

The Influence of Social Media Usage and the Level of Motivation on Students' Academic Performance: A Linear Regression Analysis

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ABSTRACT

This research study employed a linear regression analysis to examine the influence of social media usage and the level of motivation on students' academic performance. The research questions explored the levels of social media usage in terms of academic, socialization, entertainment, informativeness, and constraint; level of motivation in terms of intrinsic motivation, grade motivation, career motivation, and self-determination; and academic performance in quarters 1 to 3 among Junior High School and Senior High School students. In the sampling procedures the researchers utilized Slovin's formula. Based on Slovin's formula, a sample size of approximately 320.69 or 321 is required to achieve a margin of error of 5% for a total population size of 1614. The researchers utilized the Stratified Random Sampling which defines as a probability technique that involves segmenting the population into distinct subpopulations and then selecting samples from each subpopulation.

The findings revealed that students exhibited a moderate level of social media usage ($x=3.36$), while demonstrating a high level of motivation ($x=3.62$). However, despite these moderate to high levels, students' academic performance remained at an average level ($x=3.15$). Furthermore, the research indicated that there was no significant relationship between social media usage and academic performance, as well as between the level of motivation and academic performance. Consequently, the study concluded that neither social media usage nor motivation significantly influenced students' academic performance. Lastly, further research is warranted to explore additional factors and potential interventions that could enhance academic outcomes in this population.

Keywords: Social Media, Level of Motivation, Academic Performance, Regression Analysis, Davao City

INTRODUCTION

Background of the Study

Social media usage has significantly increased recently [32]. Websites and online technologies that enable user interactions by giving people the chance to exchange knowledge, ideas, and interests are referred to as social media [46]. People utilize social media for a variety of purposes, such as communication, entertainment, and information gathering. Especially, young adults and adolescents are spending more time on social media, e-games, texting, and online networking sites [48]. In fact, certain authors have hypothesized that social media has changed group interaction styles as well as the individual and group behaviors of its users globally [17].

It indicates that there are growing worries about the potential disadvantages of social media addiction. Learners' mental health, which includes their emotional, psychological, and social wellbeing, is also impacted by social media [46]. It may be proposed that social media plays a significant part in the daily lives of learners because they frequently use it both during the day and at night. Despite the massive impact that these technologies have made to knowledge acquisition, it is important to assess if they are being utilized for acquiring information or for other reasons that might end up in technological misuse.

However, Social isolation may be decreased by social media use, which also helps users feel connected to relevant persons [48]. Indeed, social media offers a variety of ways to connect with those close to you, such as family, friends, and relatives, as well as with strangers, coworkers, and acquaintances [16]. It also plays a significant role for people of all ages as they make the most of their sense of community [41]. Social media as a way for individuals to communicate with one another through the creation, sharing, and/or exchange of information and ideas through online groups and networks. It offers the chance to network with other members who have comparable or shared interests, aspirations, and goals. Some author claims that most people use these websites to communicate with both old and new acquaintances, whether they are in-person or online. Due to the quick changes brought about by the development of internet and technology, technology today is regarded as the greatest medium for examining a wide range of problems [7]. The most ideal channel for communication has emerged because of the development of internet technology. A communication and connecting tool, social networking and blogging websites are accessed by most internet users globally. The development of communication and technology has significantly improved social networking.

Learners today are exposed to smartphones and computers in a world where technology dominates every sector of society, including education. They use the social networking applications that come with these smartphones and PCs to spend time online. Given that social media bridges the gap of distance between two or more people, there may be a relationship between social media use and academic performance. It is vital to assess any effects social media may have on motivation given the increase in usage over the past ten years.

