

SOCIAL MEDIA EXPOSURE AND SOCIAL BEHAVIOR ON THE ACADEMIC PERFORMANCE OF GRADE 10 STUDENTS

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ABSTRACT

This study examined the relationship between social media exposure, social behavior, and academic performance of Grade 10 students at Bukidnon National School of Home Industries during the School Year 2025–2026. A quantitative descriptive-correlational research design was employed, involving 50 randomly selected respondents. Data were gathered using a researcher-made questionnaire measuring social media exposure (frequency, duration, and platform usage) and social behavior (peer interaction, communication skills, cooperation, respect, and self-confidence), while academic performance was based on students' general average.

The findings revealed that students had a moderate level of social media exposure, with high engagement in platform usage but controlled frequency and duration. In terms of social behavior, students demonstrated a high level, particularly in respect and cooperation, although communication skills and self-confidence showed relatively lower levels. The overall academic performance of the respondents was very satisfactory, with an average grade of 85.34%.

Moreover, results of the Pearson correlation analysis indicated that there is no significant relationship between social media exposure and academic performance, as well as between social behavior and academic performance. This suggests that students are able to maintain their academic achievement regardless of their level of social media use and social behavior.

The study concludes that moderate and controlled use of social media does not negatively affect students' academic performance, and that students are capable of balancing their digital engagement with their academic responsibilities.

Keyword: *Academic Performance, Social Behavior, Social Media Exposure*

1. INTRODUCTION

The continuous growth of digital technology has greatly reshaped the learning experiences of secondary school students. One of the most influential developments is the rise of social media, which plays a major role in how adolescents interact, communicate, and participate in educational activities. Platforms such as Facebook, Instagram, TikTok, and YouTube are commonly used by Grade 10 students, making social media exposure a significant factor that may affect both their social behavior and academic performance.

Globally, research highlights that social media exposure among adolescents brings both benefits and challenges to academic achievement. While it allows access to information and enhances

collaboration, excessive use can lead to poor time management, shorter attention span, and decreased academic involvement. Studies by Kuss and Griffiths (2017) revealed that problematic social media use negatively impacts students' focused behavior, while Twenge et al. (2018) linked increased screen time to lower psychological well-being, which may influence academic outcomes. Furthermore, Junco et al. (2018) emphasized that social media encouraged multitasking behaviors that divide attention between schoolwork and online activities, resulting in lower academic performance. In the Philippine setting, where adolescent social media use is notably high, studies such as David et al. (2019) show that excessive exposure affected students' study habits, engagement, and patterns

of social interaction, often leading to reduced academic motivation and increased distractions.

In response to these issues, this study aimed to examine the relationship between social media exposure, social behavior, and the academic performance of Grade 10 students. Specifically, it sought to determine how social media usage influences students' behavior and how these behavioral changes, in turn, affect their academic outcomes. The findings of this study are expected to provide insights that can guide educators, school administrators, and parents in promoting responsible social media use and improving students' academic success.

This study was conducted during the School Year 2025–2026, within a specified period allotted for data gathering, analysis, and interpretation. The time frame will cover the necessary stages of the research process to ensure the accuracy and reliability of the findings regarding the impact of social media exposure and social behavior on students' academic performance.

1.1 Statement of the Problem

This study aimed to determine the level of social media exposure and social behavior on the academic performance of Grade 10 students in Bukidnon National School of Home Industries.

Specifically, this study sought to answer the following questions:

1. What is the level of social media exposure of Grade 10 students in terms of:
 - a. frequency of social media use;
 - b. duration of social media use; and
 - c. platform usage?
2. What is the level of social behavior of Grade 10 Students in terms of:
 - a. peer interaction;
 - b. communication skills;
 - c. cooperation;
 - d. Respect; and
 - e. Self-confidence?
3. What is the academic performance of Grade 10 students?

4. Is there a significant relationship between the level of social media exposure and social behavior on the Academic performance of Grade 10 students?

