Examining the Link Between Social Media Engagement and Time Spent Online on Student's Educational Outcomes

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ABSTRACT

This research focused on the influence of social media engagement and time spent online on student educational outcomes in Lorenzo S. Sarmiento Sr. National High School. The main aim was to evaluate the levels of social media engagement, time spent online, and students' academic performance based on specific indicators; examine the significant relationship between social media engagement and educational outcomes, as well as the relationship between time spent online and educational outcomes; and identify which aspects of social media engagement and time spent online significantly influence educational outcomes. A quantitative correlational research design was employed, involving 203 Grade-12 Sr. High School students. The study applied statistical methods, including mean, Spearman's rho, and multiple regression analysis, findings indicated that the level of social media engagement is very high, the time spent online are also very high, and the student educational outcomes level is very high; there is a significant relationship between social media engagement and students' educational outcomes, as well as time spent online and students' educational outcomes. Furthermore, all domains of social media engagement and time spent online influenced the students' educational outcomes. Therefore, social media and time spent online play a crucial role in enhancing student educational outcomes.

Keywords: Social Media Engagement, Time Spent Online, Students' Educational Outcomes

INTRODUCTION

Social media had a complex effect on students' educational outcomes in Nepal, with particular attention to how online time impacts learning outcomes and the difficulties of digital distractions in attaining achievements (Adhikari 2024). According to the study, Chinese students' overuse of social media had a detrimental effect on their learning engagement since it takes up time and energy, which can turn into their learning outcomes and performance in education (Duan et al., 2024). Moreover, a study conducted by Jamil (2020) the study indicates that excessive social media engagement negatively impacts educational outcomes among students in Islamabad and Rawalpindi, in Pakistan.

The usage of social media had been beneficial educational environments in the Philippines because it significantly enhanced student performance, interest in the subject matter, and critical thinking skills (Lottering, 2020).). Social media engagement used to improve students' access to information from around the world, develops their communication abilities, and helps them grow as people, all of which are essential for overcoming the current obstacles in Philippine education (Rahayu, 2023).

Furthermore, social media engagement does improve students' educational outcomes in socializing, entertainment, and educational experiences by encouraging peer interaction and collaborative learning

(Dimacangun & Guillena, 2023). The length of time students spent online is crucial to their development in online education and had significant impact in their learnings (Briones et al., 2023). A study conducted in Bulacan State University found that Filipino students perceived spending enough time online positively, leading to effective learning outcomes (Rosa, 2023).

Digital media's power in the Philippines emphasizes how social media use may spark problems, as demonstrated by region 11 in Davao, highlighting the difficulties in achieving good educational outcomes (Lorenzana, 2021). According to a study, higher social media use has a detrimental effect on learning outcomes, which suggests that students in Davao may exhibit similar patterns (Ligot & Vizmonte, 2024). A study conducted by Kulidtod and Pasagui (2019) found out that excessive social media use had a detrimental effect on students' educational outcomes.

The researcher identified a gap in existing studied on examining the link between social media engagement on students' educational outcomes at Lorenzo S. Sarmiento Sr. National High School. This led the researchers to explore the topic further to provide insights and gain new knowledge about the correlation between these variables. The study aimed to contribute significantly to rural development by encompassing social, economic and ecological aspect. Socially it promotes positive connections with peers, educators, and experts, creating valuable social capital. Economically it can enhance digital literacy skills and improve employment prospects that is a crucial skill in the modern world. Ecologically the ability skill development that you acquired through the use of social media use, like content creation, and communication, have real-world value and can be used to create positive changes. Thus, it was essential to carry out this study to examine how social media engagement and time spent online influence students' educational outcomes, along with the factors that drive this connection.

Research Objectives

1. To determine the level of social media engagement of Senior High School Students in terms of:
1.1 Technical Features;
1.2 User Engagement;
1.3 Social Interaction; and
1.4 Social Media Usage.
2. To determine the level of time spent online of Senior High School Students in terms of:
2.1 Consequences of Behavior;
2.2 Perceived Virality; and
2.3 Characteristics of Model and Behavior;
3. To determine the level of educational outcomes of Senior High School Students in terms of:
    3.1 Access Perspective;
    3.2 Retention; and
    3.3 Excellence
4. To determine the significant relationship between the social media engagement and students' educational outcomes of Lorenzo S. Sarmiento Sr. National High School students.
5. To determine the significant relationship between the time spent online and educational outcomes of Lorenzo S. Sarmiento Sr. National High School students.
6. To determine which of the domains in social media engagement will significantly influence the educational outcomes of Lorenzo S. Sarmiento Sr. National High School students.
7. To determine which of the domains in time spent online will significantly influence the educational outcomes of Lorenzo S. Sarmiento Sr. National High School.

