

# Social Media Influence and Students' Performance in Araling Panlipunan

Eulan R. Parreño

Teacher III

*eulan.parreño@deped.gov.ph*

*DepEd Esperanza National High School*

*Poblacion, Esperanza, Sultan Kudarat Philippines*

---

## Abstract

Internet revolution has changed the information world with regards to sharing, storage and retrieval of information in whatever form regardless of the person's location. Various web technologies have emerged, and one technology that is making waves in relation to information sharing and communication is the social media. This study was timely conducted to determine the effect of social media addiction to the academic performance of students in Araling Panlipunan.

Simple random sampling was employed to determine the 2 sections out of 15 sections in the Grade 9 level. All students from these sections were tasked to answer the Social Media Addiction Test (SMAT) before the start of the experimentation. Their grades before and after the experimentation, together with their SMAT scores, were gathered. Frequency, percentage, mean, t-test, one-way ANOVA and Pearson r were appropriately utilized to have good analysis and interpretation of data.

Findings revealed that most students were exposed to social media during class hours. These students had registered a low academic performance in Araling Panlipunan. Female students were addicted with social media compared with male students. It was also found out that those students who were highly addicted to social media had a very low performance in Araling Panlipunan. Higher exposure to social media during class hours tends to decrease the academic performance of students.

Thus, policy on the use of gadgets should be incorporated in the School Policy to prevent the students from addiction to social media.

**Keywords:** Social Media, Students' Performance, Araling Panlipunan

---

## 1. Main text

### 1.1. Introduction

Rapid development of technology is thus greatly altering people's working patterns in the society. For teachers and mentors, this technical development implies demanding responsibilities. Doors are opening all the time, presenting greater chances and simultaneously calling for all of us to reconsider the moral application of technology in educational environments. Young (2015) underlined that cell phones and other communication tools expose our students to interactions that disturb their good study habits in addition to offering us quick research tools. The pupils in our classes use these cell phones relentlessly to stay in touch

with friends and loved ones all around. With reference to sharing, storage, and retrieval of knowledge in any form regardless of the person's location, internet revolution has transformed the information world. Many web technologies have developed, and the social media is one that is causing waves in connection to communication and information exchange.

In cybernetic communities and networks, social media is a great mean of interactions among individuals in which they produce, distribute, and share knowledge and ideas. Online resources let everyone be rather ready to interact with one another in these huge networking sites which have experienced rapid development with major influence on social life especially on means of communication. Millions of people routinely utilize social media accounts such Facebook, Tweeter, Instagram, Youtube, and other web sites to share their emotions and highlight their remarkable success and unforgettable occurrences.

Although social media is all around, many students always log in to their accounts—Facebook, Twitter, etc.—as part of their regular activities. They would much rather check their social media accounts than pay attention to their lecturers' lectures. Instead of reviewing their notebooks and getting ready for the test, they decide to see internet movies. Instead of supporting their peers to fulfill their responsibilities as students, they prefer listening to the music and non-stop texting. Online gaming appeals to them more than homework. These situations surely lower pupils' enthusiasm to study, which leads to inadequate academic achievement. Mingle (2015) observed that many parents and instructors have been blaming different social media for students' continuous declining grade point averages.

Academic achievement depends on interest, which is a strong motivational force driving learning, guiding academic and professional routes, and energizing education (Tashlanovna, 2022). Most students, regrettably, find Araling Panlipunan, or social studies, to be boring (Crisolo & Camposano, 2021). The subject's focus on history, politics, and economics as well as government, the Constitution, and society helps to explain this most of all. Students' opinions of their learning are thus directly influenced by their interest, pedagogical impact, and learning performance and indirectly by their interactions with their instructors, their responsiveness, the way the course is structured, their likeability/concern, and their learning performance, in which almost all abilities, knowledge, routines, and attitudes are developed during the educational process.

