

# Effects of Social Media to Communication Students' Cognitive and Social Skills

Asia Pacific Journal of  
Education, Arts and Sciences  
Vol. 5 No.4, 21-32  
October 2018  
P-ISSN 2362-8022  
E-ISSN 2362-8030  
www.apjeas.apjmr.com

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*Date Received: August 15, 2018; Date Revised: October 7, 2018*

**Abstract** – *The social media has a great help to student's education. It is used by the students to interact with each other and is one of the most used communication tools of today. This study focused on the effects of social media to communication students of one academic institution in the Philippines in terms of cognitive and social skills. The total population of 53 mass communication students enrolled in the first semester during Academic Year 2016-2017 served as the respondents of the study. The findings show that Facebook is the most popular social media site that students utilized where they agreed that social media affects them positively in terms of cognitive and social aspects of learning. The study also indicates that there is a significant difference in the effects of the social media in terms of the profile of the respondents like age where those who are 21 years old and above experienced higher effects on cognitive aspects. The plan of action was proposed to address the effects of social media on AB Communication students where the strategies are recommended to help improve their cognitive and social skills. AB Communication professors may incorporate more activities or course requirements that allow the students to utilize the social media and able them to publish their outputs online.*

**Keywords** – *Social Aspects, Cognitive Aspects, Students, Social Media*

## INTRODUCTION

Social media is the number one trend in the internet today. Social media are applications and websites that allow the users to create information and share content, ideas and information and participate in virtual networks. It includes Facebook, Twitter, Instagram and other online sites which serve as a tool to share information or to communicate with people online. Ilagan and Caiga [1] emphasized that anybody can instantly join the most current social networks and share photographs and videos from their smartphones. The fleeting quality of communication have been eradicated by Emails, Short Message Service, Facebook, Snapchat and other mediums people use these days to converse with each other.

Social media has a great impact in individual lives. According to Ta [2], social media has impact on socialization, business, and politics and even in culture. Social media like Facebook gives people an opportunity to make friends with new people or give a chance to reconnect with their old friends by participating in social media. It is also important to business and politics. It can serve as instrument to enhance business strategies for marketing products and is very helpful on political campaigns.

Today Facebook is the most popular social media site, reaching more than two billion active users followed by Youtube, Instagram and twitter [3]. Facebook got the most active users not just because it is easy to use but also it has many features enough for the people to be entertained. It is also a fast tool to communicate to people online. YouTube offers people videos for news and entertainment and also serve as a tool for learning online. Examples are the video tutorials that cater a wide variety of audiences.

Almost everybody knows the social media most especially the students and teenagers who are in fact made the most of the population on the social media usage. As the technologies continue on expanding and developing, the social media is affecting the student's cognitive and social performance.

The cognitive and social skills are the student's ability used in performing tasks on their daily interaction in school and community. Cognitive skills are the central skills that the brain uses to think, learn, interpret, remember, reason, and pay attention. Working together, they take information and move it into the bank of knowledge a person utilize daily in school, at work, and in life [4]. The Cognitive and Practical Skills domain involves gaining and evaluating knowledge and skills and incorporating them in a way that allows for

successfully managing a person daily interaction and meeting personal and social responsibilities. Cognitive and practical competencies are the key to enhance individual and community well-being and to living a life of purpose [5].

Most students learning struggles are caused by having a weak cognitive skill because each of the person cognitive skills plays a very important role in processing data and information [4].

Social skills facilitate interaction and communication with other people. It is the ability a person used to impart and collaborate with each other, both verbally and non-verbally, through signals, non-verbal communication and our personal appearance.

Social media provides an easy and effective way to communicate, socialize and improve student's cognitive skills. Through utilizing the social media, the students can acquire information and learning that will help them in their daily activities. It can practice the student's social skills by communicating with other people online. Social media is also a medium that the students can use to know about the latest happenings around the world. It can truly help the students in developing their participation in school and improve their socialization as well. It also provides them the freedom to express and make the world much united.

AB Communication students as the future media practitioners should have a knowledge in using different medium of communication like the internet. Many mass communication students' have social media accounts which enables them to communicate and socialize with other people online and become aware on the current issues in our country. The social media can help the students to become more engage in their program. Social media help them in their studies like researching answers or getting information and ideas for their academic tasks or can use social media to communicate with their talents. Most mass communication student's requirements in their course are application or practical. Like writing scripts for news, films and advertisements and making print, audio, or video productions in radio, television, print, and internet media. These are done for the students to be in hand on the field they will choose to work in future.

