

Impact of Social Media of Student's Academic Performance

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Abstract: *The purpose of this study was to look at how social media affects a Bachelor of Science in Office Administration student's academic performance. An adapted and modified survey questionnaire was used to survey the 62 fourth-year Bachelor of Science in Office Administration (BSOA) students who were formally enrolled at Carlos Hilado Memorial State University-Fortune Towne Campus during the first semester of the academic year 2022–2023. Frequency counts and percentage distributions were employed by the researchers. The study discovered that social media exposure had an impact on students' academic performance, both favorably and unfavorably, according to the data collected. According to this survey, 69.97% of respondents were from public schools, and the majority had GWAs between 80 and 90. 98.3% of respondents said they used Facebook for 1–5 hours a day, making it the most popular social networking platform. The results showed that time management is negatively impacted by social media, whereas communication and social skills are modestly impacted. This implies that even if kids use social media excessively, it has no impact on their academic achievement. Additionally, the results showed that kids who use social media more often do not always have lower academic performance*

Keywords: Social networking sites, Time management, Online distractions, Educational technology

I. INTRODUCTION

In recent years, social media has emerged as one of the most effective communication tools. Its good and bad effects are affecting every aspect of society, and academics are becoming interested in it as well. Social media was described as an online platform for communication, conveyance, cooperation, and development among networks of individuals, groups, and organizations that are interdependent and interrelated. (2015) Tuten et al. [1]. It offers a range of web-based resources and tools to support community growth via cooperation and information exchange. YouTube, Facebook, Instagram, TikTok, and Twitter are the most popular media platforms. Therefore, social media plays a vital role in bridging and transcending barriers as a result of technological advancements, allowing people to connect, share, and engage with many groups on a single platform. Concerns have been expressed over social media's influence on academic research since it emerged as a result of technical improvements.

Few studies have been done to ascertain the impact of social media on students' academic performance and its pervasive influence on education because of the rise in its usage. With these developments, a major issue emerges in this era of social networking sites' rapid technical growth. A small number of studies have demonstrated the detrimental relationship between Facebook and academic performance, one of which posits that children with shorter attention spans spent more time on Facebook, while those with longer attention spans spent less time on the social media platform (Hasnain et al., 2015).[2], In contrast, a study by Liu et al. (2022) shown that social media has evolved into a tool for group learning and that teachers pay close attention to their students' collaborative learning abilities. [3]

Additionally, this study seeks to ascertain the degree to which social media usage affects students' involvement in and academic achievement in higher education. It assesses how it affects students' social, time-management, and communication abilities. Additionally, it will contribute to the body of current literature, and the study's findings will assist the program recognize the value of social media and enhance students' time management skills when utilizing it.

II. REVIEW OF RELATED LITERATURE AND STUDIES

Influence of Social Media

Overuse of social media can have a negative impact on university students' academic performance, per a study by Pantic et al. (2018). According to the study, kids who used social media more often had worse GPAs and were more likely to struggle academically. Additionally, adolescents who moderately utilize social media may be less likely to suffer negative consequences on their academic performance, according to the study [4].

Kirschner and Karpinski (2018) discovered in another study that using social media while studying may have a negative impact on academic achievement. Students who utilized social media while studying had worse marks than those who did not, according to the study. In order to preserve their academic performance, the research advised students to refrain from accessing social media while studying [5].

According to a 2019 study by Wang et al., using social media in class may also have a negative impact on academic achievement. According to the study, students' GPAs were worse for those who utilized social media during class than for those who did not. In order to boost their academic performance, the research advised students to refrain from using social media in class [6].

Lastly, depending on how it is utilized, social media use can have both beneficial and bad effects on academic achievement, according to a research by Al-Rahmi & Zeki (2018). The results of the study showed that students who used social media for learning had better GPAs than those who didn't. In order to boost academic performance, the research advised students to utilize social media for learning rather than for recreational purposes. According to these research, using social media excessively or while studying or in class might have a negative impact on academic performance. However, research also indicates that when social media is utilized for educational reasons, it may have a favorable impact on academic achievement. In order to preserve or enhance their academic performance, students are advised to utilize social media in moderation and for educational objectives [7].

