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SOCIAL MEDIA USAGE, STUDY HABITS, AND ACADEMIC PERFORMANCE IN MATHEMATICS AMONG JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study explored how social media usage, study habits and academic performance in Mathematics are connected among Junior High School students at Immaculate Conception Archdiocesan School Tetuan during the School Year 2026–2027. Using a descriptive-correlational research design we collected data from 167 selected Grade 7 and Grade 8 Junior High School students by means of a questionnaire and by recording their Mathematics grades. Researcher used statistics such as frequency, percentage, mean and standard deviation together with Pearson correlation to analyze the data. The results revealed that Junior High School students sometimes engaged in media activities frequently spent time on social media and often practiced effective study habits. Their average Mathematics grade was 85.44, which indicates academic performance according to the study's interpretation. Pearson correlation results showed no relationship between social media usage and Mathematics grades ($r = -0.034$ $p = 0.659$) or between study habits and Mathematics grades ($r = -0.027$ $p = 0.726$). However social media usage had a statistically significant positive relationship with study habits ($r = 0.300$, $p < 0.001$). The findings suggest that social media usage is linked to Junior High School students' study habits yet it does not exhibit a linear relationship, with Junior High School students' Mathematics grades. The study may assist educators in encouraging social media usage and in fostering effective study habits.

KEYWORDS: *Social Media Usage, Study Habits, Academic Performance, Mathematics, Junior High School Students*

INTRODUCTION

Essien (2025) says that social media is now a part of how students live every day and social media keeps changing how students learn. Back in January 2022, than 4.95 billion people worldwide were online. Around 4.62 billion of those people were media users (Johnson & Basuray 2022; Shi et al. 2020; Whiting & Williams 2013 as cited in Essien, 2025). These figures show how much social media is used over the world. It shows that social media is playing a role in how students study talk to each other and share information. Furthermore, the researchers also aim to determine whether study habits are essential to students' academic performance, considering that students need to manage their time and allocate sufficient study time for their academic responsibilities. Nagaraju et al. (2024) found that students' academic performance was largely influenced by their study habits. The study also revealed that study habits mediated the relationship between media usage and academic performance suggesting that the way students manage their study routines may influence their academic outcomes. Therefore, developing convenient study habits, such, as proper time management maintaining a regular study schedule and allocating sufficient time for studying may help students improve their academic performance.

Past studies have shown that using media can actually help students in this generation especially when it comes to their academic performance. For example, Mosharrafa et al. (2024) found that social media usage is linked to performance. They also found that mental health plays a part, in how social media affects performance. These results suggest that the way social media affects performance really depends on how students use social media and other things that change how they learn. Ayuban and Ferenal (2024) stated that most students rely heavily on social media platforms. This makes us wonder if using media so much is linked to how students handle their studies. It could affect the way they spend time on schoolwork and keep track of their duties.

Study habits are important for students to remember what they learn and do well in school. Good study habits help students stay focused and understand their lessons better. Good study habits and techniques can help students stay organized take responsibility and learn on their own. Adeoye et al. (2023) said that building study habits and boosting grades, for secondary school students can create a positive and fun learning environment. Through building study habits students can gain the skills and routines needed to improve their learning and do well in school. When students have attitudes, toward studying they tend to feel more confident see learning in a positive way stay motivated and actually enjoy what they are learning (Labrador et al., 2024). These good attitudes can also help students keep self-discipline, form study habits and end up with better academic results.

Academic performance is a sign of how well students' learning outcomes turn out. Academic performance can be affected by things. Social media usage can change performance. Good study habits can also help performance. (Nagaraju et al., 2024; Tafesse, 2022). In today's generation, students' academic performance may be associated with various factors that can

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influence their learning outcomes. However, with the increasing use of technology in students' daily lives, social media has become an important part of their learning and communication. Students may use media not only for entertainment and social interaction but also to access educational information communicate with classmates and support their academic tasks. Recent research has shown that the use of technology for educational purposes can be positively associated with academic performance while its use, for entertainment and socializing may be negatively associated with academic outcomes (Wang et al., 2024). Therefore, it is important to examine how students use media for academic purposes and whether their use of these platforms is associated with their academic performance.