Despite disadvantages, social media's development has influenced almost all areas of human work. People are tempted to claim that modern social applications and social media have the ability to further enhance learning and information exchange among students and teachers because the educational environment is not excluded from this [18]. According to an author, students can acquire proper grammar, spelling, sentence construction, pronunciation, and essay writing using social media [25]. Supported by a discovery, that social networking sites can be effective tools for enhancing proper spelling and writing among students because they provide elasticity in learning, stimulate creative ideas, and improve interpersonal relationships between pupils and teachers [34]. Academic achievement refers to how students approach their studies as well as how they carry out all the tasks that have been given to them by their teachers [27]. Academic achievement is defined as the amount to which students, teachers, or institutions have accomplished their educational goals [51].

Since the emergence of these social media networks, students' academic lives have changed in both positive and negative ways. In a study, they stated that social networks divert students' attention and concentration away from studying and redirect it toward non-educational activities like pointless and unneeded chit-chatting [30]. Most of these students believe that social media improves their capacity for learning and expands their understanding of how to get information. However, it is true that most of these students find it difficult to spell words correctly, therefore they tend to shorten everything they say to their pals. Due to their excessive use of social media and social networking sites, the majority of those who could spell correctly are now unable to do so [36]. In addition, they claimed that learners use the time a teacher spends lecturing in the classroom chatting on social media to divert their attention from the day's lectures.

According to a research's findings, excessive social media use is significantly correlated with problems with focus [26]. When working on important tasks, high multimedia users had more trouble blocking off undesired distractions like notifications [37]. According to participants' grade point averages (GPA), the accessibility of these "technologies" influenced students' capacity to sustain their attention and think deeply about the material [24]. Certain research found that, it is important to create a space where students can study without being overly active on social media [33]. It is also supported that pupils with better time management skills and environments that are conducive to learning perform better academically than those without such skills [28].

Theoretical framework

The fundamental theory of this study is Social Cognitive Theory a theory of health behavior that is most frequently used [12]. In the 1960s, Bandura developed the Social Learning Theory (SLT), which later became known as Social Cognitive Theory (SCT). The idea that learning happens in a social setting with a dynamic and reciprocal interplay of the person, environment, and behavior was evolved into the SCT in 1986. The SCT model proposes a reciprocal deterministic relationship between the person, his or her environment, and behavior. These three components dynamically and inversely interact with and upon one another to form the basis for behavior as well as potential interventions to change behaviors [9][10][11]. Because it emphasizes the interaction between internal factors like thinking and symbolic processing (e.g., attention, memory, and motivation) and external determinants (e.g., rewards and punishments) in determining behavior, social cognitive theory has frequently been referred to as a bridge between behavioral and cognitive learning theories.

The emphasis on social influence and on both external and internal social reinforcement is what makes SCT special. SCT takes into account both the many ways in which people learn and practice behaviors as well as the social context in which those behaviors are used. The hypothesis considers a person's prior experiences, which influence whether behavioral activity will take place. Numerous behavioral theories that are applied to promote wellness tend to place more emphasis on initiating behavior than on maintaining it. This is regrettable because the fundamental objective of health for all is behavior maintenance, not only behavior start. The purpose of SCT is to clarify how people control and reinforce their behavior to produce goal-directed behavior that can be sustained over time. The self-efficacy component was included when the theory progressed into SCT, however the first five constructs were created as part of the SLT.

When addressing how an individual's behavior changes, social cognitive theory takes into account multiple components of the social ecology model. Given the focus on the individual and the environment, the latter of which has become a prominent point of focus in recent years for health promotion initiatives, SCT has been frequently used in this field. Similar to other theories, it may be challenging to apply all the SCT elements to a single public health issue, especially when establishing targeted public health initiatives.

Conceptual Framework

The conceptual framework of the study is presented in figure 1. Based on the figure, there are two independent variables. These variables are (1) Social Media Usage and (2) Level of Motivation that has a correlation to the dependent variable which is Academic Performance.