1.2 Hypothesis of the Study

The hypothesis is formulated from the given objective of the study:

Ha1: There is a significant relationship between the level of social media exposure on the academic performance of grade 10 students.

Ha2: There is a significant relationship between the level of social behavior on the academic performance of grade 10 students.

2.METHODOLOGY

This section presents the study's research methodology. It includes the research design, study locale, map of the locale, study respondents, sampling procedure, research instruments, instrument administration, scoring procedure, ethical considerations, data-gathering procedure, and statistical treatment.

2.1 Research Design

This study employed descriptive-correlational research design. The descriptive method was used to determine the level of social media exposure and social behavior of grade 10 students, while the correlational method was used to determine the significant relationship between social media exposure, social behavior, and academic performance. This design is appropriate because the study does not manipulate variables but examines their existing relationships.

2.2 Locale of the Study

This study was conducted at Bukidnon National School of Home Industries (BNSHI), a public secondary school under the Department of Education (DepEd) that offers both Junior and Senior High School programs. The school provides a wide range of academic, technical-vocational, and special programs, including tracks in Home Economics, ICT, Agriculture Arts, various industrial technologies, and special programs in Arts, Journalism, Sports, and STEM. In addition, BNSHI serves as a TESDA-accredited training center offering skills-based courses such as Cookery NC II, Food and Beverage Services NC II, and Computer Systems Servicing NC II, which aim

to equip students with practical skills for employment, further studies, or entrepreneurship.

Bukidnon National School of Homes Industries is located in Purok 2, North Poblacion, Maramag, Bukidnon, and caters to learners from diverse socio-economic backgrounds. The respondents of the study are Grade 10 students, with a total population of 858 learners supported by teaching and non-teaching staff who help maintain a conducive learning environment. The school is selected as the research locale due to the active engagement of Grade 10 students with social media, making it an appropriate setting to examine the influence of social media on students' learning and social behavior.

2.3 Sampling Procedure

The study utilized a simple random sampling consisting of 50 Grade 10 students. This method ensured that every Grade 10 student had an equal chance of being selected, thereby promoting fairness and minimizing selection bias. This technique was employed to obtain a representative sample of Grade 10 students for the study.

2.4 Research Instrument

The primary instrument in this study was a researcher-made questionnaire designed to measure the social media exposure, social behavior, and academic performance of Grade 10 students. The development of the instrument was guided by related literature and previous studies to ensure that the items were relevant, appropriate, and aligned with the objectives of the research.

The questionnaire was composed of three parts. Part I measured social media exposure in terms of frequency of use, duration of use, and platform usage to capture students' engagement patterns. Part II assessed social behavior, including peer interaction, communication skills, cooperation, respect, and self-confidence, to evaluate interpersonal skills and social conduct within the school environment. Part III gathered data on academic performance, measured using students' general average obtained from official school records, which served as the dependent variable of the study.

Parts I and II used a 5-point Likert scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree)

to quantify students' perceptions and behaviors, allowing for objective analysis through descriptive and correlational statistical techniques. Prior to the actual data collection, the questionnaire was subjected to pilot testing with a group of Grade 11 students who were not included in the final sample to determine its reliability.

The reliability of the instrument was assessed using Cronbach's Alpha to determine the internal consistency of the instrument. A Cronbach's Alpha value of 0.94 was obtained.

2.5 Scoring Procedure

In answering the survey questionnaire, five-point Likert scale was used to rate the responses of the respondents which form part of the basis in table 1 and 2. Respondents were asked to indicate their responses by checking the appropriate columns. Table 3 served as the basis for the description of the level of academic performance of the learners based on their third grading average grades.

