Media Platforms Utilization and Academic Performance of Bachelor of Arts in Literature Students in the Contemporary Adaptive Instruction

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***Abstract*—This study aimed to investigate the influence of media platform utilization on academic performance and the ways technology has been used to navigate academic tasks in contemporary adaptive instruction among Bachelor of Arts in Literature (BAL) students at Cebu Technological University-Argao Campus during the Academic Year 2023–2024. Utilizing an explanatory sequential design, the study employed simple random and purposive sampling techniques. Data were gathered through surveys, secondary data collection, and in-depth interviews to obtain quantitative and qualitative data, respectively. Quantitative data were subjected to the Pearson correlation method to determine correlations, while qualitative data were thematized using Braun and Clarke's framework. Results revealed that media platforms used for dissemination and interaction had a higher correlation with academic performance compared to those used for creation. Additionally, while not all media platforms demonstrated a high frequency of utilization and significant impact on academic performance, participants indicated that the media platforms they used were accessible, useful, and provided comfort and efficiency in navigating academic tasks. The study proposes a framework and guidelines for administration, parents, students, and stakeholders to ensure the balanced and responsible use of media platforms as output. These guidelines aim to enhance the use of technology in contemporary and adaptive instruction.**

***Keywords*—media platform utilization, academic performance, literature students, correlational study, contemporary adaptive instruction**

I. Introduction

The advent of social media has led to numerous technological developments in the digital age, a phenomenon that is becoming increasingly significant. The prevalence of social media platforms and the rapid development of technology have completely transformed how individuals interact, engage, and obtain information [1]. This rise of media platforms has been advantageous in connecting the world and advancing the ideologies of globalization. Additionally, these platforms have held the world together, providing a sense of continuity during times of disasters and outbreaks, such as super typhoons, earthquakes, and wildfires [2]. This was especially evident during the recent COVID-19 health crisis when global movements were regulated or temporarily halted [3].

In education, when in-person instruction was indefinitely suspended, media platforms enabled schools to continue through online synchronous and asynchronous modalities. This eventually led to the development of Hybrid Flexible and blended learning approaches. These developments have provided students with unprecedented opportunities to interact electronically, access a wealth of instructional materials, and stay informed about current events. When traditional teaching methods were disrupted during the pandemic, news media and technological tools became essential for sustaining learning and eventually in other forms of outbreaks or calamities. They allowed teachers to continue instructing and students to engage in academic pursuits despite physical limitations [4–6]. However, despite these advantages, there were concerns about how the widespread use of media platforms affected students' academic achievement. Consequently, numerous studies have been conducted on the effectiveness of technology use, specifically media platform utilization in various contexts. However, there are limited studies examining the influence of media platform utilization on the academic performance of students specializing in literature.

The relationship between media platforms and academic achievement, particularly for students, has recently garnered significant academic attention. Al-Rahmi and Othman [7] explores the influence of social media engagements on the academic performance of higher education students, determining both positive and negative impacts and focusing on the importance of managing social media use for optimal academic outcomes. This research has shown that the relationship between social media usage and academic performance among college students is multifaceted. Although excessive use may adversely affect academic results, utilizing social media for educational objectives can yield positive outcomes. In the Philippine context, the study of [8] revealed no significant correlation between social media usage, individual characteristics, and academic achievement. While it examined various aspects of social media usage—including its applications in academics, socialization, entertainment, and information—along with factors like the platforms used, time spent on social media, and weekly allowances for social media, no statistically significant relationships were identified.

This study aimed to identify the media platforms utilized by the respondents to facilitate learning processes in contemporary adaptive instruction, particularly for creation, dissemination, and interaction purposes. It sought to determine the significant relationship between academic performance, measured by Grade Point Average (GPA), and media platform utilization among the respondents.

Additionally, the study explored how the use of media platforms assisted participants in navigating their academic tasks during post-pandemic instruction.

The study's findings provide potential future contributions and follow-up actions aligned with the needs and demands of contemporary digital education. It offered enhanced methods for students to engage and improve their learning experiences through diverse and supportive teaching strategies. These strategies integrate technology and media platforms within a comprehensive and well-structured framework. This framework ensures educational relevance, accessibility, safety, and the ethical use of media platforms in student learning. Moreover, it underscores the crucial and collaborative roles of school administrators, teachers, students, and other stakeholders in the endeavor.

