Article

Social Media Use and Its Effects on Students' Digital Well-Being and Academic Performance: A Survey-Based Study

Anthony U. Concepcion [ID]

Bulacan State University – Bustos Campus

Correspondence: anthony.concepcion@bulsu.edu.ph

Abstract

Social media has become an important part of students' daily life, yet its implications on their academic and digital well-being remains as a growing concern. This study sought to investigate the patterns of social media utilization among students at Bulacan State University – Bustos and to ascertain its impact on their digital well-being and academic productivity. Using a mixed-methods approach, data were collected from 372 students through a structured online questionnaire incorporating both Likert-scale and open-ended statements. Findings indicate that a large portion of respondents engage with social media daily, with 103 respondents spending over 8 hours per day. Additionally, most students utilize social media for academic, social, and entertainment purposes. Additionally, quantitative findings showed that students agreed that social media affects their digital well-being as well as their academic productivity, indicating an agreement that social media impacts study habits, focus, and time management. Quantitative analysis using Welch's ANOVA and Pearson's correlation revealed that students who spent more hours on social media reported lower academic productivity and experienced impacts on sleep, stress, and focus. Qualitative findings supported these results, where majority of the respondents answered lack of self-discipline as one of the challenges they face. As a result, it was recommended by the majority that self-discipline must be practiced managing their digital habits better, followed by time management, and having healthy habits and lifestyle. Moreover, the findings underscore the need for educational institutions to promote responsible digital habits through seminars, policy interventions, and support systems that empower students to manage their online behavior effectively.

Keywords: social media, social media usage, academic productivity, digital well-being, student behavior, time management, online habits

Introduction

Social media has become a defining aspect of the 21st century, transforming how students communicate, gather information, and manage their daily activities. With social media platforms like Facebook, Instagram, TikTok, Twitter, and YouTube becoming embedded in daily life, social media significantly impacts academic life, entertainment, and social interaction. Many students use these platforms to access instructional materials, work collaboratively on assignments, and participate in group discussions. Despite all its benefits, social media raises several challenges, especially regarding academic productivity and digital well-being.

One of the most prevalent problems associated with excessive or unmanaged social media use is a decline in students' academic performance. Sometimes, students sacrifice study time to spend hours watching videos, scrolling through feeds, or participating in online conversations. Procrastination, poor time management, and poor focus are frequently the results of this attentional shift. Constant digital distractions could make academic assignments rushed or postponed, and study habits deteriorate. The constant scrolling encouraged by the seductive design of many social media platforms might result in poor learning skills and decreased focus.

In addition to its effects on academic performance, social media may influence students' overall well-being. Many students experience heightened stress, anxiety, and fear of missing out (FOMO), often losing sleep from staying up late to browse or check notifications. According to mental health professionals, frequent exposure to idealized lifestyles and filtered content on social media can trigger negative self-comparisons, reduced self-esteem, and even symptoms of depression. As digital habits increasingly overlap with rest and study routines, maintaining a balanced and healthy lifestyle becomes more difficult for students.

Globally, researchers and educators have observed similar patterns. Studies in countries like the United States, India, Nepal, and Europe have shown that prolonged social media use among students is linked to poor sleep quality, lower academic achievement, and heightened stress levels. These results imply that social media's negative impacts on academic achievement and digital well-being are not isolated occurrences but represent a broad, global trend.

This review explores the social media usage patterns among students, focusing on frequency, duration, and purpose. Furthermore, it examines the effects of social media on digital well-being, particularly stress levels, sleep quality, and mental health, as well as its influence on students' academic performance, study habits, and time management.

Sleep is vital for a child's normal growth and development; inadequate sleep poses numerous health risks (Thounaojam, M., Radha, M. S., & Vanitha, N., 2024).

Additionally, according to Argiansya et al. (2021, spending too much time on electronic media can lead to various health issues, both physical and mental, such as obesity and sleep problems. Their research has shown that the more time spent on screens, the shorter and lower quality sleep tends to be. While electronic media can have benefits and drawbacks, one major downside is its link to sleep disturbances, which are influenced by multiple factors.

Moreover, Xu et al. (2025) found that students who spend between 0.5 and 2 hours on social media are more likely to experience poor sleep than those who use it for less than 0.5 hours. Additionally, their study revealed that students who spend more than 2 hours on social media are at an even higher risk of poor sleep quality. Previous research has also suggested that just 15 minutes of internet exposure can increase feelings of depression and anxiety. These adverse effects, combined with frequent and prolonged social media use, may lead to reduced sleep quality, decreased learning efficiency, prolonged fatigue, and a higher likelihood of developing chronic illnesses.

The study by Zayed (2024) at Kafrelsheikh University in Egypt explored the relationships between social support, digital stress, academic well-being, and digital resilience. They found that digital stress negatively affects academic well-being, while digital resilience and social support were positively correlated with better academic performance. Interestingly, fourth-year students exhibited higher digital resilience and lower levels of digital stress than first-year students, suggesting that resilience builds over time. The study also emphasized that social support and resilience can act as protective factors against the adverse effects of social media usage, especially in maintaining academic well-being despite digital stress. Additionally, many concurred that since they started using social media, they have engaged in less in-person socializing, and some acknowledged that they have been scrolling through social media and comparing themselves to others (Shrestha & Adhikari, 2024). This trend aligns with Riaz's (2023) findings, which indicate that increased time spent on social media is associated with a decreased sense of connection to loved ones, suggesting a decline in the quality of personal relationships and the time dedicated to meaningful interactions. Moreover, Kross et al. (2021) suggested that high social media usage can lead to increased social comparison, cyberbullying, and sleep disturbances, contributing to social anxiety, loneliness, and depressive symptoms. The study indicates that even though social media may have some academic benefits, it does

affect the students' digital well-being and raise concerns about an individual's mental health.

