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Usage of Social Media and Teachers' Performance

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Abstract

Aim: The study determined the usage of social media and the teachers' performance in Public National Junior High Schools of Balingasag, Misamis Oriental, for the School Year 2022-2023.

Methodology: The study used a descriptive-correlational with documentary analysis of research investigation because it aimed to describe and examine potential relationships between the variables. This study is descriptive correlational in nature that involves gathering data through surveys or observational methods to examine the relationships between variables and tries to comprehend the universal essence of a phenomenon.

Results: Collaboration, creativity, and knowledge sharing vs IPCRF are not significant at 0.05. In summary, taking it at the coefficient level, the usage of social media is not correlated to teachers' performance, with a p value greater than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) was accepted. With the following findings, there is no correlation. These findings imply that social media usage has already become a common practice in the teaching strategies of many teachers and already imparted with how they handle teaching.

Conclusion: Collaboration, Creativity, and Knowledge sharing through the use of social media have no significant relationship on teachers' performance which implies that the use of social media usage has already become a common practice in the teaching strategies of many teachers and already imparted with how they handle teaching. Moreover, it may be necessary for instructors to be innovative in the classroom by incorporating the usage of social media and learning tools into the curriculum and instruction. School Administrators may encourage teachers to continuously improve Information Literacy, promote the future use of ICT, and maximize social media to improve teaching.

Keywords: Knowledge sharing, Social media; Teachers' Performance

INTRODUCTION

The diversity of teaching today involves using social media and modern technologies. Social media greatly affects individuals, especially teachers, who share and dispense knowledge to the learners. Over the last decade, there has been a significant movement in the classroom, particularly in terms of teaching lessons in the most comfortable manner. This is why many educators have grown creative in terms of how they would provide the experience effectively and efficiently. Until then, educators used technology because it is the fastest-growing sector of society. The emergence of technological integration opens up new avenues for teaching and learning. Moreover, it opens another door to how the learning process becomes more conducive, interactive, and fruitful for both teachers and students (Hero, 2019). It helps them to nurture the learners through reconstructing the activities based on the learner's perspective and advanced use of technology. Students use social media as the number one platform for communication; as teachers, we can use it as a tool to develop their skills and indulge in knowledge.

On the other hand, teaching performance is an important aspect to consider since social media is the tool for the students to understand the objective of the topic and learn from it. When a teacher has a good and productive performance, the quality of teaching and learning follows. Social media tools are commonly utilized for communication, sharing information, and discussing topics of interest to undergraduate and postgraduate students. There is more emphasis on developing guidelines on social media usage for teachers and students. There is also a need to have more effort to determine its benefits and effects on teaching.



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New technologies are outperforming traditional methods of education delivery. Learners of the 21st century rely on modern technologies to help them learn. Traditional instructional approaches can be supplemented by using social media. Teachers can use social media technologies to engage students effectively. Additionally, it was reported that the primary motivator for using social media for education was that it stimulates them to use effective and quick communication technology (Akçayır, 2017). Facebook and YouTube channel use also increased the outcomes, knowledge, and abilities (Daniel et al., 2017). However, running online instruction has emerged as a contemporary barrier for both educators and students. (Atmojo & Nugroho, 2020). According to Jacobs (2017), the frequent release of the stress hormone cortisol from intense social media usage over time can cause damage to the gastrointestinal tract, opening the gate to an immuno-inflammatory reaction in the body and brain, leading to depression and anxiety. Other drawbacks include exposure to violence and possible weight gain (Feyoh, 2022). Social media use may cause a person to be less productive in a day because of the time spent on social media (Feyoh, 2022). Those are some drawbacks of social media found in the literature. However, learning online has several benefits, such as the freedom to study whenever and wherever one wants, more time to reflect and respond, and greater learning flexibility (Bailey et al, 2020). It is a collection of online tools and apps that enable social interaction and communication among digital media users by promoting knowledge exchange and, ultimately, turning a monologue into a dialog, such as when a business speaks to its consumers (Hansen et al., 2018).

