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SOCIAL MEDIA USAGE: A PHENOMENOLOGICAL CERTITUDE ON ACADEMIC PERFORMANCE

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Abstract

Social Media Usage is the utilization of the multimedia infrastructure as a means of communication and other relative form thereto. It is utilized in mediating people to people in the community for any form or purposes. The 250 social studies participants were studied in two (2) years from academic year 2022-2024. They were studied phenomenologically in their lived experienced regarding the social media usage for academic performance. Although Bytedance, Instagram, Facebook, Discord and WhatsApps were ranked high according to their usability but contributed low in academic performance. The eight to ten hours of social media utilization do not support nor scaffold the LMS. Instead, they were utilized for information, communication and socialization. So, social media bridges only the gaps in connecting people to people through communication and information. It does not support to be a platform for a classroom instruction. Using this to be a platform or tool for instruction use the ILMS (Institutional Learning Management System).

Keywords: Social Media Usage

Introduction

Social media usage become an integral part of our lives. The social media user identity reach to 5.24 billion warm bodies around 63.9% of the entire user of the social media platform (Chaffey, 2025). Thus, favorite social media usage platforms users aging 18-24 years old in their generation Z are user of the Bytedance platform and is 70% as against the Instagram of 67%. However, for instant messaging platform discord is 41% as against the WhatsApp of 35% (Gomez, 2021; Chaffey, 2025). This social media platform usage provides the user to find funny, entertaining content; post and share photos or videos; and keep up-to-date with the news and the world. In this platform, short video or content is allowable to the minimum of three (3) seconds to the maximum of sixty (60) minutes. And, these are more preferred by the Generation-Z (Gomez, 2021; Chaffey, 2025). Thus, the social media usage varies according to the demand, need and wants of the user provided that the connectivity can provide.

This multimedia infrastructure on social media usage influenced the environment of an individual. And, especial to mentioned are students in today's world of "time and space." Although,

the usage and the utilization of this multimedia is under the practice during the post-pandemic. It has been socially engaged as a practice in time. Information-sharing particularly in safety and security purposes was continued. In avoidance of contamination from the viruses and criminalities the government pushed this initiative to safeguard the public. And, its utilization is very high in terms of the distribution on the basic commodities for water and food. The infrastructure of the multimedia became the superhighway on the utility and services usages. Information sharing and strategization using the multimedia it became a new paradigm shift. The movement and action to be done in the avoidance of contamination during the pandemic is calculated through the algorithm of the multimedia. In the same vain, the realm of education weaponized the pharmaceutical paraphernalia for its advancement and mobilization of the teachers and students during the height of the pandemic. Multimedia usages however, became the arsenal of war against the covid19 pandemic and relative thereto.

It is true that social media offers a wealth of resources for academic purposes, many students find themselves using these platforms for personal reasons (Sankar and Pushpa, 2020; Gomez, 2021). Although intelligent user finds social media as a flattener. Too much exposure and excessive social media usage will affect the mental health, particularly to young teenage (Keles et al., 2020; Gomez, 2021). Factors such as constant message checking, high personal investment, excessive time spent on social media, and problematic usage patterns have been identified risk factors for psychological distress, anxiety, and depression (Gomez et al., 2023). These findings underscore the importance of promoting a balanced approach to social media usage, encouraging to leverage these platforms effectively for academic purposes.

As we navigate the evolving landscape of digital communication and education, it is crucial to raise awareness about health and social media habits in using which is potential consequences on excessive or addictive use on social media platform. Social media usage correlates negatively to excessive time spend which connotes low performance (Alshanqiti, 2023). This jest that students negatively use social media, becoming addicted and lead to the feeling of bad about themselves and others. Students in particular, often enjoy using social media, which can either help or hurt their academic performance.

The usage of the social media can be distracting and cause problems. It offers opportunities to learn, work together, and connect with others. Students need to find a balance between using social media its benefits and making sure it doesn't interfere with their studies and well-being. Nowadays, social media plays an important role in students' lives, leading educational institutions around the world to utilize it as a way to communicate their cohorts. Some schools stick with popular platforms like Tiktok and Facebook, while others create their social media channels. These platforms are used by institutions for various purposes such as promoting courses, sharing announcements, and engaging with students (Udbhava Rathi, 2020.) A feeling of anxiety and depression can arise when individuals experience stress from certain sources (Iwamoto et al., 2020; Gomez et al., 2023). In the context of social media usage, if these platforms become stress-inducing for individuals, it can increase the likelihood of developing anxiety and depression. Both students and institutions need to be mindful of how social media usage can impact mental well-being and take steps to promote a healthy relationship with these platforms.

