

# The Use of Social Media Among Junior High School Learners of Timbangan Indanan National High School

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**ABSTRACT.** This study examined the use of social media among junior high school learners of Timbangan Indanan National High School, focusing on two key areas: the extent of social media use and the relationships among its dimensions. Specifically, it assessed social media use in terms of social media platforms, communication, social skills, and time management, and determined the significant correlations among these variables. A descriptive quantitative research design was employed, involving junior high school students as respondents. Data were collected using a structured questionnaire and analyzed using mean, standard deviation, and Pearson correlation. The results revealed that social media is widely used among learners, with communication and social skills rated at a high level, indicating strong engagement in interaction and relationship-building. In contrast, social media platforms and time management were rated at a moderate level, suggesting variability in usage and potential challenges in managing time effectively. Furthermore, significant positive relationships were found among all variables, with the strongest correlation observed between communication and social skills. The study concludes that social media plays a significant role in enhancing communication and social interaction among learners, but its influence on time management requires careful regulation. These findings highlight the importance of promoting responsible and balanced social media use among students.

**KEYWORDS:** *social media use, junior high school learners, communication, social skills, time management, correlation*

## ARTICLE DETAILS

JEAS-00089; Received: February 16, 2026; Accepted: March 2, 2026; Published: March 16, 2026

### CITATION:

Hussin, H. B. & Janani, F. H. (2026). *The Use of Social Media Among Junior High School Learners of Timbangan Indanan National High School*. *Journal of Education and Academic Settings*, 3(1). DOI: 10.62596/fc240z18

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## 1. INTRODUCTION

Social media has emerged as a powerful influence in shaping communication, learning, and self-expression in contemporary society. Platforms such as Facebook, Instagram, TikTok, YouTube, and Snapchat are no longer limited to adult users; they are now widely utilized by adolescents, including junior high school learners. According to Teens, Social Media and Technology (2022), young individuals increasingly rely on these platforms as part of their daily

routines. During adolescence, typically between the ages of 12 and 15, learners experience rapid developmental changes characterized by curiosity, emotional growth, and a strong desire for social connection. In this context, social media serves as a space where learners can interact with peers, express ideas, and explore their identities (Steinberg, 2017).

The continuous advancement of digital technology, along with the widespread use of smartphones, has made social media highly accessible to students. As a result, many junior high school learners spend a significant portion of their time online, engaging with various forms of content and digital communities. These interactions can influence their perspectives, behaviors, and social relationships. While social media can promote creativity, learning, and communication, it may also expose learners to challenges such as distraction, comparison, and emotional strain (Rideout et al., 2019).

Social media presents a dual impact on learners' lives. On one hand, it provides opportunities for collaboration, access to information, and creative expression. On the other hand, excessive or unregulated use may negatively affect academic performance, reduce focus on school tasks, and contribute to mental health concerns such as anxiety and low self-esteem. These contrasting outcomes highlight the importance of examining how students engage with social media and how it affects various aspects of their daily functioning.

In recent years, discussions regarding adolescent social media use have shifted from simply questioning its use to emphasizing responsible and balanced engagement. Educators, parents, and policymakers are now more concerned with guiding learners toward productive use of digital platforms while minimizing potential risks. Understanding how social media influences communication, social interaction, and time management is therefore essential in promoting responsible digital behavior among students.

This study is anchored on the Sustainable Development Goal 4, which highlights the importance of inclusive and quality education, particularly through the effective integration of technology in learning. It is also related to the Sustainable Development Goal 3, as it considers the potential effects of social media use on students' well-being, social relationships, and time management practices.

Despite the widespread use of social media among adolescents, there is limited research focusing specifically on junior high school learners in Timbangan Indanan National High School. Existing studies often generalize findings across broader populations, which may not accurately reflect the experiences of learners in specific school contexts. This gap highlights the need for localized research that examines how social media is used and how it affects students within a particular educational setting.