In a similar vein, Al-rahmi and Othman's (2018) study discovered a negative correlation between academic success and social media use. According to the authors, using social media excessively might cause distractions and lower academic focus. In conclusion, research indicates that university students' academic performance and social skills may be impacted by social media use in both positive and bad ways. Although kids can gain social capital from social media, overuse can result in distraction, decreased mic involvement, social isolation, and a decline in social skills. As a result, it is critical that colleges teach students how to use social media responsibly and motivate them to balance it with other social and academic obligations [8].

A research by Ali and Ahmad (2018) found that students' academic performance is greatly impacted by their use of social media. According to the authors, students who use social media excessively may develop poor time management skills, which will lower their grades [9]. Students may become addicted to social media and spend more time browsing through their feeds than studying, which might be one reason for this impact (Al-rahmi & Zeki, 2018) [10].

Communication Skills

Sixty percent of respondents to Huang et al.'s (2019) survey concur that they had used social media sites to explore information. According to the similar findings of the Decieux et al. (2019) study, social media gives young people a temporal advantage and keeps them informed about important events involving their peers [11].

Additionally, a research by Bokoh et al. (2022) demonstrates that social media gives instructors a platform to establish groups, forums, and chat rooms in order to increase classroom conversation with their students. Additionally, it was an excellent information source and a platform for student input [12].

Furthermore, a study by Mabić (2014) [13], referenced in Ansari & Khan (2020) [14], suggests that social media use in higher education is a very recent development and a completely unexplored field of study. According to a study conducted on University of Mortar, Herzegovina, and Bosnia department of economics students, social media is already utilized for material sharing. Information is shared, and students are prepared to use social networking sites actively for learning objectives, namely communication and e-learning. Social media platforms enhance students' academic learning performance, according to Chukwuere's (2021) study, which also discusses the favorable effects of social media platforms on students' academic learning progress.

Despite the advantages that students can gain from social media networks, including exchanging information, forming connections, and participating in group discussions from a distance, among other things, Kolan & Dzandza's (2018) study found that social media use can lead to some degree of addiction and attentional distraction, which can have detrimental effects on students' academic lives [15].

According to a number of studies, using social media might negatively impact kids' academic performance and communication abilities. For instance, a study conducted among US undergraduate students revealed that excessive usage of social media was linked to poorer academic performance and less successful communication (Junco, 2018) [16].

Other studies, however, have indicated that social media can have a favorable impact on kids' academic achievement and communication abilities. For example, social media use was shown to be 3.31 favorably linked with students' academic performance and communication skills in a research of Saudi Arabian university students (Al-Ghamdi & Al-Shahrani, 2020) [17]. In a similar vein, social media use was favorably connected with both academic performance and effective communication, according to a study conducted among Greek university students (Pappas et al., 2019) [18].

Social media usage and academic achievement in communication have a complicated relationship. Numerous variables, including the particular platforms utilized, the frequency and intensity of use, and the cultural setting, may influence it. To further understand how social media use might affect students' academic performance and communication abilities in university settings, more study is required.

Time Management Skills

According to the 33 objectives for which the platforms were utilized, the majority of students use social media for academic purposes. On the other hand, other people utilized social media to communicate with others or thought of social networking sites as a way to kill time. They would rather pass the time and have fun with such technologies. Whether or whether goals and objectives are feasible depends on how much time is spent on them (Abbas et al., 2019). [19].

In order to improve performance and accomplishment, the researcher found that time management is the process of organizing and deliberately controlling the amount of time spent on particular academic tasks. The definitions also show that time management completes more 2,36 important and more useful jobs at the right time. This suggests that in order for students to be dedicated to their studies and enhance their academic performance, they must efficiently organize and manage their time (Chinyere et al., 2022). [20].

Additionally, Prachi's (2018) study identified the following advantages of time management: being on time, enhancing academic achievement, reducing stress, encouraging virtues, achieving objectives, and setting priorities [21]. These are a few benefits that efficient time management is likely to provide. Because they could exchange and produce ideas and concepts connected to their studies, academics discovered that students who spent the majority of their time communicating on social media had excellent outcomes. Since these social media platforms are useful for their academic work, they also utilize them for leisure (Gilbert, 2018) [22].

