

Perceived Impact of Social Media Usage to Elementary Students' Academic Performance and Emotional State of a Rural Elementary School

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Abstract

The majority of individuals today have been interlinked with one another through social media, among them are students in public and private schools, who allocate their time to various social media platforms which can benefit or hinder academic performance. The use of social media has gained momentum during the last few years. It is not only being used by the working populace but also there is a surge in the use of social media among students and the academe as a whole. The objective of this study is to probe the level of impact of social media platforms on the academic performance and emotional state of Grade 1 to Grade 6 students in a public elementary school located in a northern barangay of Tacloban City, Leyte, Philippines. A modified questionnaire of Peter Osharive's SMAAPOS (2015) was used to collect data from 255 students who participated in the study. A descriptive-correlational method was applied to analyze the data gathered from the survey method used. Firstly, the survey found that most of the respondents are digitally wired – having access to mobile phones, with internet access in their homes, and, are familiar with social media sites among them: YouTube, Facebook, TikTok, Messenger, and Google ++. The study likewise revealed the respondents spend an average 6.77 hours a day using these social media sites. The number of hours of exposure to various social media platforms have an impact on the academic performance and emotional state of the elementary students.

Keywords: academic performance; emotional state; social media usage

1. Introduction

The development of social media can be related to technological advances, which created an increased user experience and enabled individuals to engage in varied forms of interaction. Azizi et al. (2019) defined social media platforms as various applications and websites that promote the sharing of information, ideas, beliefs, emotions, personal experiences, and educational content. The most commonly used social media platforms in the Philippines are mobile and computer games, Facebook, Facebook Messenger, YouTube, Instagram, Tiktok, and Twitter (Pulse Asia Survey, 2021). With the shift from face-to-face classes to online learning, social media became more accessible and open to young learners in the Philippines, resulting in students spending a significant amount of time on social media platforms (Tus et al., 2021). Various research has demonstrated that the using social media platforms has beneficial and adverse effects on the academic

performance and emotional well-being of children, especially primary school students. Prior study has indicated the good impact of social media consumption on academic performance (Quansah et al., 2016; Osharive, 2015), but other studies have emphasized adverse impacts, notably with Facebook use (Tartari et al., 2019). Skiera et al., 2015. It has also been demonstrated that social media consumption has an effect on mental well-being, with some research indicating that it evokes negative emotions, particularly among girls (Jore et al., 2020; Kaloet et al., 2021). Less research, notably in the Philippines, have examined the impact of social media use on primary school pupils. This study intends to address this gap and evaluate the perceived impacts of social media on young Filipino learners' academic performance and emotional condition. Furthermore, the study may contribute to a greater understanding about social media platforms and its possible impact on students' academic and emotional outcomes.

2. Literature Review

2.1. Social Media Platform Usage

Social media sites such as YouTube, Twitter, Facebook, and Instagram are becoming prevalent nowadays, with individuals spending more time using them (Ajina, 2019). Social media usage refers to the emotional and intuitive experiences or perceptions that people have when using these platforms at a given time. These experiences can serve a variety of purposes, such as finding useful information, passing the time, and sharing something with others (Voorveld, H. et al., 2018). Social media is constantly evolving as new technologies and forms of communication emerge, making it challenging to define accurately. Meanwhile, majority of experts agreed that social media is centered on engagement and participation, which involves sharing and discussing user-generated material via highly dynamic mobile and online technologies.

Mostly, while defining social media, emphasis is placed on the idea of user involvement, and numerous actions performed by social media users are commonly listed. According to Bishop (2019), social media refers to any online resource designed to promote engagement between individuals. Kapoor et al. (2018) expanded on this by describing social media as a digital environment created by and for people, which serves as a space for interaction and networking at personal, professional, business, marketing, political, and societal levels. With social networks, which are applications and websites that allow users to interact with one another, users may exchange materials, beliefs, ideas, views, feelings, and social, educational and even personal experiences (Azizi et al., 2019). Social media also makes it easier for individuals all over the world to communicate with one another. There are other models of social media participation, such as the one presented by McCay-Peet and Quan-Haase (2016). Self-presentation, action and involvement, uses and gratifications, pleasant experiences, and social environment are all components of their paradigm. This approach supports the idea of mixing actual behaviors with abstract concepts in order to better understand why individuals use social media and the results of their use.

In addition, companies are becoming aware of the social and networking benefits of social media involvement, and practitioners are examining strategies to increase engagement through social media content. This article explains the purpose of social media content within the framework of social media interaction using a theoretical model. Using the "Uses and Gratifications theory", the model explained how an organization may encourage positive engagement behavior through social media and discourage negative engagement behavior. In addition, in the study of Dolan et al. (2016) this provided a classification between social media engagement behavior, and hypotheses regarding the relationships between contents on social media and its behavior towards engaging in it.

