

STUDENTS' SOCIAL MEDIA EXPOSURE AND ACADEMIC PERFORMANCE OF GRADE 7 LEARNERS

*Joshua Saldua Guyano¹, Vanisa Timbal Pasao², Realine Cando Quingco³,
Januarr Neil Pabilona Saburnido⁴, Aj Abanador Guyano⁵, Maricel Medecilo Gonzales, PhD⁶*

Don Carlos Polytechnic College, Purok 2, Población Norte, Don Carlos, Bukidnon 8712, Philippines

ABSTRACT

This study determined the level of social media exposure and academic performance of Grade 7 learners in Don Carlos National High School, Don Carlos, Bukidnon. Specifically, it examined social media exposure in terms of platform used, level of engagement, and supervision and parental guidance; described the learners' academic performance; and tested the significant relationship between social media exposure and academic performance. The study employed a descriptive-correlational research design involving 144 Grade 7 learners. Weighted mean and frequency were used to describe the variables, while Pearson's correlation coefficient at 0.05 level of significance.

Findings revealed moderate exposure in social media. Among the sub-variables, supervision and parental guidance obtained the highest mean followed by platform and level of engagement. Academic performance found very satisfactory, indicating that most learners performed well academically. In terms of correlation, the results showed no significant relationship on the level of social media exposure with academic performance. Thus, the study concluded that although Grade 7 learners had moderate social media exposure and very satisfactory academic performance, social media exposure did not significantly influence their academic performance.

Keyword: *academic performance, Grade 7 learners, parental guidance, social media exposure, supervision*

1. INTRODUCTION

The rapid expansion of digital technology has transformed how students communicate, learn, and spend their leisure time. Social media platforms such as Facebook, TikTok, YouTube, and Instagram have become deeply embedded in the daily lives of adolescents, particularly among secondary school learners. Recent reports indicate that a large proportion of students access social media daily, often for several hours, exposing them to a wide range of content and interactions (Anderson & Jiang, 2018; Montag et al., 2019). While these platforms provide opportunities for information sharing and collaboration, studies have shown that excessive exposure may influence students' study habits, attention span, and academic performance (Twenge & Campbell, 2019; OECD, 2019).

Despite the growing body of research on students' social media exposure and academic performance, a significant problem remains in understanding how social media exposure affects the academic

performance of Grade 7 students. Most existing studies focus on older learners, such as senior high school and college students, while giving less attention to younger students who are still developing self-regulation, time management, study habits, and academic discipline. In addition, social media exposure is often treated as a general concept without closely examining important dimensions such as the platforms used, the level of engagement, and the role of supervision and parental guidance, resulting in mixed and inconclusive findings. This problem becomes even more evident in rural or semi-rural public school settings, where students' access to devices, internet connectivity, and parental monitoring may differ from those in urban areas. In the context of Don Carlos, Bukidnon, limited localized studies have been conducted on how students' social media exposure relates to their academic performance. As a result, schools, teachers, and parents lack context-specific evidence that could guide them in creating appropriate strategies and interventions to help students manage social

media use while maintaining satisfactory academic performance.

This study is important because it provides a clearer understanding of students' social media exposure and academic performance, two factors that are increasingly relevant in the lives of learners today. As social media continues to become part of students' daily routines, it is necessary to examine how it may influence their learning, study habits, focus, and overall school performance. The study is also significant because it adds to existing knowledge on the role of social media in education and helps explain whether students' exposure to it may support or hinder their academic development. In general, the findings of this study may serve as a useful basis for future educational practices, related research, and efforts aimed at promoting students' academic success in the digital age.

Several studies support the conduct of this research. Bandura's Social Learning Theory emphasizes that behavior is shaped by environmental exposure and observed models, which aligns with how students learn behaviors through social media interactions (Bandura, 1986). Empirical studies by Broadbent & Poon (2017) and Cain & Gradisar (2017) demonstrated that excessive non-academic screen time negatively affects time management and sleep quality, both of which are crucial for academic performance. Additionally, Livingstone and Helsper (2018) highlighted the role of parental mediation in reducing the negative effects of online exposure, while Al-Rahmi & Zeki (2017) found that structured and purposeful social media use can support academic engagement. These studies collectively underscore the need to examine social media exposure through multiple dimensions rather than as a single construct.