Social Media Exposure

Scale	Range	DI	QI
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral	Moderate
2	1.51-2.50	Disagree	Low
1	1.00-1.50	Strongly Disagree	Very Low

Social Behavior

Scale	Range	DI	QI
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral	Moderate
2	1.51-2.50	Disagree	Low
1	1.00-1.50	Strongly Disagree	Very Low

Academic Performance

Grade Average	Interpretation
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory

75-79 Fairly Satisfactory
75-below Did Not Meet the 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

The researcher prepared a formal letter requesting permission to conduct the study. Approval was sought from the school principal of Bukidnon National School of Home Industries and other concerned authorities prior to data collection. After approval was granted, the researcher coordinated with the Grade 10 advisers to determine the most appropriate schedule for administering the questionnaires without disrupting regular class activities.

The respondents were selected through simple random sampling, focusing only on Grade 10 students. This ensured that each student had an equal chance of being included in the study. Before distributing the questionnaires, the researcher explained the purpose of the study, provided clear instructions on how to answer the questionnaire, and assured the respondents that their participation was voluntary and that their responses were kept confidential.

The researcher personally distributed the questionnaires to the selected respondents during the agreed schedule. Sufficient time was given to allow respondents to answer the questionnaire honestly and independently. After completion, all questionnaires were immediately collected by the researcher to ensure a high retrieval rate and prevent data loss.

The retrieved questionnaires were checked for completeness and consistency. The responses

were then encoded, tabulated, and prepared for statistical analysis.

2.8 Statistical Treatment

The data collected in this study was systematically grouped and categorized in accordance with the research objectives. Frequency counts and percentages were utilized to determine the level of academic performance of the learners. The mean was applied to assess the students' level of social behavior and social skills. Furthermore, to determine the significant relationship between social behavior, social skills, and academic performance, the Pearson Product-Moment Correlation coefficient was employed

3.RESULTS AND DISCUSSIONS

3.1 Summary of Social Media Exposure

Table 1 presents the overall mean score on the level of social media exposure of Grade 10 students. The overall mean of 3.31 indicates "Moderate" level. The result implies that Grade 10 students have moderate exposure to social media, suggesting balanced usage but still requiring guidance to maintain healthy and responsible engagement.

Table 1. Summary on the level of Social Media Exposure

Sub-Variables	Mean	Description	Qualitative Interpretation
Platform usage	3.60	Agree	High
Frequency of social media use	3.31	Neutral	Moderate
Duration of social media use	3.04	Neutral	Moderate
Overall mean	3.31	Neutral	Moderate

As shown in table 1, among the three indicators, platform usage obtained the highest mean score ($M = 3.60$), interpreted as a "High" level. This was followed by frequency of social media use ($M = 3.31$) and duration of use ($M = 3.04$), both interpreted as "Moderate" level. The findings suggest that while students are highly engaged with different social media platforms, their actual frequency and length of usage remain at a moderate level. This means that learners are familiar with and have access to various platforms, but they may not necessarily spend excessive time

or use them constantly throughout the day. The higher ranking of platform usage indicates diversity in platform engagement, whereas the lower means for frequency and duration reflect a more balanced or controlled use of social media.

This finding can be understood that students' exposure to social media is present but not overwhelming. Their moderate use may indicate a level of self-regulation or influence from external factors such as school responsibilities and parental guidance. At the same time, the high engagement in platform usage suggests that students are digitally connected and aware of different online spaces, which can shape their communication patterns and social behavior.

These findings are supported by several studies in recent literature. According to Valkenburg and Piotrowski (2017), adolescents today are exposed to a wide range of social media platforms, which influence their social experiences even when usage time is moderate. Similarly, Twenge (2019) found that while not all students are heavy users, even moderate exposure to social media can significantly affect behavior and interaction patterns. Furthermore, Keles., et al (2020) emphasized that both frequency and duration of use play important roles in determining the overall impact of social media on young individuals, particularly in their social and emotional development.

To connect this with the previous discussion on social behavior, the level of social media exposure provides an important context for understanding how students interact, communicate, and relate with others. While their exposure is generally moderate, the variety of platforms they engage with may still influence their peer interaction, communication skills, cooperation, respect, and self-confidence. Thus, examining social media exposure alongside social behavior offers a more comprehensive view of the factors shaping students' social development in today's digital age.

