

# English Learning Apprehension, Social Media Dependency and Academic Performance of Students

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## ABSTRACT

This study examined the relationship between English learning apprehension, social media dependency, and academic performance among Grade 10 students in a public school in Negros Occidental during the school year 2025–2026. Using a quantitative descriptive correlational research design, the study involved 130 students selected through stratified random sampling. It determined the students' socio-demographic profile, levels of English learning apprehension and social media dependency, academic performance in English, and the significant differences and relationships among the variables. Results revealed that students experienced a moderate level of English learning apprehension, with fear of negative evaluation as the highest-rated dimension. Likewise, social media dependency was at a moderate level. Most students demonstrated satisfactory to very satisfactory performance in English. Findings showed significant relationships between English learning apprehension, social media dependency, and academic performance. The study concludes that these factors are associated with students' academic outcomes and highlights the importance of building English confidence, encouraging participation, supporting responsible social media use, and strengthening learning support systems.

**Keywords:** English Learning Apprehension, Social Media Dependency, Academic Performance, Grade 10 Students, English Language Learning, Fear of Negative Evaluation, Learning Support Systems

## INTRODUCTION

Learning English required more than repetitive practice. Learners needed to actively employ different strategies while interacting with the language in authentic situations. Warouw and Neman (2024) reported that learners utilized a range of strategies, including cognitive and metacognitive approaches to regulate thinking and learning processes, affective strategies to manage emotions, memory strategies to retain information, and social strategies to facilitate interaction with others. These strategies collectively contributed to the development of English language skills.

Kuluşaklı and Genç's (2024) findings revealed that participants exhibited moderate levels of both communication apprehension and communicative competence. Meihua (2023) found that Chinese university students learning English as a foreign language who experienced higher levels of classroom apprehension generally performed less effectively in English. The findings suggested that language apprehension could hinder the learning process and negatively affect academic achievement.

According to Teimouri, Goetze, and Plonsky (2022). meta-analysis, it showed that learners experiencing higher levels of apprehension often perform less effectively because emotional barriers interfere with concentration, participation, and learning processes.

Mou et al. (2024) explained that social media dependency, often referred to as social media addiction, involved the persistent and uncontrollable use of social networking sites. Excessive engagement with these platforms was found to reduce students' ability to concentrate on academic tasks, potentially leading to poorer academic performance. Similarly, Cheng et al. (2021) indicated that spending prolonged periods online could interfere with daily responsibilities and negatively affect individuals' well-being.

As part of this, this study addresses the gap by examining the relationship between English learning apprehension, social media dependency, and students' academic performance. It also sought to determine whether selected socio-demographic factors served as predictors of academic achievement from one of the public schools in Negros Occidental.

Furthermore, the study aimed to generate evidence that could assist educators in developing more effective instructional strategies to reduce language apprehension and promote responsible social media use among students. By identifying the extent to which these factors influenced academic performance, the study hoped to contribute to the improvement of teaching practices and student support programs in English education.

## METHODOLOGY

### Research Design

This study employed a descriptive correlational research design to investigate the relationship among English learning apprehension, social media dependency, and students' academic performance in English. The primary aim of this design was to determine whether a significant relationship existed between the levels of English learning apprehension and social media dependency and the students' academic outcomes, without manipulating any of the variables involved. By examining naturally occurring differences among the respondents, the study generated empirical evidence that may help educators, curriculum planners, and school administrators better understand the academic challenges faced by students.

A descriptive correlational design was considered appropriate for this study because it is commonly used to examine the strength and direction of relationships between variables and to identify possible predictive patterns. In this study, it allowed the researcher to determine the extent to which English learning apprehension and social media dependency were associated with academic performance in a real-world educational setting. As noted by Creswell and Creswell (2021) and Johnson and Christensen (2022), correlational research is particularly useful when variables cannot be experimentally manipulated and when the objective is to explore relationships rather than establish cause-and-effect conclusions.

Data were collected using a survey questionnaire administered to the participants. The respondents were Grade 10 Junior High School students officially enrolled in the Basic Education Curriculum at a public school in Negros Occidental. Their academic performance in English was determined using their official school records, particularly School Form 9 (SF9), which contains their final grades in English.

### Subject and Respondents of the Study

The subjects and respondents of this study were Grade 10 Junior High School students officially enrolled in the Basic Education Curriculum at a public school in Negros Occidental during the School Year 2025–2026.

### Population and Sample Size

The total population of the Grade 10 students from the Junior High School level who were officially enrolled in the Basic Education Curriculum in the Division of Negros Occidental is 191. To obtain the sample size, Slovin's formula was used:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n – sample size

N – total population

e – margin of error (0.05)

The next page is the computation to obtain the sample size:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{191}{1 + 191(0.05)^2}$$

$$n = \frac{191}{1 + 0.47}$$

$$n = \frac{191}{1.47}$$

$$n \approx 129.9$$

Thus, the sample size used in this study is 130.

### Data Gathering Instrument

The researcher utilized an adapted and modified questionnaire entitled “English Learning Apprehension and Social Media Dependency in Relation to Academic Performance” to gather the necessary data for the study. The instrument was composed of three parts: Part I focused on the demographic profile of the respondents, which included sex, socio-economic status, parents’ educational attainment, parents’ engagement in learning, and access to technology support, wherein respondents selected their answers from the given options provided in each item.

Part II consisted of the English learning apprehension questionnaire with 20 items designed to measure the level of apprehension experienced by students in learning English. The questionnaire was adapted and modified from Liu (2021), entitled “Anxiety in English Foreign Language Classrooms: Causes and Consequences,” published in the Asian-Pacific Journal of Second and Foreign Language Education, 6(1), 1–17. The scale covered areas such as communication apprehension, fear of negative evaluation, test apprehension, and comprehension apprehension in English classes. The respondents answered using a 5-point Likert scale: (5) strongly agree, (4) agree, (3) moderately agree, (2) disagree, and (1) strongly disagree; part III included the social media dependency questionnaire with 20 items, which was adapted and modified from Boer et al. (2021), based on the “Social Media Disorder Scale: Findings from Adolescents from 44 Countries.” The questionnaire was designed to assess problematic social media use among adolescents and was modified to measure students’ level of social media dependency in terms of excessive use, emotional dependence, interference with daily life, and withdrawal and control issues. The respondents answered using the same 5-point Likert scale, ranging from (5) very high dependency to (1) very low dependency (Appendix C).

The academic performance of the respondents in English was obtained from their official grades recorded in School Form 9 (Report Card) to ensure the accuracy and reliability of the data, and these grades served as the basis for measuring students’ academic performance in the study.

### Data Analyses

The data treatment and analysis of this study was in accordance with the sequence set in the objectives. Each question was associated with an appropriate statistical tool. The following were the primary objectives of the study that were measured.