Since social media is an important platform to use nowadays, even for educational purposes, this research project investigated if social media has a significant usage on teacher performance, which would inspire teachers to embrace various social media tools to improve their performance to provide a better educational environment for students; eventually, teachers are leaders with the ability to develop more workforce for the society.

Objectives

The study determined the usage of social media and the teachers' performance in Public National Junior High Schools of Balingasag, Misamis Oriental, for the School Year 2022-2023.

Mainly, this study focused on addressing the following questions:

1. What is the extent of teachers' usage on social media as perceived by the teachers in terms of the following:
 - 1.1 Collaboration;
 - 1.2 Creativity; and
 - 1.3 Knowledge Sharing?
2. What is the level of teachers' performance for the School Year 2022-2023?
3. Is there a significant relationship between the level of social media usage and teachers' performance?

Hypothesis

Problems 1 and 2 were hypotheses-free. Based on Problem 3, the null hypothesis was tested at a 0.05 significance level.

Ho1: There is no significant relationship between the level social media usage and teachers' performance.

METHODS

Research Design

The study used a descriptive-correlational with documentary analysis of research investigation because this study aimed to describe and examine potential relationships between the variables. This study is descriptive correlational in nature that involves gathering data through surveys or observational methods to examine the relationships between variables and tries to comprehend the universal essence of a phenomenon.

According to Bhandari (2022), descriptive- correlational investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two (or more) variables. Documentary analysis is the study of data that comes from documents. It will locate and examine written materials rather than speaking with individuals to learn about their opinions or experiences, Grant (2022). This design made appropriate for this study due to its ability to identify the association between two variables. This design is a non-experimental approach that allows researchers to observe and describe the relationship between variables without manipulating them. Enable the researchers to provide a detailed and accurate description of the relationship between the variables. Because this is quantitative research, the researcher



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utilized ten open-ended questions to get pertinent information from respondents while avoiding prejudice created by a single interview.

Population and Sampling

The study's respondents were one hundred twenty-two (122) teachers from the District of Balingasag National Junior High Schools for the School Year 2022-2023. The researcher utilized Stratified Random Sampling using Slovin's Formula among the total population of Balingasag Misamis Oriental National High Schools. These were composed of Teacher 1 to Master Teacher 2 positions in all grade levels of Junior High School. These teachers at each year level aspire to improve their social media competency skills and performance.

Instrument

The instrument of the study was an adapted and modified survey questionnaire. The questionnaire was used to gather data, which was divided into two parts. Part 1 deals with Social Media Skills. It has three variables (collaboration, creativity, and knowledge sharing) and was designed to measure the social skills of the teachers. Responses are composed of the following: 5 (Always), 4 (Often), 3 (Sometimes), 2 (Seldom), and 1 (Never). Part II elicits Teachers' Performance, designed to measure the performance of teachers. It is based on each teacher's Individual Performance Commitment Review (IPCRF) rating for the School Year 2022-2023.

Data Collection

Through a survey questionnaire, the teacher-respondents answered the indicators of their perception of social media usage in teaching, creativity, collaborating, and knowledge sharing with the community, which determines social media usage on teachers' performance. The data will be collected through a survey questionnaire and administered by the researcher. This research entailed gathering, tabulating, and computing and values analysis and interpretation of results. Therefore, all the data collected from the respondents were organized, tallied, tabulated, and presented in a series of tables.

Treatment of Data

Following the gathering and recording of the study's data, the researcher used frequency, percentage, mean, and standard deviation to describe the variables in the study. Also, the Pearson Product Moment Correlation Coefficient (r) was used to determine the significant relationship between Social Media and teachers' performance.

Ethical Considerations

All information gathered and collected for the study was secured and completely confidential. The researcher ensured to uphold the highest standards of integrity, honesty and respect the privacy and confidentiality of the respondents. The researcher ensured that the research was both ethical and valuable, and that it contributes to the betterment of society as a whole.

RESULTS and DISCUSSION

Usage of Social Media and Teachers' Performance

This is the information on the data gathered and obtained from the survey conducted in select schools in the District of Balingasag, Misamis Oriental, Region X. Data collected, processed, and interpreted were presented in order, based on the statement of the problem indicated in Chapter 1 of this paper.

