

Students' Academic Performance And The Use Of Social Media As A Pedagogical Tool In Mapeh In Congressional District I

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Abstract

This study examined the relationship between students' academic performance in Music, Arts, Physical Education, and Health (MAPEH) and the utilization of social media as a pedagogical tool in teaching the subject in Congressional District I. The study also identified the extent of social media utilization in instruction, determined its relationship with students' academic performance, and explored the challenges encountered by teachers in integrating digital platforms into classroom instruction. A descriptive-correlational research design was employed using a researcher-made questionnaire administered to MAPEH teachers. Data were analyzed using weighted mean, ranking, and Pearson r correlation.

Findings revealed that students demonstrated satisfactory academic performance across MAPEH components, with notable performance in Music, Arts, and Physical Education, while Health competencies were rated as above average. The study further showed that social media was highly utilized in supporting performing activities, enhancing lesson understanding, and facilitating instructional delivery through various digital platforms. Statistical analysis revealed a significant positive relationship between social media utilization and students' academic performance, indicating that appropriate integration of digital platforms contributes to improved learning outcomes.

However, challenges such as unstable internet connectivity, limited access to devices, and difficulties in assessing online outputs were identified. Based on the findings, instructional activities such as video-based performance tasks, online peer feedback, and digital learning resource integration were proposed to enhance MAPEH instruction. The study concludes that social media, when properly integrated, can serve as an effective pedagogical tool in improving students' academic performance in MAPEH.

Keywords: *Academic performance, social media integration, MAPEH, Digital Pedagogy, Instructional innovation, Learner engagement*

1. Introduction

Education in the modern era is continuously evolving due to rapid technological advancement and the increasing integration of digital tools in daily life. Among these innovations, social media has become one of the most influential platforms shaping how students communicate, interact, and access information. Platforms such as Facebook, YouTube, TikTok, and Instagram are no longer limited to social interaction but have also become informal learning environments where students engage with educational content. Despite this digital transformation, many classroom practices still rely heavily on traditional instructional methods. This creates a gap between students' digital experiences and classroom learning, often resulting in reduced engagement and limited participation. This gap is particularly evident in performance-based subjects such as MAPEH, where students are expected to demonstrate skills through creative, physical, and expressive activities.

In the Philippine educational system, reforms such as the K to 12 curriculum and the Most Essential Learning Competencies (MELCs) emphasize learner-centered and competency-based instruction. These policies encourage teachers to adopt innovative strategies that integrate technology to improve student engagement and learning outcomes. MAPEH, composed of Music, Arts, Physical Education, and Health, requires active participation, creativity, and performance-based learning. Interestingly, students are already exposed to MAPEH-related content on social media, such as dance trends, music performances, fitness routines, and health awareness videos. However, these digital experiences are often not connected to formal classroom instruction.

This study is therefore conducted to examine how social media can be effectively used as a pedagogical tool in MAPEH, and how it relates to students' academic performance in Congressional District I. It also seeks to identify challenges faced by teachers and propose instructional enhancement activities that may improve teaching and learning outcomes.

2. Materials and Methods

Research Design

This study employed a descriptive-correlational research design which aimed to systematically describe the level of students' academic performance in Music, Arts, Physical Education, and Health (MAPEH), and the extent of social media utilization as a pedagogical tool in instructional delivery. Furthermore, the study examined the relationship between these two variables to determine whether the integration of social media contributes to improved learning outcomes.

The descriptive aspect of the study provided a detailed presentation of existing conditions in the instructional environment, while the correlational aspect determined the degree and direction of relationship between social media utilization and academic performance. This design

was deemed appropriate because it allows objective analysis of naturally occurring educational phenomena without manipulation of variables.

Subjects of the Study

The respondents of this study were 119 MAPEH teachers from selected public secondary schools in Congressional District I of Batangas Province. These respondents were drawn from a total population of 169 teachers across various schools, with the sample size determined using the Raosoft sample size calculator at a 5% margin of error. The selection ensured adequate representation of schools within the district, allowing for reliable and valid interpretation of data regarding students' academic performance in MAPEH and the utilization of social media as a pedagogical tool in instruction.