Social media is also important in improving the AB Communication student's oral and writing communication and their creative thinking skills in creating concepts and designs. This can help them to contribute in the development of their chosen field after college in regards of uplifting Filipino culture and

contributing to development of society through projects they are sharing online.

The researchers decided to conduct this study to show the effects of social media to AB Communication students in terms of cognitive and social aspects. Upon knowing the effects of social media on students, the information can help them to know the use of social media in improving their cognitive and social skills to help them become more engage in their program, to attain ethical and moral values and helps them prepare in corporate world.

### **OBJECTIVES OF THE STUDY**

The general purpose of the study was to determine the effects of Social Media among Communication Students. Specifically, it sought to describe the respondents profile in terms of a gender, age and social media utility; to determine the effects of social media on Communication students; to determine the significant difference on the effect when grouped according to profile; and to propose a plan of action based on the results of the study.

### **METHOD**

#### **Research Design**

The researchers used the quantitative descriptive method in order to know the effects of social media on Communication students.

Quantitative descriptive method involves collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. [6]

#### **Participants**

The respondents in this study were 53 mass communication students. The 53 respondents were the total population of mass communication. In choosing the Mass Communication students as the respondents, taken into consideration their availability, interest and inclination in the study.

#### **Instrument**

Questionnaires were self-made and based on the AB Communication Student Outcomes (SO) 2017. The first part of the questionnaire revealed the profile of the respondents with respect to gender, age, social media utility of students; the second part of the questionnaire is

divided into two parts the cognitive and the social effects. Before distributing the final questionnaire, the researchers conducted a pilot test and the items under effects of social media are considered excellent since the computed Cronbach alpha of 0.947.

### Procedures

The researchers gathered facts about the effects of social media to communication students. The researchers arrived at the self-made questionnaire and distributed to the AB Communication students of the Lyceum of the Philippines University- Batangas. After assessing the statistical result, the researchers come up with the action they propose for the study.

### Data Analysis

The gathered data from the questionnaire were tallied, tabulated and interpreted using different statistical tools such as frequency distribution, weighted mean and Analysis of Variance (ANOVA). These tools were used based on the objectives of the study. In addition, all data were treated using a statistical software PASW version 18 to further analyze the result of the study.

To observe the highly confidential nature of the interviews, no particular names were mentioned in the report. The identity of the respondent was not revealed except they were AB Communication Students of one private university in the Philippines. No personal opinion was given by the researchers, only information and results based on the data gathered.

## RESULTS AND DISCUSSION

**Table 1. Percentage Distribution of the Respondents According to Profile (N = 305)**

| Profile Variables | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| <b>Sex</b>        |           |                |
| Male              | 14        | 26.40          |
| Female            | 39        | 73.60          |
| <b>Age</b>        |           |                |
| 18-20             | 44        | 83.00          |
| 21 or above       | 9         | 17.00          |

Table 1 shows the profile of the respondents. Shown in the table, majority of the respondents are female of the frequency of 39 (73.60 %) while only 14 (26.40%) are male. The reason is that many students enrolled in AB communication course were mostly female. Female students have been the bulk in mass communication for almost twenty-five years. In the meantime, female students in mass communication keep on increasing in number. Ladies became the first mass communication's

undergraduate bulk in 1977. By 1999, ladies contained almost 62% of undergraduates, 63% of ace's students, and 56% of doctoral students in mass communications. "Females dominates in enlistments at all levels of news coverage and mass interchanges and are more prevailing than in different fields [7].

When it comes to age, 18-20 dominates with the frequency of 44 (83.00%) while only 9 (17.00%) are 21 or above. The whole populations of the respondent are in third year and fourth year level because of the k-12 curriculum. There are no first years and second year enrolled in this school year the reason why the respondent's ages are around 18-20. According to Hawsnetph [8], the K to 12 Program covers nursery and twelve years of Basic Education, six years of primary education, four years of Junior High School, and Two years of Senior High School (SHS) to provide adequate time for mastery of skills, concepts and develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, entrepreneurship and employment. Grade 10 was implemented last 2015 and grade 11, 2016 and grade 12 in 2017.

**Table 2. Percentage Distribution of the Respondents Profile Based to Social Media**

| Profile Variables  | f  | %      |
|--|----|--------|
| <b>What social media site\s are you using?</b>                 |    |        |
| Facebook   | 53 | 100.00 |
| Youtube  | 44 | 83.02  |
| Snapchat   | 18 | 33.96  |
| Twitter  | 33 | 62.26  |
| Instagram  | 42 | 79.25  |
| <b>How much time do you spend on using social media sites?</b> |    |        |
| 1 hour   | 9  | 17.00  |
| 2 hours  | 8  | 15.10  |
| 3 hours  | 5  | 9.40   |
| More than 3 hour   | 31 | 58.50  |

Table 2 presents, in terms of the social media sites which are being utilized by the respondents, facebook topped the list with the frequency of 53 (100.00%) while Snapchat got the lowest frequency of 18 (33.96%). Facebook is a lot easier to use than any other social media sites. Facebook is an independent application which has its own feeds; it offers entertainment and is a tool for communication. Most people are not using Snapchat because it offers limited features than any other social media sites that only allow the users to temporary captures and upload videos or pictures online.

