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<https://www.ijetrm.com/>**SOCIAL NETWORKING USAGE AND STUDENT ENGAGEMENT OF SENIOR HIGH SCHOOL STUDENTS****Rosie M. Abrahan  
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**ABSTRACT**

The study aimed to determine what domains of social networking usage significantly influence on engagement of senior high school students. A non-experimental quantitative research design and the descriptive correlation technique was used. Universal sampling was used in the conduct of the study. The collected data using adapted survey questionnaires were analyzed using mean, Pearson product-moment correlation coefficient, and linear regression. The findings of the study revealed that the level of social networking usage and engagement of the senior high school students were described as high. Also, there was a strong significant correlation between social networking usage and student engagement; Further, the result shown a significant influence of social networking usage towards student engagement, with two domains namely socialization and informativeness significantly influence student engagement. The socialization got the highest data value, therefore, considered as best influence.

**Keywords:**

education, social networking usage, student engagement, senior high school students, non-experimental descriptive research design, Philippines

**INTRODUCTION**

The term student engagement has several different definitions, refers to students being actively involved in their learning tasks and activities (Lei, Cui, & Zhou, 2018). Teacher's lack of knowledge and expertise, necessary to provide students with the academic and emotional assistance that they need to stay engaged (Dar, 2015). And also, recently studies that teacher's work engagement indirectly affected student engagement via its mediating impact on teaching quality according to Xiong and Yuan, (2024). According to Subramanian & Mahmoud, (2020), they found that British universities have 40% of students are frequently experiencing boredom and less than 20% of students ask questions in class due to poor engagement. The Global interest in the value of student engagement in higher education has led researchers to question whether the use of the term is clear and consistent (Johanna Vuori, 2014).

**OBJECTIVES**

The significance of student engagement is found in its capacity to produce an engaging and dynamic learning environment that enables learners to realize their greatest potential and achieve both academic and personal success (Thompson, 2023). Both teachers and students reported on students' (dis) engagement, allowing investigation of the proposed relationships both at the student and teacher level (Van den Berghe, Tallir, Cardon, Aelterman, & Haerens, 2015). That student engagement considered to be among the better predictors of learning, there is growing concern that there is no consensus on the conceptual foundation (Gerald Burch, Nathan Heller, Jana Burch, Rusty Freed & Steve Steed, 2015). However, (Nguyen, Cannata, & Miller, 2018) it's divided behavioral engagement into passive behavioral engagement like paying attention in class and active behavioral engagement such asking questions, putting effort into assignments. Additionally, (Lei, Cui, & Zhou, 2018) academic success has always been considered a significant result of student involvement.

A study conducted by Rasheed, Malik, Pitafi, Iqbal, Anser and Abbas, (2020) which is the usage of social media, student engagement and creativity: the role of knowledge sharing behavior and cyber-bullying found out that social media use is positively associated with student engagement. And also, a study by Gulzar, Ahmad,

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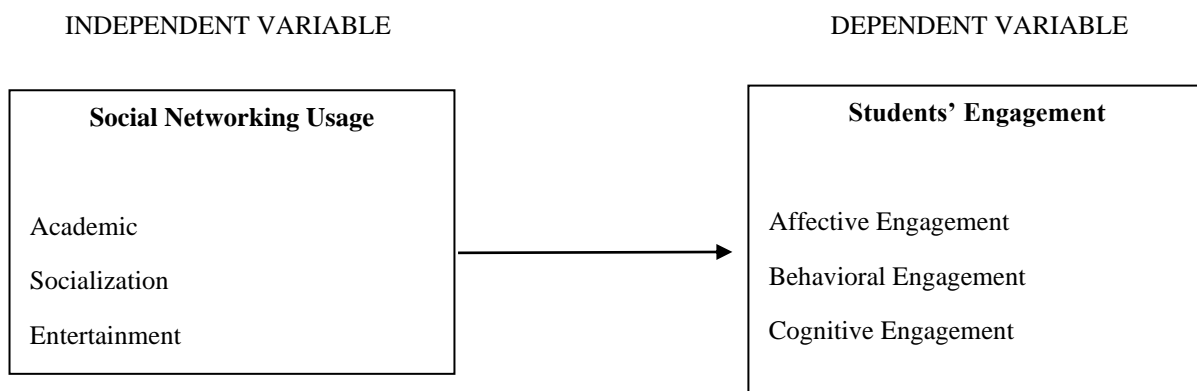
Hassan, and Rasheed, (2022) entitled How Social Media Use Is Associated with Student Engagement and Creativity: Investigating Through the Lens of Intrinsic Motivation, the study found that students' use of social media is positively correlated with their academic engagement and creativity through intrinsic motivation. However, the genuine use of social media to improve student learning involves establishing a model of practical social media engagement through an empirical investigation of students' adoption of real social media education (Alalwan, 2022).