Data Gathering Instrument

To obtain the necessary data for this study, the researcher used a researcher-made questionnaire as the primary instrument for data collection. The questionnaire was developed based on the Research Questions and the variables included in the conceptual framework of the study. It was designed to gather information related to the students' academic performance in MAPEH based on the Most Essential Learning Competencies (MELCs), the utilization of social media as a pedagogical tool in teaching MAPEH, and the challenges encountered by teachers when integrating social media into their instructional practices. The instrument was organized into several parts to ensure a systematic and organized collection of data from the respondents.

The instrument underwent validation by experts in the field of education to ensure clarity, relevance, and appropriateness. Reliability testing was also conducted to ensure consistency of responses.

Data Gathering Procedure

The researchers secured permission from school authorities before conducting the study. After approval, the questionnaires were distributed to the selected respondents. Clear instructions were provided to ensure accurate responses. The accomplished questionnaires were collected, tallied, and organized for statistical analysis. Ethical considerations, such as confidentiality and voluntary participation, were strictly observed throughout the data gathering process.

Data Analysis Plan

The data were analyzed using weighted mean to determine levels of performance and utilization, ranking for prioritization, and Pearson r correlation coefficient to determine the relationship between variables. These statistical tools allowed the researcher to describe and interpret the responses in a systematic and meaningful manner.

3. Results

Section 1: Students' Academic Performance in MAPEH Based on MELCs.

1.1 Music Competencies. This subsection presents the level of students' academic performance in Music competencies based on the MELCs. It highlights how students demonstrate their understanding and skills in various musical concepts and activities, including rhythm, pitch, performance, and interpretation. The results reflect the extent to which learners can apply musical knowledge and participate in music-related activities as observed by the teacher-respondents. The results show that the overall performance of students in this area is High, as reflected by the composite mean of 3.61. This finding suggests that learners generally demonstrate a strong level of competence in various music-related tasks and activities required in the Music.

1.2 Arts Competencies. This section discusses the level of students' academic performance in Arts competencies based on the MELCs. The analysis focuses on students' ability to express creativity, apply artistic techniques, and demonstrate understanding of visual arts concepts through different art activities. The findings in Arts competencies reflect how learners engage in artistic expression and develop appreciation for visual arts as part of their overall learning in MAPEH.

1.3 Physical Education Competencies. This presents the level of students' academic performance in Physical Education competencies based on the MELCs. The data describes how students demonstrate movement skills, coordination, participation in physical activities, and adherence to safety practices during physical education lessons. The results provide insights into the learners' physical development and engagement in activities that promote active and healthy lifestyles. The results indicate that students generally demonstrate a High level of performance in this area, as shown by the composite mean of 3.55.

1.4. Health Competencies. The results show that the overall level of performance in this area is Above Average, as indicated by the composite mean of 3.31. The findings suggest that students generally demonstrate an acceptable level of understanding and practice of health-related concepts, although there is still room for improvement in certain areas. Health education within MAPEH emphasizes the development of knowledge, attitudes, and behaviors that support personal well-being and safety. Unlike other components that focus heavily on performance tasks, health competencies often involve understanding concepts and applying them in everyday situations.

2. Extent of Utilization of Social Media in Teaching MAPEH

2.1. Self-Help Domain. This section presents the extent to which social media is utilized in supporting performing activities in MAPEH. It examines how digital platforms are used by teachers to share demonstration videos, provide performance examples, and allow students to submit or showcase their performance outputs. The results illustrate how social media facilitates practice, observation, and feedback in various MAPEH activities. The results reveal that social media is Highly Utilized, as indicated by the composite mean of 3.52. This finding suggested that teachers increasingly integrate digital platforms to assist students in practicing, demonstrating, and improving their performance in MAPEH-related activities.

2.2 Understanding Lessons. The overall result shows that social media is Highly Utilized, as reflected by the composite mean of 3.59. This finding indicates that teachers frequently integrate digital platforms to help learners better understand lesson concepts and reinforce classroom instruction. Social media platforms provide opportunities for teachers to share multimedia materials, examples, and additional explanations that support comprehension of various MAPEH topics. Because the subject includes performance-based and conceptual learning components, digital platforms allow students to observe demonstrations, review lesson explanations, and access additional resources that strengthen their understanding.

