

The Influence of Social Networking on Cadet's Academic and Social Behaviors

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Abstract- This study aimed to investigate the influence of social networking on cadets' academic and social behaviors. For the first problem, a survey questionnaire was administered to a sample of cadets, collecting data on their social networking usage frequency. The responses were analyzed using descriptive statistics, specifically calculating the frequency and percentage of cadets engaging in social networking activities. Majority of cadets with at least seventy-eight percent were found frequently doing social networking. For the second and third problems, the study utilized a Likert-scale questionnaire to assess the perceived impact of social networking on cadets' academic and social behaviors. The collected data that were subjected to weighted mean analysis determined a positive level of influence of social networking to the cadets' social and academic behaviors. This implies that social networking has a positive impact on cadets' social and academic behavior, emphasizing the necessity for education and prevention tactics to ensure responsible and appropriate use.

Indexed Terms- Academic, Behaviors, Cadets, Social, Social Networking

I. INTRODUCTION

Social networking has become increasingly prevalent in today's digital age, transforming the way individuals connect, interact, and share information. The influence of social networking on various aspects of life, including education and social behaviors, has garnered significant attention.

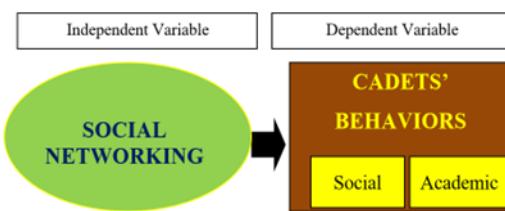
Behaviors, either social or academic are actions that the cadets have but they do not guarantee having good characters. Behaviors are cadets' superficial pattern of actions that come through their training and are used as channels to express themselves. According to Reactance Theory, since behaviors come from short

lived vital emotions, then they are very important subjects for study because such energies determine what kind of character develops (APA Dictionary of Psychology, n.d.). Hence, the PMA superiors and teachers need to take action not simply by imposing a policy that either restricts or prohibits social networking. This study will aid them so that they may not neglect opportunities that social networking may contribute not only to the cadets' social life but also to their academics.

In the context of the Philippine Military Academy (PMA), an institution known for its rigorous training and academic excellence, understanding the impact of social networking on cadets' academic and social behaviors is crucial. This study aims to explore the influence of social networking on PMA Cadets' academic performance and social interactions, shedding light on the potential benefits and challenges associated with online platforms.

There is thus a first step. This is to identify PMA cadets' level of self-perceived social and academic behaviors brought about by the advent of social networking in order to know what strategies and policies to develop that may improve their performance both in academics and social trainings. Nevertheless, because social networking has an open-ended nature, this study is theoretically grounded on the theories of action, causality, dialectic materialism behaviors, technology and communication.

II. CONCEPTUAL PARADIGM



Paradigm is important to support the theory that social networking frequency influences the social and academic behaviors of PMA cadets. As shown in the paradigm below, the circle figure contains the social networking as the independent variable. This single act of networking represents the frequency of the respondents' social networking. The square figure is the dependent variable which contains the self-perceived influence of social networking to both social and academic behaviors. The arrow that links the Social Networking at the left towards the square figure at the right indicates a possible influence of Social Networking on the respondents' social and academic behaviors.

III. REVIEW OF LITERATURE

Social networking is now being investigated by numerous science researchers and an increasing number of academic commentators are becoming more and more interested in studying social networking sites because of their probable impact to the society (Banquil, Burce, Chua et.al, 2009). In fact, an ever increasing growth rate of social networking not only calls for the parental and teacher monitoring of student users but also attracting the focus of academicians and researchers towards this phenomenon (Ahmed and Qazi, 2011).

Positive implications to human life were brought about by social networking. But every technological revolution brings some dilemmas and darker issues. These increasing links and networks online are setting back the real values of life especially that students are accepting some adverse impacts from social networking as they form a major chunk of social networking sites (Ahmed and Qazi, 2011). The cadets are the social asset or capital for the nation as a whole. They are the future leaders who will determine the type of social capital possessed by a nation. Consider what Shah (2001) and his companions claimed that indicators of social capital are positively associated to the informative use of internet whereas are affected negatively by recreational usage. He says that productivity of students is enhanced by technology usage for informational purposes. Likewise, Oskouei (2010) acknowledges that informational usage of technology promotes the efficiency of teachers and

this increased productivity ultimately leads to build a strong social capital.

PMA which has unshakable tradition and more than a century of existence has constantly adapted to the challenge of change. As evidenced by some of the changes it underwent in 1960s when it took major changes in curriculum, and balance the technoscientific disciplines, PMA remains steadfast in realizing its vision of providing a well-rounded education relevant to the needs of growing Armed Forces of the Philippines (AFP). PMA as a military institution of the country must necessarily use postmodern technologies such as the internet and practical ways like the social networking in order to meet their mission of a broad and progressive military. The cadets are expected to develop their skills in the new technologies that could be exploited as a weapon as well as in leadership that are strongly rooted in the development of behaviors—from good social and academic behaviors towards the ideal characters.