The uniqueness of this study is anchored on the situation that exploration of two variables, social networking usage and student engagement in the local setting is limited. To this response exploring the research gaps that surround the relationship between social media and student engagement. It dealt into the complexities of this relationship, highlighting the conflicting findings, limitations of existing studies, and areas requiring further investigation. And also, the impact of social networking sites on student engagement is a subject of ongoing debate and research.

The study aims to determine what domains of social networking usage significantly influence on engagement of senior high school students. Specifically, this study has the following objectives: to assess the level of social networking usage in terms of academic, socialization, entertainment and informativeness: to ascertain the level of engagement of senior high school students in terms of affective engagement, behavioral engagement and cognitive engagement: to determine the significance of the relationship between social network usage and engagement of senior high school student and finally, to determine the significance influence of social networking usage on engagement of senior high school students.

The following null hypotheses were tested at 0.05 level of significance. There is no significant relationship between social networking usage and engagement of Senior High School Students and no domain of social networking usage significantly influences on engagement of Senior High School students.

The study is anchored on Alexander Astin's theory, developed in 1984, focuses on the quality and quantity of student involvement in academic and extracurricular activities. It suggests that students who are actively engaged in their campus community experience greater personal growth and learning. It remains a valuable framework for understanding the importance of active engagement in the college experience. It provides a foundation for educators and administrators to create environments that foster student involvement and promote positive outcomes for all students.



*Figure 1. Conceptual Framework of the Study*

The social networking usage has the following indicators: Academic, meaning anything that has to do with the work that is done in schools, colleges, and universities, particularly work that requires more study and thinking than technical or practical abilities. Interpersonal and social interaction is referred to as socialization. The act of giving or receiving pleasure or entertainment is known as Entertainment. Informativeness means giving or disclosing information, imparting knowledge. Additionally, indicators of student engagement, also include the following: Affective engagement, which relates to how student feel about what they are learning. Activities and behaviors are referred to as behavioral engagement. Lastly, cognitive engagement describes the psychological effort that students do.

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Moreover, this study is based on the influence of social media networks on academic performance, and other studies conducted by Alshalawi, (2022) have consistently shown that students' attitudes are positive. On the other hand, higher education professionals use social media platforms for research dissemination, career promotion, and networking, according to a scoping analysis conducted by (Chugh, Grose, & Macht, 2020).

According to Backlinko Team by 2024 the global social media user count will have topped 5.17 billion, with roughly 63.7% of the world's population actively engaged on these platforms. Social media is used for a variety of purposes, including maintaining social connections, providing entertainment, sharing information, and facilitating professional networking opportunities (Kenton, Mansa, & Ecker, 2024), and it is divided into four groups: educational, entertaining, socializing, and instructive.

First, in the academic realm, research indicates a nuanced impact of social media on academic performance. While certain studies suggest that social media can serve as a valuable tool for learning and collaboration, others underscore its potential to divert students' attention and detrimentally impact their academic achievements (Prado & Lemon, 2023). Social networking has become an indispensable aspect of contemporary life, particularly for adolescents. Despite the numerous advantages that social media offers, concerns have arisen regarding its potential influence on academic performance, especially in the upper echelons of high school. This analysis delves into the intricate relationship between social networking usage and academic performance, both the positive and negative effects.

