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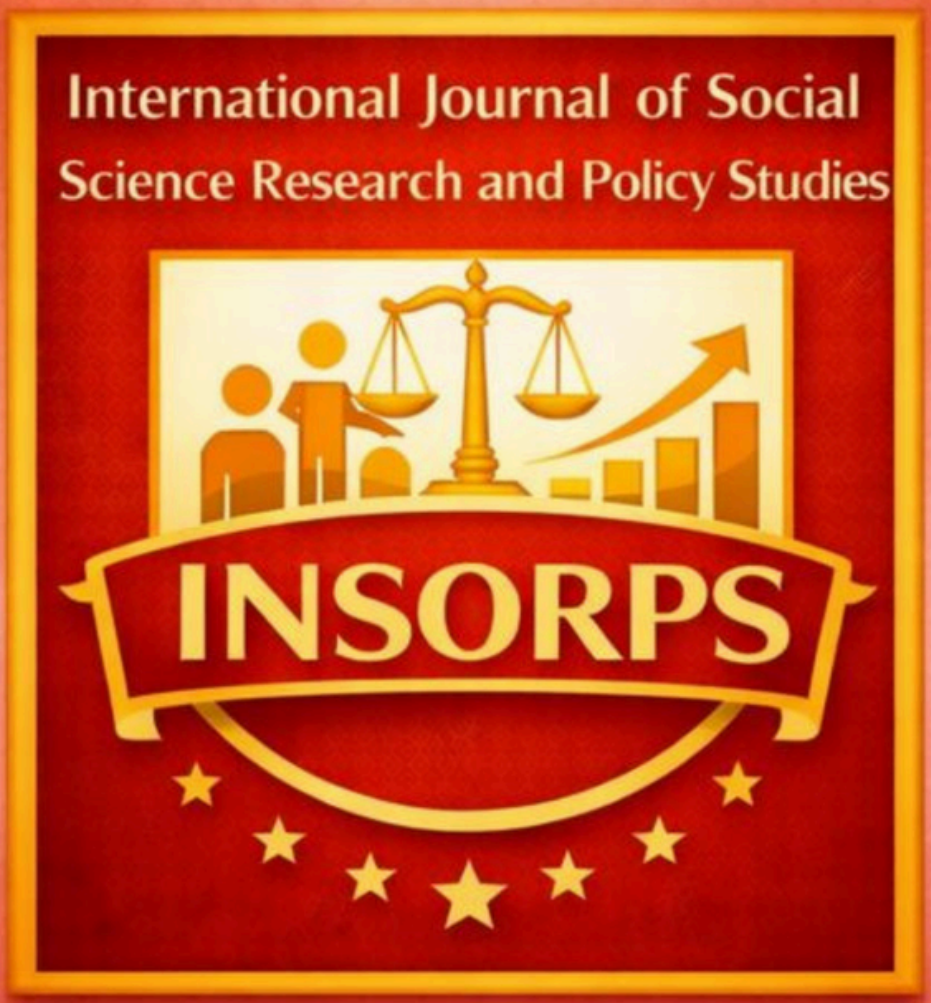

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Aims

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4. Provide a venue for policy-relevant and evidence-based studies
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- Social inequality, gender, and social inclusion
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- Community development and social welfare
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such as: (1) To determine the accessibility of the program, (2) To examine its impact on beneficiaries, and (3) To identify challenges faced in its implementation.

- The **research questions** are the interrogative form of the objectives, expressed as direct questions the study seeks to answer. They are usually written in formats such as "What is…?" or "How does…?" and serve the purpose of guiding data collection and analysis by pointing to specific inquiries. Research questions are even more specific than objectives, as they operationalize the study's goals into answerable items. Using the same example, the research questions could include: *RQ1: How accessible is the Social Pension Program to senior citizens in Balbalan? RQ2: What impact does the program have on the beneficiaries' quality of life? RQ3: What challenges hinder the effective implementation of the program?*

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Editor's Note

International Journal of Social Science Research and Policy Studies (INSORPS)

It is with great pride and enthusiasm that we present the maiden issue of the *International Journal of Social Science Research and Policy Studies (INSORPS)*. This inaugural publication reflects ETCOR Educational Research Center's commitment to advancing rigorous and policy-relevant social science research.

Social sciences play a critical role in understanding the complexities of society, governance, and development. As nations confront challenges related to inequality, economic transformation, governance reform, and social cohesion, evidence-based research becomes essential for informed decision-making.

INSORPS provides a scholarly platform for studies that examine social structures, economic systems, governance mechanisms, and public policy processes. This maiden issue highlights the diversity of contemporary social science inquiry through research addressing development, governance, and social change.

As a peer-reviewed international journal, INSORPS upholds the highest standards of academic integrity through a double-blind review process, strict adherence to publication ethics, and commitment to methodological rigor.

The journal seeks to bridge research and policy. Social science research achieves its greatest impact when empirical evidence and theoretical insights inform policy formulation, governance practices, and development interventions.

This maiden issue is the result of collaborative efforts among authors, reviewers, editors, and technical specialists who share a dedication to scholarly excellence and socially responsible research.

INSORPS is positioned as a global journal that values comparative, interdisciplinary, and cross-national perspectives. By welcoming contributions from researchers worldwide, the journal promotes international dialogue on social and policy issues.

The journal is also committed to supporting early-career social scientists and practitioner-researchers. INSORPS aims to provide a supportive yet rigorous platform for emerging scholars to engage in global academic discourse.

As we launch this first issue, we reaffirm our commitment to ethical publishing, transparency, and continuous improvement. INSORPS will continue to evolve alongside developments in social science theory, methods, and policy practice.

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On behalf of the Editorial Board, we extend our sincere gratitude to all who contributed to this maiden issue. We invite social scientists, policymakers, and development practitioners worldwide to join us in shaping future issues of INSORPS.

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Cognitive and Social Drivers of Success: Evaluating the Open High School Program

Marez I. Stauner
Candelaria National High School, Candelaria, New Washington, Aklan

Abstract
Aim: This study aimed to determine the influence of students' cognitive and social skill levels on the effectiveness of the Open High School Program at Ochando National High School during School Year 2018–2019. **Methodology:** A survey-correlational research design was employed, involving thirty-seven (37) students from Grades 7 to 10 enrolled in the Open High School Program. Cognitive skills were measured using a 30-item validated test questionnaire, while social skills were assessed through another 30-item validated instrument. The effectiveness of the program was evaluated using a 15-item researcher-made questionnaire, which underwent face and content validation by a panel of experts and was pilot-tested for reliability using Cronbach's Alpha. Data were analyzed using the mean, standard deviation, Kruskal-Wallis test, and Spearman's rho. **Results:** Students demonstrated "Approaching Proficiency" in cognitive skills and "High" levels of social skills. The Open High School Program was rated as "Effective." However, statistical analysis revealed no significant difference in program effectiveness across varying levels of cognitive and social skills. Additionally, no significant relationships were found among program effectiveness, cognitive skills, and social skills. **Conclusion:** The study concluded that the effectiveness of the Open High School Program was not influenced by students' cognitive or social skill levels. The program demonstrated its capacity to provide quality education regardless of individual differences in cognitive and social development.
Keywords: *open high school program, cognitive skills, social skills, program effectiveness, correlational study*

INTRODUCTION

School has a great influence on the overall development of a child. Attending a regular school plays an important role in cultivating and strengthening a student's ability to become a well-balanced person. However, in the Open High School Program (OHSP), students experience a different configuration where teacher guidance is reduced, and independent learning is prioritized. This makes it necessary to examine whether students can still acquire fundamental skills under limited classroom interaction. With proper guidance, teachers help students understand lessons and provide interventions when competencies or topics are difficult to grasp. In this program, achievement largely depends on the learner's individual capacity to develop strong cognitive abilities such as problem-solving, attention, and memory, as well as social abilities like cooperation and communication, which are usually nurtured through interpersonal relationships. These two dimensions—social and cognitive—are integral drivers of learning outcomes in an adaptive learning setting (Abenojar et al., 2025).

In line with the global call for inclusivity in education, United Nations' Sustainable Development Goal 4 emphasizes providing alternative paths to achieving quality education for all (UNESCO, 2022). At the national level, the Philippines has responded by scaling up flexible learning options to address issues related to poverty, distance, and physical disability (Tria, 2020), in support of the Education for All (EFA) functional literacy goal. Locally, this study was conducted at Ochando National High School, the only school in Aklan implementing the Open High School Program, to evaluate its effectiveness in connecting learners to schooling and ensuring they build competencies comparable to those of traditional students (Pangilinan, 2025).

The effectiveness of this program in improving students' cognitive abilities remains a crucial issue. While modules and virtual platforms provide opportunities for independent learning, they sometimes result in misconceptions and confusion. In flexible learning systems, reduced teacher supervision often creates challenges for timely feedback and correction, potentially affecting students' readiness for higher education and real-life problem-solving (Alvarez, 2021). Cahapay (2020) underscored that modular learning became the most viable mode of instruction during the COVID-19 pandemic in the Philippines, ensuring continuity despite restrictions. Similarly, Barrot et al. (2021) noted that while modular and online distance learning expanded access, many students reported difficulties in maintaining motivation and focus, leading to gaps in comprehension and performance. Supporting this, Dangle and Sumaoang (2020) highlighted that modular distance learning, though flexible, often left learners struggling without adequate guidance, resulting in gaps in cognitive functioning (Amihan et al., 2023).

Distance learners also tend to face social challenges due to limited peer interaction, which is vital for emotional and interpersonal development. Osher et al. (2020) argued that social and emotional growth cannot be separated from academic achievement, making online support channels essential for holistic development. Likewise, Martin et al. (2022) emphasized that structured opportunities for peer interaction in online contexts are

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crucial for building communication and collaboration skills, which are key components of learners' social development (Bontuyan, 2025).

This study applied Ausubel's Meaningful Learning Theory and Bandura's Social Cognitive Theory. Ausubel stressed the importance of internal motivation, interest, and guided instruction for meaningful understanding, while Bandura highlighted the interaction among personal, behavioral, and environmental factors, asserting that learning can occur through direct experience or observation. Together, these theories emphasize the need for both cognitive and social support in learning, raising the question of whether OHSP can adequately meet learners' developmental needs (Carvajal et al., 2025).

This study provides valuable insights into how social and cognitive abilities are developed in adaptive learning settings. Its findings contribute to policy reforms, improve teaching practices, and guide targeted OHSP interventions. Furthermore, it enriches the literature on alternative education by offering empirical support to help teachers, administrators, and policymakers enhance open and distance learning in the Philippines. Nonetheless, there remains a gap in fully determining how well the OHSP develops both cognitive and social abilities. Teachers can refine teaching strategies and instructional materials by evaluating how OHSP fosters cognitive and social skills. Thus, this study was conducted to assess the effectiveness of OHSP in shaping the cognitive and social drivers of student success, aiming to generate insights that could guide improvements in flexible learning systems for Filipino learners. Hence, this research sought to determine the influence of students' cognitive and social skill levels on the effectiveness of the Open High School Program at Ochando National High School.

Statement of the Problem

The effectiveness of the Open High School Program (OHSP) remains a pressing concern in the Philippine educational system, particularly in rural and resource-limited communities. While the program is designed to provide alternative access to education for students who cannot attend regular classes, its success is often influenced by learners' individual characteristics, including cognitive and social skills. At Ochando National High School, where the OHSP has been implemented, there is a need to examine how these skills affect students' performance and the overall effectiveness of the program.

Despite its relevance, limited empirical evidence has been presented that links the OHSP's effectiveness with the cognitive and social dimensions of learning. This lack of data presents a challenge to educators and policymakers who aim to strengthen the program's implementation. By identifying the extent to which cognitive and social skills contribute to the effectiveness of OHSP, the study will provide valuable insights that can guide future instructional strategies, intervention programs, and policy reforms. Thus, this research seeks to address the gap by evaluating the effectiveness of OHSP in relation to students' cognitive and social skills during the school year 2018–2019.

Research Objectives

General Objective

To ascertain the effectiveness of the Open High School Program as influenced by the cognitive and social skills of students at Ochando National High School, S.Y. 2018–2019.

Specific Objectives

1. To determine the level of cognitive skills of Open High School students.
2. To determine the level of social skills of Open High School students.
3. To assess the level of effectiveness of the Open High School Program.
4. To examine the differences in program effectiveness among students with varying levels of cognitive skills.
5. To examine the differences in program effectiveness among students with varying levels of social skills.
6. To analyze the relationships among program effectiveness, cognitive skills, and social skills of Open High School students.

Research Questions

1. What is the level of cognitive skills of Open High School students?
2. What is the level of social skills of Open High School students?
3. What is the level of effectiveness of the Open High School Program?
4. What differences exist in the effectiveness of the Open High School Program among students with varying levels of cognitive skills?
5. What differences exist in the effectiveness of the Open High School Program among students with varying levels of social skills?
6. What relationships exist among program effectiveness, cognitive skills, and social skills of Open High School students?

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METHODS

Research Design

The research design used in this study was survey-correlational, which aimed to determine the impact of the Open High School Program (OHSP) on the cognitive and social skills of students at Ochando National High School. This design was chosen as it allowed the researcher to assess not only the effectiveness of the program but also the strength and direction of relationships between cognitive and social skills, which directly aligned with the study's objectives. Similar approaches have been widely used in educational research to analyze interrelated factors influencing student outcomes (Pangilinan, 2025).

Population and Sampling

The participants of this study were all 37 Open High School students at Ochando National High School, utilizing total population sampling. This method enabled the researcher to include the entire population, ensuring comprehensive data collection and minimizing the risk of excluding relevant insights. Previous studies confirm that maximizing the inclusion of target populations strengthens the validity of findings in small-scale school-based research (Amihan & Sanchez, 2023).

Instrument

To gather the required data, the researcher utilized three researcher-made tools specifically designed to measure the effectiveness of the OHSP as well as the cognitive and social skills of OHSP students. These included: (1) the OHSP Effectiveness Questionnaire, (2) the Cognitive Skills Test, and (3) the Social Skills Questionnaire. The instruments were subjected to face and content validation by a panel of experts to ensure clarity, relevance, and accuracy. They were subsequently revised based on the evaluators' feedback.

The validation process involved three experienced professionals in education and educational measurement: a Master Teacher with 20 years of teaching experience and 2 years in research instruction, an English specialist with 7 years of teaching experience and 2 years in research instruction, and a School Principal who pioneered the OHSP in the Division of Aklan. Their expertise ensured that the instruments were both reliable and contextually appropriate. A pilot test was then carried out to enable item analysis, construct validation, and reliability testing using SPSS. Cronbach's Alpha was used to measure reliability, and the results showed that all instruments had acceptable internal consistency.

The OHSP Effectiveness Questionnaire contained 15 Likert-scale items designed to measure students' experiences of the program. It covered important areas such as learner independence, relevance and clarity of module content, frequency and quality of teacher feedback, development of critical thinking, and participation in school activities. The Cognitive Skills Test consisted of 30 multiple-choice questions that measured verbal reasoning, numerical ability, logical thinking, and reading comprehension. Meanwhile, the Social Skills Questionnaire included 30 Likert-scale questions assessing emotional regulation, peer interaction, teamwork, communication, and classroom behavior. The multi-dimensional focus of the instruments is consistent with modern reflective and inclusive practices in education (Bontuyan, 2025).

Data Collection

After pilot testing, the researcher obtained clearance from the principal of Ochando National High School, District of New Washington, to conduct the study. Having secured approval, the researcher personally administered the questionnaires to Grades 7–10 OHSP students to ensure honest responses and immediate retrieval. Due to the non-traditional schedules of OHSP students, appointments were scheduled at their convenience, and home visits were conducted when necessary. A clear explanation of the items in the questionnaire was provided to ensure comprehension. This adaptive approach reflects the importance of responsive methodologies in educational research (Abenojar et al., 2025).

Treatment of Data

Computer-processed statistical methods were applied to the data collected in the study. Frequency count and percentage were used in reporting the demographic profile and distribution of the respondents, providing a clear outline of sample characteristics. The mean was used to evaluate the overall success of the OHSP, as it provided a central tendency of responses on program effectiveness. Standard deviation was computed to measure the consistency or variability of responses, ensuring that results were both representative and valid.