The fact that social media may be utilized for learning and teaching presents another difficulty. According to Van Der Schuur et al. (2015) and Wood et al. (2012), social media multitasking probably lowers the working memory capacity available for concurrent academic tasks and may result in a negative correlation between social media use and academic accomplishment. [23].

Rouse (2019) defines time management as the process of organizing tasks and activities to optimize an individual's effort. It attempts to assist individuals in doing more and better work in a shorter amount of time. Whether or if goals and objectives are achievable depends on how much time is spent on them [24]. According to the platforms' intended functions, the majority of students use social media for academic objectives. On the other hand, other people utilized social media to communicate with others or thought of social networking sites as a way to kill time. They would rather pass the time and have fun with such technologies (Abbas et al., 2019). [25].

In order to improve performance and accomplishment, the researcher found that time management is the process of organizing and deliberately controlling the amount of time spent on particular academic tasks. The definitions also demonstrate that time management completes more 2.40 important and more useful jobs at the right time. This suggests

that in order for students to be dedicated to their studies and enhance their academic performance, they must efficiently organize and manage their time (Chukwu et al., 2022). [26].

According to a research by Awoyemi (2021), students lose focus when they use social media to cut into their study time; they spend more time online than they do reading, and many of them neglect to turn in their assignments on time when they start using social media. The impact of social media on academic achievement did not significantly differ according to age, gender, or level of education. On the basis of years of teaching experience, however, notable variations were discovered. Students were advised to schedule their study time [27].

Consequently, the study on how social media use affects social science education students' time management Based on program units, there was no discernible variation in the impact of social media on the time management of 7,44 students studying social science education at Nigerian tertiary institutions. This suggests that social media's impact on students' time management is independent of the program unit to which they belong. To put it another way, it's the capacity to plan, coordinate, and estimate one's time in order to boost output and effectiveness. Achieving effective time management results is influenced by goal-setting, planning, prioritizing, and monitoring. To have effective time management skills, students require self-motivation, performance, ability, and motivation (Hashim et al., 2020) [28].

Social Skills

The research was named "The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan." Additionally, according to Abbas et al. (2019), social media platforms facilitate students' social connection and A benefit of social media is its technological contribution to educational institutions and other businesses. Communication has become more sophisticated in terms of offering chances and image branding. One of the benefits of social media is that it allows people to share their thoughts and expertise, form relationships, increase their social impact, and develop other communication skills [29].

According to the findings of a study titled "The impact of social media on academic performance of selected college students," almost half of the respondents claimed that social media helped them plan leisure activities, find interest groups, and connect with 122 friends, among other aspects of their personal lives. Only 10% of respondents admitted that social media had an effect on their free time or contributed to addiction, while others assert that social media had a detrimental influence on their way of life in some other way. According to Talaue et al. (2018), social media use might enhance communication between instructors and students and be used for group and assignment discussions. According to a different study, university students' inability to concentrate is the main cause of their poor academic performance, and social media has nothing to do with this issue (Talaue et al., 2018) [30].

Social media usage is increasing globally, with more youths, student organizations, and other individuals utilizing these platforms to interact with 2.47 friends, family members, and strangers (Abbas et al., 2019) [31]. This validates Bekalu's (2019) investigation. People may have access to a platform through social media that breaks down geographical and temporal boundaries, allowing them to socialize and reconnect with others in their immediate vicinity as well as expand and deepen their relationships and exchanges. Numerous people report that social networking sites, other apps, and texting help them stay in touch with people they know in person [32]. According to the results of Auxier & Anderson's (2021) analysis, Facebook still holds an 81% market share on all social media platforms. Additionally, according to the statistics, 39 or 62.9% of respondents spent 1–5 hours, while 23 or 27 37.1% spent 6–18 hours. Furthermore, it can promote the development of relationships with people from around the world who have similar goals and passions (Beurkens, 2020) [33]. As a result, frequent usage of digital communication by students may decrease the amount of in-person contacts necessary for them to develop and master important social skills (Fuller, 2023) [34].

Having a social network is essential and improves mental health and well-being, particularly during these periods of social alienation, as the study by Netsweeper (2022) has shown. Breaking down boundaries of time and location allows students to engage with Researchers have specifically been looking at how social media impacts students' social skills and how that impacts their academic achievement. Key findings from research published in 2018 and later are compiled in the literature review that follows [35].

