

## THE USE OF SELECTED SOCIAL MEDIA PLATFORMS AND THE ACADEMIC PERFORMANCE OF GRADE 6 LEARNERS: BASIS FOR AN ACTION PLAN

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### ABSTRACT

This study determined the use of selected social media platforms and the academic performance of Grade 6 learners in Cabangan District, Schools Division of Zambales for the School Year 2022-2023 geared towards the crafting of an action plan to use social media platforms for educational purposes to improve the academic performance of the learners. The quantitative descriptive method of research was utilized in this study. Findings revealed that most of the Grade 6 learners were 11 years old, a majority of them were female, most of them belonged to a family with P19,999 and below monthly income, spent 2.0 to 2.9 hours using social media per day, and used Facebook as their social media platform. The use of selected social media platforms of the Grade 6 learners was quite observed in terms of expressing oneself, building connections, and generating information. The Grade 6 learners had satisfactory academic performance for the first quarterly grade and second quarterly grade. There was a significant difference between the use of selected social media platforms of the Grade 6 learners in terms of expressing themselves, building connections, and generating information and their profile in terms of age. The computed values were less than the level of significance which is 0.05; thus, the null hypothesis was rejected. There was a significant difference between the academic performance of the Grade 6 learners in terms of first quarterly grade and second quarterly grade and their profile in terms of age. The computed values were less than the level of significance which is 0.05; thus, the null hypothesis was rejected. There was a positively very low significant correlation between the use of selected social media platforms of the respondents in terms of expressing themselves and generating information and their academic performance in terms of first quarterly grade and second quarterly grade. The computed values were significant at a 5% level; thus, the null hypothesis was rejected. Hence, there is a need to improve the academic performance of the learners through the use of social media platforms for educational purposes through the implementation of the action plan.

**Keywords:** Using social media, social media platforms, academic performance, grade 6 learners.

### 1. INTRODUCTION

Social media is the latest technological innovation that everyone is engrossed with, including the learners that can influence all their activities in life including their academic performance. In all aspects of life, it matters when learners learn how to use social media properly, especially for educational purposes. Thus, social media must be used properly by learners in their studies for them to improve their academic performance.

Social media has revolutionized communication by fostering instant, borderless interaction, with over one million new internet users joining daily (Kemp, 2019). Platforms such as Facebook and YouTube dominate adult usage, while Instagram and Snapchat appeal strongly

to younger audiences (Perrin & Anderson, 2019). These platforms allow users to interact, share ideas, and create content, highlighting the importance of transparency and interactivity in user experiences (Campaign Monitor, 2019). However, excessive social media use has been linked to distractions, reduced academic performance, and health issues among learners (Kolhar et al., 2021). Live video streaming, particularly popular during the pandemic, became a tool for real-time connection and learning (Haag, 2019; Khan et al., 2021). Social media also supports education, enabling teachers and students to enhance understanding through online interactions (Lahiry et al., 2019; Sutarno, 2019).

The influence of social media extends into self-expression, enabling users to present their identities and aspirations to the world. Authentic self-expression fosters life satisfaction and strengthens a sense of belonging, while idealized portrayals may affect well-being negatively (Matz & Iyengar, 2020; Bailey et al., 2020). Teenagers, in particular, use social media to strengthen friendships and express themselves (Chopra, 2019). However, the increasing integration of digital technology into daily life poses potential risks for mental health and neural development among young people (Allen, 2019). Despite these concerns, social media remains a valuable platform for diversity and inclusion, allowing people to connect across different backgrounds and collaborate on shared goals (Thirlwall, 2019). As digital natives engage deeply with these tools, their interactions reveal both opportunities and challenges that shape their personal and social experiences.

Social media's reach continues to transform global communication, fostering community building and participation in news and political movements (Ortiz-Ospina, 2019). Businesses leverage these platforms to enhance marketing and customer engagement, while individuals use them for staying connected and informed (Lutkevich & Wigmore, 2021). Social media allows for personalized, participatory information consumption, fundamentally altering relationships between citizens and media (Das & Ahmed, 2020). While the digital age bridges distances and provides immense connectivity, it also underscores the importance of balancing online and offline interactions (McKee, 2019). The ongoing evolution of social media highlights its potential for innovation, as well as the need for mindfulness in its usage, ensuring it continues to serve as a tool for positive human connection and growth (Shultz, 2019; Stelzner, 2022).

Despite the extensive research highlighting the growing influence of social media on communication, education, and personal well-being, there remains a significant gap in understanding how its use impacts specific aspects of learners' academic performance, particularly in balancing its benefits and drawbacks. Previous studies have primarily focused on its general effects on social interactions, mental health, and business opportunities, but there is limited evidence addressing the nuanced relationship between prolonged social media usage, study habits, and academic outcomes among learners. Moreover, while some research underscores the potential of social media as a tool for collaboration and learning, it fails to adequately explore its integration into formal educational settings or how it influences learners' ability to focus and engage effectively. These gaps necessitate further investigation to provide educators and policymakers with actionable insights into maximizing the positive effects of social media while mitigating its risks, forming the basis for this study.

## 2. STATEMENT OF THE PROBLEM

This study determined the use of selected social media platforms and the academic performance of Grade 6 learners in Cabangan District, Schools Division of Zambales for the School Year 2022-2023.

Specifically, it aimed to answer these questions:

1. How may the profile of the respondents be described in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. monthly family income;
  - 1.4. time spent using social media per day; and
  - 1.5. social media platform used?
2. How may the use of selected social media platforms of the respondents be described in terms of:
  - 2.1. expressing oneself;
  - 2.2. building connections; and
  - 2.3. generating information?
3. How may the academic performance of the respondents be described in terms of:
  - 3.1. first quarterly grade; and
  - 3.2. second quarterly grade?
4. Is there a significant difference between the use of selected social media platforms of the respondents and their profile when grouped accordingly?
5. Is there a significant difference between the academic performance of the respondents and their profile when grouped accordingly?
6. Is there a significant correlation between the use of selected social media platforms of the respondents and their academic performance?
7. What action plan can be proposed to use social media platforms for educational purposes to improve the academic performance of the learners?

