



The Impact of Social Media Use on Academic Performance among Pre-Service Teachers

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Abstract

Purpose:

This study aimed to examine the influence of social media use on the intellectual pursuits of pre-service teacher academic awardees at Northern Iloilo State University, Ajuy Campus. The focus was on identifying the extent to which social media platforms affect their academic engagement, communication, and learning behavior.

Methods:

A descriptive analysis was employed to assess the patterns and effects of social media usage. Using systematic sampling, 67 Bachelor of Secondary Education (BSEd) pre-service teachers—recognized as academic awardees and active social media users—were selected as respondents. Data were collected using a researcher-made survey questionnaire, adapted and modified from existing instruments used in related studies, including *Assessment of Social Media Utilization and Study Habit of Students of Tertiary Institutions in Katsina State*; *Influence of Social Media on Students' Academic Achievement*; and *Unraveling the Link between Social Media Usage and Academic Achievement among ESL Learners*. The responses were analyzed using frequency counts, percentages, means, and standard deviation.

Results:

Findings revealed that among the 22 social media platforms listed, Facebook, Messenger, TikTok, YouTube, and Instagram were the most frequently accessed by pre-service teachers for academic and communication purposes. The primary purposes of social media engagement were communication, learning enhancement, and research support. Social media use was found to have a high level of influence on the academic performance of the respondents, particularly in terms of platform preference, frequency of use, and the nature of utilization. It served as a critical tool for facilitating easy access to information and fostering collaborative communication.

Conclusion:

Social media has become an essential component in the academic journey of pre-service teacher awardees, contributing positively to their intellectual pursuits when appropriately utilized. However, the varying degrees of platform engagement and purpose-driven usage suggest the need for further guidance on maximizing academic benefits while minimizing potential distractions.

Implications:

The results of this study support the integration of digital literacy and responsible social media use in teacher education programs. Educational institutions should consider developing structured interventions



to enhance the productive use of social media for academic purposes, promoting deeper engagement with scholarly resources and peer collaboration among future educators.

Keywords: Pre-Service Teachers, Social Media Use, Academic Performance, Descriptive Analysis, Teacher Education, Digital Literacy, Intellectual Pursuits, Academic Awardees, Online Learning, Communication Tools

1. Introduction

Background of the Study

Social media is currently part of modern life due to the fact that it is a platform through which individuals can generate, access, and share data and communicate with others instantly. Social media sites have transcended communication and entertainment, and today they are a vital mechanism in learning as they offer the potential for learning, collaboration, and mental growth. For students, the sites offer continuous access to learning materials, encourage peer-to-peer interaction, and facilitate independent learning. The use of social media in learning has reached a paradigm shift in the manner in which pre-service teachers learn and interact with learning materials.

Social media are networks that enable communication and interaction among their users, as indicated by Boateng and Amankwaa (2016). Rogers (2019) further indicated that these tools have become an integral part of daily life, enabling students' communication without physical contact. Social media has been discovered to enable collaboration, problem-solving, and creativity, as well as feelings of belongingness in higher education (Lemon et al., 2019; Prestige, 2019; Hood, 2017). With these benefits, though, there are challenges. Excessive use of social media has been discovered to result in reduced study time, distraction, and increased procrastination—factors with a negative effect on academic performance (Farrell & Brunton, 2020).

With these dual effects, there is a need to investigate the effect of social media usage on the performance of academically excellent students. Award-winning academic awardees of the Northern Iloilo State University, Ajuy Campus, are the pre-service teachers of concern. Investigating their social media usage patterns can shed light on a better utilization of digital technologies in teacher education.

Purpose of the Study

This study aimed to determine the influence of social media on the academic engagement and performance of Bachelor of Secondary Education (BSEd) pre-service teacher academic awardees at Northern Iloilo State University, Ajuy Campus, during the academic year 2023–2024. It sought to assess which platforms are most used, the frequency and type of usage, and the overall perceived impact of social media on their intellectual pursuits.



Significance of the Study

The findings of this study provide practical implications for educators, learners, and parents. For teacher educators, it offers insights on how social media can be strategically utilized to enhance teaching strategies and learning delivery. For students, it may serve as a guide for responsible and effective use of digital platforms in academic life. Lastly, for parents and guardians, this study sheds light on the potential benefits and risks of social media usage in relation to their children's academic development.

