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Effects of Social Media on the Behavior and Academic Performance of Learners in Basic Education

Maryann S. Riano, MAEd
Graduate Studies Student, Tomas Claudio Colleges, Morong, Rizal Philippines

Email: rianomaryann9@gmail.com

ABSTRACT

This study determined the effects of social media on the behavior and academic performance of learners in Basic Education at Tomas Claudio Colleges during School Year 2025–2026. It employed a descriptive survey research design and documentary analysis. The respondents consisted of 90 teachers from the Basic Education Department, whose profiles were described in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. A researcher-made questionnaire-checklist was used to determine the perceived effects of social media on learners' behavior in terms of social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity. Documentary analysis was also conducted using the average grades of 300 learners to determine their academic performance. Findings revealed that social media had high effects on learners' behavior across all four aspects. No significant differences were found in teachers' perceptions when grouped according to sex, civil status, and position title. However, significant differences existed when grouped according to age, educational attainment, length of service, and in-service trainings attended. Furthermore, learners demonstrated a Very Satisfactory level of academic performance. However, no significant relationship was established between the perceived effects of social media on learners' behavior and their academic performance. The study concluded that teachers' perceptions varied according to selected demographic and professional characteristics, while the perceived behavioral effects of social media were not significantly associated with learners' academic performance. Consequently, the study recommended strengthening school policies and programs on responsible social media use, enhancing teachers' competencies in digital literacy and educational technology, and encouraging learners to practice balanced and responsible online engagement. The proposed action plan was also recommended for implementation to promote positive behavior, holistic development, and academic achievement among learners. Further studies may explore other variables related to social media use and learner outcomes.

Keywords: *Social Media, Learners' Behavior, Academic Performance, Basic Education, Social Interaction, Digital Literacy*

1. INTRODUCTION

1.1. Background and Context of the Study

The rapid development of information and communication technologies has significantly transformed the way individuals interact, communicate, access information, and acquire knowledge. Among the most influential technological developments is social media, which has become an integral part of the everyday lives of children and adolescents. Platforms such as Facebook, Messenger, YouTube, TikTok, and Instagram provide opportunities for communication, entertainment, information sharing, and educational engagement. These platforms have reshaped social relationships and learning experiences by allowing users to communicate and exchange information beyond geographical boundaries. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023), digital technologies have created new opportunities for accessing educational resources and supporting learning; however, their integration into education requires appropriate policies, teacher preparation, and consideration of learners' needs. Similarly, Stoilova et al. (2021) emphasized that digital technologies provide children with opportunities for learning, participation, and social interaction, although these opportunities are accompanied by risks that may affect their development and well-being. In the Philippine setting, the Philippines Kids Online study conducted by De La Salle University–Social Development Research Center et al. (2021) examined the internet experiences of Filipino children aged 9 to 17 and highlighted the opportunities, risks, and barriers associated with their online activities. These developments demonstrate the increasing relevance of understanding how social media influences the behavior and academic experiences of learners in basic education.

Social media has become particularly relevant among school-aged children because it provides accessible channels for maintaining friendships, expressing opinions, exchanging ideas, and participating in online communities. In terms of social interaction and communication, these platforms allow learners to maintain connections with classmates, communicate with teachers, and participate in collaborative activities. Wong et al. (2022) found that intensive social media use could be associated with stronger social relationships and connections among adolescents, although problematic use was associated with weaker relationships and social disconnection. Similarly, research by Prinstein et al. (2023) indicated that adolescents experienced greater social connectedness during periods when they communicated with peers through social media, text messaging, and video chatting. These findings suggest that social media can facilitate interpersonal relationships and provide opportunities for social engagement. Furthermore, Perez et al. (2023) examined the use of social media as a teaching and learning tool and emphasized its potential contribution to educational practices. Al-Qaysi et al. (2023) likewise identified different applications and factors influencing the adoption of social media in educational settings. In the Philippine context, Dimacangun and Guillena (2023) reported that Filipino junior high school students used social media for research, problem-solving, peer interaction, understanding curricular content, and collaborative learning. Nevertheless, the benefits of online communication may be diminished when learners become overly dependent on virtual interactions, neglect face-to-face relationships, or engage in inappropriate online activities. Thus, the influence of social media on learners' social interaction and communication warrants attention, particularly in determining whether their online engagement contributes to positive interpersonal relationships and appropriate social behavior.

