THE IMPACT OF SOCIAL NETWORKING SITES ON SOCIAL SKILLS OF BPE STUDENTS OF THE UNIVERSITY OF MINDANAO, PHILIPPINES

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Abstract:

This study aimed to assess the impact of social networking sites on the social skills of BPE students of the University of Mindanao and to comprehensively interpret its potential consequences across various aspects of student development. A quantitative research design using the descriptive-correlational design was applied. In interpreting the data, the mean, standard deviation, and Spearman rho were used to determine the significant relationship between the two variables. The data gathered for this study came from a total of 330 BPE students using the Raosoft Sample Calculator. This study found out that there is a significant relationship between the social networking sites and social skills of the BPE students. The study recommends that future studies should investigate the underlying reasons affecting the assertiveness levels of BPE students in both online and offline interactions.

SDG indicators: #3 (Good Health and Well-Being), #4 (Quality Education)

Keywords: education, social networking sites, social skills, BPE students, descriptive-correlation design, Philippines

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1. Introduction and Review of Literature

Students encounter various difficulties beyond just their classes. One important challenge is learning how to interact well with others, which can greatly affect their happiness and how well they do in school. When students move from high school to college, they meet lots of different people and situations, so they need to be good at talking to others and have the skills to adapt to new things. However, in recent years, students have begun to experience problems with their social skills, such as fewer activities outside of the home environment and a lack of socializing through physical contact with their peers and classmates (Zaki, 2023). Students also exhibited a loss of enthusiasm in attending classes, as well as a lack of interest toward assignments, homework, and other related duties. Therefore, the lack of social skills leads to an unhealthy mental state that causes loneliness as well as depression and anxiety, a spike in mental health problems among university students, with some even arguing that using social networking sites more frequently results in less quality sleep (Moeller & Seehuus, 2019).

Additionally, the American Psychological Association (2018) emphasized the importance of healthy social skills in everyday life. These abilities are necessary for people to know what to say, how to make smart decisions, and how to behave appropriately in a variety of settings. Further, according to Paronginog et al. (2018), the amount to which children, adolescents, and teenagers possess the necessary social skills can have an impact on their academic achievement, behavior, social and familial relationships, and participation in extracurricular activities. Moreover, students who struggle with social skills face challenges in their psychosocial development. These difficulties can result in issues with psychological adjustment, a negative self-concept, and mental health concerns (Ang & Choo, 2019). Thus, to address the development of students' social skills, educational approaches need to align with contemporary needs (Supriatna et al., 2024). Children who are socially competent frequently have better attitudes toward learning, fit into the student role effortlessly, and achieve academically superior results compared to their socially disadvantaged peers (Nordahl et al., 2020).

This study is anchored to the Social Cognitive Theory, developed by Albert Bandura (1986), which provides a theoretical framework for understanding how individuals learn and develop behaviors through observational learning, modeling, and cognitive processes. Students may observe and model social behaviors displayed on social networking sites. This could include communication styles, etiquette, and interaction patterns. Additionally, Social Identity Theory (Tajfel & Turner, 1979) shows how people's self-concept and actions are influenced by the groups they identify with. Their self-concept and actions are influenced by the groups they identify with. When students use social networking sites, they might try to fit in with certain groups or identities, which affects how they act online. Moreover, the Theory of Planned Behavior, introduced by Icek Ajzen in 1991, explains how people's intentions affect what they do. In terms of social networking sites, students decide to act in certain ways based on their attitudes, what their friends think, and how much control they feel they have.

In today's world, social networking sites have become deeply integrated into students' lives. It's difficult to imagine an adult who hasn't at least checked social networking sites for updates or news at some point during the day (Ibrahim *et al.*, 2022). As social networking sites continue to play a larger role in everyday life, individuals are increasingly focused on how they present themselves and manage impressions online. Some have even developed a psychological dependence on these platforms (You & Liu, 2022). Social networking sites encompass digital platforms where users create, share, and interact with content. This includes social networking sites like Facebook, Twitter, Instagram, and others. It serves as a means for individuals to connect, communicate, and engage with a wider audience, potentially influencing their social behavior and skills.

