

The Use of Social Networking Sites Influencing the Academic Performance of Students

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Abstract. This study investigated the impact of social networking site (SNS) usage on students' academic performance. It explored the frequency, purpose, and access to SNS alongside academic performance across four subjects (English, Science, Mathematics, and Filipino) over three grading periods. A descriptive-correlational research design was used, with data collected through questionnaires from purposively sampled Grade 7 to Grade 10 students. Statistical tools included mean, standard deviation, and Pearson correlation. Results showed occasional SNS use for specific purposes. Facebook was frequently used, YouTube occasionally, while Twitter, Myspace, and Instagram were rarely used. Students' academic performance was generally satisfactory. A moderate relationship was found between Facebook usage and academic performance across all subjects, a low relationship with YouTube, and negligible relationships with Twitter, Myspace, and Instagram. Students reported enjoying entertainment activities like watching movies and celebrities and listening to music through SNS. Schools are encouraged to conduct time management and productivity workshops to help students balance academic and leisure activities effectively.

Keywords: Academic performance; Agusan del Sur; Education; Philippines; Social networking sites.

1.0 Introduction

In recent years, the rapid growth and widespread adoption of social networking sites (SNS) such as Facebook, Twitter, Instagram, and TikTok have profoundly reshaped how people communicate, interact, and share information. Among the most impacted groups are students, who use these platforms for social engagement and academic purposes. The ubiquitous presence of SNS in students' lives has sparked debates among educators, parents, and researchers regarding its potential impact on academic performance. While some view social media as a tool that fosters collaboration and access to academic resources, others argue that it may serve as a distraction that hampers concentration and time management (Karpinski, 2009).

Previous studies have explored various aspects of this relationship, producing mixed findings. For instance, Ellison, Steinfield, and Lampe (2007) found that Facebook use could improve students' academic engagement by fostering social capital and strengthening peer support networks. Similarly, Junco (2012) suggested that certain SNS features, like collaborative study groups, enhance learning outcomes.

On the other hand, Kirschner and Karpinski (2010) argued that heavy use of social networking sites negatively correlates with academic performance due to time management issues, with students spending more time socializing online than focusing on their studies.

These contrasting findings reflect the complexity of SNS usage and its impact on academic performance, underscoring the need for further research to reconcile these discrepancies. Factors such as the intensity and purpose of SNS use, individual student differences, and contextual influences may all play critical roles in determining whether SNS has a positive or negative effect on learning outcomes (Muriithi & Muriithi, 2013).

Despite the growing body of literature on this topic, significant gaps remain in understanding how specific patterns of SNS usage relate to students' academic success. Much of the existing research focuses on either the general use of SNS or the frequency of usage without delving deeply into the nuanced ways these platforms are used—for academic purposes, social engagement, or procrastination. Furthermore, most studies have been conducted in Western contexts, with limited research examining this relationship in diverse educational settings. Additionally, the rapid evolution of SNS technologies and the changing nature of student engagement with these platforms necessitate ongoing investigation.

This study seeks to fill these gaps by exploring the relationship between students' use of social networking sites and their academic performance. It focuses not only on the amount of time spent on SNS but also on the nature of the activities performed. Doing so aims to provide a more comprehensive understanding of how different types of SNS engagement influence academic outcomes. This research investigates how students use social networking sites to affect their academic performance and identifies the conditions under which SNS usage may enhance or impede academic success. The findings will offer insights that could guide educators, administrators, and students in optimizing the use of SNS for educational purposes while minimizing its potential drawbacks. The significance of this study lies in its potential to inform evidence-based strategies for incorporating SNS into academic environments in a way that maximizes benefits and minimizes risks.

2.0 Methodology

2.1 Research Design

This study employed the descriptive-correlation method of research, using the questionnaire as the data-gathering tool. After identifying who used/availed of the SNS, the researcher used a purposeful sampling of students from Grade 7 to Grade 10. Using the baseline survey method, the researcher identified and asked who among the students used/accessed the Internet.