Facebook has more than 1.28 billion users, with more than 800 million of those clients signing onto Facebook

every day, and over a billion people routinely connecting to the social networking sites utilizing cell phones [9]. While there are a plenty of social media sites, Facebook's size and life span single the stage out and make it an especially engaging device for instructors given the highly utilize and entrance rates, particularly among students. Facebook may have lost some of its energetic interest, discuss [10]. As Facebook rose up out of a tertiary setting, and given its popularity with students, it is nothing unexpected that the effect of Facebook on student learning has been researched. Progressively, Facebook is being incorporated into instructive plan, including as a major aspect of formal assessments. Groups in Facebook are particularly prevalent as supplements to existing communication spaces in numerous units and courses, not in particular on the grounds that the affordances of gatherings imply that students and teachers don't need to in fact progress toward becoming 'companions' on Facebook so as to connect with each other [11].

Croeser [11] contends, such an order ought to be met with an attempt to build students' familiarity with the information gathering practices of Facebook while illuminating them of different programming devices and best practices which can constrain or muddle the stage's profiling exercises. It is critical, as well, to consider the effect of Facebook use on instructors. Some may scrupulously question joining the stage, while others might be careful about drawing in with students in a space which they interface socially [12]. With regards to the time spend by the respondents on utilizing web-based social networking sites, a large portion of them spend over 3 hours in frequency of 31 (58.50%) while just 5 (9.40%) respondents just spend through 3 hours. The main reason behind why numerous respondents spend over 3 hours on utilizing online networking it is on the grounds that many individuals most particularly the students and young people require web-based social networking to help in their school necessities. Social media enables the students to speak with their associates and to assemble information for their home works. The reason why there are respondents who answered 3 hours is because their internet connections are limited compare to those who answered more than three hours.

The time individuals spend via web-based networking media is continuously expanding. Adolescents now spend up to nine hours on social media, while 30% spent online is presently designated to social media. Furthermore, 60% of online networking time spent is encouraged by a cell phone. The online networking platforms themselves are developing their devices and

alternatives to additionally draw in and connect with new gatherings of people. New social media platforms, including Snapchat, Instagram, and now Musical.ly, are additionally going after their offer of the market. At present, add up to time invested via social media sites beats energy spent for eating and drinking, mingling, and preparing [13].

University students are spending six hours per day or more on long range interpersonal communication, browsing Youtube or sending instant messages to friends, as indicated by new research. The review, by settlement suppliers Unite Student, found that 75 for every penny of students spend between 30 minutes and two hours per day on Facebook or Twitter, with one of every ten poring over the destinations for no less than three hours [14]. The normal individual will spend almost two hours (around 116 minutes) social media regularly, which means an estimate of 5 years and 4 months spent over a lifetime. Considerably more, time spent on social is just anticipated that would increment as stages create and is required to eat advance into conventional media - most strikingly TV. At this moment, the normal individual will put in 7 years and 8 months watch at the TV in a lifetime. Notwithstanding, as digital media utilization keeps on developing at remarkable rates, this number is relied upon to recoil in counter to that extension [13].

As seen from the Table 3, the over-all assessment of the respondents' cognitive effects was 3.40 and rated agree. The results happened to be agreed even though some of the respondents answered strongly agreed on Table 3. It means that the social media has a great help in student's cognitive performances. Social media has positively affected the thinking and practical skills of the students. The Cognitive factors affect the academic or learning performance of the students.

The cognitive abilities at the establishment of critical thinking are investigation, understanding, assessment, clarification, surmising, and self-direction. Like making digital stories that enables students to utilize multimedia (pictures, sound, video) to display data. Computerized stories include 1) individual accounts, 2) stories that archive occasions, and 3) stories that illuminate and educate. Making digital stories enables students to assess, consider, or comprehend course content [15].

Research showed that youngsters who had used social media sites for over a year had higher scores in trial of verbal capacity, working memory, and spelling, contrasted with their associates who had utilized it for a shorter day and age [16], [17].