Araling Panlipunan (Social Studies) is a vital course in the Philippines that seeks to encourage contextualizing and localizing assessments, thereby enabling students to use what they have acquired in the real world (Navalta, 2021). By means of Araling Panlipunan, students develop in their awareness of knowledge of the globe, including other civilizations and their value in many times, places, and conditions. They also start to see their surrounds and how they are changing (Lao-at, 2019). Our backdoor into the past, present course, and front door to the future is Araling Panlipunan (AP).

Araling Panlipunan seeks to impart to students Philippine history, culture, and society. Still, students' general interest in this topic has always been somewhat poor. Studies reveal that many students perceive Araling Panlipunan to be an unpleasant and challenging topic. Among all the subjects evaluated, Araling Panlipunan had the lowest mean percentage score according to the National Achievement Test (NAT) results from 2016 to 2018 DepEd, 2018).

Furthermore, Derraco and Derraco (2022) discovered that students thought Araling Panlipunan was a dull topic because of the conventional teaching strategies including lectures and textbooks. Students' poor learning interest resulted from their trouble grasping the material. Kelley (2021) also said that pupils felt the

topic to be unrelated to their daily life and boring. With just 17.6% of elementary students saying they liked Araling Panlipunan, the third least-preferred topic in their research.

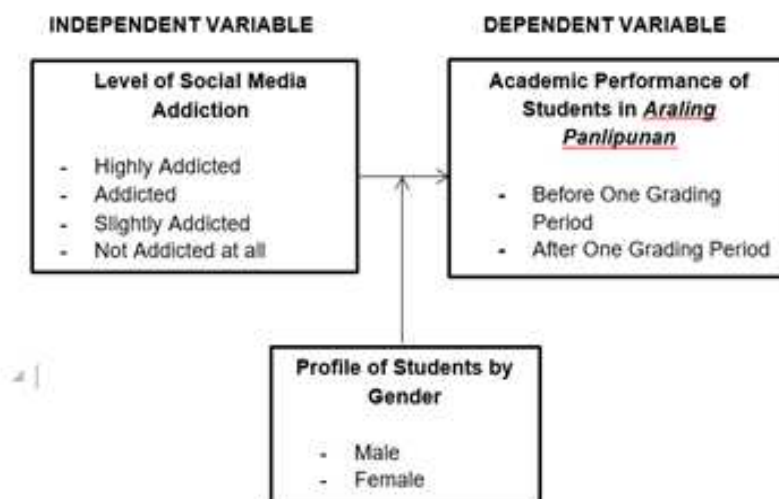
Thus, it was timely that this research was conducted to find out concrete innovation, intervention and strategy to balance social media exposures and academic performance. The researcher hopes that this study can generate self-management skills between social media and educational activities and further avoid hindrances to boost academic performance and retain well-disciplined etiquettes among students of Esperanza National High School.

### 1.2. Conceptual Framework

Social networking sites are web-based services that give individuals the opportunity to create a public or semi-public profile within a bounded system, add a list of others to which they share a connection, view and transverse their list of their connections and those made by others within the system. Mensah (2016) claimed that negative impact of social media on the academic performance of students is definitely manifested if there is an abuse of using it. This follow-up research wants to validate the previous study and further give recommendations that guided the teachers to deal with students who are addictive to social media. What makes this present study unique is that it uses another survey questionnaire known as Social Media Addiction Test (SMAT) developed by Young (2015) with four levels: highly addicted, addicted, slightly addicted and not addicted at all.

This research involved descriptive and comparative in nature. There was one grading period known to be the exploration stage in which students from two sections were given survey questionnaires. The results of their responses from SMAT survey questionnaire served as the independent variables of the study. Academic performance of students before and after one grading period served as the dependent variables of the study. Gender difference on the addiction of students in the social media investigated and this served as the intervening variable of the study.

The diagram below comprehensively explains how the variables were statistically treated to obtain good analysis, interpretation and implication of data.



### 1.3. Statement of the Problem

This study aimed to investigate the social media influence and performance of Grade 9 students in Araling Panlipunan at Esperanza National High School for the School Year 2018 – 2019.

