



Received: 12-09-2025
Accepted: 22-10-2025

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Social Media Efficacy to Students' Academic Performance Teachers' Perception

¹ Agustina T Aguilar, ² Eugene Arellano, ³ Vemma Ruth Badlong, ⁴ Antonette Brita, ⁵ Maria Christina Isidro, ⁶ Elizabeth Morgia, ⁷ Romsan Palacio, ⁸ Edgar Viado, ⁹ Dr. Cornelio Doloque

^{1, 2, 3, 4, 5, 6, 7, 8} The Faculty of Immaculada Concepcion College, Philippines

⁹ Adviser, The Faculty of Immaculada Concepcion College, Philippines

DOI: <https://doi.org/10.62225/2583049X.2025.5.6.5170>

Corresponding Author: Agustina T Aguilar

Abstract

This study examines teachers' perceptions of the efficacy of social media on students' academic performance, emphasizing both its positive and negative impacts. In today's interconnected world, social media platforms such as Facebook, YouTube, and TikTok have become integral to students' daily lives, serving as avenues for communication, collaboration, and knowledge sharing. Drawing from the perspectives of secondary school teachers, this research employed a qualitative-descriptive design using thematic analysis to interpret data gathered through interviews and questionnaires. Thematic analysis allowed the researchers to identify recurring patterns and themes related to how teachers view social media as a tool for learning. Findings revealed three major themes: (1) academic enhancement through digital engagement, where social media supports access to educational resources and peer

collaboration; (2) distraction and decline in focus, as students often misuse platforms for entertainment; and (3) the role of guidance and digital literacy, highlighting the need for teacher supervision and responsible use. These results align with previous studies, such as those by Junco (2012) and Kietzmann *et al.* (2011), who found that social media can improve engagement and communication when used appropriately. Similarly, local research by Dela Cruz (2019) emphasized that integrating social media in classroom instruction increases students' motivation and participation.

Overall, the study concludes that while social media offers vast potential as a learning tool, its efficacy depends on how responsibly students use it and how effectively teachers guide and integrate it into academic practices.

Keywords: Social Media Efficacy, Displacement Theory, Philippines

1. Introduction

1.1 Context and Rationale

The rapid rise of social media platforms has radically altered the way individuals communicate, learn, and share information. For students, social media is no longer just a tool for socialization it also functions as a learning support mechanism, collaboration tool, and information sharing platform. Facebook, YouTube, TikTok, and online forums are some examples of platforms that offer easy access to learning materials, discussion forums, and tutorials that can potentially enhance students' academic achievement.

Social media usage among students in the Philippines is now a widespread educational practice, especially during the transition to online and blended learning. Dela Cruz and Villanueva (2021) claim that most Filipino teachers recognize that social media can increase learning engagement and facilitate scholarly work, especially as an auxiliary learning tool. Nonetheless, the same research also identified teachers' concerns for the potential distractions and abuse of such platforms by students. Likewise, Reyes (2020) also highlighted that although social media promotes cooperation and sharing of resources, its unregulated use can result in dependency and decreased attention to academic duties.

In addition, Santos and Razon (2022) reported in their study that teachers in public schools see social media both as a benefit and a hindrance in the educational process. They found that social networking platforms are able to facilitate information and idea sharing among students effectively, yet simultaneously become a cause of inappropriate study habits through excessive

use. These contrasting opinions among educators bring to the fore the importance of evaluating the effectiveness of social media in improving academic achievement, taking into consideration both its advantages and limitations.

Therefore, studying the impact of social media on students' academic performance keeping in mind the perceptions of teachers—gives a holistic view of its role in education. The present study intends to bridge the gap between opportunity and risk by analyzing how social media can be utilized constructively to aid learning without undermining academic integrity, attention, and discipline.

1.2 Problem Statement

As social media platforms like Facebook, YouTube, TikTok, and Instagram become increasingly integrated into the daily routines of students, their role in shaping academic behaviors has become more pronounced. While these platforms offer opportunities for enhanced access to educational content, peer collaboration, and creative engagement, their impact on students' academic lives is complex and often contradictory.