To analyze potential differences in cognitive and social skills across groups, a One-Way ANOVA was utilized, as it is appropriate for comparing the means of more than two groups. Lastly, Pearson r, at a significance level of 0.05, was employed to examine the strength and direction of the relationship between students' cognitive and social skills and their judgments of OHSP effectiveness. This process fulfilled the core research objective of

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investigating interrelationships among the study's main variables. All data retrieved were coded and processed using the Statistical Package for the Social Sciences (SPSS) for accurate interpretation.

Ethical Considerations

Throughout the study, the researcher ensured that all ethical guidelines were observed, including obtaining informed consent and safeguarding the privacy and confidentiality of participants' responses. Participation was voluntary, and students were informed that they could withdraw at any time without penalty. Such adherence to ethical protocols is vital in fostering trust and accountability in educational research (Carvajal et al., 2025).

RESULTS and DISCUSSION

This section presented, analyzed, and interpreted both descriptive and inferential data to determine the levels, differences, and relationships among the cognitive skills, social skills, and perceived effectiveness of the Open High School Program.

Level of Cognitive Skills of Open High School Students

In response to Research Question 1, which focused on assessing the cognitive skills of OHSP students, Table 1 presented their mean scores and standard deviation. The results indicated that the cognitive skills of Open High School students were within the "Approaching Proficiency" level, with a mean score of 15.32 (SD = 4.10).

Table 1 *Mean and Standard deviation of cognitive skills of Open High School students*

Variable	Mean	Description	SD
Cognitive Skills	15.32	Approaching Proficiency	4.10

Description	Scale
28.01 – 35.00	Advanced
21.01 – 28.00	Proficient
14.01 – 21.00	Approaching Proficiency
07.01 – 14.00	Developing
00.00 – 07.00	Beginning

This result suggested that students had established necessary foundational abilities but still needed additional cognitive development to attain greater mastery of fundamental concepts. The findings suggested the requirement for focused instructional support to enhance students' understanding and foster greater learning. Since these learners did not attend regular classes, their grasp of key concepts and correction of misconceptions were likely limited, affecting their overall cognitive development. While they may have possessed prior knowledge from personal experiences or informal contexts, this knowledge was often inappropriate or misaligned with new learning, potentially hindering their understanding.

These findings concurred with the view that distance learners were challenged in fully developing cognitive skills without organized assistance. Dignath and Veenman (2021) emphasized that under self-instructional or distance learning situations, students were not likely to have metacognitive strategies to manage their study effectively. Lacking frequent teacher feedback and well-structured classroom interaction, students inclined to retain misconceptions and neglected to form meaningful relationships between prior knowledge and new information. Their study emphasized the need for direct cognitive and metacognitive support within adaptive learning environments to enhance students' academic performance.

In consonance with this, Baloran (2020) had quoted that when the COVID-19 pandemic hit, most of the Filipino students struggled academically and learned ineffectively because of limited instructional support, poor internet connections, and the absence of structured guidance at home. This was paralleled by the "Approaching Proficiency" result in the present study, reiterating the need for long-term guidance and structuring to foster cognitive development in flexible learning settings.

Level of Social Skills of Open High School Students

To address Research Question 2, which focused on assessing the social skills of OHSP students, Table 2 presented their mean scores and standard deviation. Findings showed that the social skills of Open High School students were at a "High" level, with a mean score of 3.57 (SD = 0.41).

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Table 2 *Mean and Standard Deviation of Social Skills*

Variable	Mean	Description	SD
Social Skills	3.57	High	0.41

Scale	Description
4.20 – 5.00	Very High
3.40 – 4.19	High
2.60 – 3.39	Moderately High
1.80 – 2.59	Low
1.00 – 1.79	Very Low

This suggested that despite limited face-to-face interaction, students were capable of engaging effectively in interpersonal communication during one-on-one sessions with their advisers. They demonstrated the ability to manage both intrapersonal and interpersonal relationships, showing social competence even with minimal contact with peers and teachers. Their involvement in school-based activities further supported the development of these skills, allowing them to interact meaningfully within the campus setting despite participating in a distance learning program.

This was in line with Jones and Kahn (2017), who noted that social, emotional, and academic growth of students could be fostered when schools gave intentional space for constructive engagement and powerful adult support. Their model indicated that even where there were non-traditional or distance learning settings, guided activities and caring relations allowed learners to enhance their social competence. This concurred with the current study findings, which underscored that OHSP students could develop and maintain effective interpersonal skills despite having limited classroom interactions.

Consistent with this, Lowenthal, Borup, West, and Archambault (2020) established that organized online engagement, like the employment of asynchronous video, maintained student connectedness and promoted interpersonal relationships under distance learning. Likewise, in the Philippine context, Cahapay (2020) reiterated that learners in flexible learning setups continued to gain adaptability and social interaction skills with teacher support and guided activities. This was a direct reflection of the "High" social skills level found in the current study. Combined, these results agreed with the hypothesis of the study that effective interaction, even with restrictions, may build social competence in flexible learning settings.

Level of Effectiveness of Open High School Program

Addressing Research Question 3, which focused on evaluating the perceived effectiveness of the Open High School Program, Table 3 presented the overall ratings from respondents. Results showed the mean, standard deviation and description of level of Effectiveness of Open High School Program. It revealed that the level of Effectiveness of Open High School Program was "Effective" with a mean score of 3.89 (SD = 0.27).

Table 3 *Mean and Standard Deviation of Effectiveness of Open High School Program*

Variable	Mean	Description	SD
Effectiveness of Open High School Program	3.89	Effective	0.27

Scale	Description
4.20 – 5.00	Very Effective
3.40 – 4.19	Effective
2.60 – 3.39	Moderately Effective
1.80 – 2.59	Less Effective
1.00 – 1.79	Ineffective

Based on the results, the program's flexibility allowed learners to acquire essential competencies despite irregular school attendance, making it well-suited to their circumstances. It also promoted independent learning, helping students build critical research and self-study skills. Additionally, the use of engaging modules and workbooks supported academic growth by providing meaningful and accessible learning experiences that fostered both skill development and deeper understanding of content.

This result aligns with the research of Borup, Chambers, and Stimson (2019), which emphasized that successful online and alternative learning programs thrive if they offer flexible pacing, learner-accessible materials,

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and instructor feedback that encourages independent learners. Their research underscored that organized learning materials and ongoing support enhance both academic success and the growth of self-directed learning skills in non-traditional schooling environments.

In support of this, Bao (2020) demonstrated that carefully planned structured yet adaptable models of online learning with engaging content and learner-focused strategies significantly enhanced student performance. Similarly, in the Philippine scenario, Tria (2020) contended that pandemic flexibility in learning guaranteed educational continuity and brought about student autonomy through the use of self-learning modules and guided teachers' assistance. These results concurred with the current findings and confirmed the hypothesis that the OHSP's independent and flexible learning characteristics were key to enabling both academic achievement and necessary skills development among students.

Inferential Data Analysis

Difference in effectiveness of Open High School Program among the levels of cognitive skills of Open High School students

To answer Research Question 4, inquiring whether there was a significant difference in the perceived efficacy of the OHSP across the levels of cognitive ability of the students, a one-way ANOVA was conducted.

As shown in Table 4, the calculated F-value of 0.465 at a significance level of p = .632 was higher than the 0.05 alpha level. This showed that the effectiveness of OHSP did not differ statistically when students were divided into groups based on their level of cognitive skills.

Table 4 *Analysis of Variance of Effectiveness of Open High School Program Among the Levels of Cognitive Skills*

Source of Variation	SS	df	MS	F	Sig.
Between Groups	.068	2	.034	0.465	.632
Within Groups	2.475	34	.073		
Total	2.543	36			

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

The findings suggested that the effectiveness of the Open High School Program (OHSP) was not significantly influenced by students' cognitive skill levels. This indicated that the program's design and implementation were effective regardless of individual variations in cognitive abilities. As a flexible distance learning initiative, OHSP was tailored to meet the needs of students who could not attend regular classes. With its specialized curriculum and standardized modules, the program ensured consistent delivery of essential competencies. At Ochando National High School—the only institution in Aklan offering this program—highly committed and qualified teachers were assigned to guide OHSP learners. These advisers were responsible for contextualizing the curriculum based on students' learning levels, thereby supporting the development of key cognitive skills such as verbal reasoning, numerical ability, logical thinking, and reading comprehension. Therefore, the null hypothesis stating that there was no significant difference in the effectiveness of OHSP across varying levels of cognitive skills was upheld.

The result aligned with Alipio (2020) which revealed that Filipino learners in flexible and distance learning modalities were nevertheless able to achieve academically despite previous learning differences, as long as adequate instructional resources and teacher support were provided. This result was echoed by the outcome of the current study, emphasizing that the effectiveness of OHSP rested not on the learners' pre-program cognitive abilities but on the systematic program design and robust facilitation provided by teachers. These associations supported the maintained null hypothesis, which reaffirmed that the OHSP effectiveness was rooted in systemic modules and teacher facilitation instead of cognitive differences between students.

While earlier research by Means et al. (2010) revealed that high-quality online and blended learning courses can produce equivalent or even better results than traditional classroom learning, independent of students' individual differences. Their research emphasized that achievement in flexible learning environments tends to be more determined by instruction design and support from teachers than by students' initial levels of cognitive ability.

Difference in effectiveness of Open High School Program among the levels of social skills of Open High School students

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In order to answer Research Question 5, which inquired as to whether there was a significant difference in the perceived effectiveness of the OHSP by levels of social skills of students, a one-way ANOVA was conducted.

As presented in Table 5, the calculated F-value of 1.825 at a significance level p = .162 was greater than the 0.05 alpha level. This meant that no statistically significant difference was observed in the perceived effectiveness of OHSP when students were divided into social skill levels.

Table 5 - *Analysis of Variance of Effectiveness of Open High School Program among the Levels of Social Skills*

Source of Variation	SS	df	MS	F	Sig.
Between Groups	.362	3	.121	1.8246	.162
Within Groups	2.181	33	.066		
Total	2.543	36			

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

The findings showed that the success of the OHSP was not determined by the levels of social skills of students. Although students were predisposed to social interaction, the program further enhanced the development of their social skills through organized activities like sports, cultural competitions, and organizational activities performed both in and out of school. These experiences enabled students to meaningfully interact with their peers, even in a distant learning environment. OHSP also utilized numerous teaching strategies and approaches in order to meet the different learning and social requirements of its students.

This added to the point of Greenberg et. al (2017), who emphasized that it was an investment in human development that would pay off a lifetime if social-emotional learning was implemented in schools. Students' social, emotional, and physical health had a significant function towards their overall success. In the same vein, Jones and Kahn (2017) pointed out that developing students' social and emotional competence through organized opportunities for collaboration and participation greatly increased their ability to succeed both academically and in life. The study implied that such abilities were not inherent but could be developed within friendly school settings, paralleling the role of OHSP in enhancing social competence.

Relationships among Effectiveness of Open High School Program, cognitive and social skills of Open High School students

To answer Research Question 6, which inquired as to whether there were considerable correlations between the OHSP effectiveness, cognitive abilities, and social abilities, Pearson product-moment correlation coefficients were calculated.

As seen in Table 6, the OHSP effectiveness-social skills correlation was positive but weak (r = 0.212, p = .208), whereas the OHSP effectiveness-cognitive skills correlation was negative but very weak (r = –0.022, p = .897). The correlation between social and cognitive skills was weak and negative (r = –0.083, p = .627). All three associations were revealed to be non-statistically significant at the 0.05 alpha level.

Table 6 *Pearson r Between Effectiveness of Open High School Program, Cognitive Skill and Social Skill*

Variables	r	Sig
Effectiveness of Open High School Program and Social Skills	0.212	.208
Effectiveness of Open High School Program and Cognitive Skills	(-)0.022	.897
Social and Cognitive Skills	(-)0.083	.627

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

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The results showed that the effectiveness of the program was not significantly related to students' cognitive or social skills. This meant that the program succeeded in providing quality education despite differences in students' reasoning capabilities, understanding, or social interaction. The OHSP's adaptable design, uniform modules, and situation-specific teaching methods were all put in place to help cater to diverse learners—whether they were extremely social, intellectually developed, or developing in these aspects.

Similarly, no significant relationship was found between students' cognitive and social skills. This reinforced the idea that each learner had a unique developmental path—some were intellectually capable but less socially active, while others thrived socially but needed cognitive reinforcement, and some excelled in both.

These results confirmed the null hypothesis indicating that there was no significant correlation between the effectiveness of the Open High School Program, social skills, and cognitive skills. It underscored the OHSP's inclusivity and flexibility in addressing students' educational needs across different backgrounds and learning profiles.

This finding was consistent with Tomlinson's (2014) differentiated instruction framework, which highlighted that malleable teaching approaches and flexible learning spaces are capable of meeting students' varying readiness levels, interests, and learning profiles in such a way that they have equal access to academic achievement based on their cognitive or social strengths. Although previous work by Means et al. (2010) set up principles demonstrating that students in online and blended learning environments learned as well as or better than those in traditional classrooms, they cautioned that instructional design and instructor assistance were more important to their success than learners' initial social or cognitive differences. This initial evidence warranted the inference of the present study that the strength of OHSP lay in its inclusive course design rather than in the individual cognitive or social traits of its students.

Conclusion

The research concluded that the Open High School Program (OHSP) in Ochando National High School was effective, whether the students have high cognitive and social skills or not. Although the students' cognitive abilities were "Approaching Proficiency" and thus in need of additional academic assistance, their social skills were "High", evidencing a strong interpersonal skill despite being under a non-traditional learning environment. No significant relationships were found among the effectiveness of OHSP, cognitive skills, and social skills, suggesting that the program functions well across varying student profiles.

Recommendation

According to the findings of the study, it was recommended that supplementary learning materials that further improve the cognitive abilities of the students through real-life problem-solving and critical thinking activities be provided by the Open High School Program (OHSP). School administrators, in coordination with DepEd policymakers, should take the lead in ensuring that these materials are developed and distributed. To promote social skills, the students ought to be involved in activities within school and the community that reinforce positive interaction, with teachers facilitating them in appropriate behavior. These initiatives may be prioritized immediately through school-based programs, while community partnerships can be strengthened over the long term. Constant training for OHSP teacher-advisers was also important to make them aware of new and effective strategies of teaching. This type of training has to be regularly performed, with proximal capacity development activities and ongoing professional development opportunities being part of the schools' annual plans. Additionally, curriculum planners need to construct a well-balanced program that supports both cognitive and social development in an equal manner. In the process, immediate recipients—OHSP students—will not only benefit from improved academics but also improved social and emotional well-being, enabling them to thrive both in school and in their communities. Educators and administrators will also gain through enhanced instruction and professional development, while policymakers are provided with evidence-based information to enhance alternative learning initiatives. Finally, subsequent studies could examine other variables to identify greater insights and enhance the program further. This can be done as a long-term goal through DepEd's curriculum review cycles.

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Leveraging Social Media for Australia Education and Migration: Impact on NCR Agencies and the Mediating Role of Customer Engagement

Shekinah Glory Rabara Macalanda
Polytechnic University of the Philippines

Abstract

Aim: This study investigates the operational impact of social media on the sales and service performance of Australia Education and Migration agencies in the National Capital Region (NCR), emphasizing the mediating role of customer engagement. It further examines how platform-specific strategies on Facebook, Instagram, LinkedIn, and TikTok influence trust, lead generation, and decision-making.

Methodology: A mixed-methods design was employed, combining structured surveys and key informant interviews with 150 sales officers, managers, counsellors, and MARA-registered agents. The research was grounded in Social Media Engagement Theory, Social Exchange Theory, and the AIDAS model (Attention, Interest, Desire, Action, Satisfaction). Variables included engagement behaviors—such as likes, comments, shares, direct messages, and testimonials—and their association with operational outcomes.

Results: Findings indicate that Facebook (86% usage) primarily drives lead generation, TikTok (71%) fosters awareness and emotional resonance, Instagram (64%) strengthens brand identity, and LinkedIn (48%) enhances professional trust. Regression analysis confirmed that engagement mediates the relationship between social media activity and sales performance ($p < .01$). Agencies utilizing interactive formats (e.g., live Q&A sessions, video testimonials) reported up to 42% more inquiries and 25% higher conversion rates. These results validated the AIDAS pathway, demonstrating that engagement effectively translates into inquiries and enrollments.

