



**SOCIAL MEDIA UTILIZATION FOR LEARNERS' ACADEMIC
ACTIVITIES: BASIS FOR PROGRAM INTERVENTION**

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ABSTRACT

The study aimed to determine the social media utilization for learners' academic activities as basis for intervention program at Jose Almiñana Memorial Elementary School during the school year 2022-2023. The research method utilized in the study was descriptive using in-depth interview. The study used phenomenology under qualitative research design. A researcher-made interview schedule was used as an instrument to gather data. Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants. It was found out through the in-depth interview with the participants that the different social media used for academic activities are Facebook, Facebook messenger, and Youtube. The results of the in-depth interview also revealed that learners used it for research and communication. Moreover, results of the interview revealed that learners considered poor or slow internet connection and no internet data as difficulties they experienced in using social media for academic activities.

Keywords: *Social Media, Utilization, Learners, Academic Activities, Program Intervention*

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INTRODUCTION

Background of the study

Due to social media's simplicity of use, speed, and reach today's young are using social media at an exponentially increasing rate, and it is becoming more and more well-liked among students. Many of them get addicted to the use of social media sites as they continue to engage in one activity or another on different sites very often. Due to this increased popularity, there are growing concern over the possible influences the use of social media could have on learners' academic performances.

Today, most of the online users are natives in technology which includes elementary, high school and college students who grew up with the knowledge and experience of digital technologies as a tool in entering to social media like computers, smartphones, and others.

On the other hand, academic activities are one of the keys to measure school success. It can be determined based on the result of the learners' quizzes, major examinations, and classroom participation. Its primary factor is the learners' study habits. It can be also affected by level of the learners' compliance to school requirements such as projects, assignments, attendance, and recitation. It can be further affected by learners' distractions such as peers, personality type, level of students' interest to the subject and other outside factors like computer gaming and engaging on various social networking site (SNS). Students use SNS like Facebook for the purpose of exchanging ideas with others and asking about the topics they were discussed

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during class by creating group chats. With this, the grades of the learners will not decrease or become lower because they use SNS for academic purpose. On the other hand, some students use SNS to chat with others play games online, and find friends. Using SNS for these purposes, learners' grades will become lower because they waste their time in playing games online instead of studying their lessons and instead of using SNS for academic purpose. Social networking sites can have good effects on learners, but they do not know that they can also have bad effects on them, especially in their academic activities.

As a teacher and SNS users, the researcher intended to determine if frequency of social media use can affect the academic status, and more importantly, the knowledge gained by learners.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study is to determine the social media utilization by the selected 5 grade four learners, 5 grade 5 learners, and 5 grade 6 learners who are using social media of Jose Almiñana Memorial Elementary School and their academic activities as basis for program intervention during the school year 2022-2023.

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Research Method

The research method utilized in the study was qualitative research using in-depth interviews. According to Stanford Libraries (2023), Qualitative research is the naturalistic study of social meanings and processes, using interviews, observations, and the analysis of texts and images.

During the interview, the interviewer and interviewee were allowed to sit together at a distance and think about the series of questions about a particular issue. The aim was to get the participants' central or the necessary views of a specific issue in a social context through the participants' responses to the questions.

Research Design

The study used a phenomenological research design. A philosophical strategy for conducting qualitative research is phenomenology. By concentrating on a person's subjective perceptions of what she encounters, phenomenology seeks to understand how others view the world and how this perspective may differ from widely accepted beliefs. Phenomenology, which is widely applied in disciplines like psychology, sociology, and social work, involves interviewing the subjects to learn about their impressions.

According to Smith (2013), phenomenology is the study of consciousness structures as they are experienced from the first-person perspective.

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As an experience of or about some object, an experience's core component is its intentionality, or its being directed toward something. By virtue of its meaning or content (which stands in for the object) and the necessary enabling circumstances, an experience is oriented toward an object.

Participants of the Study

The participants of the study were the five fifteen selected learners of Jose Alminana Memorial Elementary School. The participants are the five learners coming from Grade 4, five selected learners from Grade 5, and five selected learners from Grade 6, who were using social media. The participants were taken from the official number of enrolled learners for the school year 2022-2023.

Sampling Design

The study's sampling strategy was purposive. A non-probability sample called a purposive sample is chosen based on demographic characteristics and the study's goal. Judgmental, selective, or subjective sampling are other terms for purposeful sampling.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule has four questions focusing on the purpose of study.

Voice and video recorders were also used for data gathering and documentation, depending upon the permission of the participants.

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Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who are considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

A researcher's conclusions must be suitable, meaningful, correct, and valuable in order to be considered valid. The content and format of content-related evidence of validity must be consistent with the definition of variables and sample of the subject to be measured, and it also aids in validating the questionnaire's items.

