THE ROLE OF SOCIAL MEDIA IN ENHANCING STUDENTS PERFORMANCE IN SOCIAL SCIENCE

By

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Abstract

Social media and internet technology are now commonplace among social science teachers. Due to its low cost and straightforward technical requirements, social media consumption has recently taken off as a trend. As a tool to improve students performance in social science and innovation, firms utilize social media not only as a mercantilism medium but also to acquire information about the activity, their rival, and their custom-built. Social media is also a channel for external customer service communication. In addition to learning what advantages are anticipated from using social media, the goal of this study is to pinpoint the elements that motivate social science teachers to adopt it. The advantages and perceived hazards of adopting social media in teaching social science are also explored in this study. According to the study's findings, social media can help social science teachers improved their teaching strategies, methodologies, strengthen students relationships, increase motivation to teach, and obtain data for creativity and innovation.

Keywords: Information access, teaching performance, students relations, online teaching, social media usage

INTRODUCTION

The creation and use of social media have been prompted by the influx of technology. The effectiveness of school is significantly impacted by social media (SM). Due to social media and other new technology, school processes have evolved (Olanrewaju, Hossain, Whiteside, & Mercieca, 2020; Wright et al., 2019). Social media is described by Andzulis et al. (2012) as "the technical component of a school communication, transaction, and relationship-building capabilities that utilizes the network of students and prospects to encourage value co-creation." Facebook, Twitter, YouTube, LinkedIn, Snapchat, Tik Tok, Wechat, and Instagram are a few examples.

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Teaching have been using social media (SM) as a platform to connect with stakeholders and attract new and devoted students over the past few decades (Chatterjee & Kumar Kar, 2020).

Due to the increased level of digitalization, students are now more knowledgeable and look for a variety of information on SM platforms, such as teaching strategies, methodologies, strengthen students relationships, increase motivation to teach, and obtain data for creativity and innovation. School use SM to exchange and discuss real-time data and conduct online transactions (Afful-Dadzie et al., 2021). In this way, social media platforms give schools efficient channels for communication and give students interactive information (Elefant, 2011; Hanafizadeh et al., 2021).

Despite having a variety of impacts on teachers performance, SM has generally evolved into a successful mode of operation. For instance, research has indicated that Chinese consumers, particularly young people, online classes. Schools in China essentially utilize SM to engage with and teaching to their students online (Niedermeier et al., 2016; Zhang & Zhu, 2021). Governments and financial institutions, among other school players, can collaborate with students and strengthen their inventive capabilities through the usage of SM (Chatterjee & Kumar Kar, 2020). Effective use of SM would spur schools to develop and take on multinational corporations as a result (Dwivedi et al., 2021; Wardati & Er, 2019).

Schools have recently started using social media (SM) platforms during the COVID-19 epidemic to share information, connect with students, and conduct online classes, which has increased teachers and students motivation (Dubbelink et al., 2021). According to Harrigan et al. (2020), organizations typically gain advantages from successful SM usage. Organizations that use social media extensively, for instance, benefit from improved students interactions and service while cutting costs (Parveen, Jaafar, & Ainin, 2016). Because of this, companies employ social media (SM) to boost teachers performance by increasing students satisfaction through customer interactions (Charoensukmongkol & Sasatanun, 2017). Businesses utilize SM to respond to online complaints from school stakeholders, improving clients service (Harrigan et al., 2020).

"A series of internet-based apps that are built on the theoretical and technological foundations of Web 2.0 and allow the creation and exchange of User-Generated Content," according to Kaplan and Haenlein, is what social media is. Social media is described as "online tools and platforms that allow internet users to collaborate on material, exchange thoughts and experiences, and interact for pleasure," according to Strauss and Frost. Larson and Watson offered a different definition of social media,

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defining it as a group of connectivity-enabled applications that enable communication and the creation, exchange, and dissemination of information between schools and their networked faculty and students communities. According to the definitions given above, social media is an online platform used by schools to share materials, ideas, and experiences with a large audience in order to create helpful information for both faculty and students.

