Social Media Exposure and its Perceived Impact on Students' Home-Based Tasks Productivity

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Abstract: The purpose of this quantitative study was to determine the relationship between social media exposure and students' perceptions of home-based task productivity among grade 10 students. The primary tool for gathering information was a survey questionnaire. This was reviewed by one of the English teachers to ensure that it met the research objectives. The statistical tools used in the process of analyzing and interpreting the collected data included mean, frequency count, percentage, and Pearson r. The study found that social media had a significant impact on students in terms of the number of hours spent on it, with 5 hours being the most; the majority of respondents answered daily, indicating that social media has become a part of respondents' lives in terms of their observance; the productivity of students in doing home-based schoolwork and social media use throughout the entire afternoon is fairly reliant on social media. As a result, exposure to social media may assist students in completing home-based tasks that require its use for communication.

1. Introduction

Social media has greatly facilitated communication and information dissemination. It is a way for people to stay connected with each other faster and a very convenient place to get information no matter where they are. It has been observed that the youth are the most active users of social media platforms such as Facebook, YouTube, Google, Twitter, and Instagram. It has a significant impact on students' lives because it allows them to educate themselves at any time. Despite all of these benefits, social media has some drawbacks. It is highly addictive, and if not properly managed, it can have a negative impact on anyone. According to Sanchez and Otero (2009), despite the fact that mobile phone use was prohibited in the classroom, half of the students in their study reported bringing their mobile devices to school and leaving them turned on during class. Furthermore, they refuse to complete their assigned tasks and prefer to browse social networking sites, especially when they are at home. This has an impact on their home productivity (Sánchez-Martínez & Otero2009).

2. Literature Review

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Social media has become almost unavoidable, revolutionizing the way students communicate, interact, and socialize, and has become an essential part of their social and cultural fabric. As a result, students are spending a significant amount of time on social media (Akakandelwa, & Walubita,2018). Students use social media for not only social but also educational purposes (Bosch, 2009, 10]. According to the research of Ellison, Steinfield, and Lampe (2007) and Pempek, Yermolayeva, and Calvert (2009), students use these platforms primarily for social interaction rather than academic purposes [Ellison, et al.,2007 ; Pempek,2009).

In the Philippines, social media is used to interact with others as well as to learn. However, overuse of social media has been observed among the youth, which may have an impact on the student's productivity with home-based tasks. According to Al-Deen and Hendricks (2011), over the last ten years, social media platforms such as Facebook, Twitter, and YouTube have evolved at a rapid pace, attracting massive numbers of users (Al-Deen & Hendricks, 2011).

Rosenberg (2018) noted that one in every five college students suffers from anxiety or depression, and excessive social media use may be a contributing factor (Rosenberg, 2018)

Social media can be a source of distraction when it comes to learning. High school students who checked Facebook at least once during a 15-minute study period performed worse academically (Rosen, 2013). Based on the Internet World Stats 2019, as of June 30, 2019, more than 4.5 billion people, or more than 58 percent of the world's human population, had used the Internet's services (Internet World Stats, 2019)

In terms of online gaming, social media affects everyone, but especially young adults. It is one of the many leisure activities practiced by many people. Playing online games can be a stress reliever, relaxation, and enjoyment for some people. According to Rock, and Passe (2004), all of these technologies are very good at distracting people. As a result of this development, online gaming was created to provide people with entertainment. However, in order to be able to play again, every young adult has irregular eating times and only sleeps 1-3 hours. Conversely, according to some studies, teens require 8 to 10 hours of sleep per night in order to function optimally. Teens who do not get enough sleep may have lower grade point averages, hampered learning, and an increased risk of academic failure, which affects their productivity at home (Rock & Passe, 2004).

Parents always say that a student's exposure to social media has a significant impact on his or her academic performance. The researchers want to look into the students' perspectives on how they manage their time between home-based work and social media use.

In this day and age, it is clear that social media has taken a massive toll on most parts of the world. However, the well-known negative impact on students' academic work and performance is a setback. It is an ideal distraction for the youth in order to postpone or even disregard important home-based tasks from school.

When it comes to social media usage, the Philippines is on par with the rest of the world. Filipinos, particularly Filipino students, are prone to using this media, but excessive use may have negative consequences, primarily to the students' ability to complete academic home-based tasks, as it (social media) serves as a hindrance to them. Students' perspectives may change as a result of their increased awareness, and they may learn how to balance their time between using social media and doing their activities or assignments.