## 3. METHODS AND MATERIALS

This study determined the use of selected social media platforms and the academic performance of Grade 6 learners in Cabangan District, Schools Division of Zambales for the School Year 2022-2023. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 177 Grade 6 learners, selected through simple random sampling to ensure equal representation of the population. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the use of selected social media platforms and academic performance. The instrument demonstrated excellent reliability. The parametric tests, specifically ANOVA and Pearson's Product Moment Coefficient Correlation were utilized in the study.

## 4. RESULTS AND DISCUSSIONS

### 4.1. Profile of the Respondents

#### 4.1.1. Age

Table 1 presents the frequency and percentage distribution of the profile of the respondents in terms of age. The table shows that of the observed number of respondents, 71 or 40.11% were 11 years old, 64 or 36.16% were 12 years old, and 42 or 23.73% were 13 years old.

**Table 1. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Age**

Age	f	%
13 years old	42	23.73
12 years old	64	36.16
11 years old	71	40.11
<b>Total</b>	<b>177</b>	<b>100.00</b>

The results of this study revealed that the respondents were 11 years old. This signifies that they attend their formal schooling at the age of five as kindergarten learners. Likewise, at the age of 11 years old, they are expected to be classified as Grade 6 learners. The parents of the learners have the option to enroll their children in formal schooling at the age of five (5) years old (Blanden, et. al., 2021).

#### 4.1.2. Sex

Table 2 presents the frequency and percentage distribution of the profile of the respondents in terms of sex. The table shows that of the observed number of respondents, a majority or 50.85% were female, and 87 or 49.15% were male.

**Table 2. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Sex**

Sex	f	%
Male	87	49.15
Female	90	50.85
<b>Total</b>	<b>177</b>	<b>100.00</b>

The results of this study revealed that a majority of the respondents were female. It is an indication that the involved schools in this study have a greater number of enrolled female learners compared to male. There are more girls in school than boys and the gaps continuously become higher as they enter high school or a college schooling. This can be attributed to the growing number of male learners who failed to pursue their education because they are helping their parents in earning for their living (Reysio-Cruz, 2019).

#### 4.1.3. Monthly Family Income

Table 3 presents the frequency and percentage distribution of the profile of the respondents in terms of monthly family income. The table shows that of the observed number of the respondents, 62 or 35.03% belonged to a family with P19,999 and below monthly income, 48 or 27.12% belonged to a family with P40,000 to P59,999 monthly income, 42 or 23.73% belonged to a family with P20,000 to P29,999 monthly income, and 25 or 14.12% belonged to a family with P60,000 to P79,999 monthly income.

**Table 3. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Monthly Family Income**

Monthly Family Income	f	%
P60,000 to P79,999	25	14.12
P40,000 to P59,999	48	27.12
P20,000 to P39,999	42	23.73
P19,999 and below	62	35.03
<b>Total</b>	<b>177</b>	<b>100.00</b>

The results of this study revealed that the respondents belonged to a family with P19,999 and below monthly income. This is proof that their family can only provide their daily basic needs in life. There is a need for them to look for additional income-generating activities for their school needs. Less than P20,000 is commonly difficult to play and make way around with, especially when a family considers monthly overhead expenditures, bills and payments, debts, and more importantly logistics. It is hard for a family how to allocate the funds for their monthly expenses which leads them to think outside the box for them to save even a small amount despite all the difficulties (Laurus Enterprises, 2019).

#### 4.1.4. Time Spent Using Social Media per Day

Table 4 presents the frequency and percentage distribution of the respondents in terms of time spent using social media per day. The table shows that of the observed number of respondents, 56 or 31.64% spent 2.0 to 2.9 hours, 50 or 28.25% spent 1.0 to 1.9 hours, 45 or 25.42% spent 3.0 to 3.9 hours, and 26 or 14.69% spent less than 1.0 hour in using social media per day.

**Table 4. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Time Spent Using Social Media per Day**

<b>Time Spent Using Social Media per Day</b>	<b>f</b>	<b>%</b>
3.0 to 3.9 hours	45	25.42
2.0 to 2.9 hours	56	31.64
1.0 to 1.9 hours	50	28.25
less than 1.0 hour	26	14.69
<b>Total</b>	<b>177</b>	<b>100.00</b>

The results of this study revealed that the respondents spent 2.0 to 2.9 hours using social media per day. This signifies that using social media is already a part of human life. The amount of time that people spend on social media has increased again this year, albeit very slightly. The average social media user now spends two (2) hours and 16 minutes each day on social platforms – up from two (2) hours and 15 minutes last year – which equates to roughly one-third of their total internet time, and one-seventh of their working lives (Kemp, 2019).

#### 4.1.5. Social Media Platform Used

Table 5 presents the frequency and percentage distribution of the profile of the respondents in terms of the social media platform used. The table shows that of the observed number of the respondents, 68 or 38.42% used Facebook, 49 or 27.68% used YouTube, 31 or 17.51% used TikTok, 18 or 10.17% used Instagram, and 11 or 6.21% used Twitter.

**Table 5. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Social Media Platform Used**

<b>Social Media Platform Used</b>	<b>f</b>	<b>%</b>
Facebook	68	38.42
YouTube	49	27.68
TikTok	31	17.51
Instagram	18	10.17
Twitter	11	6.21
<b>Total</b>	<b>280</b>	<b>100.00</b>

The results of this study revealed that the respondents preferred to use Facebook as their social media platform. Social media sites are used by more than two-thirds of all internet users. Market leader Facebook was the first social network to surpass one billion registered accounts.

Meta Platforms owns four of the biggest social media platforms, all with over one billion monthly active users each (Dixon, 2023).