Secondly, Social Networking Sites (SNS) play a substantial role in augmenting students' social presence, thereby enhancing their social well-being and motivation for learning (Samad, Mehrbakhshi, &, Ibrahim, 2019). Social networking sites can facilitate senior high students in establishing and nurturing relationships. They serve as a platform for students to articulate their perspectives, emotions, and encounters, fostering deeper connections and empathy among friends. Students can employ social media to coordinate communal activities, organize excursions, and exchange experiences, thereby fortifying their relationships and forging enduring social ties. To mitigate the adverse repercussions of social networking, senior high students must cultivate wholesome habits and embrace a judicious approach to their online engagements.

However, social media platforms have become indispensable tools for marketing and promoting entertainment content (Brisset, 2024). A study revealed that social media entertainment serves as a mediator between student performance and the content displayed on social media. It was uncovered that social media entertainment is crucial in creating material for optimal performance. Research conducted on Filipino learners indicates that their academic performance is significantly impacted by social media usage. Students utilize platforms such as Facebook, Instagram, and YouTube for updates, photo sharing, and video tutorials.

And social media is essential for rapidly sharing information (Özkent, 2022). Social networking in high school can impact students positively or negatively. Platforms offer abundant information but also challenges like accuracy and distraction. This study explores informativeness and social networking in senior high school. It examines benefits and drawbacks. Social networking in senior high school offers opportunities and challenges. Students can expand knowledge and connect with diverse individuals. However, they must navigate its complexities safely.

In addition, teachers' major challenge is how to get students engaged in virtual learning. Due to the COVID-19 pandemic, schools have been pushed to switch to online learning, of which left little time for teachers to learn in educating students with digital resources. In digital learning, enhancing student engagement is the main challenge to overcome. The level to which students are interested, focused, curious, and passionate about what they are learning is referred to as student engagement. There are three basic categories into which student engagement can be divided: Behavioral engagement, which occurs when students actively participate in the learning process. Second, when students want to learn as much as they can, they are engaging cognitively. They not only pay attention to the teaching-learning process, but they also ask intriguing questions. Finally, emotional engagement occurs when students feel good about their schooling.

(Salas-Pilco, S. Z., Yang, & Zhang, 2022) identified the primary attribute of student engagement by examining it from three different but connected dimensions: behavioral, cognitive, and affective. Since behavioral engagement is manifested through observable and explicit behaviors, it is the dimension that receives the most reports. It is defined in terms of involvement, communication and teamwork, performance, accomplishment, skill development, and finishing educational tasks. Students' purpose, drive to learn, effort to understand, self-regulated learning, self-efficacy, perceived ability, critical thinking and reflection, extra effort to learn more, and capacity to understand complicated concepts are all associated with cognitive engagement. Students' attitudes

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toward instructors, classmates, and classes; their appreciation of the material and learning environment; and their sense of fulfillment and well-being are all considered aspects of affective engagement.

In their 2021 study, Nkomo, L. M., Daniel, B.K., and Butson, (2021) concentrate on how students use social media, video, and collaborative learning tools. Relevant publications were found in the databases of Web of Science and Scopus. Three main themes were found: the main method of measuring student engagement was self-reporting, which led to results that were perceptual rather than behavioral; there was no common understanding of what constitutes student engagement with learning technologies; and there was no explanation of contextual variation and modalities of student engagement across the digital technologies. It is clear that no study makes an effort to conduct a thorough literature review that focuses on research pertaining to students' participation in online courses during the COVID-19 epidemic, with particular attention to Asian nations.

This study suggested ways for student participation in online learning during the pandemic, which includes ramified flipped learning, problem-based learning, team-based learning, and design your test. By utilizing the body of existing literature, this also identifies the antecedents of student engagement. Additionally, it identifies theories that the researchers have cited in their work. Teachers can use this data to more effectively involve their students in online learning environments.

This research holds significance for all senior high school students at the Philippine College of Technology, as the findings have the potential to inform policy development aimed at enhancing student performance. Consequently, this study could prove invaluable to educators and students involved in policy implementation. It is furthermore anticipated that the findings of this research on social networking usage and student engagement could contribute substantially to the existing body of knowledge. The relevance of this study extends to the education sector, particularly in fostering student engagement through the utilization of social networking platforms. Students, teachers, and faculty members alike stand to gain from this study, as it may enlighten them on the pivotal role of responsible social media usage and student engagement.

