



SOCIAL MEDIA EXPOSURE AND STUDY HABITS OF GRADE SIX STUDENTS IN NONSECTARIAN PRIVATE SCHOOLS IN DAVAO CITY

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ABSTRACT

This study determined the influence of social media exposure to the study habits among the respondents, who are the Grade 6 students in nonsectarian private schools in Davao City. This study used a quantitative research method, specifically, a descriptive-correlational design. Utilizing a purposive sampling, the students who met the inclusion criteria were chosen from among the private non-sectarian schools in Davao City. Responses from adapted research instruments on social media exposure and study habits were used as primary data sources. This study used the mean, Pearson product moment correlation, and regression in treating the data of the study. The results showed that there was a moderately high level of social media exposure of Grade 6 students in nonsectarian schools, which means sometimes evident. Addictiveness to social media, gender use of social media, were revealed to be moderately high, which means sometimes evident. Meanwhile, the exposure to social media was revealed low, which means seldom evident. On the other hand, the age usage of social media was high or oftentimes evident. Notably, the level of study habits of Grade 6 students in private nonsectarian was high or oftentimes evident. Note taking, use of library, and time allocation to study was high. Further, social media exposure has a significant relationship to the study habits of Grade 6 students in private nonsectarian schools in Davao City.

Keywords: *Education, social media exposure, study habits of nonsectarian private schools, descriptive correlational, Philippines*

INTRODUCTION

Poor study habit is an educational issue among university graduates and effective management strategies in this contemporary time (Pitan, 2013). It was evident in Nigeria that 40 percent had never read a book after graduating from school, and many Nigerians only read books in order to get a pass when they were in school and as soon as they graduate they lost their interest in reading.

Interestingly, Nuthanap (2007) revealed that poor study habits of students was caused by poor parental monitoring. Shabi and Udofia (2009) affirmed that due to technological development, study habits are changing. Study habits are the methods



that students use to aid themselves in effectively studying the content at hand. Summarizing, taking notes, outlining, or identifying relevant information are ways on how students effectively study.

In the Philippines, Venturina (2014) revealed that most of the problems of majority of the schools and even in the entire country is the poor study habits of the students. Even at the very early age, many elementary students in the Philippines experience too many distractions or external stimuli such as the social media, friends, phone, television, video games, and outings and thus, wreaking havoc on the students' ability to focus on studying. Students also have difficulty on concentrating even with the elimination of distractions and hence, a dramatic drop of productivity. Procrastination is a symptom of lack of concentration; instead, the student resorts to constantly checking on Facebook posts or chatting instead of studying (Santos, 2018). Based on the study of Relucio (2019), the Grade 11 students have poor study habits and do not spend much time studying, that led them to a situation that affected their academic performance. She added that about 50 percent of the respondents do not do their homework that can have a negative impact on the students' academic success. Moreover, the previous study of Mendezabal (2013) showed that the students in Tuguegarao City do not have favorable study habits and attitudes. On the other hand, the findings of Ramento (2011) in his study, state that the declining achievement rates of achievements of both elementary and high school students in Davao City were due to poor study habits or weak study skills.

In addition, it is said that secondary school students in public schools often face academic problems because of poor study habits, leading to poor academic performance in Davao City. This singular factor has caused serious damage to the achievement status to secondary school students. The poor study habits may have been caused by the presence of too many distractors, which include social media exposure (Reyes, 2018).

On the one hand, Ezih and Ezih (2018) revealed that the poor study habits of the students were due to the social media exposure. It depicted that students' use of social media impairs their ability to get enough sleep at night. According to Das and Sajoro (2010), reading habit is rapidly degenerating or diminishing among youths in the recent time. It was found out that students waste a lot of time on social media sites. This may have contributed significantly to their average academic performance and poor study habits of students, if only as an intervening variable. Moreover, Idoro and Jimoh (2017) affirmed that the greater percentage of students use Facebook for connecting friends. Even the students admitted that social media has been a major time waster for them.

On the other hand, Long (2012) postulated that it is so common these days that numerous young people are addicted to social media activities abandoning study habits like doing homework and reading time in preference to chatting with friends. In addition, it can be quite distracting and can easily cause loss of focus when studying most of the times. Also, Kuppaswamy and Shankar (2010) revealed that social networks distract the attention and concentration of the students towards learning and converts it towards non-educational activities like useless and unnecessary chatting.

While there were studies conducted before, on the area of social media engagement such as the one made by Juneo et al. (2010) who completed a study among 132 students to examine the link between students' engagement in social media and grades among those who used Twitter and those who did not. They found that the twitter group have higher GPAS and greater engagement score than the control group. Another study conducted by Sherer and Shea (2013) discovered that YouTube increased participation, personalization and productivity.



Additionally, the study of Wang et al. (2015) focused on the effect of social media on the students' academic performance. This is notably due to the fact academic performance is the end result of a student's academic engagement. Meanwhile, Shiobi and Maiyo (2015) studied on the relationship between study habits and academic achievement while Medezabal (2013) studied about study habits and attitude. Anwar (2013) similarly made a correlational study on academic study habits, issues and concerns.

There are existing literatures such as those mentioned above have tended to focus more on the effect of social media on the student's academic performance, rather than the study habits of the students. Also, there are existing researches related to social media exposure and study habits of the students, aimed at discovering if social media exposure affects the study habits of the students, however, there are limited researches that focus on the students in the intermediate level of the Basic Education Department. Hence the researcher got interested in determining if the independent variable, social media exposure will have a significant relationship to the dependent variable, the study habits of the Grade 6 students from private nonsectarian schools in Davao City.

Therefore, the result of this study will provide significant understanding of the social media exposure and the study habits of the students. Additionally, it will also serve as a guide for addressing the issues and concerns in order to create appropriate programs to improve the study habits of the students and make a major contribution to the academic institution's enrichment classes for learners. Through this, the teachers can improve the students' study habits that may lead to good academic performance.

Moreover, the researcher wishes to share the findings of this study in one of the monthly conferences of her own school, in the four schools where the respondents are learning, during private schools' regional conferences, annual research forums, and in the international research congress. The researcher also plans to publish the findings of this study in online and print research journals so that many can fully access the study.

