



## SOCIAL MEDIA EXPOSURE OF PUBLIC ELEMENTARY PUPILS: ITS INFLUENCE ON THEIR ACADEMIC PERFORMANCE

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**ABSTRACT:** *Social Media is a group of internet based application that allows the creation and exchange of users generated content (Kietzmnn,2012). Adding to it, he pointed out that social news site is also a social media site. Andreas and Michael (2010) emphasized that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. It is for the reason that Social media has become one of the major channels of chatting through platforms such as 2go, BB chat, blogger and wiki a. There has been an increase in the mobile social media which has created new opportunity for browsing. The internet usage effect of social media, in views of Nielsen (2012) is that, students continue to spend more time on the social media than any site. This study aimed to find out the Social Media exposure of the public elementary pupils in Mocag Elementary School and its influence to their academic performance. This study made use of the descriptive-correlational design and documentary analysis. The design is appropriate considering that the study ascertained the student's exposure to social media in relation to their academic performance. The respondents of the study were the 40 grades 4 to 6 elementary pupils of Mocag Elementary School who have access to social media. Total enumeration was used for the pupils who have access to social media. In gathering the data needed, the questionnaire-checklist was used. The questionnaire was adopted from the study of Peter (2015), however it was modified to suit the research study. The questionnaire consisted of three parts. For the profile of the respondents, the frequency count and percentage were used. The weighted mean was computed to determine the mean score of the student-respondents' time spent for social networking and the perceived influence of social media exposure in the academic performance mean range was used. Descriptive statistics such as frequency counts and percentages were used in analyzing demographic variables of the respondents while the inferential statistics like Chi-square ( $\chi^2$ ) was used to test the stated hypotheses at 0.05 level of significance. Based from the result, the researcher concludes that in today's generation, young learners are exposed to the use of social media. Facebook is the most social media the respondents are exposed to. The pupils of Mocag Elementary School of*



Baggao South District particularly Grades IV, V and VI were not highly addicted to social media since most of them spent 1 to 60 minutes online with overall mean of exposure of 37.67 minutes only. Hence, the study exposure to social media does not influence the academic performance of the respondents. Furthermore, some of the profile of the respondents influenced their exposure to social media. Based from the findings and conclusions of this study, the following recommendations are strongly presented that the respondents should have a longer exposure to educational sites like Google to improve their academic performance.

While they are monitored by their parents and teachers on how they use diversity of social media. And teachers should ensure that learners use social media to improve their academic performance.

**KEYWORDS:** social media, facebook, messenger, linked in, google, academic performance, viber, skype, twitter, Instagram, social media gadgets, internet

## INTRODUCTION

Social Media is a group of internet based application that allows the creation and exchange of users generated content (Kietzmnn,2012). Adding to it, he pointed out that social news site is also a social media site. Andreas and Michael (2010) emphasized that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. It is for the reason that Social media has become one of the major channels of chatting through platforms such as 2go, BB chat, blogger and wiki a. There has been an increase in the mobile social media which has created new opportunity for browsing. The internet usage effect of social media, in views of Nielsen (2012) is that, students continue to spend more time on the social media than any site. He found out that the total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011

It is used to describe any website that enables users to create public profiles within that website and form relationship with other users of the same website who access their



profile. It is used to describe community base website, online discussion forum, chat rooms and other social space online. Commonly, the phrase “social networking sites” is used as an umbrella term for all social media and computer-mediated communication, including but not limited to Facebook, Twitter, LinkedIn, and My space, as well as the inaugural social networking sites of Cyworld, Bebo and Friendster. Ellison and Boyd (2007) define social network sites as web-based services that allow individuals to construct profiles, display user connections, and search and traverse within that list of connections. A social media is an online service or platforms that focus on facilitating the building of social network among people who share interest, activities and background on real life connections. It is a website that allows users to share information within a selected group. It is a great way to stay connected and a convenient way to share photos from trips (Awake, 2012). It consists of a representation of each user (profiles), social links and a variety of additional services.

Media has been pointed out as one of the major factors that influence the life of people. A person by nature needs to be fed with information as he continues living, and this is what the media can promise. Social media is commonly seen now in almost everywhere. Realistically, it feeds people much information that probably influences their attitudes, principles, and even fashion.

The influence of social media in adolescents and teenagers is of particular importance, not only because this particular group of children are developing mentally vulnerable but also because they are among the heaviest users of social networking. Parallel to this, there has also been considerable media coverage of the growth of social media usage, and the potential positive outcomes and concerns about the way some individuals are engaging with it. Social media sites offer new and varied ways to communicate via internet. They allow people to easily create their own online page and profile to construct and display an online network of contacts. Social media has become a way for people to communicate in society and build relationship with others.

College students have always paid a lot of attention to the presentation of self on social media sites. It seems that for most college students creating networks and online content is an integral mode for the management of identity, lifestyle, and social relations. They point



at the opportunities for self-expression, sociability, community involvement, creativity and group belongings.