In particular, the Philippine College of Technology stands to gain valuable insights from the findings of the study. This research will equip them with the necessary knowledge to foster and empower senior high school students in developing a robust capacity to formulate their performances. Moreover, educators can leverage the data derived from this study to design and implement innovative programs, both social and academic, within the school premises to optimize student performance. Overall, this research holds immense significance as it serves to inspire the participants to introspect and take proactive measures that cultivate individuals' performance. The results of this study may also be used as a template for such research projects in the future. This study might be a useful source of literature for researchers looking to identify additional elements that may influence student involvement among instructors and faculty members.

### METHODOLOGY

This study was conducted using qualitative design. Case study was employed to exemplify Local Government Unit of Jose Abad Santos, Davao Occidental as the sample. The participants are the Municipal Health Officer, Public Health Nurses, Brgy. Nurses and Midwives.

#### Research Design

This study used a non-experimental quantitative design and the descriptive correlation research technique, which is intended to collect study-related data, concepts, facts, and information. In non-experimental research: strengths, weaknesses and issues of precision, researchers will clarify issues about the accurate reporting and generalization of results (Reio, 2016). In this study the variables will not be manipulated, and the setting is not controlled. Descriptive-correlational research design aims to describe the characteristics of a population or phenomenon and explore the relationships between variables without manipulating any of them. Further, it is a reflects the strength and/or direction of the relationship between two or more variables and direction of a correlation can be either positive or negative by Devi, B., Devi, R., Pradhan, Giri, Lepcha, &, Basnet, (2023).

The study is descriptive in performance since it will assess the levels of social networking usage and engagement of senior high school students at the Philippine College of Technology. This is correlational since it investigated the relationship between two variables such as social networking usage and student engagement with the use of the survey questionnaire as a tool in gathering the primary data. The interest of the study investigated the relationship between social networking usage and engagement of senior high school students in Philippine College of Technology.

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### Research Locale

This research study was conducted in Senior High School at Philippine College of Technology. PCT, located at Garden Park, Village, Bajada, Davao City (main campus) as shown in figure 2. Additionally, the founding chairman and CEO of the Philippine College of Technology, Dr. Gener Balili, founded the institution in 1993. They offered degree programs, certificate/short programs, assessment centers, professional certificate programs, language programs and the senior high school (Grade 11-12) with Permit No. 002 s. 2014 (DepEd-Government Permit R-XI).

*Figure 2. The map showing the research locale*

### Population and Sample

The study included 87 senior high school students from Philippine College of Technology as responders. The study's respondents were chosen using the universal sampling method. A sampling strategy known as universal sampling involves studying the entire population of interest, such as a group whose members all have a particular trait in common. An approach that begins with the description of the universe, then establishes specific quotas for the unit structures that will be sampled, and finally chooses individuals who fit inside these quotas (Iliyasu, Etikan, 2021).

This sampling strategy is suitable for the study since its goal was to gather data on student engagement and social networking usage from all senior high school students at Philippine College of Technology. By doing so, the researchers were able to gain a more thorough understanding of the target population than they could have with a partial sample. In Philippine College of Technology, there are respondents as follows: 34 in Grade 11 and, 53 in Grade 12. The total number of senior high school student in Philippine College of Technology involved in the study were 87.

Moreover, the researcher considers the inclusion and exclusion criteria in the selection of the respondents of the study. The senior high school respondents are the students at Philippine College of Technology. Students are willing to submit themselves and are permitted by the parents/guardians to undergo the survey to be conducted. The students who voluntarily agree with the informed consent are included in the survey, hence students who clearly confessed their denial are excluded from the survey. Further, the researchers consider student who decided to withdraw or back out during the actual administration of the survey questionnaires.

### Research Instrument

The research instrument used in this study are statements and scales. This instrument allows respondents scale the statement succeeded. The following four scaling with their respective range of means and description are considered:

The researchers conducted the study through the use of a survey questionnaire which consists of two parts. The first part, Social Networking Usage, consist of twenty questions regarding the respondent's opinion. The second part is Student Engagement with forty-five questions. The survey questionnaire consists of scaling questions which asks the respondents on their opinion on whether the question items are prevalent or not.