Among Generation Alpha, technology has made many things more convenient for learners. Academic resources are now readily accessible with just one click through digital applications and social media platforms. An important point to think about is how students actually use these technologies and what they use them for. Social media gives students access, to educational materials, tutorials and other things that help with learning. It can also be used for fun like watching videos or scrolling through posts that have nothing to do with school. This is where students' study habits become relevant, particularly in determining whether their use of social media is associated with their academic performance in Mathematics. With the increasing availability of online tutorials and educational resources on the internet, it is important to examine whether students' use of these resources is related to their study habits and, consequently, to their academic performance in Mathematics.

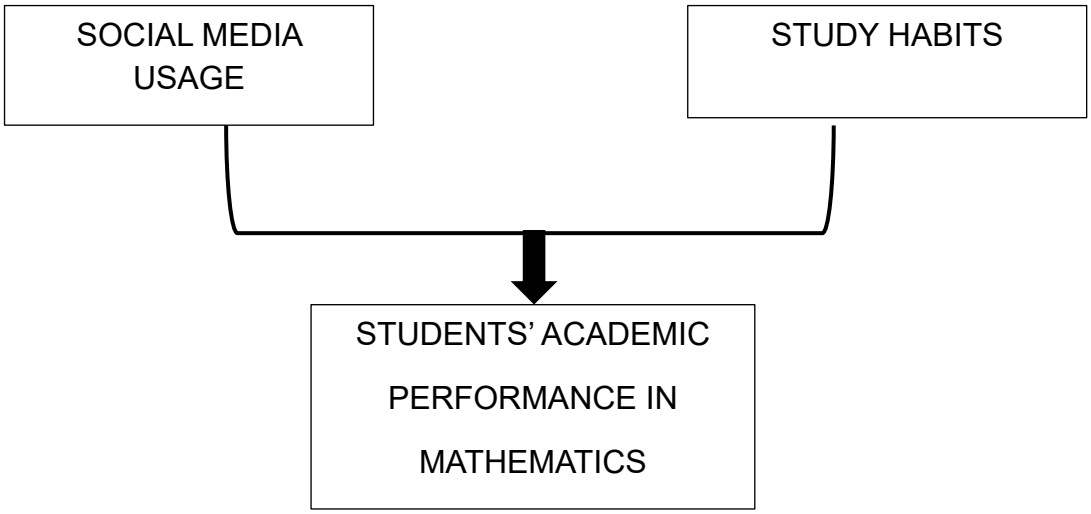
The purpose of this study is to determine the relationship among social media usage, study habits, and students' academic performance in a specific subject, particularly Mathematics. Understanding the connectedness of these variables may provide valuable insights into how students' use of social media and their study habits are associated with their academic outcomes. Furthermore, the findings may help educators develop appropriate strategies for integrating technology and social media into the teaching and learning process in a meaningful and educational way. By understanding the relationship among these variables, educators may gain a better understanding of the learning behaviors and needs of students in the present generation and use this knowledge to provide learning approaches that are more relevant to them.

Statement of the problem

This study aims to determine the relationship among social media usage, study habits and students' academic performance in Mathematics among Junior High School students at ICAS Tetuan.

1. What is the level of social media usage among Junior High School students in terms of?
   1.1. frequency of use,
   1.2. daily time spent, and
   1.3. Purpose of using social media
2. What is the level of study habits among Junior High School students?
   2.1. Time Management; and
   2.2. Study Strategies
3. What is the level of academic performance in Mathematics among Junior High School students?
4. Is there a significant relationship between social media usage and academic performance in Mathematics?
5. Is there a significant relationship between study habits and academic performance in Mathematics?
6. Is there a significant relationship between social media usage and study habits?

Conceptual Framework



Scope and Delimitation

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This study examines the relationship among social media usage, study habits, and students' academic performance in Mathematics. It will be conducted at Immaculate Conception Archdiocesan School Tetuan during the Second Quarter School Year 2026-2027. The respondents of the study will be the selected Grade 7 and 8 students under my subject with a total number of 167 and selected through Stratified Random Sampling.