2.2 Research Locale

This study was conducted in the four public secondary schools of Veruela, Division of Agusan del Sur, located in the eastern part of the CARAGA Region. Veruela has five National High Schools: La Fortuna National High School, Sampaguita National High School, Sinobong National High School, Veruela National High School, and Nueva Era National High School. Except for the Nueva Era National High School, all four schools are considered in this study.

2.3 Research Participants

The study participants were the Grade 7 and Grade 10 students of the public secondary schools of the Veruela district. It was identified that 202 students used the SNS. The researcher took all the 202 students as participants in the study. Purposive Sampling is a non-probability sampling technique where researchers select participants based on specific characteristics, traits, or knowledge that align with the purpose of the study. Instead of relying on randomization, the researcher exercises judgment to ensure that the sample includes individuals most likely to provide relevant and insightful data for the research objectives.

2.4 Research Instrument

After formulating the items in the questionnaire, the thesis adviser checked them and presented them to the thesis committee for their suggestions, comments, and approval. A researcher-made questionnaire was used in this study. With the guidance of the thesis adviser, the statements/items were constructed based on the literature and materials on the use of social networking sites and the student's academic performance. The items were categorized according to the different components. The ICT Coordinators in the District of Veruela validated the questionnaire for content and content accuracy, appropriateness, and clarity.

Content validity of the instrument was conducted on 30 Trento National High School students. Time allotment was taken into consideration in the completion of the questionnaire to determine the time frame for answering the respondents. The students were asked to rate the specific items and whether these were applicable or not appropriate for the use of social networking sites by the students. They were also requested to write their comments on the applicability of the items under each component area. The experts who validated the content indicated that all the items were applicable and relevant to each component area using social networking sites.

A reliability test was also done using the Cronbach Alpha test. A reliability coefficient of 0.74 indicated that the items are highly reliable. They are consistent, trustworthy, accurate, and provide correct results. The questionnaire is divided into two parts. Part 1 asked for information on the high school general point average (GPA). These are asked to measure the student's academic performance in all subject areas. Part 2 includes using social networking sites visited by high school students. These contained items/statements that were scored following a five-point Likert Scale.

2.5 Data Gathering Procedure

The researcher followed proper protocol by asking permission and approval to conduct the study. Communication letters were requested from the Superintendent and principals of the schools considered in this study. After securing a permit from the Schools Division Superintendent of Agusan del Sur, the researcher personally administered the questionnaire to the students who used/availed the Social Networking Sites (SNSs). The researcher requested the assistance of the school heads to allow him to meet the students and request them to answer the questionnaire. The completed questionnaires were retrieved immediately to have 100% retrieval. The researcher also conducted an interview, and during the focus discussion, the students were asked about their personal experiences with the use of social networking sites. After gathering the data, the results were tabulated, analyzed, and interpreted.

2.6 Ethical Considerations

This study complied with all ethical standards for research involving human participants. Before data collection, approval will be obtained from the University Research Ethics Committee. Participants were informed about the purpose of the study, their rights to confidentiality, and their right to withdraw from the study at any point without any consequence. Informed consent was obtained electronically from all participants before they completed the survey.

Data was stored securely and anonymized to ensure the privacy and confidentiality of all participants. To conduct this study, the researcher considered the following ethical considerations throughout the implementation of the study: to protect the rights of the participants, enhance the research validity, and maintain the integrity of the research. The participants participated voluntarily in the research and can withdraw or leave anytime. The researcher informed them that they did not need to explain why they did not participate. The researcher presented vital information about the research, such as the study's benefits, time frame, and purpose when approaching the participants to participate.

3.0 Results and Discussion

3.1 Use of SNSs in terms of Access

Table 1 presents the students' use of social networking sites in terms of access. The data show that students sometimes utilize social networking sites at home, in classrooms, and in internet cafés. They can access the internet using Wi-Fi or Broadband at home, in schools, and in internet cafés. Many students do not own this kind of device. The absence of these ICT gadgets is the primary reason why these are sometimes utilized at home. Since many students have no internet connection or Broadband at home, they occasionally visit Facebook and other social networking sites.

