

Influence of Social Media on the Academic Performance of University Students

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Abstract

This study aimed to investigate the influence of social media on the academic performance of a Bachelor of Science in Office Administration. The 62, 4th year Bachelor of Science in Office Administration (BSOA) students officially enrolled at Carlos Hilado Memorial State University- Fortune Towne Campus during the 1st Semester of the Academic Year 2022-2023 were surveyed using an adapted and modified survey questionnaire. The researchers used frequency count and percentage distribution. The study found that students' exposure to social media affects their academic performance, and it influenced them positively and negatively as neutral to the results from the data gathered. This study found that most respondents had 80-90 GWA, with 69.97% coming from public schools. Facebook was the most used social media, with 98.3% of respondents spending 1-5 hours using it. The findings revealed that social media is moderately influenced in terms of communication and social skills, while time management is poorly influenced. This suggests that their academic performance is unaffected even if students spend too much time using social media. The findings also stated that students who spend more time on social media do not necessarily mean they perform poorly in their academic activities.

Keywords: Academic Performance, Communication, Influence, Social Media, Social Skills, Time Management

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I. INTRODUCTION

Social media has become one of the most appropriate means of Communication in recent times, and it is cutting across all facets of society with its positive and negative influence, which has also attracted the interest of academics. Social media was defined as the online means of Communication, conveyance, collaboration, and cultivation among interconnected and interdependent networks of people, communities, and organizations Tuten et al., (2015)[1]. It includes various web-based tools and services to promote community development through collaboration and information sharing. The most common media sites are Facebook, Twitter, Instagram, TikTok, and YouTube. Thus, the expansion in technology lets social media play a crucial role in bridging and crossing boundaries and enabling individuals to connect, share and interact with different communities in a common platform. The emergence of social media due to technological advancements has raised eyebrows about its impact on academic studies.

Due to increased social media usage, limited studies have been conducted to determine the influence of social media on students' academic performance and its widespread impact on education. With these advancements, a primary concern arises in this age of tremendous technological development of social networking sites. There are handfuls of studies showing the gap of a negative relationship between Facebook and its impact on academic performance, including one which suggests how children with lower attention span focused more on Facebook and children with higher attention span spent less time on Facebook (Hasnain et al.,2015)[2], Contrary to this there is also a research study of Liu et al. (2022), showed the gap on social media has become a tool for collaborative learning, and faculty members give extensive attention to the collaborative learning skills of students. [3]

Moreover, this study aims to determine the extent of the influence of social media on participation in the academic performance of students in higher education. It determines its influence on students' communication skills, time management, and social skills. It will also add to the existing literature, and the outcome of this study will provide information to help the program acknowledge the usefulness of social media and improve students' ability to manage their time well in using social media.

II. REVIEW OF RELATED LITERATURE AND STUDIES

2.1 Influence of Social Media

According to a study conducted by Pantic et al. (2018), excessive use of social media can adversely affect university students' academic performance. The study found that students who spent more time on social media had lower GPAs and were more likely to experience difficulties in their academic performance. The study also suggested that students who use social media in moderation may be less likely to experience adverse effects on their academic performance [4].

Another study by Kirschner & Karpinski (2018) found that social media use during studying could harm academic performance. The study revealed that students who used social media while studying had lower grades than those who did not use social media. The study recommended that students avoid using social media while studying to maintain their academic performance [5].

A study by Wang et al. (2019) found that social media use during class could also adversely affect academic performance. The study revealed that students who used social media during class time had lower GPAs than those who did not use social media during class time. The study recommended that students avoid using social media during class to improve their academic performance [6].

Finally, a study by Al-Rahmi & Zeki (2018) found that social media use can positively and negatively affect academic performance depending on how it is used. The study revealed that students who used social media for educational purposes had higher GPAs than those who did not use social media for educational purposes. The study recommended that students use social media for educational purposes rather than for leisure activities to improve their academic performance. These studies suggest that social media use can harm academic performance, primarily when used excessively or during studying or class time. However, the studies also suggest that social media use can positively affect academic performance when used for educational purposes. Therefore, it is recommended that students use social media in moderation and for educational purposes to maintain or improve their academic performance [7].

