Research Article

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

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ABSTRACT

Social media are now the cornerstone in everyday life, with the rapid development of technologies shifting the way of communication and learning with different tools that influence student learning in education. The study investigates the media's influence on the academic performance of senior high school students. A total of 325 Grade 11 students were chosen through stratified random sampling, and those selected respondents were senior high school students of the Schools Division of Borongan City. The descriptive-correlational research design and an adopted structured research questionnaire were utilized. Results revealed that Facebook had the highest usage among senior high school students for academic and social purposes. TikTok, Messenger, YouTube, and Instagram are following it. The social media platforms greatly influence the students' academic performance through communication, social skills, and time management. Furthermore, time management had an average score on social media, which indicates that students need to balance life using gadgets and education outcomes. On the distribution of respondents in terms of academic performance, results show that most of the respondents belong to the Outstanding level (60.3%), followed by the Very Satisfactory level (33.5%) and Satisfactory level (6.2%). Testing the relationship between the influence of social media and the academic performance of senior high school students reveals significant correlations that highlight the multifaceted role social media plays in education. The study recommends the limitations of using Facebook and other social media platforms, especially for struggling learners in academic performance in schools. Schools initiate programs, projects, and activities related to anti-cyberbullying, the Internet Safety Act, and Cybercrime Prevention Seminars for the students. Provide peer tutoring and give insights on how to

be responsible online users. Benchmarking to improve academic performance using social media platforms and school authorities manage, support, and innovate using social media education.

Introduction

Living in the media networking era is a source of information nowadays, in which everything relies on the online world, with the power of an internet connection. People nowadays are becoming technologically dependent and active users of social media. The technophile refers to a person obsessed with technology and modern machines, they cannot live without using gadgets like smartphones, laptops, tablets, and computers. In modern technology, these gadgets are useful to our family, friends, relatives, and co-workers to interact and connect to the online world.

Any website that allows social interaction through online internet connectivity is considered social media. The Philippines has one of the highest users of social media numbers of social network users across Southeast Asia, with a social media penetration rate of approximately 67 percent as of January 2020. On average, students spent almost four hours or three to six hours a week using social media (Sánchez, 2014; Fortuna, 2023).

Due to the widespread reach of social media platforms, many things have changed in the entire world, including the educational system. Undoubtedly, social media has brought a lot of useful things, especially for educational purposes. Both teachers and students are dealing with social media platforms since face-to-face classes are highly restricted. Before that concern, all schools and institutions must adopt and redesign a new curriculum that aligns with the needs and responds to the community.

Teachers are using another technique for professional efficacy while experiencing a crisis in the Philippines. They can now upload their modules, post updates and information, and even view and check the students' assessments or outputs. By doing the Facebook Live, Messenger group, and Facebook closed group through social media, and other forms of SMS powered by Google. The students and teachers help to obtain relevant school matters and interact virtually throughout the learning process.

However, this is not just how it ends things, we should have to look at the other viewpoint. The Department of Education's various institutions are embracing new learning modalities, both flexible and blended learning techniques, to continue and avoid the academic freeze. Students are excessively checking their phones on social media accounts, like Facebook accounts and Messenger, to update themselves about school matters, whether they like it or not. But have we ever wondered about 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, began to establish this new system in the entire Philippines?

The demands of empirical data to evidence the theory of the predicted positive or negative influence using social media in learning activities, learning outcomes of students' performance, prompted us to delve into this study. It becomes imperative, therefore, that the establishment of a research-based data set to support the claim that social media affects the way learners think and learn be made for educators towards the development. The lesson innovations, to capture learners' interest, as this provides permanency of learning.

The nature of learners and learning being visual demands visual instructions, and animated videos and sounds accelerate the learning and thinking process. Moreover, the researcher is interested in investigating how social media (SM) influences the students' academic performance in senior high school.

The main purpose of this study is to investigate social media's influence on the academic

performance of senior high school students in Borongan City.

It 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 to which 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 in their second semester of the 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 on the academic performance of senior high school students

Methodology
Research Design
The study utilized the descriptive-correlational research design. The descriptive research is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships. It would be making adequate, accurate interpretations about such data, and sometimes minimal aid of statistical methods (Saunders, 2023). This study is descriptive because it aimed to accurately and systematically measure the different attributes of Social Media influence on the academic performance of senior high school students. In analyzing data on influencing the two variables, data analysis by frequencies, mean, and percentages was used.

Moreover, the correlational design was used because it tries to reveal a significant relationship between social media's influence on academic performance and the academic performance of senior high school students. However, correlational methods were used when a study focuses on the current situation that aims to discover a new reality (Bordens & Abbott, 2002). The researcher analyzes the collected numerical data in the context of the descriptive analysis, and 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.