Another important consideration is the influence of social media on learners' self-perception and well-being. During childhood and adolescence, individuals undergo significant developmental changes as they establish their identities, develop confidence, and become increasingly conscious of how others perceive them. Social media exposes learners to various forms of content, including photographs, videos, personal achievements, lifestyle presentations, and

opinions that may influence how they evaluate themselves. Although these platforms provide opportunities for self-expression and recognition, they may also encourage unrealistic comparisons and excessive dependence on external validation through likes, comments, and followers. Fioravanti et al. (2022), in their systematic review of experimental studies, examined how exposure to beauty ideals on social networking sites influences body image and identified concerns associated with viewing idealized online appearances. Blanchard et al. (2023) also examined the relationship between social media use, adolescent mental health, and dietary outcomes, including self-esteem, body image, interpersonal relationships, loneliness, anxiety, and depressive symptoms. Moreover, Sala et al. (2024) emphasized that social media presents both opportunities and risks for adolescent mental health and well-being, depending on individual characteristics, patterns of use, and platform features. These findings establish the importance of examining how exposure to online content and social comparison may influence learners' self-perception, confidence, and general well-being.

The relationship between social media use and mental health and emotional regulation is another significant concern in basic education. Learners are still developing their ability to understand emotions, manage stress, respond appropriately to interpersonal situations, and regulate their behavior. Continuous exposure to online interactions, negative comments, cyberbullying, unrealistic expectations, and disturbing content may create emotional challenges, particularly among individuals who have not yet developed sufficient coping mechanisms. According to the World Health Organization (WHO, 2024), approximately 11% of adolescents surveyed across 44 countries and regions exhibited signs of problematic social media behavior, characterized by difficulty controlling their use and experiencing negative consequences. Mojtabai (2024) also investigated the association between problematic social media use and psychological symptoms among adolescents, highlighting the importance of examining patterns of engagement rather than merely the frequency of use. Similarly, Fassi et al. (2024), through a systematic review and meta-analysis, investigated the relationship between social media use and internalizing symptoms among adolescents, including depression and anxiety-related concerns. Ahmed et al. (2024) further examined the relationship between social media use, mental health, and sleep, emphasizing the interconnectedness of digital engagement and psychological well-being. Yu et al. (2024) likewise identified concerns involving sleep and mental health in their review of social media use among young people. In addition, Chalermchutidej et al. (2023) examined the relationship between sleep, social media use, and mental health among female adolescents during the COVID-19 pandemic. These studies demonstrate the importance of understanding how social media engagement may be associated with learners' emotional experiences, psychological well-being, and ability to regulate their behavior.

The use of social media may also influence learners' physical activity and health-related behaviors. The accessibility of mobile devices and online platforms encourages prolonged periods of screen engagement, which may compete with time intended for physical exercise, outdoor recreation, sleep, and other productive activities. Learners who spend excessive time browsing social networking sites or watching online videos may develop sedentary routines that affect their daily schedules and physical wellness. Purba et al. (2023), in their systematic review and meta-analysis, examined the associations between social media use and health-risk behaviors among young people, identifying relationships between social media engagement and several behavioral outcomes. Their findings also demonstrated that the relationship with physical activity was not uniformly negative, emphasizing the need to consider the nature of online engagement. Furthermore, Lafontaine-Poissant et al. (2024) examined social media use and sleep health among adolescents, while Yu et al. (2024) discussed the potential relationship between social media engagement, sleep difficulties, and psychological health. Ahmed et al.

(2024) likewise synthesized evidence concerning the relationship between social media, mental health, and sleep among young individuals. These findings suggest that examining physical activity as an aspect of learners' behavior is necessary to understand how social media engagement may relate to their daily routines, physical wellness, and lifestyle choices.