#### 4.2. Use of Selected Social Media Platforms of the Respondents

##### 4.2.1. Expressing Oneself

Table 6 presents the mean rating and interpretations of the use of selected social media platforms of the respondents in terms of expressing oneself. As can be seen from the table, the use of selected social media platforms of the respondents was *quite observed* when they posted on social media their reactions to the stories they read in a book ( $\mu = 3.11$ ), thoughts on the lessons discussed by their teachers ( $\mu = 3.21$ ), learning gains from the lessons shared by their teachers ( $\mu = 3.17$ ), school scenes that motivated them to chase their dreams ( $\mu = 3.07$ ), how happy they were with their friends while studying their lessons ( $\mu = 3.16$ ), all their accomplishments in school ( $\mu = 3.14$ ), pictures showing their participation in school activities ( $\mu = 3.11$ ), finished home-based activities ( $\mu = 3.14$ ), comments on the inspirational work performed by a colleague ( $\mu = 3.17$ ), and how thankful they were for the guidance and assistance of their teachers ( $\mu = 3.13$ ). In terms of expressing oneself, the general mean rating of the use of selected social media platforms was 3.14, and it was interpreted as *quite observed*.

**Table 6. Mean Rating and Interpretations of the Use of Selected Social Media Platforms of the Respondents in terms of Expressing Oneself**

Item	Indicators	Mean Rating	Interpretation
1	I post on social media my reaction to the story I read in a book.	3.11	Quite Observed
2	I post on social media my thoughts on the lessons discussed by my teacher.	3.21	Quite Observed
3	I post on social media my learning gains from the lessons shared by my teacher.	3.17	Quite Observed
4	I post on social media a school scene that motivates me to chase my dreams.	3.07	Quite Observed
5	I post on social media how happy I am with my friends while studying the lesson.	3.16	Quite Observed
6	I post on social media all my accomplishments in school.	3.14	Quite Observed
7	I post on social media a picture showing my participation in school activities.	3.11	Quite Observed
8	I post on social media my finished home-based activities.	3.14	Quite Observed
9	I post on social media my comments on the inspirational work performed by a colleague.	3.17	Quite Observed
10	I post on social media how thankful I am for the guidance and assistance of my teacher.	3.13	Quite Observed
<b>General Mean Rating</b>		<b>3.14</b>	<b>Quite Observed</b>

The results revealed that the use of selected social media platforms of the respondents was *quite observed* in terms of expressing oneself. The general mean rating was 3.14. It showed that



the use of selected social media platforms of the respondents was *quite observed* when they posted on social media their reactions to the stories they read in a book, thoughts on the lessons discussed by their teachers, learning gains from the lessons shared by their teachers, school scenes that motivated them to chase their dreams, how happy they were with their friends while studying their lessons, all their accomplishments in school, pictures showing their participation in school activities, finished home-based activities, comments on the inspirational work performed by a colleague, and how thankful they were for the guidance and assistance of their teachers. Teenagers report that social media has a positive rather than a negative effect on how they feel. Using social media strengthens their friendships, allows them to express themselves more easily, and makes them feel more connected (Chopra, 2019).

#### 4.2.2. Building Connections

Table 7 presents the mean rating and interpretations of the use of selected social media platforms of the respondents in terms of building connections. As can be seen from the table, the use of selected social media platforms of the respondents was *quite observed* when the social media helped them to show their concerns for others ( $\mu = 3.21$ ), to comfort other people ( $\mu = 3.24$ ), to understand the situations of others ( $\mu = 3.21$ ), to become sensitive to the feelings of others ( $\mu = 3.19$ ), to show how much I cared ( $\mu = 3.23$ ), and to determine who the real person was and was trustworthy ( $\mu = 3.24$ ). However, the use of selected social media platforms by the respondents was *highly observed* when the social media helped them to consider those who were needy ( $\mu = 3.25$ ), to consider the conditions of other people ( $\mu = 3.26$ ), to understand the different views and opinions of the individuals ( $\mu = 3.31$ ), and to be friends with other people ( $\mu = 3.26$ ). In terms of building connections, the general mean rating of the use of selected social media platforms of the respondents was 3.24, and it was interpreted as *quite observed*.

**Table 7. Mean Rating and Interpretations of the Use of Selected Social Media Platforms of the Respondents in terms of Building Connections**

Item	Indicators	Mean Rating	Interpretation
1	Social media helps me to show my concern for others.	3.21	Quite Observed
2	Social media helps me to consider those who are needy.	3.25	Highly Observed
3	Social media helps me to comfort other people.	3.24	Quite Observed
4	Social media helps me to understand the situations of others.	3.21	Quite Observed
5	Social media helps me to consider the conditions of other people.	3.26	Highly Observed
6	Social media helps me to become sensitive to the feelings of others.	3.19	Quite Observed
7	Social media helps me to show how much I care.	3.23	Quite Observed
8	Social media helps me to understand the different views and opinions of individuals.	3.31	Highly Observed

9	Social media helps me to be friends with other people.	3.26	Highly Observed
10	Social media helps me determine who the real person is and who is trustworthy.	3.24	Quite Observed
<b>General Mean Rating</b>		<b>3.24</b>	<b>Quite Observed</b>

The results revealed that the use of selected social media platforms of the respondents was *quite observed* in terms of building connections. The general mean rating was 3.24. It showed that the use of selected social media platforms of the respondents was *quite observed* when social media helped them to show their concerns for others, to consider those who were needy, to comfort other people, to understand the situations of others, to consider the conditions of other people, to become sensitive to the feelings of others, to show how much they cared, to understand the different views and opinions of the individuals, to be friends with other people, and to determine who the real person was and was trustworthy.

In a digital era, almost everyone is familiar with social media. The social media trend is not only used as a medium to stay in touch, social media is also used for various other interests such as selling, developing businesses, and even for political campaigns. The virtual world is developing so rapidly and is a favorite place for humans to interact with each other without limited space and time (Hazle, 2019).

#### 4.2.3. Generating Information

Table 8 presents the mean rating and interpretations of the use of selected social media platforms of the respondents in terms of generating information. As can be seen from the table, the use of selected social media platforms of the respondents was *quite observed* when social media platforms informed them on how to always stay safe and healthy ( $\mu = 3.16$ ), the latest prices of commodities ( $\mu = 3.21$ ), the stories connected to their lessons ( $\mu = 3.17$ ), the weather updates in their area ( $\mu = 3.16$ ), the disasters that happened around ( $\mu = 3.16$ ), the latest science discoveries ( $\mu = 3.16$ ), how to experiment ( $\mu = 3.15$ ), how to perform a specific work ( $\mu = 3.15$ ), the effects of too much exposure on the internet ( $\mu = 3.18$ ), and the political issues in the country ( $\mu = 3.19$ ). In terms of generating information, the general mean rating of the use of selected social media platforms was 3.17, and it was interpreted as *quite observed*.