Problem 1. What is the extent of teachers' usage of social media as perceived by the teachers in terms of the following:

- 1.1 Collaboration;
- 1.2 Creativity; and
- 1.3 Knowledge sharing?



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Table 1
Social Media in Terms of Collaboration

Table 1 shows the usage of social media in terms of the teachers' collaboration. It has an overall Mean of 4.06 with SD= 0.73, described as Often and interpreted as High. This means that the Usage of social media in teachers' collaboration is to increase teaching performance. It helps teachers learn collaboratively by fostering understanding and interaction among peers, parents, and students, increasing knowledge sharing, and enhancing research abilities. It is also a way for the teachers to provide ways of sharing and exchanging concepts and ideas. Social media for education has changed how information may be shared in learning and teaching and how people cooperate and work together through exchanging ideas, resources, and news (Beal, 2017). Further, Alshabeb and Almarqrn (2018) clarifies the difference between cooperating and collaborating precisely as follows: "can achieve collaboration if all parties do their assigned parts separately and bring their findings; teamwork, in contrast, means direct cooperation among individuals to deliver a product and entails compromises, accommodations, and consultations others' viewpoints." Both working styles can be encouraged by using social media.

Indicator	Mean	SD	Description	Interpretation
<i>I use social media...</i>				
1. for communication with peers/ parents/students (emails, online chats, class websites)	4.46	0.78	Always	Very High
2. to help me to accomplish my tasks quickly.	4.20	0.79	Often	High
3. to make my interaction clear and understandable.	4.15	0.87	Often	High
4. to overcome distraction and eliminate barrier to communication.	3.84	1.04	Often	High
5. to prevent trouble focusing on my work as a teacher.	3.67	1.02	Often	High
6. for collaborative learning through online group discussions and activities.	4.07	1.02	Often	High
7. to increase teaching and learning interaction and engagement.	4.06	0.93	Often	High
8. to provide ways to share and exchange concepts and ideas.	4.06	0.94	Often	High
9. to offer fast accommodation of any matters.	4.02	0.95	Often	High
10. to establish a fresh context for learning.	4.07	0.93	Often	High
Overall Mean	4.06	0.73	Often	High

Note: 4.21-5.00 =Very High; 3.41-4.20 =High; 2.61-3.40 =Moderate; 1.81-2.60= Low; 1.00-1.80 =Very Low

Moreover, the indicator, I use social media for communication with peers/ parents/students (emails, online chats, class websites), obtained the highest Mean of 4.46 with SD= 0.78, described as Often and interpreted as High. This entails that usage of social media is effectively used for communicating with peers, parents, and students through different forms of social media: email, online chats, and class websites. Teachers may use social media sites to communicate vital information and resources with their students, such as class updates, assignments, and study tools. It provides teachers with great e-learning chances for academic collaboration, interacting clearly, and organizing activities and group discussions, even while they are physically apart. According to Hamat and Hassan (2019), Social Media allows people to "online share concepts, content, feelings, and relationships." The potential for integrating social media use into teaching was one of the highlights. The social media sites with the most incredible popularity are Facebook, Twitter, Instagram, and Snapchat, which were first developed in a variety of countries around the world (Ambarwati et al., 2019).

The indicator, I use social media to prevent trouble focusing on my work as a teacher, got the lowest Mean of 3.67 with SD= 1.02, described as Often and interpreted as High. This means that social media may have a minor positive impact on teachers' collaboration because it may make them less productive throughout the workday due to time spent on social media. Teachers who handle their social media time responsibly can complete tasks more quickly. As stated by Qi (2019), social media assists communication through the synchronous and asynchronous



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exchange of information, including text, graphics, audio, and video. As a result, it fosters collaborative learning that inspires teachers to produce greater outcomes. It established itself in education as a vital medium for communication between teachers, students, and their peers, opening up new avenues for discussion and interaction and establishing fresh contexts for learning. In education, the interactive nature of social media has advanced collaborative learning among students and their teachers (Mushtaq & Benraghda, 2018). Al-Khalidi and Khouni (2021) stated that social media, both inside and outside the class, believed that both interaction and engagement could be enhanced through it.

