

THE IMPACT OF SOCIAL MEDIA USAGE IN COMMUNICATION

A Thesis

Bachelor of Secondary Education

Major In English

Southern de Oro Philippines College

Cagayan de Oro City



Global
Scientific
JOURNALS

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November 2025

Abstract

This study explored the relationship between social media usage and the communication skills of Senior High School students at Southern de Oro Philippines College. Using correlational and causal research designs, along with data from HUMSS and GAS students, the findings showed that students have a moderately high level of social media use, particularly for academic purposes, and demonstrate very satisfactory communication skills based on their English performance. However, the results revealed no significant relationship between social media usage and communication skills. Regression analysis further confirmed that social media use does not significantly influence students' communication performance. The study concluded that while social media supports interaction and academic tasks, communication skills are more effectively developed through formal instruction, consistent reading, and active language practice. It is recommended that students use social media responsibly and with limitations, while teachers should guide their proper and educational use. Additionally, students are encouraged to engage in traditional learning practices such as reading, writing, and personal interaction. Future researchers may explore other factors affecting communication skills and include larger samples for further validation.

Keywords: communication skills, English performance, social media usage

I. INTRODUCTION

Communication in the digital world became faster, easier, and more accessible as people used the internet and social media to connect with others anytime and anywhere. Individuals shared messages, ideas, and feelings through platforms, emails, chats, and video calls, which made interaction more convenient compared to traditional face-to-face communication. Using various social media platforms like Twitter, YouTube, Facebook, Instagram and TikTok helps to establish new standards for language use. Even though they provide more opportunities for self-expression, the impact of these features on traditional communication, which is the ability to transmit ideas precisely, concisely, and clearly, it continues to be a source of debate. Understanding how social media platforms affect traditional communication and overall proficiency is crucial to maximizing their usefulness in contemporary education. Social media platforms, with their immersive content and interactive tools, hold great promise to improve English language proficiency by bridging the gap between passive learning and active language use.

According to Anwas et al. (2020), social media can be used for daily practice to improve English skills. The problem is whether the use of English in social media usage had a relationship with English language skills. Social media provides students with frequent, hands-on opportunities to interact with authentic English-language content, including chats, videos, and articles. For language learners, this continuous exposure and engagement create an immersive atmosphere. However, whether the use of English in social media usage significantly affect or improve overall language efficiency was still in question. Understanding this link

between language efficiency and social media usage was important because it makes it clear whether vocabulary, grammar, and communication fluency are developed by the usage of English in authentic social media environments. This highlights the urgent need to investigate the potential ways that social media could bridge the gap between active language use and passive language learning.

Moreover, social media platforms provide a range of interactive tools and content that can effectively tackle this specific problem. By enabling students to engage with multimedia content, participate in discussions, and connect with other students or native speakers around the world, these platforms give them a range of opportunities to improve their English. This may be in reading, writing, speaking, and listening skills. Therefore, social media was a helpful tool for overcoming the typical barriers to language practice and enhancing the overall process of learning English as a second language. To help students achieve advanced levels of language proficiency and confidently read, speak, and write with accuracy, Manuel (2022) highlights the critical role of senior high school education in building a strong foundation in essential language skills. By focusing on grammar awareness, mastering sentence structure, and improving reading comprehension, educators equip students with the tools they need to grow from basic understanding to fluent and effective communication, as supported by Senior High School subjects such as Oral Communication, Reading and Writing Skills, English for Academic and Professional Purposes, and 21st Century Literature.

As stated by Anwas et al. (2020) who investigated the effect of social media in improving English language skills, emphasizing that these platforms facilitate

both spoken and written communication. Social media allows for spoken communication by utilizing tools such as audio chats, voice notes, and live interactions. Written communication is also allowed through posts, messages, and comments, allowing users to practice and improve their language abilities. Social media is a useful tool for language acquisition since it allows for real-time interaction and engagement with a wide range of linguistic content. Social media's use in language acquisition presents issues despite its benefits.

However, slang, acronyms, and colloquial terms are frequently used due to the informal and casual character of communication on these platforms, which might interfere with learning formal language structures. Additionally, deep language learning may be interfered by the possibility of distractions and surface-level involvement. These difficulties show that using social media effectively requires a balanced strategy that addresses its drawbacks while maximizing its possibilities (Nwas, 2020).

