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KSU ABM STUDENTS USING SOCIAL MEDIA: IT'S RELATIONSHIP TO ACADEMIC PERFORMANCE AND TECHNOLOGY ETHICS DECISION IN TABUK CITY

IMELDA C. AGBISIT[1], EDNA P. YUMOL[2] and ERIC A. PALOY[3]

[1, 2, 3] Kalinga State University-CBEA, Kalinga State University, Dagupan Campus.

Abstract

Social media has been widely adopted in the twenty-first century, with high enthusiasm among young around the world. This research was surveyed in the school of Kalinga State University students used social media and its relationship to academic performance and technology ethics decisions. This research study revealed student's profile such as age, gender, grade level and relation in using ICT gadgets includes computer and internet, mobile social networking, social networking sites and multitasking. The conclusion and recommendation for education of students in Kalinga State University about responsible use of social media, with policy and educational interventions led by the government agencies to minimize the benefits, risk and having a limitation in using social media among school students.

1. INTRODUCTION

Background of the Study

Social media in our modern world context is like a wrecking ball that breaks the walls of exclusivity to improve inter connectivity in our pluralistic society. New information from different cultures and races regardless of distance trigger our interest to participate in online interactions because of the luxuries and abundance of accessible information it offers for our daily usage. Through these, we are obviously aware that modern technology became part of human development especially in the field of education. And people now belongs to the 21st century learners.

Today, most of the online users are natives in technology which includes high school and college students who grew up with the knowledge and experience of digital technologies as a tool in entering to social media like computers, smart phones, and others. The curiosity of developing the blessings of social media according to Vijay Paul Reddy (2014) the advent of Web 2.0 led to its explosion which include social networking sites like Facebook, Twitter and My Space, wikis, blog sites, hosted services, video-sharing sites (e.g., YouTube, Vimeo, NetFlix, Hulu, Yahoo, etc.), and web applications, among others.

In this condition, trends and issues online has an effect to the students' ethical decisions making since environment is one of the determinants of human behavior. According to Harvard Research cited by Jayson (2014) "Facebook is transformed from a public space to a behavioral laboratory". Digital natives so as the immigrants became active in sharing their thoughts, feelings and opinion, personal information, pictures and videos especially when internet is within the work of their palm using smart phones in any place which has internet connections.

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In knowing people's feelings and opinion, according to Gotterbarn (2007) as cited by Stevenson (2010) social media provide an unfiltered content creation mechanism for anyone with something to say or sell, which sometimes are controversial yet it seen in public for scrutiny and begs the question, "Didn't they know what would happen?

If social media makes people more socially active in sharing their thoughts and feelings and become updated of the social issues which oftentimes viral, could it be possible that having an access to social media could affect boldly college students' ethical views and academic performance? Gotterbarn (2007) as cited by Stevenson (2010) pleads that to avoid eventual censorship from outside regulation "internet professionals should suggest and encourage self-censorship by the development of an ethics of the commons" by not doing or encouraging anything that would interrupt the preservation of this resource's value and maintain it as something to be respected. "The Cyberspace can be a valuable resource if we do not encourage turning it into the Clogged Space"

This research seeks to explore students' utilization of social media and their academic performance. This research aims to study further the relationship of students' utilization on social media to their technology ethics decisions. Through this research aimed to contextualize existing studies to the context of students in Kalinga State University, Dagupan, Tabuk City

Conceptual Framework

The conceptual framework for the study shows that the independent variable is the students' profile and their utilization of social media while the dependent variable is the students' academic performance and students' technology ethics decisions. Utilization of social media will focus on the use of computer and internet, mobile social networking, social networking sites and multitasking. The academic performance of the students, are measured in terms of their general weighted average. It is conceptualized in this study that student profiles and utilization of social media affect their performance and technology ethics decisions.

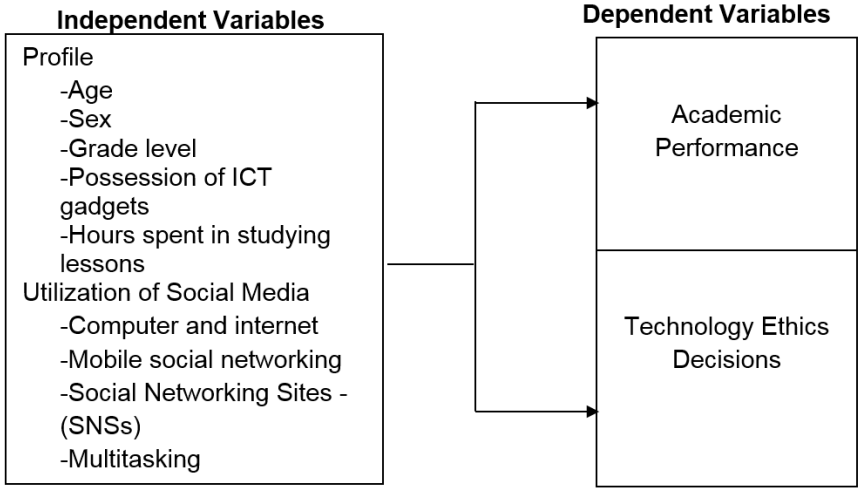

Figure 1: Conceptual paradigm of the study

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Statement of the Problem

Generally, this study determind and analyzed the relationship between students' utilization of social media to their academic performance and technology ethics decisions.