Research Objectives

The study determined the influence of social media exposure on the study habits of the Grade 6 students in private non-sectarian schools in Davao City.

Findings of the study had served as basis for a proposed enhancement program. Specifically, the study sought answers to the following questions:

1. What is the level of social media exposure of the Grade 6 students in terms of:
 - 1.1 Addictiveness to social media;
 - 1.2 Exposure to social media;
 - 1.3 Use of social media;
 - 1.4 Gender usage of social media; and
 - 1.5 Age usage of social media?
2. What is the level of study habits of Grade 6 students in terms of:
 - 2.1 Note taking



2.2 Use of library

2.3 Time allocation to study.

3. Is there a significant relationship between social media exposure and study habits of Grade 6 Students?
4. Which domain of social media exposure significantly predicts study habits?
5. Based from the results of the study, what enhancement program may be proposed?

Theoretical Framework

The study was anchored on the following theories: **Behavior Modification Model** by Thorndike (1911) and **Educational Constructivism** by Dewey (1986). These theories are applicable in the students' study habits and the social media exposure. The social media exposure serves as a stimulus that either affects or does not affect the study habits of the students. Behavior Modification Model refers to behavior-change procedures that were employed during the 1970s and early 2010s (Mahoney et al., 1974).

Based on methodological behaviorism, over the behavior was modified with presumed consequences, including artificial positive and negative reinforcement contingencies to increase desirable behavior, or administering positive and negative punishment and/or extinction to reduce problematic behavior (Mace, 2014; Pelios et al., 1999; Mace & Critchfield, 2010). For the treatment of phobias, habituation and punishment were the basic principles used in flooding, a subcategory of desensitization.

Further, applied behavior analysis (ABA)—the application of behavior analysis—is based on radical behaviorism, which refers to B. F. Skinner's viewpoint that cognition and emotions are covert behavior that are to be subjected to the same conditions as overt behavior. The first use of the term behavior modification appears to have been by Edward Thorndike in 1911. His article *Provisional Laws of Acquired Behavior or Learning* makes frequent use of the term "modifying behavior" (Thorndike, 1911). The experimental tradition in clinical psychology used it to refer to psycho-therapeutic techniques derived from empirical research (Bachrach, 1962). It has since come to refer mainly to techniques for increasing adaptive behavior through reinforcement and decreasing maladaptive behavior through extinction or punishment.

Furthermore, the use of positive punishment by board certified behavior analysts is restricted to extreme circumstances when all other forms of treatment have failed and when the behavior to be modified is a danger to the person or to others. In clinical settings positive punishment is usually restricted to using a spray bottle filled with water as an aversive event. When misused, more aversive punishment can lead to affective (emotional) disorders, as well as to the receiver of the punishment increasingly trying to avoid the punishment like "not get caught". Behavior modification relies on the following: reinforcement (positive and negative), punishment (positive and negative), extinction, shaping, fading, and chaining.



Moreover, the researcher believes that the behavior modification model is a good model for changing one's behavior. While others treat it as a form of punishment, it does not mean that it is a negative punishment; rather, it is the use of positive punishment that restricts extreme circumstances especially made for students with very high exposure to social media. This model is useful when the behavior is a danger to the person through reinforcement, punishment, extinction, shaping, and fading.

Additionally, constructivism encourages the learner or learners to arrive at his or her version of the truth, influenced by his or her background, culture or embedded worldview. Historical developments and symbol systems, such as language, logic, and mathematical systems, are inherited by the learner as a member of a particular culture and these are learned throughout the learner's life. This also stresses the importance of the nature of the learner's social interaction with knowledgeable members of the society.

Adding on, without the social interaction with other more knowledgeable people, it is impossible to acquire social meaning of important symbol systems and learn how to utilize them. Young children develop their thinking abilities by interacting with other children, adults and the physical world. From the social constructivist viewpoint, it is thus important to take into account the background and culture of the learner throughout the learning process, as this background also helps to shape the knowledge and truth that the learner creates, discovers and attains in the learning process (Wertsch, 1997).

Notably, the formalization of constructivism from a within-the-human perspective is generally attributed to Jean Piaget, who articulated mechanisms by which information from the environment and ideas from the individual interact and result in internalized structures developed by learners (Anderson et al., 2018). He identified processes of assimilation and accommodation that are key in this interaction as individuals construct new knowledge from their experiences.

Also, when individuals assimilate new information, they incorporate it into an already existing framework without changing that framework (Bruner, 1961). This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world (Bransford et al., 2000).

In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences (Clark & Zuckerman, 1999). Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure.

It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing.



There are many critics of "learning by doing" as an instructional strategy (Kirschner et al., 2016; Tobias & Duffy, 2009). While there is much enthusiasm for constructivism as a design strategy, according to Tobias and Duffy, it would appear that constructivism remains more of a philosophical framework than a theory that either allows us to precisely describe instruction or prescribe design strategies. The researcher believes that the constructivism theory encourages learners to arrive at their own version of truth that is influenced by their background, culture, or embedded view. The theory allows learners to stress the importance of social interaction with the knowledgeable members of the society. Without social interaction with more knowledgeable people, it is impossible to acquire social meaning of important study. From the findings of the study, an enhancement program was proposed.

Conceptual Framework of the Study

Figure 1 shows the conceptual framework of this study. It presents the relationship between the independent variable which is **Exposure to Social Media** and the dependent variable which is **Study Habit** of Grade 6 students of private non-sectarian schools. From the findings of the study, an enhancement program was proposed.

On the one hand, the independent variable, **Exposure to Social Media** refers to the propensity of individuals to spend long hours in networking sites which serve as communication and connection tools. This variable has the following indicators: **addiction to social media** which refers to problematic social media use or social media overuse that results in significant impairment in an individual's function in various life's domains over a prolonged period of time; **Exposure to social media** refers to unlimited

exposure to the internet as well as social media where individuals use to communicate with one another, and the dynamic of individuals' social grouping and friendship; **Use of social media** refers to the classification of the use of social media into: collaborative projects, blogs and communication, micro blogs, content component, social networking site, virtual game world and virtual second world; **Gender usage of social media** refers to the gap in gender differences in utilizing social media sites; and **Age usage of social media** refers to the age difference in using social media sites.