The tendency of a student to join a social media community is influenced by both the number of friends he or she has within the community and more crucially how these friends are connected to one another. Students who want to express themselves, are socially highly interactive and mobilize around issues very quickly like environmental and social issues. Once connected, they engage in a wide variety of social media behaviors, including school work, playing games, shopping, downloading music, text messaging and chatting and so forth. Through email and instant messaging, online communities are created where a gift economy and reciprocal altruism are encouraged through co-operation. 2go and other social networking tools are increasingly the objective of scholarly research. Scholars in many fields have begun to investigate the impact of social networking site, investigating how such site may play into issues of identity, privacy, social, youth culture and education. Several websites are beginning to tap into the power of the social networking model for philanthropy. In 2011 HCL technologies conducted research that showed that 50% of British workers are banned from the use of social media during office hours. In this view, when one is chit-chatting, the content of the message reveals a lot about an individual. In chatting, comments, photos, and status should speak less of an individual. Kim in summary says: "if you are mindful of what you are doing, you can maintain a measure of privacy on a social network" (Awake, 2012); and, in reference to this, Proverbs 10:19, states that "In the abundance of words, there does not fail to be transgression, but the one keeping his in check is acting discreetly". "It's a vortex that sucks one in and one has no idea you've been trapped. One of the ironies of the internet is that it keeps you apart from the most important things'. It is a great way to stay connected with people but you just have to know when to shut it down. Raquel concluded that it seems that when people go on a social network they lose their mind" (Awake, 2012).

According to the Boyd and Ellison (2007) article entitled "Why Youth Heart, Social Networking Site: the role of networked publics in teenage life?" It shares a variety of technical features that allows individuals to construct a public or semi-public office,



articulate list of their users that they share connection with and view their list of connections within the system. In an article titled 'social networking sites' definition and scholarship, Boyd and Ellison adopt Sunden's (2003) description of profiles as unique pages where one can type oneself into being a profile is generated from answer to question, such as age, location and interest. Some site allows users upload pictures', add multimedia content or modify the look of their profile. For instance, 2go allows the user to update their status and change profile pictures and BB chat that allows them change display picture, name and status. They allow them search for users and share a list of contact and there are sections dedicated to comments from friends and other users. To protect their privacy, they have a control that allows users to choose who can view their profile, contact and add them to their list of contacts. Social networks are increasingly gaining momentum in the world of information and communication. It has without doubt altered the conventional method of news gathering and dissemination, a confirmation of what seems to be paradigm shift from print and broadcast media to the more effective and efficient rave of the moment. Social networking played a pivotal role in information and communication in Nigeria last year, event that will forever stick to our memories. It all started with the removal of fuel subsidy on New Year day in 2012. This event showed the overwhelming power of networking. Daily protest was organized and sustained for about a week in social networks. It was a powerful tool that it was rumored that the president considered suspending their operations. Another incident is the case of Cynthia Okojie who was murdered by "Facebook's friends". The role of social network is quiet overwhelming in this scenario considering the very fact that this ordeal started and ended on Facebook, it wowed everyone. It proved that social networks are becoming tools in the hands of government and weapons for criminals. One of the most shocking and angering thrillers ever was the video and pictures of the "Aluu4". It was a horrible site to behold, inhumanity at its peak. It was evidently one of the biggest news that rocked 2012. It wasn't the first "criminals" were butchered and burnt alive by angry uncivilized barbaric mobs. The difference between Aluu4 and other similar occurrences was simply the presence of social networking which led to empathy from the public and resultant involvement of the government.



Social Networking Sites (SNS) have been popular since the year 2002 and have attracted and fascinated tens of millions of Internet users (Boyd & Ellison, 2007). Though only a few have gained worldwide publicity and attention, the Federal Bureau of Investigation estimated that there are over 200 different sites that are used for social networking (Duven&Timm, 2008). Most people who are members of these sites, such as Facebook (over 400 million users) and MySpace (over 100 million users) participate in them on a daily basis (Duven & Timm, 2008). Each person who becomes a member of a SNS has the opportunity to create his or her own webpage or “profile” which is supposed to be seen as a reflection of that person’s personality (Tufekci, 2008). By using this personal profile, one can build an entire social network based on his or her own personal preferences (Boyd & Ellison, 2007).

Parent- child conflicts have also become more of an issue since the sudden escalation of online social networking (Greenfield & Subrahmanyam, 2008). Research has shown that students who have a strong sense of communication and closeness with one (or more) parent or guardian have a better chance at academic success (Greenfield & Subrahmanyam, 2008). With adolescents hooked on the Internet and other forms of technology and their language changing with new acronyms and code words that can only be learned through this technology, the gap between parents and children has gotten larger (Greenfield & Subrahmanyam, 2008). Many parents do not understand their children, and cannot find a way to relate to their virtual worlds. This, in turn, causes distress in the household and may ultimately lead to a barrier between parent, child, and communication about school work and grades (Greenfield & Subrahmanyam, 2008).

In a study of 884 students of different universities in Nigeria, (Olowu& Seri 2012). Indicated that students in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. They explained that Youths’ use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied. In Ogedebe, Emmanuel & Musa (2012), a study on Facebook and Academic Performance in Nigeria Universities was carried out on 122 university students; they tested six hypotheses to know the effect of Facebook on the academic performance of students in selected



universities. The study tested among other hypotheses that the more time a student spends on Facebook, the lower his or her grade point average will be.