Regarding social media affecting students' academic performance, students frequently utilize social media platforms as a resource for academic purposes, particularly for gathering information and engaging in discussions. Boateng and Amankwaa (2016) found that students commonly use social media to collaborate on assignments and other school-related tasks. Furthermore, their study concluded that social media is a direct platform for students to publicly express their opinions and provide real-time feedback on various aspects of their academic environment, including institutional policies, classes, professors, administration, and peers. Similarly, Singh and Kumar (2024) found that most respondents believed a significant correlation exists between social media use and students' academic achievement. Additionally, respondents acknowledged that social media facilitates collaborative academic work among peers. As a result, the majority agreed that teachers should encourage using social networking sites in the classroom to enhance learning quality and concept comprehension.

Moreover, Alzahrani (2017) found that using online discussion forums to supplement traditional learning can enhance students' academic achievement, particularly when they engage effectively and efficiently in discussions. Unlike entertainment-driven social media, online forums promote equal participation, encourage social and collaborative learning, and foster active engagement with educational content. It suggests that the type of social media platform and its intended use play a crucial role in determining its impact on academic performance, with discussion-based platforms offering more academic benefits than entertainment-focused ones.

It highlights the importance of guiding students toward productive social media use to maximize its academic benefits. The study implies that leveraging social media as a learning tool can positively influence students' academic performance, reinforcing the need for responsible and purposeful usage.

However, Mekler (2021) examined the impact of TikTok, a popular entertainment-based social media platform, on students' academic focus and found that spending more time on the app daily was linked to higher levels of distraction, both in class and while completing schoolwork. It indicates that social media platforms negatively affect students' academic performance if used solely for entertainment.

Moreover, in the study conducted by Nagaraju et al. (2024), it was found that the patterns of social media use were significantly impacting students' study habits and were having a detrimental effect on their academic performance, as students

spend a significant amount of their study time on social media instead of concentrating on their academic work. Students prefer to watch videos from different programs on Facebook and YouTube, where they spend an average of 6 to 10 hours a day, 7 to 24 hours a day, compared to studying their academic subjects.

In contrast, Abdelhamid (2023) argues that social media's influence mostly depends on how it is used, and that misuse can have serious adverse effects. Excessive or unregulated use can hamper academic productivity, resulting in distractions, missed deadlines, and poor time management. Similarly, Riaz et al. (2023) found that social media and online gaming have a significant connection to academic distractions, making it difficult for students to stay focused on their studies. The study emphasizes that students who use social media frequently are more prone to experiencing interruptions in their academic work.

For instance, Owusu-Acheaw & Larson (2015) concluded in their study that students' use of social media sites and spending between thirty minutes and three hours every day significantly affects the academic performance of the students negatively. Their study further revealed that increased social media usage, specifically Facebook, was associated with lower academic achievement. Facebook users had an average GPA of 3.0 to 3.5, whereas non-users maintained a higher GPA of 3.5 to 4.0. Additionally, Facebook users studied only 1 to 5 hours per week, while non-users allocated 11 to 15 hours for studying, confirming a strong positive relationship between the use of social media and academic performance.

Beyond academic performance, the impact of excessive social media use also extends to students' mental health and daily routines. According to Rijal et al. (2024), secondary school students in Kathmandu who use social media for more than three hours a day have higher anxiety levels, altered behavior, disturbed sleep patterns, disruptions in their regular morning routines, distractions from work and study, and media representations of themselves. Mental health problems are associated with high usage patterns, such as staying up late, checking social media right before bed and right after waking up, and feeling the need to use social media during productive hours. While most students reported low levels of anxiety, a significant percentage reported mild to moderate levels of anxiety, highlighting the adverse effects of social media use on mental health.

In line with this, Aragdon et al. (2023) discovered that many students in their country give up reading because they spend so much time on social media. Today's Nigerian secondary school students frequently exhibit antisocial behaviors, such as dishonest habits and other undesirable traits, which are prevalent on social media. Similarly, many Nigerian secondary school students' reading habits are influenced by

social media because they prefer to spend more time online than in books. The study implies that increased usage of social media and allotting a significant amount of time to it reduces students' academic performance because, instead of studying, they prefer to scroll through social media.

Statement of the Problem

This study examines how social media usage affects students' digital well-being and academic productivity. Specifically, it seeks to answer the following questions:

1. What are students' social media usage patterns regarding frequency, duration, and purpose?
2. What is the perceived impact of social media usage on students' digital well-being, including mental health, stress levels, and sleep quality?
3. How does social media usage influence students' academic productivity, including study habits, focus, and time management?
4. Is there a significant relationship between the amount of time spent on social media and students' academic productivity?
5. Is there a significant correlation between students' digital well-being and academic productivity?
6. What strategies can be recommended to help students balance social media usage, digital well-being, and academic productivity?
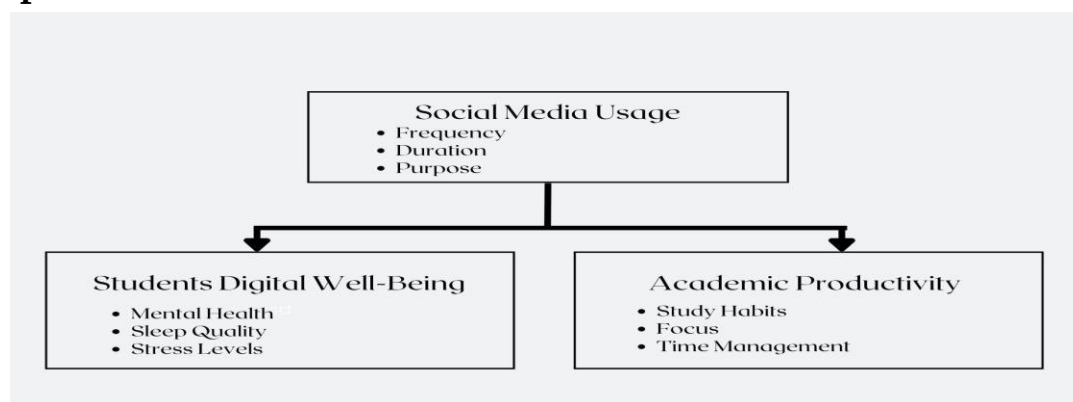
Conceptual Framework

Figure 1.1: The relationship of social media usage with students' digital well-being and academic productivity

The framework illustrates how social media's frequency, duration, and purpose affect students' academic performance and digital well-being, such as their sleep quality, mental health, stress levels, study habits, focus, and time management.

