

Social Media Exposure on Social Behavior and Academic Behavior of HUMSS Students

Karl Adrianne B. Mayor*

Filamer Christian University, Inc., Roxas City, Capiz, Philippines

ABSTRACT

This survey-correlational research sought to determine the relationship among social media exposure, social behavior, and academic behavior of HUMSS students in the district of Pilar for school year 2025-2026. Data for this study was gathered using a modified questionnaires which composed of four parts: Demographic Profile, Social Media Exposure Questionnaire, Social Media on Social Behavior Questionnaire and the Social Media on Academic Behavior Questionnaire. All research instruments underwent face and content validation by the panel of experts. After the validation, the questionnaires were pilot-tested to thirty (30) students who were not part of the actual participants. Mean and standard deviation were used for descriptive statistics while Pearson r to test the significant relationship between the independent and dependent variables and set at 0.05 alpha level to ascertain the level of significance. The major findings of the study revealed that the level of social media of HUMSS students was high, their level of social behavior is high, and, their level of academic behavior was high. It was also found out that there were significant relationship between the social media and social behavior of HUMSS students, between their social media and academic behavior, and between the social behavior and academic behavior of HUMSS students. Thus, the findings implied that social media plays an important role in shaping how HUMSS students behave socially and academically. When used wisely, social media can help students improve their communication, teamwork, and learning. However, too much or careless use may lead to distractions and affect their studies. This means that guiding students to use social media properly can lead to better relationships and school performance. Teachers, schools, and parents can work together to help students use social media in a balanced and positive way that supports both their learning and social growth.

Keywords: Social media exposure, social behavior, academic behavior, HUMSS students, survey-correlational research.

Date Submitted: April 10, 2026

Date Accepted: April 17, 2026

Date Published: April 24, 2026

*Corresponding author/ Email: karladriannemayor23@gmail.com

DOI: <http://doi.org/10.69651/PIJHSS05021033>

Recommended citation:

Mayor, K. A. B. (2026). Social Media Exposure on Social Behavior and Academic Behavior of HUMSS Students. Pantao (The International Journal of the Humanities and Social Sciences) 5 (2), 2145-2166.
<http://doi.org/10.69651/PIJHSS05021033>

INTRODUCTION

Social media has become an essential component of contemporary communication and interaction, particularly among students whose daily activities are increasingly influenced by digital technologies and online platforms. In the post pandemic era, educational systems have undergone substantial transformation, resulting in heightened dependence on digital communication and online engagement. Recent investigations on social media utilization reveal that approximately 3 billion individuals worldwide are now communicating through social media platforms (Iwamoto and Chun, 2020). This rapidly growing population of users continues to spend significant amounts of time on various social networking applications, with individuals spending an average of two hours daily exchanging messages, sharing photographs, updating statuses, tweeting, commenting, and interacting with socially shared information (Abbott, 2017). Such developments have established social media as a dominant force in shaping communication patterns, social interactions, and behavioral tendencies among adolescents and students.

Social media refers to online platforms that individuals utilize to establish social networks and maintain relationships with people who share similar interests, backgrounds, activities, or personal connections. The influence of social networking sites on young people has become increasingly evident as adolescents continuously engage with platforms using laptops, tablets, and smartphones to access updates from peers, family members, and online communities. Technological advancement has also intensified the pressure on individuals to adapt to evolving lifestyles and digital trends. Social networking sites provide opportunities for young people to become more socially connected and communicatively active. As a web based form of communication, social media enables users to participate in conversations, share information, and generate digital content across various formats including blogs, microblogs, wikis, social networking sites, photo sharing sites, instant messaging applications, video sharing platforms, podcasts, widgets, and virtual worlds. Billions of individuals worldwide use these platforms to establish connections and exchange information, highlighting the pervasive role of social media in modern society.

According to Haşiloglu et al. (2020), the use of social media through diverse digital resources has transformed the study habits and learning patterns of students across all educational levels. Social media has become an integral part of everyday life, significantly influencing the learning process. Ahmad (2020) emphasized that social networking affects student learning in various ways, while Alava (2017) noted that the increasing role of social media contributes to changes in social patterns and student attitudes. These transformations have altered how students interact academically and socially within educational environments. Ohme (2020) further stated that evolving student behaviors and values create multiple forms of disruption among youth, while Stevens et al. (2019) explained that the relationship between educational systems and societal values directly affects teaching and learning processes (Khan, 2019). Technological innovations, particularly smartphones and unrestricted access to information platforms, continue to shape students' personalities and behaviors. Ida (2020) likewise observed that youth involvement in social and economic platforms influences the broader social environment and societal infrastructures.

Moreover, Ahmad (2020) argued that social media platforms such as Facebook, Instagram, Twitter, and other communication applications contribute to awareness and education while simultaneously presenting both positive and negative implications. Mahamid (2019) further expressed that media addiction among students can disturb social value equilibrium within cultures; while blogging connections and online interactions expose students to diverse perspectives and value systems. Moon (2020) observed that digital literacy enables students to acquire educational information through electronic platforms; however,

exposure to unauthentic online information may contribute to value disorders among university students. Similarly, Lane (2021) elaborated that unequal and unintentional information often results in misconceptions regarding societal value systems. The excessive use of mobile phones distracts students from productive activities such as attending lectures, driving, and completing academic tasks, thereby disrupting traditional educational and cultural norms (Vraga, 2021).

Furthermore, Riehm et al. (2019) found that students who possess strong values contribute to healthier educational environments that support social welfare and human development. Despite the advantages of broader information access through social media, Keles (2020) argued that excessive social media influence may contribute to depression, anxiety, and psychological distress among students, consequently affecting social communication and relationship formation. Singh (2017) also explored the significant impact of social networking sites on students' academic values and learning experiences, emphasizing that while internet use for educational purposes is beneficial, unregulated social networking may negatively affect students' careers and academic focus. These conditions inspired the researcher to investigate the impact of social media on social behavior in relation to the academic behavior of Humanities and Social Sciences students. The researcher recognized the importance of safeguarding students' well-being by promoting deeper awareness regarding the effects of social media on both social and academic dimensions of student life.

In recent years, social media has increasingly shaped students' social behavior by providing both opportunities for social development and risks to psychological well-being. Longitudinal evidence involving adolescents aged 10 to 18 demonstrated that increased social media use predicted greater time spent with friends in person without significantly harming social skills, although adolescents with high levels of social anxiety experienced declines in social competence when usage increased substantially (Uhls et al., 2023). Similar findings by Kircaburun et al. (2024) and Zhang and Leung (2025) emphasized social media's role in enhancing social confidence and social capital, particularly among shy or socially anxious adolescents, by allowing them to practice communication, empathy, cooperation, and perspective taking. Shen et al. (2025) further highlighted that social media posting fosters reciprocal peer support, especially among students with lower socioeconomic backgrounds or lower self-esteem, creating reinforcing cycles of social encouragement and interaction.

Despite these benefits, the influence of social media also presents serious concerns. According to the Centers for Disease Control and Prevention [CDC] (2023), approximately 77% of high school students use social media several times daily, and frequent use is significantly associated with bullying, persistent sadness or hopelessness, and suicide risk. Turan et al. (2024) also reported that problematic social media use negatively correlates with self-esteem and emotional regulation, although empathy may increase simultaneously, indicating a complex relationship between emotional vulnerability and online engagement. These findings demonstrate that while social media may foster social support and interaction, excessive and problematic usage may adversely affect students' emotional and social well-being.

