



Social Media Platforms as Enhancement Tools of Academic Performance in the Midst of COVID-19 Pandemic

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ABSTRACT:

This descriptive research aimed to determine the students' satisfaction in using social media platforms as tools for the enhancement of their academic performance in the midst of the COVID-19 pandemic through convenience sampling. Grade Eight (8) students of a public secondary school in Iloilo were selected as the respondents. The data was gathered using a duly-validated researcher-made questionnaire checklist. The data gathered from the respondents were tallied, recorded, computed, analyzed, and interpreted using the statistical tools. Students' satisfaction in using social media platforms was moderate an entire grouped by sex, family monthly income, gadgets available at home, and connectivity used. The data further showed that there were no significant differences in the level of satisfaction of grade 8 learners in using of social media platforms in the enhancement of their academic performance in the midst of COVID-19 pandemic when grouped according to sex, family monthly income, gadgets available at home and connectivity used.

Keywords: Social Media Platforms, Academic Performance, Satisfaction

INTRODUCTION

Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Asur & Huberman, 2010). According to Junco et al (2010), social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing". The growing dimension of the use of social media among the youth of today cannot be over emphasized. Over the years, social networking among second cycle students has become more and more popular. It is a way to make connection not only on campus, but with friends outside of school.

Education is an important issue in one's life. It is the key to success in the future and having many opportunities in our lives (Al-Shuaibi, 2014). Since its outbreak two years ago, the COVID-19 pandemic has disrupted education systems globally, affecting the most vulnerable learners the hardest. It has increased inequalities and exacerbated a pre-existing education crisis. School closures have ranged from no closures in a handful of countries to up to more than a full school year. Lack of connectivity and devices excluded at least one third of students from pursuing learning remotely (UNESCO, 2022).

COVID-19 has disrupted many aspects of life, such as the medical system, the economy, and education (Li et al., 2020). Educational institutions saw forced closures, and students were required to remain at home. This has led to procedural changes in the day-to-day operations of academic institutions. Because of the pandemic, digital advances have been made in the global higher education sector (Dwivedi et al., 2020).

In today's situation, social media platforms play a vital role in achieving quality basic education to students. It acts as a platform for delivering the topic to all students, regardless of environmental, social, or financial barriers posed by the prevalent virus known as novel coronavirus, which causes COVID-19 pandemic. The COVID-19 is a highly infectious disease or illness caused by

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severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), originated in Wuhan city of China, has already taken on pandemic proportions, affecting across all the continents (Remuzzi&Remuzzi, 2020), mostly spread among individuals during close contact now resulting in millions of deaths. Due to its severity and fierceness, COVID-19 is referred to as a pandemic and the greatest global health crisis since centuries in human civilization.

The onset of the novel coronavirus made everything from world economies to social rituals devastated (Schulten, 2020). This current situation posed a great challenge to the educational system of the Philippines, forcing many schools to close temporarily for the health and safety of the learners. Schools were scrambling for a solution to this challenging situation brought by the pandemic. Many academic institutions that were earlier reluctant to change their traditional pedagogical approaches they had no option but to adopt and shift entirely to blended learning, both modular and online teaching-learning.

With the increased use of online modalities in the current situation, improving the quality of online teaching and learning is important at this stage. So, this study aimed to determine the students' satisfaction in using social media platforms as tools in enhancing the academic performance in the midst of the COVID-19 pandemic.

Specifically, it sought answers to the following questions:

1. What is the level of students' satisfaction in using social media platforms to enhance academic performance as an entire group and when classified according to sex, family monthly income, gadgets available at home, and connectivity used?
2. Are there significant differences in the level of students' satisfaction in using social media platforms to enhance their academic performance when classified according to sex, family monthly income, gadgets available at home, and connectivity used?

Hypothesis

There were no significant differences in the level of students' satisfaction in using social media platforms to enhance academic performance when classified according to sex, family monthly income, gadgets available at home, and connectivity used.

