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Research Article

Study Habit and Social Media Exposure as Predictors of Grade 10 Students Academic Performance

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ABSTRACT

The purpose of this study was to determine the respondents' study habits and social media exposure during the school year. 2019-2020.The study's participants were 50 grade 10 students of Alabel 4 District. The researcher administered the survey to all of the student respondents. Majority of respondents were 17 years old, and the majority of their parents had a bachelor's degree and were all employed.

The researcher administered the survey to all of the student respondents. The majority of respondents were 17 years old, and the majority of their parents had a bachelor's degree and were all employed. It also has a high correlation with respondents' social media exposure. The responses revealed that respondents' use of social media has a direct or indirect positive effect on their academic performance.

The study suggests that parents should constantly guide and supervise their children's use of social media, particularly female and younger students who are more interested in social networking. Despite the fact that this study discovered that respondents' socio-demographic characteristics have no bearing on their academic performance. It also suggests that a long-term program be implemented to assist students in constantly improving their study habits.

According to the study's findings, teachers must continue to effectively stimulate and sustain students' interests and enthusiasm for learning in order for them to consistently achieve exceptional academic performance. Teachers should receive regular service trainings and workshops to stay current on their knowledge and pedagogical skills, improve the quality of the teacher workforce, and improve students' academic achievement.

Keywords: *Academic performance, Socio-demographic characteristics, Social media exposure, Study habits*

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Introduction

One of the goals of the science and technology course is to prepare students to be well-informed about the rapidly evolving and changing science world of today, as well as to be capable of applying the most recent technological advances (Serin, 2011).

Academic performance entails meeting the goals, achievements, and objectives outlined in the program or course that a student is enrolled in. Several studies in the field of education have revealed that students' academic performance is affected by a variety of factors (Crosnoe, Johnson & Elder, 2004). Individual characteristics, family background, gender, age, motivation, social and cultural orientation, finance, community characteristics, institutional characteristics, and other demographic factors all have an impact on students' academic performance. These elements have a significant impact on student performance; however, these factors vary from person to person and country to country (Alhajraf & Alasfour, 2014). In secondary schools, the investigation of factors related to high school students' academic performance has become a topic of growing interest in the educational community; such factors included socio-demographic characteristics, study habits, and social media exposure. A diverging performance occurs when there is a gap between academic performance and the student's expected performance (Marti, 2003).

Age, gender, parental educational attainment, parents' occupation, and family income have all been identified as socio-demographic factors that influence students' academic performance. A study in Indonesia discusses many other differences in student characteristics and background that may contribute to differences in student performance, such as gender, family socioeconomic status, culture, home language spoken, and family structure (OECD, 2001).

Study habits are also very important in the lives of students. Each student's success or failure is determined by his or her own study habits. Studying is an art, and as such, it necessitates practice. Some students study more than others, but they do not achieve more. Others study less but accomplish more. Each student's success is unquestionably dependent on his or her ability, intelligence, and effort. Without a doubt, effective study habits reap rewards in the form of success. According to Aluede and Onolemhemhen (2001), counselling students on good study habits can improve their academic performance. For example, research shows that developing study habits among secondary school children is beneficial. Students at this age are quite mature. They can distinguish between what is nice and what is bad. With the support of parents and instructors, they can avoid negative things and invite good things.

Today, the internet has firmly established itself in people's life. It's impossible to envision a young man who didn't check social media for updates and read the newspaper at least once a day. The modern world necessitates that we be in touch and up to date on the newest news and trends. Does this, however, have an impact on student performance? When social media platforms like Facebook, YouTube, and Twitter exist, our world is separated into online and offline realms. Social media are online technological platforms that help to bring people together from all over the world. They are used to foster interpersonal relationships (Shensa A.et al., 2015). Furthermore, computer-based instruction (CBI) is described as the use of computers in teaching and learning activities (Mosby's Medical Dictionary, 2009). Stetter (2010) and Shelly G. et al. (2012) felt in previous decades that integrating computer technology substantially changes students' learning and how teachers educate in the classroom context, making it a viable tool for dissatisfied learners.

Despite this, many teachers have little personal experience with computers and incorporating technology-based activities and projects into their curricula (Balmeo, 2014). In some schools in the Philippines, 60 percent of teachers know how to operate and utilize computers. Furthermore, only 2% of teachers use computers in the classroom for classroom discussion (Bayaban, 2013). As a result, pupils did worse academically and decided to drop out (Yi, et.al 2012, Wheeler, et al. 2015).

Despite the Department of Education's No Filipino Child Left behind Policy (Villar, 2008) and Education for All 2015 (EFA), which require all schools to have zero drop-outs at the

end of the school year, this is the case. When parents enrol their children in school, their duties for their children's education are generally lessened. As a result, parents can entirely delegate their children's educational process to the school. This is corroborated by Hornby (2011), who noted that parents perceive their duty as just transporting their children to school, after which the school assumes responsibility for educating their children, hence parents are less engaged in supporting their children's education both at home and at school. In line with this, Smith et al. (2011) discovered that when parents selected on the best school for their children, they felt that this would be sufficient to ensure their children's success without the need for their further involvement.

On the other hand, whether positive or negative, the interaction between students and teachers is the most significant aspect in students' learning experiences. Teachers with a tenacious, persevering, trustworthy, tolerant, determined, and enthusiastic disposition can make a substantial contribution to students' academic performance. Research has consistently shown that the classroom-level, namely what instructors know and do in the classroom, has a greater influence on student learning than the school-level (Hattie, 2003; Kyriakides et al., 2013; Rowe, 2003).

