



PERCEPTION ON THE USE OF SOCIAL MEDIA AND ACADEMIC PERFORMANCE

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KeyWords

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ABSTRACT

The purpose of the study is to evaluate the students' perception on utilization of social media and academic performance. This study addressed to: determine the extent of the features of social media utilized by BEED program in Initao College; assess the performance of BEED students of Initao College; and find the relationship between the Academic Performance of BEED students and the type of social media. This study employed a descriptive survey method wherein the researcher analyzed, interpreted, and reported the present status of the problem on the utilization of social media. A modified questionnaire was used in this study wherein the mean and standard deviation were used to analyze the data to answer the research questions and Pearson Product Correlation Coefficient was used to test the hypothesis. Findings revealed that the respondents' perception on the utilization of social media was described as Often Utilize Social Media in terms of Online skills, Abilities, Motivation, and Time Management. Furthermore, the Academic Performance of the BEED – III students obtained a grade of 1.1-2.0 which interpreted as Very Satisfactory. Furthermore, the Academic Performance of BEED students and their Online Skills in utilizing social media were found Slightly Correlated. Students who are fully equipped in Online Skills are most likely learn better in distance learning. The students' Academic Performance and their Motivation and Abilities in utilizing social media were found Not Correlated. The academic success of the students is not reliant only on motivation since they are already matured and responsible in their learning. Academic Performance of BEED students and their Time Management were found Slightly Significant. Therefore, the students who are good in managing their time, are more likely to perform better in their class.

INTRODUCTION

In recent years, Social Media has emerged as one of the most significant channels for communication. Although, Social Media enables individuals to communicate with one another no matter where their location, it is accessible to everybody. Effortlessly exchange data, files, images, and videos, make blogs, send messages, and engage in real-time conversations. Simply because they make it so simple and efficient to communicate with colleagues and friends. Additionally, it makes those systems' members closer to one another. They preferred Facebook, Twitter, and other websites fall within the internet domain. These social media platforms and websites are channels for communication socially and via media, directly with other people. They are actively and significantly influencing how decisions are made in activities.

This study is governed by the Republic Act (RA) 10650, otherwise known as the "Open Distance Learning Act," which was signed into law in order to expand and further democratize access to quality tertiary education and technical educational services in the country with the use of open learning services. Under RA 10650, open distance learning in the Philippines for higher educational institutions (HEIs) and technical-vocational courses have the goal of providing accessible, quality education through the use of Open Educational Resources (OER) and delivery of learning materials via print, audio-visual, electronic/computer and virtual classrooms, and face-to-face sessions. The new law also intends to implement distance education as an appropriate, efficient, and effective system of delivering quality higher and technical educational services in the country.

This will cover public and private Higher Education Institutions (HEIs) and post-secondary schools in the Philippines that have existing open learning and distance education programs. The law designates the Commission on Higher Education (CHED) to serve as the regulator of HEIs involved in open learning and distance education. Under the new law, the University of the Philippines Open University is mandated to provide expertise to the CHED to assist the commission in the development of open learning and distance education and in the appropriate use of information and communications technologies in support of quality higher education (Valente, 2014).

In the time of COVID-19, distance learning became a necessity for learners and educators all over the world (Ali, 2020). Such a form of education, however, need not be limited to online learning. Some have suggested using cell phones and (SMS) texting technology to facilitate learning (Flores, 2018). Some schools maximize the use of TV programs, radio broadcast, and non-internet-based media (Punzalan, 2020). Perhaps, some instructors stick to use basic supplemental tools like books to be distributed through courier services to be received by the students.

If the education sector is engaged, teachers and students have ample support, the curriculum and content of the learning modules are well-defined and personalized, technological limitations are acknowledged, and user-friendly and enjoyable materials are present, education will continue one way or another (Ali, 2020). Such support presupposes a collaboration between teachers and policymakers and authorities to develop the relevant referenced programs as well. One of the solutions to continue education amidst the outbreak is the implementation of distance learning.

Distance Education has been automatically applied since the Covid-19 Pandemic. It was suddenly applied right after President Rodrigo Duterte signed Proclamation No. 922 in March 2020, declaring the country under the state of a public health emergency. This was to prevent the increase of cases and further spread of the said disease and started closing all the buildings not just the universities and schools, but all non-essential and essential business establishments, centers, etc. So, to the response of all Education levels, Distance Education was the only choice to continue the flow of the education system.