To answer the statement of the problem no. 1, which states, what is the socio-demographic profile of the students in terms of sex, socio-economic status, parents' educational attainment, parental engagement, and access to technology support, the mean was used.

To answer the statement of the problem no. 2, which states, what is the level of English learning apprehension of the students in terms of communication apprehension, fear of negative evaluation, test apprehension, and comprehension apprehension, the mean was used.

| Rating | Description       | Score Interval | Verbal Description     | Interpretation                                                                                                                                      |
|--------|-------------------|----------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 5      | Strongly Agree    | 4.21 - 5.00    | Very High Apprehension | The student experiences intense anxiety when learning or using English. Apprehension greatly affects participation, comprehension, and performance. |
| 4      | Agree             | 3.41 - 4.20    | High Apprehension      | The student frequently feels anxious in English learning situations. Apprehension often interferes with learning and classroom engagement.          |
| 3      | Neutral           | 2.61 - 3.40    | Moderate Apprehension  | The student sometimes feels anxious when learning English; apprehension moderately affects participation and performance.                           |
| 2      | Disagree          | 1.81 – 2.60    | Low Apprehension       | The student rarely feels anxious in English class. Apprehension has minimal effect on learning and participation.                                   |
| 1      | Strongly Disagree | 1.00 – 1.80    | Very Low Apprehension  | The student rarely feels anxious when learning English. Apprehension does not affect performance or engagement.                                     |

To answer the statement of the problem no. 3, which states, what is the level of Social Media Dependency of the students in terms of excessive use, emotional reliance, interference with daily life, and withdrawal and control issues, the mean was used.

| Rating | Description       | Score Interval | Verbal Description   | Interpretation                                                                                                         |
|--------|-------------------|----------------|----------------------|------------------------------------------------------------------------------------------------------------------------|
| 5      | Strongly Agree    | 4.21 - 5.00    | Very High Dependency | The student is heavily reliant on social media. It strongly influences daily routines, study habits, and interactions. |
| 4      | Agree             | 3.41 - 4.20    | High Dependency      | The student frequently uses social media, and it often affects academic focus and personal activities.                 |
| 3      | Neutral           | 2.61 - 3.40    | Moderate Dependency  | The student occasionally depends on social media. It moderately affects concentration, study habits, and daily tasks.  |
| 2      | Disagree          | 1.81 – 2.60    | Low Dependency       | The student rarely relies on social media. Its use has minimal impact on academic performance or daily activities.     |
| 1      | Strongly Disagree | 1.00 – 1.80    | Very Low Dependency  | The student barely depends on social media. It has little to no influence on routines or academics.                    |

On the other hand, to assess the Academic Performance of the students in English as measured by their general weighted average, the researcher adapted the grading scale with corresponding descriptors as stipulated in the

DepEd Order No. 031 s. 2020 known as the Interim Guidelines for Assessment and Grading, taking into consideration the Department of Education’s Basic Education Learning Continuity Plan.

| Percentage Interval | Interpretation            |
|---------------------|---------------------------|
| 90 – 100            | Outstanding               |
| 85- 89              | Very Satisfactory         |
| 80 – 84             | Satisfactory              |
| 75 - 79             | Fairly Satisfactory       |
| Below 75            | Did Not Meet Expectations |

To answer the statement of the problem No. 5, which states, is there a significant difference between the level of English learning apprehension when they are grouped according to their socio-demographic profile of the respondents, T-test and ANOVA were used.

Formula for T-test

$$t = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

**Legend:**

$t$  = computed t-value

$\bar{X}_1$  = mean score of Group 1

$\bar{X}_2$  = mean score of Group 2

$s_1^2$  = variance of Group 1

$s_2^2$  = variance of Group 2

$n_1$  = number of respondents in Group 1

$n_2$  = number of respondents in Group 2

Formula for ANOVA

$$F = \frac{MS_B}{MS_W}$$

Where:

$$MS_B = \frac{SS_B}{df_B}$$

**Legend:**

$$MS_W = \frac{SS_W}{df_W}$$

$F$  = computed F-value

$MS_B$  = Mean Square Between Groups

$MS_W$  = Mean Square Within Groups

$SS_B$  = Sum of Squares Between Groups

$SS_W$  = Sum of Squares Within Groups

$df_B$  = Degrees of Freedom Between Groups ( $k - 1$ )

$df_W$  = Degrees of Freedom Within Groups ( $N - k$ )

$k$  = number of groups

$N$  = total number of respondents

To answer the statement of the problem no. 6, which states, is there a significant difference between level of social media dependency when they are grouped according to their socio-demographic profile of the respondents, T-test and ANOVA were used.

To answer Statement of the Problem No. 7, which states, is there a significant relationship between English learning apprehension and students' academic performance in English, Pearson Correlation Coefficient ( $r$ ) was used.

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)[n\sum y^2 - (\sum y)^2]}}$$

Legend:

$r$  = Pearson Correlation Coefficient

$n$  = Total number of paired observations or respondents

$X$  = Values of the first variable

$Y$  = Values of the second variable

$\sum X$  = Sum of all values of Variable  $X$

$\sum Y$  = Sum of all values of Variable  $Y$

$\sum XY$  = Sum of the products of paired values of  $X$  and  $Y$

$\sum X^2$  = Sum of the squared values of Variable  $X$

$\sum Y^2$  = Sum of the squared values of Variable  $Y$

To answer the statement of the problem no. 8, which states, is there a significant relationship between social media dependency and students' academic performance in English, Pearson Correlation Coefficient ( $r$ ) was used.

## RESULTS AND DISCUSSION

This chapter presents the interpretation of the data on English learning apprehension and social media dependency in relation to academic performance.

### Socio-Demographic Profile of the Respondents

The table below reveals the socio-demographic profile of the respondents.

Table 1. Frequency and Percent Distribution of the Demographic Profile of Students.

| Profile                         | Category                                       | F   | %      |
|---------------------------------|------------------------------------------------|-----|--------|
| Sex                             | Male                                           | 50  | 38.46  |
|                                 | Female                                         | 80  | 61.54  |
|                                 | Total                                          | 130 | 100.00 |
| Socio-Economic Status           | Low                                            | 29  | 22.31  |
|                                 | Middle                                         | 101 | 77.69  |
|                                 | High                                           | 0   | 0.00   |
|                                 | Total                                          | 130 | 100.00 |
| Parent's Educational Attainment | No Formal Education                            | 0   | 0.00   |
|                                 | Elementary                                     | 2   | 1.54   |
|                                 | High School                                    | 79  | 60.77  |
|                                 | College                                        | 29  | 22.31  |
|                                 | Graduate/Postgraduate                          | 20  | 15.38  |
|                                 | Total                                          | 130 | 100.00 |
| Parent's Engagement in Learning | Rarely                                         | 6   | 4.62   |
|                                 | Sometimes                                      | 58  | 44.62  |
|                                 | Often                                          | 31  | 23.85  |
|                                 | Always                                         | 35  | 26.92  |
|                                 | Total                                          | 130 | 100.00 |
| Access to Technology Support    | No personal device and limited internet access | 8   | 6.15   |
|                                 | Shared device with limited internet access     | 22  | 16.92  |
|                                 | Personal device with limited internet access   | 47  | 36.15  |
|                                 | Personal device with stable internet access    | 53  | 40.77  |
|                                 | Total                                          | 130 | 100.00 |

Table 1 presents the socio-demographic profile of the respondents in terms of sex, socio-economic status, parents' educational attainment, parents' engagement in learning, and access to technological support.