METHODOLOGY

This study utilized a quantitative, non-experimental research design, specifically employed a descriptive correlational technique to explore the potential relationship between two predefined variables. The goal was to determine the direction and strength of this relationship, if present.

A descriptive correlational approach was deemed suitable for understanding existing conditions and exploring the causes of certain phenomena, as it allows for the examination of relationships between variables without manipulation by the researcher (Creswell, 2014). Correlational research focuses on identifying the strength and direction of associations between two or more variables, as measured quantitatively (Dempsey, 2016).

This survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data used questionnaires. The focus of the study would be to examine the link between social media engagement and time spent online on students' educational outcomes of the Senior High School students in the Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

Simple random sampling was employed in selecting the respondents for this study. The subjects were the 203 Grade 12 Students of Lorenzo S. Sarmiento Sr. National High School, male or female and currently enrolled in the first semester, school year 2024-2025. Examining the relationship between social media engagement, time spent online, and educational outcomes is crucial for senior high school students facing significant academic pressures as they prepare for college or careers. While social media can enhance collaboration and motivation, excessive online time often leads to distractions that negatively impact study habits and academic performance. Striking a balance between productive use and recreational activities is essential; students who effectively leverage social media for educational purposes while minimizing distractions are more likely to achieve better outcomes. Understanding this dynamic can help educators promote meaningful engagement with social media, ultimately enhancing students' learning experiences and academic success.

Sample Size of around 200-300 was adequate for achieving reliable and generalizable results in quantitative study (Cohen, 1992). In the case of Grade 12 Senior High School in Lorenzo S. Sarmiento Sr. National High School, out of a population of 426 individuals, a randon sample of 203 respondents are selected. The sample size was computed using the Raosoft sample size calculator (Raosoft, 2004).

Table 1. Population and Sample size of Respondents

Section	Population	Respondents
A	48	23
B	57	27
C	55	26
D	46	22
E	45	22
F	46	22
G	45	21
H	46	22
I	38	18

Statistical Tool The statistical tools that were used for data analysis and interpretation are the following:

Mean. This statistical tool was used to determine the level of social media engagement, time spent online and student's educational outcomes.

Spearman's rho. This statistical tool was used to determine the significance on the relationship of social media engagement and time spent online on student's educational outcomes.

Multiple Regression Analysis. This statistical tool was used to determine the influence of social media engagement and time spent online on students' educational outcomes.

RESULTS

Level of Social Media Engagement

Table 2 presented the average scores for the social media engagement among senior high school students average mean score of 4.33, which is considered very high accompanied by a standard deviation of 0.37. The very high level could be attributed to the high ratings given by the respondents in all indicators. This suggest that the level of social media engagement is very much positive in terms of technical features, engagement, social interactions and social media usage.

The cited overall mean score are the result obtained from the following computed mean scores from highest to lowest: 4.40 or very high for social media usage with a standard deviation of 0.47; 4.37 or very high for technical features with a standard deviation of 0.46; 4.33 or very high for social interactions with a standard deviation of 0.50; and 4.23 or very high for user engagement with a standard deviation of 0.47.

Table 2. Level of Students' Social Media Engagement

Indicators	Mean	SD	Descriptive Equivalent
Technical Features	4.37	0.46	Very High
User Engagement	4.23	0.47	Very High
Social Interactions	4.33	0.50	Very High
Social Media Usage	4.40	0.47	Very High
Overall	4.33	0.37	Very High

Level of Time Spent Online

Shown in Table 3 are the mean scores for the indicators of student's time spent online, with an overall mean of 4.27 and described as very high with a standard deviation of 0.42. The very high level could be attributed to the very high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of time spent online are very much positive in terms of consequences behavior, perceived virality, and characteristics of model and behavior.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.31 or very high for characteristics of model and behavior with a standard deviation of 0.50; 4.29 or very high for consequences of behavior with a standard deviation of 0.52; and 4.20 or very high for perceived virality with a standard deviation of 0.52.