On the other hand, the dependent variable, **Study Habits** means to supply one's mental capacities to the acquisition of knowledge. It is something that is to be done and on a scheduled regular and planned basis that is not regular to a second and optional place. The domains are: **Note-taking** which refers to understanding a written document or a lecture, it is the basis of teacher-student interaction; another domain is **Use of the library** which refers to what researchers discovered that those who read often in the library, carry out research due to increase demands for accountability of students' learning; **Time allocation to study** refers to the plan of allocating time to establish a routine in so many hours in a day, days in a week and weeks in a term for studying.

The output of the study which was based on its results is the enhancement program for both teachers and students.

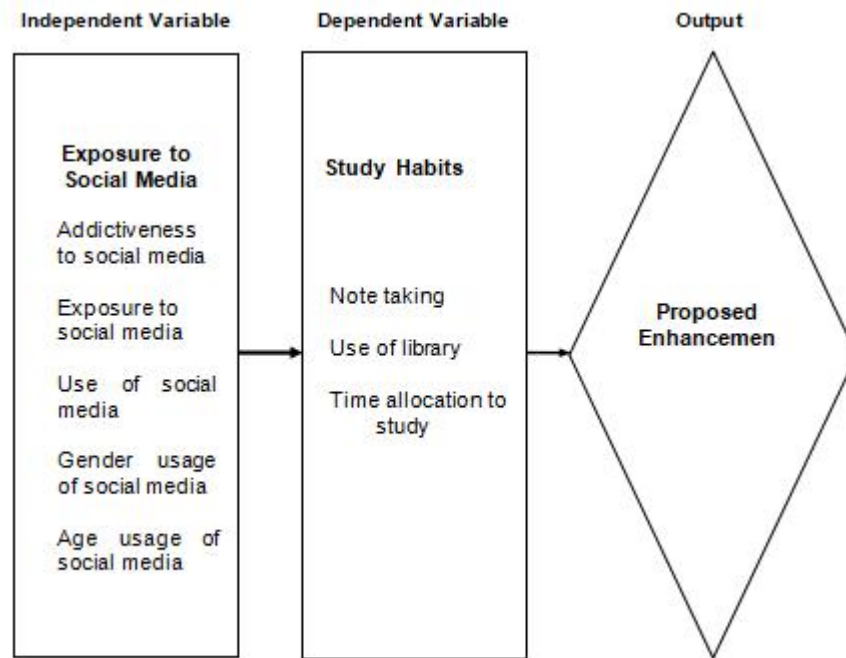


Figure 1. Conceptual Framework of the Study



METHODS

Research Design

The researcher made use of the quantitative research method specifically the descriptive correlational design. Quantitative research means the process of collecting and analyzing numerical data (Bhandari, 2020). In addition, quantitative research is consistent with understanding the relationships between random research variables (Frankfort-Nachmias et al., 2015). These variables can be measured using instruments so that numerical data can be examined using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results and discussion. Those who engage in this form of inquiry have assumption about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings (Creswell, 2014).

Adding on, the descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2009). In addition, descriptive correlation studies explain that one phenomenon is associated with another in situations where the researcher has no control over the variables that may cause or influence the independent, dependent, or outcome variables (Grove, 2013).

Moreover, descriptive correlational studies describe the variables and the relationships that occur naturally between and among them (Sousa et al., 2007). In this study, it was used to determine if there was relationship between the level of exposure to social media and the level of study habits of the Grade 6 students from selected basic private schools in Davao city.

The descriptive-correlational design was deemed appropriate to be used in the study because it determined the influence between the independent variable which is the exposure to social media and the study habits of the respondents, the Grade 6 students.

Respondents

The respondents of the study were the 120 Grade 6 students from the selected private non-sectarian schools in Davao City who were purposively chosen. The researcher chose the purposive sampling, which is also known as judgmental sampling, the technique which may be appropriate in exploring anthropological situations where the discovery of meaning can benefit from intuitive approach (Saunders et.al, 2012).

In this sampling, researchers relied on their own judgment when choosing members of the population to participate in their study. This sampling method was a non-random technique that did not need underlying theories or a set number of informants. The researcher decided what needed to be known and set out to find people who could and who were willing to provide information by virtue of knowledge or experience (Bernard, 2002; Lewis & Shephard 2006).



The researcher chose the Grade 6 students considering that they were graduating and even at a young age, they were already active on the use of social media as well as seeing the students had to double time with their study in preparation for their freshmen years.

Research Instruments

The researcher used adapted questionnaire based on existing studies. The level of social media exposure was developed by Osharive (2015) in his study. The questionnaire was validated by experts in the academe and underwent pilot testing for test of reliability. The resulting Chronbach's alpha is .85 interpreted as good.

The parameter limits are shown below.

Mean Range	Description	Interpretation
4.21 – 5.00	Very high	The social media exposure of the students is always evident
3.41 – 4.20	High	The social media exposure of the students is oftentimes evident.
2.61 – 3.40	Moderately High	The social media exposure of the students is sometimes evident.
1.81 – 2.60	Low	The social media exposure of the students is seldom evident.
1.00 – 1.80	Very low	The social media exposure of the students is not evident.

The level of study habits was adapted from the questionnaire developed by Sanni and Sakirudeen (2017). The questionnaire was validated by experts in the academe and underwent pilot testing for test of reliability. The resulting Chronbach's alpha is .925 interpreted as excellent. The parameter limits are shown below:

Range of Means	Description	Interpretations
4.21 – 5.00	Very High	Good study habits are always observed
3.41 – 4.20	High	Good study habits are oftentimes observed.



2.61 – 3.40	Moderately High	Good study habits are seldom observed
1.81 – 2.60	Low	Good study habits are rarely observed.
1.00 - 1.80	Very Low	Good study habit was never observed.

Procedures

The researcher religiously adhered to the following procedures throughout the course of the study. Firstly, the researcher secured an endorsement letter to conduct the study from the Dean of the Graduate School of the University of the Immaculate Conception (UIC). Secondly, an ethical clearance from the UIC Research and Ethics Committee (REC) was secured. Thirdly, the researcher sent permission letters to conduct the study to the School Principals and Administrator and finally, when approved, sent a copy to the school advisers of the selected schools.