According to Buchholz (2022), global users devote on an average of two hours and 27 minutes each day on social media, however this ranges by country. Nigeria ranks first for the longest social media usage per

day, followed by the Philippines with an average of 4.06 hours per day, meaning Filipinos devote four hours a day to using social media sites. In the Philippines, 76 million Filipinos, or 71% of the population, use social media and spend an average of four hours daily on various platforms, according to Estares (2019). The most widely used social media platforms in the Philippines, according to the Pulse Asia Survey (2021), are mobile and computer games, Facebook, Facebook Messenger, YouTube, Instagram, TikTok, and Twitter. This study aims to determine the social media usage of elementary learners by identifying the social media platforms used and applying appropriate measures to assess the length of time spent on each platform. Li and Xie (2020) describe two types of social media engagement measurement. This includes direct reactions to original posts (such as likes, comments, and favorites) and the propagation or spreading of original content (such as retweets, shares, and re-pins). Furthermore, according to Khan (2017), users engage in social media platforms in various ways, including information seeking, promoting an organization, seeking self-status, and socializing.

2.2 Social Media Platform Usage and Academic Performance

Improvements in communication technology, known as ICTs, have transformed the world into a "Global Village," with social networking sites gaining immense popularity, especially among students. Social media has been utilized in education to revolutionize the teaching-learning process, benefiting both teachers and students. While there are concerns about the impact of social media on youth education, research suggests that it has both positive and negative effects. Students use social media for various purposes, including academic activities such as discussing academic issues, completing assignments, and staying informed about current events. Marker, Gnambs, and Appel (2018) found that utilizing social media for educational purposes is associated with better academic achievement. Social media also provides practical and social advantages, allowing students to feel comfortable approaching their teachers and facilitating classroom management for instructors (Schouwstra, 2016). During the COVID-19 pandemic, the use of digital platforms, including social media, for educational purposes has increased, impacting students' academic performance. Academic social networking sites (ASNS) have become vital tools for knowledge sharing and collaboration, positively correlated with student academic success (Azizi et al., 2019). Muhammad et al. (2020) suggest that sharing and exchanging ideas through social media can enhance engagement and creativity in education. However, challenges such as blending private and professional contexts and sustaining activity levels have limited the effectiveness of social media as a learning platform.

While social media can enhance interactions and socialization among students, it has also been linked to lower academic achievement. Highly active social media users, particularly on platforms like Facebook, tend to have lower academic performance (Tartari et al., 2019). Facebook use during class negatively affects academic performance, with male students benefiting more if they are well-connected within the network (Skiera et al., 2015). Marker, Gnambs, and Appel (2018) conducted a meta-analysis and found a small positive correlation (0.08) between academic performance and the use of school-related social networking sites (SNS). However, excessive exposure to TV, videos, and social media has been associated with lower cognitive levels among American children (Walsh et al., 2020). The availability and ease of access to social media have led to the risk of addiction, which can interfere with everyday activities and have negative effects on emotional well-being, health, relationships, and performance (Marino et al., 2018). Longitudinal research by Xie and Feng (2021) revealed an inverse relationship between social media use among elementary school children and academic success, mediated by self-regulation.

The literature reviewed highlights the influence of students' social media usage on their academic performance, with various platforms such as Facebook, Twitter, WhatsApp, and Tiktok being explored. While there is evidence of a positive impact on academic achievement, the correlation is relatively small. It is important to

note that the majority of participants in these studies were teenagers from other countries, and there is a lack of research specifically focusing on Filipino primary school students in this regard.

2.2. Social Media Platform Usage and Emotional State

Emotion is a complex experience that includes consciousness, physical sensations, and behavior. It is how a person interprets an object, event or situation from their own point of view. People have four basic feelings, which are happiness, sadness, fear, and anger (Gu et al., 2019), and their emotional state reflects their emotional condition at a given time. However, in today's world, social media has become a platform for expressing negative emotions (Jore et al., 2020). As social media use has increased globally, particularly among students, researchers have explored the social media's effect on the well-being of individuals. Moreover, as social media has become a popular and accessible instrument for sharing and expressing emotions, there is a need to research its effect on emotional experiences.

A recent study found that Facebook use is linked to several negative personality traits associated with anxiety disorders, such as excessive rumination, fear of judgment, and concerns about privacy (Calancie et al., 2017). Unlike the previous study, this research involved 13-18-year-old students who had an anxiety disorder. Another study by Pantic (2014) indicated that high exposure to social media is linked with increased anxiety and depression symptoms, reduced self-esteem, and life satisfaction. Additionally, the frequent use of Facebook has a negative correlation with academic performance and GPA, particularly for students who spend over an hour per day on the platform (Kirschner and Karpinski, 2010). For those who suffer from anxiety disorders, Facebook use might be experienced differently. A focused group discussion and qualitative analysis revealed that many participants expressed anxiety about receiving negative comments online and strategies to avoid them, such as sharing less content than their peers. While some participants reported feeling positive emotions in response to a "like" from another user, these feelings were often described as "false" and "fleeting."

Adolescents expressed a desire to receive positive feedback from their peers, such as "likes," and engage in behaviors to maintain a popular Facebook profile, such as keeping old posts with numerous likes on their profile, even if they are no longer interested in them. The study reflects the struggles of many anxious teenagers, particularly those with generalized anxiety disorder, with self-doubt and low self-image (Connolly & Bernstein, 2010). On Facebook, perfectionistic adolescents may associate perfection with receiving a high number of "likes," and therefore, they may place more importance on receiving such online praise. Receiving fewer "likes" than expected may cause intense feelings of inadequacy in perfectionistic adolescents who strive for perfection (Calancie et al., 2017).