In Olubiyi (2012), the author observed that the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He pointed out that students waste their time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping-ponging, 2going or Facebooking, while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

It has been observed in recent times that students have unlimited access to the internet as well as the social media. Students connect with computer to send and receive information's anywhere on the globe. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Some school are so equipped that there is internet connection made available within the school premises as well as in the library. Online Wikipedia and blogs are the main resource centers for students as attention have been shifted from making research in the library to overall dependence on these social platforms. It is a common thing to see a student reading in the library and putting the books aside on hearing the sound of a ping on the phone.

According to a joint study by Campus2Careers and Study Breaks on the use of mobile devices among students discovered that, an average undergraduate spend 3.6 hours a day with their cell phones and smart phones, while spending less time with computers, TV's, handheld gaming devices and e-readers.

Though there have been many social, economic, and environmental factors that have added to the pressure of university students in the past ten years, the drop-out rate for students is still a major national problem (Bowen, 2008). Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage



graduation and further education (Bowen, 2008). However, with more and more students being preoccupied with social media networks and technological social lives, how will this affect their studies? It is estimated that even those students who do graduate high school, one out of three does not have possess the knowledge and skills that would lead him or her to the next level, such as college or an advanced trade school (Bowen, 2008).

The top academic areas that many school professionals are concerned about are English (ELA) and advanced literacy (Williams, 2008). The current generations of teens live in a fast-paced technological world with many different types of communication happening all at the same time. For example, he or she may be on the computer on a SNS, while also talking on the phone, sending instant messages to a friend, and emailing someone else all at the same time (Williams, 2008). While there may be some advantages to this, such as the teen learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication (Williams, 2008).

According to Khan U (2009), social media users often time experience poor performance academically. Similarly, Englander, Terregrossa & Wang (2010) posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. Nalwa&Anand (2003). Recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance. In the same vein, Karpinski (2009) pointed out that social media users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs.

Zahid, et. Al. ( 2016 ) conducted a study entitled Impact of Social Media of Student's Academic Performance. The focus of the study is to determine the effect of growing use of social media sites on the academic performance of the students of universities and colleges. On the basis of random sampling a sample of 300 students was selected. Questionnaire was used as an instrument for data collection. 97% questionnaire received back from respondents on which descriptive statistics apply for data analysis. Results indicate that the



effect of social media can be positive as in this study closely determined the real effect of social media sites. In recent time it encourages the carrier and future of students. The social media sites like Facebook, twitter, google+. And skype capture the attention of students for study and affecting positively their academic Grade points. The instrument selected was the questionnaire, which contained the close-ended questions, which were adopted from the base study, then modify according to our research. After selecting the instrument identified the target population to conduct the research. Target population selected was the students of University of Education Okara Campus, Comsats institute of information technology Sahiwal campus, University of Central Punjab, Punjab College, Suffa Collge, and District Public School and College Okara. A sample of 30 students was selected for data collection. From 300 questionnaires we received back 290 questionnaires from respondents. The reliability of the data was 0.0704, which is acceptable. After checking the reliability disruptive statistic methods apply for data analysis. And frequency distribution was used to test the data. Survey showed respondents most commonly used Facebook, & twitter. While most of the respondents was agreed that using these social media they well prepare their home assignment and habit of these sites encourage them to concentrate on their studies. Students were agreed that it is their routine habit to use these social media sites effect their academic performance positively.

Mingle and Adams ( 2015 ) conducted a study entitled Social Media Network Participation and Academic Performance in Senior High Schools in Ghana. The study aimed to identify social network sites and their usage among students, how students networked and participated on social media networks, time invested by students on social network, the effects of social media on student's academic performance within the context of the social learning and the use of gratification theories. The study used a mixed method approach which involved the survey of students in four senior high schools and interviews of heads of the senior high schools. The study revealed that majority of the respondents used whatsapp and facebook for making friends and chatting. Majority of the respondents experienced negative effects such as poor grammar, and spelling, late submission of assignments, less study tome and poor academic performance due to the heavy participation on social media. Furthermore, there is a high addiction rate among students in the usage of social media



networks. Nevertheless, there were cases where others experienced improvements in their reading skills as a result of participation on social media networks. Also, respondents shared ideas, discussed and shared examination questions among themselves on social networks.

## **STATEMENT OF THE PROBLEM**

This study aimed to find out the Social Media exposure of the public elementary pupils in Mocag Elementary School and its influence to their academic performance. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in term of:
    - 1.1. age
    - 1.2. gender
    - 1.3. parent's highest Educational Attainment
    - 1.4. parent's Occupation
    - 1.5. social media gadgets at Home
  2. What Social media are the respondents exposed to?
  3. What is the mean exposure of the respondents to the following social media sites?
    - 3.1 Facebook
    - 3.2 Instagram
    - 3.3 Twitter
    - 3.4 Skype
    - 3.5 Linked In
    - 3.6 Youtube
    - 3.7 Viber
    - 3.8 Messenger
    - 3.9 Google
  4. What is the mean academic performance of the respondents as reflected in their General Average for the school year 2016-2017.
  5. Is there a significant relationship between the mean exposure of the respondents on social media and their mean academic performance?
  6. Is there a significant relationship between the profile variables of the respondents and their mean exposure to social media?
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7. What are the problems encountered by the respondents in the use of social media?
8. What actions can be proposed to address the identified problems?

