Social Application in the Performance of Teaching Physical Education

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Abstract

This study aimed to determine the effect of Social Media Application on the teaching of Physical Education. The level of a social media application in terms of parts consists of objective, topic, performance, and assessment. Also, it involves the level of a social media application in terms of characteristics comprised of inspiration, accessibility and aspiration. The level of student's performance in physical education in terms of grades and the significant effects on the performance of teaching physical education.

Furthermore, descriptive research design was used, and Grade 10 students were used the respondents, chosen through purposive sampling technique. The researcher used a checklist type of questionnaire and administered by the researcher to the selected respondents. A total of ninety-five (95) copies of the questionnaire were distributed to elicit responses from the students and retrieved by the researcher. Inputs were taken from the review of related literature and studies. Descriptive statistics, Weighted Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient (r), were used to test the hypotheses. Related readings on the literature and studies were gathered in the formulation of the hypothesis and the conceptual framework which was presented in a form of paradigm.

Physical education teachers must allocate time and continue to learn new things especially in the field of technology to address the needs of the learners. Physical education students are highly encouraged to utilized social media application on their performance tasks; The school administration may provide and or prioritize school facilities to cater the positive use of technology in teaching learning process; Finally, future researchers, given the inevitable utilization of electronic devices and social media application may conduct further researches with regards to the social media application on teaching physical education. Social media application and Website developers should continue and enhance their programs in a way they can be user-friendly so that not only the younger ones could enjoy them but also those who are still interested to learn but are already of adult age.

Keywords: Social Media Applications;Teaching Physical education

1. Introduction

The outbreak of coronavirus in late December 2019, COVID-19 has wreaked havoc across the world, and like any critical sector, education has been hit hard. Students, schools, colleges and universities have been deeply impacted. This gives rise to using websites and applications in teaching students remotely. It is popularly used to communicate informally with others, find people, and share similar interests allowing users to directly connect with one another through groups, networks, and locations with no face-to-face interactions.

Social media in education includes Facebook, Twitter, Linked-in, Google plus, message boards, and blogging among which Facebook leads the rest. In 2008-2009 61% of the population was using Facebook and it went up to 87% in 2009-10 and reached 98% in 2010-11. Educational institutes have been majorly using micro-blogging to update students and teachers with the latest announcements. From 0% use in 2008-09, the growth graph marked 59% in 200910 and finally 84% in 2011. The blogging has gained wide popularity over the years. It has had 48%, 46%, and 47% usage in years 2008-09, 2009-10 and 2010-11 respectively. Likewise, the message boards enjoyed a constant level of usage starting from 36% in 2008-09 to 38% in 2009-10 and 37% in 2010-11. Schools are adopting technologies for pedagogical purposes and introducing social media into the classroom. This is a trend that has garnered a lot of support as well as apprehension (Madhusudan G. Tandale, and Raghu Raman. 2016).

Social networks are applications that support enthusiasm in a common space around sharing interests, collaborations, resource sharing, communications, and interactions. The evidence is growing that the use of SNSs in education can be useful in blended learning. The teachers can communicate instantly and directly with the students and compare notes on education techniques, curriculum and teaching methodology, and so on. Teachers, professors, and academics routinely used blogs to write about the world of education and invite comments from all over the world. The impact of social media is radically changing the way education has been traditionally delivered. Students should develop the cognitive and intuitive ability to analyze how much time they spent on social media. It is up to the students to decide what really matters in their life and how much of this virtual life translates to real life. In spite of those concerns, however, the faculty believes social media sites offer value in teaching.

According to Heather Erwin, 2016 Social media is an effective way to share information with a broad audience in a very efficient manner. It is usually free or very inexpensive, allowing for more viewership and interaction than the typical conference or professional development workshop. This quick mode of sharing information can be both a blessing and a curse, as we want to distribute the most appropriate and quality information.

Background of the Study

Article XIV Section 19 of the 1987 Constitution provides that "[t]he State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. As mandated by law it is deemed proper that every educational institution follow as it requires. However, with pandemics that surprised the world, education sectors have to think of the possible solution to address the emerging problems nowadays. The education system. Many shifted from different modalities platforms in the delivery of instructions that face to face has long been suspended because of the health risk brought about by virus.

