



GLITCHES ON SOCIAL MEDIA EXPOSURE: THE EXPERIENCE OF THE PUBLIC ELEMENTARY PUPILS OF MOCAG, BAGGAO

CHERY LAO CALIXTO-Mocag Elementary School Baggao, Cagayan, Philippines

ABSTRACT: *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. This study is designed to find out the glitches experienced on Social Media exposure of the public elementary pupils in Mocag Elementary School. This study made use of the descriptive-correlational design. The media exposure of the students also correlated to their profile variables. 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. 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. 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 with the following mean range. Descriptive statistics such as frequency counts and percentages were used in analyzing demographic variables of the respondents while the inferential statistics like Chi-square (χ^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. 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.

KEYWORDS: *glitches, social media, facebook, messenger, youtube, twitter, google, viber*

INTRODUCTION

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.

The time to spread wings and take the tentative first flight out into the world, and parents must be part of the process during adolescence period. In the domain of social exposure, this entails parents to be educated about the advantages and disadvantages of social media and themselves joining social network sites, not to hover, but to be aware of the activities of their children. It is essential that parents must be aware of and monitor privacy settings and online profiles of their wards. Open discussions about social network protocols and etiquettes would go along the way in establishing global digital citizenship and healthy behavior.

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.

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).

Though there are several options for “privacy” on these sites, research has shown that the public aspect of sharing information is what draws many to join and participate (Duven &Timm, 2008). Privacy has a new definition when referring to Social networking sites, since just becoming a member requires a person to give certain personal information (Duven &Timm, 2008). Some sites, like Facebook, started as a way for college students to connect and having an “edu” email address was required for signing up (Tufekci, 2008). Now, this site is open for all users, which also increases the amount of people who may have two accounts: One for private use, and one for business or school use (Tufekci, 2008).

When conceptualizing why these sites appeal to so many people, it is significant to note that each SNS focuses on the presentation of self and social status (Tufekci, 2008). Each person who joins a SNS must choose a picture to post on their personal profile, which is the picture that will be used as a representation of themselves (Barker, 2009). Some people use a



recent picture of their face or a photo of a group of friends, while others choose a different image that they want to represent them or their values (Barker, 2009). Either way, this picture is significant when looking at a SNS because it shows how each individual would like to be seen by others (Barker, 2009).

There are varieties of social networks like 2go, WhatsApp Messenger, blackberry Messenger, facebook, and twitter for people to have access to. 2go is a Social Networking Site, chat, and instant messaging (IM) application. It enables users to chat on their mobile phones free. You can meet users and 2go users as friends.

Chat rooms on different topics are opened where you can join in the discussion and socialize with others and also, 2go have gateways that enable users chat with friends on Gtalk, Mxit, and facebook. One of the greatest points of 2go chat is its simplicity and light weight, making it available to lots of low-end phones. 2go runs on any java enabled phone, Nokia, LG, Samsung, and Sony Ericson. Blackberry users can use 2go on their Pc as part of an experimental service by the company and with it, they can chat anywhere and anytime of the day as they so please.

WhatsApp Messenger is a proprietary cross-platform instant messaging subscription service for Smartphone's and selected feature phones that uses the internet for communication. In addition to text messaging, users can send other images, video, and audio media messages as well as their location using integrated mapping features. Blackberry Messenger is propriety internet-based instant messenger application included on blackberry devices that allows messaging between blackberry users. It was developed by the manufacturer of the blackberry research in motion (RIM); messages sent via blackberry messenger are sent over the internet and use the blackberry pin system, so communication is only possible between blackberry devices. Pinging allows you to connect to friends using a ping ID, something akin to blackberry pin but easier to remember because you can pick it yourself. Once you've shared your pin or found friends via email or twitter, you can send text, messages, photos, videos and voice memos. Pretty much anything you might want to send to a friend can be sent using pin. Messages are in real time over the data network and pushed to the recipient. Once a message is sent, a little S or D and a tick with an R indicating the message has been



sent and read. Ping chat also packs group messaging and social profiles, which allows you to display a photo, status and some information about yourself to confirm contacts and through these, one is connected to the whole world.