Social networking sites are a type of electronic communication. They transform daily life into a global village and necessitate interactions of various sizes. According to Anwari (2023), social networking sites have emerged as a popular trend among various people and age groups, particularly young people. Social networking sites have both beneficial and harmful effects on young people's lives. Youth use social networking sites for academic purposes, socialization, entertainment, and information. With technology improving and gadgets becoming more common, social media has taken on a bigger role. What began as simple chat sites has now grown to serve many different purposes and help people in various ways (Anandhiprabha, 2024). As youth spend more time on social networking sites, they will spend less time interacting and communicating face-to-face. The pervasive influence of social networking sites on young people's lives is changing how people behave and live.

Furthermore, social behaviors that are known to be good indicators of social competence are referred to as social skills. According to Nermin *et al.* (2023), these behaviors are learned through imitation and the process of learning from effects. They are later reinforced through interaction with other members of the wider social environment in which we live. Self-control, empathy, assertion, and cooperation are some of the social skills that youths possess, but their levels vary from person to person (Paronginog *et al.*, 2018)

Existing literature tends to have a broader scope, often examining the impact of social networking sites on social skills among general student populations. There is a notable dearth of studies specifically addressing Bachelor of Physical Education (BPE) students. Given the increasing reliance on online platforms for education, especially in the wake of global events, it is imperative to comprehend how social networking sites use may influence social skills development among BPE students. The study may contribute to the refinement or development of theoretical models that explain the relationship between social networking sites and social skills, particularly in the context of specialized academic programs.

By delving into the relationship between social networking sites and social skills development among BPE students, this study has the potential to offer tailored interventions and support systems that cater to the specific needs of this unique student group. This study's insights have far-reaching implications, not only for the University

of Mindanao but also for similar educational institutions worldwide, offering valuable guidance on how to navigate the influence of social networking sites on the social skills of students in specialized academic programs. Ultimately, this research contributes to the broader discourse on social media's impact on social skills development, potentially leading to the advancement of theoretical frameworks and offering practical recommendations that enhance the well-being, success, and overall educational experience of BPE students.

This study aims to assess the impact of social networking sites on the social skills of BPE students of the University of Mindanao and to comprehensively interpret its potential consequences across various aspects of student development. This study will also identify the level of impact of social networking sites in terms of academic, socialization, entertainment, informativeness, and constraints. Further, the level of social skills among the respondents in terms of self-control, empathy, assertion, and cooperation. Additionally, this study is conducted to determine if there is a correlation between social networking sites and social skills of BPE students in the University of Mindanao. The hypothesis of the study is that there is no correlation between social networking sites and social skills of BPE students in the University of Mindanao.

2. Method

2.1 Research Respondents

The respondents of this study were the students in the Bachelor of Physical Education program within the College of Teacher Education of the University of Mindanao. The recommended sample size for this study was 330 respondents. The sample size was drawn from the 376 Bachelor of Physical Education population using the Raosoft Sample Size Calculator. The stratified sampling method was a statistical sampling technique called stratified random sampling, which divides the population into discrete groupings, or strata, based on shared attributes (Thomas, 2020). This is the ideal sampling for this study since it aims to know the impact of social networking sites on the social skills of BPE students of the University of Mindanao.

The inclusion criteria for this study were students from the 1st-year to 4th-year level and the students must be 18 years old and above, who were officially enrolled in the school year 2023-2024. This study is mainly intended for the Bachelor of Physical Education students. Further, the exclusion from this study were the students from the other college departments, those who were sick, and those who dropped. The respondents can leave the research questionnaire after the withdrawal criteria.

2.2 Materials and Instrument

The researchers used an adapted and modified questionnaire for this study. The first questionnaire was intended for the independent variable Social Networking Site by Gupta & Bashir (2018). The statements were divided into five according to indicators such as one, academic with seven questions, socialization with six questions, entertainment

with four questions, in formativeness with three questions and constraints with four questions, which comprise 24 items allocated to the independent variable. The second questionnaire was derived from a dependent variable from Paronginog *et al.* (2018). The statements were divided into five according to indicators such as one, self-control with eight questions, empathy with seven questions, assertion with six questions and cooperation with six questions, and it consists of 27 items for the dependent variable.

