

Social Media Usage and Its Impact on Learning Habits of Bachelor in Elementary Education Student of Altavas College

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Abstract

The primary purpose of this study was to determine the level of social media usage and learning habits of all BEED students of Altavas College. The researchers collected the data by using an electronic web-based questionnaire through the Google survey tool (Google Forms) using questions modified from social media use and learning habits. The survey comprised 2 subsections according to the participant's social media use and a question correspond to each respondent's learning habits. Data gathered and analyzed by calculating manually. The result showed on the level of social media usage that the respondents were "Moderately Engaged". This signifies how the respondents stems largely in their own perspective and full growth on how to handle social media use since this is considered as one of the main factor affecting their ways of learning. The level of learning habits of Bachelor in Elementary Education of Altavas College was described as "highly practiced,". It signifies that the respondents hold on how learning habits make their studies easier to understand and make their learning experience comfortable and enjoyable. The analysis perceived using the frequency count, percentage, and mean. Descriptive analysis were computed.

Keywords: Learning Habits, Social Media Usage, Utilized, Impact, Level.

INTRODUCTION

Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is Internet-based and gives users quick electronic communication of content. Content includes personal information, documents, videos, and photos. Users engage with social media via a computer, tablet, or Smartphone via web-based software or applications (Bollarhide,2021).

Consequently, the use of social media extends opportunities for formal learning across geographical contexts and there are various social media that are been accessed. Kuss and Griffiths (2011) described social media as virtual communities where users can create public profiles, interact with real- life friends and meet other people based on shared interests.

According to (Aucoin 2013), current research in the use of social media in the classroom indicates that attitudes among students and teachers alike continue to be mixed. In his study of over 500 college students, found that college users of social media were generally negatively influenced about the use and content of social media through mass media and instructors or teachers, but positively influenced via friends and personal experiences. In other words, university users continue to be overwhelmingly positive about the use of social media in their personal lives, but apprehensive or even negative about it in their scholastic lives. Furthermore, social media have only one common goal, it is to encourage new ways to communicate and share information. It also provides great opportunities for members to develop their literacy and the knowledge about their environment.

Social media are widely utilized by students both male and female. Some research works found out that gender interests differ in social media activities. Thus, gender appears as a significant predictor, with females being 1.6 times more likely to use social media than males (Peter & Valkenburg, 2009).

Yet, according to Loving and Ochoa (2010), both used it for the purpose of connecting with friends and family regardless of location, keeping up with the latest events and for academic purposes.

In the other context, learning is a systematic acquisition of knowledge and an understanding of facts and principles that calls for retention and application(Mace, 2002). Shabi and Udofia (2009) affirms that studying is most important activities of life through which one enter into the life and experiences of others, extends knowledge, scope of experience and enjoyment. Study is also the application of one's mental capacity to the acquisition, understanding and organization of knowledge. However, study involves the 5 individual's thinking, feeling, personality, social interaction, physical activities and health. Due to technological development, learning habits are changing.

Learning habits are defined as those techniques such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. It implies a sort of more or less permanent method of studying. According to Chand, (2013) it is the tendency of learners to study when the opportunities are given, whether systematic or unsystematic, efficient or inefficient. They are the essence of dynamic personality. A proper learning habits enables an individual to reap a good harvest in future.

Good learning habit plays an important role in human performance in academic field. Vyas further emphasizes that despite possessing good intelligence and personality, the absence of good learning habits hampers academic achievement. Hence, the learning habits of students plays important role in learning and fundamental to school success. In our society today, while technology is slowly taking a steady control over individual lives, the learning habit is fast vanishing into thin air (Ezema and Ekere 2009).

Furthermore, Ezema and Ekere (2009) affirm that students now lack the skill of reading. Instead they spend more hours on electronic media. Browsing the net, playing with handsets and passing non-stop SMSs seem to be the order of the day, thereby making reading a book or any other piece of written material in a quiet or peaceful corner of a library or home become an archaic idea for most school children and adults.

Obama (2008) in his speech pinpointed that children cannot achieve success in academics unless they raise their expectations and turn off television sets. Long (2012) postulated that it is so common these days that many 6 young people are addicted to social media activities, abandoning homework and reading time in preference to chatting with friends, even at lecture times.