Teachers, who observe students' behaviors and performance closely, hold valuable insights into how social media may be influencing academic outcomes. Unlike quantitative measures that focus on screen time or academic metrics, teachers' perceptions provide a deeper, more contextual understanding of how students navigate social media within learning environments. Their lived experiences in the classroom allow them to witness both the potential benefits and the disruptions that social media can bring to the educational process.

This study adopts a perception-based approach to explore how teachers interpret and experience the role of social media in students' academic performance. It seeks to understand the nuanced ways in which educators perceive social media as either a supportive tool or a hindrance in the learning process. By focusing on educators' personal observations and reflections, this research aims to reveal a richer, more human-centered perspective on the educational implications of social media use perspectives that are often overlooked in data-driven research. Such insights are essential for developing more grounded, practical, and responsive strategies for integrating or regulating social media in academic settings.

1.3 Review of Related Literature

Social Media Effects on Academic Performance: Perceptions of Prospective Teachers in Pakistan

Authors: Zamir, S., & Mujeeb, S. (2022) ^[10]

This qualitative study explored the perceptions of prospective teachers regarding the influence of social media on students' academic performance. Findings revealed that while social media provided access to a wide range of learning resources and collaborative tools, it also contributed to distraction and time mismanagement among students. The study concluded that the educational impact of social media depends largely on users' self-discipline and purpose of engagement. (Zamir & Mujeeb, 2022) ^[10].

The Influence of Social Media Networks on Students' Learning Performance: A Literature Review

Author: Alshalawi, H. A. (2022) ^[7]

This comprehensive literature review analyzed multiple international studies concerning social media's effects on

academic learning. Results showed that social media platforms, when used for educational collaboration, can improve communication, motivation, and knowledge sharing. However, prolonged and non-academic use was found to have a negative correlation with concentration and academic outcomes. The researcher emphasized the need for digital literacy education to maximize social media's benefits in learning environments. (Alshalawi, 2022) ^[7]

Information Quality and Students' Academic Performance: The Role of Social Media Engagement

Authors: Al-Abdi, S., Al-Mutairi, A., & Alotaibi, F. (2024) ^[6]

This quantitative study from Saudi Arabia examined how information quality and entertainment value of social media content affect students' academic performance. The researchers discovered that students who used social media platforms with reliable and educational content achieved better academic outcomes. The study suggested that educators should encourage students to engage with academically credible social media sources. (Al-Abdi, Al-Mutairi, & Alotaibi, 2024) ^[6]

Facebook Use, Personality Traits, and Academic Performance: A Correlational Study Among Greek University Students

Authors: Sapsani, M., & Tselios, N. (2017) ^[8]

This study explored the relationship between Facebook usage, personality traits, and academic success among university students in Greece. The results showed that excessive use of Facebook for entertainment purposes negatively affected students' academic performance. However, students who used it moderately for academic collaboration and discussion displayed improved engagement and academic confidence. (Sapsani & Tselios, 2017) ^[8]

Teachers' Perceptions of Social Media's Influence on Students' Academic Development: A Phenomenological Approach

Authors: Scolastika, M. R., Mariyadi, D., & Amiriani, A. (2023) ^[9]

This phenomenological study in Indonesia explored teachers' perceptions of how social media influences students' academic and social development. Findings indicated that teachers viewed social media as a double-edged tool—beneficial for knowledge exchange and communication, yet also a source of distraction. The researchers concluded that guidance from teachers and parents plays a crucial role in ensuring social media's positive academic use. (Scolastika, Mariyadi, & Amiriani, 2023) ^[9]

Effects of Social Media Networking Sites Among Students with Their Academic Performance

Authors: Calunsag, C. J., & Calunsag, C. J. B. (2023) ^[1]

This study investigated how social media platforms such as Facebook and TikTok affect students' academic outcomes at a university in Zamboanga del Norte. The researchers found that students who used social media mainly for entertainment showed lower academic performance, while those who used it for learning-related communication achieved better results. The study concluded that the impact

of social media depends on how students manage their time and purpose of use. (Calunsag & Calunsag, 2023) ^[1]

Social Media Usage and the Academic Performance of Filipino Junior High School Students

Authors: Dimacangun, F. E., & Guillena, J. (2023) ^[2]