In terms of sex, the majority of the respondents were female, with 80 or 61.5%, while 50 or 38.5% were male. Regarding socio-economic status, 101 respondents (77.7%) belonged to middle-income families, while 29 (22.3%) belonged to low-income families. In terms of parents' educational attainment, 2 respondents with 1.5%



had elementary education, 79 with 60.8% were at the high school level, 29 with 22.3% were college graduates, and 20 with 15.4% attained graduate or postgraduate education. About parents' engagement in learning, 6 respondents (4.6% reported that their parents were rarely engaged, 58 (44.6% sometimes engaged, 31 (23.9% often engaged, and 35 (26.9% always engaged. In terms of access to technology support, 8 respondents (6.1%) had no personal device and limited internet access, 22 (16.9%) shared a device with limited internet access, 47 (36.2%) owned a personal device with limited internet access, and 53 (40.8%) possessed a personal device with stable internet access.

The findings revealed that most of the respondents were female, came from middle-income families, had parents who reached the high school level of education, and reported that their parents were only sometimes engaged in their learning. In addition, most of them had access to personal digital devices and stable internet connectivity.

Overall, this indicates that the student population was largely composed of female learners who, despite having average socioeconomic backgrounds, were highly exposed to digital tools and online platforms. However, their academic experiences were characterized by only moderate or occasional parental guidance at home. This reflects the growing reality of modern learners who operate with a high level of digital independence. While this autonomy allows students easier access to information and learning resources, it may also increase their exposure to distractions and a higher risk of social media dependency. At the same time, limited and inconsistent parental academic support may have contributed to students' difficulties in managing more demanding academic tasks, particularly in English language learning. Without consistent guidance at home, some learners may have experienced reduced confidence and difficulty maintaining focus in language-related activities.

These findings support educational psychology perspectives that connect digital exposure, emotional well-being, and academic performance. Frequent social media use may increase anxiety and stress, reducing concentration and negatively affecting academic performance (Frontiers, 2025).

## Level of English Learning

### Apprehension of the Students

The level of English learning apprehension of students is displayed in the table below.

Table 2. Level of English Learning Apprehension of Students as a Whole and when Grouped in terms of Communication Apprehension, Fear of Negative Evaluation, Test Apprehension, and Comprehension Apprehension.

| Statements                                                                                                         | Mean        | SD          | Interpretation               |
|--------------------------------------------------------------------------------------------------------------------|-------------|-------------|------------------------------|
| <b>Communication Apprehension</b>                                                                                  | <b>3.35</b> | <b>0.82</b> | <b>Moderate</b> Apprehension |
| 1. I feel nervous expressing my ideas verbally in the English language in front of my classmates.                  | 3.61        | 1.01        | High Apprehension            |
| 2. I have difficulty participating in class discussions in the English language.                                   | 3.18        | 1.02        | Moderate Apprehension        |
| 3. I hesitate to speak when others are sharing their answers because I lack confidence in my grammatical accuracy. | 3.40        | 0.98        | Moderate Apprehension        |
| 4. I tend to feel uneasy when speaking in English during presentations.                                            | 3.33        | 1.02        | Moderate Apprehension        |
| 5. I get anxious when conversing in English with fluent classmates.                                                | 3.25        | 1.04        | Moderate Apprehension        |



|                                                                                                           |             |             |                              |
|-----------------------------------------------------------------------------------------------------------|-------------|-------------|------------------------------|
| <b>Fear of Negative Evaluation</b>                                                                        | <b>3.48</b> | <b>0.81</b> | <b>High Apprehension</b>     |
| 6. I feel nervous that errors in my English might draw laughter from my classmates.                       | 3.84        | 0.92        | High Apprehension            |
| 7. I feel anxious when the teacher corrects my English language inaccuracies.                             | 3.28        | 1.01        | Moderate Apprehension        |
| 8. I fear being judged negatively when speaking English.                                                  | 3.56        | 1.02        | High Apprehension            |
| 9. I feel embarrassed when I mispronounce English words.                                                  | 3.51        | 0.98        | High Apprehension            |
| 10. I feel insecure when my classmates communicate in English more proficiently than I do.                | 3.22        | 1.15        | Moderate Apprehension        |
| <b>Test Apprehension</b>                                                                                  | <b>3.26</b> | <b>0.81</b> | <b>Moderate Apprehension</b> |
| 11. I feel tense during English quizzes and exams.                                                        | 3.30        | 0.93        | Moderate Apprehension        |
| 12. I worry a lot before taking an English test.                                                          | 3.34        | 1.02        | Moderate Apprehension        |
| 13. I get nervous when asked to write essays in English.                                                  | 3.28        | 1.02        | Moderate Apprehension        |
| 14. I feel pressured to perform well in English tests.                                                    | 3.29        | 1.03        | Moderate Apprehension        |
| 15. My heart races during English exams.                                                                  | 3.07        | 1.07        | Moderate                     |
| <b>Comprehension Apprehension</b>                                                                         | <b>3.25</b> | <b>0.82</b> | <b>Moderate Apprehension</b> |
| 16. I feel anxious when I cannot absorb and comprehend English lessons.                                   | 3.41        | 0.99        | High Apprehension            |
| 17. I get confused about vocabulary when reading English texts or passages.                               | 3.35        | 0.90        | Moderate Apprehension        |
| 18. Listening to English instructions and lectures makes me feel stressed when I fear I cannot keep pace. | 3.18        | 1.10        | Moderate Apprehension        |
| 19. I feel uncomfortable answering in complete English sentences.                                         | 3.17        | 1.02        | Moderate Apprehension        |
| 20. I feel less confident in English compared to other subjects.                                          | 3.14        | 1.08        | Moderate Apprehension        |
| <b>ENGLISH LEARNING APPREHENSION As a whole</b>                                                           | <b>3.33</b> | <b>0.71</b> | <b>Moderate Apprehension</b> |

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low

Table 2 presents the level of English learning apprehension of the students. In terms of communication apprehension, apprehension regarding the nervous feeling when expressing ideas verbally in the English language in front of classmates yielded a mean score of 3.61 with a standard deviation of 1.01, which was interpreted as high apprehension. Similarly, hesitation to speak when others are sharing their answers due to a lack of confidence in grammatical accuracy recorded a mean score of 3.40 with a standard deviation of 0.98, which was interpreted as moderate apprehension. In terms of apprehension related to feeling uneasy when speaking in English during formal presentations, a mean score of 3.33 was obtained with a standard deviation of 1.02, also interpreted as moderate apprehension. In terms of apprehension when conversing in English with

fluent classmates, a mean score of 3.25 was obtained with a standard deviation of 1.04, which was interpreted as moderate apprehension. Meanwhile, difficulty related to actively participating in class discussions in the English language obtained the lowest mean score of 3.18, with a standard deviation of 1.02, which was interpreted as moderate apprehension.