II. Literature Review

The connection between social media use and academic performance has been a subject of extensive academic exploration in recent years. For instance, the research of Grabmeier [9] suggested that students who frequently used Facebook had lower Grade Point Averages (GPAs) compared to those who used it less frequently. Specifically, the findings revealed that social media users had GPAs that were, on average, 0.3 points lower than non-users. Further findings revealed, social media users studied between one to five hours per week, whereas non-users studied for 11 to 15 hours. These observations suggest a potential negative impact of social media use on academic achievement. Contrasting this perspective, the research of Alhussain *et al*. [10] indicated that platforms like Facebook could have educational benefits, such as fostering a sense of community that might improve academic performance.

Another study [11] highlighted that, when used wisely, social media platforms can promote collaborative learning and knowledge sharing among students. In an analysis focused on India, research [12] explored the impact of social media usage among students in Punjab yielding results that platforms like WhatsApp and Facebook were widely used, and their influence on academic performance was ambiguous. Students reported both benefits, such as improved access to information and collaboration along with drawbacks like distractions and time wastage. Additionally, research [13] identified a gap in literature specific to the Bangalore region, a key educational hub in India. The unique socio-cultural environment of this region offers opportunities for deeper insights into the relationship between social media and academics.

Social media has been recognized as both a tool for academic enhancement and a source of challenges. It facilitates communication and content sharing but can also lead to issues such as distraction and addiction [14]. The design of social media platforms often encourages non-academic interactions that may distract academic focus. Recent studies indicate a complex link between social media usage and academic achievement, emphasizing the need for moderation. Zhang *et al*. [15, 16] suggested that moderate engagement with social media can support collaborative learning and boost academic performance. However, excessive use, especially for entertainment or social interactions, often results in distractions, reduced attention span, and poorer academic outcomes. In addition, Tafesse [17] revealed an inverted U-shaped pattern, where moderate usage enhances academic success, but excessive involvement has harmful effects. Overall, these findings highlight the importance of maintaining a balanced approach to social media to minimize its negative impact on academics.

In the field of language development, recent research has also emphasized the beneficial effects of social media. Studies indicate that platforms such as Facebook, YouTube, and Twitter offer opportunities for vocabulary expansion and real-world language exposure, sparking interest in language learning [18]. Moreover, social media enhances writing skills by promoting informal writing activities like microblogging and online journaling, which allow learners to express themselves more freely and gain confidence [19]. These findings suggest that, when utilized appropriately, social media can serve as a valuable resource for enhancing communication skills.

However, recent studies highlight the considerable privacy and security challenges associated with social media in educational contexts. One study identified a gap in students' awareness of privacy risks, emphasizing the necessity of stronger cybersecurity education to address these issues [20]. Another study, examining student teachers worldwide, revealed limited knowledge of data privacy, highlighting the need for better training and practices in educational social media use [21]. Another more study confirmed rising concerns about privacy, security, and trust, stressing the importance of awareness and robust protective measures [22]. Overall, these findings emphasize the need for comprehensive education and policies to safeguard both students and educators from potential risks.

Furthermore, research has shown that students worldwide are increasingly reliant on social media [23, 24]. They spend a significant amount of time on these platforms for both academic and non-academic activities. As cited by Chukwuere [25], social media provides a platform for exchanging information and connecting with diverse individuals and groups. Students at different educational levels—whether in schools, colleges, or universities—frequently use these platforms. Research indicates that 51% of students utilize social media for academic assignments, while 60% engage with it for discussions on academic topics. Additionally, 64% of students use social media to collaborate with peers on in-class activities, whereas 41% rely on it for completing academic work.

According to recent research studies, media platforms such as YouTube, TikTok, Instagram, and Snapchat are the most popular among students. Research from the Pew Research Center indicates that these platforms are particularly dominant among U.S. teens, with YouTube leading, while Facebook and X (formerly Twitter) have seen a decline in usage [26]. Similarly, a study on Filipino students found that Facebook and YouTube are commonly used for both academic and social purposes, highlighting their versatility in different aspects of student life [27]. Overall, these findings demonstrate how platform preferences differ but continue to play a crucial role in students' daily activities.

Students are among the most frequent users of technology, particularly social networking sites [17, 28]. Studies have

found that students spend an average of 8–10 hours daily using technological devices [29]. As a result, scholars have emphasized the importance of students developing self-monitoring skills to avoid excessive social media use, which can cause distractions that negatively impact academic focus and performance [30, 31]. Therefore, students bear the responsibility of balancing their leisure activities and academic priorities.

