The Relationship of Social Media with the Academic Performance of Bachelor of Science in Information Technology Students of Centro Escolar University-Malolos

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Abstract- Social Media is considered as phenomenal in today's generation. It conquered the world by storm and became more popular to the youth of most nations including the Philippines. This research aims to study the relationship of Social Media in relation to the Academic Performance of the the students of Bachelor of Science in Information Technology at Centro Escolar University-Malolos. Among the one thirty eight (138) respondents drawn using stratified random sampling there are 45 first years, 37 second and third years and 19 fourth years. There are 102 males and 36 females participated in this study. Seventy one (71) or 51.4% of the respondents have reached below satisfactory grade average while sixty seven (67) or 48.6% students have successfully reached the satisfactory academic performance from an average grade. Sixty one (61) or 44.3% falls under the Occasional User of Social Media while seventy seven (77) or 55.7% falls under Frequent User of Social Media. This represents that there are more Frequent User of Social Media among the respondents participated in this study. Students' Prelim and Midterm Average and their Social Media usage were correlated using Pearson (r) correlation and evaluated that there is moderate significant relationship between Social Media and the Academic Performance of the BSIT students of Centro Escolar University – Malolos, Bulacan.

I. INTRODUCTION

In today's generation, gadgets become kids' constant companion. There are lots of versions and variations of these gadgets which are now available in the market. One of the features of a gadget which make it more appealing to the public is its capacity to stay connected in the Internet. The target market of these gadgets are mostly students since this technology for youngsters serve as their playmates too. Internet, indeed, has been part of a child's life in today's generation. In the 2012 survey conducted by Cartoon Network, the Philippines made it on top among the kids that use technology or gadgets most in Asia-Pacific. Internet offers countless applications, such as gamings, search engines and the phenomenal Social Media which anyone can easily access in the Internet for free.

In a conservative country like the Philippines, there are still many assumptions from parents that Social Media has negative effects on student's academic performance. On the other hand, there are parents who allow their children to be exposed to Social Media because they believed it will help their children be more alert, smart and excel in school.

To date, schools and institutions are experiencing many technological advancements and changes in techniques in improving their teaching methods to meet the growing demands of their students. There are schools which take advantage of the use of Social Media as a teaching aid.

