

## **Relationship between Social Media Use and Academic Performance of Pharmacy Students**

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## ABSTRACT

The study aimed to determine the relationship between social media use and the academic performance of pharmacy students. The objectives specifically sought to determine the level of social media preferences and usage, ascertain the level of academic performance in terms of General Point Average (GPA), and correlate the academic performance and social media usage of the students. The respondents were the pharmacy students enrolled in the first semester of Liceo de Cagayan University, consisting of first years, second years and, third years, in which sample size was using the random stratified sampling method. This study employed the descriptive-correlational quantitative research design that utilized a five-point Likert scale questionnaire checklist ranging from “Strongly Agree” to “Strongly Disagree” in a Google Form as the research instrument. Frequency, percentage distribution, average mean, and correlational analysis were used for the statistics. The findings of the study included that majority of the respondents rarely use social media. Twitter was the most preferred platform, Instagram being the second and Facebook as the least. In addition, most of them rarely took time to study for academics, but still many of the respondents have a satisfactory General Point Average (GPA). The study concluded that there is a significant relationship between social media use and academic performance.

**Keywords:** academic performance, online learning, pharmacy students, social media, social networking sites

## INTRODUCTION

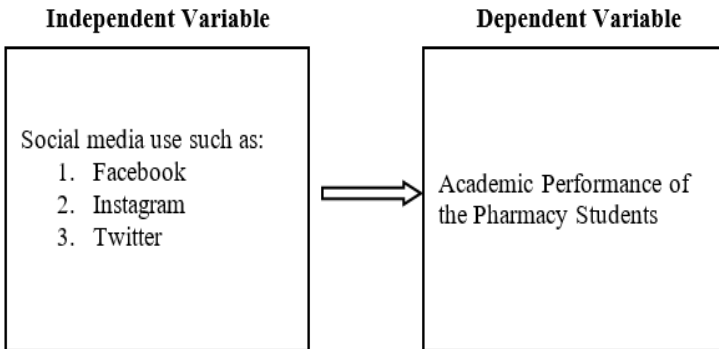
This study focuses on students’ academic performance while using social media as their means of communication. Since face-to-face classes were not possible due to the Covid-19 Pandemic, the mode of teaching and the process of learning were hampered, and access to information and personal contact were reduced. Most schools have embraced online flexible learning with the use of alternative learning, specifically social networking websites such as Edmodo, Google Classroom, and many others, as well as many social media channels, which were intended for learning and a vast array of communication (Manka & Ranieri, 2017). These developments have had a significant impact on students’ academic success, both positively and negatively.

If there was a clear link between social media use and student’s academic performance, it could be determined whether or not using social media compromised or increased a student’s performance. As a result, taking into account the likelihood

of both positive and negative effects of social media usage on a student’s academic performance, as well as a lack of awareness of how to handle the issues associated with social media use while maintaining good academic performance. The degree of social media use among BS-Pharmacy students and its relationship to their academic performance were assessed in this study conducted at Liceo de Cagayan University.

**FRAMEWORK**

This research was based on Bandura’s social learning theory, which establishes a connection between social media use and academic performance. Individual learners, peers, and conditions, according to Bandura’s Social Learning Theory, can influence individual learning outcomes. The Social Learning Theory (SLT) of Albert Bandura would aid comprehension of two facets of the project: social media use for educational purposes and academic performance. According to the hypothesis, tertiary students’ talents are learned exclusively within their community and with their peers as a result of their regular use of social media for educational purposes. Students learn from one another through assessment, repetition, and modeling, resulting in positive learning outcomes, according to the theory. We believe that students using social media for educational purposes would help them develop skills and expertise to improve their academic success, based on Bandura’s Social Learning Theory.



*Figure 1.* Conceptual Framework of the Study

## OBJECTIVES OF THE STUDY

This research study aims to determine the relationship of social media use towards the academic performance of pharmacy students of Liceo de Cagayan University enrolled in the S.Y. 2020-2021.