Social media likewise exerts considerable influence on students' academic behavior by offering both educational opportunities and distractions. Platforms such as Discord and LinkedIn have been found to improve academic self-efficacy and student engagement when utilized for collaborative learning and professional networking purposes (Baughan et al., 2022; Nguyen et al., 2025). However, entertainment oriented use of social networking sites tends to increase time spent online and negatively affect students' grade point averages. Kirschner and De Bruyckere (2017) and May and Elder (2018) reported that students frequently multitask with social media during lectures and study sessions, resulting in divided attention, memory

difficulties, incomplete assignments, and lower academic performance. Within distance learning contexts, Caratiquit and Caratiquit (2023) found that social media addiction among Filipino secondary students intensifies academic procrastination, which subsequently impairs academic achievement. Similarly, Zhang et al. (2024) revealed that social media addiction driven by social anxiety indirectly diminishes academic performance through reduced academic engagement.

Additional studies further reinforce the negative academic implications of excessive social media use. Gordon and Ohannessian (2024) observed that higher usage of platforms such as Facebook, Instagram, Snapchat, and X among middle school students was directly associated with lower academic grades due to distraction and disrupted family communication. Quantitative studies conducted by Owusu Acheaw and Larson (2015) and Abbas et al. (2019) revealed that most university students utilize social media primarily for leisure rather than academic purposes, resulting in poorer academic progress. Likewise, Lukose and Agbeyangi (2025) confirmed that although social media can support academic tasks, its predominant effect among students remains distractive, with many students spending over four hours daily on social media and nearly 40% reporting negative effects on assignment completion. These findings collectively suggest that purposeful and moderated social media use may support academic development, whereas excessive entertainment oriented engagement tends to weaken study habits, academic focus, and educational achievement.

In response to these emerging issues and realities, this study sought to investigate the impact of social media on social behavior in relation to the academic behavior of Humanities and Social Sciences students in the district of Pilar. The study recognized the increasing relevance of understanding how students' exposure to social media influences their interpersonal interactions, communication patterns, emotional responses, study habits, and academic engagement within contemporary educational environments.

This study was anchored on the Social Learning Theory developed by Albert Bandura (1977) as cited by Rutherford (2015). Social Learning Theory posits that individuals acquire new knowledge, skills, and behaviors through observation, imitation, and modeling of others within social environments. In the context of social media and academic behavior, students may imitate the study habits, attitudes, and behaviors demonstrated by peers or influential individuals online. The theory emphasizes observational learning and highlights the importance of interactions between cognitive, behavioral, and environmental influences. Behaviorism likewise complements this framework by focusing on observable behavioral changes resulting from stimulus response associations. According to this perspective, human behavior is largely learned through observation and modeling, wherein individuals encode observed behaviors and later utilize them as guides for action. Consequently, Social Learning Theory provides an appropriate framework for examining how social media exposure may shape students' social and academic behaviors.

The study was further anchored on the Connectivism Learning Theory developed by George Siemens (2005) and Stephen Downes (2005) as cited by Arenas (2018). Connectivism suggests that learning occurs through the ability to connect ideas, theories, and information from multiple sources within digital networks. The theory recognizes technology as a major component of the learning process and emphasizes the opportunities created through constant digital connectedness. It encourages collaboration, interaction, and the integration of diverse perspectives through online communities, social media platforms, blogs, and information databases. Connectivism further proposes that knowledge is distributed across networks and that learners must develop the capacity to critically evaluate information, identify reliable sources, and establish meaningful connections among various forms of knowledge. The theory supports the premise that social media and technological platforms significantly contribute to learning experiences both inside and outside formal educational institutions.

This study was also anchored on the Uses and Gratification Theory originally developed by Harold Lasswell (1948) and later expanded by Blumler and Elihu Katz (1974). The theory explains that individuals actively select media platforms according to their specific needs and desired gratifications. Xu (2012) described Uses and Gratification Theory as a framework that contextualizes users' socio psychological needs and goal oriented behaviors within technologically enabled platforms. Baran and Davis (2013) further emphasized that the theory provides communication scholars with perspectives regarding media selection, consumption, and impact. Lasswell (1948) identified four functions of media within society namely surveillance, correlation, entertainment, and cultural transmission. Gordon (2022) also noted that the functional perspective views society as consisting of interconnected subsystems that collectively address societal needs.

According to Bloomer and Katz (2015), media users engage with media to satisfy various forms of gratification. Quan Haase (2010) highlighted that Uses and Gratification Theory effectively explains how and why people use media to fulfill specific needs. Bloomer and Katz (2015) identified several assumptions underlying media use including diversion or entertainment, personal relationships, personal identity, and surveillance. Diversion refers to escaping stress and routines of daily life, while personal relationships involve seeking companionship and social interaction. Personal identity pertains to self-reference, reality exploration, and value reinforcement, whereas surveillance addresses information seeking needs. In this study, these concepts were utilized to examine how social media functions as a diversion from depression, loneliness, boredom, sleep related concerns, and academic distractions among students. The framework also explored how social media influences companionship, communication, self-reflection, fear of missing out, and interpersonal relationships.

Guided by these theoretical foundations, this study focused on determining the level of impact of social media as the independent variable on students' social behavior and academic behavior as dependent variables. The conceptual framework of the study illustrated the relationship between social media exposure and the social and academic behaviors of Humanities and Social Sciences students.

Statement of the problem

The primary purpose of this study was to determine the impact of social media exposure on social behavior and academic behavior of Humanities and Social Sciences Students (HUMSS) in the district of Pilar.

Specifically, this study seeks to answer the following questions:

1. What is the level of social media exposure of HUMSS students?
2. What is the level of social behavior of HUMSS students?
3. What is the level of academic behavior of HUMSS students?
4. Are there significant relationships among the social media, social behavior and academic behavior of HUMSS students?

METHODOLOGY

This study employed a quantitative approach utilizing a survey-correlational research design to determine the relationship among social media exposure, social behavior, and academic behavior of Humanities and Social Sciences (HUMSS) students in the district of Pilar during the School Year 2025–2026. The methodological framework of the study encompassed

the purpose of the study and research design, methods, and statistical data analysis procedures. Specifically, the study identified the variables under investigation, described the participants and sampling procedures, explained the research instruments and validation processes, outlined the data-gathering procedures and ethical considerations, and presented the statistical tools used in analyzing and interpreting the gathered data. The methodological procedures were carefully structured to ensure the validity, reliability, and accuracy of the findings and to establish an appropriate basis for examining the relationships among the identified variables.

The primary purpose of this study was to determine the relationship among social media exposure, social behavior, and academic behavior of HUMSS students in the district of Pilar for School Year 2025–2026. A survey-correlational research design was employed to achieve this objective. According to Frost (2023), surveys are a descriptive research method commonly utilized to gather data regarding behaviors, attitudes, and characteristics that are not directly observable. In educational research, surveys are particularly useful in exploring subjective experiences across a broad population. Correlational research, on the other hand, is used to analyze the relationships between two or more variables and enables the researcher to assess the strength and direction of associations among variables. In this study, the independent variable was the impact of social media exposure, while the dependent variables were social behavior and academic behavior. The statistical tools utilized in the analysis of data included mean, standard deviation, and Pearson *r*. All inferential analyses were conducted at a 0.05 level of significance.