Communication apprehension obtained a grand mean of 3.35, with a standard deviation of 0.82, which was interpreted as moderate apprehension.

The findings indicated that students experienced a moderate level of communication apprehension, with the highest apprehension observed during public speaking in front of classmates. This suggests that fear of being evaluated, making grammatical errors, and comparing themselves with more fluent peers reduced their confidence in using English. While students felt relatively more at ease during group discussions, apprehension still acted as a barrier to active participation and effective communication. If left unaddressed, this may hinder their language development and academic performance.

These results aligned with recent local studies on affective factors in second language learning. Pabilona and Toquero (2024) found that language learners commonly experienced moderate to high communication apprehension when required to speak spontaneously in front of peers, mainly due to fear of negative evaluation and grammatical mistakes. Their findings emphasized the need for classroom environments that promote low-stakes, collaborative speaking activities to help reduce apprehension, highlighting that public performance pressure and accuracy concerns are key sources of student apprehension.

In terms of fear of negative evaluation, apprehension regarding the nervous feeling that errors in English might draw laughter from classmates, the data yielded the highest mean score of 3.84 with a standard deviation of 0.92, which was interpreted as high apprehension. The general fear of being judged negatively when speaking English recorded a mean score of 3.56 with a standard deviation of 1.02, which was also interpreted as high apprehension. In terms of feeling embarrassed when mispronouncing English words, the mean score was 3.51 with a standard deviation of 0.98, interpreted as high apprehension. In terms of feeling anxious when the teacher corrects English language inaccuracies, a mean score of 3.28 was recorded with a standard deviation of 1.01, which was interpreted as moderate apprehension. Meanwhile, feeling insecure when classmates communicate in English more proficiently obtained the lowest mean score of 3.22 with a standard deviation of 1.15, which was interpreted as moderate apprehension.

Fear of negative evaluation obtained a grand mean of 3.48, with a standard deviation of 0.81, which was interpreted as high apprehension.

The findings revealed that students experienced a high level of fear of negative evaluation, as reflected in their overall apprehension scores. Their greatest concern was being laughed at or judged by classmates when making mistakes in English, indicating that peer reactions strongly influenced their confidence. Students also reported apprehension related to mispronunciation and negative judgments about their language ability. This fear of evaluation tended to discourage them from actively participating in speaking activities, freely expressing their ideas, and taking risks in using English, which may hinder their communicative competence and overall language development.

These results were consistent with the study of Datu and Tan (2023), which found that English language learners in highly collaborative settings still experienced strong evaluative apprehension, largely driven by fear of peer judgment and public embarrassment during oral tasks. Their findings emphasized that fear of losing face in front of classmates served as a major emotional barrier to language learning, with classmate laughter and negative judgment identified as the most significant triggers of apprehension.

In terms of test apprehension, apprehension regarding worrying a lot before taking an English test, the data yielded the highest mean score of 3.34 with a standard deviation of 1.02, which was interpreted as moderate apprehension. The item measuring tense feelings during English quizzes and exams recorded a mean score of 3.30 with a standard deviation of 0.93, which was also interpreted as moderate apprehension. In terms of feeling pressured to perform well in English tests, the indicator obtained a mean score of 3.29 with a standard deviation

of 1.03, interpreted as moderate apprehension. Getting nervous when asked to write essays in English recorded a mean score of 3.28 with a standard deviation of 1.02, which was interpreted as moderate apprehension. The physical reaction of one's heart racing during English exams obtained the lowest mean score of 3.07 with a standard deviation of 1.07, which was interpreted as moderate apprehension.

Fear of test apprehension obtained a grand mean of 3.26, with a standard deviation of 0.81, which was interpreted as moderate apprehension.

The findings indicated that students experienced a moderate level of test apprehension in learning English. They often felt worried before examinations, tense during quizzes, and pressured to perform well, suggesting that assessment situations created noticeable emotional stress. Although the level of apprehension was not severe, it could still affect students' confidence, concentration, and performance during English tests and writing tasks. This type of apprehension may limit their ability to fully demonstrate their language proficiency and academic potential.

These results were supported by Gomez and Santos (2025), who found that language learners commonly experienced moderate levels of test apprehension due to the strong emphasis on summative assessments and rigid grading systems. Their study further explained that anticipatory worry and task-specific nervousness, particularly in timed writing activities, can interfere with working memory, making it difficult for students to recall vocabulary and grammatical structures during examinations.

This highlights the importance of creating supportive assessment environments and applying strategies that help reduce unnecessary pressure during tests, so students can better demonstrate their true language abilities.

In terms of comprehension apprehension, apprehension regarding the anxious feeling when a student cannot absorb and understand English lessons, the data yielded the highest mean score of 3.41 with a standard deviation of 0.99, which was interpreted as high apprehension. About getting confused by vocabulary words when reading English texts or passages recorded a mean score of 3.35 with a standard deviation of 0.90, which was interpreted as moderate apprehension. In terms of listening to English instructions and lectures making students feel stressed due to the fear of not keeping pace, the indicator obtained a mean score of 3.18 with a standard deviation of 1.10, interpreted as moderate apprehension. In terms of output, feeling uncomfortable answering in complete English sentences recorded a mean score of 3.17 with a standard deviation of 1.02, which was interpreted as moderate apprehension. Meanwhile, feeling less confident in English compared to other subjects obtained the lowest mean score of 3.14 with a standard deviation of 1.08, which was interpreted as moderate apprehension.

Comprehension apprehension obtained a grand mean of 3.25, with a standard deviation of 0.82, which was interpreted as moderate apprehension.

The findings indicated that students experienced a moderate level of comprehension apprehension, with the highest anxiety occurring when they were unable to understand English lessons. This suggests that difficulties in grasping vocabulary, instructions, and lesson content created feelings of uncertainty and stress among learners. Although the overall level of apprehension was moderate, challenges in comprehension still affected students' confidence, participation, and ability to follow classroom discussions. If these difficulties persisted, they could hinder language acquisition and overall academic performance.

