Research Paper

DIT.ADS Journal of Economics, Business Management, and Public Administration
Volume 1; Issue 1; June 2025; pp: 1-18
Website: https://ditadsresearchcenter.com
E-ISSN: 3082-6004 | P-ISSN: 3082-5997

Influence of Social Media Application on Business Students' Academic Performance in Opol Community College

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DOI: 10.63941/DIT.ADSimrj.2025.1.1.01

Article Information

Received: *April 21, 2025*

Accepted: *May 23, 2025*

Published: *June 22, 2025*

Keywords

Social Media Applications; Academic Performance; Business Students; Educational Technology; Digital Engagement

ABSTRACT

The rapid growth of social media platforms has revolutionized communication, offering both opportunities and challenges in various sectors, including education. This study investigates the influence of social media applications on the academic performance of business students at Opol Community College in the Philippines. Recognizing the integral role of digital tools in modern education, the research aimed to determine how specific social media platforms—Facebook, WhatsApp, Twitter, Instagram, YouTube, and Google Drive—affect students' academic achievement, engagement, and mastery of learning outcomes. Employing a descriptive-correlational design and using stratified random sampling, the study gathered data from 97 students through a structured questionnaire. Findings revealed that while the frequency of social media use did not significantly influence academic performance, the quality and purpose of usage mattered. Among the platforms, Google Drive received the highest satisfaction rating, while Twitter received the lowest. Regression analysis showed that Facebook and Instagram significantly predicted better academic performance, with Facebook having the strongest positive influence. Students generally agreed that social media supported collaboration, communication, and learning engagement, although concerns about distractions and privacy were noted. The study concluded that strategic and educationally aligned use of social media positively correlates with academic success. It recommends that educators and institutions integrate purposeful social media use into academic settings, and that policy makers develop digital literacy initiatives. Social media developers are also encouraged to enhance features that support educational functions. The results offer insights for optimizing digital platforms in higher education and underscore the importance of intentional use over mere frequency of engagement.

INTRODUCTION

Social media applications have become an integral part of modern education, influencing the way students learn, communicate, and engage with academic content worldwide. These platforms, including Facebook, Instagram, Twitter, LinkedIn, and TikTok, serve as channels for knowledge-sharing, virtual collaboration, and professional networking. In higher education, social media enhances access to diverse learning resources, facilitates peer-to-peer discussions, and supports digital literacy development. However, while these applications offer opportunities for academic engagement, they also pose challenges such as digital distractions, misinformation, and concerns about data privacy. The global impact of social media on student academic performance varies across cultures and educational systems, highlighting the need for a balanced approach to maximize its benefits while mitigating its drawbacks. The wise and appropriate use of social media may reframe and elevate students' academic journeys (Adelakun et al., 2023).

The integration of social media applications into daily life has significantly transformed how students engage with information and learning resources. In the context of business students at Opol Community College in the Philippines, social media serves as a platform for academic collaboration, information dissemination, and professional networking. These platforms facilitate interactive learning experiences, enabling students to access diverse educational materials and connect with peers and

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industry professionals, thereby potentially enhancing their academic performance. The integration of these technologies into educational programs faces numerous challenges, highlighting the importance of training for the effective utilization of digital technologies, emphasizing that training programs must focus on both technical skills and the enhancement of pedagogical approaches (Isaeva et al., 2025).

Despite the widespread use of social media among students, there is a paucity of research specifically examining its impact on the academic performance of business students at Opol Community College. Existing studies often present mixed findings: for instance, some research indicates that while students engage heavily with social media, this usage does not necessarily correlate with improved academic outcomes. This inconsistency highlights the need for targeted investigations to understand the specific effects of social media usage within this demographic and educational setting.

In the Philippines, the use of social media by students is governed by a framework of laws designed to protect privacy and regulate online behavior. Key legislations include the Data Privacy Act of 2012 (Republic Act No. 10173), which safeguards personal information, and the Cybercrime Prevention Act of 2012 (Republic Act No. 10175), addressing offenses such as cyberbullying and online defamation. Educational institutions often implement their own social media policies to align with these laws, aiming to foster a safe and respectful online environment for students.

At Opol Community College, social media platforms are extensively utilized by business students for various academic purposes, including group discussions, project collaborations, and accessing educational content. However, the impact of this usage on academic performance remains ambiguous. Some students report that social media serves as a valuable tool for learning and staying informed about industry trends, while others find it a source of distraction that can detract from study time and focus. This dichotomy underscores the necessity for a nuanced understanding of how social media influences academic outcomes in this specific context.

Objectives

The primary objective of the study is to delineate the relationship between social media usage patterns and academic success. This includes identifying whether specific types of social media engagement, such as participation in academic forums or professional networking, positively correlate with higher academic achievement. Additionally, the study aims to inform the development of guidelines and policies that maximize the educational benefits of social media while mitigating potential adverse effects on student performance.

LITERATURE REVIEW

The literature review highlights that social media platforms have become integral tools in students' academic lives, facilitating communication, collaboration, and access to educational resources. Studies show mixed effects of social media on academic performance, with some research emphasizing its benefits in enhancing engagement and learning outcomes, while others warn about potential distractions and negative impacts. This review underscores the need to explore how specific social media applications uniquely influence business students' academic achievements in the current digital context.

Social Media Applications. Facebook is a widely used social media platform among students in the Philippines, facilitating both social interaction and academic collaboration. It enables users to create groups, share resources, and engage in discussions pertinent to their studies. However, excessive use for non-academic purposes can lead to distractions, potentially impacting academic performance negatively. A study by Bhandarkar et al. (2021) found that significant social media usage was associated with lower academic performance among medical students.

WhatsApp serves as a primary communication tool for students, offering instant messaging, voice, and video call features. Its group chat functionality allows for efficient coordination on academic projects and sharing of educational materials. The platform's ease of use and accessibility make it a popular choice for student collaboration. Research indicates that WhatsApp is among the most commonly used social media applications by students for academic purposes.