2.3 Platform Used. This subsection presents the social media platforms commonly used by teachers in delivering MAPEH instruction. It identifies the digital platforms utilized for communication, resource sharing, demonstration of lessons, and submission of student outputs. The results highlight how different platforms support teaching practices and facilitate interaction between teachers and students. The overall result shows that social media platforms are Highly Utilized, as indicated by the composite mean of 3.50. This finding suggested that teachers make frequent use of various digital platforms to support instructional delivery, communication, and the sharing of learning materials in MAPEH classes.

Section 3: Relationship Between Level of Students' Academic Performance in MAPEH and the Extent of the Utilization of Social Media

This section presents an analysis of the relationship between the assessment of the level of academic performance in MAPEH and the extent of utilization of social media. Statistical analysis was conducted to determine whether a significant relationship exists between the two variables. The results provide insights into whether the use of social media in teaching MAPEH is associated with students' academic performance in the different learning competencies. The analysis uses the Pearson correlation coefficient to determine whether the two variables are related. The results show that all computed correlation values are significant at $p < 0.05$, indicating that the use of social media for performing activities is

significantly associated with students' academic performance across the different competency areas. The correlation coefficients range from 0.52 to 0.63, which suggests a moderate to strong relationship. The relationships with music competencies ($r = 0.57$), arts competencies ($r = 0.54$), physical education competencies ($r = 0.58$), and health competencies ($r = 0.50$) all fall within the moderate range. These results suggest that while the choice of platform contributes to students' academic performance, its influence may not be as strong as the instructional activities conducted through the platform.

Section 4: Challenges Encountered by Teachers in Using Social Media in Teaching MAPEH

The overall result shows a composite mean of 3.30, interpreted as Agree, which indicates that teachers generally encounter several difficulties while integrating social media into their instructional practices. Although social media platforms provide opportunities for communication, multimedia learning, and collaborative activities, their effective use in education depends on several conditions such as technological infrastructure, teacher preparation, and access to digital resources. In the context of MAPEH, where lessons often involve performance tasks, demonstrations, and practical activities, teachers must rely on stable technology and well-planned instructional strategies to ensure that digital tools support learning rather than disrupt it.

Section 5: Proposed Instructional Activities for Teaching MAPEH Using Social Media

The proposed instructional activities were developed based on the findings of the study, particularly the areas that showed relatively lower performance or weaker utilization of social media. These activities are not meant to replace existing teaching practices; rather, they are designed to strengthen instruction by addressing specific gaps identified in the results. These proposed activities highlight that social media can be an effective support tool in teaching MAPEH when it is used in a structured and purposeful way. Instead of using social media only for communication or content sharing, these activities show how it can be integrated into actual teaching strategies that improve performance, understanding, and engagement. At the same time, these activities remain flexible, so teachers can adjust them based on their classroom context, available resources, and students' needs.

4. Discussion

The study found that students' academic performance in MAPEH based on the MELCs was generally high, particularly in Music, Arts, and Physical Education, while Health competencies were rated above average. Students performed best in practical and performance-based tasks, although areas such as confidence in performances, artwork interpretation, sustained participation in physical activities, and promoting healthy lifestyles still need improvement. The

findings also revealed that social media was highly utilized in teaching MAPEH, especially for video demonstrations, lesson discussions, and instructional support through platforms such as YouTube. This indicates that teachers effectively integrate digital tools to improve student engagement and understanding of lessons.

Moreover, a significant relationship was found between students' academic performance and the utilization of social media, suggesting that social media contributes positively to students' learning and competency development in MAPEH. However, teachers encountered challenges such as unstable internet connection, limited student access to gadgets, and difficulties in assessing online outputs.

Overall, the study highlights that the effective use of social media can improve MAPEH instruction and student learning outcomes while emphasizing the need to address technological barriers.

5. Conclusion

Based on the findings of the study, it was concluded that students generally demonstrated high academic performance in Music, Arts, and Physical Education, while Health competencies were at an above-average level. Social media was found to be highly utilized in teaching MAPEH, indicating its effective integration in enhancing student learning and engagement. The study also established a significant relationship between students' academic performance and the extent of social media utilization, suggesting that social media positively contributes to competency development. However, teachers encountered challenges such as unstable internet connectivity, limited access to digital devices, and difficulties in evaluating online outputs. Thus, the proposed instructional activities using social media may help improve student engagement, lesson understanding, and MAPEH competencies while serving as a useful reference for future educational practices and studies.

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