

SOCIAL MEDIA INFLUENCE AND CRAMMING DILEMMA OF RADIOLOGIC TECHNOLOGY STUDENT: A PROPOSED SOLUTION FOR IMPROVEMENT

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ABSTRACT

This study seeks to present and discuss the effects of social media on the cramming issues that students in radiologic technology face, with the hope of enhancing their academic performance and learning processes as well as adding to the collection of knowledge in the field of education. The researchers survey to gather basic information that is essential for the collection of data such as the profile of the respondents based on their age, gender, year level, and location of current address. Finally, through the study, the researchers may provide practical recommendations that can improve the academic outcomes, well-being, and overall educational experience of radiologic technology students.

Keywords: Social Media, Cramming Dilemma, Radiologic, technology, Knowledge, Skill, Attitude.

1. INTRODUCTION

The utilization of social media platforms has become increasingly widespread in contemporary times, particularly among students. They are dedicating a significant portion of their time to pursuing various social media platforms like Facebook, Instagram, Twitter, YouTube, etc. Peter (2018) Social networking sites have been recognized as an important resource for education today. However, studies show that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends, or to make new ones. Although it has been put forward that students spend much time participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages, it also shows that only a few students are aware of the academic and professional networking opportunities the sites offer. Social network websites grab the attention of the students and then divert it towards non-educational and inappropriate actions including useless chatting.

Whereas, it was reviewed that the students are socially connected for sharing their daily learning experiences and having conversations on several topics. It also argued that extracurricular activities and academic activities are not enough to satisfy some students who are suffering from social networking isolation. This shows that social networks are beneficial for students as they contribute to their learning experiences as well as to their academic lives. According to Iwamoto and Chun (2020), as students are becoming more influenced by social media content, especially considering the growing importance of the internet in their daily lives, they may be prone to engaging in self-evaluations or cultivating unattainable ideals for both themselves and others. This can result in a range of emotional consequences. The influence of social media can lead to adverse effects on students, potentially culminating in more severe issues, including but not limited to anxiety, stress, and heightened pressure.

According to Siagian (2022), the most basic explanation of cramming entails attempting to acquire a substantial amount of knowledge rapidly just before an examination. Furthermore, this term also refers to the act of preparing for an exam by memorizing facts hastily at the eleventh hour. Cramming is common to pre-medical students due to the reason that major subjects are time-consuming to the workload of the students. Hence, they depend solely on factual information to successfully pass the examination. A pertinent finding was the significant proportion (47.1%) of students relying on last-minute “cramming” sessions to pass their examinations. Additionally, regression analysis revealed that poor time management was associated with decreased academic success in this sample. Considering the increasing impact of social media on students' academic performance, the researcher investigated the effects of social media on the cramming issues that students in radiologic technology face, with the hope of enhancing their academic performance and learning processes as well as adding to the collection of knowledge in the field of education. Finally, through the study, the researchers may provide practical recommendations that can improve the academic outcomes, well-being, and overall educational experience of radiologic technology students.

2. METHODOLOGY

Methods and Techniques of the Study

This study looks into how social media affects the likelihood of cramming as well as management and mitigation techniques for radiologic technology students' cramming behaviors. The researcher investigates the effects of social media on radiologic technology students' cramming challenges and offers potential solutions, a mixed-method research design that integrates quantitative and qualitative research approaches could be utilized. To address research problems, mixed methods research incorporates aspects of both qualitative and quantitative methods. Because both techniques include the advantages of both quantitative and qualitative research, they can provide you with a more comprehensive picture than either one alone (George, 2023). With this strategy, the researchers can gather a thorough grasp of the problem, including the scope of social media influence, its effect on academic performance, the underlying causes, and the viewpoints of the students. To gather quantitative data, create a well-structured survey questionnaire. Assessing the degree of social media use, cramming behaviors, academic achievement, and the connections between them should be the main objectives of the study. Randomly select a representative sample of radiologic technology students from PHCM. Give the survey to the chosen respondents, making sure that it is anonymous to promote truthful responses. Correlation analysis will be used in this study to find correlations between variables like cramming practices and social media use. Conduct semi-structured interviews, record the audio, and then write down the information. Integrate the results after individually assessing the quantitative and qualitative data to give a thorough knowledge of the effects of social media on the students' cramming problem. Propose workable solutions and suggestions based on the research findings to solve the problems found and enhance the academic performance and well-being of radiologic technology students. Through the use of a mixed-method research design, the researcher will be able to investigate the degree to which social media influences radiologic technology students' cramming from both quantitative and qualitative angles, offering a more comprehensive understanding of the issue and more informed solutions.

		n=5	
G E N D E R	No. Items	f	Percentag e
	Male	40	60
	Female	31	40
	Total	71	100%
		n=5	
Year Level	No. Items	f	Percentag e
	1st Year	31	43.7
	2nd Year	27	38
	3rd	13	18.3
	Total	71	100%

Table 1. Distribution of Respondents According to Demographic Profile.