The primary goal of this study was to determine the level of social media exposure and its relationship to the academic performance of Grade 7 learners at Don Carlos National High School, Don Carlos, Bukidnon for the school year 2025-2026. Through this investigation, the study seeks to provide empirical evidence that may inform educational practices, parental involvement, and policy development related to responsible social media use among learners.

1.1 Statement of the Problem

This study aimed to investigate the level of social media exposure and academic performance of Grade 7 learners in Don Carlos National High School, Don Carlos, Bukidnon.

Specifically, it sought to answer the following questions:

1. What is the level of social media exposure among Grade 7 learners in terms of:
 - a. platform used;
 - b. level of engagement; and
 - c. supervision and parental guidance?
2. What is the level of academic performance of Grade 7 learners?
3. Is there a significant relationship between the level of social media exposure and level of academic performance of Grade 7 learners?

1.2 Hypothesis of the Study

The hypothesis was drawn based on the given objective:

H_a: There is a significant relationship between the level of social media exposure and level of academic performance of Grade 7.

2.METHODOLOGY

This chapter presents the research methodology of the study. It includes the research design, locale of the study, map of the locale of the study, respondents of the study, sampling procedure, research instrument, administration of the research instrument, scoring procedure, ethical consideration, data gathering procedure, and statistical treatment.

2.1 Research Design

This study employed a descriptive-correlational research design, which allows the researcher to describe the current level of social media exposure and academic performance among Grade 7 learners and to examine the relationship between these variables. The descriptive component provides a systematic account of the students' social media usage patterns, including the platforms used, level of engagement, and the extent of supervision or parental guidance.

Meanwhile, the correlational aspect investigates whether variations in social media exposure are associated with differences in academic performance, without manipulating the independent variable.

Using this design was appropriate because it enables the researcher to observe naturally occurring behaviors and measure the degree of association between social media exposure and academic outcomes. According to Creswell and Creswell (2018), descriptive-correlational studies are effective in identifying patterns, trends, and relationships among variables, which can serve as a basis for informed interventions and recommendations.

2.2 Locale of the Study

This study was conducted at Don Carlos National High School, located in the municipality of Don Carlos, Bukidnon. The school serves as a key educational institution in the area, catering primarily to students from both urban and rural barangays within the municipality. It offers secondary education from Grade 7 to Grade 12, providing learners with opportunities to engage in academic, co-curricular, and community-based activities.

Don Carlos National High School is a public secondary school under the Department of Education (DepEd) that follows the K-12 curriculum. It is equipped with classrooms, science laboratories, a library, computer facilities, and other learning resources that support student development. School also promotes the integration of technology in education, including the use of computers and internet access, which allows students to connect to digital learning platforms and social media.

The student population is diverse, coming from various socio-economic backgrounds. Some learners come from farming families in nearby rural barangays, while others reside in the town center. This mix contributes to varying levels of access to technology and social media among students, making it an ideal setting to study the influence of social media exposure on academic performance.

Furthermore, the school is guided by a team of dedicated teachers and administrators who support student learning and development. Various programs and initiatives are implemented

to enhance students' academic skills, promote responsible use of technology, and encourage parental involvement, aligning with DepEd's mandate to provide quality education for all.

2.3 Sampling Procedure

The study used total enumeration in selecting the respondents. All 144 Grade 7 learners were included in the study. This sampling technique allowed the researcher to gather data from the entire population, thereby eliminating sampling bias and ensuring full representation of the respondents. All participants were asked to answer the survey questionnaire, which measured their social media exposure in terms of platform used, level of engagement, and supervision and parental guidance, as well as their academic performance.