## HYPOTHESES

This study was guided by the following hypotheses:

1. There is no significant relationship between mean exposure of the respondents on social media and their mean academic performance.
2. There is no significant relationship between the profiles variables of the respondents and their mean exposure to social media.

## RESEARCH METHODOLOGY AND STATISTICAL TREATMENT

This study made use of the descriptive-correlational design and documentary analysis. The design is appropriate considering that the study ascertained the student's exposure to social media in relation to their academic performance. Moreover, the media exposure of the students was also correlated to their profile variables and academic performance, hence the use of correlational research design. Documentary analysis was also used for the mean academic performance of the respondents.

The respondents of the study were the 40 grades 4 to 6 elementary pupils of Mocag Elementary School who have access to social media. Total enumeration was used for the pupils who have access to social media.

**Table 1: Distribution of Respondents by Grade Level**

Grade	Population
IV	8
V	20
VI	12
TOTAL	40

In gathering the data needed, the questionnaire-checklist was used. The questionnaire was adopted from the study of Peter (2015), however it was modified to suit the research study. The questionnaire consisted of three parts. Part I, contained the profile of the respondents



in terms of age, gender, parent's highest educational attainment, parent's occupation and social media gadgets at home. Part II, contained statements that focused on the social media exposure such as social media resources, social networking sites used, number of hours spend by respondents on social networking, and perceived influence of social media exposure in their academic performance. Form 138 was used for the mean academic performance of the respondents.

The following statistical tools were used:

For the profile of the respondents, the frequency count and percentage were used. The weighted mean was computed to determine the mean score of the student-respondents' time spent for social networking and the perceived influence of social media exposure in the academic performance with the following mean range that defined the interpretation of the data:

<b>NUMERICAL VALUE</b>	<b>MEAN RANGE</b>	<b>DESCRIPTIVE INTERPRETATION</b>
3	2.34-3.00	Very Much
2	1.67-2.33	Much
1	1.00-1.66	Not at All

Descriptive statistics such as frequency counts and percentages were used in analyzing demographic variables of the respondents while the inferential statistics like Chi-square ( $\chi^2$ ) was used to test the stated hypotheses at 0.05 level of significance.

The scale below was used to describe the interpretation of the academic performance of the respondents.

<b><u>Percentile Rating</u></b>	<b><u>Adjectival Rating</u></b>
95-100	Excellent
90-94	Very Good
85-89	Good
80-84	Fair
75-79	Needs Improvement



## RESULTS AND DISCUSSIONS

**Table 2a: Frequency and Percentage Distribution of Respondents According to Age**

Age Bracket	F	P
12-15	3	7.50
8-11	37	92.50
TOTAL	40	100.00

**Mean Age = 9.80**

As reflected above, 37 Or 92.59% of the respondents are within the age bracket of 8-11 years while 3 or 7.50 % are within the age range of 12-15 years. The mean age of the respondents is 9.80 years which implies that the respondents are on their appropriate grade levels, considering that the respondents are grade 4, 5, and 6 respectively.

**Table 2b: Frequency and Percentage Distribution of Respondents According to Gender**

Gender	F	P
Male	15	37.50
Female	25	62.50
Total	40	100.00

As indicated above 25 or 62.50 % of the respondents are females while 15 or 37.50 % are males. This implies that in Mocag Elementary School, there are more females who are exposed to social media than males at the time of the study.

**Table 2c: Frequency and Percentage Distribution of Respondents According to Highest Educational Attainment of Parents**

Highest Educational Attainment	FATHER		MOTHER	
	F	P	F	P
Elementary Level	4	10	7	17.50
Elementary Graduate	13	32.50	15	37.50
High School Graduate	16	40	17	42.50
College Graduate	7	17.00	1	2.50
Total	40	100.00	40	100.00



As manifested above 16 or 40% of the respondents' fathers are high school graduates, while 4 or 10% are elementary graduates. This implies that the respondents' fathers have adequate educational experiences, although they vary in terms of educational level. For the respondents' mothers 17 or 42.50% are high school graduates, while only 1 or 2.50% is a college graduate. This implies that although there were more mothers who are high school graduates, only 1 graduated from college compared to the fathers where there were 7 who graduated in college. As a whole the parents have varied educational experiences, which they utilize in guiding their children in school.

**Table 2d.1**

**Frequency and Percentage Distribution of Respondents According to Father's Occupation**

OCCUPATION	F	P
Farming	27	67.50
OFW	10	25.00
Police	1	2.50
Driver	1	2.50
Engineer	1	2.50
TOTAL	40	100.00

As shown above 27 or 67.50% of the respondents' fathers are farmers while 1 or 2.50% is a driver, police and an engineer respectively. This implies that the fathers are mostly farmers since Baggao is an Agricultural Municipality. Besides, the fathers' occupation is commensurate to their educational experiences, since many of them are only elementary graduates and on the elementary level.