METHODS

Research Design

This study determined the students' satisfaction in using social media platforms to enhance their academic performance in the midst of COVID-19 pandemic.

This study utilized descriptive research which involved collecting data in order to test hypothesis or answer questions concerning the current status of the respondents (Jaurigue, 2011 and Capaque, et al. 2017). The variables that were considered in this study were sex, family monthly income, grade level, connectivity used, and gadgets available at home and the social media platform used to enhance the academic performance of learners in the midst of COVID-19 pandemic.

Respondents

The respondents in this study were the selected grade 8 students enrolled at a public secondary school in Iloilo. They were chosen using the convenience sampling (also known as availability sampling), a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study (Lewis et. al, 2012). They were classified according to their sex, family monthly income, grade level, connectivity used, and gadgets available at home. The respondents' answers in the discussions and other important information were kept in confidential manner. Respondents' and key informants' rights to refuse to answer or to be part of the research were respected.

Table 1 shows the distribution of respondents according to sex, family monthly income, gadgets available at home and connectivity used. Out of the 30 respondents, 53.3% were females and 46.7% were males. Most of them had a monthly income of below Php 10,000 (46.7%) while others earned a monthly income of Php 10,000 to 20, 000 (16.7%), Php 20, 000 to 30, 000 (10.1%), and lastly, above Php 30, 000 (26.7%). Most of the respondents had smartphones (93.3%) as gadgets available at home, while some of them had laptops (40.0%), tablets (36.7%), satellite TV (26.7%), and desktop computers (10.0%). Most of the respondents used mobile data (40.0%), some of them used broadband internet (33.3%), and others used both mobile data and broadband internet (26.7%).

Table 1
Distribution of Respondents

Category	F	%
Entire Group	30	100.0
Sex		
Male	14	46.7
Female	16	53.3
Family Monthly Income		
Below Php10,000	14	46.7
Php10,000 - 20,000	5	16.7
Php20,000 - 30,0000	3	10.0
Above Php30,000	8	26.7
Gadgets Available at Home		
Smartphone	28	93.3
Laptop	12	40.0
Tablet	11	36.7
Satellite TV	8	26.7
Desktop Computer	3	10.0
Connectivity Used		
Mobile Data	12	40.0
Broadband Internet	10	33.3
Both	8	26.7

Research Instrument

The main data gathering instrument used was the researcher-made questionnaire-checklist duly validated by experts. It consisted of two parts. Part One, solicited information in the students' personal data. Part two, consisted items on students' satisfaction in using social media platforms.

The items in the main questionnaire were answerable by the degree of agreement or disagreement to the statements based on the following criteria:

- 5= Highly Satisfied
- 4- Moderately Satisfied
- 3= Satisfied
- 2= Fairly Satisfied
- 1=Not Satisfied

The total score of all items under each category were computed and divided by the number of items to get the total mean score for such indicator. This scoring was carried out per category all throughout satisfaction indicators. The mean score of all respondents was taken to reflect the uses of social media platforms to enhance academic performance of learners and interpreted using the scale as shown below:

Scale of Means	Description
4.50–5.00	Highly Satisfied
3.50–4.49	Moderately Satisfied
2.50–3.49	Satisfied
1.50–2.49	Fairly Satisfied
1.00–1.49	Not Satisfied

Data Gathering Procedure

A questionnaire-checklist was used in determining students' satisfaction in the use of social media platforms to enhance academic performance in the midst of COVID-19 pandemic in terms of use of social media platforms and academic performance and satisfaction of students to social media platforms. The administration of the instrument was scheduled after it was finished and reproduced. Permission to conduct the study was secured from the principal of a public secondary school in Iloilo and to administer the questionnaire among the Junior High School students. With the assistance of co-teachers in Grade eight (8) Council, the researchers personally administered the instruments. The respondents were given enough time to answer the questionnaires before it was given back to the researcher. The data gathered from the respondents were tallied, recorded, computed, analyzed and interpreted.