More specifically, it sought answers to the following questions:

1. What is the profile of the respondents respectively in terms of :
   1.1 Ag
   1.2 Sex
   1.3 Grade level
   1.4 Possession of ICT gadgets
   1.5 Hours Spend in studying lessons
2. What is the extent of utilization of the respondents of the following social media:
   2.1 Computer and internet
   2.2 Mobile social networking
   2.3 Social Networking Sites(SNSs)
   2.4 Multitasking
3. What is the academic performance of the students?
4. What are the students' technology ethics decisions in using social media according to the application of Kohlberg's Theory of Moral Development?
5. Is there a significant relationship between the profile of the students and their academic performance?
6. Is there a significant relationship between student utilization of social media and their academic performance?
7. Is there a significant relationship between the profile of the students and their technology ethics decisions?
8. Is there a significant relationship between students utilization of social media and their technology ethics decisions?

Research Hypotheses

The study are guided by these hypotheses:

1. There is no significant relationship between students profile and their academic performance.
2. There is no significant relationship between students' utilization of social media and their academic performance.

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3. There is no significant relationship between students profile and their technology ethics decisions.
4. There is no significant relationship between students' utilization of social media and their technology ethics decisions.

Significance of the Study

This study serves as guide to students and college officials in understanding how social media is being utilize in terms of using computer and internet, mobile social networking, social networking sites and multitasking. Additionally, senior high school students use social media with more frequency and intensity in their daily routines, it is important to understand its pros and cons, how students integrate social into their study environment, and the impact of extensive use on academic performance.

Moreover, although lots of studies are already conducted regarding the use social media, but not so many regarding students' technology ethics decisions. That's why there is also a need for further contextualizing research like in KSU ABM students' ethics decision using social media. This study serve as an additional library document for research to be used by students or faculty as reference material.

Scope and Delimitation of the Study

This study was limited to the students of KSU ABM Dagupan Campus. It is delimited to the profile of the respondents on age, sex, civil status, and possession of ICT gadgets, hours spent in studying, Likewise, it is further delimited to use of social media on computer and internet use, mobile social networking, social networking sites and multitasking. Moreover, technology ethics decisions are delimited on the five stages of Lawrence Kohlberg's Moral Development.

2. REVIEW OF RELATED LITERATURE

Social Media

Social media has imparted the way people interact and communicate with each other and will change the landscape of education. "It (social media) will profoundly shape the higher education marketplace in the next decade" (Martin, Samels, 2012). Students embrace social media as a part of life and in turn, colleges must embrace this technology and introduce it into college marketing and communications materials. Marketing efforts used to be segmented into more defined units such as sales promotion, advertising and public relations. With this shift in communication and technology, companies are adjusting their areas of communication to create a more united front (Lewis, 2010). Current students are commonly referred to as millennial students, which mean they grew up with computers and with Web 2.0 technologies, including social media. Wankel (2009) explained that students who communicate using computers can have more rich and extensive exchanges rather than face-to-face. Students have embraced these new media. Teens and young adults have grown up using social media and are often assumed to have the most knowledge because they were the first to adapt and utilize the technology.

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Lewis and Nichols (2009) define social media as media distributed through social interaction, created using highly accessible and scalable publishing techniques. Social media incorporates the need for social interaction with web-based technology and importantly transforms people from content consumers into content producers (Lewis, Nichols, 2009).

Social Media Use and Academic Performance of Students and Researchers

Students taking advantage of social media incorporated in class, display higher relationship with their peers in comparison to their counterparts who are incline in the use of social media (Annetta, Minogue, Holmes & Cheng, 2009; Jackson, 2011; Tomai et al., 2010). According to studies (Jackson, 2011; Mazman&Usluel, 2010; Wodzicki et al., 2012), students are enabled by social media to categorize themselves with similar peers and to enhance and connect with them. Moreover, it also decreases the diversity in the classroom via a neutral zone wherein students can interact with their peers (Junco et al., 2011; Pike, Kuh, & McCormick, 2011; Al-rahmi et al., 2014). More importantly, students leveraging social media feel emotional connection with their peers as they feel that they may take help from them in case they need to. These peer linkage encourages the participation of all students, specifically those who are hesitant to discuss matters face-to-face (Arnold & Paulus, 2010; Junco et al., 2011; Rambe, 2008).

Social Media Use and Collaborative Learning

Shoshani and Braun (2007) claim that collaborative learning supports social media and eventually, creative learning. Collaborative learning comprises the interactions and connections of the student with the curricula. In this scenario, social media enables the extension of the learning environment because only a part of learning takes place in classes (Chen &Bryer, 2012; Friesen & Lowe, 2012; Wodzicki, Schwämmlein, &Moskaliuk, 2012; Al-rahmi et al., 2015a). Therefore, it is crucial for educators to determine the effective methods that can assist in integrating social media into classes (Fewkes& McCabe, 2012). They can make use of social media to boost students' creativity and exploration of curricula content (Frye et al., 2010; Lamb & Johnson, 2010). Social media provides various alternatives to the development of actual products via blogs, YouTube and even podcasts and it also enables the exploration of content material in new knowledge generation (Frye et al., 2010; Lamb & Johnson, 2010; Al-Rahmi, & Othman, 2013a; and Al-Rahmi et al., 2014; 2015). By satisfying the creative learners' need with cooperative learning, they will be more able to balance their individualism and peer connection, and this ultimately results in ideas creation (Garrett, 2011; Shoshani& Braun, 2007). Considering the above discussion, the researcher proposes that; there is a significant relationship between collaborative learning and engagement.

Effects of Social Media on the Academic Performance of Students

The social media engages students and have to be examined as entrepreneurs of understanding. The medium of internet is marketing with increase in its programs. The interactive character of online conditions has extended with social networking. Hooking up through social networking began as being a niche activity, though time it's a phenomenon. The web sites are employed in many ways like developing metropolitan areas, speaking, blogging etc.

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Additionally different institutions even nowadays are developing groups on several Websites (Mehmood, 2013).

The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe (Ellison, 2007). Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives (Ellison, 2007). While using the increase of technology helpful for getting together with others along with the recognition on the internet, Internet sites are now being an activity that's done mainly on the web, with Websites (Coyle, 2008).

