



Media utilization: It's influence on students' academic performance

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Abstract

Today's youths are confronted with a media environment that is rapidly changing. Thus, this descriptive study focuses on identifying the students' frequency levels of media consumption and the purpose of using it, and the correlation between media consumption and academic performance of 365 junior high school students identified as this research's respondents using the Stratified Random Sampling technique. The researchers personally administered the self-completed survey questionnaire. Data were analyzed using mean and Pearson product-moment correlation coefficient. The students' media consumption revealed that television and the internet were sometimes used. Results showed that they sometimes used television for entertainment, education, general knowledge, and sports. As for the internet, students frequently use it for entertainment, while they sometimes use the radio for entertainment, education, and general knowledge. Lastly, the students seldom used newspapers and magazines for all the identified purposes. It indicates further that there is a significant relationship between academic performance and the students' frequency level of media consumption as to internet, newspaper, and magazine. On the other hand, the negative negligible relationship means that as the students' television, internet, and magazine consumption or usage increases, their academic performance decreases with an insignificant effect. There is a significant positive relationship between the students' media consumption for education and general knowledge purposes and their academic performance but indicates a very weak correlation, which means that the more frequent the students consume these media, the better they are likely to do, but the effect is very small.

Keywords: Academic performance, Media consumption, Students

Introduction

Social media engages students and must be examined as entrepreneurs of understanding. The medium of the internet is marketing with an increase in its programs. The interactive character of online conditions has extended with social networking. Hooking up through social networking began as a niche activity, though at the time, it was a phenomenon. The websites are employed in many ways like developing metropolitan areas, speaking, blogging, etc. The improved usage of Websites has become a worldwide phenomenon for quite some time. What began as a hobby for several computer literate people has converted into a social norm and existence-style for individuals from around the globe (Ellison, 2007) ^[1].

Though there have been many social, economic, and environmental factors that have added to the pressure on university students in the past ten years, the drop-out rate for students is still a major national problem. Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries. It has become more important than ever for educators to encourage graduation and further education. However, with more and more students being preoccupied with the internet and technological social lives, how will this affect their studies? It is estimated that even among students who graduate high school, one out of three does not have to possess the knowledge and skills that would lead him or them to the next level, such as college or an advanced trade school (Bowen, 2008) ^[2].

These days' students are so engrossed in social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping-pong or Facebooking while lectures are on.

Times that ought to be channeled towards learning, academic research, and innovation have been crushed by the passion for meeting new friends online. They are usually busy discussing trivial issues (Olubivi, 2012) [3].

Though many arguments can be made about the possible risks of adolescent social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need. In general, the Internet and social networking sites can be a positive influence on adolescents. Social networking sites provide an outlet for teens to express themselves in their own unique ways. In addition, they serve both as a meeting place for teens to interact with other like-minded people and as showplaces for a teen's artistic and musical abilities. Finally, high school students use these sites as tools to obtain information and resources for graduation preparation and future planning. For example, students applying for college visit profiles of that college's students to view pictures and read blogs of past students to determine whether the college would be a good fit (Boyd, 2007) [4].

Academic excellence or achievement plays an important role in an individual placement, whether in academic institutions or job placement. Due to this, many people are concerned with how they can enhance their academic achievement. The emphasis on academic excellence, which is also prevalent worldwide, has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshaba, 2009) [5].

The acquisition of particular grades on examinations indicates candidates' ability, mastery of the content, and skills in applying learned knowledge to specific situations. A student's success is generally judged on examination performance.

Media consumption has many positive effects, but there are also some negative impacts. Interesting, relevant information on the impact of media on the academic performance of the Narra National High School students was put to the fore. Hence, this study was conducted to identify the students' frequency levels of media consumption and the purposes of using these media, as well as the relationship of the students' frequency level of media consumption to their academic performance.

Statement of the Problem

This study was conducted to find out if there is a significant correlation between the frequency of media consumption and its purpose in the academic performance of students in Narra National High School. Specifically, the study sought to answer the following questions:

1. What are the students' frequency levels of media consumption in terms of television, internet, radio, newspaper, and magazine?
2. What are the students' frequency levels of media consumption according to the purpose of entertainment, education, general knowledge, sports, and fashion?
3. What is the academic performance of Narra National High School students?
4. Is there a significant relationship between the students' frequency level of media consumption and their academic performance?

