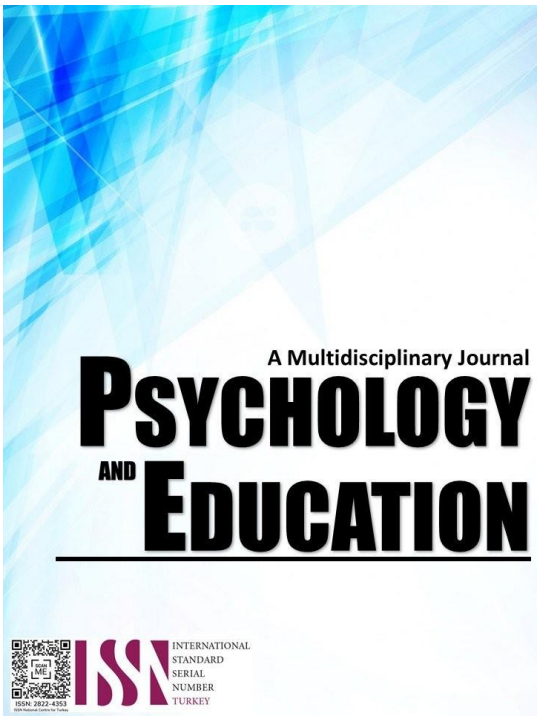
THE RELATIONSHIP OF SOCIAL MEDIA ON LEARNER'S ACADEMIC ACHIEVEMENT



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Research Article

The Relationship of Social Media on Learner's Academic Achievement

Daisy L. Obiso,* Jansen D. Piedra, Aisha Mae G. Daclan, Flora Mae P. Dayon,
Alwyna L. Unabia, Virginia B. Velasco
For affiliations and correspondence, see the last page.

Abstract

The increasing use of social media platforms has drastically altered how people interact, communicate, and acquire information in the digital age. Today's learners, as digital natives, are profoundly entrenched in online social networks, making it critical to understand how these platforms influence their educational endeavors. Through a thorough evaluation of existing research and consideration of many perspectives, this study investigates the effects of social media on learners' academic achievement. While some academics suggest that social media may be a beneficial tool for improving learning experiences, others argue that its widespread use may impair academic attainment due to distractions, less study time, and greater procrastination. This abstract seeks to provide a balanced assessment of these contrasting viewpoints. Based on the findings of the study, the test of relationship between learners' academic achievement and the use of social media showed that there is a positive relationship between the variables. The usage of social media often for academic purposes is positively relative to the learner's academic achievement with p-value of 0.007506 while there is no relationship between the learners' age and the degree of effect of social media with p-value of 0.3829. Which means that age does not relate to the effect of social media among participants. Thus, additional studies should delve into the impact of social media and should cover a more comprehensive student sample from different elementary environments to represent a substantial part of the population to address the limitations of the current study.

Keywords: *academic achievement, learners, social media*

Introduction

Social media has invaded Internet users' daily lives, and the increasing pervasiveness of cell phones validates this condition. As smartphones become more popular, particularly among students, these two technologies are becoming increasingly intertwined. As a result, technology has become pervasive and nearly unavoidable, transforming how students interact, connect, and socialize. It has become a fundamental part of their social and cultural fabric and students spend a significant amount of time on social media. Learners can use social media to connect with others. Learners can easily communicate with their classmates, teachers, and other professionals in their industry through social media platforms such as Facebook, Twitter, and Instagram. This can assist them in collaborating on projects, receiving assistance with their schoolwork, and remaining motivated. Social networking can assist students learn new skills.

On social media, there are numerous educational tools available, such as Khan Academy, TED-Ed, and Crash Course. Learners can also utilize social media to identify and connect with other learners who share similar interests. Social media can increase student engagement in terms of behavioral, affective, and cognitive domains (Bond et al., 2020). However, it is critical to realize that social networking sites may expose students to hazards that may impede their learning. It is critical for parents to monitor their children and urge them to converse in person rather than through technology. As a tool, social media is a double-edged sword. While it has many benefits, it can also influence youngsters in unhealthy ways.