Table 3. Level of Time Spent Online

Indicators	Mean	SD	Descriptive Equivalent
Consequences of Behavior	4.29	0.52	Very High
Perceived Virality	4.20	0.52	Very High
Characteristics of Model and Behavior	4.31	0.50	Very High
Overall	4.27	0.42	Very High

Level of Student's Educational Outcomes

Table 4 presents the mean scores of students' educational outcomes in terms of Access Perspective, Retention, and Excellence. The overall mean is 4.35 with an equivalent description of very high and with a standard

deviation of 0.40. This implies that the respondents' responses to the level of students' learning engagement are very much positive in terms of access perspective, retention, and excellence.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.38 or very high for retention with a standard deviation of 0.45; 4.37 or very high for access perspective with a standard deviation of 0.47; and 4.31 or very high for excellence with a standard deviation of 0.38.

Table 4. Level of Student's Educational Outcomes

Indicators	Mean	SD	Descriptive Equivalent
Access Perspective	4.37	0.47	Very High
Retention	4.38	0.45	Very High
Excellence	4.31	0.38	Very High
Overall	4.35	0.40	Very High

Significance on the Relationship Between Social Media Engagement and Student's Education Outcomes

Table 5 shows that social media engagement and students' education outcomes have a Spearman's rho value 0.699*, indicating a moderate relationship. Moreover, a p-value of <0.001, less than 0.05 p-value means that there was a significant relationship between social media engagement and students' educational outcomes. Thus, the null hypothesis, which states no significant relationship between social media engagement and students' educational outcomes, is rejected. This further implies that students' social media engagement tended to be observed when the students' educational outcomes.

Table 5: Significance on the Relationship Between Social Media Engagement and Students' Educational Outcomes

		Social Media Engagement
Students' Educational Outcomes	Spearman's rho p-value	0.699 <.001

Significance on the Relationship Between Time Spent Online and Student's Educational Outcomes

Table 6 shows that time spent online and students' education outcomes have a Spearman's rho value 0.739*, indicating a moderate relationship. Moreover, a p-value of <0.001, less than 0.05 p-value means that there was significant relationship between social media engagement and students' educational outcomes. Thus, the null hypothesis, which states no significant relationship between social media engagement and students' educational outcomes, is rejected. This further implies that students' social media engagement tended to be observed when the students' educational outcomes.

Table 6: Significance on the Relationships Between Time Spent Online and Students' Educational Outcomes

		Time Spent Online
Students' Educational Outcomes	Spearman's rho p-value	0.739 <.001

Multiple Regression Analysis on the Influence of the Domain of Social Media Engagement and Students' Educational Outcomes

The data shown in Table 7 are the regression coefficients to test the significant influence of social media engagement and students' educational outcomes among senior high school students. Using the Multiple Regression Analysis, the data revealed that the influence of social media engagement and students' educational outcomes among senior high school students has a f-value of 47.454 and a corresponding significance p-value of <.001, which is significant. This means that the level of social media engagement influences the students' educational outcomes since the probability is less than 0.05. The coefficient of determination (R^2), which is 0.488, connotes that 48.8% of the variation in the level of social media engagement influences the students' educational outcomes. The remaining 51.2% is chance variation, which suggests that other factors beyond the scope of this study were also attributed to students' educational outcomes.

Table 7: Multiple Regression Analysis of the influence Between Social Media Engagement on Students' Educational Outcomes

Social Media Engagement	Coefficients	t-value	p-value	Decision A=0.05
Technical Features	0.201	3.214	0.002	Ho is Rejected
User Engagement	0.151	2.254	0.025	Ho is Rejected
Social Interactions	0.234	3.424	<.001	Ho is Rejected
Social Media Usage	0.310	5.008	0.010	Ho is Rejected
Dependent Variable: Students' Educational Outcomes				

$p < 0.01$ R =0.699 R= 0.488 F-value =47.454 p-value < 0.001

Multiple Regression Analysis on the Influence of the Domain of Time Spent Online and Students' Educational Outcomes

Data shown in Table 8 are the regression coefficients to test the significant influence of time spent online and students' educational outcomes. Using the Multiple Regression Analysis, the data revealed that the influence of time spent online and students' educational outcomes has f-value of 104.902 and corresponding significance p-value of <.001 which was significant

This means that the level of school educators' adversity quotient influences the students' learning engagement since the probability is less than 0.05. The coefficient of determination (R^2) which is 0.611 indicates that 61.1% of the variation in the level of time spent online influences the students' educational outcomes. The remaining 39% is chance variation which suggests that other factors beyond the scope of this study may also be attributed to students' educational outcomes.