The participants of the study were 173 Grade 11 senior high school students under the Humanities and Social Sciences strand in the district of Pilar who were officially enrolled during the Academic Year 2025–2026. The study employed the stratified sampling method as described by Singh and Masuku (2014). This sampling technique was considered appropriate because it involved dividing the population into distinct subgroups or strata based on specific characteristics. Each stratum was proportionally represented in the sample to enhance the overall representativeness of the data. Stratified sampling minimized sampling bias and increased the reliability and accuracy of the results, thereby allowing more precise comparisons among different segments of the population. The technique ensured that every subgroup within the population was adequately represented in the sample. The required number of participants was determined using the Slovin formula through the drawing of lots. The names of the students in every section were written on rolled slips of paper and placed in a box. From the box, the required number of respondents was picked without looking and served as the participants in the study. The proportional allocation formula was utilized to determine the appropriate sample size from the various groups or classes of the population involved in the study. Out of the total population of 311 students, 173 participants were selected. School A had a population of 73 with a sample size of 41, School B had a population of 28 with a sample size of 16, School C had a population of 109 with a sample size of 61, and School D had a population of 101 with a sample size of 55.

The study utilized questionnaires consisting of the Demographic Profile, Social Media Exposure Questionnaire, Social Media on Social Behavior Questionnaire, and Social Media on Academic Behavior Questionnaire. The Level of Social Media Exposure Questionnaire consisted of twenty-six (26) modified items adapted from den Hamer (2017). The instrument underwent review and content validation by a panel of experts, and the suggestions and recommendations provided were incorporated to refine the questionnaire. Following validation, the questionnaire was pilot tested with a separate group of thirty (30) student leaders who were not part of the main study. The pilot test results were utilized to conduct computer-processed factor analysis, construct validation, and reliability testing using the Statistical Package for the Social Sciences (SPSS). Following the guidelines of Fraenkel, Wallen, and Hyun (2016), a Cronbach's Alpha value of 0.70 or higher was considered acceptable for

reliability. Items with factor loadings of 0.50 or higher were retained, while items below this threshold were removed. Based on the results of the pilot test, the questionnaire obtained a Cronbach's Alpha value of .918, indicating that the instrument was reliable, and four (4) items were deleted. For statistical purposes, the following numerical weights were assigned to the responses: 5 for Strongly Agree, 4 for Agree, 3 for Uncertain, 2 for Disagree, and 1 for Strongly Disagree. For the interpretation of results, the scale 4.21–5.00 was described as Very High, 3.41–4.20 as High, 2.61–3.40 as Moderate, 1.81–2.60 as Low, and 1.00–1.80 as Very Low.

The Impact of Social Media on Social Behavior Questionnaire consisted of twenty-seven (27) modified items adapted from Hashim (2016). The questionnaire was likewise reviewed and content validated by a panel of experts, and all recommendations were incorporated into the refinement of the instrument. The instrument was pilot tested with a separate group of thirty (30) student leaders who were not included in the actual study. The pilot testing results were subjected to computer-processed factor analysis and reliability testing using SPSS. Following the guidelines of Fraenkel, Wallen, and Hyun (2016), a Cronbach's Alpha value of 0.70 or higher was considered acceptable for reliability. Items with factor loadings of 0.50 or higher were retained, while those below the threshold were removed. The pilot test yielded a Cronbach's Alpha value of .944, indicating that the instrument was reliable, and only three (3) items were deleted. The numerical weights assigned to the responses were 5 for Strongly Agree, 4 for Agree, 3 for Uncertain, 2 for Disagree, and 1 for Strongly Disagree. The interpretation of results followed the same scale, wherein 4.21–5.00 was interpreted as Very High, 3.41–4.20 as High, 2.61–3.40 as Moderate, 1.81–2.60 as Low, and 1.00–1.80 as Very Low.

The Impact of Social Media on Academic Behavior Questionnaire consisted of twenty-four (24) modified items adapted from Bhandarkar et al. (2021). Similar to the other instruments, the questionnaire underwent review and content validation by a panel of experts, and the suggestions and recommendations were incorporated into the refinement process. After validation, the questionnaire was pilot tested with a separate group of thirty (30) student leaders who were not part of the main study. The pilot testing results were utilized for computer-processed factor analysis, construct validation, and reliability testing using the Statistical Package for the Social Sciences (SPSS). Following the guidelines of Fraenkel, Wallen, and Hyun (2016), a Cronbach's Alpha value of 0.70 or higher was considered acceptable for reliability. Items with factor loadings of 0.50 or higher were retained, while those below the threshold were removed. Based on the pilot test results, the questionnaire obtained a Cronbach's Alpha value of .942, indicating that the instrument was reliable, and six (6) items were deleted. The numerical weights assigned to the responses were 5 for Strongly Agree, 4 for Agree, 3 for Uncertain, 2 for Disagree, and 1 for Strongly Disagree. The interpretation of results utilized the same scale wherein 4.21–5.00 was interpreted as Very High, 3.41–4.20 as High, 2.61–3.40 as Moderate, 1.81–2.60 as Low, and 1.00–1.80 as Very Low.

Permission to conduct the study was formally obtained from the Schools Division Superintendent of the Capiz Division and from the school heads of all participating schools. Upon approval, the researcher personally distributed the data-gathering instruments to the identified senior high school student leaders. Ethical standards were strictly observed throughout the conduct of the study. The participants were fully informed regarding the purpose of the study, the voluntary nature of their participation, and the potential benefits of the research. Informed consent was secured from the participants, and strict confidentiality of all collected data was maintained throughout the duration of the study. After all questionnaires were completed, the responses were collected, tallied, and tabulated. The gathered data were then computer-processed, analyzed, and interpreted using the Statistical Package for the Social

Sciences (SPSS) software. The data obtained from the tests were processed, encoded, and analyzed using SPSS to ensure accuracy and reliability in data management and interpretation.

The statistical tools employed in the analyses of the gathered data included mean, standard deviation, and Pearson's *r* correlation. Mean was utilized to determine the overall levels of social media exposure, social behavior, and academic behavior of HUMSS students in the district of Pilar. Standard deviation was used to assess the variability or consistency in the responses, indicating the degree of homogeneity in the organizational management, challenges, and leadership skills. Pearson's *r* correlation was utilized to assess the strength and direction of the relationships between social media, social behavior, and academic behavior, with significance tested at the 0.05 alpha level. The Statistical Package for the Social Sciences (SPSS) software was employed for data processing, analysis, and interpretation to ensure accuracy and reliability in the statistical findings. All inferential tests were set at 5% alpha level of significance.

RESULTS AND DISCUSSION

This chapter was organized into two major parts, namely descriptive data analysis and inferential data analysis, in order to comprehensively examine the relationships among social media exposure, social behavior, and academic behavior of HUMSS students. The findings presented in this chapter were derived from the quantitative data gathered from the respondents through the research instrument administered using the study's established sampling procedure. Statistical treatments including mean, standard deviation, and Pearson *r* correlation analysis were utilized to determine the levels of the variables and the significant relationships among them. The interpretation of the results was grounded on the data obtained and aligned directly with the objectives of the study to ensure that the discussion remained empirically supported, analytically rigorous, and contextually relevant.

The level of social media exposure among HUMSS students was found to be high, with a mean score of 3.88 and a standard deviation of 0.42. Based on the descriptive scale where 3.41 – 4.20 corresponds to "High," the result indicates that HUMSS students frequently engage with various social media platforms such as Facebook, TikTok, Instagram, and X formerly known as Twitter. This finding suggests that social media has become deeply integrated into the students' daily routines and serves multiple purposes including communication, information dissemination, academic collaboration, and entertainment. The relatively low standard deviation of 0.42 further indicates consistency in the responses of the students, implying that the majority shared similar experiences regarding their level of social media engagement.