A Global Learning Model is introduced to support innovative and integrated strategy to capacitate online learning. It developed a content and delivery iterative process of education and feedback that can be used when implementing online platforms in distance education. It includes ICT, Global Context, Multidirectional learning, focus on further educational developments and lifelong learning through career progressions that can be used by learners to enable learning to happen by following the ladder-like model towards student to practitioner up to trainer and leader. Also, the integration of any technology in open distance and e-learning environment can play crucial PJAEE, 17 (6) (2020) 1862 role in providing educational opportunities and access to information using any available device and platforms that can be used at home (Makina, 2020).

Since the emergence of open educational resources in teaching, opportunities for the increased personalization of educational resources using available and affordable platforms that can impact and continue the teaching and learning despite of pandemic issues, Torun (2020) studied the E-Learning Readiness of the university students in Online Distance Learning and found out that COVID-19 pandemic suddenly and quickly changes the normality of education to distance education.

As its quick transition will carry wide range of challenges both infrastructure and readiness of schools to shift to distance education within a very limited period, hence teachers should consider analyzing all steps of education necessary to supplement quality of learning activities using online platforms. Similarly, (Ergün et al., 2020) studied the predictive role of e-learning style and e-learning readiness of students that revealed that they can manage easily their time, maximize effort and organize their learning by using innovative technology in teaching like the use of social media.

Furthermore, (Ilgaz & Gülbahar, 2020) examined the e-learner's preferences and readiness satisfaction using a holistic approach and found that flexible structures that can be used in online and distance learning can ultimately leads to satisfaction that can

be used as LMS in delivering the instructional content while maximizing its usability. It is further supported by Beaven (2018) who posit that teachers should be engaged in all aspects of Open Educational Resources in finding, composing, adapting and reusing the platforms available for online distance education.

Bossu and Stagg, (2018) and Bozkurt and Akbulut, (2019) opined that teacher should utilize existing digital educational resources in order to gain increase access among students whereby it guarantees learning experiences guaranteed by the use of open technologies and new open pedagogical approaches that can incorporate some of notable transformation in pedagogical practice in the curriculum. Hence, digital connectivity may be used to affect the teaching services in the university (Domínguez et al., 2019); (Bonafini, 2017) to deliver the expected curriculum outcomes even students are confined at home due to community lockdowns but should be carefully consider the diverse ecologies of learners and create a space that can support their different characteristics and level of expertise as well as in using self-learning activities since learners.

To take part, Initao College took advantage of the use of social media to build a constant connection with the students as it was said to be easy and accessible. Hundreds of social media have been developed but only a handful of them was commonly used, as mentioned above it is already being predicted that it will be used as a primary mode of imparting education during the pandemic (Dill, et al., 2020).

Theoretical/Conceptual Framework

The study is anchored from the study of Doculan (2016) which entails the E-learning readiness for Philippine Higher Education Institutions. According to Doculan that E-Learning (EL) is the use of technology to enhance teaching and learning activities. The main purpose is to increase accessibility of education and reducing costs. It also increases productivity while enhancing independent learning. This approach of learning facilitates students at different continents to attend the same classes almost at the same time. It also creates economic benefits and make lifelong learning opportunity for all.

As cited, there are two theories underpinned in this study. First is the Uses and Gratification Theory, Bhronler and Katz (1974) as cited in Williams et al., (2012) which deals with the free will of the individual to choose from the vast array of social media. Social media is a communication mechanism that allows users to communicate with thousands, and perhaps billions, of individuals all over the world. The basic premise of Uses and Gratifications Theory is that individuals will seek out media among competitors that fulfills their needs and leads to ultimate gratifications (Lariscy et al., 2011). Second, Constructivism and Social Media Engagement Theory is aligned on this study. Constructivism emphasizes for students to be given authentic learning to facilitate reflection and search for knowledge based on their own capacity to learn creatively. To supplement for lectures, "learners are provided opportunities to construct their own understanding on the basis of an interaction between what they already know" (Dagar & Yadav, 2016). The students' experiences in the social media provide an authentic learning space for them to construct knowledge based on the pressing issues present in the society. Students are also attuned and engaged to current events through various social media platforms. They formulate knowledge when they are exposed to meaningful learning experiences and solve real-world problems which are possible through social media platforms.