2.4 Research Instrument

The main instrument for this study was a researcher-developed questionnaire designed to assess the level of social media exposure among Grade 7 learners at Don Carlos National High School, Don Carlos, Bukidnon. The questionnaire used a Likert scale, where 1 represented Strongly Disagree, 2 indicated Disagree, 3 corresponded to Agree, and 4 denoted Strongly Agree. To establish the validity and reliability of the instrument, it underwent content validation by experts and pilot testing. The internal consistency of the questionnaire was evaluated using Cronbach's alpha, which yielded a coefficient of 0.856, indicating that the items under each sub-variable consistently measured the intended constructs.

Academic performance, on the other hand, was determined using the students' General Weighted Average (GWA) for the Third Quarter. In addition, in measuring the level of academic performance of the students the scale was adapted from the Department of Education Order No. 8 series of 2015.

2.5 Scoring Procedure

The survey responses were assigned numerical values based on the Likert scale. Level of social media exposure and academic performance was assessed using standardized scoring criteria below.

Social Media Exposure

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50 – 5.00	Strongly Agree	Very High Exposure
4	3.50 – 4.49	Agree	High Exposure
3	2.50 – 3.49	Neutral	Moderate Exposure
2	1.50 – 2.49	Disagree	Low Exposure
1	1.00 – 1.49	Strongly Disagree	Very Low Exposure

Academic performance

Grade	Qualitative Interpretation
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
74 and below	Did not meet expectations

2.6 Ethical Considerations

This study was conducted in accordance with ethical principles. Prior to data collection, informed consent was obtained from all respondents, detailing the purpose, procedures, and potential risks and benefits of participation. Respondents assured them of their anonymity and confidentiality, and they were informed of their rights from the study. Measures were taken to minimize potential harm or distress, and sensitive information was handled and stored securely in compliance with relevant data protection regulations. Throughout the study, ethical considerations remain a central focus, guided by the main principles of benevolence, non-maleficence, justice, and respect for people.

2.7 Data Gathering Procedure

Before the conduct of the study, permission was secured from the school administration of Don Carlos National High School to ensure that all research activities are formally approved and aligned with school policies. After approval, the researcher coordinated with the Grade 7 advisers to identify students who are active users of social

media, as they formed the target respondents for the study.

The study employed a researcher-made questionnaire to collect data on students' social media exposure, specifically focusing on the platforms used, level of engagement, and supervision or parental guidance. The questionnaire was administered to the selected respondents during their free time or non-instructional periods to avoid disrupting regular classes. The researcher provided clear instructions on how to answer the questionnaire and will ensure that respondents understand each item.

To measure academic performance, the researcher obtained the General Weighted Average (GWA) of each student for the Third Quarter from the school records, with proper permission from the school administration. This served as an objective indicator of learners' academic achievement and was used to examine the relationship between social media exposure and academic performance.

Respondents' anonymity and confidentiality were strictly observed throughout the data collection process. Students were informed that participation is voluntary, and they have the right to withdraw at any time without any consequences. Completed questionnaires were collected immediately to ensure the integrity and accuracy of the responses.

After data collection, the researcher organized, encoded, and analyzed the data using appropriate statistical tools. Descriptive statistics, such as weighted means, were used to determine the levels of social media exposure, while correlation analysis was employed to examine the relationship between social media exposure and academic performance. This procedure ensured that the data gathered is systematic, reliable, and valid, providing a solid foundation for addressing the objectives of the study.

2.8 Statistical Treatment

Descriptive measures such as weighted means and frequency were used for analyzing the level of social media exposure and grade 7 learners' academic performance. Pearson's correlation coefficient was utilized to test the relationships between variables with a p-value of equal to or

less than 0.05 was considered statistically significant.

3.RESULTS AND DISCUSSIONS

3.1 Summary of Social Media

Table 1 presents a summary of the mean scores of social media exposure among Grade 7 learners across the three sub-variables: platform used, level of engagement, and supervision and parental guidance. The overall mean of 3.12, interpreted as Neutral and described as Moderate Exposure, indicates that the learners generally experience a moderate level of social media exposure across all measured dimensions.