Data Analysis Procedure

The data in this study was subjected to statistical treatment. The descriptive statistical tools were used such as mean, percentage, and frequency, while Mann-Whitney test and Kruskal-Wallis test were used as inferential statistical tools.

The frequency was used to determine the number of respondents who would participate when classified by category, while the percentage was used to calculate the questionnaire-to-checklist ratio. The mean was calculated by adding all of the numbers in the data set and dividing the total number by the number of values in the set. The Mann-Whitney test was used to determine the level of satisfaction of learners with the use of social media platforms to enhance their academic performance in the midst of the COVID-19 pandemic when it was measured on an ordinal scale and differed based on sex; and lastly, the Kruskal-Wallis test was used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable when they are grouped according to family monthly income, grade level, connectivity used, and gadgets available at home.

RESULTS

Descriptive Data Analysis

Table 2 presents the level of students' satisfaction in using social media platforms to enhance academic performance as an entire group and when classified as different variables. Results revealed that as an entire group, students were "moderately satisfied" with the use of social media platforms to enhance their academic performance during the pandemic ($M = 3.81$; $SD = 0.588$). When classified by sex, both male ($M = 4.00$; $SD = 0.510$) and female ($M = 3.64$; $SD = 0.614$) students were "moderately satisfied" of using the social media platforms for learning enhancement. Likewise, when they were classified by family monthly income, students with below Php10,000 ($M = 3.72$; $SD = 0.490$), Php10,000 - 20,000 ($M = 3.60$; $SD = 0.822$), Php20,000 - 30,000 ($M = 3.53$; $SD = 0.907$), and above Php30,000 ($M = 4.19$; $SD = 0.348$) income were "moderately satisfied" of using the social media platforms to improve their academic performance. Moreover, when they were classified by gadgets available at home, students were "moderately satisfied" with the social media platforms for learning improvement using their smartphones ($M = 3.89$; $SD = 0.513$), laptops ($M = 4.07$; $SD = 0.425$), tablets ($M = 3.80$; $SD = 0.608$), satellite TVs ($M = 3.89$; $SD = 0.536$), and desktop computer ($M = 3.83$; $SD = 0.153$). Furthermore, when classified by the internet connectivity, those who used mobile data ($M = 3.74$; $SD = 0.673$), broadband internet ($M = 3.79$; $SD = 0.522$), and both ($M = 3.93$; $SD = 0.587$) were "moderately satisfied" with the use of social media platforms for the enhancement of their academic performance at school.

Table 2

Students' Level of Satisfaction with Social Media Platforms as an Entire Group and when classified as to Sex, Family Monthly Income, Gadgets Available at Home, and Connectivity Used

Category	M	SD	Description
Entire Group	3.81	0.588	Moderately Satisfied
Sex			
Male	4.00	0.510	Moderately Satisfied
Female	3.64	0.614	Moderately Satisfied
Family Monthly Income			
Below Php10,000	3.72	0.490	Moderately Satisfied
Php10,000 - 20,000	3.60	0.822	Moderately Satisfied
Php20,000 - 30,0000	3.53	0.907	Moderately Satisfied
Above Php30,000	4.19	0.348	Moderately Satisfied
Gadgets Available at Home			
Smartphone	3.89	0.513	Moderately Satisfied
Laptop	4.07	0.425	Moderately Satisfied
Tablet	3.80	0.608	Moderately Satisfied
Satellite TV	3.89	0.536	Moderately Satisfied
Desktop Computer	3.83	0.153	Moderately Satisfied
Connectivity Used			
Mobile Data	3.74	0.673	Moderately Satisfied
Broadband Internet	3.79	0.522	Moderately Satisfied
Both	3.93	0.587	Moderately Satisfied

Note. 4.50–5.00 = Highly Satisfied; 3.50–4.49 = Moderately Satisfied; 2.50–3.49 = Satisfied; 1.50–2.49 = Fairly Satisfied; 1.00–1.49 = Not Satisfied.