The increase on social media usage, educators are grappling with new challenges in their teaching approaches, prompting discussions to social media superhighway issues (Gomez, 2021; Hameed et al., 2022; Khan, et all., 2022; Zainab, 2022.) While students often turn to social media enhancing their learning on the manipulation of the gadgets. In the mitigation and avoidance on academic distraction the likelihood is on the academic achievements and progress. Although,

social media platforms do not positively contribute to students' academic progress (Chukwuere et al., 2021) as seen in the imbalance and non-monitored activities made by the students. Therefore, teacher and students alike must acknowledge the pros and cons of using social media for educational purposes ways to harness these platforms effectively while mitigating distractions to foster better learning outcomes. Typical of this concern is on the connectivity.

Social media usage and its platform becoming dominant tool in the lives of teenagers, generation Z. Several review or related literature came-up their findings that social media usage platforms yielded very high correlation to academic achievement and performance. In today's digital age of coNETivity and intellectual migration, the //http and www.com was made a superhighway manifesting WIFI is high wherein individuals tend to become borderless. And, this lead the Netizenship to mutate into PSYFI (Sci-fi) generation. At this juncture, the virtual time and space lead anyone borderless. The lines on intellectual migration, information sharing and state-of-the art offshoring, outsourcing, supply chaining made the world flat and borderless. The rise of the AI (Artificial Intelligence) students immersed themselves in social media usage which lead us dependent to technology (Gomez, 2021; Clayton, 2023). Inside the common "time and space" where warm body are present yet they don't exist for reason of Wireless Fidelity (WIFI). This will be motivated by esteem cognizance into cold body of no reaction and action it allows the PSY-FI (Sci-Fi) superhighway open and mind blowing is high.

Despite of this concern, there is still frontier on technological research and development (Serrano et al., 2022; Gomez et al., 2022). To delve deeper into understanding how Fear of Missing Out (FoMO) phenomenon interacts with academic pursuits, shedding light on implications for students' academic experiences in social media usage in the society as a topic of importance, as it can either be a valuable tool for assistance or a potential risk to the development of future generations. Social media usage has the power to bring about mental and behavioral changes that can profoundly influence the educational journeys of young individuals and make a difference (Gomez et al., 2022; Thi et al., 2023).

Social media usages and platforms offer certain benefits to students, excessive time spent on these platforms poses risks. Proper regulation of social media usage and understanding the underlying reasons for such behavior, students may not face consequences on both personal and societal levels. Social media are growing rapidly which would affect students personal and academic life (Sivakumar, 2020; Gomez, 2021). However, posing the stages of life where the generation Z are embracing life of technological advancement made life easy and sweetie in a digital age.

In today's digital world we rely heavily on various social media platforms (Gomez, 2021; Ghulam, 2023). There are many advantages using these platforms, such as being able to keep in touch with family, loved ones, learn new things, and interact with people from all over the world. However, there are worries that student academic performance may suffer as a result of the popularity of social media. Social media usage significant source of distraction, leading to procrastination during study time and overall would become low in their academic achievement and performance (Ciaran, 2024; Gomez et al., 2023; 2025).

Prolonged usage of social media platforms for nonacademic purposes can be distracting from academic work, adversely affect their academic performance, social interactions, and sleep duration, and lead to a sedentary lifestyle and physical inactivity, which render them vulnerable to non-communicable diseases and mental health problems (Abaido et al., 2020; Gomez et al., 2023; 2025). Social media has been found to have both positive and negative effects on the academic

performance of the students. While the platform is connected with certain benefits for students, the varied findings indicate that if students do not regulate their time on social media usage they will suffer major consequences on an individual and social level (Gomez, 2021; Gomez et al., 2022; 2023; 2025). As a result, the study's findings indicate that excessive usage of social media has negative effect on an individual's social life. The more students are spending their time to social media, the poorer their self-esteem. Some studies suggest that social media usage can enhance students' scholastic achievements and performance lead to increase the focus on their studies (Onwuegbuzie, 2023; Gomez et al., 2023).

Participants in the study admitted in spending extended periods on social media usage for non-academic purposes. These habitual behaviors distracted students from focusing their studies, leading to lower academic performance. It reduced social interactions, disrupted sleep patterns, and a sedentary lifestyle. Such consequences can make students more susceptible to non-communicable diseases and mental health issues (Manjur et al., 2021; Gomez et al., 2022; 2023). Students need to strike a balance between their social media usage and academic responsibilities to safeguard their overall well-being and academic success.