In connection with the theory explained above, the Independent Variables which is the perception on the utilization of Social Media and Academic Performance will be expected on the view of the Dependent Variables which is the performance of BEED III students in Initao College.

Methodology

This study used a descriptive research design. The descriptive approach plays a descriptive role in the assumption that social media utilization was beneficial to the BEED students of Initao College. The research design is totally appropriate because this research explored the end and used of social media as a learning instructional tool in the learning environment of a specific instructor. Through this study, the students and the social media utilization will provide a new and more positive perspective in the integration of technology as the learning management system.

The research study was conducted in Initao College (IC), Initao, Misamis Oriental. Initao is a third-class municipality in the province of Misamis Oriental, Philippines. It is located about 39 kilometers (24 mi) west of Cagayan de Oro City, the provincial capital, 29 kilometers (18 mi) east of Iligan City, and about 767 kilometers (477 mi) south-southeast of Manila, the capital of the Philippines. Initao is an agricultural municipality because most of the livelihood of people is farming and fishing. Initao is also known for its various tourist spots like Lasang Secret Adventure, Midway-Minkay White Beach Resort, SJ and Taillights, and Kawayan Cliff Resort.

Initao College is one of the Local Colleges that offer free tuition in Northern Mindanao. It is under the Local Government Unit of Initao. It is one of the institutions included in the Universal Access to Quality Tertiary Education Act signed by President Rodrigo Duterte. It gives full tuition subsidies for students in State Universities and Colleges (SUCs), local universities and colleges, and state-run technical-vocational schools.

Bachelor of Elementary Education (BEEd) is one of the courses offered in Initao College. It is a program that molded future educators since the year 2003. For the S.Y. 2021 -2022, there are 523 total students.

The research participants of the study were the Third Year Bachelor of Elementary Education students of Initao College with a total population of 85 students from First Semester School Year 2021-2022. Among the four existing programs of Initao College, the study was conducted only to students who were taking up Bachelor of Elementary Education students.

The researcher survey questionnaire was adapted from Doculan (2016) study. The survey questionnaire is attached as one of the appendices, was used in collecting the data. This was conducted into two modes; first was through Google Forms which was facilitated in the respective year level Group Chats. The second was through a Survey Questionnaire which was distributed during the learning hub module distribution.

Table A

Students' perception on utilizing social media and academic performance.

Verbal Description	Mean Scale	Interpretation
Always Utilize	3.24 – 4.00	Excellent
Often Utilize	2.50 – 3.24	Very Good
Rarely Utilize	1.75 – 2.49	Good
Never Utilize	1.00 – 1.74	Poor

Table B

Academic Performance of BEED III students

Percentage Grade	Numerical Grade	Interpretation
95 - 100	1.0	Outstanding
94 – 85	1.1 – 2.0	Very Satisfactory
84 – 75	2.1 – 3.0	Satisfactory
75 and below	3.0 – 5.0	Failed

The researcher conducted a survey for both online and offline learners. For the online learners, the survey was conducted using Google Form and it was administered in the different Third Year level group chats. For the offline learners, the study was conducted through a survey questionnaire which was distributed in the three identified learning hub. Another arena in conducting the survey was announcing and posting of the Google Link to the official Learning Management System, the program utilized by Initao College. And some responses of the respondents were accessed through cellular text or call.

The research data were organized and analyzed. Content analysis was used as the key approach to deduce meanings from the data collected from online surveys. Since the data also included quantitative information, some basic statistical techniques such as frequency count and proportion measurement were applied for clearer data description.

The data gathered were summarized, translated, and analyzed using the following statistical techniques:

Mean and Standard Deviation were used for Problem 1. Frequency Counts and Percentages were used to describe the Academic performance of BEED students for S.Y. 2021 – 2022. Pearson Product Correlation Coefficient often referred to as the Pearson R test, was the statistical formula to determine the significant relationship between two variables.