The findings imply that Grade 10 students use social media in a balanced and manageable manner. Although social media has become part of their everyday habits, most students still demonstrate control over their usage. They are able to engage with social media platforms without allowing them to greatly interfere with

their responsibilities, reflecting a moderate level of social media exposure.

This finding is supported by studies showing that moderate use of social media is common among adolescents and does not automatically lead to negative outcomes. According to Orben et al. (2019), the effects of digital technology depend more on how it is used rather than how often it is used. Similarly, Twenge et al. (2018) found that typical levels of social media engagement among teenagers are part of normal behavior. Moreover, Przybylski (2017) emphasized that moderate usage can still support social interaction without harming well-being. Jensen et al. (2019) further corroborate this, noting that routine adolescent social media use (3-4 hours/day) fosters social benefits without disrupting responsibilities when dependency indicators remain low.

3.2 Summary of Social Behavior

Table 2 provides a summary of the respondents' overall social behavior with an overall mean of 3.95 indicating "high". This indicates that the Grade 10 students generally demonstrate a high level of social behavior. It implies that they are socially engaged, well-adjusted, and capable of maintaining healthy relationships within their school environment.

Table 2. Summary on the mean score on the level of Social Behavior

Category	Mean	Description	Qualitative Interpretation
Respect	4.23	Agree	High
Cooperation	4.15	Agree	High
Self-Confidence	3.89	Agree	High
Peer Interaction	3.83	Agree	High
Communication Skills	3.65	Agree	High
Overall Mean	3.95	Agree	High

As shown in the table 10, all indicators were interpreted as "Agree" and described as having a "High" level of social behavior. Among the five dimensions, respect ranked first with the highest mean ($M = 4.23$), followed by cooperation ($M = 4.15$), self-confidence ($M = 3.89$), peer interaction ($M = 3.83$), and communication skills ($M = 3.65$). The results reveal that students exhibit strong

social values, particularly in showing respect and working cooperatively with others. These two dimensions stand out as the most developed aspects of their social behavior, suggesting that learners are capable of maintaining positive relationships and functioning effectively in group settings. Meanwhile, although self-confidence, peer interaction, and communication skills also fall within a high level, their relatively lower rankings indicate areas where students may still need support, especially in expressing themselves and engaging more actively with others.

The findings imply that students have a strong foundation of social behavior, shown through positive attitudes and proper interpersonal conduct. The high overall mean indicates a healthy social environment where students demonstrate respect, cooperation, and self-awareness. However, differences in ranking suggest that social behavior varies across different areas. Communication and peer interaction skills, although evident, may still need further improvement to help students become more confident and effective in social situations.

These findings are supported by Gresham et al. (2020) that social behavior includes a range of skills such as cooperation, communication, and self-control, all of which contribute to successful social functioning. Similarly, Durlak et al. (2017) highlighted that students who demonstrate strong social-emotional skills particularly respect and cooperation tend to achieve better academic and interpersonal outcomes. Furthermore, Denham et al. (2016) noted that while foundational social skills may develop early, competencies like communication and self-confidence continue to evolve and require consistent support within the learning environment.

3.3 Academic Performance of Grade 10 Students

Table 3 presents the level of academic performance of the respondents based on their grade averages, following the standards set by *DepEd Order No. 8, s. 2015*. The data show an overall average grade of 85.34% is interpreted as "Very Satisfactory." This implies that Grade 10 students are generally performing well in their studies and are able to meet the expected learning competencies set by the Department of Education.

Table 3. Level of academic performance of Grade 10 students

Grade	Frequency	Percent age (%)	Qualitative Interpretation
90-93	10	20	Outstanding
85-89	22	44	Very Satisfactory
80-84	13	26	Satisfactory
75-79	4	8	Fairly Satisfactory
70	1	2	Did not meet the expectation
Over-all Average		85.34%	Very Satisfactory

The findings on social media exposure, social behavior, and academic performance present a clearer and more comprehensive understanding of the students' overall development. The results showed that although students have a moderate level of social media exposure, particularly in terms of frequency and duration, they still exhibit a high level of social behavior, especially in respect and cooperation. This indicates that despite their engagement in different digital platforms, students are able to maintain positive interpersonal relationships and proper social conduct in real-life situations. Furthermore, their very satisfactory level of academic performance suggests that their use of social media does not greatly affect their ability to achieve academic expectations.