Significance of the Study

The study is significant as it sheds light on how social media usage influences students' digital well-being and academic productivity. Understanding social media's positive and negative impacts becomes essential as online engagement has become integral to individuals' everyday lives. This research will benefit several key groups. For students, it would make them aware of how their social media habits affect their overall digital well-being and academic productivity. School administrators would also benefit as they will be provided with insights that can guide teaching strategies, implement policies, and support programs for students. Lastly, future researchers can use this research as a foundation for further studies on the relationship between digital behavior and academic performance, particularly in the context of students' social media usage.

Methods

Research Design

A mixed-methods approach is used in this study, combining both quantitative and qualitative approaches to understand how social media usage affects students' academic productivity and digital well-being. The mixed methods approach was chosen since it offers a more comprehensive and detailed view of the problem. While quantitative data already shows measurable trends and statistical significance, qualitative data adds context and gives the study more depth by revealing students' perspectives and lived experiences. This combination allows the study to identify how often and in what ways social media impacts students, why it affects them, and how they interpret and manage its influence in their daily lives. In summary, using mixed methods strengthened the validity of the findings and ensured that the study addressed the what and the why behind students' digital behaviors.

Participants

The participants of this study are students from Bulacan State University – Bustos Campus. A sample size of 372 respondents was determined to ensure adequate representation across different year levels and programs. The researchers used Slovin's formula at a 95% confidence level and 5% margin of error to get the sample size needed from 4888 students enrolled during the academic year 2024-2025. Moreover, a stratified random sampling technique was employed to ensure proportional representation from each department and year level, minimizing sampling bias and enhancing the generalizability of the findings. The stratification

process considered variables such as academic year (1st to 4th year) and program of study to ensure that each subgroup within the population was adequately represented.

Table 1.0 Distribution of Respondents by Department and Year Level

Department/ College	1st Year	2nd Year	3rd Year	4th Year	Total
Department 1	33	26	31	30	120
Department 2	25	15	12	25	77
Department 3	16	15	12	7	50
Department 4	20	20	16	12	68
Department 5	17	13	14	13	57
Total	**111**	**89**	**85**	**87**	**372**

Table 1.0 shows the distribution of the 372 respondents according to their department and year level. Data was gathered from five Bulacan State University – Bustos Campus departments. Each department was represented by students from first year to fourth year to ensure that the sample accurately reflected the university's diverse population.

Department 1 had the highest number of respondents, with 120 students, distributed evenly across all year levels: 33 from first year, 26 from second year, 31 from third year, and 30 from fourth year. It suggests a strong participation rate from this department and provides a reliable dataset for comparing trends across academic years.

Department 2 followed with 77 respondents, including 25 from the first year, 15 from the second year, 12 from the third year, and 25 from the fourth year. The relatively balanced distribution across year levels helps maintain representativeness within this department.

Department 3 had 50 respondents, where 16 respondents were needed from first-year students, 15 from the second year, 12 from the third year, and seven respondents from the fourth year.

Department 4 had 68 participants, evenly split between the first two-year levels (20 each), 16 from the third year, and 12 from the fourth year.

Lastly, department 5, with 57 respondents, had a relatively consistent distribution, with 17 first years, 13 second years, 14 third years, and 13 fourth years.

Instrumentation

The primary research instrument is an online questionnaire developed using Google Forms, where the survey contains two parts:

Quantitative section: Includes statements rated using a four-point Likert scale:

1 – Strongly Disagree

2 – Disagree

3 – Agree

4 – Strongly Agree

In addition, to measure participants' level of agreement with each item, the scale below was interpreted as follows:

1.0 - 1.49 = Strongly Disagree

1.50 - 2.49 = Disagree

2.50 - 3.49 = Agree

3.50 - 4.00 = Strongly Agree

Qualitative section: Includes open-ended questions to capture in-depth insights into the students' experiences, perceptions, recommendations, and coping strategies related to social media use.

The researchers created the questionnaire based on the themes outlined in the study's objectives. To ensure content validity, the subject professor reviewed and revised the survey, providing expert feedback on question clarity, relevance, and structure. In addition to expert validation, a dry run (pilot testing) was conducted with three students from the target population. This pilot test aimed to identify any confusing, vague, or ambiguous questions and assess the overall flow of the questionnaire. The feedback from these students was used further to refine the wording and structure of the survey items. It is important to note that the responses collected during the dry run were not included in the final data analysis or results, as their sole purpose was to validate the effectiveness and usability of the questionnaire before full deployment.

Data Collection Procedure

The questionnaire is distributed through online platforms and sent to different mayors of each department and section to accumulate the number of respondents needed. The researchers chose to distribute the questionnaires online as it provided a more efficient way to monitor and track the number of responses in real time using Google Sheets. With this, researchers could easily identify which departments and year levels they must focus on distributing to.

Data Analysis

The online survey data were analyzed using quantitative and qualitative approaches per the study's mixed-method design.