1.2 Theoretical Framework

In this study, the relationship of Social Media with the students' academic performance conceived the conceptual framework based on the Input-Process-Output system approach. This approach is composed of interrelated elements that served as guide by the researchers in solving the problem under investigation.
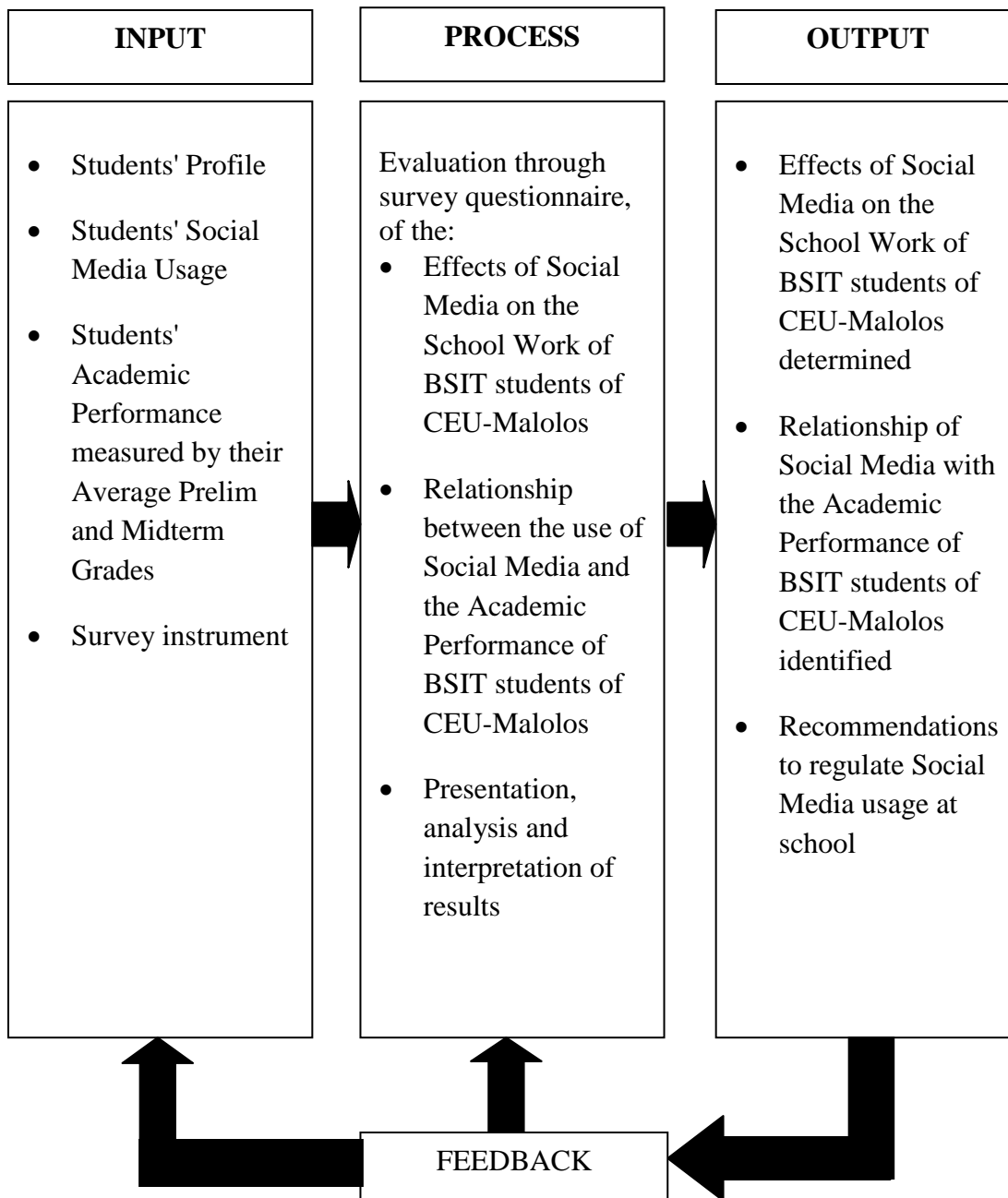
INPUT	PROCESS	OUTPUT
• Students' Profile • Students' Social Media Usage • Students' Academic Performance measured by their Average Prelim and Midterm Grades • Survey instrument	Evaluation through survey questionnaire, of the: • Effects of Social Media on the School Work of BSIT students of CEU-Malolos • Relationship between the use of Social Media and the Academic Performance of BSIT students of CEU-Malolos • Presentation, analysis and interpretation of results	• Effects of Social Media on the School Work of BSIT students of CEU-Malolos determined • Relationship of Social Media with the Academic Performance of BSIT students of CEU-Malolos identified • Recommendations to regulate Social Media usage at school

FEEDBACK

Figure 1: *Conceptual Framework of the Relationship of Using Social Media to School Work & Academic Performance*

1.3 Statement of the Problem

The main objective of the study is to investigate the effects of Social Media on School Work in relation to Academic Perfomance by the BSIT students from First year to Fourth year from the College of Managent Technology who used Social Media in Centro Escolar University, Malolos, Bulacan.

Specifically, the researchers aimed to answer the following questions:

    1. What is the profile of the BSIT students in terms of:

1.1 Gender
1.2 Year Level?

2. What is the Academic Performance in terms of average Prelim and Midterm grades of the BSIT students who use Social Media?
3. What are the effects of Social Media on the School Work of BSIT students of CEU-Malolos?
4. Is there significant relationship between the use of Social Media and the Academic Performance of BSIT students of CEU-Malolos?