Aside from behavioral considerations, the relationship between social media and academic performance remains an important concern among educators, parents, and school administrators. Social media can serve as an additional source of educational information, instructional materials, academic discussions, and collaborative learning opportunities. When appropriately utilized, these platforms may support information sharing, communication, and independent learning. However, excessive engagement in entertainment-oriented activities, online conversations, and nonacademic browsing may interfere with concentration, time management, study habits, and the completion of academic requirements. Gull and Sravani (2024) examined the relationship between screen time, social media use, sleep patterns, psychological health, and academic performance among adolescents, emphasizing the interconnectedness of these factors. Pyhältö et al. (2025), through a systematic literature review, found that problematic and off-task smartphone and social media use were generally negatively associated with academic achievement among children and adolescents. Similarly, Dimacangun and Guillena (2023) investigated social media usage and the academic performance of Filipino junior high school students, recognizing the different purposes for which learners engage with social networking platforms. In another Philippine study, Gumabay et al. (2024) explored the moderating effects of social media networking usage on adversity quotient and academic performance among Filipino high school students. Mangacop and Guillena (2024) also examined the influence of social media and study habits on students' academic performance. These studies indicate that the academic implications of social media use should be examined alongside learners' purposes, study practices, and patterns of engagement rather than assuming that all forms of social media use produce similar academic outcomes.

The relationship between social media and learners' behavior has likewise received considerable attention in contemporary research because its effects may vary depending on the amount, purpose, content, and manner of engagement. Odgers and Jensen (2020) emphasized that research concerning digital technology and adolescent mental health has produced mixed findings, with associations that are generally small and inconsistent. Similarly, Valkenburg et al. (2022), through an umbrella review of existing literature, identified varying findings regarding social media use and adolescent mental health, suggesting that its influence cannot be generalized across all individuals. The United States Surgeon General (2023) also raised concerns regarding the potential risks of social media exposure among children and adolescents, emphasizing the need for protective measures and responsible digital engagement. The American Psychological Association (2023) recommended developmentally appropriate social media practices, adult guidance, and opportunities for positive social support and healthy online interactions. Furthermore, UNESCO (2023) emphasized that technology integration in education should be guided by evidence, appropriate regulation, and adequate teacher preparation. These perspectives reinforce the responsibility of educational institutions to develop policies and programs that promote digital citizenship, responsible online participation, and the balanced use of technology among learners.

Despite the growing body of literature concerning social media, its relationship with learners' behavior and academic performance remains a relevant area of investigation, particularly within the Philippine basic education context. Existing studies have explored various aspects of social media use, including interpersonal relationships, psychological well-being, self-perception, health-related behaviors, and academic achievement. However, findings remain diverse, and the

relationship between perceived behavioral effects and actual academic performance requires further examination. The UNICEF Philippines (2021) report on children's online experiences further underscores the importance of understanding the opportunities, risks, and barriers encountered by Filipino children in digital environments. Moreover, the findings of Sala et al. (2024) and Fassi et al. (2024) demonstrate the need to examine social media engagement in relation to specific dimensions of adolescent development rather than treating it as a single, uniform experience. In this regard, the present study focuses on the effects of social media on the behavior and academic performance of learners in Basic Education at Tomas Claudio Colleges during School Year 2025–2026. Specifically, it examines the perceived effects of social media on learners' social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity, as well as their level of academic performance based on their average grades. Through the perceptions of teachers and the documentary analysis of learners' academic records, the study seeks to establish whether the perceived behavioral effects of social media are significantly associated with academic performance. Ultimately, the findings are expected to provide an empirical basis for strengthening school policies, instructional practices, and learner development programs that promote responsible social media engagement, positive behavior, holistic well-being, and academic achievement.

1.2. Research Problem

The study sought to determine the effects of social media on the behavior and academic performance of learners in Basic Education at Tomas Claudio Colleges during School Year 2025–2026. Specifically, it aimed to determine the profile of the teacher-respondents in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. It also sought to assess the extent of the perceived effects of social media on learners' behavior in terms of social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity. Furthermore, the study intended to determine whether significant differences existed in the teacher-respondents' perceptions of the effects of social media on learners' behavior across the identified aspects when grouped according to their profile. It also aimed to establish the level of academic performance of learners based on their average grades and determine whether a significant relationship existed between the perceived effects of social media on learners' behavior and their academic performance. Finally, based on the findings, the study sought to develop a proposed action plan to enhance the academic performance of learners in basic education.