The study focuses only on social media usage, study habits, and academic performance in Mathematics. Other factors that may affect academic performance—such as family support, motivation, socioeconomic status, learning environment, and teaching methods—will not be examined. The study will be conducted in only one school. The results may therefore not be generalizable to Grade 7 and 8 students from other schools or locations. This study ensures that findings are feasible and focused while providing insights into determining relationship among these variables.

Significance of the Study

This study is significant because it aims to provide information regarding on the relationship among social media usage, study habits, and academic performance in Mathematics. The findings of this study may provide useful information to the following:

School and Curriculum. The findings of this study may provide useful information that can contribute to the enhancement of the mathematics curriculum and teaching practices. The results may serve as a basis for developing appropriate learning strategies and interventions that address students' social media usage and study habits and support better learning and academic performance in Mathematics.

School Principal. The findings of this study may provide the school principal with relevant information that can serve as a basis for identifying and developing programs, interventions, and learning opportunities that the institution may offer to support students' learning needs. The results may also guide the school in providing appropriate resources and strategies that can strengthen students' study habits and Mathematics learning, thereby increasing opportunities to improve their numeracy skills and academic performance.

Department Head. The findings of this study may provide the department head with relevant insights into the learning behaviors, study habits, and social media usage of students in the current generation. These insights may serve as a basis for orienting and supporting teachers in adopting innovative and appropriate teaching approaches that are responsive to the changing needs and learning preferences of students.

Teachers. The findings of this study may provide teachers with an opportunity to reflect on their current teaching strategies and practices in relation to students' social media usage and study habits. The results may also guide teachers in identifying appropriate ways to integrate social media into the teaching and learning process as an educational tool, when applicable, to make learning more engaging and responsive to students' needs.

Students. The findings of this study may provide students with ideas and insights that can help them improve their study habits and make more purposeful use of social media as a learning tool.

Parents or Guardians. The findings of this study may provide parents or guardians with ideas and practical insights on how to properly supervise and guide their children in using social media at home as a learning tool. The results may also help them encourage effective study habits, responsible use of social media, and proper time management. Through appropriate supervision and guidance, parents or guardians may support their children's learning experiences and potentially contribute to improved academic performance in Mathematics.

Future Researchers. This study could be a guide, for people who want to do research in the future. It can give them starting information on social media and study habits of the students.

METHODOLOGY

Research Design

This study employs descriptive correlational design as it aims to determine the relationship among social media usage, study habits and students' academic performance in Mathematics among Junior High School students. A descriptive correlational design involves describing the characteristics of a population and analyzing the association between two or more variables without manipulating them. According to Miksza et al. (2023), descriptive research focuses on describing variables, whereas correlational research examines how variables are related without manipulating them.

The study will collect quantitative data on students' social media usage, study habits, and academic performance in Mathematics to determine whether significant relationships exist among these variables. The descriptive correlational research design is appropriate for this study because it describes the variables and examines the statistical relationships among them without manipulating any of the variables.

The correlational component will be used to determine whether significant relationships exist between media usage and study habits. It will also be used to determine whether significant relationships exist between media usage and academic performance. Additionally, it will be used to determine whether significant relationships exist between study habits and academic performance.

Research Locale

This research will be conducted at Immaculate Conception Archdiocesan School located at Fr. Barua Street Tetuan Zamboanga City. It is formerly known as the Immaculate Conception High School was established in June, 1980. The school opened in response to a felt need by the parents and the parishioners of Tetuan nearby for a catholic education and formation for their children.

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The institution is managed by a school director, school principal, and assistant principal, supported by Grade level and subject coordinator, teaching and non-teaching staff. It has 22 functional classrooms, 1 faculty room, 1 chapel, 1 clinic facility, about 3 comfort rooms for both male and female students, a library, computer room, and 2 laboratory rooms.

Immaculate Conception Archdiocesan School Tetuan provides services such as Community Involvement and Awareness Program (CEAP) which promotes active participation among students, faculty, and staff in addressing local community needs through service-learning, volunteerism, and outreach programs. Other services include reception of the sacraments, spiritual formation for students, liturgical ministries and clubs, and guidance services.

At present, the school caters to a student population of more than 1,270 learners, composed of approximately 289 from the Elementary, 675 from the Junior High School, 226 from the Senior High, and 80 from College.