1.4 Scope and Limitations of the Study

The researchers limited the study on the effects of Social Media to the respondents in relation to School Work and

Academic Performance. The respondents of the study were taken from First year to Fourth year college BSIT students who used Social Media from the College of Management Technology of Centro Escloar University, Malolos, Bulacan.

The questionnaire served as the main instrument to gather the data needed in the study. The questions were focused only to determine whether or not the student's parents knew their activities outside the classroom and how they related with others as well as with himself in relation to thinking and using the Social Media; second, the student's involvement in the activity which affects their attendance in school; third, the student's ability to cope with school work and Social Media in relation to student's academic performance. The questions were not intended to measure other factors that affect academic peformance of the learner.

The average of the prelim and midterm grades for the second semester of the academic year 2013 – 2014 of the college students were taken from each respondents. Prelim and midterm periods are important in the study as the enrollees have fewer drop-outs during this term. Final grades are not included for it is hard to gather students when the semester ends.

1.5 Significance of the Study

From the point of view of development, there is an increasing awareness and concern on the impacts of Social Media in the context of quality education in the academe as a whole.

As this study was an attempt to address specific issues related to Social Media in relation to Academic Performance of the youth, the significance of the study was therefore premised on the following:

The study is expected to be a contribution to the field of research and education. Specifically, the outcome of this research is intended to be of help to CHED officials nationwide as to what possible preventive measures, modifications or changes may be made in the curriculum or school policies.

ICT Programmers and Software Industry. The result of the study may motivate programmers to develop a Social Media and applications that may contribute to the enhancement of knowledge and skills of the students.

School Administrators and Teachers. Analysis and interpretation of the study may be used for the improvement of the school policies, instructional lessons, staff development, programs, supervisory practices and decision making toward a common purpose. This could also challenge the ICT teachers on how they would guide the students to properly use the computer technology.

Parents and Students. The result of the study could develop concern of parents' roles and responsibilites in providing and guiding the students to give their quality time and learn the values of self-realization. As for students, the study can serve as a guide to learn the basic lifelong experiences in worthy and responsible use of Social Media.

II.   REVIEW OF RELATED LITERATURE AND STUDIES

To gain a wider view of the study, a review of related literature and studies is conducted. Books as well as published and unpublished theses and dissertation and the use of Internet are included in this review. These materials are in one way or another related to the present study.

Social Media Defined

A few years ago, a dedicated group of people who worked together to establish Social Media as an official stage in the progression of New Media. An evolution that is well documented and a conversation still continues today. As referenced in the original Social Media Manifesto published in June 2007, "Monologue has given way to dialog."

Before Social Media was officially "Social," several well-known pundits observed the composition of socially-driven ideas and technologies and as such collaborated to help document the landscape and also define and defend Social Media as a legitimate classification for the democratization of publishing and the equalization of influence.

As the category gained momentum, it elicited a series of opposing views and introduced new ideas as the saga unfolded. At the same time, it also opened Pandora's box and consequently invited the very masses it was designed to empower to define Social Media. Years later, the definition and its history as documented in Wikipedia are truly representative of just how much and how little we know and also agree on its definition and its destiny.

The initial entry was submitted to Wikipedia in July of 2006 and since then there have been hundreds of edits and iterations – most of which are inaccurate and misleading.

Social Media versus Social Network

As Social Media pursues ubiquity, it is largely misunderstood and mistakenly address Social and Social Network as the same thing. This guides many practitioners away from their true opportunity and purpose. Their social compass is unknowingly misaligned and what should point to true North may in fact, displace their center of principles and values. Social media is such a broad term, it covers a large range of websites. But the one common link between these websites is that one can be able to interact with the website and interact with other visitors. Social Network is but just one example of Social Media websites.

Social Media and Social Networks in the Philippines

According to the survey conducted by comScore, Inc., a global leader in measuring the digital world and preferred source of digital marketing intelligence, Filipino internet users are the most engaged in social networking online, a leading online audience measurement service on year 2010.