These results were supported by Villanueva and Reyes (2024), who found that ESL learners often experienced consistent levels of comprehension apprehension when instructional input was delivered at a pace similar to native or fluent speakers rather than aligned with students' learning speed. Their study emphasized that vocabulary overload and fast-paced instruction can overwhelm students' cognitive processing, making it difficult for them to retain and understand information. This highlights the importance of teachers using clearer explanations, simplified language, and step-by-step guidance to help learners better process and understand lesson content.

Overall, the findings suggest that comprehension difficulties, even at a moderate level, can significantly influence students' engagement and learning outcomes in English.

The summary presents the level of English learning apprehension of the students across all four dimensions: communication apprehension, fear of negative evaluation, test apprehension, and comprehension apprehension. Among the four areas, fear of negative evaluation recorded the highest mean score of 3.48 with a standard deviation of 1.04, which was interpreted as high apprehension. Communication apprehension yielded a mean score of 3.35 with a standard deviation of 0.82, which was interpreted as moderate apprehension. In terms of exam stress, test apprehension obtained a mean score of 3.26 with a standard deviation of 0.81, interpreted as moderate apprehension. Meanwhile, comprehension apprehension recorded the lowest mean score among the variables at 3.25 with a standard deviation of 0.82, which was still interpreted as moderate apprehension.

The level of English learning apprehension of the students obtained an overall grand mean of 3.33, with a standard deviation of 0.71, which was interpreted as moderate apprehension. The standard deviation of 0.71 indicates that the respondents' answers were fairly consistent and closely clustered around the overall mean. This suggests that most students had similar perceptions of their English learning apprehension, making the overall mean a reliable representation of the group's level of apprehension.

The findings indicated that students experienced an overall moderate level of English learning apprehension, with fear of negative evaluation emerging as the most dominant source of apprehension. Students were more concerned about being judged, criticized, or embarrassed by their peers than about communication, testing, or comprehension-related difficulties. Although the other dimensions were also rated at a moderate level, they still reflected emotional barriers that could affect students' confidence, classroom participation, and overall language performance. This underscores the importance of creating a supportive learning environment that helps reduce fear of evaluation and encourages greater confidence in using English.

These findings were supported by Castro and Alcantara (2025), who found that social judgment and peer reactions often serve as significant barriers to language learning. This emphasized the importance of creating supportive, low-stress learning environments where students can practice the language confidently without fear of embarrassment

## Level of Social Media

### Dependency of the Students

The level of social media dependency of students is displayed in the table below.

Table 3. Level of Social Media Dependency of Students as a Whole and when Grouped in terms of Excessive Use, Emotional Dependence, Interference with Daily Life, and Withdrawal and Control Issues.

| Statements                                                                                                                | Mean        | SD          | Interpretation             |
|---------------------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------------------|
| <b>Excessive Use</b>                                                                                                      | <b>3.38</b> | <b>0.74</b> | <b>Moderate Dependency</b> |
| 1. I spend more time on social media than I originally intended to, often losing track of my schedule.                    | 3.50        | 0.91        | High Dependency            |
| 2. I open and browse my social media accounts multiple times a day.                                                       | 3.43        | 0.96        | High Dependency            |
| 3. I find myself making a habit of opening social media platforms, little do I realize.                                   | 3.42        | 0.93        | High Dependency            |
| 4. My school work and activities are disturbed when I feel like browsing my social media accounts and spend more time to. | 3.29        | 0.97        | Moderate Dependency        |

|                                                                                               |             |             |                            |
|-----------------------------------------------------------------------------------------------|-------------|-------------|----------------------------|
| 5. I am frequently hooked to social media rather than productive academic activities.         | 3.25        | 1.04        | Moderate Dependency        |
| <b>Emotional Dependence</b>                                                                   | <b>3.23</b> | <b>0.76</b> | <b>Moderate Dependency</b> |
| 6. I feel anxious or restless when I cannot access social media.                              | 3.23        | 1.02        | Moderate Dependency        |
| 7. I feel more relaxed or happy when using social media.                                      | 3.31        | 0.95        | Moderate Dependency        |
| 8. I use social media to cope with boredom or stress.                                         | 3.33        | 0.99        | Moderate Dependency        |
| 9. I feel uncomfortable if I cannot check social media for a long time.                       | 3.06        | 1.15        | Moderate Dependency        |
| 10. I depend on social media for emotional support or entertainment.                          | 3.21        | 0.95        | Moderate Dependency        |
| <b>Interference with Daily Life</b>                                                           | <b>3.25</b> | <b>0.82</b> | <b>Moderate Dependency</b> |
| 11. My excessive social media usage affects my productivity in schoolwork or homework.        | 3.45        | 0.99        | High Dependency            |
| 12. I check social media even while doing academic tasks.                                     | 3.15        | 1.10        | Moderate Dependency        |
| 13. I prefer browsing social media over completing my school responsibilities.                | 3.08        | 1.05        | Moderate Dependency        |
| 14. I lose track of studying because of social media use.                                     | 3.04        | 1.14        | Moderate                   |
| 15. I often multitask between social media and schoolwork, which causes my divided attention. | 3.52        | 0.99        | High Dependency            |
| <b>Withdrawal and Control Issues</b>                                                          | <b>3.20</b> | <b>0.80</b> | <b>Moderate Dependency</b> |
| 16. I feel uneasy if I cannot use social media for some time.                                 | 3.30        | 1.05        | Moderate Dependency        |
| 17. I find it difficult to reduce the time I spend on social media                            | 3.23        | 0.98        | Moderate Dependency        |
| 18. I need to stay connected to my online world even when I attend classes.                   | 3.03        | 1.07        | Moderate Dependency        |
| 19. I stay up late at night because of social media.                                          | 3.22        | 1.10        | Moderate Dependency        |
| 20. My academic performance is affected by my social media use.                               | 3.22        | 0.98        | Moderate Dependency        |
| <b>SOCIAL MEDIA DEPENDENCY (SMD)</b>                                                          | <b>3.26</b> | <b>0.68</b> | <b>Moderate Dependency</b> |
| <b>As a whole</b>                                                                             |             |             |                            |

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low

Table 3 presents the level of social media dependency of the students in terms of excessive use, in spending more time on social media than originally intended and losing track of schedules; the data yielded the highest mean score of 3.50 with a standard deviation of 0.91, which was interpreted as high dependency. Similarly,



opening and browsing social media accounts multiple times a day recorded a mean score of 3.43 with a standard deviation of 0.96, which was interpreted as High Dependency. In terms of unconscious habits, the item measuring how students find themselves opening social media platforms without even realizing it obtained a mean score of 3.42 with a standard deviation of 0.93, interpreted as high dependency. In terms of having school work and activities disturbed by the urge to browse social media and spend more time online recorded a mean score of 3.29 with a standard deviation of 0.97, which was interpreted as moderate dependency. Meanwhile, frequently being hooked on social media rather than productive academic activities obtained the lowest mean score of 3.25 with a standard deviation of 1.04, which was interpreted as moderate dependency.