Conclusion: Optimized social media strategies significantly improve trust, inquiry conversion, and client acquisition in education and migration services. By identifying key performance indicators (KPIs) such as engagement rate, inquiry-to-enrollment ratio, and return on investment (ROI), the study provides actionable insights for refining digital strategies. The findings also support the United Nations Sustainable Development Goals (SDGs) 4, 8, and 9, highlighting social media's contribution to education access, economic growth, and innovation.

Keywords: *social media platforms, customer engagement, AIDAS model, MARA-registered agents, KPIs, education and migration consultancy, NCR Philippines, digital strategy*

INTRODUCTION

Migration has become a defining feature of globalization, with millions of people moving for work, education, and long-term settlement. Studies highlight how migration is influenced by socioeconomic factors, policy frameworks, and the ability of institutions to communicate their services effectively (Smith, 2020; IOM, 2022). While global cases—such as Indonesian workers using digital platforms to connect with recruiters and the branding initiatives in Guangxi, China—illustrate the significance of communication strategies in migration, the present research narrows its focus to the Philippine context, particularly the National Capital Region (NCR).

In the Philippines, the demand for migration consultancy services continues to rise due to strong aspirations for overseas opportunities, especially in Australia. With the increasing reliance on social media platforms, agencies in NCR face growing pressure to use digital tools not only for visibility but also for customer engagement and conversion. Previous studies on Philippine education and migration reveal that online presence is now integral to institutional credibility and client trust. Despite this, limited empirical research exists examining the direct impact of social media on consultancy firms specializing in migration services.

Unlike prior studies that broadly investigated education marketing or the use of digital platforms in international recruitment, this study uniquely examines Australia-focused migration consultancies in NCR, exploring how their social media presence influences customer engagement and sales performance. Grounded in Social Media Engagement Theory, Social Exchange Theory, and the AIDAS model, this research positions engagement as both a theoretical and practical mechanism through which online presence translates into tangible business outcomes. This novelty contributes by contextualizing global insights into a localized Philippine setting, providing recommendations that directly inform industry practice.

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Review of Related Literature and Studies

Global Literature

The role of social media in shaping client decision-making has been extensively documented in education and migration industries. Chen (2019) found that social platforms significantly enhance international student recruitment, while Tan and Ng (2021) emphasized that platform-specific strategies are necessary to adapt to cultural differences in engagement. More recently, Li and Zhao (2023) demonstrated that short-form video platforms such as TikTok create emotional resonance and trust-building among younger clients, an insight highly relevant for migration consultancies targeting Gen Z and millennial audiences. These findings establish a foundation for exploring how different platforms drive awareness, credibility, and conversion.

Regional Literature (Asia-Pacific)

Studies within Asia highlight how migration consultancies leverage digital branding to remain competitive. For example, Rahman and Putri (2020) reported that Indonesian migration agencies use social media to attract overseas workers, but effectiveness depends on the consistency and interactivity of content. Similarly, Wang and Xu (2022) analyzed Chinese recruitment campaigns, showing that visual storytelling in platforms like WeChat and TikTok strengthens institutional branding. However, both studies noted the challenge of sustaining client trust online, a gap that underlines the importance of customer engagement as a mediating factor.

Local Literature (Philippines)

In the Philippines, migration and education consultancy is a rapidly expanding sector fueled by aspirations for overseas opportunities. Del Mundo (2022) highlighted that Filipino clients rely heavily on trust, peer referrals, and visible online presence when selecting agencies. Bautista and Cruz (2023) further found that Facebook remains the most dominant platform in NCR for lead generation due to its reach and targeted advertising capabilities, while TikTok is increasingly recognized as an awareness driver among younger Filipinos. Other Philippine-based research underscores that digital strategies are not only tools for branding but also for sustaining quality assurance and long-term competitiveness in education and related services (Amihan et al., 2023; Pangilinan et al., 2025). Despite these insights, there remains limited empirical research connecting social media engagement behaviors (likes, shares, testimonials, direct inquiries) with actual sales and conversion outcomes in migration consultancy services.

Research Gap

While global and regional studies affirm the value of social media in client acquisition and branding, few works isolate Australia-focused migration consultancies in NCR and examine how customer engagement mediates the relationship between social media activity and sales performance. This study addresses that gap by integrating recent findings with a localized Philippine context, offering both theoretical and practical contributions for agencies operating in education and migration consultancy.

Theoretical Framework

This study is anchored on three complementary theories:

- **Social Media Engagement Theory (SMET)** – Posits that interactions such as likes, shares, and inquiries generate relational value, building trust that can lead to conversion (Brodie et al., 2011).
- **Social Exchange Theory (SET)** – Suggests that customers engage when benefits outweigh costs; credible, transparent, and responsive content encourages reciprocal interaction (Homans, 1961).
- **AIDAS Model (Attention–Interest–Desire–Action–Satisfaction)** – Explains the customer journey from awareness to satisfaction, showing how strategic content drives inquiries, enrollments, and referrals (Kotler & Keller, 2016).

Together, these theories clarify how social media presence (independent variable) stimulates engagement (mediator), ultimately enhancing sales performance (dependent variable).

Conceptual Framework

This study conceptualizes the relationship between Social Media Platforms (IV), Customer Engagement (mediator), and Sales Performance (DV) of Australia-focused education and migration agencies in NCR. Social media platforms are measured through agencies' usage of Facebook, Instagram, LinkedIn, and TikTok in terms of posting frequency, content quality, and interaction. Customer engagement—reflected in likes, shares, comments, inquiries, and client interactions—serves as the mediating variable. Sales performance is measured through client acquisition and

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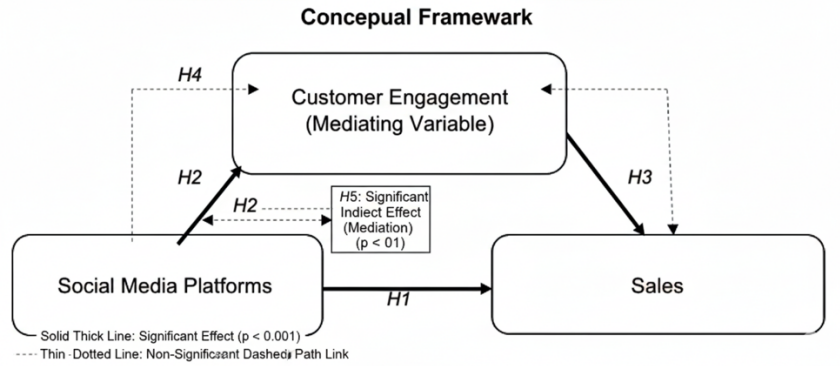
service uptake. The framework assumes that purposeful and consistent use of social media enhances customer engagement, which in turn drives higher sales performance.



Statement of the Problem

The growing demand for Australia education and migration services in the Philippines specifically in National Capital Region (NCR) has intensified competition among consultancy agencies. To remain competitive, many agencies have turned to social media as a primary marketing tool. However, while social media is widely studied in sectors such as retail and tourism, there is limited empirical evidence on its strategic role in high-trust professional services such as education and migration consultancy. In particular, little is known about how social media use influences agency sales performance and how customer engagement mediates this relationship. This gap leaves agencies without clear, evidence-based strategies for maximizing social media to improve inquiries, conversions, and client acquisition. This study addresses this gap by examining the influence of social media platforms on the sales performance of Australia education and migration consultancy agencies in NCR, with customer engagement as a mediating factor.

Research Objectives

General Objective

To determine the influence of social media platforms on the sales performance of Australia education and migration consultancy agencies in NCR, and to examine the mediating role of customer engagement.

Specific Objectives

1. To assess the influence of social media platforms on sales of Australia education and migration agencies in NCR.
2. To examine the influence of social media platforms on customer engagement.
3. To determine the effect of customer engagement on agency sales.
4. To test whether customer engagement mediates the relationship between social media platforms and sales.

Research Questions:

1. Does social media platforms significantly and positively influence sales of Australia education and migration agencies in NCR?
2. Does social media significantly and positively influence customer engagement of Australia education and migration agencies in NCR?
3. Does customer engagement significantly and positively affect sales of Australia education and migration agencies in NCR?
4. Does customer engagement mediate the relationship between social media platforms and sales of Australian education and migration agencies in NCR?

Hypotheses

- H1: Social media platforms do not significantly influence the sales performance of Australia education and migration agencies in NCR.

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- H2: Social media platforms do not significantly influence customer engagement among Australia education and migration agencies in NCR.
- H3: Customer engagement does not significantly influence the sales performance of Australia education and migration agencies in NCR.
- H4: Customer engagement does not mediate the relationship between social media platform usage and sales among Australia education and migration agencies in NCR.

METHODS

Research Design

This study employed a predictive-causal quantitative research design to examine the relationships among social media usage, customer engagement, and sales performance within Australian education and migration agencies in the National Capital Region (NCR), Philippines. The research aimed to identify both direct and indirect effects, particularly the mediating role of customer engagement. A purely quantitative approach was selected, with no qualitative component. The design enabled statistical modeling and predictive analysis through structured questionnaires and established statistical methods, such as Partial Least Squares Structural Equation Modeling (PLS-SEM). Such an approach aligns with recent recommendations in educational and management research for using quantitative designs to uncover predictive relationships and strengthen evidence-based decision-making.

Population and Sampling

The target population consisted of professionals employed in registered Australian education and migration agencies operating within NCR. Approximately 450 individuals composed the total population, including Sales and Marketing Officers, Sales Managers, Marketing Managers, Education Counsellors, and MARA-registered Agents. Using Cochran's formula (1977) with finite population correction, a minimum sample size of 208 respondents was computed. The final sample consisted of 85 Sales and Marketing Officers, 48 Sales Managers, 32 Marketing Managers, 28 Education Counsellors, and 15 MARA-registered Agents. A simple random sampling technique was applied to ensure that each eligible respondent had an equal chance of selection, minimizing bias and enhancing the generalizability of findings. Out of 230 distributed questionnaires, 208 were returned fully completed and included in the final analysis. This process is consistent with prior studies that emphasize methodological rigor and representative sampling in educational and professional research (Sanchez, 2023; Bontuyan, 2025).

Instrument

Data were gathered using a researcher-developed structured questionnaire, specifically designed to measure four constructs:

1. Influence of social media on sales
2. Influence of social media on customer engagement
3. Effect of customer engagement on sales
4. The mediating role of customer engagement between social media and sales

The questionnaire was developed through a literature review, expert validation, and pilot testing. Content validity was established through a panel of three experts—comprising a business graduate professor, an education consultant, and a MARA-registered agent. A pilot test with 20 non-participant BPO professionals was conducted to ensure clarity and reliability, with results excluded from the final analysis. Reliability testing using Cronbach's Alpha yielded excellent values across all constructs, indicating strong internal consistency. This instrument-development process reflects best practices in quantitative educational and social research, where validity and reliability are critical to data credibility.

Reliability testing using Cronbach's Alpha yielded the following results:

Construct	Cronbach's Alpha	Interpretation
Social Media Platforms	0.9495	Excellent
Sales	0.9855	Excellent
Customer Engagement	0.9832	Excellent
Total	**0.9895**	Excellent

The final instrument included four sections:

- Part I: Demographics and respondent profile

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- Part II: Social Media Platforms (5-point Likert scale)
- Part III: Sales Performance (5-point Likert scale based on monthly conversions)
- Part IV: Customer Engagement (5-point Likert scale based on interaction levels)

Data Collection

Data collection was conducted over a four-month period from September to December 2024. Questionnaires were distributed both in print (during agency office visits) and digitally (via secured email links). Respondents were given two weeks to complete the survey, with follow-ups conducted afterward. A total of 230 questionnaires were distributed, and 208 valid responses were retrieved and included in the dataset. This approach ensured inclusivity of respondents and maximized participation rates, aligning with best practices in structured survey administration (Abenojar et al., 2025).

Treatment of Data

Descriptive statistics (frequency, percentage, and mean) were used to summarize the demographic profile and general patterns in the dataset. Relationships among variables were analyzed using Spearman's Rank Correlation Coefficient to assess the strength and direction of associations, particularly appropriate for ordinal data from Likert-scale responses.

For advanced modeling, PLS-SEM via SmartPLS software was employed to evaluate both direct and indirect effects among variables, including path coefficients, coefficients of determination (R^2), effect sizes (f^2), and bootstrapping with 5,000 subsamples to compute t-values and p-values. This advanced statistical treatment is increasingly applied in research exploring behavioral and organizational dynamics.

Ethical Considerations

The study complied with ethical standards for human-subject research. Ethical clearance was obtained from the Polytechnic University of the Philippines CBAGS Research Ethics Committee under code CBAGS-REC 2024-7003. Informed consent was secured from all participants through signed consent forms, which explained the purpose of the study, the voluntary nature of participation, and participants' right to withdraw at any time without penalty. Confidentiality and anonymity were ensured by assigning codes instead of names, storing data in password-protected files, and reporting findings only in aggregate form. No identifying information was collected, and all data were used solely for academic purposes. This adherence to ethical safeguards aligns with recent calls to strengthen research credibility and protect participants in quantitative and applied educational studies.

RESULTS and DISCUSSION

This section is composed of the presentation, analysis, and interpretation of data to determine the impact of leveraging social media for Australian education and migration agencies in the National Capital Region (NCR) and the mediating role of customer engagement. The presentation of findings follows the order of the research problems: (1) to determine how social media platforms significantly and positively influenced sales of Australian education and migration agencies in NCR; (2) to identify how social media platforms significantly and positively influenced customer engagement of agencies; (3) to examine how customer engagement affected sales of agencies; and (4) to assess whether customer engagement mediated the relationship between social media platforms and sales.

Table 1: Measurement Model Evaluation – Reliability and Validity Assessment

Construct reliability and validity	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Customer Engagement	0.9270	0.9283	0.9386	0.6050
Sales	0.9200	0.9234	0.9325	0.5839
Social Media	0.8957	0.9008	0.9140	0.5163

Table 1 confirmed the reliability and validity of the constructs Customer Engagement, Sales, and Social Media. All Cronbach's alpha values (0.8957–0.9270) and composite reliabilities (0.9140–0.9386) exceeded the recommended threshold of 0.70, while AVE values (0.5163–0.6050) were above the 0.50 benchmark. These indicators demonstrated internal consistency and convergent validity, showing that the measurement model was statistically sound and robust for further analysis. This finding was consistent with earlier studies. Hair et al. (2019) emphasized that Cronbach's

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alpha values above 0.70 represent strong internal consistency, while Alalwan et al. (2017) validated constructs related to social media's influence on customer behavior using comparable reliability and validity standards. The present study's results aligned with these psychometric benchmarks, reinforcing confidence in the measurement model. The implication of this result is significant: by confirming construct reliability and validity, the study established a solid foundation for interpreting subsequent structural relationships. This ensured that the observed effects of social media and customer engagement on sales genuinely reflected agency dynamics in NCR rather than artifacts of weak measurement.

Table 2: Influence of Social Media on Sales

Total Influence	Original Sample (O)	p-value	Decision	Remarks
SOP 1: Social Media → Sales	0.4127	0.0000	Reject Ho	Significant

Table 2 showed that the total effect of social media on sales was 0.4127, indicating a moderate positive relationship. The relationship was statistically significant ($p = 0.0000 < 0.05$). This finding demonstrated that social media platforms significantly and positively influenced sales outcomes for Australian education and migration agencies in NCR. Comparable findings were reported by Alalwan (2018) and Felix et al. (2017), who noted that social media enhances customer awareness and trust, translating into stronger sales performance. Likewise, Appel et al. (2020) highlighted that widely used platforms such as Facebook and LinkedIn create opportunities for agencies to expand their reach and influence purchase decisions. This addressed Research Question 1 by confirming that social media acts as a sales driver. The implication is significant for practice: agencies that invested in consistent posting, targeted campaigns, and engagement-driven content were more likely to generate inquiries and convert them into clients. This underscored the importance of integrating social media into broader marketing strategies, particularly in the highly competitive education and migration consultancy sector.

Table 3: Influence of Social Media on Customer Engagement

Total Influence	Original Sample (O)	p-value	Decision	Remarks
SOP 2: Social Media → Customer Engagement	0.6830	0.0000	Reject Ho	Significant

Table 3 showed that the relationship between social media and customer engagement yielded an original sample value of 0.6940, indicating a strong positive correlation. The result was statistically significant ($p = 0.0000 < 0.05$), confirming that increased use of social media was strongly linked to higher levels of customer engagement among agencies in NCR. Earlier research emphasized similar effects. Dessart, Veloutsou, and Morgan-Thomas (2015) noted that social media facilitates dialogue, participation, and emotional connection between organizations and customers. Likewise, Hollebeek, Glynn, and Brodie (2014) found that customer engagement is frequently driven by interactive and relational experiences on digital platforms. The implication of this result is that agencies may prioritize engagement-driven strategies, such as interactive posts, real-time responses, and community-building activities. By leveraging widely used platforms such as Facebook, Instagram, and TikTok, agencies can cultivate stronger emotional connections with clients, leading to greater trust, loyalty, and ultimately, higher conversion rates.