**Table 3. Cognitive Effects of Social media to Communication Students**

| Indicators  | WM          | VI             | Rank      |
|---|-------------|----------------|-----------|
| 1. I learn some editing skills on Youtube that help me to create own outputs  | 3.40        | Agree          | 13        |
| 2. I learn what are the factors to consider to create an audio-visual output that is intended to publish online.                                | 3.30        | Agree          | 19        |
| 3. I can see what is lacking on the film by just observing or evaluating the elements of the film.  | 3.43        | Agree          | 9         |
| 4. I get new ideas on social media for my concept and production design.  | 3.60        | Strongly Agree | 1.5       |
| 5. I improve my writing skills by reading stories and articles online.  | 3.49        | Agree          | 4.5       |
| 6. I get reliable information online for research and data gathering.   | 3.42        | Agree          | 11        |
| 7. I get efficient project outcomes by updating social trends online.   | 3.34        | Agree          | 16.5      |
| 8. I understand the differences of radio, print, and television as medium of communication by using social media.                               | 3.49        | Agree          | 4.5       |
| 9. I become interested more on my course by watching inspiring videos and movies on Youtube.  | 3.51        | Strongly Agree | 3         |
| 10. I get some ideas about what topic to be used on my research studies online.   | 3.45        | Agree          | 8         |
| 11. I learn some advertising techniques online.   | 3.47        | Agree          | 6.5       |
| 12. I become observant on the news publish on social media.   | 3.34        | Agree          | 16.5      |
| 13. My English grammar improves by reading literary online.   | 3.42        | Agree          | 11        |
| 14. I get to use camera and studio equipment easily by watching tutorials on youtube.   | 3.34        | Agree          | 16.5      |
| 15. I understand better the process and steps of making research studies because social media provides additional learnings about it.           | 3.36        | Agree          | 14        |
| 16. I make my research studies clearly through the suggestions and examples given from the social media.  | 3.34        | Agree          | 16.5      |
| 17. I apply some techniques in productions I get from social media that helps me to prepare for future job.                                     | 3.47        | Agree          | 6.5       |
| 18. I make a good decision on how to be resourceful and spend less for future productions projects with the tips I'm getting from social media. | 3.42        | Agree          | 11        |
| 19. I become more familiar in my future job/s with the information I get from social media that helps me in preparing for it.                   | 3.60        | Strongly Agree | 1.5       |
| 20. I learn some editing skills on Youtube that help me to create own outputs   | 3.43        | Agree          |           |
| <b>Composite Mean</b>   | <b>3.40</b> | <b>Agree</b>   | <b>13</b> |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Among the items enumerated, I get new ideas on social media for my concept and production design and become more familiar in my future job/s with the information I get from social media that helps me in preparing for it got the highest weighted mean score of 3.60 and ranked first. The social media is the prime tool of communication, source of ideas and data gathering

Many respondents are using social media to get information, to create concepts and develop their production designs for their subject requirement/s. Social media also offers information for student's future career and help them to prepare in their chosen field. It was followed by I become interested more on my course by watching inspiring videos and movies on Youtube which was also assessed strongly agree. Many students are watching movies and videos in Youtube because of these inspiring videos online, students also wanted to produce films or movies which are related in their course. This

allows them to get engaged more on their course to result a good performance in their academic.

Social networking sites enhance the opportunity to learn by empowering students and teachers to connect and interact in new, intriguing ways. Social media sites, for example, Facebook, Twitter, and LinkedIn give a place where individual can discourse, trade thoughts, and discover answers for issues. These sites are intended to advance collaboration and discussion. Career oriented person and graduated class affiliations are utilizing Twitter to communicate employment opportunities and temporary jobs. Students ought to take after organizations or expert associations on Facebook and Twitter to stay refreshed on new open doors and imperative improvements in their field [18]. Likewise, they have the chances of reaching ventures and organizations of interest. Employments are being looked for and connected on the web. Students are all the more ready to interface when they can use innovation to

inquire about data, share thoughts, and create final output. The utilization of online networking devices enables students to share information, impart thoughts, and make recordings to expand and upgrade their learning and show their authority of substance and aptitudes [19]. Online networking sites are one such innovation that has seen expanded use as a data source [20]. Pew Report proposes "individuals utilize online social apparatuses to accumulate data, share stories, and examine concerns" [21]. The investigation found that Wikipedia, social networking sites (e.g., Facebook) and online users critique were among those as often as possible use for discovering information and that these sites were utilized as a part of both regular daily existence and academic or course related looking for setting [22].

