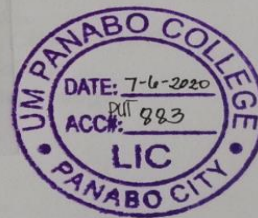
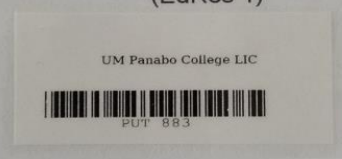


SOCIAL MEDIA AND COGNITIVE PERFORMANCE OF STUDENTS

A Thesis

Presented to the Faculty
of UM Panabo College

In Partial Fulfillment of the
Requirements for the Course
Educational Research
(EdRes 1)

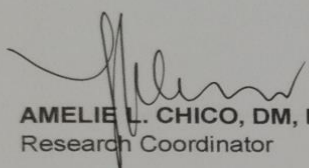


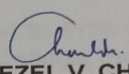
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March 2020

ACCEPTANCE SHEET

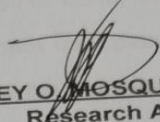
This thesis entitled "**SOCIAL MEDIA AND COGNITIVE PERFORMANCE OF STUDENTS**" prepared and submitted by **Darcella Mae Denila, Rose Ann Sede and Jess Descartenin** compliance with the requirements in the Research Subject under the **Department of Teachers Education**, UM Panabo College, Panabo City is hereby accepted.


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APPROVAL AND ENDORSEMENT SHEET


This thesis entitled "**SOCIAL MEDIA AND COGNITIVE PERFORMANCE OF STUDENTS**" prepared and submitted by **Darcella Mae Denila, Rose Ann Sede and Jess Descartenin** in partial fulfillment of the requirements for the course Educational Research, has been examined and accepted, and is hereby endorsed.

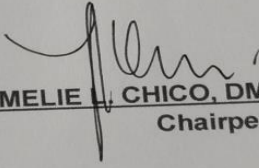

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ABSTRACT

The researchers aimed to establish the relationship between social media and cognitive performance of students in UM Panabo College. The independent variable of this study was Social Media. The indicators of social media were facebook, twitter and student. On the other hand, the dependent variable was Cognitive Performance. The researchers use quantitative, non-experimental, and correlation research design and the statistical tools were Mean and Pearson-r. The result of the computation using r-value is 0.01 associated with the not significant value of .000 of P-value which is less than the alpha of 0.05. Moreover, there is a significant relationship between social media and cognitive performance of students of UM Panabo College. It implies that social media is one factor that affects the cognitive performance of students.

Keywords: *Social Media, Cognitive Performance of Students*

ACKNOWLEDGMENT

The researchers would like to express their heartfelt gratitude and sincere appreciation to those who were so generous in imparting their knowledge, skills and time.

To our **parents** who provide us financial support, guidance and love without them this would not have been successful;

To **Prof. Dickey O. Mosqueda**, our thesis adviser who supported us and give us advices. Without his indispensable guidance and persistent help this research would not have been possible;

To **Dr. Celso L. Tagadiad**, our subject teacher who encourages us in doing our best and for sharing his knowledge to make this research possible.

To **Prof. Rey A. Mangarin**, our statistician for his patience in analyzing and interpreting the result of this study.

To **Dr. Amelie L. Chico and Dr. Jeanilyn E. Tacadena**, as panel of examiners as well as validator for extending their time generously in sharing their comments and suggestions.

To our **classmates and friends** for encouragement and motivation.

And finally, to **Almighty God** for the wisdom and spiritual guidance.

-The Researcher-

DEDICATION

I would like to dedicate this thesis to my parents, who never fails to support me throughout this journey. For the guidance, encouragement and love they showed, this thesis become possible.

-Darcella-

I dedicate this thesis to my parents, whose love and support inspire me to be motivated in doing this work. Without them, I will not be able to complete this work.

-Rose Ann-

I would like to express my gratitude to my family and friends for their financial, moral and continual support that made this thesis done.

-Jess-

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

All highly utilized social media sites like Twitter, Facebook, Google, and Instagram. The use of social media by students in college may have a positive or negative effect, but it can have an impact on their grades, social skills, and time management. One of the problems faced by students is spending too much time and energy on social media sites when coping with social media. It takes time to become too dependent on social media instead of preparing. Students at university have shown themselves to be significantly overwhelmed by social media, but their education and adaptation to college life also benefit.

The effects of socio-family factors on education involvement for children were demonstrated in Brazil by Senna project research (Santos & Primi, 2014). Nonetheless, it is established, with the most prominent childhood influence (Ana Felepa Alves, Cristian Mauro Assis Gomes, Ana Martins and Leandro da Silva Almeida (2016); Heiner Rindermann, Michael Sailer and James Thompson (2010), that the social and economic status of the family has impacted children's academic performance. The role of school in cognitive development and in coping with cognitive issues is a topic that, addressed. Some authors say that children from families with more inferior socio-economic and cultural opportunities are facing enormous educational challenges, less vocabulary, and numerical skills in school. In the following

years of schooling, these difficulties and disparities seem to continue to benefit kids from the most favored social strata (Burger, 2010).

Marawi is sometimes undeniably difficult to improve cognitive performance in English in the Philippines, particularly in the fields of reading and related skills, particularly for second-language learners, especially at Mindanao State University. The outcome of the National Educational Assessment (NAT), conducted in 2012 that grade three pupils attained a mean percentage rate of 54.42 percent (George Lucas Educational Foundation, 2015), demonstrated this. It proposed that it is difficult to understand English communications for young Filipino learners and therefore has an effect on the cognitive performance of students. Therefore, there is a unique challenge for elementary teachers in teaching English, especially in developing a young learner's understanding of vocabulary, grammar, and reading.