Table 4: Effect of Customer Engagement on Sales

Total Influence	Original Sample (O)	p-value	Decision	Remarks
SOP 3: Customer Engagement → Sales	0.4650	0.0000	Reject Ho	Significant

Table 4 indicated that the path coefficient from Customer Engagement to Sales was 0.4650, with a p-value of 0.0000, confirming a statistically significant relationship. This demonstrated that higher customer engagement was associated with higher sales performance, addressing Research Question 3. Vivek et al. (2012) noted that engaged customers are more likely to develop trust and loyalty, leading to stronger purchase intentions. Similarly, Hollebeek et al. (2019) highlighted that customer engagement positively influences firm performance by strengthening relationships and enhancing conversion potential. The implication is that agencies in NCR that actively fostered engagement through responsiveness, consistent communication, and meaningful interaction were better positioned to increase conversions and achieve long-term client satisfaction.

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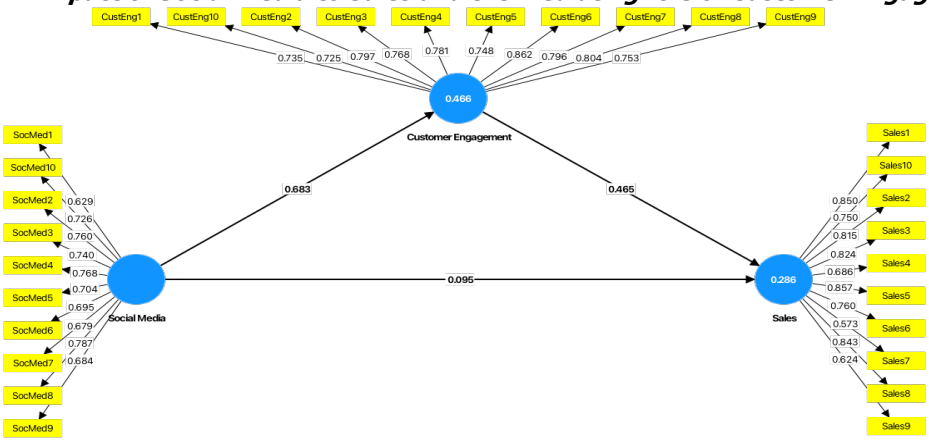
Table 5: Mediation among Customer Engagement, Social Media, and Sales

Mediation	Original Sample (O)	Sample Mean (M)	p-value	Remarks
SOP 4: Social Media → Customer Engagement → Sales	0.3176	0.3246	0.0000	Significant

The mediation analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM) revealed that customer engagement significantly mediated the relationship between social media and sales. The total indirect effect was 0.3176, with a t-statistic of 5.7798 and a p-value of 0.0000, confirming statistical significance. This indicated that the positive influence of social media on sales largely operated through its ability to enhance engagement. The finding was consistent with the Stimulus-Organism-Response (S-O-R) framework (Mehrabian & Russell, 1974), which explains how an external stimulus (social media) triggers an internal state (engagement) that drives behavior (sales). Recent research supports this mechanism. Alcántara-Pilar et al. (2024) emphasized that social media interactions first stimulate engagement before influencing purchasing behavior, while Hollebeek et al. (2019) highlighted engagement as a bridge between digital marketing and firm performance. The implication is that social media alone may not maximize sales unless it effectively engages clients. For agencies, this means that investment in content that sparks interaction—such as testimonials, success stories, and personalized communication—can amplify sales outcomes by deepening trust and involvement.

Figure 1: Impact of Social Media to Sales and the mediating role of Customer Engagement



In PLS-SEM, outer loadings assess how well indicators represent latent constructs, affirming reliability and convergent validity (Hair et al., 2022). For Customer Engagement, outer loadings ranged from 0.7253 to 0.8615, all exceeding the 0.708 threshold. For Sales, loadings ranged from 0.5730 to 0.8575; although some were below 0.708, their statistical significance and theoretical relevance justified their retention (Hair et al., 2019). For Social Media, loadings ranged between 0.6292 and 0.7865, all significant. These results align with earlier findings. Alalwan et al. (2017) reported that some social media indicators fell below 0.70 yet remained theoretically significant, while Hollebeek et al. (2019) emphasized that engagement indicators often vary but still provide robust insights if reliability and validity criteria are satisfied. The implication is that the measurement model was statistically sound, ensuring that subsequent findings on the effects of social media and customer engagement on sales were reliable.

Conclusions

The study concluded that social media platforms significantly and positively influenced both customer engagement and sales among Australian education and migration agencies in NCR. Customer engagement contributed directly to higher sales and mediated the relationship between social media and sales, highlighting its central role in converting digital interactions into business outcomes. Agencies that strategically used social media were better able to foster client relationships, increase trust, and improve performance.

Recommendations

Based on these conclusions, the study offers the following recommendations:

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- Agencies may design interactive campaigns such as webinars, live Q&A sessions, and client testimonial features that encourage two-way communication.
- They may use advanced tools such as AI-powered chatbots for real-time responses and behaviorally targeted advertising to enhance engagement efficiency.
- Building online communities (e.g., through Facebook Groups or LinkedIn forums) may help cultivate long-term trust and strengthen brand loyalty.

These recommendations benefit multiple stakeholders: agency leaders and marketing practitioners can strengthen digital engagement strategies, clients and prospective students can receive timely and personalized support, and policymakers may draw insights for promoting best practices in digital service delivery. In summary, the study emphasizes that the strength of social media lies not only in reaching audiences but in fostering engagement that translates into tangible business outcomes. By investing in data-driven, engagement-focused strategies, agencies may achieve stronger sales performance, improved client satisfaction, and sustained competitiveness in a digitally driven market.

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Organizational Humor and the Affective Commitment on the Academic Constituents for Social Technology Programs

Florencia A. Orozco
Cebu Technological University- Argao Campus, Cebu City, Philippines
Corresponding Author email: *florambrad@gmail.com*

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Abstract
Aim: This study explored how organizational humor affects the affective commitment of Secondary School teachers in Dalaguete, Cebu during the school year 2018-2019.
Methodology: The study administered an adopted survey questionnaire to 300 public school teachers, with a majority being female and aged between 20-35 years old.
Results: Results showed that teachers in position 1 dominated, and most teachers and administrators had 1-10 years of teaching experience and school operation, respectively. The study found that affiliative and self-enhancing humor was high, while aggressive and self-defeating humor was low, as perceived by the teachers and administrators. Additionally, positive humor was high, and negative humor was low in the humor climate. The faculty members perceived high levels of extrinsic and intrinsic motivation, while administrators perceived high levels of both intrinsic and extrinsic motivation. The study found that faculty members had very high levels of commitment, indicated by their response to the statement, "I would be very happy to spend the rest of my career with this organization." However, they rated low in response to the statement, "I think that I could easily become as attached to another organization as I am to this one." Administrators had similar levels of commitment as faculty members. There was no significant relationship found between affective commitment and demographics, organizational humor, and motivations. However, the study concluded that positive humor and supervisors' supportive humor could impact the affective commitment of Secondary School teachers.
Conclusion: The study suggests that schools should prioritize creating a positive humor climate and supporting humor among supervisors to enhance the affective commitment of teachers.

Keywords: Organizational Humor, Affective Commitment, Secondary School Teachers, Positive Humor, Teacher Motivation

INTRODUCTION

Leaders engage in behaviors at the workplace that are intended to influence their subordinates' actions, and leadership is an interpersonal activity that has been studied extensively in the workplace. Leaders' transformational leadership style study examines one of the most commonly studied leadership behavioral styles not for its direct effects on employee effectiveness behaviors but instead for a secondary benefit that it may have. It may make the leader's use of humor more effective in motivating employees by encouraging their engagement with their work. With this, the research envisioned determined the relationship of organizational humor to the affective commitment of public secondary school teachers.

Goswami (2015) explained that leaders' use of humor is an interpersonal activity, just as the larger construct of leadership itself is. In the present study, the researcher conceptualizes leaders' humor as a relatively stable disposition or trait. When people perceive humor in another, they attribute the trait of a good sense of humor to that

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person. We posit that humor in the leader can make the subordinate experience positive emotions, which will result in a more engaged employee. There are many types of humor; however, affiliative, self-enhancing, aggressive, and self-defeating humor (Martin et al., 2015). Some of these are more positive, and some are more negative in character. The present study specifically examines positive humor as a potentially favorable leadership characteristic. Positive humor is defined as a trait or individual difference linked to attempt to amuse others with a benign and benevolent intent (Decker & Rotondo, 2015), and it can result in enjoyment in telling jokes, increasing interpersonal cohesiveness, and reducing stress (Martin et al., 2015). If it has these effects, then applied to leadership, positive humor can be an individual difference in leaders that enhances their leadership effectiveness with subordinates in the social setting of the workplace (Decker & Rotondo, 2015).

Commitment is a modest word and can become salient it's used in a relationship, leadership, and organization (Dizon & Sanchez, 2020; Sanchez, et al., 2022). Simplicity to the complexity of a thing without this commitment can become frail by any means. As a student with a lack of commitment to one's studies, parents and teachers will suffer the result of performance and the teachers to school managers as well.

Rusu (2015) reveals that organizational commitment is a necessary precondition for teachers' stability in secondary education institutions. Fostering employees' organizational commitment is considered to be the prime concern for present-day organizations to retain talented employees in a knowledge-driven economy (Neininger et al., 2010). When commitment is low, the quality of work is affected, and the organization's goal of success becomes blurry. Robbins (2015) and Sanchez (2022) claim that there is much research and evidence suggesting that organizational commitment leads to success and efficiency, and the lack thereof to absenteeism, turnover, and productivity.

Like any other organizations out there, schools are one which is concerned with increasing their faculty members' organizational commitment. The question of how to build up commitment among teachers is still a problem (Celep, 2016). Lower commitment creates dilemmas that both affect badly the effectiveness of the school and cause teachers to be less successful in their professional performance or to leave the profession (Celep, 2016). In fact, statistics show that approximately one-third of new American teachers leave their positions within the first five years of teaching (Allen & Palaich, 2000). In the same way, in the Philippines, numerous Filipino teachers leave the country and teach in other countries and sometimes give up their profession for caregiver or domestic helper job (Jobo, 2009).

The concern regarding increasing organizational commitment is definitely something of utmost importance to Secondary Schools in Dalaguete, Cebu. Mandated to focus on secondary education, the schools constantly strive to perform their fourfold functions, namely, instruction, and research. Being a public school, it has its own standards to follow and maintain. Being a relative government establishment, the struggle to maintain the standards is real. It has to regularly submit itself for evaluation and audits for quality assurance. It conducts regular performance evaluations for both teaching and non-teaching employees just to make sure that performance standards are kept. And maintaining all these standards requires a strong commitment from its faculty and staff. In fact, the schools envision becoming a producer of quality students. Such bold vision can only be realized when the people in the organization are strongly committed, and all their efforts are coordinated towards that goal. Otherwise, without the commitment of everybody, the vision, mission, and goals of the Department of Education will always be something that is far from becoming a reality (Muńoz & Sanchez, 2023).

A factor that can potentially affect affective commitment that this study will consider is humor in the workplace. Several researchers have suggested that some of the benefits of humor exist in the work domain. Many studies show that humor enhances work performance (Magnus & Glew, 2014), predicts organizational citizenship behavior (Javadi et al., 2015), influences employees' creativity (Amjed & Tirmzi, 2016), and many other positive benefits. The lack of

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humor may result in boredom. And boredom can have some negative consequences like resignation or withdrawal. The presence of negative humor may also be detrimental to relationships and organizational culture (Romero & Cruthirds, 2016). According to Robert and Yan (2017), much of the evidence supporting humor's benefits has been based on case study observational data or on extrapolations from research not conducted in organizational settings.

With all these, the researcher is keenly interested at exploring the level of affective commitment of the faculty members of Secondary Schools of Dalaguete so that interventions can be designed. This can also be a useful addition to the literature on organizational behavior in the academic setting. This research will also look into the dynamics of the relationships between faculty members and how these relationships affect overall organizational commitment.

To add more empirical foundation to the effect of humor in the workplace, this study will look into the different humor styles and the humor climate experienced by faculty members of the eight Secondary Schools in Dalaguete, Cebu, and correlates it with their affective commitment. Hence, this study hypothesizes that affective commitment among teachers is affected by humor style and humor climate in the workplace.

Objective

This research determined the influence of organizational humor on the affective commitment of Secondary School teachers of Dalaguete, Cebu, during the School Year 2018-2019 basis for designing a social technology program. Specifically, it sought to answer the following sub-problems:

1. What is the profile of the respondents' group according to:
   - 1.1 age and gender;
   - 1.2 highest educational attainment;
   - 1.3 tenure;
   - 1.4 position hold or designation; and
   - 1.5 relevant trainings and seminars attended?
2. What is the level of organizational humor as perceived by the respondents as to:
   - 2.1 humor styles;
   - 2.2 humor climate; and
   - 2.3 motivation?
3. What is the level of the affective commitment of the respondent's groups?
4. Is there a significant relationship between affective commitment and;
   - 4.1 demographics;
   - 4.2 organizational humor; and
   - 4.3 motivation?
5. Based on the findings, what social technology program can be designed?

METHODS

Research Design

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This research employed a quantitative approach utilizing normative and correlational methods as a means to gather and interpret the data and findings. The researcher adopted the Humor Climate Questionnaire by Cann et al. (2014), Humor Style Questionnaire by Martin et al. (2003), and the Commitment Scale by Meyer and Allen (1991). This was administered to a total of 180 respondents who are school heads and teachers of eight secondary schools of Dalaguete, Cebu, which include Caleriohan NHS, Caliongan NHS, Mantalongon NHS, Dalaguete NHS, Dumalan NHS, Casay NHS, Cawayan NHS, and Manlapay NHS.

Procedure

In the collection of data, the researcher first asked permission to conduct the study in the eight secondary schools of Dalaguete from the Schools Divisions Superintendent. Once permission was granted, the researcher coordinated with the Public Schools District Supervisors of Dalaguete, both Dalaguete District 1 and Dalaguete District 2, for their approval and also with the eight School Heads of the Eight Secondary Schools for scheduling of the administration of the tests. During the administration, the participants were oriented as to the manner of answering the tests and the confidentiality of their responses. They were informed that their participation was of utmost importance to this endeavor but was totally voluntary also. After the participants answered the questionnaires, their responses were collected. The collected data were consolidated, organized, and analyzed to answer the problems of the study. To analyze the data, weighted mean and Pearson correlation was utilized.

To quantify the responses on the level of Affective commitment Scale, Normative Commitment Scale, Humor Style, and Humor Climate; Positive Humor, Negative Humor, Outgroup Humor, and Supervisor Support, they are to rate using a 5-point scale. The following are the corresponding descriptions.

In addition, the age profile of the administrators reveals that majority of them belongs to 36 – 50 years old. This means that most of the administrators belong to mature adulthood as stated in the stages of psychosocial development by Erick Erickson.

Gender Profile. Part of Table 1 presents the gender profile of the faculty and administrator. It shows that there are more female teachers than male. This means that female teacher respondents outnumbered male teachers. It implies that there is more female individual prefer to teach than male. Moreover, the administrator respondents show that all of them are male. This means that male prefer administrative function than female. It implies that there were more male administrators in the public secondary schools in Dalaguete than female.

Educational Qualification Profile. This refers to the highest educational attainment of the faculty members and administrators. As shown in Table 1 the educational qualification of faculty members reveals that most of the faculty members have MA units. There are minimal numbers of teachers who graduated Master's degree and has doctoral unit. Further, it shows that majority of the administrators are Bachelor's degree with MA units. None of the administrators attained master's degree. This means that the administrators lacked educational qualification as revealed in the result.

