

Academic Motivation and Social Media Addiction Among Teacher Education Students in a Local College in Mandaue City, Cebu

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Abstract

This research determined the level of academic motivation and social media addiction among second-year College of Education students studying in Mandaue City College during the School Year 2025–2026 using the Descriptive-Correlational Method. The findings revealed that the respondents were predominantly female students within the age range of 19 to 20 years old, with most enrolled in the Bachelor of Elementary Education (BEED) General Content program. Most respondents obtained a General Weighted Average (GWA) ranging from 1.51–2.00, spent four to five hours daily on social media, and identified Facebook as the preferred social media platform. In terms of academic motivation, the respondents demonstrated a moderately high overall level, with extrinsic motivation rated high, intrinsic motivation rated moderately high, and amotivation rated low. In particular, the assessment of intrinsic motivation encompassed Intrinsic Motivation to Know, Intrinsic Motivation to Accomplish, and Intrinsic Motivation to Experience Stimulation, while extrinsic motivation was examined through the dimensions of External Regulation, Introjected Regulation, and Identified Regulation. In terms of social media addiction, the respondents manifested a moderate overall level, with occupation and mood modification rated high, relapse rated moderate, and conflict rated low. In particular, the assessment of intrinsic motivation encompassed Intrinsic Motivation to Know, Intrinsic Motivation to Accomplish, and Intrinsic Motivation to Experience Stimulation, while extrinsic motivation was examined through the dimensions of External Regulation, Introjected Regulation, and Identified Regulation.

Keywords: Social Media Addiction, Academic Motivation, Teacher Education Students, Intrinsic Motivation, Extrinsic Motivation, Amotivation, Mandaue City College

INTRODUCTION

In the digital age, social media has become an integral part of students' daily lives, serving as a platform for communication, collaboration, and access to information. While it offers educational benefits, excessive use may negatively affect students' study habits, academic engagement, and motivation, leading to reduced academic performance (Junco, 2012; Taylor et al., 2014). Frequent social media use has also been associated with procrastination, decreased concentration, and psychological concerns such as stress and anxiety, which may further hinder students' academic functioning (López Núñez et al., 2025; Ning & Inan, 2024).

In the Philippines, the widespread use of social media has heightened concerns regarding its influence on

students' academic behavior and motivation. Previous studies have shown that excessive social media use is linked to academic procrastination and lower academic motivation, while self-regulation contributes positively to academic success (Datu et al., 2018; Ramos-Salarzon, 2020). Among teacher education students, these concerns are particularly important because they are expected to develop discipline, responsibility, and strong academic commitment as future educators. Excessive engagement in social media may affect their study habits, productivity, and professional preparation.

Despite the growing body of literature on social media addiction and academic motivation, limited studies have focused specifically on teacher education students in local educational settings. In Mandaue City College, concerns regarding students' social media use and academic motivation have become increasingly evident. Thus, this study aims to examine the association between social media addiction and academic motivation among teacher education students of Mandaue City College during the Academic Year 2025–2026 and to provide a basis for developing a psychosocial intervention program that can enhance students' academic engagement, self-regulation, and learning outcomes.

2. Theoretical Background

This study is anchored on established theories explaining social media addiction and academic motivation. Specifically, it draws from the Uses and Gratifications Theory, Self-Determination Theory, Social Cognitive Theory, and Dual-Systems Theory, which provide a comprehensive framework for understanding students' social media behaviors and their academic motivation. The study is further supported by relevant legal frameworks such as Republic Act No. 10175, otherwise known as the Cybercrime Prevention Act of 2012; Republic Act No. 10650, or the Open Distance Learning Act of 2014; and Republic Act No. 11036, otherwise known as the Mental Health Act of 2018, which collectively emphasize responsible digital behavior, technology-enhanced learning, and the promotion of