5. Is there a significant relationship between the students' frequency level of media consumption according to purpose and their academic performance?

Methodology

The descriptive research method was the design used in this study, specifically the survey method to determine the significant correlation between the frequency level of media consumption and its purpose on the academic performance of students in Narra National High School. Out of 3,232 students, a total of 356 were computed to become this research's respondents using Slovin's Formula with a 5 percent margin of error ($e=0.05$). Stratified random sampling was used in selecting respondents from Grades 7 to 12. In this study, the survey questionnaire adapted and modified from www.research.net entitled "NSE Media Consumption Behavior" was used to collect students' frequency level of media consumption. The questionnaire contained thirty items with a five-point Likert-type scale of very frequently (e.g. more than 4 hours daily), frequently (e.g. 3-4 hours), sometimes (2-3 hours), seldom (1-2 hours), and never (did not use). Data on the academic performance of students was collected through source documents available. Analysis of data was carried out using mean and Pearson r correlation. A letter of approval and recommendation of the research title was presented to the Schools Division Research Secretariat and from the respective school administrator to conduct the study. The researchers personally administered the research instrument to the selected respondents of Narra National High School.

Results and Discussions

Students' Frequency Level of Media Consumption

The media consumption of the students presented in Table 1 revealed that the students used television and the internet sometimes, which means they spent at least 2-3 hours every day. While the students seldom used radio, newspapers, and magazines. This finding is similar to the projections reported by BroadbandSearch.net, which states that the average daily time spent on social media of the people in 2019 has grown to estimated 153 minutes per day. However, just knowing the time students spend on social media each day does not provide a complete picture of students' social media use habits. It is also important to know exactly where students spend 2-3 hours each day.

Table 1: Frequency Level of Media Consumption

Media	Weighted Mean (N=356)	Interpretation
Television	2.93	Sometimes
Internet	2.85	Sometimes
Radio	2.50	Seldom
Newspaper	2.30	Seldom
Magazine	2.30	Seldom

Level of Media Consumption According to Purpose

The frequency of students' consumption of different media based on purposes such as entertainment, education, general knowledge, sports, and fashion were presented in Table 2. The identified purposes are congruent to the study of Olutola (2016) [6] which presented that students use media tools for many purposes such as access to information (general knowledge), group discussion (education), resource sharing and entertainment.

The findings show that students sometimes used or consumed

television for the purposes of entertainment, education, general knowledge and sports while seldom used it for fashion-related purposes. As for the internet, students frequently used it for entertainment, which implies that they spend most of their time playing online games or exploring different social networking sites, but sometimes use it for education and acquiring general knowledge, and seldom use it for sports and fashion. The students used their mobile

devices for the purpose of using the internet and discovered an average time spent of 3.6 hours a day on handheld gaming and e-reading (Peter, 2015) ^[7].

More so, the frequency level of radio consumption shows that students sometimes used it for entertainment, education, and general knowledge and seldom used it for sports and fashion purposes. In contrast, they seldom or rarely used newspapers and magazines for all the identified purposes.

Table 2: Frequency Level of Media Consumption According to Purpose

	Purpose	Mean	Interpretation
Television	Entertainment	3.32	Sometimes
	Education	3.06	Sometimes
	General Knowledge	3.34	Sometimes
	Sports	2.62	Sometimes
	Fashion	2.32	Seldom
Internet	Entertainment	3.97	Frequently
	Education	3.10	Sometimes
	General Knowledge	2.68	Sometimes
	Sports	2.29	Seldom
	Fashion	2.22	Seldom
Radio	Entertainment	2.63	Sometimes
	Education	2.78	Sometimes
	General Knowledge	2.75	Sometimes
	Sports	2.41	Seldom
	Fashion	2.17	Seldom
Newspaper	Entertainment	2.42	Seldom
	Education	2.42	Seldom
	General Knowledge	2.37	Seldom
	Sports	2.19	Seldom
	Fashion	2.15	Seldom
Magazine	Entertainment	2.38	Seldom
	Education	2.34	Seldom
	General Knowledge	2.32	Seldom
	Sports	2.13	Seldom
	Fashion	2.11	Seldom

Level of Academic Performance

Students' level of academic performance was described using a grading scale adapted from the Department of Education Order No.8 s. 2015 where below 75 means did not meet the expectation, 76-79 as Fairly Satisfactory, 84-85 as Satisfactory, 85-89 as Very Satisfactory, and 90-100 as Outstanding. As shown in Table 5, the students' level of

academic performance is very satisfactory, with a total weighted mean of 86.97.

