

Student's Internet Usage, Parental Control and Academic Performance

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Abstract—This study aimed to understand how students' internet usage, parental control, and academic performance are connected. It focused on selected Grade 7 to 10 students at Limpapa National High School Latap-Annex during the school year 2024–2025. The researchers examined how students use the internet—for homework, communication, and entertainment—and whether parental supervision influences their usage and academic results. The study was conducted in Latap-Annex, a remote school located about 42 kilo meters from Zamboanga City proper. The school serves the Subanen community and has only one section per grade level. A total of 40 students participated—10 from each grade level, evenly split between male and female. Using purposive sampling, the researchers selected students based on specific characteristics. Data was gathered through surveys. Findings revealed that students use the internet frequently for both academic and personal activities. Most students reported using it for school tasks, like homework and research, and also for leisure, such as games and social media. Despite concerns that non-academic use may be distracting, the study found no significant link between internet usage—whether academic or personal—and students' academic performance. Most students had a general weighted average of 85–90, classified as “Very Good.” The study concluded that internet use supports academic success when used properly. Personal use, such as for entertainment, does not harm academic performance and can help students relax. However, proper guidance from parents and teachers is still recommended to ensure a healthy balance.

Index Terms—Internet usage, Parental Control, Academic Performance, High School Students, Subanen community.

1. Introduction

In the field of education, Student Internet Usage, Parental Control and Academic performance is a significant factor influencing academic success and overall learning experience.

The internet is vital for the learning outcomes of students. It allows them to access vast information that will help them in their academic activities. Moreover, it gives them a channel where they can enjoy and learn at the same time. With its fun feature such as online games and browsing of social media, it allows students to destress and relax during stressful times. Therefore, it is crucial to determine the influence of internet to the academic performance purposes or personal interest.

This study employed descriptive quantitative method and used survey method on gathering data in order to capture the essential data that will help the researchers to know the purpose of this study. The researcher distributed survey questionnaires

and it was participated by 40 of selected grade 7, 8, 9, and 10 high school students from Limpapa National High School Latap-Annex. The findings of the study indicated that the internet use, whether for academic or personal purposes, has no significant relationship in student' academic performance. Student's exposure to the internet is effective in supporting the increase of their academic success. In the same manner, allowing students to use the internet for leisure gives them an avenue to enjoy while learning. The researcher recommended that it is necessary for school Administration to provide or improve school internet facilities. Also, Teachers and parents should monitor student's internet use in school and at home, ensuring that they focus more on academic activities.

A. Internet Use

The internet is vital in the development of information technology. Today, the internet became an essential tool for the knowledge-based modern society. It allows users to manage information, information search, communication, research, and learning. Through the internet, a boundless world is realized. The internet made it easier for people to access the latest information.

Moreover, the internet is a beneficial tool in this modern era of the Information Technology. It is not only for business purposes but also for the academics. It helps students enhancing their skills and capabilities. It also supports them with information for their studies. Students use the internet as a hub for research in their various fields of study. It is useful to students, they use it to consult for assignments, presentations, research works, and examinations. The internet also serves as a valuable tool for lecturers. It helps them to prepare lesson plans. It leads them to numerous sites, which are directed for educational materials.

Mahdi (2019) stated that in the current changing digital age, universities, and colleges are adapting the use of technology in their systems. College institutions focus on high-tech mechanisms to enhance student's loves. Almasi et al. (2017) stated that various students suggested that there has been an increased use of social networking among students to perform academic activities such as assignments, learning, and research. The internet is presently used as a source of teaching and learning materials. It is a new channel for academic resources that contains a vast amount of information. The internet varies

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a great deal regarding its content, aim, target group, and reliability. However, in some instances, the internet is primarily used for personal purposes rather than for academics. According to Upadhyay and Guragain (2017), students use the internet exclusively for communication with friends and family but not for academic activities. The study by Silver et al. (2017) found that online platforms such as Facebook, Twitter, Instagram, Tiktok, and other applications.

Moreover, Castellacci and Tveito (2018) stated that the internet had personal benefits.

Introduced new activities and services that offer new kinds of social interactions, like online dating called Tinder. These dating apps use location data to find other individuals through user's preferences and facilitate social interactions. It also introduced other social interactions through interactive gameplay that relies on augmented reality such as mobile gaming like Pokemon Go. The internet also enables unprecedented access to information about other users in personal networks through social networking sites. The internet offers the purchase of goods and services online, such as Uber, Trip Visor, and Online Banking which are less time-consuming. However, these activities increased the risks of scams and theft.