Long added that many students are on phones engaging in one form of chatting or the other which can be quite distracting and loss of concentration from studying most times. It is against this background that this study seeks to ascertain any possible effect social media use has on the learning habits of Bachelor in Elementary Education students of Altavas College.

Statement of the Problem

The primary purpose of this study will be to determine the social media usage and learning habits of Bachelor in Elementary Education Students of Altavas College A.Y 2021-2022.

Specifically, the study sought to answer the following questions:

1. What is the level of social media usage of BEED students of Altavas College?
2. What is the level of learning habits of BEED students of Altavas College?

Methodology

Research Design

A Descriptive survey research method was the research design used for this study.

Participants

The population of the Bachelor of Elementary Education Students in Altavas College for the academic year 2021 to 2022 summed up to 20 from first year to fourth year. Using purposive sampling (also known as judgement, selective or subjective sampling) is a sampling technique in which researcher relies on his or her judgement in choosing members of population to participate in the study which resulted in a sample size of 17.

Data-Gathering Instrument

The data for the study were collected by combining researcher-made and adapted and modified questionnaires that were self-administered. The questionnaire was composed of three (3) parts. Part I, was able to determine the demographic profile of the respondents. Part II, was the Level of Social Media Usage Test. Part III, was the Level of Learning Habits Checklist.

Demographic Profile Questionnaire. This was used to determine the personal information and characteristics of the respondents in terms of sex, age, course and year level.

Level of Social Media Usage Test. This was a 15-item checklist questionnaire consisting of adopted and modified questionnaires by Al-Hanawi, et al. (2020). It determined and measured the level of social media usage of BEED students. The questionnaire was responded using 5 Likert Scale:

Weight	Description
1	Never
2	Rarely

3	Sometimes
4	Often
5	Always

The mean was arbitrarily categorized as follows:

Mean Score

4.21-5.00

3.41-4.20

2.61-3.60

1.81-2.60

1.00-1.80

Scaling

Very High Engaged

Highly Engaged

Moderately Engaged

Somewhat Disengaged

Disengaged

Level of Learning Habits Checklist. This was a 15-item checklist questionnaire comprising the adopted and modified questionnaires by Sing et al.(2020). The questionnaire was responded using 5 Likert Scale:

Weight

5

4

3

2

1

Description

Always

Most of the time

Sometimes

Occasionally

Never

The mean was arbitrarily categorized as follows:

Mean Score

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

Scaling

Very High Practiced

Highly practiced

Moderately practiced

Low practiced

Very low practiced

Results and Discussions

Social Media Usage of BEED Students

Table 3 presents the social media usage of Bachelor in Elementary Education students.

The data in Table 3 shows that the respondents had a M= 2.92 for social media usage, indicating that they are “moderately engaged” when it comes to the use of social media.

Table 3. Mean Results of the Level of Social Media Usage of BEED students.

Variable	Mean	Description
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Social Media Usage	3.12	Moderately Engaged
Scaling	Descriptors	
4.21-5.00	Very High Engaged	
3.41-4.20	Highly Engaged	
2.61-3.60	Moderately Engage	
1.81-2.60	Somewhat Disengaged	
1.00-1.80	Disengaged	

Based on the results, the respondents are "moderately engage" in the different aspects of social media use included in the test including profile development and engagement such as; social networking sites, social review sites, image sharing sites, video hosting sites, community blogs and discussion sites. This indicates that the majority of BEED students in the study were moderately or lightly engaged in social media use, with an average engagement score of $M = 3.12$. The respondent's mild or moderate engagement with the use of social media stems largely from their perspective and maturity on how to control such things since this is considered one of the main factors that affect the learning habits of the students. As we conducted a follow-up interview with the respondents to ensure the reliability of this study, it shows that the majority of the respondents considered themselves moderately engaged in the use of social media with a total of 76.46% responses and 23.52% of respondents said they were somewhat disinterested in using social media.

Another reason could be the lack of financial support, poor internet connection as some respondents were from remote areas, where connectivity was poor. Too add, considering of the serious litigation towards the use of social media, especially during this time of pandemic, the respondents may have sought out awareness on this contagious case through what's happening to young generations who are involved and highly engage in the use of social media.

