

# The Role of Social Networking in Shaping Teacher Performance: A Study of Public Elementary Schools in Marilog a District

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**Abstract:** The study was conducted to understand how social networking affects the performance of public elementary school teachers. Researchers took a hands-on approach, using a descriptive-correlation method to gather and analyze data. They created a thorough questionnaire to ensure they captured the necessary information, and because the number of teachers in the area was small, they opted for universal sampling. In total, 120 public elementary school teachers participated in this research. The analysis revealed some interesting insights. The data were looked at using various methods, including mean calculations, Pearson correlation, and regression analysis. It turned out that teachers were not only highly active on social networking platforms but also received positive ratings regarding their performance. Most notably, there was a strong positive connection between the different aspects of social networking and the teachers' effectiveness. Factors like the use of social networking sites, the ease of access to these platforms, and the specific reasons for using them all played significant roles in influencing teachers' performance. Given these findings, it's suggested that the Department of Education (DepEd) should think about creating policies that view social networking as a valuable resource for teachers' professional development. However, it's essential to emphasize the importance of data protection and responsible use. Additionally, school leaders should focus on providing training and setting up guidelines for the ethical use of social networking in education. This way, these platforms can truly enhance the performance of teachers and enrich student learning experiences.

**Keywords:** *Social Networking, Performance of Public Elementary School Teachers.*

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## I. INTRODUCTION

The advent of social networking has significantly influenced various aspects of society, including the performance of public elementary school teachers. These platforms have created new avenues for professional development, collaboration, and resource sharing among teachers. Teachers now have access to a vast network of peers and experts globally, enabling them to exchange ideas, discuss pedagogical strategies, and access educational resources that enhance their teaching effectiveness. Moreover, social networking facilitates continuous learning and skill development through online courses, webinars, and discussions, thereby supporting teachers in staying updated with educational trends and innovations.

From a global perspective, social networking has revolutionized how teachers connect with their learners, colleagues, and parents. Social networking sites on the performance of public elementary school teachers have been a topic of interest among teachers and researchers in recent years. Zhang, Liu, & Wang (2020), social networking can have a significant impact on teacher performance. The study found that teachers who used social networking sites for professional development purposes reported higher levels of job satisfaction and better relationships with their learners (Zhang, et. al., 2020).

In the Philippines, the use of social networking has become a significant aspect of the daily lives of public elementary school teachers. The influence of social networking on the performance of public elementary school teachers in the Philippines has been a topic of interest among educators and

researchers in recent years. According to a study published in the Philippine Journal of Education by authors Rodriguez & Cruz (2020), social networking sites can have a positive impact on teacher performance in the Philippines. The study found that teachers who used social networking for professional development purposes reported higher levels of job satisfaction and better relationships with their learners.

With this, the researcher will investigate the extent of social networking and performance of the public elementary school teachers in Marilog A District. This is conducted to address the root causes of negative classroom behavior and attitudes, and assess the effectiveness of contextualized school guidance activities in terms of fostering values formation among intermediate learners. This is also carried out to examine the relationship between guidance activities, and learners' value development to provide enhanced school guidance programs and activities in equipping students with social, emotional, and ethical skills necessary to foster positive classroom environments and their holistic development.

## II. METHODOLOGY

The following section outlines the procedures used by the researcher to perform this research study. It includes the population and sampling, instrumentation, data source, and data analysis.

In this study, a non-experimental quantitative research design was employed, specifically using a correlational method. According to Bedo (2022), the descriptive correlational method was valuable for identifying relationships between two or more variables without manipulating them. This method allowed researchers to observe associations in naturally occurring variables, making it suitable for studies where experimental manipulation was not feasible.

The respondents of this study were the 120 randomly selected public elementary school teachers of Marilog A District, Division of Davao City for School Year 2023-2024. They have been in the service for at least 3 years to 6 years of teaching experience in the Department of Education. Randomly selected large schools were used in the study. The classification of the school is based on the DepED Memorandum No. 32 series of 2020.

This study adapted a questionnaire on social networking that were patterned and adapted by the researcher from the Social Exchange Theory by Granovetter (1973) as cited in Hilario (2022). This theory posits that individuals engage in online interactions because they expect to receive benefits or rewards, such as social validation, recognition, or self-esteem. In the context of online networking sites, individuals may join and participate in online communities because they hope to establish connections with others who share similar interests or goals, thereby increasing their social capital and expanding

their professional networks. This is supported by DepEd Memorandum 008 s. 2023 guidelines on the multi-year result-based management system Philippine Standard for Professional Teachers consistent with the DepEd Order No. 2 s. 2015 which states that all performance appraisals for teachers shall be used on this set of standards.

