

**ENGAGEMENT IN SELECTED SOCIAL MEDIA PLATFORMS AND STUDY HABITS
OF GRADE 6 LEARNERS: FOUNDATION FOR AN ENHANCED TECHNOLOGY-
AIDED INSTRUCTIONAL PROGRAM**

Misty Vanessa Ibay Martinez

Sto. Niño Elementary School, San Felipe, Zambales, Philippines

Mondriaan Aura College, Subic Bay Freeport Zone, Philippines

<https://doi.org/10.54922/IJEHSS.2024.0877>

ABSTRACT

This study examined the engagement in selected social media platforms and the study habits of 228 Grade 6 learners from selected schools in the San Felipe District, Schools Division of Zambales, during School Year 2024-2025. A quantitative-descriptive, causal-comparative, and correlational research design was used, with a validated, researcher-designed questionnaire for data collection. The study focused on social media engagement in self-expression, network building, content creation, and information seeking, as well as study habits related to study sessions, methods, focus, and learning resources. Results showed that most respondents, primarily 11-year-old females from middle-income families, spent more time on social media than on academics, indicating a need for better time management. Learners were highly engaged in self-expression and network building, suggesting potential for integrating social media into education to promote digital literacy. However, their study methods, focus, and academic management needed improvement, highlighting the importance of strategies to enhance concentration. Family income significantly influenced social media engagement, while age, sex, and study hours had minimal impact. The weak correlation between social media use and study habits suggests limited influence of social media on academic behaviors. An enhanced technology-aided instructional program was developed to improve study habits through social media engagement. It is recommended that schools pilot this program and further research be conducted on the impact of social media engagement on academic performance.

Keywords: Engagement, Social Media Platforms, Study Habits, Grade 6 Learners, Technology-aided Instructional Program.

1. INTRODUCTION

The rise of social media has significantly influenced user behavior, offering opportunities to leverage its dimensions—such as self-expression, network building, content creation, and information seeking—to enhance educational outcomes. Despite growing research on social media's general effects on user engagement, there remains a gap in exploring how these dimensions intersect with study habits and academic performance, particularly among Grade 6 learners. This study seeks to bridge this gap by investigating the relationship between social media engagement and study habits, ultimately aiming to develop a technology-aided instructional program tailored to young learners' needs.

Recent studies emphasize the complex interplay between social media engagement and its impact on user behavior across various platforms, which is crucial for developing a technology-aided instructional program for Grade 6 learners. Recent research underscores the significant role that self-expression, network building, content creation, and information seeking play in shaping

user engagement on social media platforms, which can be leveraged to enhance educational outcomes for Grade 6 learners. Studies such as those by Aqsal (2024) and Wang et al. (2024) reveal that self-expression on platforms like Instagram and Twitter fosters deeper user engagement, suggesting that incorporating opportunities for personal expression into educational programs can boost learner participation and identity formation. Similarly, Hastuti et al. (2023) and Akpuokwe et al. (2024) highlight the importance of network building in creating supportive online communities, which can be mirrored in educational settings to foster collaborative learning environments. The research on content creation by Hasan et al. (2024) and information seeking by Kol and Lissitsa (2024) further demonstrates how tailored content and the active pursuit of information can drive engagement, indicating that educational programs should integrate these elements to stimulate curiosity and active learning among learners.

In addition to social media engagement dimensions, study sessions, methods and techniques, focus and attention, and learning resources are critical components of effective study habits that directly impact academic success. Research by Walck-Shannon et al. (2021) and Casinillo (2024) shows that structured and consistent study sessions, combined with effective methods such as time management and active engagement, are essential for long-term retention and academic achievement. The integration of technology, particularly through attention-monitoring tools as discussed by Akila et al. (2023) and Thao et al. (2024), helps in maintaining focus during study sessions, which is crucial for learners in both online and offline environments. Additionally, the availability and strategic use of learning resources, including Open Educational Resources (OERs), as highlighted by Adil et al. (2024) and Huda (2024), play a pivotal role in shaping disciplined study habits by providing learners with accessible, high-quality content that supports their learning needs.

Together, these findings suggest that a technology-aided instructional program for Grade 6 learners should incorporate elements of self-expression, network building, content creation, and information seeking to enhance engagement, while also focusing on structured study sessions, effective methods, sustained attention, and the integration of high-quality learning resources to foster academic success. This holistic approach ensures that both social media engagement and study habits are effectively addressed, creating a comprehensive educational experience that supports learner learning and development.

The research gap leading to this study lies in the insufficient exploration of how engagement in social media dimensions—such as self-expression, network building, content creation, and information seeking—directly impacts the study habits and academic behaviors of young learners. While existing research has detailed the general effects of social media on user engagement and educational contexts, there is a lack of comprehensive studies that integrate these insights into developing targeted, technology-aided instructional strategies for Grade 6 learners. This study aims to bridge this gap by examining how social media engagement influences study habits and leveraging these findings to create an enhanced instructional program tailored to the needs of young learners.

2. STATEMENT OF THE PROBLEM

This study determined the engagement in selected social media platforms and study habits of Grade 6 learners of selected schools in San Felipe District, Schools Division of Zambales during the School Year 2024-2025.

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. number of hours spent in using social media platforms; and
 - 1.5. number of hours spent studying at home?
2. How may the engagement in selected social media platforms of the respondents be described in terms of:
 - 2.1. self-expression;
 - 2.2. network building;
 - 2.3. content creation; and
 - 2.4. information seeking?
3. How may the study habits of the respondents be described in terms of:
 - 3.1. study sessions;
 - 3.2. methods and techniques;
 - 3.3. focus and attention; and
 - 3.4. learning resources?
4. Is there a significant difference between the engagement in selected social media platforms of the respondents and their profile when grouped accordingly?
5. Is there a significant correlation between the engagement in selected social media platforms and study habits of the respondents?
6. What enhancement program can be proposed for technology-aided instruction to improve the study habits of Grade 6 learners through social media platforms?

3. METHODS AND MATERIALS

This study determined the engagement in selected social media platforms and study habits of Grade 6 learners of selected schools in San Felipe District, Schools Division of Zambales during the School Year 2024-2025. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 228 Grade 6 learners came from six public elementary school, utilizing total population sampling to involve all Grade 6 learners of the identified schools. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the engagement in selected social media platforms and study habits of the learners. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for engagement in selected social media platforms ($\alpha = 0.97$) and study habits ($\alpha = 0.97$). Statistical analyses, including the Kruskal-Wallis Test and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Respondents

4.1.1. Age

As shown in Table 1, the profile of the respondents in terms of age is presented. As reflected in the table, 2.63% of the respondents were 14 years old, 7.02% of the respondents were 13 years old, 25.44% of the respondents were 12 years old, and 64.91% of the respondents were 11 years old.