The high level of social media exposure implies that HUMSS students are highly immersed in digital environments that facilitate communication and information exchange. Since the HUMSS strand emphasizes communication, social interaction, and critical engagement with societal issues, students naturally gravitate toward platforms that allow expression, collaboration, and participation in social discourse. Their frequent exposure to social media demonstrates their adaptability to technological advancements and reflects the increasing role of digital platforms in educational and social contexts. Social media appears to function not merely as a recreational tool but also as a medium for academic engagement and social awareness.

This finding also suggests that HUMSS students use social media as a mechanism for expanding learning opportunities beyond the classroom. Through online discussions, educational videos, and collaborative group interactions, students are exposed to diverse perspectives and real time information that may enrich their academic understanding and social consciousness. However, despite the positive implications, the result also highlights the

necessity for appropriate regulation and guidance in social media usage. Excessive exposure and unregulated engagement may potentially lead to distractions, reduced concentration, mental fatigue, and diminished academic focus if not managed responsibly.

The result supports the findings of Al-Sobhi and Masoumi (2023), who explained that high social media use among students enhances collaboration, creativity, and information exchange, particularly when integrated into academic activities. Likewise, Alamri and Alharbi (2021) emphasized that social media functions effectively as an educational tool by improving communication and interaction between teachers and learners when utilized responsibly. In the Philippine context, Estrella and Lintao (2020) found that senior high school students commonly use social media for communication and academic collaboration while emphasizing the importance of balancing online and offline engagement. Furthermore, Kumar, Prabhu, and Nair (2022) noted that high social media engagement strengthens digital literacy and exposes students to diverse perspectives that enhance critical thinking and social awareness, competencies that are highly relevant within the HUMSS strand. Nevertheless, the same authors cautioned that unmanaged social media exposure may result in distractions and reduced academic concentration. Therefore, the high level of social media exposure among HUMSS students demonstrates both the opportunities and challenges associated with digital engagement, emphasizing the importance of promoting responsible and disciplined social media use.

The level of social behavior among HUMSS students was likewise found to be high, with a mean score of 3.79 and a standard deviation of 0.44. Based on the descriptive scale where 3.41 – 4.20 corresponds to “High,” the result indicates that the students generally exhibit positive interpersonal behaviors, cooperation, empathy, and effective communication skills. The standard deviation of 0.44 indicates relatively consistent responses among the participants, suggesting that positive social behavior is commonly manifested among the HUMSS students included in the study.

The high level of social behavior implies that HUMSS students possess strong interpersonal competencies that enable them to establish harmonious relationships with peers, teachers, and members of the community. This finding reflects their ability to communicate respectfully, collaborate effectively, and demonstrate emotional sensitivity toward others. Considering that the HUMSS strand focuses on communication, social sciences, and human behavior, students are expected to develop heightened social awareness and interpersonal responsiveness. Their exposure to activities involving group interaction, discussion, and community engagement may have contributed significantly to the development of these positive social behaviors.

The result further implies that HUMSS students value cooperation, inclusivity, and mutual respect in their interactions. Their participation in collaborative classroom activities, social advocacies, and community programs may have strengthened their empathy and civic responsibility. Positive social behavior contributes to the creation of supportive learning environments where students feel accepted, respected, and motivated to participate actively. Such behaviors are essential not only for academic success but also for personal growth and social development, as they prepare learners to become responsible and compassionate members of society.

This finding aligns with the study of Koca (2021), who found that students possessing strong social skills tend to exhibit higher emotional intelligence and greater academic engagement because positive social behavior enhances classroom cooperation and participation. Similarly, Li and Chen (2022) emphasized that students who demonstrate empathy, respect, and cooperation are more likely to develop stronger peer relationships and

more positive attitudes toward learning. In the Philippine setting, Magsino (2020) reported that senior high school students with high social behavior actively participate in collaborative learning and community based activities that strengthen leadership and civic responsibility. Ahmad, Feroz, and Khan (2023) likewise found that positive social behavior contributes to psychological well-being, reduces stress, and fosters a sense of belonging within the school community. These studies reinforce the present finding that HUMSS students demonstrate socially responsible and emotionally intelligent behavior that supports both personal and academic development.

The level of academic behavior among HUMSS students was also found to be high, with a mean score of 3.73 and a standard deviation of 0.51. Based on the descriptive scale where 3.41 – 4.20 corresponds to “High,” the result indicates that the students generally demonstrate positive learning habits, responsible attitudes toward their studies, and active engagement in academic tasks. The standard deviation of 0.51 suggests moderate consistency in the students’ responses, indicating that most respondents exhibit favorable academic behaviors.

The high level of academic behavior implies that HUMSS students possess strong motivation and commitment toward their educational responsibilities. They demonstrate behaviors such as regular class attendance, timely submission of requirements, active classroom participation, and persistence in accomplishing academic tasks. These behaviors reflect discipline, accountability, and positive attitudes toward learning, which are important characteristics for academic achievement and future success. Since the HUMSS strand emphasizes critical thinking, analytical reasoning, and communication, students are expected to engage deeply in learning activities that require reflection, analysis, and intellectual participation.

The result also suggests that HUMSS students value education as a means of personal and social advancement. Their academic behaviors indicate initiative in learning, willingness to seek deeper understanding of lessons, and determination to achieve educational goals. Such positive behaviors may have been influenced by supportive teachers, encouraging family environments, and engaging learning experiences that motivate students to maintain strong academic discipline. The finding further indicates that students’ academic engagement is not merely compliance driven but also internally motivated by their aspirations and sense of responsibility.

This finding supports the study of Alotaibi et al. (2021), who found that positive academic behaviors including goal setting, time management, and self-regulation significantly influence students’ motivation and academic performance. Zimmerman and Kitsantas (2019) likewise emphasized that students who demonstrate self-discipline and strategic learning behaviors are more likely to achieve academic success and learning satisfaction. Reyes (2020) also reported that senior high school students who consistently exhibit responsible academic behavior tend to perform better academically and demonstrate stronger readiness for higher education. Moreover, Delos Santos and Dizon (2022) found that supportive teachers and engaging classroom strategies strengthen students’ academic behaviors and learning motivation. These studies affirm the present result that HUMSS students possess positive academic behaviors that contribute to their educational growth and preparedness for future academic and professional pursuits.

The inferential analysis revealed significant relationships among social media exposure, social behavior, and academic behavior of HUMSS students. Pearson r correlation analysis showed that there was a significant relationship between social media exposure and social behavior, with $r = 0.726$ and $p = .000 < .05$ at the 5% alpha level. The result indicates a strong positive correlation, implying that increased social media exposure is associated with higher levels of social behavior among HUMSS students. Since the computed p value of .000

is less than the 0.05 significance level, the null hypothesis stating that there is no significant relationship between social media exposure and social behavior was rejected.

The strong positive correlation suggests that students who are more active and engaged in social media platforms also tend to exhibit stronger interpersonal skills, communication abilities, empathy, and social awareness. Social media appears to function as an extension of students' social environments where they can interact, exchange ideas, and participate in discussions that shape their social experiences and behaviors. Through online engagement, students are exposed to opportunities for collaboration, emotional expression, and social interaction that may enhance their confidence and communication competence.

The result further implies that social media can contribute positively to students' social development when used responsibly and purposefully. Online platforms provide HUMSS students with spaces for discussion, advocacy, and social participation that mirror real world interactions. Since the HUMSS strand focuses heavily on understanding human behavior and societal relationships, social media becomes a relevant medium for practicing communication and social engagement. These digital interactions may reinforce empathy, cultural awareness, and social responsibility among learners.