The goal of this study was to determine the relationship between social media exposure and Grade 10 students' perceptions of home-based task productivity. Multiple students from the tenth grade are

observed producing efficient results. The allotted time difference between social media use and school activities would be visible as a result of this.

2.1. Conceptual Framework

The study's independent variable is the social media exposure of Grade 10 students at Justino Sevilla High School in Arayat, Pampanga, while the dependent variable is the learners' perceived productivity in their home-based tasks. The purpose of this study is to assess the perceived productivity of Grade 10 students in relation to their social media exposure.

Figure 1 Conceptual Model of the Study

2.2. Research Questions

This study aimed at analyzing and answering the following questions: (1) How may the respondents' exposure to social media be described in terms of (a) no. of hours spent (b) observance of exposure and (c) schedule of using media. 2) What are the uses of social media for the students? (3) Is there a significant relationship between the students' social media exposure and their perceived impact of home-based tasks productivity?

2.3. Hypothesis

Social media exposure does not significantly relate to the perceived home-based tasks productivity of students.

2.4. Scope and Limitation

The study's goal is to determine the impact of social media on students' productivity while performing academic home-based activities. In order to select research samples, the researchers used random sampling as a technique. The study was limited to Grade 10 students at Justino Sevilla High School in Arayat, Pampanga, who were chosen at random. Each participant must have used or been exposed to social media. Home-based tasks included assignments, projects, activities, or any schoolwork that students were expected to complete at home. The survey questionnaire method was used to collect primary data. It was used to ascertain students' perspectives on how their use of social media affects their productivity when doing home-based schoolwork.

2.5. Significance of the Study

Teachers, parents, and students all value the research. The study benefits teachers by providing information on the effects of social media exposure on their students' productivity. Teachers can inform and raise awareness among their students about the potential effects of social media on productivity. The research also assists parents in understanding the impact of social media on their children in order for them to demonstrate time management. It helps Justino Sevilla High School

students understand the benefits and drawbacks of social media in terms of home-based task productivity.

3. Materials and Methods

3.1. Research Design

Because the primary goal of this research was to determine whether there was a link between online distance learning learners' expectations and/or experiences and their academic success, a quantitative approach and descriptive process were used in this study. A quantitative approach was used because this analysis would identify research questions based on trends in the field of study. According to Creswell (2012), the quantitative approach is used when researchers want to classify a research issue based on patterns in the area or the need to understand why something happens. Creswell goes on to say that describing a pattern means that a study in which the researcher attempts to assess the overall trend of people's responses and notes how this trend varies between individuals will better address the research issue. It is clear from the preceding elaboration that the quantitative approach was best used in this analysis. This study was classified as descriptive research with a correlation approach centered on the research question, which primarily examined the relationship between two variables. The descriptive approach to statistics was especially descriptive in this review due to the quantitative approach developed in the preceding paragraph.

3.2. Respondents

The researchers considered Justino Sevilla High School in the Division of Pampanga as the study's location. Ninety-four students were identified as the respondents. They were chosen randomly by the researchers from a group of approximately 16-year-old Grade 10 students in the 2019-2020 school year. It was carried out in the month of February of the year 2020.

3.3. Sampling Method

The respondents were chosen using simple random selection (probability approach) from Justino Sevilla High School's Grade 10 students. The sample was chosen from among the 18 sections by the researchers. Only 12% of the total number of Grade 10 students were chosen to participate in the survey.

3.4. Instruments

After reading literatures and studies, the researchers crafted a survey questionnaire in which some items were adapted. Items 1, 2, 3, 7, and 9 were taken from the Question Pro. Item 4 was adapted from and items 6 and 8 were from Survey Monkey. The items 5, 10, 11, 12, 13, 14, and 15 were constructed by researchers in relation to the objectives of the study. The questionnaire was separated into two parts in order to collect the needed information from the respondents. Part 1 included the students' profile which is composed of the students' age and sex while Part 2 catalogued the 15 items questionnaire to identify the relationship between social media exposure and a student's perceived productivity in doing home-based-tasks.