Table 1. Profile of the Respondents in terms of Age

Age	f	%
14 years old	6	2.63
13 years old	16	7.02
12 years old	58	25.44
11 years old	148	64.91
Total	228	100.00

This implies that the majority of the respondents were within the typical age range of Grade 6 learners, with the highest percentages being 11 years old. This age reflects the standard progression through the elementary school system, indicating that most learners were at the expected developmental stage for their grade level.

The respondents' age profile aligns with existing literature that posits age as a determining factor in the use of social media platforms and approaches to academic work. Charmaraman et al. (2021) suggest that children aged 10 to 12 are at a developmental stage where they are more inclined to use social networks for self-expression and communication. This age group appears to spend more time responding to social media notifications than engaging in academic-related activities, which is reflected in the current study where respondents spent 2.0 to 3.0 hours on social media while dedicating less than an hour to studying at home. These findings underscore the need to develop strategies that help young learners regulate their social media use and balance online activities with schoolwork.

4.1.2. Sex

As shown in Table 2, the profile of the respondents in terms of sex is presented. As reflected in the table, 48.68% of the respondents were males and 51.32% of the respondents were females.

Table 2. Profile of the Respondents in terms of Sex

Sex	f	%
Male	111	48.68
Female	117	51.32
Total	228	100.00

This implies that there is a nearly balanced distribution of male and female learners in the study, with a slightly higher representation of females. This balance suggests that both sexes were almost equally represented, which enhances the reliability of the study's findings across gender groups.

This pattern is particularly evident among the female respondents, consistent with prior studies noting that gender influences social media usage and its impact on academic work. Karki and Sharma (2024) found that female users, especially pre-adolescent girls, are more active than their male counterparts in using social media for social interaction and self-expression. The findings of the current study align with this, as the time spent on social media by the female respondents may have affected their study time. This implies the need for gender-sensitive approaches, particularly in media use and time management strategies, to address the learning achievements of female learners.

4.1.3. Monthly Family Income

As shown in Table 3, the profile of the respondents in terms of monthly family income is presented. As reflected in the table, 2.19% of the respondents' families earned P120,000 and above, 4.82% fell within the P100,000 to P119,999 bracket, 16.67% were in the P80,000 to P99,999 range,

18.86% in the P60,000 to P79,999 bracket, 29.82% in the P40,000 to P59,999 range, 14.91% in the P20,000 to P39,999 range, and 12.72% earned P19,999 and below.

Table 3. Profile of the Respondents in terms of Monthly Family Income

Monthly Family Income	f	%
P120,000 and above	5	2.19
P100,000 to P119,999	11	4.82
P80,000 to P99,999	38	16.67
P60,000 to P79,999	43	18.86
P40,000 to P59,999	68	29.82
P20,000 to P39,999	34	14.91
P19,999 and below	29	12.72
Total	228	100.00

This implies that the majority of the respondents' families had a moderate income, with nearly 30% falling within the P40,000 to P59,999 range. This suggests that most of the respondents came from middle-income families, with fewer learners coming from either the highest or lowest income brackets.

Most respondents came from middle-income families, with the highest percentage having a monthly family income between P40,000 and P60,000. This economic status is associated with the ownership of digital devices and internet connectivity, which increases the likelihood of engaging with social media platforms. Till et al. (2023) also demonstrated that children from middle-income families often have access to technological tools that enable them to participate in online activities. However, this increased access also contributes to time spent on social media, as observed in the current study. The relationship between family income and the time spent on social media suggests that middle-income families may not establish well-organized schedules to ensure adequate time is allocated for academic pursuits.

4.1.4. Number of Hours Spent in Using Social Media Platforms

As shown in Table 4, the profile of the respondents in terms of the number of hours spent using social media platforms is presented. As reflected in the table, 14.47% of the respondents spent 4.0 hours and above on social media, 23.25% spent 3.0 to 3.9 hours, 32.89% spent 2.0 to 2.9 hours, 18.42% spent 1.0 to 1.9 hours, and 10.96% spent less than 1.0 hour.

Table 4. Profile of the Respondents in terms of Number of Hours in Using Social Media Platforms

Number of Hours Spent in Using Social Media	f	%
4.0 hours and above	33	14.47
3.0 to 3.9 hours	53	23.25
2.0 to 2.9 hours	75	32.89
1.0 to 1.9 hours	42	18.42
less than 1.0 hour	25	10.96
Total	280	100.00

This implies that the majority of the learners spent 2 to 3 hours daily on social media, indicating a significant portion of their time is allocated to online activities. The distribution also suggests a trend of moderate social media use, with fewer respondents spending excessive amounts of time on these platforms.

Regarding the hours spent on social media, previous research supports the identified trend, noting that learners who spend more than two hours per day on social networks often experience a decline in academic performance (Ning & Inan, 2023). The current study revealed that respondents spent 2.0 to 3.0 hours on social media, reinforcing this trend. West et al. (2024) further highlighted that while social media enhances social connectivity, it can hinder academic intentions when not properly controlled. As a result, learners need to develop digital maturity to balance their social media use with academic responsibilities.

4.1.5. Number of Hours Spent Studying at Home

As shown in Table 5, the profile of the respondents in terms of the number of hours spent studying at home is presented. As reflected in the table, 3.95% of the respondents spent 4.0 hours and above studying at home, 11.40% spent 3.0 to 3.9 hours, 24.56% spent 2.0 to 2.9 hours, 15.35% spent 1.0 to 1.9 hours, and 44.74% spent less than 1.0 hour.

Table 5. Profile of the Respondents in terms of Number of Hours Spent Studying at Home

Number of Hours Spent Studying at Home	f	%
4.0 hours and above	9	3.95
3.0 to 3.9 hours	26	11.40
2.0 to 2.9 hours	56	24.56
1.0 to 1.9 hours	35	15.35
less than 1.0 hour	102	44.74
Total	228	100.00

This implies that the majority of the learners spent less than 1 hour studying at home, indicating that study time outside of school is relatively low for most respondents. This may suggest a need for interventions to encourage more consistent study habits among learners.

Respondents spent less than an hour studying at home, which is a concerning finding. Similar studies, such as that by Farley and Burbules (2022), emphasized that the time spent on homework and studying at home is a critical factor in academic success. The results of the current study suggest that learners may not be devoting sufficient time to home study to achieve their desired academic performance. This calls for the implementation of strategies that encourage efficient study habits, particularly in balancing time spent online with time spent on academic work.

4.2. Engagement in Selected Social Media Platforms of the Respondents

4.2.1. Self-Expression

As shown in Table 6, the engagement in selected social media platforms of the respondents in terms of self-expression is presented. As reflected in the table, the majority of the respondents had a general mean rating of 3.09, interpreted as "Engaged." It was observed that the item "I share my favorite songs or music with friends online" had the highest mean of 3.20, also interpreted as "Engaged."