Table 2
Social Media in Terms of Creativity

Table 2 shows the usage of social media in terms of creativity. It shows the usage of social media as to creativity of the teacher. It can be noted in the table that all the ten indicators of Creativity got the interpretation of High practiced, as revealed by an Overall Mean of 4.00 with SD= 0.80, described as Often and interpreted as High. This means that the Usage of social media's primary purpose is to improve creativity in teaching. Teachers can find and share creative lesson plans, teaching resources, and classroom activities using social media. This idea-sharing encourages innovation in the planning and execution of lessons. Learning about and adjusting to new learning, especially technology through social media, is a part of the teacher's role in order to help and motivate students to become global citizens. Furthermore, when teachers share their thoughts via various social media with their peers, it yields a variety of original ideas and approaches, demonstrating how social media helps teachers' creativity, which eventually leads to higher performance in the classroom. The educational environment must incorporate the previously described traits of creativity, such as risk-taking and collaboration, and a creative approach to "designing" a learning environment and activities that foster creativity. Access to PowerPoint presentations, lecture notes, lectures or class session transcripts, and other materials were available to students and others (provided this is openly posted on the web) (Ambarwati et al., 2019).

	Indicator	Mean	SD	Description	Interpretation
oreover, the indicators, Social Media help me in creating activities, obtained the highest Mean of 4.16 with SD= 0.98,	1. as an instructional material.	3.90	0.95	Often	High
	2. to provide ideas for me to be more creative in class activities.	4.14	0.99	Often	High
	3. to help me in creating activities.	4.16	0.98	Often	High
	4. to help me to maximize my creativity with less time.	3.94	0.97	Often	High
	5. to integrate into my lessons very well.	3.94	1.00	Often	High
	6. to easily track the course's progress, session by session.	3.90	0.95	Often	High
	7. to easily design learning opportunities using social media.	3.96	0.92	Often	High
	8. to easily showcase outputs.	3.99	0.98	Often	High
	9. to foster my creativity through social media.	3.98	0.97	Often	High
	10. to motivate me in terms of creativity.	4.06	1.00	Often	High
Overall Mean		4.00	0.80	Often	High

Note: 4.21-5.00 =Very High; 3.41-4.20 =High; 2.61-3.40 =Moderate; 1.81-2.60= Low; 1.00-1.80 =Very Low

which is described as Often and interpreted as High. This entails that the Usage of Social Media effectively helps teachers in creating activities. Social media have become an indispensable tool for teachers to create interactive activities for their students. With the possibility to reach a broader scope of audience and share resources



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seamlessly, teachers can leverage social media to design interactive activities that cater to their students' needs and interests. Social media platforms also enable teachers to foster a sense of community within their classrooms, where students can collaborate, share knowledge, and learn from each other. As social media continues to evolve, it presents an exciting opportunity for teachers to explore new and innovative ways of creating meaningful learning experiences for their students. With creativity, the classroom can become a thriving digital community where students are truly excited to participate. In addition, Technology-rich environments offer opportunities for teachers to use digital technologies and tools to encourage creative thinking in students. In order for DepEd to fulfill its vision and mission statement, it has in fact become necessary for instructors to be innovative in the classroom by incorporating the usage of digital teaching and learning tools into the curriculum and instruction (Javier, 2021).

The indicator, I use social media as an instructional material and I use social media to easily track the course's progress, session by session, got the lowest Mean of 3.90 with SD= 0.95, described as Often and interpreted as High. This means that Social Media are still preferred by teachers to be used as instructional material development and on tracking students' progress. However, teachers maximize social media for creative activities that could develop students' digital literacy. Furthermore, using social media as a teaching tool will assist students improve their digital literacy abilities and prepare them for the demands of the workplace. By utilizing social media in the classroom, teachers can create a more dynamic and engaging learning environment that promotes collaboration and critical thinking.