Below is the framework of this research in relation to the objective of the study:

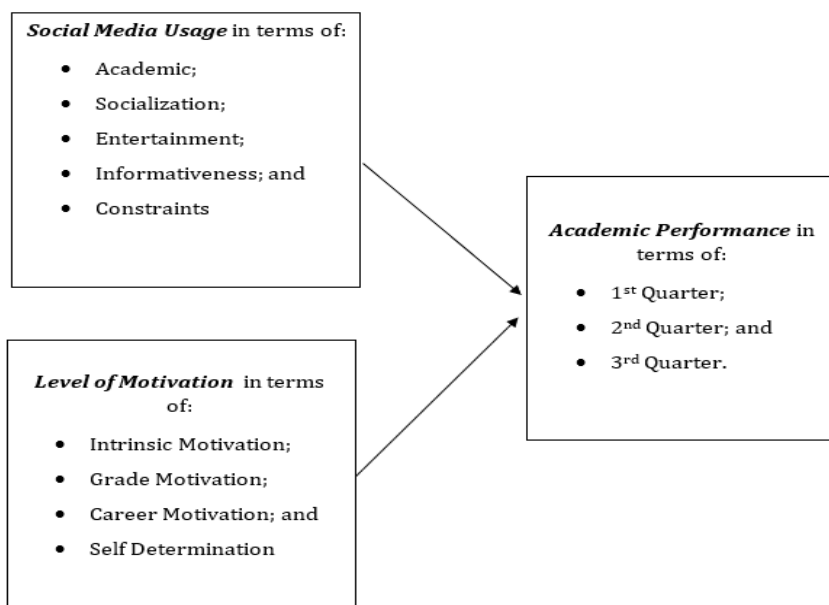


Figure 1. Conceptual Framework of the study

Research Questions

The primary research questions of this study are the following:

1. What is the level of Social Media Usage of students in terms of:
 2. Academic;
 3. Socialization;
 4. Entertainment;
 5. Informativeness; and
 6. Constraints?
7. What is the level of motivation of students in terms of:
 8. Intrinsic motivation;
 9. Grade motivation;
 10. Career motivation; and
 11. Self-determination?
12. What is the level of Academic Performance of students in terms of:
 13. 1st Quarter;
 14. 2nd Quarter; and
 15. 3rd Quarter?
16. Is there a significant relationship between Social Media Usage and Academic Performance of students?
17. Is there a significant relationship between the Level of Motivation and Academic Performance of students?
18. Does Social Media Usage and Level of Motivation influence the Academic Performance of students?

Null Hypothesis

1. There is no significant relationship between Social Media Usage and Academic Performance of student.
2. There is no significant relationship between the Level of Motivation and Academic Performance students.
3. Social Media Usage and the Level of Motivation does not influence the Academic Performance of students.

METHODOLOGY

Research Design

This study utilized a quantitative method. Quantitative research methods, such as linear regression analysis, play a crucial role in many fields, including social sciences, economics, health sciences, and data analysis. They provide a systematic and rigorous approach to studying and analyzing relationships between variables, making predictions, and testing hypotheses.

Research Locale

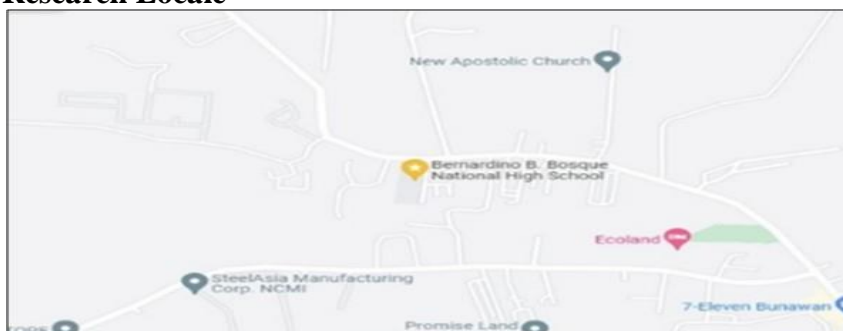


Figure 2. Research Locale

This study was conducted in a public Secondary School with both Junior High and Senior High located in Purok 10, Km. 23, Bunawan, Davao City, under the Cluster 13 of the Schools Division of Davao City for the School Year 2022-2023. Furthermore, the school is composed of 54 teaching personnel, 3 non-teaching personnel including the school's principal, and 3 aides. At the present time, the student population is 1,614, which is divided into 34 sections from Grade 7-12. Specifically, this study's respondents were made up of students from Grade 7 up to Grade 12.