Quantitative data responses, such as Likert-scale questions, were exported from Google Forms to Microsoft Excel and Jamovi for statistical analysis. Descriptive statistics were used to determine the frequency of social media usage, percentage, mean, standard deviation, perceived effects on digital well-being, and academic productivity.

Additionally, Welch's One-Way ANOVA was used to examine the relationship between the time spent on social media and the students' academic productivity. Pearson's correlation was also applied to identify the correlation between students' digital well-being and academic performance.

For the qualitative portion, all 372 open-ended responses were subjected to a simple keyword count: The researchers searched each answer for predefined terms (e.g., *"time management," "Pomodoro," "DND,"* etc.) and tallied how many times each appeared. Those keywords were then grouped into broader themes: students' personal tactics for limiting social media, their challenges, and their recommendations for healthier digital habits. These themes were summarized and integrated into the discussion to provide contextual understanding and support the quantitative information.

Ethical Considerations

This study adhered to ethical research standards to ensure all participants' protection, rights, and welfare. Prior to the data collection process, informed consent was obtained from all respondents. Each participant was provided with a brief description of the study's purpose, procedures, and their rights, including the right to withdraw at any time without any consequences.

No personal identifiers, such as names or student numbers, were collected to ensure the anonymity and confidentiality of responses. The data was used solely for academic research and stored securely to prevent unauthorized access.

The researchers ensured that the questions posed in the survey were respectful, non-invasive, and aligned with the study's objectives.

Results and Discussion

The results and discussion section presents the study's findings and analyzes their significance in relation to the statement of the problem.

SOP 1: What are the social media usage patterns among students regarding frequency, duration, and purpose?

Table 1.1 Frequency of Social Media Use:

Frequency of Social Media Use:	Counts	% of Total
Daily	217	58.3%
Occasionally (1-3 times per week)	55	14.8%
Often (4-6 times per week)	68	18.3%
Rarely (Less than once a week)	32	8.6%
Total		100%

Table 1.1 illustrates how frequently students use social media, broken down into four categories: daily, often, occasionally, and rarely. The findings indicate that a substantial proportion of students (n = 217) engage with social media daily, representing the most prevalent usage pattern. It is followed by 68 students who report using social media often (four to six times per week), 55 students who use it occasionally (one to three times per week), and 32 students who report rare usage, defined as less than once per week.

Table 1.2 Duration of Social Media Use (Per Day):

Duration of Social Media Use (Per Day):	Counts	% of Total
1 - 2 hours	46	12.4%
3 - 5 hours	85	22.8%
6 - 8 hours	94	25.3%
Less than 1 hour	44	11.8%
More than 8 hours	103	27.7%
Total		100%

Table 1.2 presents the duration of daily social media use among students, categorized into five-time intervals: less than 1 hour, 1–2 hours, 3–5 hours, 6–8 hours, and more than 8 hours. The data indicates that most students (n = 103) reported using social media for more than 8 hours daily. It is followed by 94 students who use it for 6–8 hours, 85 students for 3–5 hours, and 46 students for 1–2 hours. The lowest number of students (n = 44) reported using social media for less than 1 hour daily. These results suggest that most students engage in prolonged daily social media use.

Table 1.3 Frequency of Academic Purpose

Academic Purpose	Counts	% of Total
No	108	29.0%
Yes	264	71.0%
Total		100%

Table 1.3 indicates that most students (n = 264) use social media in terms of academics, suggesting that social media platforms are integrated into their learning routines, such as research, collaboration, or other educational content.

Table 1.4 Frequency of Social Purpose

Social Purpose	Counts	% of Total
No	99	26.6%
Yes	273	73.4%
Total		100%

Table 1.4 shows that 273 students mostly use social media to interact and socialize with others. They use it to communicate with friends or online communities, stay informed, and share their experiences.

Table 1.5 Frequency of Entertainment Purpose

Entertainment Purpose	Counts	% of Total
No	107	28.8%
Yes	265	71.2%
Total		100%

Table 1.5 shows that most students (n = 265) use social media for entertainment, such as watching videos, playing games, and following entertainment accounts.

The data reveal clear social media usage patterns among students regarding frequency, duration, and purpose. Many respondents (n = 217) use social media daily, while the smallest group (n = 32) uses it rarely. In terms of duration, the highest number of students (n = 103) reported using social media for more than 8 hours per day, whereas only 44 students used it for less than 1 hour. Regarding purpose, most students use social media for academic (n = 264), social (n = 273), and entertainment (n = 265) purposes. Overall, these findings illustrate that most Bulacan State University Bustos Campus students actively incorporate social media into their daily lives, not only as a tool for communication and entertainment but also as an integral part of their academic activities, suggesting its strong influence on their personal and educational routines.

SOP 2: What is the perceived impact of social media usage on students' digital well-being, including mental health, stress levels, and sleep quality?

Table 2.1 Level of agreement of students about the impact of social media on their digital well-being in terms of sleep quality

Sleep Quality	Mean	Standard Deviation	Verbal Interpretation
1. I lack sleep because of too much social media.	2.59	1.00	Agree
2. I often sacrifice sleep to keep up with social media updates.	2.42	0.952	Disagree
3. I wake up in the middle of the night to check my social media.	2.22	1.11	Disagree
Average Weighted Mean	2.41		Disagree

Table 2.1 displays the average level of agreement among students regarding sleep quality. For statement 1, students averaged 2.59, which falls under the agreed category, and disagreed for statements 2 (2.42) and 3 (2.22). Moreover, the students averaged a mean score of 2.41 regarding sleep quality. The mean score of 2.41 falls under the 'Disagree' category, suggesting that many students disagree about social media influencing their sleep.