Further, in this time of pandemic, following the Inter-Agency Task Force (IATF) Resolution No. 38 Series of 2020 guidelines on the required health standards, the researcher secured an Informed Consent Form from each respondent of the study online using Google email to ascertain their desire to engage in the study and to familiarize them with the study's objectives and relevance. Also, since most of the respondents were below 18 years old, the researcher secured an Assent form for each minor respondent. All relevant written approval papers were provided by the researcher prior to conducting any component of the survey administration. Once approved, finally the researcher administered the survey questionnaire via Google forms. The researcher invited the respondents to complete the online survey and required them to answer all questions honestly to elicit authentic and trustworthy data.

Furthermore, the researcher made a concerted effort to recover responses through online in order to achieve a 100 percent return rate of the questionnaire. The filled up questionnaires were arranged in the appropriate manner. Moreover, the results were compiled and tabulated prior to being subjected to statistical analysis. These data were carefully examined and interpreted in accordance with the study's objectives.

The researcher likewise administered the questionnaire among 30 students for pilot testing and was done during homeroom to which researcher took at least 30 to 60

minutes. During the administration, the researcher explained what the study was all about and explained each question or indicator so that the students did not have a hard time answering the questions.

The data were gathered for tabulation, analysis, and interpretation for Cronbach's alpha where an alpha value of .70 or higher was targeted and removed indicators or questions for inter-item analysis that was less than 30. A new questionnaire emerged after the reliability test.



The same questionnaire was administered to the students but this time, all Grade 6 students in the participating nonsectarian private schools answered the questionnaire during their homeroom so as not to disrupt classes. The data were gathered, analyzed, and interpreted. Finally, the results were documented.

RESULTS AND DISCUSSION

Level of Social Media Exposure of Grade 6 Students in Nonsectarian Schools

Table 1 shows the level of social media exposure of Grade 6 students in nonsectarian schools. It shows that the overall mean of social media exposure is 3.16 described as moderately high. It means that the social media exposure of grade six students in nonsectarian schools is sometimes evident. It implies that nowadays, some students are exposed on using social media like Facebook, YouTube, Instagram, etc. among other sites. In addition, the overall standard deviation was .53 which is less than one denoting that the respondents have ratings that are practically almost the same.

This finding runs parallel with the study of Baria (2020) which found out that the level of social media exposure of students is not alarmingly high and within control, which led to contemplate that students are mindful of their time and reasons for accessing social media.

However, the finding contradicts the study by Kolhar et al. (2021) that social networking sites and applications are widely used by students. They spend a lot of their time on these sites as part of their daily lives. Another study revealed that students are among the most active users of social media (Azizi et al., 2019). Also, Nielsen (2012) mentioned that students continued to have more time on the social media than any site.

Addictiveness to Social Media. Specifically, examining the dimension on addictiveness to social media reveals that its category mean is 3.36 described as moderately high which means that this particular social media exposure of students is sometimes evident. This means that overuse of social media has been a perennial concern for some students since this had affected their academic grades. The result

partially supports the findings of the study conducted by Alejandrino et al. (2018) wherein the level of addiction of senior high school students was revealed to be high due to their use of social media as means of communication. Also, it also reinforces the findings of Nalwa and Anan (2003) that Internet addiction led to an increase in internet usage over the past few decades.

This implies that guidance counselors maybe given the task of directing the students who are addicted to social media to other worthwhile tasks, guidance

counselors, educators, and GPTA officers may be given the opportunity to join seminars on the possible effects of social media addiction to students' academic performance.



Table 1
Level of Social Media Exposure of Grade 6 Students in Nonsectarian Private Schools

	Mean	SD	Description
Addictiveness to Social Media			
1. having addiction to online social networks is a problematic issue that affects academic life	3.88	1.16	High
2. engaging in online social networks distracts our studies	3.27	1.25	Moderately high
3. spending hours online can never be compared to the number of hours spent in reading	3.68	1.14	High
4. having no improvement in the grades since becoming engaged into social networking sites	2.62	1.32	Moderately high
Category Mean	3.36	.76	Moderately high

Exposure to Social Media			
1. usually having unlimited access to social media sites and this has affected academic performance negatively	2.73	1.27	Moderately high
2. engaging in academic discussions on twitter and this has improved academic performance	2.24	1.40	Low
3. making use of WhatsApp to disseminate knowledge to classmate	2.27	1.34	Low
4. relying solely on information gotten from Wikipedia to do assignments without consulting other sources	2.58	1.40	Low
Category Mean	2.46	.91	Low



Use of Social Media

1. using of Wikipedia for research has helped improve grades.	1.25	High
2. engaging in academic forums on Yahoo reduces rate of understanding.	1.31	Moderately high
3. using materials gotten from blogging sites to complement what have been taught in class.	1.27	Moderately high
4. not performing well in the academics even if using the social media had stopped.	1.02	High
Category Mean	.66	Moderately high

Gender Usage of Social Media

	3.77	1.16	High
1. male and female students using social media networks differently in different frequencies.			
2. female students using social networking sites more to explicitly foster social connections.	3.21	1.19	Moderately high
3. having gender as determinant of the level of social media network usage.	2.92	1.36	Moderately high
4. considering males as more effective at using social networking sites for non-academic purposes.	3.09	1.30	Moderately high
Category Mean	3.2	.94	Moderately high

Age Usage in Social Media

	Mean	SD	Description
1. considering age having an impact on the use of social media.	4.30	.86	Very high
2. considering social media as boring when growing older.	2.72	1.22	Moderately high
3. looking at social media as not relevant to people of older generation.	2.79	1.33	Moderately high
4. believing that the younger generation are the most active users of social media	3.99	1.16	High
Category Mean	3.45	.66	High
Over-all Mean	3.16	.53	Moderately High



This suggests that some of the students have unlimited access to social media. However, those who spend much of their time in social media were not focused much on academic discussions which had somehow affected their academic performance negatively.