According to (Khan, 2009) Facebook users often time experience poor performance academically. Similarly, Englander & Wang (2010) point it that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. Nalwa & Anand (2003) recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance.

According to Karpinski (2009) pointed out that Facebook users devoted lesser time to their studies in comparison to non-users did and subsequently had lower GPAs. Karpinski & Duberstein (2009) also mentioned that among various unique distractions of every single generation, Facebook remains a major distraction of current generation. According to Kubey, Lavin & Barrows (2001) impairment of educational performance and internet dependency are correlated by utilizing synchronous communication programs including internet sites and forums.

There are benefits and risks associated with using any social network. There have been reports regarding its effect on students' academic performance. Some researchers investigated the end result of social networking usability among students' and with their academic performance. They found a poor effect and influence when the media is overuse in such a way that do not academically improve learning or its process Wang, Chen & Liang (2011) Stollak, Vandenberg, Burklund & Weiss (2011) Rouis, Limayem & Salehi- Sangari (2011) Karpinskin & Duberstein (2009) Canales, Wilbanks & Yeoman (2009). Other researchers examined this same problem but found either no significant relationship between using social networking and student academic performance Ahmed and Qazi (2011) Hargittai & Hsieh (2010), or really a factor in students' academic performance Pasek & Hargittai (2009, May).

Philippines' Digital Snapshot

According to the Asia Digital Marketing Association (ADMA) and the Internet World statistics, there are over a billion Internet users in the Asia Pacific Region, which amounts to over 46% of the total Internet users in the world.

The Philippines, specifically has over 44.2 million users, the second highest ranking in

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Southeast Asia and the 6th in the whole of Asia. The population is forecast to double by 2016, according to Julian Persaud, former Google Managing Director in Southeast Asia.

The January 2015 "Digital in the Philippines" snapshot of We Are Social counts that among the total Philippine population of 100.8 million (with urbanization at 49%), there are 44.2 million active Internet users. Of these 44.2 million Internet users, 90% have active social media accounts.

In the last four years, Internet access in the Philippines has grown by 500%, the fastest rate in Southeast Asia, but as mentioned in previously, real growth is yet to come but it's coming by fast.

Leading in numbers

While we're yet to see the majority of the Philippine population online, enough data supports how addicted the Philippines is to the digital life. According to We Are Social's Digital Report as of January 2015, the Philippines leads in average "Time Spent on the Internet" through laptop and desktop, and one of the highest via mobile worldwide.

From a global average of 4.4 hours/day, the Filipino spends an average of 6.3 hours/day online via laptop and 3.3 hours/day via mobile. Over 40% of Filipinos own an active social media account, according to the same study. This is larger than that of most technologically advanced countries like South Korea and Japan, whose social media penetration amounts to 30% and 19% respectively.

Capturing social media and smart phone penetration The Philippines was once called the "Selfie Capital of the World" as analyzed by TIME through geographic coordinates with 258 selfie takers per 100,000 people on Instagram. Apart from the photo app, the country also leads in social media penetration particularly on Facebook with over 94% of its Internet users using the popular social network, 40% more than users the United States. The Philippines also records the highest figure of total screen time spent in social networking with an astounding 42%.

In a survey conducted by On Device Research mid-June 2014, smart phone penetration in the Philippines is growing faster than Indonesia and Vietnam combined. What drives the growth of smart phone penetration is the influx of low priced local smart phone brands such as the Android powered Cherry Mobile, Star mobile, and my Phone, all priced in the $50-$250 range.

Similarly, Asian phone brands Huawei, Oppo, and Xiaomi have also landed in the Philippines in an aggressive effort to earn double digit market share by the end of the year.

Positive Ethics Instruction

The term ethics originates from the Greek word "ethikos," which refers to character or customs (Abelson & Nielson, 1967). Denhardt identifies ethics as "the contemporary standards of conduct that may change with time as a better understanding of absolute moral standards become evident" (1988). In improving students' ethical decision making abilities, classroom instruction is critical to the process. This perspective was validated by Rest (1994) who emphasized that educational interventions can influence adult moral development. In addition,

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both Handelsman (1986) and Welfel (1992) criticized an approach that relegated ethical training solely to supervision during clinical training and championed the importance of formal ethics education in graduate school. In fact, research has demonstrated that ethical sensitivity can be enhanced through sustained formal instruction that offers students the opportunity to practice application of the ethical standards to clinical situations (Bebeau, 2002; Schlaefli, Rest, &Thoma, 1985) and ethical reasoning can be strengthened by instruction during professional training (Bebeau, 2002).

Positive ethics instruction may increase students' ability to integrate personal and professional values in their preparatory stages and set the stage for a more functional ethical acculturation process throughout their professional careers (Handelsman et al., 2005). The benefits of approaching ethical dilemmas from a promotion-focused orientation appear clear. In addition, the use of positive ethics education to increase such a promotion-focused orientation seems promising. However, this promise is limited because we do not have a way to evaluate whether faculty are teaching ethics using positive ethics education. The development of a measure to assess whether ethics is being taught in a manner that reflects the attitudinal, behavioral, and experiential aspects of the ethics learning process is an important step in exploring the usefulness of a positive ethics approach to ethics education. (O'donnell 2014)

Media Ethics Guidelines

According to Adamich, Tom (2012) Research Library, while many of the more general digital news ethics guidelines center around truth and fairness issues and accountability and transparency issues, some of the guidelines (particularly those that address the use of meta data to govern image creation and posting activities) would definitely benefit students learning to develop proper ethical media creation and posting practices. They include:

1. What is the source of the video or photograph? Who wrote the comment and what was the motivation for posting it?
2. Does the source have the legal right to the material posted? Did that person take the photograph or capture the video?
3. Has the photograph or video been manipulated? Have we checked to see if the meta data attached to the image reveals that it has been altered?
4. What protocols do you have for checking the truthfulness of photographs or video that you find on Facebook, YouTube or photo-sharing sites'? Have you contacted the photographer? Can you see the unedited video or raw photograph file? Does the image or video make sense when compared to the facts of the story?
5. Remember that what's posted online is open to the public (even if you consider it to be private). Personal and professional lives merge online. Newsroom employees should recognize that even though their comments may seem to be in their "private space." their words become direct extensions of their news organizations. Search engines and social mapping sites can locate their posts and link the writers' names to their employers.