Table 2.2: Level of agreement of students about the impact of social media on their digital well-being in terms of mental health

Mental Health	Mean	Standard Deviation	Verbal Interpretation
4. I use social media to escape when I feel stressed or overwhelmed.	2.84	1.02	Agree
5. I experience fear of missing out (FOMO) when I see others enjoying experiences, I am not part of.	2.33	0.977	Disagree
6. Social media provides me with a temporary escape from my problems.	2.80	0.972	Agree
Average Weighted Mean	2.66		Agree

Regarding mental health, students averaged a mean score of 2.84 for statement 4, which falls on the agree scale, statement 5 is disagree, and statement 6 is agreed. Overall, mental health garnered a score of 2.66, which falls under the 'Agree' scale. It shows a degree of agreement that social media affects students' emotional or psychological well-being, with most students considering it has a moderate effect on their mental health.

Table 2.3 Level of agreement of students about the impact of social media on their digital well-being in terms of stress levels

Stress Levels	Mean	Standard Deviation	Verbal Interpretation
7. Social media helps me relax and unwind after a stressful day.	2.77	0.986	Agree
8. I feel anxious or stressed when I cannot immediately check or respond to social media notifications.	2.39	1.03	Disagree
9. Consuming negative news or content on social media affects my mood and increases my stress levels.	2.58	0.997	Agree
Average Weighted Mean	2.58		Agree

The same goes for the stress levels, as they had a mean score of 2.58, which also falls in the 'Agree' scale. It indicates that social media use may contribute to or influence how students feel and cope with stress daily. It shows that students recognize social media use as contributing to stress.

Table 2.4 Overall level of agreement of students about the impact of social media on their digital well-being

Impact of social Media usage on students' digital well-being	Mean	Verbal Interpretation
Sleep Quality	2.41	Disagree
Mental Health	2.66	Agree
Stress Levels	2.58	Agree
Average Weighted Mean	**2.55**	**Agree**

The overall mean score for the three categories: sleep quality, mental health, and stress levels is 2.55. Students generally agree that social media usage impacts their digital well-being. Although the agreement is moderate, it reflects a shared perception that social media influences key aspects of their daily health and lifestyle. These results emphasize how crucial it is to encourage children to utilize social media responsibly and in balance to protect their digital and general well-being.

SOP 3: How does social media usage influence students' academic productivity, including study habits, focus, and time management?

Table 3.1 Level of agreement of students about the social media usage influence on students' academic productivity in terms of their study habits

Study Habits	Mean	Standard Deviation	Verbal Interpretation
1. I prioritize browsing social media over studying.	2.40	0.979	Disagree
2. I spend a significant amount of time on social media instead of reviewing for quizzes or exams.	2.49	0.942	Disagree
3. I utilize social media as a learning tool, such as researching academic	2.83	1.03	Agree

materials or staying updated with relevant news.			
4. I use social media for educational resources like video tutorials or study guides.	2.80	0.977	Agree
5. I use social media to motivate or reward after completing academic tasks.	2.70	0.972	Agree
Mean (Study Habits)	**2.64**		**Agree**

Table 3.1 shows the mean scores of social media influence on students' academic productivity in terms of their study habits. The study habits category had a mean score of 2.64 from the students as they garnered a mean score of 2.4 for statement 1, 2.49 for statement 2, 2.83 for statement 3, 2.80 for statement 4, and 2.70 for statement 5. It suggests that they agree that social media affects their study habits. This impression draws attention to a potential connection between social media use and a decline in academic discipline, such as less time spent studying or more procrastinating.

Table 3.2 Level of agreement of students about the social media usage influence on students' academic productivity in terms of their focus

Focus	Mean	Standard Deviation	Verbal Interpretation
6. Social media distracts me when trying to focus on schoolwork.	2.76	0.945	Agree
7. I get distracted by notifications while trying to complete schoolwork.	2.72	0.999	Agree
8. I switch between social media and academic tasks, reducing my efficiency.	2.74	0.992	Agree
9. I struggle to complete tasks on time due to frequent social media interruptions.	2.59	0.999	Agree

10. I check social media even when I know I should concentrate on my studies.	2.64	0.977	Agree
Mean (Focus)	**2.69**		**Agree**

Table 3.2 shows the students' level of agreement in terms of focus. Students' mean scores from statements 6 to 10 fall in the interval of 2.50 – 3.49, which is the agree category. Moreover, students had a mean score of 2.69, which also fell under the 'Agree' category. It implies that using social media might disrupt their ability to stay focused, making it more challenging to pay attention for extended periods while studying or doing academic-related tasks.

Table 3.3 Level of agreement of students about the social media usage influence on students' academic productivity in terms of their time management

Time Management	Mean	Standard Deviation	Verbal Interpretation
11. I procrastinate on academic tasks due to excessive social media use.	2.53	0.903	Agree
12. Frequent social media use makes me struggle to manage my time effectively.	2.56	0.948	Agree
13. I lose track of time while strolling through social media, affecting my study schedule.	2.61	0.909	Agree
14. I delay completing assignments or studying because I prioritize social media activities.	2.43	0.984	Disagree
15. My academic performance has been negatively impacted due to poor time management caused by social media use.	2.38	0.988	Disagree
Mean (Time Management)	**2.50**		**Agree**

Lastly, a mean score of 2.50 is obtained for the time management category, revealing that students recognize the impact of social media use on their capacity for

effective time management. It implies that students may spend a lot more time on social media, taking up time that could be used for studying, finishing assignments, or getting ready for tests, which could result in hurried or overlooked academic work and lower productivity levels overall.

Table 3.4 Overall level of agreement of students about the social media usage influence on students' academic productivity

Social Media usage influence on students' academic productivity	Mean	Verbal Interpretation
Study Habits	2.64	Agree
Focus	2.69	Agree
Time Management	2.50	Agree
Average Weighted Mean	**2.61**	**Agree**

To sum up, the average mean score from the categories: study habits, focus, and time management is 2.61, meaning that social media usage influences or has a significant impact on the students' academic productivity. The findings suggest that while social media offers many benefits in terms of communication and easy access to information, it can still negatively affect students, especially in terms of their academic performance.