This introduction aims to lay the groundwork for a thorough examination of the multidimensional relationship between social media and academic performance. Students now have unparalleled chances for interaction, self-expression, and access to a variety of knowledge thanks to the rise of social media platforms such as Facebook, Twitter, Instagram, and TikTok. It has, however, brought with it a slew of obstacles that may have far-reaching ramifications for their educational pursuits. On the one hand, proponents say that social media can be used to enhance learning experiences. They emphasize its ability to facilitate collaborative work, engage in meaningful discussions, and provide access to a large assortment of educational resources. Critics, on the other hand, argue that the pervasiveness of social media may lead to distractions and less study time.

Deeper into this complicated problem, it becomes clear that the impact of social media on academic achievement is multifaceted. Individual features, usage patterns, and the educational situation all play important roles in developing this relationship. Furthermore, the possible effects of social media on academic performance go beyond the classroom and include mental health issues, cyberbullying, and the spread of disinformation. In this investigation, we hope to present a balanced and nuanced view of how social media affects learners' academic attainment. By analyzing both the positive and bad aspects, we hope to shed light on the tactics that educators, parents, and students may use to maximize the benefits of social media while reducing its negative effects.

This study is anchored on Technology Acceptance Model (TAM) by Fred Davis, Theory of Planned Behavior (TPB) by Icek Ajzen (1980's), and the Deone and McLean Information System Success Model (IS Success Model). A thorough examination of the literature indicated the relevance of determining the influence of social media on students' intentions to use social media in their learning as well as the impact of social media on academic achievement. Although the TAM and TPB alone accurately indicate behavioral intention to

use, no prior research has been conducted to establish the impact of students' beliefs on their intention to use social media in their learning and how it affects their academic achievement. As a result, this study seeks to synthesis the relevant features of the TAM, TPB, and IS success models in order to predict students' intention to use social media and its impact on their academic achievement.

Methodology

This study used the convenience sampling method to gather and interpret the data and responses to know the effects of social media on the achievement of learners. This specifically investigates the respondent's profile, learners' achievement, and GPA. 29 learners in the Grade 5 section JDP responded to the survey questionnaire. Responses from the questionnaire were analyzed using descriptive statistics of frequency counts and percentages and inferential statistics of correlation analysis.

Descriptive statistics of frequency counts and percentages were used in analyzing demographic variables and the degree of impact of social media on the academic performance of the learners while inferential statistics using Pearson r determine the significant relationship between learners' academic achievement on the use of social media and the significant relationship between the socio-demographic profile of the learners to their use of social media.

The research procedural flow started with the identification of parameters that are reflected in the adopted questionnaire from (Peter Osharive, 2015). This will cover the impact of social media use on learners' academic achievement. The process stage began with administering the questionnaire to convenience sampling entities. Processing of the data was initiated after data gathering which includes tallying of responses from retrieved questionnaire, tabulating the results, presenting the data, drawing of conclusions, and formulating recommendations and the output of the study will serve as a basis for an intervention plan. Prior to handling of questionnaires, the researchers asked permission from the school principal and adviser of the grade five learners through a letter of consent requesting for the access of report cards of the grade five learners, section JDP. Immediately after the permission was approved, administration and collection of data followed. In handling the data, the highest level of confidentiality was observed. Biases and any form of misleading information were strictly avoided. And on the other hand, the highest level of objectivity was observed during the analysis of data to avoid biases. Lastly transparency and honesty were observed throughout the research process.

Results and Discussion

This will show the demographic profile of the respondents, the degree of agreement of the respondents when it comes to their social media use, the test of relationship between respondent's academic achievement, measured by their GPA, and their social media usage.

Demographic profile of the respondents

Table 1. *Frequency and percentage distribution of the respondents' age*

Age	*Frequency*	*Percentage*
10 years old	1	3.45%
11 years old	25	86.21%
12 years old	3	10.34%
Total	29	100%

Table 1 shows the frequency and percentage distribution of the respondent's age. Since the respondents are grade 5 students, it is expected that their age ranges from 10 to 12 years old, being 11 years old the majority. There are 25 students (86.21%) of the respondents are 11 years old, while there's only 1 10-year-old and there are 3 12-year-old students.
According to Bertin (2015), eleven-year-olds are also beginning to realize that there are multiple ways to look at a piece of information, situation, or issue, and they start to understand that there is a gray area where there was previously only black and white.

Table 2. *Frequency and percentage distribution of the respondents' sex*

Sex	*Frequency*	*Percentage*
Male	15	52%
Female	14	48%
Total	29	100%

The table above shows the frequency and percentage distribution of the respondent's sex. It shows that the mix of males and females is almost equal, that is 15 of the total are male and the rest (14) are female respondents.