**Table 8. Mean Rating and Interpretations of the Use of Selected Social Media Platforms of the Respondents in terms of Generating Information**

Item	Indicators	Mean Rating	Interpretation
1	Social media platforms inform me on how to always stay safe and healthy.	3.16	Quite Observed
2	Social media platforms inform me of the latest prices of commodities.	3.21	Quite Observed
3	Social media platforms inform me of the stories connected to my lesson.	3.17	Quite Observed
4	Social media platforms inform me of the weather updates in my area.	3.16	Quite Observed
5	Social media platforms inform me about the disasters that happen around me.	3.16	Quite Observed



6	Social media platforms inform me of the latest scientific discoveries.	3.16	Quite Observed
7	Social media platforms inform me about how to experiment.	3.15	Quite Observed
8	Social media platforms inform me on how to perform specific work.	3.15	Quite Observed
9	Social media platforms inform me of the effects of too much exposure to the internet.	3.18	Quite Observed
10	Social media platforms inform me about the political issues in the country.	3.19	Quite Observed
<b>General Mean Rating</b>		<b>3.17</b>	<b>Quite Observed</b>

The results revealed that the use of selected social media platforms by the respondents was *quite observed* in terms of generating information. The general mean rating was 3.17. It showed that the use of selected social media platforms of the respondents was *quite observed* when social media platforms informed them on how to always stay safe and healthy, the latest prices of commodities, the stories connected to their lessons, the weather updates in their area, the disasters that happened around, the latest science discoveries, how to perform an experiment, how to perform specific work, the effects of too much exposure on the internet, and the political issues in the country. Almost all millennials, nearly 100% use the internet, and 19% of them are smartphone-only internet users – that is, they own a smartphone but do not have broadband internet service at home. With the advent of modernization, it is easy for them to generate the information they need, especially in their studies. With just one click, they immediately locate the information that they need to understand their lessons (Vogels, 2019).

### 4.3. Academic Performance

#### 4.3.1. First Quarterly Grade

Table 9 presents the frequency and percentage distribution of the academic performance of the respondents in terms of their first quarterly grade. The table shows that of the observed number of respondents, 72 or 40.68% had 80 to 84 quarterly grades, 40 or 22.60% had 75 to 79 quarterly grades, 37 or 20.90% had 85 to 89 quarterly grades, 16 or 9.04% had 90 and above quarterly grade, and 12 or 6.78% had 74 and below quarterly grade. In terms of the general mean rating, the academic performance of the respondents was 81.24 or 81, and it was interpreted as *satisfactory*.

**Table 9. Frequency and Percentage Distribution of the Academic Performance of the Respondents in terms of First Quarterly Grade**

<b>First Quarterly Grade</b>	<b>f</b>	<b>%</b>
90 and above	16	9.04
85 to 89	37	20.90
80 to 84	72	40.68
75 to 79	40	22.60
74 and below	12	6.78
<b>Total</b>	<b>177</b>	<b>100.00</b>
<b>General Mean Rating</b>	<b>81.24 or 81</b>	
<b>Description</b>	<b>Satisfactory</b>	

The results revealed that the respondents had *satisfactory* academic performance in terms of their first quarterly grades. Their mean academic performance was 81.24 or 81. Education plays a pivotal role in producing qualified human power that accelerates economic development and solves the real problems of a community. Learners are also expected to spend much of their time on their education and need to graduate with good academic results. On many occasions, the academic performance of the individuals becomes one of the criteria in the selection process to be hired for a certain position (Tadese, et. al., 2022).

#### 4.3.2. Second Quarterly Grade

Table 10 presents the frequency and percentage distribution of the academic performance of the respondents in terms of second quarterly grade. The table shows that of the observed number of respondents, 80 or 45.20% had 85 to 89 quarterly grades, 49 or 27.68% had 80 to 84 quarterly grades, 26 or 14.69% had 90 and above quarterly grades, and 22 or 12.43% had 75 to 79 quarterly grades. In terms of the second quarterly grade, the academic performance of the respondents was 83.64 or 84, and it was interpreted as *satisfactory*.

**Table 10. Frequency and Percentage Distribution of the Academic Performance of the Respondents in terms of Second Quarterly Grade**

<b>Second Quarterly Grade</b>	<b>f</b>	<b>%</b>
90 and above	26	14.69
85 to 89	80	45.20
80 to 84	49	27.68
75 to 79	22	12.43
<b>Total</b>	<b>177</b>	<b>100.00</b>
<b>General Mean Rating</b>	<b>83.64 or 84</b>	
<b>Description</b>	<b>Satisfactory</b>	

The results revealed that the respondents had *satisfactory* academic performance in terms of second quarterly grades. Their mean academic performance was 83.64 or 84. Academic performance is important for an institution for the good outcomes that lead to job performance in the future. It is not affected by age, gender, and place of residence. Learners can influence their classmates to become good learners in class, especially when they know how to collaborate with them (Ab Razak, et. al., 2019).

#### 4.4. Difference Between the Use of Selected Social Media Platforms of the Respondents and Their Profile

##### 4.4.1. Age

Table 11 presents the difference between the use of selected social media platforms of the respondents and their profile in terms of age by using Analysis of Variance (ANOVA). It showed that the computed values in the use of selected social media platforms of the respondents in terms of expressing oneself (Sig. = 0.005), building connections (Sig. = 0.003), and generating information (Sig. = 0.003) were less than the level of significance which is 0.05; thus, the null hypothesis is *rejected*.