Position. Position includes the different teaching positions in the Department of Education. The teacher shall hold a Teacher I position as the entry level item, and then they will undergo a process to reach Master 1. Table 1 shows the

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position of the faculty members in the secondary schools in Dalaguete. It reveals that teacher 1 position dominates among others while there are only few teachers holding master teacher positions. Moreover, the profile of the administrators in terms of position reveals that there is equal number of Teacher in Charge (TIC) and Principal positions. Only one (1) who was holding Head Teacher 1 position. This means that the number of administrators in the position is equally distributed.

Tenure. It shows that most of the teachers have 1- 10 years teaching experience. There is minimal number of teachers who have more than 21 years and above teaching experience. This means that teacher respondents are new to the service. Further, the length of experience of the administrators reveals that most of them have 1-10 years of experience in school operation. This means that administrators are new to the position. There is minimal number of administrators who have rendered more than 20 years in the service.

Number of Trainings and Seminars. It reflects in Table 1 that majority of the faculty members have 1 – 5 number of trainings and seminars. There are minimal number of teachers who participated 16 and up seminars and trainings. This means that teachers had less number of engagement in seminars and trainings. In addition, it reveals that majority of the school administrators had 1-5 trainings and seminars attended. There is only one administrator who participated in 16 and more number of trainings and seminars.

Level of Organizational Humor

Organizational humor is basically a humor which is about, takes place in, or affects organizational relations. Humors have the tendency of comic, absurd, or incongruous experiences to prompt amusement, often expressed via auditory and non-auditory behavior. This has three dimensions which include humor style, humor climate, and motivation. The level of organizational humor is determined through the perception of the faculty and administrators. This is discussed in separate table.

Humor Styles. This is one of the dimensions of organizational humor which focus on the different types such as affiliative, self-enhancing, aggressive, and self-defeating humor. Table 2 presents the dimensions of humor style as perceived by the faculty members and administrators. It shows that faculty member perceived that affiliative humor and self-enhancing humor were high and low in aggressive and self-defeating humor.

Intrinsic Motivation and Affective Commitment. It was found out that the p-value of 0.396 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between intrinsic motivation and affective commitment. Intrinsic motivation is not associated with affective commitment.

Extrinsic Motivation and Affective Commitment. It was found out that the p-value of 0.723 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant

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relationship between extrinsic motivation and affective commitment. Extrinsic motivation is not associated with affective commitment.

Social Technology Program

This social technology program is designed for public secondary school teachers and school heads. This program is planned based on the findings of the study. This will help improve and sustain the organizational commitment and affective relation of the teachers and school heads in the workplace. It focuses on the level of organizational humor in terms of humor styles, humor climate, and motivation; level of affective commitment and their interrelationships.

General Objectives

After the implementation of the social technology program, the following are the expected outcomes:

1. Improve organizational humor climate by sharing more on positive humor
2. Motivates even more the faculty member to perform better and improved strong dedication as the molders of the youth.
3. Increase emotional affection or their affective commitment to their organization.
4. Shared responsibilities in the school operation through volunteerism.

Implementation Scheme

This social technology program is designed for teachers and school heads in the public secondary schools in Dalaguete. This will be presented to the Public Schools District Supervisors in Dalaguete 1 and 2. The proposed program will be implemented this coming October 2019 during the Mid-year In-Service Training for Teachers and School Heads.

SOCIAL TECHNOLOGY PROGRAM

Areas of Concern	Objectives	Strategies	Persons Involved	Time Frame	Budget Allocation	Sources of Funds	Expected Outcome	Remarks

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Humor Style (Aggressive Humor) Humor Style (Self-defeating Humor)	To lower even more the level of humor style To discuss the aggressive humor style and self-defeating humor style To practice self-value and empathy	Personality Development Seminar	Teachers Administrators	Oct – Nov 2019	88,000	MOOE GAD SEF/LGU	There will no more bullying which is in a form of Aggressive Humor and Self-Defeating Humor	
Supervisor's support	To increase school heads' perception on supervisor support humor	Kapehan sa Dalaguete (Conference)	Administrators PSDS	May 2020	20,000	MOOE GAD SEF	The administrators will have high level of support for an organizational humor	
Positive Humor Style	To continually increase the level of positive humor	Scaffolding Game	Teachers/ Administrators	Oct – Nov 2019	85,000	LGU GAD SEF	There will be a continuous growth of positive humor in the working environment	
Motivation and Level Affective commitment	To recognize teachers loyalty to the organization	Teacher's Awardee Program	Teachers Administrators	Oct – Nov 2019	5,000	MOOE	There will be a motivation progress and strongly developed commitment and dedication among teachers and administrators	

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Conclusion

Based on the findings, it can be concluded that humor climate such as positive humor and supervisors' support humor influence the affective commitment of Secondary School teachers. Thus, teachers who have very high positive humor often encourage or support co-workers, something that they all enjoy sharing at work, humor of with co-workers often cheers them up, and co-workers makes the work more enjoyable in humor that ultimately create affective commitment to the organization.

Recommendations

The following the recommendation based on the findings of the study:

1. School heads may encourage teachers to continue graduate studies for them to be promoted to higher position and have a better remuneration.
2. School heads may initiate programs and projects that would develop teachers' commitment in the organization.
3. Rewards and recognition may be practiced once a year to motivate teachers in helping the attainment of organizational goals and objectives.
4. Teacher's empowerment is encouraged in the workplace to provide them the opportunity to show their affective commitment to the organization.
5. Extrinsic motivation is encouraged to stimulate teacher's willingness to work for the betterment of the organization.

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Public Junior High School Students' Perceptions of Authentic Assessment and Mastery of Cognitive Skills in Learning Social Studies

Frank Louie M. Gonzaga, LPT
Laguna State Polytechnic University, San Pablo City, Philippines

Abstract

Aim: The purpose of this study was to examine the correlation between the perceptions of public junior high school students regarding the significance of authentic assessment in the process of learning social studies and their proficiency in cognitive skills. The study sought to assess the extent to which participants perceived authentic assessment as relevant in the context of learning social studies. Furthermore, it aimed to evaluate their appraisal of their cognitive skills mastery in areas such as perception, attention, memory, and logical reasoning.
Methodology: This study employed a descriptive-correlational research design to examine the correlation between public junior high school students' perceptions of the significance of authentic assessment in learning social studies and their proficiency in cognitive skills, specifically in areas such as perception, attention, memory, and logical reasoning. The design, as explained by Creswell (2012), is suitable for exploring the relationship between variables and involves statistical correlation testing to measure the level of association between them. The use of this research design allows for quantitative analysis of data, providing insights into the potential impact of authentic assessment on students' cognitive development.
Results: The study revealed a strong positive correlation between participants' perceptions of authentic assessment's relevance in the context of learning social studies and their appraisal of cognitive skills mastery. The findings indicated that students who perceived authentic assessment as highly relevant also reported higher levels of proficiency in areas such as perception, attention, memory, and logical reasoning.
Conclusion: The perceived significance of authentic assessment in learning social studies is associated with enhanced cognitive skills development. Fostering a positive perception of authentic assessment in students can potentially contribute to the improvement of their cognitive abilities, thereby enhancing their overall academic performance in social studies.

Keywords: authentic assessment, perceptions, junior high school students, cognitive skills, social studies

INTRODUCTION

Assessment plays a central role in the field of education, shaping both teaching and learning experiences. As Sadler (2005) emphasizes, assessment involves evaluating students' overall performance and making assumptions about their learning. Assessment plays a major role in determining the status of educational achievements which in turn leads to improved educational landscape (Amihan & Sanchez, 2023; Salendab & Akmad, 2023; Sanchez, 2023a). The information gathered through assessment is crucial for informed decision-making regarding students' abilities, appropriate placement, and overall achievement. Furthermore, assessment procedures are instrumental in evaluating the effectiveness of curriculum, teaching methodologies, and instructional materials. The significance of assessment extends beyond the classroom, as it contributes to the global pursuit of quality education, as outlined by the Sustainable Development Goal (SDG) on quality education.

In the context of outcomes-based education, students' achievement encompasses not only their proficiency and fluency but also their ability to apply learned concepts to solve real-life problems. This highlights the importance of authentic assessment, which captures the concrete learning competencies of students and fosters their development as lifelong learners (Carvajal & Sanchez, 2023; Muńoz & Sanchez, 2023; Salendab & Dapitan, 2021; Salendab, 2023). Authentic assessment requires a comprehensive approach that incorporates both traditional assessment methods and innovative approaches.

While traditional assessment forms such as multiple-choice tests, fill-in-the-blanks, and true-false questions have their merits, they often fall short in measuring students' ability to apply knowledge and skills in real-world scenarios (Salendab & Cogo, 2022; Sanchez, 2020a). Authentic assessment, on the other hand, tasks students with completing meaningful, real-world assignments that demonstrate their practical application of essential knowledge

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and skills. It serves as a valuable tool for determining whether students can transfer their learning to real-life situations (Bañez, 2016).

In social studies education, the acquisition of factual knowledge and its application at personal, societal, and global levels is essential for students to become competent and productive citizens. As such, educators in this discipline are encouraged to employ both traditional and authentic assessment forms to holistically analyze students' achievements. This comprehensive assessment approach serves as a bridge between teaching and learning, ensuring that students acquire the necessary competencies in social studies.

Given the pivotal role of assessment in educational contexts, it is imperative to examine the impact of authentic assessments on students' mastery levels in subjects like social studies. By understanding how authentic assessments influence the acquisition of critical learning competencies, educators can assess the effectiveness of the implemented curriculum and the designed learning experiences (Dizon & Sanchez, 2020; Salendab & Laguda, 2023; Sanchez, 2023b; Sanchez, et al., 2022). This knowledge allows for informed decision-making regarding curriculum implementation and revision, as well as the design of effective instructional initiatives.

Despite the undeniable importance of assessment in pedagogy, there remains a gap in a comprehensive exploration of assessment principles. Rather than being rooted in well-established testing theories, assessment practices often emerge from teachers' experiential knowledge. Bridging this gap requires an in-depth understanding of assessment and its various dimensions. This research sought to address this gap by examining the role of authentic assessments as a tool for promoting critical thinking. Specifically, it investigated the influence of authentic assessment on students' mastery of cognitive skills and the development of their social skills within the context of social studies education. By shedding light on the impact of authentic assessments, this study aimed to contribute to the advancement of assessment practices and their alignment with educational goals.

While traditional assessment forms such as multiple-choice tests, fill-in-the-blanks, and true-false questions have their merits, their limitations in measuring the real-world application of knowledge and skills are evident in the Philippine basic education system. According to a study by Adalar et al. (2022), these traditional assessments often focus on rote memorization and regurgitation of information, rather than fostering critical thinking and problem-solving abilities. This narrow approach to assessment fails to capture the holistic development of students' competencies in subjects like social studies.

On the other hand, authentic assessment methods have shown promise in the Philippine context. For instance, project-based assessments have gained recognition for their ability to engage students actively and provide opportunities for the practical application of knowledge. The study conducted by Al-Hassawi et al. (2020) highlights the effectiveness of project-based assessments in enhancing students' critical thinking skills and promoting a deeper understanding of social studies concepts. Through hands-on projects, such as creating community maps or conducting research on local governance, students are able to demonstrate their understanding and apply their knowledge to real-world situations.

Another example of authentic assessment in Philippine basic education is performance-based assessments. These assessments evaluate students' abilities to perform specific tasks or skills related to social studies. In a study by Tumlos-Castillo et al. (2021), performance-based assessments, such as debates, simulations, and role-plays, were found to foster active participation and collaboration among students. These assessments not only measure students' subject knowledge but also their communication, problem-solving, and critical thinking skills, which are crucial for their development as responsible citizens.

By incorporating authentic assessment practices, the Philippine basic education system can address the gap between traditional assessments and the desired outcomes of quality education (Salendab & Dapitan, 2021b; Salendab, 2021; Sanchez, 2020b; Sanchez & Sarmiento, 2020). These assessment methods provide a more comprehensive and meaningful approach to evaluating students' competencies in social studies and other subjects. They encourage students to apply their knowledge to real-life situations, fostering a deeper understanding of the subject matter and promoting critical thinking skills necessary for active citizenship.

Objectives

The study examined the correlation between the perceptions of public junior high school students regarding the significance of authentic assessment in the process of learning social studies and their proficiency in cognitive skills. Specifically, the study aimed to achieve the following objectives:

1. Assess the extent to which Grade 8 students perceive the relevance of authentic assessment in learning Social Studies.

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2. Measure the mastery level of cognitive skills in Social Studies among Grade 8 students, specifically in perception, attention, memory, and logical reasoning.
3. Determine if a significant relationship exists between students' perception of the relevance of authentic assessment in learning Social Studies and their assessment of the mastery of their cognitive skills.

METHODS

Research Design

This study employed a descriptive-correlational research design to investigate the relationship between the perception of authentic assessment in learning social studies among junior high school students, and their mastery of cognitive skills. According to Fraenkel and Wallen (2008), descriptive research aims to examine the current state of a phenomenon, which could be an object, a place, a group of people, or an institution. Conversely, correlational research is a quantitative method used to establish relationships between two or more variables. As stated by Creswell (2012), this research design examines the connection between multiple variables to determine if they influence one another. In this design, statistical correlation tests are utilized to describe and quantify the degree of association between the variables. Data collection is conducted to test the hypothesis and obtain answers to questions regarding the current status of the subjects. The design provides a comprehensive understanding of the situation and explores the factors contributing to specific phenomena.

Given the aforementioned descriptive nature of the research, quantitative data can be gathered to survey the students' perception of the significance of authentic assessment in learning social studies. This data can then be paired with their mastery of cognitive skills and the development of their social skills through appropriate correlational techniques. The statistical analysis will elucidate how students' perception of the relevance of authentic assessment in learning social studies impacts their mastery of cognitive skills. This research design is well-suited for the study's objectives, which include assessing the participants' perceptions of the relevance of authentic assessment in learning social studies and evaluating their mastery of cognitive skills.

Population and Sampling

This study was conducted during the 2022-2023 academic year at Tanauan Integrated High School and focused on Grade 8 students who were taking *Araling Panlipunan* as part of their basic education curriculum. The participants were selected based on their successful acquisition of the essential learning competencies in Grade 8 Social Studies, which was determined through carefully designed learning activities and authentic types of assessment. The study utilized an incidental sample of 175 students, comprising all students from the five sections of Grade 8 at Tanauan City Integrated High School. These students served as respondents for the research. Each section consisted of 35 individuals, resulting in a total incidental sample of 175 students.

Instrument

A researcher-developed questionnaire was utilized to collect the necessary data for the study. The questionnaire was specifically designed to evaluate the significance of authentic assessment in social studies learning and the mastery of cognitive skills in the field.

The questionnaire was divided into three parts, each comprising a set of items that respondents could respond to by checking the corresponding box. The initial part of the questionnaire aimed to assess the relevance of authentic assessment in social studies learning. It encompassed five indicators: short investigation, open-response questions, self-assessment, visual representation, and policy-making. Respondents were requested to indicate the extent to which they deemed authentic assessment relevant to social studies learning on a scale of 1 to 5. A score of 1 denoted "to a very small extent," while a score of 5 denoted "to a very large extent." These indicators were deliberately chosen to encompass different facets of authentic assessment pertinent to social studies education.

The second part of the questionnaire focused on evaluating the mastery of cognitive skills in social studies. It consisted of subcategories such as perception, attention, memory, and logical reasoning. Within each subcategory, five items were included. Respondents were asked to indicate the extent to which they had mastered each item by selecting a score ranging from 1 to 5. A score of 1 represented "least mastered," while a score of 5 represented "extremely mastered." These items were devised to cover a range of cognitive skills essential for success in social studies.

Throughout the construction of the researcher-developed questionnaire, the researcher ensured that the items were clear, concise, and aligned with the study's objectives. The construction of the items drew upon existing

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literature and expertise in the field of social studies education. The researcher also sought validation from experts, including an Education Program Supervisor, Master Teachers, and a panel of examiners, to enhance the questionnaire's content validity.

Following the validation, a pilot testing phase was conducted with a group of 30 grade 8 students who were not part of the study. This step aided in identifying any potential issues or areas for improvement in the questionnaire. The reliability of the questionnaire was assessed using internal consistency analysis, specifically Cronbach's alpha coefficient. This statistical measure determines the extent to which the items within a scale or construct are interrelated.

The calculated Cronbach's alpha coefficients ranged from 0.77 to 0.90 for each indicator of the variables covered. These values exceeded the minimum acceptable level of 0.70, indicating that the questionnaire exhibited satisfactory reliability. This finding suggested that the items within each part of the questionnaire were internally consistent in measuring their respective constructs.