This result supports the findings of Baria (2021) that the most highly utilized and preferred social media platform is Facebook, as it is the most accessible and popular among students, and not Twitter.

This implies that educators as well as guidance counselors may address this concern by providing counseling sessions and webinars on how to use social media positively, instead of unnecessary chatting.

Use of Social Media. In terms of the use of social media, it shows a category mean of 3.29 described as moderately high which means that the use of social media of students is sometimes evident. The mean rating of the different items ranges from 2.75 to 3.75. The item, *engaging in academic forums on Yahoo reduces rate of understanding* reflects a mean rating of 2.75, described as moderately high which means that social media exposure of students is sometimes evident. Meanwhile, the item, *not performing well in my academics even if I stopped using the social media* shows a rating of 3.75, described as high, which means that social media exposure of students is oftentimes evident.

It can be inferred that their social media exposure had somehow affected the rate of understanding their lesson. This suggests that public elementary school teachers should enhance student collaborative learning and interaction using different social media platforms and encourage students to be involved in academic forums to facilitate learning.

The result affirms what Zhu (2012) had shared that using online social media for collaborative learning has a significant impact on students' academic performance and satisfaction, according to the research conducted in Western countries. Moreover, the study of O'keeffe and Clake-Pearson (2011) affirms that other scholars revealed that social media benefits students by connecting them to one another on assignments and class projects.

Gender Use of Social Media. Likewise, in terms of dimension on gender use of social media, it reflects a category mean of 3.25 described as moderately high which means that social media exposure of students is sometimes evident. The mean ratings of the different items range from 2.92 to 3.77. Specifically, the item, *having gender as determinant of the level of social media network usage* reflects a mean rating of 2.92, described as moderately high which means that social media exposure of students is sometimes evident. The item, *having male and female students use social media networks differently in different frequencies* reflects a mean of 3.77 described as high which means that social media exposure of students is oftentimes always evident. The result implies that males and females' use of social media varies in frequencies, and some males are more effective at using social networking sites for non-academic purposes while some females use them for social connections.



This finding supports the study of Krasnova et al. (2017) that there is a gender divide in social media use among young students. Males, on the other hand, use social media mostly for enjoyment, while females use it for communication and knowledge. Moreover, according to Mazman & Usluel (2011), there is a clear difference between both genders about their social media usage. Making new contacts is purely attributed to males and using it for academic and informational aspirations found in females.

It suggests that educators must provide interesting activities for both female and male students in using different social media platforms which may improve academic performance.

Age Use of Social Media. In particular, the age use of social media reflects a category mean of 3.45 described as high which means that that this domain of social media exposure of students is oftentimes evident. The mean ratings among the aspects on task performance are ranging from 2.72 to 4.30. The item, *having social media as boring while growing older* has a mean of 2.72 described as moderately high which means that this item of social media exposure of students with regard to age is sometimes evident. Notably, the item, *considering age having impact on the use of social media* reflects a mean of 4.30 described as very high which means that in this item, the respondents seemingly agree that as a person advances in age, the use of media may not be as frequent as when they were younger. Hence, in this aspect, the item is rated very high, interpreted as always evident.

This partly supports the findings of Osharive (2015) that 406 of the participants in his study agree that there is a significant relationship between students usage of social media network by age and their academic performance. Notably, this also suggests that teachers must consider the age of the learners in choosing activities that are appropriate to their levels. Likewise, the result implies that teachers may upgrade themselves on digital literacy so students will not get bored in using social media as they get older.

Level of Study Habits of Grade 6 Students in Nonsectarian Private Schools

Table 2 shows the level of study habits of Grade 6 students in nonsectarian private schools. The over-all mean of the study habits of Grade 6 students is 3.56 described as high. It means that good study habits of students are oftentimes observed. It implies that students have positive study habits and they maximize their learning resources to ensure learning. Nevertheless, the over-all standard deviation of .68 indicates a negligible variation of responses of the students.

Notably, the high level of study habits of the students affirms the view of Kevin (2007) who mentioned that students who belong to private schools have better study habits than those of the students who belong to government schools. However, it contradicts the view of Chaudhary and Lily (1991) who stated that there was no significant difference in the study habits of students whether or not they belong to the government or private schools.



Note Taking. Consequently, the note taking domain reflects a category mean of 3.70. This means that good study habits of students are always observed. The mean rating of the different items ranges from 3.18 to 4.11. The item, *using symbols to express what the teacher say in the class* reflects a mean rating of 3.18, described as moderately high which means that good study habits of students are sometimes observed. Furthermore, the item *paying attention in the class in order to take any important notes* has a mean rating of 4.11, described as high, which means that good habits of students are oftentimes observed. It suggests that it is imperative that educators must consistently encourage the students to maintain good study habits through notetaking. Since through notetaking students could maintain an interaction with their teachers and may preserve new knowledge drawn from the lectures. Moreover, educators must discuss the importance of note taking to students to develop love for learning and improve their academic performance.

This result supports the study of Mendezabal (2013) who investigated the study habits of Filipino students which was found to be at moderate level. The finding is also similar to the study conducted among librarian students in Iran, indicating the general level of students' study habits to be 60.5 out of 100, which means that the level of study habits in this study was also moderately high.

Likewise, the result of the study confirms the view of Fielden (2004), when he said that good study habits help the learners develop their skills such as selecting, analyzing, synthesizing and critiquing. Moreover, Loveless (2019) disclosed that students who review their notes from previous lectures will have a better context for learning new topics presented in the next lecture and can ask questions about confusing concepts they did not quite understand from the previous lecture.

Use of Library. Adding on, this dimension has a category mean of 3.26, described as moderately high, which means that this particular domain of good habits of students are sometimes observed. Adding on, the mean ratings of the different items range from 2.72 to 3.69. Specifically, the item, *studying in the library every day* shows a mean rating of 2.72, described as moderately high which means that good study habits of students are sometimes observed. The item, *being given by the school an access to variety of library resources* reflects a mean rating of 3.69 described as high which means that good habits of students are oftentimes observed.