This research examined the relationship between social media use and academic performance among junior high school students in Marawi City. It revealed that while most students frequently used social media, there was no significant correlation between their usage time and academic grades. However, students acknowledged that social media platforms helped them exchange information and collaborate on academic tasks. (Dimacangun & Guillena, 2023) ^[2]

Exploring Social Media Use of Filipino Learners: How It Impacts Reading Attitudes and Competence

Author: Gagalang, J. L. (2022) ^[3]

The study explored how social media use influences students' reading attitudes and comprehension. Results indicated that students who engaged with educational materials on platforms like Facebook and YouTube developed more positive reading habits and improved reading skills. The researcher concluded that when properly guided, social media can be an effective literacy support tool. (Gagalang, 2022) ^[3]

Levels of Social Media Engagement and Academic Performance Among Intermediate Grade Learners of Jolo Elementary School

Authors: Palma, E. T., Tabangay, J., & Jerunggay, M. S. (2024) ^[4]

This study investigated the extent of social media engagement among elementary students and its relationship with academic performance. Findings showed that moderate social media use encouraged motivation and participation, while excessive use led to distraction and lower academic outcomes. The authors suggested promoting balanced and educational engagement online. (Palma, Tabangay, & Jerunggay, 2024) ^[4]

Social Networking and Academic Performance Among Filipino Students

Authors: Teves-Pinili, R. M., & Ridad, C. S. (n.d.) ^[5]

This study analyzed the link between students' social networking behavior and their academic achievements. Findings revealed that students who practiced time management and focused on academic content on social media had better performance, while those who spent more hours on non-academic activities experienced declines in productivity and focus. (Teves-Pinili & Ridad, n.d.) ^[5]

Theoretical and Conceptual Framework

Our study is anchored on several established educational and behavioral theories that help explain the relationship between social media use and students' academic performance from the perspective of teachers.

Social Learning Theory (Albert Bandura, 1977)

Social Learning Theory emphasizes that learning occurs in a social context and can happen through observation, imitation, and modeling. Teachers may perceive social media as a space where students can observe academic

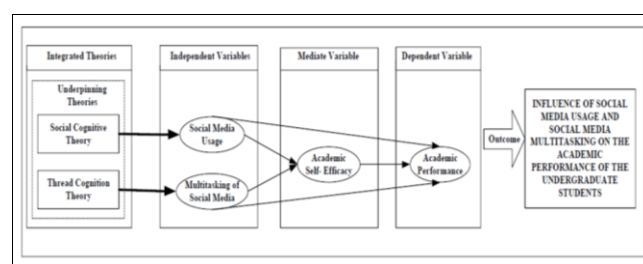
behaviors, access educational content, and engage with peers, thereby facilitating learning. However, they may also recognize the influence of non-academic content that can hinder performance. This dual potential aligns with how teachers evaluate the efficacy of social media.

Technology Acceptance Model (Davis, 1989)

The Technology Acceptance Model (TAM) explains how users come to accept and use a technology based on two key factors: perceived usefulness and perceived ease of use. Teachers' perceptions of whether social media contributes to student learning (usefulness) and how easy it is for students to navigate (ease of use) can influence their views on its academic impact. This model helps frame teachers' attitudes toward integrating social media into their instruction.

Displacement Theory

Displacement Theory posits that time spent on one activity (e.g., social media use for entertainment) may displace time from another potentially more productive activity (e.g., studying). Teachers may view excessive or unregulated social media use as a factor that detracts from students' focus and study habits, negatively affecting academic performance.



Conceptual Framework

Research Questions

1. How does the use of social media affect the academic performance of the student according to teachers' perception?"

- Based on your observation, how does social media influence your students' study habits and focus in class?
- From your perspective, in what ways does social media contribute positively to students' learning and academic performance?
- Does the use of social media impact students' ability
- How do you perceive the balance between social media as a tool for learning and as a source of distraction to students?
- In your opinion, what strategies can teachers and schools use to maximize the benefits of social media while minimizing its negative effects on students' performance?

2. In what ways does social media influence the social behaviors and relationship to the students?

- In what ways does social media affect how students communicate and interact with their peers?
- How the social media influence the ways student's build and maintain friendships?
- Does the use of social media impact student's ability to develop face to face social skills?

