

# Social Media Usage of Learners and Parental Involvement in Relation to Academic Performance First

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*Abstract- This study titled “Social Media Usage of Learners and Parental Involvement in Relation to Academic Performance”, studied the level of social media usage and parental involvement of Grade 10 learners at one of the local public high schools in the Division of Negros Occidental and their relationship to academic performance in Mathematics for the school year 2024–2025. Using a descriptive-correlational research design, data were gathered from 206 students using two modified instruments: a 20-item questionnaire based on the Social Media Disorder Scale (SMD) by Van den Eijnden et al., and a 21-item tool aligned to the Family Involvement Questionnaire (FIQ) by Fantuzzo et al. Statistical analysis was performed using SPSS. Findings revealed high social media usage among learners, often interfering with responsibilities, and moderate to high parental involvement, particularly in academics and extra-curricular activities. Students generally had very satisfactory to outstanding performance in Mathematics. Social media usage did not vary significantly by sex or socio-economic status but was influenced by parental educational attainment. Parental involvement differed by socio-economic status, but not by sex or education. Furthermore, a significant negative relationship was found between social media usage and academic performance, while parental involvement showed no significant relationship. The study highlights the need for the schools to foster responsible digital habits, strengthen parent-school communication, and offer support for students from less privileged backgrounds to maintain and improve academic performance.*

## I. INTRODUCTION

This chapter discusses the background of the study together with the theoretical and conceptual frameworks that guide the research. It also presents the statement of the problem, significance of the study, scope and limitations, and the definition of key terms used in the study.

## Background of Study

In recent years, the Philippines, DataReportal (2024) reports that there are 86.75 million social media users in 2024, projected to reach 90.8 million in 2025. Filipinos spend an average of 3 hours and 34 minutes daily on platforms like Facebook, Messenger, and TikTok. The teachers at one of the local public high schools in the Division of Negros Occidental have noticed a growing challenge in the classroom, as many Grade 10 learners struggle to stay focused during mathematics lessons.

Students often come to class distracted, show less persistence in solving problems, and at times rely on online shortcuts instead of practicing essential skills. This situation is not unique to the school, but reflects a wider trend seen in many learning environments today. With the rapid rise of digital technology and social media, students are constantly exposed to online content that can easily divide their attention and shape their study habits.

Many learners are becoming used to quick answers and instant feedback, which may make it more difficult for them to stay engaged in tasks that require deeper thinking and sustained effort, such as mathematics. Given this widespread use, many Filipino learners are active social media users, making its influence on their behavior, habits, and academic performance an important area to explore in this study.

Research further strengthens these observations. Studies such as Sayin et al. (2020) and Jahan et al. (2020) have consistently shown that excessive social media use can lead to reduced attention spans, decreased study time, and poorer academic performance. Niculescu et al. (2021) highlighted the addictive nature of social media and its tendency to

distract learners, contributing to lower grades and incomplete academic tasks. Collectively, these findings demonstrate that excessive and entertainment driven social media use often hinders learners' ability to sustain focus and complete academic work.

While negative effects of social media on academic performance are well documented, the moderating role of parental involvement remains underexplored. Wang et al. (2022) found that parental monitoring and open communication can encourage responsible social media use and help mitigate its distractions. However, Singh et al. (2020) emphasized that parental involvement varies depending on cultural and socioeconomic factors, suggesting that its effects differ across contexts.

At one of the local public high schools in the Division of Negros Occidental, teachers similarly observe that many learners rely on their parents or guardians for academic guidance, though some parents have limited time or confidence to support mathematics learning. Studies affirm the importance of home support, Wang and Wei (2024) found that parental involvement strongly influences mathematics achievement, while Dong et al. (2021) explained that such involvement enhances learners' motivation, confidence, and emotional well-being.

Despite the growing literature, limited research examines the combined influence of social media usage and parental involvement on mathematics performance among Grade 10 learners, particularly in Philippine public schools. Addressing this gap, the present study investigates how these two factors interact and relate to students' academic performance in Mathematics at one of the local public high schools in Negros Occidental.

#### Theoretical Framework

This study was anchored on four major theories that explain the behavioral, emotional, and motivational dynamics surrounding social media usage, parental involvement, and learners' academic performance.

Uses and Gratifications Theory, developed by Katz, Blumler, and Gurevitch (1973), serves as the primary

framework for understanding students' social media usage. This theory suggests that individuals actively use media to satisfy specific needs such as entertainment, social connection, and information-seeking (Katz et al., 1973).

In the context of this study, learners may engage with social media to fulfill emotional or cognitive needs that are unmet in their immediate environment, particularly when parental involvement is limited. As such, gratification from online interactions can contribute to increased usage, potentially affecting academic focus and performance.

To further contextualize media use within a social framework, Vygotsky's Sociocultural Theory (1978) is employed as a complementary lens. This theory posits that cognitive development is strongly influenced by social interaction and cultural tools (Vygotsky, 1978).

Social media, as a modern cultural tool, becomes a platform where students construct knowledge, engage with peers, and develop identity. However, in the absence of active parental guidance, reliance on social platforms may shift from constructive interaction to excessive or unproductive use, affecting academic achievement.

Attachment Theory, introduced by John Bowlby (1958) and expanded by Mary Ainsworth, explains how the quality of parent-child relationships influences children's behavior and emotional development.

Learners with low parental involvement may seek emotional support and validation from their online social networks. This compensatory behavior can intensify social media usage, possibly leading to reduced academic engagement due to a shift in emotional reliance and focus (Bowlby, 1958; Ainsworth, 1969).

Self-Determination Theory (SDT), developed by Deci and Ryan (1985), addresses the motivational dimension of academic performance. According to SDT, students perform best when three basic psychological needs are met: autonomy, competence, and relatedness (Deci & Ryan, 1985).

Active parental involvement supports these needs by fostering a structured and supportive environment, promoting intrinsic motivation for learning. In contrast, minimal parental engagement can diminish learners' motivation, potentially lowering academic performance, especially if social media becomes the primary source of stimulation and relatedness.

Together, these theories provide a comprehensive understanding of how social media usage and parental involvement interact to influence learners' academic performance. By combining perspectives on media behavior, social interaction, emotional attachment, and motivation, this framework supports a multidimensional analysis of the variables in this study.

#### Conceptual Framework

The conceptual framework of the study is formulated to determine the social media usage of learners and parental involvement in relation to academic performance. The independent variables include profile of learners, the level of social media usage and the level of their parental involvement, while the dependent variable focused on the academic performance of Grade 10 learners.

The present study is anchored on the idea that learners' academic performance is influenced by their individual background characteristics, their level of social media usage, and the extent of parental involvement in their academic life. The conceptual framework (Figure 1) illustrates the relationships among these variables.

The profile of Grade 10 learners consisted of sex, socioeconomic status (SES), and parents' educational attainment. These factors are recognized in educational research as foundational factors that shape students' learning behavior, access to resources, and academic engagement. These profile variables provide context for understanding variations in students' social media usage, levels of parental support, and academic outcomes.

The two major variables that are assumed to influence academic performance in Mathematics of Grade 10 learners are social media usage and parental involvement.

Learners' social media usage is categorized into five levels, such as "Very High", "High", "Moderate", "Low" and "Very Low". This variable captures the intensity of students' engagement with social media platforms. High and excessive usage may contribute to distraction, decreased study time, and reduced focus, while moderate or low usage may indicate healthier technology habits that support learning.

Parental involvement is examined across three domains such as academic support, extra-curricular support and stakeholder involvement. Parental involvement is also categorized into as "Very High", "High", "Moderate", "Low" and "Very Low". This variable recognizes the crucial role of parents in shaping students' study habits, motivation, discipline, and attitudes toward learning.

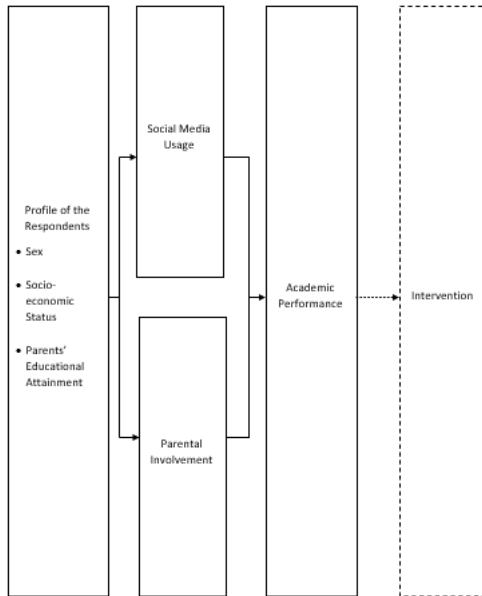
Both social media usage and parental involvement are influenced by learners' profile and, in turn, are assumed to affect academic performance.

The students' academic performance is classified based on descriptive ratings such as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory and Did Not Meet Expectations. These performance levels reflect the growing effect of learners' individual characteristics, their engagement with social media, and the support they receive from their parents.

Based on the findings derived from the dependent and independent variables, the study aimed to propose an intervention, such as a program, strategy, guideline, or policy recommendation. This intervention is designed to address issues observed in social media usage patterns, strengthen parental involvement, and ultimately help improve learners' academic performance in mathematics.

The diagram on the next page presents the schematic diagram of the study showing the relationship among the variables.

Figure 1. The Schematic Diagram of the Study.



#### Statement of the Problem

This study determined the social media usage of learners and parental involvement in relation to academic performance at one of the local public high schools in Division of Negros Occidental.

Specifically, this study sought answers to the following questions:

1. What is the profile of the Grade 10 learners when grouped according to:
  - a. sex;
  - b. socio-economic status; and
  - c. parents' educational attainment?
2. What is the level of social media usage of Grade 10 learners as a whole and when grouped according to profile?
3. What is the level of parental involvement of Grade 10 learners when taken as a whole and when grouped in terms of:
  - a. academic;
  - b. extra-curricular; and
  - c. stake holder?
4. What is the level of academic performance of Grade 10 learners?

5. Is there a significant difference on the social media usage when grouped according to profile?
6. Is there a significant difference on parental involvement when grouped by profile?
7. Is there a significant relationship between social media usage and academic performance?
8. Is there a significant relationship between parental involvement and academic performance?