1.3. Research Gap

Although numerous studies have examined social media use among children and adolescents, existing research has largely focused on its relationship with mental health, social interaction, psychological well-being, and academic achievement as separate areas of investigation. There remains a need to examine these dimensions collectively to provide a more comprehensive understanding of how social media relates to learners' behavior and academic performance, particularly in the context of basic education. Moreover, limited attention has been given to examining teachers' perceptions of the behavioral implications of social media across social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity, while simultaneously considering learners' actual academic performance based on their average grades. Another gap concerns the possible differences in teachers' perceptions according to their demographic and professional characteristics, which may provide insights into how teachers with varying backgrounds and experiences understand the influence of social media on learners. In the context of Tomas Claudio Colleges, there is a need for institution-specific evidence that can guide school administrators and teachers in developing appropriate interventions and policies for responsible social media engagement.

Thus, the present study addresses these gaps by examining the perceived effects of social media on learners' behavior, determining their level of academic performance, and establishing whether a significant relationship exists between these variables. The findings also serve as the empirical basis for proposing an action plan that responds to the identified needs of learners in basic education.

1.4. Purpose and Objectives of the Study

The primary purpose of this study was to determine the effects of social media on the behavior and academic performance of learners in Basic Education at Tomas Claudio Colleges during School Year 2025–2026. Specifically, it aimed to assess the perceived effects of social media on learners' behavior in terms of social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity. It also sought to determine whether teachers' perceptions significantly differed when grouped according to their age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Furthermore, the study aimed to establish the academic performance of learners based on their average grades and examine the significant relationship between the perceived behavioral effects of social media and learners' academic performance. Through these objectives, the study intended to generate relevant findings that would provide a better understanding of the behavioral and academic implications of social media use among basic education learners. Ultimately, it sought to develop a proposed action plan that would promote responsible social media engagement, strengthen positive learner behavior, and enhance academic performance through appropriate school-based programs and interventions.

1.5. Significance and Practical Contribution of the Study

The findings of this study are expected to provide meaningful contributions to the educational community, particularly in understanding the relationship between social media, learners' behavior, and academic performance. For school administrators, the results may serve as a basis for strengthening institutional policies, developing digital citizenship programs, and implementing interventions that encourage responsible and balanced social media use. For teachers, the study may provide insights into the behavioral patterns and needs of learners, enabling them to integrate digital technologies more purposefully into instruction while promoting appropriate online conduct and academic engagement. For learners, the findings may increase awareness of how social media engagement relates to their social interactions, self-perception, emotional well-being, physical activities, and academic responsibilities. For parents and guardians, the results may provide guidance in monitoring children's online activities, establishing appropriate digital boundaries, and encouraging healthy technology habits at home. For guidance counselors and student support personnel, the findings may help identify areas requiring attention through counseling, learner development activities, and psychosocial support. For future researchers, the study may serve as a reference for further investigations involving social media use, learner behavior, and academic outcomes in different educational settings. Its practical contribution is further reflected in the proposed action plan, which may provide the institution with an organized framework for addressing identified concerns and promoting the holistic development and academic achievement of learners.

1.6. Sustainable Development Goals (SDG) Alignment

This study is primarily aligned with Sustainable Development Goal 4 (Quality Education), which advocates inclusive, equitable, and quality education and the promotion of lifelong learning opportunities for all. By examining the relationship between social media, learners' behavior, and academic performance, the study supports efforts to create learning environments that respond to the educational and developmental needs of children and adolescents. It also contributes to Sustainable Development Goal 3 (Good Health and Well-Being) by addressing behavioral dimensions related to self-perception, mental health, emotional regulation, and physical activity, which are essential components of learners' holistic development. Furthermore, the study

supports Sustainable Development Goal 16 (Peace, Justice and Strong Institutions) through its emphasis on responsible social interaction, appropriate online communication, and the promotion of positive digital behavior within the school community. These alignments highlight the importance of integrating academic development, physical and psychological well-being, and responsible technology use into educational programs and institutional policies. Through the proposed action plan, Tomas Claudio Colleges may strengthen its initiatives toward providing a safe, supportive, inclusive, and digitally responsible learning environment that contributes to the achievement of these sustainable development goals.

2. METHODOLOGY

2.1. Research Design

This study employed a descriptive survey research design and documentary analysis to determine the effects of social media on the behavior and academic performance of learners in Basic Education at Tomas Claudio Colleges during School Year 2025–2026. The descriptive survey research design was utilized to gather information regarding the teacher-respondents' perceptions of the effects of social media on learners' behavior in terms of social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity. This design was also appropriate in describing the demographic and professional profiles of the teacher-respondents and determining whether differences existed in their perceptions when grouped according to selected profile variables. Meanwhile, documentary analysis was employed to examine the average grades of 300 learners in basic education as the basis for determining their level of academic performance. The combination of these approaches enabled the researcher to obtain information from both primary and secondary data sources, providing a basis for examining the perceived behavioral effects of social media and their relationship with learners' academic performance.