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6. Avoid posting photos or any other content on any website, blog, social network or video/ photo sharing website that might embarrass you or undermine your journalistic credibility. Keep this in mind, even if you are posting on what you believe to be a "private" or password protected site.Consider this when allowing others to take pictures of you at social gatherings.

Lawrence Kohlberg's Stages of Moral Development

Lawrence Kohlberg's stages of moral development constitute an adaptation of a psychological theory originally conceived by the Swiss psychologist Jean Piaget. The six stages of moral development are grouped into three levels: pre-conventional morality, conventional morality, and post-conventional morality. According to Jorgensen (2006) understanding moral reasoning includes both a cognitive and affective approach. Kohlberg (1958) identified five levels of moral reasoning. Gilligan (1982) argued that Kohlberg's initial description seemed to lack the context component. Later, these stages were amended after Kohlberg had several conversations with Gilligan in the1980's (Jorgensen, 2006). It is the amended six levels that are used in this variable's measurement.

In Kohlberg level 1 Pre conventional Morality which has two stages speaks about following unvarying rules rewards and punishments. In level 2 Conventional Morality (stage 3 and 4), stage 3 speaks of personal concordance that good is conformity to a stereotype of "good" people, or to peer approval. In this perspective, consensus must be in conformity to the norms of society. In level 3 Post conventional Morality (stage 5 and 6), stage 5 viewed consensus as bad if it has an evil ulterior motive. That is why we have our law that protects and binds our people on the way to peace and order. This is in line with stage 4 of law, and duty to the social order. Good is defined by the laws of society, by doing one's duty. A law should be obeyed even if it's not fair. In universal ethical principles (level 6), good is understood in terms of abstract principles whether or not societies agree with them. An emphasis on human rights. This is in reference to Kohlberg's Heinz's dilemma of choosing a better option and morally accepted action even if it is against the law.

According to the study of Kiser, Angelia, et al. (2009, Kohlberg's theory on moral development postulates that ethical reasoning is not static, but rather a person is able to move up from one stage to the next. Therefore, we each have the ability to move to Kohlberg's Stage 5 when faced with moral dilemmas. Any student who uses technology can be faced with a technology-related moral dilemma, and it is important to understand ethical training and assessment of information technology students in order for ethical development to take place. As Kohlberg (1981) stated, "… like it or not teachers are moral educators (or miseducators) as creators of the "hidden curriculum" of the moral climate of the classroom".

Definition of Terms

For clarity and better comprehension of the study, the following terms are operationally defined.

Social media. This term will refer to any networks for communication users can access on the

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Internet that allows them to utilize online interaction with other users of that network/s with perception. Examples include Twitter, YouTube, and Facebook.

User. The term user in the context of this paper refers to any participation of student in social media.

Ethical decision making. This term will refer to the process assessing of moral values i.e. decisions are understood to be morally right or morally wrong, and the reasoned views behind making these judgments in particular to Kohlberg's Theory of Moral Development.

Utilization. This will refer to any use of the social media through electronic device like laptop, smart phone, tablet and others.

Social Networking. This term will refer to the use of dedicated websites and applications to interact with other users, or to find people with similar interests.

Web 2.0. This term will refer to the second stage of development of the World Wide Web, characterized especially by the change from static web pages to dynamic or user-generated content and the growth of social media.

Multitasking. This term will refer on doing more than one thing at a time with the computer or smart phone with Social Networks Sites (SNSs) buy the college students.

3. METHODOLOGY

Locale of the Study

This study was conducted in Kalinga State University, Accountancy, Business and Management (ABM) students in Dagupan Campus, Tabuk City for the month of August - December 2018.

Research Design

The study used the descriptive survey method of research with questionnaire, as data gathering tool. This method was necessary for an adequate understanding of students' utilization of social media in relation to their academic performance and technology ethics decisions.

Research Instruments

This descriptive study employed survey with questionnaire in gathering data. The survey method was used to gather quantitative data using fill in the blanks, multiple choice, extended response questions and scenarios in ethical dilemmas. Quantitative questions was used to gather data on how much information they are currently involve with social media in KSU ABM students. Each of the respondents was assisted in filling up the tools use in the study to ensure quality of information.

In order to gauge the ethics decisions of the research sample, the researcher adopt the study of Kiser, Angelia, et al. (2009) who surveyed the level of reasoning of 179 undergraduate students according to Lawrence Kohlberg's stages of moral development.

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Basing from the study the researcher used levels 1-5 for coding the student responses, and these levels correspond to Kohlberg's Stages 1-5 listed as follows:

1. Level 1 – being obedient in order to avoid punishment;
2. Level 2 – concerned with own self-interests;
3. Level 3 – being seen as a good person;
4. Level 4 – respect for law and authority; and
5. Level 5 – doing something simply because it is the right thing to do.

This survey included eight scenarios instead of the original six to equally distribute examples of ethical dilemmas on the four areas (computer and internet, mobile social networking, social networking sites, multitasking) in using social media. Example of the scenario dealt with sharing confidential video using social networking sites. Some of the wordings and examples were edited to encompass mainly on the use of social media in relation to the students ethical decisions.