#### Hypotheses Of the Study

Based on the problems presented, the following null hypotheses were tested:

1. There is no significant difference on the social media usage when grouped according to profile.
2. There is no significant difference on parental involvement when grouped by profile.
3. There is no significant relationship between social media usage and academic performance.
4. There is no significant relationship between parental involvement and academic performance.

#### Significance of the Study

This study is significant to the following individuals and groups:

Schools Division Superintendent. The findings of this study may enable the Schools Division Superintendent to develop comprehensive strategic plans addressing social media usage among learners, fostering initiatives that promote balanced digital engagement. By understanding the correlation between parental involvement and academic performance, the superintendent is better positioned to allocate resources effectively and enhance the overall educational framework within the district.

Education Program Supervisor in Mathematics. The results can provide the Education Program Supervisor in Mathematics with vital insights into how social media usage impacts students' mathematical performance and engagement. This understanding facilitates the design of targeted programs and interventions that encourage parental involvement, ultimately aiming to bolster students' performance in mathematics and foster a more supportive learning environment.

School Heads. The outcomes would empower school heads to implement policies and programs that mitigate the effects of social media usage on students. They can promote parental engagement strategies that enhance academic performance, ensuring that schools serve as integral hubs of support for learners and their families.

Teachers. The implications may help teachers recognize the signs of social media usage and its potential impact on learners' academic performance. By fostering a collaborative relationship with parents based on the study's findings, teachers create a more conducive learning environment that addresses the unique challenges posed by digital distractions.

Learners. This study may inform Grade 10 learners about the influence of social media on their academic lives. Learners gain insights into the importance of parental involvement, motivating them to seek support and develop healthier habits that balance social media use with academic responsibilities.

Parents. The study can provide parents with a clearer understanding of how their involvement directly supports their children's academic success and well-being. It encourages parents to engage actively in their children's learning, helping them guide balanced social media use and foster positive study habits at home.

Future Researchers. The study can contribute to the body of knowledge on social media usage, parental involvement, and academic performance, providing a basis for further research that expands on related topics such as digital literacy, mental health, and student motivation

#### Scope and Limitation of the Study

The study assessed the social media usage and parental involvement of Grade 10 learners in relation to their academic performance in one of the local public high schools in the Division of Negros Occidental for the school year 2024 - 2025.

The instrument used in the study were researchers-made which are composed of profile such as sex, socio-economic status, and parents' highest

educational attainment for the first part. The second part is a 20-item questions on social medial usage and the last part is for parental involvement in terms of academics, extra-curricular activities and stakeholder.

In addition, the academic performance of Grade 10 learners was based on the learners second quarter grades school year 2024-2025 using DepEd Order 8, s. 2015 or the school report card.

The study used a simple and random sampling technique using Yamane's Formula. The respondents of the study were the Grade 10 students who are currently enrolled in one of the local public high schools in the Division of Negros Occidental during the school year 2024-2025.

#### Definition of Terms

In this study, the following terms are defined both conceptually and operationally:

**Academic Performance.** Conceptually, it is defined in the context of formal education, focusing on the cumulative knowledge, skills, and competencies that students are expected to acquire throughout their schooling. It includes aspects such as curriculum content, instructional methods, and assessment practices that contribute to student learning outcomes (Brown & Foster, 2023; Yusuf, 2021).

**Operationally,** academic performance is measured using the 2nd quarter Mathematics grades of Grade 10 learners for the school year 2024-2025, following the DepEd Order No. 8, s. 2025, or the school report card.

**Extra-Curricular.** It is defined as activities that fall outside the normal curriculum and are designed to enhance students' personal growth, social skills, and overall development. These activities often include sports, clubs, arts, and community service, which are important for developing a well-rounded individual (Taylor & Green, 2024).

In this study, it is the students' participation in school programs outside of the standard curriculum, including sports, clubs, arts, and community service. Students will be asked to specify the activities they

participate in and the frequency of their parents' involvement.

**Parental Involvement.** It refers to the active engagement of parents in their child's education, including monitoring academic progress, assisting with homework, and participating in school activities. Active involvement is positively linked to academic outcomes and emotional well-being (Epstein, 2020; Johnson & White, 2022).

Parental involvement as applied in this study is categorized into three dimensions and measured through self-reports: Academic Involvement, if parents are assisting the learners with homework and academic monitoring; Extra-Curricular Involvement, refers to parent's participation in school programs and student activities; and Stakeholder Involvement, which refers to the parents' involvement in school governance and decision-making.

**Parents' Educational Attainment.** Refers to the highest level of formal education achieved by a parent or guardian. Higher educational levels are associated with increased academic success for children and influence learning environments and expectations (White et al., 2023; Davis-Kean, 2021).

In this study, it refers to the highest level of education completed by either parent or guardian of the Grade 10 learners, categorized into elementary, high school, vocational, college, or postgraduate based on survey responses.

Furthermore, the parental involvement will be defined as the degree to which parents engage in their children's education through various activities, which will be measured by self-reported frequency of involvement in specific activities such as attending school meetings, helping with homework, and discussing school activities with their children.

**Sex.** Conceptually, sex is not only a binary classification but also a spectrum that acknowledges intersex variations and biological complexity. It generally refers to the biological and physiological characteristics that define individuals as male or female (Smith & Johnson, 2022; World Health Organization, 2021).

As used in this study, it is the biological classification of the learner as male or female.

**Social Media Usage.** It is behavioral pattern often driven by a psychological need for connection, validation, and entertainment. Excessive and compulsive use of platforms such as Facebook, TikTok, and YouTube can interfere with academic responsibilities and emotional well-being (Andreassen et al., 2020; Smith&Doe, 2024).

Operationally, social media usage refers to the learners' frequency, duration, and purpose of engagement with social networking platforms. It is assessed based on self-reported data, including usage patterns, perceived interference with academics, and emotional responses such as anxiety or stress.

**Socio-Economic Status (SES).** It is defined as a multidimensional construct that reflects a family's or individual's social and economic position based on income, education, and occupation. It is closely tied to access to resources, health outcomes, and academic opportunity (American Psychological Association, 2020; Bradley & Corwyn, 2022; Davis, 2024).

As applied in this study, SES refers to the learners' family background, determined through their responses on household income, parents' highest education level, and employment status.

**Stakeholder.** It is defined as any individual or group with an interest or investment in the educational process, including students, parents, teachers, school administrators, and community members. Stakeholders play critical roles in shaping educational policies and practices through their contributions, feedback, and advocacy.

As used in this study, the term means as individuals who have an interest in student education and well-being, specifically including students, parents, teachers, and school administrators who are involved with the public high school where the study was conducted.

## II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of literature and several studies from both foreign and local sources which were taken from periodicals and journals, books, papers, thesis and dissertations as well as accessed from websites. The concepts and information derived from the review provided insights to the researcher which helped support the understanding and completion of the study.

### Social Media Usage

Social media usage has become a common part of everyday life, especially among young people. A review by Jungselius (2024) explains that social media is widely used for communication, sharing ideas, and entertainment, making it an important tool for social interaction. Many users spend a significant amount of time online, which shows how deeply social media is integrated into daily routines.

According to a report by the Pew Research Center (2024), most teenagers use platforms such as YouTube, TikTok, and Instagram, and some even report being online almost constantly. This high level of usage highlights the strong influence of social media in modern society.

It has become an integral part of students' everyday lives, influencing how they communicate, learn, and allocate time for schoolwork. DataReportal (2024) reported that approximately 86.75 million Filipinos are active social media users, spending an average of 3 hours and 34 minutes per day on these platforms. Such widespread use suggests that social media is firmly integrated into students' daily routines, which may limit the time they dedicate to academic activities.

Research consistently shows that excessive social media use can negatively affect academic performance. Jahan, Arafat, Khandoker, and Griffiths (2020) found that high social media use among high school students was associated with lower academic achievement due to distractions and reduced study time.

Niculescu, Xu, Hampton, and Moreno (2021) highlighted that social media addiction contributes to academic procrastination, which in turn negatively affects performance. Similarly, Sayin, Karatas, and Gök (2020) demonstrated that students who spend excessive time on social media tend to postpone academic tasks, leading to lower overall achievement.

These studies collectively suggest that social media can displace time necessary for effective learning, especially in subjects like mathematics. Recent studies also show that social media usage can affect people's behavior and emotional well-being. A study by Azem et al. (2023) found that excessive use of social media is linked to mental health concerns such as stress and depression among adolescents. Similarly, Piccerillo and Digennaro (2024) explain that social media can influence emotional intelligence, including how individuals understand and manage their emotions.

Moreover, the growing use of social media has raised concerns about problematic or excessive usage. Pazdur et al. (2025) found that too much social media use can negatively affect mental health and overall well-being. In addition, global studies show that social media usage has increased over time, especially after the COVID-19 pandemic, making it more important to study its long-term effects.

Research also indicates that people spend several hours daily on social media, which may lead to unhealthy habits if not managed well. These findings highlight the need for awareness and proper guidance in using social media. While social media can help people stay connected, it can also create pressure and negative feelings if not used properly suggesting that balanced and responsible use is important. Social media usage has both positive and negative effects on users. Overall, understanding social media usage is important to promote healthier digital habits.

### Social Media Usage and Sex

Studies indicate that social media usage patterns may differ between male and female students. While boys tend to use social media more for entertainment or gaming, girls often use it for social interaction, which

requires emotional engagement and may increase distraction (Niculescu et al., 2021).

Recent findings suggest that although both sexes are equally exposed to social media, girls may experience greater interference with their schoolwork due to the emotionally interactive nature of their online activity (Jahan et al., 2020). According to Auxier and Anderson (2021), female adolescents tend to spend more time on visually oriented platforms like Facebook, TikTok, and Instagram, while males are more active on gaming or video-sharing platforms.

These differences in platform preference can shape how students interact with academic content or distractions. Al-Qaysi et al. (2020) also highlight that females often use social media for social connection, whereas males lean toward entertainment or gaming. Understanding these variations helps explain why the academic impact of social media may differ between male and female learners.