After confirming the reliability of the questionnaire through pilot testing and internal consistency analysis, the final version was administered to the target respondents. This comprehensive construction process ensures that the questionnaire is well-designed, valid, and reliable, enabling the researcher to collect accurate and meaningful data to effectively address the research objectives.

Data Collection

In the study, the researcher obtained approval from the Principal of Tanauan City Integrated High School to conduct a survey among Grade 8 students. After receiving approval, the researcher ensured that authentic assessments were implemented in Grade 8.

During the first quarter, authentic assessments were carried out in the Grade 8 Social Studies classes as part of the World Geography discussions. Students were assigned a short investigation to explore a specific topic within World Geography, focusing on the impact of climate change in a particular region or country. They presented their findings through a presentation and a multimedia project. Open-response questions were used to assess students' comprehension of critical concepts, such as the significance of natural resources or the effects of globalization. To gauge their understanding, students were asked to reflect on their learning and complete a self-assessment rubric, in addition to writing a brief essay on their key takeaways from a particular lesson or topic. Additionally, students demonstrated their understanding through visual representations, creating maps that highlighted important landmarks, natural resources, and population centers, as well as infographics that showcased key facts and figures related to a specific topic. Moreover, students were encouraged to engage in policy-making by researching a World Geography-related issue, such as immigration policies or trade agreements, and proposing a policy to address the problem. This activity aimed to help students apply their knowledge to real-world scenarios, fostering critical thinking and problem-solving skills.

In order to ensure that the authentic assessments ran smoothly during the first quarter, the researcher collaborated with the advisers and respective teachers to minimize disruptions to the regular class schedule.
The survey conducted by the researcher aimed to gather feedback from the participants regarding the significance of authentic assessments in learning social studies, particularly in terms of enhancing their cognitive skills and developing their social skills. The data collected from the respondents were quantitatively analyzed and interpreted with the assistance of a statistician.

Prior to conducting the survey, a formal consent letter was sent to the parents or legal guardians of the students, seeking their voluntary participation in the study. The parents or legal guardians were also informed that their child could withdraw from the study at any time without facing any penalties. The consent forms provided to them clearly outlined the research objectives, data collection methods, and activities involved, which were also explained to all the respondents. Measures were put in place to ensure the safety and privacy of the participants, and the researcher was committed to respecting their rights and addressing any concerns they may have had.

Data Analysis

The following statistical tools were used in treating the gathered data, which served as bases in the analysis and interpretation of data.

Before conducting any statistical analysis, a normality test was performed to assess whether the data followed a normal distribution. For parametric tests, such as the Mean and Pearson Product Moment Correlation, normality assumptions need to be met. For nonparametric tests, other distributional assumptions are considered. This step was crucial in establishing the accuracy of the statistical results.

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The Mean was used to determine the respondents' perception of the relevance of authentic assessment in learning social studies and their assessment of the mastery of their cognitive skills. This measure provides the average value of the respondents' perceptions and assessments.

The Standard Deviation was utilized to determine the extent to which the respondents' responses describing their perception of the relevance of authentic assessment in learning social studies and their assessment of the mastery of their cognitive skills deviate from their mean scores. This measure quantifies the variability or spread of the data points around the mean.

The Pearson Product Moment Correlation was employed to determine if a significant relationship exists between the respondents' perception of the relevance of authentic assessment in learning social studies to their assessment of the mastery of their cognitive skills. This statistical measure quantifies the strength and direction of the linear relationship between two continuous variables.

RESULTS and DISCUSSION

Relevance of Authentic Assessment in Learning Social Studies

To give an in-depth analysis and interpretation, the gathered data are arranged thematically and sequentially, resembling the presentation of the specific objectives posed at the beginning of the study.

Table 1. Relevance of Authentic Assessment in Learning Social Studies

Variables	Mean	SD	Interpretation
Short investigation	3.86	0.31	To a large extent
Open-Response Questions	3.83	0.57	To a large extent
Self-Assessment	3.80	0.60	To a large extent
Visual Representation	3.82	0.42	To a large extent
Policy Making	4.09	0.42	To a large extent
Overall	3.88	0.46	To a large extent

Legend: 4.21-5.00- To a very large extent, 3.41-4.20- To a large extent, 2.61-3.40- To a moderate extent, 1.81-2.60- To a small extent, 1.00-1.80- To a very small extent

Table 1 presents the results of the authentic assessment based on multiple indicators, displaying the mean, standard deviation, and interpretation for each indicator. The variables assessed were short investigations, open-response questions, self-assessment, visual representation, and policy-making. The means for all indicators were relatively high, ranging from 3.80 to 4.09, indicating that the students performed well overall on the assessment. The highest mean score was achieved in the policy-making indicator ($\bar{X}$ = 4.09), while the lowest mean score was observed in the self-assessment indicator ($\bar{X}$ = 3.80).

The consistently high mean scores across all indicators suggest that students were able to effectively apply their knowledge and skills to real-world situations. The low standard deviations for certain variables, such as short investigation, indicate that the assessment consistently measured the intended learning outcomes. However, the variability in scores for the self-assessment indicator can be attributed to the nature of the self-assessment process. Self-assessment is a complex undertaking that requires students to reflect on their learning, evaluate their abilities and limitations, and establish goals for future learning. This process can pose challenges for some students, potentially explaining the higher degree of variability in the scores for this particular indicator (Panadero, 2017).

The result suggests that the authentic assessment used in this study effectively measured students' ability to apply their knowledge and skills in practical settings. This supports the value of authentic assessment as a reliable measure of students' real-world competence (Salendab & Dapitan, 2020; Sanchez, 2022). Furthermore, the consistently high mean scores across all indicators indicate that the instructional methods and curriculum employed in the study were successful in promoting students' learning and achievement. For instance, a study by Archer et al. (2021) found similar results, indicating that authentic assessments can effectively measure students' ability to transfer their knowledge to real-world contexts. Moreover, a meta-analysis conducted by Greiff et al. (2015) demonstrated a positive relationship between self-assessment and academic achievement, supporting the notion that self-assessment plays a crucial role in enhancing students' learning outcomes.

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Respondents' Assessment of the Mastery of Their Cognitive Skills in Social Studies

To determine the respondents' assessment of the mastery of their cognitive skills in social studies, a survey questionnaire in the form of a self-assessment measuring their mastery of the cognitive skills along with perception, attention, memory, and logical reasoning was administered among them. The results of the survey questionnaire administered are presented in the succeeding tables.

Table 2 presents data on the respondents' self-evaluation of their cognitive skill mastery in social studies as compared to their perception. The table provides information on the respondents' own understanding of their abilities and how they perceive their skill levels in social studies.

Table 2. Mastery Level of Cognitive Skills in Social Studies Relative to Perception

As a grade 8 student studying Social Studies, I can easily…	Mean	SD	Interpretation
1. pickup information from mass media	4.13	0.45	Highly Mastered
2. interpret events from a sociological perspective	3.71	0.45	Highly Mastered
3. make conclusions from different forms of data	3.95	0.24	Highly Mastered
4. attach meaning to prevailing socio-historical events	3.87	0.71	Highly Mastered
5. formulate a response to a prevailing social condition	4.06	0.54	Highly Mastered
Overall	3.95	0.32	Highly Mastered

Legend: 4.21-5.00-Extremely Mastered, 3.41-4.20-Highly Mastered, 2.61-3.40-Moderately Mastered, 1.81-2.60-Slightly Mastered, 1.00-1.80-Least Mastered

According to the table, the respondents demonstrated a high level of mastery in social studies cognitive skills related to perception. All of the indicators for the items fell under the category of "highly mastered," with an overall mean of 3.95, indicating a high level of mastery. This result can be attributed to the understanding that perceptual skills are crucial for students to comprehend the phenomena that surround them, particularly in the context of social studies.

The ability to grasp numerous phenomena relevant to social studies involves several key aspects. Firstly, students must be able to gather information effectively ($\bar{X}$ = 4.13), interpreting the data they encounter ($\bar{X}$ = 3.71), and attaching meaning to it ($\bar{X}$ = 3.87). Furthermore, they should be able to draw conclusions ($\bar{X}$ = 3.95) that enable them to formulate responses to prevailing social conditions ($\bar{X}$ = 4.06). Álvarez-Martínez-Iglesias et al. (2021) describe these skills as essential, as they utilize sensory and cognitive processes that enable students to understand and appreciate the world around them. This understanding of phenomena through the interpretation of sensory information occurs when students possess sensory awareness, draw upon personal experiences, and engage in comprehension that ultimately leads to a response.

By emphasizing the development of perceptual skills, educators can enhance students' ability to comprehend and engage with the complex social phenomena they encounter. Moreover, this study's results align with recent research conducted by Saphier (1973), which demonstrated the positive impact of perceptual skills on students' academic performance in social studies. The study found that students who demonstrated higher levels of mastery in perceptual skills achieved significantly better grades in social studies exams compared to their peers who exhibited lower levels of mastery.

Table 3. Mastery Level of Cognitive Skills in Social Studies relative to attention

As a grade 8 student studying Social Studies, I can easily…	Mean	SD	Interpretation
1. filter relevant information from varied media sources	4.10	0.52	Highly Mastered
2. draw only necessary information from news reports	4.46	0.51	Extremely Mastered
3. distinguish factual information from opinions	4.41	0.51	Extremely Mastered

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4.	stay focused for some time on relevant social issues	4.45	0.58	Extremely Mastered
5.	perform academic tasks simultaneously	4.09	0.80	Highly Mastered
Overall		4.30	0.43	Extremely Mastered

Legend: 4.21-5.00-Extremely Mastered, 3.41-4.20-Highly Mastered, 2.61-3.40-Moderately Mastered, 1.81-2.60-Slightly Mastered, 1.00-1.80-Least Mastered

Table 3 illustrates the respondents' self-assessment of their proficiency in cognitive skills related to Social Studies, specifically in the aspect of attention. According to the table, the respondents demonstrated mastery in the cognitive skills required for Social Studies, which heavily rely on attention. This mastery is crucial for acquiring meaningful information that is essential in the field of Social Studies. Given that this discipline necessitates students to be mindful and attentive to facts and evidence pertaining to various areas of Social Studies, their cognitive abilities in relation to attention are refined. Consequently, they are capable of effectively filtering ($\bar{X}$ = 4.10), differentiating ($\bar{X}$ = 4.41), and extracting relevant information ($\bar{X}$ = 4.46) while simultaneously engaging in academic tasks ($\bar{X}$ = 4.09) and maintaining focus on pertinent social issues ($\bar{X}$ = 4.45).

Mackie et al. (2013) emphasized the dependence of meaningful information acquisition on attention. In a similar vein, the performance of attention has an impact on the rate of learning and, consequently, the effectiveness of memory. Developing and enhancing attentional abilities can lead to improved mastery of cognitive skills in Social Studies. Students who can effectively allocate their attention and filter out irrelevant information are better equipped to comprehend and retain important concepts and knowledge within this discipline (Sanchez, Sanchez & Sanchez, 2023). By providing students with opportunities to practice and develop their attentional abilities, educators can enhance their cognitive performance and facilitate more effective learning in Social Studies (Gamino et al., 2010).

Table 4. Mastery Level of Cognitive Skills in Social Studies relative to memory

As a grade 8 student studying Social Studies, I can easily		Mean	SD	Interpretation
1.	recall similar experiences on prevailing social issue	4.06	0.56	Highly Mastered
2.	retain important historical information	3.95	0.66	Highly Mastered
3.	become conscious of the current events affecting the society	3.93	0.86	Highly Mastered
4.	manipulate information related to history and society mentally	3.97	0.64	Highly Mastered
5.	recall historical events in a chronological and specific order	3.94	0.66	Highly Mastered
Overall		3.97	0.52	Highly Mastered

Legend: 4.21-5.00-Extremely Mastered, 3.41-4.20-Highly Mastered, 2.61-3.40-Moderately Mastered, 1.81-2.60-Slightly Mastered, 1.00-1.80-Least Mastered

Table 4 displays the self-assessment of respondents regarding their mastery of cognitive skills in Social Studies, particularly in relation to memory. The data from the table indicates that the respondents demonstrated a high level of mastery in the cognitive skills of Social Studies that require the use of memory. This mastery enables them to effectively monitor their own learning process. Such monitoring plays a crucial role in facilitating the retention ($\bar{X}$ = 3.95), recall ($\bar{X}$ = 3.94), and manipulation of historical information ($\bar{X}$ = 3.97), while keeping them cognizant of current events ($\bar{X}$ = 3.93) and other experiences that impact society ($\bar{X}$ = 4.06). These skills are vital for the development of higher-order thinking abilities.

Supporting this observation, Adalar et al. (2022) found that memory serves as a powerful tool in promoting student-centered learning within the field of Social Studies. They highlight its significant contribution in encouraging all students to monitor their own learning progress, thus raising their awareness of the information they are capable of remembering. This heightened awareness plays a critical role in the acquisition of advanced thinking and creative skills. Studies by Gamino et al. (2010) and Greiff et al. (2015) corroborate the notion that memory plays a crucial role in the acquisition and application of higher-order thinking skills. Gamino et al. (2010) conducted a study that examined the long-term effects of memory training on students' cognitive abilities. The results demonstrated a

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significant positive relationship between memory training and the development of higher-level thinking skills in various academic domains, including Social Studies.

Table 5. Mastery Level of Cognitive Skills in Social Studies relative to Logical reasoning

As a grade 8 student studying Social Studies, I can easily…	Mean	SD	Interpretation
1. perform a scientific and empirical investigation	3.95	0.67	Highly Mastered
2. rationalize decisions and conclusions based on a given problem	4.06	0.85	Highly Mastered
3. present the broad reality or big picture of an argument	4.10	0.72	Highly Mastered
4. draw broad conclusions from specific observations	4.05	0.56	Highly Mastered
5. illustrate a tangible pattern out of data to support a hypothesis	3.73	0.57	Highly Mastered
Overall	3.98	0.52	Highly Mastered

Legend: 4.21-5.00-Extremely Mastered, 3.41-4.20-Highly Mastered, 2.61-3.40-Moderately Mastered, 1.81-2.60-Slightly Mastered, 1.00-1.80-Least Mastered

Table 5 displays the self-assessed mastery of cognitive skills in Social Studies, specifically focusing on logical reasoning, by the respondents. The table reveals that the respondents demonstrated a high level of mastery in Social Studies cognitive skills that necessitate logical reasoning. The overall mean score for this mastery is 3.98, indicating a high level of proficiency. This considerable mastery of logical reasoning skills enables students to effectively justify decisions and draw conclusions ($\bar{X}$=4.06) by engaging in scientific and empirical investigations ($\bar{X}$=3.95), which further enhance their ability to present a comprehensive understanding of reality ($\bar{X}$=4.10), draw general conclusions ($\bar{X}$=4.05), and identify discernible patterns within data to support a hypothesis ($\bar{X}$=3.73). These reasoning-based activities play a crucial role in facilitating knowledge acquisition and the development of logical competence among learners, as they engage in experiential and logical processes. Empirical evidence suggests that this analytical competence, as highlighted by Nunes et al. (2010), acts as a causal factor in learning and significantly contributes to academic performance. For instance, Gómez-Veiga et al. (2018) conducted a study examining the impact of logical reasoning skills on academic achievement. Their results corroborate the current study's findings, demonstrating a positive relationship between logical reasoning abilities and academic performance. Furthermore, in a study by Shi and Qu (2022), they found that students who exhibited strong logical reasoning skills were more likely to excel in their social studies coursework.

Relationship between the Students' Perception of the Relevance of Authentic Assessment in Learning Social Studies and their Assessment of the Mastery of their Cognitive Skills

The two variables were correlated using the appropriate statistical measure to determine if there is a significant relationship between the student's perception of the relevance of authentic assessment in learning Social Studies and the mastery of their cognitive skills. The results are presented in Table 6.

The table presents an illustration of the correlation between respondents' perception of the relevance of authentic assessment in learning Social Studies and their assessment of the mastery of their cognitive skills. The table clearly demonstrates a significant relationship between the two variables.