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The five orderable gradations of Social Networking Usage / Student Engagement with their respective range of means and descriptions are as follows: 4.20-5.00 which means very high that the Social Networking Usage / Student Engagement is always manifested; 3.40-4.19 which means high that the Social Networking Usage / Student Engagement is oftentimes manifested. 2.60-3.39 which means moderate that the Social Networking Usage / Student Engagement is oftentimes manifested; 1.80-2.59 which means that the Social Networking Usage / Student Engagement is oftentimes manifested; and 1.00-1.79 which means that the Social Networking Usage / Student Engagement is oftentimes manifested.

**Data Collection**

Primary data was used in gathering information about the study which consists of two parts, namely: Social Networking Usage, and Student Engagement. The survey questionnaires were utilized in the conduct of the study were sourced from various related researches. The restructuring was carried out to make the instrument more applicable to current, local educational settings. To make the instrument more contemporary, it was validated by expert validators. After validation, pilot testing was also conducted.

The researchers ask permission and approval from the teachers and head in-charge to conduct the study among the students in senior high school of Philippine College of Technology and also to distribute the survey questionnaires to their students. The researchers explain the questionnaire, the tools and its purpose. The researchers receive the survey questionnaires after the respondents are done answering it. And finally, the researchers tally and tabulated all the data gathered from the respondents, subjected to statistical analysis. It was analyzed and interpreted. Having the data, the researchers now can have conclusions and recommendations that were formulated based on the findings of the study.

**Statistical Tool**

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean was used to determine the level of Social Networking Usage, and the level of Engagement of senior high school students.

Pearson's r was utilized to determine if the relationship between Social Networking Usage and Engagement of senior high school students, is significant.

Regression. This employ to determine the domain in the Social Networking Usage significantly influence Engagement of senior high school students.

**RESULTS AND DISCUSSION**

In this section, the data collected and analyzed on social networking usage and engagement of senior high school students is presented and discussed.

**Social Networking Usage of Senior High School Students**

Presented in Table 1 is the level of social networking usage of senior high school students measured by academic, socialization, entertainment and informativeness. A standard deviation (SD) of 0.60 and overall mean of 3.80 was obtained which is described as high. This means that the level of social networking usage is oftentimes manifested. Analyzing the result in the computation of all.

*Table 1 Level of Social Networking Usage of Senior High School Students*

| Indicators      | SD          | Mean        | Descriptive Level |
|-----------------|-------------|-------------|-------------------|
| Academic        | 0.73        | 3.99        | High              |
| Socialization   | 0.68        | 3.69        | High              |
| Entertainment   | 0.88        | 3.66        | High              |
| Informativeness | 0.84        | 3.85        | High              |
| <b>Overall</b>  | <b>0.60</b> | <b>3.80</b> | <b>High</b>       |

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indicators of social networking usage, academic has the highest mean of 3.99 or high, with standard deviation of 0.73, while entertainment has the lowest mean of 3.66 or high with a standard deviation of 0.88.

The high descriptive levels on every indicator social networking usage of senior high school students are due to the high rating on they know what they are thinking and doing, they understand why people react the way they do, they can control the way how they feel when something bad happens, when they are upset with someone, they will wait till they have calmed down before discussing the issue and lastly, they always try and comfort their friends when they are sad.

This suggests that children utilize these platforms to express and discover who they are, which can be beneficial for their social and emotional growth. However, there are also concerns about privacy, cyberbully, and the possibility of addiction. It's critical that teachers educate children about these concerns and offer advice on proper use.

The result on the high level of social networking usage of senior high school students is coherent with the findings of (Tus, 2021) that social networking usage, used it as a convention for the students to avail their reasonable satisfaction and may be used for practical things such as learning, it shows that students know how sharing and watching educational movies can be used as an alternative using social network.

This is also aligned to the study of Reyes, Buluran, Celicious, Dauigoy, Mallare and Zsila, (2023) who stated that people engage in more social networking, they are more likely to compare themselves to others and decreasing their self-esteem. Therefore, compared to people with low extroversion, those with high extroversion and openness can use social networking more frequently and have a generally better experience.