Relatively, the world today is celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs) that are used to address the present needs. Modern Technology in communication no doubt has turned the entire world into a "Global village". But as it is, technology like two sides of a coin brings with it both negative and positive sides. It helps people to be better informed, enlightened, and keep abreast with world developments. Technology exposes mankind to a better way of doing things. This study seeks to determine the benefits of

using this social media application in teaching learning process especially now that we are currently implementing distance learning.

Statement of the Problem

This study aimed to determine the social media application on the performance of teaching physical education. Specifically, this study sought to answer the following questions.

1. What is the level of a social media application in terms of parts with regards to:
   1.1 assessment
   1.1 objective
   1.2 performance
   1.3 Topic?
2. What is the level of a social media application in terms of characteristics with regards to:
   2.1 accessibility
   2.2 aspiration
   2.3 Information
3. What is the level of students' performance in physical education in terms of grades?
4. Is there a significant effect of social media application on performance in physical education?

2. Related Literature and Studies

This chapter presents a series of literature and studies that are related and relevant to the study's main objectives and framework. A number of literature and studies were taken from reliable and locally authored books, journals, articles, published and unpublished theses, and electronic resources. In this course of the study, this chapter guides the readers on how the researcher views the essence of this research undertaking.

2.1 Related Literature

In today's world, technology is more accessible to students who have become heavy users of social media and started to have a positive attitude towards it. In spite of the fact that they mainly use the tools of social media to stay connected with their friends across the globe, this attitude is said to enable them to utilize this technology for their own benefits in classes and while conducting research. The topic of social media has been of interest to scholars and researchers everywhere. The different angles of social media as a topic were highlighted, such as definitions, influences and the different uses. In addition to these areas of interest, many studies recently highlighted cooperative learning by examining the teaching of social media at the level of secondary and tertiary education (Gonzalez et al. 2016; Li 2012).

Social Media and Learners' Performance in the field of investigating the impact of social media on the academic performance of learners, some studies, like that of Baran (2012), report that students feel that it is fruitful to use Facebook in their learning environment so that they and their instructors can socialize. They also feel that formal knowledge sharing would be more effective using Facebook. Moreover, social media is seen to facilitate the relationship between the learners' performance and their satisfaction (Cao and Hong 2012). Al-Rahmi et al. (2014) and Karpinski et al. (2013) also supported the positive impact of social media stating that it is healthy for the learning environment and in creating a better academic atmosphere, as it encourages the academic performance of the learners. (Frias 2014) was more specific in explaining the role of networking effectiveness in the learning environment. They concluded that basic skills like knowledge creation, whether in user-defined or negotiated context, the choice of information, the interpretation of social contexts, and the enhancement of communication skills has a positive impact on the group and collaborative work, information sharing, and knowledge exchanges. All of these can be done and achieved by creating a

classroom community, facilitating students' engagement, working on students' achievement, and encouraging information sharing among students in various fields of knowledge.

Mensah, S., & Nizam I. (2016). in the paper examine the impact of social media in their academic performance and also to identify benefit derived from using social media. Paper takes both research questions and hypothesis for the study. It is suggested that students should encourage to use their phones for supplement their research. The study revealed the majority of the students had mobile phones with internet facilities. It is found that students spent in mobile phones for 30 minutes to 3hours a day. It is also found that the academic performance of the students are affecting negatively.