Studies show that social media has become a major part of daily life, especially among young people, and its use continues to grow worldwide. A review by Jungselius (2024) explains that many adolescents use social media for communication, entertainment, and self-expression, making it an important part of their social development. At the same time, research highlights that patterns of social media use differ between males and females.

For example, girls are more likely to use platforms like Instagram and TikTok, while boys tend to spend more time on gaming and video-based platforms. These differences suggest that sex plays a role in how individuals interact with online spaces. Several studies have also found that social media usage can influence attitudes, emotions, and behaviors differently depending on sex.

A study by Twenge and Martin (2020) found that girls often experience stronger negative effects on mental health, such as lower well-being, compared to boys when using digital media heavily. Similarly, recent research by Aran-Ramspott et al. (2024) shows that gender influences how young people communicate and express themselves online, with

differences in emotional expression and interaction styles.

In addition, Sampasa-Kanyinga et al. (2020) found that social media use can affect sleep and health outcomes, and these effects may vary between males and females. These findings suggest that sex is an important factor when studying the impact of social media.

Moreover, social media has been linked to sexual behaviors and attitudes among adolescents. A study conducted by Gyane et al. (2025) found that increased social media use is associated with higher exposure to sexual content, which may influence adolescents' sexual behavior.

Another study by Delgado-Ron et al. (2025) reported that social media can affect body image and may contribute to unhealthy behaviors such as disordered eating, especially among girls and sexual minority groups. These results show that social media does not only affect communication but also plays a role in shaping sexual attitudes and behaviors. Therefore, understanding the relationship between social media usage and sex is important for promoting healthy development among young people.

#### Social Media Usage and Socio-Economic Status (SES)

Social media usage has become closely connected to socioeconomic status (SES), which refers to a person's level of income, education, and social position. Socioeconomic status (SES) significantly influences learners' access and use social media. DataReportal (2024) notes that most Filipino students, regardless of SES, now have access to smartphones and internet connectivity.

However, excessive use of social media can affect students from all socio-economic groups. Jahan et al. (2020) found that students from higher socio-economic status backgrounds may have more devices and uninterrupted internet, which can facilitate both learning and distraction. Meanwhile, Niculescu et al. (2021) observed that students from lower socio-economic status backgrounds may still engage extensively in social media, but without additional learning resources, their academic performance may

be further impacted. According to Hargittai et al. (2020), students from higher SES households typically have better internet access, more devices, and greater digital literacy, leading to more productive or academically aligned social media use.

Conversely, lower-income learners may rely heavily on mobile data and cheaper devices, which sometimes limits access to educational resources but increases exposure to entertainment-driven content. van Deursen (2020) notes that SES-related digital gaps often translate into differences in learning outcomes.

These disparities suggest that social media's academic effects are shaped not only by usage time but also by economic access and quality of use. Studies show that SES can influence how often and how people use social media. For example, Mannikko et al. (2020) found that adolescents from different socioeconomic backgrounds show differences in screen time and digital media use.

This suggests that access to resources such as devices and internet connection can affect social media engagement. In many cases, young people from higher SES families have better access to technology, while those from lower SES may have limited access but still spend significant time online.

Research also shows that SES is related to how social media affects behavior and well-being. A study by Zhong et al. (2021) found that lower socioeconomic status is linked to a higher risk of social media addiction among adolescents.

This may be because some individuals use social media as a way to cope with stress or limited opportunities. In addition, recent research by Ackermans et al. (2025) highlights that SES can influence how social media use relates to mental health, especially in terms of depressive symptoms. These findings show that the effects of social media are not the same for everyone and can depend on a person's background.

Moreover, socioeconomic inequalities continue to shape how social media is experienced by young people. These differences highlight the importance of

considering SES when studying social media usage. Overall, understanding the relationship between social media usage and socioeconomic status is important in promoting balanced and healthy use among different groups of users.

#### Social Media Usage and Parents' Educational Attainment

Social media usage among adolescents is often influenced by family background, including parents' educational attainment. Studies show that parents with higher levels of education are more likely to guide and monitor their children's use of digital technology. For example, Lou et al. (2024) found that family socio-demographic factors, including parental education, are linked to adolescents' digital literacy and how they use social media.

This means that children of more educated parents may have better understanding of online behavior and responsible use. In addition, parental knowledge and awareness can shape how children interact with social media platforms. Parents' educational attainment also shapes students' social media habits and academic outcomes. According to Cui et al. (2021), parents with higher educational backgrounds tend to set clearer guidelines for technology use, encourage academic engagement online, and monitor digital behavior more consistently.

In contrast, parents with lower educational attainment may struggle to manage or guide their children's online activities due to limited digital literacy or competing priorities. Parental understanding of the risks of excessive social media use is influenced by their educational attainment. Higher-educated parents are more likely to guide their children in developing responsible digital habits and time management strategies (Dong, Cao, & Li, 2021).

This guidance can mitigate the negative effects of social media on academic performance, particularly in demanding subjects such as mathematics (Karakaya & Altınsoy, 2023). Studies by Kim & Lee (2021) show that when parents understand the academic opportunities and risks of social media, learners are more likely to balance entertainment with school-related tasks.

Research also highlights the important role of parental involvement in shaping social media usage. Hernandez et al. (2024) explain that parental monitoring and communication affect how adolescents use social technology and how they manage online risks.

Parents with higher educational attainment are often more confident in setting rules and guiding their children's online activities. Similarly, Mekonen et al. (2024) found that parental mediation plays a key role in reducing the negative effects of social media use among adolescents. These findings suggest that parents' education can influence not only access but also the quality of social media use.

Moreover, parental educational attainment is connected to broader outcomes related to social media use. Morales-Álvarez et al. (2025) found that parental practices influence adolescents' digital citizenship, including responsible and respectful behavior online. Educated parents may provide better guidance, helping children develop positive online habits.

In addition, Gordon and Ohannessian (2023) noted that family communication patterns can affect how social media use relates to academic achievement. Overall, these studies show that parents' educational attainment plays an important role in shaping adolescents' social media experiences and outcomes.

#### Parental Involvement

Parental involvement plays an important role in a child's learning and development. It refers to the participation of parents in their children's education both at home and in school. A review by Sivabalan et al. (2024) explains that parental involvement includes activities such as helping with homework, attending school events, and supporting learning at home.

These actions help improve students' academic performance and overall development. When parents are actively involved, children are more likely to feel motivated and supported in their studies. Parental involvement is widely recognized as a key factor in students' academic success. Wang and Wei (2024) conducted a meta-analysis showing that parental

involvement significantly improves mathematics achievement.

This support includes helping with homework, providing learning resources, and offering encouragement and guidance. Dong et al. (2021) also noted that parental involvement enhances both academic and emotional development, which increases students' motivation and engagement in schoolwork. Several studies have shown that parental involvement has a positive effect on students' academic achievement.

Hernawati et al. (2025) found that different forms of parental involvement, such as academic support and school participation, greatly influence students' success in school. In addition, Park and Kim (2023) reported that parental involvement is directly linked to better academic performance among adolescents. This is because involved parents help improve students' behavior, discipline, and engagement in school activities. These findings show that students perform better when parents take an active role in their education.

Moreover, parental involvement also affects students' behavior and attitudes toward learning. Espina et al. (2024) found that parental presence and guidance can improve student behavior and academic outcomes. Similarly, Adaro (2025) emphasized that parental strategies, such as monitoring and encouragement, support students' academic growth. When parents show interest in their children's education, it helps build confidence and responsibility. Overall, parental involvement is a key factor in helping students succeed in school and develop positive learning habits.

#### Parental Involvement and Sex

Parental involvement is an important factor in children's development, and research shows that it can differ based on sex. Studies explain that parents may interact differently with boys and girls due to social expectations and beliefs. For example, García-Mendoza et al. (2022) found that there is gender differences in how young people perceive parental involvement and control, with some variations in how parents' guide sons and daughters.

These differences may influence how children respond to parental support and discipline. As a result, sex becomes an important factor when studying parental involvement. Parental involvement may manifest differently depending on a child's sex, though recent research suggests effective strategies are generally applicable across genders.

Wang, Liu, and Zhao (2022) found that parental monitoring of social media and academic activities benefits both male and female adolescents equally, highlighting that both sexes can equally gain from structured support and guidance. Similarly, Francisco, Santos, and Reyes (2024) reported that parental engagement positively influenced math performance for all students, regardless of sex.

Recent research also shows that parental involvement can affect academic outcomes differently for males and females. Tao et al. (2025) found that parental support has varying effects on students' confidence in learning, especially in subjects like science and mathematics. In some cases, boys may receive more encouragement in certain subjects, while girls may receive more support in others.

In addition, ALMamari (2026) highlights that both gender and family background work together in shaping students' academic achievement. These findings suggest that parental involvement is not the same for all children and can be influenced by gender roles.

Moreover, parental expectations and attitudes can also differ based on the sex of the child. Studies show that parents may have different beliefs about the abilities of boys and girls, which can affect how they provide support. For example, research discussed in recent literature indicates that gender stereotypes at home can influence children's academic development and motivation.

This may lead to unequal opportunities or encouragement between males and females. Overall, understanding parental involvement in relation to sex is important to ensure fair and supportive learning environments for all children.

#### Parental Involvement and Socio-Economic Status (SES)

Parental involvement is closely linked to socioeconomic status (SES), which includes a family's income, education, and social background. Studies show that parents from different SES levels have different ways of supporting their children's education. For example, research by Mas'ud et al. (2024) found that families with higher SES are more likely to be actively involved in school-related activities compared to lower SES families.

This is often because they have more resources, time, and knowledge to support their children. As a result, SES plays an important role in shaping the level and type of parental involvement. Family income and Socio-Economic Status can affect the type and extent of parental involvement. Singh, Gupta, and Kaur (2020) observed that parents with higher socio-economic status were more likely to provide learning materials, attend school meetings, and monitor their children's progress.

Lower socio-economic status parents may face time and resource constraints, potentially limiting their capacity to engage fully in their child's education. Nevertheless, parental involvement remains beneficial across socio-economic status levels when implemented effectively (Wang & Wei, 2024). Recent studies also show that parental involvement can explain differences in students' academic and personal development across SES groups.