Table 6. Relationship between the Perceived Relevance of Authentic Assessment and Mastery Level of Cognitive Skills in Learning Social Studies

Authentic Assessment	Mastery Level of Cognitive Skills			
	Perception	Attention	Memory	Logical Reasoning
Short investigation	.564**	.396**	.528**	.616**

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Open-Response Questions	.800**	.731**	.662**	.804**
Self-Assessment	.530**	.650**	.444**	.472**
Visual Representation	.853**	.771**	.841**	.682**
Decision Making	.780**	.754**	.585**	.817**

***. Correlation is significant at the 0.01 level (2-tailed).*
**. Correlation is significant at the 0.05 level (2-tailed).*

Upon examining the combination of the short investigation method with mastery of cognitive skills, the strongest correlation is observed between the process and logical reasoning. Following closely behind are perception and memory. On the other hand, the weakest correlation is observed between the short investigation method and attention. All correlations presented in the table have a significance level of 0.01, indicating that the observed associations are highly unlikely to have occurred by chance. As a result, the data suggest that the short investigation method of authentic assessment may serve as an effective tool for assessing and improving cognitive skills, especially in the areas of logical reasoning, perception, and memory. This finding aligns with the results of a study conducted by Rosário et al. (2020), which also highlighted the effectiveness of the short investigation method in enhancing cognitive skills through problem-solving, critical thinking, and decision-making.

Based on the obtained results, it is evident that utilizing open-response questions as an authentic assessment is significantly correlated with the mastery of cognitive skills in four key areas: perception, attention, memory, and logical reasoning. Each cognitive skill exhibits a positive correlation coefficient, with perception having an r-value of .800, attention an r-value of .731, memory an r-value of .662, and logical reasoning an r-value of .804. These positive correlations suggest that the implementation of open-response questions in authentic assessment effectively promotes and measures the mastery of cognitive skills in the aforementioned areas. This positive correlation can be attributed to the theory of constructivism, which emphasizes learners' active construction of knowledge by integrating new information with existing knowledge and experiences. Recent research conducted by Mohanan and Selvan (2021) explored the relationship between open-ended assessment and cognitive skills among medical students, with findings indicating that open-ended assessment significantly enhanced students' cognitive skills, particularly in critical thinking and problem-solving. The authors of the study propose that open-ended assessment tasks stimulate the active construction of knowledge and facilitate the development of cognitive skills necessary for solving complex problems in real-life scenarios.

Furthermore, the table also displays the correlations between self-assessment and mastery of cognitive skills, specifically in perception, attention, memory, and logical reasoning. The results reveal a positive relationship between self-assessment and the mastery of these skills, with correlation coefficients ranging from .444 to .650. All of these coefficients are statistically significant at the .01 level, indicating that individuals who possess a better ability to self-assess their competencies in these areas are more likely to have a higher level of mastery in the corresponding cognitive skills. This finding demonstrates that learners who can accurately assess their knowledge and abilities are more inclined to engage in effective learning strategies, ultimately leading to higher levels of mastery (Zimmerman, 2013; Sanchez, 2020b).

Moreover, a strong positive correlation is identified between visual representation and the mastery of cognitive skills in perception, attention, memory, and logical reasoning. This implies that visual representation may serve as a more effective means of measuring the mastery of cognitive skills, as it assesses students' ability to apply their knowledge and skills through graphical representations rather than merely recalling information during a test. This finding aligns with the research conducted by Savic and Vujicic (2021) and Sanchez (2020c), which suggests that visual representation contributes to deeper learning and better retention of information. This can be attributed to the fact that visual representation requires students to employ higher-order thinking skills, leading to more meaningful learning experiences.

When examining the correlation between decision-making and mastery of cognitive skills, the data presented in the table indicates a strong positive correlation. Higher levels of mastery in cognitive skills are associated with improved decision-making abilities. This finding is supported by Frey and Pedroni (2020), who argue that cognitive skills, such as attention and logical reasoning, play a crucial role in successful decision-making. According to their perspective, cognitive abilities are essential for accurate prediction, option evaluation, and

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selection of the optimal course of action. Thus, this correlation supports the notion that enhancing cognitive skills can lead to improved decision-making.

In general, the computed correlation coefficients (r-values) reveal a significant positive correlation at the 0.01 alpha level. This suggests a meaningful relationship between the variables under investigation. As a result, the researcher rejected the null hypothesis. This significant relationship between the respondents' perception of the relevance of authentic assessment in learning social studies and the mastery of their cognitive skills implies that authentic assessment promotes self-regulation and autonomy, making students more mindful of their learning. This finding is consistent with Vu and Dall'Alba's (2014) emphasis on the role of authentic assessment in automating and empowering students, as it engages them in meaningful processes and evaluations, ultimately leading to improved performance across various subjects.

CONCLUSION

The study produced several notable findings. The respondents perceived short investigations, open-response questions, self-assessment, visual representation, and policy-making as authentic assessments that were highly relevant to learning Social Studies. The respondents demonstrated a high level of mastery in cognitive skills related to Social Studies, including perception, memory, and logical reasoning. They also displayed an exceptional level of mastery in cognitive skills requiring attention. Furthermore, a significant relationship was observed between students' perception of the relevance of authentic assessment in learning Social Studies and their assessment of their cognitive skills. As a result, the null hypothesis proposed in the study was rejected.

RECOMMENDATIONS

Based on the study's results and conclusions, the following recommendations are proposed. To maintain students' positive perception of the relevance of authentic assessments in learning Social Studies, teachers can design real-life and real-world learning experiences and activities that allow students to apply their cognitive skills. Additionally, since students have demonstrated highly developed social skills, the Social Studies subject coordinator may collaborate with the Social Studies teachers to create co-curricular and extra-curricular activities that require student participation and allow them to showcase and capitalize on their social skills. Furthermore, given the positive correlation between authentic assessments and both cognitive skill mastery and social skill development, the school principal, along with the Social Studies coordinator and teachers, may lead a teaching demonstration festival focused on sharing best practices in utilizing authentic assessments to sustain students' cognitive and social skills. Moreover, the Head of the Social Studies department could collaborate with various student organizations within the school to initiate activities and programs that provide opportunities for students to enhance their cognitive and social skills, such as producing documentaries on relevant social issues and engaging in similar activities. Finally, conducting additional studies to further explore the impact of authentic assessment on enhancing students' cognitive and social skills in Social Studies is recommended.

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Impact of Social Media on the Academic Performance and Behavior of Grade 10 Students in Selected Public Secondary High Schools: Inputs to an Enhanced Guidance Program

Roderick G. Frades
Talonga National High School, Sorsogon, Philippines

Abstract

Aim: The study was conducted to determine the impact of social media on the academic performance and behavior of students in selected public secondary schools.
Methodology: The study made use of the descriptive correlational method of research with the questionnaire as the main instrument for gathering the needed data. The respondents of this study were three hundred (300) randomly selected grade 10 students of the three selected big public secondary schools: Bagumbayan National High School, Upper Bicutan National High school and Bagumbayan National High School, Division of Taguig City and Pateros, School Year 2016– 2017, where the researcher is also teaching.
Results: The significant relationship between the use of social media and the academic performance of the students revealed the following: there was a significant relationship on the academic performance as to student's purpose of visits and the time spent in daily visits. However, there was no significant relationship using the social media on the academic performance of the student dealing with frequency of visit. Moreover, relationship between the use of social media in terms of respect for authorities revealed a significant effect as to their purpose but with no significant effect on the frequency of visit and time spent per hour daily. The relationship between the use of social media and student's behavior in terms of general conduct in the classroom shows a significant effect on the purpose of visit and time spent in daily visit but of no significant effect in their frequency of visit. However, relationship between the use of social media and student's behavior in terms of their attitudes towards classmates indicated no significant effect to students in terms of purpose, frequency and time spent per daily visit.
Conclusion: Dealing with behavior of students with respect to authorities' results shows that a somewhat admirable behavior pertaining to authorities some students had. The behavior of students in terms of general conduct in the classroom manifests a somewhat admirable behavior also. It is evident that students' behavior is influenced already by exposure to social media sites. The behavior in terms of attitudes towards classmates and peers is also verbally interpreted as somewhat admirable.

Keywords: Social Media, Academic Performance, Behavior, Enhance Guidance Program

INTRODUCTION

Social networking comes with a lot of features, so its users are increasing day by day. Social network played a major role in communication. It is a great tool to keep in touch with family and friends, and colleagues. It offers great benefits for personal, educational, and professional purposes. Researching materials for articles becomes easier. With so many modes of communication, we all feel that we are lucky, but the ground reality is that we have become slaves to these modes. We are glued to one gadget or the other around the clock. Even kids are not behind. Rather than playing outdoors, they are busy creating social network profiles. As we are deeply engrossed in the social network, it has hampered personal bonds. With every advancing day warmth and real connections are sinking. Social networking helps us to connect with new people. It has also impacted how people make friends these days. Instead of meeting face-to-face people nowadays are happy to scroll through an endless list of bite-sized personal information or interact through comments or even chat with multiple people simultaneously.

The researcher concentrated on the three big nearby schools Namely Bagumbayan National High School, Upper Bicutan National High School, and Signal Village National High School.

On July 26, 1999, the newly elected Congressman Allan Peter Cayetano endorsed a bill in the House of Representatives known as the "Act Establishing a National High School in Brgy. Bagumbayan Taguig to be known as Bagumbayan National High School". Finally, Republic Act. No. 3845 was passed by the House of Representatives and Senate on October 9, 1999, and June 8, 2000, respectively. Two years after the approval of the said act. Bagumbayan National High School opened its door to the students in June 2002 with 485 freshmen, 6 teachers, and

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5 makeshift classrooms located in C.P. Sta. Teresa Elementary School. At present, Bagumbayan National High School has 25 classrooms with a 3-story, 9-classrooms building under construction. There are almost 4,000 students enrolled in this S.Y. 2011-2012 being handled by a strong teaching force of 98 faculty members. The school is under the leadership of Dr. Noemi O. Bayle(principal)

Another respondent of the study is the Upper Bicutan National High School teaches students in grades seventh through tenth in Taguig, Fourth District of the National Capital Region. The school has 31 instructional rooms and 4 non-instructional rooms, which are all powered by a power grid. With 4,121 students, the class size is around 133 students. Guia R. dela Cruz oversees the school, acting as the school's Principal. Signal Village National High School teaches students in grades seventh through tenth in Taguig. Fourth District of National Capital Region. The school has 79 instructional rooms and 35 non-instructional rooms, which are all powered by a power grid. With 8,052 students, the class size is around 102 students. Eleanor F. Abisado EdD oversees the school, acting as the school's Principal.

Social media has both positive and negative benefits, but most people overlook the positive benefits and rather concentrate on the negative influences on youth and society. An estimate shows that in 2018 there will be 2.67 billion social network users around the globe up from 1.9 billion in 2014.

Now all types of information can be accessed via the internet and every important subject can be discussed and debated on social media. Nowadays even organizational meetings can be held on social media to cut down costs, time, and stress; these meetings are held on social platforms like skype, viber and due to their video chat functions and even group chat. It has totally become impossible for some companies to maintain control over data. Advertising business and work opportunities enable the youth to attain jobs easily. Spending time on social media may seem like a waste of time. For instance, Facebooking, instagraming, snapchatting, whatsapping all the "ings". Sharing photos, posting pictures and writing will seem like time being wasted as opposed to being invested. Social media helps build our social relationships in the sense that, being on campus we might not be able to make friends. Social media is a step in making new friends. It helps the youth build relationships by knowing ourselves better and probably in the future, we might end up helping ourselves.

On the other hand, social media is a very good example to the youth as a source of entertainment where we follow and like most of our favorite songs and artists, check out new clothing and hairstyles. Social media sites keep us abreast of happenings around the world. The students find it difficult to buy newspapers. Social media is now here, and with it, the students get to know what is happening outside the country and in our country as well. Moreover, it is even educating by informing us to know the institution we would like to further after senior high schools and universities. It gives information on scholarships to the various types of institutions around the world, which makes it very exciting and motivates us too. It also informs us about the awareness of job opportunities for the students during vacation and landing a job after graduation as soon as possible.

According to Mensah (2013), Social media sites enable us to communicate in speedily and efficiently manner like on Facebook Messenger, Twitter, etc. It makes it easier to get in touch with friends and families living outside the country and even closer family members batch mates and long-lost relatives. It allows us to communicate easily and effectively. Social media has eventually made the world a global village where anyone at any point in time talks to a friend or someone at the other end of the world with little or no stress.

The purpose of this study is to explore what is the impact of social networks on the lives of students especially in academic and how are their behaviors affected positively or in contrary by these modes of changes on the communications.

Objective

The study was conducted to determine the impact of social media on the Academic Performance and Behavior of Students in Selected Public Secondary Schools.

Hypothesis

There is no significant relationship between the academic performance and the behavior of students on the use of social media network of the Grade 10 students.

METHODS

Research Design

The study made use of the descriptive correlational method of research with the questionnaire as the main instrument for gathering the needed data. According to Sevilla (2002), this method involves the collection of data to

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test the hypothesis or to answer questions concerning the status of a subject of the study. It describes the nature of the situation as it exists and explores the causes of these phenomena. Thus, this method applies to search and prove hypothetical questions about the social media impact on students' academic performance and behavior.

Moreover, the respondents of this study were three hundred (300) randomly selected grade 10 students of the three selected big public secondary schools: Bagumbayan National High School, Upper Bicutan National High school and Bagumbayan National High School, Division of Taguig City and Pateros, School Year 2016– 2017, where the researcher is also teaching.

Procedure

A two-part questionnaire was prepared specifically to answer the problems posed in the investigation. Part I consists of information regarding the student – respondents' background, namely, age, gender. The researcher believed that these variables largely contribute to the findings of the study.

Part II of the questionnaire deals with the impact of social media to the students in frequency and time spent on visits on social networking site, the students' academic performance and behavior in terms of respect to authorities, classmates, and conduct inside the class. It includes also questions on what the significant effect towards their academic performance and behavior using social media are.

A draft of questionnaire was presented to the adviser for critiquing. The questionnaire was also validated by a group of experts before the actual survey was conducted.

After the validation of the research questionnaire, the researcher wrote a letter to the Superintendent of the Division of Taguig City asking permission to conduct a study. A letter of request was given to the school heads to conduct the study and administer the questionnaire to the target respondents. Upon approval of the school head, this started the distribution of the questionnaires to the respondents and retrieved them after accomplishment. This was done personally by the researcher to ensure complete retrieval of questionnaires. The data were then collected, tabulated, analyzed, and interpreted.

Ethical Consideration

Before the conduct of the study, the researcher submitted a written request to the principal's office to ask permission to conduct the study assuring there will be no risks involved in the execution of the study.

Treatment of Data

All data gathered were arranged, tabulated, presented, and analyzed using the Correlation Coefficient for statistical analysis if there is a significant relationship between the academic performance and the behavior of students on the use of social media networks of grade 10 students.

RESULTS and DISCUSSION

This presents tables and interpretations of the data. Some analyses supported and added substance to the results and discussions. Related literature and studies were also part of the argument.

Purpose and Frequency of Visits to Social Networking Sites

Purpose and frequency of visit	Weighted Mean	Verbal Interpretation	Rank
1.To find information	2.82	F	8
2. Play online games	3.54	VF	1
3. Share videos, pictures	3.28	VF	2
4. Listen to music	2.91	F	6
5.Browse newsfeeds	3.04	F	4
6.Call friends, family and relatives	2.84	F	7
7.Connect with classmates and teachers	2.92	F	5
8. Communicate with schoolmates and teachers regarding school activities, assignments, and projects	3.06	F	3
Over – All Mean	**3.05**	**F**	

Legend:
3.26 -4.0 Very Frequent (VF)
2.50 – 3.25 Frequent (F)
1.76 – 2.5 Seldom (S)
1.0 – 1.75 None (N)

The table shows the purpose and frequency of visits to Social Networking Sites. It is very evident that most of the students prefer to play online games ranking highest in the indicators with a 3.54 weighted mean and very frequent verbal interpretation, followed by sharing videos and pictures having a weighted mean of 3.28 with a very

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frequent verbal interpretation. This means that they intend to visit the social networking sites not for academic purposes. Most of the student frequent interpretation on visits to the Networking sites were: communicating to classmates and teachers regarding assignments , projects and school activities with a weighted mean 3.06 rank 3,followed by browsing newsfeeds with a weighted mean of 3.28 and ranked 4 , next is connecting with classmates and teachers having a weighted mean of 2.92 ranked 5 another is listening to music with a weighted mean of 2.91 and it ranked 6.In the same manner having the frequent interpretation but falls on the lowest ranked is calling friends , family and relatives with a weighted mean of 2.84 and the last preferred by students is to find information having the last rank with a weighted mean of 2.82.The over-all weighted mean is 3.05 having a Frequent verbal interpretation.