Similarly, a study by Al-rahmi and Othman (2018) found that social media use was negatively correlated with academic achievement. The authors suggested that excessive social media use could distract and reduce academic engagement. In conclusion, the literature suggests that social media use can positively and negatively affect university students' academic performance and social skills. While social media can provide students with social capital, excessive use could lead to distraction, reduced mic engagement, social isolation, and decreased social skills. Therefore, it is vital for universities to educate students on responsible social media use and to encourage them to balance their social media use with other academic and social activities [8].

According to a study by Ali and Ahmad (2018), social media usage significantly impacts students' academic performance. The authors found that excessive use of social media can lead to poor time management skills, negatively affecting students' grades [9]. One possible explanation for this effect is that social media use can create a sense of addiction, leading students to spend more time scrolling through their feeds than studying (Al-rahmi & Zeki, 2018) [10].

2.2 Communication Skills

According to the study findings by Huang et al. (2019), 60% of their respondents agree that they browsed information through social media sites. The same result from the study conducted by Decieux et al. (2019) 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 [11].

Also, a study by Bokoh et al. (2022) shows that Social media provides a platform for lecturers to create chat rooms, forums, and groups to expand classroom discussion with their students. Also, it served as a great source of information and a forum for students' feedback [12].

Additionally, a study by Mabić (2014) [13], as cited in Ansari & Khan (2020) [14], implies that the use of social media in higher education is a relatively new phenomenon, an entirely hitherto area of research. Research on the students of the faculty of Economics at the University of Mortar, Herzegovina, and Bosnia reported that social media is already used for sharing materials. Exchanges of information and students are ready for active use of social networking sites or educational purposes, mainly e-learning and Communication. While the study of Chukwuere (2021) addresses how social media platforms positively impact students' academic learning progress, the study found that social media platforms improve students' academic learning performance.

In the study of Kolan & Dzandza (2018), the findings revealed that despite the benefits that students can harness from social media networks, such as sharing information, building relationships, and partaking in group discussions from near and far, among others, there is to some extent addiction and distraction of attention caused by the use of social media which could have severe consequences for the academic life of students [15].

Several studies have suggested that social media use can harm students' communication skills and academic performance. For example, a survey of undergraduate students in the United States found that high

social media use was associated with lower academic achievement and less effective Communication (Junco, 2018) [16].

However, other research has suggested that social media can positively affect students' communication skills and academic performance. For instance, a study of Saudi Arabian university students found that social media use was 3,31 positively associated with a student's academic performance and communication skills (Al-Ghamdi & Al-Shahrani, 2020) [17]. Similarly, a study of Greek university students found that social media use was positively correlated with academic success and effective Communication (Pappas et al., 2019) [18].

The relationship between social media use and academic performance in Communication is complex. It may depend on various factors, such as the specific platforms used, the frequency and intensity of use, and the cultural context. Further research is needed to understand better how social media use can impact students' communication skills and academic performance in university settings.

2.3 Time Management Skills

Most students use social media for academic purposes regarding the uses for 33 which the platforms were used. In contrast, some considered social networking sites to pass the time or used social media to chat with others. They prefer to use such technology more for fun and pass the time. The extent to which one uses time would determine if set goals and objectives would be achievable (Abbas et al., 2019) [19].

The researcher discovered that time management is the act of planning and consciously exercising control over the amount of time spent on specific academic activities to increase performance and achievement. It can also be seen from the definitions that time management accomplishes more 2,36 significant and better valuable tasks at the appropriate time. This implies that students need to plan and manage their time effectively to be committed to their studies and improve their academic performance (Chinyere et al., 2022) [20].

Furthermore, the study of Prachi (2018) recognized the following as benefits of time management; punctuality; improved academic performance; lessening stress; promotion of virtues; realization of goals; and prioritizing activities [21]. These are some of the gains that are likely to be derived from effective time management. Academics found outcomes of students who spent most of their time interacting using social media are positive because they could share and generate ideas and concepts related to their studies. They also use these sites for having fun, as these social media sites are helpful in their academic work (Gilbert, 2018) [22].

A further challenge of social media is that it can be used during studying and instruction. This social media multitasking likely reduces the working memory capacity available for concurrent scholastic activities and could lead to a negative association between social media use and academic achievement (Van Der Schuur et al., 2015; Wood et al., 2012) [23].