This study reflecting the work of Albert Bandura's Social Cognitive Theory, focusing particularly on Observational Learning. As this study looks into the behavioral habits and cognitive processes can be influenced through experiential on social media platforms. In the context of social media usage, students may observe their peers spending excessive amounts of time on these platforms, leading them to mimic such behaviors. This could potentially lead to a reduction in study hours and a decline in academic performance. A correlation increased between social media usage and low academic performance. Students need to be mindful of the influences around them on social media and strive to maintain a healthy balance between their online activities and academic responsibilities for optimal learning and success.

Although, the Self-Determination Theory (SDT), developed by psychologists Edward Deci and Richard Ryan, provides a comprehensive framework for understanding human motivation and learning (Gomez et al., 2025). This theory suggests that individuals are motivated by a fundamental need for personal growth and fulfillment. SDT happened when learning is driven by internal motivation, they are lead to improved conceptual understanding, enhanced creativity, and overall well-being (Main, 2023).

Thus, this can affect students' academic performance. They discovered that excessive use of digital media, especially social media, was linked to lower academic performance, shorter attention spans, and decreased productivity (Rideout, 2021; Rosen et al., 2022). In that vein, what is the preferred social media outlet used by the participants? How many hours they engaged in the social media? How do this prefer social media outlet affects the academic performance of the participants?

Methods

The study undertook the academic year 2022 to academic year 2024. It took two (2) years in the ethnographically and anecdotally recorded observed behavior. As participant observer records the detailed behavior of the participant an in-depth understanding about the effect on the social media usage were thematically done. The FGD (Focus Group Discussion) were facilitated to validate the statement mentioned during the discourses. The phenomenological lived experienced by the 250 selected Social Studies participants in the College of Education, Tagoloan

Community College who had the experienced in the usage of the multimedia during the synchronous and asynchronous classes made by the participants were utilized. A bulk on the documented behavior during the study were thematically segregated and arranged by main theme and sub-themes to logically arranged according to the universality and particularity on the developed concepts during the discourses. And, the themes were triangulated to the General Weighted Average (GWA) of the participants. And, the theme and sub-themes extracted from the qualitative data. Now, they were discussed below according to their rank of priority. Below are the discourses within the two (2) years of phenomenological observation.

Results and Discussions

The two hundred fifty (250) Social Studies participants in the College of Education, Tagoloan Community College phenomenologically observed and anecdotically recorded their behavior and thematically arranged according to themes and sub-themes revealed the following:

Preferred Social Media Platforms Used. The utilization of the social media platforms used irregardles whether it was used by encoding, decoding, messaging, communicating, uploading, teleconferencing, virtualizing, offshoring, outsourcing, supply chaining, workflow, computer – aided activities, software coNETivity as the participant preferred by ranked Bytedance, Instagram, Facebook, discord and WhatsApps.

Bytedance. These were program or applications that the age-group of 18-24 years old are the directly and indirectly users of this platform. And this were the generation Z. This generation are WIFI is high (Wireless connectivity) and PSYFI is low (Action reader). This social media platform user is savvy consumer and easily be saturated by brand. Computer and web-based learner and can be easily eco-fatigue. Dependent on gadgets and they are more expediting and exploring information. The lifespan of communicating is only seven (7) minutes and they can be easily bored when reaches to ten or more minutes. They are fun of making things shortcut (Sivakumar et al., 2023; Gomez, 2021). Funny and entertaining content are absolutely commendable. This individual who are fund of using this platform post and share photos or videos. This user is videographer, photographer, content creator, influencer and they have the potentiality, skills and talent on seeing and mapping the world in 3D. And lastly, this social media user may keep up-to-date with news and the world in quick.

It has been seen above that the 250 participants are in their emerging adulthood. Wherein this is a stage of exploring their identity. They wanted to have a self-focus and the feeling in between the adolescence and adulthood. That is one of the reason why they preferred the social media platform is Bytedance. That there used is for several purposes where this age group preferred in socialization. Thus, according to the ethnographically recorded theme, to wit:

> *... gusto gyud nako ang tiktok kay murag maka pa wala sa akong kalaay, kakapoy ug malingaw sab gyud ko kay maka katawa ko ug murag apil pud gyud ko sa mga panghitabu. Ug sa akong pag panan-aw naa pud gyud ko makat-unan tungud kay mga tinuud man nga panghitabu sa kinabuhi. Ug tungud niana maaghat pud gyud ko pag apil-apil kay maka "relate" man ko. Anindut o tsada gyud pud sa tiktok kay danghang mga bag-o nga mga kanta nga akong mapaminaw ug dili sumu paminawon. Busa usahay mo abut ko sa lima ngadto sa unum ka oras sa pag gamit sa akung "computer."*