Results and Discussions

Problem 1. What is the students' perception on the utilization of social media in terms of:

- **Online Skills;**
- **Abilities;**
- **Motivation and**
- **Time Management?**

Social media allows individuals to keep in touch with friends, classmates, and even extended family. As such, it often includes information about the individual user and various activities that features one identity and different skills in online world. Table 1 shows the mean distribution of the Students' Perception on Utilizing of Social Media in terms of Online Skills. It led an overall Mean of 2.95 (SD= .841) described as "Often utilize" on the extent of online skills which implies that the students frequently utilize social media in attaching file and researching, and other online educational tasks. Thus, it should be noted that the teachers should properly guide the students in utilizing social media in education in order to prevent adverse effect to their academic work. A majority of the participants reported prolonged use of social media for non-academic purposes would lead to adverse effect (Kolhar et al., 2021).

Table 1

Perception on the Utilization of Social Media in terms of Online Skills

<i>Items</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>
1. I am familiar with online etiquette.	3.43	.644	Always utilize
2. I can use web browser (eg. Internet Explorer, Google Chrome).	3.28	.765	Always utilize
3. I can send email with file attachment.	3.01	.906	Often utilize
4. I am comfortable with things like doing searches, setting bookmarks, and downloading files.	2.67	.943	Often utilize
5. I know how to use asynchronous tools (eg. Discussion boards, chat tools) effectively	2.36	.949	Rarely utilize
Overall	2.95	.841	Often

Note: 3.25-4.00= Always/2.50-3.24=Often/1.75-2.49=Rarely/1.00-1.74= Never

On one hand, the indicator, “I am familiar with online etiquette” described as “Always utilize” with the highest Mean of 3.43 (SD= .644). This indicates that the students possess good attitudes and behaviors in online world. Thus, it is important to establish regular monitoring on the academic tasks of the students in utilizing social media. Gandluri (2021) noted that it is essential to know that public schools are legally required to have a direct plan for monitoring students’ internet presence.

Further, the lowest Mean of 2.36 (SD= .949) described as “Rarely utilize” in the indicator, “I know how to use asynchronous tools (eg. Discussion boards, chat tools) effectively.” This result signifies that the students have limited knowledge as to the utilization of asynchronous tool in learning. Therefore, the schools should be delved into the promotion of both online and offline learning, particularly in the place where the signals are intermittent. The online and offline interactive teaching method can not only improve students’ theoretical test results but also help to improve students’ learning participation (Wang et al., 2021).

Table 2

Perception on the utilization of social media in terms of Abilities

<i>Items</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>
1. I am able to communicate effectively with other using online technologies.	3.21	.757	Often utilize
2. Taking responsibility for staying in contact with my instructor would be easy for me.	2.78	.818	Often utilize
3. I am able to express my thoughts and ideas in social media.	2.42	.918	Often utilize
Overall	2.80	.831	Often utilize

Note. 3.25-4.00= Always/2.50-3.24=Often/1.75-2.49=Rarely/1.00-1.74= Never

Table 2 presents the mean distribution of the Perception on Utilizing of Social Media in terms of Abilities. It can be gleaned that the overall Mean of 2.80 (SD= .831) described as “Often utilize” in utilizing social media in relation to their abilities. This result clearly indicates that the students have frequently used social media for educational communication purposes. Thus, there should really be a need to enhance their abilities in utilizing Learning Management System (LMS). An LMS can support or hinder active engagement, meaningful connections between segments of the course, easy communication, and formative feedback by making it easier or more difficult for faculty to communicate course requirements, provide open-ended feedback, and place course elements that are used together contiguous to one another.

Moreover, the indicator, “I am able to communicate effectively with other using online technologies,” obtained the highest Mean of 3.21 (SD= .757) described as “Often utilize.” This implies that the students are frequently communicated with their instructors through online technologies. It can be attributed that some of the students do not have enough connectivity. Therefore, the teachers are recommended to regularly engage their students in every mode of instructions vis-à-vis with other activities that would enhance their level of cooperation. In aiming for full engagement, it is essential that students perceive activities as being meaningful.

On one hand, the lowest Mean of 2.42 (SD= .918) described as “Often utilize” in the indicator, “I am able to express my thoughts and ideas in social media.” This result implies that the students have difficulty in expressing their ideology through social media. This result may be attributed that some students are not highly confident in showing their thoughts and ideas in social media. Thus, effective communication through the use of social media platform is necessary to establish. Social media when used effectively for academic purposes is capable of improving communication skills and academic performance of students in colleges of education (Ademiluyi et al., 2019).