- Do students believe the social media strengthens or weakens the real-life relationship with family?
- How does scrolling through other people's post about their social life? (Parties) typically make you feel about your own?

3. What are the positive and negative impacts of social media on the mental and emotional well-being of students?

- Can you cite an experience wherein negative impacts of social media subtle the mental and emotional well-being of the students?
- How does engagement with social media influence the sleeping habits or nocturnal routines of the learners?
- Are there some observable signs or experiences that indicate exposure to cyberbullying in online environments?
- How does opinions of others significantly affect self-perception?
- How does social news consumption affects students' behavior?

Scope and Delimitation

This study focuses on examining the efficacy of social media in the academic and social development of students as perceived by teachers. It will cover the influence of social media on students' learning habits, communication skills, social interactions, and overall classroom performance. The target respondents are teachers who directly interact with students and can provide insights regarding the impact of social media use. The study will be conducted within the school setting during the academic year (2025-2026). It will focus only on the perspectives and experiences of teachers and will not include the direct opinions of students or parents. The research will limit itself to exploring the role of social media in relation to academic engagement, social behavior, and student-teacher interactions.

2. Research Methodology

2.1 Sampling

The sample of this study will consist of teachers from Manuel L. Quezon High School who are currently handling Grade 12 students under the Developmental Interpersonal and Academic Skills (DIAS) curriculum for the school year 2025–2026. These teachers are selected because they have direct interactions with students and are able to observe how social media influences their learning habits, classroom behavior, and academic performance. A total of 15 teachers is expected to participate in the study. This number is considered sufficient to gather a range of perspectives while ensuring that data collection and analysis remain manageable. The respondents are chosen based on their experience, availability, and willingness to participate in the research.

Sampling Procedures

This study will employ a purposive sampling procedure, which is a type of non-probability sampling method used to select participants who possess specific characteristics relevant to the research objectives. This approach allows the researcher to focus on individuals who are most knowledgeable about the phenomenon being studied in this case, the teachers who have firsthand experience with

students' use of social media and its impact on academic performance. Purposive sampling is appropriate for this qualitative research because it prioritizes depth of understanding over breadth of coverage. The selected respondents are expected to provide meaningful insights, opinions, and experiences that will help the researcher analyze how social media affects students' academic engagement from the teachers' point of view. The respondents of our study will consist of teachers from Manuel L. Quezon High School who are currently handling Grade 12 students under the Developmental Interpersonal and Academic Skills (DIAS) curriculum for the academic year 2025–2026. We have chosen these teachers because they directly observe the learning behaviors, social media usage, and academic performance of students in their classrooms. Our study will include both male and female teachers with different levels of teaching experience to ensure a wide range of perspectives regarding the efficacy of social media on students' academic performance. Through their insights and professional observations, we aim to gain a deeper understanding of how social media influences students' engagement, motivation, and study habits.

We plan to involve approximately 15 teachers as respondents in our study. Their participation will be voluntary, and we will ensure the confidentiality and anonymity of all responses. Before data collection, we will inform each participant about the objectives of our study and secure their consent to take part in the research.

By selecting these respondents, our study intends to gather meaningful data that will help analyze how teachers perceive the role and effectiveness of social media in shaping students' academic outcomes within the DIAS curriculum.

2.2 Data Collection

In our study, we will follow several steps to collect the necessary data from our respondents. Since our research is qualitative, the main goal is to gather detailed and meaningful information about teachers' perceptions of the effectiveness of social media on students' academic performance.

First, we will secure permission from the school principal and other concerned authorities of Manuel L. Quezon High School to conduct our study. Once approval is granted, we will formally ask the selected teachers to participate and explain to them the purpose of our research. We will also assure them that all their responses will remain confidential and will be used only for academic purposes.

Next, we will schedule interviews with the teachers at a time that is most convenient for them. Before the interview begins, we will ask each participant to sign an informed consent form as a sign of their voluntary participation. During the interview, we will use a prepared interview guide containing open-ended questions related to the topic.