SOP 4: Is there a significant relationship between the time spent on social media and students' academic productivity?

Table 4.1 Significant relationship between the amount of time spent on social media and students' academic productivity

One-Way ANOVA (Welch's)

	F	df1	df2	p
Social Media usage influence on students' academic productivity	7.78	4	152	<.001

Group Descriptives

	Duration of Social Media Use (Per Day):	N	Mean	SD	SE
Social Media usage influence on students' academic productivity	**1 - 2 hours**	46	2.44	0.372	0.0548
	3 - 5 hours	85	2.56	0.455	0.0494
	6 - 8 hours	94	2.69	0.433	0.0446
	Less than 1 hour	44	2.41	0.460	0.0694
	More than 8 hours	103	2.75	0.451	0.0445

Table 4.1 answers whether there is a significant relationship between the amount of time spent on social media and students' academic productivity.

Welch's One-Way ANOVA was used to test relationships. The null hypothesis is rejected since the p-value is < 0.001, which is less than the significance level of 0.05. This means that a statistically significant difference exists between the time spent on social media and its influence on students' academic productivity.

SOP 5: Is there a significant correlation between students' digital well-being and academic productivity?

Table 5.1 Significant relationship between the amount of time spent on social media and students' academic productivity
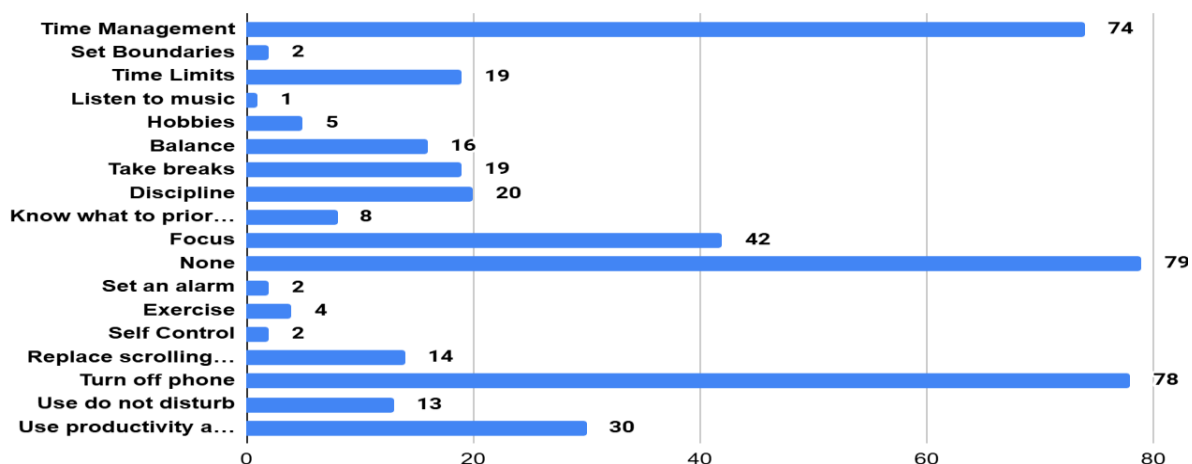
Correlation Matrix

		Perceived Impact of Social media usage on students' digital well-being	Social Media usage influence on students' academic productivity
Perceived Impact of Social media usage on students' digital well-being	**Pearson's r**	—	
	df	—	
	p-value	—	

Correlation Matrix

		Perceived Impact of Social media usage on students' digital well-being	Social Media usage influence on students' academic productivity
Social Media usage influence on students' academic productivity	**Pearson's r**	0.433	—
	df	370	—
	p-value	<.001	—

Table 5.1 illustrates the significant correlation between students' digital well-being and academic productivity. Pearson's correlation matrix was used to determine the correlation between the variables. The result showed that the P-value is < 0.001, indicating a statistically significant correlation between the perceived impact of social media on students' digital well-being and its influence on their academic productivity. It implies that students who experience negative impacts on their digital well-being, like stress, distraction, or exhaustion from social media, also frequently report being less productive in their studies. Moreover, as social media negatively impacts a student's digital well-being, it may also affect their ability to manage academic tasks effectively.
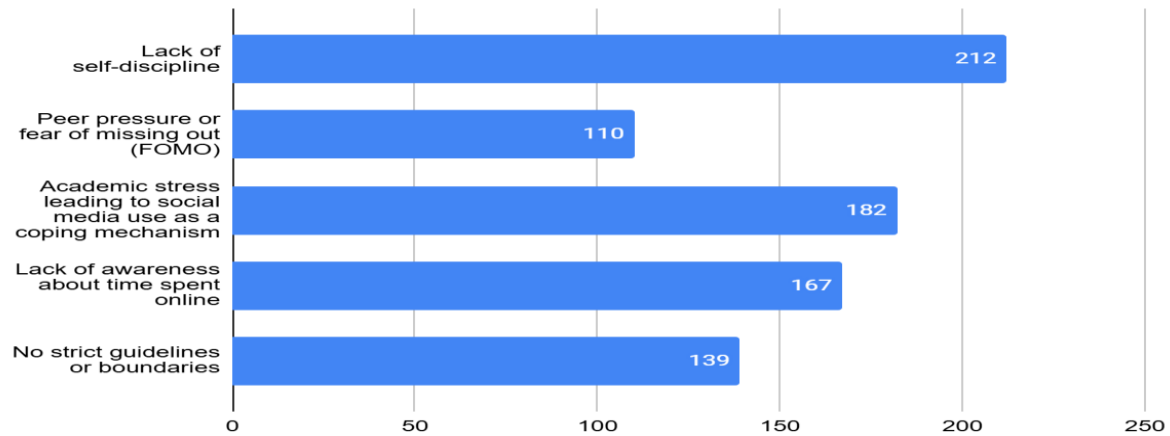
SOP 6: What strategies can be recommended to help students balance social media usage, digital well-being, and academic productivity?