According to Rouse (2019), time management is the coordination of tasks and activities to maximize the effectiveness of an individual's effort. It aims to help people get more and better work done in less time. The extent to which one uses time would determine if set goals and objectives would be achievable [24]. Most students use social media for academic purposes regarding the uses for which the platforms were used. In contrast, some considered social networking sites to pass the time or used social media to chat with others. They prefer to use such technology more for fun and pass the time (Abbas et al., 2019) [25].

The researcher discovered that time management is the act of planning and consciously exercising control over the amount of time spent on specific academic activities to increase performance and achievement. It can also be seen from the definitions that time management accomplishes more 2.40 significant and better valuable tasks at the appropriate time. This implies that students need to plan and manage their time effectively to be committed to their studies and improve their academic performance (Chukwu et al., 2022) [26].

The study by Awoyemi (2021), revealed that once students interrupt their study time with social media usage, they lose concentration; the hours they spend online are more than the hours they spend reading; many students fail to do their assignments on time once they start using social media. There was no significant difference in the influence of social media on academic performance based on gender, age, or educational qualification. However, significant differences were found based on years of teaching experience. It was recommended that students should manage their study time [27].

As a result, the study Influence Of Social Media Usage On Time Management Of Social Science Education Students In Nigerian Tertiary Institutions found no significant difference in social media influence on the time management of 7,44 Social Science Education students based on program units. This implies that the program unit a student belongs to does not determine the influence of social media on students' time management. In other words, it is the ability to plan, organize, and estimate one's time to increase productivity and work effectiveness. Setting goals, planning, prioritizing, and monitoring influence achieving successful time management outcomes. Students need self- motivation, performance, ability, and motivation to have good time management skills (Hashim et al., 2020) [28].

2.4 Social Skills

The study entitled "The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan." Abbas et al. (2019) further believed that social media platforms make students' social interaction and Communication more advanced in providing opportunities and image branding the positive aspect of social media is its technical contribution to educational institutions and several industries. Social media has positive characteristics, including the sharing of opinions with others; the sharing of knowledge; the building of relationships, the improvement of social influence; and the development of other communication skills [29].

In the study entitled "The impact of social media on academic performance of selected college students", has a result stated that nearly half of those polled said that using social media improved their personal lives, including connecting with 122 friends, planning leisure activities, and finding interest groups. However, some claim that social media negatively impacted their way of life in some other way, and only a small percentage—10%—acknowledged that social media had an impact on their free time or led to addiction. Talaue et al. (2018) implied that the use of social media could range from assignment discussion to group discussion and improve interaction among lecturers and classmates. Another study indicated that the lack of focus of university students is the negative factor behind failing academic grades, and the situation is not related to social media (Talaue et al., 2018) [30].

The use of social media is growing worldwide, and more teenagers, student groups, and other people are using these platforms to communicate with 2.47 friends, relatives, and strangers (Abbas et al., 2019) [31]. 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. Many claims that texting, other applications, and social networking websites keep them in touch with those they know in person [32]. The findings of the study of Auxier & Anderson (2021) on all social media sites, Facebook continues to dominate the online landscape, with 81%. Also, the data shows that most respondents spent 1-5 hours with 39 or 62.9%, and others spent 6-18 hours with 23 or 27 37.1%. Additionally, it can encourage the growth of connections with individuals from around the globe who have similar objectives and interests (Beurkens, 2020) [33]. Hence, when students use digital Communication frequently, it can limit the face-to-face interactions they need to acquire and master critical social skills (Fuller, 2023) [34].

The study of Netsweeper (2022) has demonstrated that having a social network is crucial and benefits mental health and well-being, especially in these times of social estrangement. Overcoming time and distance barriers enables students to interact with In particular, researchers have been examining how social media affects students' social skills and how this, in turn, affects their academic performance. The following literature review summarizes key findings from studies published in 2018 and beyond [35].

One study conducted by Dhir et al. (2018) examined the relationship between social media use and social skills among university students in Finland. The study found that social media use was negatively related to social skills and that feeling of loneliness and anxiety mediated this relationship. The researchers suggest that interventions to reduce social media use help improve students' social skills and, ultimately, their academic performance [36]. While, the study of Asano (2017), shows that astonishingly, the average person will spend nearly two hours (approximately 116 minutes) on social media every day, which translates to a total of 5 years and four months spent over a lifetime [37].