Given these conditions, it is important to assess the extent of social media use among junior high school learners and to explore how its different dimensions relate to one another. Understanding these patterns will provide meaningful insights into students' digital behavior and support the development of strategies that promote responsible, balanced, and productive use of social media.

This study aimed to determine the extent of the use of social media among junior high school learners of Timbangan Indanan National High School in terms of social media platforms, communication, social skills, and time management, and to examine the significant relationships among these dimensions.

## 2. METHODS

### 2.1. Research Design

This study utilized a descriptive quantitative research design to examine the extent of social media use among junior high school learners. The descriptive approach was appropriate as it aimed to present and analyze existing patterns, purposes, and levels of social media usage without manipulating any variables. Data were collected through a structured questionnaire to provide an accurate representation of learners' engagement with social media.

The quantitative method was employed to generate numerical data that could be analyzed statistically. This approach enabled the researcher to measure the extent of social media use and determine the relationships among its dimensions, namely social media platforms, communication, social skills, and time management.

### 2.2. Research Locale

The study was conducted at Timbangan Indanan National High School, located in the municipality of Indanan, Province of Sulu, under the Schools Division of Sulu. The school serves learners from both rural and semi-urban communities and offers educational programs from Grade 7 to Grade 12.

### 2.3. Participants of the Study

The respondents of the study consisted of junior high school students (Grades 7 to 10) enrolled at Timbangan Indanan National High School during the School Year 2025–2026. These students were selected as they represent the group actively engaged in social media use. To describe the characteristics of the participants, selected demographic variables were included in Table 1. These variables were used for descriptive purposes only.

**Table 1. Demographic Profile of Respondents**

Variable	Category	Frequency	Percentage
Gender	Male	37	37.0%
	Female	63	63.0%
Grade Level	Grade 7	25	25.0%
	Grade 8	25	25.0%
	Grade 9	25	25.0%
	Grade 10	25	25.0%
Parents' Highest Educational Attainment	No Formal Education	8	8.0%
	Elementary	27	27.0%
	High School Graduate	53	53.0%
	Vocational	8	8.0%
	Master's Degree	3	3.0%
	Doctorate Degree	1	1.0%

Parents' Average Monthly Income	₱5,000 and below	9	9.0%
	₱10,001–₱20,000	82	82.0%
	₱20,001–₱30,000	5	5.0%
	₱30,000 and above	4	4.0%
Total		100	100%

## 2.4. Sampling Procedure

A purposive sampling technique was employed in selecting respondents. Participants were chosen based on accessibility and willingness to participate in the study. Although this method does not fully represent the entire population, it allows the researcher to gather relevant and meaningful data within the given time and resource constraints.

## 2.5. Research Instrument

A structured survey questionnaire served as the primary data-gathering instrument. The questionnaire was adapted from the study of Arago, L.E.B. (2025) on social media influence among senior high school students and was modified to suit the context of junior high school learners.

The instrument consisted of two main parts:

- Part I: Respondent profile (for descriptive purposes)
- Part II: Extent of social media use in terms of:
  - social media platforms
  - communication
  - social skills
  - time management

The questionnaire included 39 items measured using a 5-point Likert scale.

Table 2. Scale of Measurement

Scale	Range	Interpretation
5	4.50–5.00	Very Highly Agree
4	3.50–4.49	Highly Agree
3	2.50–3.49	Moderately Agree
2	1.50–2.49	Slightly Agree
1	1.00–1.49	Least Agree

## 2.6 Data Gathering Procedure

The data collection followed a systematic process. First, formal permission was obtained from the school principal and the Schools Division Office. After approval, the questionnaire was validated and prepared for distribution.

The researcher personally administered the questionnaires to selected respondents. Depending on accessibility, data collection was conducted either through printed copies or online forms. Respondents were given sufficient time to answer the questionnaire.

After completion, all responses were retrieved, checked for completeness, and prepared for data analysis. Ethical standards such as voluntary participation and confidentiality were strictly observed throughout the process.