In a press statement, comScore said the Philippines has the highest social networking usage in the Asia-Pacific region with more than 90% of its entire Web population visiting a social networking site during the month of February 2010, followed by Australia (89.6% penetration) and Indonesia (88.6% penetration).

Why Social Networks Became So Popular

Since their introduction, Social Network Facebook, Twitter, and YouTube have attracted millions of users, many of whom have integrated these sites into their daily practices. While their key technological features are fairly consistent, the cultures that

emerge around Soial Network are varied. According to the research of Danah M. Boyd of School of Information, University of California-Berkeley, entitled Social Network Sites: Definition, History, and Scholarship, most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging, and photo/video-sharing.

Social Media and Its Impact on Students

Generally, Social Media users largely are from Teens and Generation Y (internet users age 18-32), according to the survey conducted by Pew Internet & American Life Project entitled Generations Online in 2009. They are the most likely groups to use the internet for entertainment and for communicating with friends and family. These younger generations are significantly more likely than their older counterparts to seek entertainment through online videos, online games, and virtual worlds, and they are also more likely to download music to listen to later. Internet users ages 12-32 are more likely than older users to read other people's blogs and to write their own; they are also considerably more likely than older generations to use social networking sites and to create profiles on those sites. Younger internet users often use personal blogs to update friends on their lives, and they use social networking sites to keep track of and communicate with friends. Teen and Generation Y users are also significantly more likely than older generations to send instant messages to friends. By a large margin, teen internet users' favorite online activity is game playing; 78% of 12-17 year-old internet users play games online,4 compared with 73% of online teens who email, the second most popular activity for this age group. Online teens are also significantly more likely to play games than any other generation, including Generation Y, only half (50%) of whom play online games.

Social Media Privacy and Issues

Social Media is public in nature and the decision to post videos, pictures, thoughts, experiences, and observations to Social Networking sites is personal, a single act can create far-reaching ethical consequences for individuals. Students and youngsters are sometimes not mindful of what are private and public in Social Networking sites. Several issues and concerns are being publicized for the citizens to be aware of the risks of posting private information on the Social Networks, yet some are giving them a shrug on their shoulders.

III.   RESEARCH METHOD

This chapter describes the subjects of the study, sources of data and the procedure followed in the study.

3.1 Research Design

To investigate the problems stated in this study such as the profile of the students, their Social media usage, and the effects of Social media in their Academic Performance, descriptive research is employed. As to identify the relationship of the Social Media in the students' Academic Performance, correlational type of research is employed.

3.2 Research Participants

The population aggregates of this study consisted of all students from First to Fourth year BSIT students who have experience in using Social Media.   The respondents were enrolled during second semester of the academic year 2013-2014 at the College of Management Techonology of Centro Escolar University, Malolos, Bulacan. The participants consisted of one hundred thirty eight (138) BSIT students of CEU-Malolos.

3.3 Sampling

In this study, the researchers used stratified random sampling to identify the respondents. This method was used because the population was divided into categories or strata since the respondents were from four (4) year levels with diferent number of populations. Stratified random sampling aided to get the proportion to its size or enrolment. With this technique, the error of getting too many or too few samples was avoided.

The total number of each year level can be seen in Table 1 or the Samples of the Study, as well as the number of respondents derived from the total population.

Table 1: *Samples of the Study*

Year Level	Enrolment	%	Sample Size		
First Year	70	32.56	(138)	.007	45
Second Year	57	26.51	(138)	.196	37
Third Year	58	26.98	(138)	.193	37
Fourth Year	30	13.95	(138)	.603	19
	215	100			138

3.4 Research Instrument

There are two sources of data in this study. To identify the Academic Performance of the respondents, the average Prelim and Midterm grades were acquired. Second source of data is the survey questionnaire to achieve the purpose of the study. The questionnaire is one of the most common instrument for data gathering. It is intended to contain information about condition or

practices of which the respondents are pressumed to have knowledge.

The questionnaire was composed of two parts, namely: Part I contained the respondents personal data such as name, gender, year level, course and their average rating for prelim and midterm in all subject areas.