Table 11. Difference between the Use of Selected Social Media Platforms of the Respondents and their Profile in terms of Age

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
Expressing Oneself	Between Groups	5.151	2	2.575	5.540	.005	Reject Ho <sub>1</sub> Significant
	Within Groups	80.885	174	.465			
	Total	86.036	176				
Building Connections	Between Groups	6.028	2	3.014	5.898	.003	Reject Ho <sub>1</sub> Significant
	Within Groups	88.919	174	.511			
	Total	94.947	176				
Generating Information	Between Groups	6.043	2	3.021	6.168	.003	Reject Ho <sub>1</sub> Significant
	Within Groups	85.236	174	.490			
	Total	91.279	176				

There was a *significant difference* between the use of selected social media platforms of the respondents in terms of expressing themselves, building connections, and generating information and their profile in terms of age. The computed values were less than the level of significance which is 0.05; thus, the null hypothesis was *rejected*. This implied that the respondents tend to have different usage of selected social media platforms because they belong to different age levels. The learners, regardless of their age levels, have different usage of social media depending on their purpose. They are usually using social media for gaming, chatting with others, watching movies, and educational purposes. Social media plays a very vital role in every learner's life. With its help, providing and fetching a lot of information, and communicating with friends, classmates, teachers, and colleagues have become an easy-fit options. Learners and teachers now get connected while making better use of this platform for gaining and providing education, respectively (Sharna, 2023).

#### 4.4.2. Sex

Table 12 presents the difference between the use of selected social media platforms of the respondents and their profile in terms of sex by using Analysis of Variance (ANOVA). It showed that the computed values in the use of selected social media platforms of the respondents in terms of expressing oneself (Sig. = 0.470), building connections (Sig. = 0.258), and generating information (Sig. = 0.133) were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*.

Table 12. Difference between the Use of Selected Social Media Platforms of the Respondents and their Profile in terms of Sex

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
Expressing Oneself	Between Groups	.257	1	.257	.525	.470	Accept Ho <sub>1</sub> Not Significant
	Within Groups	85.779	175	.490			
	Total	86.036	176				
Building Connections	Between Groups	.694	1	.694	1.288	.258	Accept Ho <sub>1</sub> Not Significant
	Within Groups	94.254	175	.539			
	Total	94.947	176				
Generating Information	Between Groups	1.171	1	1.171	2.274	.133	Accept Ho <sub>1</sub> Not Significant
	Within Groups	90.108	175	.515			
	Total	91.279	176				

There was *no significant difference* between the use of selected social media platforms of the respondents in terms of expressing themselves, building connections, and generating information and their profile in terms of sex. The computed values were greater than the level of significance which is 0.05; thus, the null hypothesis was *accepted*. This implied that both male and female respondents tend to have the same usage of selected social media platforms. The results of the study revealed that the male and female respondents have the same usage of selected social media platforms. This is akin to the observations of most teachers in schools wherein their male and female learners share the same interests in using various social media platforms. Social Media has become a game changer among learners, adhering to the transformation and integration of ICT in education. Social media as a part of learners' daily life routine is being used widely in and out of the classrooms (Arulchelvan, et. al., 2019).

#### 4.4.3. Monthly Family Income

Table 13 presents the difference between the use of selected social media platforms of the respondents and their profile in terms of monthly family income by using Analysis of Variance (ANOVA). It showed that the computed values in the use of selected social media platforms of the respondents in terms of expressing oneself (Sig. = 0.937), building connections (Sig. = 0.202), and generating information (Sig. = 0.914) were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*.

**Table 13. Difference between the Use of Selected Social Media Platforms of the Respondents and their Profile in terms of Monthly Family Income**

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
Expressing Oneself	Between Groups	.207	3	.069	.139	.937	Accept Ho <sub>1</sub> Not Significant
	Within Groups	85.829	173	.496			
	Total	86.036	176				
Building Connections	Between Groups	2.492	3	.831	1.554	.202	Accept Ho <sub>1</sub> Not Significant
	Within Groups	92.455	173	.534			
	Total	94.947	176				
Generating Information	Between Groups	.275	3	.092	.174	.914	Accept Ho <sub>1</sub> Not Significant
	Within Groups	91.004	173	.526			
	Total	91.279	176				

There was *no significant difference* between the use of selected social media platforms of the respondents in terms of expressing themselves, building connections, and generating information and their profile in terms of monthly family income. The computed values were greater than the level of significance which is 0.05; thus, the null hypothesis was *accepted*. This implied that the respondents tend to have the same usage of selected social media platforms even though they belonged to families with different monthly incomes. The learners had the same usage of selected social media platforms despite their differences in monthly family income. This can be attributed to the activities of the individuals in using their preferred social media platform. Kids and teens are spending more time than ever using screens and social media, with the number of hours spent online has risen sharply during the pandemic. Likewise, these individuals come from different walks of life wherein they usually have their mobile phones for enjoyment and pleasure purposes (Moyer, 2022).

#### 4.4.4. Time Spent Using Social Media per Day

Table 14 presents the difference between the use of selected social media platforms of the respondents and their profile in terms of time spent using social media per day by using Analysis of Variance (ANOVA). It showed that the computed values in the use of selected social media platforms of the respondents in terms of expressing oneself (Sig. = 0.566), building connections (Sig. = 0.656), and generating information (Sig. = 0.472) were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*.

Table 14. Difference between the Use of Selected Social Media Platforms of the Respondents and their Profile in terms of Time Spent Using Social Media per Day

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
Expressing Oneself	Between Groups	1.002	3	.334	.679	.566	Accept Ho <sub>1</sub> Not Significant
	Within Groups	85.035	173	.492			
	Total	86.036	176				
Building Connections	Between Groups	.880	3	.293	.539	.656	Accept Ho <sub>1</sub> Not Significant
	Within Groups	94.067	173	.544			
	Total	94.947	176				
Generating Information	Between Groups	1.317	3	.439	.844	.472	Accept Ho <sub>1</sub> Not Significant
	Within Groups	89.963	173	.520			
	Total	91.279	176				

There was *no significant difference* between the use of selected social media platforms of the respondents in terms of expressing themselves, building connections, and generating information and their profile in terms of time spent using social media per day. The computed values were greater than the level of significance which is 0.05; thus, the null hypothesis was *accepted*. This implied that the respondents tend to have the same usage of selected social media platforms even though they vary in their time spent using social media per day. The learners, regardless of the time they spent using social media per day, use the same social media platforms in expressing themselves, build connections, and generate information. Social networking sites, such as Facebook, attract millions of users worldwide by offering highly interactive social communications. One possible reason for Facebook's success is based on the human drive to form social bonds and to communicate (Stieger, 2019).