Table 6. Mean Rating and Interpretations of the Engagement in Selected Social Media Platforms of the Respondents in terms of Self-Expression

Item	Indicators	Mean Rating	Interpretation
1	I share my thoughts by posting messages or comments online.	2.99	Engaged
2	I create pictures or drawings to show my ideas on social media.	3.13	Engaged
3	I use emojis or stickers to express my feelings when chatting with friends.	3.06	Engaged
4	I make videos to talk about things I like and share them online.	3.12	Engaged
5	I write short stories or poems and post them on social media.	3.04	Engaged
6	I share my favorite songs or music with friends online.	3.20	Engaged
7	I post photos of my hobbies or activities to show what I enjoy doing.	2.95	Engaged
8	I ask questions or answer others' questions in online groups or forums.	3.19	Engaged
9	I join online discussions to talk about my favorite shows or games.	3.10	Engaged
10	I use my social media account to share things that are important to me.	3.18	Engaged
General Mean Rating		3.09	Engaged

This implies that learners are actively using social media as a platform for self-expression, particularly through sharing music and other creative content. This trend suggests that social media provides a space where learners feel comfortable expressing themselves and connecting with others based on shared interests.

The analysis conducted in the present study revealed that respondents were highly engaged in self-assertive practices on social networking sites (SNS), with a mean score of 3.09, indicating a relatively high use of social networks for self-expression. This aligns with Gorea's (2021) findings, which suggest that social media serves as a key platform for adolescents to explore and express their identity. As learners frequently present their ideas, emotions, and creative works on social media, these platforms facilitate a sense of individuality. This engagement offers an opportunity for teachers to foster positive self-development by integrating reflective digital practices into educational curricula.

4.2.2. Network Building

As shown in Table 7, the engagement in selected social media platforms of the respondents in terms of network building is presented. As reflected in the table, the majority of the respondents had a general mean rating of 3.07, interpreted as "Engaged." It was observed that the item "I participate in group chats with my classmates to talk about homework or projects" had the highest mean of 3.18, also interpreted as "Engaged."

Table 7. Mean Rating and Interpretations of the Engagement in Selected Social Media Platforms of the Respondents in terms of Network Building

Item	Indicators	Mean Rating	Interpretation
1	I add friends from my class or school to my social media account.	2.90	Engaged
2	I join online groups where I can meet other kids who like the same things I do.	3.17	Engaged
3	I send friend requests to kids I know from other activities, like sports or clubs.	3.08	Engaged
4	I follow my favorite teachers or school pages to stay updated on school events.	3.14	Engaged
5	I like and comment on my friends' posts to stay connected with them.	2.99	Engaged
6	I use social media to keep in touch with family members who live far away.	3.16	Engaged
7	I share things with my friends online to keep our friendship strong.	2.89	Engaged
8	I participate in group chats with my classmates to talk about homework or projects.	3.18	Engaged
9	I connect with kids from different places through online games or activities.	3.11	Engaged
10	I invite new friends to join online activities or games that I enjoy.	3.14	Engaged
General Mean Rating		3.07	Engaged

This implies that learners actively use social media to build and maintain their networks, especially for academic purposes, such as discussing homework and projects. This suggests that social media plays an important role in fostering communication and collaboration among peers, helping them stay connected both socially and academically.

In terms of network building, respondents scored 3.07, demonstrating their active participation in creating new connections through social media. This supports the findings of Un Nabi et al. (2023), which highlight social media's role in maintaining and building social capital. Young users often rely on these platforms for social support and friendship, particularly in times when physical interaction is limited. The present study confirms that social media is a vital tool for relationship building and management. Teachers could benefit from understanding how learners may use these platforms to develop professional or academic networks that contribute to their educational and career goals.

4.2.3. Content Creation

As shown in Table 8, the engagement in selected social media platforms of the respondents in terms of content creation is presented. As reflected in the table, the majority of the respondents had a general mean rating of 3.08, interpreted as "Engaged." It was observed that the items "I create and upload videos of my hobbies, like playing a musical instrument or doing a craft" and "I take and post photos of interesting things I see or do, like a family outing or a special event" both had the highest mean of 3.16, also interpreted as "Engaged."

Table 8. Mean Rating and Interpretations of the Engagement in Selected Social Media Platforms of the Respondents in terms of Content Creation

Item	Indicators	Mean Rating	Interpretation
1	I make and post drawings or art that I create on my social media account.	2.96	Engaged
2	I write and share short stories or poems that I come up with myself.	3.12	Engaged
3	I create and upload videos of my hobbies, like playing a musical instrument or doing a craft.	3.16	Engaged
4	I design and post my own digital greetings or birthday cards for my friends.	3.04	Engaged
5	I make slideshows or presentations about my favorite topics and share them online.	3.07	Engaged
6	I take and post photos of interesting things I see or do, like a family outing or a special event.	3.16	Engaged
7	I record and share audio clips of me reading my favorite book or telling a joke.	2.96	Engaged
8	I create and post my own quizzes or games for my friends to play online.	3.14	Engaged
9	I write and share tips or advice about my favorite subjects or activities.	3.14	Engaged
10	I design and share my own online challenges or contents for my friends to join.	3.07	Engaged
General Mean Rating		3.08	Engaged

This implies that learners actively engage in creating and sharing content on social media, showcasing their creativity and interests. This trend indicates that social media serves as a platform for self-expression and creativity, allowing learners to share their talents and experiences with a wider audience.

Regarding content creation, the respondents' engagement scored a mean of 3.08. This mirrors Wong and McLellan's (2023) study, which found that youth spend significant time on SNSs sharing self-created content, such as videos and photos. The ease of creating and sharing content helps young users develop digital skills, explore hobbies, and expand their reach. Teachers may incorporate content creation into assignments to help learners set goals, collaborate, and acquire digital literacy while engaging in learning activities.

4.2.4. Information Seeking

As shown in Table 9, the engagement in selected social media platforms of the respondents in terms of information seeking is presented. As reflected in the table, the majority of the respondents had a general mean rating of 3.14, interpreted as "Engaged." It was observed that the item "I use social media to find out about upcoming events or activities at school" had the highest mean of 3.19, also interpreted as "Engaged."

Table 9. Mean Rating and Interpretations of the Engagement in Selected Social Media Platforms of the Respondents in terms of Information Seeking

Item	Indicators	Mean Rating	Interpretation
1	I search for information about my favorite hobbies or interests on social media.	3.12	Engaged
2	I ask questions in online groups to learn more about school projects.	3.16	Engaged
3	I follow educational pages or accounts to get interesting facts and news.	3.11	Engaged
4	I look for videos or tutorials that help me understand how to do something new.	3.14	Engaged
5	I check out posts from teachers or experts to get tips for my school projects.	3.11	Engaged
6	I use social media to find out about upcoming events or activities at school.	3.19	Engaged
7	I read articles or posts about topics I am curious about to learn more.	3.11	Engaged
8	I participate in online discussions to get answers to my questions about homework.	3.17	Engaged
9	I follow accounts that share fun facts or quizzes to test what I know.	3.09	Engaged
10	I look for reviews or recommendations on books or games that I might like.	3.17	Engaged
General Mean Rating		3.14	Engaged

This implies that learners actively utilize social media as a valuable tool for gathering information related to their academic and extracurricular activities. This trend suggests that social media serves as an effective platform for enhancing learners' knowledge and awareness, enabling them to stay informed and engaged with their educational environment.