The study followed a systematic and ethical data gathering process. After securing approvals from the RMC Ethics Review Board, Dean of Graduate Studies, and the Schools Division Superintendent, formal letters were sent to school principals. Parental consent and student assent were obtained, with all participants fully briefed. The researcher-made questionnaire was validated by experts and pilot-tested with 30 non-participant teachers to ensure reliability. Surveys were administered face-to-face in some schools of Cluster 10, with immediate retrieval and review to ensure completeness. Data were analyzed using SPSS to examine the relationship between contextualized guidance activities and learners' values formation.

The study used several statistical tools to analyze the relationship between Social Networking and performance of public elementary school teachers in Marilog A District. Mean. It was used to determine the extent of the impact of social networking and the performance of teachers at Public Elementary Schools in the Marilog A District Division of Davao City. Pearson Product Moment Correlation Coefficient (Pearson-r) was used in determining the significant components of social networking sites and the performance of teachers at Public Elementary Schools in Marilog A District, Division of Davao City. Additionally, multiple linear regression was utilized to determine the significance of the impact of social networking sites and the performance of teachers of Public Elementary Schools of Marilog A District, Division of Davao City.

## III. RESULTS AND DISCUSSION

This section provides a comprehensive presentation of the results obtained from the study 1. What is the extent of social networking on public elementary school teachers in Marilog A District, Division of Davao City in terms of: 1.1. social networking; 1.2. access to social networking sites; and 1.3. purpose

### ➤ *Social Networking and Performance of Public Elementary School Teachers in Marilog a District*

Table 1 shows the summary of the respondents on social networking of public elementary school teachers. The overall results show that the social networking was always evident, as indicated by the overall mean of 4.21. This implies that public elementary school teachers regularly use social networking for both professional and private endeavors. This also suggests that social networking contributes significantly to their everyday interactions in enabling collaboration, sharing information, and

personal and professional growth. This identification emphasizes the importance of social networking in promoting

communication, resource sharing, and participation in the academic community.

**Table 1. Extent of Social Networking in Terms of Social Networking**

No	Indicators	Mean	Descriptive Equivalent
1	Social Networking Site	4.19	Extensive
2	Access to Social Networking Site	4.23	Very Extensive
3	Purpose of Social Networking Site	4.22	Very Extensive
<b>Overall Mean</b>		<b>4.21</b>	<b>Very Extensive</b>

2. What is the extent of performance of public elementary school teachers of Marilog A District, Division of Davao City in terms of: 2.1. content and pedagogy; 2.2. diversity of learners, and assessment and reporting; 2.3. curriculum and planning; 2.4. community linkages and professional engagement and personal growth and professional development; 2.5. plus factor

**Table 2. Extent of Values Formation of Intermediate Learners**

No	Indicators	Mean	Descriptive Equivalent
1	Content and Pedagogy	4.15	Extensive
2	Diversity of Learners and Assessment and Reporting	4.16	Extensive
3	Curriculum and Planning	4.12	Extensive
4	Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.19	Extensive
5	Plus Factor	4.28	Very Extensive
<b>Overall Mean</b>		<b>4.18</b>	<b>Extensive</b>

Legend: 1.00 – 1.79: Not Extensive, 1.80 – 2.59: Less Extensive, 2.60 – 3.39: Moderately Extensive, 3.40 – 4.19: Extensive, 4.20 – 5.00: Very Extensive

3. Is there a significant relationship between the social networking and the performance of public elementary school teachers of Marilog A, Division of Davao City?

➤ *Significant Relationship between the Social Networking and the Performance of Public Elementary School Teachers of Marilog A District*

Table 3 shows the significant relationship between the social networking and the performance of public elementary school teachers in Marilog A, Division of Davao City. The overall correlation coefficient *r-value* of 0.491, and a *p-value* of 0.000 suggests a moderate positive relationship, indicating that social networking has a meaningful association with teacher performance. This implies that social networking, including access and purpose, plays a crucial role in shaping the professional effectiveness of teachers. Digital engagement in education, which highlight that social media platform offer opportunities for collaboration, professional development, and instructional innovation.

