

UTILIZATION OF MOBILE GAMES AND SOCIAL MEDIA TOWARDS THE ACADEMIC PERFORMANCE OF LEARNERS

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ABSTRACT

The study was conducted to determine the level of utilization of mobile games and social media and the learners' academic performance. It also ascertained the significant relationship and influence of mobile games and social media on the learners' academic performance. The study used a quantitative method design and was participated by 100 learners who responded to a validated survey questionnaire. The data gathered were tabulated, analyzed, and interpreted using the mean and weighted mean, Pearson r Moment of Correlation, and Multiple Linear Regression Analysis. The study revealed that learners are utilizing mobile games and social media for educational purposes to a high extent and for non-educational purposes to a moderate extent. Learners' performance was very satisfactory which means that they met the required standards of performance. The data further shows that mobile games have no significant relationship, nor influence on the learners' academic performance. Social media however holds a significant relationship and influence on the academic performance of the learners. In conclusion, the use of social media contributes to the improvement of the learners' academic performance. Gone are those days when learning was confined to the four corners of the classroom. Today, every learner can gain access to information and learn with just a tap of a finger. Social media is here and has become an extension of the educational system. No one can restrict its utilization, and what can be done best is to use it to one's advantage.

Keyword: Mobile games, social media, academic performance, learners.

1. INTRODUCTION

Mobile games and social media present a significant challenge to educational institutions in implementing the new normal education that is being adopted to continue education in the aftermath of the pandemic. With the availability of mobile devices and internet access, learners can utilize social media applications and mobile games, which can distract them from their studies during the scheduled hours when they are supposed to answer their modules at home.

Feijoo [1] stated that one of the reasons for social media and mobile gaming's popularity is accessibility—nearly everyone has a smartphone, which can run games and social media applications. These applications are very trendy when they can be downloaded and installed for free from the App Store and Google Play.

The latest China Internet Network Information Centre (CNNIC) [2] report in 2018, mobile online gaming and social media usage have increased significantly and teenagers dominate the user demographics. Teenagers are far more susceptible to Internet addiction than the general population due to emotional and chronological traits,

convenient access to the Internet via a tablet or smartphone, and good experiences with mobile gaming and social media.

Etaloni [3] states that the sudden utilization of learning delivery modalities is necessary for protecting learners' and teachers' health while answering the necessity of continuing education during the pandemic. Learners were suddenly left alone to manage their own time. Meanwhile, learners' experiences struggles and difficulties with learning in the new normal [4]. School administrators need to persevere and cope with the challenges of the learning continuity [5].

Lutkevich (2015) [6] said that social media provides several benefits such as ease of communication and exchange of ideas or content. It is crucial for every student's life. It is often quicker and easier to access and provide information and communicate via social media. Teachers and students may interact on these platforms and use them to improve their learning and teaching.

The excessive utilization of mobile games and social media among learners could easily be regulated by the teachers in a traditional face-to-face classroom environment, however, the sudden shift into a distance learning modality opened an avenue towards the excessive utilization of mobile phone applications among the learners) [7]. The delivery of learning in times of pandemic is highly dependent on school readiness [8].

The aforementioned premises have motivated the researcher to conduct this study to discover the relationship and influence of the utilization of mobile games and social media on the academic performance of learners.

2. METHODOLOGY

The study used a quantitative method design. It was participated by 100 learners who responded to a validated survey questionnaire. The mean and the weighted mean were used to describe the total responses per indicator used in the study. Pearson Product Moment of Correlation and Multiple Regression were used to test the relationship and influence.

3. RESULTS AND DISCUSSION

Table 1 presents the relationship between social media and the learners' academic performance. The correlation matrix shows that social media have a significant relationship with the learners' academic performance. Educational ($p=0.252^*$, probability = 0.040), and non-educational ($r=0.236$, probability = 0.045*) significantly influenced learners' academic performance. The presented probability values which are greater than the set 5% level of significance mean that the stated hypothesis is rejected.

The result implies that both teachers and learners from educational institutions are utilizing social media more and more in the instruction and learning process and as a result, social media applications are evolving to cater to their needs. Evident these are the creation of the highly utilized group chat features, online classrooms, and the ability to send files, pictures, and videos used by the learners.

The result further implies that the more social media are utilized, the better will be the learners' academic performance. Gone are those days when learning is confined to the four corners of the classroom. Today, every learner can gain access to information and learn with just a tap of a finger. Social Media is here. It has become an extension of the educational system. No one can restrict its utilization. What people can do now is to use it to their advantage.

The result is consistent with the study of Kolan and Dzandza [9] that social media, as an educational tool, increases learning by allowing students and instructors to engage in new and interesting ways, supporting a flexible style of learning. Flexible learning, according to some, allows people to learn more about what they want; when they want, and how they want. It supports a wide range of learning methods, including the widely used E-learning. Moreover, multimedia is found to be beneficial on learning performance [10]. The used of technology in teaching resulted to school development [11].

Table 1. Correlation matrix showing the relationship between the social media and learners' academic performance.

Social Media		Academic Performance
Educational	Pearson R	0.252*
	Probability	0.040
Non – Educational	Pearson R	0.236*
	Probability	0.045
Frequency of Utilization	Pearson R	-0.077
	Probability	0.590

*.Correlation is significant at a 0.05 level

4. CONCLUSIONS

In conclusion, the use of social media contributes to the improvement of the learners' academic performance. Gone are those days when learning was confined to the four corners of the classroom. Today, every learner can gain access to information and learn with just a tap of a finger. Social media is here and has become an extension of the educational system. No one can restrict its utilization, and what can be done best is to use it to one's advantage.

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