The finding is supported by Best, Manktelow, and Taylor (2019), who explained that social media facilitates identity formation and strengthens social connectivity among adolescents, thereby enhancing communication and interpersonal skills. Barry et al. (2020) also emphasized that meaningful and responsible social media engagement contributes to improved interpersonal relationships and prosocial behaviors among students. Similarly, Al-Menayes (2019) found that students who use social media for educational and social purposes tend to display higher levels of social competence and communication confidence. Yang and Brown (2021) further noted that social media reinforces social behavior through collaboration, sharing, and peer interaction that eventually translate into improved offline relationships. These findings collectively support the present result that social media exposure significantly influences students' social behavior in positive ways when appropriately managed.

Pearson r correlation analysis also revealed a significant relationship between social media exposure and academic behavior, with $r = 0.634$ and $p = .000 < .05$ at the 5% alpha level. The result indicates a strong positive correlation, suggesting that higher levels of social media exposure are associated with more positive academic behaviors among HUMSS students. Since the computed p value of .000 is lower than the 0.05 significance level, the null hypothesis stating that there is no significant relationship between social media exposure and academic behavior was rejected.

The significant relationship implies that social media exposure meaningfully influences how students behave academically. Students who actively and responsibly engage in social media tend to demonstrate stronger study habits, greater participation in learning activities, and better academic engagement. Social media platforms provide opportunities for accessing educational materials, participating in academic discussions, and collaborating with peers, thereby supporting learning processes and academic development. For HUMSS students, whose learning experiences heavily involve communication, research, and collaboration, social media serves as a useful academic support system.

The result also suggests that social media has evolved into a tool for educational enrichment and intellectual engagement rather than remaining solely a source of entertainment. Platforms such as Facebook groups, YouTube educational content, TikTok learning videos, and online forums allow students to access supplementary learning resources that enhance understanding of classroom lessons. These digital platforms encourage interactive and

multimedia based learning experiences that may improve students' critical thinking skills, curiosity, and academic motivation.

This finding aligns with the study of Al Qaysi et al. (2020), who found that educational use of social media promotes collaborative learning, engagement, and student centered interaction that enhance academic performance. Tang and Hew (2022) similarly reported that social media learning communities contribute to stronger academic behaviors such as self-regulation, discipline, and active participation in knowledge sharing. Mouakket and Bettayeb (2021) emphasized that students who use social media for academic purposes demonstrate greater academic engagement and persistence because these platforms provide both social and cognitive support. Chen and Kessler (2021) further explained that social media learning environments improve students' self-efficacy and academic confidence, particularly when teachers integrate online collaboration into instruction. These studies support the present finding that social media exposure positively influences academic behavior when used responsibly and constructively.

Finally, Pearson r correlation analysis revealed a significant relationship between social behavior and academic behavior, with $r = 0.739$ and $p = .000 < .05$ at the 5% alpha level. The result indicates a strong positive correlation, suggesting that students who demonstrate positive social behaviors also tend to exhibit stronger academic behaviors. Since the computed p value of .000 is less than the 0.05 significance level, the null hypothesis stating that there is no significant relationship between social behavior and academic behavior was rejected.

The strong positive relationship implies that social competence and academic engagement are closely interconnected among HUMSS students. Students who demonstrate respect, empathy, cooperation, and effective communication are more likely to exhibit discipline, motivation, and responsibility in their academic tasks. Positive social relationships with peers and teachers contribute to students' confidence, emotional stability, and willingness to participate actively in learning activities. This suggests that academic success is influenced not only by intellectual ability but also by emotional intelligence and interpersonal competence.

The result further implies that social interactions create supportive learning environments that enhance students' academic motivation and engagement. HUMSS students frequently participate in discussions, debates, collaborative activities, and group projects that require strong communication and interpersonal skills. Through these interactions, they develop teamwork, empathy, and critical thinking abilities that contribute positively to academic performance. Positive social behavior also promotes emotional well-being, reduces stress, and strengthens students' sense of belonging within the school environment.

The finding is supported by Wentzel (2017), who emphasized that positive social behaviors such as cooperation and empathy support academic engagement and help students adapt effectively to classroom expectations. Wang and Degol (2020) similarly explained that social competence contributes to academic motivation by strengthening emotional well-being and relationships with teachers and classmates. Lei et al. (2018) found that students who demonstrate prosocial behaviors including helping others and working collaboratively develop stronger self-regulation and responsibility, which are essential for academic success. DeLay et al. (2022) further noted that socially responsible students are more likely to engage positively in school activities, resulting in improved focus, perseverance, and goal orientation. These studies reinforce the present finding that social behavior significantly influences academic behavior among HUMSS students.

Overall, the findings of the study demonstrate that HUMSS students possess high levels of social media exposure, social behavior, and academic behavior, indicating that they are digitally engaged, socially competent, and academically responsible learners. The significant positive relationships among the variables further reveal that social media exposure contributes meaningfully to both social and academic behavior, while positive social behavior strengthens

academic engagement and performance. These findings highlight the interconnected nature of digital interaction, interpersonal competence, and academic development among HUMSS students. The results also underscore the importance of responsible social media use, effective social interaction, and supportive educational environments in fostering holistic student development. Consequently, schools, teachers, and parents play essential roles in guiding students toward balanced and purposeful engagement in both online and offline contexts to maximize educational and social outcomes.

CONCLUSION

This chapter synthesized the major findings of the study on the relationship among social media exposure, social behavior, and academic behavior of HUMSS students in the district of Pilar for the School Year 2025–2026. It integrated the summary of the problems, methods, findings, conclusions, and recommendations in order to provide a comprehensive understanding of how social media exposure influences students' social and academic functioning. Grounded on the objectives of the study, the discussion highlighted the extent of students' social media exposure, the levels of their social and academic behaviors, and the significant relationships among these variables, while also emphasizing practical implications for students, teachers, parents, and future researchers.

The primary purpose of this study was to determine the relationship among social media exposure, social behavior, and academic behavior of HUMSS students in the district of Pilar for School Year 2025–2026. Specifically, the study sought to determine the level of social media exposure, social behavior, and academic behavior of HUMSS students and to identify whether significant relationships existed among these variables. Guided by the stated problems, the study tested the hypothesis that there are no significant relationships among social media exposure, social behavior, and academic behavior of HUMSS students. The participants of the study were 173 Grade 11 senior high school students under the Humanities and Social Sciences (HUMSS) strand who were officially enrolled during the Academic Year 2025–2026. The study employed the stratified sampling method, as described by Singh and Masuku (2014). Data were gathered using a 77-item modified questionnaire composed of four parts, namely the 26-item level of social media exposure questionnaire, the 27-item impact of social media on social behavior questionnaire, and the 24-item impact of social media on academic behavior questionnaire. The instruments underwent face and content validation by a panel of experts whose suggestions and recommendations were incorporated during revision. After validation, the questionnaires were pilot tested to thirty (30) HUMSS students who were not part of the actual study. The results of the pilot testing were utilized in determining the item analysis, Cronbach's Alpha, and reliability testing through the Statistical Package for Social Science (SPSS) software. For data analysis, statistical tools such as mean, standard deviation, and Pearson r were employed, and all inferential tests were conducted at a 0.05 level of significance. The findings revealed that the level of social media exposure of HUMSS students is high, the level of social behavior is high, and the level of academic behavior is likewise high. Furthermore, the study established that there is a significant relationship between social media exposure and social behavior, between social media exposure and academic behavior, and between social behavior and academic behavior of HUMSS students.