Teachers foster creativity and design learning opportunities using social media. Widana (2020), specifies that teachers are expected to have strong digital literacy skills. According to the study of Yalcinalp and Avci (2019), Technology-rich environments offer opportunities for educators to use digital technologies and tools to encourage creative thinking in students. In order for DepEd to fulfill its vision and mission statement, it has become necessary for instructors to be innovative in the classroom by incorporating digital teaching and learning tools into the curriculum and instruction. Javier (2021). Teachers must promote interactive and creative learning, Sasan et al. (2022). As the world becomes increasingly digitized, it is essential for teachers to adapt their teaching methods to keep up with the times. One way to do this is by promoting interactive and creative learning through the usage of social media. Platforms such as Instagram and Twitter can be utilized to engage students and foster collaboration. Teachers can create class hashtags to share resources, promote discussions, and showcase student work. Teachers who incorporate social media into the classroom can create a more dynamic and exciting learning environment that prepares students for the digital world they will face in the future.

Table 3
Social Media in Terms of Knowledge Sharing

Table 3 discloses the Usage of Social Media in terms of Knowledge Sharing. It has an overall Mean of 4.14 with SD= 0.73, which is described as Often and interpreted as High. This suggests that teachers do their tasks and activities through social media by sharing knowledge with their peers, parents, and students. Through social media platforms, students and teachers can access and participate in global digital communities, opening up opportunities to extend learning beyond the four walls of a classroom. Social media has become an essential tool for teachers to share their knowledge and expertise with a wider audience easily. Whether through educational posts, videos, or live sessions, social media provides an excellent platform for teachers to connect with students and fellow teachers alike. By utilizing social media, teachers can foster community and engagement while showcasing their professionalism and commitment to education. With just a few clicks, teachers can share valuable insights and inspire others to pursue their passions and achieve their goals. This perspective allows teachers and students to focus on the utility of digital technology tools (e.g., social media), facilitating connections between their use and instructional goals (Koehler & Vilarinho-Pereira, 2020). For instance, outstanding teachers who previously shared their ideas and resources at a local level can use social media as a platform from which to disseminate those ideas and resources to a larger number of teachers.

Indicator	Mean	SD	Description	Interpretation
<i>I use social media...</i>				
1. to facilitate higher-order thinking skills.	3.99	0.83	Often	High



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2. to acquire and access information for teaching and sharing ideas.	4.15	0.87	Often	High
3. to enhance my effectiveness as a teacher.	4.02	0.81	Often	High
4. to share educational photos and videos.	4.15	0.92	Often	High
5. to help in finding exact information for educational purposes.	4.19	0.98	Often	High
6. as a source of instruction in education.	4.11	0.88	Often	High
7. to share awareness, updates, and important announcements with my students using social media.	4.23	0.97	Always	Very High
8. to effectivity and positivity for teaching and learning.	4.17	0.89	Often	High
9. as a medium of instruction in teaching and learning.	4.15	0.91	Often	High
10. to establish fast connections with my students using social media.	4.27	0.96	Always	Very High
Overall Mean	4.14	0.73	Often	High

Note: 4.21-5.00 =Very High; 3.41-4.20 =High; 2.61-3.40 =Moderate; 1.81-2.60= Low; 1.00-1.80 =Very Low

Moreover, the indicator, I use social media to establish fast connection with my students using social media, got the Highest Mean of 4.27 with SD= 0.96, described as Always and interpreted as Very High. This means that social media effectively helps teachers establish fast connections with their students. Social media has been an effective tool for establishing quick and easy communication with teachers and their students. Through platforms like Twitter and Instagram, they can share important real-time updates and reminders, answer student questions, and even provide helpful resources. Furthermore, it is essential to maintain a professional tone when using social media as a teacher. Keep posts informative and relevant while avoiding any personal or controversial topics. Social media has proven to be a valuable asset in my teaching toolkit. This perspective allows teachers and students to focus on the utility of digital technology tools (e.g., social media), facilitating connections between their use and instructional goals (Koehler & Vilarinho-Pereira, 2020). For instance, outstanding teachers who previously shared their ideas and resources at a local level can use social media as a platform from which to disseminate those ideas and resources to a larger number of teachers.