In addition, Kaloet et al. (2021) explored the association among gender, social media usage, peer bullying victimization experiences, and anxiety symptom development in 456 Indonesian primary school children aged 11 to 13 from nine schools. Using a multidimensional model, they found that Instagram use was associated with the onset of Generalized Anxiety Disorder. Moreover, they observed that girls tended to use Instagram more frequently than boys, while boys tended to use YouTube more often. In addition, females were more prone to anxiety than boys, with the exception of school avoidance, which was unrelated to gender. Males were more likely to endure physical bullying, but girls were more likely to suffer from anxiety illnesses like social anxiety, generalized anxiety disorder, panic disorder, and separation anxiety disorder. Wang and Chen (2019) investigated the association between elementary school children's usage of social media and depressed symptoms. The connection was controlled by parent-child communication and self-esteem. It is essential that parents and other adults monitor their children's usage of social media. A study by Jang, Song, and Kim in 2019 examined the function of parental supervision and children's emotion control skills in connection to elementary school children's social media use and emotional well-being. It was shown that parental supervision and

children's techniques for emotion management were protective factors against unfavorable psychological consequences connected with social media use.

The studies mentioned shed light on the perceived relationship between social media use and emotional difficulties in students. Participants in the studies reported feelings of loneliness, anxiety, and depression while engaging with social media, indicating a negative impact on their emotional state. However, it should be noted that most studies have focused on the effects of social media on mental health rather than emotional health, and there is a lack of research on the emotional well-being of students in relation to social media engagement. Additionally, the studies were conducted on adolescent participants from other countries, and there is a dearth of studies on Filipino students and their emotional states in relation to social media.

2.3. Emotional State and Academic Performance

The increasing usage of computer-based multimedia educational technology elicits a variety of emotional responses from pupils. Nonetheless, it is believed that these feelings have an impact on pupils' academic success. Tyng et.al. (2017) added that emotion strongly influences all cognitive functions, including memory, perception, learning, reasoning, attention, and problem-solving. Lichtenfeld et al. (2017) highlighted the importance of emotions for the academic progress of students. In which the mathematical growth of German children in grades five through nine was examined and analyzed using structural equation modeling. Positive emotions, such as enjoyment and pride, predicted subjective achievement, but negative emotions, including anger, fear, shame, boredom, and hopelessness, predicted achievement negatively (Mathematics end-of-year grades and test scores). This can imply that pupils will succeed regardless of how challenging the subject is if they are motivated to learn about it. In a manner similar to how Ainley and Hidi (2014) relate interest to pleasure as a result of academic success. They contend that the emotions of joy, excitement, and thrill are all connected to enjoyment and all help with concentration. These pleasant feelings are known as achievement emotions since they can either come before or follow a good learning experience.

3. Research Problem

The study focused on the perceived impact of social media platform usage to elementary students' academic performance and emotional state. Specifically, this study intends to answer the following:

1. What are the social media platforms utilized by the elementary students?
2. What is the length of social media platform usage of the elementary students?
3. What is the level of social media impact on students' academic performance as perceived by the elementary students?
4. What is the level of social media impact on students' emotional state as perceived by the elementary students?
5. Is there a significant relationship between social media platform usage and the elementary students perceived level of impact on:
 - a. academic performance; and
 - b. emotional state?

4. Theoretical and Conceptual Framework

The Uses and Gratifications Theory, Social Learning Theory, and Walberg's Theory of Educational Productivity serve as the foundation for this study. Katz et al. introduced "Uses and Gratifications Theory" or U&G in 1973 to describe how individuals utilize media channels and their reasons for doing so. It explains why people prefer, choose, and utilize some media above others to meet their core desires, leading in ultimate pleasure. This concept acknowledges the negative impacts of excessive social media use. Bandura's (1971) Social Learning Theory emphasizes observing and mimicking the attitudes, behaviors, and emotional responses of others. It focuses on what a person learns from social contacts with others and how they can develop new behavioral patterns through first-hand experience or by seeing how others behave. This hypothesis identifies dysfunctional thoughts that students have when using social media and how those thoughts affect their emotions. The Walberg Theory of Educational Productivity, on the other hand, analyzes the effects on learning and the elements that determine students' academic achievement. This is relevant to the study since one of the elements that has been found to affect students' academic achievements is their use of social media platforms. Social media stimulates contact and connections by enabling communication with others at any time and from any location.

This study uses U&G to evaluate which social media platforms students typically utilize and why. The Social Learning Theory and Walberg's Educational Productivity Theory are utilized to determine if the using different social media platforms has an impact to the academic performance and emotional state of elementary students in a rural school.

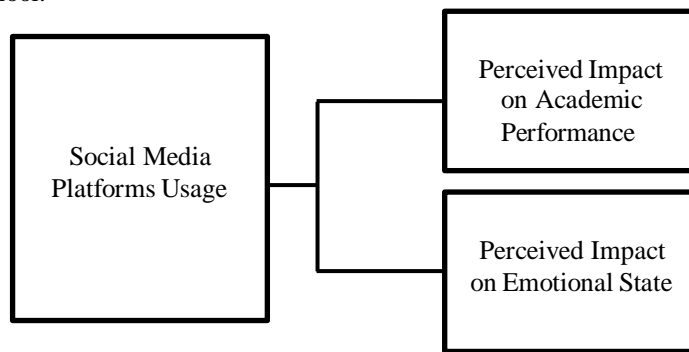


Fig. 1. Conceptual Framework

Figure 1 presents the Conceptual Framework of the study. Social Media Platforms usage is the independent variable. On the other hand, the dependent variables are the Perceived impact on a student's academic performance and emotional state. Social Media Platforms Usage reflects how students use different social media platforms and their length of time spent, affecting their academic performance and emotional state. Perceived Impact on Academic Performance pertains to students' academic performance that may be influenced by social media usage. Lastly, Perceived Impact on Emotional State refers to the condition of students' emotional aspects due to social media usage. For the research to be successful and reach its desired conclusion, respondents must have utilized any social media network. The researchers created a questionnaire and then collect the responses. This study examined how social media is utilized, the amount of elementary students spend on social media platforms, and the perceived influence on their academic performance and mental health.

