

SOCIAL MEDIA APPLICATION AS INSTRUCTIONAL TOOL AND PERFORMANCE OF TLE GRADE 10 STUDENTS

Chrisben P. Bance^a Edna O. Briones^b

nebchris.bance@gmail.com

edna.briones@lspu.edu.ph

Public School Teacher, Guinayangan, Quezon 4319, Philippines

Professor, Laguna State Polytechnic University 4000, Philippines

Abstract

This study was an attempt to perceived the Entrepreneurial Skills and Performance of the TLE Grade 10 Students of Sta. Cruz National High School with the use of social media application. Descriptive Survey method was utilized to the fifty-five (55) students of Sta. Cruz National High School, Guinayangan North District, Division of Quezon in this study. A survey questionnaire instrument is used in gathering of data.

The significant findings are the following: Majority of the student-respondents in the study are female with an average age of 16 years old with their parent's educational background is secondary with an average income of below P10,000. Based on the student perception on social media application, in terms of delivery of lesson, teacher's mastery, efficiency and feedback was "observed" by the students. On the student perceived entrepreneurial skill, in terms of communication, leadership, innovation, risk-taking and time management the students perceived their skill as observed after the use of social media application. As for the student second quarter performance, it was revealed that the most of the student are approaching proficiency with grades from 81-90. The study revealed that social media application is significantly related to all the entrepreneurial skills using the design instrument. However, the student's second quarter performance revealed that there is no significant relationship on social media application and the student performance.

With the use of social media application, one can discover entrepreneurial skills with watching and applying the use of social media in terms of communication one can use the chat box and many more chatting functions of the apps, while in leadership one can use the videos to expand our leadership skill. In terms of innovation while using social media one can expand our creativity with watching different videos that the social media have. Likewise, in risk-taking with the use of social media one can be a risk-taker in entrepreneurial world. Lastly, in time-management skill as social media application is widely used they can manage their time in using social media apps. However as for the student's performance, social media can be a form of addiction that needs to be used wisely.

Keywords: Entrepreneurship, Entrepreneurial Skills, Social Media Application

1. Introduction

As the generation of students now are more from Millennials and the Generation Z that now focus more on many social media applications, it may be possible to use this social media as a tool to utilize learning of the students in the actual teaching not only for student's addiction. It can also help us to develop new teaching methods and technique. This could also be used if another pandemic or another distance learning occurs.

Social Media (SM) refers to a diverse set of apps that let users to create, share, comment on, and debate

a wide range of digital material (s). It is described as 'dynamic,' 'interactive,' 'democratic,' 'people-centered,' 'volatile,' 'social,' and 'adaptive' (Manca & Ranieri, 2016).

According to a University of Arizona Global Campus article from 2021, social media is a major part of most people's life. More than ever, social media has an impact on how we learn as well as how we live and work. The social media sector has undergone significant development, and consumption has increased significantly (L.B. Wright 2018). Nowadays, social media is used by everyone, yet some people use it more effectively than others (Abi-Aad 2015).

An essay by Ajay Singh (2022) titled "How Students Can Use Social Media as Platform for Learning" can be found at Dehradun, India's The Asian School. Technology and social media, according to him, are integral components of daily life. Additionally, he stressed the need of comprehending social media's effects on education before utilizing it. But he is adamant that it will benefit pupils who are already proficient in technology. The article's key points are summarized in the following.

1. Improve your reading and speaking abilities. Through the use of social media, kids frequently access a wealth of online content that inspires them to read.

2. aids in advancing research. Social media offers cooperative opportunities to inspire research efforts. It is acknowledged as being among the ideal venues for providing secondary data.

3. Encourage self-directed learning. Various statistics and information may be found on social media. Any topic may be searched for online. Students may use social media as a learning tool and educational resource.

4. Permit yourself to be exposed. Students may communicate with individuals from all over the world using social media as a learning platform, which gives them access to vast information. Students succeed in learning about the many cultures found across the globe.

5. assist in locating certain information. Students might benefit from the wealth of knowledge available on social media.

The social media sector has undergone significant development, and consumption has increased significantly (L.B. Wright 2018). Nowadays, social media is used by everyone, yet some people use it more effectively than others (Abi-Aad 2015).