Therefore, this study aims to examine how social media use impacts the language proficiency of students. Senior High School students' language skills play a key role in their academic performance. This study provides valuable insights into how social media platforms can be used to support language learning while recognizing potential challenges, ultimately helping students succeed academically and communicate effectively in real-life situations.

II. METHODOLOGY

This study employed a correlational and causal design. Correlational research, according to Sreekumar (2024), was a method that examines the relationships between two or more variables without establishing a cause-and-effect relationship. A study that examines whether there is a cause-and-effect link between two different events or factors is called causal research, sometimes referred to as explanatory research (QuestionPro, 2025). The data in this study was analyzed using descriptive and inferential statistics: for Problem 1 Mean and Standard Deviation. For Problem 2 Frequency and Percentage Distribution, Mean and Standard Deviation for communication levels. And for Problem 3 Pearson Product-Moment Correlation Coefficient (r) while for Problem 4 Multiple Linear Regression was used.

III. RESULTS AND DISCUSSION

Problem 1: What is the extent of social media usage in terms of

1.1 casual; and

1.2 educational?

Table 1

Summary of Extent of Social Media Usage

Variables	Mean	SD	Description	Interpretation
Casual Use	3.26	1.09	Undecided	Moderate
Educational Use	3.73	0.99	Agree	High
Overall	3.50	1.04	Undecided	Moderately High

Note: 4.51-5.00-Very High; 3.51-4.50-Agree; 2.51-3.50-Moderately High; 1.50-2.50-Low; 1.00-1.50 Very Low

Table 1 shows that students are using social media to a moderately high extent, on average, with a Mean of 3.50 (SD = 1.04). It is seen from the findings that for educational use, the level is high, with a Mean of 3.73 (SD = 0.99), while it is moderate for casual use, with a Mean of 3.26 (SD = 1.09). Such a finding supports that while students make use of social media networking sites for academic purposes such as research and collaboration, they also engage heavily in casual or entertainment-based activities. The trend would suggest that social media acts like a two-edged sword: it helps in learning, yet it is still dominated by its appeal for entertainment. Similarly, in the work of Tus et al. (2021), it has been found that Filipino learners use social media both for educational and recreational purposes; however, the motivation remains mainly for entertainment. This means that while social media has huge academic potential, its design as an entertainment platform usually diverts students' focus from completely academic purposes.

Problem 2: What is the extent of communication of the students as measured by their First Semester grade in English?

Table 2

Extent of Communication as Measured by Grades in English

Grade	Frequency	Percentage	Mean	SD	Interpretation
90-100	28	28.0			
85-89	38	38.0			
80-84	25	26.0	86.75	5.32	Very Satisfactory
75-79	8	8.0			
74 and below	-	100.0			

Note: 4.51-5.00 Outstanding; 3.50-4.50 Very Satisfactory; 2.51-3.50 Satisfactory; 1.51-2.50 Fairly Satisfactory; 1.00-1.50 Did not expectation

Table 2 shows the extent of communication of the students as reflected in their First Semester Grade in English. It is shown that 28 or 28% of the students scored within the range of 90–100, another 38% got 85–89, while 25 or 26% got an average of 80–84 and only 8% obtained below 75 percent. The computed mean of 86.75 with a standard deviation of 5.32 is interpreted as Very Satisfactory, indicating that most of the students performed well in English communication.

The data reveal that most students have developed good communication skills in English. Their high grades denote that they can present ideas, comprehend written materials, and apply appropriate grammatical structures in oral and written tasks. Therefore, this would mean that students are learning not just from classroom discussions but from the exposure to digital and interactive learning environments; this will give the students more practice in the language and will develop fluency and a confident stand in communicating.

The result supports the studies of Andrews et al. (2024), who stated that online learning and social media use can enhance the students' skills in the English language by giving them more opportunities to read, write, and communicate in real contexts. Social media contributes to developing vocabulary and improving the communication skills of university students. Consequently, the students' very satisfactory performance in English might refer both to classroom instruction and their active engagement with online educational and social platforms.

Problem 3. Is there a significant relationship between the extent of social media usage and the communication of the students?