**Engagement of Senior High School Students**

Presented in Table 2 is the level of engagement of senior high school students measured by affective engagement, behavioral engagement and cognitive engagement. An overall SD of 0.55 and overall mean of 3.80, was obtained which is described as high. This means that the level of student engagement is oftentimes manifested. Analyzing the result in the computation of all indicators of student engagement, cognitive engagement has the highest mean of 4.00 or high, with standard deviation of 0.63, while affective engagement has the lowest mean of 3.47 or high with a standard deviation of 0.74.

**Table 2: Level of Engagement of Senior High School Students**

| Indicators            | SD   | Mean | Descriptive Level |
|-----------------------|------|------|-------------------|
| Affective Engagement  | 0.74 | 3.47 | High              |
| Behavioral Engagement | 0.64 | 3.92 | High              |
| Cognitive Engagement  | 0.63 | 4.00 | High              |
| Overall               | 0.55 | 3.80 | High              |

**Level of Engagement of Senior High School Students**

The high descriptive levels on every indicator of engagement of senior high school students is due to the high rating on before making any important decisions,

they seek second opinion, they enjoy learning new things in class, they think learning is fun and lastly, when they run into a difficult homework problem, they keep working at it until they solved it.

This suggests that students who experience peer support are more likely to be involved and achieve better academically. It also demonstrates that engagement is multifaceted, involving cognitive investment in learning, emotional positive feelings toward school, and behavioral participation in academic activities.

The result on the high level of engagement of senior high school students is coherent with the findings of Aliyu, Osman, Kumar, Talib and Jambari, (2022) that the students at lower levels require active student engagement for their learning achievement, logical thinking, and creative and basic skills for a solid foundation. This also aligned to the study of Subramainan & Mahmoud, (2020) that the main challenge of studying the disengagement problem is that the traditional research tools lack flexibility and the technique is tedious and costly.

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Shown in Table 3 are the results of the test of the relationship between social networking usage and student engagement. As displayed in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of 0.646 with a p-value of less than .05 indicated that the null hypothesis was rejected. It demonstrates that there is a strong link between social networking usage and student engagement. The correlation coefficient r is equal to .646 signifies a strong association between social networking usage and student engagement. More specifically, the results show that all the indices of social networking usage have significant relationship with student engagement, as the p-values are less than .05.

**Table 3: Significance of the relationship between Social Networking Usage and Engagement of Senior High School Students**

| Social Networking Usage | Student Engagement         |                              |                              |                              |
|-------------------------|----------------------------|------------------------------|------------------------------|------------------------------|
|                         | Affective Engagement       | Behavioral Engagement        | Cognitive Engagement         | Overall                      |
| Academic                | -.021<br>.908              | .334<br>.054                 | .578**<br>.000               | .341**<br>.049               |
| Socialization           | .360*<br>.037              | .599**<br>.001               | .582**<br>.000               | .599**<br>.000               |
| Entertainment           | .181<br>.307               | .456**<br>.007               | .542**<br>.001               | .466**<br>.005               |
| Informativeness         | .233<br>.185               | .610**<br>.000               | .584**<br>.000               | .563**<br>.001               |
| <b>Overall</b>          | <b>.246</b><br><b>.162</b> | <b>.646**</b><br><b>.000</b> | <b>.749**</b><br><b>.000</b> | <b>.646**</b><br><b>.000</b> |

This suggests that increasing social networking usage vis-à-vis academic, socialization, entertainment and informativeness can in turn result in enhancing their ability to deal with challenging situations. Social networking usage plays a significant role in enhancing student engagement. Students that use social networking sites will be able to balance their access to information, social connections, and academic obligations. They can use social media to stay up to current on educational updates, join study groups, and find research resources. Making effective use of these resources can improve their educational experience and create a helpful academic community.

This result is supported by the finding of Sarwar, Zulfiqar, Aziz and Ejaz, (2019) who found that there is a significant positive correlation between social networking usage and student engagement. Their research indicated that the use of social networking sites contributes positively to college students' academic performance by enabling collaborative learning and enhancing engagement. Also' the findings align with the study of Koranteng, Wiafe, and Kuada, (2018) who said that how students' online social networking relationships affect knowledge sharing and how the intensity of knowledge sharing enhances students' engagement.