Part II was the question proper. The questions were based on the ideas found from the readings of the researchers in theses, journals, magazines as well as interview with teachers and other school authorities. A reliability test such as Alpha (Cronbach) is facilitated to validate the questionnaire since it is designed for this study only. A value of 0.883 is obtained which means the questionnaire is reliable and so it was used for this study.

3.5 Data Gathering Procedure

This study used the descriptive survey method which was directed toward ascertaining the prevailing conditions. An approach to problem solving, it also sought to answer questions as to the real facts relating to existing conditions.

3.6 Administration of the Questionnaire

The questionnaire was uploaded using google and sent the link to the identified First year to Fourth year students taking up Bachelor of Science in Information Technology(BSIT) who used Social Media in Centro Escolar University, Malolos, Bulacan. The researchers personally administered and retrieved the questionnaire and all the files were retrieved after the test. The results were tabulated, analyzed and interpreted.

3.7 Statistical Treatment of Data

The data were analyzed and interpreted with the use of mean, frequency count, percentage with reference to the majority criterion, and Pearson Product Moment Coefficient of Correlation (Guilford & Frutcher, 1996).

To measure the achievement of the students, the mean was used. The mean is considered the most reliable or accurate measure of the central location because it ordinarily fluctuates less widely than the mode and the median. (Guilford and Frutcher, 1997). The achievement was categorized according to the University's grading system.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data gathered in answering the problems connected to the relationship of Social Media with the Academic Performance of CEU-Malolos, BSIT students. Based from the gathered data from the survey tool interpretations were derived. In order to calculate the corresponding statistic treatment Portable IBM SPSS Statistics v19 was utilized in the interpretation of data.

Profile of BSIT students

Based from the data collected, the respondents profile which is summarized in Table 2, and Table 3 respectively. In terms of gender, the total respondents has one hundred twenty three (123) or 73.7% male and thirty six (36) or 26.3% female. As for the respondents' corresponding year level, there are forty five (45) or

32.6% from first year. There are thirty seven (37) or 26.6% from second and third year has 26.9% the senior year has nineteen (19) or 13.9%.

Table 2: *Frequency Distribution of the Respondents' Gender*

Gender	Frequency	%
Male	102	73.7
Female	36	26.3
Total	138	100.0

Table 3: *Frequency Distribution of the Respondents' Year Level*

Year Level	Frequency	Percent
1	45	32.6
2	37	26.6
3	37	26.9
4	19	13.9
Total	138	100.0

Academic Achievement of the College Students Who Used Social Media

One hundred thirty eight (138) students were the respondents of the study selected across the population from first year to fourth year BSIT students from the College of Management Technology of CEU-Malolos.

The average grades of the respondents Prelim and Midterm during first semester in all subject areas were gathered from the questionnaire distributed by the researchers during the distribution and retrieval of the questionnaire.

The researchers used the mean, and categorized the respondents based from the University's grading system in terms of academic achievement.

Table 4 shows the frequency distribution and academic achievement of the respondents. The computed mean is 2.72 or closed to 2.75. Respondents who have reached 2.75 was considered performing fairly satisfactorily, 3.00 as barely satisfactory, 3.50 and 4.00 as Conditional Passed and 5.00 as Failed based from the University's grading system. Grades from 2.50 above are considered performing Satisfactory. Moreover, the data described the following: Sixty seven (67) or 48.6% of the respondents have successfully reached satisfactory grade average of 2.5, 2.25, 2.0, 1.75, 1.5 and 1.25 respectively. Seventy one (71) or 51.4% students are below satisfactory academic performance from an average grade of 2.75 down to 5.00. Based on the computed mean of 2.72, the respondents were categorized as satisfactory or below satisfactory in performing their academic subjects, the results shown that more than 50% of the respondents has below satisfactory performance.

While conducting the survey, some respondents commented that they would perform better if the use of Social Media is in moderation to some extent. They can focus their time and attention to learning, doing assignments, reviewing before examinations, attending classes and participating to class recitation instead of giving their time in Social Media.