## METHODS

This study was conducted at Liceo de Cagayan University with 148 respondents from first year, second year, and third year students of College of Pharmacy, School Year 2020-2021. This employed a descriptive-correlational quantitative research design to collect and analyze data. Descriptive correlational research aimed to describe the relationship among variables rather than to infer cause and effect relationships. According to Lappe (2013) descriptive-correlational studies helped describe how one phenomenon was related to another in situations where the researcher has no control over the independent variables, which are believed to cause or influence the dependent or outcome variable.

The researchers utilized a survey questionnaire with a five-point likert scale questionnaire checklist ranging from “Strongly Agree” to “Strongly Disagree” in a Google Form which emphasized the correlation between social media use and academic performance. There were three (3) sets of testing methods that were used in this study. The first part of the questionnaire was the respondents’ demographic profile, containing their age, gender, and year level. The second part consisted the general information regarding respondents’ social media use and academic performance. Lastly, the third part of the questionnaire was the five-point Likert scale, containing 29- item questions seeking to answer the above-mentioned statements of the problem. The data of the study was interpreted using the following statistical tools. Frequency distribution and percentage were used to determine the respondents’ descriptive profile in terms of age, sex, year level, social media preference, and time spent on social media. The average mean and standard deviation assessed the social media usage among pharmacy students. Pearson correlational coefficient was employed to determine the degree of relationship between two variables, such as the students’ social media use and academic performance.

## RESULTS AND DISCUSSION

Table 1

*Descriptive statistics of participant's level of social media preferences and usage among Pharmacy students| (N=148)*

Preferences	Mean	SD	DESCRIPTOR
Time Using Social Media	1.60	.735	Just now and then
Facebook	2.15	1.103	Just now and then
Instagram	2.63	1.274	Some of the time
Twitter	2.97	1.419	Some of the time
Time Studying	2.27	.676	Just now and then

According to the table presented, most students prefer using Twitter (2.97) among the used social media of pharmacy students. According to a study conducted by Malik, Heyman-Schrum, and Johri (2019), students in North American and European higher education settings consider Twitter a valuable tool for communication due to its high accessibility, novelty, and real-time format. Students, teachers, and other stakeholders used it as a pedagogical tool to gain information, interact and engage with each other, participate in their respective communities of interest, and share their insights about specific topics.

Table 2

*Descriptive statistics of participant's level Academic Performance of Pharmacy students| (N=148)*

General Point Average (GPA)	Range	F	%
Excellent	96.47 - 100	0	0
Outstanding	92.90- 96.46	12	8.1
Very Satisfactory	89.31 – 92.89	52	35.1
Satisfactory	80.96 – 89.30	74	50.0
Fair	75 – 80.95	10	6.8
Failed	74 below	0	0

The table above shows the descriptive statistics of the participant’s Academic Performance level. There were 148 respondents, 74 (50%) had a satisfactory general point average (GPA) as the highest mean; 52 (35.1%) had a very satisfactory general point average (GPA); 12 (8.1%) had an outstanding general point average (GPA), and the lowest mean was 10 (6.8%) had a fair general point average (GPA). However, none of the students reached the general point average (GPA) excellent nor failed.

Table 3

*The Relationship Between Social Media Use (negative/positive) and Academic Performance of the Pharmacy students | N = 148*

Variable	Correlation Coefficient	P-value	Interpretation
Social Media Use			
Positive Use	.136	.098	Not Significant
Negative Use	<b>-.202*</b>	.014	Significant

The table demonstrates a weak correlation between social media use and academic performance of pharmacy students based on a correlation coefficient of  $-.202^*$  and a P-value of  $.014$ . Thus, this is a strong proof to reject the null hypothesis that there is no difference between the means and conclude that a significant difference exists. Furthermore, most existing studies found a decreased time for studying and decreased students’ academic performance with increasing time spent on social media (Kassarnig, 2018).