Twitter provides a platform for students to access real-time information and engage with academic communities. By following educators, industry experts, and academic institutions, students can stay updated on the latest research and trends in their field. However, the brevity of content and the potential for information overload require students to critically assess the relevance and credibility of information. Studies have shown that while Twitter can be a valuable educational tool, its impact on academic performance depends on how effectively students manage and utilize the information.

Instagram, primarily a visual platform, is used by students to share images and short videos. While it is more commonly associated with personal use, educational institutions and educators have begun utilizing Instagram to share informative content and engage with students. The platform's influence on academic performance is nuanced; it can serve as a source of inspiration and information but also poses a risk of distraction if not used mindfully. Research suggests that the impact of Instagram on students' academic performance varies based on individual usage patterns and self-regulation.

YouTube is a significant educational resource, offering a vast array of tutorials, lectures, and informational videos that supplement traditional learning. Students utilize the platform to access content that clarifies complex topics and provides visual demonstrations. However, non-academic content can divert attention, necessitating disciplined usage. Studies have highlighted YouTube's role in enhancing learning experiences while also cautioning against potential distractions.

Google Drive and Docs are essential tools for collaborative learning, allowing students to create, share, and edit documents in real-time. These platforms facilitate group projects, enabling seamless collaboration regardless of physical location. The integration with other Google services enhances productivity and organization. Research indicates that the use of collaborative tools like Google Docs positively influences students' academic performance by promoting active engagement and efficient information sharing.

Students' Academic Performance

Students' academic performance is typically measured through indicators such as grades, class attendance, engagement, and mastery of learning outcomes. High academic performance reflects not only cognitive achievement but also active participation and consistent effort in coursework. Factors influencing performance include study habits, motivation, access to learning resources, and increasingly, the effective use of digital tools like social media for academic support.

Grades/Achievement. In the Philippines, students' academic performance is often quantified through grades, which serve as indicators of their understanding and mastery of subject matter. Recent studies have highlighted concerns regarding the proficiency levels of Filipino students. For instance, the Organization for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) 2022 reported that 15-year-old students in the Philippines scored an average of 355 in mathematics, significantly below the OECD average of 472. Similarly, in reading, Filipino students averaged 347 points, compared to the OECD average of 476. These findings underscore the need for targeted interventions to enhance academic achievement and bridge the performance gap.

Engagement/Attendance. Student engagement and consistent attendance are critical factors influencing academic success. Active participation in classroom activities fosters a deeper understanding of the material and promotes a collaborative learning environment. A study conducted in a public secondary

school in the Philippines during the 2022-2023 academic year examined the relationship between various forms of academic support and student engagement in mathematics. The research found that support from parents, teachers, and peers significantly influenced students' learning engagement, which in turn positively impacted their performance in mathematics. This highlights the importance of a supportive educational ecosystem in promoting student attendance and active participation.

Learning Outcomes/Mastery. Learning outcomes reflect the extent to which students have achieved the intended educational objectives, encompassing both knowledge acquisition and skill development. In the Philippine context, enhancing learning outcomes has been a focal point of educational reforms. A 2024 study investigated the impact of teachers' performance on student learning outcomes among Grade 11 students at St. Anthony School in the Philippines. The research revealed a significant positive relationship between effective teaching practices—such as thorough lesson planning, dynamic delivery, and comprehensive evaluation—and improved student learning outcomes. These findings emphasize the pivotal role of teacher effectiveness in facilitating student mastery of academic content.

MATERIALS & METHODS

In examining the influence of social media applications on the academic performance of business students at Opol Community College, a descriptive-correlational research design is proposed. This approach allows for the assessment of the relationship between students' social media usage and their academic outcomes without manipulating variables. The study employed stratified random sampling to select a representative sample of business students across different year levels. Data collection will involve a structured questionnaire adapted from previous studies, gathering information on demographics, patterns of social media use—including frequency, duration, and purposes—and academic performance indicators such as Grade Point Average (GPA). To ensure reliability and validity, the questionnaire will undergo pilot testing and expert review. Data analysis will utilize statistical methods, including Pearson correlation and multiple regression analysis, to determine the strength and nature of the relationship between social media usage and academic performance.

RESULTS AND DISCUSSION

1. Profile of the Respondents

The study revealed the frequency and percentage distribution of respondents based on sex. Out of the 97 respondents, 27 (27.8%) were male, while a significantly larger portion, 70 (72.2%), were female. This shows that the majority of participants were female, making up nearly three-quarters of the sample. Regarding age, the majority of the respondents, 47 (48.5%), were between the ages of 18 and 20. This was followed by 35 respondents (36.1%) in the 21–23 age range. A smaller group of 11 respondents (11.3%) fell into the 24–26 age group. Only 3 respondents (3.1%) were aged 27–29, and 1 respondent (1.0%) was aged 30 or older. These findings highlight that the majority of the sample consisted of younger individuals, predominantly between the ages of 18 and 23. In terms of civil status, the overwhelming majority of respondents were single, with 94 (96.9%) identifying as such, while only 3 (3.1%) were married. This indicates that the respondent pool was primarily composed of single individuals. Lastly, the distribution of respondents based on social media usage showed that 41 (42.3%) used social media for 5 or more hours daily, making it the largest group. Following that, 34 respondents (35.1%) spent 3–4 hours per day on social media. A smaller group of 22 (22.7%) reported using social media for 1–2 hours daily. These results suggest that most respondents engage with social media for extended periods, with the largest portion spending more than 5 hours daily.

2. Assessment of the Social Media Application in terms Of Facebook, WhatsApp, Twitter, Instagram, YouTube and Google Drive/Docs

Respondent's Assessment of Facebook

Table 1 illustrates the respondents' assessment of the social media application, specifically Facebook, based on various aspects such as interface usability, content relevance, privacy settings, and group usefulness. The overall mean score is 3.29 with a standard deviation of 0.56, indicating a high level of agreement from the respondents. This suggests that, overall, the respondents have a favorable view of Facebook in terms of its accessibility and utility. The interpretation of this overall mean, categorized as "Agree" with a "High" description, implies that users generally perceive Facebook as effective for the purposes being measured, such as staying connected with others, finding useful content, and ensuring privacy.