> *[I like tiktok because it will relieve me for being bored, alone, fatigue and it entertain and made me laugh as if I am involved in the scene. And besides, I have learned "things" and activities done where I can do it by myself [DIY]because it is truly happened in my day-to-day undertaking in my life. And due to that, I was moved by myself to do the*

same because I can relate it to myself. It is good and I like tiktok also because there is new music that I can listen and not boring to hear. That is why I reach to five to six hours to use my computer]

And, due to the revelation above it is understood that the preference made by the participant has something to do in their "intrinsic" interest. The decision made by the participant are non-directed to the academic platform. In fact, the institution has no institutional Learning Management System (LMS) for the purpose of the distance education or remote learning through classroom instruction. The institution utilized the google classroom as a venue for remote learning. And, this does not come-out in their preference of choice instead of tiktok, Instagram and face-book. This would mean that the social media usage of the participant is inclined on socialization and not on the academic expedition.

Instagram. As the participants phenomenologically observed they preferred Instagram as social media platform used. And, during the utilization period this was made as support classroom Learning Management System for instruction. In the same vain to tiktok wherein Instagram has the attributive character to *"post, share, videos and find funny shows, have an entertaining content, follow and find information about the brand of the products"* are topics during the discourses. And, listening to the participants they said:

> *...ganahan ko sa Instagram tungud kay tsada kaayo ang ilang mga "feature display." Ug ang Instagram anindut kaayo ang iyang "wall" dili sumu ang iyang "page." Ug dili basta - basta nga naay mo tungha nga mga "posting" diha sa akong "wall' nga mga "posted adds" o basta lang mo abut sa imuha nga dili man gusto nimo. Ug tungud kay malingaw ko dili nako ma tagdan nga ang oras mo taas na diay. Usahay mo abut ko sa unum ka oras sa kompiyuter busa malimtan nako ang akong trabahuon sa among mga "subject."*

> *[I like the Instagram because it is beautiful; their feature display [tools apps] and the Instagram is pretty or beautiful in their wall and it's not boring about their page. And, it is not easy that advertisement be posted in my wall even it is not Okey for me. And, because it will amuse or made me fun I cannot mind the time and is already overtime and sometime I am spending six hours in the computer and I forget my work regarding to my subject]*

Listening the participant sharing when we do the FGD and doing the phenomenological observation, the researcher participant observed that the participants are using the computer not for instructional purposes. The preferences of having tiktok and now Instagram are for socialization. Meaning, the participant honest revelation always mentioning and reiterating of no official Learning Management System (LMS) they enter in the multimedia platform at their own preferences. In fact, they have categorically share to the researcher on the two platforms that they are using for instructional purposes for messaging, recording, uploading and other limited apps. The same is true, when observation was done within two (2) years the observed time spend was six (6) hours. However, those who have their gadgets and computer at home they descended to say eight to ten hours.

Facebook. The third ranked preferred social media by the participant is Facebook. The reason for the participants to choose is "*I can message my friends and family.*" In fact, *"the posting and sharing hots and videos"* was later own uncover by the participant researcher on the half way of two years. During the discourse when FGD was done the idea came-out that, *"I keep up – dated regarding my friends, family and the happening around the world."* And, this features found in Facebook (FB), the millennials are identified user (25-34 years old) and sometime it reached to the generation X (35-60 years old). This would mean further that the span of use is wider. It covers the age-group of generation Z to generation X. This would mean that the usability

of this social media platform is favorable and likely. The adoptability in this learning environment is on the adulthood. Therefore, matured participant user are expected in the social media platform in Facebook (FB).

Reflecting at their (FB) usability in the classroom activities and relative thereto is made as a support or augmented platform on the Learning Management System (LMS) adopted by the institution. It can upload and download instructional materials and videos and relative tools for the purposes. And, the often statement made by the participants is "*gadahan ko sa 'Facebook' tungud kay sayon kaayo gamiton ang 'page' ug ang ilang 'tools' madali ma kat-unan*." [I like Facebook because it is easy to use their page and their tools also are easy to learn]. This would mean that when multimedia platform is easy to operate it would invite user to use. Therefore, avoiding cognitive load and burden in the part of the user it would mean unmotivated. Thus, the observed time spend while they were in their home is eight to ten hours. No doubt because the teaching learning environment at home is technologically flattened.