Similar cases of cognitive problems in the school and its students in the local area of Panabo City found. During an interview with the employees and teachers at one of the universities in Panabo City, students have had total problems with their cognitive performance. This causes students in the classroom struggle with their cognitive performance. The researchers would, therefore, like to discuss if the social media and the cognitive performance of first-year students at UM Panabo College were intertwined.

Statement of the Problem

The goal of this analysis is to determine the link between social media and students' cognitive performance. It sought to answer the following questions:

1. What is the level of Social Media in students?

1.1 Facebook;

1.2 Twitter; and

1.3 Student?

2. What is the level of student's Cognitive Performance in terms of learning the English Language?

3. Is there any significant relationship between Social Media and Cognitive Performance of the students?

Hypothesis

The hypothesis is tested at a validity point 0.05 There is no significant relationship between social media and the cognitive performance of the students of first-year college students at UM Panabo College.

Theoretical and Conceptual Framework

This research-based on Assemah's theory of social information processing (2011), which says that their outlook for learning will be impaired as students are more likely to use social media. Social media is measured in this study by their reliance on users, social media exposure, and the use of

social media. Social media networks impact students' cognitive performance by influencing their study period, lousy grammar, and poor orthogenic behavior when socializing on social media. Students spend most of their study time on social networks, and their average grade point (GPA) has been affected (Ndaku, 2013).

Figure 1 illustrates the role of the test. The independent variable of social media comprises Facebook, Twitter, and students (Zahid Amin et al., 2011). Facebook, as reports, "connect the two by encouraging them to view the profile page and add their events to each other's news feeds;" Twitter is "one of the social media that fosters social interaction among students across the world." On the other side, the explanatory factor is intellectual activity (Zohar's, 1998). Cognitive performance is a collection of psychological processes related to so-called superior cognitive or thought processes, which tailored to individual behavior and prospective acts.

Significance of the Study

The result of the study will provide valuable information and benefits, specifically to the following.

Teachers. This study will help the teacher because it can use social platforms to stay connected to each other and can use it for educational purposes.

Students. This study will enable the students; it is now seen as a learning platform that could be utilized to enhance students' engagement and performance.

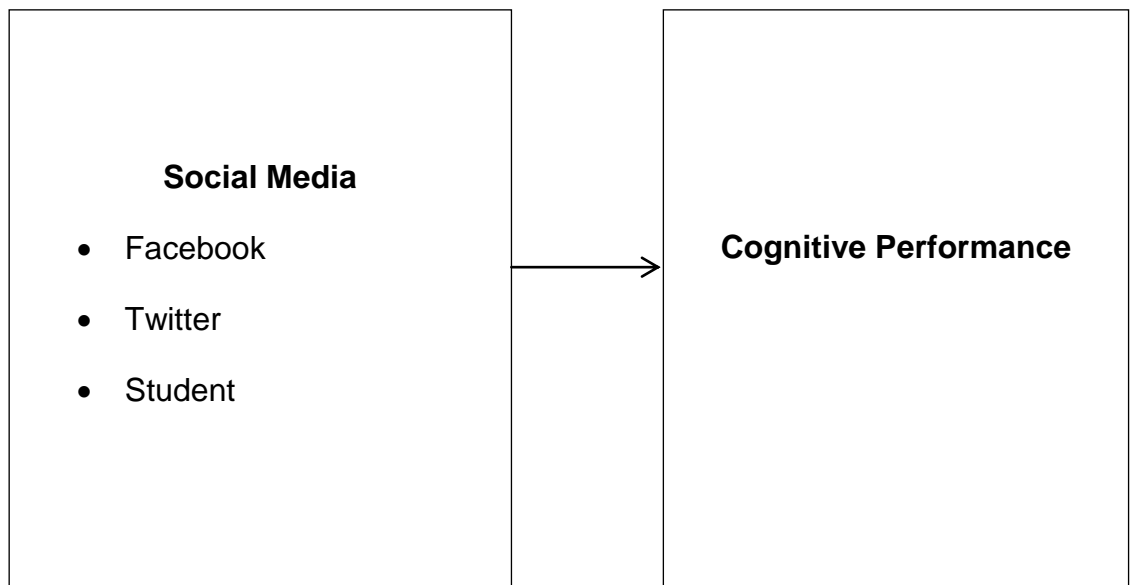
INDEPENDENT VARIABLE**DEPENDENT VARIABLE**

Figure 1. Conceptual Framework showing the Variables of the study

Parents. This study will know the possible effects these social media usage has on their children, to serve as watchdog to their children on the usage of the social networking site.

Researchers. This study will help the researchers learn more about the influence of social media on the cognitive performance of the students.

Definition of Terms

For the clarifications of the critical terms in the study, the conceptual and operational definitions are here provided:

Social Media. Kaplan and Haenleinn (2010) have described social media as a class of Internet applications that expand on the political and technological structure of Web 2.0 and that allow the creation and distribution of user-generated content. For various reasons, students in tertiary institutions use social media, such as interacting with their friends, posting educational photos and videos, personal data. Several social media sites like Facebook, YouTube, and Twitter. This is valid for Facebook, Twitter, and university in this study.

Cognitive Performance. Cognitive performance relates to a set of psychological processes that correspond with so-called higher intellectual or thinking processes related to human development and prospective behavior. The series of mental processes during awareness and reaction to a stimulus is typically described as cognition (Ortiz et al., 2009).

Chapter 2

REVIEW OF RELATED LITERATURE

These sections present related literature and related studies to guide readers and provide a clear vision of what emphasized in the study. These two variables, social media and cognitive performance will discuss in this chapter.

Social Media

Social media is the communication between people in groups and networks that build, exchange information and ideas. Social media networks often rely on mobile and Internet-based technologies to establish the most collaborative networks that enable individuals and groups to access, build, share, and transform the content they create. People spend additional time engaging with their peers while sharing. So they are addicted to their status (Das, B&Sahoo, js, (2010) after a few minutes in one day.