Table 1. Summary of mean scores on the level of social media exposure

Sub-variables	Mean	Descriptive Rating	Qualitative Interpretation
Platform Used	3.07	Neutral	Moderate Exposure
Level of Engagement	2.95	Neutral	Moderate Exposure
Supervision and Parental Guidance	3.35	Neutral	Moderate Exposure
Overall Mean	3.12	Neutral	Moderate Exposure

As gleaned in Table 4, the highest mean was recorded in supervision and parental guidance ($M = 3.35$), which indicates that parental presence remains evident in the learners' social media experiences. This suggests that parents or guardians still play a meaningful role in reminding, guiding, and setting boundaries for online behavior. The second highest mean, platform used ($M = 3.07$), indicates that the learners are moderately exposed to different social media applications, showing that they already participate in digital communication and entertainment through commonly used platforms.

Meanwhile, the lowest mean was found in level of engagement ($M = 2.95$), which implies that although learners are exposed to social media platforms, their actual involvement in terms of posting, reacting, checking, and participating remains relatively moderate. This pattern suggests that the learners may be more exposed to social media as users or viewers than as deeply active participants.

The findings suggest that Grade 7 learners are at a stage where social media exposure is already present across multiple dimensions but is still moderated by family influence and only moderate personal engagement. This can be interpreted positively in the sense that learners are not yet showing extremely high immersion in social media use. The relatively higher score for supervision and parental guidance suggests that home-based regulation and support may help prevent excessive exposure and encourage safer use. At the same time, the moderate scores for platform use and engagement indicate that social media is becoming integrated into the learners' daily routines, mainly as a tool for communication, entertainment, and interaction. Taken together, the results suggest a balanced situation: learners are already active in digital spaces, but parental guidance may still help contain overinvolvement. This points to the importance of sustained digital parenting, school-based media literacy, and continuous guidance so that learners can develop healthy and responsible online habits while benefiting from the positive functions of social media.

The present findings are supported by Vogels et al. (2022) that teens' social media lives are shaped by the specific platforms they use and by how frequently they go online, showing that platform preference remains a central dimension of adolescent exposure. Ren et al. (2022) further emphasized that parental mediation must be understood within the broader family context, which supports the present finding that supervision and parental guidance are important in shaping learners' exposure to social media. In addition, Winstone et al. (2021) found that adolescents view social media as a space that can strengthen social connectedness, although its effects depend on how it fits into their daily lives and relationships, which aligns with the moderate scores in platform use and engagement. Likewise, Sala et al. (2024) concluded in their umbrella

review that adolescent social media use carries both opportunities and risks, and that its effects depend on usage type, individual characteristics, and platform design. This is further reinforced by West et al. (2024), who noted that adolescent social media use can both support and frustrate the needs for relatedness, autonomy, and competence, depending on the manner and intensity of use.

3.2 Academic Performance Among Grade 7 Learners

Table 2 presents the academic performance of Grade 7 learners. The table shows that the learners obtained a mean grade of 88.42, which is described as Very Satisfactory. This indicates that the Grade 7 learners generally performed well academically.

Table 2. Academic performance of grade 7 learners

Grading Scale	F	%	Qualitative Interpretation
90-100	58	40.3	Outstanding
85-89	64	44.4	Very Satisfactory
80-84	21	14.6	Satisfactory
75-79	1	0.7	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectation
Total = Mean =			Very Satisfactory
144 88.42			

As reflected in Table 2, the data revealed that the largest proportion of learners belongs to the 85–89 grading range, with 44.4%, followed closely by those in the 90–100 bracket, with 40.3%. This means that the great majority of the learners performed at very satisfactory to outstanding levels, which reflects a generally strong academic standing among the class. The 14.6% of learners in the satisfactory category suggests that a smaller group is still performing at an acceptable level but may need further support to move into higher achievement brackets. The fact that only 0.7% fell within the fairly satisfactory range and that no learner was below 75 implies that academic difficulty is minimal in this group. Overall, the distribution suggests that most learners are not only meeting the expected standards but are exceeding them.