Respondents of the Study
The respondents are grade 11 senior high school students from the different areas of the Senior High School Division of Borongan City. A total of 325 representative respondents of different area subgroups within the population. The stratified sampling was utilized in the study on social media that influences the academic performance of senior high school students.

Stratified sampling involves randomly selecting participants from each stratum, which divides the population into distinct strata based on specific characteristics such as grade level and students' academic performance.

In this study, respondents were chosen according to 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 perspectives on academic performance patterns than those who use it less often. This method reduces sampling bias and ensures that the findings in the study are more generalizable to the wider population of senior high school students.

Research Instrument
The researcher used a structured questionnaire that was adopted to investigate how academic performance influences the social media of grade 11 senior high school students. The researcher went through a series of reviews of the literature on the major variables of the study. The construction of research aligns with and applies to the existing theory. To determine the significance of the current study, the researcher summarized the social media platforms that influence students' academic performance in school. In addition, the researcher wants to ensure that the items will be intelligible, straightforward, and prepared under current best practices in survey design as they were being created. This was accomplished by

examining a questionnaire that fairly represented the study's factors.

In achieving 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 students' responses to each indicator. Students responded to the research questionnaires on social media influence on academic performance, which ranged from (1) Never, (2) Rarely, (3) Sometimes, (4) Often, and (5) Always.

To achieve the second objective in the study, the researcher asked for the overall Grade Weighted Average (GWA) for the Second Semester of the School Year 2024-2025 through a survey.

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

The social media platforms play a significant role in shaping the senior high school students' academic performance. Table 1 shows that regarding social media platforms, Facebook has the highest usage of 285 students (23.61%), and is commonly used by students for academic and social purposes. It offers groups and pages to 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. With 202 students (16.73%) as users, YouTube is ranked the 4th most used among students' influences on academic performance. It is 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 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.

Data revealed that social media platforms had 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 is the most utilized, showing 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 the distraction of time management.

Similar to the findings of Cabreros (2024), all Facebook posts analyzed contain fallacies and impoliteness strategies of senior high school students, the most common target being to influence the school performance. Furthermore, the research of Yeboah & Ewur (2014) highlights that excessive use of social media for non-academic purposes harms students' academic performance, which could explain why students' academic performance outcomes may vary based on their use of these platforms.

In addition, the study of Oguguo et al. (2020) shows a positive influence on students' performance who frequently use social media to gain more friends, answer research assignments for educational purposes, and stay tuned for the latest trends and news. Likewise, students enjoyed and found pleasure in using social media and getting information about current events (Tus et al., 2021).

Using social media can have a positive impact that is perceived by students with different significant factor that influences students' academic performance (Buctut, et al., 2021; Shukla & Rani, 2022).

Table 1. Social media platforms that may influence the academic performance of senior high school students

Social Media Platforms	Frequency*	Percentage	Rank
Facebook	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
Pinterest	24	1.99	7
LinkedIn	15	1.24	8.5
Snapchat	15	1.24	8.5
Whatsapp	14	1.20	10
Reddit	11	.90	11
Myspace	5	.40	12
Total	1,207	100.00	

*Multiple response

Influence of Social Media on the Academic Performance of Senior High School Students: Communication

Using social media enhances 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, which reflected a high mean score of 4.28 (SD = .839), which is also interpreted as "Very High." These results suggest that students 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 in communication and information dissemination underscores students' academic engagement.

Furthermore, the role of social media in facilitating learning towards communication and collaboration is notable. Students rate their ability to transfer information through media platforms with a mean score 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.

The findings highlight the growing importance of social media platforms as a communication and educational tool in enhancing the academic performance of senior high school students. The students' rating is 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 (Saini & Mir, 2023).

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 to 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 educational purposes (Kim & Kim, 2022).

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 (Asghar et al., 2023).

Table 2. Influence of social media on 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 students to exchange knowledge with their peers	3.96	.919	High
Social media lets students keep up with their friends' posts	3.75	.910	High
Social media was used to discuss class matters with the students' teacher	3.78	.971	High
Social media helps to keep up with news and technology	4.31	.898	Very High
Social media allows 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 students to engage in collaboration.	3.69	.928	High
Social media allows students to use the virtual space to communicate and transfer information.	4.08	.897	High
Grand Mean	**3.94**	**.565**	**High**

Social Skills

The social media plays a significant role in shaping the social skills. Table 3 shows a mean score of 4.16 (SD = .996), students reported using the social media, students 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.

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.

Furthermore, 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 influence social media on the social skills and academic performance of senior high school students, it underscores 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.

According to the study of Huang et al. (2020) emphasized the structural used 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.