The result implies that the students in non-sectarian schools have used the resources in their libraries and somehow indicates that they have good study habits. Furthermore, the availability of study materials and the constant use of the library, aids in knowledge acquisition, allow students to focus on their own assignments, which eventually develop into good study habits when used effectively.

This is in contrary to the findings of Tschumper (2006) who asserted that the study skills of secondary school students are very poor and that poor academic performance is traced to poor study habit. This implies that educators may create programs to improve the study habits of the students and for them to use their library. School librarians may craft programs that may entice students to use the library often.



This backs up what Waldman & Micaela (2013) stated that while it is important for children to do well in school, it is equally critical that they understand that they can achieve more or do better by learning skills that allow them to properly use the school's library resources. However, students' ability to properly use these resources is highly dependent on their ability to use all of the study skills they have acquired throughout their school careers.

Time Allocation to Study. This particular domain of study habits of students reflects a category mean of 3.72 described as high which means that

Level of Study Habits of Grade 6 Students in Nonsectarian Private Schools

	Mean	SD	Description
Note Taking			
1. being used to listen attentively while taking down notes in the class.	3.76	1.12	High
2. paying attention in the class in order to take any important notes.	4.11	.88	High
3. having developed skills for effective note taking during every lesson.	3.54	1.11	High
4. taking down notes always to preserve new knowledge.	3.88	1.07	High
5. using symbols to express what the teacher say in the class	3.18	1.24	Moderately High
Category Mean	3.70	.74	High
Use of Library			
1. having devoted interest in libraryresources utilization.	3.50	1.14	High
2. studying in the library every day.	2.72	1.19	Moderately high
3. being used to do assignment in the school library.	2.83	1.23	Moderately high
4. being given by the school an access to variety of library resources	3.69	1.12	High
5. making use of the library to expand the scope of the study.	3.55	1.15	High
Category Mean	3.26	.84	Moderately High



Time Allocation to Study			
1. having a private study time table.	3.79	1.20	High
2. scheduling time to cover all subjects.	3.75	1.07	High
3. devoting extra-time to thoroughly learn a certain subject like mathematics.	4.00	1.00	High
4. using clock alarm to be alerted for night reading.	3.18	1.43	Moderately high
5. setting up time for other social activities so that they won't interfere with the studies.	3.86	1.04	High
Category Mean	3.72	.85	High
Overall Mean	3.56	.68	High

good habits of students are oftentimes observed. Notably, the mean ratings of the different items range from 3.18 to 4.00. The table further reveals that the item *using clock alarm to alert during the night reading* has a mean rating of 3.18, described as moderately high which means that good habits of students are sometimes observed. Meanwhile, the item, *devoting extra-time to thoroughly learn a certain subject like mathematics* reflects a mean rating of 4.00, described as high which means that good habits of students are oftentimes observed.

It implies that by establishing a routine, students envision themselves succeeding in their academics and schoolwork. Correspondingly, this result supports the statement of Jafari et.al (2019) that study habits are the most important predictor of academic performance.

Moreover, John (2010) contends that pleasant study habits have the potential to boost students' academic performance or appear to create favorable outcomes.

Significance of the Relationship of Social Media Exposure and Study Habits of Grade 6 Students in Nonsectarian Private Schools

Table 3 shows the relationships between social media exposure and its domains to study habits of Grade 6 students. It shows that social media exposure has a significant positive relationship with the study habits of grade six with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .19$, $p < .05$). It means that as the level of the social media exposure of the students increases, the level of study habits also significantly increases. It suggests that as students spend more time in social media, the study habits also had improved, given the fact that students availed of online apps that made their study more fun and less boring.

This supports the findings of the study conducted by Olutola et al. (2016) on students' use of social media and study habits which revealed that there was a



significant relationship, indicating that using social media was positively associated to study habits, and that the more social media use a student engaged in, the better their study habits were.

Also, it supports the findings of Ezehi (2018) that social media usage had a significant impact on study habits but, it negatively affected the students revision of lecture notes and the submission of their assignments.

These imply that social media, when used for the wrong reasons and at inappropriate time may affect students' study habits that may lead to poor academic performance.

Regarding the domains of social media exposure, the result shows that some of domains in singular capacity have significant relationship while others have no significant relationship with study habits of the grade six students of nonsectarian schools. Notably, the two domains of social media exposure, *exposure to social media*, and *use of social media*, have significant positive relationship to the study habits of grade six students with p-values of .00 that is less than alpha set at .05 with R-values of .36 and .42 respectively.

This means that if the level of the aforecited domains increased, the level of study habits of students also increased. It means that as students get exposed to the different apps of social media it enabled them to have a better understanding of their lessons. However, in singular capacity, the following domains of social media exposure namely: *attentiveness of social media*, gender usage of social media, and *age usage of social media*, have no significant relationship towards study habits of grade six students with p-values of .91, .17, and .71 respectively. These findings imply that not all domains affect study habits.

Table 3
Significance of Relationships of Social Media Exposure and Study Habits of Grade 6 Students in Nonsectarian Private Schools

Study Habits of Grade 6 Students in Nonsectarian Private Schools			
	r	p-value	Remarks
Social Media Exposure	.19*	.04	Significant
Attentiveness to Social Media	.01	.91	Not significant
Exposure to Social Media	.36**	.00	Significant
Use of Social Media	.42**	.00	Significant
Gender Usage of Social Media	- .13	.17	Not significant
Age Usage of Social Media	.04	.71	Not significant

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

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



The results contradict the study of Ezihi (2018) which disclosed that students who find a lot of time in social media are more likely to have poorer academic performance than those who do not. Nonetheless, other literature linked the use of social media to positive academic performance, stating that students were able to multitask while engaging in social media at the same completing assignments.

Significance of the Influence of Social Media Exposure, and Study Habits of Grade 6 Students in Nonsectarian Private Schools

Table 4 shows the results of the multiple regression analysis. In singular capacity, the domain on addictiveness to social media does not significantly influence the study habits of Grade 6 students with a p-value that is greater than the .05 level of significance (2-tailed) ($p > .05$) with a negative standardized beta value of .09. It means that for every unit increase in the value of attentiveness to social media, there is no corresponding significant increase in the study habits of grade six students.