Facebook allows anyone who claims to be at least 13 years old to become a registered user of the website. Users must register before using the site, after which they may create a personal profile, add other users as friends, exchange messages, and receive automatic notifications when they update their profile (Roblyer 2010). Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People from Work" or "Close Friends" (Rapacki, 2007). Twitter is an online social networking service that enables its users to send and read text based posts of up to 140 characters known as "tweets. Users can also follow the updates of friends they "follow," send them direct messages, reply publicly to friends, or just post questions or comments as their current status (Sorav , 2010). In many ways this social network site (twitter) continually provides social network for people at all ages. Twitter as a social network plays a role in communication throughout the world in the sense providing online services to share information with others and connect with them by creating a profile that may include a personal web page and a blog. It has been argued by (Jonah 2013) that twitter affects behavior by causing psychological disorder via addiction to the access of the social network. Also twitter affects behavior because the network is open to all (Jaclyn 2011).

On the internet, students engage in a variety of activities some of which may be potentially addictive. (kuss and Griffiths, 2011). The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Undergraduates spend more time on Facebook, Twitter and other social media through smart phones that are now in abundance among these youths.

Many student cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. (Morahan- Martin and Schumacher, 2000) explain social media addiction as



the excessive use of the internet and the failure to control this usage which seriously harms a person's life.

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 theses 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.

Sharing inappropriate information or disclosing "too much information" is another concern that many adults have about teens that participate in social networking online (DeSouza& Dick, 2008). In a recent study done on teens and their MySpace participation, it was estimated that at least 65% of teens who had a MySpace account had very personal information on their profile pages (DeSouza& Dick, 2008). This personal information included where they live, their phone number and email addresses, where they attend school, where they work, and a number of things that they enjoy doing in their spare time (DeSouza& Dick, 2008). Also, many teens, especially females, posted information about their sexual behaviour and their alcohol and substance use (DeSouza& Dick, 2008).

On the other side of the issue, there are other adults and many professionals, including teachers and school faculty, who encourage the use of social networking sites like Facebook because they allow students to connect with one another and discuss school related issues (Alexander & Salas, 2008). Participating in online social networks also increases the likelihood of being victimized online, or, cyber-bullied (Mesch, 2009). Cyber-bullying is the use of communication technology, such as SNSs, to harm or "bully" others (Mesch, 2009). Forms of cyber bullying include harassing emails, web pages, hateful instant messages, text



messages, and cruel posts on social networking sites (Mesch, 2009). The result of being a victim of cyber bullying can be embarrassment, feelings of belittlement, low self-esteem, and even suicide (Mesch, 2009).

Because the Internet allows students to remain anonymous on websites or create false profiles, cyber-bullying has become a serious issue (Mesch, 2009). One national poll showed that over 13 million children between the ages of 6 and 17 have reported victims of cyber-bullying (Mesch, 2009). Research has also shown that an adolescent is more likely to harass or harm another student if they are not together face-to-face, which also can make a social networking site a perfect place for trouble to manifest (Mesch, 2009).

De Jesus et. Al (2014) conducted a study to determine the effects of the usage of Social Networking Site to their self-esteem as advantages or disadvantages to the students of San Beda College. Results showed that the participants' self-esteem was rated as low and there is relationship between the two variables. Researchers concluded that the use of social Networking Site can have an effect with the self-esteem of the user.

Olubiyi(2012), investigated about Social Media and Nigeria Youth Burden, 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 theaters, it has been observed that students are always busy pinging, 2going or Face booking, while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

The use of social media in the Municipality of Baggao is becoming rampant because even the farthest barangay has already an access. In a community where Mocag Elementary School is located, is not an exemption to the growing number of having individuals specially the young who are often using the social media.



STATEMENT OF THE PROBLEM

This study is designed to find out the glitches experienced on Social Media exposure of the public elementary pupils in Mocag Elementary School. 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 are the problems encountered by the respondents in the use of social media?
5. Is there a significant relationship between the profile variables of the respondents and their mean exposure to social media?

HYPOTHESIS

This study was guided by the lone hypothesis that there is no significant relationship between the mean exposure to social media of the respondent and their profile variables.

RESEARCH METHODOLOGY AND STATISTICAL TREATMENT

This study made used of the descriptive-correlational design. The media exposure of the students also correlated to their profile variables. 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.

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 with the following mean range that defined the interpretation of the data:

NUMERICAL VALUE	MEAN RANGE	DESCRIPTIVE INTERPRETATION
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 (x) was used to test the stated hypotheses at 0.05 level of significance.