5. Methodology

5.1. Research Design

The study utilized a descriptive-correlational design and focused on the elementary students of rural elementary school. This study aimed to determine the amount of time students spend on social media as well as its impact on their academic performance and emotional state. To achieve this goal, the study employed a descriptive design, as recommended by McMillan and Schumacher (2014), which is suitable for investigating an already existing phenomenon, such as students' social media usage. The second goal of the study was to establish the correlation between social media platform usage and the respondents' perceived level of impact on academic performance and emotional state. Therefore, a correlational design was utilized to determine if social media activity affects students' academic performance and emotional state. The researchers used Google Forms as a data collection tool, which was essential for obtaining meaningful data from the respondents.

5.2. Research Locale

This research study was conducted at the rural elementary school of Tacloban City Leyte, Philippines. The said school is a public elementary school in the Philippines located in Eastern Visayas, Leyte. It is one of the popular schools listed in Tacloban City and is composed of 6 group levels of learners which is the Grade 1 to Grade 6 wherein the Grade 1 is composed of four (4) sections, the Grade 2 is composed of three (3) sections, the Grades 3 is composed of four (4) sections, Grade 4 is composed of four (4) sections, Grade 5 is composed of three (3) sections, and Grade 6 is composed of three (3) sections.

5.3. Research Respondents

This research focused on the students of a rural elementary school in Tacloban City, Philippines during the academic year 2021-2022 Second Semester. The participants are elementary school students aged between five to thirteen years old, who are active social media users. A total population of 752 students in the rural elementary school were listed during the said academic year. To determine the sample size, the researchers will be using Krejcie and Morgan's Table for Determining Sample Size for a Finite Population (1970). Stratified random sampling was employed to select the participants. Stratified sampling involves dividing the population into smaller subgroups or strata. The table below presents the distribution of research respondents.

Table 1 Total number of Respondents in Elementary Level

Level	Population	No. of Respondents	% to Total Population
Elementary Level	6. 752	7. 255	8. 34%

The sample size per stratum (grade level) was determined by the formula:

$$n_s = \frac{n}{N} \cdot N_s$$

where n is the target sample size, N_s is the sample size, and N is the population per grade level. The value of the sample size per stratum n_s has been round up to the next integer value.

Table 2. Distribution of Respondents in Elementary Level

Level	Population	No. of Respondents	% to Total Sample
Grade 1	131	44	17%
Grade 2	117	39	15%
Grade 3	145	49	19%
Grade 4	138	48	19%
Grade 5	97	33	13%
Grade 6	124	42	17%
Total	752	255	100%

5.4 Research Instrument

This study will use a modified version of Peter Osharive's (2015) "Social Media and Academic Performance of Students Questionnaire" (SMAAPOS), presented in Appendix A. The questionnaire consists of five (5) parts. The first part collects information on the respondents' profile, such as their age, sex, grade level, and gadgets used. The second part asks about the social media platform used, while the third part inquiries about the length of social media usage. The fourth part contains questions about the perceived impact on academic performance, and the fifth part includes questions about the perceived impact on the student's emotional state, answered through a Likert scale. The questionnaire includes an informed consent form, indicating that the participants willingly agree to participate in the research.

5.5 Data Gathering Procedure

Prior to distributing the survey questionnaire to the respondents, the researchers sought approval from the Schools Division Superintendent in City Division in Tacloban City, Leyte, and the school principal of the selected rural school. The researchers were responsible for distributing, administering, and retrieving the research instruments. The respondents will be chosen using a stratified sampling technique. The researchers provided an Informed Consent Form to the selected intermediate respondents of the said rural elementary school and an additional Parent's Consent form for respondents aged 6-10 years old. These forms informed the respondents of the purpose of the study and their rights as participants. Afterwards, participants will be asked to complete a survey questionnaire that will be made available online using Google Forms. The link to the form will be sent to each participant through the Messenger application. After completing the survey, participants can click the "submit" button at the end-part of the Google Form. The anonymity of the data obtained from participants throughout the research study was protected by the researchers.

5.6 Analysis of Data

Researchers meticulously gather, transcribe, and evaluate the survey questionnaire results. To analyze the information, descriptive statistics was employed, with frequency and percentage utilized to identify which social media networks respondents utilized. In addition, frequency, mean, and percentage was used to assess

the length of time respondents have used social media networks. The researchers utilized frequency, mean, and percentage to assess the impact of social media on academic achievement and emotional condition of pupils. The resulting mean scores was evaluated and interpreted using the given table below.