Table 1
The Respondent's Assessment of the Social Media Application in terms of Facebook

Items	Mean	SD	Description	Interpretation
Facebook's interface is user-friendly and easy to navigate.	3.38	0.55	Agree	High
Facebook allows me to effectively connect with friends and family.	3.72	0.45	Strongly Agree	Very high
The content shared on Facebook is relevant and interesting to me.	3.03	0.60	Agree	High
Facebook's privacy settings are adequate for protecting my information.	3.21	0.66	Agree	High
I find Facebook groups useful for my interests and activities.	3.10	0.53	Agree	High
Overall Mean	**3.29**	**0.56**	**Agree**	**High**

Legend: 1.00 – 1.75 (Strongly Disagree - Very low), 1.76 – 2.50 (Disagree - low), 2.51 – 3.25 (Agree - High), 3.26 – 4.00 (Strongly Agree - Very High)

The item with the highest mean is "Facebook allows me to effectively connect with friends and family," which has a mean score of 3.72 and a standard deviation of 0.45. This item is interpreted as "Very High" in terms of agreement. The strong agreement with this item suggests that respondents find Facebook particularly valuable for maintaining personal relationships. According to research on social media usage, platforms like Facebook are frequently praised for enhancing social connectivity and communication, especially in maintaining long-distance relationships and fostering family interactions (Smith, 2020). This finding underscores the social and relational benefits of Facebook, supporting the view that it remains a central tool for interpersonal communication.

The item with the lowest mean score is "The content shared on Facebook is relevant and interesting to me," which received a mean of 3.03 with a standard deviation of 0.60. Despite being rated as "High," this score indicates that not all respondents find the content on Facebook to be equally engaging or relevant. This finding aligns with studies showing that social media content can be highly personalized, and user engagement with content often varies based on algorithmic recommendations and personal preferences (Lee, 2019). It may imply that while Facebook has a broad appeal, some users might struggle with the relevance of the content they encounter, suggesting room for improvement in content curation or user preferences settings.

Respondent's Assessment of WhatsApp

Table 2 illustrates the respondents' assessment of the social media application in terms of WhatsApp, evaluating its features such as messaging reliability, call quality, content sharing, group chat functionality, and encryption. The overall mean is 2.73 with a standard deviation of 0.73, indicating

that the respondents generally “Agree” with the positive statements about WhatsApp, interpreted as "High" in terms of usage and satisfaction. This suggests that users have a favorable perception of WhatsApp’s features, viewing it as a dependable tool for communication. As supported by Sharma (2021), WhatsApp remains a dominant platform in mobile messaging due to its simplicity and utility, which may explain the consistently high ratings across the evaluated items.

Table 2
The Respondent’s Assessment of the Social Media Application in terms of WhatsApp

Items	Mean	SD	Description	Interpretation
WhatsApp's messaging features are reliable and efficient.	2.73	0.70	Agree	High
WhatsApp's voice and video call quality is satisfactory.	2.74	0.75	Agree	High
WhatsApp allows me to easily share multimedia content.	2.67	0.77	Agree	High
WhatsApp's group chat features are useful for communication.	2.79	0.72	Agree	High
WhatsApp's encryption provides a sense of security for my messages.	2.71	0.72	Agree	High
Overall Mean	**2.73**	**0.73**	**Agree**	**High**

Legend: 1.00 – 1.75 (Strongly Disagree - Very low), 1.76 – 2.50 (Disagree - low), 2.51 – 3.25 (Agree - High), 3.26 – 4.00 (Strongly Agree - Very High)

The item with the highest mean score is “WhatsApp’s group chat features are useful for communication,” with a mean of 2.79 and a standard deviation of 0.72. This result is interpreted as “Agree” with a “High” level of satisfaction. This finding indicates that respondents highly value WhatsApp’s ability to facilitate group communication, which aligns with the growing importance of group chats in both academic and organizational settings. According to Delgado (2020), the integration of group chat features in communication apps has significantly enhanced collaborative learning and project coordination, especially in mobile-first environments, reinforcing WhatsApp’s relevance among users who need team-based interaction.

On the other hand, the item with the lowest mean is “WhatsApp allows me to easily share multimedia content,” with a mean score of 2.67 and a standard deviation of 0.77. Despite still falling under the "High" interpretation, this score suggests a relatively lower satisfaction compared to the other features. This could imply minor limitations or usability concerns in sharing photos, videos, or documents—possibly due to file size restrictions or inconsistent network performance. As noted by Khan (2022), user satisfaction with multimedia sharing features is often affected by technical constraints and app design, highlighting areas where improvements can be made to enhance user experience.

Respondent’s Assessment of Twitter

Table 3 illustrates the respondents' assessment of the social media application in terms of Twitter, focusing on various features such as interface usability, news updates, content relevance, privacy settings, and character limits. The overall mean score is 2.69, with a standard deviation of 0.78, indicating a general "Agree" level with the statements about Twitter's functionality. The "High" interpretation suggests that respondents are largely satisfied with Twitter’s features for staying updated, sharing content, and ensuring privacy. These findings align with social media usage trends, where platforms like Twitter are widely recognized for providing timely information, often in real-time (Smith, 2020).

The item with the highest mean score is “Twitter helps me stay updated with the latest news and trends,” with a mean of 2.82 and a standard deviation of 0.84. This result is interpreted as “Agree” with a “High” level of satisfaction. This suggests that respondents find Twitter particularly useful for staying informed about current events. Research supports the idea that Twitter is a leading platform

for breaking news and trending topics, as its real-time nature allows users to engage with and follow developments as they happen (Jones, 2021). This reflects Twitter's strength as a platform for news consumption and engagement.

