



GEN Z LEARNERS MEDIA CONSUMPTION AND ITS RELATIONSHIP TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

The study determined the Gen Z learners' media consumption and its relationship to their academic achievement at Miagao Central Elementary School in the District of Miagao East. The level of media consumption of Gen Z learners as a whole and as classified according to variables was moderately consumed. There was no significant difference in the level of media consumption of Gen Z learners when classified according to access to technology and type of gadget used and when classified according to duration of exposure, there was a significant difference in the level of media consumption of Gen Z learners. The level of academic achievement of Gen Z learners as a whole and as classified according to variables was very satisfactory. There was a significant difference in the level of academic achievement of Gen Z learners when classified according to access to technology and duration of exposure, but when classified according to type of gadget used there was no significant difference in the level of academic achievement. There was a significant relationship between level of Gen Z learners media consumption and their level of academic achievement.

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Keywords: *Generation Z Learners, Media Consumption, Relationship, Academic Achievement*

INTRODUCTION

Learners of the Gen Z have an exceptional ability to adapt to the many technology developments and shifts. Because of their participation in social media, they have the ability to shift the way people think with only the touch of a button when they post anything or when they upload a video. They like materials that are both participatory and relevant to their culture, and they consume it across a range of channels. Regardless of the labels and terms that have been assigned to members of Generation Z, this group is presently settling into the educational system.

Gen Z was also known for their individuality and desire to express themselves. They are more accepting of diversity and embrace their unique identities, rather than trying to conform to societal norms as well as their willingness to challenge authority and traditional systems since they were raised in an environment that was highly sophisticated in terms of both the media and technology, which resulted in their being an internet-savvy nation that was significantly more skilled than their ancestors had been.

Gen Z learners have a mode of communication and education that is even more related to technology than that of their millennial predecessors. According to Rosen (2011), Generation Z students view their phones in the same way as portable computers. It is essential for educators

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and employers who will be continuing the education of this generation to have an understanding of their preferred method of learning.

When it comes to teaching Generation Z or any other student, the major focus should be how well the students are learning the content. It is difficult to determine whether students are captivated by the subject matter of a course or a recent text while they are preoccupied with technological devices such as computers, iPods, or phones. According to Cameron and Pagnattaro (2017), it may be beneficial for members of Generation Z to have the skill of being able to take notes quickly. They make observations about reality, the environment, and the surroundings they live in; they express their thoughts and attitudes using twitter, blogs, and internet forums; they shared photos and films in Pinterest, YouTube, Instagram, Snapchat.

Hardey (2011) shared, Generation Z learners not only consume the information of the Internet but also contribute to its production and exercise editorial control over it. This generation of young learners is just empathetic and imaginative as any generation that has come before them, it portrait that they are ultimately an optimistic one, emphasized to thrive in this digital world.

Based on these premises, the problem of the study was to ascertain the engagement of the media consumption activities relationship to learners' academic achievement in Miagao Central Elementary School furthermore, the researcher noted an increase in use of mobile devices by Generation Z learners, with applications, facilities and software that allow them to connect to

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the internet and various social media platforms, websites and so forth. The desired to keep up with the trends as well as the use of slangs by them even when conversing professionally with peers and seniors.

The general purpose in conducting the study was to contribute further to the other generations understanding the need to adapt on Generation Z learners in the District of Miagao East the relevance to address the issue on the learners' media consumption on their academic achievement. The researcher was interested to build awareness that had become one of the contributing factors dealing the media consumption habits of Generation Z learners in identifying on what went missing in order to close the gap.

MATERIALS AND METHODS

Research Methodology

In this research, descriptive method was utilized. The conduct of the survey or the checklist was face-to-face in the school during vacant time while observing non disruption of classes and proper health protocols to gather the data about the media consumption of learners.

According to Fraenkel and Wallen (2007), a descriptive method was used to describe a given situation as thoroughly and precisely as feasible. The collected data could reveal the relationship between Gen Z learners' media consumption and their academic achievement.

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Research Design

The investigation employed a descriptive-correlational design that aimed to describe two or more variables and their relationship. It was determined that there was a relationship between the level of media consumption of Generation Z learners and their academic achievement. It employed the use of questionnaire as the research instrument. The data collection was based on the questionnaire distributed to the respondents and this served as the primary instrument. The questionnaire was design in order to accumulate enough information pertaining to the objectives of the study.

According to Fraenkel and Wallen (2007), correlational design depicts the relationship between two or more qualitative variables using correlation analysis.

Respondents of the Study

The respondents of the study were juvenile members of Generation Z between the ages of 10 and 12: 136 elementary students selected at random from a total population of 207 at Miagao Central Elementary School, District of Miagao East. The researcher chose them as participants of the study because they were "digital natives" and had begun to use modern methods of acquiring and analyzing media-based information for learning. Grade 6 level at Miagao Central Elementary School has nine sections. From a total of 35 students at SSES (Special Science Elementary Schools), 23 (17%) were selected at random. In Star, 25 (18%) of the total 38

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students were selected at random. In Mercury, 12 (9%) of the total of 18 students were selected at random. On Venus, 13 (9%) of the total 19 students were selected at random. In Earth, 12 (9%) of the total of 18 students were selected at random. On Mars, 13 (10%) of the total of 20 students were selected at random. In Jupiter, 12 (9%) of the total of 19 students were selected at random. In Saturn, 14 (10%) of the total of 21 students were selected at random. In the sixth grade Neptune, 12 (9%) of the total of 19 students were randomly selected.