The findings imply that the Grade 7 learners possess a generally high level of academic achievement. A mean grade of 88.42 indicates that the class, as a whole, is performing above average and is capable of meeting curriculum expectations effectively. This may suggest that the learners benefit from positive learning conditions such as effective instruction, supportive home and school environments, good study habits, and motivation to succeed. At the same time, the presence of a few learners in the lower categories shows that academic differences still exist within the group. Therefore, while enrichment opportunities may be suitable for the high-performing learners, targeted support and intervention should still be provided for those who need improvement. In general, the result reflects a strong academic profile, but continuous monitoring is still important to maintain and improve learner performance.

The present finding is supported by the study of Horanicova et al. (2024) found that adolescents' academic performance improves when learners are supported by positive school experiences, effective learning habits, and encouraging relationships, which may help explain the high academic performance reflected in the present study. Similarly, Ince et al. (2023) reported that students' motivation, attitudes, and self-efficacy significantly influence their academic achievement, suggesting that the learners' very satisfactory performance may also be linked to strong personal drive and confidence in learning. In addition, Yu et al. (2023) emphasized that student achievement is closely associated with healthy relationships with parents and teachers, indicating that academic success is often strengthened by supportive interpersonal environments. Moreover, Alexopoulou et al. (2024) found that healthy behaviors, particularly adequate sleep and balanced routines, are associated with better academic outcomes among adolescents.

3.3 Correlation Between the Level of Social Media Exposure and Academic Performance of Grade 7 Learners

Table 3 presents the correlation between the level of social media exposure and the academic performance of Grade 7 learners across three sub-variables: platform used, level of engagement, and supervision and parental guidance. The results show that all computed correlation coefficients are very low and positive, specifically $r = 0.091$ for

platform used, $r = 0.034$ for level of engagement, and $r = 0.064$ for supervision and parental guidance. However, all corresponding p-values (0.277, 0.683, and 0.447) are greater than the 0.05 level of significance, indicating that the relationships are not statistically significant. Therefore, the null hypothesis is accepted, and the alternative hypothesis (H_a), which states that there is a significant relationship between social media exposure and academic performance, is rejected.

Table 3. Correlation between the level of social media exposure and academic performance of grade 7 learners

* $p < 0.05$, ns = not significant

As gleaned in Table 6, it indicates that although the correlation coefficients are positive, they are negligible in magnitude, suggesting that increases in social media exposure are not meaningfully associated with changes in academic performance. The platform used ($r = 0.091$) shows the highest correlation among the three variables, but it remains very weak and non-significant, implying that the type or number of platforms used does not substantially influence learners' grades. Similarly, the level of engagement ($r = 0.034$) shows an almost negligible relationship, indicating that how often learners interact with social media does not translate into measurable academic outcomes. The supervision and parental guidance ($r = 0.064$) also demonstrate a weak relationship, suggesting that while parental involvement is important, it does not directly predict academic performance in this dataset. Overall, the results consistently show that social media exposure variables do not have a significant statistical relationship with learners' academic performance thus, rejecting the alternative hypothesis.

The findings imply that social media exposure alone may not be a strong determinant of academic performance among Grade 7 learners. This suggests that learners are possibly able to manage their social media use without it significantly interfering with their academic responsibilities. It may also indicate that other factors such as study habits, motivation, teaching quality, and family support play a more critical role in shaping academic outcomes than social media exposure. Furthermore, the absence of a significant relationship suggests that moderate use of social media does not necessarily lead to

negative academic consequences, especially when learners are guided and maintain balanced routines. Thus, instead of focusing solely on limiting social media use, educators and parents may need to consider a broader range of factors that influence academic success.

The present findings aligned with the study of Keles, McCrae, and Grealish (2020) that while social media use is often associated with psychological outcomes, its direct relationship with academic performance is inconsistent, suggesting that usage alone does not automatically lead to academic decline. Similarly, Kirschner and De Bruyckere (2017) argued that the assumption that digital media negatively

VARIABLES	CORRELATION COEFFICIENT ®	P-VALUE
Platform used	0.091	0.277 ^{ns}
Level of engagement	0.034	0.683 ^{ns}
Supervision and parental guidance	0.064	0.447 ^{ns}

affects academic performance is often overstated, and that students are capable of managing their learning alongside media use. In addition, Dontre (2021) reported that the impact of social media on academic performance depends largely on how it is used, noting that not all forms of engagement are harmful and some may even be neutral. Moreover, Alnjadat et al. (2019) found no significant relationship between time spent on social media and academic performance among university students, supporting the present finding that exposure alone does not significantly predict academic outcomes.