3.RESULTS AND DISCUSSION

Table 2. The Influence of Social Media on Student’s Learning Development in Terms of Knowledge

No	Items	SD	Mean	Rank	VI
1	It can promote knowledge sharing and increase student motivation and performance.	57.94	3.95	3rd	Often
2	It can use a valuable method of information dissemination to encourage student engagement.	57.19	4.04	2nd	Often
3	It provides educators with valuable instructional insights.	53.36	3.94	4th	Often
4	It is used as a learning tool among students.	66.36	4.14	1st	Always
5	It is integrated into their instructional strategies to promote learning development	59	3.90	5th	Often
Average Mean			3.99		Often
Standard Deviation (SD)			58.77		

Table 2, *The Influence of Social Media on Student’s Learning Development in Terms of Knowledge*, shows that item number 4, *It is used as a learning tool among students*, got the highest computed mean value of 4.14 with the descriptive interpretation of “*Always*.” On the other hand, to support the highest data, the table shows that item number 5, *It is integrated into their instructional strategies to promote learning development* obtains the lowest computed mean value of 3.90 with the descriptive interpretation of “*Never*” which is also placed in 5th rank. Item 2, *It can use a valuable method of information dissemination to encourage student engagement* with a computed mean value of 4.04 which has a descriptive interpretation of “*Often*” and is placed in 2nd rank. Item number 1, *Which can promote*

knowledge sharing and increase student motivation and performance, has a computed mean value of 3.95 which has a descriptive interpretation of “*Sometimes*” and is placed in 3rd rank. Item number 3, *It provides educators with valuable instructional insights* with a computed mean value of 3.94 which interprets “*Rarely*” which is being placed in 4th rank. Moreover, the weighted mean value of (M=3.99, SD=58.77) which indicates “*Often*” as its descriptive interpretation implies that social media's influence on student knowledge is multifaceted. College students increasingly use social media channels to access the information they need. Although search engines are still the most frequently used method of information retrieval, 95% of recent college graduates also use social media for this purpose (Head, 2018). By promoting critical thinking, information literacy, and responsible social media use, students, educators, and parents can work together to maximize the positive impact of social media on student knowledge, ultimately developing a generation of well-informed and lifelong learners.

Table 3. The Influence of Social Media on Students' Learning Development in Terms of: Skill

No	Items	SD	Mean	Rank	VI
1	It can be used in academic and study-related skills, providing valuable insights for students to improve their social media management methods.	64.93	4.14	1st	Often
2	Excessive use of digital communication can curtail face-to-face experiences necessary for developing important social skills.	49.30	3.87	5th	Often
3	Social media use and academic and study-related skills, providing valuable insights for students to improve their social media management methods.	51.07	3.87	4th	Often
4	Good study habits can improve some talents and aid in academic performance	60.27	4.01	3rd	Often
5	Our attitudes and mindsets could impact our emotional intelligence, as we become less aware of our actions and how we influence others.	59.95	4.07	2nd	Always
Average Mean			3.99		Often
Standard Deviation (SD)			57.10		

Table 3, shows The Frequency Distribution of The Effects of Social Media on Student’s Learning Development in terms of Skill, shows that item number 1, *It can be used in academic and study-related skills, providing valuable insights for students to improve their social media management methods*, got the highest computed mean value of 41.4 with the descriptive interpretation of “Always.” On the other hand, to support the highest data, the table shows that item number 2 *Excessive use of digital communication can curtail face-to-face experiences necessary for developing important social skills* obtains the lowest computed mean value of 3.87 with the descriptive interpretation of “Never” which is also being placed in 5th rank. Item 5 *Our attitudes and mindsets could impact our emotional intelligence, as we become less aware of our actions and how we influence others*, has a computed mean value of 4.07 which has a descriptive interpretation of “Often” and is placed in 2nd rank. Item number 4, *Good study habits can improve some talents and aid in academic performance*, got a computed mean value of 4.01 which has a descriptive interpretation of “Sometimes” and is placed in 3rd rank. Item number 3, *Social media use and academic and study-related skills provides valuable insights for students to improve their social media management methods* with a computed mean value of 3.87 which interprets “Rarely” which is being placed in 4th rank. Moreover, the weighted mean value of (M=3.99, SD=57.10) which indicates “Often” as its descriptive interpretation implies that social media presents both challenges and opportunities when it comes to student skills and learning development. According to Promoting Digital Citizenship (2023), Students should have access to knowledgeable peers and mentors who can provide social support when using high-quality tools and resources for high-level use, such as through a technology club or community mentors.