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Statement of the Problem

This study sought to answer the following specific research questions:

- a. What are the most frequently used social media platforms by BSEd pre-service teacher academic awardees?
- b. What is the frequency of utilization of these platforms by the said pre-service teachers?
- c. What are the prevailing purposes for which the academic awardees use social media?
- d. How does social media influence the academic performance of BSEd pre-service teacher academic awardees when classified according to platform used, frequency of use, and type of usage?

Hypotheses of the Study

To guide the analysis of how social media affects the academic performance of BSEd pre-service teacher academic awardees, the following hypotheses were formulated:

- a. **H₁:** There is a significant relationship between the type of social media platform used and the perceived academic influence among BSEd pre-service teacher academic awardees.
- b. **H₂:** The frequency of social media utilization significantly influences the academic performance of BSEd pre-service teacher academic awardees.
- c. **H₃:** The prevailing purpose of social media usage (research, communication, or both) significantly affects the perceived academic impact among BSEd pre-service teacher academic awardees.
- d. **H₄:** Regardless of the frequency or purpose, social media use has a high influence on the academic performance of high-achieving pre-service teachers.

Conclusion Based on Results



The results of the study support all four hypotheses. Findings revealed that regardless of the platform, frequency, or type of use, social media was consistently perceived as having a **high influence** on academic performance. Platforms such as Facebook, Messenger, TikTok, and YouTube were not only widely used but also associated with enhanced communication, collaborative learning, and research support. The consistency in high mean scores across user groups—whether frequent or occasional users, or those using platforms for communication, research, or both—indicates that social media plays a **positive and integral role** in the academic engagement of BSEd pre-service teacher academic awardees at Northern Iloilo State University.