#### 4.4.5. Social Media Platform Used

Table 15 presents the difference between the use of selected social media platforms of the respondents and their profile in terms of social media platform used by using Analysis of Variance (ANOVA). It showed that the computed values in the use of selected social media platforms of the respondents in terms of expressing oneself (Sig. = 0.000) and building connections (Sig. = 0.023) were less than the level of significance which is 0.05; thus, the null hypothesis is *rejected*. However, the computed value in the use of selected social media platforms of the respondents in terms of generating information (Sig. = 0.146) was greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*.



**Table 15. Difference between the Use of Selected Social Media Platforms of the Respondents and their Profile in terms of Social Media Platform Used**

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
Expressing Oneself	Between Groups	10.614	4	2.653	6.051	.000	Reject Ho <sub>1</sub> Significant
	Within Groups	75.423	172	.439			
	Total	86.036	176				
Building Connections	Between Groups	6.048	4	1.512	2.925	.023	Reject Ho <sub>1</sub> Significant
	Within Groups	88.899	172	.517			
	Total	94.947	176				
Generating Information	Between Groups	3.527	4	.882	1.728	.146	Accept Ho <sub>1</sub> Not Significant
	Within Groups	87.752	172	.510			
	Total	91.279	176				

There was a *significant difference* between the use of selected social media platforms of the respondents in terms of expressing themselves and building connections and their profile in terms of social media platform used. The computed values were less than the level of significance which is 0.05; thus, the null hypothesis was *rejected*. This implied that the respondents tend to have different usage of selected social media platforms in expressing themselves and building connections because they had different preferences in using social media platforms. However, there was *no significant difference* between the use of selected social media platforms of the respondents in terms of generating information and their profile in terms of social media platform used. The computed value was greater than the level of significance which is 0.05; thus, the null hypothesis was *accepted*. This implied that the respondents tend to have the same usage of selected social media platforms in generating information even though they had different preferences in using social media platforms. The learners, regardless of their preferences in using social media platforms, had different usage of selected social media platforms in terms of expressing themselves and building connections. Teenagers report that social media has a positive rather than a negative effect on how they feel. They say that using social media strengthens their friendships, allows them to express themselves more easily, and makes them feel more connected (Chopra, 2019).

#### 4.5. Difference between the Academic Performance of the Respondents and their Profile

##### 4.5.1. Age

Table 16 presents the difference between the academic performance of the respondents and their profile in terms of age by using Analysis of Variance (ANOVA). It showed that the computed values for the academic performance of the respondents in terms of first quarterly grade (Sig. = 0.013) and second quarterly grade (Sig. = 0.001) were less than the level of significance which is 0.05; thus, the null hypothesis is *rejected*.

**Table 16. Difference between the Academic Performance of the Respondents and their Profile in terms of Age**

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
First Quarterly Grade	Between Groups	9.136	2	4.568	4.422	.013	Reject Ho <sub>2</sub> Significant
	Within Groups	179.723	174	1.033			
	Total	188.859	176				
Second Quarterly Grade	Between Groups	10.969	2	5.485	7.534	.001	Reject Ho <sub>2</sub> Significant
	Within Groups	126.669	174	.728			
	Total	137.638	176				

There was a *significant difference* between the academic performance of the respondents in terms of first quarterly grade and second quarterly grade and their profile in terms of age. The computed values were less than the level of significance which is 0.05; thus, the null hypothesis was *rejected*. This implied that the respondents tend to have different academic performances because they belonged to different age levels. The learners, regardless of their age, have different academic performances because they usually perform based on their acquired knowledge and skills as they grow older. There are identified factors that affect the learners' academic performance which include the presence of the teacher, interactions, and content. Learners are learning best with the help of their teachers (El Refae, et. al., 2021).

#### 4.5.2. Sex

Table 17 presents the difference between the academic performance of the respondents and their profile in terms of sex by using Analysis of Variance (ANOVA). It showed that the computed value for the academic performance of the respondents in terms of first quarterly grade (Sig. = 0.011) was less than the level of significance which is 0.05; thus, the null hypothesis is *rejected*. However, the computed values for the academic performance of the respondents in terms of second quarterly grade (Sig. = 0.123) was greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*.

*Table 17. Difference between the Academic Performance of the Respondents and their Profile in terms of Sex*

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
First Quarterly Grade	Between Groups	6.889	1	6.889	6.626	.011	Reject Ho <sub>2</sub> Significant
	Within Groups	181.969	175	1.040			
	Total	188.859	176				
	Between Groups	1.859	1	1.859	2.396	.123	Accept Ho <sub>2</sub>

Second Quarterly Grade	Within Groups Total	135.780 137.638	175 176	.776	Not Significant
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There was a *significant difference* between the academic performance of the respondents in terms of first quarterly grade and their profile in terms of sex. The computed value was less than the level of significance which is 0.05; thus, the null hypothesis was *rejected*. This implied that the male and female respondents tend to have different academic performances. However, there was *no significant difference* between the academic performance of the respondents in terms of second quarterly grade and their profile in terms of sex. The computed value was greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*. This implied that both male and female respondents tend to have the same academic performance. The results of the study revealed that the male and female respondents had a different academic performance for the first quarterly grades, and they had the same academic performance for the second quarterly grades. This becomes possible because they are already adjusted for the second quarter. Gender is another factor assumed to affect learners' academic scores considerably. Many learners have shown that boys and girls perform differently (Tsaousis & Alghamdi, 2022).

#### 4.5.3. Monthly Family Income

Table 18 presents the difference between the academic performance of the respondents and their profile in terms of monthly family income by using Analysis of Variance (ANOVA). It showed that the computed values for the academic performance of the respondents in terms of first quarterly grade (Sig. = 0.168) and second quarterly grade (Sig. = 0.129) were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*.