As the DepEd also promotes Entrepreneurship in their K-12 program so that students can gain life skills that they can use in different fields. Entrepreneurship is seen as the key source of economic growth and flexibility, job creation, innovation, wealth creation, and personal development (Mortana et al., 2014). Hence, it is important that the student develops Entrepreneurial Skills with the use of the social media as tool in developing their skills. Researchers are examining at the influence of these approaches on their intentions to use social media for learning with the emergence of social media technologies (Balakrishnan & Lay 2016). It is critical to understand about the many applications of social media in the teaching and learning process.

The respondents of this study are mostly on the Generation of Millennials and Generation Z who always use social media application in their daily life as a form of communication and entertainment as well as use in their learning in school and gaining new skills. Thus, the researcher wants to utilized this as a tool for developing entrepreneurial skills of the Sta. Cruz National High School G10 TLE students.

In this study, descriptive quantitative research design is employed to identify the student's demographic profile of the student's respondents as well as their family background. The level of the entrepreneurial skills of the students was also sought in this study after the use of video lesson in social media.

It is also important to note the significant difference of the social media application and the entrepreneurial skills of the students before and after the implementation of the study.

1.1. Research Question

This study was aimed to identify social media application as tools in acquiring entrepreneurial skills among Grade 10 TLE Students of Sta. Cruz National High School Guinayangan, Quezon. The following question were addressed in this study.

1. What is the profile of the respondents in terms of
 - a. age,
 - b. gender,
 - c. parent's occupation,
 - d. parent's education,
 - e. family income?
2. How do the students perceived social media application as instructional tools in teaching TLE 10 in terms of
 - a. delivery of the lesson,
 - b. teacher's mastery of the lesson,
 - c. efficiency,
 - d. feedback?
3. How may the entrepreneurial skills of respondents be described in terms of
 - a. communication,
 - b. innovation,
 - c. leadership,
 - d. risk-taking,
 - e. time-management?
4. What is the performance of the students in entrepreneurial skills during the second quarter?
5. Is there a significant relationship between the application of social media and entrepreneurial skills of the respondents?
6. Is the application of social media significantly related to student's performance during the second quarter?

1.2. Definition of Terms

For a better understanding of the study, the researcher defined the following terminologies operationally.

Age. This is the number of years the respondents live since birth up to the time the study is undertaken.

Assessment. This the systematic basis for making inferences about the learning and development of students.

Communication Skills. These refer to the ability to effectively achieve one's communicative goals or the proficiency with which one engages in particular communication behaviors.

Delivery of Lesson. This is the process in which teachers deliver lessons for the purpose of achieving the pedagogical objectives effectively.

Efficiency. This is the ability to achieve an end goal with little to no waste, effort, or energy.

Entrepreneurial Skills. They are the broad range of various skill sets like technical skills, leadership and business management skills and creative thinking.

Facebook. This an online social networking websites where people can create profiles, share information such as photos and videos and respond or link to the information posted by others.

Family income. This means the total income of all family members in a household.

Feedback. It is a reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

Innovation skills. They are the knowledge and abilities you use to create and adapt to change.

Leadership skills. They are the strengths and abilities individuals demonstrate that help to oversee processes, guide initiatives and steer their employees toward the achievement of goals.

Parental Occupation. This is defined as the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, report their main job.

Personal Profile. This refers to the age, sex, and grade level of the pupil- respondents.

Risk-taking. This is the ability to identify, assess and strive to achieve business objectives in the face of substantial odds

Social Media Application. This is any application or technology through which users participate in, create, and share media resources and practices with other users by means of digital networking.

Teacher's Mastery of the Lesson. This refers to the quality of the teachers to teach the particular subject area with specialty, skills and mastery.

Tiktok. This is a social media platform for creating, sharing, and discovering short videos.

Time Management Skill. This is the process of organizing and planning how to divide your time between different activities. Get it right, and one ends up working smarter, not harder, to get more done in less time – even when time is tight and pressures are high

1.2. Theoretical Framework

This study was guided by Skill Acquisition Theory by Robert DeKeyser (2020). As he cited, Skill Acquisition Theory describes how people evolve in acquiring a wide range of abilities, from beginner to advanced ability. Cognitive and psychomotor skills are investigated in contexts ranging from classroom instruction to applications in sports and industry. Skill Acquisition Theory has scientific foundations in several fields of psychology, but it has shown to be extremely robust across numerous breakthroughs in psychology, from behaviorism to cognitivism to connectionism. It was made use through this study to testify the connection of social media in acquiring entrepreneurial skills of the

students in TLE subject. Furthermore, learning through the use of technology now are quite popular in motivating the students. In this manner this theory is sought to be important.