Conceptual Framework

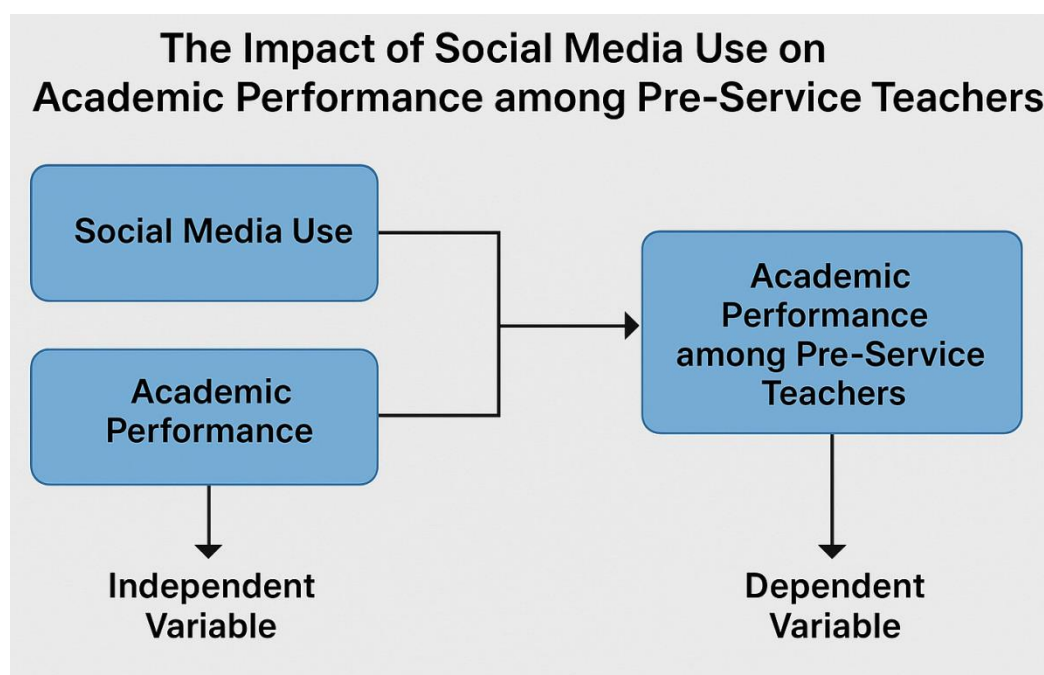


Figure 1. Schematic Diagram of the Conceptual Framework

Figure 1 illustrates the conceptual framework of the study titled *"The Impact of Social Media Use on Academic Performance among Pre-Service Teachers."* It shows the direct relationship between the independent variable, *Social Media Use*—characterized by the platforms used, frequency, and purpose of use—and the dependent variable, *Academic Performance among Pre-Service Teachers*. The diagram presents the hypothesis that social media usage influences students' academic outcomes, emphasizing the role of usage patterns in shaping educational achievement. This framework guided the formulation of research questions and analysis of findings in the study.

2. Literature Review

Theoretical Framework



This study is informed by Joseph Walther's Social Information Processing Theory, which explains directly how individuals create impressions, relationships, and meaning using computer-mediated communication, such as social media. The theory argues that even without nonverbal information, users adapt their communication process to present information effectively in the long run (Walther & Parks, 2002). For the case of this study, which assesses the influence of social media use on academic performance among pre-service teacher academic awardees, Social Information Processing Theory is very relevant. Pre-service teachers often utilize Facebook, Messenger, YouTube, and TikTok not only for information retrieval, but also for the upkeep of academic-related relationships with peers, teachers, and online groups. These online interactions might be developing their study attitude, study habits, and academic motivation through social influence and feedback processes in the long run. Social Information Processing Theory supports the research hypothesis that the more frequent and intentional pre-service teachers engage with academic information and peer communication on social media, the more likely such engagements affect their academic performance—either positively through cooperation and access to learning resources, or negatively through distraction and peer comparison. Based on Social Information Processing Theory, this study accounts for the role of platform selection, frequency of use, and use patterns as not only functional acts, but socially conditioned acts that affect students' academic performance.

Related Studies

Social media is now an integral component of the digital lives of the students of the university, influencing immensely how they socialize, search for information, and perform academic functions. Currently, active social media users around the globe were estimated at around 4.89 billion as of 2023 by Statista, which points to the global digital shift. Facebook, Instagram, YouTube, WhatsApp, and TikTok are some of the most used social media sites, and Facebook is used heavily for social and academic purposes (Statista, 2023).

Further empirical research has been conducted to investigate the effect of social media usage on classroom academic performance. Akram et al. (2023) found that although university students report common use of social media platforms like Facebook and WhatsApp, excessive use—especially during study time—significantly impairs focus, study time, and classroom engagement. The researchers stated that pre-service teachers are most vulnerable to such distractions due to the fact that they must stay connected socially while undertaking coursework and practicum.

In the Philippines, Sobaih et al. (2020) found that Facebook and Messenger are the most integrated instruments in university life, especially when the pandemic made online communication a requirement. Southeast Asian countries, including the Philippines, adopted these platforms for learning management and peer organization. This also agrees with Toquero and Talidong (2020), who found that Filipino universities began integrating social media in teaching to promote accessibility and timely student engagement.

Despite its learning potential, students' social media use is dominated by non-learning activities. Kolhar, Kazi, and Alameen (2021) conducted a survey among 300 university students and discovered that 97% of



them utilized social media, 57% of them exhibited signs of addiction, and only 1% of them utilized social media primarily for learning. Such findings point to the need for framed media use policies and digital literacy among pre-service teachers.

Moreover, the psychological and emotional impact of excessive social media usage has also been more broadly linked with academic disengagement. Astatke et al. (2021) confirmed a negative relationship between the amount of time spent on Facebook and GPA in university students, with lower academic motivation and higher levels of procrastination. Al-Adwan et al. (2020) also established that excessive social networking site usage led to lower academic self-efficacy, higher distraction, and lower academic achievement.

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On the other hand, studies have also confirmed that use of social networks for pedagogical purposes can enhance academic performance. Cheng and Chen (2023) explained that, when social media is used for collaboration work, peer-to-peer discussion, or course content provision (e.g., videos, discussion forums), it enhances learning progress and cultivates students' digital literacy. This kind of two-way impact positions social media as a double-edged sword: capable of enhancing academic learning when appropriately directed, but generating unwanted effects when usage is excessive or non-pedagogical.