Heeter (2006) provides higher education technology information, especially in the context of teaching in the State University Report of Michigan. This research interprets online workplace teaching and learning trends, including students and trainees. Roughly 65% of faculty and students are reading forums, but the faculty reads the post more likely. Students submit educational and private ideas. The staff has used more online services than Flickr, but they have been used in only 50% of both classes. The staff has used online more tools than Flickr, but only 50% of the two groups have used it. Students had a higher chance of sending text messages. Lenhart

(2009) said the most common social networking among online users, and the ratio has fallen by 10 percent or is less than 55 for adults per successor class. A paper published in November 2011 said 66% of ' adults ' use various kinds of social media like MySpace, Facebook, and Twitter.

It plays international student help via the Internet and Social Web sites, Wonsun Kim, GaryL Kreps & Cha-Nam Shin(2009). Particularly for international students using their website to develop new ties, including for their studies, as well as for other internet users. They have also used technology to develop new ties with their fun students. Instead of focusing on building and maintaining relationships, the primary aim of the research was to meet the educational needs of the main focus of the research.

Domizi (2013) stated: "A graduate student workshop was conducted where Twitter and daily post tweets were used to extend conversations in the classroom. Students were then connected to their subjects and other student material on Twitter.

Facebook. Upon creating a profile, the new user will start looking for friends and submit requests from friends. Once approved, Facebook links both persons by enabling them to view each other's profile page and add their actions to each other's news feeds. Therefore the Facebook acts as an online application for browsing (Stroud, 2008) or "prosumer" (Le and Tarafdar, 2009; Ritzer and Jurgenson, 2010), both in production and consumption.

In a survey of 1710 US students, a study carried out by Kevin Lewis, Jason Kaufmana, Marco Wimmer, & Nicholas Christakis, in 2008 found women are more likely to maintain a private profile than men. Briefly, this

study suggests that the work on sex differences will focus on Facebook actions and not on the decision of Facebook to join. However, for the time being, it is only a suggestion because all this research focuses on students and is carried out in the US. Further research is needed internationally.

The analysis of 236 American students and German Facebook users, by Mitja D Back, Stefan C Schmukle, & Simine Vazire(2010), on the other hand, shows that legitimate representation and divulgation can occur as well. The study has shown that the ratings of foreigners who look at the subject's Facebook pages match the ratings of the user and his friends.

Jih-Hsuan Tammy Lin, Mijung Kim, Wei Peng, and Robert Larose (2011) are researching primarily Facebook findings used by foreign US students. Researchers found that using Facebook contributed to students ' ability to socially and culturally participate in their new environment. In a poll, 46 percent of students identified international students ' social media sites.

In Junco, Heiberger, and Loken (2011), students have identified that the public participation channels are used by Facebook groups since Facebook groups permit students to engage in political or civic interactions rather than use social-networking Websites for social contributions. The collection of information and the sharing of information are all-time for students on Facebook. Students who use Facebook more for data sharing and collection than those who use Facebook for socializing get high standards. This evidence suggests that students in the sample use Facebook, but it is positive or not.

Negussie & Ketema (2014) examined more closely whether using Facebook has any impact on access through various devices. The correlation between mobile Facebook and student degrees was highly cynical about the use of Facebook by various methods on other phones. The negative effect can be demonstrated by multi-tasking, and not all students have multi-tasking skills since mobile phones can be used for social networks. The study suggests that students can use social networking sites for purposes of learning and not forbid these networks in their schools.

Twitter. Twitter is one of the global social media which promotes students ' social links. It encourages the growth of communication, critical thinking, and sharing of information worldwide.

Junco et al. (2011) studied 132 students to explore the connection between social media and the students ' participation in grades. The students were split into groups; one used Twitter and not others. We found that students from the Twitter community had higher GPAs and more excellent engagement rates than the control group.

Twitter — twitter information recovery, reading, and writing programs are widely used in the API. Twapper Keeper, however, has some limitations in the processing and handling of large-scale data, as SQL and tablet databases only allow for a limited amount of data. Using a hybrid big data platform could overcome the above constraints (Bastos, MT, Travitzki, R., and Raimundo, R. 2012).

The user networks exist in different types: a network of users in one particular event (hashtag), a user network in a particular user account, and a

network of users in a process community, i.e., Twitter list. Lists would help user groups to better organize and sort incoming television pages into topical or other categories (Wu, S., Hofman, J. M., Mason, W. A., & Watts. D. J. 2011).

These groups twitter users, and it is essential for each user in the data set to learn twitter characteristics from the study of network-to-topology (number of users / followed). In the analysis of the ranking, many strategies have used. Twitter users are ranked by acceptance of the number of followers by measuring the Page Rank and retrogression rate. The analyzes included 41,7 million user reports (Bastos, MT, Travitzki, R, & Puschmann, C. 2012), 1.47 billion social relationships (Bastos). 106 billion tweets.

Homophily defined as the tendency that contacts between similar users happen more frequently than between users, i.e., associated users tend to follow each other. It requires the analysis of twitter data's static properties, such as its profile name and geographical characteristics in the twitter network of individual users (Bastos, MT., et al. 2012).

The geographic function of Twitter analyzed in order to investigate user differences based on their location. More research conducted. Twitter Lists used to research hemophilia in order to determine the similarities between elite and regular users (Wu et al. 2011).

Student. Students cannot always evaluate and appreciate media literacy in an efficient way. Evaluation and informed decision making on value, using new information forms: Ian Rowlands, Peter Williams, David Nicholas & Barrie Gunter (2008).