Thus, the purpose of this research is to look at the primary aspects that influence academic achievement, which are study habits and social media exposure.

Statement of the Problem

The general objective of the study was to find out the academic performance of the Grades 10 students of Alabel 4 District of Alabel, Sarangani Province during the school year 2019-2020.

Specifically, the study tried to:

1. describe the socio-demographic characteristics of the respondents in terms of age, sex, educational attainment of parents, parents' occupation and family income
2. determine the study habits and social media exposure of the respondents;
3. describe the academic performance of the respondents in terms of participation towards use of social media;
4. find out the interrelationship between socio-demographic characteristics of the respondents and their study habits and social media exposure;
5. find out the relationship between socio-demographic characteristics of the respondents and their academic performance;
6. find out the relationship between study habits and social media exposure of the respondents and their academic performance.

Methods

Research Design

In this study, a descriptive research design was used. Descriptive research design is a scientific method that entails observing and describing a subject's behaviour without influencing it in any way (Simon, 2011). In the study, descriptive analysis was used to describe the respondents' socio-demographic characteristics, study habits, social media exposure and their academic performance.

The study also employed descriptive correlational research. Correlational research investigates the strength of relationships that exist between two or more variables (Creswell, 2009). A correlation is a numerical measure of the degree of similarity between two or more variables (Kritsonis, 2009). The sole purpose of correlational analysis in this study is to provide an accurate and valid representation of the factors classified as independent variables and their relationship to the dependent variables, which are the academic performance of Grade 10 students.

Respondents of the Study

The study's participants were students in Grade 10 in the Alabel 4 District who were enrolled in the 2019-2020 school year. These student cohorts were purposefully chosen because these respondents have distinct characteristics and hold specific information needed for the study. Purposive sampling's power lies in the selection of information-rich cases for in-

depth analysis related to the central issues being studied. As a result, all 50 students from Alabel 4 District were chosen using purposive sampling. Total sampling is a type of purposive sampling in which the entire population of interest (that is, a group whose members all share a specific characteristic) is studied (Laerd, 2018). Students who participated in the study were given parental consent forms as well as student consent forms. The survey included 50 Grade 10 students as participants (see Table 1).

GROUP	GRADE LEVEL	NUMBER OF STUDENTS PER LEVEL
Students in Alabel 4 District	Grade 10	50
Total		**50**

Research Instrument

An instrument is a device used to measure, observe, or record quantitative data (Creswell, 2012). Creswell also stated that the researchers use instruments to assess individual ability, measure achievement, observe behavior, develop a psychological profile of an individual, or interview a person.

A questionnaire with five parts was used as the primary instrument in this study. The researcher created the first section, which covered the respondents' socio-demographic characteristics. The second section, adapted from Duhina, was about the respondents' study habits (2001). The third section, which was adapted from Mowafy, was about the respondents' social media exposure (2018). Part I inquired about the students' socio-demographic characteristics such as age, gender, parental educational attainment, parent's occupation, and family income. The students were given an online link. They responded and provided information by ticking and writing the required information on the provided spaces or boxes.

Part II focused on the respondents' study habits. The questionnaire, which consisted of 15 questions, was adapted from a Duhina instrument (2001). The students were asked to complete an online survey using a 5-point Likert scale, with 1 indicating never, 2 indicating rarely, 3 indicating occasionally, 4 indicating frequently, and 5 indicating always. They were instructed to respond to the instrument by clicking the appropriate box for the 5-point option.

Part III consisted of 15 questions designed to investigate the impact of social media on students' academic lives and performance. This instrument was adapted from the study "The Effects of Social Media on the Academic Performance of Nile University Students" by Mowafy (2018). Mowafy (2018) used a split half test with odd and even numbered items to form the two halves of the survey to assess the reliability of the research instrument, which was also determined by Osharive (2015). The two halves were given to a random sample of students from a university that was not chosen for the main study. The Pearson Correlation Coefficient was used to assess the instrument's reliability. A co-efficient of 0.65 indicated that the research instrument was trustworthy (Osharive, 2015).

The researcher chose this survey for the current study because it was the only available survey that addressed the relationship between social media exposure and academic performance in students. Similarly, the students were asked to complete an online survey questionnaire with a 5-point Likert scale, where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, and 5 = Always. Respondents were then instructed to indicate their level of agreement with the statements in the instrument by ticking the appropriate box from the options.

The Grade Point Average (GPA) data of the students' respondents were extracted from the Alabel 4 District database by District Office personnel. The students' GPAs were used to gain a thorough understanding of the factors that influence their academic performance. To protect the student respondents' privacy, all of their names were removed from the data before further analysis.

Data Gathering Procedure

Before starting the study, the researcher obtained permission from the District Supervisor of Alabel 4 District – Alabel, Sarangani Province, and requested permission to collect data during the Academic Year 2019-2020. The researcher formally requested permission to collect data in a letter to the District Supervisor.

Purposive sampling was used with the study sample that was chosen. The study did not discriminate against any age group or level of ability because the participants were chosen regardless of their age. To avoid biases, the researcher chose data from the Alabel 4 District level.

The science teacher at each identified school also assisted the researcher in distributing the Informed Consent Form for parents and the Student Assent Form for students to all potential participants. They assisted the researcher in retrieving the forms. Students were given a parental/guardian consent form and a student assent form, both of which they were asked to return within a week. Each student who took part in the study was required to sign consent and assent forms. Because all of the parents agreed, one was left out.