Respondents/Informants/Research Participants of the study

The respondents of the of study are Accountancy, Business and Management (ABM) students of Kalinga State University Dagupan Campus, Tabuk City. From the total population of students, we selected students who have gadgets as samples, and then the stratified random sampling was adopted in the selection of respondents.

Instrumentation

The researchers employed variety of statistical techniques in analyzing the data gathered in the study.

Frequency counts and percentages distribution was used to describe the profile of the students. Percentages mean, and standard deviation was used to describe the student utilization on social media and their academic performance.

The relationship between the profile of the respondents and their academic performance so as profile and technology ethics decisions were analyze using Chi-square. The relationship between student's utilization on social media and their academic performance so with the technology ethics decision in the utilization on social media was analyzed using the Pearsons's Product Moment Correlation Coefficient.

In the students technology decisions the researcher used dapriori coding system to evaluate each individual student response. In the study, it sought out common words or phrases within the body of the responses to determine into which level each response fell in Kohlberg's five stages of moral development. To ensure reliability, according to the research of Kiser, Angelia, et al. (2009) an agreed coding of the student responses individually and assigned a 1, 2, 3, 4 or 5 to each scenario for each student. Then the researcher checked for consistency. In the responses that was not coded the same the researchers and the teacher discussed the issue and came to a consensus.

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Data Gathering Procedure:

In the conduct of the study, the following procedures was undertaken. First the researcher asked permission from the Campus Administrator, the Dean to conduct the study.

Second, the questionnaires was floated to the respondents and each of them was given ample time to accomplish the questionnaire in their vacant periods.

Third, the academic performance of the respondents during the first semester midterm grades was requested from teachers concern.

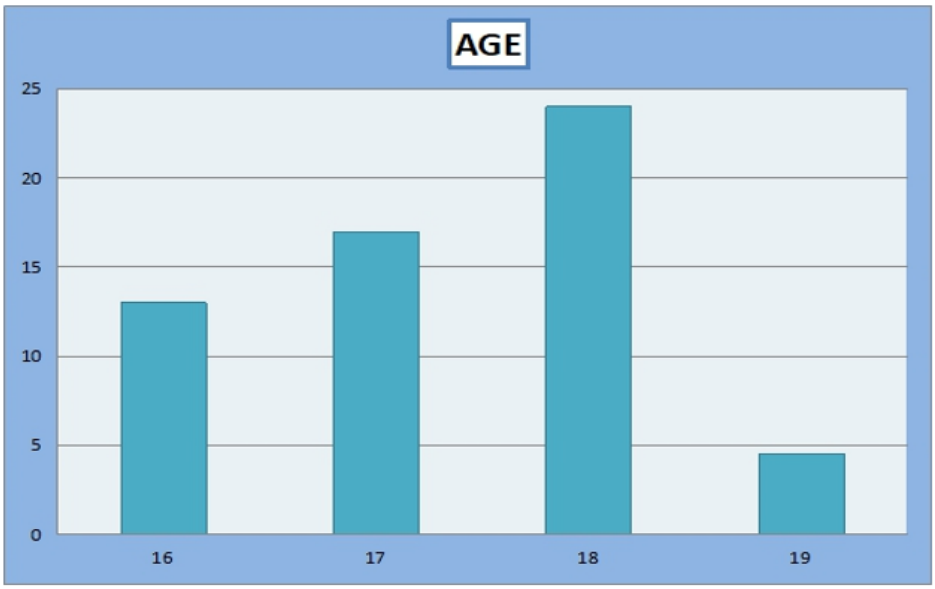
All data was collated, tabulated and interpreted using statistical instrument of this study.

4. RESULTS AND DISCUSSION

Profile of the Respondents

Findings on the profile of the ABM students of Kalinga State University, as to age, sex, grade level, availability of ICT gadgets at home, hours spend in studying lessons, internet access and spending their time using computer are shown in the different figures.

Figure 2: Frequency and Percentage Distribution of the Respondents According to Age



The data in Figure 2 presents the age of the ABM students of Kalinga State University; the graph reveals that there are 13 students aged 16. For students aged 17, there are 24 students aged 18. The last age bracket is 19 reveals 2 students.

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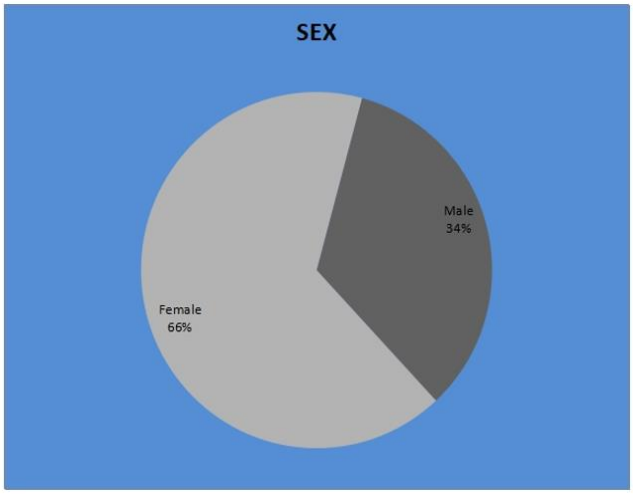
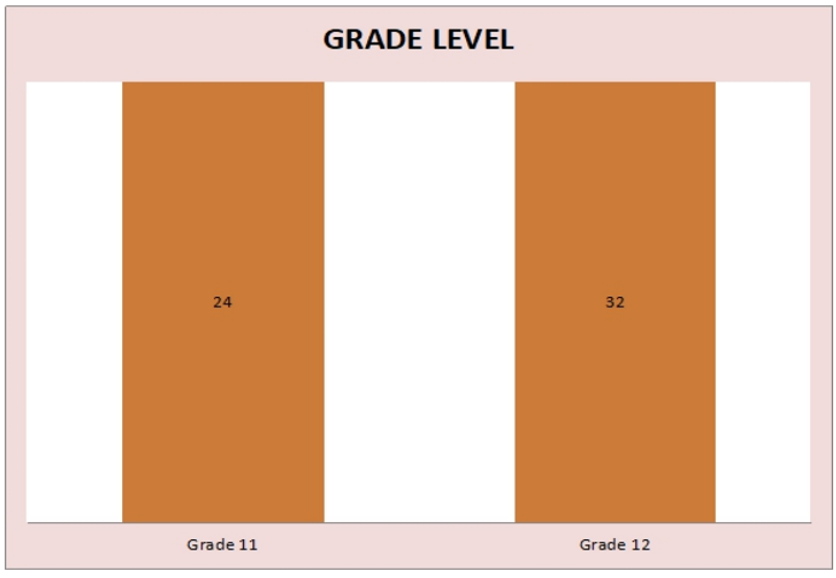
Figure 3: Frequency and Percentage Distribution of the Respondents According to Sex