Social information processing through social media also has a strong peer influence component. Eid and Al-Jabri (2022) found that pre-service teachers use peer behavior and social media cues that have the ability to reinforce effective study habits or spread wastefulness online. Their study also shows that peer influence online helps facilitate the formation of attitudes related to study habits as well as academic priorities. As e-learning becomes the post-pandemic norm, social media is now part of the "hidden curriculum" in teacher education. As Raza et al. (2022) contend, pre-service teachers must be taught to sift through online information, distinguish pedagogical from recreational use, and use social media for scholarly collaboration and professional identity formation.

Summary and Research Gap

While social media has been shown to offer educational benefits, such as collaboration and access to learning resources, the risk of overuse, distraction, and psychological strain remains significant, especially for students in demanding programs like teacher education. Existing studies rarely isolate high-performing pre-service teachers or examine their specific platform usage patterns and academic behaviors. This study fills that gap by focusing on academic awardees among BSEd students, offering new insights into how social media shapes performance within a high-achieving cohort.

3. Methodology

Research Design



This study employed a descriptive analysis method, which is appropriate for collecting quantitative data that describe the characteristics, behaviors, and patterns of a specific population. As defined by Creswell (2024), descriptive research is used to gather information through surveys, interviews, or observations to systematically assess a phenomenon within a given context. In this study, the descriptive method allowed the researchers to explore the extent to which social media influences the academic performance of pre-service teacher academic awardees by analyzing their platform usage, frequency, and purpose of engagement.

Research Respondents

The respondents of this study were 67 pre-service teacher academic awardees enrolled in the Bachelor of Secondary Education (BSEd) program at Northern Iloilo State University, Ajuy Campus, during Academic Year 2023–2024. These awardees had a General Weighted Average (GWA) of 1.75 or higher and were majoring in Mathematics, Science, or English. The selection of respondents followed a systematic sampling method to ensure balanced representation across all year levels (first year to fourth year). The researchers themselves were excluded from the participant pool to maintain objectivity and avoid bias in the data analysis.

The demographic profile of the respondents is summarized as follows: 18% were aged 19 years or below, while 82% were aged 20 years and above. In terms of sex, 25% were male and 75% were female. Regarding their year level, 16% were first-year students, 30% were second-year, 28% were third-year, and 25% were in their fourth year. Additionally, the majority of respondents (85%) reported belonging to a low socio-economic background, while the remaining 15% identified as coming from an average socio-economic status.

Research Instrument

To collect the necessary data, the researchers used a researcher-made survey questionnaire, which was adapted and modified from established instruments used in prior studies. These included the “Utilization of Social Media Questionnaire” from Olutola et al. (2016), the “Students’ Accounting Achievement Proforma (SAAP)” developed by Oguguo et al. (2020) and select items from Ramzan et al.’s (2023) study titled *Unravelling the Link between Social Media Usage and Academic Achievement among ESL Learners*. These sources provided validated templates that guided the creation of the final instrument used in this research.

The questionnaire was divided into three sections. Section A gathered demographic information, such as sex, major, and year level (the name field was optional to protect anonymity). Section B presented a list of social media platforms, asking respondents to indicate the frequency of their usage using a 4-point



Likert scale: Very Frequently (Daily), Frequently (3 times a week), Sometimes (Once a week), and Never. Section C included statements related to social media usage behaviors and perceived academic impact, with responses rated as Always (4), Sometimes (3), Seldom (2), and Never (1).

Data Gathering Procedure

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Prior to data collection, the instrument was reviewed for content validity by three faculty experts from the university. Upon confirmation of its validity, formal permission was secured from the Campus Administrator, Chairperson of the Secondary Education Department, and the Registrar's Office to access the official list of academic awardees across all BSEd majors. The Associate Director of Student Affairs and Services (SAS) also granted approval to administer the research instruments.

The finalized survey was distributed using Google Forms, ensuring accessibility and ease of response for the participants. The responses were collected, organized, and subjected to quantitative analysis. Descriptive statistics such as frequency count, percentage, mean, and standard deviation were employed to interpret the data, using the Statistical Package for the Social Sciences (SPSS) as the primary tool for statistical computation.