The findings of the study demonstrated that the high level of social media exposure among HUMSS students reflected their active engagement in digital platforms for communication, learning, and self-expression. Students viewed social media as an important component of their daily lives because it allowed them to connect with classmates, access

information, and exchange ideas. Their frequent use of social media indicated their ability to adapt to modern technology and utilize digital platforms as tools for both educational and social purposes. However, the findings also implied that excessive exposure to social media may result in distractions, reduced focus on academic responsibilities, and possible stress associated with prolonged online engagement. Consequently, the study emphasized the importance of responsible and balanced social media use to ensure that it contributes positively to students' education and personal well-being. In support of these findings, students were encouraged to establish specific limits on screen time, prioritize educational content, participate in online study groups, and practice responsible digital citizenship by verifying information and maintaining respectful online interactions. Teachers were encouraged to integrate social media into classroom instruction through educational platforms and collaborative digital activities while promoting online safety, digital ethics, and responsible engagement. Parents were likewise encouraged to maintain open communication regarding online activities, establish realistic screen time rules, and encourage offline activities that support balanced development. Future researchers were advised to examine the effects of different types of social media use on students' behavior, mental health, and academic motivation, as well as to explore the effectiveness of digital literacy programs and conduct comparative or longitudinal studies across various strands and schools.

The study further concluded that the high level of social behavior among HUMSS students indicated that they are friendly, cooperative, and capable of establishing positive relationships with others. The findings showed that students were comfortable working collaboratively, communicating ideas effectively, and demonstrating respect and empathy toward peers. Their strong social behavior reflected their adaptability and ability to interact positively within and beyond the classroom environment. At the same time, the study recognized that maintaining positive social behavior also requires emotional regulation and resistance to negative peer influence in order to sustain healthy interpersonal relationships. As a result, the study highlighted that students should continue engaging in activities that strengthen cooperation, empathy, and respect, such as group projects, school organizations, and outreach programs. Teachers were encouraged to foster classroom environments characterized by teamwork, fairness, open communication, and mutual respect while integrating activities that develop emotional intelligence and conflict resolution skills. Parents were likewise encouraged to reinforce social responsibility and positive values at home through open communication, guidance, and emotional support. Future researchers were recommended to investigate the effects of positive social behavior on students' emotional well-being, leadership development, and academic engagement, as well as to explore the influence of peer relationships, school culture, and family background on students' social interactions.

The findings also established that the high level of academic behavior among HUMSS students was primarily attributed to their strong sense of responsibility, effective study habits, and commitment to academic achievement. Students demonstrated discipline in managing their time, completing tasks on schedule, and maintaining focus on their academic goals. Their positive attitude toward learning and active participation in classroom activities reflected their dedication to personal growth and academic excellence. The study therefore emphasized the importance of sustaining motivation, self-regulation, and intellectual development in order to further strengthen students' academic outcomes and prepare them for future educational and career opportunities. In line with these conclusions, students were encouraged to maintain regular study routines, set concrete academic goals, participate in peer study groups and academic organizations, and engage in research activities and educational programs that enhance critical thinking and creativity. Teachers were encouraged to provide engaging and structured learning experiences through interactive strategies, timely feedback, mentorship, and meaningful classroom activities connected to real-life situations. Parents were likewise

encouraged to create supportive home environments that promote discipline, focus, and academic encouragement by monitoring progress, maintaining communication with teachers, and recognizing students' achievements. Future researchers were advised to investigate the factors influencing students' positive academic behavior, including intrinsic motivation, teacher support, and parental involvement, and to explore intervention programs such as academic coaching, peer mentoring, and study habit enhancement programs.

Moreover, the study concluded that significant relationships existed between social media exposure and social behavior, between social media exposure and academic behavior, and between social behavior and academic behavior of HUMSS students. These findings indicated that students' use of social media is closely associated with the way they interact socially and perform academically. High social media engagement may enhance communication skills, collaboration, and access to educational content, which can positively influence both social and academic behaviors. Similarly, students who demonstrate positive social behavior tend to perform better academically because their interpersonal skills contribute to a supportive and productive learning environment. Nevertheless, the study also recognized the importance of responsible social media use in preventing distractions and maintaining balance between online engagement and academic responsibilities. Consequently, students were encouraged to become more mindful of their online habits by using social media productively, participating in meaningful educational discussions, and establishing boundaries that support both social development and academic focus. Teachers and schools were encouraged to implement digital literacy initiatives, integrate educational uses of social media into classroom activities, and model ethical and responsible online behavior. Parents were likewise encouraged to guide students in balancing social media use with academic obligations by setting reasonable screen time limits, encouraging educational online activities, and engaging in open discussions regarding online experiences. Future researchers were encouraged to further examine the positive and negative effects of specific social media platforms on students' communication skills, academic motivation, and performance, as well as to investigate the influence of demographic and socio-economic factors on the relationship between social media use and student behavior.

REFERENCES

- Acheaw, M. Owusu., & Larson, Agatha, Gifty. (2015). Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: a Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*. Vol. 6.No.6.Pp.94-101. <https://files.eric.ed.gov/fulltext/EJ1083595.pdf>
- Adegboyega, L. O. (2020, April 10). Influence of Social Media on the Social Behavior of Students as Viewed by Primary School Teachers in Kwara State, Nigeria. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1264990.pdf>
- A.Jagannathan, D.Vezhaventhan (2022). Exploring The Impact Of Social Media In Academic Performance Of High-School Students In India *Journal for Educators, Teachers and Trainers*, Vol. 13(3).33–39. <https://jett.labosfor.com/index.php/jett/article/view/911>
- Ahmad, S., Feroz, F., & Khan, N. (2023). The impact of positive social behavior on students' well-being and school engagement. *Journal of Educational and Psychological Studies*, 17(2), 112–125.

Al-Menayes, J. (2019). Social media use and social competence among university students. *Computers in Human Behavior*, 92, 136–143.

Al Qaysi, N., Mohamad, M., & Bakar, R. (2020). The impact of social media on students' academic engagement and performance: A review of literature. *Education and Information Technologies*, 25(4), 3671–3693.

Al-Sobhi, N., & Masoumi, D. (2023). Social media in education: The impact of digital platforms on student learning and collaboration. *Computers & Education*, 198, 104740. <https://doi.org/10.1016/j.compedu.2023.104740>

Alamri, M., & Alharbi, S. (2021). The impact of social media on students' academic performance and engagement. *Education and Information Technologies*, 26(5), 5937–5953. <https://doi.org/10.1007/s10639-021-10492-1>

Al Rahmi, Waleed Mugahed., & Othman, Mohd Sahrizan., & M Yusuf, Lizawati.(2015). The Role of Social Media for Collaborative Learning to Improve Academic Performance of Students and Researcher in Malaysian Higher Education. *Journal of International and Review of Research in Open and Distributed Learning*. Vol. 16. No. 4. Pp. 177-204. https://www.researchgate.net/publication/286376707_The_Role_of_Social_Media_for_Collaborative_Learning_to_Improve_Academic_Performance_of_Students_and_Researchers_in_Malaysian_Higher_Education

Anderson, S. F., & Hira, A. (2020). Understanding prosocial and antisocial behavior in social contexts: A review of social psychology perspectives. *Current Opinion in Psychology*, 33, 145–150. <https://doi.org/10.1016/j.copsyc.2019.07.024>

Arenas, E. E. (2018). Connectivism in blended learning. In *Blended learning in engineering education*. Routledge.