Social media use can also affect students' social skills. A study by Ellison et al. (2019) found that social media use was positively associated with social capital, defined as the resources available to individuals through their social networks. However, the study also found that excessive social media use could lead to social isolation and reduced face-to-face interactions [38]. Another study by Yubo et al. (2020) found that social media use was associated with reduced social skills, including empathy and social competence. The authors suggest that social media use could lead to a decrease in face to-face communication skills [39].

III. METHODOLOGY

This chapter will present the research design, the study's respondents, the sampling technique, the locale of the study, the research instrument, the validity and reliability of the data-gathering procedure, Statistical Treatment, and Ethical Considerations.

3.1 Research Design

This portion presents the appropriate blueprint for the study. This study used a descriptive research design. It is helpful as it helps to obtain information that describes the existing phenomena by asking for their opinions (Driessnack et al., 2007) [40]. The descriptive research design was used to achieve the study's primary objective.

3.2 Locale of the Study

This study was conducted at CHMSU – Fortune Towne Campus, located at Brgy. Estefania, Bacolod City, Negros Occidental. First Semester of Academic School Year 2022-2023 on February 27-March 06, 2023.

3.3 Respondents of the Study

The study's respondents were the 61 graduating Office Administration students as of the 2022-2023 academic years. The study respondents were the 4th year Bachelor in Science in Office Administration students who enrolled at CHMSU Fortune Towne Campus during 1st semester of the academic year 2022-2023.

3.4 Research Instrument

To gather the data needed for this research study, the utilized research instrument was adopted, and a modified survey questionnaire was used. The study of Alomari (2019) *The impact of social media use on students' academic performance: A field study at a mid-south university* [41]. The draft of the questionnaire was drawn out based on the researcher's readings, previous studies, professional literature, and published and unpublished thesis relevant to the study. The requirements for designing an ideal data collection instrument were considered in the preparation of the instrument.

The adopted and modified survey questionnaire contains Likert Scale and underwent reliability testing. Part I was to determine the demographic profile of the respondents. Part II was to determine the extent of social media on the academic performance of university students in terms of communication, social skills, and time management. The respondents were asked to rate the items using the following numerical and interpretation guide.

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

3.5 Validity of the Study

Since the questionnaire is adopted and modified, it does not need to go under validation by experts, but it was undoubtedly reviewed accurately and is relevant to the study.

3.6 Reliability of the Instrument

This study went through reliability testing on 30 respondents of Carlos Hilado Memorial State College – Fortune Towne Campus. They were enrolled in the Bachelor of Science in Information Systems and were not considered in the February 20, 2023 survey. The data were gathered and analyzed with the help of statistical software, SPSS for analysis, and Excel for tabulations. The researcher utilized Cronbach's Alpha in determining the reliability of the instrument.

The adapted and modified survey questionnaire comprised (3) indicators, which contained a different number of items. The tested instrument obtained a result of .804, interpreted as reliable.

3.7 Data Gathering Procedure

The data were gathered by utilizing an adopted and modified survey questionnaire that was distributed. First, the researchers wrote a letter of permission to the Dean of the Carlos Hilado Memorial State University – Fortune Towne campus. Then they asked, through the program chair, for help with data collection for this study. Online and paper-pencil questionnaires were distributed and administered to participants after permission was granted. For the privacy of students, all information collected will be kept confidential. In addition, after gathering the data, the researchers tallied and evaluated the results with the help given by the statistician.

3.8 Data Analysis Procedure

The data of this research was recorded in readiness for analysis. For problem no 1, which was to determine the demographic profile of the respondents' frequency count and percentage distribution were used.

For problem no. 2, which was to find out the extent of social media's influence on university student's academic performance in terms of Communication, time management, and social skills, mean score and standard deviation were used.

The obtained mean score and standard deviation were interpreted as follows:

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

3.9 Ethical Considerations

The general data privacy principle of Republic Act 10173 or most commonly known as the Data Privacy Act of 2012, states that the processing of personal data shall only be allowed and are subject to compliance with the requirements of the Act and other laws allowing disclosure of information to the public, and adherence to the principles of transparency, legitimate purpose, and proportionality and should be mandated by the governing rules.