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 police woman. 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 using	3	37.50	5	62.50	4	50.00	7	100.00	4	50.00	1	12.50	5	62.50	29	51.78
Mean Exposure (mins)		30.50		30.50		75.50		30.50		60.50		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	1	5.00	0	0.00	3	15.00	9	45.00	5	10.00	28	20.00
Not using	10	50.00	2	10.00	1	5.00	2	10.00	17	85.00	11	55.00	15	10.00	112	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 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	Facebook	Instagram	Skype	Linked-In	Youtube	Messenger	Google
Age	Pearson Correlation	-.200	.200	-.200	^b	-.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 Correlation	.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 Educational Attainment of Mother	Pearson Correlation	-.300	.a	-.019	.a	.220	-.239	.258
	Sig. (2-tailed)	.199		.936		.350	.311	.272
	N	20	20	20	20	20	20	20
Occupation	Pearson	-.429	.a	-.121	.a	.066	-.352	.107



of Father	Correlation							
	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 Variables/Mean Exposure	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 Educatio nal Attainme nt of	Pearson Correlation	.120	.239	*.723	.b	.223	.322	.189
	Sig. (2-tailed)	.711	.454	.008		.486	.307	.556
	N	12	12	12	12	12	12	12



Father								
Highest Educational Attainment of Mother	Pearson Correlation	.291	-.291	-.247	.b	-.027	.196	-.092
	Sig. (2- tailed)	.359	.359	.440		.933	.541	.776
	N	12	12	12	12	12	12	12
Occupation of Father	Pearson Correlation	.187	.093	.395	.b	.478	.312	.516
	Sig. (2-tailed)	.562	.773	.204		.116	.320	.086
	N	12	12	12	12	12	12	12
Occupation of Mother	Pearson Correlation	.188	-.188	-.038	.b	.613*	.127	.297
	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 Exposure	Variables/Mean	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 al 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 al 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.

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. 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.

- Young learners should be monitored by their parents and teachers on how they use diversity of social media and limit their time spent on accessing to the different social media sites.
- A better connectivity should be established within the area for a better accessibility of the social media sites.
- Further research about social media and its effect to other aspects of life should be conducted.



BIBLIOGRAPHY

A. BOOKS

Asemah S.E., Okpanachi R. A., and Edegoh L.O. N (2013) Influence of Social Media on the Academic Performance of the Undergraduate Students of Kogi State University, Anyigba, Nigeria. *Research on Humanities and Social Sciences* Vol.,3 No.12,2013

England F, Terregrossa RA, Wang Z (2010). *Educational Review*, 62(1): 85-96.

Yoon (2000). *Internet Usage of Teenagers*. Information and Society. Vol. 2

Zwart, M.d., Lindsay, D., Henderson, M., & Philips, M.(2011). *Teenagers, Legal Risks and Social Networking Sites*. Victoria, Australia: Victoria Law Foundation.

B. JOURNALS

Andreas M., Haenlein Michael (2010). "Users of the world, unite! The Challenges and Opportunities of social media". *Business Horizons* 53 (1). P. 61
doi:10.1016/j.bushor.2009.09.003

Bryant, J.A., Sanders-Jackson, A., and Smallwood, A (2006). IMING, text messaging, and adolescent social networks. *Journal of Computer-Mediated Communication*, 11,10. Retrieved <http://jmc.indians.edu/vol11/issue2/Bryant.html>.

Boyd. D. 2007. *Why youth (heart) social network sites: The role of networked publics in teenage social life*. MacArthur Foundation Series on Digital Learning- Youth, Identity Series on Digital Media Volume. Cambridge, MA:MT Press.1-26.

Boyd D.M. and Ellison N.B (2007). *Timeline of the launch dates of many major Social Networking Sites*.

Cain, J. (2009) Pharmacy students' Facebook activity and opinions regarding accountability and e-professionalism. *American Journal of Pharmaceutical Education*, 73 (6), Article: 104.

Coyle, C., & Vaugh, H. (2008, summer). *Social networking: Communication revolution or evolution?* *Bell Labs Technical Journal*, 13(2),13-17.