Table 3

Perception on the utilization of social media in terms of Motivation

Items	Mean	SD	Verbal Description
1. I consider flexibility in time as an important motivating factor would be easy for me.	3.20	.828	Often utilize
2. I am highly motivated and enthusiastic to take an online course.	2.90	.839	Often utilize
3. I enjoy learning utilizing the social media that is interesting and challenging and I am motivated in such situations to go beyond the minimum requirements.	2.83	.784	Often utilize
4. I would be able to remain motivated even though the instructor is not always online.	2.74	.847	Often utilize
5. I would be able to complete my work even there are online distractions (eg. Friends sending messages, websites to search).	2.62	.886	Often utilize
Overall	2.86	.837	Often utilize

Note: 3.25-4.00= Always/2.50-3.24=Often/1.75-2.49=Rarely/1.00-1.74= Never

Table 3 shows the mean distribution of the perception on the utilization of social media in terms of Motivation. An overall Mean of 2.86 (SD= .837) described as “Often utilize” on the perception of motivation in using social media. This signifies that the students are frequently motivated in utilizing social media in distance learning. Thus, it should be remarkable that college instructors would develop motivational learning strategies. These strategies remind the teachers to be patient, maintain their motivational and effective teaching (Erdil-Moody & Thompson, 2020).

On the other hand, the highest Mean of 3.20 (SD= .828) described as “Often utilize” in the indicator, “I consider flexibility in time as an important motivating factor would be easy for me.” This implies that the students on some occasion consider flexible learning as their motivation to learn. Thus, improving flexibility of learning should be established effectively as to the strategies and other motivational pattern. The flexible learning modality that students plan their activities according to their interest and enthusiasm. Accordingly, it also keeps the mind of the students in a pleasant situation that is out of external fear.

Further, the lowest Mean of 2.62 (SD= .886) described as “Often utilize” in the indicator, “I would be able to complete my work even there are online distractions (eg. Friends sending messages, websites to search).” This result signifies that the students’ learning on some occasion cannot be distracted though there are several uncontrollable factors. Thus, effective various motivational patterns should be emphasized in order to guide the students do better in education. Achievement motivation is not a single construct but rather subsumes a variety of different constructs like ability self-concepts, tasks values, goals, and achievement motives (Steinmayr et al.,2019).

Table 4

Perception on the utilization of social media in terms of Time Management

Items	Mean	SD	Verbal Description
1. Considering my schedule, I am able to spend significant time and energy to engage in online learning class.	3.00	.872	Often utilize
2. I do not have trouble getting things to be done on time.	2.80	.813	Often utilize
3. I am able to organize my time well so that work and tasks don’t build up.	2.71	.884	Often utilize
4. I can sacrifice personal time to complete assignments and readings.	2.64	.972	Often utilize
Overall	2.79	.885	Often utilize

Note: 3.25-4.00= Always/2.50-3.24=Often/1.75-2.49=Rarely/1.00-1.74= Never

Table 4 displays the mean distribution of the perception on the utilization of social media in terms of Time Management. Result reveals an overall Mean of 2.79 (SD= .885) which verbally described as “Often utilize”. This result indicates that the students have quite difficulty in managing their time in utilizing social media in learning. Thus, time management skills must be taught to students in utilizing social media. Ezeonwumelo (2021) recommended to develop features of social networking sites that would help integrate learning contents into social media platforms and that virtual learning should be explored to enhance student engagement, among others.

The indicator, "Considering my schedule, I am able to spend significant time and energy to engage in online learning class" obtained the highest mean of 3.00 (SD= .872) which verbally described as "Often utilize." This implies that the students on frequent occasion consider their schedule on engaging online learning. This may be attributed that some students are not capable of accessing best signal for internet connection. Thus, logistical support towards improving information and communication technology (ICT) should be put into consideration. Montoya (2020) noted that without adequate ICT devices, network access, educational resources and teachers' training, students simply cannot partake in distance education to continue on their learning trajectories.

Moreover, the lowest Mean of 2.64 (SD= .972) described as "Often utilize" in the indicator, "I can sacrifice personal time to complete assignments and readings." This result indicates that the students have less sacrifice in their personal time in order to fulfill their assigned tasks. Thus, teachers' effective motivational strategies are best considered to develop students' participative skills. Participation is one of those workforce, instructional strategies, easy to use, straightforward, expected, and often quite successful at accomplishing a number of learning goals (Weimer, 2011).