Graph 6.1 Strategies or recommendations of students in balancing social media usage, digital well-being, and academic productivity

The illustration shows that students recommend various strategies in balancing social media usage. The most common response was time management (n = 74), with many participants stating that setting priorities and organizing activities enables them to set aside specific periods for study sessions and controlled social media breaks. The suggestion to practice focused goal-setting (n = 42) comes right after, as students explained how they used visual goal boards or to-do lists to focus on one activity at a time. A sizable portion also recommended turning off phones (n = 36) to avoid distractions and utilizing productivity applications or timers (n = 30) like Pomodoro tools or site blockers to enforce self-imposed restrictions. Respondents highlighted the significance of discipline (n = 20) in minimizing scrolling, as well as timed breaks (n = 19) and specifically setting screen time limits (n = 19) for replenishment without losing focus. A smaller group discussed developing a general sense of balance (n = 16), while others recommended using Do Not Disturb mode (n = 13) or substituting reading for social media scrolling (n = 14). Setting fundamental limitations like usage controls or alarms (n = 2), incorporating exercise (n = 4), and engaging in other interests (n = 5), setting boundaries (n = 2), having self-control (n = 2), and listening to music (n = 1) were the least commonly stated.

Graph 6.2 Challenges faced by students when balancing social media use with school responsibilities

The data indicate that most respondents, specifically 212 individuals (57.0%), acknowledge a lack of self-discipline as a challenge. It suggests that self-discipline is a significant factor impacting the subject of our research, affecting over half of the study participants. In summary, the findings underscore the importance of acknowledging and potentially addressing issues related to self-discipline within this population, given that 57.0% of the respondents identified it as a concern.

Moreover, the study's results indicate that 110 participants experienced peer pressure or fear of missing out (FOMO). While this group represents a smaller portion of the sample, it still constitutes a significant subgroup that may be more susceptible to external pressures.
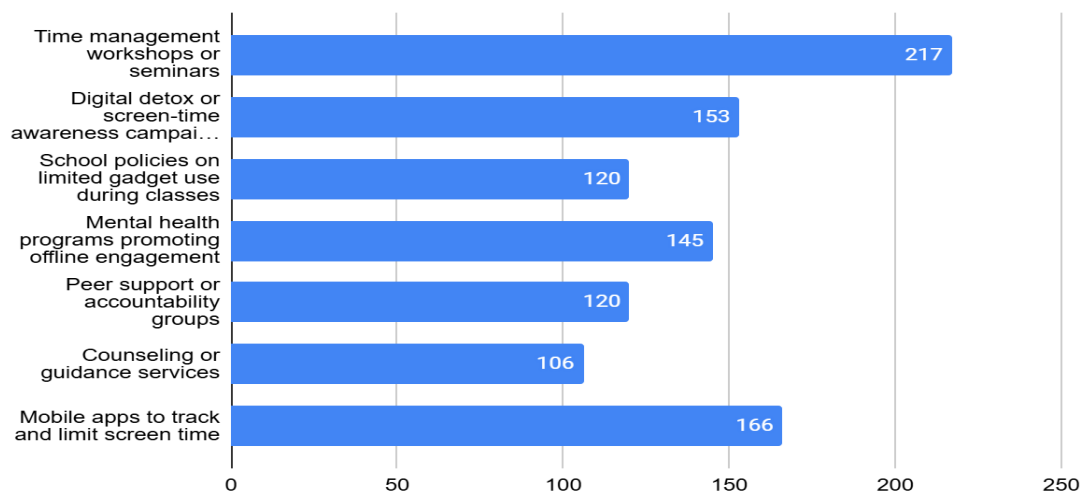
Given these findings, further research is recommended to examine the characteristics and circumstances of the 110 individuals who reported experiencing peer pressure or FOMO. Gaining a deeper understanding of their experiences could help inform the development of targeted interventions to minimize the adverse effects of these influences.

Additionally, the findings show that 182 individuals indicated that they turn to social media to cope with academic demands.

According to the data gathered, 167 respondents were unaware of how much time they spent online. It suggests that many students may be at risk for unintentional overuse and its associated impacts on their study habits, focus, and overall digital well-being.

Lastly, 139 respondents indicated that they struggle due to the lack of clear boundaries regarding social media usage. It highlights the importance of establishing personal limits or structured routines to manage screen time effectively. Without defined boundaries, students may find it more difficult to control their usage, leading to distractions, procrastination, and reduced academic productivity.

Graph 6.3 Support Systems that will help balance digital well-being and academics

The graph shows that 217 students agree that time management workshops or seminars as support systems would help other students balance their digital well-being along with academics. The data shows that students believe that having seminars would help make a difference in their ability to manage time effectively, reduce excessive screen time, and promote healthier academic habits.