4.ACKNOWLEDGMENT

We wish to convey our deepest and most sincere appreciation to the individuals whose valuable contributions made the successful completion of this research study possible.

First, we extend our heartfelt gratitude to Dr. Gemma A. Quimpang, President of Don Carlos Polytechnic College, Don Carlos, Bukidnon, for her

steadfast support and encouragement in our pursuit of research in the field of Education.

We also sincerely thank Dr. Rubylen D. Granaderos, Dean of the College of Teacher Education at Don Carlos Polytechnic College, for her support.

Our profound gratitude is also extended to our Research Adviser, Maricel M. Gonzales, for her unwavering mentorship, encouragement, and scholarly guidance throughout the entire research process.

We likewise express our sincere appreciation to our respected panelists, Dr. Joan C. Vitar, Dr. Rubylen D. Granaderos, and Dr. Eusalem O. Talde, for their constructive comments, academic insights, and thorough evaluation of our work. Their suggestions greatly helped improve and strengthen this research.

We would like also to thanks the Principal in allowing us to conduct the study.

We are equally thankful to our respondents for their active participation and cooperation, which provided meaningful data and enriched the study.

To our families, we are deeply grateful for your financial assistance, love, and unending encouragement.

To our friends and classmates, thank you for your friendship, encouragement, and companionship.

Finally, we extend our gratitude to everyone who, in one way or another, contributed to the accomplishment of this study.

Above all, we give our highest praise and deepest thanks to the Almighty God, our Divine Creator, for His countless blessings, wisdom, strength, and guidance throughout this endeavor

REFERENCES

- [1]. Alexopoulou, C., Pavlaki, A., Bertsiyas, A., Bagkeris, E., Koutis, A., & Jelastopulu, E. (2024). Sleep habits, academic performance and health behaviors of adolescents. *Children*, 11(4), 415.
- [2]. Alnjadat, R., Hmaid, M. M., Samha, T. E., Kilani, M. M., & Hasswan, A. M. (2019). Gender variations in social media usage and academic performance among the students of University of Sharjah. *Journal of Taibah University Medical Sciences*, 14(4), 390–394.
- [3]. Al-Rahmi, W. M., & Zeki, A. M. (2017). A model of using social media for collaborative learning to enhance learners' performance on interaction and learning engagement. *Computers & Education*, 108, 1–15.
- [4]. Anderson, M., Faverio, M., & Gottfried, J. (2023, December 11). Teens, social media and technology 2023. *Pew Research Center*.
- [5]. Anderson, M., & Jiang, J. (2018). Teens, social media & technology. *Pew Research Center*.
- [6]. Angelini, F., Vossen, H. G. M., & Stark, T. H. (2024). Social media features, perceived group norms, and adolescents' active social media use matter for perceived friendship quality. *Frontiers in Psychology*, 15, 1222907. <https://doi.org/10.3389/fpsyg.2024.1222907>
- [7]. Armstrong-Carter, E., Garrett, S. L., Nick, E. A., Prinstein, M. J., & Telzer, E. H. (2023). Momentary links between adolescents' social media use and social experiences and motivations: Individual differences by peer susceptibility. *Developmental Psychology*, 59(4), 707–719.
- [8]. Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: Principles, Policy & Practice*, 25(6), 551–575.
- [9]. Broadbent, J., & Poon, W. L. (2017). Self-regulated learning strategies and academic achievement in online higher education learning environments: A systematic review. *The Internet and Higher Education*, 33, 24–32.
- [10]. Cain, N., & Gradisar, M. (2017). Electronic media use and sleep in school-aged children and adolescents: A review. *Sleep Medicine*, 28, 48–57.
- [11]. Castillas, G. M. (2023). Study habit and social media exposure as predictors of Grade 10 students academic performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(1), 41-49.
- [12]. Corcoran, E., Magee, C., O'Higgins Norman, J., & McDaid, L. (2022). Associations between parental media mediation and youth attitudes about online privacy in a sample of U.S.