Table 5

Overall Perception on the utilization of social media

Items	Mean	SD	Verbal Description
Online Skills	2.95	.841	Often utilize
Abilities	2.80	.831	Often utilize
Motivation	2.86	.837	Often utilize
Time Management	2.79	.885	Often utilize
Overall Mean	2.85	.848	Often utilize

Note: 3.25-4.00= Always/2.50-3.24=Often/1.75-2.49=Rarely/1.00-1.74= Never

Table 5 displays the overall perception on the utilization of social media. It shows that it has an overall Mean of 2.85 (SD=.848) described as Often utilize. This indicates that students often utilize the computer and browse the different social media in the Internet. All variables have verbal description of "Often utilize" which means that students possess the Online Skills and Abilities already. It further implies that in this pandemic time, the students have the motivation of using the social media to be updated with the announcement, assignment and performance tasks in their classes. They even need the social media for their lessons to get more understanding. As college students, it is expected that they really have the skills, abilities and motivation. However, for their time management, students tend to forget time while they are so engrossed with social media. Students need to consider time management skills which can be acquired through various ways. Through the use of the program schedule, a learner ensures that limited time is used judiciously. Goal setting, reduced procrastination and achievement motivation are some of the other traits expected of a learner who has time management proficiency (Mohamed et al., 2018).

Problem 2. What is the Academic performance of BEED students of Initao College?

Student's Academic performance, as used in this study, is measured through the students' grade from various skills and pedagogical knowledge. It is commonly identified as grades or any other academic performance indicators that students obtained. Table 6 shows the frequency and percentage distribution of the Academic performance of BEED students of Initao College.

Table 6

Academic performance of BEED III students

Academic Performance	Frequency	Percentage
1.0 (Outstanding)	6	7%
1.1-2.0 (Very Satisfactory)	47	55%
2.1- 3.0 (Satisfactory)	27	32%
3.1- 5.0 (Poor)	5	6%
Total	85	100%

Table 6 displays the frequency and percentage distribution of the Academic performance of BEED students. Result revealed that 47 or 55% of the respondents obtained a grade of 1.1-2.0 which interpreted as Very Satisfactory. This implies that majority of the student-respondents are very good in their academic performance. This connotes that the students are able to perform better in different field of learning. Thus, teachers are likewise encouraged to be consistent in applying effective Learning Management System. Utilizing Learning Management System and adopting blended learning approaches improve student performance and enhance student learning (Ahmed & Mesonovich, 2019).

On the contrary, the lowest frequency of 6 or 7% denotes respondents who obtained a grade of 1.0 which interpreted as Outstanding. This result indicates that among the student respondents, only few got an excellent academic performance. Thus, the school is hereby suggested to help the students achieve academic success by establishing proper multimedia approaches. Almoslamani (2018) encourages instructors to use more multimedia such as video conferencing and audio discussion to enhance students' critical thinking and engagement in LMS activities, thus improving students' outcomes.

Problem 3. Is there a relationship between the students' perception on social media and students' academic performance?

The success of academic learning of the College students can be measured qualitatively based on their performance. On one hand, the use of social media in education helps students and teachers to get more useful information, to connect with learning groups. Table 7 displays the result of relationship between the performance of BEED students and the perception on utilizing social media.

Table 7

Test of relationship between the perception on utilizing social media and Academic Performance of BEED students

Perception of social media in terms of:	Performance of BEED Students			
	(r)	p-Value	Interpretation	Decision on Ho1
Online Skills	.270	.013	Indicates Low or Slight Relationship	Rejected
Abilities	.118	.282	Denotes Negligible Correlation	Accepted
Motivation	.188	.085	Denotes Negligible Correlation	Accepted
Time Management	.183	.093	Denotes Negligible Correlation	Accepted

**significant at $p < 0.05$ alpha level*

Table 7 displays the results of the test of relationship between the perception on utilizing of social media in terms of Online skills, Abilities, Motivation, and Time Management and the Academic Performance of BEED students. Result reveals that the perception of social media in terms of Online Skills indicates "Low or Slight Relationship" to the Academic Performance of BEED students ($r = .270$) as indicated by the probability value ($p = .013$) means Slight Significant. This indicates that the performance of BEED students is found slightly correlated to their online skills. This means that the students who are fully equipped in online or technological skills are most likely learn better in distance learning. Thus, improving online skills among the college students is deemed necessary to consider by improving innovative models. Schwartz (2019) opined that innovative model for online classroom instruction could be poised to help the sector live up to its goals of expanding college access and making learning possible anywhere.