Table 3

Correlation Analysis Between Extent of Social Media Usage and the Communication Skills of Students

Communication Skills					
Variables	r-value	p-value	Strength of Relationship	Decision on Ho	Interpretation
Casual Use	0.018	0.862	No Relationship	Accept	Not Significant
Educational Use	0.180	0.073	No Relationship	Accept	Not Significant

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents the correlation between the extent of social media use and the communication skills of the students. The result of the test reflected that casual use received an r-value of 0.018 and its p-value was 0.8622 while educational use got an r-value of 0.180 with a p-value of 0.0713. Since both were interpreted as no relationship and not significant, both were considered to accept the null hypothesis (Ho).

The p-values computed are above the 0.05 level of significance, which means there is no significant evidence of any relationships between students' casual and educational uses of social media and their Communication Skills. This therefore means that the more time is used or frequency of use on social media does not affect the students directly in terms of performance as measured by grades in English.

Although social media provides options for language exposure and communication, from the results obtained, it is identified that using such platforms

does not simply enhance the communication skills of students. This could be because, through social media, most students are likely to be entertaining themselves rather than gaining more academically. As Tus et al. (2021) argued, though social media may be useful as an additional aid in learning, its educational value entirely lies in intentional and guided use. Without engaging in systematic practice or academic goals, the student may fail to develop a deeper sense of language proficiency.

Overall, the results of the study revealed that neither casual nor educational uses of social media were effective in transforming the students' communication skills. This means that other variables such as learning at school, reading habits, and direct practices of the language contribute more effectively toward better performance in communication for students.

Problem 4. Which of the independent variables singly or in combination influences communication skills of the students?

Table 4

Regression Analysis Between Extent of Social Media Usage and the Communication Skills of Students

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
(Constant)	81.478	3.952		20.615	0.000
Casual	-0.565	1.000	-0.061	-0.565	0.574
Educational Use	1.896	1.006	0.204	1.885	0.062
	R=0.189	R ² =0.036	F=1.792	Sig.=0.172	

a. Dependent Variable: Communication Skills

b. Predictors: (Constant), Casual Use, Educational Use

Table 4 presents the regression analysis conducted to determine which of the independent variables—casual use and educational use of social media—significantly influence the students' communication skills.

The value of R computed is 0.018, which means that the relationship between social media usage and students' communication skills is very weak. The corresponding R^2 of 0.036 shows that only 3.6% of the variation in communication skills is explained by the independent variables. Besides, the whole F-value of 1.792 with a significance level of 0.172 means that the regression model cannot be statistically significant at the 0.05 level.

In this regard, the casual use of social media is also insignificantly related to students' communication skills, at $p = 0.574$, while social media use for educational purposes also reveals insignificance at $p = 0.062$. It implies that the use of social media is not directly related to students' communication ability. These findings are supported by the study conducted by Perez (2022) stating that high frequencies of social media usage do not support students in their communicational performance.

Therefore, the regression analysis indicates that the casual and educational use of social media does not directly impact students' communication skills. Hence, other factors beyond social media exposure can contribute more strongly to the development of communication skills.

IV. CONCLUSION

The study reached the following conclusions based on the findings:

1. The students used social media as a tool to support their academic activities and communication needs.
2. Social media platforms provided opportunities for social interaction as well as sharing of information, but it did not directly enhance students' communication skills.
3. Although social media provides minimal benefits for academic engagement, the efficiency of communication continues to rely on pedagogical structure and extensive language usage.
4. The overall effect of social media usage on communication skills is minimal, showing that proficiency in communication develops more from guided learning and actual practice than from frequent online activity.

V. RECOMMENDATIONS

Based on the study's findings and conclusions, the following recommendations were suggested:

1. Students may use social media with regulations to avoid becoming overly dependent on it for their academic and communication purposes.
2. It is recommended that teachers may guide their students in using social media responsibly and emphasizing its uses as a tool for learning and meaningful communication.

3. Social media should not be one of the main sources of learning and practice; thus, students should engage in reading, writing, and personal interactions to strengthen their communication skills.
4. Future researchers may investigate other factors that may influence communication skills, such as students' reading exposure, writing habits, and motivation, and include larger samples to validate and deepen the results of this study.

VI. REFERENCES

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