**Table 2d.2: Frequency and Percentage Distribution of Respondents According to Mother's Occupation**

Occupation	Frequency	Percent
Farming	34	85
OFW	5	12.50
Policeman/Policewoman	1	2.50
Driver	0	0.00
Engineer	0	0.00
TOTAL	40	100.00



The table also reveals that 34 or 85% of the respondents' mothers are engaged in farming, 1 or 2.50% is a policewoman. This implies that most of the mothers help in the farm, hence are engaged in farming.

**Table 2e**

**Frequency and Percentage Distribution of Respondents According to Social Media Gadgets used at Home**

SOCIAL MEDIA RESOURCES USED	FREQUENCY	PERCENTAGE
Desktop	36	90.00
Android Cellphone	10	25.00
Tablet	29	72.50
Laptop	36	90.00
Ipad	38	95.00

As reflected above 38 or 95% of the respondents used Ipad at home, since the gadget is handy and affordable. Thirty-six (36) or 90% of the respondents also use desktop and laptop at home. This is due to the fact that these gadgets are also used by their parents at home. However, only 10 or 25% of the respondents used android cellphones because these are easily misplaced or lost by the respondents, hence parents do not usually buy these for their children.

## 2. Social Media the Respondents Used To

The respondents are exposed to facebook, messenger, google, youtube, skype, instagram and Linked-in.

**Table 3a: Frequency and Percentage Distribution of Respondents on their Exposure to Social Media for Grade IV**

Exposure	Facebook		Instagram		Skype		Linked-In		Youtube		Messenger		Google		Over-all	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
180-121 Mins	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
120-61 mins	0	0.00	0	0.00	3	37.50	0	0.00	2	25.00	0	0.00	0	0.00	5	8.93
60-1 min	5	62.50	3	37.50	1	12.50	1	0.00	2	25.00	7	87.50	3	37.50	22	39.29
Not	3	37.50	5	62.50	4	50.00	7	100.0	4	50.00	1	12.50	5	62.50	29	51.78



using							0								
Mean Exposure (mins)		30.50		30.50		75.50		30.50		6050		30.50			41.21

The table reveals that the grade IV respondents has a highest frequency exposure in messenger of 7 with a percentage of 87.50% and Linked- In has the lowest frequency of 1 or 12.50 percent. Their mean exposure to social media is 41.21 minutes. It implies that as a whole, the grade 4 pupils are only exposed to social media for a while.

**Table 3b: Frequency and Percentage Distribution of Respondents on their Exposure to Social Media for Grade V**

Exposure	Facebook		Instagram		Skype		Linked-In		Youtube		Messenger		Google		Over-all	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
180-121 Mins	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
120-61 mins	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
60-1 min	10	50.00	0	0.00	10	50.00	0	0.00	30	15.00	90	45.00	50	10.00	280	20.00
Not using	100	50.00	200	100.00	190	95.00	200	100.00	170	85.00	110	55.00	150	10.00	1120	80.00
Mean Exposure (mins)		30.50		0		30.50		0		30.50		30.50		30.50		30.50

The Grade V respondents has the highest frequency exposure on messenger with 9 and has a percentage of 45.00% and none of the respondents is exposed to Instagram and You tube. This implies that messenger is the most social media sites the respondents are most exposed to. Their mean exposure is 30.50 minutes. This means that their exposure to social media is just for a while.



**Table 3c: Frequency and Percentage Distribution of Respondents on their Exposure to Social Media for Grade VI**

Exposure	Facebook		Instagram		Skype		Linked-In		Youtube		Messenger		Google		Over-all	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
180-121 Mins	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
120-61 mins	0	0.00	0	0.00	3	25.00	0	0.00	3	25.00	0	0.00	0	0.00	6	7.14
60-1 min	11	91.67	2	16.67	2	16.67	0	0.00	2	16.67	6	50.00	9	75.00	32	38.10
Not using	1	8.33	1	8.33	7	58.33	12	100.00	7	58.33	6	50.00	3	25.00	46	54.76
Mean Exposure (mins)		30.50		30.50		60.50		0		66.50		30.50		30.50		37.53

The table reveals that the Facebook with 11 or 91.67 % is the highest social media site where the respondents are exposed to and the respondents were not familiar with Linked-In.

**Table 3d: Frequency and Percentage Distribution of Respondents on their Exposure to Social Media As A Whole**

Exposure	Facebook		Instagram		Skype		Linked-In		Youtube		Messenger		Google		Over-all	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
180-121 Mins	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
120-61 mins	0	0.00	0	0.00	6	15.00	0	0.00	5	12.50	0	0.00	0	0.00	11	3.93
60-1 min	26	65.00	5	12.50	3	7.50	1	2.50	7	17.50	22	55.00	17	42.50	81	28.93
Not using	14	35.00	35	87.50	31	77.50	39	97.50	28	70.00	18	45.00	23	57.50	188	67.14
Mean Exposure (mins)		30.50		30.50		70.50		30.50		55.50		30.50		30.50		37.67



Facebook is the highest social media site where the respondents are exposed to with a frequency of 26 and 65% while linked is the lowest social media exposure with 1 as frequency and a percentage of 2.50. This implies that the respondents are very much exposed to Facebook because of its use and accessibility.