Table 8: Multiple Regression Analysis of the influence Between Time Spent Online on Students' Educational Outcomes

Time Spent Online	Coefficients	t-value	p-value	Decision A=0.05
Consequences of Behavior	0.286	6.822	<.001	Ho is Rejected
Perceived Virality	0.304	5.629	<.001	Ho is Rejected
Characteristics of Model and behavior	0.361	6.309	<.001	Ho is Rejected
Dependent Variable: Students' Educational Outcomes				

*$p < 0.01$ R= 0.782 R^2=0.611 F-value = 104.902 p-value <.001

DISCUSSIONS

Level of Social Media Engagement

In the preceding chapter, the findings regarding the students' social media engagement in Lorenzo S. Sarmiento Sr National High School was presented. It revealed that the level of students' social media engagement reported as very high, suggesting a significant presence of different factors that are present in educational outcomes.

It is greatly highlighted in the result of the study that student's learning engagement is highly affected by a teacher's teaching competence, affirming the study of Widodo et al. (2022), echoing their notion that if the teachers are competent, they will impact the students' performance and that professional competence is proven to enhance teachers' performance. Samuel et al. (2024) concluded that social media engagement can improve academic achievement by facilitating communication, collaboration, and access to educational resources among students in tertiary institutions, thereby enhancing their learning experience and performance when managed effectively .According to Jha's (2024) results, which he affirmed that social media engagement had a positive impact on students' academic performance through improved communication and teamwork, access to a wealth of educational materials, chances for creativity and self-expression, and the development of peer support networks that promote a feeling of community and belonging. (Agustina and Usman, 2024) demonstrated that social media improves the teaching and learning process by improving students' independence and self-confidence, and fostering collaborative work in the classroom environment.

Level of Time Spent Online

In the previous chapter, the study reported the level of students' time spent online among Sr. High School Students in Lorenzo S. Sarmiento Sr. National High School was described as very high. All three indicators for this variable are described as very high, this suggests that this quality is strongly present in the students. The respondents' level of students' time spent online indicates positive views and strong abilities when it comes to handling challenges related to consequences of behavior, perceived virality, characteristics of model and behavior. The level of students' time spent online is a positive sign of a supportive environment that helps them overcome challenges and encourages adaptability in the educational community.

The indicator has a very high average, showing that students believe both positive and negative experiences strongly affect different parts of their lives. This measure reflects how an event, especially a tough one, can impact a student's life and change how they view its significance. When relating this to students' time spent online, it highlights how online experiences, both good and bad, can influence their overall mindset and perceptions. Moreover, the findings suggest that students' habit regarding their time spent online has significant consequences on their behavior. A study confirmed at the University of Agriculture Faisalabad shows that 70.9% of students say that spending too much time online negatively affects their CGPA, especially when the internet is used for things unrelated to school (Usman & Rehman, 2024). Usman & Rehman, (2024) further emphasizes the amount of time students spent online directly affects their academic performance, with both good and bad impacts depending on how they use the internet. Students show a complicated connection between spending a lot of time online and internet addiction, which harms their schoolwork (Jiang et al., 2024).

Furthermore, this study affirmed with Liu et al. (2022), emphasizing that students should receive guidance from teachers and parents to use their online time effectively. It also underscores the importance of reducing distractions from social media and other online activities to help students maintain focus. This connects with Jahan's (2023) study, which shows that the amount of time students spend online significantly affects their learning, suggesting that a moderate amount of online time can lead to a higher GPA. The concept of perceived virality plays a role here, as students might be more drawn to viral content, which can increase online distractions and impact their focus and learnings.