As summarized in a meta-analysis (Dindia et al., 2004), the tendency of males to verbally dominate in classrooms is well documented from elementary through graduate education. However, many studies have found no in-class participation gender gaps, suggesting that other classroom or population characteristics likely influence the presence and size of gender gaps.

Table 3 shows the frequency and percentage distribution of the respondent's hours spent in social media. Most of the respondents use social media for 1 to 2 hours a day. There is one respondent who spends 3 hours a day on social media, and 2 students use social media 4 hours a day.

Table 3. *Frequency and percentage distribution of the respondents' number of hours spent in social media*

	Frequency	*Percentage*
1	12	41.38%
2	14	48.28%
3	1	3.45%
4	2	6.90%
Total	29	100.00%

According to the American Academy of Pediatrics, screen time should be limited to two hours daily. Although estimates of media usage vary, children under age 2 spend approximately one hour per day on screen media. In contrast, children between two and eight spend an average of two hours per day (Rideout, 2013). Children between eight and 12 spend approximately four to six hours per day on screen media. Adolescents over 12 spend an average of seven to nine hours per day (Media, 2011; V. Rideout, 2016).

Table 4. *Frequency and percentage distribution of the respondents' gadgets used*

Gadget	*Frequency*	*Percentage*
Cellphone	26	89.70
Laptop	2	6.90
Computer	1	3.45
IPAD/Tablet	0	0.00
Total	29	100.00%

Table 4 shows that frequency and percentage distribution of the respondent's gadgets used. The majority of the participants use cell phones (89.70%), while the rest use laptops and computers.

According to a recent poll, 22% of teenagers log on to their favorite social media sites more than 10 times a day, and more than half of adolescents log on to a social media site more than once a day. Seventy-five percent of teenagers now own cell phones, 25% use them for social media, 54% use them for texting, and 24% use them for instant messaging. Thus, a large part of this generation's social and emotional development is occurring while on the Internet and cell phones. Smartphone use and media multitasking (using multiple forms at once), have been associated with worse short-term attentional control, but long- term consequences are unknown (Chein et al., 2017). Heavy smartphone usage has been associated with preferences for smaller, more immediate rewards (Eliraz et al., 2015).

Table 5. *Frequency and percentage distribution of the respondents' GPA*

GPA	*Frequency*	*Percentage*
80-82	7	24.14%
83-85	6	20.69%
86-88	2	6.90%
89-91	7	24.14%
92-94	7	24.14%
Total	29	100.00%

The table above shows the frequency and percentage distribution of the respondent's GPA. From the results, there are 7 students with GPAs ranging from 80 to 82, while 6 students have GPAs ranging from 83 to 85. Also, two students have GPAs ranging from 86-88. And lastly, the GPA range of 89-91 and 92- 94 have 7 students each.

Table 6. *Frequency and percentage distribution of the respondents' age started social media*

Age	*Frequency*	*Percentage*
11	2	6.9
10	12	41.38
9	9	31.03
8	5	17.24
7	1	3.45
Total	29	100.00%

Table 6 shows only 1 respondent started using social media at 7 years of age, respondents started using social media at 8 years old, 9 respondents started using social media at 9 years old, 12 respondents' start using social media at 10 years old and 2 respondents started using social media at 11 years old. It clearly shows that most of the respondents started using social media at 10 years old and only one (1) respondent used social media at an early age which is 7 years old.

In 2018, CNN Health reported that the average age of children who sign up for social media is 12.6 years old. That age is likely getting lower as time goes on as Cleveland Health recently reported that half of children 10-12 years old use social media.

In a national study of over 1500 students aged 10–15, 33% experienced online harassment in the past year, of which 9% were directly linked to a social media site (Ybarra & Mitchell, 2008). A recent study demonstrated that obtaining a smartphone at a later age (e.g., 13 instead of 10) was associated with positive behavioral health outcomes (Charmaraman et al., 2021).