**Table 4: Frequency and Percentage Distribution of Respondents According to their Academic Performance**

Percentile Rating	Adjectival Rating	Grade IV		Grade V		Grade VI		As A Whole	
		F	P	F	P	F	P	F	P
95-99	Outstanding								
90-94	Very Satisfactory	5	62.50	4	20.00	5	41.67	14	35.00
85-89	Satisfactory	3	37.50	5	25.00	0	0	8	20.00
80-84	Fairly Satisfactory			9	45.00	6	50.00	15	37.50
75-79	Did not meet expectations			2	10.00	1	8.33	3	7.50
		8		20	100	12	100	40	100
<b>Mean</b>		<b>90.12</b>		<b>84.</b>		<b>85.75</b>		<b>86.13</b>	
<b>Average</b>		<b>75</b>							

It is indicated above that for grade 4 respondents who are exposed to social media there are 5 or 62.50% who have grades ranging from 90-94 or "Excellent", while 3 or 37.50% have grades ranging from 85-89 or "Very Good". The mean academic achievement of the grade 4 is 90.12 or "Very Good". This means that the respondents are performing very well in their academics.

For grades 5, 9 or 45% have grades ranging from 80-84, while 2 or 10% have grades of 75-79% or "Needs improvement". The mean academic performance is 84.75% or "Fair".

For grade 6, 6 or 50% have grades ranging from 80-84 or "Fair", while one (1) or 8.33% have a grade ranging from 75-79 or "Needs Improvement". The academic performance is 85.75 or "Good".



As a whole 15 or 37.50% have grades ranging from s80-84 or “Fair “ while or 3 or 7.50% have grades of 75-79 or “Needs Improvement”.

The over-all academic performance of the respondents exposed to social media is 86.13% or “Good”. This implies that the respondents are average learners.

**Table 5: Test of Relationship between the Mean Exposure of the Respondents on Social Media and Their Mean Academic Performance**

Mean Exposure on Social Media/Mean Academic Performance		Mean Acad. Performance Grade IV	Mean Acad. Performance Grade V	Mean Acad. Performance Grade VI	As A Whole
Facebook	Pearson Correlation	-.410	.334	.304	.195
	Sig. ( 2-tailed )	.313	.150	.337	.227
	N	8	20	12	40
Instagram	Pearson Correlation	-.453	a	-.265	-.169
	Sig. ( 2-tailed )	.260		.405	.298
	N	8	20	12	40
Skype	Pearson Correlation	-.162	-.145	.090	.065
	Sig. ( 2-tailed )	.701	.543	.781	.689
	N	8	20	12	40
LinkedIn	Pearson Correlation	-.453	a	A	-.127
	Sig. ( 2-tailed )	.260			.436
	N	8	20	12	40
Youtube	Pearson Correlation	-.464	-.054	.142	-.051
	Sig. ( 2-tailed )	.084	.822	.661	.753
	N	8	20	12	40
Messenger	Pearson Correlation	.428	.088	.153	.143
	Sig. ( 2-tailed )	.290	.713	.636	.378
	N	8	20	12	40
Google	Pearson Correlation	-.162	-.324	-.072	-.178
	Sig. ( 2-tailed )	.701	.164	.825	.273
	N	8	20	12	40

**\*Correlation is significant at the 0.05 level ( 2-tailed )**



It is reflected above that there is no significant relationship between the mean exposure of the grade 4, 5, 6 and as a whole to social media and their mean academic performance. This implies that social media does not influence the mean academic performance of the respondents. This is due to the fact that the respondents are only exposed to social media for 37. 67 minutes. With the above, there is no significant relationship between social media exposure and mean academic performance of respondents, hence the acceptance of the null hypothesis at .05 level of significance.

**Table 6a: Test of Relationship between the Profile Variables of the Respondents and their Mean Exposure on Social Media of Grade IV**

Profile Exposure	Variables/Mean	Facebo ok	Instagra m	Skype	Linked- In	Youtube	Messenger	Google
Age	Pearson Correlation	-.200	.200	-.200	<sup>b</sup>	-.093	-.135	-.316
	Sig.(2-tailed)	.533	.533	.708		.733	.676	.317
	N	8	8	8	8	8	8	8
Gender	Pearson Correlation	-.293	.293	.600	-.488	.046	.149	.067
	Sig. ( 2-tailed )	.482	.482	.116	.220	.913	.725	.875
	N	8	8	8	8	8	8	8
Highest Educational Attainment of Father	Pearson Correlation	-.427	-.194	-.185	-.194	-.276	.296	.238
	Sig. ( 2-tailed )	.292	.645	.*660	.645	.508	.476	.570
	N	8	8	8	8	8	8	8
Highest Educational Attainment of Mother	Pearson Correlation	-.267	.267	.183	.267	-.127	.408	-.548
	Sig. ( 2- tailed )	.522	.522	.665	.522	.764	.351	.160
	N	8	8	8	8	8	8	8
Occupation of Father	Pearson Correlation	-.655	-.218	-.445	-.218	-.311	.333	-.447
	Sig. ( 2-tailed )	.078	.604	.267	.604	.453	.420	.267