2. Review of Related Literature

Entrepreneurship

Entrepreneurship is the activity of establishing new businesses with the goal of developing innovation in response to identified commercial opportunities (Uddin and Bose, 2012). Entrepreneurship and education both contribute to the country's economic well-being. Entrepreneurship benefits the economy by creating new job possibilities. The lack of work possibilities has caused unemployment rates to skyrocket throughout the years, slowing a country's growth rate. One method to boost the economy is to provide jobs for the jobless (Bakar, Islam & Lee, 2015). Entrepreneurship is a key ingredient of the neoliberal prescription recommended for ailing developing economies (Spitzer 2014; Wahba and Zenou 2012).

According to Soriano and Huarng (2013), Entrepreneurship is a stepping stone on the path to economic success, and it provides a significant contribution to the quality and future prospects of a sector, economy, or even a country. Entrepreneurship is the study of how, by whom, and with what consequences chances to develop future goods are identified, appraised, and utilized. Individual attempts to create new economic, social, institutional, and cultural contexts are referred to as entrepreneurship(s) (Rivera & Gozun, 2019). Trofin (2012) emphasized that entrepreneurs who build new enterprises under risk pressure in order to profit are examples of entrepreneurship.

Entrepreneurial Skills

Entrepreneurship skills are the focus of the following section and the foundation for developing the skills development model [6]. The behavioral skills required for the application of hard skills and knowledge in organizations are known as soft skills [7]. [8] also suggests that soft skills are a collection of an individual's abilities and talents (Sousa and Almeida, 2014). Entrepreneurial skills are characterized as "the ability to discover client demands, technical or commercial opportunities, and pursue opportunities" (Hayton, 2015: Entrepreneurial education programs have a positive impact on students previously demonstrated a weak proclivity for entrepreneurial activity or lacked appropriate databases of knowledge (Gibb et al., 2012).

Leadership Skill

Leadership is one of the major entrepreneurial character traits and behavioral practices that overlap with 21st century talents (A. Ghafar, 2020). The literature on entrepreneurship education emphasizes the necessity of including skill-building courses in leadership, creative thinking, and negotiation to help students develop their entrepreneurial potential in relation to the various elements of entrepreneurship in practice (Bagheri & Lope Pihie, 2013). Students in entrepreneurship classes frequently recognize leadership as a necessity for many 21st-century abilities (A. Ghafar, 2020).

According to J.O. Odi and A.A. Odi, 2013, the importance of every graduate developing entrepreneurial skills cannot be overstated, because the days of having jobs available in both the private and public sectors of the economy are long gone and employers search for potential employees to hire. Indeed, in the past, employers were the ones who went around Universities and polytechnics will be looking for potential graduates to fill positions.

Risk-Taking Skill

According to Hisrich et al. (2012), an entrepreneur is someone who possesses the creativity to creatively combine resources and is prepared to accept the risk and/or uncertainty involved in the activity. Risk is defined as the degree of ambiguity around the likely outcomes of a decision (Walker et al., 2003). Nearly all business activities include some element of risk. Organizations face several sorts of risk as a result of finance decisions, investment decisions, and operational goals (Grable, L. Nobre, Silva, & F. Nobre, 2018). The financial risk arising from financing decisions is most typically quantified objectively using cost and capital structure analyses (e.g. Oztekin, 2015).

According to Zimmerman (2014), while it may appear to be the most evident, risk-taking may be the most misunderstood personality trait for entrepreneurs. He also said that risk-taking is described as a decision-making orientation toward accepting a higher probability of loss in exchange for a higher possible payoff. Surprisingly, many academics have been unable to show unambiguous links between a risk-taking proclivity and entrepreneurial orientation.

Communication Skills

Communication is a necessary part of human action. It is a pillar that supports the building of peaceful coexistence and mutual understanding. Communication is defined as the process of conveying and receiving ideas, information, and messages (Yusuf & Adeoye, 2012). It is used to persuade, impact relationships, inform, exchange, find, and unearth knowledge. Active communication is one of the most crucial soft skills for leaders, along with excellent listening and feedback (Levasseur, 2013, 566).

According to Carrión, Atienza, Curieses & González (2010), Organizing students into groups with specified activities or projects is a good approach of improving communication skills. Group projects are becoming more common in higher education in general, not just because they help with the intellectual and social components of education, but also because they mimic corporate approaches to problem resolution. Group projects encourage debate among group members, i.e. intra-group communication.

