

Social Media Impact on Student Academic achievement among Students at Sulu State University

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ABSTRACT. The present study addresses a limited understanding of how different forms of social media use influence the students' academic achievement at Sulu State University. Using a descriptive-correlational design, the study surveyed 100 purposively selected students and analyzed data through descriptive and inferential statistical tools, including Pearson correlation, t-test, and ANOVA. The study examined Facebook usage, X (formerly Twitter) usage, Social Media dependence, exposure, and overall Social Media use while considering demographic factors. It was expected to determine the relationship between social media engagement and academic performance achievement, identify differences across student groups, and provide evidence supporting Constructivism, ultimately contributing to the development of digital wellness initiatives that promote responsible Social Media use and academic achievement.

Keywords: Social networking platforms, Impact, academic achievement, Students

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1. INTRODUCTION

The rapid advancement of digital technology has made social media an essential part of students' everyday lives. Social networking platforms including Facebook and Instagram, TikTok, and X (formerly twitter) have changed the way students communicate, share information, and engage with learning activities. Beyond their social functions, these platforms have become valuable tools for academic collaboration, allowing students to access educational resources, participate in discussions, and connect with peers and instructors. As social media continues to influence various aspects of student life, its effect on academic performance has become an important area on inquiry, particularly in relation to how digital learning environments shape student behavior and engagement (Chavez, 2023; Chavez et al., 2024; Chavez et al., 2025). Existing studies suggest that social media can enhance learning by promoting communication, knowledge sharing, and collaborative learning experiences (Boateng & Amankwaa, 2016; Chugh & Ruhi, 2018; Chavez et al., 2023), as well as supporting innovative instructional approaches and learner-centered strategies (Chavez, 2024; Chavez et al., 2025). However, other research has shown found that overuse of social media may result in distractions and procrastination, reduced study time, and poorer academic outcomes (Akram & Kumar, 2017), especially when digital

engagement becomes habitual or less structured within learning environments (Chavez, 2020; Chavez et al. 2024). That contrasting Findings indicate that the relationship between social media use and academic performance is evident, complex, and multifaceted may vary depending on how students utilize these platforms in relation to their learning habits and academic engagement.

Although numerous studies have investigated the impact of social media on students' academic performance achievement there remains limited research focusing on the experiences of students at Sulu State University. In particular, there is a lack of local evidence on how different aspects of Social Media use, like Facebook usage, X (formerly twitter) usage, social media addiction, exposure to online content, and overall Social Media engagement, impact in students' academic achievement. Given the increasing dependence of students on digital platforms for communication, learning, and information gathering, it is important to understand how these technologies affect their academic experiences within the university setting. Therefore, this research aims to examine the influence of social media on students' academic achievement at Sulu State University by exploring the extent regarding social media use and its relationship with academic performance outcomes. The findings are expected to offer a deeper understanding of students' social media use behaviors and generate useful valuable information for educators, university administrators, and decision-makers in creating programs and approaches that encourage responsible social media use while supporting academic success, particularly in technology-driven learning environments (Chavez et al., 2023; Chavez, 2024; Chavez et al., 2025).

2. METHODS

2.1 Research approach

This research utilized descriptive-correlational research design was used to investigate the relationship between social media use and students' academic achievement at Sulu State higher education institution. A research design was used to serves as a systematic framework that guides the researcher throughout the process of gathering, analyzing, and interpreting data. It provides a clear direction for achieving the aims of the study and ensuring that the study questions are properly addressed. The descriptive study aspect of the design was employed to determine and describe the extent of social media usage among students, while the correlational component was employed to investigate the relationship between social media engagement and academic performance achievement. Specifically, the study focused on different aspects of social media usage, including platforms like Facebook usage, X (formerly twitter) usage, students' level of social media use addiction, exposure toward social networking platforms, and general patterns of social networking platforms use. Through using this approach, the study sought to offer a comprehensive understanding of how social media influences students' educational performance experiences and results.