Finally, the respondents scored 3.14 in information seeking, indicating that they actively use social media platforms to search for information and knowledge. This finding is consistent with De Groot et al. (2023), who observed that younger users often turn to social media for news, updates, and educational content. Platforms such as YouTube, Twitter, and Facebook offer learners opportunities to find answers to their questions, discover new topics, and stay informed about current events. Teachers can guide learners in using social media for research and learning while teaching them to discern credible information from false content online.

4.3. Study Habits of the Respondents

4.3.1. Study Sessions

As shown in Table 10, the engagement in study habits of the respondents in terms of study sessions is presented. As reflected in the table, a majority of the respondents had a general mean rating of 2.92, interpreted as "Demonstrated." It was observed that the item "I use a study schedule or checklist to keep track of what I need to do" had the highest mean of 3.00, also interpreted as "Demonstrated."

Table 10. Mean Rating and Interpretations of the Study Habits of the Respondents in terms of Study Sessions

Item	Indicators	Mean Rating	Interpretation
1	I set aside a specific time each day to review my schoolwork and study.	2.81	Demonstrated
2	I use a quiet and comfortable place to focus on my homework and projects.	2.94	Demonstrated
3	I break my study time into short, manageable sessions with breaks in between.	2.86	Demonstrated
4	I use a study schedule or checklist to keep track of what I need to do.	3.00	Demonstrated
5	I ask for help from a teacher or family member if I don't understand something.	2.93	Demonstrated
6	I make sure to finish my homework before playing games or watching television.	2.99	Demonstrated
7	I review my notes and class materials to remember important information.	2.84	Demonstrated
8	I organize my study materials, like books and supplies, before starting my work.	2.98	Demonstrated
9	I use flashcards or practice quizzes to help me prepare for tests and exams.	2.90	Demonstrated
10	I discuss what I have learned with a friend or family member to help remember it better.	2.97	Demonstrated
General Mean Rating		2.92	Demonstrated

This implies that learners have established effective study habits and routines that facilitate their academic performance. The consistent use of study schedules and checklists indicates that learners are becoming more organized and proactive in managing their study time. This trend highlights the importance of structured study habits in promoting a disciplined approach to learning, which may lead to improved comprehension and retention of academic material.

The respondents were observed to be actively engaged in study sessions, with a mean score of 2.92. This finding aligns with Johnson et al. (2024), who emphasized that scheduled study sessions are a key indicator of self-regulated learning. Learners who set daily study schedules tend to be more disciplined and academically successful. However, the moderate score suggests that while learners do schedule their study sessions, there is room for improvement in their efficiency. Enhancing learners' executive function skills and providing additional support to help them organize their study time more effectively could lead to better academic outcomes.

4.3.2. Methods and Techniques

As shown in Table 11, the engagement in study habits of the respondents in terms of methods and techniques is presented. As reflected in the table, a majority of the respondents had a general mean rating of 2.82, interpreted as "Demonstrated." It was observed that the item "I read my textbook or notes out loud to better learn and remember the material" had the highest mean of 2.87, also interpreted as "Demonstrated."

Table 11. Mean Rating and Interpretations of the Study Habits of the Respondents in terms of Methods and Techniques

Item	Indicators	Mean Rating	Interpretation
1	I use diagrams or drawings to help me understand and remember information.	2.79	Demonstrated
2	I read my textbook or notes out loud to better learn and remember the material.	2.87	Demonstrated
3	I make a study plan to organize what I need to learn each day.	2.76	Demonstrated
4	I use online games or apps that make learning fun and help me practice new skills.	2.85	Demonstrated
5	I create and use flashcards to remember important facts or vocabulary words.	2.83	Demonstrated
6	I summarize what I have learned by writing or talking about it in my own words.	2.84	Demonstrated
7	I listen to educational songs or videos that teach me about different subjects.	2.80	Demonstrated
8	I use a timer to study for short periods and then take breaks to stay focused.	2.85	Demonstrated
9	I practice problems or exercises several times to get better at them.	2.78	Demonstrated
10	I ask my teacher or classmates to explain things I do not understand in a different way.	2.84	Demonstrated
General Mean Rating		2.82	Demonstrated

This implies that learners are actively employing various methods and techniques to enhance their understanding and retention of information. The practice of reading aloud indicates a recognition of the value of auditory learning, which may help reinforce memory. Overall, the consistent ratings across different study methods suggest that learners are adopting diverse strategies to improve their learning outcomes, thereby enhancing their academic performance and engagement in the learning process. This indicates a positive trend towards self-directed learning and a willingness to experiment with different techniques to find what works best for them.

In terms of study methods and techniques, the respondents had a mean score of 2.82, indicating moderate engagement. This agrees with Aunhabundit and Lu (2024), who emphasized that the choice of study methods, such as summarizing, note-taking, and retrieval practices, is critical to academic success. Although the respondents are using some study methods, they may not be employing the most effective techniques. Teachers could introduce strategies like spaced repetition or elaborative interrogation to help learners improve their study habits and retention of content.

4.3.3. Focus and Attention

As shown in Table 12, the engagement in study habits of the respondents in terms of focus and attention is presented. As reflected in the table, a majority of the respondents had a general mean rating of 2.87, interpreted as "Demonstrated." It was observed that the item "I ask for help if I do not understand something, so I can stay on track" had the highest mean of 2.98, also interpreted as "Demonstrated."

Table 12. Mean Rating and Interpretations of the Study Habits of the Respondents in terms of Focus and Attention

Item	Indicators	Mean Rating	Interpretation
1	I put away my phone or other distractions when I start studying.	2.73	Demonstrated
2	I keep my study area neat and organized to help me focus better.	2.94	Demonstrated
3	I listen carefully to my teacher and classmates during lessons.	2.82	Demonstrated
4	I use online games or apps that make learning fun and help me practice new skills.	2.84	Demonstrated
5	I take deep breaths or stretch if I start to feel distracted while studying.	2.87	Demonstrated
6	I finish one task before starting another to stay focused on my work.	2.95	Demonstrated
7	I use a study routine to help if I do not understand something, so I can stay on track.	2.78	Demonstrated
8	I ask for help if I do not understand something, so I can stay on track.	2.98	Demonstrated
9	I avoid noisy places or situations that make it hard for me to concentrate.	2.89	Demonstrated
10	I check my progress on tasks to make sure I am staying focused on what I need to do.	2.93	Demonstrated
General Mean Rating		2.87	Demonstrated

This implies that learners recognize the importance of maintaining focus and attention during their study sessions. The relatively high rating for seeking help indicates that learners are proactive in addressing their challenges, which is crucial for effective learning. Additionally, the ratings suggest that learners are aware of their distractions and are taking steps, such as organizing their study environment and avoiding noise, to enhance their concentration. Overall, this demonstrates a positive attitude toward developing good study habits and an understanding of strategies to improve focus, which can lead to better academic performance and a more effective learning experience.