According to Kolan and Dzandza (2018), many schools and universities have restricted the use of social media platforms such as Facebook and YouTube within academic campuses. Since social media is expected to be an obstacle to the teaching and learning circumstances (Rahim, 2021). However, studies have also suggested that using blended learning approaches such as e-learning, 21st -century learning, and the use of online platforms as effective modules. Hashemi and Kew (2020) stated that blended learning affects each of the integrated skill of the English language positively and it is suggested that using blended learning as one of the 21st-century skills need to be taken into consideration for the teaching and learning the English language. Recently, the mission of education is changed, and everything is just a click away. Hence, there is an urgent need for redefining the national educational objectives and establishing new goals that are aligned with the new norms of Covid-19. In addition, Musawi and Baktash (2021) have added that during the Covid-19 lockdown, while face to-face learning has been limited and e-learning started, the Ministry of Higher Education has begun e-learning in public and private universities. Universities used cloud-based applications in e-learning, but these applications are not identified and ranked in the e-learning. In terms of the pedagogical potentials of these applications, social media are revolutionizing education and paving the way for effective ESL and EFL practices. Blended learning approaches also offer students a wide range of interactive learning activities since it is a double component, integrating face-to-face teaching and learning with technology-generated learning (Rahim, 2019).

2.2 Related Studies

Benefits of Social Media. Though many arguments can be made about the possible risks of adolescent social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need (Boyd, 2012). In general, the Internet and social networking sites can be a positive influence on adolescents. Social networking sites provide an outlet for teens to express themselves in their own unique ways (Boyd, 2012). In addition, they serve both as a meeting place for teens to interact with other like-minded people and as showplaces for a teen's artistic and musical abilities (Boyd, 2012). High school students use these sites as tools to obtain information and resources for graduation preparation and future planning. For example, students applying for college visit profiles of that college's students to view pictures and read blogs of past students to determine whether the college would be a good fit (Boyd & Ellison, 2012).

In an article on the Daily Trust newspaper, (Rapacki,2012) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled. 26 Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion for detached from reality. Bello (2012) of the Sunday Observer observes that if the dangerous trend of social media network "obsession" if left unchecked could further affect an already collapsing education system in Nigeria. The reason students are performing poorly in school these days might not be farfetched. While poor quality of lecturers can quickly take the blame, one might think harder if the phrase "Facebook frenzy" has not been heard of. It is a common sight to see a youth chatting in

sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition (McCarroll, N.; Curran 2014). Jeong (2014) noted that internet addiction is significantly and negatively related to students' academic performance, as well as emotional attributes. In a study of 884 students of different universities in Nigeria, (Ogedebe 2012). Indicated that students in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. They explained that Youths' use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied 27 In Ogedebe, Emmanuel & Musa (2012), a study on Facebook and Academic Performance in Nigeria Universities was carried out on 122 university students; they tested six hypotheses to know the effect of Facebook on the academic performance of students in selected universities.

Students engage themselves with one activity or the other on the various social media on day-to-day activities. Many student cannot go for two-three hours without checking and updating their profiles on these social media even at the detriment of other activities such as educational and research pursuit. Smart phones, android phones as well as tablets were seen to be the major ways through which students gain easy access to the internet to be on the various social media application platforms. According to most research done on the topic, the number of students whether girls and boys who communicate on these social media networks are equally divided. Majority of students visit at least one social media sites approximately twenty times each day. Hence, for the purposes of this research study, the researcher will examine the benefits of social media applications, how often the teachers and students use them, how do they use them, and how this is affecting student's performances and teacher's way of delivering lessons.

At the conclusion of this research project, a better understanding regarding how the students use this social media application and how it benefits the teachers of Batangan National High School. Whether these applications are able to help them on teaching-learning process in this new normal mode of learning.

3. Methodology

3.1 Research Design

The research design adopted for the study was a descriptive survey. This design is considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument(s) and well defined study concepts and related variables.

3.2 Respondents of the Study

The research used purposive random specifically sampling with the   ninety-five (95) grade 10 students respondents from Batangan National High School from 3 grade 10 sections.

3.3 Research Procedure

The researcher collected the needed data through the use of questionnaire and its administration in the selected faculties. The administration of the questionnaire was carried out by the researcher. A total of (95) copies of the questionnaire were distributed to elicit responses from the students and retrieved by the researcher.