The other teachers assisted the researcher in administering the survey online (Google Forms). Instead of using a hard copy of the questionnaire, the researcher distributed a link for students to answer during non-academic time at school. Non-academic time in DepEd, specifically in Alabel 4 District, means either taking extracurricular activity time or after the regular class hour, also known as after school, which is 4:30 p.m. to avoid missing lessons.

Students who had been identified as study respondents were gathered in each room for the administration of the instruments. The teachers reminded the students that (a) they are volunteer participants with the right to withdraw at any time without penalty, (b) their data will be kept anonymous and confidential, and (c) they are free to ask questions if they do not understand any part of the questionnaires. The researcher explained the study's purpose and instructed them to complete the online survey.

Methods of Data Analysis

Descriptive statistics such as frequency counts, percentages, standard deviation, and mean were used in this study to describe the respondents' socio-demographic characteristics, study habits, and social media exposure.

The Pearson-Product Moment Correlation Coefficient was used to investigate the relationship between the respondents' socio-demographic characteristics, study habits, social media exposure, and academic performance.

Results and Discussion

This section presents and discusses the study's findings. It includes the respondents' socio-demographic characteristics, social media exposure, parental school involvement, teachers' classroom involvement, and academic performance.

Socio-demographic Characteristics of the Senior High School Students

Age

Table 2 shows that the computed mean for the respondents' age was 16.72 with a standard deviation of 0.90, indicating that the respondents' ages were not widely distributed. Almost half of Grade 10 student respondents (21 or 42.0 percent) were 17 years old, with 14 or 28 percent being 16 years old. The oldest respondents were 18 years old (10% or less) and the youngest were 15 years old (5 or 10.0 percent). According to the data for the age of the Grade 10 students, the majority of those who were studying in schools in Alabel 4 District during the study were mostly 17 years old, which is not an appropriate age for students in Grade 10. As a result, the average age of a Grade 10 student in both public and private schools in the Philippines is 14–16 years old under normal circumstances.

Sex

The majority of Grade 10 students were male (26 or 52.0 percent), with only 24 or 48

percent being female. This result is consistent with Alabel 4 Districts' statistical records for the 2019-2020 school year, which show that the number of female students was nearly equal to the number of male students.

Table 2. Socio-demographic characteristics of the respondents

CHARACTERISTICS	FREQUENCY (n=50)	PERCENTAGE
Age		
15	5	10.0
16	14	28.0
17	21	42.0
18	10	20.0
Mean	16.72	
SD	0..90	
Sex		
Male	26	52.0
Female	24	48.0
Fathers' Educational Attainment		
Elementary Graduate		
High School Level	8	16.0
High School Graduate	16	32.0
Bachelor's Degree	26	52.0
Master's Degree		
Doctoral Degree		
Mothers' Educational Attainment		
Elementary Graduate		
High School Level	6	12.0
High School Graduate	17	34.0
Bachelor's Degree	27	54.0
Master's Degree		
Doctoral Degree		
Fathers' Occupation		
Professional	25	50.0
Skilled	25	50.0
Unskilled	0	0.0
Mothers' Occupation		
Professional	25	50.0
Skilled	25	50.0
Unskilled	0	0.0
Family Income		
1,000 - 5,000	17	34.0
5,001 - 10,000	12	24.0
10,001 - 15,000	4	8.0
15,001 - 20,000	10	20.0
20,001 - 25,000	1	2.0
25,001 - 30,000	4	8.0
30,001- 35,000	2	4.0
Mean	11,270.32	
SD	8,638.44	

This is consistent with the Philippine policy of implementing gender equality in education, which includes the experiences of girls and boys in school in terms of equal and fair treatment by teachers, as well as the gender responsiveness of the curriculum, textbooks, and learning materials, as well as the learning environment and educational outcomes.

Parents' Occupation

The overall results on parents' occupation revealed that 25 or 50% of respondent's fathers' occupations were professional and 25 or 50% were skilled. The same result was obtained for respondents' mothers' occupation, with 25 or 50 percent being professional and 25 or 50 percent being skilled. This result can be attributed to the fact that the majority of respondents' parents had a bachelor's degree, while others had a high school diploma and only a few had an elementary diploma. Thus, occupational status reflects the level of education required to obtain a job as well as income levels.

Marnot (2004) classified occupations into two categories: most prestigious occupations and lower ranking occupations. Physicians, surgeons, lawyers, chemical and biomedical engineers, and communication analysts are among the most prestigious occupations. Food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants are lower-ranking occupations. Jobs with a high classification status provide more challenging work, greater ability, and greater control over working conditions, whereas jobs with a low classification pay significantly less and are more laborious, dangerous, and provide less autonomy.

Family Income

Table 2 also shows that the computed mean for the respondents' monthly family income was 11,270.32 with a standard deviation of 8,638.44, indicating that there was no significant dispersion in terms of monthly family income. In contrast, 12 percent or 24 percent of respondents had a family income range of 5,001.00 – 10,000.00; 10 percent or 20 percent had a family income range of 15,001.00 – 20,000.00; 4 or 8 percent had a family income range of 10,001 – 35,000,000; 4 or 8.0 percent had a family income range of 25,001.00 – 30,000.00; and 1 or 2 percent income range of 20,001.00 – 25,000.00. Among the respondents, 2 or 4.0 percent reported the highest family income range of 30,001.00 – 35,000.00, and 17 or 34 percent reported the lowest family monthly income range of 1,000.00 – 5,000.00; the data above imply that all students enrolled in Alabel 4 District schools had a family income above the poverty line. This demonstrates that the majority of respondents' monthly family income was above the poverty line. The finding was also supported by data on parents' educational attainment and occupation, which revealed that all respondents' parents had a high educational attainment and a prestigious occupation, providing them with a stable family income and the ability to support their children in school.