Academic performance, which reflects a student's success in educational programs, is typically assessed through examinations or Grade Point Average (GPA) [32]. Maintaining a positive mindset is essential for achieving academic success. Understanding how students manage their studies and assignments is crucial in today's educational environment [33]. To excel academically, many students rely on social media for both educational and non-educational purposes. This study therefore, addressed the gap on studies examining the influence of media platform utilization on the academic performance of students specializing in literature

III. Materials and Methods

This study explored the influence of media platform utilization on the academic performance of the Bachelor of Arts in Literature students in this contemporary adaptive instruction utilizing the explanatory-sequential design, specifically the correlational quantitative method and the in-depth interview to gather the qualitative data.

It employed survey questionnaire to determine students' utilization of media platforms and obtained secondary data of the grade point average for the academic year 2023–2024, representing the academic performance variable. Gathering the qualitative data involved in-depth interviews with purposively selected students to understand their experiences and perceptions of media platform use for academic purposes.

A. Research Participants

A mixed-method approach was used, along with a simple random sampling technique involving 36 respondents out of a total population of 78 students, distributed across first to fourth-year levels. A survey was conducted to collect the data. Additionally, 12 participants were chosen from among the 36 respondents based on specific criteria representing each year level. These participants were then subjected to in-depth interviews to gather qualitative data answering the research question: How has the utilization of media platforms helped the participants in navigating their academic tasks in the post-pandemic instruction?

B. Data Gathering Method

Since the study is explanatory sequential, separate questionnaires for quantitative and qualitative parts were used respectively. As to the instrument used in gathering the quantitative data answering the question on media platforms utilization, a self-made questionnaire was designed and was validated by three well-published content and method experts. Questions include what media platforms were utilized by the respondents to facilitate the learning process in the post pandemic instructions as to creation, dissemination and interaction. List of media platforms were provided for respondents to tick the corresponding boxes. The academic performance data were taken from the transcript of students' records, specifically the Grade Point Average (GPA) during the second semester of school year 2023–2024.

Further, the qualitative data were gathered through in-depth interviews with the participants selected from among the respondents of the survey. The main tool used in the study is a set of guide questions crafted by the researchers in order to determine how the utilization of media platforms help them in navigating their academic tasks in the post-pandemic instruction. Likewise, this tool was validated by the same content and process experts.

C. Data Analysis Methods

The quantitative data were treated statistically which included frequency count and weighted mean in determining the prevalence and distribution of media platform utilization. Pearson correlation was used in identifying a significant relationship between the media platforms utilization and the academic performance.

The qualitative data, on the other hand, were analyzed using the Braun and Clarke Thematic Analysis Framework which carefully followed six steps. First, the researchers began by familiarizing themselves with the qualitative data, which involved interview transcripts, of identified participants as to their experiences in the utilization of media platforms in navigating their academic tasks. The second step was generating the initial codes systematically to identify the significance of the data. The researchers systematically coded the data by identifying meaning within the transcripts and assigning descriptive labels which include diverse aspects of media platform utilization and academic performance ranging from digital distractions to the efficacy of online resources. In the third step, the researchers narrowed down the codes by grouping them into potential themes based on patterns observed in the data like accessibility, efficiency, and effectiveness. The fourth step involved reviewing the initial themes being identified through rigorous review and refinement to ensure coherence, relevance, and alignment with the qualitative data. The researcher scrutinized each theme to validate its representation of Bachelor of Arts in Literature students' experiences and perspectives, considering alternative interpretations and seeking consensus among the researchers. The fifth step was the identification of the final themes that defined and encapsulated the essence of the data accurately. The last step was reporting the findings through a detailed narrative of the themes, supported by illustrations in which the participants' responses are thematized into four including accessibility, usability, comfortability, and efficiency.

IV. Result and Discussion

This part presents both the quantitative and qualitative results and findings of the study which include the use of media platforms, the secondary data on the academic performance which is the Grade Point Average (GPA) of the respondents and the significant correlation between these two variables. The second part includes the qualitative data revealing the participants' lived experiences on the utilization of media platforms in helping them navigate academic tasks in the post-pandemic time.