It can be deduced from the data that most students prefer to visit the social networking sites for educational purposes, but it is evident that most of their spare time was spent on online games instead on studying and preparing assignments for school. When interviewed the respondents said that they found the online games entertaining, relaxing whereas school assignments were threatening. This supports Lenhart's findings mentioned earlier.

Time Spent Per Day in Social Networking Sites

Time Spent (in Hours)	Frequency	Percent
More than 6	18	5.0
5 – 6	28	8.0
3 – 4	72	20.0
1 – 2	147	41.0
Less than 1	95	26.0
Total	**360**	**100.0**

Average : 2:20 0r 2 hours and 12 minutes

It could be gleaned from table that Time spent per day in visiting social Networking Sites one to two (1-2) hours per day with a frequency of 147 0r 41 percent. This shows that most students are not yet aware on how to manage time properly in doing school related tasks. Some spent Less than 1 hour having a frequency of 95 or 26 percent followed by 3 to 4 hours with a frequency of 72 or 20 percent. However, it also shows that most of the students do not spend much time per day in social networking site visits because it shows that only few spent more than 5-6 hours with only frequency of 28 or 8 percent and much more than 6 hours a day shows only few having a frequency of 18 or only 5 percent. It shows that based on the data above the average total time spent of students per day on social networking sites visits is 2:20 0r 2 hours and 12 minutes respectively.

In exploring how students use social media, Wang et. al., (2010) report that most college students spent vast number of hours accessing social media sites. Ninety percent of students surveyed spent their time on entertainment. While eighty percent of the sample admitted that they posted or responded while completing homework, not too many college students preferred using social media to do their homework. Thus, the present research findings confirm those of Wang's.

Academic Performance of the Students

Range of Grades	Verbal Interpretation	Frequency	Percent
96 and above	Excellent	3	0.83
91 – 95	Very Good	20	5.56
86 -90	Good	90	25.00
81 – 85	Average	144	40.00
76 – 80	Below Average	97	26.94
75 and below	Poor	6	1.67
X = 83.42	**Average**	**360**	**100.00**

Legend:

96 and above	Excellent
91-95	Very Good
86-90	Good
81-85	Average
76-80	Below Average
75 and below	Poor

The table indicates the academic performance of the students using social networking sites. It shows that most student respondents have an average grade of 81-85 and a frequency of 144 or 40 percent. This implies a

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slight decline in their academic performance as they frequently visit social media sites. It is followed by the below average interpretation with a grade ranging 76-80 and a frequency of 97 or 26.94 percent. Some have good grades in interpretation ranging from 86-90 with a frequency of 90 or 25 percent. On the other hand, only a few got an excellent grade ranging from 96 and above with a frequency of only 0.83 percent or less than at least one percent. It simply shows that these students exposed to social networking sites have an average grade range of 83.42 with an average verbal interpretation only.

Behavior of the Students in terms of Respect for Authorities, General Conduct in the Classroom, and Attitudes towards classmates and peers

Respect for Authorities	**Weighted Mean**	**Verbal Interpretation**
1.Shows respect to teachers and principals	3.38	VA
2. Demonstrates kindness and politeness to teachers	2.96	SA
3. Adheres to the rules and regulations of the school	3.08	SA
4. Respect the rights of others	2.36	LA
5. Considers the feelings of others	2.16	LA
Over-all Mean	**2.79**	**SA**
General Conduct in the Classroom	**Weighted Mean**	**Verbal Interpretation**
1. Participates actively in classroom discussions	3.40	VA
2. Fosters interpersonal relationship among students and teachers	2.66	SA
3. Stimulates innovative ideas	2.17	LA
4. Shows attitude of being lazy and inactive in the class	3.28	VA
5. Alleviates feeling of routine boredom and less sociable	3.21	SA
6. Promotes health and study habit	2.48	LA
7. Engages in cutting classes and absenteeism	2.75	SA
Over-all Mean	**2.85**	**SA**
Attitudes toward classmates and peers	**Weighted Mean**	**Verbal Interpretation**
1. Encourages to participate actively in class	2.52	SA
2. Shares new information and knowledge	2.44	LA
3. Collaborates with peer on performing new tasks	2.96	SA
4. Gives fair treatment to all classmates	2.46	LA
5. Does not dominate classroom discussions	3.27	VA
6. Seeks help of others on different assignments	3.62	VA
7. Recognizes the contribution of others in group assignments	3.18	SA
Over –all Mean	**2.92**	**SA**

Legend:		
	3.26 – 4.0	Very Admirable (VA)
	2.51 – 3.25	Somewhat Admirable (SA)
	1.76 – 2.50	Less Admirable (LA)
	1.0 – 1.75	Not Admirable (NA)

The table show students' behavior in terms of respect for authorities. Showing respect to teachers and principals are with high regards to students showing a very admirable verbal interpretation with a weighted mean of 3.38. This is an indication that student's behavior will be affected greatly if exposed most of the time to social networking sites. It is shown also that some students have somewhat admirable behavior in terms of adhering to the rules and regulations of the school with a weighted mean of 3.08 same with demonstrating kindness and politeness to teachers with a weighted mean of 2.96.This simply shows that not all students adheres to the rules and regulations of the school because it is evident that there are cases from day to day in the guidance office regarding misbehavior of students. Nevertheless, some have less admirable characteristics behavior towards respect for the rights of others with a weighted mean of 2.36 and being considerate to the feelings of others with a weighted mean of 2.16. The result shows that most of the students show a somewhat admirable behavior towards respect for authorities as indicated in the Over-all mean result of the data with a 2.79 value. The present research negates Eric Sigman's which cited in the study of Macrae (2009) that a growing lack of adult authority has bred a spoilt generation of children who believe grown-up must earn their respect.

It also gleaned from the table that the behavior of the students in terms of their general conduct in the classroom shows to be very admirable in participating actively in classroom discussions with a weighted mean of 3.40.This implies that students who use social media develops a critical thinking behavior to actively participate in the classroom interactions Also with showing the attitude of being lazy and inactive in the class with a weighted mean of 3.28.This shows that teachers should be mindfully aware with this students behavior because of their limited attention span Somewhat Admirable attitudes manifest in the behavior to alleviate feeling of routine boredom and less sociable with a weighted mean of 3.21.,engaging in cutting classes and absenteeism with a weighted mean of 2.75 and fostering interpersonal relationship among students and teachers with a weighted mean value of 2.66.A

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Less admirable behavior among students' general conduct in the classroom is promoting health and study habit with a weighted mean of 2.48 and the last is in stimulating innovative ideas having a weighted mean of 2.17. The result shows that students don't bother to push themselves to think critically and creatively because their attention is focused on non-educational concepts but more of social media. The result shows an over-all mean value of 2.85 with a verbal interpretation of somewhat admirable characteristic behavior.

According to Wang et. al. (2011), students use social media tools for many purposes such as access to information, group discussion, resource sharing and entertainment. This has generated speculation on their use and related positive and negative implications, in both the short and long terms. As several studies demonstrate, social media interaction could have positive and negative effects on students. They can provide flexibility in learning, stimulate innovative ideas, and increase interpersonal relationships among students and instructors. These tools, however, can have negative impacts on students as they might distract their attention from the learning process, reduce their physical social interaction and make them potentially addictive.

Moreover, the students behavior in terms of their attitudes towards classmates and peers indicates a very admirable results on verbal interpretations in seeking help of others on difficult assignments with a weighted mean of 3.62 and another is not dominating the class discussions whose results fall on a weighted mean 0f 3.92.For Somewhat Admirable attitudes results are: recognizing the contribution of others in group assignment with a weighted mean of 3.18,collaborating with peers on performing new tasks with a weighted mean of 2.96 and encouraging others to participate actively in class with a weighted mean of 2.52. Moreover, some students' behaviors show a less admirable results for sharing new information and knowledge with a weighted mean of 2.44 and lastly in giving fair treatment to all classmates with a weighted mean of 2.46. Yet, students' over-all mean results shows that students still have somewhat admirable behavior towards classmates and peers. The forecited data show the big potential of use of social media in developing very admirable attitudes such as not dominating class discussions and seeking other assignments for assignments.

Relationship Between the Use of Social Media and the Academic Performance of the Students

Use of Social Media	Computed Chi-Square Value	Degrees of Freedom	Critical X^2 Value at 5%	Decision	Remarks
Purpose	51.48	35	49.73	Reject Ho	Significant
Frequency of Visit	18.211	15	24.99	Accept Ho	Not Significant
Time Spent in Daily Visit	46.98	20	31.41	Reject Ho	Significant

Using the Chi- Square test, the table shows the relationship between the use of social media and the Academic Performance of Students. In terms of Purpose, the computed X^2 – value is 51.48 which is greater than the critical X^2 value at 5% (49.73) at 35 degrees of freedom. The null hypothesis is rejected. Hence, the use of social media improves the user's academic performance. In terms of Time Spent in Daily Visit the null hypothesis of no significant relationship is also rejected since computed X^2 = 46.98 > critical X^2 value at 5% which is 31.41. This shows that minimum number of hours spent for social media generates better academic performance. However, in case of Frequency of visit, computed X^2 = 18.211 which is less than 24.99, thus, the null hypothesis is accepted. The use of social media does not significantly affect class performance. The test shows that the academic Performance of the students is significantly affected by the Purpose and Time Spent in Daily Visit of Social Media Sites.

In the study conducted by San Miguel (2009) focused on the relationship between time spent on Facebook and the academic performance of students. The overall findings indicated" more time on Facebook equals slightly lower grades. In his study, the average Facebook user had a GPA of 3.0 t0 3.5, while the non – Facebook user had a GPA of 3.5 – 4.0. Also, the average Facebook user study for 1-5 hours per week while the non-Facebook user would study 11-15 hours per week.

The study conducted by Enriquez (2010) revealed that students who multi-task between social networking sites and homework likely to have 20% lower grades than a student who does not have a social networking site. He believes that even running social networking sites on the background on a student's PC while studying or doing homework could lower a student grade. He believes that "the problem is that most people have Facebook or other social networking sites, their emails and may be instant messaging constantly running in the background while carrying out their tasks."

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Relationship Between the Use of Social Media and the Behavior of Students in terms of Respect for Authorities

Use of Social Media	Computed Chi-Square Value	Degrees of Freedom	Critical X^2 Value at 5%	Decision	Remarks
Purpose	48.52	21	34.41	Reject Ho	Significant
Frequency of Visit	11.46	9	16.92	Accept Ho	Not Significant
Time Spent in Daily Visit	19.21	12	21.03	Accept Ho	Not Significant

The table reveals that Students Behavior in terms of Respect for Authorities is significantly affected by the Purpose of using Social Media (computed X^2 = 48.52 > 34.41 at 5% and 21 degrees of freedom). The frequency of visit (computed X^2 = 11.46 df =9 , critical X^2 at 5% = 16.92) and the Time Spent in Daily Visit (computed X^2 = 19.21< 21.03 at df 12 at 5%) do not significantly affects the Students Behavior in terms of Respect for Authorities.

Based on the study of Sigmans as cited by Macrae, (2009) a growing lack of adult authority has bred a spoilt generation of children who believe grown-up must earn their respect. Children of the spoilt generation are used to having their demands met by their parents and others in authority, and that in turn makes them unprepared for the realities of adult life.

Relationship Between the Use of Social Media and Students Behavior in their General Conduct in the Classroom

Use of Social Media	Computed Chi – Square Value	Degrees of Freedom	Critical X^2 Value at 5%	Decision	Remarks
Purpose	53.72	21	34.41	Reject Ho	Significant
Frequency of Visit	13.32	9	16.92	Accept Ho	Not Significant
Time Spent Daily	27.16	12	21.03	Reject Ho	Significant

The table shows that students behavior in their general conduct in the classroom is significantly affected by their purpose of using social media where the computed X^2 value is 53.72 which is greater than the critical X^2 value at 5%(34.41) at 21 degrees of freedom. The null hypothesis is rejected. In terms of time spent in daily visit the null hypothesis is of no significant relationship and is also accepted since the computed X^2 = 13.32 > critical X^2 value at 5% which is 16.92 with a 5 degrees of freedom. However, in case of Time spent daily, computed X^2 = 27.16 which is less than 21.03 critical X^2 value at 5% with a degrees of freedom 12.Thus, the null hypothesis is rejected. The result shows that the students general conduct inside the classroom is significantly affected by the purpose and time spent, and time in daily visit of Social Networking Sites.

The findings on the study of Adeola et al. (2002) say that the attitudes may influence the Childs' academic performance either positively or negatively. The negative aspect could be determined to students' academic work are the cases of group behavior such as truancy , persistent lateness to school , juvenile delinquency, absenteeism from school, disobedience , laziness, disregarding school rules and regulations etc. On the other hand , the influence could be geared towards positive aspect of student's academic performance. For instance, the students could be influenced, physically, psychologically, and intellectually. And all these boost academic performance.

Relationship Between the Use of Social Media and Students Behavior in terms of their Attitudes Toward Classmates and Peers

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Use of Social Media	Computed Chi – Square Value	Degrees of Freedom	Critical X^2 Value at 5%	Decision	Remarks
Purpose	28.93	21	34.41	Accept Ho	Not Significant
Frequency of Visit	12.18	9	16.92	Accept Ho	Not Significant
Time Spent in Daily Visit	19.01	12	21.03	Accept Ho	Not Significant

It could be gleaned from the result in table that the students behavior or attitudes towards classmates and peers is not significantly affected by the purpose of using Social media (computed X^2 = 28.93 > 34.41 at 5% and 21 degrees of freedom) the null hypothesis is accepted. In the frequency of visit (computed X^2 = 12.18 with a degrees of freedom of 9,critical X^2 at 5% = 16.92) It shows that it is not significantly affected and the null hypothesis is accepted. The time spent in daily visit (computed X^2= 19.01 <21.03 at degrees of freedom 12 at 5%) do not significantly affect the students behavior in terms of their attitudes toward classmates and peers. The data shows an acceptable effect on the students behavior using social media in terms of their attitudes towards classmates and peers but with no significance on their purpose, frequency and time spent in daily visit.

According to Jackson et. al., students who participate in social media as a part of a class feel more connected to their peers that those students who do not participate in social media. Social media allows students to not only group themselves with peers who are similar, but also to enhance and link with existing group. In addition to enhancing established peer groups, social media can bridge the diversity that exists in classrooms by establishing a neutral zone in which students can interact with one another. They also found out students who used social media felt more emotionally connected to their peers because they felt as though they had people to talk to if they had a problem or if they needed help. Further, these peer connections encouraged participation by students who emotionally felt intimidated – by in class discussion.

Conclusion

In view of the findings in the study, the student's purpose of frequently visits to the social media is to play online games and share videos and pictures. Students spent an average of more than two hours a day. In academic performance, most of the students' grades fall on average verbal interpretation.

Dealing with behavior of students with respect to authorities' results shows that a somewhat admirable behavior pertaining to authorities some students had. Behavior of students in terms of general conduct in the classroom manifest a somewhat admirable behavior also. It is evident that students' behavior is influenced already by exposure to social media sites. The behavior in terms of attitudes towards classmates and peers is also verbally interpreted as somewhat admirable.

The purpose of visit significantly affects the academic performance of the students, but frequency of visit and time spent in daily visit not significantly affect students' academic performance. The students- respondents show a significant effect on their behavior with respect to authorities but no significant effect on their frequency of visit and time spent in daily visit. In terms of general conduct in the classroom, the purpose and time spent in daily visit were significantly affected on the use of social media but does not significantly affect their frequency of visits. The use of social media does not significantly affect the student's behavior towards their classmates and peers.

With this, there should be a comprehensive plan development plan or revised plan suited to the behavior of the students since the millennials are greatly influenced by the social networking sites. A comprehensive instructional leadership training for the guidance counselors in dealing with disruptive behaviors of the students that might affect greatly the academic performance of the students due to the rippling effect of social media to cognitive, affective, and behavioral domains. Moreover, send assigned guidance counselors to attend comprehensive trainings (national or international) to equip them with skills in dealing the millennials. Always tap teachers who are the frontline in the classroom to help in the implementation of the enhanced guidance program.

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