Study Habits and Social Media Exposure

Study Habits

Table 3 shows that the pooled mean for study habits was 3.82 described as "Often" with a standard deviation of 1.08.This explains why the respondents consistently practice good study habits in accordance with the parameters identified. According to the respondents, the statement with the highest mean was "I listen attentively during the class discussion" (= 4.20), which was described as "Always." This result indicated that the respondents were always paying attention during the class discussion. This was followed by the statements "I read my lessons repeatedly until I grasp its meaning" ($\bar{x}$ = 4.18); "I listen attentively on my teacher's lecture" ($\bar{x}$ = 4.16); and "I read my lessons until I understand their meaning" (= 4.17); "I usually pick out the important points in my lessons and review them" ($\bar{x}$ = 4.08); and "I try to concentrate when I'm studying" (= 4.06). As practiced by respondents, these four

statements were described as "Frequently." This indicates that the respondents used effective study habits and skills, spent adequate time reading lessons repeatedly until they understood their meaning, listened attentively to the teacher's lecture, reviewed the lessons, and concentrated while studying. These findings imply that the respondents had good study habits, study skills, and study methods for managing time and other resources in order to meet the demands of academic tasks. This observation also indicates that the respondents engaged in study routines. The statements with the lowest mean were "I come to class well prepared" (= 3.42) and "I always go to the library to study" (= 2.98) described as "Often" and "Sometimes" practiced by respondents.

Table 3.Study habits of the respondents

	STUDY HABITS	MEAN	SD	DESCRIPTION
1.	I read my lessons repeatedly until I grasp its meaning.	4.18	0.89	Often
2.	I usually pick out the important points in my lessons and review them.	4.08	0.85	Often
3.	I recheck any point in the lesson which I find unclear.	3.88	1.06	Often
4.	I try to concentrate when I'm studying.	4.06	0.97	Often
5.	I maintain a regular time schedule to study.	3.78	1.11	Often
6.	I try to relate my lessons with the lesson I learned from other subjects/experiences.	3.48	1.18	Often
7.	I study well both my difficult and easy subjects.	3.48	1.18	Often
8.	I copy the most important points in the lecture.	4.02	1.02	Often
9.	I always take down notes.	3.78	1.28	Often
10.	I listen attentively on my teacher's lecture.	4.16	0.91	Often
11.	I listen attentively during the class discussion.	4.20	1.01	Always
12.	I always go to the library to study.	2.98	1.36	Sometimes
13.	I come to class well prepared.	3.42	1.01	Often
14.	I consult my teacher on lessons which I find unclear.	3.86	1.10	Often
15.	I seek the help of my classmates on the different lessons.	3.98	1.28	Often
	POOLED MEAN	**3.82**	**1.08**	**Often**

Legend: 4.20 – 5.00 Always
3.40 – 4.19 Often
2.60 – 3.39 Sometimes
1.80 – 2.59 Seldom
1.00 – 1.79 Never

Respondents state that they are frequently ready to learn and prepare themselves by going to the library to supplement their lessons and further their education.

These findings concur with Lampatan (2012), who stated that studying is a simple will of power, and the most important thing is discipline. Everything is pointless if the students do not want to put forth the effort to study. Crede (2008) went on to say that study habits are primarily external factors that help the process, such as good study routines that include how to study, A student will frequently participate in study sessions, review the material, self-evaluate, practice explaining the material, and study in a conducive environment.

Social Media Exposure

Table 4 shows the respondents' social media exposure. According to the table, the pooled mean for social media exposure was 3.82 described as "Often" and with a standard deviation of 0.97. This demonstrates that the respondents were frequently exposed to social media in order to communicate with their

classmates, especially since the majority of their academic tasks were posted online.

"Social media use is encouraged by teachers as part of class assignments" (= 4.30); "The usage of social media for research has helped improve my grades" (= 4.22); "I follow the latest developments in my field through social media" (= 4.16); and "I engage in academic discussions on social media platforms" (= 4.16). These statements were labelled as "often," implying that the majority of respondents used social media networks as a communication platform due to the numerous features and benefits available. This also indicates that the respondents' use of social media most likely contributed to their improved grades.

Table 4. Social media exposure of the respondent

	SOCIAL MEDIA EXPOSURE	MEAN	SD	DESCRIPTION
1.	The time I spend online on social networks takes away from my time studying.	3.38	1.02	Sometimes
2.	Online social networks distract me from my studies.	3.54	1.03	Often
3.	The hours I spend online on social media are more than the hours I spend reading.	3.26	1.02	Sometimes
4.	My unlimited access to Facebook through my cell phone has affected my academic performance negatively.	3.26	1.02	Sometimes
5.	I engage in academic discussions on social media platforms.	4.16	1.01	Often
6.	I make use of Social Media to share information with my classmates.	4.32	0.84	Always
7.	Social media have impacted my GPA positively.	3.90	0.99	Often
8.	I follow the latest developments in my field through social media.	4.16	0.81	Often
9.	I solely rely on information gotten from social media to do my assignments without consulting other sources.	4.08	0.94	Often
10.	The usage of social media for research has helped improve my grades.	4.22	0.81	Always
11.	Social media is encouraged by teacher as part of class assignments.	4.30	0.88	Always
12.	I use social media for making new friends and socializing more than I use it for academic purposes.	3.58	1.24	Often
13.	I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.	4.12	0.98	Often
14.	Social media has improved my communication skills.	4.10	0.81	Often
15.	I communicate with the teacher through social media.	3.38	1.10	Sometimes
POOLED MEAN		**3.85**	**0.97**	**Often**