	N	8	8	8	8	8	8	8
Occupation of Mother	Pearson	.143	-.143	.488	-.143	-.204	.218	.488
	Sig. ( 2-tailed )	.736	.736	.220	.736	.629	.604	.220
	N	8	8	8	8	8	8	8

**\*Correlation is significant at the 0.05 level ( 2-tailed ) a. Cannot be computed because at least one of the variables is constant.**

As indicated above there is a significant relationship between the father's highest educational attainment and the mean exposure of the grade 4 respondents to skype. It implies that the highest educational attainment of the father has influenced or is significantly related to skype. This is due to the fact that when one uses the skype he/she needs assistance from a more knowledgeable person, who happens to be the father. All the other profile variables do not influence the exposure of the grade 4 pupils to facebook, instagram, linked-in, youtube, messenger and google, hence the acceptance of the hypothesis at .05 level of significance.

**Table 6b: Test of Relationship Between the profile Variables of the Respondents and Their Mean Exposure on Social Media of Grade V**

Profile Exposure	Variables/Mean	Facebook	Instagram	Skype	Linked-In	Youtube	Messenger	Google
Age	Pearson Correlation	-.096	.a	.076	.a	.154	-.068	.157
	Sig. ( 2-tailed )	.686		.749		.516	.777	.508
	N	20	20	20	20	20	20	20
Gender	Pearson Correlation	.279	.a	-.105	.a	.337	.402	.144
	Sig. ( 2-tailed )	.234		.660		.146	.079	.454
	N	20	20	20	20	20	20	20
Highest Educational Attainment of Father	Pearson Correlation	-.357	.a	.163		.248	-.144	.149
	Sig. ( 2-tailed )	.122		.492	.a	.293	.544	.531
	N	20	20	20	20	20	20	20
Highest	Pearson	-.300	.a	-.019	.a	.220	-.239	.258



Educational Attainment of Mother	Correlation							
	Sig. ( 2-tailed )	.199		.936		.350	.311	.272
	N	20	20	20	20	20	20	20
Occupation of Father	Pearson Correlation	-.429	.a	-.121	.a	.066	-.352	.107
	Sig. ( 2-tailed )	.059		.611		.782	.128	.654
	N	20	20	20	20	20	20	20
Occupation of Mother	Pearson Correlation	.140	.a	.444*	.a	.025	.098	.057
	Sig. ( 2-tailed )	.556		.050		.917	.680	.811
	N	20	20	20	20	20	20	20

**\*Correlation is significant at the 0.05 level (2- tailed )**

a. Cannot be computed because at least one of the variables is constant.

For the grade 5 respondents, it is shown that there no significant relationship between their profile variables and their mean exposure to social media like: facebook, instagram, linked-in, youtube, messenger and google, hence the acceptance of the will null hypothesis at.05 level ofsignificance. This implies that the profile variables of grade 5 respondents do not influence their exposure to social media.

**Table 6c: Test of Relationship Between the Profile Variables of the Respondents and Their Mean Exposure on Social Media of Grade VI**

Profile Exposure	Variables/Mean	Facebook	Instagram	Skype	Linked-In	Youtube	Messenger	Google
Age	Pearson Correlation	-.200	.200	-.121	.b	-.093	-.135	-.316
	Sig.(2-tailed)	.533	.533	.708		.773	.676	.317
	N	12	12	12	12	12	12	12
Gender	Pearson Correlation	.158	.316	.574	.b	.074	.426	-.125
	Sig. ( 2-tailed )	.624	.317	.051		.820	.167	.699
	N	12	12	12	12	12	12	12
Highest	Pearson	.120	.239	*.723	.b	.223	.322	.189



Educational Attainment of Father	Correlation							
	Sig. ( 2-tailed )	.711	.454	.008		.486	.307	.556
Highest Educational Attainment of Mother	N	12	12	12	12	12	12	12
	Pearson Correlation	.291	-.291	-.247	.b	-.027	.196	-.092
Occupation of Father	Sig. ( 2- tailed )	.359	.359	.440		.933	.541	.776
	N	12	12	12	12	12	12	12
Occupation of Mother	Pearson Correlation	.187	.093	.395	.b	.478	.312	.516
	Sig. ( 2-tailed )	.562	.773	.204		.116	.320	.086
Occupation of Mother	N	12	12	12	12	12	12	12
	Pearson Correlation	.188	-.188	-.038	.b	.613*	.127	.297
Occupation of Mother	Sig. ( 2-tailed )	.559	.559	.907		.034	.695	.384
	N	12	12	12	12	12	12	12

**\*Correlation is significant at the 0.05 level ( 2-tailed )**

a. Cannot be computed because at least one of the variables is constant.

As presented above, there is significant relationship between the father's highest educational attainment and the mean exposure of the grade 6 respondents to skype. This implies that the highest educational attainment of fathers has influenced or significantly related to the respondents to skype. This is due to the fact that exposure to skype needs assistance of a more knowledgeable, who is the father. All the other profile variables are not significantly related to the exposure of the respondents to social media, hence the acceptance of the null hypothesis at .05 level of significance.