Table 4

*Descriptive statistics of participant's Level of Positive Social Media Use | (N=148)*

Indicators	Mean	SD	DESCRIPTOR
1. I engage in academic discussions on social media platforms	3.78	.848	Moderately affecting
2. I make use of social media to share information with my classmates	4.20	.725	Moderately affecting
3. Social media have impacted my GPA positively.	3.28	.791	Neutral
4. I follow the latest developments in my field through social media.	3.76	.777	Moderately affecting
5. The usage of social media for research has helped improve my grades.	3.80	.896	Moderately affecting
6. I use social media to understand what I have been taught in class.	3.78	.887	Moderately affecting
7. Social media is encouraged by professors as part of class assignments.	3.43	.998	Neutral
8. Social media has improved my communication skills.	3.57	.963	Moderately affecting
9. I communicate with the professor through social media.	4.01	.787	Moderately affecting
10. We have a social media group for some of my courses.	4.21	.851	Moderately affecting
11. My study habits have changed due to lack of interest and spends my time using Social Media	4.05	.855	Moderately affecting
12. Because of the easy access to information, I can save a lot of time than using traditional method of gathering information	3.83	.965	Moderately affecting
13. Group chats made studying easier because of pool of information is light mode.	4.09	.841	Moderately affecting
14. It helps me in exchanging ideas with others and asking about the topics we have discussed during class.	3.68	1.050	Moderately affecting
15. It is easy to obtain information when I cannot understand our topic.	3.91	.819	Moderately affecting
<i>Average Mean</i>	<b>3.82</b>	<b>.469</b>	<b>Moderately affecting</b>

According to the table, the highest mean which was the indicator “We have a social media group for some of my courses” with the mean of 4.21, interpreted as Moderately Affecting. According to Samat et al. (2018), the various forms of social media have been shown to benefits the students by intensifying communication,

social connection, and even technical skills. Most students use social media to socialize and interact with one another, allowing them to connect with friends and family, meet new people, share photos, and share ideas.

Table 5

*Descriptive statistics of participant’s Level of Negative Social Media Use | (N=148)*

Indicators	Mean	SD	DESCRIPTOR
1. The time I spend online on social networks takes away from my time studying.	3.55	.985	Moderately Affecting
2. Online social networks distract me from my studies.	3.54	1.07	Moderately Affecting
3. The hours I spend online on social media are more than the hours I spend reading.	3.65	.932	Moderately Affecting
4. My unlimited access to social media through my cell phone has affected my academic performance negatively.	3.12	1.068	Neutral
5. I solely rely on information gotten from social media to do my assignments without consulting other sources.	2.53	1.109	Neutral
6. Social media has negatively impacted my writing skills.	2.79	1.064	Neutral
7. Engaging in academic forums on social media reduces my rate of understanding.	2.85	.943	Neutral
8. I use social media for making new friends and socializing more than I use it for academic purposes.	3.32	1.201	Neutral
9. Social media have impacted my GPA negatively.	2.81	.978	Neutral
10. Addiction to online social networks is a problematic issue that affects my academic life.	3.44	1.156	Neutral
11. Once I interrupt my study time with social media, I lose concentration.	3.87	.978	Moderately Affecting
12. My study habits have changed due to lack of interest and spends my time using Social Media	3.55	1.065	Moderately Affecting
13. The time for studying my lesson is lessen due to the excessive usage of social media.	3.44	1.058	Neutral
14. It is difficult to develop academic projects and assignments due to social media use.	3.57	1.064	Moderately Affecting
<b>Average Mean</b>	<b>3.29</b>	<b>.620</b>	<b>Neutral</b>



According to the table, the highest mean which was the indicator “We have a social media group for some of my courses” with the mean of 4.21, interpreted as Moderately Affecting. According to Eiland (2016), social media has physically trained our brains to multitask and skim reading materials. A study was conducted and revealed that students had been multitasking in studying their lessons using social media use, which proves to be a distraction (David et al., 2015).

## CONCLUSIONS

Respondents of this study rarely use social media on their daily basis. Most of them preferred to use Twitter to communicate with each other, gain information, and share insights on specific topics. When it comes to studying, students rarely study due to social media usage.

The majority of the respondents had a satisfactory academic performance falling under grades ranging from 80.96% – 89.30%. Based on the significant relationship between social media use and academic performance of the pharmacy students, it was revealed that there was a relationship between social media use and the academic performance of the pharmacy students.

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