Discord and WhatsApps. During the two years on phenomenological observation made by the participant researcher they found out that the participant are also using an application that one can talk, play, hang-out and other relative coNETivity on their own gadget and laptops are also design for personal choice and preference however, there are tools also that can support for inserting the feature of other platform but solely this platform is very popular on the gamers and to those who are expeditiously exploring other world of interconnectivity to some other places around the world. No doubts because this participant are social studies trained learners. They have landscape and the changing world and geography subjects which talks about the world it places, events and interactions.

These social media platform relates on this age-group to this social media user. As they wanted to explore and fatten the world of conflict, discordancy, dissention, dissonance, division, schism, disaccord, clash and at the end understanding and unification. They are social media user whose usage of this platform to be reel not within 15-60 seconds. That is the reason why need a personalized platform intended for the community and its purpose. Thus, the social media user has an unlimited "time and space" of using the coNETivity. Participants who are engaging on this social media platform told the researcher it depends on the "engagement" you "engaged."

Hours engaged in social media. This time irregardles of the multimedia usage platforms are utilized by the user participant it come-up a common hour of usage at least six (6) hours. Within two (2) years of phenomenological observation the participants are consistent to their life experience in social media. This would impliedly mean that participants are engaging social media as a user in their used not intended to the instructional scaffolding or support. Instead, in utilization it is purely on socialization. Thus, the utilization of tiktok, Instagram, Facebook and relative social media platforms are intended for connecting people through messaging, downloading, uploading and relative form of communication. This is purely confirming the statement of the Greek Famous Philosophers says that, "man by nature is a social animal."

Likewise, when small FGD team talks about discord and WhatsApps the participant observer listening their conversation and dialogue they talk about spaces for online communities which they have targeted audience and bestly commended for gamers and hangouts. However, there are tools that this platform can be utilized in facilitating the instruction but the main objectives is socialization and workspace was created for the community and its purpose. And

therefore, the creator and the maker of the program is the host. These platforms yielded eight (8) to ten (10) hours exposure in the multimedia and relatively seen to the younger group. And, as continuously observed "the community" and the met-up of time is unlimited.

Academic Performance. Both social media platforms negatively affecting academic performance, detailing excessive usage of "time and space" resulted in procrastination, problems focusing on academic tasks, and missed deadlines (Gomez, 2021; Gomez et al., 2022; Jesse, 2023). It found-out that reduce reading of paper-based resources will negatively affect grammar and writing skills (Maslim, 2023). Wherein, tiktok highlighted causing various issues, including addiction, in kids and teenagers (Wojdan et al., 2021).

In terms of Project. Participants mentioned Bytedance, Instagram, Facebook, Concord and WhatsApps are social media platform useful venue for getting ideas and inspiration for project work. Social media became a tool for helping students stay organized. For example, student is working on project, they create group on social media and invite their classmates to join (Chandler, 2023). They can stay at home through remote participation or distance collaboration and they can "decay space and time" in the algorithm of work. It would help classmates from a distance to collaborate and participate. As they meet in the class they can performance their task through their given work. Likewise, despite it's not an LMS but the Knowledge Sharing – Collaborative Learning happened (Gomez et al., 2025). Participants noted that effective channels of communication and collaborative platforms should be available to enhance the sharing of knowledge seamlessly within a group. Social networking has opened up new avenues for learning and knowledge sharing because of its document exchange, virtual communication, and knowledge production capabilities, social media is a helpful tool for learning and teaching as it was called "social" (with others) and "media" (bridging gaps) rejoining the gaps (Gomez et al., 2022; Xiaojuan, 2023) irregardles of their time usage.

EXHAUSTIVE DISCUSSIONS

Social Media Usage help individual making life comfortable and easy. It welcomes positivity and negativity. It becomes the watchdog against criminality or way around. As a teacher and student multimedia infrastructure is uncompromisable. It helps the teaching learning environment OUTCOMES-BASED. The academic journey of the 250 social studies participants became academically productive within two (2) years from academic year 2022-2024 doing the phenomenological lived experienced regarding the utilization of social media usage. The co**NET**ivity allows user responsible likely and favorable. As user in social media we may transform traditional to **ON**line; from co**NET**ivity to **Hy**Flex; from **HU**man to **ART**ificial Intelligence; from **WIFI** to **SCIFI/PsyFI** and expect that the **WORLD** is our classroom and laboratory of life which social media bridges the gaps.

Conclusions

The researcher has seen the influence of social media platforms to students' academic performance. Doing assignments, projects, and collaborative learning effort when guarded by the social media LMS student avoid the risks of distraction and mismanagement of "time and space." Proper utilization of social media usage would be helpful than harmful when controlled, supervised and administered by the Institutional Learning Management System (ILMS).

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