Table 1. Use of social networking sites by the students in terms of access

Indicators	Mean	SD	Interpretation
Home	3.39	1.19	Occasionally
School	3.32	1.37	Occasionally
Internet Cafe	3.07	1.21	Occasionally
Overall	3.26	1.26	Occasionally

According to Chou et al. (2021), the lack of Internet connection at home may be due to economic reasons and parents' low educational background since 83 percent of the non-users are public school students. Using social networking media could make the students more attentive and more interested in the lessons despite the good performance of students. They can easily learn complicated concepts. Karpinski (2009) mentioned that using these media significantly affects the cognitive aspects of the viewers. It is noted from the interview of some students that they also used other gadgets to access social networking, like cell phones, computers, video materials, and laptops in their homes and schools.

This is similar to one of Stevens's findings (2009), which stated that access to social media and networking was sometimes implemented in secondary schools due to the limited number of computers with internet connection. Since there is a limited number of computers with internet connection in public secondary schools of Veruela, the students occasionally surf the internet for their reports of the different subjects such as Language, Science, Mathematics, and Makabayan and occasionally visit the social networking sites such as Facebook and other websites. A study by Omeje (2018) strongly argued that it is very important for secondary teachers to study the relationship between SNSs and students' academic performance. During the interview, the students said they occasionally visited their favorite social networking site because they lacked internet connection at home. This is also because of economic reasons. They cannot afford a computer at home, much more with the internet and wifi connections. Students can apply other tools and techniques even without Wi-Fi or Broadband. The use of cellphones can be utilized. Doing hands-on operations using cell phones and laptops could help the students learn the lessons better. Students can have access to the internet using their hi-tech cellphones. Since only a few have this kind of cell phone, students can access the internet by borrowing others' cell phones and computers or flocking to internet cafes if they have money.

3.2 Use of SNSs based on Usage

Table 2 shows that the students seldom use social networking sites. It obtained an overall mean that is quantitatively described as seldom used. This means that the students rarely use social networking sites. The obtained standard deviation shows that the student's responses are slightly dispersed. On Facebook and YouTube, their responses are more heterogeneous than on Myspace, Instagram, and Twitter. It is noted that only Facebook is often used by students at home and in the classroom. Facebook represents potentially useful tools in educational contexts. Many students are always familiar with Facebook. It allows students to ask more minor questions they might not otherwise feel motivated to visit a teacher during office hours. It also allows students to manage their privacy settings.

Table 2. Use of social networking sites by the students based on usage

Indicators	Mean	SD	Interpretation
Facebook	3.53	1.17	Often
YouTube	3.13	1.26	Occasionally
MySpace	1.26	0.62	Never
Instagram	1.23	0.53	Never
Twitter	1.22	0.53	Never
Overall	2.07	0.82	Seldom

LaRose and Eastin (2004) found a positive association between internet and SNS use and student users' academic performance. Students who frequently used the internet scored higher on reading skills tests and had higher grades. Muriithi and Muriithi (2013) revealed in their study that students and teachers often utilized Facebook to integrate their lessons in English. This is because the students in the classrooms can easily facilitate it. The students on social networking sites occasionally use YouTube. This is seldom used in the classrooms. Students can watch videos, answer questions, discuss content, and create videos to share with others. Junco (2012) pointed out that YouTube increases participation, personalization, and productivity and can provide opportunities for peer learning and problem-solving. Not only this, but it also improved my digital skills and helped me recall concepts from the world application course. YouTube allows students to upload, view, and share videos. Since this site is not always visited, the students only utilized this in some situations.

The students never used Twitter, Myspace, and Instagram on social networking sites. This means the students are unfamiliar with these networking sites' services. Twitter enables users to send and read short character messages called "tweets." The student users cannot reach this particular website. Myspace had a significant influence on

pop culture and music. Instagram is an online mobile photo-sharing, video-sharing, and networking service that enables users to take pictures and record videos. The students cannot visit these social networking sites since they are unfamiliar.