**Table 6d: Test of Relationship Between the Profile Variables of the Respondents and Their Mean Exposure on Social Media As A Whole**

Profile	Variables/Mean Exposure	Facebook	Instagram	Skype	Linked-In	Youtube	Messenger	Google
Age	Pearson Correlation	-.120	.081	-.089	.046	-.045	-.092	-.100
	Sig. ( 2-tailed )	.462	.619	.584	.780	.783	.573	.540
	N	40	40	40	40	40	40	40
Gender	Pearson Correlation	.132	.209	.337*	-.218	.191	.343*	.062
	Sig ( 2-tailed )	.416	.196	.034	.176	.237	.030	.703
	N	40	40	40	40	40	40	40
Highest Education Attainment of Father	Pearson Correlation	-.260	.021	.170	-.105	.103	.010	.179
	Sig. ( 2-tailed )	.106	.899	.295	.520	.526	.951	.268
	N	40	40	40	40	40	40	40
Highest Education Attainment of Mother	Pearson Correlation	-.132	-.089	.071	.150	.106	-.072	.072
	Sig. ( 2-tailed)	.418	.584	.663	.354	.516	.658	.661
	N	40	40	40	40	40	40	40
Occupation of Father	Pearson Correlation	-.255	.063	.110	-.088	.217	-.142	.210
	Sig. ( 2-tailed)	.113	.699	.501	.590	.179	.381	.194
	N	40	40	40	40	40	40	40
Occupation of Mother	Pearson Correlation	.150	-.101	.189	-.057	.297	.115	.233
	Sig. ( 2-tailed )	.357	.534	.244	.727	.063	.480	.148
	N	40	40	40	40	40	40	40

It is manifested above that as a whole gender influences the exposure or the respondents to social media along skype and messenger. This implies that gender influences or is significantly related to respondent's exposure to social media. With this the null hypothesis for the stated profile is rejected at .05 level significance. All the other profile Variables do not



influence the exposure of the respondents to social media hence the acceptance of the null hypothesis at .05 level of significance.

### **7. What are the problems encountered by the respondents in the use of social media?**

7.1. The weak signal of internet prohibits them to have better access to social media sites.

7.2. Lack of money to buy load to be able to access their internet through the use of data connection.

7.3. The pupils behavior changes because of what they actually see and watch in the social media.

### **8. Proposed Action Plan to Improve the Academic Performance of the Elementary Pupils of Mocag Elementary School through Social Media Exposure**

#### **Introduction**

Social Media has a great influence on the young learners nowadays, and it became a potentially useful tool in educational contexts. The use of social media by the young, the pupils should be properly guided so that it helps them raise their level of knowledge instead of affecting their studies and their interest in learning.

#### **General Objective:**

To ensure quality of Education and improve Academic Performance of Mocag Elementary Pupils and make them responsible in the use of Social Media.

#### **Participants**

- a. Principal
- b. Teachers
- c. Parents
- d. Pupils



**Implementation Date**

2018-2021

**Plan of Action**

Key Result Areas	Target Output	Development Strategies	Human Resources	Budget	Time Frame
Students Performance	Improved performance of Pupils	More educational activities to be given to pupils  Lecture /symposium, on responsible use of social media	Faculty and Pupils	5, 000	Whole year
School/Parents Relationship	Strengthened relationship between the parents and the school/adviser  Improved communication between the parents and the school/adviser	Meeting of parents  Home visitation of adviser to help parents monitor their child's activity	Adviser, Parents and pupils	10, 000	Whole year
Pupil's Development	Improved pupils study habits and academic performance	Lecture /symposium, on responsible use of social media	Faculty and pupils	5, 000	Whole year
Faculty Development	Improved teaching and capabilities of faculty on how to handle pupils behavior	Trainings/seminar to faculty in the area of pupils behavior	Faculty and pupils	5,000	Whole year

Prepared by:

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Mrs. Cathy D. Ruma

Researcher

Principal II



## **CONCLUSION**

Based from the result, the researcher concludes that in today's generation, young learners are exposed to the use of social media. Facebook is the most social media the respondents are exposed to. Through social media they can do socialization, online collaborative learning and a way for people to communicate in society and build relationship with others. The pupils of Mocag Elementary School of Baggao South District particularly Grades IV, V and VI were not highly addicted to social media since most of them spent 1 to 60 minutes online with overall mean of exposure of 37.67 minutes only. Hence, the study exposure to social media does not influence the academic performance of the respondents. Furthermore, some of the profile of the respondents influenced their exposure to social media.

## **RECOMMENDATIONS**

Based from the findings and conclusions of this study, the following recommendations are presented.

- The respondents should have a longer exposure to educational sites like Google to improve their academic performance.
- Young learners should be monitored by their parents and teachers on how they use diversity of social media.
- Teachers should ensure that learners use social media to improve their academic performance.
- The use of social media by the learners should focus on the academic relevance of those sites instead of using them for negative purposes.
- Further research about social media and its effect to other aspects of life should be conducted.

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