Dhir et al. (2018) looked at the connection between social media use and social skills among Finnish university students. According to the study, social media use had a negative correlation with social skills, and this association was

mediated by feelings of fear and loneliness. According to the researchers, social skills and, eventually, academic performance are enhanced by treatments aimed at reducing social media usage [36]. According to Asano's (2017) research, the average individual will use social media for about two hours a day, or 116 minutes, which is equivalent to five years and four months throughout the course of their lifetime [37].

Students' social skills might also be impacted by their usage of social media. According to a 2019 study by Ellison et al., social media use was positively correlated with social capital, which is the sum of the resources that people have access to through their social networks. Nevertheless, the study also discovered that excessive usage of social media may result in decreased in-person contacts and social isolation [38]. Yubo et al. (2020) discovered in another study that social media use was linked to a decline in social abilities, such as social competence and empathy. According to the authors, using social media may result in a decline in one's ability to communicate in person [39].

III. METHODOLOGY

The research design, study participants, sampling strategy, study location, research tool, validity and reliability of the data collection process, statistical treatment, and ethical considerations will all be covered in this chapter.

Research Design

The relevant study plan is presented in this section. A descriptive research design was employed in this study. Asking for their perspectives is beneficial since it helps gather information that describes the current occurrences (Driessnack et al., 2007) [40]. The main goal of the study was accomplished through the use of the descriptive research design.

Locale of the Study

The CHMSU Fortune Towne Campus, situated in Brgy. Estefania, Bacolod City, Negros Occidental, is where this study was carried out. February 27–March 06, 2023 is the first semester of the academic year 2022–2023.

Respondents of the Study

The 61 Office Administration graduates from the 2022–2023 school year served as the study's respondents. During the first semester of the academic year 2022-2023, fourth-year Bachelor of Science in Office Administration students enrolled at CHMSU Fortune Towne Campus served as the study's respondents.

Research Instrument

A customized survey questionnaire and the employed research instrument were used to collect the data required for this investigation. Alomari's (2019) research A field research conducted at a mid-south institution examined how students' use of social media affected their academic performance [41]. The researcher's readings, prior research, scholarly literature, and pertinent published and unpublished theses served as the basis for the questionnaire's construction. The instrument's preparation took into account the specifications needed to create the perfect data gathering tool.

Reliability testing was done on the adopted and modified survey questionnaire, which includes a Likert scale. Determining the respondents' demographic profile was the first step. The purpose of Part II was to ascertain how much social media use affected university students' academic performance in terms of time management, social skills, and communication. The following numerical and interpretive guidance was used to ask the respondents to rate the things.

The scale and verbal interpretation were summarized as follows:

Numerical Scale	Verbal Interpretation	Verbal Description
4	Highly Influenced	Always using Social Media
3	Moderately Influenced	Sometimes using Social Media
2	Poorly Influenced	Rarely using Social Media
1	Not Influenced	Never using Social media

Validity of the Study

The questionnaire does not require expert validation because it has been accepted and updated; nonetheless, it was definitely evaluated appropriately and is pertinent to the study.

Reliability of the Instrument

Thirty respondents from the Fortune Towne Campus of Carlos Hilado Memorial State College participated in reliability testing for this study. They were not taken into account in the poll conducted on February 20, 2023, because they were

enrolled in the Bachelor of Science in Information Systems program. Excel for tabulations, SPSS for analysis, and statistical tools were used to collect and analyze the data. Cronbach's Alpha was used by the researcher to assess the instrument's dependability.

Three indicators, each with a varying number of items, made up the modified and adapted survey questionnaire. With a score of .804, the tested instrument was considered trustworthy.

Data Gathering Procedure

An adapted and modified survey questionnaire was issued in order to collect the data. Initially, the researchers sent a letter of authorization to the dean of the Fortune Towne campus of Carlos Hilado Memorial State University. They then requested assistance with data collecting for this project through the program chair. After obtaining consent, participants were given access to both online and paper-pencil questions. All information gathered will be kept private for the benefit of the pupils. Additionally, with the statistician's assistance, the researchers totaled and assessed the data once it was collected.