Statistical Treatment

The study employed four main statistical tools for data analysis: frequency count, percentage, mean, and standard deviation. These tools were used to determine the distribution of responses, identify trends in social media usage, and evaluate the perceived influence of social media on academic performance.

Ethical Considerations

In adherence to ethical research standards, all respondents were informed of the voluntary nature of their participation. The purpose of the study was clearly explained, and informed consent was implied through participation. Confidentiality was strictly maintained throughout the research process. Personal identifiers, including names, were optional on the survey form to comply with the Data Privacy Act of 2012 (Republic Act No. 10173). All collected data were securely stored and used solely for academic purposes related to this research.

4. Results and Discussion

Table 2. Social Media Platforms Used by Pre-Service Teacher Academic Awardees



Social Media Platform Frequency Percentage (%)

Facebook	67	100%
Messenger	67	100%
YouTube	66	99%
TikTok	61	91%
Instagram	58	87%
Free Website	41	61%
Telegram	39	58%
Free Web Templates	33	49%
Snapchat	25	37%
Twitter	21	31%
Blogs	21	31%
Picture Sharing	21	31%
Weblogs	20	30%
WordPress	20	30%
WhatsApp	12	18%
Podcast	12	18%
MySpace	11	16%
Proxy	10	15%
Wikis	9	14%
Wait Posting	7	11%
Skype	6	9%
Others	19	28%

Table 2 presents the distribution of social media platforms used by the 67 pre-service teacher academic awardees at Northern Iloilo State University. The results show that Facebook and Messenger are universally used by all respondents (100%), followed closely by YouTube (99%), TikTok (91%), and Instagram (87%), indicating their dominant role in students' digital engagement. Moderately used platforms include Free Websites (61%), Telegram (58%), and Free Web Templates (49%), suggesting occasional academic or resource-based usage. Platforms like Snapchat (37%), Twitter (31%), and Blogs/Weblogs (30–31%) were used less frequently, often for content sharing or light interaction. Low-use platforms include WhatsApp, Podcasts, MySpace, Proxy tools, Wikis, and Skype, with usage percentages ranging from 9% to 18%, reflecting either limited relevance to academic needs or platform familiarity. The "Others" category (28%) shows a mix of niche platforms or unnamed tools used by some respondents. Overall, the data suggest a strong preference for multimedia-rich, socially interactive platforms among pre-service teachers, likely for both communication and educational purposes.

Table 3. Frequency of Utilization of Social Media Platforms by BSEd Pre-Service Teacher Academic Awardees

Social Media Platform	n	Mean	Standard Deviation	Level of Utilization
Facebook	67	3.84	0.48	High



Social Media Platform	n	Mean	Standard Deviation	Level of Utilization
Messenger	67	3.91	0.45	High
YouTube	66	3.09	0.79	High
TikTok	61	3.31	0.97	High
Instagram	58	2.99	1.04	High
Free Website	41	2.30	1.22	Moderate
Telegram	39	1.94	0.97	Moderate
Free Web Templates	33	1.84	0.96	Moderate
Snapchat	25	1.57	0.86	Moderate
Twitter	21	1.55	0.93	Moderate
Blogs	21	1.42	1.42	Moderate
Picture Sharing	21	1.42	0.70	Moderate
Weblogs	20	1.40	0.68	Moderate
WordPress	20	1.40	0.70	Moderate
WhatsApp	12	1.25	0.61	Low
Podcast	12	1.21	0.48	Low
MySpace	11	1.19	0.50	Low
Proxy	10	1.15	0.36	Low
Wikis	9	1.13	0.34	Low
Wait Posting	7	1.10	0.31	Low
Skype	6	1.10	0.35	Low
Others	19	1.42	0.78	Moderate