#### **Significance of the Influence of Social Networking Usage on Engagement of Senior High School Students**

Presented in Table 4 is the influence of social networking usage on engagement of Senior High School Students. Further, as indicated by the F-value of 7.316 with a corresponding p-value less than 0.05, the regression model



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is therefore significant. Hence, it leads to the rejection of the null hypothesis. It could be stated that social networking usage can influence engagement of senior high school students.

In addition, the R<sup>2</sup> of .502 signifies that 50.2 percent of the variation of social networking usage explained the engagement of senior high school students by the predictor indicators, academic, socialization, entertainment and informativeness. This means that 49.8 percent of the variation could be attributed to other factors aside from these four indicators.

The presentation revealed that among the four indicators of social networking usage only two significantly influence student engagement, namely: socialization and informativeness. Examining the standardized coefficient of beta, socialization has the highest value of .415. It indicates that socialization has the greatest influence on the engagement of senior high school students compared to informativeness with .372.

**Table 4: Significance of the Influence of Social Networking Usage on Engagement of Senior High School Students**

| Student Engagement |       |       |         |       |      |
|--------------------|-------|-------|---------|-------|------|
| (Variables)        |       | B     | $\beta$ | t     | Sig. |
| Constant           |       | 1.580 |         | 3.340 | .002 |
| Academic           |       | -.091 | -.121   | -.725 | .474 |
| Socialization      |       | .333  | .415    | 2.344 | .026 |
| Entertainment      |       | .114  | .184    | 1.161 | .255 |
| Informativeness    |       | .242  | .372    | 2.521 | .017 |
| R                  | .709  |       |         |       |      |
| R <sup>2</sup>     | .502  |       |         |       |      |
| $\Delta R$         | .434  |       |         |       |      |
| F                  | 7.316 |       |         |       |      |
| $\rho$             | .000  |       |         |       |      |

**Significance of the Influence of Social Networking Usage on Engagement of Senior High School Students**

This result is in alignment with the result of Ganotice, and King, (2014) who said that socialization, particularly peer support, has the greatest influence student engagement. On the other hand, it demonstrated that students were more engaged and scored higher on achievement tests when they felt that their parents, instructors, and classmates provided them with greater social support. More intriguingly, peer support appeared to be more important than assistance from parents and teachers.

Also, the findings is aligned to the study of Macabale, Ishigaki and Rareza, (2019) claiming that students may have a personal learning environment and study lessons together via social media, which enables them to learn efficiently.

Finally, study supported by the findings was conducted by Ven Ye Teh, and Thien, (2024) that results showed that Instagram Stories as entertainment are perceived to be effective and useful as it contributes to language exposure and learner engagement agentically, cognitively, and emotionally and exploring English learning outside of the classroom context using other engaging social media tools such as TikTok and more. By considering in the context, their study sheds light on how academic, socialization, entertainment and informativeness collectively influence student engagement.

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**CONCLUSION AND RECOMMENDATION**

As assessed the levels of social networking usage and engagement of senior high school students are high. The following are recommended: first, to engage in productive conversations, join educational organizations, and connect with like-minded people on social media: that social networking can be a useful tool for students, providing chances for community building, professional growth, and academic success: second, to achieve personal and professional goals, maintain awareness of changing trends, minimize dangers, and optimize social media's benefits while maintaining a positive online experience. Lastly, to prevent academic performance setbacks and to develop and improve academic activities. In addition, the following are recommended, firstly, to maintain interest, which will support group projects, cooperative learning, teamwork, and mutual learning; second, to include senior high school pupils in a way that takes into account their particular developmental needs and goals; lastly, to provide guidance and support, this can be a great way to build relationships and enhance engagement.

The test of correlation revealed that there is a significant relationship between social networking usage and engagement of senior high school students. Also, social networking usage significantly influence student engagement. Hence, the following are recommended: first, using social networking sites to help students study collaboratively and share knowledge can improve their academic performance and level of engagement; second, to look at the possible effects of social media on students' well-being in an online setting, as well as how well social media integration into online course design might increase student engagement.

Future researchers who wish to use the adopted questionnaire in the present study may consider validating the instrument using exploratory factor analysis (EFA) or confirmatory factor analysis (CFA).

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