The degree and entry of mature age is another kind of university admission. Surprisingly, few studies linked other forms of access to academic performance for such an important subject. It analyzed the disparities in the quality of each class between diplomas and A-Level direct entrants. They sampled 608 participants, of whom 154 were graduates, and no significant differences in academic achievement existed between groups and concluded that one prior-school production had an impact on the performance at Ringland and Pearson University (2003).

The average high school grade point is consistently the best indicator of college levels, according to Geiser and Santelices (2007). The students who are admitted to the University of California quote 80,000, followed by four years of college outcomes including the average cumulative high school grade and graduate grade, to study the related contribution of the high school records to predicting longer-term college performance.

International student positions assisted by web and social networking sites. Kim et al. (2009). Particularly for different international students who use the internet to build new relationships in their host countries and for other students who use the internet. They use their entertaining country technology to develop new relations. Instead of focusing on building and maintaining ties, the main aim of the students ' study was to satisfy educational needs and to use the internet in its entirety.

Lenhart et al. (2009), the most popular online client, are social networking students aged 25 years, with 10 percent less than 55 for each following class. In November 2011, a paper published claiming that 66% of

"adults" use various social media forms, including MySpace, Facebook, and Twitter.

Cognitive Performance

Cognition defined as a collection of mental processes between the perception and reaction to stimuli by Ortiz et al. (2009). (2009). The cognitive performance relates to several psychological processes correlated with the so-called higher-cognitive and forward-looking behavior. Cognitive psychological performance means the assessment of mental processes that are capable of representing both cognitive and somatic functions. The word "performance" refers to capacities from the functional and psychological spectrum of cognition, focus (concentration), learning and memory, thought and intellect, and the psychomotor's behavior.

The effects of socio-family factors on academic children have demonstrated by Senna project studies in Brasil (Santos & Primi, 2014). However, the socioeconomic status of families has been shown to affect the cognitive performance of children, with the primary influence in children. One subject of the debate is the role of school in child cognition and cognitive problems. Some authors say childhood in families with low socioeconomic and cultural capital has more severe learning challenges, fewer language, more computerized education (Alves et al., 2016; Rindermann et al., (2009).

Research on cognitive and teaching and learning processes relate to and thus to the trajectory of the children between family involvement and academic success (Álvarez A, Fernández NS, Herrero ET, Pérez JCN, Valle A, Fernández BR. (2015); Alves et al., 2016; Eslava, Deano, Alfonso, Conde,

& García-Senorán, 2016; Fernández-Zabala, Goni, Camino, & Zulaika, 2016; Kloosterman, Notten, Tolsma, & Kraaykamp, 2011; Lugo-Gil & Tamis-LeMonda, 2008; Mistry, Benner, Biesanz, Clark, & Howes, 2010; Bibiana Regueiro, Antonio Valle, José C. Núñez, Susana Rodríguez, Isabel Piñeiro, & Pedro Rosário 2015).

In six European countries, research has shown that compulsory education contributes up to 40 decades later to higher cognitive quality (Schneeweis, Skirbekk & WinterEbmer 2014).

External approaches have found also of the above mentioned in-school studies that working memory or attention training exercises over several weeks can develop cognitive skills among those who have been specifically taught (Sissela Bergman Nutley, StinaSo ' derqvist, Sara Bryde, Lisa B. Thorell, Keith Humphreys & Torkel Klingberg (2010); Klingberg et al. (2010).

Rouis, Limayem&Salehi Sangari (2011) has been active in studying the extent and length of use by social media in assessing the level of cognitive absorption. They, however, add that the cognitive absorption level is characteristic of autonomy and other personality factors. Multi-task skills do nothing to reduce students ' frequency and use of social media but mitigate the impact of social media results by tuning cognitive absorption.

One topic in the discussion is the role of schools in children's cognitive performance and cognitive challenge overcoming. Some authors say that children from families with lower socioeconomic and cultural resources have more school problems and have less vocabulary and scoring skills in schools. In subsequent years of school children of more advantaged groups tend to

encounter problems or differences (Burgar et al., (2010), Katherine Magnuson, Christopher J. Ruhm and Marcia K. Meyers, (2004), particularly in those early interventions in order to overcome the same challenges not introduced by Burger, et al., (2010). The definition of the sustainability of school problems refers to the position of reproducing schools, showing that social inequalities become school inequalities, which in effect reinforce previous inequalities.

Therefore, social media may help improve cognitive performance for students if used for educational reasons, while students who have used social media for socialization can be a distraction that can make students perform poorly in the classroom. That is, it can help students to perform well if social media used correctly. If social media adequately integrated into the classroom setting, student academic performance can be increased.

Chapter 3

METHOD

This chapter presents the purpose and procedures used in the study, the research design, research subject, research instrument, the data gathering procedure, and the statistical treatment of data.

Research Design

The researchers employed a research design that was quantitative non-experimental. In the numerical model, the interaction between the variables is checked through analytical hypotheses. Usually, such variables can be calculated on instruments in one word, so that statistical methods are used to calculate the number of results. The researchers will produce knowledge via a generic set through a non-experimental research model (Peter Osharive, 2015). The data provided is concise, as they explain teaching methods and student achievement quantitatively. Because of the independent variable, social media correlates with the dependent variable, the cognitive performance of the participant.

Research Subjects

This study was conducted by UM Panabo College S.Y 2019-2020 for all first-year BSED-English students. The researchers used the underlying lottery random sampling. A simple random sample takes a small, random portion of the entire population to represent the entire set of data, where each representative is equally likely to be selected. Researchers can use strategies such as the lottery to create a simple random sample.