Participants of the Study

The respondents of the study were the students of Bernardino B. Bosque National High School, from Grade 7 to Grade 12. At the present moment the school's student population is one thousand six hundred fourteen (1,614) Learners Information System (LIS) enrolled students.

In the sampling procedures the researchers utilized Slovin's formula. Based on Slovin's formula, a sample size of approximately 320.69 or 321 is required to achieve a margin of error of 5% for a total population size of 1614.

Moreover, the researchers utilized the Stratified Random Sampling. According to Introduction to Statistics (Fourth Edition), Stratified Random Sampling is a probability technique that involves segmenting the population into distinct subpopulations and then selecting samples from each subpopulation [42]. The researchers make use of the already established grade level (Grade 7 – Grade 12) as the strata for the selection of the respondents.

Furthermore, from the strata identified above, the researchers will draw varied number of respondents from every grade level (Grade 7 – Grade 12). In the grade 7 level the researchers draw 62 respondents or 19.60% of the sample population, in the grade 8 level the researchers draw 76 respondents or 23.40% of the sample population, in the grade 9 level the researchers draw 66 respondents or 20.60% of the sample population, in the grade 10 level the researchers draw 62 respondents or 19% of the sample population, in the grade 11 level the researchers draw 32 respondents or 9.70% of the sample population, and in the grade 12 level the researchers draw 23 respondents or 7.70% of the sample population.

Sampling Techniques

In the sampling procedures the researchers utilized Slovin's formula. Based on Slovin's formula, a sample size of approximately 320.69 or 321 were selected to achieve a margin of error of 5% for a total population size of 1614.

Similarly, the utilization of Stratified Random Sampling. Stratified Random Sampling is a probability technique that involves segmenting the population into distinct subpopulations and then selecting samples from each subpopulation [55]. The researchers make use of the already established grade level (Grade 7 – Grade 12) as the strata for the selection of the respondents.

Research Instrument

This study utilized an adapted research questionnaire. The questionnaire was composed of three parts, the first part is the demographic profile of the students, the second part is for the first variable, and the third part is for the second variable, and is made up of 38 statements. Social Media usage utilized a five-point scale that the respondents will mark with a check according to their evaluation and manifestation on the statements, 1 for Never, 2 for Rarely, 3 for Sometimes, 4 for Often, and 5 for Always. The level of Motivation utilized a five-point scale categorized as 1 for very low, 2 for low, 3 for moderate, 4 for high, and 5 for very high.

The first variable, which is the social media usage, its statements is adapted to the Social Networking Usage Questionnaire: Development and Validation in an Indian Higher Education Context [13]. While the second variable, the Level of Motivation, is adapted from Students' Motivational Level of Junior High School by [43].

Moreover, for the Performance, the researchers gathered the Quarters 1-3 grades from the School Statistician. The research questionnaire will utilize the Likert scales to elicit responses from the research respondents. On the parameter limits, the descriptive equivalent on the level of motivation, social media usage, and academic performance, status are shown in the matrixes based on the Likert scale for frequency.

Data Collection Procedure

To assure the success of the study, the researchers used the following data collection procedure:

First, asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining about the study to be conducted in their school.

Second, obtaining consent from the student-respondents. The researcher asked permission from the participants and to their parents/guardians. They were formally oriented about the study and of the process they shall go through as participants.

Thirdly, public school students who agreed to participate in the study will receive a consent letter. To find out how students at a particular school understood about the influence of social media, a paper survey was given to them. The survey has long been a preferred method for data collection in epidemiology [19].