The respondents' focus and attention during study sessions also received a moderate rating, with a mean score of 2.87. This supports the findings of Muthoka and Mwangi (2024), who noted that maintaining concentration is a significant challenge for learners in a technology-driven world. While the current study suggests that learners are somewhat attentive during their study time, the score indicates that distractions or lapses in concentration may prevent them from fully focusing. Interventions such as mindfulness exercises, minimizing the use of distracting technology, or incorporating breaks into study sessions could help learners enhance their focus and achieve better learning outcomes.

4.3.4. Learning Resources

As shown in Table 13, the engagement in study habits of the respondents in terms of learning resources is presented. As reflected in the table, a majority of the respondents had a

general mean rating of 2.92, interpreted as "Demonstrated." It was observed that the item "I work with classmates to share and discuss helpful study materials" had the highest mean of 2.99, also interpreted as "Demonstrated."

Table 13. Mean Rating and Interpretations of the Study Habits of the Respondents in terms of Learning Resources

Item	Indicators	Mean Rating	Interpretation
1	I use my textbook and class notes to help with my homework and study.	2.69	Demonstrated
2	I check out books from the library that are related to what I am learning in school.	2.96	Demonstrated
3	I use educational websites or apps recommended by my teacher to learn new things.	2.94	Demonstrated
4	I ask my teacher for extra worksheets or practice materials if I need more help.	2.93	Demonstrated
5	I watch videos or listen to podcasts that explain topics we are studying in class.	2.88	Demonstrated
6	I use flashcards or other study tools to review important facts or vocabulary.	2.98	Demonstrated
7	I look at maps, charts, or diagrams to understand information better.	2.95	Demonstrated
8	I work with classmates to share and discuss helpful study materials.	2.99	Demonstrated
9	I keep all my study materials, like pencils and notebooks, in a special place so I can find them easily.	2.96	Demonstrated
10	I use online games or quizzes to make learning fun and test what I know.	2.95	Demonstrated
General Mean Rating		2.92	Demonstrated

This implies that learners are actively engaging with various resources to support their studies, showcasing a collaborative approach to learning. The high mean rating for working with classmates indicates that learners value peer interaction as a means to enhance understanding and retention of material. Furthermore, the overall ratings suggest that while learners utilize a range of traditional and digital resources, there is room for improvement in fully leveraging these tools. This emphasizes the importance of fostering a culture of collaboration and resource sharing among learners, which can enhance their study habits and ultimately contribute to better academic outcomes. Overall, the findings reflect a positive engagement with learning resources, indicating that learners are aware of the importance of utilizing available materials to aid their learning process.

Lastly, the respondents' mean score for perceived utilization of learning resources was 2.92. Jibililu (2024) highlighted the importance of using resources such as textbooks, multimedia, digital tools, and supplementary materials for better content comprehension and knowledge acquisition. The moderate score suggests that while learners are using resources, they may not be fully utilizing them to their advantage. Providing learners with guidance on how to effectively use

online services, library resources, and other learning aids could help improve their classroom performance.

4.4. Difference Between the Engagement in Selected Social Media Platforms of the Respondents and Their Profile

4.4.1. Age

As shown in Table 14, a Kruskal-Wallis Test was conducted to assess the difference between age groups of the respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the age groups ($H(3) = 5.70$, $p = .127$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that age may have no effect on respondents' engagement in selected social media platforms.

Table 14. Difference Between the Engagement in Selected Social Media Platforms of the Respondents and Their Profile in terms of Age

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
14 years old	5.70	3	.127	Accept H_0
13 years old				(Not Significant)
12 years old				
11 years old				

This implies that engagement in selected social media platforms is relatively consistent across different age groups among the respondents. The absence of statistically significant differences suggests that regardless of age, learners exhibit similar patterns of engagement, which may indicate that factors other than age, such as individual preferences, personality traits, or social environment, play a more critical role in determining engagement levels. This finding emphasizes the importance of considering a broader range of influences when analyzing learner behavior on social media, as age alone does not appear to differentiate engagement outcomes in this context. Overall, teachers and stakeholders should focus on these other factors to foster positive engagement and effective use of social media platforms among all age groups.

The results of the present study showed that age did not significantly impact learners' engagement with selected social media platforms. This finding aligns with Horrich and Bekir (2024), who argue that after the initial stage of social media adoption, where age plays a role due to the risks taken by younger users while exploring, age itself does not significantly influence usage patterns. The current study supports this, indicating that both younger and older learners exhibit similar social media usage behaviors. Consequently, efforts aimed at raising awareness about digital competencies and proper social media use can target a broad audience regardless of age.

4.4.2. Sex

As shown in Table 15, a Kruskal-Wallis Test was conducted to assess the difference between sex groups of the respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the sex groups ($H(1) = .79$, $p = .375$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that sex may have no effect on respondents' engagement in selected social media platforms.

Table 15. Difference Between the Engagement in Selected Social Media Platforms of the Respondents and Their Profile in terms of Sex

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Male	.79	1	.375	Accept H_0
Female				(Not Significant)

This implies that engagement in selected social media platforms is not significantly influenced by the sex of the respondents. The results indicate that both male and female respondents exhibit similar levels of engagement, suggesting that factors beyond sex, such as personal interests, social influences, or individual experiences, may play a more pivotal role in determining how learners interact with social media. Consequently, it may be beneficial for teachers and program developers to focus on these additional factors rather than sex-based distinctions when designing interventions or educational programs aimed at enhancing social media engagement among learners. Overall, the findings reinforce the notion that engagement strategies should be inclusive and tailored to address the diverse needs and preferences of all learners, irrespective of their sex.

Similarly, the study found no significant difference between a learner's sex and their engagement with social media platforms. This aligns with the findings of Dumford et al. (2023), who observed that while the types of activities males and females engage in on social media may differ, the overall usage does not vary by gender. The present study suggests that boys and girls are equally engaged with social media, which implies that educational programs should not approach social media habits and content exposure from a gendered perspective.

4.4.3. Monthly Family Income

As shown in Table 16, a Kruskal-Wallis Test was conducted to assess the difference between the monthly family income groups of the respondents. The Mean Rank results revealed that the observed scores in the P120,000 and above age group ($MR = 155.90$) were higher than those in the P100,000 to P119,999 group ($MR = 149.86$), P80,000 to P99,999 group ($MR = 133.42$), P60,000 to P79,999 group ($MR = 123.79$), P40,000 to P59,999 group ($MR = 101.79$), P20,000 to P39,999 group ($MR = 95.71$), and the P19,999 and below group ($MR = 107.21$).