2.2 Participants of the research

This study was conducted at Sulu State University (SSU), a public a a higher education institution located in Jolo, Sulu, Philippines, and operating under the oversight of the Commission on Higher Education (CHED). As the leading state university in the province, SSU provides a broad selection of undergraduate and graduate programs across various disciplines, such as education, science, technology, industry, agriculture, nursing, and the arts. The university provides a diverse educational environment that makes it an appropriate setting for examining

factors which may impact students' Academic Performance. The study focused on learners enrolled in the different colleges and schools of Sulu State University during the Academic Year 2025–2026. SSU was selected as the research locale because of its plays a significant role in delivering accessible and quality higher education to students in the province. In addition, the institution offers a suitable setting for exploring the way social media is used relates to students' scholarly experiences and outcomes. The respondents consisted of one hundred (100) college students from various academic programs and year levels. They were chosen as participants because they regularly engage in academic activities and are active users of social media, making them well-positioned to provide relevant information regarding the effects of social media on students' academic performance.

Respondents of the research

College Units in Sulu State University		Number
1	College of Computing Studies	10
2	College of Business Administration and Management	20
3	College of Teacher Education	10
4	College of Arts and Sciences	10
5	School of Nursing	10
6	School of Agriculture	10
7	School of Computer Engineering	10
8	School of Criminal Justice Education	10
9	School of Social Work	10
Total:		100

2.3 Sampling Method

The study utilized purposive sampling in choosing the respondents. A total of one hundred (100) college students from the different colleges and schools of Sulu State University during the Academic Year 2025–2026 were chosen to take part in the study. The sampling technique used in this study was considered suitable because it enabled the researcher to deliberately select respondents who could provide relevant information regarding the influence of social media on academic performance. The participants were selected to ensure representation from various colleges and schools within the university while also considering demographic characteristics such as gender and age, and year of study. By including students from diverse academic backgrounds and demographic groups, the study aimed to obtain a broader understanding regarding social media usage and its effects on students' educational experiences and achievement.

2.4 Research Instrument

A structured survey instrument was used as the main tool for gathering data instrument for this study. The survey instrument wa adapted from the original instrument developed by instrument developed by R.H. and Faisal H. (2016) in their research regarding the influence of social media on students' academic performance. It consisted the questionnaire consisted of two sections. The first section collected demographic data, including the respondents' gender and age, year level, and

also college/school affiliation, while the second assessed the degree to which Social media has an influence on students' academic performance. The instrument measured key dimensions of social media platform use, such as Facebook usage, X (formerly twitter) usage, social media addiction and social media exposure networks, and general Social media use. Responses were measured using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5), allowing the researcher to determine respondents' views on the impact of social media on their academic performance.

2.5 Data Gathering Procedure

The data collection process followed a series of structured steps to ensure the accuracy of the data smooth implementation of the research. First, the researcher obtained the necessary approval to conduct the study by submitting a formal request to the Graduate Studies Dean's Office, which was subsequently endorsed to the University President and the Deans from the various colleges and schools in Sulu State University. After obtaining the required permissions, the researcher directly distributed and conducted the survey questionnaires toward the selected survey respondents. Participants were given adequate time to read and complete the instrument used to ensure thoughtful and accurate answers. Upon completion, the study questionnaires were collected by the researcher and prepared for data coding, statistical analysis, and interpretation of the findings.

2.6 Ethical Considerations

Ethical principles were done carefully followed throughout the conduct of this study to safeguard the rights, welfare, and privacy of All participants. Participation was entirely voluntary, and respondents were informed about the study's purpose, their role in the research, and their right to withdraw at any time without penalty consequence. Informed consent is obtained before data gathering, and all information given by the respondents was handled with strict confidentiality and anonymity. The researcher made sure that no physical, psychological, or social damage resulted through participation and maintained objectivity during the gathering, analysis, and interpretation of data. Furthermore, the study complied with institutional ethical standards and secured the necessary ethics clearance from the appropriate committee of Sulu State University prior to its implementation.

3. RESULTS

Question 2. What is the extent of impact of social media's impact on students' students' academic performance within the context related to Facebook usage, X (formerly Twitter) usage, students' addiction to social media and exposure of students to social media platforms and networks, and the use of social media platforms?