Furthermore, the studies of Kakaraki et al. (2017) and Iyitoglu & Celikoz (2017) found that internet addiction is more prevalent among university students. The possible explanations include free and unlimited internet access, lack of parental control during university life, desire for companionship, and to avoid stress at school. The fear is that students will become so addicted to the internet that they will forget to balance their academic and non-academic lives. The main point should be that the internet is used to benefit their primary occupation as students.

The internet has great benefits for users in terms of academics. However, it also has drawbacks, such as wasting time, engaging in anti-social conduct, and generating relationship issues. Problematic internet use particularly, mobile gaming or browsing social media platforms can lead to absenteeism, academic failure, and difficulty in interpersonal connections with other students. Khanam et al. (2020) specified that the internet has detrimental impact on the fulfillment of course assignments due to the inaccuracy of information published on social media or a lack of time management in the workplace. In addition to this, according to Alamri (2019), the widespread usage of social media sites has sparked concerns about their impact on students' academic achievement and learning in general.

Hence, the researchers observed how the students depend on the internet in doing their school activities. On the other hand, many students were immersed in using the internet more on online leisure activities, such as mobile gaming and browsing social media platforms. Thus, this present study investigated the relationship of internet use, whether for academic or personal purposes, in the academic performance of the selected grade 7, 8, 9, and 10 high school at Limpapa National High School Latap-Annex of School Year 2024-2025.

B. Statement of the Problem

The aim of the study is to recognize the importance of Student's Internet Usage, Parental Control and Academic performance in educational process; this study specifically explores how academic performance of selected students in High school classrooms of Limpapa National High School Latap-Annex School year 2024-2025.

This study seeks to answer the following questions:

1. What is the extent of student's internet usage in terms of:
 1. Homework
 2. Communication and Social Interaction
 3. Entertainment and Leisure activities
2. What is the extent of Parental Control on Student's internet usage?
3. What is the student's academic performance?
4. Is there a significant difference in the extend of Student's internet usage and Parental control?
5. Is there a significant difference in the extend of Student's internet usage and Academic performance?

2. Scope and Delimitation

The researcher delimits this study focusing on selected Grade 7, 8, 9 and 10 students at Limpapa National High School Latap-Annex. This study comprises 40 students: 20 male and 20 female. These students the researcher can easily reach and contact to gather the necessary data. The researcher will primarily examine students' Internet Usage, Parental Control and Academic Performance strategies used by students and the impact of these on their learning involvement.

3. Methodology

A. Design

Quantitative descriptive-correlation research design, a commonly used approach to draw comparisons between two or more variables without controlling them, aiming to describe and compare characteristics or variables across different groups or population using numerical data and statistical analysis without manipulating the independent variable. Its primary objective is to emphasize and standardized method for collecting and measuring data. The implementation of mixed method was used to gain a deeper and more exact understanding of complex problems. Quantitative descriptive-correlation was chosen since it allows the researcher to interact directly with a population and offering a clear image of present situation of a certain issue. In this case, it helped by enabling researchers to describe and compare characteristics of population using numerical data and statistical analysis, providing insights into differences and patterns and variables. Cantrell (2011), John W. Cresswell (2009).

B. Respondents of the Study

1) Sampling

This study Utilize purposive sampling, also known for judgment sampling, a process of using researcher's judgement in choosing a sample and purposefully selecting individuals

based on characteristics. Everyone is eligible individuals have an equal chance of being selected in the probability sampling method (Pilot and Hunger, 1993:37. This method is often used to produce results that are representative of the entire population of Latap-Annex High School of Grde 7,8,9, and 10 students at Limpapa National High School Latap-Annex.

Population: Poli and Hubgler (19991:37) define the population as the aggregate or totality of all objects or members that conform to a set of specifications. In this study, the populations total of 60 Grade 7 to Grade 10 students at limpapa National High School Latap-Annex.

2) Research Instrument

This is adapted version with significant modification format for validation with the use of Cronbach Alpha which contains the students' internet use, and comprises the use according to academic and personal purposes.

The questionnaire is tried out for validation with the help of the experts. The researcher selected the respondents who are not part of the population but have similar characteristics to the actual respondents, and will not participate in the actual study. The validation ensures that the instrument is simple, meaningful, easily administered, and adequate in collecting the needed data. Eventually, the revision is made before the actual distribution of the instrument.