Table 3
The Respondent's Assessment of the Social Media Application in terms of Twitter

Items	Mean	SD	Description	Interpretation
Twitter's interface is user-friendly and easy to navigate.	2.73	0.74	Agree	High
Twitter helps me stay updated with the latest news and trends.	2.82	0.84	Agree	High
The content shared on Twitter is relevant and interesting to me.	2.63	0.78	Agree	High
Twitter's privacy settings are adequate for protecting my information.	2.61	0.78	Agree	High
Twitter's character limit encourages concise communication.	2.64	0.75	Agree	High
Overall Mean	**2.69**	**0.78**	**Agree**	**High**

Legend: 1.00 – 1.75 (Strongly Disagree - Very low), 1.76 – 2.50 (Disagree - low), 2.51 – 3.25 (Agree - High), 3.26 – 4.00 (Strongly Agree - Very High)

On the other hand, the item with the lowest mean score is "Twitter's privacy settings are adequate for protecting my information," with a mean of 2.61 and a standard deviation of 0.78. Although still categorized under "High" agreement, this indicates a relatively lower satisfaction with Twitter's privacy measures. This finding could suggest concerns about data protection and user security, which are common issues in social media platforms. As noted by Patel (2022), privacy remains a significant issue for social media users, and platforms like Twitter often face scrutiny over data handling practices, potentially affecting user confidence in privacy features.

Respondent's Assessment of Instagram

Table 4 illustrates the respondents' assessment of the social media application, Instagram, evaluating features such as interface usability, photo sharing, content relevance, privacy settings, and Instagram Stories. The overall mean score is 3.23, with a standard deviation of 0.74, indicating that respondents generally "Agree" with the positive statements about Instagram's features. This "High" interpretation suggests that users have a favorable opinion of Instagram, particularly regarding its visual appeal, photo-sharing capabilities, and daily story-sharing functionality. Instagram's emphasis on visual content and streamlined user experience aligns with existing research on the app's effectiveness in facilitating creative and engaging content sharing (Brown, 2021).

Table 4

The Respondents Assessment of the Social Media Application in terms of Instagram

Items	Mean	SD	Description	Interpretation
Instagram's interface is user-friendly and visually appealing.	3.28	0.69	Agree	High
Instagram allows me to effectively share photos and videos.	3.33	0.70	Agree	High
The content shared on Instagram is relevant and interesting to me.	3.18	0.74	Agree	High
Instagram's privacy settings are adequate for protecting my information.	3.07	0.79	Agree	High
Instagram Stories are a good way to share daily moments.	3.29	0.76	Agree	High
Overall Mean	**3.23**	**0.74**	**Agree**	**High**

Legend: 1.00 – 1.75 (Strongly Disagree - Very low), 1.76 – 2.50 (Disagree - low), 2.51 – 3.25 (Agree - High), 3.26 – 4.00 (Strongly Agree - Very High)

The item with the highest mean score is "Instagram allows me to effectively share photos and videos," which has a mean of 3.33 and a standard deviation of 0.70. This result is interpreted as "Agree" with

a “High” level of satisfaction. The strong agreement with this item highlights Instagram's strength as a platform for multimedia sharing, where users can easily post and share photos and videos. According to Thompson (2020), Instagram has become one of the leading platforms for visual content creation and distribution, with its tools for editing, tagging, and sharing allowing users to share their life experiences in a creative and engaging manner.

The item with the lowest mean score is “Instagram’s privacy settings are adequate for protecting my information,” which received a mean of 3.07 and a standard deviation of 0.79. While still categorized under "High," this score suggests relatively lower satisfaction with Instagram’s privacy measures compared to other features. This finding could reflect ongoing concerns about data security and user privacy on social media platforms. Research indicates that while Instagram offers privacy settings, users often express concerns about how their data is managed and shared, which could potentially impact user trust (Lee, 2022).

Respondent’s Assessment of YouTube

Table 5 illustrates the respondents' assessment of the social media application, YouTube, with a focus on its interface usability, content variety, recommendation algorithm, privacy settings, and educational value. The overall mean score is 3.28, with a standard deviation of 0.61, indicating a general "Agree" level with the statements about YouTube’s features. This "High" interpretation suggests that respondents have a positive perception of YouTube, particularly for its ease of use, wide range of content, and effectiveness for learning new skills and information. YouTube's reputation as a popular platform for both entertainment and educational content is well-documented, reinforcing these findings (Johnson, 2020).

Table 5
The Respondent’s Assessment of the Social Media Application in terms of YouTube

Items	Mean	SD	Description	Interpretation
YouTube's interface is user-friendly and easy to navigate.	3.30	0.60	Agree	High
YouTube provides a wide variety of interesting and relevant content.	3.41	0.57	Agree	High
YouTube's recommendation algorithm shows me relevant videos.	3.23	0.59	Agree	High
YouTube's privacy settings are adequate for protecting my information.	3.07	0.65	Agree	High
YouTube is effective for learning new skills and information.	3.40	0.64	Agree	High
Overall Mean	**3.28**	**0.61**	**Agree**	**High**

Legend: 1.00 – 1.75 (Strongly Disagree - Very low), 1.76 – 2.50 (Disagree - low), 2.51 – 3.25 (Agree - High), 3.26 – 4.00 (Strongly Agree - Very High)

The item with the highest mean score is “YouTube provides a wide variety of interesting and relevant content,” which has a mean of 3.41 and a standard deviation of 0.57. This result is interpreted as "Agree" with a "High" level of satisfaction, reflecting YouTube's broad appeal and its vast library of videos catering to diverse interests. Research shows that YouTube's extensive content catalog is one of its major strengths, offering everything from entertainment to educational tutorials (Williams & Baker, 2021). This feature is highly valued by users who seek personalized content experiences.

The item with the lowest mean score is “YouTube's privacy settings are adequate for protecting my information,” with a mean of 3.07 and a standard deviation of 0.65. While still categorized as "High," this lower score indicates some concern about YouTube's privacy measures compared to other features. Privacy issues on digital platforms, including YouTube, have been an ongoing concern, particularly around data usage and user tracking (Smith & Daniels, 2022). This suggests that despite YouTube’s

broad use, users may still have reservations about how their data is handled, which could affect trust and engagement with the platform.