Research Instrument

The study used Zahid Amin et al., a social media questionnaire, and Zohar's Cognitive Quality questionnaire, to assess the students' social media and cognitive performance. The first variable comprises of five (5) items per indicator, and twenty-one (21) questions are the second factor. The survey was reviewed by the panel of experts. In the constructed survey, there are statements for the indicator; these served as a tool for obtaining the necessary data from the respondents. A set of questions per respondent has been issued. To determine the level of social media and cognitive performance of first-year college students at UM Panabo College, the following scaling used:

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	It indicates that the level of social media is always observed.
3.41-4.20	High	It indicates the level of social media is observed.
2.61-3.40	Moderate	It indicates that the level of social media is moderately observed.
1.81-2.60	Low	It indicates that the level of social media is least observed.
1.00-1.80	Very Low	It indicates that the level of social media is not observed.

To determine the cognitive performance the following scale was used:

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	It indicates that cognitive performance is outstanding.
3.41-4.20	High	It indicates that cognitive performance is very good.
2.61-3.40	Moderate	It indicates that cognitive performance is good.
1.81-2.60	Low	It indicates that cognitive performance is poor.
1.00-1.80	Very Low	It indicates that cognitive performance is very poor.

Data Gathering Process

In conducting the study, the researchers used the following steps:

Questionnaire Validation. Researchers submitted a questionnaire and sent it for confirmation to the relevant instructor.

Permission to conduct a study. Researchers gave UM Panabo College a letter of approval and sent it to the school's administrator.

The admission of the study. The researchers personally delivered the questionnaire to the survey respondents after permission to perform the study.

Retrieval of the Questionnaire. The data was subsequently compiled, recorded, and submitted to quantitative analysis after the questionnaires administered.

Statistical Treatment of the Data

By using the following appropriate numerical procedure, the data collected are evaluated and interpreted:

Weighted Mean. These have used to determine the level of students ' social media and cognitive performance among selected UM Panabo College students.

Pearson Product and Moment Correlation. These have used to determine the correlation between students ' social media and cognitive performance.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

The results of the study respond to the questions in the last section described in this paragraph. Data in tabular and textual formats are provided.

Level of Social Media in Students

The results are based on a standard 75-copy questionnaire completed by UM Panabo College English students of the first year. The social media level in table 1 achieved a massive average of 3.17 with a descriptively moderate equivalent. It results in the moderate observation of the three indicators.

In Facebook, the first indicator, the data showed 3.51, meaning that students' usage of Facebook is high and observed. Item no. 3 Groups and pages related to studies created by scholars on Facebook help students in their studies got the highest mean of 3.73 or Facebook use is high and observed while item no. 4 Facebook has a positive impact on student's academic performance got the lowest mean of 3.16 which is moderate and moderately observed. Item no. 1 Facebook positively affect my study timings in routine life got the mean of 3.51, item no. 2 Submitting the assignments timely whether spending time on Facebook got the mean of 3.68, and item no. 5 Finding it flexible to focus on work by logging into Facebook as it helps me to remain in contact with classmates who had a mean of 3.47 which means were high and observed. In Karpinski's analysis the user on Facebook had a GPA between 3.0 and 3.5, whereas the unusual user on Facebook had a

Facebook	Mean	Descriptive Equivalent
1. Facebook positively affects the study timings in routine life.	3.51	High
2. Submitting the assignments timely whether spending time on Facebook.	3.68	High
3. Groups and pages related to studies are created by scholars on Facebook helps students in their study.	3.73	High
4. Facebook has a positive impact on student's academic performance.	3.16	Moderate
5. Finding it flexible to focus on work by logging into Facebook as it helps me to remain in contact with classmates.	3.47	High
Overall Mean	3.51	High
Twitter	Mean	Descriptive Equivalent
1. Using twitter in daily life is a routine habit.	2.36	Low
2. Usage of twitter sites in routine life affect academic.	2.4	Low
3. Students share study material on twitter that helps other students which are weak in studies performance.	2.44	Low
4. Prefer to express ideas and feelings on twitter.	2.55	Low
5. Membership on twitter website is important.	2.24	Low
Overall Mean	2.4	Low
Student	Mean	Descriptive Equivalent
1. Social networking sites are affecting the way of speaking or writing in student's life.	3.53	High
2. Social networking sites can be an effective tool for learning for students.	3.67	High
3. Social networking sites change the behavior of students in effective manner.	3.57	High
4. Social networking sites are more effective in communicating with our friends.	3.79	High
5. Social networking sites differentiates students on the bases of their demography.	3.41	High
Overall Mean	3.59	High
Grand Mean	3.17	Moderate

Legend:

Scale
4.21-5.00
3.41-4.20
2.61-3.40
1.81-2.60
1.00-1.80

Descriptive Equivalent
Very High
High
Moderate
Low
Very Low

GPA between 3.5 and 4.0. Facebook users spend 1-5 hours per week, while Facebook users often study 11-15 hours a week. Most researchers know that Facebook is not the only thing that can steal study time away. Nonetheless, 55% of respondents "hit their pages many times a day or a long period at least once a day" (San Miguel, 2009).

The second indicator is Twitter; overall mean is 2.4, which means that the mean is low and least observed. The highest mean in this variable observed, in item no.4, Prefer to express ideas and feelings on twitter with an average of 2.55 is low and least observed while item no. 5 Membership on the twitter website important had the lowest mean of 2.24, which is also low and least observed. Item no. 1 Using twitter in daily life is a routine habit with a mean of 2.36, item no. 2 Usage of twitter sites in routine life affect academics got the mean of 2.4, and item no. 3 Students share study material on twitter that helps other students who are weak in studies performance had the mean of 2.44 were low and least observed. Moody (2010) suggested that teachers can interact with students in the social media and vice versa, encourage debate, and promote critical thinking among students.