A. Profile of the Respondents

There were 78 total respondents of the study from whom the researchers took primary data on media platforms utilization as to creation, dissemination and interaction along with the secondary data of their academic performance which is the Grade Point Average (GPA). Out of the 78, the researchers identified 12 participants using purposive sampling representing the four-year levels who were informants to the question on their lived experiences with social media.

Table 1 depicts the number of respondents chosen through simple random sampling techniques from the entire population of Bachelor of Arts in Literature students for the school year 2023–2024. 12 of the 36 respondents were chosen through certain criteria and were asked to participate in the in-depth interview to obtain qualitative data on how the utilization of media platforms helped them in navigating their academic tasks in the contemporary adaptive instruction. The total population size of the Bachelor of Arts in Literature is considerably low since the program is passion-driven and not a trend in the choice of career among today's generation. The results define the lower the year level, the smaller the population size. BAL 4 has the highest, and BAL 2 has the lowest. As cited by Felder [34], the decreasing enrollment in arts and humanities courses, including literature programs is recognized, emphasizing the challenges faced in student preferences. Additionally, the process of selecting a vocation has undergone significant change in the modern higher education environment. Today's students are more motivated by their passions and personal interests than in the past generations, however, passions which determine choices of careers are frequently affected by the demands of the academic field and existing economic trends.

Table 1. Profile of respondents as year level

Year Level	N	Quantitative Data		Qualitative Data	
		f	%	f	%
BAL 1	17	9	52.94	3	33.33
BAL 2	13	9	69.23	3	33.33
BAL 3	22	9	40.91	3	33.33
BAL 4	26	9	34.62	3	33.33
TOTAL	78	36	46.15	12	33.33

N: Number; f: frequency

B. Profile of Respondents in Terms of GPA

Table 2. Respondents' grade point average

Year Level	Highest		Average		Lowest		Mean	D
	f	%	f	%	f	%		
BAL 1	0	0.00	7	19.44	2	5.56	1.52	Average
BAL 2	1	2.77	5	13.89	3	8.33	1.51	Average
BAL 3	0	0.00	5	13.89	4	11.11	1.57	Average
BAL 4	4	11.11	3	8.33	2	5.56	1.40	Average
TOTAL	5	13.88	20	55.55	11	30.56		

D: Description.; f: frequency

The grade point average is a crucial aspect of a student's academic performance that reflects their overall performance [32]. The concept of GPA has gained significant attention to the Bachelor of Arts in Literature students at each grade level. Table 2 identifies the highest, lowest, and average of respondents based on the profile of respondents. The student's capacity to succeed at the top level academically and their dedication to learning are demonstrated by their highest GPA. The highest GPA is indicative of exceptional academic success, frequently earning the greatest score possible under the system of grades that educational institutions employ [35]. Whether the GPA scale is out of 4.0, 5.0, or another variation can affect this.

The data shows that among the three descriptive categories of rating, the average rating got the highest percentage of 55.55 with a frequency of 20, followed by the lowest with a percentage of 30.56, while the highest-grade point average got the lowest rank with the percentage of 13.88. Furthermore, as gleaned in Table 2 the higher the grade level, the lesser the number of students to get GPAs under average. Further, it suggests that as the grade level increases, the number of students with GPAs below average increases. Basically, during this year's level, it's when the core and major subjects are offered, and students consider these subjects difficult. Additionally, the learning modality has shifted back to face-to-face after 2 years. During the pandemic, the learning process of students and grade point average increase, but during face-to-face, it decreases. The results show that the average rating has the greatest percentage that a sizable portion of students perform academically, neither exceeding nor falling behind considerably the distribution of student performance and the implications of a large portion of students falling within the average range. The lowest GPA indicates the lowest academic success, which means that the student's scores are far below average and may not even surpass the course requirements. It highlights how important it is to pinpoint areas that require improvement, seek out resources and guidance from instructors, and implement strategies to raise academic attainment. The average GPA of a student is a crucial indicator of their overall performance and can be used to assess their academic progress and success [32]. It's used as an indicator to assess the overall academic performance of a student population. In the National Centre for Education Statistics it varies based on the educational level, institution, and field of study and influences decisions; balancing high and poor marks provides a complete view of a student's academic position [36].