Time-Management Skill

Time management is the practice of planning, scheduling, and budgeting one's time in order to increase job effectiveness and production. Because time cannot be saved and its availability cannot be expanded or decreased beyond 24 hours, it is a priority-based structure of time allocation and distribution among conflicting needs (Adebayo, 2015). In the 1950s and 1960s, the word "time management" evolved to refer to a tool that assisted managers in making better use of available time. Frederick Winslow Taylor developed the notion of time management for early motion and time studies of employees with the goal of reducing inefficient job activities and time squandering (Razalil, Rusiman, Gan, & Arbin, 2018).

Innovation

Serdyukov (2017) defines innovation as "thinking beyond what we are doing now and coming up with a creative concept that will help us accomplish our work in a new way." He also mentioned that the purpose of each invention is to create something different from what we've been doing, whether in terms of quality, quantity, or both. To have a significant, revolutionary impact, the innovation must be put to use, which necessitates rapid dissemination and large-scale execution (Serdyukov, 2017). The broad definition of innovation is "the effective introduction of a new product or process" (Brewer and Tierney, 2012, p. 15).

Adoption of cutting-edge technology is not always synonymous with innovation. Because the phrases innovation and technology adoption are frequently used interchangeably, they might be misleading Findıkoğlu & İlhan (2016). Furthermore according to them, most people define innovation as "the application of technology

itself."

Social Media Application

Reinhardt (2019a, p.,3) defines social media as "any application or technology through which users participate in, create, and share media resources and practices with other users through digital networking." In the contemporary generation Z era, when technology is pervasive, students check their social media apps (apps) every day. Students' time is taken up by the widespread usage of applications such as Facebook and Tiktok (Lim, Ang, and Fung, 2017). Reinhardt writes in a 2019 review, "there is evidence that social media used informally can afford development of intercultural, sociopragmatic, and audience awareness."

People and organizations are utilizing social media for goals beyond than traditional social connection to engage their networks in a variety of activities because of its ability for content sharing and targeted user engagement. Social media, for example, has been used to enhance professional and peer-to-peer skill training of members via involvement in communities of practice (a group of individuals who have a same aim; either by profession, interests, or craft). Participating in social networks for skill development enhances participants' skills while also facilitating cooperation, connection building, and sharing (Bayer, Sitbon, Ploderer, Bircanin, Koplick, & Brereton, 2019).

Delivery of the Lesson

Manca and Ranieri (2016a) found that Facebook is utilized for discussion and peer learning/assessment, content generation, content distribution, resource sharing, and to facilitate self-organized learning. Another systematic analysis found that Facebook has a benefit in terms of enhanced teacher-student and student-student interaction, greater performance, ease of learning, and more engagement (Chugh, & Ruhi, 2017).

Teacher's Mastery

Technology introduces additional obstacles to education, such as gaining expertise about technology and integrating it into curriculum, teaching, and learning in specific circumstances (Fuad et al., 2016). In this century, teachers should be equipped with the knowledge on how to use technology and social media application in teaching. According to Nurtanto's (2016) research, a teacher must be competent in the following areas in order to prepare a lesson: (1) reflecting personality values; (2) mastering the role of teachers and developing skills; (3) being able to grasp and construct learning tools and many more. Therefore, a teacher should have the mastery in the subject and be competent in any circumstances.

Efficiency of Social Media

Young people's lives are constantly influenced by social media. Apart from being used for pleasure and information, social networks have infiltrated many domains of educational practices and procedures. The possibility for debate, virtual announcements, exchanging notes, and providing educational links, Ibrahim et al. (2016) discovered that social media performs an effective learning function as a supporting tool.

Assessment and Feedback

Feedback behaviors discovered by Leibold & Schwarz (2015) in connection to online teaching effectiveness were identified many times also Bigatel et al., (2012) states that communicating expectations for learner performance, offering fast feedback, providing feedback that is beneficial and increases learning, and providing clear, thorough feedback on assignments are all examples of specific teaching qualities.

3. Research Design and Methodology

3.1 Research Participants

The population of this study was composed of fifty-four (55) Grade 10 TLE students belonging to two classes of Sta. Cruz National High School, Guinayangan, Quezon. The study composed of twenty-four (24) male students and thirty-one (31) female students. Most of our students lived mostly in remote areas but different internet access.