Sampling Design

To obtain the desired number of respondents from the entire population, two stage-random sampling designs were employed. After calculating the sample size using Slovin's formula, straightforward random sampling was conducted.

Simple random sampling (David, 2005) was a method for selecting a subset of sample cases from a population, with each sampling unit having an equal chance of being included. Additionally, stratified sampling was used to obtain a representative from each institution. This was the second phase of the sampling strategy.

Research Instrument

An instrument created by researchers to facilitate data collection. These instruments were extracted and modified from the study of Teneso (2017). It was submitted for content validation

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to the thesis adviser and research consultants. Their feedback was considered for the enhancement of the items' construction. The research tool consisted of two (2) components.

Part 1 included information on the respondents' demographic profile. This included the respondent's name, which is optional, their age and section, the general average of their academic achievement, their internet connectivity, gadget available and the amount of time they spend online.

Part 2 consisted of 25 items for respondents to rate regarding their media consumption.

Validity of the Research Instrument

The questionnaires created by the researchers went through a process of content evaluation by the panel of experts. In order to establish whether or not the items in the questionnaire were valid, Good and Scates Criteria for Content Validation was used to the data. However, if there were any adjustments or ideas offered to improve the questionnaire, they were merged by the researcher in the final draft. The questionnaire was judged valid whenever the panel of experts answered positively the items in the criterion. Following the completion of the necessary edits, the final text was presented to the panel once more for their endorsement. The final questionnaire was then duplicated for the purpose of conducting reliability testing.

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Reliability of the Research Instrument

After it was determined that the questionnaire was valid, it was put through a reliability test using the Cronbach alpha. The researcher made a copy of the questionnaire with the same number of questions as the 136 respondents, and then subsequently gave it to 30 learners from the District of Miagao East. These students had not been included as respondents in the final round of the questionnaire's administration. Since the computation yielded a result of 0.87 and the questionnaire contained a total of 25 items, this indicates that the questionnaire is reliable. This is because, as stated by Fraenkel and Wallen (2007), a reliability coefficient of 0.70 or higher indicates that the questionnaire has a high level of reliability.

The surveys were determined to be valid and reliable, they were deemed to be an appropriate instrument for collecting data regarding the degree of media consumption among learners in Generation Z.

Data Gathering Procedures

In order for the researcher to be able to carry out the study, she was required to seek permission to do so from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisor, School Heads, and individual participants. As soon as the researcher received confirmation that the permission request would

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be acknowledged, they began personally distributing and administering the questionnaires to the participants in the study.

The researcher asked for the participation and understanding of the respondents, as well as the leaders of the schools, in order to make the retrieval and collection of the questionnaires as simple as possible. The methodology for research ethics was followed, and compliance was demonstrated by the respondents' signed informed permission, which also served to protect their dignity.

The minimum health protocols that have been prescribed by the Inter Agency Task Force (IATF), Department of Health (DOH) recommendations in the midst of the pandemic, Department of Education Orders on the Health protocols, Local Government Units, and the Barangay health protocols will be rigorously observed and followed throughout the course of the study's execution.

Data Analyses

The research instrument was replicated based on the study's 136 respondents. Once the completed questionnaire was retrieved, the data were organized, computed, and tabulated.

The following rating scale and a description was used to interpret the results.

For the level of Gen Z learners media consumption:

Scale	Description
4.21-5.00	Very Highly Consumed
3.41-4.20	Highly Consumed
2.61-3.40	Moderately Consumed
1.81-2.60	Less Consumed

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1.00-1.80

Not Consumed

For Academic Achievement:

Scale of General Average

90 – 100

85 – 89

80 – 84

75 – 79

Below 75

Description

Outstanding

Very Satisfactory

Satisfactory

Fairly Satisfactory

Did Not Meet Expectation

The computer program Statistical Package for the Social Sciences (SPSS) was utilized to perform computations, analyses, and interpretations.

Statistical Tools

In the study, both descriptive and inferential statistics were utilized. The frequency count, the percentage, and the mean were utilized for descriptive statistics. This study employed ANOVA and Pearson r with a significance level of 0.05 for its inferential statistics.

Frequency Counts. According to Santos (2006) The frequency count depicts the respondent profile in terms of the number distribution of each selected personal characteristic. This will be used to determine the distribution of respondents within a specific group, who will select, verify, or select the statement that best describes the type of practice regarding Gen Z media consumption.

Percentage. Percentage is the value obtained by dividing a value or measurement by the sum of the values and multiplying the result by 100 (Ruiz, 2003). This will be used to determine the proportion of respondents in a specific category.