Population and Sampling

The respondents of this study are the Grade 7 and Grade 8 students of Immaculate Conception Archdiocesan School Tetuan for the School Year 2026–2027. They were selected because the researcher has direct interaction with them as their Mathematics teacher. Furthermore, they belong to the Junior High School level, which is the focus of the study.

The respondents consist of two sections from Grade 7 and five sections from Grade 8. It has a total population of 285 Grade 7 and Grade 8 students, consisting of two sections from Grade 7 and five sections from Grade 8. Grade 7 has two sections with 40 students each, while Grade 8 has five sections consisting of 43 students in Section A, 43 students in Section B, 42 students in Section C, 41 students in Section D, and 36 students in Section E. Using Slovin's formula with a 5% margin of error the sample size needed is 167 sample students. There are 23 sample students from Grade 7-A, 23 from Grade 7-D, 25 from Grade 8-A, 25 from Grade 8-B, 25 from Grade 8 C, 24 from Grade 8-D and 22, from Grade 8-E. This makes a sample of 167 students.

Stratified random sampling is used so that each section is represented in the sample in proportion to its size. After determining the required sample size for each stratum, the respondents will be selected randomly from each section.

This sampling technique will ensure that all sections are adequately represented in the study. The proportionate allocation of respondents, from each stratum will give an accurate representation of the population and support the validity and reliability of the data analysis.

Research Instrument

A research questionnaire is a tool used by researchers to collect data from a selected sample (Roni & Djajadikerta ,2021). The research instrument is an important component of the study because it enables the researcher to gather the necessary data to answer the research problems and questions. It is also a crucial part of the research process because the appropriate selection and use of an instrument contribute to the validity and reliability of the data collected and, consequently, to the overall credibility of the study.

The research instrument consist of two parts was used in this study. The first and second part was adapted from the questionnaire used by Castillas, 2023 in the study entitled *Study Habit and Social Media Exposure as Predictors of Grade 10 Students' Academic Performance*. The instrument is carefully selected to suit the context and objectives of the present study, particularly in measuring the respondents' social media usage and study habits.

The adapted instrument is carefully assessed to ensure its reliability and consistency in measuring the variables of the study. This process will help ensure that the data gathered are accurate and credible, thereby supporting the researcher in addressing the research problems and achieving the objectives of the study.

Data Gathering Procedure

Before conducting the data gathering, the researcher first secured permission from the administration of Immaculate Conception Archdiocesan School (ICAS) Tetuan. A formal request letter was prepared and submitted to the Assistant Principal for approval. After the request was approved, the letter was forwarded to the principal for approval. The principal needed to give approval before the study could take place among the selected Junior High School students.

After getting the needed approval the researcher started collecting the data. The survey questionnaire was sent out using Google Forms to make it easier to gather answers. The survey link was given to the chosen groups of Grade 7 and Grade 8 students who were part of the study.

The respondents were chosen using stratified sampling. This method helped make sure that all sections of Grade 7 and Grade 8 were fairly included in the study. The students who were selected were given a survey link and clear instructions on how to complete the questionnaire. They were told that taking part in the study was completely voluntary. They were also assured that their answers would be kept confidential and would only be used for the research.

After the survey was finished the researchers took the responses, from Google Forms. They. Arranged all the answers. The gathered data were then prepared for tabulation, analysis, and statistical treatment in accordance with the objectives of the study.

Data Analysis

The following statistical tools will be used to analyze and interpret the data collected from the respondents. These statistical tools will help the researcher determine the results of the study and address the research questions presented in the Statement of the Problem.

Problem 1, for sub-variables 1.1 (frequency of use) and 1.2 (daily time spent), frequency and percentage will be used to summarize and describe the respondents' patterns of social media

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usage. And for 1.3 (purpose of using social media), the weighted mean and standard deviation will be used to determine the overall level and variation of the respondents' purposes for using social media. The weighted mean will identify the general response of the respondents for each indicator, while the standard deviation will determine the extent to which their responses vary from the mean.

Problem 2 the weighted mean and standard deviation will be used to figure out the level of study habits of the students. The standard deviation will help see how much the answers vary or how consistent they are.

Problem 3, the respondents' actual grades in Mathematics will be used to assess their academic performance. The mean and standard deviation will be employed to determine the average academic performance of the respondents and the variation in their grades.