3.3 Use of SNSs in Terms of Academic Purpose

Table 3 shows the use of social networking sites in terms of academic purposes. This is described as occasionally used by the students in the secondary schools. The qualitative description of the overall mean was occasionally used, which means that social networking was only used in some situations. The standard deviation indicates that the responses of the respondents are slightly dispersed. The findings show that students have been using websites but only occasionally. This might be because they have a limited internet connection at home, in school, and in internet cafés.

Table 3. Use of social networking sites in terms of academic

Indicators	Mean	SD	Interpretation
1. Work on the assignments given by the teachers.	3.42	1.64	Often
2. Surf my reports in the Internet café.	3.41	1.17	Often
3. Watch videos about important events and tourist spots.	3.21	2.02	Occasionally
4. Search for scientific terms and symbols.	3.03	1.18	Occasionally
5. Locate and synthesize information about the lessons in all subjects.	3.00	1.38	Occasionally
6. Collect data and information from the internet to solve problems.	2.98	1.09	Occasionally
7. Uploads historical events and issues concern.	2.95	1.40	Occasionally
8. Exploit the reference tools on the internet such as online dictionaries.	2.92	1.28	Occasionally
9. Interpret data and information from the internet in solving mathematical problems.	2.91	1.40	Occasionally
10. Use the internet in problem-solving, the definition of terms, and in systematic counting, estimating, and approximating.	2.90	1.37	Occasionally
11. I conduct academic discussions and research online with my subject teachers.	2.85	1.22	Occasionally
12. Make and record observations using computers.	2.83	1.35	Occasionally
13. Search for the outstanding contributions of scientists on the internet that have enhanced the quality of life and levels of thinking.	2.78	1.30	Occasionally
14. Creates and publishes work in the form of digital storytelling.	2.67	1.25	Occasionally
Overall	2.99	1.36	Occasionally

Usually, teachers give assignments that are doable to the students even if they cannot surf the internet. This is because the teachers know too well that many or most students have limited access to computers at home. According to some teachers interviewed by the researcher, they require their students to surf in the internet café. However, the Internet café attendant will charge them every hour using the websites. They cannot use the internet most often. They only use the internet sometimes when they need it. This correlated with the findings of Sayogo (2019), who stated that students sometimes visited Internet cafés because they could not afford to pay the charge per hour.

Looking at the specific items, it is shown that out of 14 indicators, the students often use social networking sites for academic purposes when they work on the assignments given by their teachers and when they surf the reports on the internet. This is because the teachers often require their students to surf the internet or computers to look for scientific terminologies and other symbols and news worldwide. They can only find complete information on their assignments and reports online. Since their schools have limited time schedules to allow them to use the Internet, they must go to Internet cafes to access the needed data for their assignments. They usually go to the internet when they have money.

Oskouei (2010) stated that students use the Internet to search for answers to their assignments. Some private schools even give their students online quizzes, thus requiring their students to use the Internet. This finding indicates that the students only used social networking sites most of the time when working on assignments where teachers required them to access the net. Other component indicators cannot be done most of the time because the students have no money to pay per hour's charges. It is noted that they occasionally used social networking sites for academic purposes. This means they used social networking sites in some situations, like locating and synthesizing information about the lessons in all subjects and collecting data and information to solve problems. The students could only visit the internet café when they had available money.

Some teachers said that they have difficulty facilitating their lessons when they have to use the SMSs. Creating and publishing works in the form of storytelling, like on Facebook, was the last indicator occasionally done by the students. This means that many of the students did not do this activity. Only those students with internet access can comply with this assignment. Sometimes, even those with access to the internet cannot even make their assignment because they are distracted by the games and other activities that the web can offer. Facebook, for instance, could divert their attention to other activities rather than working on the assignment. As Saiphoo et al. (2020) point out, students sometimes use the Internet in their academic subjects because they have very rare access to an Internet connection. Sometimes, even if they have computers or laptops, they cannot access data from the World Wide Web when there is no Internet connection. Their computers have to be Wi-Fi or broadband connected to open the Internet.