Other items were verbally rated agree, however, get efficient project outcomes by updating social trends online (3.34), become observant on the news publish on social media (3.34), get to use camera and studio equipment easily by watching tutorials on Youtube (3.34), make my research studies clearly through the suggestions and examples given from the social media (3.34) and learn what are the factors to consider to create an audio-visual output that is intended to publish online (3.30) obtained the lowest mean value. Most mass communication students are using social media in academic research and entertainments purposes rather than on updating social media trends. Mass communication students mostly are using traditional media, the print, television and radio for news gathering because traditional media produce relevant news than the news which is being distributed in social media. Most of the respondents are on third year level, they still don't have research subject and mostly are using social media for gathering ideas for practical purpose like getting ideas or information for concept designs. The fourth-year students have research subject, they get tips less in social media for they prefer to consult and get suggestions from their advisers and professors about improving their research. The factors to consider on creating audio visual outputs were being taught by the professors and being learned from manuals or books. The social media can be a source of information which provide additional facts or ideas for the students and can be a tool used for uploading the outputs online.

Conventional media remain a trusted source for information. With regards to the news, there is not a viable replacement for an accurate, adjusted story. And keeping in mind that it's actual that more individuals are finding news of the day through Facebook and other

online networking sites, such destinations convey data in features and sound nibbles. Usually, those looking for the more profound story tap on connections to conventional news media sites. Extra proof of customary media's impact is the way that more individuals are finding their way back to the system TV news. Last June, in a meeting with Forbes, CBS Evening News grapple Scott Pelley noted ABC, CBS, and NBC altogether included more than a million watchers to their night broadcasts [23]. Around 63% of Facebook and Twitter users say that they utilize those online networking stages as a noteworthy source for news [24].

The most vital pattern found in the survey, is that students are extending their system utilization beyond Facebook and into other outwardly ruled mediums, for example, Instagram and Pinterest. While students from our study found news and updates from their respective school on social media, they were additionally keen on associating with current students, confirmations guides, and their kindred conceded students [25]. YouTube can give boundless chances to students to upgrade eLearning course by not just utilizing the innumerable recordings that students can discover there, yet additionally making own particular to enable gathering of people to accomplish their learning objectives and targets. The main thing that students should focus on is guaranteeing that the recordings are utilizing are lined up with students normal learning results and are suitable for their eLearning gathering of people [26].

As seen from Table 4, the overall assessments of the respondent's Social Effects is 3.38 and rated agree. The respondents agreed that social media affects not just their cognitive but also their social aspects positively. Social aspects such influence of people includes communication and gathering suggestions or tips for the improvement of works such as decision making and helping community for development.

The school focus social development skills first socio-concept skills development, the feelings of the students is the foundation from which they relate their self to others through communication. The second is the pro-social skills from which the students can able to share and cooperate their ideas to other creating a kind of relationship. The third one is making friends and being accepted in the peers [27].

Social media gives chances to expanded social capital, social collaboration, and personality development. Studies on school grounds have demonstrated that specific sorts of social media use allows students to be better integrated into the school community.

**Table 4. Social Effects of Social Media to Communication Students**

| Indicators   | WM          | VI             | Rank |
|--|-------------|----------------|------|
| 1. I get to attract audiences with my self-produce commercial or posters by uploading it on facebook.  | 3.15        | Agree          | 16   |
| 2. I get to practice my communication skills by talking to different people online.  | 3.49        | Agree          | 4    |
| 3. I learn how to act like a professional broadcaster by watching them on youtube.   | 3.21        | Agree          | 15   |
| 4. I get to know the Do's and Don'ts in a corporate world by browsing social media sites.  |             |                |      |
| 5. I get aware on the current events about political, social and environmental issues in our country by watching or reading news online.                             | 3.49        | Agree          | 4    |
| 6. I get to practice my skills on using tri-media  | 3.49        | Agree          | 4    |
| 7. I get comments/opinions in social media about my production projects that will improve its concept and design.  | 3.36        | Agree          | 9    |
| 8. I get familiar on the types of audiences by meeting and communicating different people online that helps me to create concept and designs more suitable for them. | 3.36        | Agree          | 9    |
| 9. I get tips from people I'm meeting online about how to improve my writing skills  | 3.55        | Strongly Agree | 1    |
| 10. The print and production projects I upload online helps contribute to social economic development.   | 3.43        | Agree          | 7    |
| 11. I inspire people about my photos and videos and other production projects I'm uploading online.  | 3.23        | Agree          | 14   |
| 12. I consider all the information I gain from social media to be prepared on my future job so that I can be able to make competitive production/ print projects.    | 3.26        | Agree          | 13   |
| 13. I perform well the skills and abilities needed in my course with the help of social media to work easier in corporate world.                                     | 3.47        | Agree          | 6    |
| 14. I learn through social media how to widen my ideas in making scripts that will show our culture and positive Filipino values.                                    | 3.34        | Agree          | 11.5 |
| 15. I learn how to make appropriate/right choices with the help of online community.   | 3.51        | Strongly Agree | 2    |
| 16. I get to know the advantages of following the ethical standards/ conduct in social media.  | 3.34        | Agree          | 11.5 |
| 17. I get to attract audiences with my self-produce commercial or posters by uploading it on facebook.   | 3.36        | Agree          | 9    |
| <b>Composite Mean</b>  | <b>3.38</b> | <b>Agree</b>   |      |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