Data Analysis Procedure

The research's data was documented so that it could be analyzed. Frequency count and percentage distribution were employed for problem number 1, which was to ascertain the demographic profile of the respondents.

Mean score and standard deviation were utilized for issue number 2, which sought to determine the degree to which social media influenced university students' academic performance in terms of communication, time management, and social skills.

The following is an interpretation of the mean score and standard deviation that were obtained:

Mean Range	Verbal Interpretation	Verbal Description
3.51 – 4.00	Highly Influenced	Always using Social Media
2.51 – 3.50	Moderately Influenced	Sometimes using Social Media
1.51 – 2.50	Poorly Influenced	Rarely using Social Media
1.00 – 1.50	Not Influenced	Never using Social Media

Ethical Considerations

According to Republic Act 10173's general data privacy principle, also known as the Data Privacy Act of 2012, processing personal data will only be permitted if it complies with the Act's requirements and other laws that permit information disclosure to the public. It should also be required by the governing rules to adhere to the principles of transparency, legitimate purpose, and proportionality.

This is the main ethical factor that the study gave top priority to. The respondents must thus sign a permission and briefing letter attesting to their written agreement of their involvement in the study. Sample participants request to sign a withdrawal and debriefing letter at the same time. The purpose of these letters is to reassure the respondents that they have made the voluntary decision to participate in the study and that they are free to withdraw from it at any moment for any reason. The study's objectives are then made clear to the participants. Additionally, they were assured that their answers would remain confidential and be used only for the particular study project and academic goals. Other than that, participants are not harmed physically or psychologically while participating in the study. The data must be completely deleted with no chance of recovery once the retention period has passed.

IV. RESULTS

The data presentation of the results from the analysis of 62 questionnaires filled out by fourth-year Carlos Hilado Memorial State University-Fortune Towne campus Bachelor of Science in Office Administration students is the focus of this part of the article. These kids were all enrolled for the 2022–2023 school year. The information from the surveys was statistically examined by a statistician. The SPSS program was used to analyze the data.

The demographic profiles of the respondents were covered in this portion of the questionnaire, along with information about their general weighted average, school type, typical social media platforms, and usage duration.

	Frequency	Percentage
GWA		
80-90	35	56.5%
91-95	27	43.5%
Total	62	100%
TYPES OF SCHOOL		
Private	19	30.6%
Public	43	69.4%
Total	62	100%
SOCIAL MEDIA PLATFORMS		
Facebook	61	98.3%
Instagram	34	54.9%
Tiktok	37	59.7%
Twitter	18	29%
Skype	1	2%
Youtube	38	61.2%
TIME SPENT		
5 hours	39	62.9%
6-18 hours	23	37.1%
Total	62	100%

Table 1. Profile of Bachelor of Science in Office Administration (BSOA) Students

According to Table 1, for the second semester of the 2021–2022 school year, 35 or 56.5% of the respondents had a general weighted average of 80–90, and 27 or 43.5% had a general weighted average of 91–95. According to the statistics, the majority of respondents attended public schools for their senior year of high school (43, or 69.9% of the total), with private schools coming in second with 19 or 30.6% of the total. Furthermore, according to the research, Facebook accounts for 98.3% of all social media usage, followed by YouTube (61.2%), Tiktok (59.7%), Instagram (54.9%), Twitter (29%), and Skype (2%). This supports the conclusions of the Auxier & Anderson (2021) research, which showed that Facebook still holds an 81% market share across all social media platforms [42]. Additionally, according to the statistics, the majority of respondents spent one to five hours with 39, or 62.9%, while others spent six to eighteen hours with 23 or 27 (37.1%). This relates to Asano's (2017) study, which found that the typical individual spends over two hours in a day (116 minutes) on social media, which is equivalent to five years and four months over the course of a lifetime [43].

Table 2. Overall Extent of the Influence of Social Media on the Bachelor of Science in Office Administration (BSOA) Students.