**Table 3. Significant Relationship between Social Networking and Performance of Public Elementary School Teachers in Marilog A District**

Performance of Public Elementary School Teachers			
Social Networking			
	<i>r</i>	<i>p-value</i>	<i>Decision on H<sub>0</sub></i>
Social Networking Sites	0.523	0.000	Reject
Access to Networking Sites	0.299	0.000	Reject
Purpose	0.283	0.000	Reject
<b>Overall</b>	<b>0.491</b>	<b>0.000</b>	<b>Reject</b>

4. Which domains of social networking significantly influence the performance of public elementary school teachers of Marilog A District, Division of Davao City?

➤ *Domains of Social Networking Significantly Influence the Performance of Public Elementary School Teachers of Marilog A District*

Table 4. The regression analysis presented in Table 4 examines the significant influence of social networking on the performance of public elementary school teachers in Marilog A, Division of Davao City. The overall analysis shows a strong predictive capacity, with an R-value of 0.661 and an R-squared value of 0.437, indicating that 43.7 percent of the variance in teacher performance can be explained

by social networking factors. The F-value of 17.789 and a p-value of 0.000 confirm the statistical significance of the analysis, suggesting that social networking is a meaningful predictor of teacher performance. Hence, rejecting the set hull hypothesis. These results highlight the role of digital engagement in modern educational environments and suggest that the manner in which teachers use social networking platforms can impact their professional effectiveness.

**Table 4. Regression Analysis on the Significant Influence of the Impact of Social Networking on the Performance of Public Elementary School Teachers of Marilog A, Division of Davao City**

Performance of Public Elementary School Teachers							
	Unstandardized Coefficients		Standardized Coefficients				
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>	<i>Decision on Ho</i>	<i>Interpretation</i>
Constant	1.748	.377		4.635	.000	Reject	Significant
Social Networking Sites	.383	.064	.474	5.996	.000	Reject	Significant
Access to Networking Sites	.132	.063	.171	2.102	.028	Reject	Significant
Purpose	.067	.065	.083	1.037	.302	Failed to Reject	Not Significant

$$R = 0.661, R^2 = 0.437, F\text{-Value} = 17.789, p\text{-value} = .000$$

Regression coefficients reveal that not all domains of Social Networking significantly influence the performance of public elementary school teachers in Marilog A District. Among the individual indicators, social networking sites were found to have the highest significant influence on teacher performance, with standardized coefficient (Beta) of 0.474. The corresponding t-value of 5.996 and a p-value of 0.000 indicate that this relationship is statistically significant. The second strongest indicator, access to networking sites, had a standardized coefficient (Beta) of 0.171, a t-value of 2.102, and a p-value of 0.028, indicating statistical significance. These results led to the rejection of the null hypothesis for these two domains. In contrast, the variable representing the purpose of social networking usage did not show a statistically significant influence on teacher performance in Marilog A District. The standardized coefficient (Beta) of 0.083, a t-value of 1.037, and a p-value of 0.302, leading to a failure to reject the null hypothesis.

#### IV. CONCLUSION

This study explored the relationship between social networking and the job performance of public elementary school teachers in the Marilog A District. The findings revealed a strong and positive connection: teachers who actively engaged with social media not only spent more time online but also noticed significant improvements in key areas, such as delivering lessons, planning their curriculum, and pursuing professional development.

One important takeaway from the analysis is that the accessibility of social networking sites and the reasons teachers use them are crucial factors in their effectiveness. It became clear that these platforms can serve as valuable resources for professional growth, collaboration with colleagues, and sharing

teaching materials, all of which contribute to more effective teaching and increased job satisfaction. Interestingly, while the motivations behind teachers' social media use didn't have a significant impact on their performance, the ease of access and active participation on these platforms clearly enhanced their teaching outcomes.

Considering these results, it would be wise for the Department of Education (DepEd) to integrate social networking platforms into their professional development programs for teachers. Furthermore, it's essential for school leaders to offer appropriate training and clear guidelines to help teachers use these platforms responsibly, ensuring their privacy while harnessing the benefits of social media to elevate the quality of education.

In essence, this study highlights the positive impact social networking can have in the realm of education, providing teachers with fresh opportunities for growth and innovative teaching methods. Future research could build on these insights by looking into the long-term effects of social media usage on teacher performance across different regions and educational contexts.

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