It gave a setting to secure data about meetings and social events and for reinforcing social ties with new classmates [28]. Social media also allows its users to conserve pre-existing kinships and strengthen friendships and family relationships through expressing intimacy towards one another like photo sharing and wall posting [29].

Among the items enumerated I get tips from people I'm meeting online about how to improve my writing skills with weighted average of 3.55 got the highest mean value. Followed by I learn how to make appropriate/right choices with the help of online community with 3.34, I get to practice my skills on using tri-media, I get comments/opinions in social media about my production projects that will improve its concept and design and I get to practice my communication skills by talking to different people online with 3.49 mean value. The number one purpose of social media is to offer communication to people. Mass communication students are using social media to improve their communication

as well as their writing skills with the help of the people they are meeting online. Students can get tips from famous writers they can reach online and be able to practice their communicative talents by talking or chatting to other people online. Aside from the help they can get for their communication and writing skills they can also be catered by people that can help them in decision making.

Social networking sites can enable students to cooperate with their classmates specially when there are group projects. This makes it more helpful for students who are distant and can't meet at specific group gatherings. Social media will be very helpful for education and for student's future job as long as people are smart about what they post. If the social media is using for important reasons, it can become a tool to education and student's future career [30].

Through the trading of thoughts and messages either by email, online messaging, or even social media. Students can work together to test their comprehension

of lessons. They would more be able to effectively make inquiries to each other and give answers and offer research information. They can likewise help confirm each other's work, and include their educators in this collective and correspondence circle. Students figure out how to do their own exploration on the web for research purposes by connecting on the internet. The abundance of data accessible on the Web in addition to the simplicity of utilizing web crawlers give students more freedom and certainty, and also expanded ability, with regards to finding pertinent information and assembling this information to meet a learning necessity or objective (How technology helps students study better, 2014). The media likewise influences students to meet individuals from different parts of the world which to open them a lot of thoughts that may be helpful to them. Students likewise approach instructive gatherings on Facebook and other social Media where intelligent individuals examine educative, social issues and contemporary issues [30].

The other items were verbally rated agree, however, I get to attract audiences with my self-produce commercial or posters by uploading it on facebook (3.15), I learn how to act like a professional broadcaster by watching them on youtube (3.21), I inspire people about my photos and videos and other production projects I'm uploading online (3.23) got the lowest mean value. Some of the projects like films, posters or commercials which are being produced by the mass communication students are not intended to publish online and is just a project requirement/s for school purpose only. If the projects are purposed to publish online, some of the effective social media tool for attracting audiences is the Youtube and Facebook. The social media can help the students to know how professional broadcasters deliver or make their spiels. In school the professors teach students to become a good news writer and a broadcaster because there are specific subjects for those. Students are also trained to act like a professional broadcaster by practical trainings lead by the professors.

Facebook enables users to set up a profile and post refreshes, joins, photographs, discussions, and so forth [31]. YouTube gives many administrations including transfer, download, watching and sharing video. YouTube permit trade perspectives and proposition about the video, likewise allotment channels for exchange addresses and gatherings, and channels for courses which show an arrangement recording to clarify the aptitudes and instructive encounters. Because of the thick utilization of YouTube in instructive purposes, Google propelled the administration "YouTube for

Schools" which incorporates video clasps of instructive materials and courses [32]. Even though it's proven that YouTube and Facebook is a great application for the students, it is ranked as lowest based on the answer of the respondents.

**Table 5. Summary Table on Effects of Social Media to Communication Students**

| Indicators            | WM          | VI           | Rank |
|-----------------------|-------------|--------------|------|
| 1. Cognitive Effects  | 3.40        | Agree        | 1    |
| 2. Social Effects     | 3.38        | Agree        | 2    |
| <b>Composite Mean</b> | <b>3.39</b> | <b>Agree</b> |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

In table 5, the Cognitive Effects which interpreted as agree rank first with 3.40 mean value. The respondents are Mass Communication students in 3rd year and 4th year level, has many practical and research activities like information gathering and concept designing as requirements in their course. Most of these activities or projects involve thinking and practical skills which they need to do to pass in a particular subject.