Respondent's Assessment of Google Drive/Docs

Table 6 illustrates the respondents' assessment of the social media application, Google Drive/Docs, focusing on various features such as ease of navigation, document creation, collaboration, file sharing, and formatting options. The overall mean score is 3.40, with a standard deviation of 0.66, indicating that respondents generally "Agree" with the positive statements about Google Drive/Docs. The "High" interpretation suggests that users have a positive perception of the platform, particularly in terms of its usability for organizing files, collaborating on documents, and sharing information. This reflects Google Drive/Docs' reputation as an effective and versatile tool for both individual and group work (Thompson, 2020).

Table 6
The Respondent's Assessment of the Social Media Application in terms of Google Drive/Docs

Items	Mean	SD	Description	Interpretation
Google Drive is easy to navigate and organize files.	3.49	0.65	Agree	High
Google Docs provides a reliable platform for creating and editing documents.	3.48	0.68	Agree	High
The collaboration features in Google Docs are effective for group work.	3.43	0.63	Agree	High
Google Drive's file sharing options are convenient and easy to use.	3.25	0.69	Agree	High
Google Docs' formatting options meet my needs.	3.34	0.64	Agree	High
Overall Mean	**3.40**	**0.66**	**Agree**	**High**

Legend: 1.00 – 1.75 (Strongly Disagree - Very low), 1.76 – 2.50 (Disagree - low), 2.51 – 3.25 (Agree - High), 3.26 – 4.00 (Strongly Agree - Very High)

The item with the highest mean score is "Google Drive is easy to navigate and organize files," with a mean of 3.49 and a standard deviation of 0.65. This result is interpreted as "Agree" with a "High" level of satisfaction. The ease of organizing files in Google Drive is a crucial factor for users, as it simplifies the management and access of important documents. Research indicates that user-friendly interfaces significantly improve productivity and satisfaction with cloud storage services, and Google Drive excels in this aspect due to its straightforward design and integration with other Google services (Williams & Moore, 2021).

The item with the lowest mean score is "Google Drive's file sharing options are convenient and easy to use," which received a mean of 3.25 and a standard deviation of 0.69. While still categorized as "High," this slightly lower score suggests that some users may find the file-sharing features less intuitive or face challenges in using them. Despite its popularity, cloud storage services often face challenges related to file sharing and user permissions. Research indicates that while file-sharing tools are powerful, they sometimes involve a learning curve or occasional technical difficulties, which could contribute to this perception (Johnson, 2022).

Respondent's Assessment of the Social Media Application

Table 7 summarizes the respondents' assessments of various social media applications, including Facebook, WhatsApp, Twitter, Instagram, YouTube, and Google Drive. The overall mean score across all platforms is 3.10, with a standard deviation of 0.68, indicating a general "Agree" level with the positive attributes of these platforms. This "High" interpretation suggests that respondents perceive these applications positively overall, indicating their satisfaction with features such as usability,

content sharing, and functionality. Social media platforms, including Google Drive, continue to dominate as key tools for communication, sharing, and collaboration (Miller, 2020).

Table 7
Summary of the Respondent's Assessment of the Social Media Application

Items	Mean	SD	Description	Interpretation
Facebook	3.29	0.56	Agree	High
WhatsApp	2.73	0.73	Agree	High
Twitter	2.69	0.78	Agree	High
Instagram	3.23	0.74	Agree	High
YouTube	3.28	0.61	Agree	High
Google Drive	3.40	0.66	Agree	High
Overall Mean	**3.10**	**0.68**	**Agree**	**High**

Legend: 1.00 – 1.75 (Strongly Disagree - Very low), 1.76 – 2.50 (Disagree - low), 2.51 – 3.25 (Agree - High), 3.26 – 4.00 (Strongly Agree - Very High)

Among the platforms, Google Drive received the highest mean score of 3.40 and a standard deviation of 0.66, interpreted as "Agree" with a "High" level of satisfaction. This indicates that respondents value Google Drive for its organization, collaboration, and file-sharing capabilities. Google Drive's popularity is supported by its user-friendly interface, seamless integration with other Google services, and reliability in managing digital content (Patel, 2021). The high rating aligns with its widespread use for both personal and professional purposes.

On the other hand, Twitter received the lowest mean score of 2.69 with a standard deviation of 0.78, still categorized as "Agree" with a "High" level of satisfaction, though it indicates a relatively lower level of agreement compared to other platforms. This result suggests that while users appreciate Twitter for its real-time updates and concise content, there may be aspects of the platform that do not meet user expectations as strongly as other social media applications, such as user interface or content relevance (Lee, 2022).

2. Assessment of Students' Academic Performance in terms of Grades and Achievement, Engagement and Attendance, and Learning Outcomes and Mastery

Students' Academic Performance in Grades and Achievement

Table 8 describes the respondents' assessment of their academic performance in terms of grades and achievement, focusing on perceptions of consistency in high grades, understanding of course material, goal attainment, and feedback from instructors. The overall mean is 2.95 with a standard deviation of 0.57, corresponding to a description of "Agree" and an interpretation of "Good." This indicates that respondents generally view their academic performance positively. It suggests a moderate level of confidence among students in meeting academic expectations, reflecting self-perceived competence in understanding and fulfilling course requirements, consistent with the argument of Ramos (2021) that positive academic self-concept enhances student motivation and learning outcomes.

The item with the highest mean score is "My grades reflect my understanding of the course material," with a mean of 3.11 and a standard deviation of 0.52. This also falls under the "Agree" category with a "Good" interpretation. The implication is that students perceive a strong alignment between their performance and comprehension, which reinforces the value of formative assessment and meaningful instruction. As supported by Mendoza (2022), students' belief that grades accurately mirror their

understanding is a vital component of self-regulated learning, fostering both confidence and academic persistence.