Scale for Interpretation: High: 2.68–4.00 Moderate: 1.34–2.67 Low: 0.00–1.33

Table 3 presents the frequency of utilization of various social media platforms among BSEd pre-service teacher academic awardees at Northern Iloilo State University. The results show that Messenger ($M = 3.91$) and Facebook ($M = 3.84$) are the most frequently used platforms, both falling within the "High" utilization level, followed by TikTok ($M = 3.31$), YouTube ($M = 3.09$), and Instagram ($M = 2.99$). These findings suggest that students heavily rely on social and video-sharing platforms for communication and possibly academic engagement. Platforms like Free Websites, Telegram, Blogs, and Twitter fall within the "Moderate" utilization range, indicating occasional or purpose-driven use. Meanwhile, less frequently accessed platforms such as WhatsApp, Podcast, MySpace, Wikis, Skype, and Wait Posting scored below 1.33, classifying them under the "Low" utilization level. This distribution shows a clear preference for mainstream, multimedia-rich platforms, while lesser-known or specialized tools are rarely used by the respondents.

Table 4. Prevailing Usage of Social Media Platforms by BSEd Pre-Service Teacher Academic Awardees

Usage Purpose	Frequency	Percentage (%)
Research	43	64%
Communication	14	21%
Both (Research & Communication)	10	15%



Table 4 presents the prevailing purposes for which BSEd pre-service teacher academic awardees use social media platforms. The data reveal that the majority of respondents (64%) primarily use social media for research purposes, indicating a strong academic orientation in their online activity. Meanwhile, 21% use social media mainly for communication, likely to interact with peers or instructors. A smaller group (15%) reported using social media for both research and communication, suggesting a balanced approach to academic and interpersonal engagement. These results highlight that social media serves as an important academic tool for most awardees, particularly for accessing information and supporting research tasks.

Table 5. Social Media Influence on BSEd Pre-Service Teacher Academic Awardees Classified by Platform

Social Media Platform	n	Mean	Standard Deviation	Description
Facebook	67	2.84	0.33	High Influence
Messenger	67	2.84	0.33	High Influence
YouTube	66	2.83	0.33	High Influence
TikTok	61	2.86	0.33	High Influence
Instagram	58	2.83	0.33	High Influence
Free Website	33	2.85	0.27	High Influence
Telegram	39	2.86	0.27	High Influence
Free Web Templates	33	2.85	0.29	High Influence
Snapchat	25	2.87	0.36	High Influence
Twitter	21	2.87	0.37	High Influence
Blogs	21	2.87	0.30	High Influence
Picture Sharing	21	2.78	0.32	High Influence
Weblogs	20	2.82	0.31	High Influence
WordPress	20	2.81	0.31	High Influence
WhatsApp	12	2.75	0.27	High Influence
Podcast	12	2.73	0.20	High Influence
MySpace	11	2.80	0.31	High Influence
Proxy	10	2.76	0.32	High Influence
Wikis	9	2.84	0.29	High Influence
Wait Posting	7	2.84	0.34	High Influence



Social Media Platform	n	Mean	Standard Deviation	Description
Skype	6	2.93	0.21	High Influence
Others	19	2.80	0.31	High Influence

Scale for Interpretation: High Influence: 2.68–4.00 Moderate Influence: 1.34–2.67 Low Influence: 0.00–1.33

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Table 5 presents the perceived influence of various social media platforms on the academic performance of BSEd pre-service teacher academic awardees. The results show that all platforms listed were rated as having a "High Influence", with mean scores ranging from 2.73 to 2.93, based on a 4-point scale. Among the platforms, Skype (M = 2.93) showed the highest influence, followed closely by Snapchat, Twitter, Blogs, and TikTok, all with mean scores above 2.85. Widely used platforms such as Facebook, Messenger, YouTube, and Instagram also recorded consistently high influence scores (M = 2.83–2.84), indicating their central role in supporting communication, access to academic content, and collaborative learning. Even lesser-used platforms like Podcast, MySpace, Proxy tools, and Wait Posting were still perceived to have high influence, suggesting that pre-service teachers view most forms of social media as meaningful contributors to their academic engagement. This reinforces the idea that social media, when integrated purposefully, can enhance educational experiences across diverse digital tools.