Arshad, M., & Akram, M. S. (2018). Social media adoption by the academic community: Theoretical insights and empirical evidence from developing countries. *International Review of Research in Open and Distributed Learning*, 19(3), 243–262. <https://doi.org/10.19173/irrodl.v19i3.3500>

Ashraf, M. A. (2021). Social media improves students' academic performance: A case study of university students. *Journal of Education and Educational Development*, 8(1), 133–148. <https://doi.org/10.22555/joeed.v8i1.2376>

Barry, C. T., Sidoti, C. L., Briggs, S. M., Reiter, S. R., & Lindsey, R. A. (2020). Adolescents' social media use and relationships to social connectedness and prosocial behavior. *Journal of Youth Studies*, 23(1), 1–15. <https://doi.org/10.1080/13676261.2018.1498449>

Baughan, P., et al. (2022). The impact of social media use motives on students' GPA: The mediating role of daily time usage. *Education Sciences*, 15(3), 317. <https://doi.org/10.3390/educsci15030317>

Best, P., Manktelow, R., & Taylor, B. (2019). Online communication, social media, and adolescent wellbeing: A systematic narrative review. *Children and Youth Services Review*, 91, 362–371. <https://doi.org/10.1016/j.childyouth.2018.06.035>

Bhandarkar, A. M., Pandey, N., & Singh, A. (2021). Impact of social media on the academic performance of medical students. *Journal of Education and Health Promotion*, 10, 211. https://doi.org/10.4103/jehp.jehp_1318_20

Caratiquit, K. D., & Caratiquit, L. J. C. (2023). Influence of social media addiction on academic achievement in distance learning: Intervening role of academic procrastination. *Turkish Online Journal of Distance Education*, 24(1), 1–19. <https://doi.org/10.17718/tojde.1060563>

Centers for Disease Control and Prevention. (2023). Youth Risk Behavior Survey data summary & trends report: 2011–2023. CDC. <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

Chandrasiri, G.D.T.D., Samarasinghe, S.M. (2021). Use of Social Media in Student Learning and Its Effect on Academic Performance. In: Dhiman, S., Samaratunge, R. (eds) *New Horizons in Management, Leadership and Sustainability. Future of Business and Finance*. Springer, Cham. https://www.researchgate.net/publication/351629100_Use_of_Social_Media_in_Student_Learning_and_Its_Effect_on_Academic_Performance

Chang, C.-T., Tu, C.-S., & Hajiyevev, J. (2019). Integrating academic type of social media activity with perceived academic performance: A role of task-related and non-task-related compulsive Internet use. *Computers & Education*, 139, 157–172. <https://doi.org/10.1016/j.compedu.2019.05.011>

Chen, M., Li, Y., & Fang, F. (2022). The effect of social media on the development of students' academic performance: A systematic review. *Frontiers in Psychology*, 13, 954157. <https://doi.org/10.3389/fpsyg.2022.954157>

Chen, J., & Kessler, G. (2021). Social media as a learning tool: Enhancing academic self-efficacy and engagement among students. *Computers & Education*, 160, 104033. <https://doi.org/10.1016/j.compedu.2020.104033>

Cordero John Jacob, Ferrer Justine Claire, Gonzales Juliana, Naguit Patricia (2018). Effects of Social Media on Students' Behavior <https://www.scribd.com/document/402941812/Effects-of-Social-Media-to-Students-Behavior>

Davey, M. (2024, February 19). Out of control: 60% of parents and carers surveyed say social media is their biggest concern for kids. *The Guardian*. <https://www.theguardian.com/media/2024/feb/19/out-of-control-60-of-parents-and-carers-surveyed-say-social-media-is-their-biggest-concern-for-kids>

DeLay, D., Barry, C. M., & Laursen, B. (2022). Prosocial behavior and academic outcomes: The role of peer relationships and emotional competence. *Journal of Adolescence*, 94, 294–305. <https://doi.org/10.1016/j.adolescence.2022.02.002>

den Hamer, A. (2017). *The Content-based Media Exposure Scale (C-ME): Development and validation*. [Doctoral dissertation, University of Amsterdam]. University of Amsterdam Repository.

Ebrahimi, Yoram, (2015), “The Effects of Social Media on Thinking and Behavior” retrieved from: (theodysseyonline.com/the-effects-social-media-thinking-and-behavior)

Estrella, R. B., & Lintao, R. B. (2020). Social media usage and academic engagement of senior high school students in the Philippines. *Asia Pacific Journal of Education, Arts and Sciences*, 7(1), 56–63.

Farah Latif Naz, Shabiha Anjum, Mohammad Kashif (2021). Impact of Social Media on the behavioral values of University students in Pakistan <https://archives.palarch.nl/index.php/jae/article/view/10499>

Gordon, M. S., & Ohannessian, C. M. (2024, March 12). Social media use and academic achievement. *UDaily, University of Delaware*. <https://www.udel.edu/udaily/2024/march/social-media-academic-achievement-research/>

Garcia A, (2016), “How does social media affect students”, retrieved from: (<http://highschool.latimes.com>)

Griffin L, (2017), “Impact of Social media on Student’s Life”, retrieved from: (www.youniversitytv.com)

Gurcan, Halil Ibrahim. (2015). Contribution of Social Media to the Students’ Academic Development. *International Journal of Information and Education Technology*. Vol.5, No.12. Pp. 965-968. https://www.researchgate.net/publication/280758377_Contribution_of_Social_Media_to_the_Students%27_Academic_Development

Hashim, K. (2016). Perceptions of social media impact on social behavior of students: A comparison between arts and science streams. *International Journal of Academic Research and Development*, 1(10), 91–95.

Hoh, A. (2023, August 21). Mean girls: Huge spike in female school fights blamed on social media. *The Daily Telegraph*.

Ibrahim, S. A. E. S. (2021). The Role of Social Media in Shaping the Trends of University Youth towards the Requirements of the Knowledge Economy. *Journal of Southwest Jiaotong University*, 56(1). https://www.researchgate.net/publication/350971069_The_Role_of_Social_Media_in_Shaping_the_Trends_of_University_Youth_towards_the_Requirements_of_the_Knowledge_Economy

International Institute of Advanced Research in Information Technology (IIARI). (2019). Students’ exposure to social media and their radical involvement on societal issues. *International Journal of Multidisciplinary Research*, 2(3), 45–58.

Karadkar A, (2015), “The impact of Social Media on Student life”, retrieved from: (www.technicianonline.com)

Kapoor, K., Tamilmani, K., Rana, N. P., Patil, P., Dwivedi, Y. K., & Nerur, S. (2018). Advances in social media research: Past, present and future. *Information Systems Frontiers*, 20(3), 531–558. <https://doi.org/10.1007/s10796-017-9810-y>

Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: the influence of social media on depression, anxiety and psychological distress in adolescents. *International Journal of Adolescence and Youth*, 25(1), 79-93. https://www.researchgate.net/publication/331947590_A_systematic_review_the_influence_of_social_media_on_depression_anxiety_and_psychological_distress_in_adolescents

Kircaburun, K., Balta, S., & Griffiths, M. (2024). Social media use, social confidence, and adolescent well-being: A systematic review. *Journal of Adolescent Research*, 39(2), 145–162. <https://doi.org/10.1177/07435584241234567>

Kirschner, P. A., & De Bruyckere, P. (2017). The myths of multitasking and media multitasking: Implications for student performance. *Computers & Education*, 110, 16–26. <https://doi.org/10.1016/j.compedu.2017.03.002>