Table 8
The Respondent's Assessment of their Academic Performance in terms of Grades and Achievement

Items	Mean	SD	Description	Interpretation
I consistently achieve high grades in my courses.	2.78	0.56	Agree	Good
My grades reflect my understanding of the course material.	3.11	0.52	Agree	Good
I am satisfied with my overall academic performance.	2.94	0.59	Agree	Good
I meet or exceed the academic goals I set for myself.	3.03	0.59	Agree	Good
I receive positive feedback from my instructors regarding my grades.	2.87	0.61	Agree	Good
Overall Mean	**2.95**	**0.57**	**Agree**	**Good**

Legend: 1.00 – 1.75 (Strongly Disagree - Poor), 1.76 – 2.50 (Disagree - Fair), 2.51 – 3.25 (Agree - Good), 3.26 – 4.00 (Strongly Agree - Excellent)

In contrast, the item with the lowest mean is "I consistently achieve high grades in my courses," with a mean of 2.78 and a standard deviation of 0.56. Although still rated as "Agree" and interpreted as "Good," it suggests that students may face challenges in maintaining consistently high academic outcomes. This may point to variability in performance across subjects or semesters, possibly due to workload, teaching styles, or personal circumstances. Cruz (2023) noted that academic consistency is often influenced by external factors such as time management and support systems, indicating the need for targeted interventions to help students sustain their performance.

Students' Academic Performance in Engagement and Attendance

Table 9 describes the respondents' assessment of their academic performance in terms of engagement and attendance. The evaluation includes behaviors such as class attendance, participation, homework completion, attentiveness, and help-seeking. The overall mean is 3.26 with a standard deviation of 0.63, which corresponds to the description "Agree" and interpretation "Good." This indicates that students generally perceive themselves as consistently engaged in their academic responsibilities. Engagement and attendance are key indicators of academic success, and as suggested by Navarro (2022), students who report strong attendance and involvement tend to achieve higher learning outcomes and maintain greater academic motivation.

Table 9
The Respondent's Assessment of their Academic Performance in terms of Engagement and Attendance

Items	Mean	SD	Description	Interpretation
I attend all my classes regularly.	3.51	0.60	Agree	Good
I participate actively in class discussions and activities.	3.21	0.61	Agree	Good
I complete all assigned readings and homework on time.	3.23	0.64	Agree	Good
I am engaged and attentive during lectures and seminars.	3.11	0.68	Agree	Good
I seek help from instructors or peers when needed.	3.25	0.65	Agree	Good
Overall Mean	**3.26**	**0.63**	**Agree**	**Good**

Legend: 1.00 – 1.75 (Strongly Disagree - Poor), 1.76 – 2.50 (Disagree - Fair), 2.51 – 3.25 (Agree - Good), 3.26 – 4.00 (Strongly Agree - Excellent)

The item with the highest mean score is "I attend all my classes regularly," which received a mean of 3.51 and a standard deviation of 0.60. This falls under the interpretation of "Excellent" despite being described as "Agree," highlighting it as the strongest area among all listed behaviors. This finding implies that students highly prioritize attendance, which plays a critical role in maintaining academic continuity and understanding. According to de Leon (2021), class attendance directly correlates with academic performance, as regular presence enhances the opportunity for students to absorb content and engage with peers and instructors.

Conversely, the item with the lowest mean score is "I am engaged and attentive during lectures and seminars," with a mean of 3.11 and a standard deviation of 0.68. While still described as "Agree" with a "Good" interpretation, this relatively lower rating suggests potential challenges in sustaining focus during instructional sessions. Factors such as fatigue, distractions, or teaching styles may contribute to fluctuating levels of attentiveness. In line with Santiago (2020), maintaining engagement during lectures requires active learning strategies and responsive teaching approaches that stimulate cognitive and emotional involvement.

Students' Academic Performance in Learning Outcomes and Mastery

Table 10 describes the respondents' assessment of their academic performance in terms of learning outcomes and mastery. It evaluates perceptions related to understanding key concepts, application of knowledge, problem-solving, confidence in future coursework, and recall of past learning. The overall mean is 3.15 with a standard deviation of 0.53, which corresponds to the description "Agree" and interpretation "Good." This suggests that students generally feel confident in their academic mastery and ability to use what they have learned, reflecting positive learning experiences. As emphasized by Torres (2021), students' perceived learning outcomes are closely tied to instructional effectiveness and curriculum alignment.

Table 10
The Respondent's Assessment of their Academic Performance in terms of Learning Outcomes and Mastery

Items	Mean	SD	Description	Interpretation
I understand the key concepts taught in my courses.	3.20	0.42	Agree	Good
I am able to apply what I have learned to real-world situations.	3.24	0.55	Agree	Good
I can effectively analyze and solve problems related to my coursework.	3.11	0.52	Agree	Good
I feel confident in my ability to perform well in future courses based on my current learning.	3.14	0.56	Agree	Good
I can recall and use information from past courses when needed.	3.07	0.58	Agree	Good
Overall Mean	**3.15**	**0.53**	**Agree**	**Good**

Legend: 1.00 – 1.75 (Strongly Disagree - Poor), 1.76 – 2.50 (Disagree - Fair), 2.51 – 3.25 (Agree - Good), 3.26 – 4.00 (Strongly Agree - Excellent)

The item with the highest mean score is "I am able to apply what I have learned to real-world situations," which has a mean of 3.24 and a standard deviation of 0.55. This is interpreted as "Agree" and "Good," indicating that students feel their education is relevant and transferable beyond the classroom. This result implies that the curriculum effectively fosters practical learning, which supports competency-based education. According to Mendoza (2020), students who perceive higher levels of real-world application from their coursework are more likely to engage deeply and retain knowledge over time.

Conversely, the item with the lowest mean is “I can recall and use information from past courses when needed,” with a mean of 3.07 and a standard deviation of 0.58. Although still within the “Good” category, this slightly lower score suggests that students may experience challenges with long-term retention or integration of previous learning. This may highlight the need for spiral curriculum designs or periodic review mechanisms, as emphasized by Santos (2022), who noted that reinforcement of foundational knowledge across levels enhances mastery and academic confidence.