Moreover, only 153 students considered digital detox and screen-time awareness programs beneficial. Similar results were found for school policies that limit gadgets in class, where a minority of the sample respondents (n = 120) agreed on having policies regarding limited gadget use during class hours.
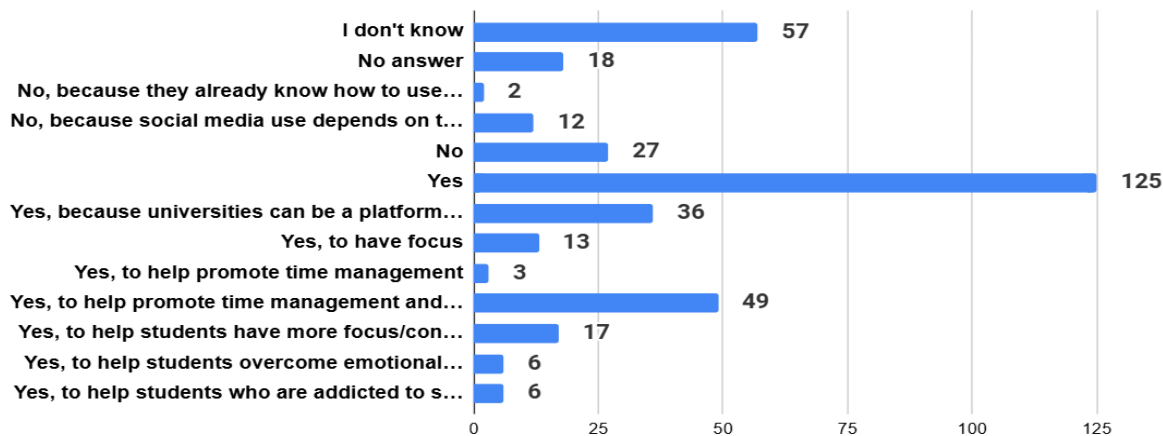
Mental health programs promoting offline engagement still received a positive response from 145 students, indicating some support for such initiatives. A similar trend can also be observed in having peer groups or accountability groups, where the minority (n = 120) of the students believe that this program would help students balance their digital well-being.

Having counselling or guidance services was seen as beneficial by 106 students. It suggests that a significant number of the samples perceive these services as effective in addressing issues related to digital well-being and academic productivity.

Lastly, 166 students agreed that mobile apps that track and limit screen time could help manage their screen time and academic responsibilities. It suggests that many students recognize the potential of technology-based solutions in promoting digital discipline.

Should universities actively promote responsible social media use among students?

Table 6.4 Students' opinion on universities' role in promoting responsible social media use among students

According to the data in the table, 115 respondents agreed that responsible social media usage among students should be promoted. However, they did not provide specific reasons to support their agreement, leaving their motivations unclear. On the other hand, approximately 57 respondents expressed mixed or conditional views. It indicates uncertainty or indecision, as they were either unsure about how to respond or hesitant to take a firm stance.

Interestingly, 49 respondents supported the promotion of responsible social media usage among the students because they believed it plays a significant role in helping students develop essential skills such as time management and self-discipline. Meanwhile, about 36 respondents also favored the idea, emphasizing that universities serve as appropriate and effective platforms for raising awareness and educating students about responsible social media habits.

Among the respondents, 27 disagreed that responsible social media usage should be promoted among students. Notably, they did not provide any reasons to justify their stance. Meanwhile, 18 respondents selected "Not Applicable," which may indicate uncertainty, lack of interest, or the belief that the question was irrelevant to them. In contrast, 17 respondents agreed with promoting responsible social media use, stating that it helps students improve their focus and concentration when engaging with their studies. In addition, 13 respondents supported the idea, believing that responsible social media habits contribute to maintaining consistent attention and discipline among students in their academic routines.

Moreover, the results revealed that 12 respondents disagreed with promoting responsible social media usage, reasoning that its impact largely depends on the individual student or the user. A total of 10 respondents agreed with the promotion but chose not to provide any explanation for their decision. Furthermore, six

respondents believed that encouraging responsible social media use can help students cope with emotional or mental strain, making it a valuable support tool.

Similarly, another six respondents supported the idea, stating that it could benefit students struggling with social media addiction. A smaller portion of only three respondents agreed because they believed that responsible usage helps promote better time management. Lastly, just two respondents disagreed, if most students know enough about using social media responsibly, making promotion unnecessary.

Conclusion

In conclusion, the study examined how social media usage affects students' digital well-being and academic performance at Bulacan State University – Bustos Campus. A sample of 372 students was used to collect the necessary responses for the study, ensuring representation across various year levels and departments.

The data collected from the respondents allowed the researchers to answer the questions from the research's statement of the problem. Given that most students spend over eight hours a day on social media and mostly use it for social purposes, it can be claimed that social media is ingrained in students' daily lives. This high degree of engagement suggests that social media is important to students' communication, leisure activities, and routines. While it is also used for entertainment and academic purposes, the fact that social interaction is its most common usage raises concerns that students would put their online socializing above their academic obligations. Moreover, students' digital well-being is also affected by social media, as it influences their mental health, sleep quality, and stress levels. Similarly, social media also impacts students when it comes to their academic performance.

Additionally, the more time students spend on social media, the greater the negative impact on their academic productivity. Since social media also affects their digital well-being, which is closely linked to academic performance, this implies that the influence of social media on students' digital well-being indirectly affects their academic outcomes as well. The respondents suggested that having self-discipline, time management, and technology tools as helpful strategies in balancing their social media usage and academics is helpful. Moreover, the challenges students encounter, such as peer pressure, fear of missing out (FOMO), and other related issues, support the majority view that universities should actively promote responsible social media use.

Recommendations

These findings emphasize the need for greater awareness of students' digital habits and encourage universities to support and help students overcome challenges they face in managing and balancing social media and academics.

Based on the study's findings, the researchers recommend that students practice self-discipline by setting personal limits on screen time and avoiding distractions during study hours. Moreover, having time management techniques, such as using different time management apps, is also encouraged for students to avoid digital overuse. Universities should use their platform to spread awareness by organizing different time management workshops and promoting offline engagement by having hobbies or social activities to help students improve their mental health and focus.

In a world where technology keeps having breakthroughs and fast advancements, where social media plays a significant role in students' everyday lives, promoting awareness and responsibility would be the key to helping individuals overcome challenges from the digital world. By promoting healthier digital habits and supporting students through targeted interventions, individuals and institutions can work together to use technology as a tool, not a distraction hindering academic growth and personal well-being.

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