Legend:
4.20 – 5.00 Always (8 hours or more per day)
3.40 – 4.19 Often (5 -7 hours per day)
2.60 – 3.39 Sometimes (3 – 4 hours per day)
1.80 – 2.59 Seldom (1 -2 hours per day)
1.00 – 1.79 Never (No time)

Furthermore, the findings show that the respondents were well-versed in social media and were aware of the various social networking sites, as well as the positive and negative effects of social media's unlimited access.

Similarly, Hrastinski, Edman, Andersson, Kawnine, and Soames (2014) investigated how high school students benefited from the inclusion of Instant Messaging (IM) in social media as a tool for communication with their teachers. Their findings revealed that students' achievement improved because they were able to use their after-school time to ask their teachers questions and receive feedback on their learning process.

Academic Performance of the Respondents

This section of the study focused on the respondents' academic performance as measured by their Grade Point Average (GPA) for the 2019-2020 school year. According to Table 5, slightly more than half of the respondents (26 or 52.0 percent) received grades ranging from 75 to 84. In terms of academic performance, this range was regarded as satisfactory. The remaining respondents (24 or 48.0 percent) received grades ranging from 85 to 100. These students' academic performance was rated as excellent. This result only indicated that the respondents' learning output was above the grade threshold, and the Grade 10 students were considered to be performing students in their respective schools in the Alabel 4 District.

Table 5. Academic performance of the respondents

GRADE RANGE AND DESCRIPTION	FREQUENCY (n=50)	PERCENTAGE
75 - 84 (Good)	26	52.0
85 - 100 (Very Good)	24	48.0

These findings are consistent with the respondents' assessment results, which show that they all passed the requirements in all academic subjects, or one hundred percent (100%) of the time.

Interrelationship between Socio demographic Characteristics of the Respondents and their Study Habits

Table 6 depicts the degree of interdependence between respondents' socio-demographic characteristics and their study habits.

The study habit statement "I listen attentively on my teacher's lecture" (r =-.415) was found to have a high but negative significant correlation with age (r =-.415). This implies that the younger respondents (15 years old) likely paid more attention to their teacher's lecture than the older respondents. This result was most likely the result of a tendency to put in more effort to listen and become acquainted with the educational system.

This is related to Hu (2016)'s study, which stated that age-related factors are regarded as the determining factor to both young and older learner's learning, raising some controversies about how to attract learners' attention to learn with interest and a positive attitude.

The findings also indicate a significant relationship between sex and the study habit statement "I try to concentrate when I'm studying" (r =.354). This explains why female respondents were more focused while studying. This means that the majority of female respondents performed better in time management, concentration, listing, note-taking, and reading, which can be explained by the Filipino culture of females needing to perform better in all aspects of life in order to prove themselves in society.

Table 6. Interrelationship between socio- demographic characteristics of the respondents and their study habits

	Age	Sex	Fathers'educational Attainment	Mothers' Educational Attainment	Family Income
Study Habits					
1. I read my lessons repeatedly until I grasp its meaning.	.063	.076	.272	-.005	-.209
2. I usually pick out the important points in my lessons and review them.	-.023	.146	.286*	.176	-.055
3. I recheck any point in the lesson which I find unclear.	-.014	.072	.293*	.100	-.067
4. I try to concentrate when I'm studying.	-.211	.354*	.337*	.352*	.010
5. I maintain a regular time schedule to study.	-.022	.156	.016	-.063	-.140
6. I try to relate my lessons with the lesson I learned from other subjects/experiences.	-.082	.051	-.004	-.153	-.029
7. I study well both my difficult and easy subjects.	.166	.119	-.271	-.227	-.261
8. I copy the most important points in the lecture.	-.082	.179	.093	.264	.014
9. I always take down notes.	-.160	.261	.190	.323*	.006
10. I listen attentively on my teacher's lecture.	-.415**	.051	.238	.184	-.057
11. I listen attentively during the class discussion.	-.116	.048	.268	.153	-.053
12. I always go to the library to study.	-.154	.103	.295*	.126	-.062
13. I come to class well prepared.	.109	.277	-.018	-.083	-.245
14. I consult my teacher on lessons which I find unclear.	-.162	.086	.135	-.008	-.009
15. I seek the help of my classmates on the different lessons.	-.040	.204	.084	.237	.198

Legend: * significant (p<.05)
** highly significant (p<.01)

This could also be explained by the fact that females are more diligent, open, and mature in their thinking and studying by nature.

These findings corroborate the findings of Singh, Muktesh, and Snehalata (2010), who discovered that girls have better study habits than boys.