3) Data Gathering Procedure

The researcher initiated the formal process by seeking permission from the school division superintendent, school principal, adviser, parents and students to conduct the research study. Upon receiving their permission, data gathering commenced. The researcher is responsible for ensuring the confidentiality of all responses gathered. A printed research questionnaire was distributed to the respondents. The researchers explained the direction of each item thoroughly in order for the respondents to understand the statements stated in the instrument.

Data collection involve face-to-face interaction, with questionnaires personally administered in the classroom in the presence of their advisor. After collecting the data, the researcher performed analysis using appropriate statistical tools and used tables to illustrate, interpret and infer the results.

4) Results and Discussion

This chapter contains a detailed presentation and discussion of data analysis and the results of this study. The data is presented in the order of how it is written in chapter 1.

C. Problem 1. Personal Information Relevant to the Needs of the Study Among Selected High School Students' of Limpapa National High School Latap-Annex Presented in Table 1, 2, and 3, the Frequency and Percentage in Personal Information Responses

Table 1
Profile of the respondents in terms of sex

Sex	Frequency	Percent (%)
Male	20	50.0
Female	20	50.0
Total	40	100.0

Table 1 shows the profile of the respondents, there are 20

(50%) males, and 20 (50%) females. This means that out of 40 High School Students of Limpapa National High School Latap-Annex there are 20 males and 20 females, showing that all target respondents have participated on the study conducted.

Table 2
Profile of the respondents in terms of age

Age	Frequency	Percent (%)
1	7	17.5
2	25	62.5
3	8	20.0
Total	40	100.0

Table 2 shows the profile of the respondents in terms of age. Dominant age group 13-15 years old with over two-third of the respondents in this category, the 13 to 15 age group clearly dominates the datasheet. This indicates that the survey results will primarily reflect the opinions, behaviors, or experiences of early adolescents. This group is often transitioning from middle to high school, a critical phase for identity formation, peer influence, and technology or media usage, However the 16-19 age bracket comprises only 15% of respondents, which suggests either limited interest or accessibility to the survey for this group. Hence the 12-year-olds make up 17.5 %, a moderate portion, but still significantly less than the central group.

Table 3
Profile of the respondents in terms of grade level

Grade Level	Frequency	Percent (%)
1	10	25.0
2	10	25.0
3	10	25.0
4	10	25.0
Total	40	100.0

Table 3 shows the profile of the respondents, which consists of 40 respondents, evenly distributed among the four grade levels. Each grade level- Grade 7,8,9, and 10- contributed 10 respondents, making up 25% of the total sample. This equal distribution ensures that each grade level has an equal voice in the data, which allows for balanced comparison across grade level.

D. Problem 2. Extend Student's Internet Usage for Homework, Communication and Social Interaction, and for Entertainment and Leisure Activities, as Presented in Table 5, 6, and 7, the Mean Distribution we're Computed and to Identify its Description

Indices on the extend of internet usage

Mean	Description
1.00 – 1.80	Never
1.81 – 2.60	Rarely
2.61 – 3.40	Sometimes
3.41 – 4.20	Often
4.21 – 5.00	Always

The table 4 shows that internet usage for homework indicates that students frequently use the internet for homework-related activities, with an overall mean score of 4.03, corresponding to the description "Often." Among the specific activities,

Table 4
Internet usage for homework

Statements	Mean	Description
1. I use the internet to research for School assignments.	4.23	Always
2. I access online educational resources (e.g., Videos, e-books)	4.40	Always
3. I submit school work through online platforms (e.g., Google classroom, LMS)	4.25	Always
4. I participate in online study groups or forums	3.23	Sometimes
Overall Mean/Description	4.03	Often

Table 5
Internet usage for communication and social interaction

Statements	Mean	Description
1. I use social media to connect with friends and classmates.	4.25	Always
2. I communicate with teachers through online platforms	3.77	Often
3. I engage in online group chat for academic or social purposes.	4.25	Always
4. I use messaging apps (e.g., Messenger, WhatsApp) regularly	4.40	Always
Overall Mean/Description	4.17	Often

Table 6
Internet usage for entertainment and leisure activities

Statements	Mean	Description
1. I spend time watching videos (e.g., YouTube, Streaming Platforms)	4.35	Always
2. I play online games during my free time.	3.85	Often
3. I browse social media for leisure (e.g., TikTok, Instagram)	4.35	Always
4. I engage in non-academic online activities (e.g., Shopping, Memes)	3.82	Often
Overall Mean/Description	4.09	Often

accessing online educational resources such as videos and e-books has the highest mean score of 4.40, suggesting that students almost always rely on these materials to support their learning. Similarly, using the internet to research school assignments (4.23) and submitting school work through online platforms (4.25) are also described as activities students “Always” engage in. However, participation in online study groups or forums is less common, with a mean score of 3.23, indicating that students only “Sometimes” collaborate or interact with peers online.