Problems 4–6, Pearson product-moment correlation coefficient (Pearson's r) will be used to determine the significant relationships among social media usage, study habits, and academic performance in Mathematics. This statistical tool is suitable because the study uses a research design. That design wants to see how two or more variables relate. Pearson's r shows how strong the relation is and which way it goes. The p-value then tells us whether that relation is statistically significant.

RESULTS AND DISCUSSION

Problem 1

Table 1 shows the statistics for social media usage among 167 Junior High School students. It includes the number of responses, mean and standard deviation for two indicators: Frequency of Use and Daily Time Spent.

For 1.1. Frequency of Use, all 167 students provided responses with no missing data. The mean score was 3.0150 and the standard deviation was 1.02737. For Daily Time Spent the mean score was 3.4192 and the standard deviation was 1.04466.

The table gives a picture of the average scores and how much the responses varied, for both Frequency of Use and Daily Time Spent.

Table 1. 1.1. Frequency of Use and 1.2. Daily time Spent

	Frequency_of _use	Daily Time Spent
Mean	**3.0150**	**3.4192**
Std. Deviation	**1.02737**	**1.04466**

Legend:
4.20 – 5.00 Always
3.40 – 4.19 Often
2.60 – 3.39 Sometimes
1.80 – 2.59 Seldom
1.00 – 1.79 Never

The results showed that 167 people had a score of 3.02 (SD = 1.03) for how often they use social media. This was described as Sometimes. This means that on average students sometimes take part in the media activities listed in the questionnaire. For time spent the respondents who took part had an average score of 3.42 (SD = 1.04). This was described as Often according to the five-point scale used in the study.

For the sub-variable 1.3. Purpose of using social media the results show a mean of 3.5318 and a standard deviation of 0.70592. Based on the questionnaire items this suggests that social media is used by the Junior High School students for purposes, including academic communication sharing information with classmates completing assignments conducting research accessing updates and socializing. The mean represents the respondents' average rating across these purposes while the standard deviation indicates the variability, in their responses.

Problem 2

For the dimension of study habits 2.1. Time Management, the results show a mean score of 3.9431 and a standard deviation of 0.91246 among 167 Junior High School students. On the five-point Likert scale a mean score between 3.41 and 4.20 is labeled "Often." So, the students often use time-management habits. These habits include keeping a study schedule and studying both hard and easy subjects. The standard deviation of 0.91246 shows that there is some difference, in how students rated their time-management skills. Not everyone practices it in the way. Some do it often while others less so. This means the students vary in how they manage their study time.

For the dimension of study habits 2.2. Study Strategies, the results show a mean score of 4.0769 and a standard deviation of 0.59799 among 167 Junior High School students with no missing data. Based on the five-point Likert scale the mean falls within the range of 3.41–4.20 interpreted as "Often." This indicates that the respondents often practice Study Strategies, such as reviewing lessons preparing for class identifying important points concentrating while studying taking notes listening attentively and seeking assistance from teachers and classmates when needed. The low standard deviation suggests that the respondents' ratings are generally clustered around the mean indicating a similar pattern, in their reported Study Strategies.

Problem 3

The Mathematics grades of the 167 Junior High School students show a range from 75 to 95. The common grade was 87. Twenty students got this grade, which's 12.0%. Then there were grades 81 89 and 90. Each of these grades was received by 15 students, which's 9.0%. The common grade was 75. One student got this grade, which is 0.6%. The data shows that the students had Mathematics grades. More students had grades in the 80s than, at the lower end of the range.

Table 2. Frequency and Percentage of Grades in Mathematics

GRADES	Frequency	Percentage
75.00	**1**	**.6**
76.00	**2**	**1.2**
77.00	**5**	**3.0**
78.00	**2**	**1.2**
79.00	**6**	**3.6**
80.00	**6**	**3.6**

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81.00	**15**	**9.0**
82.00	**12**	**7.2**
83.00	**7**	**4.2**
84.00	**10**	**6.0**
85.00	**13**	**7.8**
86.00	**12**	**7.2**
87.00	**20**	**12.0**
88.00	**9**	**5.4**
89.00	**15**	**9.0**
90.00	**15**	**9.0**
91.00	**5**	**3.0**
92.00	**5**	**3.0**
93.00	**2**	**1.2**
94.00	**3**	**1.8**
95.00	**2**	**1.2**
Total	**167**	**100.0**