The students of the two classes all have smartphones and different social media application. Most of their social media accounts are more in Facebook and Tiktok. Even if there lived in remote areas most of students this day uses smartphones and have different access in the internet. In terms of education, the Grade 10 students of SCNHS have basic education from Kindergarten to Grade 9 and have knowledge in different technologies.

3.2 Research Data Gathering Procedure

The researcher posted video lesson in different social media that the students can watched and with the used of Social Media Application by the students. The learning was guided by different social media application. The students posted their output using video presentation or different picture on social media application that they used. The teacher assessed the students output and give feedback based on what they have submitted.

The study used questionnaires which are validated and modified by experts in the field. The researcher requested formal consent before using the questionnaires. The instruments were manually encoded after validation.

In gathering data, the researcher wrote a letter of request to the School Division Superintendent to seek permission to conduct study. Furthermore, the researcher also will forward a letter of consent to the Principal and advisers. The respondents were informed that their participation is strictly confidential and all information provided by them were kept secure and used only for research purposes. The researcher personally gave the questionnaires to the respondents to ensure the responses.

In the data collection, the students answered parts I, II, III and IV after the lesson to determine their perception on the social media and entrepreneurial skills if it helped in their learning. The data on the performance of the students were recorded and encoded for statistical interpretation.

4. Results and Discussion

This part presents data on the frequency and percentage distribution of the profile of the respondents of TLE Grade 10 Students of Sta. Cruz National High School. This includes age, sex, parent's occupation and family income.

Table 1 Distribution of Respondents in Terms of Age

Age	Frequency	Percentage
15	16	29.1
16	29	52.7
17	8	14.5
21	1	1.8
22	1	1.8
Total	55	100

The table 1 reveals that most age of the Grade 10 students of Sta. Cruz National High School are 16 years old with a 52.7 percent followed by 16 years old with 29.1 percent and with the 1.8 percent with the age of 21 and 22. This result show that the students of Grade 10 is mostly composed of 15 to 16 years old.

Table 2 Distribution of Respondents in Terms of Sex

Sex	Frequency	Percentage
Male	24	43.6
Female	31	65.4
Total	55	100

Table 2 reveals that the male are outnumbered by the female counterparts of Grade 10 Students of Sta. Cruz National High School. The total number of respondents is 55 with 31 or 65.4 percent females and 24 or 43.6 percent males. This result shows that the population of respondents are mostly composed of female.

Table 3 Distribution of Respondents in terms of Parent's Educational Attainment

Educational Attainment	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Elementary	26	47.3	19	34.5
Secondary	27	49.1	33	60.0
College/Tertiary	2	3.6	3	5.5
Total	55	100	55	100

Table 3 revealed that most of the respondent's father education was secondary that consist of 27 or 49.1 percent and 26 or 47.3 percent with elementary education and lastly 2 or 3.6 percent with college/tertiary education. It shows that the majority of the Grade 10 students have fathers with secondary education. It also revealed that most of the respondent's education of their mother was secondary with 33 or 60 percent follow by 19 or 34.5 percent in elementary and 3 or 5.5 percent in college or tertiary. It was revealed that majority of the respondent's parent's educational attainment was secondary high school.

Table 4 Distribution of the Respondents in Terms of Family's Income

Income	Frequency	Percentage
Below 10,00	25	45.5
10,001 – 20,000	23	41.8
20,001 – 30,000	3	5.5
30,001 – 50,000	2	3.6
50,001 and Above	2	3.6
Total	55	100

In terms of family's income, Table 4 reveals that most respondents has 10,000 below with a 25 or 45.5 percent, followed by 10,001 to 20,000 with a 23 or 41.8 percent next with 20,001 to 30,000 with 5.5 percent and 30,001 to 50,000 and 50,001 and above with both 2 or 3.6 percent. It shows that the family's income of the student's respondents was mostly below 10,000.