In addition, Sodhar et al. (2020) found in the study in engineering universities in Pakistan that during the pandemic lockdown, universities instituted the use of different tools such as MS Office 360, YouTube channel, Recorded PowerPoint presentations, laptop screen recorder, and X-recorder for mobile screen.

Moreover, the indicator, I use the internet for homework about school activity queries, has a mean of 4.03, which described as Always and interpreted Often. This indicates that students will have a venue to openly inquire the things about their school activities.

Consonance to this result, the study of Nuncio (2019) stated that the internet was a quick and powerful tool for people to interact with family members, friends, classmates, and nearly anyone online. Amez & Baert (2020) stated that social networking sites and communication applications contribute in quick sharing of relevant information. Moloi (2020) also stated that during the pandemic, an online education system was introduced and many online tools are instituted to reduce the impact of the pandemic on education. Moreover, Chan et al (2020) stated during a study at SEGi University in Malaysia that internet messaging applications positively affect students. It can improve their problem-solving skills, and they can communicate freely, particularly timid students that are cautious in face-to-face communication.

The findings highlight the central role of the internet in

individual learning tasks, while suggesting that internet in individual learning tasks. While suggesting that collaborative online engagement is comparatively limited.

Table 5 shows that data on internet usage for communication and social interaction indicates that students frequently use digital platforms to stay connected, with an overall mean score of 4.17, interpreted as “Often.” The most common activity is the use of messaging apps such as Messenger or WhatsApp, with a mean of 4.40, indicating that students “Always” rely on these tools for regular communication. Similarly, both using social media to connect with friends and classmates and engaging in online group chats for academic or social purposes received a mean score of 4.25, also categorized as “Always.” Communication with teachers through online platforms. While slightly less frequent, still has a strong mean of 3.77, meaning students “Often” use the internet for academic communication.

The result agrees with the study of Feng et al. (2019), which states that imbalanced time and more focus in online activities can potentially lead to academic distraction. In addition to this, Guinchiglia et al (2018) stated that more time spent on internet surfing than studying,

These results suggest that the internet is an essential part of students’ social and academic interactions, with high levels of engagement across both personal and educational context.

Table 6 shows that data on internet usage for entertainment and leisure activities reveals that students frequently engage with online platforms for non-academic purposes, with an overall mean score of 4.09, corresponding to “Often.” Watching videos on platforms like YouTube or streaming service and browsing social media for leisure, such as TikTok or Instagram, are the most frequently activities, both with a high mean score of 4.35, indicating students “Always” engage in them. Playing online games (3.85) and participating in other non-academic online activities like shopping or viewing memes (3.82) are also common, both described as happening “Often.”

The internet has become a primary source of entertainment

Table 7
Parental control on internet usage

Statements	Mean	Description
1. My parent sets specific rules about my internet usage.	4.23	Strongly Agree
2. My parents monitor the web sites and apps I visit.	3.90	Agree
3. My parents limit the amount of time I spend online.	4.23	Strongly Agree
4. My parents discuss appropriate and inappropriate online behavior.	4.07	Agree
5. My parents use parental Control software to monitor my activity.	3.15	Neutral
Overall Mean/Description	4.90	Strongly Agree

Table 8
What is the student's academic performance

Variables	N	Mean	Std. Deviation	Description
Academic Performance	40	1.23	0.480	Consistent

Table 9
Is there a significant difference in the extend of Student's internet usage and Parental control?

Variables	N	R	p-value	Interpretation	Decision
Student's internet usage	40	0.951	0.000	Significant	Reject
Parental Control					

Table 10
Is there a significant difference in the extend of student's internet usage and academic performance?