Inferential Data Analysis

Table 3 presents the significance difference in the students' level of satisfaction with the use of social media platforms when classified by sex. T-test results revealed that there was no significant difference in the level of satisfaction of students with the social media platforms as tools used for learning enhancement ($t(28) = 1.766, p = 0.088 > \alpha = 0.05$).

Table 3

T-test Results for the Level of Students' Satisfaction in Using Social Media Platforms when classified as to Sex

Category	t	df	Sig.
Sex	1.766	28	.088

Table 4 presents the significance differences in the students' level of satisfaction with the use of social media platforms when classified by family monthly income and internet connectivity. One-Way ANOVA test results revealed that, when classified by family monthly income, there was no significant difference in the students' level of satisfaction when they are using social media platforms for learning improvement ($F(3,26) = 1.771, p = 0.177 > \alpha = 0.05$). Similarly, results further revealed that, when classified by internet connectivity, there was no significant difference in the level of satisfaction of students with the use of social media platforms for the enhancement of their academic performance in the midst of pandemic ($F(2,27) = 0.227, p = 0.799 > \alpha = 0.05$).

Table 4

One-Way ANOVA Test Results for the Level of Students' Satisfaction in Using Social Media Platforms when classified as to Family Monthly Income and Connectivity Used

Category	Sum of Squares	Df	Mean Square	F	Sig.
Family Monthly Income					
Between Groups	1.700	3	0.567	1.771	0.177
Within Groups	8.319	26	0.320		
Total	10.019	29			
Connectivity Used					
Between Groups	0.166	2	0.083	0.227	0.799
Within Groups	9.853	27	0.365		
Total	10.019	29			

Table 5 presents the significance differences in the students' level of satisfaction with the use of social media platforms when classified by gadgets available at home. Chi-Square test results revealed that, when classified by gadgets available at home, there were no significant differences the level of satisfaction of students of social media platforms using their smartphones ($\chi^2(2) = 5.893$, $p = 0.053 > \alpha = 0.05$), laptops ($\chi^2(2) = 3.707$, $p = 0.157 > \alpha = 0.05$), tablets ($\chi^2(2) = 0.749$, $p = 0.688 > \alpha = 0.05$), satellite TVs ($\chi^2(2) = 1.582$, $p = 0.453 > \alpha = 0.05$), and desktop computer ($\chi^2(2) = 2.549$, $p = 0.280 > \alpha = 0.05$).

Table 5

Chi-Square Test Results for the Level of Students' Satisfaction in Using Social Media Platforms when classified as to Gadgets Available at Home

Gadgets Available at Home	χ^2 - value	df	Sig.
Smartphone	5.893	2	0.053
Laptop	3.707	2	0.157
Tablet	0.749	2	0.688
Satellite TV	1.582	2	0.453
Desktop Computer	2.549	2	0.280

DISCUSSION

The use of social media platforms in enhancing learners' academic performance in the midst of the COVID-19 pandemic was thoroughly analyzed. Likewise, the level of students' satisfaction in using social media platforms was examined. A detailed analysis was used, which led the researchers to place the findings of the study in the context of related literature and the results of past researches that were similar to this.

Ansar& Khan (2020) concluded in their study that the application of online social media would facilitate the students' ability to become more creative, dynamic, and connected to the worldwide instructor for collaborative learning. Accordingly, the use of online social media for collaborative learning and interaction with mentors and colleagues lead to a better student engagement, which consequently affects student academic performance. Furthermore, such sophisticated communication devices would be more useful to

students who are shy in front of peers; teachers could open up on the web for collaborative learning and teaching in a global scenario; and physically challenged students would benefit.