A study published in 2024 found that family involvement helps improve students' social and emotional development, especially when supported by strong school engagement. In addition, Chen et al. (2024) reported that socioeconomic status affects students' academic achievement through parental involvement and student engagement.

This means that children from higher SES families may benefit more because their parents are more involved in their learning. However, even in lower SES families, strong parental support can still positively influence children's outcomes.

Moreover, research highlights that the effects of parental involvement may vary depending on

socioeconomic conditions. A study by Li et al. (2024) found that parental involvement has a stronger impact on children from low-SES families, especially in improving cognitive and social development.

Another study also shows that parental involvement and engagement are often unevenly distributed across socioeconomic groups, with disadvantaged families facing more challenges in participating in school activities. These findings suggest that while SES can influence parental involvement, support and guidance can help reduce these differences. Overall, understanding the relationship between parental involvement and SES is important in promoting equal educational opportunities for all students.

#### Parental Involvement and Parents' Educational Attainment

Parental involvement is strongly connected to parents' educational attainment, which refers to the highest level of education completed by parents. Studies show that parents with higher educational attainment are more likely to be actively involved in their children's education. For example, Xu and Fu (2024) found that parental educational attainment plays an important role in shaping adolescents' educational development and learning outcomes.

This is because educated parents often have better knowledge and skills to support their children's learning. As a result, they are more confident in guiding schoolwork and encouraging academic success. Parents' educational attainment plays a major role in their ability to support learning. Higher-educated parents are better equipped to assist with homework, understand curriculum requirements, and model positive learning behaviors (Dong et al., 2021).

These parents are more likely to create an academic environment at home that fosters consistent practice and skill development in subjects such as mathematics (Wang & Wei, 2024). Research also shows that parental involvement and educational attainment work together to influence children's academic performance. Kantova (2024) explains that parental involvement, such as helping with homework and monitoring school progress, improves children's chances of completing their education.

Parents with higher education are more likely to engage in these activities because they understand the value of education. In addition, studies highlight that educated parents can create a more supportive learning environment at home. This support helps children develop better study habits and positive attitudes toward learning.

Moreover, parental educational attainment can affect the type and quality of involvement parents provide. A study by Desengaño and Bautista (2025) found that parents' level of education influences how they communicate, support, and participate in school-related activities. Similarly, recent research shows that both financial resources and parental education contribute to children's academic success, but education often has a stronger influence on guidance and decision-making at home.

These findings suggest that parental involvement is not only about presence but also about the knowledge and skills parents can offer. Overall, parents' educational attainment plays a key role in shaping effective parental involvement and improving children's educational outcomes.

#### Academic Performance in Mathematics of Learners

Academic performance in mathematics is an important area of study because it reflects learners' understanding of numerical and problem-solving skills. Mathematics is considered a key subject that supports learning in many other fields and real-life situations. A study by Gundaya (2023) explains that many learners experience difficulty in mathematics due to different learning barriers and challenges.

These challenges may include lack of understanding of concepts, low interest, and poor study habits. Because of this, improving students' performance in mathematics remains a priority in education. Mathematics is a challenging subject that requires strong problem-solving skills and consistent practice.

Several factors, including student motivation, teacher quality, home support, and distractions such as social media, influence performance. Berger et al. (2020) highlighted that students' attitudes toward mathematics impact achievement, emphasizing the

importance of supportive interventions. Excessive social media use, compounded by insufficient parental support, can hinder engagement and reduce time allocated for mathematics practice (Jahan et al., 2020; Niculescu et al., 2021).

Several studies have identified different factors that affect learners' academic performance in mathematics. Apus and Quirap (2024) found that attitudes, self-efficacy, and parental influence are important factors that can affect how well students perform in mathematics. In addition, Barrera (2024) reported that teacher support, instructional competence, and student engagement also play a significant role in improving mathematics performance.

These findings suggest that both personal and environmental factors influence learning outcomes. When students are motivated and supported, they are more likely to succeed in mathematics.

Moreover, recent research shows that learning environment and access to resources also affect mathematics performance. Dalauta et al. (2024) found that factors such as classroom environment, family support, and instructional materials are strongly related to students' academic performance.

Similarly, Madrilejos (2024) emphasized that online learning factors such as access to technology and self-directed learning influence students' achievement in mathematics. These results show that modern learning conditions continue to shape students' performance. Overall, understanding the different factors affecting academic performance in mathematics can help improve teaching strategies and student outcomes.

#### Social Media Usage and Academic Performance in Mathematics

Social media usage has become a common part of students' daily lives, and it plays a role in their academic performance in mathematics. Many learners use social media for communication, entertainment, and sometimes for learning purposes. A study by Saputra et al. (2024) found that social media usage has a significant relationship with students' mathematics learning achievement.

This means that how students use social media can influence how well they perform in mathematics. When used properly, social media can help students access educational content and improve their understanding of mathematical concepts.

The negative impact of social media on mathematics achievement is well documented. Students who spend significant time on social media tend to have less time and focus for mathematics study, resulting in lower performance (Jahan et al., 2020; Saputra et al., 2024). Niculescu et al. (2021) further highlighted that social media addiction increases procrastination, thereby exacerbating academic difficulties in mathematics.

The vast majority of teens are highly engaged with the internet and social media, with many spending nearly nine hours online daily and using multiple devices (Vogels et al., 2022; Johnson & Basuray, 2022). While social media offers benefits such as networking and business opportunities its use can distract students, reduce study time, and negatively affect academic performance, including GPA and test scores.

This underscores the importance of investigating social media usage, multitasking, and time management as factors influencing students' academic outcomes and overall educational development (Tadese et al., 2022). The relationship between social media usage and mathematics performance remains complex.

According to Mohd Jaffari et al. (2024), moderate and academically oriented social media engagement can support learning, but excessive or entertainment-driven use is associated with lower achievement. Mathematics requires concentration, practice, and problem-solving skills that are disrupted when students multitask or frequently check their phones. Alshawabkeh et al. (2022) also emphasize that high social media usage negatively correlates with math performance due to reduced study time and cognitive overload.

However, when used responsibly, such as accessing tutorials or math communities, social media can supplement learning. The key factor is intentional

and balanced usage. In addition, several studies show that excessive use of social media may negatively affect academic performance. Razali et al. (2024) found that too much time spent on social media, especially when it leads to addiction, can lower students' academic performance.

Similarly, research shows that spending more time on social media can reduce students' chances of achieving good academic results because it takes away time from studying. In addition, social media use is linked to academic procrastination, where students delay their school tasks, which can lead to lower performance in subjects like mathematics. These findings highlight that unbalanced use of social media can negatively affect students' learning.

On the other hand, social media can also support learning when used for academic purposes. Beñalet et al. (2023) found that social media usage, along with motivation, can influence students' academic performance in a positive way. Some platforms allow students to share ideas, watch tutorials, and collaborate with classmates, which can improve their understanding of mathematics. Furthermore, studies suggest that social media can increase student engagement when integrated into learning activities.

These findings show that social media is not always harmful, but its impact depends on how it is used. Overall, balanced and purposeful use of social media can help improve academic performance in mathematics.

#### Parental Involvement and Academic Performance in Mathematics

Parental involvement is an important factor that influences learners' academic performance in Mathematics. It refers to the participation of parents in supporting their children's learning at home and in school. Recent studies show that when parents are involved in their children's education, students tend to perform better in Mathematics.

According to Wang and Wei (2024), parental involvement has a positive and significant effect on students' math performance because it improves learning support and motivation. This means that children who receive guidance and encouragement

from their parents are more likely to understand mathematical concepts. In addition, parental involvement helps students feel more confident in solving math problems.

It also strengthens the relationship between home and school learning. When parents show interest in school activities, children become more responsible in their studies, thus, parental support plays a key role in building students' interest in Mathematics. Parental involvement enhances students' mathematics performance by providing guidance, motivation, and a supportive learning environment (Wang & Wei, 2024; Francisco et al., 2024).

Actively engaged parents help students develop effective study habits, increase confidence in problem-solving, and counterbalance potential distractions from social media (Wang, Liu, & Zhao, 2022). This confirms that parental support is a crucial factor in academic success, particularly in mathematics.

Research consistently shows that parental involvement is one of the strongest predictors of mathematics achievement. Wang & Wei (2024) that supportive parent behaviors, such as monitoring progress, providing encouragement, and creating a learning-friendly home environment significantly improve math outcomes.

Dong et al. (2021) also found that parental involvement enhances math performance by boosting students' confidence, motivation, and emotional well-being. When parents show interest in their child's learning, learners develop stronger study habits and greater self-efficacy. Effective parental involvement balance's structure, support, and autonomy, allowing learners to develop confidence in mathematics.

Moreover, research shows that different types of parental involvement can influence mathematics achievement in various ways. Studies explain that helping with homework, communicating with teachers, and providing learning materials can improve students' understanding of Mathematics. Parental expectations also encourage students to work harder and stay focused on their lessons.

A study by Tao et al. (2025) found that parental involvement is linked to students' self-efficacy, which affects their performance in STEM subjects, including Mathematics. This means that when parents believe in their children's abilities, students also develop confidence in their math skills. In addition, students who receive support at home are more likely to develop positive attitudes toward learning Mathematics.

These findings suggest that parental involvement is not only about supervision but also about emotional and academic support. It helps students stay motivated and perform better in school.

Furthermore, the level and quality of parental involvement can directly affect learners' achievement in Mathematics. A study by Camillo and Balandra (2022) found that parental involvement is significantly related to students' engagement and mathematics performance. This shows that active parental participation leads to better student outcomes.

In addition, students whose parents are more engaged in their learning tend to show higher academic achievement and better problem-solving skills. Another study emphasized that parents who provide consistent support and encouragement help their children overcome difficulties in Mathematics.

Overall, parental involvement creates a strong foundation for students' success in Mathematics. It improves both academic performance and learning behavior. Therefore, strengthening parental involvement is essential in helping learners achieve better results in Mathematics.

### III. RESEARCH METHODOLOGY

This chapter discusses the research design used, the subject and respondents of the study, population and sample size, sampling technique, data gathering instrument, validity and reliability of the research instrument, data gathering procedure and data analyses.

#### Research Design

The descriptive-correlational type of research design used in this study in describing the social media usage, parental involvement and academic performance of Grade 10 learners. The correlational part focused on the relationship between the social media usage of learners and their parental involvement and academic performance.