C. Media Platform Utilized by The Respondents to Facilitate in Learning Processes as to Creation

Table 3 illustrates a pattern in the frequency of media platform usage for creation among users. Canva and PowerPoint are frequently employed, highlighting their central role in users' workflows. This regular use indicates a high degree of familiarity, efficiency, and possibly dependency on these platforms. Canva is widely embraced today due to its versatile features that cater to the diverse needs and preferences of students. Within the Bachelor of Arts in Literature program, the curriculum encourages students to harness their creativity and express themselves freely. In the context of this program, collaborative creation

is encouraged. Teachers use group projects as basic requirements. Hence, students find ways to collaborate and interact to create outputs even outside the classroom. According to Chein and Choo [11], social media enables the sharing of academic resources, fostering collaborative learning and peer support among students.

Table 3. Utilization of media platforms as to creation

	Always	**Sometimes**	**Rarely**	**TOTAL**		
	f	**f**	**f**	**f**	**Mean**	**Description**
Canva	15	10	6	31	2.13	Always
PPT	12	14	6	32	2.18	Always
Cap Cut	5	9	5	19	2.00	Sometimes
Pinterest	4	5	4	13	2.00	Sometimes
Pics Art	3	4	4	11	1.90	Sometimes
Kinmaster	0	3	3	6	1.50	Rarely

f: frequency

Additionally, a study by Friska *et al*. [37] aimed to identify the effectiveness of using Canva in improving students' learning outcomes. The study concluded that the utilization of the Canva app was effective in achieving academic success.

The "sometimes" frequency indicates that these tools are occasionally used, reflecting a moderate level of reliance on these platforms for content creation. Users are likely experimenting with or supplementing their primary tools rather than relying on them completely. These creation tools may be used for unique or specific tasks that other primary tools do not comprehensively cover. According to the gathered data, CapCut is less useful than Canva due to its focus on video editing, which limits its versatility and frequency of use for a broader audience. Its utility is mainly limited to video projects, which may not be a daily requirement for many users [38]. Furthermore, CapCut is superior to KineMaster with its easy-to-use interface, a wide range of contemporary features like keyframe animations and multi-layer editing, and a watermark-free, cost-free model that is ideal for both novice and expert users. In contrast, KineMaster's disadvantages include a more complicated interface that may be harder for new users to understand, watermarks and limited access to premium features in the free version, and a resource-intensive design that may cause performance issues on devices with lower specifications. Platforms classified as "Rarely" like "KineMaster," which are used for creation purposes, suggest limited adoption or preference among users. This category could be due to unfamiliarity with the platform, lack of necessary features for specific tasks, or a preference for other more familiar tools [39]. The free version of KineMaster is quite limited and includes a large watermark on exported videos. The full range of features is only available through a paid subscription, which might not be affordable for all students. A participant who rarely uses a platform may find it less intuitive or suitable for their creative workflows compared to other available options. This category might also indicate that the platform's features are not commonly required or valued within their creative contexts.

D. Media Platform Utilized by the Respondents to Facilitate in Learning Processes as to Dissemination and Interaction

Table 4. Utilization of media platforms as to dissemination and interaction

	Always	**Sometimes**	**Rarely**	**TOTAL**		
	f	f	f	f	Mean	Description
Google Classroom	15	12	7	34	2.23	Sometimes
Google Form	12	5	6	23	2.26	Sometimes
Google Meet	15	10	0	25	2.60	Always
Google Drive	16	9	9	34	2.20	Sometimes
Google Docs Gmail	9	3	4	16	2.31	Sometimes
Gmail	20	8	3	31	2.74	Always
Facebook Messenger	31	0	0	31	3.00	Always
Zoom	10	10	5	25	2.20	Sometimes
ChatGPT	15	2	1	18	2.77	Always
Quill Bot	16	4	2	22	2.63	Always
Merriam-Webster	9	5	4	18	2.27	Sometimes
Google Translate	8	4	5	17	2.17	Sometimes
Google Scholar	16	4	0	20	2.80	Always
Google Chrome	10	13	0	23	2.43	Sometimes
You Tube	15	8	0	23	2.65	Always
Google Classroom	15	12	7	34	2.23	Sometimes

f: frequency

Table 4 illustrates that media platforms labeled as "always" are those used consistently and with the highest frequency, emphasizing their crucial role in students' academic activities. These platforms are essential tools for communication, collaboration, and resource access. Participants shared their experience, highlighting how these tools facilitate creation, dissemination, and interaction, aiding their academic performance. They generally stated, "For dissemination and interaction, I use Messenger for easy access, and for creation, I rely on Canva to edit my activities."