There was also a significant relationship found between fathers' educational attainment and the statements under study habits. "I try to concentrate when I'm studying." (r = .337); "I always go to the library to study." (r = .295); "I recheck any point in the lesson which I find unclear." (r = .293), and "I usually pick out the important points in my lessons and review them." (r = .286). (The correlation coefficient is.286). Furthermore, the educational attainment of mothers was found to have a significant

relationship with the study habits statements "I try to concentrate when I'm studying" (r =.352) and "I always take notes." (r =.323). These findings show that respondents whose fathers and mothers held doctoral degrees supported their children more in their good study habits such as going to the library, clarifying and concentrating on important concepts of the lessons, and concentrating in their studies, most likely because parents with high level schooling such as doctoral degree holders can provide a better childhood experience and home environment such as helping children in reading, encouraging them, and concentrating in their studies. This result may be explained by the fact that the majority of parents in Alabel 4 District were professionals who could provide educational knowledge to their children. This claim was supported by the fact that well-educated parents usually show interest, provide a better learning environment, and provide proper help for their children's educational problems at home.

According to Eccls (2005), educated parents use methods that expose their children to a variety of educational opportunities. Parents with a high level of education, for example, enrolled their children in music lessons, science and computer programs, and educationally relevant summer camps. Musgrave (2000) supported this by stating that a child who comes from an educated family will follow in the footsteps of his or her family and thus work actively in his or her studies. Educated parents provide library facilities to encourage their children to participate in intellectual activities such as reading newspapers, magazines, and journals. They are more likely to have a larger vocabulary, which will benefit the children and help them develop language fluency.

Interrelationship between Socio demographic Characteristics of the Respondents and their Social Media Exposure

Table 7 shows the degree of relationship between the respondents' socio-demographic characteristics and their social media exposure.

Age was discovered to have a high but negative correlation with social media exposure statements. "I have to use social media extensively because the majority of my course assignments/projects are in the form of blogs/online presentations" (r = -.513), and "I make use of Social Media to share information with my classmates" (r = -.388). A significant but negative relationship was also discovered between age and social media exposure statements. "I engage in academic discussions on social media platforms" (r = -.350); "I solely rely on information gotten from social media to do my assignments without consulting other sources" (r = -.356); and "Social media is encouraged by teacher as part of class assignments"(r = -.351). This implies that the younger respondents used social media to share information with their peers.

Furthermore, they were using social media to strengthen interpersonal relationships by making new connections. Social media platforms allow them to make friends and join social groups, as well as communicate and socially support one another, particularly when doing online tasks and homework.

These findings corroborate Boyd's (2015) study, which found that middle and high school students use social media to connect with one another as well as do homework and group projects. This is supported by a study conducted by Lenhart (2015), which found that 92 percent of adolescents use social media on a daily basis, with 24 percent using it almost constantly to share information with their classmates.

Table 7. Interrelationship between socio-demographic characteristics of the respondents and their social media exposure

	Age	Sex	Fathers' educational attainment	Mothers' educational attainment	Family income
Social Media Exposure					
1. The time I spend online on social networks takes away from my time studying.	.073	.113	-.092	.146	.143
2. Online social networks distract me from my studies.	.165	.158	.009	.222	.041
3. The hours I spend online on social media are more than the hours I spend reading.	.080	-.128	-.163	-.052	-.049
4. My unlimited access to Facebook through my cell phone has affected my academic performance negatively.	-.074	.069	-.009	.077	.028
5. I engage in academic discussions on social media platforms.	-.350*	.006	.102	.056	.012
6. I make use of Social Media to share information with my classmates.	-.388**	-.176	.086	.031	-.138
7. Social media have impacted my GPA positively.	-.145	.098	.068	.000	-.140
8. I follow the latest developments in my field through social media.	-.131	.206	.100	.151	.107
9. I solely rely on information gotten from social media to do my assignments without consulting other sources.	-.356*	-.082	.163	.159	.167
10. The usage of social media for research has helped improve my grades.	-.164	-.113	.006	-.049	.141
11. Social media is encouraged by teacher as part of class assignments.	-.351*	-.100	.102	.050	.209
12. I use social media for making new friends and socializing more than I use it for academic purposes.	-.052	.100	.268	.156	.237
13. I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.	-.513**	.128	.487**	.386**	.239
14. Social media has improved my communication skills.	-.211	.129	.361*	.162	.164
15. I communicate with the teacher through social media.	.170	.435**	-.209	.096	.049

Legend: * significant ($p<.05$)
** highly significant ($p<.01$)

Sex was discovered to be positively correlated, particularly in the social media exposure statement "I communicate with the teacher through social media" (r =.435).

This implies that female respondents were more interested in social networking, presumably because the majority of teachers in Alabel 4 District were females, where students can easily approach and confide their thoughts given the district's conservative gender traditions. Furthermore, female respondents used social media more for academic purposes, such as academic planning, social agenda management, and maintaining existing friendships and relationships. According to the findings of a study conducted by Mazman and Usluel (2011) that investigated gender differences in social media usage, females use social media more for maintaining existing relationships and for academic purposes. Haferkamp et al. (2012) also discuss how female students are using social media to get important information and share their ideas with other female students.

Fathers' educational attainment was also found to have a high significant correlation with the statement "I have to use social media extensively because most of my course assignments/projects are in the form of blogs/online presentations" (r =.487) and correlated with the statement "Social media has improved my communication skills" (r =.361). Furthermore, mothers' educational attainment was found to have a strong relationship with the social media exposure statement "I have to use social media extensively because most of my course assignments/projects are in the form of blogs/online presentations" (r =.386). This only implies that the parents of bachelor's degree holders support their children's use of social media for course requirements such as assignments and projects. They were likely supported because they, too, had been exposed to the significant utility of social media, particularly in performing their multifaceted tasks, and they may have believed that by using social media, their children could improve their communication skills and their studies in general. Furthermore, because parents are professionals with high educational attainment, they have knowledge of social media and thus employ more restrictions to protect their children on digital media.