Lastly, in the sampling procedures the researchers utilized Slovin's formula and the utilization of Stratified Random Sampling. Stratified Random Sampling is a probability technique that involves segmenting the population into distinct subpopulations and then selecting samples from each subpopulation [55].

Ethical Considerations

In this study, the researchers set considerations for any ethical issues that would possibly arise during the conduct. Before the actual conduct of the study the researchers send an informed consents to the parents of the selected respondents. To make sure that the students' participation is solely voluntary and not coerced and is permitted by their parents since most of the respondents are minors with ages below 18 years old.

Every participant is ensured not to be subjected to harm in any ways whatsoever. Also, to reduce the risk of being harmed, all the data gathered and reflected in the study were kept with utmost privacy and confidentiality. And also, every respondent is treated with anonymity to reduce the risk of harm. This is done by making the name section in the demographic profile optional and if the respondents choose to write his/her name on the demographic profile, the researchers will make sure that this sensitive information were kept confidential.

Every respondent can trust the researchers with their sensitive responses to avoid any conflict of interest. The researchers also ensure that this information gathered from the respondents are intended to be used only in the study. To address the vulnerability of participants the researchers ensure that they strictly adhere to the protection of every respondent's information.

Participants are free to withdraw from their participation without implications. In addition, the researchers' purpose in conducting this study is to only asses their social media usage and their mental health status which then be correlated. The researchers' make sure that the statements in the questionnaire specifically in

the part for the mental health status is only behavioral meaning that the researchers can analyze and interpret in their capability.

The mentioned statements above were thoroughly done in order to ensure confidentiality on the profile of every essential element involved in this study. And, all ethical concerns will surely be adhered to.

Statistical Treatments

Mean – This is used to determine the level of Social Media Usage, Academic Performance, and Mental Health Status of students.

Standard Deviation – This is used to quantify the amount of variability among the variables of the study.

Pearson Product Moment Correlation Coefficient R – This is used to determine the significant relationship between Social Media Usage and Academic Performance of students, and the significant relationship between the Level of Motivation and Academic Performance of students.

Linear Regression – this is used to determine the influence of Social Media Usage and Level of Motivation in the Academic Performance of students.

RESULTS AND DISCUSSIONS

Results have been obtained from a body of research on the impact of academic achievement on students' motivation levels and social media usage. In this section, the results are discussed using tables.

Table 4. Level of Social Media Usage

Table 4.
Level of Social Media Usage in terms of:

<i>Indicators</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>
Academic	3.43	Moderate
Socialization	3.22	Moderate
Entertainment	3.78	High
Informativeness	3.52	High
Constraints	3.01	Moderate

Table 4 discusses the level of social Media Usage by indicators. The first indicator, Academic that gathered a mean of 3.43, which means that the students' utilization of the social media for academic purposes is in moderate level. On the second indicator, Socialization that gathered a mean of 3.22, which means that the students' utilization of social media for the purpose of socialization is in moderate level. On the third indicator, Entertainment it gathered a mean of 3.78, which means that the students' utilization of social media for entertainment purposes is high. In Informativeness, it gathered a mean of 3.52, which means that the students' utilization of social media for the purpose of being informed is high.

Lastly, Informativeness gathered a mean of 3.52, which means that the students' utilization of social media for the purpose of being informed is high. Learners are engaged by social media, which must be evaluated as a source of knowledge entrepreneurs. With the expansion of its programs, the internet has become an advertisement medium. With social networking, the participatory nature of online situations has increased. Social networking dating was formerly a niche hobby, but it has now become widespread.

Table 5. Level of Social Media Usage of Students

Sample Population (N)	Standard Deviation (SD)	Mean	Descriptive Equivalent
321	0.736	3.36	Moderate

Table 5 shows the Level of Social Media Usage of students in Bernardino B. Bosque National High School. A total of 321 respondents gathered a standard deviation of 0.736 and a mean of 3.36, which is Moderate. This means that the student’s utilization of social media is extensive [5] [26][38][39].