Table 2.1 Extent of impact of social media on students' academic performance in terms of Facebook usage

No	Statements	Mean	S.D.	Description
1	Facebook has positively affected my study timings in routine life.	4.17	.85345	Agree
2	I timely submit my assignments whether spending time on Facebook.	4.07	.81965	Agree

3	Groups and pages related to studies are created by scholars on Facebook helps students in their study.	4.24	.83024	Agree
4	Does Facebook have a positive impact on students' academic performance?	4.10	.94815	Agree
5	I find it flexible to focus on studying by logging into Facebook as it helps me to remain in contact with my classmates.	4.23	.78951	Agree
Weighted Mean		4.162	.62260	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49= Agree; (3) 2.50 – 3.49=Moderately Agree; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 2.1 shows that respondents generally agreed that Facebook positively affects their academic performance, as shown by reflected by the overall average score of 4.16. Among the statements assessed, students most strongly agreed that Facebook study groups and academic pages help support their learning, followed by the platform's ability to facilitate communication with classmates and positively influence their study routines. These results suggest that Facebook serves as a useful platform for academic collaboration, information sharing, and maintaining connections with peers. The findings are in line with previous research which highlighted the role of social media in supporting research activities, collaborative learning, problem-solving, and academic engagement among students (Tus et al., 2021; Dmicangun & Guillena, 2023).

Table 2.2 Extent of impact of social media on students' academic performance in terms of X (formerly Twitter) usage

No	Statements	Mean	S.D.	Description
1	It is my routine habit to use X (formerly Twitter) in my daily life.	3.68	1.27826	Agree
2	Usage of X (formerly Twitter) in my routine life affected my academic.	3.72	1.17275	Agree
3	Students share study material on X (formerly Twitter) that helps other students which are weak in studies performance	3.93	1.12146	Agree
4	Students share study material on X (formerly Twitter) that helps other students which are weak in studies performance	3.97	1.13222	Agree
5	My membership on X (formerly Twitter) is important.	3.87	1.20315	Agree
Weighted Mean		3.834	1.06137	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49= Agree; (3) 2.50 – 3.49=Moderately Agree; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 2.2 presents the findings show that respondents generally agreed that X (formerly Twitter) has a positive impact on their academic performance, since indicated with an overall mean score of 3.83. The students particularly recognized the platform's value in sharing study materials and academic information, which can support classmates who may be struggling with their studies. They also viewed their participation on the platform as important for staying informed and connected. These results suggest that X serves as a useful medium for peer learning, academic communication, and knowledge sharing. The findings support previous studies indicating that social media is able to assist students in completing educational tasks and may show a significant association with academic performance (Ngo et al., 2020; Labaria, 2020).

Table 2.3 Extent of impact of social media on students' academic performance in terms of students' addictiveness to social media

No	Statements	Mean	S.D.	Description
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1	Addiction to online social networks is a problematic issue that affects my academic life	3.98	.96379	Agree
2	Online social networks distract me from my studies.	4.02	.89871	Agree
3	Hours spent online can never be compared to the number of hours I spend reading.	4.01	.92654	Agree
4	There is no improvement in my grades since I became engaged into these social networking sites.	3.85	1.11351	Agree
Weighted Mean		3.965	.79298	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49= Agree; (3) 2.50 – 3.49=Moderately Agree; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 2.3 presents the results show that respondents generally agreed that social media addiction impacts their academic achievement with a general mean score of 3.97. Students acknowledged that social networking platforms platforms can divert their attention from their studies, consume time that could otherwise be devoted to academic work, and create challenges that affect their academic life. These findings suggest that excessive engagement with social media may hinder students’ ability to handle their manage time effectively and maintain focus on academic tasks. The results support the findings of Caratiquit and Caratiquit (2023), that reported that social networking platforms addiction is significantly associated with academic procrastination, which may negatively affect students’ academic achievement.

Question 3. Is there a significant statistical difference in terms of the extent impact of social media in relation to the learning performance of the students when the the data are classified based on the respondents’ demographic profile as follows: Age; Sex; grade level and College/school?