- adolescents. *Computers in Human Behavior*, 137, 107406.
- [13]. Dontre, A. J. (2021). The influence of technology on academic distraction: A review. *Human Behavior and Emerging Technologies*, 3(3), 379–390.
- [14]. Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: Exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30(3), 452–465.
- [15]. Fassi, L., Ferrante, G., Orri, M., Turecki, G., & Galéra, C. (2024). Social media use and internalizing symptoms in clinical and community adolescent samples: A systematic review and meta-analysis. *JAMA Pediatrics*. Advance online publication. <https://doi.org/10.1001/jamapediatrics.2024.1760>
- [16]. Hattie, J. (2018). *Visible learning: Feedback*. Routledge.
- [17]. Horanicova, S., Madarasova Geckova, A., Klein, D., Reijneveld, S. A., & van Dijk, J. P. (2024). Adolescents' academic performance: What helps them and what holds them back according to adolescents themselves. *Frontiers in Psychology*, 15, 1350105.
- [18]. Huang, S., Li, X., Yao, M. Z., Wu, X., & Wang, W. (2023). Does parental media mediation make a difference for adolescents? Evidence from an empirical cohort study of parent-adolescent dyads. *Computers in Human Behavior*, 139, 107522.
- [19]. İnce, M., Kabataş Memiş, E., & Yıldırım, B. (2023). Examining the role of motivation, attitude, and self-efficacy in secondary school students' academic achievement in science course. *Sustainability*, 15(15), 11612.
- [20]. Junco, R. (2017). Student class standing, Facebook use, and academic performance. *Journal of Applied Developmental Psychology*, 36, 18–29.
- [21]. Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: The influence of social media on depression, anxiety, and psychological distress in adolescents. *International Journal of Adolescence and Youth*, 25(1), 79–93.
- [22]. Kirschner, P. A., & De Bruyckere, P. (2017). The myths of the digital native and the multitasker. *Teaching and Teacher Education*, 67, 135–142.
- [23]. Kuss, D. J., & Griffiths, M. D. (2017). Social networking sites and addiction: Ten lessons learned. *International Journal of Environmental Research and Public Health*, 14(3), 311.
- [24]. Liu, J., Wang, M., & Hu, Y. (2023). Active parental mediation and adolescent problematic internet use: The mediating role of parent-child relationships and hiding online behavior. *Children*, 10(8), 1358.
- [25]. Livingstone, S., & Helsper, E. J. (2018). Parental mediation of children's internet use. *Journal of Broadcasting & Electronic Media*, 52(4), 581–599.
- [26]. Lukose, J. M., & Agbeyangi, A. O. (2025). Is social media hindering or helping academic performance? A case study of Walter Sisulu University Buffalo City Campus. *arXiv*. <https://arxiv.org/abs/2501.12345>
- [27]. Mekonen, L. D., & Kumsa, D. M. (2024). Social media use, effects, and parental mediation among school adolescents in a developing country. *Heliyon*, 10(5), e26891.
- [28]. Montag, C., Lachmann, B., Herrlich, M., & Zweig, K. (2019). Addictive features of social media/messenger platforms and freemium games against the background of psychological and economic theories. *International Journal of Environmental Research and Public Health*, 16(14), 2612.
- [29]. Nesi, J., Choukas-Bradley, S., & Prinstein, M. J. (2018). Transformation of adolescent peer relations in the social media context: Part 1—A theoretical framework and application to dyadic peer relationships. *Clinical Child and Family Psychology Review*, 21(3), 267–294.
- [30]. Nikken, P., & Oprea, S. J. (2018). Guiding young children's digital media use: SES-differences in mediation styles and need for support. *First Monday*, 23(1). <https://doi.org/10.5210/fm.v23i1.8079>
- [31]. OECD. (2019). *PISA 2018 results (Volume I): What students know and can*