Table 6. Level of Motivation of Students

Indicators	Mean	Descriptive Equivalent
Intrinsic Motivation	3.60	High
Grade Motivation	3.51	High
Career Motivation	3.76	High
Self Determination	3.60	High

Table 6 shows the level of motivation of students based on its indicators. It has a sample size of 321 and means for different motivational factors: Intrinsic Motivation (3.6), Grade Motivation (3.51), Career Motivation (3.76), and Self Determination (3.60), which all has descriptive equivalents of High.

Intrinsic Motivation refers to the inner drive or interest that students have in pursuing a particular activity or subject. With a mean score of 3.6, it indicates that, on average, students perceive themselves to be highly internally motivated in their studies or academic pursuits. Additionally, Grade Motivation pertains to the motivation students have specifically towards achieving good grades or academic performance. A mean score of 3.51 suggests that, on average, students demonstrate a high level of motivation to excel academically and attain good grades.

Moreover, Career Motivation reflects the students’ motivation towards their future career goals and aspirations. With a mean score of 3.76, it indicates that, on average, students possess a high level of motivation and drive when it comes to their career aspirations and plans. Lastly, Self Determination captures the students’ sense of autonomy and self-directedness in their academic pursuits. A mean score of 3.60 suggests that, on average, students exhibit a high level of self-determination and personal agency in their educational journey.

Table 7. Level of Motivation of Students

Sample Population (N)	Standard Deviation (SD)	Mean	Descriptive Equivalent
321	0.701	3.62	High

Table 7 examines the level of motivation among students, a sample size of 321 was utilized. The descriptive statistics reveal a mean score of 3.62, indicating a relatively high level of motivation within the sample. This finding suggests that, on average, the students exhibit positive and strong motivation in their academic pursuits. The accompanying standard deviation of 0.701 signifies a moderate degree of variability in motivation scores, with most students clustering around the mean.

The descriptive equivalent of “high” further emphasizes the overall positive motivation level observed in the study, implying that a significant proportion of the students reported motivation scores that align with the high end of the scale used [15][45][50].

Table 8. Level of Academic Performance of Students

<i>Quarter</i>	<i>Average Grade</i>	<i>Numerical Value</i>	<i>Descriptive Equivalent</i>
Quarter 1	84.59	3	Average
Quarter 2	85.50	3	Average
Quarter 3	86.69	3	Average

Table 8 shows the level of academic performance of students in Bernardino B. Bosque National High School by Quarter. Students in Quarter 1 has an average of 84.59, Quarter 2 has 85.50, and Quarter 3 has 86.69. All Quarters has a numerical value of 3, and has a descriptive equivalent of Average. This means that in Quarters 1 to 3, the students meet expectations and demonstrates a solid understanding of the coursework, but does not consistently go above and beyond.

Table 9. Level of Academic Performance of Students

<i>N</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>
321	0.806	3.15	Average

Table 9 shows the level of Academic Performance of students in Bernardino B. Bosque National High School. The standard deviation (SD) of 0.806 indicates the spread or variability of the academic performance scores around the mean. In this case, the relatively low standard deviation suggests that the academic performance scores of the students are clustered closely around the mean value of 3.15. This implies that there is less variability in the academic performance of the students, indicating a relatively consistent level of performance across the student population. The mean value of 3.15 indicates the average academic performance of the students in the school. This means that the student meets expectations and demonstrates a solid understanding of the coursework but does not consistently go above and beyond. Filipino high school students with high smartphone use perceived their academic performance to be better but did not reach above and high level of performance [14][23].