Table 16. Difference Between the Engagement in Selected Social Media Platforms of the Respondents and Their Profile in terms of Monthly Family Income

Groups	<i>MR</i>	<i>Eta squared</i> (η^2)	<i>H</i>	<i>df</i>	<i>p</i>	Decision
P120,000 and above	155.90	.04	14.79	6	.022	Reject H_0
P100,000 to P119,999	149.86	(Small)				(Significant)
P80,000 to P99,999	133.42					
P60,000 to P79,999	123.79					
P40,000 to P59,999	101.79					
P20,000 to P39,999	95.71					
P19,999 and below	107.21					

Additionally, the Eta squared result indicated that the strength of the difference was small ($\eta^2 = .04$), suggesting a small effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the monthly family income groups ($H(6) = 14.79$, $p = .022$) at the 5% level; thus, the null hypothesis was rejected. In conclusion, these findings suggest that monthly family income may have an effect on respondents' engagement in selected social media platforms.

This implies that the level of monthly family income plays a role in shaping respondents' engagement with selected social media platforms. The higher mean rank observed in the P120,000 and above income group suggests that learners from families with higher incomes may have greater access to resources, opportunities, and support that enhance their engagement with social media.

This could include access to devices, stable internet connectivity, and educational materials that facilitate learning through these platforms. Conversely, lower-income groups may face limitations that hinder their engagement, such as restricted access to technology or a lack of supportive learning environments.

The findings underscore the importance of considering economic factors when analyzing social media engagement among learners. Educational programs and interventions aiming to promote effective use of social media for learning should be mindful of these disparities and strive to provide equitable resources and opportunities for all learners, regardless of their family's financial situation. Addressing these economic inequalities could enhance engagement across all income groups, fostering a more inclusive and effective learning environment.

However, the study indicated that family income significantly affected learners' use of social media. This finding is consistent with Aithal et al. (2024), who noted that learners from affluent households have better access to technology, including smartphones, computers, and the internet, which leads to more frequent social media use. The current study highlights the importance of socio-economic status in shaping digital experiences and social opportunities, calling for policymakers to focus on increasing access to technological resources for low-income learners.

4.4.4. Number of Hours Spent in Using Social Media Platforms

As shown in Table 17, a Kruskal-Wallis Test was conducted to assess the difference between the number of hours spent in using social media platforms groups of the respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the number of hours spent in using social media platforms groups ($H(4) = 6.68, p = .154$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the number of hours spent in using social media platforms may have no effect on respondents' engagement in selected social media platforms.

Table 17. Difference Between the Engagement in Selected Social Media Platforms of the Respondents and Their Profile in terms of Number of Hours Spent in Using Social Media Platforms

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
4.0 hours and above	6.68	4	.154	Accept H_0
3.0 to 3.9 hours				(Not Significant)
2.0 to 2.9 hours				
1.0 to 1.9 hours				
less than 1.0 hour				

This implies that the amount of time learners spend on social media platforms does not significantly influence their engagement with these platforms for educational purposes. Regardless of whether respondents spend less than an hour or more than four hours per day on social media, their level of engagement remains consistent. This suggests that factors other than the sheer number of hours spent online, such as the quality of content or the nature of social media

interactions, might be more critical in determining the educational engagement of learners. Further research could explore what other factors, such as the types of activities or content consumed, contribute to meaningful engagement.

The study also revealed no difference between the actual time spent on social media platforms and learners' engagement. This finding supports Williams (2024), who argued that while time spent on social media is often believed to affect engagement, it is the manner in which learners use social media that truly matters. This suggests that focusing solely on how long learners spend online overlooks other important factors, such as the reasons for using social media and the content they consume.

4.4.5. Number of Hours Spent Studying at Home

As shown in Table 18, a Kruskal-Wallis Test was conducted to assess the difference between the number of hours spent studying at home groups of the respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the number of hours spent studying at home groups ($H(4) = 5.77$ $p = .217$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the number of hours spent studying at home may have no effect on respondents' engagement in selected social media platforms.

Table 18. Difference Between the Engagement in Selected Social Media Platforms of the Respondents and Their Profile in terms of Number of Hours Spent Studying at Home

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
4.0 hours and above	5.77	4	.217	Accept H_0
3.0 to 3.9 hours				(Not Significant)
2.0 to 2.9 hours				
1.0 to 1.9 hours				
less than 1.0 hour				

This implies that the amount of time learners dedicate to studying at home does not significantly impact their engagement with selected social media platforms. Whether learners study for less than one hour or more than four hours, their engagement on social media for educational or other purposes remains unaffected. This suggests that factors such as study quality, study environment, or the purpose for which learners use social media might play a more important role than the number of hours spent studying. Further research could investigate these other factors to understand their impact on both study habits and social media engagement.

The study found that the number of hours learners spend on homework at home was insignificant in relation to their social media engagement. This supports the findings of Peng et al. (2022), which showed that the number of hours spent studying is less important than factors such as motivation, discipline, and the learning environment. The current study implies that time management and effective study skills are more critical for academic achievement than the sheer amount of time spent studying at home, emphasizing the need to focus on the quality of study time.

4.5. Correlation Between the Engagement in Selected Social Media Platforms and Study Habits of the Respondents

As shown in Table 19, the correlation between engagement in selected social media platforms and study habits of the respondents by using the Spearman's Rho Correlation. The

results presented in Table 18 indicate a very low positive correlation ($r=0.12$ $r = 0.12$) between engagement in selected social media platforms and the study habits of the respondents. This correlation is not statistically significant, as the p-value ($p=0.070$ $p = 0.070$) exceeds the threshold of 0.050.05. The findings suggest that engagement in social media platforms has a negligible and insignificant impact on the study habits of Grade 6 learners in the sample. Therefore, the null hypothesis stating no significant relationship between the two variables is accepted.

Table 19. Correlation Between the Engagement in Selected Social Media Platforms and Study Habits of the Respondents

Sources of Correlations (Spearman's Rho)		Engagement in Selected Social Media Platforms	Study Habits	Decision
Engagement in Selected Social Media Platforms	Correlation Coefficient	1	.12	Very Low Positive Correlation Accept H_0 Not Significant
	Sig. (2-tailed)		.070	
	N	228	228	
Study Habits	Correlation Coefficient	.12	1	Not Significant
	Sig. (2-tailed)	.070		
	N	228	228	

These results imply that other factors beyond social media engagement might play a more critical role in shaping study habits among young learners. The study found a weak inverse correlation between social media usage and study habits as a whole. Although there is a connection between the two, it is not strong enough to significantly affect academic outcomes. This finding is consistent with Chugh et al. (2020), who pointed out that while social media may enhance specific study-related activities, such as collaboration and information sharing, it does not necessarily lead to better study habits. The slight influence of social media on study habits may be overshadowed by other factors, such as the learner's motivation or additional coaching from other sources.