The Cognitive and Practical Skills domain involves gaining and evaluating knowledge and skills and incorporating them in a way that allows for successfully managing a person daily affair and meeting personal and social responsibilities. Cognitive and practical competencies are key to enhancing individual and community well-being and to living a life of purpose [5].

Under student outcomes the AB communication students will perform project outputs such as designing and producing print, broadcast, audio-visual, electronic and multimedia outputs. [33]. Social media brings the freedom for learners to connect and collaborate outside of institutional boundaries, as well as to gain practical experiences for the workforce [34].

All assessments on the effects of social media to communication students are 3.39 and rated agree. Indeed, social media greatly affects the communication student's academic performance positively in cognitive and social aspects. Social media is positively affecting the students' communication, practical skills in production, decision making and improves ethical and moral values.

Social media users share among themselves day in and day out, giving and receiving information at rapid speeds. This information is more than funny cat videos; they share views and opinions; tips, tricks, and even DIY projects; and, among students, helpful information for

classes. Their ability to assess, analyze, retain and share information is skyrocketing and they often don't even realize they're developing these skills. Only people born before the Internet was invented are likely to understand the magnitude of this new style of communication. Through the exchange of ideas and messages either by e-mail, chat, or even social media students are able to collaborate with each other to test their understanding of lessons. They can more easily ask questions to one another and provide answers and share research data. They can also help verify each other's work, and involve their teachers in this collaborative and communication loop [35].

Students said that using and somewhat mastering a variety of social media approaches helped them better prepare for a career in business management. Students felt the use of social media heightened their project presentations. In particular, they cited RSS and social bookmarking as helping them collect current information easily on their topics. Audio/video casting also allowed them to distribute their presentations via the Internet to interested members of the local sections of professional societies. Students felt the inclusion of the professionals as blogs and wikis members added real-world knowledge to their learning and the course in general [36].

**Table 6. Difference of Responses on the Effects of Social Media to Communication students when grouped according to Profile**

| Profile Variables                      | Cognitive Effects |           |    | Social Effects |           |    |
|--|-------------------|-----------|----|----------------|-----------|----|
|  | F - value         | p - value | I  | F - value      | p - value | I  |
| Sex                                    | 1.059             | 0.295     | NS | 0.254          | 0.800     | NS |
| Age                                    | 0.444             | 0.028     | S  | 0.491          | 0.625     | NS |
| Time spend on using social media sites | 1.947             | 0.134     | NS | 2.361          | 0.083     | NS |

*Legend: Significant at p-value < 0.05; S = Significant; NS = Not Significant*

As seen from the table 6 only age (0.028) show significant difference on cognitive and social effects. This was observed since the obtained p-value was less than 0.05 alpha level. Thus the result reveals that there were effects observed on social media with regards to communication. The results were observed that those who are 21 years old and above experienced higher effects on cognitive aspects. They are mostly 4th year

AB communication students and students in 4th year level has many practical and research requirements for their subjects and they use social media to gain information and improve their thinking skills to help them in creating concepts or practical requirements.

As more people have embraced social networking sites, its users have also increased representative of the wider population. Young adults were among the most punctual social networking sites adopters and keep on using them at high level (Social Media Fact Sheet, 2017). Teenagers report friendly encounters on the web like making companions and feeling nearer to someone else. Young adults will probably have made broader companion on Facebook and share sorts of data on the profile they are using frequently [37].

Young adults act like youngsters in their inclination to use social media sites like Facebook and Twitter. Completely 72% of online 18-29-year olds utilize social media sites, almost the same rate among teenagers, and higher than the 39% of web users ages 30 and up who utilize these sites [38].

## CONCLUSIONS and RECOMMENDATIONS

The AB Communication students enrolled in LPU-B was dominated by female having 83% of the total population, aged from 18-20 years old, Facebook is the most utilized social media site among the respondents. Respondents agreed that social media affects their cognitive and social skills positively. There is a significant difference between the respondent's age and cognitive and social effects. A plan of action was proposed to address the effects of social media to communication students.

The faculty members handling subjects such as film productions, advertising, broadcast journalism, desktop publishing, development communication, introduction to multimedia and research, may incorporate projects that allow the students to utilize the social media and publish their outputs online. The Management Information System Department may put up more wifi hotspots in the campus or upgrade connections most especially on the place where students mostly hangout, it will be much easier for the students to connect in the internet. The students may utilize the social media wisely and vigilantly in the practice of their course to have an effective cognitive and social skills. The plan of actions may be considered to address the effects of social media on Communication students.