## 2.7 Ethical Considerations

Ethical principles were strictly followed throughout the study. Participants were informed about the purpose of the research and were required to provide consent prior to participation. Confidentiality and anonymity were ensured, and no identifying information was collected.

Participation was entirely voluntary, and all data gathered were used solely for academic purposes.

### 3. RESULTS

#### *Objective 1: Extent of the Use of Social Media*

**Table 3.** Summary of Social Media Use

Dimension	Mean	SD	Interpretation
Social Media Platforms	2.99	0.72	Moderately Agree
Communication	3.75	0.71	Highly Agree
Social Skills	3.55	0.77	Highly Agree
Time Management	2.81	1.11	Moderately Agree

The results indicate that social media is widely utilized among junior high school learners, with varying levels of engagement across different dimensions. Communication obtained the highest mean, suggesting that learners primarily use social media as a tool for exchanging information, interacting with peers, and staying updated on relevant events.

Social skills also received a high rating, indicating that learners perceive social media as beneficial in maintaining relationships and engaging in social interactions. This suggests that online platforms play a significant role in supporting interpersonal communication and social development.

In contrast, social media platforms and time management were rated at a moderate level. This implies that while learners actively use various platforms, their engagement is selective and influenced by preference and accessibility. Meanwhile, the moderate rating in time management indicates that social media may contribute to occasional distractions, affecting learners' ability to manage academic tasks efficiently.

Overall, the findings suggest that social media serves both functional and social purposes among learners, with stronger influence on communication and social interaction than on behavioral regulation such as time management.

#### *Objective 2: Correlation Among Social Media Variables*

**Table 4.** Correlation Among Variables

Variables	r-value	Sig.	Interpretation
Platforms – Communication	0.447	0.000	Moderate
Platforms – Social Skills	0.307	0.002	Moderate
Platforms – Time Management	0.250	0.012	Low
Communication – Social Skills	0.727	0.000	Very High
Communication – Time Management	0.407	0.000	Moderate
Social Skills – Time Management	0.538	0.000	High

The correlation analysis reveals that all variables are significantly related to one another, indicating that different aspects of social media use are interconnected.

The strongest relationship was observed between communication and social skills, suggesting that learners who actively engage in online communication tend to demonstrate

stronger interpersonal abilities. This highlights the role of social media as a platform that supports interaction and relationship-building.

Moderate relationships were found between platforms and communication, platforms and social skills, and communication and time management. These findings suggest that increased engagement with social media platforms is associated with higher communication activity and social interaction, although the strength of these relationships varies.

A high correlation between social skills and time management indicates that learners with better social engagement may also demonstrate improved ability to manage their activities. However, the relatively low correlation between platforms and time management suggests that mere usage of platforms does not strongly influence time management behavior.

Overall, the results confirm that the different dimensions of social media use are significantly interconnected. Increased engagement in one area is likely to influence other aspects, particularly communication and social interaction.

#### **4. DISCUSSION**

The findings of the study indicate that social media is widely utilized among junior high school learners, particularly as a tool for communication and social interaction. Among the four dimensions examined, communication obtained the highest rating, suggesting that learners primarily engage with social media to exchange information, stay informed, and maintain connections with peers. This supports the idea that digital platforms have become central to how adolescents interact and access information. Previous studies affirm that social media enhances communication by providing accessible and interactive spaces for knowledge sharing and collaboration among learners (Boer et al., 2020; Lorenzo & Cabansag, 2021).

Similarly, social skills were rated at a high level, indicating that learners perceive social media as beneficial in developing interpersonal relationships and maintaining social connections. This suggests that online interactions can contribute positively to social development, allowing learners to express themselves, build relationships, and engage with others. These findings are consistent with research indicating that social media platforms serve as environments where adolescents can strengthen their social engagement and interpersonal competencies (Odgers & Jensen, 2020; Santos & Dela Peña, 2023).