Table 10. Descriptive Statistics on Social Media Usage and Academic Performance of Students

	Mean	Std. Deviation	N
Social Media Usage	3.36	.736	321
Academic Performance	3.15	.806	321

Table 10 examines the descriptive statistics of social media usage and academic performance among students. The sample consisted of 321 students. The mean score for social media usage was found to be 3.36, indicating a moderate level of engagement with social media platforms. The standard deviation of 0.736 suggests a moderate degree of variability in social media usage among the students. These findings suggest that, on average, students in the sample reported a moderate level of involvement with social media.

In terms of academic performance, the mean score was 3.15, indicating a moderate level of achievement. The standard deviation of 0.806 suggests a relatively higher degree of variability in academic performance within the sample. These results indicate that students' academic performance varied to a greater extent compared to their social media usage. Overall, the findings suggest that, on average, the students in the sample demonstrated a moderate level of academic performance.

Table 11. Correlation Showing the Relationship between Social Media Usage and Academic Performance of Students

		Social Media Usage	Academic Performance
Social Media Usage	Pearson Correlation	1	.081
	Sig. (2-tailed)		.150
	N	321	321
Academic Performance	Pearson Correlation	.081	1
	Sig. (2-tailed)	.150	
	N	321	321

Table 11 shows the relationship between social media usage and academic performance among students using correlation analysis was conducted to determine the strength and significance of the association with statistical values for acceptance and rejection of value of 0.05. The correlation coefficient (r value) was found to be 0.081, suggesting a very weak positive relationship between social media usage and academic performance. However, the corresponding p-value of 0.150 indicates that this correlation is not statistically significant at the conventional level of significance.

These results suggest that, within the sample of students, there is no strong evidence to support a significant relationship between social media usage and academic performance. The weak positive correlation indicates a small tendency for students who report higher levels of social media usage to also have slightly higher academic performance, but this relationship is not deemed statistically reliable.

Overall, the correlation analysis indicates a weak and nonsignificant positive relationship between social media usage and academic performance among the sampled students [22][31]. This result further indicates

that the null hypothesis 1 (Ho1) is accepted.

Table 12. Descriptive Statistics on Level of Motivation and Academic Performance of Students

	Mean	Std. Deviation	N
Level of Motivation	3.60	.701	321
Academic Performance	3.15	.806	321

Table 12 shows the descriptive statistics of the level of motivation and academic performance among students, the sample comprised 321 students. The mean score for the level of motivation was found to be 3.60, indicating a relatively high level of motivation among the students. The standard deviation of 0.701 suggests a moderate degree of variability in motivation levels within the sample. These findings suggest that, on average, students in the sample reported a high level of motivation in their academic pursuits.

In terms of academic performance, the mean score was found to be 3.15, indicating a moderate level of achievement among the students. The standard deviation of 0.806 suggests a relatively higher degree of variability in academic performance within the sample. These results indicate that students' academic performance varied to a greater extent compared to their level of motivation.

Table13. Correlation Showing the Relationship between Level of Motivation and Academic Performance of Students

		Level of Motivation	Academic Performance
Level of Motivation	Pearson Correlation	1	-.012
	Sig. (2-tailed)		.835
	N	321	321
Academic Performance	Pearson Correlation	-.012	1
	Sig. (2-tailed)	.835	
	N	321	321

Table 13 shows the relationship between the level of motivation and academic performance among students through correlation analysis with statistical values for acceptance and rejection of value of 0.05. The obtained correlation coefficient (r value) was found to be -0.012, indicating an extremely weak negative relationship between the level of motivation and academic performance. However, the corresponding p-value of 0.835 suggests that this correlation is not statistically significant at the conventional level of significance.

These results suggest that, within the sample of students, there is no meaningful or significant relationship between the level of motivation and academic performance. The extremely weak negative correlation implies that there is virtually no linear association between these variables. Consequently, the findings indicate that the level of motivation does not have a substantial impact on the academic performance of the sampled students.

Overall, the correlation analysis indicates an extremely weak and nonsignificant negative relationship between the level of motivation and academic performance among the students in the sample [3][54]. This result further indicates that the null hypothesis 2 (Ho2) is accepted.