Table 6. Social Media Influence on BSEd Pre-Service Teacher Academic Awardees Classified by Frequency of Utilization

Level of Utilization	n	Mean	Standard Deviation	Description
Never	8	2.81	0.35	High Influence
Sometimes	41	2.85	0.34	High Influence
Frequently	7	2.83	0.36	High Influence
Very Frequently	6	2.88	0.35	High Influence
Total	62	2.85	0.34	High Influence

Scale for Interpretation: High Influence: 2.68–4.00 Moderate Influence: 1.34–2.67 Low Influence: 0.00–1.33

Table 6 presents the perceived influence of social media on academic performance as classified by the frequency of utilization among BSEd pre-service teacher academic awardees. The data show that regardless of how often students use social media—whether never, sometimes, frequently, or very frequently—all groups rated its influence as high, with mean scores ranging from 2.81 to 2.88. Those who used social media very frequently reported the highest influence (M = 2.88), followed closely by those who used it sometimes (M = 2.85). Interestingly, even those who claimed to never use certain platforms still perceived a high level of influence (M = 2.81), suggesting that social media may impact them indirectly through peers, academic requirements, or institutional use. Overall, the results indicate that social media is perceived to have a strong academic influence across all usage patterns, reinforcing its embedded role in the academic experience of pre-service teachers.

Table 7. Social Media Influence on BSEd Pre-Service Teacher Academic Awardees Classified by Type of Usage

Usage of Social Media	n	Mean	Standard Deviation	Description
For Research	43	2.85	0.35	High Influence



Usage of Social Media	n	Mean	Standard Deviation	Description
For Communication	14	2.86	0.29	High Influence
For Both Research & Communication	10	2.75	0.32	High Influence
Total	67	2.83	0.33	High Influence

Scale for Interpretation: High Influence: 2.68–4.00 **Moderate Influence:** 1.34–2.67 **Low Influence:** 0.00–1.33

Table 7 shows the perceived influence of social media on academic performance when classified by type of usage among BSEd pre-service teacher academic awardees. The results reveal that students who use social media primarily for communication reported the highest influence ($M = 2.86$), followed closely by those who use it for research ($M = 2.85$). Even those who use social media for both research and communication rated its influence as high ($M = 2.75$). All usage categories fall within the “High Influence” range based on the scale used, indicating that regardless of the purpose—whether academic research, peer communication, or both—social media is perceived as a strong and consistent factor influencing the academic experience of pre-service teachers.

5. Conclusion and Recommendations

Conclusion

This study examined the impact of social media use on the academic performance of BSEd pre-service teacher academic awardees at Northern Iloilo State University, Ajoy Campus. The findings revealed that social media is widely used among pre-service teachers, with platforms such as Facebook, Messenger, TikTok, YouTube, and Instagram being the most frequently accessed. These platforms were primarily used for academic research and communication, and their influence on academic performance was consistently rated as high across different user categories. Whether social media was used frequently or occasionally, or whether it was used for research, communication, or both, respondents perceived it as having a significant positive influence on their academic life. Despite the diversity in platforms and usage patterns, the overall impact of social media was viewed as instrumental in supporting learning, facilitating peer collaboration, and enhancing access to academic resources.

These results highlight the integrated role of social media in the academic experiences of high-performing pre-service teachers. The consistency in the high influence ratings across all variables suggests that social media has become a critical academic tool rather than merely a social or recreational outlet. However, the findings also imply the importance of guiding students to use these platforms purposefully to maximize academic benefits and avoid distractions. The balance between academic use and personal engagement remains a key consideration in understanding the full scope of social media's impact on student learning.

Recommendations

Based on the findings of this study, it is recommended that teacher education programs formally integrate digital literacy and responsible social media use into their curricula. Educators should be encouraged to leverage commonly used platforms, such as Facebook and YouTube, to design learning activities that align with students' digital habits while fostering academic productivity. Training modules may be developed to help students distinguish between constructive and distracting online behaviors and to cultivate habits that support academic goals.



Higher education institutions should also consider policies that promote ethical, mindful, and academically productive use of social media. Faculty and staff can be trained to model and encourage effective digital engagement, particularly through collaborative research projects, peer learning networks, and academic communities hosted on social platforms. Parents and guardians may also benefit from awareness programs that explain how social media influences their children's academic life and how it can be used as a tool for learning rather than a source of distraction. Finally, future researchers are encouraged to explore similar studies across different student populations and academic contexts to validate and extend the insights gained from this investigation.

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