IV. RESEARCH METHODOLOGY

This study is a qualitative and descriptive research in so far as it explored and understood social networking and behaviors by using questions based on the objectives of the study. This determined the causal relationship between the PMA cadets' frequency of social networking and the social and academic behaviors though statistics. A survey research was used because it was efficient, convenient and appropriate investigation tool for making generalized inferences. He constructed a survey instrument, presented and let it be approved by the Academic Group Team. The researcher strove to be faithful also to the content, internal and external validity as well as reliability by consulting other experts like researcher and psychologists, using some guidelines on constructing survey questionnaire by experts on websites, and giving the respondents more choices with the Likert Scale.

| RATE | SCALE | DESCRIPTION | LEVEL |
|------|-------------|-------------------|-----------------|
| 4 | 3.26 - 4.00 | Strongly Agree | Highly Positive |
| 3 | 2.51 - 3.25 | Agree | Positive |
| 2 | 1.76 - 2.50 | Disagree | Negative |
| 1 | 1.00 - 1.75 | Strongly Disagree | Highly Negative |

V. FINDINGS

Table 1 showing the Frequency and Percentage Distribution of the Respondents' Rating

| DESCRIPTION | FREQUENCY | (%) |
|-------------|-----------|-----|
| ALWAYS | 26 | 15 |
| OFTEN | 53 | 30 |
| SOMETIMES | 56 | 32 |
| SEDOM | 13 | 7 |
| NEVER | 1 | 0.6 |
| NO ANSWER | 25 | 14 |
| TOTAL | 174 | 100 |

Majority of the respondents who acknowledged to have been social networking SOMETIMES (or 41—60% of the chances they had) has a frequency of 56 out of 174 and a percentage of 32. This means that majority cadets frequently do social networking since this is closely followed respectively by OFTEN (or 61—80% of the chances of or did social networking) with a frequency of 53 and percentage of 30, and ALWAYS (or 81—100% of the chances of or did social networking) with a frequency of 26 and a percentage of 15.

With a high frequency of social networking usage of PMA cadets, there is a process of revelation about the many aspects of their life and of PMA. They must have had fully maximized their scheduled to use their laptop but there is a possibility that even when they went outside PMA they spent time for social networking through internet cafes and friends' or personal mobile phones. The result implies that they must have fully accepted with optimism the possibilities social networking can offer.

Table 2 Showing the Level of Influence of Cadet's Social Networking to Social Behavior

| BEHAVIORS | MEAN | DESCRIPTION |
|---|------|----------------|
| Social Networking makes one expressive and assertive to others. | 3.36 | Strongly Agree |
| Social Networking makes one adventurous in relating with others. | 3.26 | Strongly Agree |
| Social Networking makes one cautious in making reactions to others. | 3.22 | Agree |
| Social Networking makes one honest in communicating with others. | 3.11 | Agree |
| Social Networking makes one concerned with the needs of others. | 3.19 | Agree |
| Social Networking makes one patient with the challenges of others. | 3.17 | Agree |
| Social Networking makes one entertained in discussing with others. | 3.35 | Strongly Agree |
| Social Networking makes one respectful of the uniqueness of others. | 3.22 | Agree |
| Social Networking makes one cooperative and listening to others. | 3.26 | Strongly Agree |
| Social Networking makes one encouraging and supportive to others. | 3.30 | Strongly Agree |
| TOTAL AVERAGE | 3.24 | AGREE |
| LEVEL OF INFLUENCE | | POSITIVE |

Table 2 shows that the ten indicators a grand mean of 3.24 indicate that there was a positive level of influence of social networking to the cadets' social behaviors.

The result would show that the statement, "Social Networking makes one honest in communicating with others" got the lowest mean of 3.11. The statements, "Social networking makes one expressive and assertive to others," and "Social networking makes one entertained in discussing with others," got the highest means of 3.36 and 3.35 respectively with a slight difference. These highest two statements are very much supported by Boyd (2004) who discovered that the ability to present one's identity information online in a social network site remains a main attraction for users. Cadets are attracted to the nature of social networking where they can freely express and assert themselves which is obviously not likely in their institution whereby they need to abide by their rules and regulations. Despite the opportunities of openness and encouragement for them to fully become expressive and assertive at all times in order to develop the ideal leader, they could not deny that they have to maintain extreme caution not to violate their honor code because that may mean the end of their dreams which is very much precious to them. Their upper-class system which also significantly determines their privileges reminds them of their responsibility towards their action. With the Hall's theory of adolescence (Mwale, 2010) supported by the views of Stone and Church [1989], the cadets who are vulnerable with

persistent feelings of exaggerated rebelliousness, emotional volatility, feelings that everybody is against one, and intense idealism may find social networking as the reliable scapegoat and ideal venue of realizing freedom, the antithesis of their cadetship experiences.