Specifically, this study sought answers to the following questions:

1. What is the frequency and percentage distribution of students in the following levels of social media exposure:
  - 1.1 Highly addicted,
  - 1.2 Addicted,
  - 1.3 Slightly addicted, and
  - 1.4 Not addicted?
2. To what level is the academic performance of students whose exposure to social media falls on the following levels before and after one grading period in Araling Panlipunan:
  - 2.1 Highly addicted,
  - 2.2 Addicted,
  - 2.3 Slightly addicted,
  - 2.4 Not addicted?
3. Is there a significant gender difference in the social media addiction of students?
4. What is the effect of social media in the academic performance of students?

### 1.4. Research Methodology

This study utilized a combination of descriptive, comparative and correlational research design. Comparing students' exposures to social media by gender was done. Correlating students' social media addiction to their academic performance was also treated. There were two sections needed in this study. Social Media Addiction Test (SMAT) was employed to these two sections. From the survey questionnaire, frequency and percentage of students who were highly addicted, addicted, slightly addicted and not addicted in the social media was determined. After distributing the survey questionnaire, the students still stayed in their original section. For one grading period, no regulation of the social media exposure was observed in the two sections. During instructional activities, some students used gadgets and some didn't use gadgets. Those who used gadgets were not warned as they did not disturb the class.

After the grading period, grades of students in Araling Panlipunan before and after one grading period were gathered. Comparing the grades of the students, who were highly addicted, addicted, slightly addicted and not addicted in the social media was of great importance to have good analysis, interpretation and implication of the results.

The participants of this study were the Grade 9 students of Esperanza National High School for the School Year 2018 – 2019. The two sections were utilized for one grading period and were intact in their original sections.

There were fourteen sections in Grade 9 level. Simple random sampling using lottery method was utilized to identify the two sections needed in this study. Total enumeration to all students in the chosen two sections was used.

### *1.5. Data Instrument and Procedure*

A Modified Social Media Addiction Test (SMAT) of Young (2015) was employed in this study. The research instrument had undergone validation process and reliability test which were the most important features of a research instrument.

The researcher firstly focused on the revision of the adopted Social Media Addiction Test (SMAT) to jibe with the objectives of the study. The instrument had undergone series of experts' comments and suggestions.

Before the target grading period, SMAT was distributed to all students of the two sections needed in the study. After getting the perceptions of students regarding the level of their addiction to social media accounts, they had the freedom to use or not use the internet connection while instructional activities were going on.

After one grading period, grades of students in Grade 9 Araling Panlipunan were gathered for statistical analysis. The same set of topics, instructional methods and assessment styles were employed to these two sections.

To find out the degree to which students academically perform in Araling Panlipunan class before and after one grading period, the following criteria to report students' learning process and achievement adopted from DepED Form 138.

### *1.6. Data Analysis*

The responses of students were tabulated and subjected to statistical treatments. In determining the distribution of students in terms of social media addiction, frequency and percentage were utilized (research question 1). Arithmetic mean was employed to determine the level of academic performance of students before and after one grading period (research question 2). To determine if there is a gender difference on the social media addiction of students, t-test analysis was used (research question 3). To determine the effect of social media on the academic performance of students, one way Analysis of Variance (ANOVA) and Pearson r were utilized (research question 4).

### *1.7. Results and Discussion*

#### **Social Media Exposure of Grade 9 Students**

Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression. They are online platforms and tools that people use to share status, profile, opinions, insights, experiences and perspectives. The social media status of Grade 9 students of Esperanza National High School is presented in Table 1.

As shown, majority or 36.05% of the Grade 9 students were addicted with social media. Slightly addicted students comprised 30.23 percent, 29.07% were highly addicted and only 4.65% were not addicted. This means that almost all Grade 9 students were highly exposed to social networking sites such as Facebook, YouTube, twitter and Instagram.

This finding is consistent with the online report of Rappler.com (2018) that 60 million or 58% of the total Philippine population have access to the internet particularly on Facebook. The report said that the number of internet users in the Philippines has grown by 27% in the past 12 months.