3.4 The Use of SNSs in Terms of Non-Academic Purpose

Table 4 presents the use of social networking sites for non-academic purposes. Generally, this is described as occasionally used by students in secondary schools. This means that social networking is only used sometimes in some situations. The standard deviation indicates that the respondents' responses are not clustered toward the mean. There is heterogeneity of responses. The findings show that the students only used social networking websites occasionally. This is because many students have no laptops or computers. They can access the internet using their cellphones, but it is costly because they spend money on the load to have internet access. They can access the internet at home if they have Wi-Fi or Broadband. Similarly, they can access it in school without an internet connection. If the school has Wi-Fi, they can use an internet connection. There are instances when, even if the school has an internet connection, they still cannot access the web because of poor connectivity.

Table 4. Use of social networking sites in terms of non-academic purpose

Indicators	Mean	SD	Interpretation
Play games using cell phones.	4.00	1.30	Often
Watch movies and celebrities.	3.45	1.30	Often
Log on to the computer/ television to watch entertainment and musical shows.	3.37	1.40	Occasionally
Scan pictures of friends and community updates.	3.35	1.19	Occasionally
Listen to music and rhymes and upload them.	3.26	1.30	Occasionally
Watch game shows like "Laban or Bawi.	3.21	1.30	Occasionally
Make social interactions with friends online.	3.11	1.27	Occasionally
Play online games like "Candy Crush Saga".	3.09	1.33	Occasionally
Post pictures of any celebrations at home and in school.	3.02	1.18	Occasionally
Chat with friends and family members abroad.	2.93	1.37	Occasionally
Search for long-lost friends and classmates.	2.89	1.30	Seldom
Play puzzles and games on my laptop.	2.56	1.35	Seldom
Play games like DOTA and other online games on the PC or Personal computer.	2.42	1.33	Seldom
Send e-mail ads to my classmates and friends.	2.40	1.64	Seldom
Overall	3.08	1.32	Occasionally

Arnold and Paulus (2010) stated that about two out of five (38%) respondents have one computer in their homes. A significant proportion (42%) has no computers in their homes, with Mindanao respondents reporting the highest percentage (63%) of zero computers. This is because many families could not afford to buy computers. They would rather have TV sets because the whole family can view the shows simultaneously. On the other hand, the computer is mostly an individualized activity. From the casual interviews with students, they said that their parents do not find the computer a necessity in their homes.

They still view this as something luxurious that they can forego to buy. There are more necessary things that could be prioritized rather than buying a laptop or computer. Not all teachers own a computer or laptop, which gives reasons for students' inability to work with computers. Looking at the specific terms, it is observed that out of 14 indicators, the students often used social networking sites for non-academic purposes when playing games using cellphones and watching movies and celebrities on the internet. Students are very interested in playing games, especially at this age level. Playing games on the cellphones are very easy to access. They can access free internet if they load their cellphones for twenty to fifty pesos. Aside from this, students can play games without accessing the internet because some games can be installed on their cell phones.

According to Kirschner and Karpinski (2010), playing games on cell phones is among the top three in the survey of Luzon, Visayas, and Mindanao. This is because children are drawn to cellphone games since they get satisfaction from them. Saiphoo et al. (2020) observed that “teens and twenty-somethings tend to patronize games more.” The same report noted that cellphone games make up 80 percent of the total cellphone use in the country.

The students are also very fond of and interested in watching movies and celebrities at this age. They have idols and models to follow. The money intended for recess is utilized at the internet café for their satisfaction. Sayogo (2019) said that most students use social networking for social connections, entertainment, and educational and professional reasons. It is noted that these social networking sites were occasionally used for non-academic purposes. This means they use social networking in some situations, like listening to music and rhymes, uploading them, and interacting with friends online. The students could surf the internet if they have money to load in their cellphones, or they have to prepare fifteen to twenty pesos for rental services at the internet café.