Excessive use obtained a grand mean of 3.38, with a standard deviation of 0.74, which was interpreted as moderate dependency.

The findings indicated that students exhibited a moderate level of social media dependency in terms of excessive use, with some indicators already reflecting a high level of dependency. This suggests that students often spent more time on social media than intended, frequently checked their accounts, and developed habitual or unconscious usage patterns.

These results were supported by Soriano and Villanueva (2025), who found that university students commonly displayed consistent levels of excessive social media use, largely influenced by platform designs that encourage prolonged engagement through continuous notifications and endless scrolling features. Their study emphasized the need for schools to promote digital wellness and time-management strategies to help students regulate screen time and maintain balance between academic responsibilities and online activities.

In terms of emotional dependence, using social media to cope with boredom or stress, the data yielded the highest mean score of 3.33 with a standard deviation of 0.99, while the feeling of more relaxed or happy when using social media recorded a mean score of 3.31 with a standard deviation of 0.95. In terms of negative emotions when away from screens, feeling anxious or restless when unable to access social media obtained a mean score of 3.23 with a standard deviation of 1.02. In terms of general reliance, depending on social media for emotional support or entertainment recorded a mean score of 3.21 with a standard deviation of 0.95, and feeling uncomfortable if unable to check social media for a long time obtained the lowest mean score of 3.06 with a standard deviation of 1.15, which were all interpreted as moderate dependency.

Emotional dependence obtained a grand mean of 3.23, with a standard deviation of 0.76, which was interpreted as moderate dependency. This indicates that the students generally demonstrate a steady, uniform level of emotional reliance on social media in their everyday lives.

The findings indicate that students exhibit a moderate level of emotional dependence on social media, suggesting that they often use it as a way to cope with boredom and stress and to feel more relaxed or entertained. This implies that social media has become a source of emotional comfort for students, with some reliance on it for mood regulation and support. Although the overall level is moderate, the results suggest a consistent pattern of emotional attachment, which may lead to increased reliance over time. This dependence may affect students' emotional regulation and reduce their ability to cope with stress without digital engagement if not managed.

According to a study by Del Rosario and Santos (2025), modern students frequently show steady levels of emotional dependence on social networks because digital spaces offer a quick shield against real-world stress and academic fatigue. This points to the clear need for schools to introduce stress-management programs and offline student activities that offer healthy ways to unwind.

In terms of interference with daily life, often multitasking between social media and schoolwork, which causes divided attention, the data yielded the highest mean score of 3.52 with a standard deviation of 0.99, interpreted as high dependency. Similarly, the item measuring how excessive social media usage affects productivity in schoolwork or homework recorded a mean score of 3.45 with a standard deviation of 0.99, interpreted as high dependency. In terms of checking social media even while actively doing academic tasks obtained a mean score of 3.15 with a standard deviation of 1.10, while preferring to browse social media over completing school responsibilities recorded a mean score of 3.08 with a standard deviation of 1.05, and losing track on studying

because of social media use obtained the lowest mean score of 3.04 with a standard deviation of 1.14, which were interpreted as moderate dependency.

Interference with daily life got a grand mean of 3.25, with a standard deviation of 0.82, interpreted as moderate dependency.

The findings indicated that students exhibited a moderate level of social media dependency in terms of interference with daily life, with some indicators already reflecting a high level of dependency. This suggests that social media use often disrupted students' focus, especially when they engaged in multitasking while doing academic tasks, which in turn reduced their overall productivity.

These results were supported by recent studies, which have shown that excessive engagement with social media can interfere with students' attention span and academic efficiency, particularly when online activities overlap with study time (Mason et al., 2025).

In terms of withdrawal and control issues, feeling uneasy when unable to use social media for some time, the data yielded the highest mean score of 3.30 with a standard deviation of 1.05, which was interpreted as moderate dependency. Two indicators tied for the second-highest mean, both scoring a mean of 3.22 and interpreted as moderate dependency; The item measuring staying up late at night because of social media use, with a standard deviation of 1.10, shows that digital browsing actively cuts into essential rest hours, leading to poor sleep habits. In terms of finding it difficult to reduce the time spent on social media recorded a mean score of 3.23 with a standard deviation of 0.98. Meanwhile, the need to stay connected to the online world even when attending classes obtained the lowest mean score of 3.03 with a standard deviation of 1.07, which was interpreted as moderate dependency.

Withdrawal and control issues got a grand mean of 3.20, with a standard deviation of 0.80, which was interpreted as moderate dependency.

The findings indicated that students exhibited a moderate level of social media dependency in terms of withdrawal and control issues, suggesting some difficulty in regulating usage and limiting time spent on social media. Students tended to feel uneasy when they were unable to access social networking platforms, struggled to reduce their usage, and sometimes allowed it to interfere with rest and academic responsibilities. Although the overall level of dependency remained moderate, these patterns reflected emerging difficulties in self-control that could affect sleep habits, concentration, and discipline. If left unaddressed, this tendency may gradually strengthen dependency and negatively influence students' academic performance and daily functioning.

These results were supported by Valdez and Corpuz (2025), who found that modern learners commonly experience consistent challenges related to digital self-control and withdrawal behaviors, largely due to platform features designed to maintain user engagement such as endless scrolling and instant messaging. Their study further explained that sleep disruption and apprehension when disconnected from social media are common indicators of screen dependency, which can reduce students' energy levels and academic focus during the day. This highlights the importance of promoting healthy sleep practices and encouraging balanced digital habits among students.

The summary presents the level of social media dependency of the students across all four areas: excessive use, emotional dependence, interference with daily life, and control issues. Among the four dimensions, excessive use recorded the highest mean score of 3.38 with a standard deviation of 0.74, which was interpreted as moderate dependency. Interference with daily life yielded a mean score of 3.25 with a standard deviation of 0.82. In terms of emotional dependence, a mean score of 3.23 was obtained with a standard deviation of 0.76. Meanwhile, control issues (withdrawal and control) recorded the lowest mean score among the variables at 3.20 with a standard deviation of 0.82, which was interpreted as moderate dependency.

The level of social media dependency of the students got an overall grand mean of 3.26, with a standard deviation of 0.68, which was interpreted as moderate dependency. The standard deviation of 0.68 indicates that the respondents' answers were relatively consistent and clustered close to the overall mean. This suggests that most



students had similar experiences and perceptions regarding their social media dependency, making the overall mean a dependable representation of the group's level of dependency.