**Table 1. Frequency and Percentage Distribution of Students on Social Media Exposure**

| Level of Social Media Exposure | Frequency | Percentage (%) |
|--------------------------------|-----------|----------------|
| Highly Addicted                | 25        | 29.07          |
| Addicted                       | 31        | 36.05          |
| Slightly Addicted              | 26        | 30.23          |
| Not Addicted                   | 4         | 4.65           |
| <b>Total</b>                   | <b>86</b> | <b>100</b>     |

#### Academic Performance of Grade 9 Students

Presented in Table 2 is the academic performance of Grade 9 students before and after the experimentation. As revealed, students who were highly addicted to social media had 76.72% (Fairly Satisfactory) and 76.56% (Fairly Satisfactory) grades for the first and second quarters, respectively. Students who were addicted to social media registered 81.52% and 81.90% all described as Satisfactory in the first and second quarters, respectively. Slightly addicted students in social media acquired 87.19% and 87.12% all construed as Very Satisfactory in the first and second quarters, respectively. Those students who were not addicted to social media got grades of 94.50% and 96.25% all described as Outstanding in the first and second quarters, respectively.

This finding implies that students who were highly exposed to social media received low academic performance in Araling Panlipunan. Those who were not addicted to social media garnered a whooping increase in their academic performance.

**Table 2. Academic Performance of Students in Araling Panlipunan**

| Level of Social Media Exposure | Before        |                     | After          |                     |
|--------------------------------|---------------|---------------------|----------------|---------------------|
|                                | First Quarter | Verbal Description  | Second Quarter | Verbal Description  |
| Highly Addicted                | 76.72         | Fairly Satisfactory | 76.56          | Fairly Satisfactory |
| Addicted                       | 82.52         | Satisfactory        | 81.90          | Satisfactory        |
| Slightly Addicted              | 87.19         | Very Satisfactory   | 87.12          | Very Satisfactory   |
| Not Addicted                   | 94.50         | Outstanding         | 96.25          | Outstanding         |

#### Exposure of Male and Female Students in the Social Media

Logging on to social media has become a daily activity for so many global citizens. There are researches that examine how men and women engage in these online activities as well as how much such engagement impacts equality between sexes. This present study presents the social scientific examination of gender issues in social media exposures. Table 3 reveals the results of the analysis.

**Table 3. Gender Difference in the Social Media Addiction of Grade 9 Students**

| Groups | Mean  | $t_{comp}$ | $t_{critical}$ | p-value |
|--------|-------|------------|----------------|---------|
| Male   | 51.81 | 3.83**     | 1.9896         | 0.00025 |
| Female | 68.60 |            |                |         |

As can be gleaned in the table, the  $t_{computed}$  value of 3.83 is greater than the  $t_{critical}$  value of 1.9896 ( $p\text{-value} = 0.00025 < 0.01$ ). This means that there was a strong gender difference on the social media addiction of the Grade 9 students. In other words, female students (Mean = 68.60) were more addicted to social media compared with the male students (51.81).

As a personal observation, female students were easily disturbed by the use of smart phones inside the class. This finding is supported by FinacesOnline.com (2018) which stressed that females are more vocal, expressive and willing to share their experiences and achievements. Women are biologically wired for social networking sites. They used social media to make connections and stay in touched with family or friends. This made women more aggressive with the use of social media compared with men.

In contrast to this, still FinancesOnline.com (2018) found out that females used social media less than men for business reasons. This connotes that men are always exposed to social media for business purposes only while women are highly addicted to social media to share more personal information, revealing more about their personal lives.

#### Effect of Social Media in the Academic Performance of Grade 9 Students

The advent of the internet in the 1990s led to major developments in the world of communication. One of these developments was the introduction of the social networking sites. The coming into being of these sites revolutionized the world of communication. Today, people celebrate its improvements ranging from education to entertainment (Kolan, 2018). Table 4 presents the Analysis of Variance (ANOVA) and t-test analysis on the effect of social media on the academic performance of Grade 9 students in *Araling Panlipunan*.