These findings corroborate the findings of Valcke et al. (2010), who found that parents' education is an important demographic factor in internet access, particularly in social media. They discovered that parents with a higher education level had more internet restrictions, and that parents tended to regulate their children's use of digital media.

Except for family income, the hypothesis stating that there is no significant interrelationship between the respondents' socio-demographic characteristics and their study habits and social media exposure is rejected based on the findings.

Relationship between Socio-demographic Characteristics of the Respondents and their Academic Performance

Table 8 shows the relationship between the respondents' socio-demographic characteristics and their academic performance.

All of the variables under socio-demographic characteristics of the respondents, such as age, gender, parents' educational attainment, and family income, were statistically insignificant with respect to the respondents' academic performance.

Table 8. Relationship between socio-demographic characteristics of the respondents and their academic performance

	Age	Sex	Fathers' Educational Attainment	Mothers' Educational Attainment	Family Income
Academic Performance of the Respond nts	-.148	.146	.224	.277	.050

The data in Table 11 show that the respondents' socio-demographic characteristics have no significant relationship with their academic performance. As a result, the hypothesis stating

that there is no significant relationship between respondents' socio-demographic characteristics and their academic performance is retained.

Relationship between Study Habits of the Respondents and their Academic Performance

Table 9 depicts the relationship between respondents' study habits and academic performance. According to the table, respondents' academic performance had a high significant relationship with the following study habits statements: "I read my lessons repeatedly until I grasp its meaning" (r =.671), and "I recheck any point in the lesson which I find unclear." "I usually pick out the important points in my lessons and review them," (r =.634). (r =.620), "I try to concentrate when I'm studying" (r =.606), "I listen attentively on my teacher's lecture."(r =.518; "I always go to the library to study." (r =.513), "I try to relate my lessons to what I've learned from other subjects/experiences" (r =.491), "I always take notes." (r =.432), "I maintain a regular time schedule to study."(r =.420), and "I listen attentively during the class discussion." (r =.408.) It was also discovered to have a significant relationship with the statements "I copy the most important points in the lecture."(r = .332), "I come to class well prepared."(r = .323), "I consult my teacher on lessons which I find unclear."(r = .321), as well as "I study well in both my difficult and easy subjects." (r =.321). This means that the respondents' study habits had a significant impact on their studies. Based on the information gathered, it was determined that the majority of the respondents had good study habits in school. Respondents' academic performance is determined by their study habits, and their academic success is unquestionably determined by their ability, intelligence, and effort. According to the findings, respondents read their lessons until they understood the meaning and learned to copy the most important points in the lecture, indicating that the respondents were responsible enough to develop their own study habits, which can be explained by the fact that the respondents (Grades 10 students) were quite matured to prioritize their studies and perform better academically.

Table 9.Relationship between study habits of the respondents and their academic performance

No	Study Habits	Academic Performance
1.	I read my lessons repeatedly until I grasp its meaning.	.671**
2.	I usually pick out the important points in my lessons and review them.	.620**
3.	I recheck any point in the lesson which I find unclear.	.634**
4.	I try to concentrate when I'm studying.	.606**
5.	I maintain a regular time schedule to study.	.420**
6.	I try to relate my lessons with the lesson I learned from other subjects/experiences.	.491**
7.	I study well both my difficult and easy subjects.	.321*
8.	I copy the most important points in the lecture.	.332*
9.	I always take down notes.	.432**
10.	I listen attentively on my teacher's lecture.	.518**
11.	I listen attentively during the class discussion.	.408**
12.	I always go to the library to study.	.513**
13.	I come to class well prepared.	.323*
14.	I consult my teacher on lessons which I find unclear.	.321*
15.	I seek the help of my classmates on the different lessons.	.049

Legend: * significant (p<.05)
** highly significant (p<.01)

The findings are consistent with the findings of Gudaganavar and Halayannavar (2014), who concluded that study habits and academic performance are inextricably linked. As a result, effective study habits are formed in students as a result of their home and school environments, work planning, reading, note taking habit, and examination preparation. These students are result oriented and thus perform well in tests and examinations. Their findings suggest that developing effective study habits will raise awareness of the importance of regular and consistent learning.

With the data in Table 9, the hypothesis that respondents' study habits have no significant relationship with their academic performance is rejected.

Relationship between Social Media Exposure of the Respondents and their Academic Performance

Table 10 shows the degree of relationship between respondents' social media exposure and their academic performance. Academic performance was found to have a high significant relationship with several statements under social media exposure, such as "I have to use social media extensively because most of my course assignments/projects are in the form of blogs/online presentations," as statistically illustrated in Table 10, (r = .380), "I follow the latest developments in my field through social media."(r = .368) and "Social media have impacted my GPA positively."(r = .365). It was also discovered to have a significant positive relationship with the statements; "I engage in academic discussions on social media platforms."(r = .324) and "Social media has improved my communication skills."(r = .289). It was also discovered to have a significant negative relationship with the following statements; "Online social networks distract me from my studies."(r = -.290) and "The time I spend online on social networks takes away from my time studying" (r = -.320). The responses of the respondents revealed that their use of social media has a direct or indirect positive effect on their academic performance. For example, they make extensive use of social media because the majority of their projects or assignments take the form of blogs and online presentations. This demonstrates that respondents used social media wisely, and it clearly aided their academic performance.