The finding of this study is consistent with the findings of Pre-University Colleges of Urban Bengaluru among the selected PU colleges students, in which Masthi, Pruthvi, and Phaneendra (2018) stated that their finding of a social media use was observed in over one third of the subjects, almost equally distributed and majority had mild or moderate engagement towards social media use.

Learning Habits of the BEED Students

Table 4 on the next page presents the learning habits of Bachelor in Elementary Education students.

The results in Table 4 indicate that the respondents' level of attitude is described as "Highly Practiced," having a $M=3.48$.

Table 3. Mean Results of the Level of Learning Habits of BEED students.

Variable	Mean	Description
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Learning Habits	3.48	Highly Practiced
Scaling	Descriptors	
4.21 – 5.00	Very High Practiced	
3.41 – 4.20	Highly practiced	
2.61 – 3.40	Moderately practiced	
1.81 – 2.60	Low practice	
1.00 – 1.80	Very low practiced	

The results highlighted a "highly practiced" which signifies that the respondents hold on how learning habits make their studies easier to understand and make their learning experience comfortable and enjoyable. It also means good study habits for their use of social media. These results can be described as methods and means of obtaining information. It helps students organize their efforts to solve problems, develop skills and acquire knowledge. Aside from the above-mentioned statement, another reason is the respondent setting aside their time, free from distractions during the study, and taking breaks to keep focused. Even more than that, these may also be associated with the respondent's " Highly practiced" scores because of their positive thinking and attitudes toward learning.

The results of this study is congruent to the international published survey study led by Lalhruaitluangi and Dr. Fanai (2020) in which it showed that 86% of the participants have good learning habits as they fell under the level of high category indicated a positive attitude towards on their learning habits particularly on approaching study with the right attitude, choosing the right environment, minimizing distractions, setting a realistic schedule, and time management.

Conclusion

Based on the findings of the study stated above, the following conclusions were drawn:

1. The level of social media usage of the Bachelor in Elementary Education students of Altavas College was "moderately engaged" based on their average social media use score. The result signified how the respondents, were responsible and knew their limits in engaging with the different social media platforms. Considering the serious litigation towards the use of social media, especially during this time, the respondents may have sought out awareness of this contagious case through what's happening around them and how social media taking the lives of today's generation.
2. A result of "highly practiced" was shown on the level of learning habits of the Bachelor in Elementary Education students of Altavas College as based on the garnered overall learning habit score. It signifies that the respondents hold an optimistic or positive perception of learning. It shows that the respondent has good learning habits and it helps them to gather ideas and information in the convenient and easiest way. Therefore, the result showed high and positive learning habits of the respondents. It increases their confidence, competence, and self-esteem. They can also reduce anxiety about tests and deadlines. By developing effective learning habits, they may be able to cut down on the number of hours spend learning, leaving more time for other things in their life.

Recommendation

Based on the findings and conclusion of this study, the following recommendations are made;
1. For BEED students, it is recommended to continue to be aware and has broad thinking when using social media platforms.

For BEED instructors it is recommended that through social media, teachers can enhance interactions between students, and by enhancing students' connections with each other over the topics or ideas.

It is recommended to the parent and guardians to still guide their children. Parents should be consistent with their discipline. They must give significant time and attention to the progress and daily work of the children and help them daily in their studies. Furthermore, they must monitor and provide for the proper needs of their children.

For the college administrators, it is recommended that using social media should have effective and understandable information. Seminars, symposiums, and discussions should be organized regularly to inform students of the pros and cons of using social media.

2. To the students, it is suggested to continue their good learning habits. They may study smarter not harder. Furthermore, for those suffering to focus on their study they should make their learning experience comfortable and avoid distractions to make their learning experience comfortable and enjoyable.

For the instructors, it is recommended that sharing one's ideas and responding to others' reactions improves thinking and deepens understanding. Teachers must also have the encouragement to give students a visual reminder and motivation that they have the power to learn and boost their interest in learning.

Parents or Guardians, it is recommended to create a home environment that encourages learning and schoolwork to be able for them to maintain their good learning habits. Also, show your child the skills they are learning apply to everyday life, for them to be more motivated.

It is recommended for the administrators, to have the equipment and resources necessary to deliver educationally effective curricula. They can shape academic goals and are dedicated to getting their students to achieve them.

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