Conversely, students use the sites categorized as "Sometimes" sporadically, as indicated by mean scores ranging from 2.20 to 2.65. While these platforms are quite useful for supporting academic work, they are not utilized as frequently as the "Always" platforms. This implies that these sites are more often employed for specific tasks or circumstances rather than being integral to daily activities.

However, platforms categorized as "rarely" have lower mean ratings, ranging from 2.17 to 2.31, based on a researcher-developed instrument that underwent reliability and validity processes. These platforms are used less frequently by students, only in specific situations, indicating their limited relevance or usefulness in supporting the learning process and highlighting their non-essential role in academic work.

E. Significant Relationship between Academic Performance (GPA) and Media Platform Utilization among the Respondents

Table 5. Significance relationship between media platforms and academic performance of BAL respondents

Media Platforms	r-value	Decision	Interpretation
Canva	0.15	Accept H0	Not Significant
PowerPoint Presentation	0.09	Accept H0	Not Significant
Google Classroom	0.15	Accept H0	Not Significant
Google Drive	0.26	Accept H0	Not Significant
Gmail	−0.18	Reject H0	Significant
Facebook Messenger	0.00	Reject H0	Significant

H0: Null Hypothesis

Table 5 provides valuable insights of the relationship between academic performance and the utilization of various media platforms among respondents, offering a glimpse of the impact of digital tools on educational outcomes. With a positive correlation coefficient of 0.26, Google Drive stands out from the other platforms and could have an association with academic success. The null hypothesis was accepted, indicating that there is no significant correlation between its use and the BAL student's grade point average, it suggests that while there may be a correlation between Canva, Presentation, and Google Classroom, the correlation between these platforms and the academic achievement of respondents is not statistically significant. This leads to the acceptance of the study's null hypothesis, which means that the respondents' GPA can rise even in the absence of platform use when both creation and distribution are utilized. Based on the study's findings, the hypothesis was evaluated to the same degree of significance, and it was concluded that there was a slight positive correlation between students' use of media platforms and their academic achievement. This implies that students leverage media platforms not only to fulfill academic requirements but also for various other purposes. These include communication, social interaction, staying informed about current events, and expressing themselves creatively.

This result is supported by the findings of the study of Chukwuere [25] which revealed that students utilized social media for a variety of academic purposes, including research, problem-solving, and collaborative learning. However, it was also found out that there was no significant correlation between social media usage and academic performance which suggests that, while social media positively influences students' socialization and learning experiences, it may not have a direct impact on their academic outcomes. Likewise, the study of Pirzado and Shaikh [40] suggests that, while social media positively influences students' socialization and learning experiences, it may not have a direct impact on their academic outcomes.

In comparison, the respondents' use of Facebook Messenger and Gmail with a significant result that rejects the null hypothesis about the performance of BAL students. According to the study's findings, there is a significant relationship between students' academic achievement and interaction across the two platforms. Due to the media platforms, the connections increase their engagement, and using this platform affects their academic achievement. This connects to the findings of Rajeh *et al*. [41] which reveals that social media usage affects academic performance of students. Since the media platforms are basically used for dissemination of notes, instructions and other instructional and academic materials, its use has positive impact to students' academic performance, supporting the findings of Sahoo and Pradhan [42] which states that social media enhances academic performance through information sharing and that effective time management is needed to reduce distractions. Hence, balancing traditional teaching with digital engagement optimizes academic performance. This research highlights the need for more investigation into the possible advantages and disadvantages of social messaging platforms and how they may affect students' academic performance [43].

In contrast, the predominant disadvantages were distraction from studying, increasing addictive potential, increased time spent, and concerns over no direct contact with the instructors. This highlights the importance of guidance on the effective use of media platforms and social media addiction to improve students' academic performance, well-being, and interpersonal relationships. Further, the study of Hermosisima *et al*. [44] underscores the nuanced relationship between media platform utilization and academic performance and posited that integrating technological platforms enhances learning continuity. Hence, students' GPAs would likely be higher if they utilized the media platform.