Variables	n	R	p-value	Interpretation	Decision
Student's internet usage	40	-0.024	0.883	Not Significant	Accept
Parental Control					

and leisure, enabling users to stream videos, play games, listen to music, and engage with social media. With the rise of platforms like YouTube, Netflix, and TikTok, digital consumption habits have significantly shifted from traditional media to on-demand, internet-based services (Statista, 2023). Online gaming has also gained widespread popularity, especially among youth. Multiplayer and mobile games offer social interaction and immersive experiences, contributing to their appeal (Przybylski & Weinstein, 2019). Similarly, social media platforms provide users with constant access to content, updates, and digital communities, often used as a form of relaxation or escape (Andreassen et al., 2017). Audio streaming, including music and podcasts, has transformed listening habits. IFPI (2021) reports that streaming now dominates global music consumption, reflecting the demand for personalized, accessible entertainment. However, researchers caution against the overuse of digital platforms, linking it to negative effects such as reduced physical activity and screen dependency (Kuss & Griffiths, 2017).

These findings suggest that while entertainment and leisure activities are not as heavily emphasized as academic tasks, they still play a significant role in students' daily internet usage, contributing to both relaxation and social engagement.

Indices on the parental control on internet usage

Mean	Description
1.00 – 1.80	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neutral
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

Table 7 shows that data on Parental Control on Internet Usage indicates that students generally perceive a strong level of parental involvement in managing their online activities, with an overall mean of 4.90, interpreted as "Strongly Agree." The highest-rated statements included parents setting specific rules for internet use and limiting the amount of time spent

online, both with a mean of 4.23, reflecting strong agreement from students. Additionally, there is agreement that parents monitor websites and apps (3.90) and discuss appropriate online behavior (4.07), showing active parental engagement in guiding safe internet practices. However, the use of parental control software received a lower mean of 3.15, indicating a neutral response and suggesting that while parents are involved, they may not heavily rely on technological tools for monitoring.

With the increasing accessibility of the internet among children and adolescents, parental control has become an essential strategy for managing online behavior and ensuring digital safety. Parents play a critical role in guiding internet use through supervision, content filtering, and communication. Research shows that active parental mediation- such as discussing online content and setting clear usage rules-is more effective than restrictive approaches alone. Livingstone and Helsper (2008) found that children whose parents engage in open discussions about online risks tend to use the internet more responsibly. This type of mediation promotes digital literacy and critical thinking.

According to Wisniewski et al. (2017), while these tools help reduce exposure to harmful content, they are most effective when combined with parental involvement rather than used in isolation. However, over restriction may backfire. A study by Byrne and Lee (2011) indicated that excessive control can lead to secretary and increased risk-taking behavior online. Therefore, a balanced approach that combines guidance, trust, and appropriate monitoring is recommended. Ultimately, effective parental control depends not only on technology but also on the quality of the parent-child relationship and ongoing digital education at home.

Overall, the findings suggest that parents play a proactive role in supervising and guiding their children's internet use, primarily through direct rules and conversations rather than software-based monitoring.

Table 8 shows that the data on student academic performance

shows a mean score of 1.23 with a standard deviation of 0.480, based on responses from 40 students. The descriptive label associated with this score is “Consistent,” indicating that the majority of students maintain steady academic performance. Given the low mean (on a scale where lower scores typically indicate better or more stable performance) and relatively small standard deviation, it can be interpreted that students not only perform consistently but also that there is little variation in performance across the group.

According to Credé and Kuncel (2008), students with effective study skills and self-regulation consistently perform better academically. Good study habits correlate strongly with higher GPA and test scores.

Fan and Chen (2021) found a significant positive relationship between parental engagement—such as helping with homework and attending school events—and student achievement. Supportive home environments foster higher motivation and better attitudes toward learning.

Technology plays a complex role in academic performance. Junco (2012) noted that while moderate use of educational technologies can enhance learning, excessive non-academic internet use (e.g., social media or gaming) is negatively associated with grades. Digital distractions are particularly detrimental when unregulated.

Moreover, school-related factors such as teacher quality, class size, and school resources impact academic outcomes. Hanushek (2021) emphasized that teacher effectiveness has the greatest in-school influence on student learning, outweighing other variables like funding or curriculum.

In sum, academic performance is shaped by a combination of personal discipline, family support, responsible use of technology, and institutional quality.

In addition, Yebowaah & Adjoa (2018) found during a study in Wa municipality of Ghana participated by 314 students. It is concluded that students' access to the internet has a positive result on their academic performance. She also added that using the internet for different purposes does not influence their academic achievement. Thus, this result indicates that the academic performance of selected high school students is high regardless of using the internet for academic or personal purposes.

This suggests a generally stable and uniform level of academic achievement among the respondents.