For the last indicator, the Student had an overall mean of 3.59, which means high and observed. The highest mean is found in item no. 4 social networking sites are more effective in communicating with friends with the mean of 3.79 is high and observed while item no. 5 social networking sites differentiate students on the bases of their demography got the lowest mean of 3.41, which means high and observed. Item no. 1 Social networking sites are affecting the way of speaking or writing in a student's life with a mean of 3.53, item no. 2 Social networking sites can be an effective tool for learning

for students got the mean of 3.67 , and item no. 3 Social networking sites change the behavior of students in effective manner had the mean of 3.57 all were high and observed. He explains online learning platforms as being more effective than traditional classroom education (using a textbook for learning) because of the online resources available and 24 hours access to learning, according to Michael Simonson, Sharon Smaldino, Michael Albright, & Susan Zvacek (2000). Students are more likely to make casual use of social media like YouTube. Another explanation why students choose to use the social media as resources for informal learning is the relaxing access to information from structured books and the simple exchange of information and the availability of these online materials at one time.

Level of Cognitive Performance of Students

Presented in Table 2 is the level of cognitive performance of students with a grand mean of 3.33 with the description of moderate, which means cognitive performance is good . Item no. 6 Thinking of the consequences of failing during tests got the highest mean of 3.59 which is high, or it is very good while item no. 13 Doing well in speed tests in which there are time limits had the lowest mean of 3.16 which is moderate, or it is good. Item no. 1 Losing sleep over worrying examinations got the mean of 3.56 and item no. 2 Wondering whether the other students are doing better while taking an essential examination with a mean of 3.52 was high and very good while items no. 3 Having less difficulty than the average college student in getting test instructions straight 4 Tend to freeze up on things like intelligence tests and final exams, and 5 Less nervous about tests than the average college

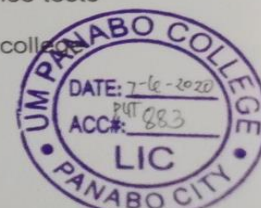


Table 2
Level of Cognitive Performance of Students

Cognitive Performance	Mean	Descriptive Equivalent
1. Losing sleep over worrying about examinations.	3.56	High
2. Wondering whether the other students are doing better while taking an important examination.	3.52	High
3. Having less difficulty than the average college student in getting test instructions straight.	3.29	Moderate
4. Tend to freeze up on things like intelligence tests and final exams.	3.37	Moderate
5. Less nervous about tests than the average college student.	3.24	Moderate
6. Thinking of the consequences of failing during tests	3.59	High
7. So nervous that often can't think straight at the beginning of a test.	3.35	Moderate
8. The prospect of taking a test in one of the courses would not cause worries.	3.4	Moderate
9. Calmer in test situations than the average college student.	3.4	Moderate
10. Having less difficulty than the average college student in learning assigned chapters in textbooks.	3.39	Moderate
11. Mind goes blank when pressured for an answer on a test.	3.55	High
12. During tests, the thought frequently occurs that might not be too bright.	3.27	Moderate
13. Doing well in speed tests in which there are time limits.	3.16	Moderate
14. Getting so nervous that tent forgets facts during a course examination that really know.	3.43	High
15. Feeling that could have done it better than what actually did after taking a test.	3.55	High
16. Should worrying more about doing well on tests.	3.55	High
17. Feeling confident and relaxed before taking a test.	3.51	High
18. Feeling confident and relaxed while taking a test.	3.37	Moderate
19. Having the feeling that of not doing well during exam.	3.19	Moderate
20. Feeling defeated before even starting when taking a test that is difficult.	3.32	Moderate
21. Finding unexpected questions on a test causes to feel challenged rather than panicking.	3.44	High
Overall Mean	3.39	Moderate
Grand Mean	3.33	Moderate

Legend:**Scale**

4.21-5.00
3.41-4.20
2.61-3.40
1.81-2.60
1.00-1.80

Descriptive Equivalent

Very High
High
Moderate
Low
Very Low

student got the mean of 3.29, 3.37, 3.24 consecutively which means moderate and good . Items no. 7 So nervous that often cannot think straight at the beginning of a test, 8 The prospect of taking a test in one of the courses would not cause worries, 9 Calmer in test situations than the average college student, 10 Having less difficulty than the average college student in learning assigned chapters in textbooks, 12 During tests, the thought frequently occurs that might not be too bright, 18 Feeling confident and relaxed while taking a test, 19 Having the feeling that of not doing well during exam, and 20 Feeling defeated before even starting when taking a test that is difficult got the mean of 3.35, 3.4, 3.4, 3.39,3.27, 3.37, 3.19, and 3.32 respectively with a descriptive equivalent of moderate which means the performance was good . On the other hand, items no. 11 Mind goes blank when pressured for an answer on a test, 14 Getting so nervous that tend forgets facts during a course examination that really know, 15 Feeling that could have done it better than what actually did after taking a test, 16 Should worrying more about doing well on tests, 17 Feeling confident and relaxed before taking a test, and 21 Finding unexpected questions on a test causes to feel challenged rather than panicky got the mean of 3.55, 3.43, 3.55, 3.55, 3.51, and 3.44 respectively with the descriptive equivalent of high interpreted as very good.

Previous studies show that cognitive capacity is a forecast for Internet use by students and that cognitive capacity is linked to the number and types of activity students undertake. In particular, the cognitive flexibility or the ability to move between tasks or concepts and data processing speeds of executive functions are the predictors of the efficient technical use and competence of students (Slegers, Van Boxtel & Jolles, 2009).

Significant Relationship between Social Media and Cognitive Performance of Students

Table 3 shows an important link between social media and students' cognitive performance. As to the data demonstrated among first-year college English students, the result of the computation using the r-value is 0.01. The P-value is .000, which is less than 0.05. Therefore, it rejected the null hypothesis. Consequently, it can be concluded that the social media and cognitive performance of students are significantly linked.