Table 3. Mean Score Interpretation

Mean Score	Interpretation
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

The Spearman Rank Correlation Test was utilized to assess the relationship between the duration of exposure to social media platforms and its perceived impact on students' academic performance and emotional state. Spearman's rho (r_s) is a statistical measure of association for at least ordinal-level variables. Ordinal variables cannot be modified numerically; thus, observations are sorted from highest to lowest on each variable prior to manipulation. The rankings are then altered to generate the final measurement. This is especially beneficial when the analyzed variables have a wide range of scores and minimal ties between instances in each variable.

5.7 Ethical Consideration

The researchers took various ethical considerations into account before and during the study. They distributed Informed Consent and Assent Forms to participants who were not intermediaries in the study. These forms outlined that participation was voluntary, and the decision to participate or not would not affect the participants' current working condition or status. Before the data analysis was finished, participants were told they might leave the research at any moment and for any reason. Additionally, participants were not expected to undertake any tasks or responsibilities beyond participating in the study, and their data would be kept confidential, with a numerical code assigned to identify their identity. Only the researchers and the statistician had access to the data for collection, analysis, verification, and review, and the researchers respected the participants' intellectual property rights and would be held accountable for any actions that violated those rights.

6. Results and Discussion

6.1 Data Analysis

A total of 255 out of the 752 students in the rural Elementary School participated in this study. The stratified sampling was used to determine the allocation of target number of respondents per grade level. The sample size per stratum or grade level (s) was determined using stratified sampling. The distribution of respondents according to sex assigned at birth is approximately equal for males and females as shown below.

Table 4. Distribution of respondents according to sex assigned at birth.

Sex Assigned at Birth	Frequency	Percentage
Female	121	48%
Male	133	52%
Total	255	100%

Majority of the participants (240 out of 254 or 94%) are using smartphones to access social media platforms. Moreover, 215 (84.65%) are using smartphones only while 25 (10%) have been using smartphones and other gadgets including desktop computer and tablet to access the online sites. Fourteen (6%) are not using smartphones and have been instead using other devices such as tablet and computer. The following table shows the distribution of respondents according to gadgets used to access the social media platforms.

Table 5. Distribution of respondents according to gadgets used.

Gadget/s Used	Frequency	Percentage
Smartphone	216	84.70%
Smartphone and Computer	9	3.54%
Smartphone and Desktop	1	0.40%
Smartphone and Tablet	15	5.91%
Computer	2	0.79%
Tablet	12	4.72%
Total	255	100%

The participants have been exposed to various social media platforms to engage online and to access online classes and materials. Majority or 203 (79.61%) have been using YouTube, 159 (62.35%) use Facebook, 141 (55.29%) use the Messenger Application, and 130 (50.98%) use Tiktok. The following chart shows the frequency distribution of users per social media platform used.

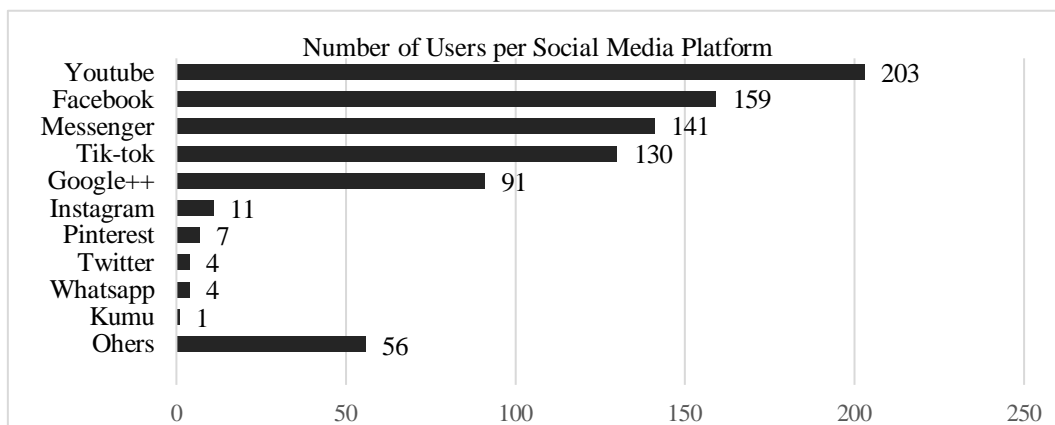


Figure 2. Bar chart showing the distribution of users per social media platform.

The top five social media platforms being used by the elementary students of the rural elementary school include YouTube, Facebook, Messenger, Tiktok, and Google++. Combinations of two or more social media platforms are being used by the respondents. The following table shows the average number of hours spent by students per social media platform.

Table 6 Number of Users and Average Time Spent per Social Media Platform

Social Media Platform	Average Time Spent (in hours)	Standard Deviation (in hours)	Number of Users	Percentage	Rank
YouTube	2.07	1.46	203	79.61%	1
Facebook	1.15	1.39	159	62.35%	2
Messenger	0.96	1.26	141	55.29%	3
Tiktok	0.96	1.10	130	50.98%	4
Google++	0.77	1.11	91	35.69%	5
Instagram	0.09	0.38	11	4.31%	7
Pinterest	0.06	0.29	7	2.75%	8.5
Twitter	0.06	0.25	4	1.57%	8.5
WhatsApp	0.04	0.22	4	1.57%	10.5
Kumu	0.05	0.29	1	0.39%	10.5
Others	0.58	0.99	54	21.96%	6

The student respondents spend an average total of 6.77 hours (with a standard deviation of 4.11 hours) each day on using the social media platforms. Majority or 119 (46.85%) of the student respondents spend 4 to 7 hours while 83 (32.68%) spend at least 8 hours on social media platforms each day. Meanwhile, 52 (20.47%) spend less than 4 hours on social media platforms. On the other hand, the following table shows the distribution of students on the daily number of hours spent on using social media.