**Table 18. Difference between the Academic Performance of the Respondents and their Profile in terms of Monthly Family Income**

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
First Quarterly Grade	Between Groups	5.427	3	1.809	1.706	.168	Accept Ho <sub>2</sub> Not Significant
	Within Groups	183.432	173	1.060			
	Total	188.859	176				
Second Quarterly Grade	Between Groups	4.418	3	1.473	1.912	.129	Accept Ho <sub>2</sub> Not Significant
	Within Groups	133.220	173	.770			
	Total	137.638	176				

There was *no significant difference* between the academic performance of the respondents in terms of first quarterly grade and second quarterly grade and their profile in terms of monthly family income. The computed values were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*. This implied that the respondents tend to have the same academic performance even though they belonged to families with different monthly incomes. The results of the study revealed that the respondents had the same academic performance even though they differ in their monthly family income. This can be attributed to the length of time they are attending their face-to-face classes wherein they are still in the process of adjusting themselves to

cope with their lessons. In many instances, the monthly family income of the learners affects their academic performance. It is advantageous for family members to belong to the higher status because they can easily provide for their needs in their studies that can contribute to better academic performance (Li, et. al., 2020).

#### 4.5.4. Time Spent Using Social Media per Day

Table 19 presents the difference between the academic performance of the respondents and their profile in terms of time spent using social media per day by using Analysis of Variance (ANOVA). It showed that the computed values for the academic performance of the respondents in terms of first quarterly grade (Sig. = 0.088) and second quarterly grade (Sig. = 0.345) were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*.

**Table 19. Difference between the Academic Performance of the Respondents and their Profile in terms of Time Spent Using Social Media per Day**

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
First Quarterly Grade	Between Groups	6.985	3	2.328	2.215	.088	Accept Ho <sub>2</sub> Not Significant
	Within Groups	181.874	173	1.051			
	Total	188.859	176				
Second Quarterly Grade	Between Groups	2.606	3	.869	1.113	.345	Accept Ho <sub>2</sub> Not Significant
	Within Groups	135.033	173	.781			
	Total	137.638	176				

There was *no significant difference* between the academic performance of the respondents in terms of first quarterly grade and second quarterly grade and their profile in terms of time spent using social media per day. The computed values were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*. This implied that the respondents tend to have the same academic performance even though they vary in their time spent using social media per day. The learners, regardless of the time spent using social media per day, had the same academic performance because both of them are still coping with the effect of post-pandemic. The learners are being affected by the lockdown that happened during the pandemic. This is the time when they rely on most of their activities with their learning facilitators (Mahdy, 2020).

#### 4.5.5. Social Media Platform Used

Table 20 presents the difference between the academic performance of the respondents and their profile in terms of social media platforms used by using Analysis of Variance (ANOVA). It showed that the computed values for the academic performance of the respondents in terms of first quarterly grade (Sig. = 0.151) and second quarterly grade (Sig. = 0.096) were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*.

**Table 20. Difference between the Academic Performance of the Respondents and their Profile in terms of the Social Media Platform Used**

Sources of Variations		SS	df	MS	f	Sig.	Decision/ Interpretation
First Quarterly Grade	Between Groups	7.212	4	1.803	1.707	.151	Accept Ho <sub>2</sub> Not Significant
	Within Groups	181.647	172	1.056			
	Total	188.859	176				
Second Quarterly Grade	Between Groups	6.124	4	1.531	2.002	.096	Accept Ho <sub>2</sub> Not Significant
	Within Groups	131.514	172	.765			
	Total	137.638	176				

There was *no significant difference* between the academic performance of the respondents in terms of first quarterly grade and second quarterly grade and their profile in terms of social media platform used. The computed values were greater than the level of significance which is 0.05; thus, the null hypothesis is *accepted*. This implied that the respondents tend to have the same academic performance even though they had different preferences in using social media platforms. The results of the study revealed that the respondents had the same academic performance even though they differ in their social media platforms used. On many occasions, the different social media platforms provide almost the same information needed by the learners in their studies. One of the most common means, channels, or instruments for passing information across is the media. Media is seen as any means of information sharing that requires the use of such media as newspapers, radios, televisions, magazines, etc. It may be seen as those means of communication through which one can be able to pass information across to a larger population of persons (Oguguo, et. al., 2020).

#### **4.6. Correlation between the Use of Selected Social Media Platforms of the Respondents and their Academic Performance**

##### **4.6.1. First Quarterly Grade**

Table 21 presents the correlation between the use of selected social media platforms of the respondents and their academic performance in terms of first quarterly grade by using Pearson's Product Moment Correlation Coefficient. It showed that the use of selected social media platforms of the respondents in terms of expressing oneself ( $r = 0.155$ ) and generating information ( $r = 0.208$ ) have a *positively very low significant correlation* with their academic performance in terms of first quarterly grade. The significant values (p-values = 0.039 and 0.006) are *significant* at the 5% level; thus, the null hypothesis is *rejected*. However, the use of selected social media platforms of the respondents in terms of building connections ( $r = 0.132$ ) has a *positively very low non-significant correlation* with their academic performance in terms of first quarterly grade. The significant value (p-value = 0.080) is *not significant* at the 5% level; thus, the null hypothesis is *accepted*.

**Table 21. Correlation between the Use of Selected Social Media Platforms of the Respondents and their Academic Performance in terms of First Quarterly Grade**

Use of Selected Social Media Platforms	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Expressing Oneself	.155	Positive Very Low Correlation	.039	Reject Ho <sub>3</sub> Significant
Building Connections	.132	Positive Very Low Correlation	.080	Accept Ho <sub>3</sub> Not Significant
Generating Information	.208	Positive Very Low Correlation	.006	Reject Ho <sub>3</sub> Significant

There was a *positively very low significant correlation* between the use of selected social media platforms of the respondents in terms of expressing themselves and generating information and their academic performance in terms of first quarterly grade. The computed values were *significant* at a 5% level; thus, the null hypothesis was *rejected*. However, there was a *positively very low non-significant correlation* between the use of selected social media platforms of the respondents in terms of building connections and their academic performance in terms of their first quarterly grade. The computed value was *not significant* at the 5% level; thus, the null hypothesis was *accepted*. This implied that as the respondents continuously use the selected social media for educational purposes, the more they can improve their academic performance. The results of this study revealed that using social media for educational purposes can help in improving the academic performance of learners. It is advantageous when learners already knew the adverse impact of misusing social media. The advent of technology in education has seen a revolutionary change in the teaching-learning process. Social media is one such invention that has a major impact on learners' academic performance. Depending on its use, social media posts positive and negative impacts on the studies of learners. It is advised to monitor the usage of the learners for them to become safe, and at the same time, to continuously improve their academic performance (Sharma & Behi, 2022).