Table 4: *Frequency Distribution and Academic Achievements of the Respondents*

Mark	F	%	Computed Mean
1.25	5	3.6	
1.50	9	6.5	
1.75	12	8.7	
2.00	10	7.2	
2.25	15	10.9	
2.50	16	11.6	2.72
2.75	**25**	**18.1**	
3.00	13	9.4	
3.50	13	9.4	
4.00	13	9.4	
5.00	7	5.1	
Total	138	100	

Effects of Social Media on School Work of the Respondents

The effects of Social Media on students' Academic Performance is based on the responses of the twenty two questions. Each questions has four (4) choices which is rated 4 for "Always" 3 for "Frequently" 2 for "Sometimes" and 1 for "Never". The sum of the responses of the students were tallied. Most of the questions aim to determine and test how students balance time to meet their academic requirements and use the Social Media. Table 5 shows the derived Mean of the Total responses of the respondents. The total responses which falls on and above the Mean are defined as Frequent User of Social Media and those below the Mean are defined as Occassional User of Social Media. Sixty one (61) or 44.3% falls under the Occasional User of Social Media while seventy seven (77) or 55.7% falls under Frequent User of Social Media. This represents that there are more Frequent User of Social Media among the respondents participated in this study.

Table 5: *Frequency Distribution and Total Responses of the of the Respondents*

Total Response	Frequency	%	Summary
39	2	1.4	
40	1	.7	
41	2	1.4	
42	3	2.2	
43	4	2.9	44.3% Occasional User
44	11	8.0	
45	12	8.7	
46	11	8.0	
47	15	10.9	**Mean**
48	**12**	**8.7**	
49	17	12.3	55.7% Frequent User
50	12	8.7	
51	13	9.4	
52	8	5.8	
53	7	5.1	
54	3	2.2	
55	2	1.4	
56	2	1.4	
57	1	.7	
Total	138	100.0	

Table 6 shows the sum of the responses of the students and their achievement. The responses from the questionnaire were tallied and matched with the academic achievement of the student respondents. The table is divided into two, sum of the responses and half of the table was the frequency of the academic

achievement of the respondents.   Class limits from the total responses are formulated due to wide variance derived.

Table 6: *Frequency and Percentage Distribution of the Responses of the Respondents and their Achievements*

Interval of Scores	F of the total Responses	%	Mark	F Of Acad. Achievement	%
57-59	1	.70	1.25	5	3.6
54-56	7	5.00	1.5	9	6.5
51-53	28	20.30	1.75	12	8.7
48-50	**41**	**29.70**	2.0	10	7.2
45-47	38	27.60	2.25	15	10.9
42-44	18	13.10	2.5	16	11.6
39-41	5	3.50	**2.75**	**25**	**18.1**
Total	138	100	3.0	13	9.4
			3.5	13	9.4
			4.0	13	9.4
			5.0	7	5.1
			Total	138	100