Table 7. *Perceived level of agreement on the impact of social media on the academic performance and well- being of grade 5 learners*

Question	*Median*	*Verbal Interpretation*
I use social networking sites to seek help from my teachers.	3	Agree
I use social networking sites for online academic group discussions.	3	Agree
I use social networking sites to learn about my curricular aspects.	3	Agree
I communicate with my friends via social networking sites in preparation of the exam.	3	Agree
I use social networking sites for collaborative learning.	3	Agree
I use social networking sites to solve my academic problems	3	Agree
I use social media for entertainment.	3	Agree
I use social media for chatting.	3	Agree
I use social media to communicate with the teacher.	3	Agree
I can develop my communication and writing skills by using social media.	3	Agree
I can share information, links, and videos quickly with one another.	3	Agree
I can enhance my learning experience by using social media.	3	Agree
I am interested in using social media as an educational tool.	3	Agree
I can achieve better if social media is integrated into the lesson.	2	Disagree
Social media use can affect my academic activities positively.	2	Disagree
Social media use can affect my academic activities negatively. *	2	Disagree
Online social networks distract me from my studies. *	2	Disagree
Social media use decreases my attention span. *	2	Disagree
Social media promotes health deterioration. *	2	Disagree

* Negatively constructed items.

Table 7 shows the level of agreement of the respondents on the impact of social media on their academic performance and well-being. To summarize the result, the median of the responses is used. This is because the survey uses Likert-type scales. Since the scale is ordinal level, in the strictest propriety the ordinary statistics involving means and standard deviations ought not to be used with these scales, for these statistics imply a knowledge of something more than the relative rank-order of data (Stevens, 1946, p. 679). The respondents agree on most of the items in the survey. This can mean that social media and gadget usage help students in their academic performances. Additionally, the respondents disagree that social networks distract them, and social media decreases their attention span. Also, the respondents disagree that social media promotes health deterioration.

Since the last four items are negatively constructed items, reversing them and their scores would mean positive. Thus, if we are to reverse the verbal interpretation of items 16-19, we would have an interpretation of "Agree". This would imply that on average, the respondents agree to all the items except items 14 and 15. The students disagree that social media can affect their academic activities positively and disagree as well on achieving better when social media is integrated into the lesson.

Table 8. *Relationship between learners' academic achievement and the use of social media*

	Coefficient	*p-value**	*Interpretation*
Degree of effect of social media	0.4860909	0.007506	Significant

*p-value<0.05 means Significant

Table 8 shows the result on testing if there is a significant relationship on the learner's academic achievement and the use of social media. Pearson correlation test was used to test this relationship. The result shows that there is a significant linear relationship between the two variables. Furthermore, the Pearson R coefficient indicates that there is a positively weak correlation between the variables. We can say that the usage of social media often for academic purposes is somewhat positively relative to the learner's academic performance.

Table 9. *Relationship between learners' age and the use of social media*

	Coefficient	*p-value**	*Interpretation*
Degree of effect of social media	0.1682583	0.3829	Not Significant

*p-value<0.05 means Significant

Table 9 shows the result on testing if there is a significant relationship on learners' age and the degree of effect of social media to them. The results shows that there is no significant relationship between the variables. This means that the age of the respondent does not necessarily relate on how social media affects them. It should be noted that age range are just 10-12 thus, the low range might had impacted the relationship. But it should also be noted that the result indicates that social media may or may not affect the learners, but this does not relate to their age.

Conclusion

It is critical to understand that the favorable influence of social media on academic achievement is conditional on ethical usage. Overuse, distractions, cyberbullying, and exposure to disinformation are all potential negative outcomes that can harm academic achievement.

As a result, learners must develop self- discipline and digital literacy skills, and educational institutions must provide direction and support to ensure that social media is used constructively for learning.

In conclusion, social media can provide substantial benefits to students in terms of academic achievement, such as improved communication, access to educational materials, increased motivation, exposure to other viewpoints, and networking opportunities. To properly leverage these benefits, individuals and institutions must promote appropriate and balanced usage of social media in the academic setting and additional research is warranted to gain a deeper understanding of the long-term effects of social media on the academic achievement of the learners and to pinpoint effective interventions. Expanding the scope of respondents is also crucial. Future studies should delve into the impact of particular social media platforms and types of content on diverse demographic groups.

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Affiliations and Corresponding Information

Daisy L. Obiso, PhD
Cebu Technological University – Philippines

Jansen D. Piedra
Tal-ut Elementary School
Department of Education – Philippines

Aisha Mae G. Daclan
Alternative Learning System
Department of Education – Philippines

Flora Mae P. Dayon
Alternative Learning System
Department of Education – Philippines

Alwyna L. Unabia
Cebu Technological University – Philippines

Virginia B. Velasco
Tal-ut Elementary School
Department of Education – Philippines