Notably, in singular capacity, the domain on exposure to social media has significantly influenced the study habits of the students with a p-value that is less than the .05 level of significance (2-tailed) ($p < .05$) with a positive standardized beta value of .34. It means that for every unit increase in the level of exposure to social media of grade six students, there is a corresponding increase of .34 in the level of study habits of Grade 6 students.

Similarly, the domain on the use of social media has also significantly influenced the study habits of the students with a p-value that is less than the .05 level of significance (2-tailed) ($p < .05$) with a positive standardized beta value of .31. It means that for every unit increase in the level of use of social media, there is a corresponding increase of .31 in the level of study habits of grade six students.

In particular, the domain on the *gender usage of social media* has a significant influence towards the study habits of the students with a p-value that is less than the .05 level of significance (2-tailed) ($p < .05$) with a negative standardized beta value of -.25. It means that for every unit increase in the level of gender usage of social media, there is a corresponding decrease in the level of study habits of grade six students.

In contrast, the domain on *age usage of social media* has no significant influence towards the study habits of grade six students with a p-value that is greater than the .05 level of significance (2-tailed) ($p > .05$) with a positive standardized beta value of .12. It means that for every increase in the level of age usage of social media, there is no corresponding significant increase in the level of the study habits of grade six students.



Table 4
Significance of the Influence of the Domains of Social Media Exposure towards
Study Habits of Grade 6 Students in Nonsectarian Private Schools
Study Habits of Grades 6 Students in Nonsectarian Private Schools

	Standardized Coefficients	t	p-value	Remarks
Addictiveness to social media	-.09	-.89	.37	Not significant
Exposure to social media	.34	3.62	.00	Significant
Use of social media	.31	3.65	.00	Significant
Gender Usage of social media	-.25	-2.53	-.01	Significant
Age Usage of social media	.12	1.23	.22	Not significant
R	.54			
R ²	.29			
F	9.38			
P	.00			

Evidently, among the five domains of social media exposure, the exposure to social media has the greatest influence towards the study habits of the grade six students. Also, more importantly, the combined influence of the five domains of social media exposure towards the study habits of grade six students is significant ($F = 9.38$, $p < .05$). Meanwhile, the model explains 29 percent of the variance of the study habits of grade six students based on the domains of the independent variable explored in this study as indicated by $R^2 = .29$. This means that 71 percent of the variance of the study habits of grade six students in the nonsectarian schools can be attributed to other factors aside from social media exposure.

Finally, the results of the study validate the theories on Behavior Modification Model by Thorndike (1911) and Educational Constructivism by Dewey (1986). The results of the study had proven that the behavior of a person such as study habit may or may not be influenced by external factors and in the study, it is the social media exposure. In the context of the study, it was shown how the students construct their own learning through the use of technology, through their exposure to social media. The social media exposure serves as a stimulus in the study, that may not affect the study habits of the students. The researcher believes that the behavior modification



model is a good model in showing how external factors could change one's behavior.

On the other hand, the researcher believes in the idea espoused by the constructivism theory, that actual experiences would encourage learners to arrive at their own version of truth that is influenced by their background, culture, or embedded view. Specifically, the theory is confirmed when learners behaved and demonstrated their how they valued social interaction through social media where they could communicate with the knowledgeable members of the society. Moreover, without social interaction with more knowledgeable people, it is impossible to acquire social meaning of what is important.

Proposed Enhancement Program

It can be gleaned from the results, that an enhancement program for teachers and students had to be proposed. Specifically, the planned program included activities that are deemed necessary to address poor results. On the one hand, addictiveness to social media has a moderately high rating. Particularly, the items like *having addiction to online social networks is a problematic issue that affects life and spending hours online can never be compared to the number of hours spent in reading* were rated moderately high. While the items *engaging in social networks distracts studies*, and *having no improvement in the grades since becoming engaged into social networking sites* were found to be moderately high too.

On the other hand, *exposure to social media*, reported to have overall low level among the indicators of social media exposure. However, the item, *usually having unlimited access to social media sites and this has affected academic performance negatively has a moderately high level*. Item 1, *usually having unlimited access to social media sites and has affected academic performance negatively* is found out to be moderately high. Item 2, *engaging in academic discussions on Twitter and this has improved academic performance*; item 3, *making use of WhatsApp to disseminate knowledge to classmate*; and item 4, *relying solely on information gotten from Wikipedia to do assignments without consulting other sources* were found out to be low.

Consequently, other indicators of the social media exposure like the *use of social media* and *gender usage of social media* were reported to have a moderately high level while *age use of social media* was reported to be high. Other items under the use of social media which *include using of Wikipedia for research has helped improve grades and not performing well in the academics even if using the social media had stopped* were reported high.

Further, the items 2, 3, and 4 under Gender Usage of Social Media, which are *having male and female students use social media networks differently in different frequencies*, *having female students use social networking sites more to explicitly foster social connections*, and *having gender as determinant of the level of social media network usage* were reported to be moderately high. Only item 1, *having male and female students use social media networks differently in different time* was reported to be high.



Furthermore, items 2 and 3 under the indicator, *the age usage in social media which include having social media as boring while growing older, and looking at social media as not relevant to people of older generation* were reported to be moderately high. Additionally, Item 1 which is *considering age having impact on the use of social media was reported to be high*. On the other hand, item 4, which is *believing that the younger generation are the most active users of social media* was reported to be high.

Meanwhile, among the indicators of the level of study habits of grade 6 students in nonsectarian schools, the indicators note taking and time allocation to study were found to be high. The second indicator, which is the use of library were reported to moderately high.

Hence, it is in this context that this enhancement program was proposed to solve the problem on how to regulate social media use and improve poor study habits. The program was also designed to maximize the use of social media platforms and upgrade the competency of the faculty so they can be technologically competent and can be creative in teaching to the students.

Proposed Enhancement Program for Teachers and Students

Rationale

The new normal of education has brought a lot of challenges to teachers and students. Among these challenges is the addictiveness to social media, and lack of technological competence among faculty and staff to facilitate learning.

To make significant contribution to the aim of facilitating learning with technological competence, teachers are encouraged to join webinars and workshops on how to use the different social media platforms to facilitate learning and encourage students to maximize these platforms for research and discussion. On the other hand, to address the pressing concern on addictiveness to social media, guidance counselors may create counselling sessions for children.