In the research published by Berbozo et al. (2021), it was stated that social media platforms sharpen students' reading skills and improve their general knowledge of a particular topic. It means that students who used social media platforms perform better more often. Additionally, the majority of students found themselves undistracted by social media platforms regarding their school activities. However, most of the learners use social media sites for other purposes rather than academic work. Hence, it implies that the use of social media may not bring any improvement in the academic work of the learners (Alsaad et al., 2018).

The COVID-19 Pandemic paralyzed the global academe by halting the conduct of face-to-face classes which led to the implementation of a remote-learning setup. However, students were not prepared to adjust to this new model of education and have started finding ways to maintain a proactive learning environment (Pedroso et al., 2022). However, social media platforms have had a huge impact on social interaction in today's modern world where students easily communicate constantly with their teachers about the learning activity tasks to do in order to continue their learning despite the pandemic. Social media, particularly for our students, is quickly becoming the most prominent form of communication as part of the implementation of blended learning. Likewise, the results showed that the level of students' satisfaction with the use of social media platforms to enhance their academic performance in the midst of COVID-19 internet pandemic when classified according to sex, family monthly income, gadgets available at home and connectivity were "moderately satisfied".

The current study's design has limitations that should be considered and might be addressed in future research. The current study's design has limitations that should be considered and might be addressed in future research. First, qualitative research may be used to supplement the descriptive research findings of this study in order to gain a deeper understanding of how social media platforms are perceived as tools in enhancing students' performance in the midst of the COVID-19 pandemic. Second, since the study only focuses on grade 8 students, a comprehensive application of the findings and implications of this study to other grade levels may be distinguished. In addition, our findings are based only on the perceptions of grade 8 students on social media platforms in the midst of the COVID-19 pandemic. Future studies could provide more information on how social media platforms help students enhance their academic performance after the pandemic and compare and validate each other. Despite the limitations, this study provided information on students' perceptions of social media platforms as tools in enhancing students' performance amidst the COVID-19 pandemic, which might be used to inform future research on this topic in some way.

Furthermore, the findings of this study revealed that the majority of grade eight (8) students have a positive perception of the use of social media platforms, which greatly helped improve their academic performance in the midst of the COVID-19 pandemic. Similarly, the data further have showed that there were significant differences in the level of satisfaction of grade eight (8) students with the use of social media platforms in the enhancement of their academic performance in the midst of COVID-19 pandemic as an entire group when classified by sex, family monthly income, gadgets available at home and connectivity used.

CONCLUSION

When the spread of COVID-19 pandemic arrived, everyone shifted from what we call "the new normal" to a more cautious approach to the activities we do. The entire world was affected in some way, particularly in the field of education. In the Philippines, everyone was concerned about learning continuity. Learners nowadays learn and adapt to new learning setups and methods in order to continue their studies even in the midst of the COVID-19 pandemic. Learners can now easily learn how to access social media platforms now that some are learning through online teaching methods.

Because of the COVID-19 pandemic, our school was forced to find an alternative to face-to-face classes. As a result, online teaching and learning delivery have been used by many teachers and learners in order to continue the delivery of the basic quality of education. Online classes using social media platforms have been an important tool in sustaining the delivery of instruction to learners as an alternative to traditional face-to-face classes wherever they are.

The social media platforms gave learners a venue to explore the new method of acquiring knowledge brought by the COVID-19 Pandemic. Nowadays, learning is difficult not only for the students, but also for the teachers. Because of students' determination to learn and the power of technology we are able to facilitate the teaching and learning process with the help of these platforms. Furthermore, through these platforms, it allowed learners to engage, share, and create a space in discussing important content in a limited amount of time.

The data has shown that social media platforms have a significant impact on the academic journey of learners. Social media platforms play a vital role in learning and keeping learners connected and engaged with each other regardless of their distance and location. It encouraged learners to think independently and creatively, especially about their assigned tasks. Despite being in a distance learning modality amidst the COVID-19 pandemic, learners have a positive perception to social media platforms as tools in achieving quality basic education.

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