Each interview will last about 5 to 10 minutes and will be conducted in a quiet and comfortable place within the school premises. With the respondents' permission, we will record the interviews using an audio recorder to make sure we capture all their answers accurately. We will also take down notes to highlight important points during the discussion.

After all interviews have been completed, we will transcribe the recordings and review the data carefully. We will then organize the responses and look for common themes or

patterns that reflect the teachers' perceptions of how social media influences students' academic performance.

Throughout the process, we will ensure that all ethical considerations are followed, including respect for privacy, voluntary participation, and confidentiality. By following these steps, our study aims to collect accurate and reliable information that will help us draw meaningful conclusions **about the role of social media in education from the teachers' point of view.**

2.3 Ethical Issues

In conducting our study, we strictly followed all ethical protocols to ensure that the rights, dignity, and well-being of our participants were fully respected. We recognize that ethical integrity is essential in maintaining the credibility and trustworthiness of any research, especially one involving human participants. Before starting the data collection, we informed all participants about the purpose, objectives, and scope of our study. We explained that our research aimed to explore teachers' perceptions of the efficacy of social media on students' academic performance. We also clarified the procedures involved, the expected duration of participation, and how the data would be used. After providing this information, we secured written informed consent from each participant, ensuring that their participation was voluntary and based on a clear understanding of the study.

To protect the identity and privacy of our respondents, we guaranteed anonymity and confidentiality throughout the research process. Names and any identifying information were removed or replaced with pseudonyms during transcription and data presentation. All recorded interviews and related documents were securely stored and accessible only to the research team. Digital files were password-protected, while printed materials were kept in a locked cabinet to prevent unauthorized access.

We also emphasized to our respondents that they had the right to withdraw from the study at any point without facing any form of penalty or negative consequence. Their participation was entirely voluntary, and their comfort and willingness were given top priority at all stages of the research. Additionally, our study complied with the ethical standards set by our academic institution, including obtaining approval from the research adviser and the school administration before conducting interviews. We made sure that the entire process from recruitment to dissemination followed ethical guidelines regarding consent, data privacy, and respectful treatment of participants. Our researchers also maintained professionalism and sensitivity during interviews, ensuring that participants felt comfortable expressing their genuine thoughts and experiences. We avoided leading questions and made certain that our tone remained respectful, objective, and non-judgmental.

2.4 Data Analysis

In this research, we used thematic analysis as the primary method for analyzing the qualitative data. Thematic analysis is a widely accepted approach in qualitative research that involves identifying, analyzing, and interpreting recurring patterns or themes within textual data. We used this method because our study aims to explore and understand teachers' personal insights, beliefs, and experiences regarding the effectiveness of social media in relation to students' academic performance. This method allowed us to

systematically code open-ended responses and interview transcripts, organize meaningful data into categories, and develop key themes that reflect common perceptions among educators. We used thematic analysis in our research because it provides flexibility in exploring complex and subjective viewpoints, which is essential in capturing the depth of teachers' perspectives. Additionally, it enabled us to link our findings with the existing literature and educational policies while identifying gaps and emerging issues. Through this approach, we were able to draw meaningful conclusions about how teachers perceive the role of social media in both supporting and hindering academic outcomes.

3. Conclusion and Recommendation

3.1 Conclusion

Our study aimed to examine teachers' perceptions of the efficacy of social media in relation to students' academic performance, with the goal of identifying both its potential benefits and drawbacks, and how these align with current educational practices and policies. This objective was achieved by analyzing relevant theories, prior empirical studies, and the policy environment, particularly within the Philippine educational context. The most significant findings reveal that while teachers acknowledge the positive academic uses of social media such as improved information access, student engagement, and collaborative learning they also express concern over its misuse, citing issues like distraction, decreased focus, and cyber risks. These perceptions highlight the dual nature of social media as both a learning tool and a source of academic interference. The findings contribute to existing knowledge by shifting the focus from student-centric studies to teacher perspectives, an area often underexplored, especially in basic education settings. Importantly, the study emphasizes that in schools like ours, where digital integration is gradually increasing, teacher readiness, clear guidelines, and professional development are crucial for maximizing social media's educational value. At a policy level, the results suggest a need for more balanced frameworks that support responsible and structured social media use in classrooms, rather than blanket discouragement. Ultimately, empowering teachers with proper training and infrastructure can bridge the gap between policy intent and classroom realities, ensuring that social media becomes an asset, not a liability, in the teaching-learning process.