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Mean. Mean is the sum of the total weighted ratings of all the checklist items divided by the total number of checklist items (Borro, 2002). When learners are categorized based on variables, the mean will be used to calculate the average scores that describe their media consumption.

ANOVA. Determine the significance of the mean difference between variables with more than two categories. This will be used to determine whether there is a significant difference between the classifications of Gen Z media consumption based on Access to technology, Type of gadget used, and duration of exposure.

Pearson r. Pearson r were used to ascertain whether there is a significant correlation between media consumption of Gen Z learners to their academic achievement.

RESULTS AND DISCUSSIONS

Summary

This study sought to determine the relationship between Gen Z media consumption and the academic achievement of Grade 6 learners at Miagao Central Elementary School in the District of Miagao East.

In this investigation, a descriptive questionnaire research design was utilized. The 136 participants in this study were selected at random from the 9 sections of grade 6 learners at Miagao Central Elementary School. A researcher-created instrument was used to collect data on

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the correlation between Gen Z media consumption and academic achievement. A panel of experts had validated the questionnaire's content using the Fraenkel and Wallen Content-Related Criteria Tool. The questionnaire's reliability was assessed with 30 students from Miagao Central Elementary School who were not involved in the final administration of the test.

Using SPSS (Statistical Package for the Social Sciences), the collected data were encoded, organized, and analyzed. The research utilized both descriptive and inferential statistics. The frequency count, the percentage, and the mean are utilized for descriptive statistics. At a significance level of 0.05, One-way ANOVA and Pearson r were used for inferential statistics.

The research revealed the following results.

In general, the level of media consumption among members of generation Z was moderately consumed. When categorized by access to technology, PLDT, Globe at home, mobile data, and even the lack of internet were moderately consumed. When categorized by the type of gadget used, such as smartphones, laptops, desktop computers, and tablets/iPods, they were found to have a moderately consumed. When grouped by duration of exposure per day, they were found to have a moderately consumed rate for 0-2 hours, 3-5 hours, and 6-7 hours per day, but a less consumed rate for more than 8 hours per day.

There were no significant differences in the level of media consumption among members of Generation Z based on their access to technology. There was no significant difference in the

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level of Gen Z media consumption based on the type of gadget used, and there was a significant difference in the level of Gen Z media consumption based on the duration of exposure per day.

In general, the academic achievement of members of Generation Z was very satisfactory. When classified by access to technology with internet found to be very satisfactory while without Internet access, the results were fairly satisfactory. When classified according to type of gadget used like smartphones, laptop and tablet/iPod found to be Very Satisfactory while using Desktop it was scale outstanding. When grouped according to duration of exposure per day, 0-2 hours, 3-5 hours, and more than 8 hours per day were determined to be very satisfactory while 6-7 hours were found to be outstanding

There was a significant difference in the academic achievement of Gen Z when classified according to access to technology and duration of exposure per day, but there was no significant difference when classified according to the type of device used.

There was a significant correlation between Gen Z learners' media consumption and their academic achievement.

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CONCLUSIONS

The following are some of the inferences that may be derived from the findings of the study:

Learners in Grade 6 who were brought up in a digital environment where technology such as the Internet and mobile devices were common place when they were young and readily available to them.

Learners of the Gen Z generation are more likely to be adaptable to shifting patterns of digital and physical activity. They are digital pioneers, and as such, they are able to easily adapt to big breakthroughs in technology. This is possible for them since, in today's world, they prioritize convenience over the usage of old means.

The amount of time that users spend on social media, the variety of ways in which users communicate with one another via social media, and the influential roles that users play on social media, such as peers, likes, and selfies, are all factors that contribute to their level of media engagement.

Learners of the Gen Z are definitely passionate consumers and proponents of the modern participatory and user-driven internet culture, and they are also able to consume and interpret their media consumption in a reasonable manner for the purposes of communication, amusement, and education. Gen Z learners are also known as the "self-directed generation."

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RECOMMENDATIONS

The researcher came to the following suggestions after analyzing the results of the investigation and drawing the appropriate conclusions: For this effort to be successful, the assistance of role models such as parents, teachers, and other direct influences is required.

Teaching Gen Z how to manage their use of social media and reduce the potential harm is a task.

The older generations need to improve their knowledge of social media in order to continue communicating with Gen Z in an efficient manner.

Gen Z can be taught at a young age how to utilize various forms of contemporary technology in a way that is positive, manageable, and productive if current technology is integrated into traditional educational settings as well as non-tech contexts.

Education, whether received formally or informally, plays an important part in the maturation of members of Generation Z.

Researching the effects of virtual learning on well-being as a result of remote education can help guide ways to use digital mediums to enhance learning, which is important given the recent surge in the popularity of online education at the time this study was conducted.

It is possible for future study to investigate the underlying reasons for many of the common effects that are probably related between the media intake of Gen Z learners and their

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academic achievement. It would also be interesting to learn what kinds of improvements have been incorporated into the instructional practices of more recent generations.



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