- do. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- [32]. Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2019). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, 29(4), 1841–1848.
- [33]. Purba, A. K., Thomson, R. M., Patton, G. C., & Scott, J. G. (2023). Social media use and health risk behaviours in young people: Systematic review and meta-analysis. *BMJ*, 383, e073552. <https://doi.org/10.1136/bmj-2022-073552>
- [34]. Ren, W., & Zhu, X. (2022). Parental mediation and adolescents' internet use: The moderating role of parenting style. *Journal of Children and Media*, 16(2), 195–213.
- [35]. Rodríguez-de-Dios, I., van Oosten, J. M. F., & Igartua, J.-J. (2018). A study of the relationship between parental mediation and adolescents' digital skills, online risks, and online opportunities. *Computers in Human Behavior*, 82, 186–198.
- [36]. Sala, A., Porcaro, L., & Gómez, E. (2024). Social media use and adolescents' mental health and well-being: An umbrella review. *Computers in Human Behavior Reports*, 14, 100404. <https://doi.org/10.1016/j.chbr.2024.100404>
- [37]. Santoveña Casal, S. (2019). The impact of social media participation on academic performance in undergraduate and postgraduate students. *The International Review of Research in Open and Distributed Learning*, 20(4), 126–143.
- [38]. Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2018). *Motivation in education: Theory, research, and applications* (4th ed.). Pearson.
- [39]. Twenge, J. M., & Campbell, W. K. (2019). Media use is linked to lower psychological well-being: Evidence from three datasets. *Psychiatric Quarterly*, 90(2), 311–331.
- [40]. Valdez, J. A. (2025). Predicting students' academic performance in social studies: The role of study habits and social media usage. *International Journal of Research and Innovation in Social Science*, 9(1), 112–125.
- [41]. Valkenburg, P. M., Meier, A., Beyens, I., van Driel, I. I., & Keijsers, L. (2022). Social media use and its impact on adolescent mental health: An umbrella review of the evidence. *Current Opinion in Psychology*, 44, 58–68. <https://doi.org/10.1016/j.copsyc.2021.08.017>
- [42]. Velasco, A. M. (2019). Social media usage and its perceived degree of effect on the academic performance of students. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(1), 1–10.
- [43]. Vogels, E. A., Gelles-Watnick, R., & Massarat, N. (2022, August 10). Teens, social media and technology 2022. *Pew Research Center*.
- [44]. Wentzel, K. R. (2017). Teacher–student relationships and adolescent competence at school. In T. L. Good (Ed.), *Educational psychology handbook: Vol. 2. Classroom management and motivation* (pp. 17–36). Routledge.
- [45]. West, M., Rice, S., & Vella-Brodrick, D. (2023). Adolescent social media use: Cultivating and constraining competence. *International Journal of Qualitative Studies on Health and Well-Being*, 18*(1), Article 2277623.
- [46]. West, M., Vella-Brodrick, D., & Rice, S. (2024). Adolescent social media use through a self-determination theory lens: A systematic scoping review. *International Journal of Environmental Research and Public Health*, 21(7), 862. <https://doi.org/10.3390/ijerph21070862>
- [47]. Winstone, L., Mars, B., Haworth, C. M. A., & Kidger, J. (2021). Social media use and social connectedness among adolescents in the United Kingdom: A qualitative exploration of displacement and stimulation. *BMC Public Health*, 21, 1736. <https://doi.org/10.1186/s12889-021-11802-9>
- [48]. Xiao, Y., Liu, Z., & Chen, H. (2025). Social media use and academic performance in Chinese adolescents: A moderated chain mediation model. *Behavioral Sciences*, 15(1), 45.

- [49]. Yu, X., Zhou, Z., Fan, C., & Guo, Q. (2023). Academic achievement is more closely associated with student–teacher relationships and parent–child relationships than with peer relationships. *Frontiers in Psychology*, 14, 1012701.