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

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

Time Management

Using 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 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. Moreover, constant availability of social media and its wide array of content is

causing dissatisfaction among students with more focused academic work.

The data shows that students use social media to "pass the time," with a mean score of 3.52 (SD = 1.23). It 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 to fill free moments, they spend 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, being intentional with study periods, poses a challenge to maintaining a structured and balanced academic schedule.

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 students' difficulty 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, 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 distract students 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 academic performance.

The results suggest that using social media's influence on time management is a double-edged sword for senior high school students, highlighting the utilization of skills and their 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 et al., 2023). 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, prioritization, and chatting during lectures. It suggests that interventions are necessary to promote self-regulation among students. According to Khan et al. (2019), the excessive use of social media during academic activities can decrease cognitive engagement and reduce 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 allowing them to use social media, which will become a productive tool for communication and learning.

Table 4. Influence of social media on 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 in online notifications and posts usually diverts attention during study hours	3.26	1.29	Average
Social media presents both opportunities and challenges for effective time management for learners	3.68	1.03	High
Social media poses a danger of losing attention and prioritization	3.45	1.25	High
Grand Mean	**3.35**	**.901**	**Average**

Academic Performance of Senior High School Students in 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.

The data shows that 109 respondents (33.5%) fall into the Very satisfactory category, while only 20 students (6.2%) are under the Satisfactory category. While the majority perform well, the smaller representation in the lower categories indicates the underlying challenges faced by research respondents, 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 data on academic performance among senior high school students highlights the necessity for targeted educational strategies to sustain and enhance student achievement. The majority are classified as outstanding, teachers need to build upon this success by implementing best practices that align with contemporary pedagogical standards. Research by Vestad (2022) and Cetinkaya et al. (2025) 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. Likewise, challenges and problems encountered by senior high school students transform into opportunities to improve academic performance, and students develop self-discipline (Anabo et al., 2025).

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. It highlights that such interventions can significantly increase academic engagement and success, suggesting that targeted support is vital for helping students reach their full potential (Fraile-Martinez et al., 2024; Ruiz et al., 2024)

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, regular feedback, and personalized learning, are most effective in supporting struggling students (Huang et al, 2023; Gereña & Anabo, 2024). Adhering to these strategies, the educators can create a more inclusive and supportive learning environment that will encourage 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.

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

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

The results present the relationship between the extent of influence of social media and the academic performance of senior high school students. The study revealed several significant correlations highlighting the relationship between academic performance and social media in education. The correlation coefficient for communication and students' 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.

Connecting with peers for academic support through social media platforms enhances knowledge and engagement in schoolwork. The result suggests that teachers should leverage these platforms to develop student learning. Effective communication is vital in the educational context, and integrating social media into classroom activities can facilitate collaborative learning experiences. Research by Assefa et al. (2023) indicates that students who engage in online discussions and peer feedback through social media tend to show higher academic achievement. 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 their peers are likely to perform better academically. Developing 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 to communicate effectively and collaborate with peers online. A study by Rivera-Santana (2024) emphasizes that SEL frameworks improved interpersonal skills and academic outcomes, which suggests 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.

Finally, the significant relationship between time management and academic performance is represented by a correlation coefficient $r = 0.149$ and a p-value of 0.008, indicating the significance of the study. This finding suggests that while social media can serve as an educational tool for academic engagement, the students face challenges related to time management. Students who effectively manage their time in conjunction with their social media usage may experience improved academic performance; 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. It highlights teaching students time management strategies, including scheduling their social media use to improve students' academic performance (Sarwan et al, 2023; Aquino, 2024; Patalinghug et al.,2025). Teachers should implement programs that educate students about effective time management techniques and 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.

Table 6. Analysis result on the test of the relationship between the extent of influence of social media on 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

Conclusions

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

1. The study revealed that Facebook is the most widely used platform among senior high school students for academic and social purposes, followed by TikTok, Messenger, YouTube, and Instagram.

2. It demonstrates a high influence of social media on the students' academic performance to improve their communication and social skills. While the influence on time management remains average, indicating the need for balanced usage to optimize academic outcomes.

3. 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 students' academic achievement among the participants.

4. The results 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.

Recommendations

From the salient findings and conclusions on social media that influence the academic performance of senior high school students in Borongan City, the following recommendations are advanced:

1. The study recommends the limitations of using Facebook and other social media platforms, especially for struggling learners in academic performance in schools.
2. Schools initiate programs, projects, and activities related to anti-cyberbullying or online platforms for the students.
3. Students with a high academic performance provide peer tutoring and give insights on how to be responsible online users.
4. The Supreme Student Government Council provides benchmarking to improve academic performance using social media platforms.
5. School authorities manage, support, and innovate using social media platforms to improve academic performance.

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