4.6. An Advanced Technology-Aided Instructional Program on Improving Study Habits Through Social Media Engagement

The Enhanced Technology-Aided Instructional Program aims to improve the study habits and academic engagement of Grade 6 learners in the San Felipe District, Schools Division of Zambales by integrating social media into educational strategies. The program focuses on fostering creativity, enhancing networking, improving research skills, and promoting effective study habits through structured and interactive activities. Learners will participate in collaborative projects, create multimedia content, and engage in focused study sessions, utilizing platforms such as Google Classroom, Facebook, and YouTube. Professional development workshops will equip teachers with the skills to effectively implement these strategies, ensuring sustained support and innovation. Ultimately, the program seeks to transform the educational experience, empowering learners to thrive academically and become active, responsible digital citizens.

5. CONCLUSIONS

1. Majority of Grade 6 learners, predominantly 11-year-old females from middle-income families, spent more time on social media than on academic activities, highlighting the need for better time management strategies.
2. Grade 6 Learners actively engaged in self-expression, network building, content creation, and information seeking on social media, suggesting the potential for integrating these platforms into educational settings to promote digital literacy and self-development.
3. Although Grade 6 learners participated in study sessions and used learning resources, their study methods, focus, and overall academic management needed improvement, indicating the importance of strategies to enhance executive functioning and concentration.
4. Family income significantly influenced social media engagement, while age, sex, and study hours had minimal impact, emphasizing the need to address the digital divide to ensure equitable access to technology.
5. The very low correlations between social media use and study behaviors suggest that social media only slightly influences academic habits, and further research is needed to explore additional factors like motivation and time management.
6. An enhanced technology-aided instructional program aimed at improving the study habits of Grade 6 learners through the use of social media platforms has been developed.

6. RECOMMENDATIONS

1. Schools should implement structured time management workshops to help learners balance their social media usage with academic responsibilities.
2. Teachers should integrate social media platforms into the curriculum to enhance learners' digital literacy and promote skills like self-expression and content creation.
3. Schools should introduce programs aimed at improving learners' study methods, focus, and executive functioning to enhance their academic performance.
4. Policy-makers should address the digital divide by ensuring that learners from all socio-economic backgrounds have equitable access to technology.
5. Further research should be conducted to examine the role of motivation and time management in the relationship between social media use and academic behaviors.
6. Schools should pilot and assess the effectiveness of the enhanced technology-aided instructional program designed to improve study habits through social media engagement.
7. Further study on the impact of engagement in selected social media platforms on Grade 6 learners' academic performance in selected schools should be conducted to explore its potential in fostering deeper academic development and improving study habits.

7. ACKNOWLEDGMENT

The researcher extends heartfelt appreciation to all who contributed to the successful completion of this study, particularly Edgar G. Geniza, PhD, Editha B. Geniza, PhD, Elisa A. Menor, PhD, Arturo P. Caseñas, PhD, and Yzagany Ivarra B. Geniza from Mondriaan Aura College, Subic Bay Freeport Zone. Gratitude is also extended to Ilynne S. Samonte, CESE, Assistant Schools Division Superintendent and Officer-in-Charge of the Office of the Schools Division Superintendent, Whea De Jesus Dayap, Coordinating Principal, and the esteemed school heads in the San Felipe District, Schools Division of Zambales, for their kind permission and steadfast support. The active participation and valuable contributions of the Grade 6 learners in the San Felipe District, Schools Division of Zambales, were instrumental in shaping the direction of this research. Special thanks

are extended to John Harries L. Rillon, EdD, Master Teacher I of San Felipe Elementary School (East); Rica F. Sanchez, EdD, Master Teacher I of Sagpat Elementary School; and Quencess Honeyshaine A. De Jesus, EdD, and Shiela Mae F. Fuñe, PhD, both Teacher III at Sto. Niño Elementary School in the San Felipe District, Schools Division of Zambales, for their invaluable assistance in validating the research questionnaire. Recognition is also due to Marjorie M. Batara, School Principal III of Maloma Community School, San Felipe District, Schools Division of Zambales, for graciously allowing the pilot testing of the research questionnaire. Profound gratitude is extended to the academic staff of Sto. Niño Elementary School, San Felipe District, Schools Division of Zambales, led by Isagani C. Canonizado, PhD, School Principal IV, for their unwavering support. The unyielding support and constant assistance of the researcher's family, including Miguel L. Ibay, Remedios C. Ibay, Tyrene Rowena C. Ibay, Michael Darwin C. Ibay, Ma. Niña Manuela C. Ibay, and Karla Marigold C. Ibay, have been indispensable throughout this academic endeavor. Special gratitude is expressed to the researcher's supportive husband, Herman S. Martinez, for his unwavering encouragement and support.

REFERENCES

- Adil, H.M., Ali, S., Sultan, M., Ashiq, M., & Rafiq, M. (2024). Open education resources' benefits and challenges in the academic world: A systematic review. Open education resources' benefits and challenges in the academic world: a systematic review | Emerald Insight
- Aithal, P.S., Prabhu, S., & Aithal, S. (2024). Future of higher education through technology prediction and forecasting. Future of Higher Education through Technology Prediction and Forecasting by P. S. Aithal, Santhosh Prabhu, Shubhrajyotsna Aithal :: SSRN
- Akila, D., Garg, H., Pal, S., & Jeyalakshmi, S. (2023). Research on recognition of students attention in offline classroom-based on deep learning. Research on recognition of students attention in offline classroom-based on deep learning | Education and Information Technologies (springer.com)
- Akpuokwe, C.U., Chikwe, C.F., & Eneh, N.E. (2024). Innovating business practices: The impact of social media on fostering gender equality and empowering women entrepreneurs. Innovating business practices: The impact of social media on fostering gender equality and empowering women entrepreneurs (magnascientiapub.com)
- Aqsal, G.F. (2024). The influence of self-expression, E-wom, and brand equity toward purchase intention on social media Instagram golden Geisha. The influence of self-expression, e-wom, and brand equity toward purchase intention on social media instagram golden geisha | Neraca: Jurnal Ekonomi, Manajemen dan Akuntansi (kolibi.org)
- Aunhabundit, N. & Lu, A.C.C. (2024). Visualizing success: Amplifying learning outcomes across VARK learning preferences through visual notes. Visualizing Success: Amplifying Learning Outcomes across VARK Learning Preferences through Visual Notes | Science, Technology, and Social Sciences Procedia (wu.ac.th)
- Casinillo, L.F. (2024). On modeling students' study habits in statistics under distance education. On Modeling Students' Study Habits in Statistics under Distance Education | Canadian Journal of Family and Youth / Le Journal Canadien de Famille et de la Jeunesse (ualberta.ca)
- Charmaraman, L., Hodes, R., & Richer, A.M. (2021). Young sexual minority adolescent experiences of self-expression and isolation on social media: Cross-sectional survey study. JMIR Mental Health - Young Sexual Minority Adolescent Experiences of Self-expression and Isolation on Social Media: Cross-sectional Survey Study

