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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

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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.



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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 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.



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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 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 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 Or 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 Or 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

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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 Or 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 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)



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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 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 of 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



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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 X² – value is 51.48 which is greater than the critical X² 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 X² = 46.98 > critical X² 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 X² = 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 to 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.”

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 X² = 48.52 > 34.41 at 5% and 21 degrees of freedom). The frequency of visit (computed X² = 11.46 df =9 , critical X² at 5% = 16.92) and the Time Spent in Daily Visit (computed X² = 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.



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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 X² value is 53.72 which is greater than the critical X² 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 X² = 13.32 > critical X² value at 5% which is 16.92 with a 5 degrees of freedom. However, in case of Time spent daily, computed X² = 27.16 which is less than 21.03 critical X² 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

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 X² = 28.93 > 34.41 at 5% and 21 degrees of freedom) the null hypothesis is accepted. In the frequency of visit (computed X² = 12.18 with a degrees of freedom of 9, critical X² 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 X²= 19.01 < 21.03 at degrees of freedom 12 at 5%) do not



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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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