These findings are supported by recent studies emphasizing the interconnectedness of these variables. According to Keles et al., (2020), the impact of social media on students depends largely on how it is used rather than how often it is used. Similarly, Durlak et al. (2017) found that students with strong social-emotional skills tend to achieve better academic outcomes. In addition, Valkenburg and Piotrowski (2017) noted that moderate and guided social media use can positively influence adolescents' social development.

3.4 Correlation Between Social Media Exposure, Social Behavior and Academic Performance

Table 4 presents the results of the Pearson correlation analysis examining the relationship between academic performance (GWA) and the variables under social media exposure and social behavior. For social media exposure, the computed correlation coefficients show that frequency of use ($r = .251$, $p = .079$), duration of use ($r = -.025$, $p = .865$), platform usage ($r = .216$, $p = .131$), and overall social media exposure ($r = .170$, $p = .238$) all have weak relationships with academic performance. Similarly, for social behavior, peer interaction ($r = .109$, $p = .451$), communication skills ($r = .215$, $p = .134$), cooperation ($r = .049$, $p = .734$), respect ($r = .141$, $p = .330$), self-confidence ($r = .024$, $p = .869$), and overall social behavior ($r = .128$, $p = .376$) also show weak correlations with academic performance. All computed p-values are greater than 0.05, indicating that none of these relationships are statistically significant.

Table 4. Correlation Between Social Media Exposure, Social Behavior and Academic Performance

	Pearson r	Sig. (2- tailed)	Interpretatio n
Social Media Exposure and Academic Performance	0.170	0.238	No significant relationship
Social Behavior and Academic performance	0.128	0.376	No significant relationship
Frequency of Use and Academic performance	0.251	0.079	No significant relationship
Duration of Use and Academic performance	0.025	0.865	No significant relationship
Platform Usage and Academic performance	0.216	0.131	No significant relationship

Peer interaction and Academic performance	0.109	0.451	No significant relationship
Communication skills and Academic performance	0.215	0.134	No significant relationship
Cooperation and Academic performance	0.049	0.734	No significant relationship
Respect and Academic performance	0.141	0.330	No significant relationship
Self-confidence and Academic performance	0.024	0.869	No significant relationship

The findings reveal that both social media exposure and social behavior variables have only weak and non-significant relationships with students' academic performance. Although some variables, such as frequency of use and communication skills, show slight positive correlations, these are not strong enough to establish a meaningful relationship. The negative correlation observed in duration of use is negligible and does not indicate any substantial inverse effect. Overall, the results suggest that variations in students' academic performance are not significantly influenced by their level of social media exposure and their social behavior.

This implies that students are able to maintain their academic performance regardless of their engagement in social media or differences in social behavior. The absence of significant relationships suggests that other factors such as study habits, teaching quality, learning environment, or personal motivation may play a more critical role in determining academic success. It also indicates that moderate use of social media, as reflected in earlier findings, does not necessarily hinder academic achievement. Likewise, although students exhibit high levels of social behavior, these do not directly translate into higher or lower academic performance in a measurable way within this study.

These results are consistent with several recent studies. According to Keles. et al. (2020), the relationship between social media use and academic performance is often weak and depends more on the nature of usage rather than the

amount of time spent. Similarly, Junco (2018) found that social media does not always have a direct or significant impact on students' grades. In terms of social behavior, Durlak et al. (2017) emphasized that while social-emotional skills support overall development, their direct effect on academic performance may vary depending on context. Furthermore, Valkenburg and Piotrowski (2017) noted that digital engagement and social outcomes are complex and influenced by multiple interacting factors, not a single variable alone.

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