3.4 Research Instrument

A well-constructed and self-developed questionnaire was used to get the desired information from the students and teachers. The purpose of this questionnaire is to obtain the necessary data on the research entitled "Social Media Application on the performance of teaching Physical education"

Using the following scale and interpretation, wherein:

Scale	Interpretation
5	Strongly Agree
4	Agree
3	Sometimes
2	Disagree
1	Strongly Disagree

3.5 Statistical Treatment of Data

As soon as the necessary data were gathered by the researcher from the school, the results were compiled, sorted out, organized and tabulated. The researcher conducted a thorough investigation of the responses from the selected respondents and checked the veracity and accuracy of the responses based on the scale projected in the questionnaire

All statistical tests of significance are based on a .05 level of significance and the corresponding degrees of freedom. This study utilized the following statistical tools for the analysis and interpretation of data. Weighted Mean and Standard Deviation are computed to show the perception of respondents as regard to the effect of social media application on the performance of teaching physical education; Pearson Product Moment Correlation Coefficient (r) is used to determine the significant effects of social media application to the performance of teaching physical education.

4. Results and Discussion

This chapter deals with the presentation of data together with their analysis and interpretation. Graphs and tables are used to present the data statistically and arranged following the objectives of this study.

The level of social media application in terms of parts with regards to objective, topic, performance and assessment.

Table 1. Level of Social Media Application in terms of Parts with regards to Objective

STATEMENT	MEAN	SD	REMARKS
I can compare what kind of application I can use	3.94	1.00	Agree
I simply access videos and other tools of learning in any of these application	3.85	1.02	Agree
I can easily discuss lessons with my classmates using Facebook messenger	3.66	1.07	Agree
I post projects and activities in various accounts regarding performance related articles online	3.85	1.10	Agree
I can choose applicable materials for my activities	3.81	1.00	Agree
I can disseminate changes on my lesson immediately	3.60	1.08	Agree
I can encourage my classmates to use these application positively	3.63	1.18	Agree

Overall Mean = 3.76
Standard Deviation = 1.07
Verbal Interpretation = High

Table 1 illustrates the level of social media application in terms of parts with regards to objective. Among the statements above, "I can compare what kind of application I can use" yielded the highest mean

score (M=3.94, SD=1.00) and was remarked as Agree. This is followed by "I simply access videos and other tools of learning in any of these application" with a mean score (M=3.85, SD=1.02) and was also remarked as Agree. On the other hand, the statement "I can disseminate changes on my lesson immediately" received the lowest mean score of responses with (M=3.60, SD=1.08) yet was also remarked Agree.

Overall, the level of social media application in terms of parts with regards to objective attained a mean score of 3.76 and a standard deviation of 1.07 and was high among the students. Thus, most of the students are familiar with social media applications nowadays. They can simply choose and utilized the applications with enough knowledge and expertise. Social media employs mobile and web-based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content (Kietzmann, 2014).

Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael (2012) are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Teaching millennial group of learners and being a millennial teacher has its advantages and disadvantages but as per learning is concerned both teachers and learners do have the same goal which is to gain progress on the academe.

Table 2. Level of Social Media Application in terms of Parts with regards to Topic

STATEMENT	MEAN	SD	REMARKS
It gives me options on how to do my projects in a more engaging way	3.82	1.16	Agree
It helps me improve my performance in physical education	4.15	0.86	Agree
It motivates me to perform better on my performances	3.71	1.03	Agree
It encourages me to learn more about the lesson we are discussing	4.01	0.98	Agree
It provides various patterns and examples that gives concise ideas about the lesson	3.84	1.14	Agree
It reflects my active participation in physical activities	3.89	1.07	Agree

Overall Mean = 3.90
Standard Deviation = 1.05
Verbal Interpretation = High

Table 2 illustrates the level of social media application in terms of parts with regards to topic. Among the statements above, "It helps me improve my performance in physical education" yielded the highest mean score (M=4.15, SD=0.86) and was remarked as Agree. This is followed by "It encourages me to learn more about the lesson we are discussing" with a mean score (M=4.01, SD=0.98) and was also remarked as Agree. On the other hand, the statement "It motivates me to perform better on my performances" received the lowest mean score of responses with (M=3.71, SD=1.03) yet was also remarked Agree.

Overall, the level of social media application in terms of parts with regards to topic attained a mean score of 3.90 and a standard deviation of 1.05 and was high among the students.