Table 14. Linear Regression Analysis between Dependent Variable: Academic Performance, and Two Independent Variables: Social Media Usage and Level of Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	2.968	.276		10.739	.000	2.424	3.512
1 Social Media Usage	.100	.064	.092	1.570	.117	-.025	.226
Level of Motivation	-.044	.067	-.038	-.655	.513	-.176	.088

a. Dependent Variable: *Academic Performance*

Table 14 shows the influence of social media usage and the level of motivation on students’ academic performance through linear regression analysis with statistical values for acceptance and rejection of value of 0.05. The dependent variable was academic performance, while the independent variables were social media usage and the level of motivation. The results indicate that social media usage had a p-value of .117 and an unstandardized coefficient (B) of .064. This suggests that social media usage does not have a statistically significant impact on academic performance.

Similarly, the level of motivation was found to have a p-value of .513 and an unstandardized coefficient (B) of .067. This implies that the level of motivation also does not have a statistically significant influence on academic performance. These findings indicate that neither social media usage nor the level of motivation alone can reliably predict variations in academic performance among the students in the sample.

Furthermore, in this case, the analysis suggests that social media usage and the level of motivation do not exert a significant influence on academic performance when considered independently [8][20][35]. This result further indicates that the null hypothesis 3 (Ho3) is accepted.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the relationships between social media usage, level of motivation, and students’ academic performance of Grade 7 to 12 students in Bernardino B. Bosque National High School. The responses of the 321 students in the research instrument used were carefully recorded and analyzed using linear regression analysis.

Conclusions

In conclusion, the research project titled “The Influence of Social Media Usage and the Level of Motivation on Students’ Academic Performance: A Linear Regression Analysis” has shed light on key aspects of what influences students’ academic success. According to the study’s findings, students generally reported using social media moderately (mean=3.36) and being highly motivated (mean=3.62). Despite these reported levels, it was discovered that overall academic achievement was average (mean=3.15). The following are the main conclusions of the study:

1. Social media use and academic achievement had no statistically significant correlation (p value = 0.150). This shows that there isn't enough solid evidence to prove either the beneficial or negative effects of modest social media use on students' academic achievement.
2. There was no statistically significant correlation between academic achievement and motivation level (p value = 0.835). This suggests that differences in academic achievement were not accurately predicted by the students' claimed high levels of motivation.
3. The regression study further confirms that neither social media use nor motivation levels by itself can accurately predict differences in academic achievement among the students.

Given these results, it is clear that the study did not identify a connection between social media use, motivation, and academic performance among the population under study that was both direct and statistically significant.

Recommendations

The following suggestions can be made in light of the study's findings:

1. Encourage Balanced Social Media Use: Despite the lack of a direct correlation between social media and academic performance in this study, it is still essential to encourage students to use social media in a responsible and balanced way. To assist students in prioritizing their academic obligations and making informed decisions about their online activities, educators and institutions can provide advice and workshops on time management and digital literacy.
2. Study diversification: Given the intricacy of the factors affecting academic achievement, more study is needed to explore the many facets of this relationship. To acquire a deeper knowledge of their effect on academic success, future studies can examine additional factors like study habits, time management, and social media connections.
3. Individualized Support: Institutions ought to offer each student their own level of support. Personalized academic advising, counseling, and mentoring programs can assist students in identifying and overcoming any obstacles to academic success they may encounter, whether they are caused by social media or other causes. These programs take into account the reality that each student has specific needs and challenges.
4. Data – informed Interventions: Organizations and educators should use data to guide their interventions. Institutions can identify students who might be struggling and offer them timely support and resources by routinely evaluating student performance and obtaining feedback.

In summary, even though this study did not discover a direct connection between social media use, motivation, and academic achievement, it does highlight the necessity of a comprehensive strategy for student assistance. Better academic results may result from balancing social media use, attending to individual needs, and using data to guide solutions.

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