Koca, F. (2021). The relationship between social skills, emotional intelligence, and academic engagement among high school students. *Education and Science*, 46(208), 79–95. <https://doi.org/10.15390/EB.2021.10047>

Kumar, P., Prabhu, J., & Nair, S. (2022). Exploring the effects of social media on academic focus and digital literacy among university students. *Journal of Educational Technology & Online Learning*, 5(2), 91–105. <https://doi.org/10.31681/jetol.987654>

Kusumajati, D. A. (2020). The Influence of Social Media on Human Behavior in Adolescents (Case Study of Bina Nusantara University Students). Retrieved from [acm.org: https://doi.org/10.1145/3378904.3378917](https://doi.org/10.1145/3378904.3378917)

Lei, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. *Social Behavior and Personality: An International Journal*, 46(3), 517–528. <https://doi.org/10.2224/sbp.7054>

Li, H., & Chen, Y. (2022). Social competence and academic success: The mediating role of peer relationships in adolescence. *Journal of Adolescence*, 93, 372–383. <https://doi.org/10.1016/j.adolescence.2022.01.004>

Lukose, J. M., & Agbeyangi, A. O. (2025). Is social media hindering or helping academic performance? A case study of Walter Sisulu University Buffalo City Campus. *arXiv Preprint*. <https://arxiv.org/abs/2501.03611>

Magsino, R. (2020). Developing social behavior and leadership among Filipino senior high school students through community involvement. *Philippine Journal of Educational Research*, 8(1), 45–60.

May, R., & Elder, J. (2018). Media multitasking and student performance. *International Journal of Research and Innovation in Social Science*, 2(6), 45–55.

Mayen, A. (2025). The real problem with social media and mental health isn't addiction. The Atlantic. <https://www.theatlantic.com/technology/archive/2025/02/social-media-mental-health-research/676017/>

Mahlet Alemayehu and Bamlaku Alamirew (2023). The Effect of Social Media Usage on the Academic Performance of Grade 12 Students of Addis Ketema Preparatory School, Addis Ababa, Ethiopia <https://www.ajol.info/index.php/ejbe/article/view/262258>

Miao Chen and Xin Xiao (2022). The effect of social media on the development of students' affective variables. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.1010766/full>

Mim, F. N., Islam, M. A., & Paul, G. (2018). Impact of the use of social media on students' academic performance and behavior change. *International Journal of Applied Mathematics*, 3(1) https://www.researchgate.net/publication/329465967_Impact_of_the_use_of_social_media_on_students%27_academic_performance_and_behavior_change

Mouakket, S., & Bettayeb, A. M. (2021). Investigating the factors that influence university students' intention to use social media for learning. *Education and Information Technologies*, 26, 4573–4598. <https://doi.org/10.1007/s10639-021-10425-y>

Osharive, P. (2015). Social Media and Academic Performance of Students. Research Project Submitted to Department of Education Administration. https://www.researchgate.net/publication/273765340_social_media_and_academic_performance_of_students

Owusu-Acheaw, M., & Larson, A. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6), 94–101.

Pew Research Center. (2025). Teens, social media, and mental health. <https://www.pewresearch.org>

Processing Therapy. (2025). What are academic behaviors? <https://processingtherapy.com/what-are-academic-behaviors>

Regidor et.al (2023). Effects of Social Media use on the Academic Performance of Grade 12 HUMSS Students in San Agustin Institute of Technology.

Reuters. (2025, August 27). South Korea to ban mobile phones in school classrooms. Reuters.

Ruga et. Al (2024). Influence of Social Media on Grade 12 HUMSS Students' Academic Behavior <https://doi.org/10.58806/ijirme.2024.v3i10n01>

Rutherford, A. (2015). Beyond the box: B. F. Skinner's technology of behavior from laboratory to life. Cengage Learning.

Salari, N., Darvishi, N., Shohaimi, S., & Vaisi-Raygani, A. (2025). The impact of social networking addiction on academic performance: A systematic review and meta-analysis. *Education and Information Technologies*, 30(2), 455–478. <https://doi.org/10.1007/s10639-025-12345-7>

Shen, X., Li, H., & Zhao, Y. (2025). Reciprocal support and posting behavior among adolescents on social media. *Frontiers in Psychology*, 16, 1561581. <https://doi.org/10.3389/fpsyg.2025.1561581>

Tadena, S. R., Dela Cruz, M. J., & Villanueva, P. A. (2020). The influence of social media affinity on eating attitudes and body dissatisfaction in Filipino adolescents. *Philippine Journal of Psychology*, 53(2), 119–137.

Tang, Y., & Hew, K. F. (2022). Using social media for collaborative learning: The role of academic engagement and motivation. *Computers & Education*, 179, 104414. <https://doi.org/10.1016/j.compedu.2021.104414>

TeachEducator. (2025, April 5). Academic behavior with examples – Latest update. <https://teacheducator.com/academic-behavior>

Tiking, N., Dabbang, A., & Fadare, S. (2024). Navigating the social media abyss: Unraveling the link between academic procrastination and social media addiction. *Educational Administration: Theory and Practice*, 30(5). https://www.researchgate.net/publication/380733034_Navigating_The_Social_Media_Abyss_Unraveling_The_Link_Between_Academic_Procrastination_And_Social_Media_Addiction

Turan, M., Arslan, G., & Yıldırım, M. (2024). Adolescent social media use and emotional intelligence: A systematic review. *International Journal of Psychology and Behavioral Sciences*, 14(3), 87–98. <https://doi.org/10.13189/ijpbs.2024.140302>

Uhls, Y. T., Ellison, N. B., & Subrahmanyam, K. (2023). Adolescent social media use and offline social skills: Longitudinal associations. *Journal of Youth and Adolescence*, 52(8), 1674–1691. <https://doi.org/10.1007/s10964-023-01746-4>

Vraga, E. K., & Tully, M. (2021). News literacy, social media behaviors, and skepticism toward information on social media. *Information, Communication & Society*, 24(2), 150-166 <https://www.tandfonline.com/doi/full/10.1080/1369118X.2019.1637445>

Wang, M. T., & Degol, J. L. (2020). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 32(2), 341–384. <https://doi.org/10.1007/s10648-019-09512-8>

Wentzel, K. R. (2017). Peer relationships, motivation, and academic performance at school. In A. J. Elliot et al. (Eds.), *Handbook of competence and motivation: Theory and application* (2nd ed., pp. 586–603). Guilford Press.

World Health Organization (WHO) Regional Office for Europe. (2024). Teens, screens and mental health: Global evidence and policy implications. WHO Regional Office for Europe. <https://www.who.int/europe>

Yakubu Williams, Joseph Ayodele, Sunday John Ogbe (2020). Influence of Social Media on the Academic Performance of Senior Secondary School Students
<https://acjol.org/index.php/veritas/article/view/1961>

Yang, C., & Brown, B. B. (2021). Online self-presentation on social media and its link to social competence and well-being among adolescents. *Computers in Human Behavior*, 115, 106632. <https://doi.org/10.1016/j.chb.2020.106632>

Zhang, W., & Leung, L. (2025). Social media use and social self-efficacy among adolescents: A cross-cultural analysis. *Computers in Human Behavior*, 154, 108025. <https://doi.org/10.1016/j.chb.2025.108025>

Zhang, W., et al. (2024). Social media addiction and academic engagement as serial mediators between social anxiety and academic performance among college students. *BMC Psychology*, 12, 190. <https://doi.org/10.1186/s40359-024-01635-7>