**Table 4. Analysis of Variance on the Academic performance of Grade 9 Students in *Araling Panlipunan***

| Level of Social Media Exposures | Academic Performance | $F_{comp}$ | $F_{critical}$ | p-value |
|---------------------------------|----------------------|------------|----------------|---------|
| Highly Addicted                 | 76.64 <sup>a</sup>   | 13.015**   | 2.716          | 0.000   |
| Addicted                        | 82.21 <sup>b</sup>   |            |                |         |
| Slightly Addicted               | 87.16 <sup>c</sup>   |            |                |         |
| Not Addicted                    | 95.38 <sup>d</sup>   |            |                |         |

As shown, there was a significant difference on the academic performance of the Grade 9 students in *Araling Panlipunan* when they were grouped based on the level of their social media exposure. This was confirmed by the  $F_{computed}$  value of 13.015 which is greater than  $F_{critical}$  value of 2.716 ( $p\text{-value} = 0.000 < 0.01$ ). This means that students who were highly addicted to social media received very low grades compared with students who had lower levels of academic performance in *Araling Panlipunan*. Further, those students

who were not addicted to social media had outstanding academic performance which was very far from those who were exposed to social media.

This finding implies that excessive exposure social media tends to decrease students' academic performance. As Miss Universe 2018 Catriona Gray stated "Everything is good in moderation". In other words, addiction to social media had a negative effect to the academic performance of the students. To support this finding.

**Table 5. Correlation Analysis Between Social Media Exposure and Academic Performance of Students**

| Variables                         | r         | $t_{comp}$ | $t_{critical}$ | p-value |
|-----------------------------------|-----------|------------|----------------|---------|
| Social Media Academic Performance | -0.4332** | -44.11     | -1.98          | 0.0003  |

In Table 5, the correlation coefficient of -0.4332 was proven highly significant as the  $t_{computed}$  value of -44.11 is less than the  $t_{critical}$  value of -1.98 ( $p\text{-value} = 0.0003 < 0.000$ ). This means that higher exposure of students in social media had a negative effect in the academic performance of the students. In other words, those students having high addiction to social media had a very low academic performance. Students who had no control in using social media during class hours have higher chance to get lower grades in Araling Panlipunan.

This study is supported by Mensah (2016) who found out that students who excessively used social media during class hours received a frustrating academic performance. He also found out that those students who preferred to use social media than doing their assignments and studying their lessons tend to receive a lower academic performance.

### 1.8. Conclusion

Social media leaves negative effects on the academic performance of students. As the popular adage goes "Prevention is better than cure". This study unveils that it is necessary to take situation this problem of decreasing students' academic performance due to addiction to social media particularly to the younger generation who are responsible for the future society.

Most of the Grade 9 students were addicted to social media. These students had registered a low performance in their Araling Panlipunan as they didn't have a control in using social media class hours. Female students were more exposed to social media compared with the male students. High exposure of the students in social media tends to decrease their performance in Araling Panlipunan.

### 1.9. Recommendation

Based from the findings and conclusion of this study, the following recommendations are herein formulated:

1. Policy on the use of gadgets should be incorporated in the School Policy to prevent the students from addiction to social media.



2. During class hours, teachers should prohibit students from using their cell phones and other gadgets that will interrupt their attention in the discussion. Cell phones should only be used for instructional purposes, not for social media during class hours. Strict implementation to this classroom rule should be implemented.

3. Orientation to the parents and students about the policy on using cell phones and other gadgets should be conducted in the first month of every semester.

4. Female students should have an exclusive orientation about the result of this study so that they can have a self-control regarding the use of social media.

## Acknowledgements

The researcher wishes to acknowledge with profound gratitude and sincere appreciation the valuable assistance he received from all those who in one way or another made this study possible. In particular, he is grateful to:

Dr. Eskak M. Delna, CES, Secondary School Principal IV of Esperanza National High School, for giving the researcher a permission to conduct the study and for allowing him to utilize the two sections of the Grade 9 for the experimentation stage of his study.

Dr. Samsudin N. Abdullah, for the constructive comments and worthy suggestions for the improvement of this action research.