In relation to Abilities in utilizing the social media and the Academic Performance of BEED students, this study found "Negligible Correlation" ($r = .118$) as indicated by the probability value ($p = .282$) which Means Not Significant. This implies that the performance of BEED students is not significantly influenced by their abilities in utilizing social media. This means, the performance of the college students is not solely reliant on social media. Thus, it is encouraged to apply the much broader sense of learning through various academic disciplines. Hu et al., (2021) shed light on the optimal feature sets that collectively determined students' discipline-specific learning styles in a college blended learning setting.

Further, the perception of social media in terms of Motivation denotes "Negligible Correlation" to the performance of BEED students ($r = .188$) as indicated by the probability value ($p = .085$) means not significant. This implies that the performance of college students is not significantly correlated to their motivation. This means that academic success of the college students is not reliant solely on motivation since in college life, most of the students are matured and responsible. Thus, it is deemed necessary to engage the students into other learning approaches and innovative way of teaching. Teachers should become more creative in their day-to-day teaching activities by adopting innovative teaching approaches that can make teaching and learning more engaging to learners (Zhang et al., 2020).

Correspondingly, the perception of social media in terms of Time Management denotes "Negligible Correlation" to the performance of BEED students ($r = .183$) as indicated by probability value ($p = .093$) means not significant. This implies that the performance of the college students is found not significantly correlated with their time management. This means, the students who are good in terms of time management are most likely perform better in their class. Thus, it is encouraged to establish proper time management in dealing with various academic disciplines and performance tasks even without the use of social media. This result is congruent to Adams and Blair's (2019) study that found effective time management is associated with greater academic performance and lower levels of anxiety in students.

Henceforth, this present study implied that the null hypotheses between Online skills, time management, and the performance of BEED students were found significant, thus, correlated. Upon the other side, the null hypotheses between abilities, motivation, and student performance were found not significant, thus, not concomitant.

Conclusions

Based on the results of the findings in this study, the following conclusions were made:

1. The select BEED students of Initao College Often Utilize social media in attaching file and researching, and other online educational tasks. In addition, the students possess good attitudes and behaviors in online learning. Moreover, the students Often Utilize social media for educational communication purposes. This shows that they often communicate with their instructors through online technologies. The students are Often motivated in utilizing social media in distance learning. The students on some occasion consider flexible learning as their motivation to learn.
2. Most of the BEED students of Initao College are very good in their academic performance as they can perform better in various field of competencies. It can be inferred that learning facilities and proper guidance and follow -up by the instructors have a significant impact on student's Academic Performance. On the contrary, only few of the students got an excellent Academic Performance.
3. The performance of BEED students and their online skills in utilizing social media were found Slightly Correlated. The students who are fully equipped in online skills are most likely learn better in distance learning. Further, the students' performance and their abilities in utilizing social media were found not correlated. Hence, the performance of the college students is not solely reliant on social media. The performance of college students and their motivation in using social media were found not correlated. Therefore, the academic success of the students is not reliant only on motivation since they are already matured and responsible in their learning. The performance of BEED students and their time management were found Slight Significant. Therefore, the students who are good in managing their time, are more likely to perform better in their class.

Recommendations

On the basis of findings and conclusions, this study came out with following recommendation:

1. Since the students lack the Time Management, the school may implement proper monitoring on the use of Learning Management System (LMS) that they have time schedule to make LMS available or locked so students may learn to manage their time. Students should consider that there is a time for study and a time for entertainment in social media.
2. To increase the number of students with Outstanding Academic Performance, that the students with Very Satisfactory ratings may attain the Outstanding rating, students may not only have the Online Skills, Abilities, Motivation and Time Management in the use of social media, they need to study, improve comprehension on their lessons which are found in the Learning Management System.
3. College Instructors are encouraged to improve their technical abilities by attending workshops and other related seminars on promoting information and communication technology in distance learning. It is good for instructors or professors to pursue professional development, particularly on the aspect of promoting innovative teaching strategies online in order to improve the Academic Performance of the students.

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