Level of Students' Educational Outcomes

This resonates with a critical literature base highly documented on the fact that student behavior is crucially placed to influence the learning outcome. For instance, Åsberg and Bendtsen (2022). Iqbal et al. (2023) emphasize that environmental and behavioral elements, such as health habits, are closely related to children's cognitive and emotional capacities, which influence their academic performance.

More importantly, the aspects of self-regulation and classroom behavior have played a very crucial role in the research done by Lehrer et al. (2021) who confirmed that the behavioral pattern changes at the individual level, such as eating and exercise patterns, helped to improve attention and resolve difficulties, all of which are required for success in learning. In general, the studies support this view of having behavior and consequences part of the formation of educational results because these may affect not only physical health but also mental well-being and performance in class. This affirmed on the study of Iqbal et al.(2023) that social media use and academic achievement were found to be strongly positively correlated in the study, suggesting that greater engagement can improve students' educational outcomes (Iqbal et al., 2023)

Significant Relationship Between Social Media Engagement and Students' Educational Outcomes

The study's results unveiled a significant relationship between the social media engagement and students' educational outcomes. The p value indicated a correlation between these two variables. This correlation suggests that as the social media engagement, there is a corresponding increase in students' educational outcomes.

By facilitating communication and resource sharing, social media engagement can improve digital literacy, encourages collaborative learning, and supports student engagement. It also helps students develop critical skills, which in turn changes the educational landscape for them (Sirisakpanich and Suthasinobol 2024). According to (Samuel et al., 2024), which affirmed that students' use of social media can improve their educational outcomes by enabling communication, teamwork, and access to learning materials. Today, the role of social media in the outcomes of students in academics is becoming the most appealing area of education research. It was revealed in a study that though the students are under the assumption that there exists some sort of thing called social media that is utilized for entertainment only, it actually can be considered a negative or positive influence on students' work. Youth always loves to argue about the interest topics they would learn on social media. It made them more interested in communication and collaborated in learning in getting them a sense of how it is essential that they be learned academically (Shen et al., 2024). This study supports to how self-determination theory can moderate the relations between student engagement and how it aligns with their needs for competence, autonomy, and relatedness, so the social media use may help in enhancing the students' academic motivation (Ahmad et al., 2024).

However, it was observed that social media addiction has been used as a mediator in retaining the students as positive engagement grew in terms of retention and had held the higher retention rate and therefore, chances of retaining academic success might be possible if social media usage is appropriate (Barton et al., 2021). However, with students who are very active on social media outside of academics, it builds the unwanted effect of distraction and bad time management skills that will affect their educational outcomes Chitrakar & Nisanth, (2023). Results point thus to balanced utilization of social media in learning settings and a compelling need for an institutionally-developed strategy set that will enable students to appropriate the most and minimize adverse ramifications on the concentration within academic spheres of focus.

Significant Relationship Between Time Spent Online on Students' Educational Outcomes

The latest research has shown that the amount of time spent online, especially when used for educational purposes, can have a significant effect on students' academic performance. Online resources used for structured learning activities, such as online courses, research, and interactive educational tools, can positively contribute to educational outcomes. Jacob & Centofanti (2024) this is because digital platforms offer a personalized,

adaptive learning experience that caters to the individual pace and preferences of the learner, thereby enhancing understanding and mastery of content.

On the other hand, too much or unmanaged time spent online-for example, in social media, gaming, or passive consumption of content-is related to adverse academic studies. Nabung (2024) which confirmed that they have established that distractions and multitasking on digital devices lead to lower academic performance since these activities compete for cognitive resources and interfere with focused study time.

The Miao & Ma (2022), underlines the importance of social context and interaction with the environment when it comes to the relationship between time spent online and educational outcomes. This theory would suggest that learning environments which promote collaboration, peer discussions, and educator guidance promote deeper learning and better outcomes. However, quality of the online environment and its support for active learning strategies will make all the difference.
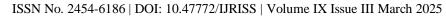
Other theories of digital literacy also are relevant to the issue. Boie & Caviglia (2024) published research on digital literacy that maintains that the way in which students go about searching for and making sense of online information will determine whether time spent online has a positive effect on educational outcomes. That is to say, those students who are strong in digital literacy are more likely to maximize online learning environments and use digital resources responsibly.