The findings indicated that students demonstrated an overall moderate level of social media dependency, with excessive use emerging as the most dominant dimension. This suggests that students were particularly inclined to spend more time on social media than originally intended, which may also influence other aspects such as productivity, emotional reliance, and self-regulation. Although all dimensions were interpreted as moderate, the results implied that social media use was already beginning to affect students' daily routines and academic functioning to some extent. If left unaddressed, this tendency may gradually intensify dependency and negatively impact students' focus, discipline, and overall academic performance.

These findings were supported by recent studies, which found that frequent and prolonged social media engagement among students is often associated with reduced self-regulation, lower productivity, and emerging dependency patterns that can affect academic functioning (Balios et al., 2025), particularly as excessive use has been linked to delayed completion of academic requirements, difficulty maintaining focus on school tasks, and a tendency to prioritize online activities over academic responsibilities, all of which may gradually contribute to declining academic efficiency.

### Level of Academic Performance of the Students in English

The level of academic performance of students in English is displayed in the table below.

Table 4. Level of Academic Performance of the Students in English.

| Level of Academic Performance in English | F   | Mean  | SD   | Interpretation    |
|------------------------------------------|-----|-------|------|-------------------|
| Outstanding                              | 61  | 88.33 | 4.94 | Very Satisfactory |
| Very Satisfactory                        | 40  |       |      |                   |
| Satisfactory                             | 22  |       |      |                   |
| Fairly Satisfactory                      | 7   |       |      |                   |
| Did Not Meet Expectations                | 0   |       |      |                   |
| Total                                    | 130 |       |      |                   |

Legend: (90-100)-Outstanding; (85-89)-Very Satisfactory; (80-84)-Satisfactory; (75-79)-Fairly Satisfactory; (below 75)-Did Not Meet Expectations

Table 4 shows that the overall academic performance of the students in English is generally high, with a computed mean score of **88.33** and a standard deviation of **4.94**, interpreted as **very satisfactory**. The standard deviation of 4.94 shows that the students' English grades had some differences from the overall mean. This means that while most students performed at a very satisfactory level, their individual grades varied. However, the overall mean still provides a reliable picture of the students' general academic performance in English. As a group, the students are performing well above the minimum expected standard. The distribution reveals that the majority of students fall under the '**outstanding**' (**61 students**) and '**very Satisfactory**' (**40 students**) categories. Only a small number fall under "satisfactory" (22 students) and 'fairly satisfactory' (7 students), which suggests that while there are a few learners who may still need support, the overall learning environment is effective.

These results imply that the current teaching strategies in English are largely effective in helping students achieve strong academic outcomes. The high concentration of students in the upper performance categories suggests that instruction, learning materials, and classroom engagement are supporting student success. However, the

presence of learners in the ‘satisfactory’ and ‘fairly Satisfactory’ levels indicates that differentiation is still necessary to ensure that no group is left behind.

The results show that current English teaching methods are effective in promoting strong student achievement, as supported by Aliazas (2024), who notes that high performance reflects engaging classrooms, effective strategies, and well-designed materials. However, students in the lower-performing group should not be overlooked. This gap emphasizes the need for differentiated instruction and targeted interventions to ensure equitable learning and support for all students.

### Level of English Learning Apprehension when they are grouped according to Socio-demographic Profile

The level of English learning apprehension when they are grouped according to socio-demographic profile is displayed in the table below.

Table 5. Difference in the English Learning Apprehension when grouped according to the Socio-demographic Profile.

| Profile                         | Test Statistics (U) | p-value | Decision for $H_0$     | Interpretation  |
|---------------------------------|---------------------|---------|------------------------|-----------------|
| Sex                             | 1516.500            | 0.021   | Reject $H_0$           | Significant     |
| Socio-Economic Status           | 0.050               | 0.823   | Failed to Reject $H_0$ | Not Significant |
| Parent's Educational Attainment | 2.194               | 0.533   | Failed to Reject $H_0$ | Not Significant |
| Parent's Engagement in Learning | 11.068              | 0.011   | Reject $H_0$           | Significant     |
| Access to Technology Support    | 6.337               | 0.096   | Failed to Reject $H_0$ | Not Significant |

Table 5 shows whether students' socio-demographic profile has differences in their English learning apprehension. Out of the five profile variables tested, two specific areas had statistically significant outcomes. First, grouping students by sex obtained a test statistic of 1516.500 and a p-value of 0.021, which falls below the standard 0.05 significance threshold. This result leads to the rejection of the null hypothesis, demonstrating that male and female students experience distinctly different levels of apprehension when learning English. Second, the level of a parent's engagement in learning also showed a significant impact, with a test statistic of 11.068 and a p-value of 0.011, meaning the null hypothesis is rejected. This indicates that how actively involved a parent is in their child's education directly shifts the amount of language apprehension the student experiences.

On the other hand, the remaining three variables did not show any statistical differences. Socio-economic status generated a test statistic of 0.050 and a very high p-value of 0.823, while a parent's educational attainment resulted in a test statistic of 2.194 and a p-value of 0.533. Similarly, access to technology support got a test statistic of 6.337 and a p-value of 0.096. For all three profiles, the decision was to fail to reject the null hypothesis, confirming that a student's economic class, their parents' formal degree levels, and their available tech support do not significantly alter or drive their English learning apprehension.

This implies that a student's emotional barrier to learning a new language is deeply rooted in social and relational dynamics rather than material or economic privilege. Because factors like household wealth, parental degrees, and digital devices showed no significant impact, educators can conclude that simply providing more technology or financial resources will not cure a student's classroom apprehension. Instead, the significant findings regarding sex and parental engagement highlight that language apprehension is highly responsive to identity and family support networks. To turn these insights into practice, schools must focus heavily on the human element of education. Teachers need to adopt gender-responsive teaching strategies that ensure both male and female students feel safe taking academic risks without the fear of judgment or embarrassment. At the same time, schools must bridge the gap between the classroom and the home by building strong partnership programs. These

programs should guide and empower parents on how to actively support, encourage, and engage in their children's learning journeys, as this emotional backing serves as a vital shield against academic apprehension.

These findings reveal that a student's emotional comfort when learning English is deeply rooted in interpersonal relationships and identity rather than material resources. A recent Philippine study by Valdez (2023) confirms that parental involvement and gender-specific classroom experiences are major determinants of affective filters in ESL classrooms.

### **Difference in the Social Media Dependency When they are grouped according to Socio-demographic Profile**

The Level of Social Media Dependency when they are grouped according to their Socio-demographic Profile is displayed in the table below.