Table 3. Level of Social Media Application in terms of Parts with regards to Performance

STATEMENT	MEAN	SD	REMARKS
I can immediately see feedback to my performance	3.87	1.03	Agree
I simply see comments and suggestions to my performance	3.85	0.93	Agree
I can easily give and cite examples of the activity given	3.89	1.04	Agree
I can create performances more engaging and active	3.88	0.98	Agree
I can use positive encouragement to my fellow students to	3.84	1.06	Agree

participate actively

Overall Mean = 3.85
Standard Deviation = 1.04
Verbal Interpretation = High

Table 3 illustrates the level of social media application in terms of parts with regards to performance task. Among the statements above, "I can easily give and cite examples of the activity given" yielded the highest mean score (M=3.89, SD=1.04) and was remarked as Agree. This is followed by "I can create performances more engaging and active" with a mean score (M=3.88, SD=0.98) and was also remarked as Agree. On the other hand, the statement "I can encourage participation and collaboration among my classmates" received the lowest mean score of responses with (M=3.79, SD=1.07) yet was also remarked Agree.

Overall, the level of social media application in terms of parts with regards to performance task attained a mean score of 3.85 and a standard deviation of 1.04 and was high among the students. Gaining the highest mean score when it comes to accessibility of examples and patterns students san truly utilized these applications in a more engaging way.

Table 4. Level of Social Media Application in terms of Parts with regards to Assessment

STATEMENT	MEAN	SD	REMARKS
I can easily check and label performances	3.89	0.90	Agree
I can save time and effort to compile activities and projects	3.93	0.93	Agree
I can easily determine the date and time of submission	3.96	1.10	Agree
I can encourage participation and collaboration from my fellow students	3.74	1.09	Agree
I can make sure that the activity are submitted for authentic assessment.	3.64	1.07	Agree
I can simply give immediate feedback	3.63	1.13	Agree
I manage to follow instructions properly	3.82	1.06	Agree

Overall Mean = 3.80
Standard Deviation = 1.05
Verbal Interpretation = High

Table 4 illustrates the level of social media application in terms of parts with regards to assessment. Among the statements above, "I can easily determine the date and time of submission" yielded the highest mean score (M=3.96, SD=1.10) and was remarked as Agree. This is followed by "I can save time and effort to compile activities and projects" with a mean score (M=3.93, SD=0.93) and was also remarked as Agree. On the other hand, the statement "I can simply give immediate feedback" received the lowest mean score of responses with (M=3.63, SD=1.13) yet was also remarked Agree.

Overall, the level of social media application in terms of parts with regards to assessment attained a mean score of 3.80 and a standard deviation of 1.05 and was high among the students. Teachers and students conveniently relay information to each other creating harmonious relationship in educational setting.

Table 5. Level of Social Media Application in terms of Characteristics with regards to Information

STATEMENT	MEAN	SD	REMARKS
I can easily search and find questions online	4.16	0.95	Agree
I can find ample amount of patterns and web searches	3.96	1.02	Agree
It provides free tutorial and set of movement patter to guide	3.80	0.98	Agree

as examples			
I can share and give my opinions immediately	3.79	1.04	Agree
I can communicate easily with my classmates	3.67	1.18	Agree
I can immediately receive feedbacks on my projects	3.92	1.04	Agree
I can easily interact with online enthusiasts that can help me with	3.98	0.96	Agree

Overall Mean = 3.90
Standard Deviation = 1.03
Verbal Interpretation = High

Table 5 illustrates the level of social media application in terms of characteristics with regards to information. Among the statements above, "I can easily search and find questions online" yielded the highest mean score (M=4.16, SD=0.95) and was remarked as Agree. This is followed by "I can easily interact with online enthusiasts that can help me with" with a mean score (M=3.98, SD=0.96) and was also remarked as Agree. On the other hand, the statement "I can communicate easily with my classmates" received the lowest mean score of responses with (M=3.67, SD=1.18) yet was also remarked Agree.