Table 3 Showing the Level of Influence of Cadets' Social Networking to Academic Behaviors

| ACADEMIC BEHAVIORS | MEAN | DESCRIPTION |
|---|------|----------------|
| Social Networking makes one expressive and assertive in class activities. | 3.18 | Agree |
| Social Networking makes one explore information resources for requirements. | 3.29 | Strongly Agree |
| Social Networking makes one cautious in violating academic norms. | 3.11 | Agree |
| Social Networking makes one honest in every academic endeavor. | 3.17 | Agree |
| Social Networking makes one concerned with interactive learning strategies. | 3.28 | Strongly Agree |
| Social Networking makes one persistent in attaining academic excellence. | 3.21 | Agree |
| Social Networking makes one enjoy a global learning and various philosophies. | 3.25 | Agree |
| Social Networking makes one adapt new learning behaviors of different cultures. | 3.28 | Strongly Agree |
| Social Networking makes one monitor and enhance difficulties in learning. | 3.27 | Strongly Agree |
| Social Networking makes one establish support groups, networks & systems. | 3.32 | Strongly Agree |
| TOTAL AVERAGE | 3.23 | AGREE |
| LEVEL OF INFLUENCE | | POSITIVE |

Table 3 shows that the ten indicators a grand mean of 3.23 indicate that there was a positive level of influence of social networking to the cadets' academic behaviors. Out of the ten indicators or behaviors, the highest was, "Social networking makes one establish support groups, networks & systems," with the mean of 3.32, while the lowest was, "Social networking makes one cautious in violating academic norms," with the mean of 3.12.

Wellman (1996) supported Fisher (1984), Leighton's (1979) claim that this social networks are "a continuation of the long term shift to communities and work groups that are organized by mutual interests rather than by shared neighborhood or work site. These, imply that cadets acknowledge that they are able to establish their groups and networks of different interests that fit theirs.

Aside from groups with same interest being established by social networking, one may use it to gather resources and share information (Ahmed and Qazi, 2011). Weiner (1974) identified ability, effort,

task difficulty, and luck as the most important factors affecting attributions for achievement. Attribution theory assumes that people try to interpret events and how this relates to their thinking and behavior (Carey, n.d.). This implies that cadets recognize that the information that they get from social networking could also be very beneficial to their academics as well as social life.

As many studies found out benefits in social networking since it is a practical avenue of sharing interest, information, etc., the cadets might also found it very helpful for them. As shown in the results, the cadets find it advantageous in their academics. While they might not have disregarded the possibility of addiction to social networking that could drastically impact negatively their academic performance, they were sure of the need to adapt this technology for greater transparency of their other potentialities not explicitly explored in their programmed activities.

There is a lot of information that can be downloaded from the internet made available by open individuals, groups, institutions and websites that the only role of the cadets is to click their mouse to make a link. However, it may also happen that such process of linking can take so much time and test of patience as well as a situation confronted with a lot of choices including garbage. It might also be a challenging one because of the threat of possible leaks of information that may disadvantage PMA and of misunderstanding conversations or relations that may incriminate cadets.

CONCLUSION

PMA cadets cannot be left behind by just disregarding their need to adapt to the changes of technology in order to uphold the well-treasured traditions of their alma mater. It is not also reasonable to simply comment that cadets today have different or worse behaviors since they are very difficult to understand. The cadets' social and academic behaviors are influenced by many present factors that should be understood in the postmodern context rather than using only the old ones. Every new invented tool or system may have its varying effects to different generations of cadets but it is possible to achieve the same ideals enshrined as pillars of their institution. If former cadets were engaged in a variety of socio-

academic activities, then such engagement cannot be totally the same with how the present cadets interact especially with the emergence of social networking. With virtuality, social and academic behaviors which were developed in the traditional face-to-face and real encounter are shaken for their claim of truth. Social networking claims of another truth or reality such as virtuality which was left ridiculed and left unexplored in the past.

Majority of the respondents with at least eighty-five percent and high frequency had been social networking. This result is very consistent with their positive level of social and academic behaviors even though there was a slight difference between the behaviors in favor of the former, and there were highly positive social behaviors 1, 7, 10, 2, 9 and academic behaviors 10, 2, 8, 5, 9. This study proves that there is indeed a strong influence of social networking in the social and academic behaviors. Their honest responses would show how much they were aware of their experiences in social networking but there were also some indications that there were those that they were still uncertain or unaware of.

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