Table 3.1 Variations in the extent of impact of social media’s impact on students’ academic performance in terms of age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Facebook usage	Between Groups	.266	2	.133	.339	.713	Not Significant
	Within Groups	38.109	97	.393			
	Total	38.376	99				
X (formerly Twitter) usage	Between Groups	7.699	2	3.850	3.597	.031	Significant
	Within Groups	103.825	97	1.070			
	Total	111.524	99				
Students' addictiveness to social media	Between Groups	2.805	2	1.402	2.288	.107	Not Significant
	Within Groups	59.448	97	.613			
	Total	62.253	99				
Exposure of students to social media network	Between Groups	4.551	2	2.275	3.144	.048	Significant
	Within Groups	70.211	97	.724			
	Total	74.762	99				
Use of social media	Between Groups	.948	2	.474	.674	.512	Not Significant
	Within Groups	68.262	97	.704			
	Total	69.210	99				

Significance at alpha 0.05

Table 3.1 the results show that there was generally non-statistically notable differences in students' views on the effect of social media on academic performance when categorized based on age. Although slight variations were observed in specific areas such as X (formerly Twitter) usage and exposure to social media, the overall findings suggest that students across different age groups tend to share similar views. This implies that both younger and older students perceive the effect of social media on their academic performance to a large extent same way. Based on the results, the null hypothesis stating that there is no significant difference in perceptions when respondents was supported when data were classified by age.

Table 3.2 Variations in the extent of impact of social media's impact on students' academic performance in terms of gender

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Facebook usage	Male	4.200	.62280	.05758	.436	.664	Not Significant
	Female	4.142	.62636				
X (formerly Twitter) usage	Male	3.782	1.19430	-.07825	-.348	.729	Not Significant
	Female	3.860	.99474				
Students' addictiveness to social media	Male	4.000	.90244	.05303	.315	.753	Not Significant
	Female	3.947	.73709				
Exposure of students to social media network	Male	3.926	.93040	.11208	.609	.544	Not Significant
	Female	3.814	.84046				
Use of social media	Male	4.110	.87080	.13681	.774	.441	Not Significant
	Female	3.973	.82056				

Significance at alpha 0.05

Table 3.2 shows the findings indicate that there is no statistically significant variation in how students of different genders perceive the effect of social media on their academic performance. The overall mean differences and t-values indicate that both groups share similar views regarding its influence. This indicates that gender does not significantly influence students' views on social media's effects on academic life, as well as both male and female respondents tend to interpret its impact in a similar way. The results show that the null hypothesis of no significant difference when respondents was accepted when the data were categorized by gender.

Table 3.3 Variations in the extent of impact of social media on students' academic performance in terms of year level

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Facebook usage	Between Groups	3.060	3	1.020	2.772	.046	Significant
	Within Groups	35.316	96	.368			
	Total	38.376	99				
X (formerly Twitter) usage	Between Groups	7.561	3	2.520	2.327	.079	Not Significant
	Within Groups	103.964	96	1.083			
	Total	111.524	99				
Students' addictiveness to social media	Between Groups	.591	3	.197	.307	.820	Not Significant
	Within Groups	61.661	96	.642			
	Total	62.253	99				
Exposure of students to social media network	Between Groups	4.705	3	1.568	2.149	.099	Not Significant
	Within Groups	70.057	96	.730			
	Total	74.762	99				
Use of social media	Between Groups	8.159	3	2.720	4.277	.007	Significant
	Within Groups	61.051	96	.636			
	Total	69.210	99				

Significance at alpha 0.05

Table 3.3 shows the findings of this study indicate that indicates a generally no statistically significant variation in students' perceptions of the impact of social media on students' academic performance when categorized based on year level. Although slight variations were noted in Facebook usage and overall use of social media, mostly in the findings showed no meaningful differences across year levels. This suggests that students, whether in lower or higher years, tend to share similar views regarding how social media affects their academic performance. Based on these findings, the hypothesis asserting that no significant difference exists when respondents are categorized based on year level was accepted.