Overall, the level of social media application in terms of characteristics with regards to information attained a mean score of 3.90 and a standard deviation of 1.03 and was high among the students. Social media applications provide students more options on where and how they can explore sites and articles online that may enlighten them about the topic being discussed.

Table 6. Level of Social Media Application in terms of Characteristics with regards to Accessibility

STATEMENT	MEAN	SD	REMARKS
I can easily choose and search social apps needed on my projects	4.08	1.04	Agree
I can easily install the apps I need	3.98	1.06	Agree
I can update my account anytime	3.93	0.99	Agree
It can provide information in the clearest ways possible	3.77	1.07	Agree
It presents unlimited ideas about my activities	3.66	1.13	Agree
I can communicate easily with my classmates and teachers	4.02	1.02	Agree

Overall Mean = 3.91
Standard Deviation = 1.06
Verbal Interpretation = High

Table 6 illustrates the level of social media application in terms of characteristics with regards to accessibility. Among the statements above, "I can easily choose and search social apps needed on my projects" yielded the highest mean score (M=4.08, SD=1.04) and was remarked as Agree. This is followed by "I can communicate easily with my classmates and teachers" with a mean score (M=4.02, SD=1.02) and was also remarked as Agree. On the other hand, the statement "It presents unlimited ideas about my activities" received the lowest mean score of responses with (M=3.66, SD=1.13) yet was also remarked Agree.

Overall, the level of social media application in terms of characteristics with regards to accessibility attained a mean score of 3.91 and a standard deviation of 1.06 and was high among the students. Students on a much higher grade level participate more on social media interactions not to mention the facts that almost all students have their own mobile phone. Technology is more accessible to students who have become heavy users of social media and started to have a positive attitude towards it (Pimmer et al. 2016; Farwell and Wates 2012)

Table 7. Level of Social Media Application in terms of Characteristics with regards to Aspiration

STATEMENT	MEAN	SD	REMARKS
I can easily achieve the result I wanted for my projects	3.91	1.14	Agree
It motivates me to perform better as a student	3.96	0.97	Agree
It helps me collaborate with my classmates actively	3.86	1.01	Agree
It encourages me to accomplish my tasks on time	3.72	1.12	Agree
It can help me discover highlighted features of the social application I use in my projects	3.81	1.06	Agree
It develops my interests to explore the benefits of social applications available online	3.81	1.24	Agree

Overall Mean = 3.84
Standard Deviation = 1.09
Verbal Interpretation = High

Table 7 illustrates the level of social media application in terms of characteristics with regards to aspiration. Among the statements above, "It motivates me to perform better as a student" yielded the highest mean score (M=3.96, SD=0.97) and was remarked as Agree. This is followed by "I can easily achieve the result I wanted for my projects" with a mean score (M=3.91, SD=1.14) and was also remarked as Agree. On the other hand, the statement "It encourages me to accomplish my tasks on time" received the lowest mean score of responses with (M=3.72, SD=1.12) yet was also remarked Agree.

Overall, the level of social media application in terms of characteristics with regards to aspiration attained a mean score of 3.84 and a standard deviation of 1.09 and was high among the students.

Table 8. Level of Students' Performance in Physical Education in terms of Grades

RANGE	GRADES IN PE		REMARKS
	FREQUENCY	PERCENTAGE	
90-100	34	35.79	Outstanding
85-89	23	24.21	Very Satisfactory
80-84	37	38.95	Satisfactory
75-79	1	1.05	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Total	95	100.00	

Overall Mean   86.80
Standard Deviation   4.56
Verbal Interpretation   Very Satisfactory

Table 8 presents the level of students' performance in physical education in terms of grades. Out of ninety-five (95) students, thirty-seven (37) or 38.95% of the total population gained grades of 80 to 84 which was satisfactory. This was followed in frequency by those who had grades of 90 to 100 which thirty-four (34) students or 35.79% of the population was identified to be outstanding. On the other hand, only one (1) respondent gained a grade between 75 to 79 which was fairly satisfactory

Overall, the level of students' performance in physical education in terms of grades was very satisfactory with a mean score of 86.80 and a standard deviation of 4.56. Measuring students' progress is never easy especially in this time of pandemic, encouraging them to give their best and helping them achieve the target of educational process really is challenging yet educators always find ways to bridge the gap of teaching learning process.