Table 7. Distribution of respondents by total number of hours spent on social media platforms.

No. of Hours	Frequency	Percentage
0 to 3	52	20.47%
4 to 7	119	46.85%
8 to 11	42	16.54%
12 to 15	31	12.20%
16 to 19	10	3.92%
20 and above	1	0.39%
Total	255	100.00%

The Social Media Usage Impact Perception Survey Questionnaire (adapted and modified from Peter Osharive (2015) include sets of questions to measure the extent to which social media has an impact on students' academic performance and emotional state. There are ten questions for each category (on academic performance and emotional state) to personally assess the effect of social media usage. A five-point Likert Scale (1 – Strongly Disagree, 2 – Disagree, 3 – Undecided, 4 – Agree, 5 – Strongly Agree) was used by the participants to measure their level of agreement on each statement. The following tables summarize the students' level of perceived impact on the length of social media usage to their academic performance and emotional state according to the defined Likert Scale.

Table 8. Frequency distribution and summary table of responses according to the level of perceived impact of social media usage on academic performance

Question	Frequency and Percentage of Respondents who answered:					Most Frequent Answer	Level
	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)		
1. The time I spend on social media platforms take away from my time of studying.	36 (14.17%)	101 (39.37%)	39 (15.35%)	67 (26.38%)	12 (4.72%)	4	Agree
2. The hours I spend on social media platforms are more than the hours I spend in reading.	33 (12.99%)	92 (35.83%)	43 (16.93%)	75 (29.53%)	12 (4.72%)	4	Agree
3. The social media platforms impacted my general weighted average negatively.	14 (5.51%)	67 (25.98%)	50 (19.69%)	102 (40.16%)	22 (8.66%)	2	Disagree
4. The social media platforms impacted my writing skills negatively.	16 (6.30%)	59 (23.23%)	46 (18.11%)	116 (45.67%)	17 (6.69%)	2	Disagree
5. The social media platforms impacted my communication skills negatively.	14 (5.51%)	54 (20.87%)	62 (24.41%)	105 (41.34%)	20 (7.87%)	2	Disagree
6. I use social media platforms for socialization more than I use it for academic purposes.	28 (11.02%)	79 (31.10%)	46 (17.72%)	86 (33.86%)	16 (6.30%)	2	Disagree
7. The social media distract me from doing my assignments.	24 (9.45%)	88 (34.25%)	43 (16.93%)	81 (31.89%)	19 (7.48%)	4	Agree
8. Once I interrupt my study time with different social media platforms, I lose concentration.	32 (12.60%)	90 (35.04%)	42 (16.54%)	78 (30.71%)	13 (5.12%)	4	Agree
9. I demonstrate poor academic performance due to the utilization of social media platforms.	17 (6.69%)	41 (15.75%)	45 (17.72%)	119 (46.85%)	33 (12.99%)	2	Disagree
10. I do not attend classes because I am busy scrolling in different social media platforms	11 (4.33%)	28 (11.02%)	33 (12.99%)	130 (51.18%)	52 (20.47%)	2	Disagree
Overall Level of Agreement						2	Disagree

Most of the students (117 out of 255 or 45.88%) disagree or strongly disagree that social media usage has negative impact on their academic performance. Meanwhile, 81 (31.77%) agrees that it has negative impact. Fifty-seven (22.35%) are undecided whether social media usage has positive or negative impact on their

academic performance. The chart below shows the distribution of respondents based on their level of agreement with the negative impact of social media usage on academic performance.

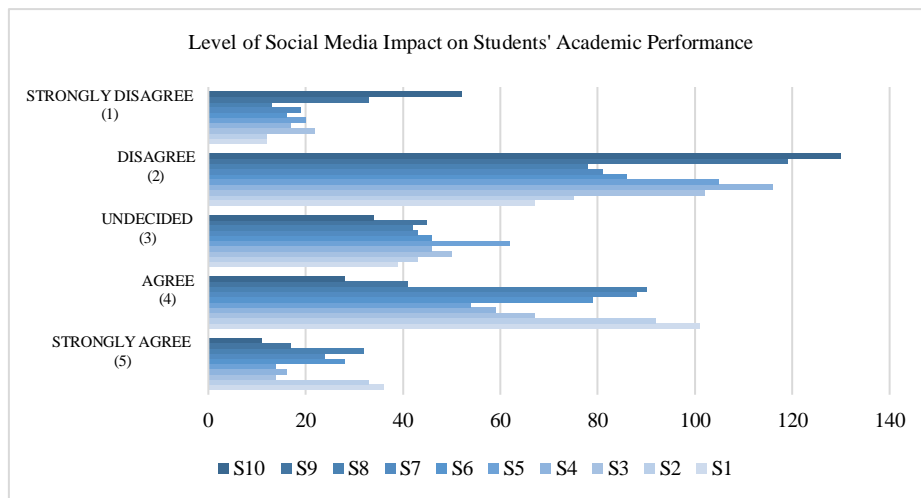


Figure 3 Distribution of respondents according to their level of agreement on the negative impact of social media usage on their academic performance.