Lastly, the indicator, I use social media to facilitate higher-order thinking skills, got the lowest Mean of 3.99 with SD= 0.83, described as Often and interpreted as High. This means that the teachers observed social media usage as effective but not the most effective in facilitating higher-order thinking skills. While social media can be an effective tool for engaging students and improving communication, it should not be the sole focus of instruction. Instead, teachers should strive to incorporate various teaching strategies that encourage critical thinking, problem-solving, and creativity. By doing so, teachers can assist students in developing the abilities required for academic success and beyond.

However, some argue that teachers are not always as skilled as students in using technology on classroom premises and that some are unwilling to do so (Hamadeh, 2020). Most individuals are comfortable communicating on social media and may be skilled at texting and playing games, but some have already realized social media's educational potential (Alshabeb & Almarqm, 2018). For an effective teaching style, every teacher must update their present body of knowledge to reflect recent changes and advancements in society, particularly in the field of technology (Ventayen, 2019).



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Table 4
Teachers' overall usage of Social Media

Indicator	Mean	SD	Description	Interpretation
Collaboration	4.06	0.73	Often	High
Creativity	4.00	0.80	Often	High
Knowledge Sharing	4.14	0.73	Often	High
Overall Mean	4.07	0.75	Often	High

Note: 4.21-5.00 =Very High; 3.41-4.20 =High; 2.61-3.40 =Moderate; 1.81-2.60= Low; 1.00-1.80 =Very Low

Social Media. It can be gleaned from the table that all the dimensions of Usage of Social Media obtained a description of Often and interpreted as High. It has an Overall Mean of 4.07 with SD=0.75, which is described as Often and interpreted High. This means that the teachers employed a wide approach in their performance through the use of social media. While some teachers see social media as a valuable tool to enhance communication and collaboration with students and parents, others view it as a potential distraction and privacy concern. As social media evolves and become more common in society, teachers need to consider its potential benefits and drawbacks in the classroom. Ultimately, the decision to use social media as an educational tool should be based on careful consideration of individual needs and goals, especially for teachers. Further, this suggests that there are a number of benefits to learning online, such as the freedom to study whenever and wherever you want, more time to reflect and respond, and greater learning flexibility (Bailey et al, 2020). The usage of social media by teachers for managing their lessons is also highly beneficial. One of the hallmarks of the new DepEd curriculum, which is a technology-based K–12 curriculum, is the integration of technology into the curriculum, instruction, and assessment (Antonio et al., 2019).

Furthermore, Knowledge Sharing got the Highest Mean of 4.14 with SD= 0.73, described as Often and interpreted as High. This means that social media has a great impact on teachers in imparting knowledge. Social media has revolutionized the way teachers impart knowledge to their students. With the advent of social media platforms, teachers can now engage with their students in real time, share relevant content, and provide feedback from anywhere in the world. This technology has opened up new opportunities for teachers to connect with their students and create a more interactive and engaging learning experience. However, while social media has its benefits, teachers must be mindful of the risks involved with its use. It is essential for teachers to use social media responsibly and ensure that they maintain a safe and professional online presence. According to Atmojo and Nugroho (2020), to get the most out of their online learning, teachers must have the proper training, knowledge and abilities. Most individuals are comfortable communicating on social media and may be skilled at texting and playing games, but some have already realized social media's educational potential (Alshabeb & Almarqan, 2018).

On the other hand, Creativity obtained the lowest Mean of 4.00 with SD=0.80, described as Often and interpreted as High. Though it was the lowest mean, it is still interpreted as High. This means that the Usage of Social Media offers opportunities to encourage creative thinking. Social media has become an integral part of our lives, and its usage offers numerous opportunities to encourage creative thinking. By connecting with like-minded individuals or groups, teachers can broaden their perspectives, gain new insights, and spark innovative ideas. The usage of social media can also serve as a catalyst for creative thinking. With the vast amount of information available on social media, users can explore new ideas, perspectives, and concepts. This can lead to innovative solutions to problems and new ideas for projects. Therefore, it is essential to recognize the potential of social media for stimulating creativity and encourage its use in a positive and productive way.