#### Subject and Respondents of the Study

The subject and respondents of this study were the Grade 10 learners in one of the local public high schools in Division of Negros Occidental for the school year 2024-2025.

#### Population and Sample Size

Out of the 424 population of Grade 10 Learners, a sample size of 206 is computed using the Yamane's Formula to determine the actual number of respondents. The formula used is reflected as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size

N = population

e = margin of error

The margin of error was set at 5 percent level of significance.

$$n = \frac{424}{1 + 424(0.05)^2}$$

$$n = \frac{424}{1 + 424(0.0025)}$$

$$n = \frac{424}{2.06}$$

$$n = 205.83$$

$$n \approx 206$$

#### Sampling Technique

The Stratified Random Sampling technique was used to determine the number of Grade 10 learners per section. Then, simple random sampling technique, through the lottery method was employed so that all

learners in each section were given equal chance to be chosen as respondent of the study.

The distribution of Grade 10 learners by section and sample size is shown on the next page using Stratified Random Sampling Technique given the formula:

$$n_i = \frac{N_i (n_t)}{N}$$

Where:

- ni = sample size per school
- Ni = population per school
- N = total population
- nt = total sample size

Table 1. Distribution of Respondents by Section.

Grade 10 Section	N	n
A	38	19
B	47	23
C	40	19
D	37	18
E	40	19
F	38	19
G	39	19
H	40	19
I	38	19
J	36	17
K	31	15
Total	424	206

#### Data Gathering Instrument

The study utilized a researcher-made questionnaire as the primary instrument. The first section gathered the demographic information, including sex, socio-economic status, and parents' highest educational attainment of the respondents. The second section were consisted of 20 questions assessing social media usage, using a Likert scale where 5 represents "strongly agree," 4 "agree," 3 "neither agree nor disagree," 2 "disagree," and 1 "strongly disagree."

The third section were consisted of 21-item tool evaluated parental involvement in academics,

extracurricular activities, and stakeholder engagement, with a scale of 5 for "very high," 4 for "high," 3 for "moderate," 2 for "low," and 1 for "very low."

In addition, academic performance of Grade 10 learners was based on the grades during the second grading period of school year 2024-2025 using DepEd Order 8, s. 2015 or the school report card.

#### Validity and Reliability of the Research Instrument

The research instrument used in this study was a researcher-made questionnaire. Hence, establishing its validity was essential to ensure it accurately measured the intended variables. The instrument was evaluated by three jurors who were experts in their respective fields of specialization. The validation process followed the criteria set by Good and Scates, which include clarity, relevance, adequacy, and alignment with the research objectives (Appendix C).

Each item was rated using a five-point Likert scale, and the overall mean validity score was 4.519, which falls under the "Very Valid" category. This indicates that the items were highly appropriate, clear, and relevant according to expert judgment.

Based on the suggestions provided by the validators, there were parts of the instrument that were rephrased to improve clarity, precision, and consistency with the study's objectives. These revisions helped ensure that the final version of the instrument was well-constructed and suitable for collecting accurate and reliable data for the research.

Reliability refers to the consistency and accuracy of a measurement instrument. For this study, the reliability testing was conducted among 40 Grade 8 students from one of the local public high schools in the Division of Negros Occidental, who were not included in the actual respondents of the main study. A reliability coefficient below 0.60 is generally considered poor, around 0.70 is acceptable, and above 0.80 is regarded as good.

The social media usage questionnaire yielded a Cronbach's alpha of 0.77 (Appendix D), while the parental involvement questionnaire obtained a value of 0.92 (Appendix F). These results indicate that both

instruments demonstrate acceptable to excellent internal consistency and are therefore considered reliable for the purposes of this research.

**Data Gathering Procedures**

The researcher requested permission through approval letters from the Schools Division Superintendent (SDS) (Appendix A.1) and the school head (Appendix A.2) of one of the local public high schools in the Division of Negros Occidental.

Once permission was granted, the researcher reproduced the questionnaires (Appendix B) and ensured a 1:1 ratio of questionnaires to respondents. The researcher personally administered the questionnaires to the respondents, with the assistance of their respective section advisers, to ensure 100% retrieval of the instruments. The data gathered were subjected to data analysis to address the specific statements of the problem.

**Data Analyses**

Scale	Adjectival Value	Mean Score Range	Interpretation
5	Strongly Agree	4.21-5.00	Very High
4	Agree	3.41-4.20	High
3	Neither Agree nor Disagree	2.61-3.40	Moderate
2	Disagree	1.81-2.60	Low
1	Strongly Disagree	1.00-1.80	Very Low

To answer statement of the problem 3 which states, what is the level of parental involvement, mean was used.

To interpret the result, the interpretation guide was presented below.

Scale	Mean Score Range	Interpretation
5	4.21-5.00	Very High

After the data collection, the data were tallied, tabulated, and analyzed using the appropriate statistical tools.

To answer the statement of the problem 1 which states, what is the profile of Grade 10 learners in terms of sex, socio-economic status and parents' educational attainment, frequency and percentage count distribution were used.

To answer statement of the problem 2 which states, what is the level of social media usage of Grade 10 learners, mean was used.

The formula for Mean is presented below:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$  = mean

n= sample size

The mean scores in problem number 2 were interpreted as follows:

Mean Score Range	Interpretation	Verbal Description
4.21-5.00	Very High	Extremely dependent on social media, prioritizing it over responsibilities and experiencing distress when unable to access it.
3.41-4.20	High	Spends excessive time on social media, sometimes neglecting duties, with frequent urges to check accounts.
2.61-3.40	Moderate	Uses social media regularly but maintains balance, occasionally spending more time than intended.
1.81-2.60	Low	Uses social media occasionally with little impact on daily life and no strong urge to stay connected
1.00-1.80	Very Low	Rarely uses social media, with no dependence or need for regular engagement.

4	3.41-4.20	High
3	2.61-3.40	Moderate
2	1.81-2.60	Low
1	1.00-1.80	Very Low

To answer statement of the problem 4 which states, what is the level of academic performance of Grade 10 learners, mean was used aligned to DepEd Order 8, s. 2015.

Range	Interpretation
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Poor
Below 75	Did not meet expectation

To answer statement of the problem 5 which states, is there a significant difference on the social media usage when grouped according to profile, the Mann-Whitney (U) and Kruskal Wallis (H) or H-test were used.

The formula for Mann -Whitney (U) is presented below:

$$U = R_1 - \frac{n_1(n_1 + 1)}{2}$$

$$U = R_2 - \frac{n_2(n_2 + 1)}{2}$$

Where:

n1 and n2 = sample sizes of the two groups

R1 = sum of ranks for groups 1; or

R2 = sum of ranks for groups 2; and

The formula for Kruskal Wallis (H) or H-test is presented below:

$$H = \frac{12}{N(N + 1)} \sum_{i=1}^k \frac{R_i^2}{n_i} - 3(N + 1)$$

Where:

N= total number of observations across all groups

k = number of groups

Ri= the sum of the ranks for the i-th group

n1= the number of observations in the i-th group

To answer statement of the problem 6 which states, is there a significant difference on parental involvement when grouped by profile, the Mann-Whitney (U) and Kruskal Wallis (H) or H-test were used.

To answer statement of the problem 7 which states, is there a significant relationship on social media usage and academic performance, the Gamma Coefficient was used.

The formula for Gamma Coefficient is presented below:

$$G = \frac{N_a - N_i}{N_a + N_i}$$

Where:

G= Gamma Coefficient

Na= Number of agreements

Ni= Number of inversions

To answer statement of the problem 7 which states, is there a significant relationship on parental involvement and academic performance, the Gamma Coefficient was used.

#### IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and interpretation of data gathered in this research study. The results are presented in the tables to emphasize the significant meaning of each problem.

##### Profile of the Grade 10 Learners

The table below reveals the profile of 206 Grade 10 students in one of the local public high schools in Division of Negros Occidental for the school year 2024-2025, as respondents of the study.

Table 2. Frequency and Percent Distribution of Respondents According to Profile.

Profile	Category	f	%
Sex	Male	76	36.90
	Female	130	63.10
	Total	206	100.00
Socio-Economic Status	Rich (At least P182,000 and above)	1	0.5
	High (P109,200 to P182,000)	8	3.9
	Upper Middle (P63,700 -P 109,200)	4	1.9
	Middle (P36,400 - P63,700)	34	16.5
	Lower Middle (P18,200-	45	21.8

	P36,400)		
	Low (P9,100 - P18, 200)	56	27.2
	Poor (Less than 9,100)	58	28.2
	Total	206	100.0
Parent's Educational Attainment	Elementary Graduate	9	4.4
	High School Graduate	120	58.3
	College Graduate	65	31.6
	Post-graduate (Masters, Doctorate, or equivalent)	12	5.8
	Total	206	100.00

Table 2 shows that out of 206 respondents, 130 (63.10%) are female and 76 (36.90%) are male, indicating a female-majority sample. Most respondents come from low to lower-middle income households, with the largest groups classified as "Poor" (28.2%) and "Low" (27.2%).

In terms of parental education, the majority are high school graduates (58.3%), with fewer holding college (31.6%) or postgraduate degrees (5.8%). These demographic characteristics suggest potential challenges in academic performance, access to educational resources, and patterns of social media usage.

Recent studies indicate that lower socioeconomic status can limit access to learning materials, technology, and supportive home environments, which may affect academic engagement and achievement (Owusu, 2024; PubMed, 2020).

Likewise, parental educational attainment influences the degree of home-based academic support, with higher education levels generally linked to greater involvement in children's learning (PubMed, 2020; MDPI, 2024). Despite these limitations, research emphasizes that active parental involvement can mitigate disadvantages associated with low SES, promoting both academic success and socio-emotional well-being (Springer, 2024).

Therefore, the demographic profile of the respondents predominately female, from lower-income households, and with modestly educated parents provides important context for interpreting findings on social media usage, parental involvement, and academic performance.

#### Level of Social Media Usage of Grade 10 Learners

The table below presents the level of social media usage among Grade 10 learners, showing the distribution of respondents according to their degree of engagement with social media and the overall level of usage.