The graph in figure 3 shows almost equal distribution of male and female. Out of respondents, 66 % female and 34% are male.

Figure 4: Frequency and Percentage Distribution of the Respondents According to Grade Level



When it comes to respondents' grade level, out of respondents, Grade 12 had the highest number with a percentage of 32 % of the total respondents and 24 % from the Grade 11. This implies that there is a close percentage distribution among respondents in different grade level.

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Figure 5: Frequency and Percentage Distribution of the Respondents According to Possession of ICT gadgets

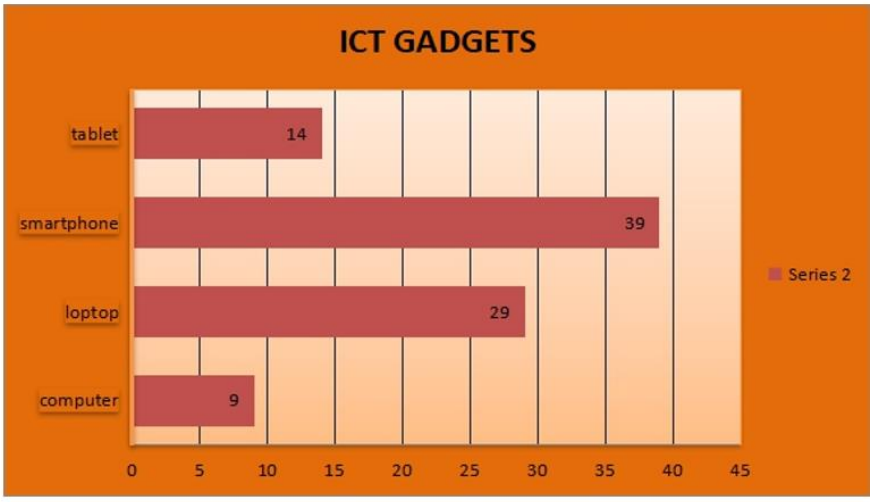
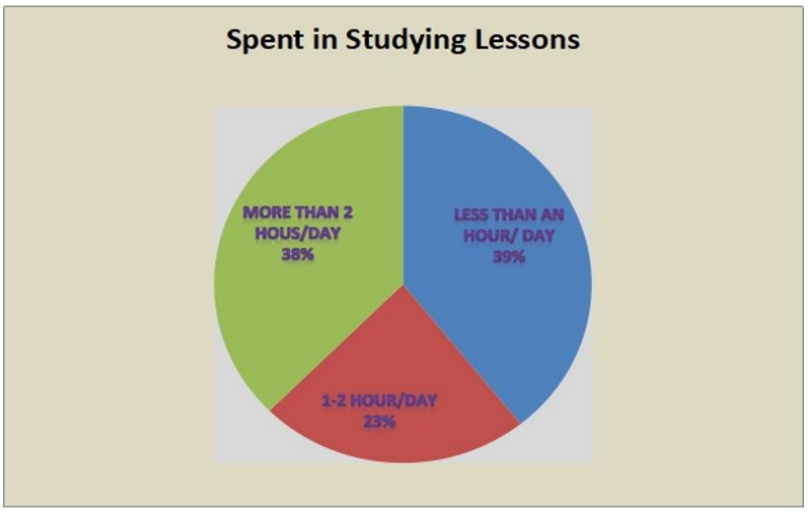


Figure 5 indicates the possession of ICT gadgets. As observed there are students who owned smart phone only 39, followed by laptop with 29 students, then for tablet there are 14 students, next is 9 students who owned computers in their house, please check the presented bar graph. Regarding the least ICT gadgets owned by these students are tied by three as follows laptop, tablet and computer. This implies that smartphone is the highest in rank in the possession of gadgets; it is a no question since this gadget is rampant to the community especially to young people. Anywhere and any place we can see students and even everyone possessing this one which serves as their fastest way of communicating people.