Key Indicator	Mean	Std. Deviation	Interpretation
Communication	3.49	0.42	Moderately Influenced
Social Skills	3.22	0.41	Moderately Influenced
Time Management	2.29	0.82	Poorly Influenced
Average	3.00	0.55	Moderately Influenced

Note: 3.51-4.00 (Highly Influenced), 2.51-3.50 (Moderately Influenced), 1.51-2.50 (Poorly Influenced), 1.00-1.50 (Not Influenced)

With a mean of 3.49 and a standard deviation of 0.42, Communication Skills is the highest key indicator in Table 2, suggesting that social media has a moderate impact on students' academic achievement. Time management, on the other hand, is the main indicator that is least affected, with a mean of 2.29 and a standard deviation of 0.82. This supports the findings of a research by Abbas et al. (2019), who also thought that social media platforms improved

students' communication and social engagement by offering possibilities for image branding [44]. With a standard deviation of 0.55 and an overall average mean of 3, it can be concluded that social media has a minor impact on the academic performance of university students pursuing a bachelor's degree in office administration. Talaue et al. (2018) provided support for this claim, stating that social media might be used for group discussions and assignment discussions as well as to enhance communication between students and instructors. It revealed that university students' inability to concentrate is the primary cause of their poor academic performance, and social media has little to do with the issue [45].

Table 2.1. The extent of the Influence of the Social Media in a Student's Academic Performance in terms of Communication

Key Indicators	Mean	M Deviation	Std.	Interpretation
Social Media helps respondents be informed about various events.	.69	3	0.49	Highly Influenced
Social media allows the respondents to exchange knowledge with their peers.	.48	3	0.59	Moderately Influenced
3. Social media lets respondents keep up with their friend's posts.	.41	3	0.64	Moderately Influenced
4. Social media were used to discuss class matters with the respondents' professors.	.41	3	0.61	Moderately Influenced
5. Social media helps to keep up with news and technology.	.58	3	0.55	Highly Influenced
6. Social media allows the respondents to discuss academic topics with their professors and peers.	.45	3	0.59	Moderately Influenced
7. Social media helps respondents to be generally educated and knowledgeable.	.45	3	0.61	Moderately Influenced
Average	.49	3	0.42	Moderately Influenced

Note: 3.51-4.00 (Highly Influenced), 2.51-3.50 (Moderately Influenced), 1.51-2.50 (Poorly Influenced), 1.00-1.50 (Not Influenced)

Table 2.1 shows that social media moderately influence the respondents in Communication. Social media highly influence them as it helps the respondents be informed about various events, with a mean of 3.69. Moreover, moderately influenced the respondents to discuss class matters with their professors and keep up with their friend's posts. This echoes the study's findings by Huang et al. (2019), in which 60% of the respondents agree that they browsed information through social media sites [46]. The same result from the study conducted by Décieux et al. (2018) is that Social media leads to a temporal advantage, and young people are up-to-date concerning the critical things that happened to their friends. This study also reveals that Social Media has a moderate influence on Students in terms of Communication, having an average mean of 3.49 and an average standard deviation of 0.42 [44]. This confirms the study of Bokoh et al. (2022), in which Social media provides a platform for lecturers to create chat rooms, forums, and groups to expand 30 classroom discussion with their students [47]. Also, it serves as a great source of information and a forum for students' feedback.

Table 2.2. The extent of the Influence of the Social Media in a Student’s Academic Performance in terms of Social Skills

Key Indicators	n	Mea	Std.	Interpretation
		Deviation		
1. Social media were used to keep in touch with friends and family.		3.66	0.54	Highly Influenced
2. Social media were used to discuss academic topics with university peers.		3.35	0.54	Moderately Influenced
3. Social media were used to explore new social relationships with others.		3.17	0.66	Moderately Influenced
4. Social media is an appealing platform for social interaction.		3.22	0.63	Moderately Influenced
5. Social media were used to improve social life.		3.03	0.67	Moderately Influenced
6. Social media allows respondents to be part of others' social life.		2.95	0.73	Moderately Influenced
7. Social media helps strengthen friendships.		3.06	0.56	Moderately Influenced
8. Social media were used for entertainment purposes.		3.29	0.61	Moderately Influenced
Average		3.22	0.41	Moderately Influenced

Note: 3.51-4.00 (Highly Influenced), 2.51-3.50 (Moderately Influenced), 1.51-2.50 (Poorly Influenced), 1.00-1.50 (Not Influenced)