The item “sending e-mail ad to my classmates and friends” was the last indicator seldom done by the students. This means that few students do this activity. This is because the students can surf the internet if they have money as payment for a load of Wi-Fi and the rental services at the internet cafe, and therefore, they have little knowledge of how to make e-mail ads. Another reason for the low internet usage for sending e-mail ads to classmates and friends is that children are not generally interested in e-mail ads. This confirms the findings of Tuckman (2005) that children are not generally interested in news and sending e-mail ads. Sending emails would also require them to write letters or make some compositions, which students find cumbersome and taxing. They would rather view pictures or post pictures rather than write letters.

3.5 Academic Performance of Students

Table 5 presents the level of academic performance of students in the first, second, and third grading periodicals in English, Mathematics, Science, and Filipino. The table shows that the Science subject obtained the highest rating, followed by Makabayan, and the lowest was for English. The result indicates that the students' ratings perform satisfactorily in these subjects. This performance is just average and within the bracket of 81-84. They could still perform better than satisfactory, considering that if they utilize extensively their internet sources, they are open to a vast array of knowledge and information from the world wide web.

Table 5. Academic performance of students

Subjects	1st	2nd	3rd	Average	Description
English	80	81	82	81.0	Satisfactory
Math	81	82	82	81.6	Satisfactory
Science	86	83	84	84.3	Satisfactory
Filipino	83	84	84	83.6	Satisfactory
General Average	82.5	82.5	83	82.7	Satisfactory

It is noted that the ratings showed an increase of one point for English, Math, and Filipino in the second grading but a decrease of three points for Science. In the third grading, there was an increase of one point for English and Science, but steady for Math and Filipino. The increase was not substantial because the average grade is still within the bracket range of satisfactory performance. There was no extraordinary rise or fall in the grades of the students. One could not attribute the students' performance to using the SNS because no experimentation was done. According to Stollak et al. (2011), it can be inferred that students' academic performance might increase when social networking sites are used purposely in the teaching-learning situation. Using educational media technologies improves students' academic achievement.

3.6 Relationship Between the Use of SNSs and the Academic Performance of Students

Table 6 reflects the relationship between using social networking sites and students' performance. It can be seen that the use of Facebook has a moderate relationship with the academic performance of students in English, Mathematics, Science, and Filipino. The result falls on the moderate relationship, which means that Facebook influenced students' performance in the four subject areas. This indicates that the student's use of Facebook has moderately contributed to their academic performance. This could be because using Facebook could provide information to students studying the four subject areas.

Table 6. Correlation between academic performance and the use of social networking sites

SNS	English		Math		Science		Filipino	
	R	Desc.	R	Desc.	R	Desc.	R	Desc.
Facebook	0.41	Mod.	0.42	Mod.	0.42	Mod.	0.44	Mod.
YouTube	0.30	low	0.34	low	0.40	low	0.38	low
Twitter	0.24	low	0.20	negligible	0.22	low	0.30	low
Myspace	0.18	negligible	0.10	negligible	0.20	negligible	0.12	negligible
Instagram	0.16	negligible	0.11	negligible	0.10	negligible	0.11	negligible

Since students in all curricular subjects often use Facebook, they can easily organize whatever assignments are given to them. It can contribute to the learning of the students. Their language skills can be developed, and they can locate information. The use of Facebook can develop their Mathematics and scientific skills, too. According to Stevens (2009), students' use of Facebook will result in better academic performance. Social Networking sites could increase students' learning through student interactions. Challenges arise when social networking sites are incorporated into an academic course. Facebook promotes social connections among students. The use of Facebook can enhance communication building and critical thinking.

There is a low relationship between the use of YouTube and students' academic performance in English, Math, Science, and Filipino. In Twitter, except for Math, which has a negligible correlation, there is a low relationship with students' academic performance in English, Science, and Filipino. The students in their academic subjects have not used these two social networking sites. YouTube mostly contains entertainment materials, such as songs and videos. Twitter is also more concerned with entertainment news and materials. These are probably why students do not utilize these in academic subjects. It is noted that Myspace and Instagram have negligible correlations with students' academic performance. This means that they did not affect or influence students' academic performance. The students are not familiar with Myspace and Instagram. The students whom the researcher interviewed said they were unfamiliar with Myspace and Instagram and, therefore, had never visited these social networking sites.