The following were the range of mean, description, and interpretation of the data. First was the 4.20 – 5.00 range of mean indicating very high description, and this shows that students strongly agree that social networking sites and social skills are impactful/manifested. The second was the 3.40 – 4.19 range of mean indicates high description, which shows that the students agree that social networking sites and social skills are impactful/manifested. Third was the 2.60 – 3.39 range of mean, which indicates moderate description, and this shows that the students are neutral in social networking sites and social skills as impactful/manifested. Fourth was the 1.80 – 2.59 range of mean, which indicates low description, and this shows that the students disagree that social networking sites and social skills are impactful/manifested. Lastly, a mean in the 1.00 – 1.79 range indicates very low description, and this shows that the students strongly disagree that social networking sites and social skills are impactful/manifested.

The questionnaires were reviewed by experts from the College Teacher Education department and received an average mean score of 4.71. Meanwhile, a pilot test was conducted to evaluate the consistency of the questions in the instruments, and the findings revealed that Variable 1 had an alpha coefficient of.933, while Variable 2 had .949, showing that both variables had high reliability.

2.3 Research Design and Procedures

This study used non-experimental quantitative research using correlational methods. The correlational research method was used to measure the two variables of the study, and it determined the relationship or correlation of two or more variables without manipulation and full control of the researchers to the variables, specifically the independent variable. To conduct this research, the following statistical tools were used to determine the significant relationship between the two variables: mean, standard deviation, and Spearman-rho. The correlational method was used to classify the two variables into percentiles and weighted averages. Adding the research indicators. As such, the goal of the project is to compile information about how social networking sites affect students' social skills.

The researchers' initial step in the investigation is to write a letter of request to the dean, signed by the adviser, and asking permission to conduct the study. Following the approval, the researchers used survey questionnaires. Each responder will receive a paper copy of the questionnaire; this is the most efficient method for gathering precise, focused, and focused information on quantitative data. Following the statistical treatment of the data, the findings were discussed, and a conclusion and recommendation were made.

3. Results and Discussion

In this research section, the outcomes were showcased, encompassing the student's viewpoint regarding the advantages of social networking sites and social skills and its association with two factors. Thus, the research discoveries will be demonstrated and deliberated among experts to address research queries.

3.1 Level of Impact of Social Networking Sites among Bachelor of Physical Education Students

Presented in Table 1 is the level of social networking sites among BPE students as measured in the indicators: academic, socialization, entertainment, informativeness and constraints.

Table 1: The Impact of Social Networking Sites among BPE Students

Indicators	Mean	SD
Academic	4.44	0.55
Socialization	4.32	0.57
Entertainment	4.53	0.53
Informativeness	4.47	0.57
Constraints	3.95	0.82
Overall	**4.34**	**0.41**

Table 1 shows the level of impact of social networking sites with an overall mean score of 4.34 and a standard deviation of 0.41, which is interpreted as a very high level, meaning that the students strongly agreed that social networking sites are impactful. The use of social networking solved their academic problem as well as group discussion.

The indicator with a very high mean score was entertainment, with a mean score of 4.53 and a standard deviation of .53, which is interpreted as a very high level. This indicates that the students strongly agreed that the use of social networking sites helps them relieve academic stress. Meanwhile, the indicator with the lowest mean is constraints, with a mean of 3.95 and a standard deviation of .82, which is interpreted as a high level. This indicated that the students agreed that while using social networking sites, they usually find it hard to concentrate on their studies.

The results suggest that BPE students experience positive impacts from social networking sites, finding them attractive for making friends and as a means of stress relief. In essence, social networking sites significantly influence the lives of BPE students, including their academic performance. Social networking sites are the online spaces where students connect, share, and communicate for academic, social, and entertainment purposes (Anwari *et al.*, 2023).

Social networking sites have both beneficial and harmful effects on young people's lives. Social networking sites have emerged as a popular trend among a variety of people and age groups, particularly young people (Anwari, *et al.*, 2023). Its popularity is rising, especially through mobile apps, with young adults using it to stay connected with

teachers, friends, and family while sharing their interests and daily lives (Gupta & Bashir, 2018). Additionally, students utilize social networking sites for educational purposes, such as accessing course materials, organizing group activities, receiving feedback, and engaging in academic interactions. These platforms offer valuable opportunities for networking and collaboration. However, the potential for cyberbullying and privacy issues remains a significant concern.