F. Students Lived Experiences on The Utilization of Media Platforms and in Navigating Academic Tasks

Table 6. Students lived experiences on the utilization of media platforms

Themes	Categories
Accessibility	● can be accessed readily ● helps disseminate messages easily ● makes tasks easier and faster ● creates social and community interactions
Usability	● is very easy to use ● provides information and answers to questions students don't have ideas ● Gives platform especially for dissemination of tasks and information, and interaction. ● enhances the learning process
Comfortability Efficiency	● is convenient to use during discussion, disseminate and interact ● can carry the academic task ● carries out lesson without other back- up platforms
	● adds up to knowledge ● provides insights and knowledge about the topic ● helps in alleviating academic performance.

Table 6 depicts the themes of the experiences of the respondents in the use of media platforms in navigating their academic tasks utilizing the Thematic Analysis framework of

Braun and Clarke. Each of the themes plays a crucial role in shaping their academic experiences and outcomes.

G. Accessibility

Research participants find media platforms to be highly accessible for various purposes, including content creation, dissemination tasks, and interaction with classmates and teachers. It is easier to access for different creation activities as evidenced in the following answer:

"In dissemination and interaction first is messenger for easy access and for creation of course Canva so that I can edit my activities there."

BAL 3, Respondent 2(2024)

Accessibility is a cornerstone of media platform utilization, enabling students to effortlessly access educational resources and information that streamline the organization of academic tasks, thereby making learning more manageable and efficient [45]. The swift accessibility to a diverse array of resources—such as online articles, videos, and discussion forums—empowers literature students to engage deeply with their studies and fosters a more enriched and dynamic learning environment.

Furthermore, participants recognized the significant contribution of media platforms to social and community interactions. These tools, particularly Facebook, Messenger and Gmail, enable seamless communication with classmates, especially during group activities. They foster reliable and efficient interactions, facilitating individual learning purposes and promoting collaborative efforts.

"Yes! I recommend the use of media platforms for learning purposes because in today's generation, we are dependent on them. Media platforms contribute not only to our benefits but also play a significant role in our social and community interactions."

BAL 4, Respondent 3 (2024)

In general, the accessibility of media platforms utilized by Bachelor of Arts in Literature students significantly enhances their academic performance. These platforms streamline the processes of creation, dissemination, and interaction, making them more accessible and efficient.

H. Usability

Research participants have identified these platforms as highly effective for distributing instructional content and fostering communication between students and teachers. These tools can transform educational settings into dynamic, well-organized, and engaging classrooms. This is evidenced by the following interview response:

"For me, among the platforms very useful in dissemination and interaction is the Google classroom because we use that platform to post our topics and we also pass there some of the tasks that our instructor has given to us".

BAL 2, Participant 2, (2024)

Usability is enhancing the learning experience involves ensuring that media platforms facilitate student focus. The integration of interactive features, such as discussion threads and multimedia resource, promotes active learning and collaboration, which is especially beneficial in literature studies where discussion and interpretation are key [25].

Overall, the research participants have demonstrated a strong proficiency in using media platforms for creation, dissemination, and interaction activities. Their adept engagement with these platforms has significantly contributed to their academic success. It emphasizes that both schools and homes should offer students a diverse array of media platforms tailored to their needs and goals. These enriched, interactive, and multimedia-rich platforms make learning more enjoyable and engaging, thereby enhancing student engagement and motivation.

I. Comfortability

Comfortability is another crucial theme that emerges from the students' experiences, facilitating discussion and interaction without the pressures typically associated with traditional classroom settings [42]. This comfort not only boosts engagement but also encourages students to actively participate in their learning, leading to improved academic outcomes. Efficiency, on the other hand, encapsulates the students' ability to accomplish academic tasks effectively through the use of media platforms. These platforms provide instant access to knowledge and enable seamless communication, with students increasingly relying on online resources for collaboration and learning. The significance of media platforms varies depending on the academic task at hand. The following response reinforces the aforementioned statements:

"I think so, but there are also specific in different kinds of output that really need the help in technologies in media platforms but for me I can carry out without media platforms that are not necessary especially those output that are not extensive research but when it comes to research it will gather of information to meet the demand or requirements of this specific outputs then it really need the help of media platforms but if just simple question that is answerable without the help of media platforms then I can carry out the media platforms".

BAL 3, Respondent 2 (2024)

Overall, the comfort and convenience provided by media platforms significantly enrich the academic experiences of Bachelor of Arts in Literature (BAL) students at Cebu Technological University CTU-Argao Campus. These platforms offer a seamless and stress-free approach to managing academic discussions, disseminations, and interactions, thereby enhancing the overall efficiency and effectiveness of their educational journey.