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix)

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

Before conducting an interview with a participant, the researcher asked them to sign a consent form or waiver pertaining to the way the study would be conducted. Minimum health protocols mandated by the Inter Agency Task Force (IATF), Department of Health (DOH)

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guidelines amidst the pandemic, DepEd Orders on the Health protocols, Local Government Units and the Barangay health protocols were strictly observed and followed during the conduct of the study.

Using in-depth interview, a voice and video recorder were also provided to completely capture the interviewee's words. The researcher consolidated all of the collected data after a series of interviews.

Data Analysis

The information gathered was analysed using a thematic approach.

Finding patterns or themes in qualitative data is the process of thematic analysis. The goal of a thematic analysis, according to Maguire & Delahunt (2017), is to find themes, such as fascinating or significant patterns in the data, and then utilize those themes to discuss the research or make a point about a problem. This is summarizing, analyzing, and interpreting the data gathered and making sense of it.

RESULTS AND DISCUSSIONS

This chapter presents the summary of the study, the insights drawn from the findings, and the recommendations arrived at by the researcher.

The study was conducted to determine the Social Media Utilization for Learners' Academic Activities of Jose Almiñana Memorial Elementary School during the school year 2022-2023.

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The research method utilized in the study was descriptive, using in-depth interviews.

The study used phenomenology under qualitative research design.

The participants of the study were 5 Grade IV learners, 5 Grade V learners, and 5 Grade VI learners of Jose Alminana Memorial Elementary School.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorders were also used for data gathering and documentation, depending upon the permission of the participants.

A panel of experts validated the interview schedule and considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview, and virtual instruction was done prior to the interview.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words or responses. The researcher consolidated all the collected data after a series of interviews.

The information gathered was analysed using a thematic approach.

The following are the findings of the study:

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The participants' responses to a detailed interview about the various social media platforms utilized for academic pursuits led the students to select Facebook, Facebook Messenger, and YouTube.

Based also on the results of the in-depth interview with the participants as to how did they use it. The learners used it for research and communication.

It was also found based on the results of the in-depth interview with the learners, that the difficulties they have experienced in using social media for academic activities are Poor/Slow Internet Connection and No Data/Internet Data.

Based on the findings, the following insights were drawn:

The learners find that Facebook, Facebook messenger, and YouTube are beneficial to them as it provides them the comfort and help in their homework and in their studies. It is one of the biggest reasons why they thrive academically. Furthermore, it increases learners' engagement in the teaching-learning process through various ways, such as sharing, discussing, and collaborating with their peers and their teachers.

Internet connectivity plays an important role in a classroom setting as it brings tremendous changes in the day-to-day activity of learners. It is with internet connectivity or access that we can provide learners the information from around the world and it impacts mainly on their academic performance.

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Slow internet access or no internet data at all hampers learning. It is one of the biggest problems faced by the education sector as it remains unstable for years. It might result in a learner performing poorly in class or missing out on important knowledge. It can also affect the way a teacher teaches courses that are appropriate for the twenty-first century.

Support from internal and external stakeholders and other members of the educational community of the school, such as alumni members, is necessary for the improvement of the academic performance of learners. It is with them that we will be able to have the opportunities of letting our learners explore the modern world and its technological advancement. Their collaboration will permit everyone to understand how technology works, and adequately prepare them to a thousand of possible learning opportunities and outcomes.

CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

The installation of internet connectivity in each school should be addressed and be given with utmost importance as it is helpful in teaching tools to deliver teaching and learning information and education materials such as pictures, links to learning modules, and educational videos, which will greatly impact learners' productivity of knowledge and mastered skills.

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Teachers and other school personnel need to have rigid training-workshop on computer and technology to maximally utilize them in the classroom and in the teaching-learning process. Upgrading of school ICT equipment for teachers and learners use and availability of these should be given high attention by DepEd authorities and the school administration.

A more proactive parent and community engagement in school should be given focus not only in social events but also in fundraising efforts. This should be realized by providing our stakeholders the data and the plans of the school which will collectively put all efforts around learner's achievement. Increased efforts to help learners who have parents that are having low income and have few apparent resources will help them in the provision of gadgets and internet connectivity will be of great deal to maximize efforts and initiatives for the purpose of learner's success.

Given that most government programs lack sustainability, focus must be placed on the program intervention's sustainability. Schools have the potential to be a significant catalyst for change in the direction of the sustainability of program interventions that would successfully implement through a whole-school strategy not only in the current school year but in the years that follow. Its sustainable patterns will be a roadmap and a framework towards achieving a more extensive and visible interventions towards the goal of improving and maintaining the quality of classroom instruction and learning.

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