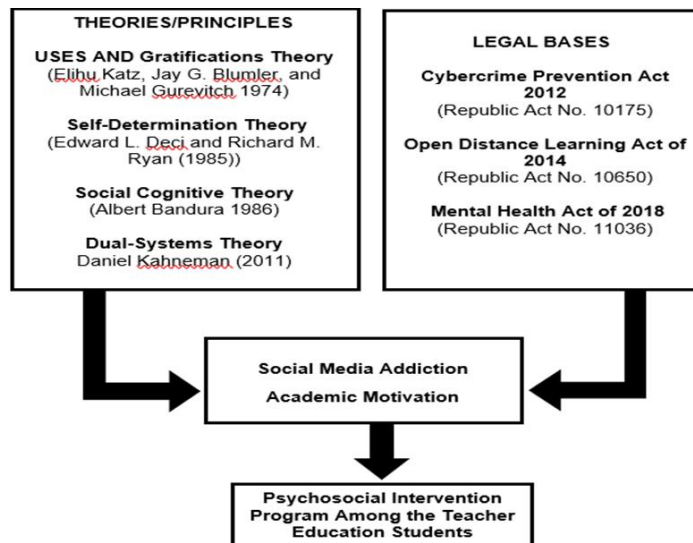


Figure 1
Theoretical/Conceptual Framework

Uses and Gratifications Theory (Katz, Blumler, & Gurevitch, 1974). This theory explains that individuals actively use media to satisfy specific needs such as entertainment, social interaction, information seeking, and emotional relief. In the context of this study, it explains how students' continuous reliance on social media to fulfill these needs may lead to excessive use and eventually develop into social media addiction. The theory supports the dimensions of occupation, mood modification, relapse, and conflict, which characterize problematic social media use among students.

Self-Determination Theory (Deci & Ryan, 1985). This theory explains academic motivation through the concepts of intrinsic motivation, extrinsic motivation, and amotivation. It posits that students become more motivated when their needs for autonomy, competence, and relatedness are satisfied. In this study, the theory serves as the primary foundation for understanding students' academic motivation and explains how excessive social media use may affect their engagement, persistence, and commitment to academic goals.

Social Cognitive Theory (Bandura, 1986). This theory emphasizes that behavior is shaped through the interaction of personal factors, environmental influences, and behavioral experiences. It explains how students develop social media habits through peer influence, observation, reinforcement, and repeated exposure to online environments. The theory supports the idea that social media addiction is a learned behavior that may influence students' ability to regulate their academic responsibilities.

Dual-Systems Theory (Kahneman, 2011). This theory explains human behavior through the interaction of two cognitive systems: an impulsive system that seeks immediate gratification and a reflective system that governs self-control and rational decision-making. In this study, the theory explains how instant rewards from social media, such as likes, notifications, and online interactions, may strengthen excessive use and weaken students' ability to focus on long-term academic goals.

Republic Act No. 10175 – Cybercrime Prevention Act of 2012. This law promotes responsible and ethical use of digital technologies and online platforms. It supports the study by emphasizing the importance of digital responsibility and awareness of the potential risks associated with excessive social media use, particularly among students who are highly engaged in online environments.

Republic Act No. 10650 – Open Distance Learning Act of 2014. This law institutionalizes the integration of digital technologies and online learning in higher education. It is relevant to the study because it recognizes students' increased exposure to digital platforms and highlights the need for responsible use of technology to support learning and academic motivation.

Republic Act No. 11036 – Mental Health Act of 2018. This law promotes mental health awareness and the provision of mental health services within educational institutions. It supports the study by recognizing that excessive social media use may affect students' psychological well-being, academic engagement, and motivation, thereby justifying the need for psychosocial interventions to promote healthy digital behavior and student well-being.

Collectively, the Uses and Gratifications Theory, Self-Determination Theory, Social Cognitive Theory, and Dual-Systems Theory provide a comprehensive explanation of how social media addiction develops and how it may influence students' academic motivation. The theories explain the social, behavioral, cognitive, and motivational factors associated with students' social media use and academic engagement. Likewise, Republic Act No. 10175, Republic Act No. 10650, and Republic Act No. 11036 provide the legal and policy

foundations that emphasize responsible digital behavior, quality technology-enhanced education, and the promotion of students' mental well-being. Together, these theoretical and legal foundations support the examination of social media addiction and academic motivation among second-year College of Education students in Mandaue City College and justify the development of a Psychosocial Intervention Program aimed at promoting responsible social media use, strengthening academic motivation, and enhancing students' overall well-being.

3. METHODOLOGY

3.1. Research Design

This study employed a quantitative descriptive-correlational research design to determine the respondents' profile, assess their levels of social media addiction and academic motivation, and examine the relationship between these variables among second-year College of Education students at Mandaue City College during the School Year 2025–2026.

3.2. Research Locale and Respondents

This study was conducted at Mandaue City College, a local higher education institution located along Don Andres Soriano Avenue, Centro, Mandaue City, Cebu, Philippines. Established through Sangguniang Panlungsod Ordinance No. 10-2005-324A and strengthened by Ordinance No. 12-2010-568, the institution provides accessible and quality education to the residents of Mandaue City. The college offers academic programs in teacher education, business administration, and information technology and is committed to academic excellence and community development.