- Greenfield, P. and Subrahmanyam, K. (2008). Online communication and adolescent relationships. *The future of children*, 18, 119-140. Retrieved from: <http://www.futureofchildren.org>.
- Helou, A.M. & Rahim, N.Z. (2014). The influence of social media networking sites on students' academic performance in Malaysia. *Universiti Teknologi Malaysia International Journal of Electronic Commerce Studies* Vol.5, No.2, pp. 247-254, 2014 doi: 10.7903/ijecs.1114.
- Jeong, T.G. (2005). The effect of internet addiction and self-control on achievement of elementary school children. *Korean Journal of Yeolin Education*. Vol 5 (3).
- Karpinski, A.C. & Duberstein, A. (April 16, 2009). A description facebook use and academic performance among undergraduate and graduate students. In Poster presented at the meeting of the American Educational Research Association, San Diego, CA.
- Kietzmann, H. (2012). "Social media? Get serious! Understanding the functional building blocks of social media". *Business Horizons* 54: 241-251.
- Kuppuswamy, S., & Narayan, P. (2010). The Impact of Social Networking Websites on the Education of Youth. *International of Virtual Communities and Social Networking (IJVCSN)*, 2(1), 67-79.
- Kuss D. J and Griffiths M. D. (2011). Online Social Networking and Addiction-A Review of the Psychological Literature *Int. J. Environ. Res. Public Health* 2011, 8, 3528-3552; i: 10.3390/ijernph8093528.
- Lenhart, A., & Madden, M. (2007). *Teens, Privacy & online social networks: How teens manage their online identities and personal information in the age of My Space*. Washington DC.
- Menhood, S. & Taswir, T. (2013) *The Effects of Social Networking Sites on the Academic Performance of Students in College of Applied Sciences, Nizwa, Oman*. Saba Mehmood. *International Journal of Arts and Commerce* Vol. 2 No. 1. Department of Communication Studies, Nizwa College of Applied Science
- Morahan-Martin, J., & Schumacher, P. (2000). Incidence and Correlates of Pathological Internet use among college students. *Computers in Human Behavior*, 16, 13-29.
- Nalwa, K. & Anand, A. P. (2003). Internet addiction in Students: a cause of concern. *Cyber psychology and Behavior*, 6(6), 653-659.



- Journal of Computer- Mediated Communication. Obi N. C., Bulus L. D. Adamu G. M. & Sala' at A. B. (2012). The Need for Safety Consciousness among Youths on Social Networking Sites. *Journal of Applied Science and Management (JASM)* 14(1).
- Ogedebe, P. M., Emmanuel, J. A., & Musa, Y. (2012). A Survey on Facebook and Academic Performance in Nigeria Universities. *International Journal of Engineering Research and Application (IJERA)* ISSN:2248- 9622 www.ijera.com Vol,2, 788-797.
- Olowu, A. O., & Seri, F. O. (2012). A Study of Social Network Addiction among Youths in Nigeria. *Journal of Social Science and Policy, Review* 4, September 2012.
- Olubiyi'S .(2012), Social media and Nigeria Youth burden. [http:// blueprinting.com/2012/12/social-media-and-nigeria-burden](http://blueprinting.com/2012/12/social-media-and-nigeria-burden) retrieved 21/05/2013.
- Oye, N. (2012). Students' perception of social networking sites' influence on academic performance. *International Journal of Social Networking and Virtual Communication* Vol. 1.(1).
- Tinto, V. (1997). Classroom as communities: Exploring the educational character of student persistence. *Journal of Higher Education*, 68(6), 599-623.
- Trusov, M., Bucklin, R., & Pauwels, K. (2009). Effects of word of-mouth versus traditional marketing: Findings from an internet social networking site. *Journal of Marketing*, 73(5), 90-102.
- Tynes, B. (2007). Internet safety gone wild? Sacrificing the educational and psychosocial benefits of online social environments. *Journal of Adolescents Research*.
- Yang, D.G. (2003). The Difference of Adolescent's activity and satisfaction of interpersonal relationship according to the internet addiction tendency. *Korean Journal of Youths Studies*. Vol. 10(3).
- Wiley, C., & Sisson, M. (2006). Ethics, accuracy and assumption: The use of Facebook by students and employers. Paper presented at the Southwestern Ohio Council for Higher Education Special Topics Forum, Dayton, OH.
- Zahid, A., Ahmad Mansoor, Syed Rabeet Hussain and Faisal Hashmat (2016) Impact of Social Media of Student's Academic Performance. *International Journal of Business and Management Invention* ISSN (Online): 2319-8028, ISSN (Print): 2319- 801X www.ijbm.org // Volume 5 Issue 4 // April. 2016 // PP-22-29 www.ijbmi.org. 22/page