Mrs. Cristine Joy L. Parreño, his very loving and supportive wife, for her financial and moral support that plays a vital role in the realization of this endeavour.

Cristhea Eurice L. Parreño, and Chelzeah Euhan L. Parreño, his daughters, whose smile serves as his source of strength to finish this manuscript.

Mrs. Ruby R. Parreño., his affectionate parent, whose unconditional love pushes him to strive more.

Mr. Rusell John I. Monton, Mr. James Casa, Mrs. Rechel Apud and Mrs. Marilou G. Pagayon, his close friends and mentors, for their encouragement and motivation to pursue his dreams.

And most of all, to the Almighty God, who provided him the needed material resources, energy, wisdom, patience and safety during the whole duration of the study.

## References

- Abaleta, A. B., S. M. Centaza and M. E. Calimcim (2004). Impact of Social Networking on the Academic Performance of College Students in Arellano University
- Acheaw, M. O. and A. G. Larson (2015). Use of Social Media and Its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana, *Journal of Education and Practice*, ISSN 2222-1735 (Paper), ISSN 2222-288X (Online), Vol. 6, No. 6
- Asemah, E. S., R. A. Okpanachi and L. Edegoh (2013). Influence of Social Media on the Academic Performance of the Undergraduate Students of Kogi State University, Anyiba, Nigeria, *Research on Humanities and Social Sciences*, ISSN 2222-1719 (Paper) ISSN 2222-2863 (Online)

- Crisolo, O. R., Camposano, S., & Rogayan, D. V. (2021). Relevance of social studies in the 21st century society: Students' perspectives. *International Journal of Didactical Studies*, 2(1), 101457.
- Department of Education. (2018). Statement on the Philippines' ranking in the 2018 PISA results. GOVPH.
- Derraco, M.C., & Derraco, N. (2022). Relations of Learners' Attitude and Academic Performance in Online Distance Learning In Araling Panlipunan. *International Journal of Multidisciplinary Research and Analysis*.
- 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)
- Junco, R. G. Heiberger and E. Loken (2011). The Effect of Twitter on College Student Engagement and Grades, *Journal of Computer-Assisted Learning*, 27 (2), 119-132
- Kelley, C. (2021). "Social Studies is Boring": The Role of Student Attitude and Achievement in the Middle School Social Studies Classroom (Doctoral dissertation, Ohio Dominican University).
- Kolan, B. J. (2018). Effect of Social Media on Academic Performance of Students in Ghanaian Universities: A Case Study of University of Ghana, Legon. University of Nebraska – Lincoln. DigitalCommons@University of Nebraska - Lincoln
- Lao-At, G. (2019). Improving Retention Skills of Grade 6 Pupils in Araling Panlipunan Using 'Kanta-Clues'. *Ascendants Asia Journal of Multidisciplinary Research Abstracts*, 3(8).
- Mensah, S. O. (2016). The Impact of Social Media on Students' Academic Performance: A Case of Malaysia Tertiary Institution, *International Journal of Education, Learning and Training*, Vol. 1 (No. 1), ISSN: 2289-669
- Mingle, J. and Adams, M. (2015). Social Media Network Participation and Academic Performance in Senior High Schools in Ghana, University of Nebraska – Lincoln, Digital Commons @ University of Nebraska \_ Lincoln
- Navalta, C. J. D. (2021). Deepening of Learners' Knowledge and Learning Experiences Through Contextualization and Localization Theory. Available at SSRN 3939375.
- Tashlanovna, Y. O. . (2022). Principles of Increasing Students ' Interest in Learning. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 2(6), 234–237
- Yang, D. G. (2003). The Difference of Adolescent 's Activity and Satisfaction of Interpersonal Relationship According to the Internet Addiction Tendency, *Korea Journal of Youths Studies*, Vol. 10 (3)
- Young (2015). Internet Addiction Test (IAT) Survey Questionnaire, Dayu Internet Overuse solution, the solution for internet overuse and online addiction. Available at <http://www.internetoveruse.com/?p=171>