In contrast, social media platforms and time management were rated at a moderate level, indicating variability in usage patterns and potential challenges in managing time effectively. The moderate rating for social media platforms suggests that learners tend to concentrate their usage on a few preferred platforms rather than engaging broadly across all available applications. This pattern reflects current trends where adolescents gravitate toward widely accessible and socially relevant platforms (Keles, McCrae, & Grealish, 2020).

Meanwhile, the moderate rating in time management highlights the dual nature of social media use. While it provides opportunities for engagement and learning, it may also contribute to distractions that affect academic focus. Learners reported instances of multitasking and engagement in non-academic activities during study time, which may interfere with their ability to manage responsibilities effectively. This finding aligns with the study of Twenge (2019), which suggests that increased screen time and frequent online engagement may reduce attention span and hinder effective time management among adolescents.

Overall, the results suggest that social media plays a significant role in supporting communication and social interaction among learners, but its influence on time management remains a concern. This highlights the importance of promoting responsible and balanced use of social media to maximize its benefits while minimizing its potential drawbacks.

The study further revealed that all dimensions of social media use are significantly correlated, indicating that these variables are interconnected and influence one another. The strongest relationship was observed between communication and social skills, suggesting that learners who frequently engage in communication through social media tend to exhibit stronger interpersonal abilities. This reinforces the idea that interaction through digital platforms contributes to the development of social competencies. Similar findings have been reported in previous studies, which emphasize that active engagement in online communication enhances social interaction and relationship-building (Boer et al., 2020; Odgers & Jensen, 2020).

Moderate relationships were also identified between social media platforms and communication, as well as between platforms and social skills. These findings suggest that increased use of social media platforms is associated with higher levels of communication and social engagement. However, the strength of these relationships indicates that platform usage alone does not fully determine the quality of interaction or social development. This supports the notion that how learners use social media is more important than how often they use it (Keles, McCrae, & Grealish, 2020).

Furthermore, the relationship between communication and time management was found to be moderate, indicating that communication activities may influence how learners allocate their time. The high correlation between social skills and time management suggests that learners with stronger interpersonal engagement may also demonstrate better ability to organize and manage their activities. This may be attributed to the development of self-regulation skills through social interaction and communication.

However, the relatively low correlation between social media platforms and time management indicates that mere access to or use of platforms does not strongly predict time management behavior. This suggests that the impact of social media on time management depends more on usage patterns and individual discipline rather than frequency of use alone.

Overall, the findings confirm that the different dimensions of social media use are significantly interconnected. Increased engagement in communication and social interaction tends to influence other aspects such as social skills and time management. These results highlight the complexity of social media use among learners and underscore the importance of guiding students toward purposeful and responsible engagement with digital platforms.

## **5. CONCLUSION**

This study concludes that social media is widely utilized among junior high school learners of Timbangan Indanan National High School, particularly as a tool for communication and social interaction. The high levels observed in communication and social skills indicate that learners actively use social media to connect with others, share information, and maintain relationships. However, the moderate levels in social media platform use and time management suggest that

while learners engage with digital platforms, they experience variability in usage patterns and encounter challenges in managing their time effectively.

The study further establishes that the different dimensions of social media use—social media platforms, communication, social skills, and time management—are significantly interrelated. Strong relationships, especially between communication and social skills, indicate that increased engagement in online interaction contributes to the development of interpersonal abilities. At the same time, the weaker relationship between platform use and time management suggests that the impact of social media depends more on how it is used rather than how often it is accessed.

Overall, the findings highlight that social media serves both beneficial and challenging roles in students' lives. While it supports communication and social development, it also requires responsible and balanced use to prevent potential negative effects on time management and academic focus.

### **Acknowledgement**

The author confirms that this research is the result of independent academic work and personal analysis. All ideas, interpretations, and written discussions in this study were developed by the author. Artificial intelligence tools were used only in a limited way for minor grammar checking and language improvement. They were not used to create the research content, generate ideas, perform the analysis, interpret the results, or write the main parts of the paper. The author takes full responsibility for the accuracy, originality, and integrity of this study, including its analysis, discussion, and conclusions.

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