Table 3. Level of Social Media Usage of Grade 10 Learners.

Level of Social Media Usage	n	Mean	Interpretation
Very High	59	3.89	High
High	109		
Moderate	37		
Low	1		
Very Low	0		
Total	206		

Table 3 shows that out of 206 respondents, 59 students demonstrated a very high level of social media usage, 109 exhibited high, 37 showed moderate, and only one student reported low usage, while no respondent fell under the very low category. On average, the respondents obtained a high level of social media usage, with an overall mean of 3.89.

These results indicate that Grade 10 learners frequently engage with platforms such as Facebook, TikTok, Instagram, and Messenger, spending substantial amounts of time online often at the expense of academic responsibilities.

The findings of the present study are consistent with those of Giunchiglia et al. (2020), who reported that students who spend excessive amounts of time on social media tend to achieve lower academic performance. According to their study, extensive social media use reduces the time and attention available for academic activities such as reading,

completing assignments, and reviewing lessons, which may negatively affect students' learning outcomes and overall academic achievement.

The high usage level suggests that social media plays a significant role in their daily routines and may influence their study habits, attention span, and time management. The tendency to continuously check notifications, scroll through feeds, and remain active online can contribute to distraction and reduced study time, aligning with previous research showing that heavy social media use is associated with academic difficulties due to divided attention and decreased productivity.

Similar findings were reported in a 2024 study at Alzaeim Alazhari University, where over 70% of students acknowledged that excessive social media use negatively affected their academic work and mental health (Elhusein et al., 2024). Research conducted at Walter Sisulu University likewise identified social media as a significant source of distraction, with many students admitting that prolonged use often hindered assignment completion (Makweya & Pather, 2024).

In addition, regression analyses by Santos and Liveta (2023) demonstrated that heavy recreational use of social media is associated with lower academic performance among both junior and senior high school learners. Beyond direct impacts, recent evidence shows that uncontrolled or addictive patterns of use reduce academic engagement, which then contributes to lower performance (Zhao et al., 2024).

Furthermore, an inverted U-shaped relationship between social networking site use and performance indicates that while moderate use may not be harmful, excessive use consistently correlates with poorer outcomes (Zhai & Chen, 2022). Overall, the high social media usage levels observed among Grade 10 learners suggest a strong reliance on digital platforms, potentially leading to reduced study time, weakened academic engagement, and challenges in managing school responsibilities.

Level of Parental Involvement when Taken as a whole and in terms of Academic, Extra-curricular and Stakeholders

The table below shows the level of level of parental involvement when taken as a whole and in terms of academic, extra-curricular and stakeholders.

Table 4. Level of Parental Involvement when Taken as a Whole and in terms of Academic,

Extra-curricular and Stakeholders.

Level of Parental Involvement	n	Mean	Interpretation
Academic	206	3.42	High
Extra-Curricular		3.44	High
Stakeholders		3.16	Moderate
As a Whole		3.36	Moderate

The table 4 shows a mean score of 3.42 for parental involvement in academics and 3.44 for involvement in extra-curricular activities, both interpreted as high, while involvement as stakeholders yielded a mean of 3.16, interpreted as moderate.

Overall, the respondents demonstrated a moderate level of parental involvement ( $M = 3.36$ ). These findings suggest that Grade 10 parents are highly engaged in responsibilities directly connected to their children's learning and school participation but are less active in broader school-related roles such as decision-making, partnership building, and collaborative planning.

According to Sengonul (2022), students tend to perform better academically when their parents are actively involved in their education, whether through assisting with homework, attending school events, providing academic resources, or encouraging high aspirations. This kind of support not only strengthens students' motivation but also fosters a positive attitude toward learning an essential factor in subjects like mathematics.

This pattern is supported by recent studies, Assefa and Sintayehu (2021) emphasized that parents are more inclined to assist with direct learning tasks than

to participate in institutional activities, while Garbacz et al. (2020) found that parental support at home strongly predicts academic outcomes even when school-based involvement is limited. Similarly, Al-Alwan (2020) observed that home-centered involvement has a stronger influence on students' motivation and performance than engagement in larger school governance efforts.

Together, these studies reinforce that although stakeholder-level participation may be low, strong academic and extra-curricular support from parents remains a significant contributor to students' academic success.

#### Level of Academic Performance of Grade 10 learners

The table below shows the level of academic performance of Grade 10 learners based on the 2nd grading period of academic year 2024-2025.

Table 5. Level of Academic Performance of Grade 10 Learners.

Level of Academic Performance	n	Mean	Interpretation
Outstanding	44	85.33	Very Satisfactory
Very Satisfactory	83		
Satisfactory	45		
Fairly Satisfactory	33		
Did Not Meet Expectations	1		
Total	206		

The table 5 shows that 44 out of 206 respondents achieved an outstanding level of academic performance in mathematics, 83 obtained a very satisfactory rating, 45 attained a satisfactory level, 33 were fairly satisfactory, and only one student did not meet expectations. On average, the Grade 10 learners demonstrated a very satisfactory level of academic performance, with a mean score of 85.33.

The distribution indicates that the majority of students perform above the expected standard, which

may suggest the presence of effective classroom instruction, consistent learner effort, and the beneficial influence of parental involvement, an association supported by prior research showing that parental engagement positively predicts mathematics achievement (Sengonul, 2022; Garbacz et al., 2020).

Overall, the results imply a generally strong academic performance trend among the learners, with only minimal cases of low achievement. According to recent studies, students' academic performance is influenced by a combination of instructional quality, learner engagement, and supportive home environments (Hasan & Bao, 2020; Jaiswal & Choudhuri, 2021).

#### Difference in the Social Media Usage when Grouped According to Sex

The table 6 shows the difference in social media usage of respondents when grouped according to sex. Table 6. Difference in the Social Media Usage When Grouped According to Sex.

Sex	n	Mean Rank
Male	76	98.41
Female	130	106.48
Total	206	

Computed Value (U) : 4553.0  
 P-Value : 0.348  
 Decision : Accept Ho  
 Interpretation : Not Significant at 0.05 level of significance

Table 6 indicates that female Grade 10 learners obtained a higher mean rank (106.48) in social media usage compared to male learners (98.41). This suggests that female students in this sample are slightly more engaged in social media activities than their male counterparts.

Although this trend aligns with more recent findings such as those of Odaci and Çikrıkci (2020), who reported that adolescent girls tend to spend more time on social networking sites due to stronger social and relational needs, the statistical analysis indicates otherwise.

Using the Mann-Whitney U test, the computed U value of 4553.0 and P-value of 0.348, which is greater than 0.05 level of significance, show no statistically significant difference in social media usage between males and females. According to Al-Menayes (2020), boys often use social media for entertainment and gaming, whereas girls tend to engage more in communication and social interaction, which may require more emotional energy and potentially interfere with academic focus.

In the present study, however, the results show a different pattern. This means that although females appear to use social media more frequently based on descriptive rankings, the difference is not large enough to be considered meaningful at the 0.05 level of significance.

The findings also reflect the global trend that social media use among adolescents is becoming increasingly uniform across genders. For example, Rideout et al. (2022) found that both male and female teenagers use social media at similarly high rates, with only slight variations in the types of platforms used. Similarly, a study by Sampasa-Kanyinga et al. (2020) revealed that while girls report slightly higher engagement, overall usage levels between boys and girls have narrowed over recent years.

These studies support the current finding that although females in the sample show marginally higher usage, social media engagement is consistently high for both genders, leading to no significant difference statistically. Thus, the present result contrasts with earlier findings such as Al-Menayes (2019) but aligns with more recent research suggesting that social media has become a universal part of adolescent life regardless of sex.

#### Difference in the Social Media usage when Grouped According to Socio-Economic Status

The table 7 shows the difference in social media usage of the respondents when grouped according to socio-economic Status.

Table 7. Difference in the Social Media usage when grouped according to Socio-Economic Status.

Socio-Economic Status	n	Mean Rank
Rich (At least P182,000 and above)	1	60.50
High (P109,200 to P182,000)	8	114.75
Upper Middle (P63,700 -P 109,200)	4	80.63
Middle (P36,400 - P63,700)	34	119.90
Lower Middle (P18,200- P36,400)	45	88.27
Low (P9,100 - P18,200)	56	105.64
Poor (Less than 9,100)	58	104.41
Total	206	

Computed Value (H) : 7.001  
 P-Value : 0.321  
 Decision : Accept Ho  
 Interpretation : Not Significant at 0.05 level of significance

Table 7 shows the differences in social media usage among Grade 10 learners when grouped by SES. The one student classified as rich had a mean rank of 60.50, the eight students classified as High had a mean rank of 114.75, the four students classified as Upper Middle had a mean rank of 80.63, the 34 students classified as Middle had a mean rank of 119.90, the 45 students classified as Lower Middle had a mean rank of 88.27, the 56 students classified as Low had a mean rank of 105.64, and the 58 students classified as Poor had a mean rank of 104.41.

Despite these descriptive differences, the Kruskal-Wallis H-test produced a value of 7.001 with a P-value of 0.321, which is greater than the 0.05 significance level. This indicates that there is no statistically significant difference in social media usage across socio-economic groups, and thus the null hypothesis is accepted. According to recent research, socio-economic status (SES) is becoming less predictive of adolescents' access to digital

technologies because smartphones and mobile data plans have become widely accessible across income groups (Auxier & Anderson, 2021; O'Reilly et al., 2020).

The findings suggest that social media usage is generally consistent among learners regardless of socio-economic background. This uniformity reflects current global trends in which digital technology has become widely integrated into daily life across income levels.

Auxier and Anderson (2021) noted that social media use is nearly universal among teens today due to the affordability of smartphones and widespread internet access. Similarly, O'Reilly et al. (2020) found that adolescents from both low- and high-income households engage with social media platforms at similar rates, demonstrating that these platforms have become a normalized part of youth culture. Overall, the results imply that SES does not significantly influence students' social media use, as digital connectivity has become widely accessible across diverse economic groups.

#### Difference in the Social Media Usage when Grouped According to Parents Educational Attainment

The table on the next page shows the difference in social media usage of the respondents when grouped according to parents' educational attainment.

Table 8. Difference in the Social Media usage when Grouped According to Parents Educational Attainment.

