.2 presents the school related problems encountered by the secondary students using social media. It is described as very alarming with a grand mean of 3.44.

The highest weighted mean is reflected on the school related problem that "reduced learning and research capabilities when utilizing social media" which has a mean of 3.54. This means that there is a diminishing interest towards learning and information gathering with the excessive use of social media. "Vocabulary is limited due to less time reading books" followed with a mean of 3.44. This means that time spent reading books and other instructional materials are lesser because more time is consumed in other activities like use of gadgets for social media purposes, thus, vocabulary is limited.

"Short attention span because spending to SNS most of the time" also got a mean of 3.44. This means that student's learning are disturbed because they devote most of their time to social networking sites. The extent to which attention of students in the learning process is very short, hence, classroom discussion is interrupted. "Social media decreases productivity" with a mean of 3.42 means that there is educational outputs and learning acquisition reduction because of inefficient use of social media.

While the lowest weighted mean was recorded for the problem that "time mismanagement resulting to undone school requirements" having a mean of 3.39 because there is balance in their use of social media for academic and non-academic purpose.

This means that the use of social media is very alarming to students for it reduce learning and research capabilities, less knowledge and verbal competence, productivity diminution, and promotes time mismanagement.

**Table 7.1 School Related Problems Encountered by the Students Using Social Media**

School Related Problems	Weighted Mean	Interpretation
1. Reduced learning and research capabilities when utilizing social media.	3.54	Very Alarming
2. Vocabulary is limited due to less time reading books.	3.44	Very Alarming
3. Short attention span because of spending to SNS most of the time.	3.44	Very Alarming
4. Social media decreases productivity.	3.41	Very Alarming
5. Time mismanagement resulting to undone school requirements	3.39	Alarming
<b>AVERAGE</b>	<b>3.44</b>	<b>Very Alarming</b>

##### Personal Problems

Table 7.2 presents the personal problems encountered by the secondary students in using social media. Out of 25 items, 19 were classified as personal problems. The highest weighted mean is reflected on the personal problem that "social media is

prone to cyber bullying” which has a mean of 3.68, while the lowest weighted mean was recorded for the problem that “social media encourages curfew violation” having a mean of 3.29.

In general, the personal problems encountered by the students using social media were described as very alarming with grand mean of 3.48. This means that the utilization of social media is very alarming to students because it establishes improper behavior to students.

**Table 7.2 Personal Problems Encountered by the Students Using Social Media**

Personal Problems	Weighted Mean	Interpretation
1. Social media is prone to cyber bullying.	3.68	Very Alarming
2. Psychological distress (anxiety and depression) is a common problem in relation to social media.	3.61	Very Alarming
3. Identity theft as other students may use all details and information of the other online.	3.56	Very Alarming
4. The use of gadgets can harm the health of students.	3.56	Very Alarming
5. Social media lead to health issues.	3.54	Very Alarming
6. SNS allow hate groups to recruit and distribute online propaganda or fake news.	3.52	Very Alarming
7. Social media users are vulnerable to cybercrime.	3.51	Very Alarming
8. Some SNS users are doing cyber stalking.	3.51	Very Alarming
9. Increased social media use has a significant association with poor sleep.	3.50	Very Alarming
10. Online frauds increase as more people turn to social media.	3.48	Very Alarming
11. Privacy is at risk when using social media.	3.47	Very Alarming
12. Laziness as a result of excessive use of social media.	3.46	Very Alarming
13. Sexting or sending indecent pictures is established through social media.	3.42	Very Alarming
14. FOMO (Fear of missing out) makes student's anxious and crazy.	3.42	Very Alarming
15. SNS is susceptible to pornography.	3.42	Very Alarming
16. Social media lead students to be introvert and lack of interpersonal skills.	3.42	Very Alarming
17. More money is being spent in social media.	3.39	Alarming
18. Social skills are not developed because of excessive use of social media.	3.34	Alarming
19. Social media encourages curfew violation.	3.29	Alarming
<b>AVERAGE</b>	<b>3.48</b>	<b>Very Alarming</b>

The findings of this study show that the respondents' age is 16 and 15 years old, majority of them are dominated by female students. Results also showed that majority of the respondents came from a family with income ₱9,999 and below. Most of the respondents owned smartphones and infers that socioeconomic status is not a basis of procuring gadgets and mobile devices. This further implies that students from low income families have the means to acquire technological devices to be used for social networks interaction.

The study shows that most of the Grade 10 students spend one (1) hour of internet use for academic purpose and two (2) hours for non-academic purpose. Most of the Grade 10 students spend more time of internet use for non-academic purpose than doing academic researches. This implies that students' purpose of using social is for activities related to socialization, making friends, cyber world interaction, being updated with the newest trends and others. Majority of the students own one to three (1-3) social media accounts which imply that students are technologically efficient in using various social networking sites.

The findings also revealed that the students obtained approaching proficiency in core subjects like English, Mathematics, Science, Filipino and Araling Panlipunan and achieved proficient performance in MAPEH, ESP and TVE subjects. This resulted to an overall proficient academic performance of the respondents. Majority of the overall grades in every learning area are below 85 which implies that students have good academic status and their learning is not affected by social media as grades are the basis of the academic status of students.

With regard to the positive and negative effects of social media use, it implies that social media is a tool that can influence students in a positive or negative way. The positive effect of social media towards students is the development of academic proficiency, positive behavioral change and improvement of social abilities that are essential in promoting holistically developed individuals. On the other hand, the negative effects of social media are the declining study habit, deferment and desertion of school related activities, and requirements that will lead to poor performance in class. This further implies that social media can provide positive and negative impacts to the academic performance of students depending on its utilization.

The relationships between the respondents' profiles and their academic performance in terms of age, gender, family income, and gadgets ownership, were found out to be insignificantly related. The relationship between social media utilization and academic performance in terms of academic usage is insignificantly correlated. Moreover, the non-academic usage and number of social media accounts are insignificantly correlated to academic performance. Thus, the profile and the social media use of the respondents have no significant relationship with their academic performance.

The top school related problem is the increased learning distraction and loss of interest in studies. In the interviews, the problem on the reduced learning and research capabilities when utilizing social media was also highlighted. In general, the school related problems encountered by the students using social media were described as very alarming. The top personal problem is that social media is prone to

cyber bullying. In general, the personal problems encountered by the students using social media were described as very alarming.

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