Moreover, social media can serve as a framework for showcasing teachers' creativity and talent, leading to new opportunities and career advancements. Most of all, the effective use of social media can significantly enhance one's creative thinking abilities and open up new avenues for personal and professional growth. According to Sasan et al. (2022), Teachers must promote interactive and creative learning. In order for DepEd to fulfill its vision and mission statement, it has, in fact, become necessary for instructors to be innovative in the classroom by incorporating the usage of digital teaching and learning tools into the curriculum and instruction (Javier, 2021).



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Problem 2. What is the level of teachers' performance for S.Y 2022-2023?

Table 5, discloses the teachers' level of performance as measured by their IPCRF during the School Year 2022-2023. It can be gleaned from the table that the majority, 92 or 74.19 percent, of the teachers, have Outstanding performance, and 32, or 25.81 percent, have Very Satisfactory performance. Moreover, on average, the teachers have Outstanding performance, as revealed by the Overall Mean rating of 4.612, which is interpreted as Outstanding. This means that teachers are doing well in their performance. This implies that teachers know their tasks as teachers, and it has been observed that the teachers are doing an excellent job in their respective roles. This indicates that the teachers know their duties and responsibilities towards their students. Their dedication and commitment towards their profession are highly appreciated and valued. With such competent professionals in the education sector, the future of the students is in safe hands.

Table 5
IPCRF Rating

Range	Frequency	Percentage
4.500 – 5.000	92	74.19%
3.500 – 4.499	32	25.81%
2.500 – 3.499	0	0.00
1.500 – 2.499	0	0.00
Below 1.499	0	0.00
Mean= 4.612		SD= Outstanding

Teachers are essential part of the educational system. Their dedication, hard work, and passion for teaching have made a great contribution to the quality of education provided to students. The ability of teachers to inspire, motivate, and engage students is what sets them apart from others. It is their commitment to excellence that makes them an invaluable asset to any school or organization. Teachers shape students' future, and their contribution towards building a better society cannot be overstated. It is essential to continue providing support and resources to educators to ensure that they can perform at their best and help students reach their full potential.

Performance can be defined as teachers' degree of success in carrying out educational duties according to their responsibilities and authority, as measured by performance criteria established over a specified period to attain educational objectives (Syamsuddin et al., 2019). The world of education cannot be separated from a teacher because the teacher is one of the components that determine the implementation of the education process, (Purnomo et al., 2020). Teacher performance in school has an important role in achieving good goals. The world of education has an important role in improving human quality (Yudha, 2019). As such, it is important for educational institutions to prioritize the needs of their educators and provide them with the necessary resources to help them succeed. This will not only benefit the educators themselves but also the students they teach.

Problem 3. Is there a significant relationship between social media and teachers' performance?

Table 6 on the next page shows Pearson's correlation test between social media and Teachers' Performance. The test revealed no correlation between all the variables, wherein, if the usage of social media variables changes its direction the teacher's performance also changes in the same direction.



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Table 6
Correlation Analysis Between Usage of Social Media and Teachers' Performance

Usage of Social Media	IPCRF		Decision on H_0	Interpretation
	<i>r</i>	<i>P</i>		
Collaboration	0.111	0.224	Accept	Not Significant
Creativity	0.169	0.061	Accept	Not Significant
Knowledge Sharing	0.072	0.428	Accept	Not Significant

Note: *r* = Pearson *r* correlation; *P* = probability value; S = Significant; NS = Not Significant; Significant at 0.05