2.2. Research Locale

The study was conducted at Tomas Claudio Colleges, located in Morong, Rizal, Philippines. The institution was selected as the research locale because it offers basic education programs and provides an appropriate setting for examining the relationship between social media use, learners' behavior, and academic performance. As an educational institution serving learners at the basic education level, Tomas Claudio Colleges provides an environment where teachers can observe learners' social interactions, communication practices, behavioral patterns, and academic engagement in relation to the increasing use of social media. The institution also maintains academic records that can serve as documentary sources for determining learners' academic performance. The selection of this locale allowed the researcher to obtain relevant information from teachers and academic records within the actual school setting, thereby ensuring that the findings were contextualized within the educational environment of the institution during School Year 2025–2026.

2.3. Sampling Technique

The study employed total population sampling, a non-probability sampling technique in which all members of the identified population were included as respondents. This technique was used because the target population consisted of a manageable number of teachers in the Basic Education Department of Tomas Claudio Colleges. Accordingly, all 90 teachers were included in the study to obtain a comprehensive representation of their perceptions regarding the effects of social media on learners' behavior. Their inclusion also allowed the researcher to examine differences in perceptions according to their demographic and professional characteristics. For the documentary analysis, the average grades of 300 learners in basic education were utilized to determine their level of academic performance. These academic records served as the

secondary data source for examining the relationship between learners' academic performance and the perceived effects of social media on their behavior. Thus, the study utilized the complete population of identified teacher-respondents and the specified academic records of the 300 learners.

2.4. Data Gathering Procedure

The researcher initially secured permission from the appropriate school authorities of Tomas Claudio Colleges to conduct the study and gather the necessary information from the Basic Education Department. Upon approval, the researcher prepared and administered the researcher-made questionnaire-checklist to the 90 teacher-respondents. The purpose of the study, the nature of their participation, and the instructions for answering the questionnaire were explained to ensure that the respondents understood the information being requested. The completed questionnaires were subsequently collected, checked for completeness, and organized for data processing. To obtain the academic performance data, the researcher also coordinated with the authorized personnel of the institution for access to the average grades of 300 learners in basic education. Appropriate authorization and confidentiality procedures were observed in retrieving and handling the academic records. The gathered responses and documentary data were then encoded, tabulated, and subjected to the appropriate statistical treatments to answer the research questions. Finally, the results were analyzed and interpreted in accordance with the objectives of the study and served as the basis for developing the proposed action plan.

2.5. Data Analysis

The data gathered from the questionnaire-checklist and documentary analysis were organized, tabulated, analyzed, and interpreted using appropriate descriptive and inferential statistical tools. Frequency and percentage distribution were utilized to describe the profile of the teacher-respondents in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Weighted mean was employed to determine the extent of the perceived effects of social media on learners' behavior with respect to social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity. To determine whether significant differences existed in teachers' perceptions when grouped according to their profile variables, the appropriate tests of difference were applied based on the number of groups and the characteristics of the data. The t-test was used for comparisons involving two independent groups, while analysis of variance (ANOVA) was utilized for comparisons involving three or more independent groups, subject to the applicable statistical assumptions. Frequency distribution and percentage, together with the computed mean of learners' average grades, were used to describe their academic performance and determine its corresponding descriptive interpretation. Furthermore, Pearson product-moment correlation coefficient (Pearson r) was employed to determine whether a significant relationship existed between the perceived effects of social media on learners' behavior and their level of academic performance. All inferential statistical tests were evaluated using the established 0.05 level of significance. The results served as the basis for drawing conclusions and formulating the proposed action plan.