Table 9 shows significant difference in the extent of Student's internet usage and Parental control based on the data provided, there is a significant difference in the extent of student's internet usage and parental control. The correlation coefficient (r) is 0.951, which indicates a very strong positive relationship between the two variables. The p -value is 0.000, which is less than the standard significance level of 0.05. This means the result is statistically significant. Hence as parental control increases, student internet usage also tends to be more regulated or influenced. The very strong correlation suggests that parental control plays a significant role in shaping how students use the internet.

The result agrees with the study of Feng *et al.* (2019), which states that imbalanced time and more focus in online

entertainment activities can potentially lead to academic distraction. In addition to this, Giunchiglia *et al.* (20180). Parental involvement is essential in managing how students use the internet. Livingstone and Helsper (2008) noted that parents who actively mediate their children's online behavior—by discussing content, setting rules, or using monitoring tools—help reduce exposure to online risks and encourage responsible usage. Wisniewski *et al.* (2017) emphasized that digital monitoring tools are most effective when combined with open communication and trust.

In summary, while students benefit greatly from internet access, effective parental control is vital in guiding its appropriate use. A supportive and communicative approach helps students develop healthy online habits and improves their academic and personal outcomes.

Since the p -value is 0.000, which is below 0.05, the null hypothesis (which would state that there is no significant difference or relationship) is rejected. Therefore, it is concluded that there is a significant relationship between student's internet usage and parental control.

Table 10 shows if there is a significant difference in the extent of Student's internet usage and Academic performance based on the data provided, there is no significant difference in the extent of student's internet usage and academic performance. The correlation coefficient (r) is -0.024, which indicates a very weak and negative relationship between the two variables. The p -value is 0.883, which is much greater than the standard significance level of 0.05. The near-zero correlation means that student internet usage has little to no relationship with their academic performance in this dataset. The negative sign suggests a slight inverse relationship, but it is so small and statistically insignificant that it cannot be considered meaningful. Based on the result, it is found that internet use and parental control has no significant relationship with the academic performance, whether students use the internet for academic or personal purposes. This indicates that regardless of how the students utilize the internet, it will not affect their academic materials or play online games, browse social media, it does not affect their learning outcomes. This result was supported by the study of Amponsah *et al.* (2022). Its respondents are selected from high school in Limpapa National High School Latap-Annex, Zamboanga City. The study found that different internet use, such as internet use for homework, internet use for communication, internet use for entertainment and leisure, does not affect their academic results. As a result, the study recommends to the stakeholders that the provision of internet facilities is necessary because it will enhance the student's academic performance.

In addition, Yebowaah and Adjoa (2018) found during a study in Wa Municipality of Ghana participated by 314 senior high school students. It is concluded that students' access to the internet has a positive result on their academic performance. She also added that using the internet for different purposes does not influence their academic achievement. Thus, the result indicates that the academic performance of selected high school students of Limpapa National High School is high regardless of using the internet for academic or personal purposes.

Since the p-value (0.883) is greater than 0.05, the null hypothesis (which states there is no significant relationship) is accepted. Therefore, it is concluded that student internet usage does not have significant impact on academic performance based on the current data.

4. Conclusion

According to the opinions of the respondents and the findings of this research:

1. Student's exposure to the internet is effective in supporting the increase of their academic success.
2. Allowing students to use the internet for personal purposes does not affect their academic performance.
3. Using the internet for leisure gives them an avenue to enjoy while learning.
4. Although using the internet for personal purposes draw concerns as it can cause academic distraction, based on the findings does not influence student's academic performance.

5. Recommendations

The internet is a platform used by millions, especially students. Thus, this study recommended based on the study's objectives. analysis. And findings. The researchers recommend this following:

1) School Administration

may provide to improve school internet facilities. Having access to strong internet connection will help students achieve academic success.

2) High School Teachers

Teachers may give students online activities that will give progress and focus on the learning outcome of the student. Teachers may closely monitor internet use among students ensuring they concentrate more on academics.

3) High School Students

Students may use the internet more on academic-related activities that will boost their learning outcomes. It is also important to control internet use for personal purposive and focus on things that are more necessary in increasing their academic facilities.

4) Parents/Guardians

Parents/Guardians may closely supervise the students' internet use at home so they will not concentrate on leisure-related activities. High amount of time spent on browsing social media and playing games will distract them from attending matters that will help improve their academic performance. If necessary, parents may apply proper intervention to avoid problematic use.

5) Future Researchers

The present study only focused on the relationship between internet use, parental control and academic performance. Thus, future researchers should investigate "The teachers' or parents' involvement on the internet use of the students to improve academic success.

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