Table 9 Frequency distribution and summary table of responses according to the level of perceived impact of social media usage on emotional state.

Question	Frequency and Percentage of Respondents who answered:					Most Frequent Answer	Level
	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)		
1. I feel anxious whenever I receive negative comments online.	17 (6.69%)	69 (26.77%)	32 (12.60%)	67 (26.38%)	12 (4.72%)	4	Agree
2. Engaging in social media lowers my self-esteem and even leads me to have anxiety.	12 (4.72%)	50 (19.29%)	46 (18.11%)	75 (29.53%)	12 (4.72%)	4	Agree
3. I am unhappy when my interests and ideas are not shared by people around me on social media.	10 (3.94%)	39 (15.35%)	52 (20.08%)	102 (40.16%)	22 (8.66%)	2	Disagree
4. social media maximizes my stress in doing my academic tasks.	14 (5.51%)	84 (32.68%)	46 (18.11%)	116 (45.67%)	17 (6.69%)	2	Disagree
5. I feel like getting mad whenever I am being corrected about the information I shared online.	8 (3.15%)	41 (15.75%)	42 (16.54%)	105 (41.34%)	20 (7.87%)	2	Disagree

6. I feel that the use of social media affects my health emotionally.	21 (8.27%)	98 (38.19%)	52 (20.47%)	86 (33.86%)	16 (6.30%)	2	Disagree
7. Since I engage myself in social media, I over-think a lot, and it started to affect my mental health	13 (5.12%)	60 (23.23%)	80 (31.50%)	81 (31.89%)	19 (7.48%)	4	Agree
8. I feel lonelier whenever I engage myself online.	42 (16.54%)	86 (33.46%)	51 (20.08%)	78 (30.71%)	13 (5.12%)	4	Agree
9. I feel uneasy when I don't get to use social media.	42 (16.54%)	83 (32.28%)	59 (23.23%)	119 (46.85%)	33 (12.99%)	2	Disagree
10. I do not attend classes because I am busy scrolling in different social media platforms.	38 (14.96%)	95 (37.40%)	39 (15.35%)	130 (51.18%)	52 (20.47%)	2	Disagree
Overall Level of Agreement						2	Disagree

Similarly, majority of the respondents (124 out of 255 or 48.63%) disagree to strongly disagree that the social media usage has negative impact on their emotional status. Eighty (31.37%) agree to strongly agree with the statements while 51 (20%) are undecided. The following chart shows the distribution of respondents according to their level of agreement on the negative impact of social media usage on their emotional state.

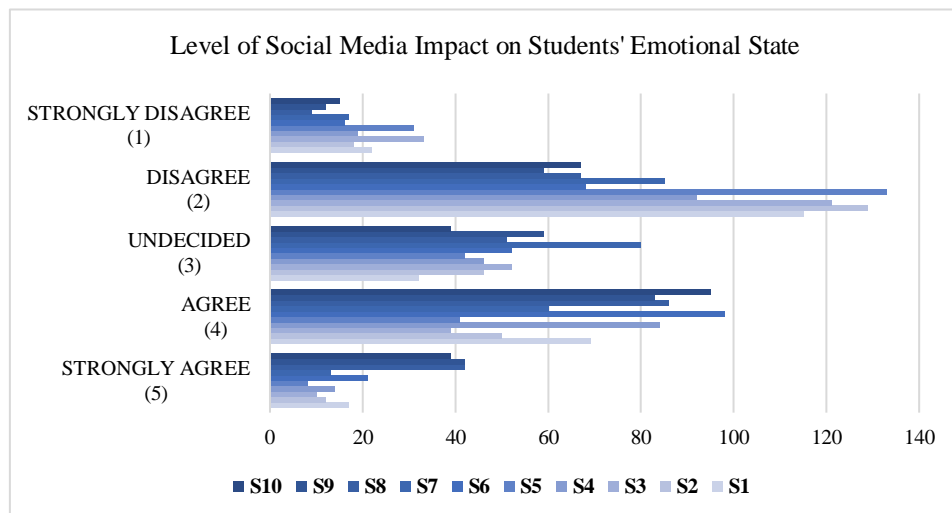


Figure 4. Distribution of respondents according to their level of agreement on the negative impact of social media usage on their emotional state.

The Likert responses were measured using an ordinal scale (the Likert scale on degree of agreement) and so the responses are in the ordinal level while the number of hours of usage is a quantitative variable in the ratio scale. The median score of students per category of questions on academic performance and emotional state was determined to identify their overall personal assessment of the impact of social media usage. This is to have the overall scores interpretable according to the set scale.

Table 10. Variables of the Study

Variables	Overall Mean	Interpretation
Social Media Platform Usage (in hours)	6.77	Above Average
Perceived Impact on Academic Performance	2.89	Moderate Impact on Academic Performance
Perceived Impact on Emotional State	2.8	Moderate Impact on Emotional State

Table 10 shows the summary of the overall mean in social media usage, perceived impact on students' academic performance and emotional state. The results show that the students spent an average of 6.77 hours per day on social media platforms. This was considered as above average contrasting to Buchholz (2022) where the average time spent of social media platform users are only 4.06 hours. Correspondingly, it indicates that the social media have moderate negative impact on both students' academic performance and emotional state.