3.5. Data Collection Procedure

After the researchers have determined the scope of their study, they continue to use the systematic protocol to begin data collection. Students from Justino Sevilla High School's Grade 10 level were chosen at random to complete the survey questionnaires. The researchers wrote a letter requesting permission to conduct a survey within the school. The researchers sought permission from the English Department's Head Teacher and the School Principal's Office to conduct the survey. In the event of any limitations, the letter served as a guide and a key to carry out the survey.

The researchers created an evaluation paper that included the respondent's profile and a 15-item questionnaire that the respondents completed. The research began with the identification nd the completion of survey questionnaires by respondents. The researchers devised questions centered on the students' perceptions of the impact of social media on them. These aided the researchers in determining the impact of social media on the productivity of their home-based work. As their primary method of discovering outcomes, the researchers collated data from questionnaires. On the same day, the survey was administered and data was collected. Furthermore, the conclusion of this study was based on the analyzed data for answering the research questions and proving the hypothesis.

3.6. Data Analysis

The analysis began after the data gathering was completed. The information gathered was examined, integrated, and totaled. The researchers analyzed the collected data using mean, frequency count, and percentage. Tables were utilized to make the results easier to grasp and understand. The frequency in each category was divided by the total number of participants and multiplied by 100 percent to obtain the percentage of each result. The correlation statistic Pearson r was employed by the researchers to assess the degree of the link between the independent and dependent variables (the students' social media exposure and perceived home-based task productivity).

An arbitrary scale was used to interpret the relationship between social media and home-based task productivity. If the computed r range is +1.0 or -1.0, it is considered a perfect relationship, whereas a computed r range of +0.70 to +0.99 or -0.70 to -0.99 is considered a strong or high relationship. A moderate relationship will be assigned to the +0.40 to +0.69 or -0.40 to -0.69 range of computed r. A result of +0.01 to +0.39 or -0.01 to -0.39 indicates a slight or low relationship, whereas a calculated r of 0 indicates no correlation.

Range of computed r	Interpretation
+ 1.0 or -1.0	Perfect Relationship
+0.70 to +0.99 or -0.70 to -0.99	Strong/High Relationship
+0.40 to +0.69 or -0.40 to -0.69	Moderate Relationship
+0.01 to +0.39 or -0.01 to -0.39	Slight/Low Relationship
0	No Correlation

4. Results and Discussion

Table 1.1 Respondents' exposure to social media in terms of hours

Number of hours	Frequency	Percentage

10 – 30 minutes	10	10.64%
30 minutes – 1 hour	16	17.02%
1 hour – 2 hours	15	15.96%
2 hours – 3 hours	11	11.79%
3 hours – 4 hours	17	18.09%
4 hours – 5 hours	4	4.26%
More than 5 hours	21	22.34%
Total	**94**	**100%**

Table 1.1 illustrates the respondents' hours spent on social media. This chart clearly reveals that 22.34 percent of the total number of respondents, or 21 of the samples, utilize social media for 5 hours or more. There are 17 or 18.90% of responders that spend three or four hours a day on social media. The table clearly reveals that 17.02 percent or 16 respondents are exposed to social media for 10 to 30 minutes. 15.96% (15 respondents) spend 1 to 2 hours per day on social media, while 11.79% (11 respondents) spend 2 to 3 hours per day. This is followed by 10.64 percent of respondents, or 10 people, who are exposed to social media within 10 to 30 minutes. The data also shows that 4 or 5 hours of social media exposure is barely supported by 4 or 4.26 percent of respondents. The data shows that the majority of the samples spend more than 5 hours on social media.

Table 1.2 Respondents' exposure to social media in terms of observance

Observance	Frequency	Percentage
Daily	49	52.13%
Every other day	21	22.34%
Once a week	10	10.64%
Weekends	7	7.45%
Once a month	4	4.26%
Monthly	3	3.19%
Never	0	0%
Total	**94**	**100%**

Table 1.2 indicates the respondents' observance of social media exposure. As the table clearly shows, the majority of students are exposed to social media on a "daily" basis. The respondents who chose "daily" as their preference for social media exposure account for approximately 52.13 percent, while 21.34 percent select "every other day." Furthermore, "once a week" and "on weekends" received 10.64 percent and 7.45 percent, respectively. As far as social media exposure is concerned, 4.26 percent select once a month, while 3.19 percent select monthly. It also demonstrates that 0% of the pupils, or none of the respondents, answered "never." Overall, the majority of kids are exposed to social media on a "daily" basis. It clearly shows that using social media has been a part of daily living.