A number of studies have been done to look at the connection between faculty performance and the use of social media. According to Rienda, Fernandez, and Carey's research from 2020, social media adoption has a big impact on how well school function. Similar to this, Cao et al(2018) .'s research found that the use of social media significantly affects faculty performance. According to Wong's research, the use of social media by schools improves performance. According to Trainor et al., the degree to which social media is used in company can significantly and favorably affect faculty performance. As a result of the company's improved ability to respond to market demands and communicate with students, faculty performance has increased. According to (Ainin, et al. 2015), using social media significantly and favorably impacts organizational performance.

Social media can also help connections flourish and school better serve clients without charging them for the privilege. Utilizing social media can help school improve their performance and innovation, manage their resources, communicate with clients, faculty, and students, and manage their external communications. In addition to determining what advantages are anticipated from social media and further examining the advantages and perceived hazards of utilizing social media in school operation, the goal of this study is to uncover the variables that motivate social science teachers to use social media in their teaching.

RESEARCH METHOD

This study employed a descriptive research methodology, which is a way of gathering information that outlines the features of people, things, and circumstances. The demographic of this study includes the social science faculties of Northern Iloilo State University who utilize social media for teaching purposes. The participants in this study were the social science teachers. Purposive sampling was used to choose the study's sample since the respondents had to meet specific requirements in order to be able to supply the data the researcher sought. To find out what variables influence social media choice, what benefits are anticipated from using social media, and what the perceived impact of using social media is, a questionnaire with both closed- and

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open-ended questions was distributed via Google Form. Business actors were contacted and given the questionnaire over WhatsApp or Instagram Direct Message.

- Only social science teachers who consent to participate will receive links to the questionnaire. 60 social science teachers participated in the study as respondents.

RESULT AND DISCUSSION

According to data collection statistics, the majority of respondents are: 74.22% of respondents are female students, 68.97% are between the ages of 18 and 21, 61.74% enrolled at NISU within the last two years, and the majority of students social science suject (48.93%) are related to Philippine History. The respondents use a wide range of social media platforms for their classroom instruction, and some of them use more than one. Instagram, with a usage rate of 88.83%, outpaces all other social media platforms, with Whatsapp coming in second with 57.80%, TikTok third with 28.9%, Facebook fourth with 26.6%, Twitter fifth with 15.27%, and Youtube fifth with 7.06%.

In reality, a number of variables, including technology aspects, social ethics, and the outside environment, affect the choice of social media. More than 50% of respondents cited their desire to increase their academic performance, increase motivation and effectiveness, feel that social media is appropriate for their studies, and that social media is easily applicable in teachers lectures as their reasons for using social media.

Classroom instructional actors that use social media do so with the hope that it would help them grow their institution. The advantages that classroom instructional actors anticipate from using social media. The majority of respondents believe that using social media to improve their interest on their teachers pedagogical innovation will enhance their study habits. The use of social media, according to nearly half of the respondents, will also enhance faculty and students connections and services while providing access to school stakeholders.

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CONCLUSION AND IMPLICATION

The changes in students behavior are greatly influenced by the developments in internet technology. School administrators make an effort to use social media as a strategy to enhance the students performance of their schools. According to the findings of this study, the primary reason why school administrators use social media to accomplish their strategic objectives is due to technological aspects. This is consistent with Cao's (2018) research, which found that schools will utilize social media's technological effects in order to enhance students productivity, develop their school identity (brand), and forge stronger bonds with stakeholders, faculty, and students. Despite the fact that using social media has both benefits and drawbacks, the survey's findings show that utilizing social media has more beneficial effects. This is consistent with earlier study that found social media has a beneficial effect on lowering the school expenses of marketing and customer-service activities, fostering stronger clients relationships, and gaining access to data for improved school development.

LIMITATION AND SUGGESTION

The information utilized in this study was randomly gathered from school administrators who agreed to fill out a questionnaire. Because of this, there are variances in the research results due to the imbalanced proportions of each group in the respondents' profile. Most respondents were young faculties between the ages of 18 and 21, or members of Generation Z, who are more accustomed to using technology.

Without further investigation into how the use of social media affects students performance, this study was based solely on the answers to a survey sent to school administrators. If there is a discrepancy between users' expectations of the benefits of social media use and the actual benefits of utilizing it for their school activities, further study can be used to examine this. By maximizing the use of social media in regular school operations, such results can help school administrators come up with better ideas.

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