Table 3.4 Variations in the extent of impact of social media on students' academic performance in terms of college/school

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Facebook usage	Between Groups	18.630	8	2.329	10.732	.000	Significant
	Within Groups	19.746	91	.217			
	Total	38.376	99				
X (formerly Twitter) usage	Between Groups	76.232	8	9.529	24.570	.000	Significant
	Within Groups	35.292	91	.388			
	Total	111.524	99				
Students' addictiveness to social media	Between Groups	38.126	8	4.766	17.975	.000	Significant
	Within Groups	24.127	91	.265			
	Total	62.253	99				
Exposure of students to social media network	Between Groups	47.915	8	5.989	20.301	.000	Significant
	Within Groups	26.847	91	.295			
	Total	74.762	99				
Use of social media	Between Groups	37.977	8	4.747	13.831	.000	Significant
	Within Groups	31.233	91	.343			
	Total	69.210	99				

*Significance at alpha 0.05

Table 3.4 The findings reveal that a significant difference exists in Students' views on how social media impacts academic performance when categorized based on college or school. The results, as shown by the F-ratios and P-values, indicate that the respondents' academic unit plays an important role in shaping how they perceive the impact of social media on their studies. That means that students from different colleges or schools tend to understand the effects of social media differently. Based on the results, the assumption claiming that no significant difference exists when respondents are grouped according to college or school was rejected.

4. DISCUSSION

The findings of this study give a clearer knowledge of how social media fits into the academic lives students at Sulu State University. Most of the respondents were 20 years old and above, largely female, mostly in their third year, and commonly enrolled in the College of Business Administration and Management. This reflects a typical college population where social media is already deeply woven into everyday communication, learning, and social interaction.

Overall, students viewed social media as something that has a generally positive influence on their academic performance, as shown by the consistent "Agree" responses across all areas. Among the platforms examined, Facebook stood out as the most useful for academic purposes. Many students see it as a space where they can easily communicate with classmates, join study groups, and access learning materials. In this sense, Facebook is not only for social interaction but also for also serves as a practical assistance system for school-related activities.

At the same time, students also recognized that social media is not always helpful in a straightforward way. While they acknowledged its benefits, they also admitted that it can be distracting and sometimes difficult to control, especially when usage becomes habitual. This suggests that students are conscious of the balance they need to maintain between while using social media for academic support and avoiding overuse that may interfere with their studies. Exposure to multiple platforms also shows how integrated Social media has developed into a regular component of their every day routines, affecting how student study, communicate, and manage their time. Compared to other platforms, X (formerly Twitter) was rated slightly lower, but students still saw it as useful for sharing academic information and staying updated.

When looking at differences among groups, the results show that age, gender, and year level do not significantly affect students' perception of the impact on social media, referring to its effects on students tend to think about Social Media in similar ways regardless of these personal characteristics. However, differences were observed when grouped according to college or school. This suggests that a student's field of study may influence how they use and interpret social media in relation to their academics, possibly because of differences in course demands, learning styles, or exposure to digital tools.

The correlation results also show that the different aspects of social media use are closely connected. For instance, students who are highly exposed to social media are also more likely to use platforms like Facebook regularly, and this increased exposure can sometimes lead to stronger habits or dependency. The connections between Facebook, X (Twitter), and overall social media use also suggest that students are not limited to one platform; instead, they move across multiple apps as part of their daily online routine. Together, these patterns show that social media use among students is not isolated but part of a broader digital lifestyle where usage, exposure, and habit are closely linked.

In general, this research suggests that social media plays a mixed impact on students educational experiences It can support learning by improving communication and access to information, but it can also create challenges when not used in moderation. This highlights the importance of helping Students develop healthier and more balanced social media habits so that they can take advantage of its advantages while reducing its drawbacks effects on their studies.

5. CONCLUSION

The results of this studies indicate that most respondents at Sulu State University are typical college students in terms of age, with a majority being female, mostly in their third year, and largely enrolled in the College of Business Administration and Management. Overall, students generally agreed that Social media plays a significant role in influencing their educational life, indicating that is widely used as part of their learning and communication activities. When categorized based on their demographic characteristics, there were non-notable variations views according to age, gender, and year level, suggesting that students share similar views regardless of these factors. However, differences were observed across colleges or schools, indicating that a student's academic program may influence how they perceive and use social media in relation to their studies. The study also revealed strong relationships among different aspects of social media use, particularly Facebook usage and exposure to online networks, showing how interconnected these platforms are in students' daily routines. While these tools support communication and information sharing, the patterns also suggest that frequent use may become habitual over time. Overall, the results highlight that social media has a meaningful but important role in shaping

students' educational experiences, supporting the idea that learning today often happens through continuous interaction with digital environments.

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