The researchers described the table at random for a clear interpretation. Between 48-50, 41 or 29.70% total responses was recorded and got the highest while twenty five (25) respondents got an average grade of 2.75 which falls under fairly satisfactory performing their academic performance.
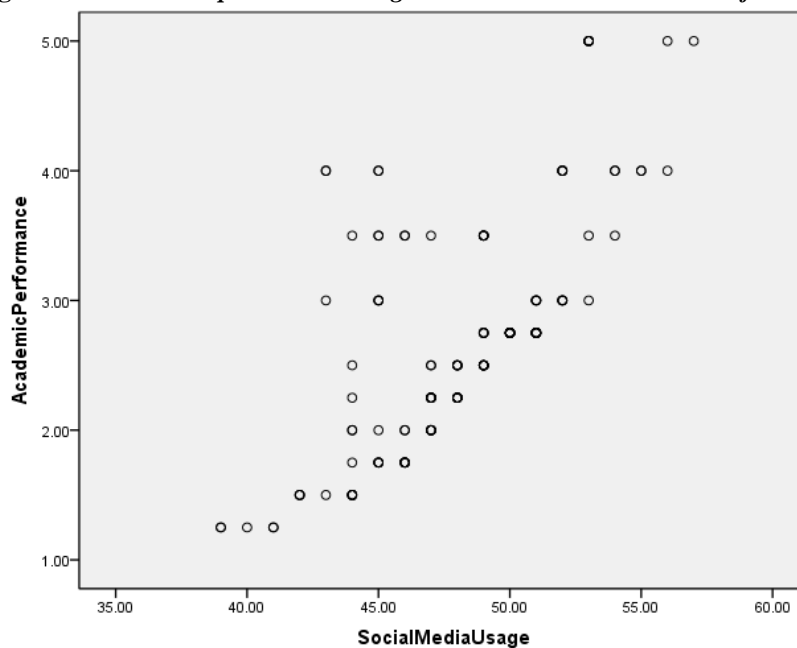
Table 6 shows the summary of the responses from each question of the questionnaires. From the questionnaire, questions number 17-22 are related to using Social Media in relation to attendance to school where the students is attending and the ability to cope to school while using Social Media. It can be noted that the young generation today is very fond of using the Social Media as often as possible. Respondents answered mostly Always from these questionnaires. It can be noted that

respondents forget to do homework, school projects, participation in class recitation and following teacher's instruction while using Social Media.

Based on the results of the study, using Social Media has effects on doing school homework that was mentioned above. Students who use Social Media in great extent still has no time to do their studies. Because they indulge in Social Media they perform below satisfactory in class performance.

As shown from table the study revealed that using Social Media has remarkable effect to the academic performance, attendance to school and participation to school activities of the respondents.

Diagram 1: *Relationship Between Using Social Media to Academic Performance*

A scatter diagram shows the relationship of two variables: Social Media usage and the Academic Performance of first year to fourth BSIT students from CEU-Malolos.

The y-axis is the frequency of the total responses of the students and x-axis is the frequency of the average Academic Performance of the respondents.

The marks show an upward linear trend between Academic Performance and Social Media Usage. It is clearly and obvious correlation or moderate relationship between variables. The marks are related to each other which means when a student use Social Media, it has great effects on their Academic Performances.

It can be noted that although students perform in class activities, e.g. making projects, doing assignments, research work and many others using the Social Media affects their performance in school. In support to what parents believed that Social Media usage largely affect the Academic Performance of their children.

Relationship between the use of Social Media and the Academic Performance of BSIT students of CEU-Malolos

Table 7 shows that there is significant relationship between Social Media usage and Academic Performance of the students. This is the result of the computed Pearson (r) value of +0.958 with mean 48.06 for x values and 2.39 mean for y values. X values has a standard deviation of 3.60 and 0.73 standard deviation for y values. The computed r value of +0.958 that the variables denote strong/high relationship.

As a rule of thumb, a correlation or relationship of +0.958 which is lower than the tabular value of +1.000 at .01 level of significance, therefore the null hypothesis is accepted and that there is a significant relationship between Social Media and the Academic Performance of the BSIT students of CEU-Malolos.

Table 7: *Correlation Coefficient Between Social Media And Academic Performance*

Y values Responses of the Students		X values Academic Performance		Computed Pearson(r)	Tabular Value At .01 level of significance	Interpretation
Mean	Standard Deviation	Mean	Standard Deviation	= +0.690**	+1.000	denotes moderate relationship
2.72	0.73	48.06	0.90			

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

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the findings of the study, the conclusions based upon the obtained results, as well as the recommendations forwarded in the light of the conclusions arrived at.

Using the descriptive method of research, the study sought to investigate the relationship of Social Media to the Academic Performance of the BSIT students of CEU-Malolos.
Summary of Findings
1. What is the profile of the BSIT students of CEU-Malolos in terms of:
1.2 Gender
In terms of gender, the total repsondents has one hundred two (102) males and thirty six (36) females.
1.3 Year Level?
As for the respondents' corresponding year level, there are forty five (45) or 32.6% first year. There are thirty seven (37) or 26.6% from second year while there are 26.9% or thirty seven (37) from the third year and the senior year has nineteen (19) or 13.9%.