2.6. Ethical Considerations

The researcher observed appropriate ethical standards throughout the conduct of the study to protect the rights, privacy, and welfare of the respondents and the learners whose academic records were included in the documentary analysis. Permission was obtained from the appropriate school authorities before the administration of the questionnaire and the retrieval of academic information. The teacher-respondents were informed about the purpose and nature of the study, and their participation was voluntary. They were assured that their responses would

be treated confidentially and used exclusively for academic and research purposes. Their identities were not disclosed in the presentation, analysis, and interpretation of the findings. Likewise, the academic records of the 300 learners were accessed only with proper institutional authorization and were handled with strict confidentiality. Names and other personally identifiable information were excluded from the research dataset and reporting. The researcher also ensured that the collected information was stored securely and accessed only for legitimate research purposes. Participation in the study did not involve coercion, discrimination, or any form of harm to the respondents. Furthermore, the researcher maintained honesty, objectivity, accuracy, and transparency in the collection, processing, analysis, and presentation of data. These ethical measures were observed to uphold the integrity of the research and ensure respect for the rights and dignity of everyone involved.

3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents in Terms of Selected Variables

The 90 teacher-respondents were predominantly female, comprising 70.0%, married, accounting for 57.8%, and aged 31–40 years old, representing 43.3%. In terms of educational attainment, the largest proportion held a bachelor's degree at 38.9%, although a considerable number had pursued graduate studies, including those with a master's degree at 27.8% and master's degree units at 22.2%. Regarding position title, most were Teacher I at 47.8%, followed by Teacher II at 32.2% and Teacher III at 20.0%. In terms of length of service, the majority had been in the teaching profession for 5–9 years at 32.2%, while 27.8% had served for 10–14 years. With respect to professional development, most had attended in-service trainings at the school level at 44.4%, followed by national-level training at 24.5%, regional-level training at 20.0%, and international-level training at 11.1%. Overall, the findings indicate that the respondents represented teachers with varying demographic characteristics, educational qualifications, professional experiences, and training backgrounds, providing diverse perspectives on the perceived effects of social media on learners' behavior.

3.2. Extent of Effects of Social Media on the Behavior of Learners in Basic Education as Perceived by the Teacher-Respondents with Respect to the Different Aspects

The overall extent of the effects of social media on the behavior of learners was rated High Effect, with a composite weighted mean of 4.32. Among the four aspects, social interaction and communication ranked first, obtaining a weighted mean of 4.53 and interpreted as Very High Effect. This was followed by self-perception and well-being, with a weighted mean of 4.38, and mental health and emotional regulation, with a weighted mean of 4.31, both interpreted as High Effect. Physical activity ranked last, with a weighted mean of 4.04, also interpreted as High Effect. The findings indicate that teachers perceived social media to have considerable effects on learners' behavioral development, particularly in facilitating communication, strengthening social connections, and providing opportunities for self-expression and interaction. Its influence on self-perception, psychological well-being, and emotional regulation was likewise evident, although concerns regarding excessive use and reduced engagement in physical activities remain relevant. These results imply that social media plays a substantial role in shaping learners' social and behavioral experiences, with its influence being more pronounced in interpersonal communication than in physical activity. The findings further suggest the importance of guiding learners toward responsible and balanced social media engagement to maximize its potential benefits while minimizing its possible negative consequences. This conforms with the discussion of Reyes, 2024, who emphasized that social media may produce both positive and negative effects on students' behavior and academic performance. Positive contributions include enhanced collaboration, improved access to information, increased learning motivation, and opportunities for communication and creative engagement. However,

excessive social media use may reduce participation in physical activities and encourage sedentary habits, while online collaboration may also present challenges concerning academic integrity. Thus, the findings reinforce the importance of promoting responsible social media use that supports learners' social development, well-being, and overall behavioral growth.

3.3. Significant Difference on the Perception of the Teacher-Respondents on the Extent of Effects of Social Media on the Behavior of Learners with Respect to the Different Aspects in Terms of Their Profile

The findings revealed significant differences in the perceptions of teacher-respondents when grouped according to age, educational attainment, length of service, and in-service trainings attended, as all probability values across the four aspects were below the 0.05 level of significance. This indicates that teachers' perceptions of the effects of social media on learners' behavior varied according to these professional and personal characteristics. In contrast, no significant differences were found when respondents were grouped according to sex, civil status, and position title, as all probability values exceeded the 0.05 significance level. These results suggest that age, educational background, length of teaching experience, and exposure to professional development may be associated with how teachers assess the influence of social media on learners' social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity. The findings further imply the importance of providing relevant and continuing professional development opportunities to help teachers develop a more informed and balanced understanding of the benefits and possible risks of social media in learners' lives. This is consistent with Vega (2024), who emphasized the growing acceptance of social media and the increasing importance of digital technology in education, highlighting the need for academic institutions and educators to examine how digital platforms can support relevant and responsive learning environments..