Figure 6: Frequency and Percentage Distribution of the Respondents According to Hours Spent in Studying Lessons



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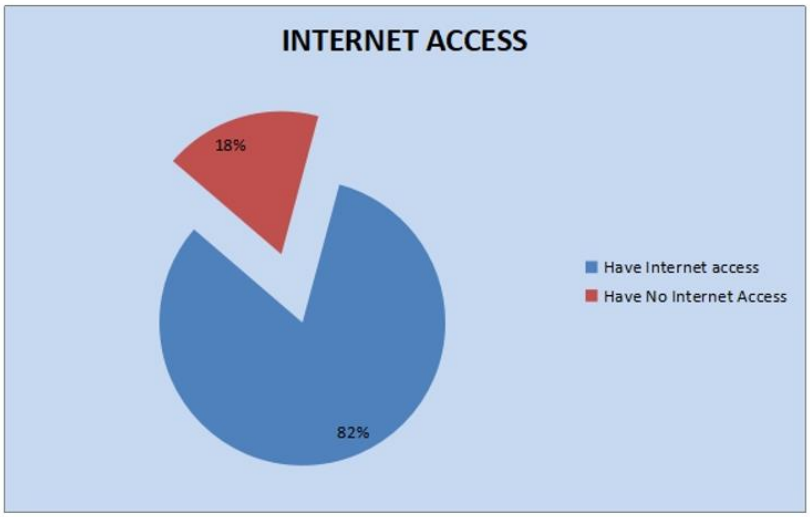
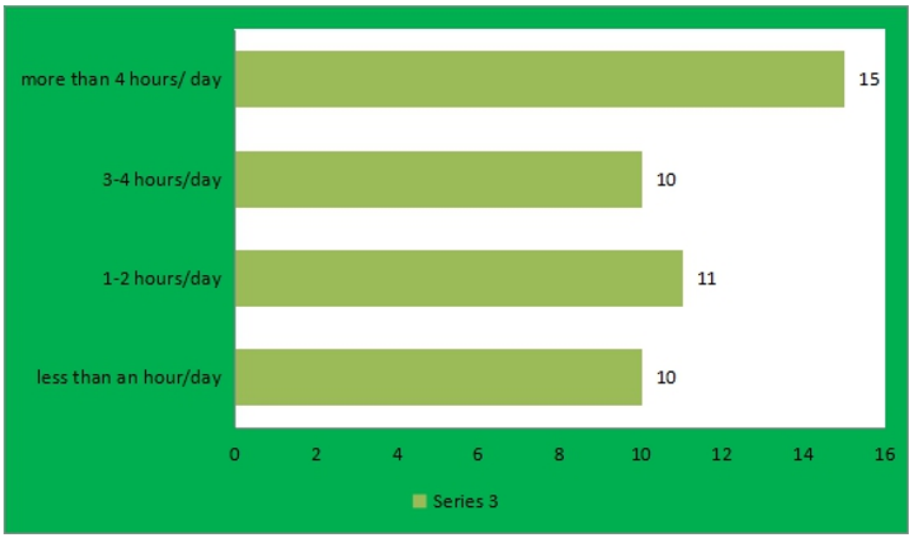
It can be seen in the graph that there are 22 or 39% spent time studying in less than an hour. While 13 or 23 students spent time in studying for 1 to 2 hours per day. 38% or 21 spent time in studying in more than 2 hours per day. This implies a high number of the students prefer studying in less than an hour. The figure below indicates the internet access of the students.

Figure 7: Frequency and Percentage Distribution of the Respondents According to Internet Access



Having an internet access has 82% or 46 students. And 18% or 10 students has no internet access. This implies that the every students in senior high of CBEA have an internet access.

Figure 8: Frequency and Percentage Distribution of the Respondents According to Spending their Time Using Computer



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Present in the graph in figure 8 the students spending their time using computer. And total of 46 students having internet access, 10 students spending his/her time using computer and 3-4 hours/day, 11 students using computer in 1-2 hours/day and more than 4 hours/day are 15 students. This implies that a high number of students prefer to spend her/his time using computer more than 4 hours/day.

Figure 9: Frequency and Percentage Distribution of the Respondents According to Social Networking Sites

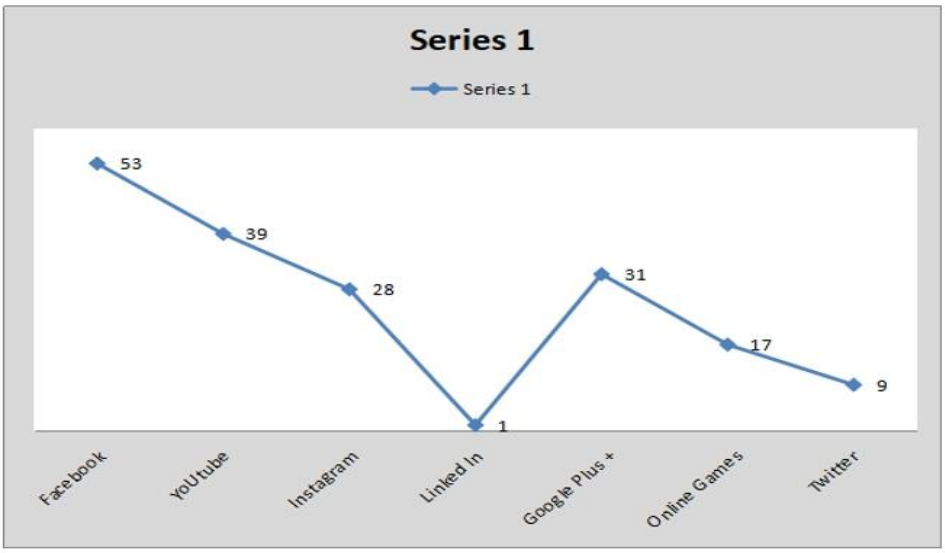

Figure 9 presents the students using social networking sites. 53 students are using Facebook, one of the is using linked In. using YouTube are 39 students, among 28 students using Instagram. Next is Google plus+, it has 31. Then online games, 17 students using this. This indicate that they must prefer in using Facebook, at most all of them.

Table 1: Students Level of Technology Ethics Decision in Using Smartphone in Mobile Social Networking

Score	Frequency	Descriptive Value	Level
4-5	15	Doing something simple because it is the right thing todo	5
3-4	19	Respect the law of authority	4
2-3	11	Being seen as a good person	3
1-2	6	Concerned with own self-interest	2
1	4	Being obedient in order to avoid punishment	1
Mean=	3.08	Respect the Law of Authority	

It is presented in table 1 the results of students' in technology ethics decision in using smartphone in mobile social networking. As indicate by the results, the students have shown importance with respect for law and authority as based from the overall mean 3.08. The distribution for the use of smartphone in SMSN was 19 for level 4, 15 for level 5, 11 for level

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3, 6 for level 2 and 4 for level 1. It is clear that level 4 had the greatest frequency while the level 1 has the lowest frequency among the 5 levels.