Table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, collaboration, creativity, and knowledge sharing vs IPCRF are not significant at 0.05. In summary, taking it at the coefficient level, the usage of social media is not correlated to teachers' performance, with a *p* value greater than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was accepted. With the following findings, there is no correlation. These findings imply that social media usage has already become a common practice in the teaching strategies of many teachers and already imparted with how they handle teaching. While social media can certainly have a drawbacks, especially during work hours, it does not appear to have any direct effect on a teacher's ability to effectively educate their students. Instead, factors such as experience, training, and access to resources seem to greatly impact teacher performance. So, while it is important for teachers to be mindful of their social media usage, it is unlikely that it will significantly impact their ability to do their job. With the integration of social media platforms, teachers can communicate more efficiently with their students and provide them with additional resources outside of the classroom. Despite concerns about the potential distractions and negative effects of social media, research has shown that there is no correlation between the use of social media and teacher performance. The use of social media has been found to enhance teacher-student relationships and improve student engagement. Therefore, educators need to continue to explore innovative ways to integrate social media in their teaching strategies. It could have an impact on teacher performance, though further research is needed to determine the extent of this correlation. This study highlights the importance of considering external factors when evaluating teacher performance, as social media usage may be a contributing factor.

As technology evolves, social media has become a valuable tool for teachers to integrate into their classrooms (Carvajal, et al., 2024; Sanchez, 2020; Sanchez, et al., 2024b; Sanchez, Sanchez & Sanchez, 2023). Social media platforms such as Twitter, Instagram, and Facebook have allowed teachers to connect with their students on a more personal level, share learning resources, and communicate with parents. This integration has helped create a more interactive and engaging learning experience for students, allowing them to connect with their peers and teachers in a way that was impossible before. As a result, teachers have been able to better understand the needs of their students and tailor their teaching methods to meet those needs. The use of social media in the classroom has truly transformed how teachers can perform and has become an essential tool in the modern-day classroom (Sanchez, et al., 2024c; Sanchez, et al., 2024d; Sanchez, et al., 2022).

Thus, the readiness of the teachers in the utilization of such technologies in classroom settings is crucial in the organization (Amihan, Sanchez & Carvajal, 2023; Carvajal & Sanchez, 2023; Carvajal & Sanchez, 2024; Sanchez, 2023b; Sanchez, et al., 2024a; Sanchez & Sarmiento, 2020). This is mainly because the task of doing online learning depends on the skills and competencies the users possess (Ventayen, 2019). Since teachers generally incorporate ICT into the classroom, there is a pressing need to learn more about their ICT proficiency. To prevent a significant generation gap, educators must meet the demands of students in the twenty-first century, Espinosa et al (2023). Teachers have the opportunity to style a variety of teaching strategies using mobile technology devices without being tied to location, time, and even static resources only. Reviews of the educational research on learning and teaching with social network sites need more guidance for K-12 teachers or teacher educators on best practices for integrating these technologies into education. Published literature reviews have focused mainly on the perceptions and experiences of college students.



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Moreover, studies on social networking sites for learning in higher education imply that these platforms provide opportunities for communication, teamwork, information sharing, and resource sharing (Amihan & Sanchez, 2023; Carvajal, Sanchez & Amihan, 2023; Dizon & Sanchez, 2020; Muñoz & Sanchez, 2023; Sanchez, 2023a). Digital literacy skills are necessary to ensure that the technology is used to supplement and not substitute for high-quality instructional methods, as stated in Greenhow et al. (2017). Thus, using mobile technology is an effective initiative for teachers to approach existing technology resources more efficiently and flexibly at any time (Ismail et al., 2022; Salendab & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez, 2022).

Conclusions

Based on the study's key findings, the following conclusions were established:

1. The usage of social media were preferred by teachers on imparting knowledge.
2. The teachers are very efficient and well-grounded in their performance, as disclosed by their IPCRF rating, which is Outstanding.
3. Collaboration, Creativity, and Knowledge Sharing were considered basic works of teachers. A normal thing to do which cannot be attributed for their performance.

Recommendations

From the significant findings and conclusions of the study, the following are offered:

1. Teachers may incorporate social media into lesson plans and to think outside the box in exploring new ideas. By incorporating social media into their teaching strategies, teachers can more enhance their creativity and performance in the classroom.
2. Teachers who are already at an outstanding level of work performance may guide and collaborate with the teachers who are below their performance level regarding the use of social media.
3. School Administrators may encourage teachers to continuously improve their Information Literacy, promote the future use of ICT, and maximize Social Media to cope with the trends of the 21st century teaching-learning delivery skill.

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