Table 5 Summary Table on Social Media Application

Indicators	Mean	Standard Deviation	Interpretation
Delivery of the Lesson	4.27	0.69	Observed
Teacher's Mastery of the Lesson	4.41	0.65	Observed
Efficiency	4.17	0.73	Observed
Assessment and Live Feedback	4.04	0.79	Observed
Overall	4.22	0.75	Observed

Legend: 1-1.49 Not at all/Poor 1.50-2.49- Somewhat true of me/Fair 2.50-3.49- Moderately True of me/Good 3.50-4.49- Observed/True of me/Very Good 4.50- 5.00 Very true of me/Excellent

Table 5 shows the summary on Social Media Application; this table reveals that the indicator "Teacher's Mastery of the Lesson" get the highest mean of 4.41 with a verbal interpretation of "Observed". The indicator "Delivery of the Lesson" get the second highest mean of 4.27 with a verbal interpretation of "Observed". It is followed by the indicator "Efficiency" get a mean of 4.17 with a verbal interpretation of "Observed". Lastly, the indicator "Assessment and Live feedback" get a mean of 4.04 with a verbal indicator of "Observed". The perception of the students on Social Media Application get an overall mean of 4.22 with a verbal interpretation of "Observed".

In the study of Umoru (2015), teachers must not only be in command of what happens in the traditional classroom, but also work with colleagues to use modern technology to enrich studies and promote student learning. Therefore, as social media application advances teachers and students should be equipped with the 21st century strategies of providing education.

Table 6 Summary Table on Respondent's Entrepreneurial Skills

Indicators	Mean	Standard Deviation	Interpretation
Communication Skill	4.04	0.79	True of me/Very Good
Leadership Skill	4.16	0.81	True of me/Very Good
Innovation Skill	4.18	0.77	True of me/Very Good
Risk-taking Skill	4.15	0.83	True of me/Very Good
Time-management Skill	4.05	0.77	True of me/Very Good
Overall	4.12	0.80	True of me/Very Good

Legend: 1-1.49 Not at all/Poor 1.50-2.49- Somewhat true of me/Fair 2.50-3.49- Moderately True of me/Good 3.50-4.49- Observed/True of me/Very Good 4.50- 5.00 Very true of me/Excellent

Table 6 shows the summary of students Entrepreneurial Skills with the use of Social Media Application. The indicator "Innovation Skill" got the highest mean of 4.18 with a verbal interpretation of "True of me". The indicator "Leadership Skill" get the second highest mean of 4.16 with a verbal interpretation of "True of me". It is followed by the indicator "Risk-taking Skill" that has a mean of 4.15 with a verbal interpretation of "True of me". Lastly the indicator "Communication Skill" with a mean of 4.04 and a verbal interpretation of "True of me". The overall mean for Entrepreneurial Skills of the students is 4.12 with a verbal interpretation of "True of me".

The importance of an entrepreneur obtaining or acquiring specific skills in order to be successful cannot be overstated (Ibrahim & Lucky, 2014). Therefore, acquiring specific skills using social media application is needed in this 21st century learning.

Table 7 Student's Second Quarter Grades

Grades	Frequency	Percentage	Interpretation
61 – 70	6	10.9	Beginning
71 – 80	20	36.4	Developing
81 – 90	26	47.3	Approaching Proficiency
91 – 100	3	5.4	Advance
Total	55	100	

Table 7 shows the TLE Grade 10 Students Second Quarter grades. The table indicates that the student's highest grade that they got is 93. The grade 81 to 90 get the highest frequency of 26 or 47.3 percent with an interpretation of "Approaching Proficiency". It is followed by grades 71 to 80 with a frequency of 20 or 36.4 percent with a verbal interpretation of "Developing". Next, is the grade 61 to 70 with a 6 frequency or 10.9 percent with a verbal interpretation of "Beginning". Lastly, the grades 91 to 100 which get a frequency of 3 or 5.4 percent with an interpretation of "Advance". As the table shows, most of the students second quarter grades is proficient with the use of social media application.

Table 8 Relationship between the Social Media Application and Students' Entrepreneurial Skills

Social Media Application	Entrepreneurial Skills				
	Communication r-Value	Innovation r-Value	Leadership r-Value	Risk-Taking r-Value	Time Management r-Value
Delivery of the Lesson	.455**	.269**	.423**	.404**	.294**
Teacher's Mastery of the Lesson	.492**	.506**	.576**	.454**	.561**
Efficiency	.398**	.287**	.471**	.406**	.386**
Feedback	.659**	.360**	.411**	.485**	.426**

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 8 evident reveals that the Entrepreneurial skills are significantly related to the Social Media Application. In terms of the delivery of lesson using social media is significantly needed in communication skill (.455***), innovation (.269***), leadership skill (.423***), risk-taking skill (.404***) and time-management skill (.294***) were found significant at 0.01 level. The data also show the teacher's mastery of the lesson is significantly needed in communication skill (.492***), innovation (.506***), leadership skill (.576***), risk-taking skill (.454***) and time-management skill (.561***) were found significant at 0.01 level. It also indicates that efficiency is significantly needed in communication skill (.398***), innovation (.287***), leadership skill (.471***), risk-taking skill (.406***) and time-management skill (.386***) were found significant at 0.01 level. Lastly, it also shows that feedback is significantly needed in communication skill (.659***), innovation (.360***), leadership skill (.411***), risk-taking skill (.485***) and time-management skill (.426***) were found significant at 0.01 level.