For the variable Academic Performance in Mathematics the researcher reviewed the descriptive statistics and found that the average grade was 85.4431 and the spread of grades was 4.37904. The average of 85.44 shows that students did well in Mathematics. According to the DepEd K–12 grading scale a score of 85 to 89 is considered " Satisfactory." The spread of 4.37904 tells that while most students were close to the average some grades were higher or lower. In short, the numbers show that Academic Performance in Mathematics was very satisfactory, for the students.

Problem 4

Table 3 shows the Pearson correlation analysis between social media usage and academic performance in Mathematics for Junior High School students. The results show a Pearson correlation coefficient of −0.034 and a significance value of 0.659 based on 167 students. The negative correlation coefficient shows a small negative relationship between the two variables. Because the p-value of 0.659 is higher than the 0.05 level of significance the relationship is not statistically significant. This means that the study found no evidence of a significant linear relationship between social media usage and academic performance in Mathematics, for the students.

Table 3. Significant Relationship of Social media and Academic Performance in Mathematics

		Grades	SM
Grades	**Pearson Correlation**	**1**	**-.034**
	Sig. (2-tailed)		**.659**
SM	**Pearson Correlation**	**-.034**	**1**
	Sig. (2-tailed)	**.659**	

This implies that social media usage is not significantly associated with the Mathematics grades of the Junior High School students in this study. It means that students' frequency or level of social media usage does not necessarily match higher or lower academic performance in Mathematics. Although social media can offer chances for discussions sharing information and accessing educational resources social media use alone may not clarify differences, in students' Mathematics grades.

Problem 5

Table 4 presents the Pearson correlation analysis between study habits and academic performance in Mathematics among Junior High School students. The results show a Pearson correlation coefficient of −0.027 and a significance value of 0.726, based on 167 respondents. The correlation coefficient indicates a negligible negative relationship between study habits and Mathematics grades. Since the p-value of 0.726 is greater than the 0.05 level of significance, the relationship is not statistically significant. Therefore, the null hypothesis is not rejected. This indicates that the study found insufficient statistical evidence of a significant linear relationship between study habits and academic performance in Mathematics among the respondents.

Table 4. Significant Relationship of Study Habits and Academic performance

		Grades	SH
Grades	**Pearson Correlation**	**1**	**-.027**
	Sig. (2-tailed)		**.726**
SH	**Pearson Correlation**	**-.027**	**1**
	Sig. (2-tailed)	**.726**	

The findings imply that students' study habits, although generally practiced, were not significantly associated with their academic performance in Mathematics. This suggests that having good study habits does not necessarily correspond to higher Mathematics grades among the respondents.

Problem 6

Table 5 shows the Pearson correlation analysis between study habits (SH) and social media usage (SM) for Junior High School students. The Pearson correlation coefficient is 0.300. The significance value is 0.000. A positive correlation coefficient means there is a positive relationship between study habits and social media usage. The p-value is, below 0.05, which means the relationship is statistically significant. As a result, the null hypothesis is rejected. This shows that students who use media more tend to have better study habits.

Table 5. Significant Relationship of Study Habits and Social media usage

		SH	SM
SH	**Pearson Correlation**	**1**	**.300****
	Sig. (2-tailed)		**.000**
SM	**Pearson Correlation**	**.300****	**1**
	Sig. (2-tailed)	**.000**	
Correlation is significant at the 0.01 level (2-tailed).			

The findings imply that social media usage is significantly and positively associated with the study habits of Junior High School students. This suggests that students with higher social media usage scores tend to have higher study habits scores. Social media may provide opportunities for students to exchange

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academic information, discuss lessons with classmates, access educational resources, and communicate with teachers. These activities may support students in developing and practicing effective study habits. Therefore, teachers may consider integrating educational social media resources into learning activities while guiding students to use these platforms responsibly and purposefully. However, since the relationship is weak, social media usage is only modestly associated with study habits and should not be considered the sole factor influencing students' learning practices. Furthermore, the correlational findings do not establish that social media usage directly causes improvements in study habits.

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