Table 6. Difference in the Social Media Dependency when grouped according to the Socio-demographic Profile.

| Profile                         | Test Statistics (U) | p-value | Decision for H <sub>0</sub>     | Interpretation  |
|---------------------------------|---------------------|---------|---------------------------------|-----------------|
| Sex                             | 1338.000            | 0.002   | Reject H <sub>0</sub>           | Significant     |
| Socio-Economic Status           | 0.992               | 0.319   | Failed to Reject H <sub>0</sub> | Not Significant |
| Parent's Educational Attainment | 2.628               | 0.453   | Failed to Reject H <sub>0</sub> | Not Significant |
| Parent's Engagement in Learning | 8.868               | 0.031   | Reject H <sub>0</sub>           | Significant     |
| Access to Technology Support    | 3.980               | 0.264   | Failed to Reject H <sub>0</sub> | Not Significant |

Table 6 explains whether students' socio-demographic profile has differences in their social media dependency. Out of the five profile variables tested, two specific areas produced statistically significant outcomes. First, grouping students by sex got a test statistic of 1338.000 and a p-value of 0.002. This result leads to the rejection of the null hypothesis, demonstrating that male and female students experience distinctly different levels of social media dependency. Second, the level of a parent's engagement in learning also showed a significant impact, with a test statistic of 8.868 and a p-value of 0.031, meaning the null hypothesis is rejected. This indicates that how actively involved a parent is in their child's educational life directly shifts or relates to the amount of social media dependency the student exhibits.

On the other hand, the other three variables did not have statistical differences. Socio-economic status obtained a test statistic of 0.992 and a high p-value of 0.319, while a parent's educational attainment resulted in a test statistic of 2.628 and a p-value of 0.453. Similarly, access to technology support yielded a test statistic of 3.980 and a p-value of 0.264. The decision was to fail to reject the null hypothesis, confirming that a student's economic class, their parents' formal degree levels, and their available tech support do not significantly alter or drive their dependency on social platforms.

This implies that a student's vulnerability to excessive screen time and digital reliance is deeply rooted in personal identity and relational dynamics. Because factors like household wealth, parental degrees, and tech assistance showed no significant impact, educators and families can conclude that wealth or a lack of hardware does not inherently dictate a child's digital habits. Instead, the significant findings regarding sex and parental engagement highlight those social media habits are highly responsive to gendered experiences and home support networks. To turn these insights into practice, schools must design targeted digital wellness programs that address gender-specific online behaviors while simultaneously building strong home-school partnerships. These initiatives should guide and empower parents on how to actively monitor, communicate, and engage in their children's daily routines, as this active emotional presence serves as a vital boundary against excessive digital dependency.

A recent Philippine study by Santos (2024) supports this reality by examining how family dynamics and gendered social circles dictate screen behaviors among youth. Llagas and Santos (2024) demonstrate that while digital connectivity is widespread across all income brackets in the Philippines, the primary shields against problematic application use are strong parental guidance and tailored, gender-aware digital wellness interventions rather than a family's financial standing or a student's level of device access.

**Relationship between English Learning Apprehension and Academic Performance**

The relationship between the English learning apprehension and academic performance is displayed in the table below.

Table 7. Relationship between the English learning apprehension and academic performance.

| Variable                          | Test Statistics ( $r_s$ ) | p-value | Decision for $H_0$     | Interpretation  |
|-----------------------------------|---------------------------|---------|------------------------|-----------------|
| English Learning Apprehension vs. | -0.073                    | 0.410   | Failed to Reject $H_0$ | Not Significant |
| Academic Performance              |                           |         |                        |                 |

Table 7 shows whether there's a statistical relationship between students' English learning apprehension and their actual academic performance. The analysis got a Spearman rank correlation coefficient of -0.073 with a corresponding p-value of 0.410; therefore, the decision is to fail to reject the null hypothesis.

This lack of statistical significance implies that students demonstrate a high level of academic resilience, successfully separating their internal emotional apprehension from their performance on formal language evaluations. Because classroom apprehension does not directly depress final grades in this particular group of learners, educators cannot rely solely on traditional assessments, like report cards or written exams, to identify individuals who are experiencing psychological distress or a fear of negative evaluation. This independence between affect and achievement suggests that determined students often find ways to overcompensate for their communication fears, such as through extensive preparation or strong performance on written tasks, to protect their academic standing. Consequently, the data implies a clear need for schools to move away from a purely grade-driven approach to student support, instead implementing holistic learning interventions and digital wellness strategies that prioritize emotional comfort and psychological well-being for their own sake, rather than merely as a vehicle to boost test scores.

Delos Reyes and Castillo (2025) point out that while student apprehension remains an important psychological hurdle to solve for long-term fluency, it frequently shows no significant correlation with final grades because determined students often overcompensate through diligent study habits and written assessments to preserve their academic standing.

**Relationship between Social Media**

**Dependency and Academic Performance**

The relationship between social media dependency and academic performance is displayed in the table below.

Table 8. Relationship between the Social Media Dependency and Academic Performance.

| Variable                    | Test Statistics ( $r_s$ ) | p-value | Decision for $H_0$     | Interpretation  |
|-----------------------------|---------------------------|---------|------------------------|-----------------|
| Social Media Dependency vs. | -0.112                    | 0.205   | Failed to Reject $H_0$ | Not Significant |
| Academic Performance        |                           |         |                        |                 |

Table 8 shows whether there's a statistical relationship between students' social media dependency and their academic performance. The analysis obtained a Spearman rank correlation coefficient of -0.112 with a corresponding p-value of 0.205; the statistical decision is to fail to reject the null hypothesis.

This lack of statistical significance implies that students demonstrate a notable capacity for academic self-regulation, effectively preventing their digital habits and online screen time from compromising their formal school performance. Because social media dependency does not directly depress final grades, educators and families can conclude that a student's attachment to digital platforms does not automatically sentence them to academic failure. This independence between online dependency and achievement suggests that students may be successfully partitioning their time, or perhaps leveraging social media platforms for collaborative learning, peer support, and educational information that counterbalances the potential distractions of screen time.

Arago (2025) demonstrates that while intensive reliance on social platforms is widespread among local student demographics, its actual impact on final marks is mitigated when users practice intentional time management and self-discipline, showing that online engagement does not automatically translate into lower academic standing if balanced properly with structural study routines.

## CONCLUSION

Based on the results of the study, the following conclusions were made:

1. The respondents were predominantly female and came from middle-income families, with varying levels of parental involvement and access to technology for learning.
2. The students experienced a moderate level of English learning apprehension, with fear of negative evaluation being their main concern in using English.
3. The students had a moderate level of social media dependency, with excessive use being the most common behavior among them.
4. The students demonstrated very satisfactory performance in English, indicating that most of them were achieving the expected learning outcomes.
5. English learning apprehension differed significantly based on students' sex and parents' involvement, while socio-economic status, parental education, and access to technology did not show significant differences.
6. Social media dependency varied significantly among students when grouped according to sex and parents' involvement in learning. However, other demographic factors, including socio-economic status, parents' educational attainment, and access to technology support, did not significantly influence students' level of social media dependency.
7. English learning apprehension did not significantly affect students' academic performance in English.
8. Social media dependency was not significantly related to students' academic performance in English.

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