The data reveal that the social media applications is needed in acquiring entrepreneurial skills (communication, leadership, innovation, risk-taking and time-management). Al-Rahmi et al., (2015) states that social media is also increasingly being utilized to provide learning activities, in addition to its widespread usage for social interactions among the younger generation. Social Media application can be used in gaining communication skills with the use of message function of the apps and posting your caption and many more. It can also provide leadership skills as they watch different videos on how to be a great leader. It can also apply in innovation, students can watch video and recreate and improve their innovation and creation skills. It can

also improve their risk-taking skills, as a 21st century students, they are more of a risk-taker on the different videos they see on social media, hence they are very adoptable in any circumstances. Lastly on time-management skill with the use of social media they can manage their time on how many hours they spend on the apps and many more.

The importance of an entrepreneur obtaining or acquiring specific skills in order to be successful cannot be overstated (Ibrahim & Lucky, 2014). The use of social media in developing the skills are particularly needed now days because students use social media in their daily basis. They consume more hours in social media in school or in their home. Hence, in this generation of student social media application can be utilized as a tool to develop entrepreneurial skills of the students.

Table 9 Relationship Between Social Media *Application and Student's Performance in Second Quarter Grade*

Social Media Application	Student's Performance r-Value
Delivery of the Lesson	-.194
Teacher's Mastery of the Lesson	-.040
Efficiency	-.017
Feedback	-.175

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows the significant relationship of social media application in student's performance in the second quarter grade. The data show that social media application in terms of delivery of the lesson has no significant relationship as shown by a value of -.194. It followed by teacher's mastery of the lesson with no significant relationship with a value of -.040, efficiency with -.017. Lastly, there is also no significant relationship of social media application on student's performance in terms of feedback with a value of -.175.

The data show that social media application has no significant relationship with the student's second quarter grades/performance. The widespread use of social media apps like Facebook and Tiktok consumes a significant amount of students' time (Lim, Ang and Fung, 2017). As students consume time in their social media accounts students sometimes ignore their time in reviewing their lesson and many other related learning activities. In this regard, as social media application became widespread some of the students disregard their academic performance and always use social media for entertainment and not for learning. This maybe the reason of low performance of the students with the use of social media application. Therefore, social media has no significant effect in the student's performance of the TLE Grade 10 students.

5. Conclusions

Based on the above findings, it is concluded that the use of social media application in teaching such as the delivery of the lesson, teacher's mastery, efficiency and feedback have a significant relationship with gaining entrepreneurial skills such as communication, leadership, innovation, risk-taking and time-management. Hence, the hypothesis in this regard is not sustained.

However, it was revealed that social media application has no significant relationship on the student's performance in the second quarter grade, therefore the hypothesis in this study is not supported by evidence and therefore sustained.

6. Recommendation

Based on the findings of the study and the conclusion drawn, the following are recommended.

1. The school administrator may give new opportunities and teaching strategies that suits this 21st century learners and to acquire the necessary for the teachers to improve their teaching competence.
2. Teachers who are teaching T.L.E. subjects may consider the use of social media application as instructional tool for teaching TLE subjects for the student's entrepreneurial skills and performance. This is so, since it resulted as significant to the students to gain entrepreneurial skill based on their perception. It will also help the teacher grow and develop their teaching strategies.
3. This study also suggest another method and strategies in teaching in the 21st century. This may enhance their technological skills in ICT, TLE and any other subjects.
4. Since the study resulted as significant to the learner, social media application may be used in another way other than student's addiction on different social media application. As the students were 21st century, there is a need to innovate our teaching strategies so as they moved not be left behind.
5. These studies may be carried out by future researchers to keep in touch with the new teaching methods using social media application to gain entrepreneurial skills and to improve their competence in this field.

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