The contents of quality of engagement and level of digital literacy impact the linkage between time online and student outcome of education. Based on these theoretical perspectives established by Vygotsky and Tinio, directed and intended online time yields a positive and positive impact while online time has its adverse effect towards learning outcomes negatively impacting academic accomplishment. Educational programming focused on appropriate use of material available online contributes to positive academic achievement.

Multiple Regression Analysis on the Influence of Social Media Engagement and Students' Educational Outcomes

The regression analysis exploring the impact of social media engagement on educational outcomes for students found that engagement on platforms could significantly shape students' academic success through distinct domains of use. Social media engagement, which is aligned with academic purposes such as collaborative learning and resource sharing, positively influences educational outcomes. According to Mabaso (2021) better performance results in those using the WhatsApp application to brainstorm some topic or to share some source material, again due to establishing a collaborative atmosphere for the learner" (Archambault& Rice 2022). This implies learners learn more through meaningful engagement on social media. It can also only happen across multiple approaches fitted to the requirements of a learner, as it is for those envisioned by Weng et al., (2024) in a proposal that ensures meaningful education engagement: for instance peer-to-peer and other collaboration tools.

Besides, Zhang et al., (2024) claims that social media links the students with other and peer experts who create the possibilities of effective learning and also bettering their performance, but with the warning side, that has negative connotations with unstructured use of distractions (Nawaz 2024). Such a destructive effect from overuse or passive use such as continuous surfing without any kind of concentration has been indicated, according to Nichols & Garcia (2022) as one of the major risk factors for procrastination. Social media tools in an organized learning system make it possible for students to experience the fruits of academics with no destructiveness at all. It is manifested in (Abulibdeh et al., (2024). Although access to information could improve in content-based platforms, engagement through social media plays a key role in deciding critical thinking and time management or even collaborative learning underlined in complex ways. Therefore, it is the responsibility of educators and institutions to engage some structured strategies so that the academic potential may be maximized.

Multiple Regression Analysis of the Influence of Time Spent Online on Students' Educational Outcomes

The domain of time spent online as an independent variable (IV) has a very significant impact on the dependent variable (DV), students' educational outcomes, and the implications are varied based on how online time is utilized. For instance, Nàcher et al. (2021) have pointed out that structured and moderate engagement with e-learning platforms positively influences academic performance, particularly through enhanced access to resources and flexible learning environments. Conversely, overuse of the internet, primarily in activities unrelated to academics, tends to hinder creativity and concentration.

Furthermore, Wang (2021) observed that students who consciously participated in online activities aimed at improving problem-solving and critical thinking skills reaped significant benefits. Additionally, (Rafiq et al., 2024) elaborated on this point, suggesting that online platforms promoting collaborative learning and emotional connection significantly enhance students' academic engagement and overall performance. On the contrary, Kostaki and Karayianni (2022) argued that the resilience of long-term online activities does not necessarily impact academic performance. Although resilience helps students manage distractions, it is ultimately the purposeful use of online time for meaningful academic tasks that determines engagement. Moreover, Cavinato et al. (2021) contend that the quality, rather than the quantity, of online interactions is what truly matters, as high-quality online time enables students to derive meaningful insights and achieve academic success.

In conclusion, these findings collectively establish that time spent online can play two contrasting roles: on the one hand, it can serve as a golden treasure of knowledge when managed and directed effectively; on the other hand, it can become potentially harmful if not adequately balanced and aligned with educational goals.

CONCLUSION

Conclusions are drawn based on the results of the study. The study concludes that the level of Students Social Media Engagement was very high, as well as its indicators, namely, Technical Features, User Engagement, Social Interactions and Social Media Usage. Furthermore, the study also concludes that the level of Students' Time Spent Online was very high, along with its indicators, namely, Consequences of Behavior, Perceive Virality, and Characteristics of Model Behavior Moreover, the overall level of Students' Educational Outcomes was very high, encompassing the three domains: Access Perspectives, Retention, Excellence.

Furthermore, the findings contradict the there is a significant relationship between the Social Media Engagement and Time Spent Online on Students' Educational Outcomes. Moreover, it was analyzed through product moment correlation that social media engagement has a moderate correlation with the students' educational outcomes, while time spent online shows moderate correlation with the students' educational outcomes. Contrary to the assumption, the study concludes that social media engagement and time spent online have significant relationship and influence to the students' educational outcomes.

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