Assemah et al. (2011) claimed that where the students most often use social media, the greater the chance their views on research will have. The results of this study are similar in terms of the social information processing theory created. Social media assessed in this study by student dependence, social media engagement, and the use of social networks. Social media help also allows the link between social interactions and cognitive performance. Social media have proven to be an important part of maintaining the social presence of people of all ages, and especially older adults (Sinclair & Grieve, 2017). Furthermore, Karpinski et al. (2009) stated that social media has a negative link with the academic performance of students, which is higher than the advantages of using social media.

Table 3
Significant Relationship between Social Media and Cognitive Performance of Students

	Correlation Coefficient
	Cognitive Performance
Social Media	0.01

P-value (0.000) < 0.05 SIGNIFICANT

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter summarizes the findings of this study, from which the conclusion is derived, and provides suggestions.

Summary of Findings

The researchers found the following based on the results derived from the collected data:

1. The level of social media of students had an overall mean of 3.17 interpreted as moderately observed.

2. The level of cognitive performance of students had an overall mean of 3.33 interpreted as good.

3. The correlation value between social media and cognitive performance of students is r-value of 0.01 with the P-value of .000, which is lesser than 0.05 level of significance. Thus, the null hypothesis rejected.

Conclusions

Based on the results of the study, the following conclusions are drawn:

1. The level of social media of students is moderate.

2. The level of cognitive performance of students is right.

3. There is a significant relationship between social media and the cognitive performance of students.

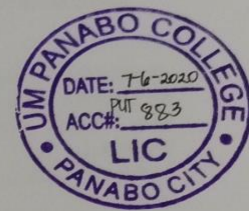
Recommendations

1. The positive effects and advantages of Facebook should be understood by and used by the students.

2. Students must know the importance of the gain of intellectual performance in school, including the use of Twitter.

3. Students should not require social networking sites to discriminate between students and should not facilitate discrimination.

4. More studies may use a specific factor to influence the cognitive performance of students to conduct further analysis.



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Appendix A

Letter of Permission to Conduct the Study

July 24, 2019

DR. CELSO L. TAGADIAD
 School Director
 UM Panabo College
 Arguilles St., Panabo City

Sir:

The undersigned are fourth year students of UM Panabo College who are currently conducting their research study entitled, "**Social Media and Cognitive Performance of First Year Students in UM Panabo College**" as final requirement to the Educational Research subject.

Anent to this, we would like to ask permission from your excellent office to allow us to conduct the research among first year college students taking BSED-English. We further ask, if you may allow us to conduct a survey during their class. The data will be treated with utmost confidentiality.

We appreciate your positive response on this matter.

Thank you and God bless!

Respectfully yours,


DARCELLA MAE A. DENILA


ROSE ANN C. SEDE


JESS R. DESCARTEN
 Researchers

Noted by:


DICKEY MOSQUEDA, MAED
 Research Adviser

Approved by :


CELSO L. TAGADIAD, Ph.D
 School Director

Appendix B – 1
Letter of Validation

July 11, 2019

DR. AMELIE L. CHICO
Research Coordinator
UM Panabo College

Dear Ma'am:

We would like to inform that you are one of the chosen expert validators of our research entitled: **Social Media and Cognitive Performance of the Students among First Year Students in UM PANABO COLLEGE.**

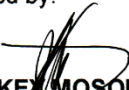
To this, it would be appreciated if you could share and give your expertise by rating its contents. It would be great help also to improve our study.

Respectfully yours,


Denila, Darcella Mae A.


Descarten, Jess R.


Sede, Rose Ann C.
Researchers

Noted by:

DICKEN MOSQUEDA, MAED
Adviser

*Just consider
main excellent*


AMELIE L. CHICO, DM, FRIM

Appendix B – 2
Letter of Validation

July 11, 2019

DR. JEANILYN E. TACADENA 

Professor


UM Panabo College

Dear Ma'am:

We would like to inform that you are one of the chosen expert validators of our research entitled: **Social Media and Cognitive Performance of the Students among First Year Students in UM PANABO COLLEGE.**

To this, it would be appreciated if you could share and give your expertise by rating its contents. It would be great help also to improve our study.

Respectfully yours,


Denila, Darcella Mae A.


Descarten, Jess R.


Sede, Rose Ann C.


Researchers

Noted by:


DICKEN MOSQUEDA, MAED
Adviser

Appendix C – 2

Questionnaire Validation Sheet

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____ QUESTIONNAIRE VALIDATION SHEET																																																
Title of Research: <u>social Media and cognitive Performance of the students</u> Proponents : <u>Marcella Mae A. Deana, Rose Anna Sede, Jess Descartes</u>																																																	
To the Evaluator: Please check the appropriate box for your ratings. Point Equivalent: 5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good																																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 15%;">5</th> <th style="width: 15%;">4</th> <th style="width: 15%;">3</th> <th style="width: 15%;">2</th> <th style="width: 15%;">1</th> </tr> </thead> <tbody> <tr> <td> 1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner. </td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td> 2. 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_____ JENNIFER E. TACAYENA, Ph.D. Signature Above Printed Name																																																	

Appendix F – 1

Certificate of Appearance



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

UM Panabo College and conducted Survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Social Media and Cognitive Performance of the"
student among 1st yr. BSED-English
during the period July 24, 2019
(State inclusive dates)

Rhea Aragon
Rhea Aragon

Name and Signature of Authorized Personnel



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

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(State inclusive dates)

Rhea Aragon
Rhea Aragon

Name and Signature of Authorized Personnel



Appendix F – 2

Certificate of Appearance

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

UM Panabo College and conducted Survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Social Media and Cognitive Performance of the Student
among 1st yr. student BSED-English
during the period July 24, 2019
(State inclusive dates)

Vhca Xophia M. Miranda

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

UMPC and conducted Survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Social Media and Cognitive Performance of the student
among 1st yr. student BSED-English
during the period July 29, 2019
(State inclusive dates)

Jean Pascual

Name and Signature of Authorized Personnel

APPENDICES

Appendix D
Survey Questionnaire

**Questionnaire on Social Media and Cognitive Performance of the
Students**

(Zahid Amin et al., 2011) and (Zohar's, 1998)

Part 1. Profile of the Respondents

Name: _____ Date: _____

Year/Level: _____

Instruction. Below are questions that measure the level of Social Media and Cognitive Performance of the students. Please put check mark (/) appropriate to your answer using the given scale.