Table 2.2 shows that social media moderately influence the respondents' academic performance in terms of social skills. Students highly influenced in item 1 gathered the highest mean of 3.66: social media were used to keep in touch with friends and family. On the other hand, moderately influenced students in item 6 got the lowest mean of 2.95,31 which is that social media allows respondents to be part of others' social life. This confirms the study of Bekalu (2019), through social media, people may have access to a platform that transcends barriers of time and location, enabling them to reconnect and socialize with people around them and grow and develop their connections and interactions [48]. Many claim that texting, other applications, and social networking websites keep them in touch with those they know in person. Additionally, it can encourage the growth of connections with individuals from around the globe who have similar objectives and interests (Beurkens, 2020) [49]. This study also reveals that social media moderately influences students in terms of social skills, having an average mean of 3.22 and an average standard deviation of 0.41. This confirms the study of Netsweeper (2022). It has been demonstrated that having a social network is crucial and benefits mental health and well-being, especially during social estrangement. Overcoming time and distance barriers enables students to interact with others who share their interests [50]

Table 2.3. The extent of the Influence of the Social Media in a Student’s Academic Performance in terms of Time Management

Key Indicators	n	Mean	Std.	Interpretation
		Deviation		
1. Chatted with friends when a lecture was ongoing.	2	2.31	0.97	Poorly Influenced
2. Watching online films instead of following book study time activities.	2	2.24	0.86	Poorly Influenced
3. Watching movies online rather than completing book study time activities.	2	2.57	0.92	Moderately Influenced

Note: 3.51-4.00 (Highly Influenced), 2.51-3.50 (Moderately Influenced), 1.51-2.50 (Poorly Influenced), 1.00-1.50 (Not Influenced)

Table 2.3 shows that social media poorly influence the respondents regarding time management. It can be observed that they are moderately influenced by using social media to pass the time, with a mean score of 2.67. Moreover, item 6 got the lowest mean score of 2.14, in which the respondents could be better influenced in terms of arriving late to lectures due to internet browsing. This confirms the study that students used social media for academic purposes. Most of them use social media for non-academic purposes to chat with others and browse social networking sites to pass the

time (Kolhar et al., 2021). This study also reveals that Social Media has poorly influenced Students in terms of Time Management, with an average mean of 2.29 and an average standard deviation of 0.81, which implies that the respondents have been poorly influenced in time management [51]. This confirms the study conducted by Hashim et al. (2020), in which time management is a technique that may affect students' academic performance[52]. There was a significant and positive correlation between time planning, time management, and academic performance.

V. CONCLUSION

The data findings of this study are as follows:

As of the General Weighted Average, the data shows that most respondents have 80-90 GWA with 56.5% for the second semester of the school year 2021- 2022. The study reveals that most % of the respondents came from public school in their senior high school, 69.97%. Based on the results, Facebook is the most used social media with 98.3% of the total respondents, and a majority of them also spent 1-5 hours using it with 62.9% of the total respondents. This shows that most of them go online, as revealed in the study. The findings of this study reveal that in terms of Communication, the influence of Social Media on the Academic Performance of University students is moderately influenced. At some point, they use social media to communicate with their family, friends, classmates, and teachers. They are also utilizing it to be updated on the activities and other school work, allowing them to discuss academic matters-the same with the key indicator, Communication.

In terms of social skills, the respondents are moderately influenced as well. It is because social media is also a way to interact with others on online platforms. It also provides a means to meet new people and helps students improve their social life. While the influence of social media on students' academic performance in terms of time management, they are poorly influenced. Even if they use social media, their academic standing and time in their tasks and school activities are still unaffected. They use social media to entertain themselves, but it does not deprive them of doing their school works and submitting their academic requirements. Furthermore, the study's findings reveal that in terms of Communication and social skills, social media plays a crucial role in the students, giving them a platform to interact with others in asking about school work and activities. It is also a source of information, which is why the respondent's academic performance is moderately influenced. However, regarding time management, this study reveals that social media has nothing to do with the respondents' divided attention in their academic performance, knowing that social media has only poorly influenced them. Even if they spend too much time using social media, their academic performance is unaffected.

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