The study focused on the College of Education, one of the institution's major academic departments responsible for preparing future educators. The department provides a relevant setting for examining social media addiction and academic motivation because its students are expected to demonstrate academic discipline, professional responsibility, and sustained motivation as part of their preparation for the teaching profession.

3.3. Research Participants

The respondents of this study consisted of 164 second-year students from the College of Education of Mandaue City College, including 59 students from the Bachelor of Elementary Education (BEED) program, 41 students from BSEd major in English, 38 students from BSEd major in Filipino, and 26 students from BSEd major in Mathematics. A complete enumeration (universal sampling) technique was employed, wherein all eligible second-year students were included to ensure comprehensive population coverage and enhance the reliability of the study findings.

4. Research Instrument

Data were collected using a structured questionnaire consisting of three parts: (1) respondents' profile, including age, gender, program, General Weighted Average (GWA), average daily social media use, and most frequently used social media platform; (2) the Social Media Addiction Scale (SMAS) adapted from Tutgun-Ünal and Deniz (2015), which measures occupation, mood modification, relapse, and conflict and

demonstrated excellent reliability (Cronbach's $\alpha = .967$); and (3) the Academic Motivation Scale (AMS) validated by Akoto (2014), which assesses intrinsic motivation, extrinsic motivation, and amotivation. Both instruments have established validity and reliability and were utilized to measure the respondents' levels of social media addiction and academic motivation.

5. Statistical Treatment

The collected data were analyzed using descriptive and inferential statistics. Frequency count and percentage were used to describe the respondents' profile characteristics, while weighted mean was employed to determine their levels of social media addiction and academic motivation. The Pearson Product-Moment Correlation Coefficient (PPMCC) was utilized to examine the significant relationship between social media addiction and academic motivation among the respondents.

6. RESULTS

The study involved 164 second-year College of Education students of Mandaue City College, most of whom were female (71.95%), 20 years old (42.68%), and enrolled in the BEED-General Content program (35.98%). The majority of respondents obtained a General Weighted Average (GWA) of 1.51–2.00 (82.32%), indicating satisfactory academic performance.

Most respondents spent four to five hours daily on social media (39.02%), with Facebook identified as the most frequently used platform (51.83%). The findings revealed a moderate level of social media addiction ($WM = 3.12$), characterized by high levels of occupation and mood modification, moderate relapse, and low conflict. In terms of academic motivation, respondents demonstrated a moderately high level ($WM = 4.64$), with high extrinsic motivation, moderately high intrinsic motivation, and low amotivation, indicating that students remained generally motivated in their academic pursuits despite their social media use.

7. DISCUSSION

This study employed the descriptive-correlational research design to determine the level of social media addiction and academic motivation among second-year College of Education students of Mandaue City College during the School Year 2025–2026 and to examine whether a significant relationship exists between the two variables. Specifically, the study sought to determine the respondents' profile in terms of age, gender, major/program, General Weighted Average (GWA), number of hours spent on social media per day, and most frequently used social media platform; assess their level of social media addiction in terms of occupation, mood modification, relapse, and conflict; determine their level of academic motivation in terms of intrinsic motivation, extrinsic motivation, and amotivation; and test the significant relationship between social media addiction and academic motivation.

The findings revealed that the respondents were predominantly female students aged 19 to 20 years old, with most enrolled in the BEED General Content program. The majority obtained a GWA of 1.51–2.00, spent four to five hours daily on social media, and commonly used Facebook as their primary platform. The respondents demonstrated a moderate level of social media addiction, with occupation and mood modification rated high, relapse moderate, and conflict low. In terms of academic motivation, the respondents exhibited a moderately high level, characterized by high extrinsic motivation, moderately high

intrinsic motivation, and low amotivation. Finally, the study found no significant relationship between social media addiction and academic motivation, indicating that social media addiction did not significantly influence the academic motivation of the respondents.

8. Tables

Table 1. Distribution of the Respondents

Academic Program	f	%
Bachelor of Elementary Education	59	15.85
BSEd major in English	41	23.17
BSEd major in Filipino	38	25
BSEd major in Math	26	35.98
Total	164	100

The selection of second-year College of Education students is further justified by the nature of their academic program, which is a board course requiring them to meet professional standards and pass licensure examinations in the future. At this level, students are expected to develop strong academic discipline, motivation, and effective study habits. However, their continuous exposure to social media may influence these aspects of their academic life. Therefore, examining their levels of social media addiction and academic motivation is essential not only for academic purposes but also for student support services. The findings of this study may provide a basis for strengthening guidance and counseling interventions, enabling the institution to provide timely and appropriate psychosocial support that will help students manage digital behaviors, enhance motivation, and prepare effectively for their future professional responsibilities.