**Table 7. Proposed Action Plan to Address the Effects of Social Media to Academic Performance of Communication Students**

| Key Results Area                               | Strategies  | Persons Involved  |
|--|---|---|
| <b>COGNITIVE</b>                               |   |   |
| 1. Editing Skills Development                  | <ul style="list-style-type: none"> <li>Require students to create and edit their own video blog for their explanation of a concept, review a book or movie, stage their own interpretation of a scene from a play, create public service announcements, or report on news stories and post it on Youtube. With this students improve their editing skills and they will express their creativity as they connect more deeply with course material.</li> </ul>   | <ul style="list-style-type: none"> <li>Dean</li> <li>Department Chair</li> <li>Faculty</li> <li>Students</li> </ul>                         |
| 2. Creating an Audio- visual outputs           | <ul style="list-style-type: none"> <li>Required students to publish their own created videos or music on different social media platforms such as Facebook, Youtube, Twitter and Instagram.</li> <li>Allow students to evaluate film or any audio-visual output that is posted on social media to test their knowledge about the factor to consider on how to create a video output.</li> </ul>   | <ul style="list-style-type: none"> <li>Dean</li> <li>Department Chair</li> <li>Faculty</li> <li>Students</li> </ul>                         |
| 3. Publishing news                             | <ul style="list-style-type: none"> <li>Create a social media page for students and administrated also by the students.</li> <li>Allow students to write and publish their own news on this social media pages such as Facebook, Twitter. By publishing and writing their news online this serve as practice for them once they enter the real world of media.</li> </ul>  | <ul style="list-style-type: none"> <li>DEAN</li> <li>Faculty</li> <li>Students</li> <li>LPU Administration</li> </ul>                       |
| 3.1 Updating social trends online              | <ul style="list-style-type: none"> <li>Incorporate activities that allow the students to utilize the most commonly used social media for updating trends online in making creative outputs base on their preferences.</li> <li>Attend seminars and workshops that will update the students about the social trends and tactics on making a modern film to create outputs appropriate in online advertising.</li> </ul>  | <ul style="list-style-type: none"> <li>DEAN</li> <li>Department Chair</li> <li>Faculty</li> <li>Students</li> </ul>                         |
| 3.2 Tutorials on using studio equipment        | <ul style="list-style-type: none"> <li>Allow the students to access YouTube in University hotspot, to be able to watch tutorials and other tips in using materials.</li> <li>Incorporate activities in which the students will make their own video tutorials on how to use the studio equipment and allow it to upload online for other people's information.</li> </ul>   | <ul style="list-style-type: none"> <li>DEAN</li> <li>Department Chair</li> <li>Faculty</li> <li>MIS Department</li> <li>Students</li> </ul> |
| 3.3 Making research studies                    | <ul style="list-style-type: none"> <li>Introduce to the students the different social media sites which are useful in gathering relevant information about their research topic.</li> </ul>   | <ul style="list-style-type: none"> <li>DEAN</li> <li>Department Chair</li> <li>Faculty</li> <li>Students</li> </ul>                         |
| <b>SOCIAL</b>                                  |   |   |
| 4. Marketing of the projects online            | <ul style="list-style-type: none"> <li>Incorporate class discussion on principles of effective online advertising and social media marketing to help promote the commercials or posters and gain more audiences in social media.</li> <li>Incorporate advance Photoshop and video editing classes for students to know more techniques appropriate for online advertising to improve their edits and layouts to make it even more.</li> </ul>   | <ul style="list-style-type: none"> <li>Dean</li> <li>Department chair</li> <li>Faculty</li> <li>Students</li> </ul>                         |
| 5.Improving broadcasting skills                | <ul style="list-style-type: none"> <li>Have more extensive discussions about news writing and broadcasting, social media can be a source of information that the adviser can use to gather sample videos to show how real broadcasters gather and deliver their news.</li> <li>Incorporate additional activities where in students can practice their broadcasting skills and allow them to upload online.</li> <li>Attend seminars or conferences about social media and its relation in broadcasting and journalism.</li> </ul> | <ul style="list-style-type: none"> <li>Dean</li> <li>Department Chair</li> <li>Faculty</li> <li>Students</li> </ul>                         |
| 6. Inspiring people with self-produce projects | <ul style="list-style-type: none"> <li>Perform additional activities that tackle about social issues and advocacies that tend to publish online to gain and inspire much wider audiences.</li> <li>Attend workshops about video/photo editing and productions to improve the student's skills in concept and production making appropriate in social media advertising.</li> </ul>  | <ul style="list-style-type: none"> <li>Dean</li> <li>Department Chair</li> <li>Faculty</li> <li>Students</li> </ul>                         |

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