Educational Attainment	n	Mean Rank
Elementary Graduate	9	96.06
High School Graduate	120	92.75
College Graduate	65	122.95
Post-graduate(Masters,Doctorate,or equivalent)	12	111.25
Total	206	

Computed Value (H) : 11.178  
 P-Value : 0.011

Decision : Reject Ho  
 Interpretation: : Significant at 0.05 level of significance

Table 8 shows the differences in social media usage of Grade 10 learners based on their parents' educational attainment. The parents of nine respondents were identified as elementary graduates, whose children had a mean rank of 96.06. The parents of 120 respondents were high school graduates, whose children had a mean rank of 92.75.

The parents of 65 respondents were college graduates, whose children had the highest mean rank of 122.95. Finally, the parents of 12 respondents were postgraduates or holders of a master's or doctorate degree, whose children had a mean rank of 111.25. Statistical analysis using the Kruskal–Wallis H-test yielded a value of 11.178 with a P-value of 0.011, which is less than the 0.05 significance level.

Therefore, the null hypothesis is rejected, indicating a significant difference in social media usage based on parents' educational attainment. The data indicate that students whose parents are college graduates exhibit the highest engagement in social media, followed by those whose parents hold postgraduate degrees. In contrast, students whose parents attained only a high school or elementary education show comparatively lower social media usage.

This pattern may reflect greater access to technology among students with more highly educated parents, more liberal digital norms at home, or increased academic and extracurricular demands that involve online platforms. According to recent research, parental educational attainment can influence students' engagement with digital technology, including social media use, by shaping access, digital norms, and expectations around academic and extracurricular activities (Liu et al., 2021; Wang & Gao, 2020).

The findings are supported by Liu et al. (2021), who observed that higher parental education is associated with structured guidance in digital use, and Wang and Gao (2020), who found that parental education influences both access and patterns of adolescents' online engagement. Overall, these results suggest that

parents' educational attainment is a significant factor influencing students' social media usage, affecting both opportunities for engagement and the guidance provided to manage digital habits effectively.

Difference in the Parental Involvement when Grouped According to Sex

The table 9 shows the difference in the parental involvement of the respondents when grouped according to sex.

Table 9. Difference in the Parental Involvement when Grouped According to Sex.

Sex	n	Mean
Male	76	104.60
Female	130	102.86
Total	206	

Computed Value (U) : 4856.500  
 P-Value : 0.840  
 Decision : Accept Ho  
 Interpretation : Not Significant at 0.05 level of significance

Table 9 presents the differences in parental involvement when respondents are grouped according to sex. Male respondents demonstrated a mean rank of 104.60 in parental involvement, while female respondents obtained a mean rank of 102.86.

Statistical analysis using the Mann–Whitney U test yielded a value of 4856.50 with a P-value of 0.840, which exceeds the 0.05 level of significance. Therefore, the null hypothesis is accepted, indicating that there is no significant difference in parental involvement when grouped according to sex.

These findings suggest that both male and female parents exhibit comparable levels of engagement in their children's academic lives, reinforcing the idea that parental involvement is not inherently gender based. Instead, broader contextual factors such as parents' educational attainment, work schedules, access to resources, and beliefs about education appear to play a more substantial role in shaping parental engagement.

According to recent research, parental involvement in children's education is influenced more by factors such as educational background, socioeconomic conditions, and cultural expectations than by the sex of the parent (Hill & Tyson, 2020; Moreno et al., 2021).

This result is consistent with the findings of Wang et al. (2021), who reported that parental involvement patterns do not significantly differ between fathers and mothers but are more strongly influenced by household resources and parental educational values.

Similarly, Liu and Zhang (2022) emphasized that equitable and consistent engagement from both parents positively influences student outcomes regardless of parent sex. Overall, the results indicate that parental involvement among Grade 10 learners does not significantly vary based on the sex of the parent, suggesting that effective parental engagement depends more on quality, consistency, and contextual support rather than gender differences.

Difference in the Parental Involvement when Grouped According to Socio-Economic Status

The table below shows the difference in the parental involvement of the respondents when grouped according to socio-economic status.

Table 10. Difference in the Parental Involvement when grouped according to Socio- Economic Status.

Economic Status	n	Mean
Rich (At least P182,000 and above)	1	48.00
High (P109,200 to P182,000)	8	124.63
Upper Middle (P63,700 -P 109,200)	4	119.88
Middle (P36,400 - P63,700)	34	110.72
Lower Middle (P18,200- P36,400)	45	77.77
Low (P9,100 - P18,200)	56	115.63
Poor (Less than 9,100)	58	104.44

Computed Value (H) : 13.399  
 P-Value : 0.037  
 Decision : Reject Ho  
 Interpretation : Significant at 0.05 level of significance

Table 10 shows the differences in social media usage of grade 10 learners when grouped according to socio-economic status, The one student classified as Rich had a parental involvement mean of 48.00. The eight students classified as High had a mean of 124.63, while the four students classified as Upper Middle had a mean of 119.88.

The 34 students classified as Middle had a mean of 110.72, the 45 students classified as Lower Middle had a mean of 77.77, the 56 students classified as Low had a mean of 115.76, and the 58 students classified as Poor had a mean of 104.44. Statistical analysis using the Kruskal–Wallis H-test yielded a value of 13.399 with a P-value of 0.037, which is less than the 0.05 significance level.

Therefore, the null hypothesis is rejected, indicating a significant difference in parental involvement across socio-economic groups. The results suggest that families with higher SES generally demonstrate greater involvement in their children’s education, likely due to increased access to educational resources, more flexible schedules, and higher levels of parental education.

Students from lower SES backgrounds, in contrast, may experience less parental engagement due to limited time, financial constraints, or fewer resources, which can negatively affect academic outcomes. These findings are consistent with Jabar et al. (2020), who reported that higher SES parents are more likely to attend school meetings, provide learning materials, and monitor their children’s academic progress.

Similarly, Li and Chen (2021) found that socio-economic factors influence the frequency and quality of parental participation, while Park and Kim (2022) emphasized that higher-income households tend to foster more supportive home learning environments, enhancing student performance. According to recent research, socio-economic status (SES) can significantly influence parental involvement in

children’s education, as families with higher income and educational resources are often better able to provide academic support and participate in school-related activities (Jabar et al., 2020; Li & Chen, 2021; Park & Kim, 2022).

TOverall, the study underscores the role of SES as a key determinant of parental involvement and highlights its impact on students’ academic success.

#### Difference in the Parental Involvement when Grouped According to Parents Educational Attainment

The following table on the next page presents the difference in the parental involvement of the respondents when grouped according to parents’ educational attainment.

Table 11. Difference in the Parental Involvement When Grouped According to Parents Educational Attainment.

Educational Attainment	n	Mean Rank
Elementary Graduate	9	109.67
High School Graduate	120	100.55
College Graduate	65	107.75
Post-graduate (Masters, Doctorate, or equivalent)	12	105.42
Total	206	

Computed Value (H) : 0.734  
 P-Value : 0.865  
 Decision : Accept Ho  
 Interpretation : Not Significant at 0.05 level of significance

Table 11 presents the differences in parental involvement when respondents are grouped according to parents’ educational attainment. The parents of nine respondents who were identified as elementary graduates exhibited a mean rank of 109.67 in parental involvement.

The parents of 120 respondents who were high school graduates obtained a mean rank of 100.55, while the parents of 65 respondents who were college graduates recorded a mean rank of 107.75. Meanwhile, the parents of 12 respondents who were

post-graduate degree holders or had taken master’s or doctorate degrees showed a mean rank of 105.42.

The Kruskal–Wallis H-test yielded a value of 0.734 with a P-value of 0.865, which is greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted, indicating that there is no significant difference in parental involvement when respondents are grouped according to parents’ educational attainment.

This result suggests that parents’ level of formal education does not necessarily determine the extent of their involvement in their children’s academic lives. Regardless of whether parents attained elementary education or completed postgraduate studies, they appear to demonstrate comparable levels of engagement in supporting their children’s education.

According to recent studies, parental educational attainment is often assumed to influence how parents support their children’s learning; however, observed findings suggest that this relationship may not always be statistically significant (Kim & Hill, 2020; Wang et al., 2022).

These findings contradict earlier assumptions that higher parental education automatically leads to greater involvement; however, they are consistent with more recent research emphasizing that parental commitment, values, and available time may be more influential than educational background alone.

Kim and Hill (2020) found that parents with lower educational attainment can still be highly involved when they prioritize their children’s education and maintain consistent communication and encouragement. Similarly, Wang et al. (2022) reported that emotional support, monitoring, and motivation provided by parents often have a stronger impact on student outcomes than parents’ educational credentials.

Overall, the findings indicate that parental involvement is a multidimensional construct influenced by factors beyond educational attainment, such as parental attitudes, socioeconomic conditions, and family–school relationships.

Relationship between Social Media Usage and Academic Performance of Grade 10 Learners

The table 12 on the next page shows the relationship between social media usage and academic performance of Grade 10 learners.

Table 12. Relationship between Social Media Usage and Academic Performance of Grade 10 Learners.

Social Media Usage	Academic Performance					Total
	Outstanding	Very Satisfactory	Satisfactory	Fairly Satisfactory	Did Not Meet Expectation	
Very High	18	26	10	5	0	59
High	19	43	24	22	1	109
Moderate	7	14	10	6	0	37
Low	0	0	1	0	0	1
Very Low	0	0	0	0	0	0
Total	44	83	45	33	1	206

Computed (G) value : 0.213  
 P-value: : 0.016  
 Decision: : Reject Ho  
 Interpretation: Significant at 0.05 level of significance

Table 12 presents the relationship between social media usage and the academic performance of Grade 10 learners in mathematics. Among the 44 respondents who attained an outstanding level of academic performance, 18 exhibited very high social media usage, 19 showed high usage, and seven demonstrated moderate usage, with none falling under low or very low usage levels.

Of the 83 respondents with very satisfactory academic performance, 26 had very high social media usage, 43 had high usage, and 14 had moderate

usage, while none reported low or very low usage. In the group of 45 respondents with satisfactory academic performance, 10 demonstrated very high social media usage, 24 showed high usage, 10 had moderate usage, and one reported low usage, with none falling under very low usage.