3.4. Level of Academic Performance of Learners in Basic Education as Revealed by Their Average Grades

The academic performance of the 300 learners was generally Very Satisfactory, as reflected by the overall mean grade of 88.43. A total of 43.3% obtained grades ranging from 85 to 89, interpreted as Very Satisfactory, while 32.4% achieved grades of 80 to 84, interpreted as Satisfactory. Meanwhile, 21.0% attained Outstanding performance with grades of 90 and above, and only 3.3% received grades ranging from 75 to 79, interpreted as Fairly Satisfactory. No learner obtained a grade below 75. The highest recorded grade was 93, while the lowest was 79, with a standard deviation of 7.541, indicating some variation in learners' academic performance. These findings suggest that the learners generally demonstrated satisfactory to very satisfactory academic achievement, although opportunities remain to help more learners attain outstanding performance. The learners who obtained fairly satisfactory grades may benefit from appropriate academic interventions, such as targeted remediation, tutoring, and individualized learning support. The results further highlight the importance of sustaining effective teaching strategies while addressing differences in learners' academic needs. This is related to the discussion of Lusk (2022), who emphasized concerns regarding the possible adverse effects of excessive social media use on students' academic performance, particularly when prolonged engagement with social networking platforms interferes with their study time and academic responsibilities.

3.5. Significant Relationship Between the Perceived Extent of Effects of Social Media on the Behavior of Learners and Their Level of Academic Performance

The findings revealed that there was no significant relationship between the perceived extent of the effects of social media on learners' behavior and their level of academic performance across all four aspects, as all computed p-values exceeded the 0.05 level of significance. Social interaction and communication obtained an r-value of 0.116 and a p-value of 0.087, while self-perception and well-being registered an r-value of 0.297 and a p-value of 0.099. Similarly, mental health and emotional regulation yielded an r-value of 0.412 and a p-value of 0.873, whereas physical activity recorded an r-value of 0.049 and a p-value of 0.663. Thus, the null hypothesis was not rejected, indicating that the perceived effects of social media on learners' behavior were not significantly associated with their academic performance based on their average grades. These results suggest that teachers' perceptions of social media's influence on learners' behavioral development do not necessarily correspond to differences in academic achievement. The findings further imply that academic performance may be influenced by other factors, such as study habits, learning motivation, teaching strategies, family support, and the learning environment. Therefore, schools may continue promoting responsible social media use to support learners' social and personal development while implementing separate academic interventions to strengthen learning outcomes. This finding differs from Maceda (2024), whose study revealed that respondents generally recognized the positive influence of social media use for educational, entertainment, and social purposes on academic performance. The difference suggests that although social media may offer educational and social benefits, such benefits do not necessarily establish a statistically significant relationship with learners' actual academic grades.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that social media has a considerable perceived influence on the behavior of learners in Basic Education, particularly in social interaction and communication, self-perception and well-being, mental health and emotional regulation, and physical activity. Teachers' perceptions significantly differed when grouped according to age, educational attainment, length of service, and in-service trainings attended, but showed no significant differences in terms of sex, civil status, and position title. Meanwhile, learners generally demonstrated Very Satisfactory academic performance, with a mean grade of 88.43. However, the perceived effects of social media on learners' behavior had no statistically significant relationship with their academic performance. These findings indicate that although social media plays a substantial role in learners' behavioral and social experiences, its perceived influence does not necessarily correspond to their academic achievement.

Based on these findings, it is recommended that the school strengthen its policies and programs on responsible and balanced social media use, emphasizing digital citizenship, online safety, healthy social interaction, emotional well-being, and appropriate screen time. Teachers should be provided with continuous professional development and relevant training on digital technology and its implications for learners' behavior and development. The school may also implement targeted academic interventions, such as remediation, tutoring, and individualized learning support, for learners who need improvement in their academic performance. Furthermore, parents and teachers should work collaboratively in guiding learners toward responsible online engagement while maintaining healthy study habits and physical activities. The proposed action plan may serve as a guide for integrating these initiatives into the school's programs, while future researchers may explore other factors affecting learners' academic performance and examine the effects of social media using broader samples and additional research variables.

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