2. What is the Academic Performance in terms of average Prelim and Midterm grades of the CEU-Malolos BSIT students who use Social Media?

Based from the data gathered, seventy one (71) or 51.4% of the respondents have reached below satisfactory grade average of 2.75, 3.0, 3.5. 4.0 and 5.0 respectively. Sixty seven (67) or 48.6% students have successfully reached the satisfactory academic performance from an average grade of 1.25 down to 2.50. Based on the computed mean of 2.72, the respondents were categorized as below satisfactory in performing their academic subjects, the results showed that more that 50% of the respondents performed below satisfactory level on school.

3. What are the effects of Social Media on the School Work of BSIT students of CEU-Malolos?

Based on the results of the study, using Social Media has great effects on Academic Performance of the students. Using Social Media impedes in student's learning and directly affects the students attendance on school. The used of scatter diagram to plot the points so that a clear view of correlation or relationship of variables showed that the results of the study was the variables: Social Media and Academic Perfomance has effect to each other. It only means that when a student is indulge in Social Media it has effects in the performance to class activities and academic performance.

4. Is there significant relationship between the use of Social Media and the Academic Performance of CEU-Malolos BSIT students?

The study revealed that there is moderate relationship between Social Media and Academic Performance of the

students. This was resulted from the computed value of +0.690 with mean 48.06 for x values and 2.72 mean for y values. X values got a standard deviation of 0.90 and 0.73 standard deviation for y values. The computer r value is +0.690 indicates that the variables has a moderate relationship.

A moderate correlation or relationship of +0.690 is higher than the tabular value of +1.000 at .05 level of significance, therefore the researchers reject the null hypothesis that there is no significant relationship between Social Media and Academic Performance of the students from the College of Computer Studies.

VI.   CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. That seventy one (71) or 51.4% of the respondents have reached below satisfactory grade average and only sixty seven (67) or 48.6% students have successfully reached the satisfactory academic performance. That more than 50% of the respondents performed below satisfactorily at school. Students diversion from school activities to Social Media usage largely affect their academic performance.
2. Based on the results of the study, using Social Media has effect on Student's Academic Performance. Students who participated in the study rarely participate on class activities, perform well on class and attend class regularly.
3. A moderate correlation or relationship of +0.690 is higher than the tabular value of +1.000 at .05 level of significance, therefore the null hypothesis is rejected and that there is no significant relationship between Social Media and academic Performance of the BSIT students of CEU-Malolos. That scatter diagram depicts the frequency of Social Media usage affects the academic performance of the students. Students with lower grades are Frequent User of Social Media while the Occasional User tends to concentrate on school works and get satisfactory ratings.

VII.   RECOMMENDATIONS

Based on the findings of the study and the conclusions derived from the study, the following recommendations are hereby forwarded.

1. The parents in general must be aware that students need parental guidance while using the Social Media. Parents play a major role in their child's Academic Performance, thus when their children's learning habit diverted into excessive use of Social Media this will have a great effect on the child's Academic Performance. Social Media in moderate usage doesn't directly affect the students' learning process but anything in excess is harmful.
2. Teachers should be aware and orient the students on how to use Social Media moderately.   Monitor school work diligently and encourage students to indulge to a more fulfilling and productive activities. Social Media can be an aid in classroom activities. Since youth are Social Media involved nowadays and nothing can keep them away to that,

it is better to utilized this technology to a more productive way.
3. College officials can incorporate Social Media Technology in their curriculum. The Computer Education Department can facilitate the revision of their curriculum to adapt to the changing needs of the society. Social Media offers a wide range of opportunity to the students of the said department. This will also aid in educating the BSIT students the proper way of using Social Media and to practice what they have learned by developing applications that can be used in the Social Media.

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