Table 3: Students' Level of Academic Performance

Total Weighted Mean	Descriptor
86.97 or 87	Very Satisfactory

Relationship between Students' Media Consumption and their Academic Performance

Table 4: Relationship between Students' Frequency Level of Media Consumption and Their Academic Performance

Variables	Pearson's r	Interpretation	Decision to Ho1
Academic Performance – Television	-.056	Insignificant	Accept
Academic Performance – Internet	-.034	Significant	Reject
Academic Performance – Radio	.059	Insignificant	Accept
Academic Performance – Newspaper	.018	Significant	Reject
Academic Performance – Magazine	-.018	Significant	Reject

Table 4 shows the relationship between Students' Frequency Level of Media Consumption and Their Academic Performance. Since the computed value of -.034 for the internet, .018 for newspapers, and -.018 for magazines were less than (+).050 at the level of significance, the null hypotheses are rejected. Therefore, there is a significant relationship between the students' frequency level of media consumption on to internet, newspaper, and magazine and their academic performance. This further reveals that while

the students are using these media, their academic performance increases. As to the television and radio consumptions, their computed values are -.056 and .059 respectively, which means that the null hypotheses are accepted. Therefore, it is concluded that there is no significant relationship between the students' media consumption of television and radio and their academic performance.

On the other hand, the negative negligible relationship means

that as the students' television, internet, and magazine consumption or usage increases, their academic performance decreases but in a very weak or insignificant effect. The time spent on media by students can negatively influence students' academic achievement (Lahirty *et al.*, 2019) [8]. Hence, the relationship between academic performance and the time spent on media was weak or practically non-existent,

indicating that their impact was negligible. This means that whenever the students are using different media for other purposes, their academic performance is not affected.

Relationship between Students' Media Consumption According to Purpose and their Academic Performance

Table 5: Correlation of Students' Media Consumption According to Purpose and Academic Performance

Variables	Pearson's r	Interpretation	Decision to Ho2
Academic Performance – Entertainment	-.048	Significant	Reject
Academic Performance – Education	.043	Significant	Reject
Academic Performance – General Knowledge	.021	Significant	Reject
Academic Performance – Sports	-.025	Significant	Reject
Academic Performance – Fashion	.055	Insignificant	Accept

As shown in the Table 5, the students' media consumption for entertainment, education, general knowledge, and sports purposes has significant effect on their academic performance with computed r values of -.048, .043, .021, and -.025 respectively. Since all the computed values were less than (+).050 level of significance, its null hypotheses are rejected. It is shown further that r values of .043 for education and .021 for general knowledge indicate a very weak correlation, which means that the more frequently the students consume these media, the better they are likely to do, but the effect is very small.

More so, the negative negligible relationship means that the more frequently the students use the media for entertainment and sports purposes, their academic performance is affected but with little significant effect.

Conclusion

Findings of this study revealed that students' frequency level of media consumption was interpreted as sometimes used on the television and internet, which means they spent at least 2-3 hours every day. There is a significant and very weak relationship between academic performance and the students' frequency level of media consumption as to internet, newspaper, and magazine. A positive significant relationship between the students' media consumption for education and general knowledge purposes and their academic performance indicates a very weak correlation, which means that the more frequent the students consume these media, the better they are likely to do, but the effect is very small. It is recommended to identify exactly where and what form of media the students spend their time each day to promote responsible media consumption. As the frequency of students' media consumption was identified according to purpose, the researchers recommend introducing an educational solution to enhance better time management skills on media usage. Also, students must be monitored by the teachers and parents on how to use media responsibly. Reinforce teaching by giving activities using media that are more utilized by the students, such as television and internet, to facilitate easier understanding of the lesson.

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