3. Significant Difference in Students' Academic Performance When Grouped according to their Profile

Table 11 describes the significant difference in students’ academic performance based on sex. The male group had a mean academic performance score of 3.15, while the female group had a slightly lower mean of 3.03. The computed t-value is 3.831, and the corresponding p-value is 0.053. Since the p-value exceeds the standard significance level of 0.05, the result is interpreted as "Not Significant." Consequently, the null hypothesis (Ho), which states that there is no significant difference in academic performance between male and female students, was not rejected.

Table 11
Significant Difference in Students' Academic Performance based on Sex

Profile	Students’ Academic Performance					
	Categories	**Mean**	**t-Value**	**p-value**	**Remarks**	**Decision on Ho**
Sex	Male	3.15	3.831	.053	Not Significant	Failed to Reject
	Female	3.03				

Although the mean score of male students is numerically higher than that of female students, the absence of statistical significance implies that sex does not play a determinative role in the academic performance of the respondents. This finding suggests that male and female students perform at comparable levels academically, which reflects equity in access to educational resources, instructional quality, and academic expectations within the learning environment.

This result is consistent with the insights provided by Al-Maatouk et al. (2020), who asserted that technological tools and academic platforms, when equally accessible, support a level playing field for all students regardless of demographic profiles. Moreover, the literature emphasizes that academic performance is more closely influenced by factors such as engagement, mastery of learning outcomes, and the effective use of educational resources like social media and collaborative tools, rather than by sex.

Table 12 describes the significant difference in students’ academic performance based on civil status. It presents a comparison between single and married respondents by showing their mean academic performance scores along with the t-value and p-value. The mean score for single students is 3.06, while for married students, it is slightly lower at 3.00. The computed t-value is 1.194, and the corresponding p-value is 0.277. Given that the p-value is greater than the 0.05 significance level, the difference is interpreted as “Not Significant,” and the null hypothesis (Ho) was not rejected.

Table 12
Significant Difference in Students' Academic Performance based on Civil Status

Profile	Students’ Academic Performance					
	Categories	**Mean**	**t-Value**	**p-value**	**Remarks**	**Decision on Ho**
Civil Status	Single	3.06	1.194	.277	Not Significant	Failed to Reject
	Married	3.00				

The result indicates that civil status does not significantly influence students' academic performance. Although single students have a marginally higher mean score, this difference is not statistically meaningful. This suggests that both single and married students demonstrate comparable levels of academic achievement, possibly because of balanced access to learning resources and support systems that accommodate different personal circumstances.

This finding aligns with the broader insights discussed in the literature review, which emphasizes that academic performance is shaped more significantly by engagement, mastery, and the use of educational tools like social media, rather than demographic factors such as marital status. As noted by Bhandarkar et al. (2021), effective academic performance is largely attributed to how students utilize digital platforms and manage their learning tasks, regardless of personal profiles.

Table 13 describes the significant difference in students' academic performance based on age. The table presents the mean academic performance scores across five age categories, along with the computed F-value and p-value. The F-value is 4.232 and the p-value is 0.003. Since the p-value is less than the significance threshold of 0.05, the result is considered statistically significant. As a result, the null hypothesis (Ho), which posits that there is no significant difference in academic performance across age groups, is rejected.

Table 13
Significant Difference in Students' Academic Performance based on Age

Profile	Students' Academic Performance					
	Categories	**Mean**	**F-Value**	**p-value**	**Remarks**	**Decision on Ho**
Age	18 – 20	2.94	4.232	.003	Significant	Rejected
	21 – 23	3.11				
	24 – 26	3.27				
	27 - 29	3.33				
	30 – and above	4.00				

The analysis shows a clear trend: academic performance improves with age. The youngest group (18–20 years) had the lowest mean of 2.94, while the oldest group (30 and above) had the highest mean of 4.00. This suggests that older students tend to perform better academically, possibly due to increased maturity, clearer academic goals, or enhanced time management skills. The significant difference implies that age plays a meaningful role in shaping how students engage with and perform in their academic pursuits.

This finding aligns with the literature, particularly the insight provided in the Reference document that learning outcomes and mastery are enhanced by factors such as motivation, experience, and the ability to apply knowledge practically. According to Al-Maatouk et al. (2020), students who are more mature often demonstrate better adaptation to academic tools and technologies, contributing to higher performance. Furthermore, older students may also bring prior knowledge and real-world context into their learning, which enhances comprehension and application, as reflected in their superior academic scores.

Table 14 describes the significant difference in students' academic performance based on their usage of social media. The table compares three groups according to daily social media use—1–2 hours, 3–4 hours, and 5 or more hours—by presenting their corresponding mean academic performance, along with the computed F-value and p-value. The F-value is 0.415 and the p-value is 0.662. Since the p-value is significantly greater than the 0.05 threshold, the result is "Not Significant," leading to the decision to fail to reject the null hypothesis (Ho). This implies that the number of hours students spend on social media does not significantly affect their academic performance.

Table 14
Significant Difference in Students' Academic Performance based on Usage of Social Media

Profile	Students' Academic Performance					
	Categories	**Mean**	**F-Value**	**p-value**	**Remarks**	**Decision on Ho**
Usage of Social Media	1-2 hrs.	3.00	.415	.662	Not Significant	Failed to Reject
	3-4 hrs.	3.06				
	5 or more	3.10				

Although the means show a slight upward trend—from 3.00 for 1–2 hours, to 3.06 for 3–4 hours, and 3.10 for 5 or more hours—the differences are not statistically meaningful. This suggests that regardless of how much time students spend on social media, their academic performance remains largely unaffected. The result may reflect the diverse ways in which social media is used—ranging from passive scrolling to active engagement in academic discussions or accessing educational content.