- Chugh, R., Grose, R., & Macht, S.A. (2020). Social media usage by higher education academics: A scoping review of the literature. Social media usage by higher education academics: A scoping review of the literature | Education and Information Technologies (springer.com)
- De Groot, T., De Haan, M., & Van Dijken, M. (2023). Learning in and about a filtered universe: Young people's awareness and control of algorithms in social media. Full article: Learning in and about a filtered universe: young people's awareness and control of algorithms in social media (tandfonline.com)
- Dumford, A.D., Miller, A.L., Lee, C.H.K., & Caskie, A. (2023). Social media usage in relation to their peers: Comparing male and female college students' perceptions. Social media usage in relation to their peers: Comparing male and female college students' perceptions - ScienceDirect
- Farley, I.A. & Burbules, N.C. (2022). Online education viewed through an equity lens: Promoting engagement and success for all learners. Online education viewed through an equity lens: Promoting engagement and success for all learners - Farley - 2022 - Review of Education - Wiley Online Library
- Gorea, M. (2021). Becoming your authentic self: How social media influences youth's visual transitions. Becoming Your "Authentic" Self: How Social Media Influences Youth's Visual Transitions - Michelle Gorea, 2021 (sagepub.com)
- Hasan, K., Zulfadli, Z., Muchlis, M., Masriadi, M., Husna, A., & Awaluddin, A. (2024). Political public space in the 2024 election social media platform: Between expectations and reality. Political Public Space In The 2024 Election Social Media Platform; Between Expectations And Reality | Proceedings of International Conference on Social Science, Political Science, and Humanities (ICoSPOLHUM) (unimal.ac.id)
- Hastuti, H., Maulana, H.F., Tompo, A.P.H., & Ferizka, Z.Z. (2023). Analysis of social media opinion on the representation of the 2024 Presidential Election on Twitter: A Social Network Analysis. Analysis of Social Media Opinion on the Representation of the 2024 Presidential Election on Twitter: A Social Network Analysis | Jurnal Studi Ilmu Pemerintahan (jurnal-umbuton.ac.id)
- Horrich, A. & Bekir, I. (2024). Impact of social media information on the adoption of sustainable behavior: A gender perspective. Impact of Social Media Information on the Adoption of Sustainable Behavior: A Gender Perspective | SpringerLink
- Huda, M. (2024). Between accessibility and adaptability of digital platform: Investigating learners' perspectives on digital learning infrastructure. Between accessibility and adaptability of digital platform: investigating learners' perspectives on digital learning infrastructure | Emerald Insight
- Jibililu, O.S. (2024). Evaluating the impact of instructional materials on social studies learning outcomes in senior high schools of the Bono East Region of Ghana. Evaluating the Impact of Instructional Materials on Social Studies Learning Outcomes in Senior High Schools of the Bono East Region of Ghana | Social Education Research (wisepub.com)
- Johnson, L., Devis, D., Bacholer, C., & Leonard, S.N. (2024). Closing the loop by expanding the scope: Using learning analytics within a pragmatic adaptive engagement with complex learning environments. Frontiers | Closing the loop by expanding the scope: using learning analytics within a pragmatic adaptive engagement with complex learning environments (frontiersin.org)

- Karki, P. & Sharma, R. (2024). A review of the adverse effects of social media on women's mental health. A review of the adverse effects of social media on women's mental health - Archive ouverte HAL
- Kol, O. & Lissitsa, S. (2024). Looking for accommodations? What motivates consumer information search behavior on Instagram, Facebook groups and personal profiles on social networking sites. Looking for accommodations? What motivates consumer information search behavior on Instagram, Facebook groups and personal profiles on social networking sites | Emerald Insight
- Muthoka, K. & Mwangi, W.K. (2024). The reality of 4th industrial technology on higher education learning. The reality of 4th industrial technology on higher education learning | Journal of Contemporary Issues in Open Distance and E-Learning (dolpak.or.ke)
- Ning, W. & Inan, F.A. (2023). Impact of social media addiction on college students' academic performance: An interdisciplinary perspective. Impact of social media addiction on college students' academic performance: an interdisciplinary perspective: Journal of Research on Technology in Education: Vol 56, No 5 (tandfonline.com)
- Peng, L., Jin, S., Deng, Y., & Gong, Y. (2022). Students' perceptions of active learning classrooms from an informal learning perspective: Building a full-time sustainable learning environment in higher education. Students' Perceptions of Active Learning Classrooms from an Informal Learning Perspective: Building a Full-Time Sustainable Learning Environment in Higher Education (mdpi.com)
- Thao, L.Q., Kien, D.T., Bach, N.C., Thuy, D.T.T., Thuy, L.T.M., Cuong, D.D., Hieu, N.H.M., Dang, N.H.T., Bach, P.X., & Hieu, L.P.M. (2024). Monitoring and improving student attention using deep learning and wireless sensor networks. Monitoring and improving student attention using deep learning and wireless sensor networks - ScienceDirect
- Till, S., Mkhize, M., Farao, J., Shandu, L.D., Muthelo, L., Coleman, T.L., Mbombi, M., Bopape, M., Klingberg, S., Van Heerden, A., Mothiba, T., Densmore, M., Dias, N.X.V., & Network, C.M. (2023). Digital health technologies for maternal and child health in Africa and other low- and middle-income countries: Cross-disciplinary scoping review with stakeholder consultation. Journal of Medical Internet Research - Digital Health Technologies for Maternal and Child Health in Africa and Other Low- and Middle-Income Countries: Cross-disciplinary Scoping Review With Stakeholder Consultation (jmir.org)
- Un Nabi, M.N., Zohora, F.T., & Misbauddin, S.M. (2023). Social media links with social capital to trust in healthcare facilities: Empirical evidence from Bangladesh. Social media links with social capital to trust in healthcare facilities: empirical evidence from Bangladesh | Emerald Insight
- Walck-Shannon, E.M., Rowell, S.F., & Frey, R.F. (2021). To what extent do study habits relate to performance? To What Extent Do Study Habits Relate to Performance? | CBE—Life Sciences Education (lifescied.org)
- Wang, M., Bhulyan, M.M., Rho, E.H.R., Luther, K., and Lee, S.W. (2024). Understanding the relationship between social identity and self-expression through animated gifs on social media. Understanding the Relationship Between Social Identity and Self-Expression Through Animated Gifs on Social Media | Proceedings of the ACM on Human-Computer Interaction

- West, M., Rice, S., & Vella-Brodrick, D. (2024). Adolescent social media use through a self-determination theory lens: A systematic scoping review. Adolescent Social Media Use through a Self-Determination Theory Lens: A Systematic Scoping Review (mdpi.com)
- Williams, D.A. (2024). Social media use and Georgia High School students' academic and school engagement. Social Media Use and Georgia High School Students' Academic and School Engagement - ProQuest
- Wong, S.L. & McLellan, R. (2023). Adolescents' motivation to use social network sites from a psychological needs perspective. Adolescents' motivation to use social network sites from a psychological needs perspective - Wong - 2024 - Journal of Adolescence - Wiley Online Library