3.7 Experiences of Students in Using SNSs

The researcher interviewed the participants, and during the focus discussion session, the participants said that foreign movies are very suspenseful and unpredictable. They use modern technology that appears to be real. This is the very reason why they liked watching foreign movies aside from the local ones. According to Dennen, Jung, Cargill, and Hedquist (2021), many students frequently download videos. The popularity of downloading videos may be due to children's inclination to foreign culture and anything new in the video scene. It helps them relate with other children through watching local and foreign movies. It is indicated that the students like to watch celebrities on YouTube. According to the students, during the interview conducted by the researcher, they like to follow or imitate the actions of their favorite models and actors or actresses. They are also updated on the latest news of famous models and celebrities.

Today's generation has much exposure to SNSs because of the many advertisements on television and the movies they see. They follow this up on the internet through Facebook, YouTube, and other SNS. The study of Jabr (2011) found that the topics most frequently discussed in chat rooms/forums are love and relationships (43%), family (39%), education (39%), movies and celebrities (36%), and games (34%). Respondents in Metro Manila and Visayas are more "showbiz oriented." Since the respondents are high school students and are in their adolescence stage, they are inclined to talk about their experiences and views about love and relationships. It is good to know that they also talk about their education, perhaps their school subjects.

It is observed that students' emotions are affected while playing DOTA. The new media have affected children's and youth's social and emotional development. How they relate to their parents and peers is largely influenced by their exposure to these various media. For example, Kirschner and Karpinski (2010) cited that equality in online communications among computer users of all ages tends to erode authority structures. This development means that children now may be less accepting of parental authority. Strangers and acquaintances, thus forming "weak ties" that provide less social support than real relationships with family and friends.

As to social connections, the Internet has become an instrument for maintaining relationships with close friends and close family members. However, it also creates new online, virtual relationships. There are several instances

when they could even start courtship via cell phones or Facebook. They can establish love relationships through these media. There are also instances where they can bully others through the SNSs, posting pictures and words that could disparage or create bad relationships.

From the interview with the students, they are attuned to their new technological gadget, the cell phone. They love to listen to music using their headphones. It is noted that the students are relaxed and happy while listening to the sound of music. Based on the interview, the cellphones and computers of the students have a lot of downloaded music, whether local or foreign. According to the study by Dennen et al. (2021), most students upload music. Uploading music and videos has been facilitated by the accessibility and affordability of cell phones with camera and video capabilities. Likewise, digital cameras, which have become affordable, have made picture-taking user-friendly and popular, especially among children.

4.0 Conclusion

Based on this study's findings, the following conclusions can be drawn: Students used social networking sites (SNS) occasionally, both for academic and non-academic purposes. This indicates that while SNS were accessed for various reasons, they were not consistently utilized as a primary tool for academic work. Despite this occasional use, students demonstrated satisfactory performance across all subject areas, suggesting that SNS usage alone does not significantly influence academic performance. A moderate relationship was found between Facebook usage and students' performance in subjects such as English, Math, Science, and Filipino, implying that Facebook may have some impact on academic outcomes. In contrast, other platforms such as YouTube, Twitter, MySpace, and Instagram showed no significant effect on students' performance across these subjects. Additionally, the enjoyment students experience using Facebook and YouTube suggests that these platforms may influence their academic activities and their broader non-academic lives. Future studies could explore more specific patterns of SNS usage and their long-term effects on academic performance. Research could also investigate how different features of SNS contribute to both positive and negative academic outcomes, potentially offering more targeted recommendations for optimizing SNS use in educational contexts.

5.0 Contributions of Authors

There is a sole author for this study.

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7.0 Conflict of Interests

The author declares no conflicts of interest related to this research study.

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