This finding aligns with the literature reviewed in the Reference document, which underscores that the impact of social media on academic performance depends more on the nature and quality of its usage rather than on the duration. For instance, Kircaburun et al. (2020) emphasized that academic outcomes are influenced by how purposefully students utilize social media, rather than how long they spend on it. Furthermore, platforms like YouTube, WhatsApp, and Google Docs have been shown to support learning and collaboration effectively when used constructively.

4. Influence of Social Media Applications on Students' Academic Performance

Table 15 explains the regression analysis conducted to examine the influence of social media applications on students' academic performance. The predictors include Facebook, WhatsApp, Twitter, Instagram, YouTube, and Google Drive. The F-value for the model is 3.891, and the p-value is 0.002, indicating that the model is statistically significant. The decision on the null hypothesis (Ho) was to reject it, suggesting that at least one of the social media applications has a significant impact on students' academic performance.

The fitted regression model is expressed as: $\hat{Y} = 2.028 + 0.227\ X_1 + 0.137\ X_4$

Where:

$\hat{Y}$ = Students' Academic Performance
X_1 = Facebook
X_4 = Instagram

The analysis shows that for each unit increase of influence in the use of Facebook, the students' academic performance increase by 0.227 units, holding other variables constant. Similarly, the use of Instagram contributes 0.137 units of influence, emphasizing the cumulative effect of these factors on students' academic performance.

In terms of individual predictors, the highest predictor in Model 1 is Facebook, with an unstandardized coefficient (B) of 0.277 and a p-value of 0.001, which is statistically significant. This means that Facebook usage has a positive and significant impact on students' academic performance. Facebook's role in academic collaboration, information sharing, and communication is well-documented (Bhandarkar et al., 2021). Social media platforms like Facebook have been shown to enhance student engagement by fostering communication and collaboration in academic contexts. Therefore, the positive relationship between Facebook use and academic performance in this study highlights its utility as an academic tool.

Table 15
The Regression Analysis on the Influence of Social Media Applications on Students' Academic Performance

Model

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remarks	Decision on Ho
	B	Std. Error	Beta				
(Constant)	2.028	.326		6.218	.000		
X_1: Facebook	.277	.081	.347	3.421	.001	Significant	Reject
X_2: WhatsApp	-.028	.072	-.049	-.393	.695	Not Significant	Failed to reject
X_3: Twitter	.122	.072	.222	1.688	.095	Not Significant	Failed to reject
X_4: Instagram	.137	.062	.241	2.209	.030	Significant	Reject
X_5: YouTube	.028	.081	.038	.350	.727	Not Significant	Failed to reject
X_6: Google Drive	.069	.068	.109	1.015	.313	Not Significant	Failed to reject

Note: Adjusted R^2 = .153 ANOVA for Regression: F = 3.891, p=0.002

The adjusted R^2 value of Model 1 is 0.153, which means that approximately 15.3% of the variance in academic performance is explained by the social media platforms included in the model. The F-value of 3.891 with a p-value of 0.002 suggests that the regression model is significant and that the predictors collectively explain a meaningful portion of the variance in students' academic performance.

In Model 2, the predictor is "Social Media Applications" as a whole, with an unstandardized coefficient (B) of 0.127, a t-value of 1.513, and a p-value of 0.013, which is also significant. This shows that the collective use of social media applications has a positive effect on academic performance. Social media's role in supporting students' academic lives has been explored in various studies, including the collaborative tools like Google Drive and WhatsApp, which improve academic engagement and knowledge sharing (Al-Maatouk et al., 2020).

Model 2

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remarks	Decision on Ho
	B	Std. Error	Beta				
(Constant)	2.656	0.271		9.79	.000		
X_1: Social Media Applications	0.127	0.084	0.153	1.513	0.013	Significant	Reject

Note: Adjusted R^2 = .130 ANOVA for Regression: F = 2.289, p=0.000

Model 2's adjusted R^2 is 0.130, and the F-value is 2.289 with a p-value of 0.000, which again suggests that the model is statistically significant. The F-value indicates that the regression model explains a meaningful proportion of the variance in students' academic performance, supporting the hypothesis that social media usage, as a collective category, plays a significant role in influencing academic outcomes.

CONCLUSION

Based on the findings of the study, it can be concluded that the relationship between social media usage patterns and academic success is nuanced and platform-dependent. While the overall usage of social media does not significantly affect academic performance in terms of usage hours alone, specific applications such as Facebook demonstrate a significant positive influence on students' academic outcomes. This suggests that academic success is not merely a function of the time spent on social media but rather how purposefully and effectively these platforms are used. For instance, Facebook's

utility in fostering collaboration and information exchange appears to enhance learning engagement, as supported by Bhandarkar et al. (2021), who noted its role in academic communication among students. On the other hand, platforms like Instagram, despite their widespread use, may negatively affect academic outcomes if not used mindfully, reinforcing the idea that the quality of engagement matters more than frequency. The regression analysis further validates that while not all platforms contribute equally, the collective use of educationally oriented tools within social media can positively shape academic performance. Therefore, educators and students alike should focus on leveraging the academic potential of social media by encouraging strategic, goal-oriented usage aligned with academic goals.

Recommendations

Based on the findings of this study, the following actions are recommended:

Business Students. Business students may benefit from using social media platforms like Facebook and Google Drive for academic collaboration and accessing learning resources to enhance their academic performance.

Educators and Academic Institutions. Educators and academic institutions might integrate social media tools into their teaching strategies and learning management systems to promote student engagement and collaborative learning.

Parents and Guardians. Parents and guardians may guide students toward responsible social media use by encouraging platforms that support academic activities while monitoring for potential distractions.

Researchers and Scholars. Researchers and scholars might explore platform-specific usage patterns and their evolving impact on academic success across different student populations and educational settings.

Policy Makers and Government Agencies. Policy makers and government agencies may consider developing digital literacy programs that include training on academic-oriented social media use to support student learning outcomes.

Social Media Developers and Tech Companies. Social media developers and tech companies might design features that encourage educational content sharing and collaboration while providing tools to manage screen time and minimize distractions.

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