Table 9. Significant Effect of Social Media Application on the Performance in Physical Education

Social Media Application	Performance	Beta Coefficient	F value	p-value	Analysis
Objective		0.273		0.134	Not Significant
Topic		-0.149		0.285	Not Significant
Performance		0.156		0.230	Not Significant
Assessment	Grades	-0.005	13.404	0.973	Not Significant
Information		-0.237		0.119	Not Significant
Accessibility		-0.039		0.801	Not Significant
Aspiration		0.982		0.000	Significant

Table 9 presents the significant effect of social media application on the performance in physical education of the students.

It is observed that topic (-0.149), assessment (-0.005), information (-0.237), and accessibility (-0.039) had a negative effect to the grades of the students but was not on the significant level as suggested from the p-values that were greater than the significance alpha. Also, objective (0.273) and performance task (0.156) were observed to have a positive effect but were on no significant grounds.

On the other hand, there is an observed positive significant effect of aspiration (0.982) to the grades of the students as evidenced by the beta coefficient and the computed p-value of 0.000.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis stating that "There is no significant effect of social media application on the performance of physical education" is rejected. Thus, it calls for the acceptance of the alternative which incites that there is a significant effect. Social media application has a positive impact on the performance of students and also on teaching physical education.

5. Summary

Based on the analysis and interpretation of data, the following salient features are summarized.

1. The level of a social media application in terms of parts concerning objective, topic, performance, and assessment. The level of a social media application in terms of parts with regards to objective attained a mean score of 3.76 and a standard deviation of 1.07, topic attained a mean score of 3.90 and a standard deviation of 1.05 meanwhile performance task attained a mean score of 3.85 and a standard deviation of 1.04 lastly, assessment attained a mean score of 3.80 and a standard deviation of 1.05 the results were all high among the students.
2. The level of a social media application in terms of characteristics with regard
   to information, accessibility, and aspiration. The level of a social media application in terms of characteristics with regards to information attained a mean score of 3.90 and a standard deviation of 1.03, accessibility attained a mean score of 3.91 and a standard deviation of 1.06 while aspiration attained a mean score of 3.84 and a standard deviation of 1.09 and the results were all high among the students.
3. The level of student's performance in physical education in terms of grades.
   The level of students' performance in physical education in terms of grades was very satisfactory with a mean score of 86.80 and a standard deviation of 4.56.
4. The significant effect of social media application on the performance in physical education. It is observed that topic (-0.149), assessment (-0.005), information (-0.237), and accessibility (-0.039) had a negative effect on the grades of the students but was not on the significant level as suggested by the p-values that were greater than the significance alpha. Also, objective (0.273) and performance task

(0.156) were observed to have a positive effect but were on no significant grounds. On the other hand, there is an observed positive significant effect of aspiration (0.982) on the grades of the students as evidenced by the beta coefficient and the computed p-value of 0.000.

Conclusions

From the findings above, it can be inferred that at a 0.05 level of significance, the null hypothesis stating that "There is no significant effect of social media application on the performance of physical education" is rejected. Thus, it calls for the acceptance of the alternative which incites that there is a significant effect.

Recommendations

In the light of the conclusions, the following are recommended

1. Physical education teachers may allocate time and continue to learn new things especially in the field of technology to address the needs of the learners.
2. Physical education students are highly encouraged to utilize social media application on their performance tasks.
3. The school administration may provide and or prioritize school facilities that will cater to the positive use of technology in the teaching-learning process.
4. Social media application and Website developers should continue and enhance their programs in a way that will be user-friendly so that not only the younger ones could enjoy it but also those who are still interested to learn but are already of adult age.
5. Future researchers, given the inevitable utilization of electronic devices and the social media application may conduct further research concerning the social media application in teaching physical education.

thank you for the gift of life, happiness, love, guidance, undying support, and for being a constant inspiration to the researcher; and above all.

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