The findings on the Social Media Platform Usage of respondents corroborated with the Uses and Gratifications Theory (1973). In the survey, respondents indicated that they utilized social media for either leisure or academic purposes. Given that the study was conducted during the long-distance learning, this was considered a reason as to why respondents often use social media as a tool for their learning and entertainment. Hence, this justified the excessive use of social media platform among elementary students. With YouTube, being the most used platform since it was one of their channels to support their long-distance learning (DepEd, 2021).

The respondents' level of agreement per statement appear to describe how social media affected their academic performance and emotional state. As per the results, respondents agree that social media affects their focus, concentration and it causes distraction while doing academic tasks. This means that respondent's behavior towards studying is being compromised by social media, thus proving Walberg's Theory of Educational Productivity (1981). Moreover, this is agreed by the findings of Marker, Gnambs, and Appel (2018) as well as Skiera et al (2015) that using social media platforms affect students' academic performance and emotional state.

On the other hand, the results supported Bandura's Social Learning Theory (1971). According to the results yielded, it revealed that utilizing social media platforms caused sadness and discomfort, thereby affecting their solitude and mental health. Respondents agreed that using the social media platforms also made them skip classes. Indicating that through social media, respondents developed a behavioral pattern that led them to feel lonely, uneasy while viewing things on social media and even skip their classes. Moreover, these reasons are attested by the studies of Pantic (2014), Marino et al. (2018), and Jore et al. al (2020). Even so, the majority of respondents indicate that, after all, social media platform usage has had a moderate impact on their academic performance and emotional state.

The following table shows the Spearman Correlation Coefficient test at 5% level of significance to test the hypotheses:

- (1) H_1 The number of hours spent on social media has a significant association with the level of perceived impact on rural elementary school students' academic performance.
- (2) H_1 : The number of hours spent on social media has a significant association with the level of perceived impact on rural elementary school students' emotional state.

Table 11. Spearman correlation test results at 5% level of significance

Variables	Sample Spearman Correlation Coefficient	Correlation Interpretation	p-value	Hypothesis Test Decision
Level of perceived impact on academic performance and number hours spent on social media usage	0.149	variables are positively associated	0.017	Reject H_0 (variables have significant rank correlation)
Level of perceived impact on emotional state and number hours spent on social media usage	0.281	variables are positively associated	0.000	Reject H_0 (variables have significant rank correlation)

Results of the test show that there is sufficient evidence to conclude that the number of hours spent on social media usage has significant relationship with both students' perceived level of academic performance and emotional state at 5% level of significance. It is hypothesized that the length of time spent on social media affects both students' academic performance and emotional state, thus according to the results, this proves the claim of the study that the number of hours spent on social media has a significant association with the level of perceived impact on elementary students' academic performance and emotional state.

This implies that students' exposure to social media platforms affects their academic performance and emotional state, albeit only moderately in this study. Moreover, students who spend more time on social media usage tend to perceive more that the use of social media has negative impact on their academic performance and emotional state.

7. Conclusion

The increasing popularity of social media has extended to younger age groups, including elementary pupils. This study yielded significant findings that has implications for younger students and specially in the field of education. The results of which indicated that students aged 5 to 13 years old in a rural elementary school have access to and frequently use various social media platforms, spending an average of 4-7 hours per day. In line with this, it is important for educators to recognize the impact of social media use to younger students' academic performance and emotional state.

The results of this study emphasize the significance of setting boundaries and constraints for elementary students' usage of social media. According to the findings, students' academic performance and emotional health may be affected due to excessive social media use. As a result, educators and parents may learn of the possible disadvantages of social media use and seek to instill healthy social media usage practices in their pupils. Overall, this study highlights the need for educators, and parents to remain aware of the impact of social media towards their child. The results of this study contribute to further develop strategies for promoting responsible and beneficial use of social media inside and outside the classrooms.

9. Recommendations

Based on the findings from the collected data, several suggestions were formulated regarding the impact of social media usage on the academic performance and emotional state of Elementary School students. These recommendations are outlined below:

1. The study revealed that even at a young age, most of the respondents have the ability to use smartphones and social media. As a result, it is recommended that the Department of Education's Technical Committee develop a curriculum that educates students on how to be responsible digital citizens.
2. The study found out that the Department of Education has suggested 1-4 hours a day for students to spend online and utilizing various social media platforms (Hernando-Malipot, 2020). Hence, the researchers' recommendation is for a more religious implementation of this DepEd order and stricter application of the same in limiting the students' gadget use, both in homes and schools.
3. While the study suggests that there is a positive link between social media use and emotional well-being, 31.10% of the participants indicated otherwise. Consequently, it is advisable for public elementary schools to supplement classroom instruction with counseling sessions aimed at promoting a positive emotional state among students.
4. Under DO 83, S. 2003 Reiteration of DECS Orders Nos. 70, s. 1999 and 26, s. 2000, the Department of Education (DepED) prohibits the use of smartphones during class time. In order to prevent children from engaging in inappropriate or unethical activity, it is further recommended that parents and teachers collaborate to educate children on the proper use of mobile phones. Hence, the study proposes that the implementation of this policy should be reinforced, not only in schools but also across the entire department.
5. Future researchers may conduct a similar study that encompasses a broader range of participants, including individuals from both public and private schools.

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