General Objectives

1. To develop students' awareness on the negative effects of addictiveness to social media, the guidance counsellors, staff and faculty may have counselling sessions, and webinars to prevent students from being addicted to the different media platforms.
2. To equip the IBED faculty on how to use different social media platforms to facilitate learning and maintain an active classroom atmosphere.
3. To train students on how to use the social media platforms effectively and positively.
4. To encourage the students to use different social media platforms for research, homework, and discussion.



Activities	Objective	Time Frame	Person involved	Performance Indicator
Webinar/Counselling Sessions for Students (by group and by individual)	To discuss the negative effects of internet addiction To discuss ways on how to use the internet positively	All year round	guidance counsellors, guidance staff	95% of the participants should attend the webinar. Participants will have increased understanding on how.
Webinar/Workshop for Students on How to Use Different Social Media Platforms Positively	To teach the children on how to use the different social media platforms for research, discussion, and many others	August September	Subject coordinators	95% of the students should attend the webinar and workshop. Participants will have increased knowledge on using different social media platforms for effective learning.
Webinars and Workshop for the Faculty on How to Use the Different Social Media Platforms to Facilitate Fun and Exciting Learning Atmosphere	To discuss the different ways on how to make the lessons fun and exciting by using different social media platforms	July	Subject coordinators Head teachers	95% of the faculty should attend the webinar and workshop. Teachers will have increased knowledge on how to use different social media platforms effectively and meaningfully.



Enrichment Classes	To teach the children topics that are difficult for them to understand	All year round	Subject teachers	Students who have poor study habits that lead to poor academic performance will be given enrichment and remedial classes for them to improve their skills in the different topics.
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Conclusion and Recommendations

Findings

The findings of this study were the following:

1. The level of exposure of social media had overall mean rating of 3.16, which is described as moderately high that is sometimes evident. In addition, the overall standard deviation is .53 which is less than one denoting that the respondents have ratings that are practically almost the same. Social media indicators received their corresponding mean rating: addictiveness, 3.36, high exposure to social media, 2.46, moderately high, use of social media, 3.29, high and age usage of social media, 3.16 also high.
2. The over-all mean of the study habits of grade six students was 3.56 described as high. It means that good study habits of students were oftentimes observed. The over-all standard deviation of .68 indicates a negligible variation of responses of the students. The indicators of study habits garnered the following mean rating: note taking, 3.70, high, use of the library 3.26, high and time allocation 3.72 also high.
3. The result shows that social media exposure had a significant positive relationship with the study habits of grade six with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .19$, $p < .05$), which means that as the level of the social media exposure of the students increased, the level of study habits also significantly increased.



4. Among the five domains of social media exposure, the exposure to social media has the greatest influence towards the study habits of the grade six students. Importantly, the combined influence of the five domains of social media exposure towards the study habits of grade six students was significant ($F = 9.38, p < .05$). Meanwhile, 29 percent of the variance of the study habits of grade six students is based on the domains of the independent variable explored in this study as indicated by $R^2 = .29$. This means that 71 percent of the variance of the study habits of grade six students in the nonsectarian schools can be attributed to other factors aside from social media exposure.
5. Though the overall mean of social media exposure is high, an enhancement program was proposed.

Conclusions

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

1. The level of social media exposure was rated moderately high. It means that the social media exposure of grade six students in nonsectarian schools is sometimes evident. It implies that nowadays, some students are exposed on using social media like Facebook, YouTube, Instagram, etc. among other sites.
2. The Grade 6 students have good study habits. This implies that the students in nonsectarian schools have maximized the use of the resources in their libraries to ensure learning that may lead to good academic performance.
3. The social media exposure has a positive significant relationship on the study habits of the Grade 6 students. This shows that students from private nonsectarian schools may lead to good academic results if they consistently have good study habits.
4. The exposure to social media has the greatest influence towards the study habits of the Grade 6 students. This implies that when social media platforms are used effectively, students may be more motivated to study.
5. There is a need for enhancement program to provide opportunities for educators and students to learn skills on how to use social media platforms more effectively and judiciously.

Recommendations

From the conclusions drawn, the following recommendations are suggested:

1. Since the level of social media exposure is moderately high, it could be regulated to



some extent. The class advisers and guidance counselors may conduct counselling sessions to address concerns on social media addiction for some students. They may collaborate with parents through the Parents-Teachers Association in creating programs for students to use social media judiciously and avail of social media platforms for educational purposes.

2. Since it was found out that the level of study habits of the Grade 6 students in nonsectarian schools is high, it can still be raised to a higher level. Teachers and guidance counselors, through the homeroom program may continually discuss with the students the importance of allotting time for studying and eventually develop a good study habits. Research had shown that keeping a regular schedule of studying would lead students to good academic performance.
3. Since the social media exposure reveals a significant relationship to the study habits of the students, school heads and administrators may provide further trainings and workshops on utilizing different social media platforms for their faculty to become more skillful in using online apps that would make the students spend time in social media for educational purposes and for educators to be able to motivate students in maintaining their study habits.
4. Since the result revealed that social media exposure has the greatest influence towards the study habits of the Grade 6 students, the subject coordinators, the librarians, and faculty may create programs that will attract more students to avail of the library resources, conduct monthly meeting with the students for them to be motivated to maximize their time in using the e-library, conduct reading comprehension, mathematical enhancement and robotics programs among others. Furthermore, school leaders may provide webinars for students on how to maximize social media platforms to broadcast updates and alerts, create a class message board, use photo essays, create a class blogs for discussions, and many others.. Faculty, subject coordinators, and guidance counselors may always fashion strategies to ensure that the exposure to social media positively affects the study habits of the students, leading to good academic performance.
5. Since the proposed enhancement program for teachers and students were based on the findings of the study, the school administration may encourage the faculty members to utilize not only in the school where the researcher is, but also to the other schools whether private or public.
6. Since the study revealed that there are other factors not included in the study that may have influenced study habits, future researches may delve into the identification of these factors using other research method or design and to also involve tertiary students.

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