5-Always 4-Often 3-Sometimes 2-Seldom 1-Never

Part 2. Questionnaire on Social Media (Zahid Amin et al., 2011)

Facebook	5	4	3	2	1
1. Facebook positively affect my study timings in routine life.					
2. I timely submit my assignments whether spending time on Facebook.					
3. Groups and pages related to studies are created by scholars on Facebook helps students in their study.					
4. Facebook has a positive impact on students academic performance.					
5. I find it flexible to focus on work by logging into Facebook as it helps me to remain in contact with classmates.					
Twitter					
1. It's my routine habit to use twitter in my daily life.					
2. Usage of twitter sites in my routine life affect my academic.					
3. Students share study material on twitter that helps other students which are weak in studies performance.					
4. I prefer to express my ideas and feelings on twitter.					
5. My membership on twitter website is important.					
Student					
1. Social networking sites are affecting the way of speaking or writing in student's life.					
2. Social networking sites can be an effective tool for learning for students.					
3. Social networking sites change the behavior of students in effective manner.					
4. Social networking sites are more effective in communicating with our friends.					
5. Social networking sites differentiates students on the bases of their demography.					

Part 3. Questionnaire on Cognitive Performance of the Students (Zohar's, 1998)

	5	4	3	2	1
1. I lose sleep over worrying about examinations.					
2. While taking an important examination, I find myself wondering whether the other students are doing better than I am.					
3. I have less difficulty than the average college student in getting test instructions straight.					
4. I tend to freeze up on things like intelligence tests and final exams.					
5. I am less nervous about tests than the average college student.					
6. During tests, I find myself thinking of the consequences of failing.					
7. At the beginning of a test, I am so nervous that I often can't think straight.					
8. The prospect of taking a test in one of my courses would not cause me to worry.					
9. I am calmer in test situations than the average college student.					
10. I have less difficulty than the average college student in learning assigned chapters in textbooks.					
11. My mind goes blank when I am pressured for an answer on a test.					
12. During tests, the thought frequently occurs to me that I may not be too bright.					
13. I do well in speed tests in which there are time limits.					
14. During a course examination, I get so nervous that I forget facts I really know.					
15. After taking a test, I feel I could have done better than I actually did.					
16. I worry more about doing well on tests than I should.					
17. Before taking a test, I feel confident and relaxed.					
18. While taking a test, I feel confident and relaxed.					
19. During tests, I have the feeling that I am not doing well.					
20. When I take a test that is difficult, I feel defeated before I even start.					
21. Finding unexpected questions on a test causes me to feel challenged rather than panicky.					



Darcella Mae A. Denila

Purok 17 Nordida, Sto. Tomas, Davao del Norte

ddarcy206@gmail.com

09455018334

PERSONAL DATA

Age : 21
Gender : Female
Date of Birth : September 27, 1998
Place of Birth : Davao City
Civil Status : Single
Citizenship : Filipino
Height : 5'2
Weight : 55 kls.
Religion : Roman Catholic
Mother's Name : Vilma Denila
Occupation : Housewife
Father's Name : Bernard Denila
Occupation : Driver

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
Course : Bachelor of Secondary Education- English
Address : P.N Arguelles St., San Francisco, Panabo City
Year-Graduated : 2019-2020
Secondary : Sto. Tomas National High School
Address : Menzi, Sto. Tomas, Davao del Norte
Year Graduated : 2014-2015
Primary : Nordida Seventh Day Adventist Elementary School
Address : Purok 20-A Nordida, Sto. Tomas, Davao del Norte
Year Graduated : 2010-2011



Rose Ann C. Sede

Purok 2 Gumamela St., San Miguel, Tagum City

sede08.ra@gmail.com

09366244702

PERSONAL DATA

Age : 21
 Gender : Female
 Date of Birth : December 30, 1998
 Place of Birth : Ising, Carmen, Davao del Norte
 Civil Status : Single
 Citizenship : Filipino
 Height : 5'2
 Weight : 47 kls.
 Religion : LDS
 Mother's Name : Naomi Sede
 Occupation : Self-employed
 Father's Name : Romie Sede
 Occupation : N/A

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
 Course : Bachelor of Secondary Education- English
 Address : P.N Arguelles St., San Francisco, Panabo City

Year-Graduated : 2019-2020
Secondary : Panabo National High School
Address : New Site, Gredu, Panabo City
Year Graduated : 2014-2015
Primary : Dona Nenita R. Floirendo Elementary School
Address : New Pandan, Panabo City
Year Graduated : 2010-2011



Jess R. Descarten

Evelyn Subdivision, New Visayas, Panabo City

09461826004

PERSONAL DATA

Age : 21
 Gender : Male
 Date of Birth : December 11, 1998
 Place of Birth : Panabo City
 Civil Status : Single
 Citizenship : Filipino
 Height : 5'1
 Weight : 47 kls.
 Religion : Roman Catholic
 Mother's Name : Eusebia Descarten
 Occupation : Housewife
 Father's Name : Rodolfo Descarten
 Occupation : N/A

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
 Course : Bachelor of Secondary Education- English
 Address : P.N Arguelles St., San Francisco, Panabo City

Year-Graduated : 2019-2020
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Address : Gredu, Panabo City
Year Graduated : 2014-2015
Primary : Rizal Elementary School
Address : San Francisco, National Highway, Panabo City
Year Graduated : 2010-2011