Table 10. Relationship between social media exposure of the respondents and their academic performance

No	Social Media Exposure	Academic Performance
1.	The time I spend online on social networks takes away from my time studying.	-.320*
2.	Online social networks distract me from my studies.	-.290*
3.	The hours I spend online on social media are more than the hours I spend reading.	-.203
4.	My unlimited access to Facebook through my cell phone has affected my academic performance negatively.	-.240
5.	I engage in academic discussions on social media platforms.	.324*
6.	I make use of Social Media to share information with my classmates.	.182
7.	Social media have impacted my GPA positively.	.365**
8.	I follow the latest developments in my field through social media.	.368**
9.	I solely rely on information gotten from social media to do my assignments without consulting other sources.	.042
10.	The usage of social media for research has helped improve my grades.	.115
11.	Social media is encouraged by teacher as part of class assignments.	.273

No	Social Media Exposure	Academic Performance
12.	I use social media for making new friends and socializing more than I use it for academic purposes.	-.141
13.	I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.	.380**
14.	Social media has improved my communication skills.	.289*
15.	I communicate with the teacher through social media.	.100

Legend: * significant (p<.05)
** highly significant (p<.01)

Furthermore, the majority of respondents believe that using social media as a platform for academic discussions gives them advantages in communicating with their classmates to discuss academic related purposes due to its user-friendliness compared to formal communication channels that they were not using. Furthermore, as previously stated, two statements under social media exposure have a negative correlation with academic performance. This explains why the more time they spend on online social networks, the more distracted they are and the less time they spend on their studies, resulting in lower academic performance. This suggests that social media has a negative impact on the respondents' academic performance; some of them believed that social media distracted them and took away their time to study. This is supported by the fact that some respondents were not mature enough to use social media responsibly, particularly younger respondents who likely believe that the purpose of social media is to socialize and find friends.

Surprisingly, the findings show that the majority of respondents used social media for academic purposes such as sharing information with classmates, creating social media groups for academic discussions, and keeping up with the latest developments in their field via social media. According to Oye et al. (2012), the majority of students believe that social media platforms have a positive impact on academic growth. The same is true for Young (2006)'s study, which found that the internet has spread its wings to reach teenagers' school lives. Young (Young, 2006) also observed that students are increasingly reliant on the internet for information pertaining to their academic lives as well as entertainment. Wang et al. (2011) also discovered that the impact of social platforms is dependent on the level of usage. This, however, contradicted Shana's (2012) study, which found that students use social media platforms primarily for chatting and making friends. It was further supported by the work of Rather (2013) as he added that the social media platforms which are being used today with great desire and enthusiasm have altered the way of using internets in this modern age by defining online tools and utilities which allow users for communication, participation and collaboration of information online.

Based on the findings and analysis in Table 13, the hypothesis stating that there is no significant relationship between the respondents' study habits and social media exposure and their academic performance is rejected.

Conclusion

Based on the results of the study, the following conclusions were drawn.

1. The majority of Junior High School students were 17 years old, male, and had a family income above the poverty line. More than half of the respondents' parents had a bachelor's degree and were all employed.
2. Respondents with appropriate skills and study methods frequently practiced good study habits and study methods to manage time and other resources to meet the demands of academic tasks. Respondents described their exposure to various online

sites specified for social media as 'often.' Because of the numerous available features and benefits, it was always used to share information with their classmates and as a communication platform. Respondents who had been exposed to social media were also aware of the various social networking sites and were aware of the positive and negative effects of social media's unrestricted access.

3. The respondents' study habits were found to have a high but negative significant correlation with their age. This implies that the younger respondents (15 years old) likely paid more attention to their teacher's lecture than the older respondents. This result was likely observed because they tended to put in more effort to listen and become acquainted with the system.
4. It was discovered that respondents' social media exposure had a high but negative correlation with their age. This implies that the younger respondents used social media to share information with their peers. They were using social media to strengthen interpersonal relationships by making new connections. Mass media platforms enable them to make friends and participate in social groups, as well as communicate and socially support one another, particularly when completing online tasks and homework. Parents were also supportive, most likely because they, too, had been exposed to the significant utility of social media, particularly in performing their multifaceted tasks, and they may have believed that their children could improve their communication skills and their studies in general by using social media. Furthermore, because parents are professionals with high educational attainment, they have knowledge of social media and thus employ more restrictions to protect their children on digital media. In terms of the relationship between respondents' socio-demographic characteristics and their academic performance. All of the variables under socio-demographic characteristics of the respondents, such as age, gender, parents' educational attainment, and family income, were statistically insignificant with respect to the respondents' academic performance.
5. Academic performance of respondents was found to have a high significant relationship with study habits. This means that the respondents' study habits had a significant impact on their studies. The respondents read their lessons until they understood the meaning and learned to copy the most important points in the lecture, indicating that they were responsible enough to develop their own study habits. This is due to the fact that the respondents (Grades 10 students) were mature enough to prioritize their studies and perform better academically.
6. Academic performance of respondents was also found to have a high significant relationship with social media exposure. The responses of the respondents revealed that their use of social media has a direct or indirect positive effect on their academic performance. Furthermore, social media has a negative impact on the academic performance of the respondents; some of them believe that social media distracts them and takes away their time to study. This is supported by the fact that some of the respondents were not mature enough to use social media responsibly, particularly the younger respondents, who likely believe that social media is only for socializing and making friends.

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