Table 11. Summary on the Social Media Addiction of the Respondents

Components	Weighted Mean	SD	Verbal Description
Occupation	3.42	1.01	High
Mood Modification	3.62	1.05	High
Relapse	2.85	0.96	Moderate
Conflict	2.60	1.07	Low
Grand Mean	3.12		Moderate
Grand Standard Deviation		1.02	

The overall grand mean is 3.12 with a standard deviation of 1.02, interpreted as Moderate, indicating that respondents generally exhibit a moderate level of social media addiction. Among the components, mood modification (WM = 3.62, SD = 1.05) and occupation (WM = 3.42, SD = 1.01) are rated High, suggesting frequent use of social media for emotional regulation and daily engagement. In contrast, relapse (WM = 2.85, SD = 0.96) is at a Moderate level, while conflict (WM = 2.60, SD = 1.07) is rated Low, indicating fewer negative consequences in terms of interpersonal and functional disruptions. Overall, the results show varying levels across dimensions, with emotional and habitual use being more prominent than behavioral control and conflict.

The moderate overall level of social media addiction indicates that the respondents are active users of

social media, but their behavior has not yet developed into a highly severe or disruptive pattern across all measured areas. The higher ratings in occupation and mood modification suggest that social media already occupies an important place in their daily routine and emotional coping practices. This means that students may frequently think about social media, spend extended time online, or use it to ease boredom, loneliness, and stress. However, the lower ratings in relapse and conflict show that most respondents still maintain a certain level of control over their usage and do not yet experience serious problems in their relationships, responsibilities, and academic functioning. This pattern suggests an early stage of risk rather than a fully developed problematic condition. For teacher education students, this finding is important because unmanaged habits may gradually affect their concentration, discipline, productivity, and emotional wellness. Therefore, preventive guidance activities and digital wellness interventions are necessary to help students strengthen self-regulation before their social media use leads to more serious academic or psychosocial concerns. This interpretation is supported by Griffiths (2005), who explained that behavioral addiction may involve components such as salience, mood modification, relapse, and conflict, which can progress when behaviors become excessive and difficult to regulate.

Table 15. Summary on the Level of Academic Motivation of the Respondents

Components	Weighted Mean	SD	Verbal Description
Intrinsic Motivation	5.04	1.59	Moderately High
Extrinsic Motivation	5.56	1.50	High
Amotivation	3.31	1.95	Low
Grand Mean	4.64		Moderately High
Grand Standard Deviation		1.68	

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involve components such as salience, mood modification, relapse, and conflict, which can progress when behaviors become excessive and difficult to regulate.

9. CONCLUSION

The study revealed that second-year College of Education students in Mandaue City College generally demonstrated a moderate level of social media addiction and a moderately high level of academic motivation. The results indicate that while social media has already become part of the respondents' daily routines and emotional coping behaviors, the students were still able to maintain motivation toward their academic responsibilities and future professional goals. The absence of a significant relationship between social media addiction and academic motivation suggests that academic motivation among teacher education students may be influenced more strongly by factors such as career aspirations, academic commitment, family support, personal goals, and professional preparation rather than social media use alone. This further implies that social media engagement does not automatically weaken students' motivation toward learning, particularly among students enrolled in a board-related and professionally oriented program such as teacher education.

The findings of the study provide important implications for educational practice, student development, and institutional support programs. For teacher education programs, the results emphasize the importance of strengthening students' self-regulation, time management, emotional resilience, and responsible digital behavior while continuously promoting academic motivation and professional commitment. The findings also highlight the need for guidance offices, faculty members, and student support services to implement psychosocial intervention programs, digital wellness seminars, counseling activities, and academic support initiatives that will help students maintain balance between social media engagement and academic responsibilities. In terms of policy implementation, the study supports the integration of student wellness programs, responsible digital citizenship education, and mental health support services within higher education institutions to promote students' academic engagement, emotional well-being, and professional preparedness as future educators.

10. RECOMMENDATIONS

Based on the results and conclusions derived from the study, the following recommendations are offered; a psychosocial intervention program be developed and implemented to help teacher education students maintain healthy social media habits while strengthening their academic motivation and overall well-being. Guidance offices, faculty members, and student support services may provide seminars, counseling activities, time management workshops, and mental health awareness programs that encourage responsible social media use and promote self-regulation among students. Furthermore, future researchers may conduct related studies involving other year levels, academic programs, or additional variables such as stress, self-esteem, academic engagement, and study habits to further understand the factors influencing students' academic motivation and social media behavior.

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