Therefore students felt using smartphone in scenario 1 and 2 was not necessary about being seen as someone who does what is considered to be the right thing to do and being concerned about the privacy of others but rather about following the rules and regulations of the school. Moreover, level 4 or respect for law and authority is under a type of conventional of morality according to Kholberg's three stages of morality.

Table 2: Students Level of Technology Ethics Decision in Using Computer and Internet in Social Networking

Score	Frequency	Descriptive Value	Level
4-5	18	Doing something simply because it is the right thing to do	5
3-4	21	Respect for law and authority	4
2-3	1	Being seen as a good person	3
1-2	12	Concerned with own self-interest	2
1	4	Being obedient in order to avoid punishment	1
Mean=	3.38	Respect for Law and Authority	

In table 2, in using computer and internet in social networking, the average technology ethics decision of the respondent was accounted as level 4 or respect for law and authority with a mean of 3.38. In explaining this results, it can be started that using computer and internet in spreading and hacking password in scenario 3 and 4 is properly taught and oriented for students as against the policy and the authorities of the school.

The distribution for the use of computer and internet in SMSN was 21 for level 4, 18 for level 5, 1 for level 3, 12 for level 2 and 4 for level 1. The level 4 has the greatest percentage of responses. However, doing something simply because it is the right thing to do. In this case, having had personal problem experience with computer viruses, password and username may have made the 21 students more mature in their ethics decision because it is the right thing to. Nonetheless, on the average students are considered conventional in their moral decisions in scenario 3 and 4 according to Kholberg's three stages in morality in using computer and internet SMSN.

Table 3: Students Level of Technology Ethics Discussion in Using Social Networking Sites

Score	Frequency	Descriptive Value	Level
4-5	6	Doing something simply because it is the right thing to do	5
3-4	8	Respect for law and authority	4
2-3	5	Being seen as a good person	3
1-2	19	Concerned with own self-interest	2
1	18	Beng obedient in order to avoid punishment	1
Mean=	1.88	Concerned with own self-interest	

In Table 3, an immense majority of the responces as coded with level 2 with 19 of them indicating the concern with their self-interest. A considerable number for the second highest

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response was coded as with level 1 with 18. Only a collective total of 19 of the responses were coded for level 5, 4 and 3. The mean of 1.88, indicates the generally, the students have ethical decision in concerning with their self-interest. Therefore pretending to be a cancer patient in online class room in order to gather information for a paper in scenario 5 and pretending to be busy even after a research in an online chat in scenario 6 is of high concern or consideration for the students to satisfy their own self interest rather than a high concern for the society in general. In this case the technology ethics decision 40 in using social networking sites of the respondents fell under the stage 1 preconventional mortality according to Kholberg's three stages of mortality.

Table 4: Students Level of Technology Ethics Decision in Using Multitasking

Score	Frequency	Descriptive Value	Level
4-5	7	Doing something simple because it is the right thing to do	5
3-4	16	Respect for law and authority	4
2-3	10	Being seen as a good person	3
1-2	21	Concerned with own self-interest	2
1	2	Being obedient in order to avoid punishment	1
Mean=	2.60	Being seen as agood person	

Table 4 shows about the vast majority of the responses fell into level 2 and 4 with 21 and 16 respectively. On the other hand 10 fell into level 3 while only a combined total of 9 of the responces coded for level 5 and 1 respectively. The mean of 2.60 indicates that generally, the students have ethical decision being seen as a good person. Therefore, doing more than one thing at a time with the computer or smartphone social networking sites on the road or in the school scenario 7 and 8 is of high concern or consideration for the students as being seen as a good person in the society. In this case, the technology ethics decision of the respondents fell under the stage 3 orally according to Kholberg's three stages of orally.

Levels:

1. Level 1 Being obedient in order to avoid punishment
2. Level 2 Concerned with own self-interest
3. Level 3 Being seen in a good person
4. Level 4 Respect the law and authority
5. Level 5 Doing something in simply because it is the right to do

The extent of utilization of the respondents of the following social media:

1. Computer and Internet
2. Mobile Social Networking
3. Social Networking Sites (SNSs)
4. Multitasking

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5. SUMMARY

Students using social media or social networking sites are gaining a lot of popularity these days with almost of the educated youth. This are more getting popular and it has become a vital part of social life. It reveals that most of the youth study accessed social media that affects their grades in school and in academic performances. This study seeked to find out the Senior High Students Using Social Media: Its Relationship to Academic Performances and Ethic Decisions.

6. CONCLUSION

The findings of this study have showned that social media is popular among the study participants with 82% having profiles of social media in senior high school students in Kalinga State University-College of Business Entrepreneurship and Accountancy, especially facebook. The pattern in social media used by students in the study are largely consistent with those recorded in relation to social media sites, extent of use, purpose of use and mode of access. As well as many benefits to their development, including self-identity relationship development and maintenance, communication and technical skills and new knowledge. Since accessing social ideas is popular for every students.

7. RECOMMENDATION

It is important for the government to formulate and implement policies that ensure that senior high school student's benefits maximally from its use but are well protected from the associated risk. And have limitations in using social media, and focuses their study in school to have high performance.

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9. DECLARATION OF INTEREST STATEMENT

The authors have no relevant interest(s) to disclose.

Imelda C. Agbisit, PhD

Edna P. Yumol, PhD

Eric Paloy

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