Among the 33 respondents classified under fairly satisfactory academic performance, five exhibited very high usage, 22 had high usage, and six had moderate usage, with no respondents reporting low or very low usage.

The single respondent who did not meet the expected academic performance level exhibited very high social media usage. Statistical analysis using the Gamma Coefficient yielded a value of 0.213 with a p-value of 0.016, which is less than the 0.05 level of significance.

Therefore, the null hypothesis is rejected, indicating a significant relationship between social media usage and academic performance among Grade 10 learners. These findings suggest that higher levels of social media usage are associated with variations in academic performance, particularly in mathematics.

While many high-performing students still report high social media engagement, the consistent presence of very high usage among lower-performing groups indicates that excessive social media use may negatively affect study habits, concentration, and time management.

According to recent studies, excessive social media usage has been associated with variations in students' academic performance, particularly due to its influence on study time, attention, and learning behaviors (Giunchiglia et al., 2020; Meier et al., 2021). This result aligns with the findings of Giunchiglia et al. (2020), who reported that students who spend excessive time on social media tend to show reduced academic focus and performance.

Similarly, Meier et al. (2021) found that frequent social media engagement can disrupt learning routines and increase academic distraction, especially among adolescents. Overall, the results demonstrate that social media usage is significantly related to the

academic performance of Grade 10 learners, suggesting that excessive engagement with social media platforms may hinder optimal academic achievement if not properly regulated.

#### Relationship between Parental Involvement and Academic Performance of Grade 10 Learners

The table on the next page shows the relationship between parental involvement and academic performance of Grade 10 learners.

Table 13. Relationship between Parental Involvement and Academic Performance of Grade 10 learners.

Parental Support	Academic Performance					Total
	Outstanding	Very Satisfactory	Satisfactory	Fairly Satisfactory	Did Not Meet Expectation	
Very High	4	13	3	1	1	22
High	17	32	16	16	0	81
Moderate	16	32	16	15	0	79
Low	6	5	6	1	0	18
Very Low	1	1	4	0	0	6
Total	44	83	45	33	1	206

Computed (G) value : 0.019  
 P-value: : 0.820  
 Decision: : Accept Ho  
 Interpretation: : Not Significant at 0.05 level of significance

Table 13 presents the relationship between parental involvement and the academic performance of Grade 10 learners in mathematics. Among the 44 respondents who achieved an outstanding level of academic performance, four demonstrated very high parental involvement, 17 showed high involvement, 16 exhibited moderate involvement, six experienced

low involvement, and one reported very low parental involvement.

Out of the 83 respondents with very satisfactory academic performance, 13 had very high parental involvement, 32 had high involvement, 32 demonstrated moderate involvement, five had low involvement, and one reported very low involvement.

Among the 45 respondents classified under satisfactory academic performance, three exhibited very high parental involvement, 16 showed high involvement, 16 demonstrated moderate involvement, six experienced low involvement, and four reported very low involvement.

For the 33 respondents with fairly satisfactory academic performance, one showed very high parental involvement, 16 demonstrated high involvement, 15 exhibited moderate involvement, and one reported low involvement, with none reporting very low involvement. The single respondent who did not meet the expected academic performance level was found to have very high parental involvement.

Statistical analysis using the Gamma Coefficient yielded a value of 0.019 with a P-value of 0.820, which is greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted, indicating that there is no significant relationship between parental involvement and the academic performance of Grade 10 learners.

These findings suggest that while parental involvement is present across all levels of academic performance, its degree does not significantly differentiate students' mathematics achievement in this context. This may imply that factors such as the quality of instruction, students' self-regulation skills, peer influence, or excessive academic independence during adolescence may play a more prominent role than parental involvement alone.

According to recent literature, parental involvement is widely regarded as an important factor influencing students' academic performance; however, its impact may vary depending on context, type of involvement, and student characteristics (Hill & Tyson, 2020;

Wang et al., 2021). The results contradict the findings of Francisco et al. (2024), who reported a strong positive relationship between parental involvement and mathematics achievement among students enrolled in special science classes.

Their study emphasized that parental support through homework assistance, school communication, and the provision of a structured learning environment significantly enhanced students' confidence and problem-solving abilities in mathematics.

The inconsistency between the findings may be attributed to differences in student population, academic track, or the nature of parental involvement measured. Recent studies have also suggested that during secondary education, parental involvement may exert an indirect rather than direct influence on academic outcomes, particularly when adolescents seek greater autonomy in learning (Liu & Leighton, 2022).

Overall, the results indicate that parental involvement is not significantly related to the academic performance of Grade 10 learners in mathematics, suggesting that at this stage of schooling, academic achievement may be influenced more by individual, instructional, and school-related factors than by parental involvement alone.

## V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations made from this study.

### Summary of Findings

The findings of the study were summarized as follows:

1. Overall, the largest sex group of the student-respondents was found in the female group with a frequency of 130 or 63.10 percent. Majority of their socio-economic status is Poor with a percentage of 28.2. And majority of the parents of the student-respondents were high school graduates with a percentage of 58.3.

2. The level of social media usage of Grade 10 learners is high, with a mean of 3.89, it means that Grade 10 learners spend excessive time on social media, sometimes neglecting duties, with frequent urges to check accounts.
  3. The level of parental involvement exhibited moderate as a stakeholder and high in terms of academic and extra-curricular. Overall, on the average, the respondents of this study have moderate level of parental involvement with the mean of 3.36.
  4. The level of academic performance of Grade 10 learners is very satisfactory with the mean of 85.33.
  5. There is no significant difference in social media usage when grouped according to sex ( $U = 4553.0$ ,  $P = 0.348$ ) and socio-economic status ( $U = 7.001$ ,  $P = 0.321$ ), as the computed P-values are greater than the 0.05 level of significance. However, a significant difference is observed in social media usage when grouped according to parents' educational attainment, with a computed value of 11.178 and a P-value of 0.011, which is less than the 0.05 level of significance.
  6. There is a significant relationship between social media usage and academic performance of grade 10 learners, with a computed (G) value of 0.213 and a P-value of 0.016 which is less than 0.05 level of significance.
  7. There is no significant relationship between parental involvement and academic performance with a with a computed (G) value of 0.019 and a P-value of 0.820 which is greater than 0.05 level of significance.
2. Digital engagement is a substantial part of Grade 10 students' daily routines and may influence their academic and personal responsibilities.
  3. Parental involvement among Grade 10 learners is moderate overall, with stronger engagement observed in academic and extra-curricular aspects than in school stakeholder participation, suggesting that parents prioritize direct support for learning-related activities.
  4. Most of Grade 10 students were able to meet or exceed expected learning standards despite external and contextual challenges.
  5. Social media usage does not significantly vary according to sex and socio-economic status; however, differences based on parents' educational attainment indicate that parental educational background plays a role in shaping students' social media behavior.
  6. Social media usage is significantly associated with academic performance, suggesting that students' level of engagement with social media is meaningfully linked to their academic outcomes.
  7. Parental involvement does not show a significant relationship with academic performance, indicating that the level of involvement alone may not be a determining factor in students' academic achievement.

## RECOMMENDATIONS

With the reference to the findings and conclusions of the study, the following recommendations are offered:

1. Considering that the majority of Grade 10 learners at one of the local public high schools in the Division of Negros Occidental are female and come from lower socio-economic backgrounds, with parents primarily being high school graduates, the school is encouraged to provide inclusive and gender-sensitive support systems. Special attention is advised for learners from disadvantaged economic circumstances through targeted academic interventions, such as remedial mathematics programs, peer mentoring, and access to free or affordable learning materials.
2. Given the high level of social media usage among learners, teachers and schools are recommended to guide students in using these

## CONCLUSION

Based on the ongoing findings of this research study, the conclusions that arrived are as follows:

1. The Grade 10 student population is predominantly female and generally comes from lower-income households, with most parents having attained secondary-level education, reflecting a learner group shaped by limited socio-economic resources and moderate parental educational background.

platforms productively. Social media can serve as a medium to share mathematics tips, educational videos, or math challenges. Simultaneously, learners are recommended to develop effective time management skills to ensure that social media use does not interfere with academic engagement. Teachers are advised to integrate media literacy, time management lessons, and responsible social media practices to promote focused learning, particularly in subjects like Mathematics that require consistent practice.

3. Schools are encouraged to foster active parental involvement in learners' education. Providing regular updates and clear communication about student progress can empower parents to support their children's mathematical development. Simple practices, such as checking homework, attending school events, or promoting a positive attitude toward Mathematics, can significantly influence learner outcomes. Additionally, schools are recommended to provide accessible guides or modules for parents to assist learners effectively at home.

4. To sustain and enhance academic performance, schools are advised to recognize student achievements and reinforce positive study habits. Teachers are encouraged to apply differentiated instruction to address the varied needs of learners, design engaging classroom activities, utilize formative assessments to monitor progress, provide timely interventions for students requiring additional support, and consistently acknowledge student effort and accomplishments.

5. Schools are recommended to conduct awareness campaigns educating parents on how social media usage may influence learning and offering guidance on supporting children's focus, particularly in Mathematics. Such initiatives can indirectly help learners balance online activities with academic responsibilities.

6. Special attention is advised for students from lower-income families who may lack access to learning support or resources at home. Community based mathematics programs, school led outreach initiatives, and manageable take-

home activities are recommended to involve parents in ways that are practical and effective.

7. The school is encouraged to establish policies or guidelines to regulate unproductive screen time during school hours and to promote healthier online habits. Teachers are urged to incorporate mathematics apps, online games, or educational platforms that transform social media into learning tools. Furthermore, students are advised to understand the consequences of excessive screen time and to develop a balanced approach between online engagement and academic responsibilities. Awareness campaigns on the impact of unfocused social media use and the provision of educational alternatives are recommended.

8. Even though this study did not find a significant relationship between parental involvement and academic performance, future initiatives are encouraged to focus on improving the quality of parental support. Parents are advised to adopt intentional and informed strategies to assist learners in Mathematics, such as creating quiet study environments, encouraging daily practice, and providing positive reinforcement. Schools are recommended to guide parents on specific methods to enhance academic support at home.

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