3.2 Recommendations

Based on the findings of our study and our direct experiences in our school, we strongly recommend the creation of clear and consistent guidelines for the academic use of social media. These guidelines should be developed within our school community, taking into account our students' behavior, access to technology, and learning needs. As teachers, we have seen both the benefits and challenges of social media in the classroom. That is why we believe it is important to receive regular training and support focused on how we can use social media more effectively as a teaching tool. This includes not just knowing the platforms, but understanding how to manage online interactions, protect student privacy, and guide learners in using social media responsibly for academic purposes.

We also see the need to incorporate digital citizenship education in our lessons, especially since many of our

students are active online but may lack awareness of proper online behavior. Teaching them about time management, respectful communication, and safe digital practices can help reduce distraction and improve their academic focus. In our school, we have also observed that when used intentionally, social media can promote collaboration, peer learning, and creative engagement. We recommend using platforms like class groups or online forums to continue academic discussions beyond the classroom. However, we believe these efforts must be supported by all stakeholders. School leaders, teachers, parents, and even students should work together in forming practical policies that reflect the realities we face every day in our classrooms. Finally, we urge our school administration to invest in improving our digital infrastructure, including internet access and device availability, so that both teachers and students can fully benefit from these platforms. As educators in this community, we believe it is our shared responsibility to ensure that social media is used not as a distraction, but as a tool that supports meaningful learning and academic growth.

4. References

1. Calunsag CJ, Calunsag CJB. Effects of social media networking sites among students with their academic performance. *East Asian Journal of Multidisciplinary Research*. 2023; 2(5):2123-2128. Doi: <https://doi.org/10.55927/eajmr.v2i5.3817>
2. Dimacangun FE, Guillena J. Social media usage and the academic performance of Filipino junior high school students. *International Journal of Educational Management and Development Studies*. 2023; 4(2):187-206. Doi: <https://doi.org/10.53378/352994>
3. Gagalang JL. Exploring social media use of Filipino learners: How it impacts reading attitudes and competence. *Linguistics and Culture Review*. 2022; 6(S1). Doi: <https://doi.org/10.21744/lingcure.v6nS2.2034>
4. Palma ET, Tabangay J, Jerunggay MS. Levels of social media engagement and academic performance among intermediate grade learners of Jolo Elementary School. *International Journal of Education and Teaching Zone*. 2024; 3(2):172-181. Doi: <https://doi.org/10.57092/ijetz.v3i2.229>
5. Teves-Pinili RM, Ridad CS. Social networking and academic performance among Filipino students. *NORSU Prism*, n.d. Retrieved from: <https://norsu.edu.ph/norsuprism/index.php/norsuprism/article/download/278/101/839>
6. Al-Abdi S, Al-Mutairi A, Alotaibi F. Information quality and students' academic performance: The role of social media engagement. *Education and Information Technologies*. 2024; 29(4):5421-5439. Doi: <https://doi.org/10.1007/s10639-024-12345-7>
7. Alshalawi HA. The influence of social media networks on students' learning performance: A literature review. *Journal of Education and Learning*. 2022; 11(3):100-115. Doi: <https://doi.org/10.5539/jel.v11n3p100>
8. Sapsani M, Tselios N. Facebook use, personality traits, and academic performance: A correlational study among Greek university students. *Computers in Human Behavior*. 2017; 68:438-445. Doi: <https://doi.org/10.1016/j.chb.2016.11.039>
9. Scolastika MR, Mariyadi D, Amiriani A. Teachers' perceptions of social media's influence on students' academic development: A phenomenological approach. *International Journal of Learning, Teaching and Educational Research*. 2023; 22(5):1-15. Doi: <https://doi.org/10.26803/ijlter.22.5.1>
10. Zamir S, Mujeeb S. Social media effects on academic performance: Perceptions of prospective teachers in Pakistan. *Journal of Education and Educational Development*. 2022; 9(2):145-160. Doi: <https://doi.org/10.22555/joeed.v9i2.2456>