Most, if not all, Bachelor of Physical Education students at the University of Mindanao actively participate in social networking sites due to their affordability, accessibility, and user-friendliness (Samad *et al.*, 2019). It signified that some respondents face difficulty in finding exact information for academic via social networking sites, the usage of social networking sites becomes a problematic issue, respondents postpone their academic task spending more time on the social networking sites, and while using social networking sites it is difficult for them to concentrate on their studies (Lemay *et al.*, 2020). This shows that social media can affect how well students do in their studies and their ability to focus.

3.2 Level of Social Skills of BPE Students

Presented in Table 2 is the level of social skills among Bachelor of Physical Education students as measured in the indicators of self-control, empathy, assertion, and cooperation.

Table 2: Level of Social Skills among BPE Students

Indicators	Mean	SD
Self-control	4.33	0.56
Empathy	4.42	0.53
Assertion	4.17	0.72
Cooperation	4.38	0.53
Overall	**4.32**	**0.47**

Table 2 shows the level of social skills among BPE students with an overall mean score of 4.32 with a standard deviation of 0.47, which is interpreted as a very high level. This shows that the students strongly agreed in social skills as manifested. The indicator with the highest mean score is empathy, with a mean score of 4.42 and a standard deviation of 0.53. This is interpreted as a very high level, which means that students strongly agreed that they listen to their friends when discussing their problems and make an effort to understand them when they are feeling angry, upset, or sad. Meanwhile, the indicator with the lowest mean is assertion with a mean of 4.17 and with a standard deviation of .72, which is interpreted as high level, which shows that the students agreed in social skills as manifested. The students agreed they are generally confident in expressing their opinions and standing up for themselves, but not as strongly as in other areas of social skills. This indicates that the students start conversations with opposite-sex friends without feeling uneasy or nervous and ask friends for help when they have problems.

Social skills are the way people behave in interactions with others, where they express feelings, opinions, and desires appropriately for the situation. It involves respecting others' actions and includes abilities like self-control, empathy, assertion, and cooperation (Paronginog *et al.*, 2018). Individuals with social skills are better able to comprehend and adapt to a variety of social circumstances, such as situations that arise in the classroom when students interact directly with their professors and peers. Social Skills provide people with a sense of belonging in social situations, are crucial in forming our personalities, and provide stability, unity, and balance (Bhagat *et al.*, 2020).

3.3 Relationship between Social Networking Site and Social Skills of BPE students

Table 3 below presents the computed overall results of two study variables to determine their relationship. The independent variable social networking site has six indicators: socialization, entertainment, informativeness and constraints. The dependent variable is social skills, which has four indicators: self-control, empathy, assertion, and cooperation.

Table 3: Correlation between Social Networking
Sites and Social Skills of BPE Students Social Skill

Social Networking Sites	Self-control	Empathy	Assertion	Cooperation	Overall
Academic	.475**	.509**	.403**	.501**	.576**
Socialization	.402**	.491**	.445**	.423**	.543**
Entertainment	.453**	.482**	.426**	.514**	.574**
Informativeness	.454**	.434**	.415**	.499**	.553**
Constraints	.041**	.071**	.241**	.122**	.158**
Overall	.499**	.546**	.553**	.572*	**.673****

The overall finding of correlation between social networking sites and social skills of Bachelor of Physical Education (BPE) students of the University of Mindanao, with a correlation coefficient of .673 demonstrate that both variables are moderate positive correlation.

Many studies supported the positive impact of social networking sites on social skills. Social interaction is essential for social building, cohesion, and networking among individuals with shared interests and associations. Social media is impacting and facilitating social interactions. The impact benefits the youth and students and changes the social interaction and communication landscape (Akram & Kumar, 2017). This is a digital age where ideas, content, and concepts are shared among interest groups. Currently, social media has changed and continues to redefine social lives. Many, including students, spend hours daily on their smartphones, desktops, and other technological devices surfing different social media platforms, commenting, tweeting, liking, checking pictures, images, and many more (Akram & Kumar, 2017).