Table 1.3 Schedule of respondents' exposure to social media

Time	Frequency	Percentage
Anytime	30	31.91%
Midnight	0	0%
After midnight (1:00-5:00 AM)	12	12.77%
Morning (6:00AM – 11:00AM)	5	5.32%
Afternoon (12:00-5:00PM)	34	36.17%
Evening (6:00-11:00PM)	11	11.70%

Not using social media at all	2	2.13%
Total	**94**	**100%**

Table 1.3 depicts the respondents' time spent on social media. According to the table data, the majority of respondents (36.17 percent) visit social media in the afternoon. 31.91 percent of 94 people choose to utilize social media at any time. Respondents who use social media after midnight have a proportion of 12.77 percent, while 11.70 percent prefer to use social media in the evening. Respondents' votes in "morning" win 5 votes with a proportion of 36.17 percent. Respondents provide 11 votes for "not utilizing social media at all," amounting to an identical number of 11.70 percent. None, or 0%, chooses to use social media after midnight. Overall, Table 1.3 shows that respondents chose "afternoon" as their most desired time to use social media, followed by "anytime", "after midnight", "evening", "morning", "not using social media at all", and "midnight".

Table 2 Use of social media for the respondents

Use of Social Media	Frequency	Percentage
To communicate with others	46	48.94%
To gather information	14	14.89%
To send files	0	0%
To watch videos	6	6.38%
To look for news or updates	21	22.34%
To play games	7	7.45%
To sell things	0	0%
Total	**94**	**100%**

Table 2 depicts the respondents' use of social media. According to the survey, 48.94 percent of the total respondents, or 46, use social media to communicate with others. 22.34 percent of those polled, or 21 people, prefer to get their news or updates via social media. The previous use of social media to obtain information accounts for 14.89 percent or 14 of the respondents. 7 or 7.45 percent of the 94 respondents use social media to play games. The use of social media to watch videos accounts for 6.38 percent of the total, or 6 respondents. The use of social media to sell items or send files does not generate any tallies. The primary purpose of social media is to communicate with others, and it is only marginally useful for gaining knowledge. On the other side, it is utilized as a form of entertainment.

Table 3 Relationship of social media exposure and perceived impact of home-based task productivity

Variables	r- value	Interpretation
Social media exposure vs Perceived home-based tasks productivity	0.600	Moderately Related

The association between social media exposure and perceived home-based work productivity is seen in Table 3. The factors in this table are Social Media exposure and student productivity. The coefficient of correlation, often known as the r-value, expresses the strength of the association between the variables. Based on the arbitrary scale for interpreting r, the computed Pearson r-value is 0.600. The 0.600 value suggests that there is a moderate link between social media exposure and home-based work productivity.

In their study, Akakandelwa and Walubita (2018) discovered that students used social media more for social information than for academic purposes. Social interaction among students is enhanced by their use of social media. As a result, productive use of social media is advised while minimizing its negative impact (Akakandelwa & Walubita, 2018).

The data above contradict Brook's (2015) study, which stated that social media use has a negative impact on task performance. In this study, despite the fact that students use social media on a regular basis, particularly to communicate with others, there is no significant association between social media exposure and home-based work productivity. Because they are only somewhat related, the effect is only typical and bearable (Brooks,2015).

5. Conclusion

The purpose of this study is to assess the perceived productivity of Grade 10 students in relation to their social media exposure. Based on the results, the following were drawn: the research proved that social media greatly affected the student in terms of the number of hours, with *5 hours* as the highest; the majority of the respondents answered *daily* which indicates that social media has been part of respondents' life in relation to their observance; the productivity of students in doing home-based school works and social media use throughout the whole afternoon is *fairly related*; social media is majorly used to communicate with others, and the relationship between the social media exposure and perceived home-based tasks productivity was *moderately related*. Students may improve their time management in terms of social media exposure and taking home tasks. Social media may be a way of improving the written skills of the students. It may also help students to accomplish the home-based tasks that need its use for communication. Further studies may be conducted to nullify or strengthen the results of this research.

Acknowledgment

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