J. Effectiveness and Efficiency

This section delves into how participants harness various media platforms to enhance their academic endeavors. Participants share their experiences, demonstrating how the use of media platforms enriches their knowledge and provides deeper insights into various topics. It further reveals how they leverage these platforms to improve their learning experience, communicate effectively, and stay connected within their academic community. According to Santiago *et al*. [46], effectiveness delves into the participants' abilities to successfully complete tasks, collaborate with others, and interact with classmates and teachers to achieve academic objectives. In summary, it examines the impact of media platforms on their academic performance and overall educational journey. The research participants recognize the

effectiveness of these platforms in facilitating access to academic resources and activities, as evidenced by the following participant's quote:

"The media platforms I utilize allow me to do my needed tasks in school with a lot more ease; therefore, can help in alleviating my academic performance".

BAL 4, Respondent 1 (2024)

Media platforms provide students with instant and accurate access to knowledge, facilitating their learning tasks and enabling interaction with various educational resources and activities. In the wake of the post-pandemic era, students increasingly rely on online platforms for collaboration and communication. These media platforms have proven to be effective and efficient in providing resources that support and enhance academic achievement during challenging times. Abuhassna *et al*. [47] highlights that supporting e-learning through significant media platforms, which impact academic efficiency, is a future goal in education. A student model measuring acceptance, performance, and academic efficiency has been recently developed, aiming to contribute to excellence in learning achievements.

Generally, the themes and categories of students' experiences with media platforms emphasize key aspects that contribute to academic success. Accessibility ensures that platforms are readily available, facilitating the dissemination of information and simplifying tasks. Usability focuses on the ease of use and the provision of information to enhance learning processes. Comfort emphasizes the stress-free and convenient nature of using media platforms for academic tasks. Efficiency plays a crucial role in adding knowledge, providing insights, and improving academic performance through optimized platform utilization.

According to Akpen *et al*. [48], experiences and interactions within online learning environments influence academic performance and satisfaction, guiding decision-makers in universities and higher education institutions to plan, evaluate, and implement online learning platforms effectively. This developed model should serve as a guide for instructors and decision-makers in the online education industry, enhancing students' ability to utilize media platforms and improve their learning experiences.

V. Conclusion

The study aimed to determine the influence of media platform utilization on academic performance and to describe how technology has been used to navigate academic tasks in contemporary adaptive instruction among Bachelor of Arts in Literature students at Cebu Technological University-Argao Campus during the Academic Year 2023–2024. Platforms used for creation, such as Canva, PowerPoint, and Google Drive, are designed to make students' learning dynamic and efficient in the face of contemporary adaptive education. However, these platforms do not offer real-time communication, interaction, and collaboration between and among students essential to achieving outstanding academic performance. As a result, findings indicate that these platforms appear to bear no direct connection to students' academic performance due to their transient and limited role in meaningful discussion.

On the other hand, platforms used for dissemination and interaction, such as Facebook, Messenger, Google Meet, and Gmail, have shown a direct influence on students' academic performance due to their flexible interface, which establishes a more meaningful and deep-rooted learning experience. Although students shared that the media platforms, they used during contemporary adaptive instruction were accessible, advantageous, and provided comfort and efficiency in navigating their academic tasks, this paper calls for a need to extensive studies in educational technology on innovating more versatile platforms that would allow students to create, disseminate, and interact all together to achieve a more progressive education. Furthermore, the study presents a framework of guidelines for administration, parents, students, and stakeholders to ensure the balanced and responsible use of media platforms. These guidelines aim to revolutionize the role of technology in contemporary and adaptive instruction.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions

Jovie A. Martinez contributed to all sections of the manuscript, focusing primarily on the research methodology, literature review, discussion of results, and references. She took the lead in drafting, writing, and editing the manuscript. Ma. Cristilina A. Montañez developed the initial research idea and hypothesis, designed the methodology, facilitated the study's actual implementation, and oversaw the entire process of writing and submitting the research article for publication.Jessa C. Comaling contributed to the abstract, background of the study and literature review. She also participated in writing the article. Jean F. Puerto ensured the appropriateness of the research design and methods in meeting the objectives, facilitated data analysis and interpretation, and guided the team in drafting the manuscript. Angelita V. Romares contributed to the conclusion and references. Jay Ann G. Abrigana assisted in conducting the study. All authors reviewed and approved the final version of the manuscript for publication.

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