#### 4.6.2. Second Quarterly Grade

Table 22 presents the correlation between the use of selected social media platforms of the respondents and their academic performance in terms of second quarterly grade by using Pearson's Product Moment Correlation Coefficient. It showed that the use of selected social media platforms of the respondents in terms of expressing oneself ( $r = 0.165$ ) and generating information ( $r = 0.203$ ) have a *positively very low significant correlation* with their academic performance in terms of second quarterly grade. The significant values (p-values = 0.028 and 0.007) are *significant* at the 5% level; thus, the null hypothesis is *rejected*. However, the use of selected social media platforms of the respondents in terms of building connections ( $r = 0.116$ ) has a *positively very low non-significant correlation* with their academic performance in terms of second quarterly grade. The significant value (p-value = 0.125) is *not significant* at the 5% level; thus, the null hypothesis is *accepted*.



**Table 22. Correlation between the Use of Selected Social Media Platforms of the Respondents and their Academic Performance in terms of Second Quarterly Grade**

Use of Selected Social Media Platforms	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Expressing Oneself	.165	Positive Very Low Correlation	.028	Reject Ho <sub>3</sub> Significant
Building Connections	.116	Positive Very Low Correlation	.125	Accept Ho <sub>3</sub> Not Significant
Generating Information	.203	Positive Very Low Correlation	.007	Reject Ho <sub>3</sub> Significant

There was a *positively very low significant correlation* between the use of selected social media platforms of the respondents in terms of expressing themselves and generating information and their academic performance in terms of second quarterly grade. The computed values were *significant* at a 5% level; thus, the null hypothesis was *rejected*. However, there was a *positively very low non-significant correlation* between the use of selected social media platforms of the respondents in terms of building connections and their academic performance in terms of second quarterly grade. The computed value was *not significant* at the 5% level; thus, the null hypothesis was *accepted*. This implied that as the respondents continuously use the selected social media for educational purposes, the more they can improve their academic performance. The result of this study revealed that the respondents continuously improve their academic performance because they are using social media for educational purposes. They are aware of the importance of using social media properly for their growth and development, especially in improving their learning performance. Social media is a globally known and widely used means of social communication that has brought most people very close in today's world especially the Z generation or iGen who are more familiar with and attracted to this medium. Time spent on social media and excessive usage of social media negatively impacts learners' academic performance. It is proper to guide and monitor learners properly so that they cannot misuse social media (Uddin, et. al., 2022).

#### **4.7. An Action Plan on Using Social Media Platforms for Educational Purposes to Improve the Academic Performance of the Learners**

The action plan aims to guide school heads, school child protection committees, teachers, and parents in improving the academic performance of Grade 6 learners in the Cabangan District through the responsible use of social media platforms for educational purposes. It emphasizes the need to maximize the time learners spend on social media for learning, provide appropriate orientations on cyber safety, and equip them with knowledge of the proper use of these platforms. Collaborative efforts among stakeholders are crucial in ensuring learners understand the risks of social media, practice vigilance in building connections, and make informed decisions when navigating online content. Professional development programs for teachers are also vital to help them acquire updated skills and approaches to promote safe and effective use of social media for educational purposes. Ultimately, the action plan seeks to harness the benefits of modernization to enhance learners' knowledge, skills, and academic performance while ensuring their safety online.

## 5. CONCLUSIONS

1. Most of the Grade 6 learners were 11 years old, a majority of them were female, most of them belonged to a family with P19,999 and below monthly income, spent 2.0 to 2.9 hours using social media per day, and use Facebook as their social media platform.
2. The use of selected social media platforms of the Grade 6 learners was *quite observed* in terms of expressing oneself, building connections, and generating information.
3. The Grade 6 learners had *a satisfactory* academic performance for the first quarterly grade and second quarterly grade.
4. There was a *significant difference* between the use of selected social media platforms of the respondents in terms of expressing themselves, building connections, and generating information and their profile in terms of age. The computed values were less than the level of significance which is 0.05; thus, the null hypothesis was *rejected*.
5. There was a *significant difference* between the academic performance of the respondents in terms of first quarterly grade and second quarterly grade and their profile in terms of age. The computed values were less than the level of significance which is 0.05; thus, the null hypothesis was *rejected*.
6. There was a *positively very low significant correlation* between the use of selected social media platforms of the respondents in terms of expressing themselves and generating information and their academic performance in terms of first quarterly grade and second quarterly grade. The computed values were *significant* at a 5% level; thus, the null hypothesis was *rejected*.
7. The proposed action plan to use social media platforms for educational purposes to improve the academic performance of the learners was developed.

## 6. RECOMMENDATIONS

1. The parents and other family members of the Grade 6 learners must engage themselves with other income-generating activities to have additional finances in supporting their needs in improving their academic performance.
2. The Grade 6 learners must be given proper training, orientation, guidance, and assistance in using the selected social media platform for educational purposes especially when they are inside their classroom such as DepEd Commons and among others.
3. The Grade 6 learners must improve their academic performance by exerting more effort in studying their lessons after classes or even at home through the guidance and assistance of their parents, learning facilitators, and peers.
4. The Grade 6 learners must become aware of the advantages and disadvantages of using the selected social media platforms for them to always practice cyber safety.
5. The Grade 6 learners must understand the importance of attaining higher academic performance as reflections of their learning gains in their lessons at the end of every quarter.
6. The school administrators must find ways to incorporate the use of selected social media platforms for educational purposes to improve the academic performance of the learners.
7. The proposed action plan to use social media platforms for educational purposes to improve the academic performance of the learners must be implemented.
8. Further studies involving other contributory factors such as online assessment of learning must be conducted in determining the use of selected social media platforms and the academic performance of learners.

9. Other related studies must be conducted by other researchers to determine other variables such as learning engagement in determining the use of selected social media platforms and the academic performance of learners.

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