This is the primary ethical consideration that the study prioritized. So, the respondents must report their written acceptance regarding their participation in the research through a signed consent and briefing letter. At the same time, sample members ask to sign a debriefing and withdrawal letter. Both letters aim to reassure the respondents that they have chosen to participate in the study voluntarily and they can stop participating in it at any time and for any reason. Next, the goals of the study are also explicitly disclosed to the respondents. They were also given the assurance that their responses would be kept private and utilized exclusively for the specific research project as well as academic objectives. Other than that, there is no physical or psychological abuse or harm done to volunteers during the research process. After the retention time has elapsed, the data needs to be permanently erased, leaving no possibility of recovery.

IV. RESULTS

This chapter of the paper concerns the data presentation of the findings obtained through the study of 62 questionnaires completed by the 4th year students under Bachelor of Science in Office Administration at the Carlos Hilado Memorial State University- Fortune Towne campus. All of these students were enrolled in the academic year 2022– 2023. A statistician statistically analyzed the data from the questionnaires. The data analysis was done using the SPSS application.

This section of the questionnaire covered the respondents' demographic profiles, such as their general weighted average, type of school, the social media platforms they usually use, and the amount of time they spend using them.

	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

Table 1 shows that as of the General Weighted Average, 35 or 56.5% of the respondents have an 80-90 general weighted average, and 27 or 43.5% have a 91-95 general weighted average for the 2nd semester of school year 2021-2022. The data also shows that most respondents came from public school in their Senior High

School, having a total of 43 or 69.9% students, followed by private with 19 or 30.6% students. Moreover, in terms of social media platforms, the data shows that the most used social media platforms are Facebook at 98.3%, followed by YouTube at 61.2 %, Tiktok at 59.7%, Instagram at 54.9%, Twitter at 29%, and Skype with 2%. This echoes the findings of the study of Auxier & Anderson (2021) that of all social media sites, Facebook continues to dominate the online landscape, with 81% [42]. Also, the data shows that most respondents spent 1-5 hours with 39 or 62.9%, and others spent 6-n18 hours with 23 or 27 37.1%. This has relevance to the study of Asano (2017), in which the result shows that astonishingly, the average person will spend nearly two hours (approximately 116 minutes) on social media every day, which translates to a total of 5 years and four months spent over 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)

Table 2 shows that the highest key indicator is Communication Skills acquiring a mean of 3.49 and a standard deviation of 0.42, which implies a moderate influence of social media on students' academic performance. On the other hand, the poorly influenced key indicator is Time Management acquiring a mean of 2.29 and a standard deviation of 0.82. This confirms to study of Abbas et al. (2019), who further believed that social media platforms make students' social interaction and Communication more advanced in providing opportunities and image branding [44]. Generally, the overall average mean is 3 with a standard deviation of 0.55, implying that the extent of influence of Social Media in the Academic Performance of Bachelor of Science in Office Administration University students can be considered moderately influenced. That was supported by Talaue et al. (2018), who said that using social media could range from assignment discussion to group discussion and improve interaction among lecturers and classmates. It indicated that the lack of focus of university students is the negative factor behind the failing academic grades, and the situation is not related to social media [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 Std. 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.	Deviation	Interpretation
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.	Deviation	Interpretation
1. Chatted with friends when a lecture was ongoing.	.31	2	0.97		Poorly Influenced
2. Watching online films instead of following book study time activities.	.24	2	0.86		Poorly Influenced
3. Watching movies online rather than completing book study time activities.	.57	2	0.92		Moderately Influenced

4. Using social media to pass the time.	.67	2	1.09	Moderately Influenced
5. Getting distracted during study time because of being entertained by funny online posts.	.24	2	0.92	Poorly Influenced
6. Arriving late sometimes to lectures due to internet browsing.	.14	2	0.99	Poorly Influenced
7. Answering emergency calls even while doing academic work.	.31	2	0.92	Poorly Influenced
8. Interest online notifications and posts usually divert attention during the study hour.	.15	2	0.98	Poorly Influenced
Average		2	0.82	Poorly Influenced
	.29			

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.

Declaration of Conflicts of Interests

The authors declared no potential conflicts of interest.

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