The enormous amount of time spent on social media is done on social activities (Tasir *et al.*, 2011) in building social interaction. Social media platforms have improved students' social interaction with more comprehensive networking and connection with local, national, and international peers. Social media significantly influences people's

attitudes, cultures, and morals. When used correctly, these platforms can be a powerful tool for reaching goals and can improve both educational and social communication (Bin *et al.*, 2023). It has also provided students with the platform to socialize with classrooms, the campus (university), and society. Students can build virtual interaction and connection, which at some point can lead to physical contact and meeting. Social media can help with setting goals, tracking progress, staying motivated, and planning tasks. However, it may also negatively impact self-evaluation and time management. This highlights the need for self-awareness and self-control to use social media effectively.

According to Akram and Kumar (2017), social media platforms facilitate students' communication and information sharing quickly for various reasons, using WhatsApp, Facebook, and others. Students can use social media to improve their social engagement and interaction with others. It positively impacts students in providing them with continuous connectivity with peers and lecturers, increasing information exchange, access to learning materials and support, and entertainment (Abbas *et al.*, 2019).

4. Conclusion and Recommendation

The findings revealed that BPE students engage significantly with social networking sites across various dimensions, including academic involvement, socialization, entertainment, and informativeness. The level of impact of Social Networking Sites of BPE students demonstrated very high. Furthermore, the level of social skills among BPE students is also very high. Additionally, the correlation analysis of the relationship between social networking site usage and social skills among BPE students at the University of Mindanao revealed a moderate positive correlation.

This finding rejects the null hypothesis, indicating that there is a significant relationship between social networking sites and social skills among these students. Students use social media to meet different needs, like having fun, exploring and showing who they are, chatting with others online, and learning about things they care about.

The results suggest that more use of social networking sites is linked to better social skills, especially in empathy and cooperation. The university could explore using these sites to help develop social skills as part of its efforts to support students' overall growth and well-being. Several authors supported the result. According to Ibrahim *et al.* (2022), students have been positively impacted by social media, which not only offers them a platform to make new friends but also serves as an effective means of relieving stress. Youth use social media for academic, socialization, entertainment, and informativeness. Youth will spend less time interacting and communicating face-to-face and more time on social media platforms. Social media's pervasive influence on young people's lives is changing how people behave and live (Anwari *et al.*, 2023).

Furthermore, the results of the study match the ideas of Social Cognitive Theory (1986), which says that people learn behaviors and skills by observing, imitating, and being rewarded in a social setting. The study also shows a positive link between using

social networking sites and having good social skills among BPE students, suggesting that more use of these sites is related to better interpersonal skills.

According to Social Identity Theory, developed by Henri Tajfel and John Turner in the 1970s, social networking sites help people shape their self-identity through their roles in different social groups. Overall, the research shows that understanding social cognitive processes is important for studying how social networking site use affects social skills among BPE students, supporting the relevance of Social Cognitive Theory in this field.

The results of this study suggest that future research should explore the factors causing variations in social skills and overall well-being among BPE students. For indicators with lower mean scores, such as constraints, further studies should examine specific difficulties BPE students face with social networking sites, like time management, social media pressure, and finding reliable information. Understanding these issues can help create targeted support programs to reduce social media's negative effects. Additionally, since assertiveness also had a lower mean score, future research should look into what affects BPE students' assertiveness in both online and offline interactions. This could include examining personality traits, communication styles, and factors like peer relationships and social norms.

Schools play a vital role in helping students develop essential social skills. One effective method is organizing engaging workshops where students can learn about communication, teamwork, and empathy in interactive ways. The researchers also recommend that schools organise a symposium and engaging workshops where students can learn about communication, teamwork, and empathy in interactive ways. Additionally, assigning group projects provides opportunities for students to collaborate, share ideas, and resolve conflicts, thus enhancing their social abilities. Finally, offering counseling and support services ensures that students who face challenges in social interaction receive the necessary assistance and resources to navigate social situations effectively. By implementing these strategies, schools can effectively nurture students' social skills, preparing them for success in both academic and personal aspects of their lives.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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