Table 4. The Influence of Social Media on Students’ Learning Development in Terms of: Attitude

No	Items	SD	Mean	Rank	VI
1	I have an irresistible urge to use the internet.	58.01	3.77	1st	Often
2	I have felt a decrease in attention span while using the internet.	57.01	3.76	2nd	Often
3	I feel comforted by social media (using the Internet) throughout the day.	46.05	3.74	3rd	Often
4	I tend to forget other tasks I have because I enjoy the use of the internet.	44.68	3.61	5th	Often
5	Sense of dependency towards the internet.	41.20	3.64	4th	Sometime s
Average Mean			3.70		Often
Standard Deviation (SD)			49.39		

Table 4 shows The Frequency Distribution of The Effects of Social Media on Student’s Learning Development in terms of Attitude, shows that item number 1 *I have an irresistible urge to use the internet*, got the highest computed mean value of 3.77 with the

descriptive interpretation of “Always.” On the other hand, to support the highest data, the table shows that item number 4 *I tend to forget other tasks I have because I enjoy the use of the internet* obtains the lowest computed mean value of 3.61 with the descriptive interpretation of “Never” which is also being placed in 5th rank. Item 2 *I have felt a decrease in attention span while using the internet and got a* computed mean value of 3.76 which has a descriptive interpretation of “Often” and is placed in 2nd rank. Item number 3, *I feel comforted by social media (using the Internet) throughout the day*, got a computed mean value of 3.74 which has a descriptive interpretation of “Sometimes” and is placed in 3rd rank. Item number 5, *Sense of dependency towards the internet* with a computed mean value of 3.64 which interprets “Rarely” is being placed in 4th rank. Moreover, the weighted mean value of (M=3.70, SD=49.39) which indicates “Often” as its descriptive interpretation implies that social media's influence on student learning attitudes is complex. While it can create distractions and negative perceptions of studying, it also holds the potential for building supportive learning communities, sparking curiosity, and providing engaging resources. According to Prasetyo, et. al (2023) technological excess necessitates moral guidance in terms of digital citizenship.

Table 5. Contribution of Social Media to the Cramming Dilemma of Radiologic Technology Students in Terms of: Knowledge

No	Items	SD	Mean	Rank	VI
1	It affects my cramming habits towards learning.	52.17	3.90	2nd	Often
2	I have been using social media to get information for my academic tasks.	57.71	4	1st	Often
3	I always use social media to build up knowledgeable information.	51.62	3.83	3rd	Often
4	I feel that social media has a negative impact on my academic performance	41.53	3.71	4th	Sometimes
5	I often engage in cramming (last-minute studying) before an exam.	48.54	3.67	5th	Often
Average Mean			3.82		Often
Standard Deviation (SD)			50.31		

Table 5 shows The Frequency Distribution of the Contribution of social media to the cramming dilemma of radiologic technology students in terms of Knowledge, it shows that item number 2 *I have been using social media to get information for my academic tasks*, got the highest computed mean value of 4 with the descriptive interpretation of “Always.” On the other hand, to support the highest data, the table shows that item number 5 *I often engage in cramming (last-minute studying) before an exam* obtains the lowest computed mean value of 3.67 with the descriptive interpretation of “Rarely” which is also placed in 5th rank. Item 1. *It affects my cramming habits towards learning. It has* a computed mean value of 3.90 which has a descriptive interpretation of “Often” and is placed in 2nd rank. Item number 3, *I always*

use social media to build up knowledgeable information, got a computed mean value of 3.83 which has a descriptive interpretation of “Sometimes” and is placed in 3rd rank. Item number 4, *I feel that social media hurts my academic performance* with a computed mean value of 3.71 which interprets “Always” which is being placed in 4th rank, this indicates that social media serves as a constant source of distraction for students. Moreover, the weighted mean value of (M=3.82, SD=50.31) which indicates “Often” as its descriptive interpretation implies that social media presents a double-edged sword for student knowledge and cramming. While it can create a minefield of misinformation and superficial trends, it also offers a wealth of resources and opportunities for knowledge exploration and collaboration. According to Sivakumar, et al. (2023) The study indicated that social media can facilitate information sharing while also increasing student enthusiasm and performance.

Table 6. Contribution of Social Media to the Cramming Dilemma of Radiologic Technology Students in Terms of: Skills Students in Terms of: Skills

No	Items	SD	Mean	Rank	VI
1	It leads to anxiety and self-panicking.	29.32	3.14	5th	Sometimes
2	It affects the performance by loss of focus and Self-doubt	35.58	3.38	3rd	Often
3	It affects mental capacity.	33.06	3.23	4th	Sometimes
4	May lead to a lack of clarity and coherence in the information.	36.92	3.40	2nd	Sometimes
5	May encourage poor time-management habits.	43.60	3.71	1st	Sometimes
Average Mean			3.37		Sometimes
Standard Deviation (SD)			56.06		s

Table 6 shows The Frequency Distribution of Contribution of social media to the cramming dilemma of radiologic technology students in terms of Skills, shows that item number 5 *May encourage poor time-management habits*, got the highest computed mean value of 3.71 with the descriptive interpretation of “Always”, which indicates that social media platforms offer a myriad of distractions that can impede students' ability to manage their time effectively. On the other hand, to support the highest data, the table shows that item number 1 *It leads to anxiety and self-panicking* obtains the lowest computed mean value of 3.14 with the descriptive interpretation of “Never” which is also being placed in 5th rank, this indicates that social media exacerbates anxiety and self-panicking tendencies through the pressure to maintain a flawless online persona. Item 4 *May lead to a lack of clarity and coherence in the information* got a computed mean value of 3.40 which has a descriptive interpretation of “Often” and is placed in 2nd rank, this means that social media fosters a culture of information overload, where students are bombarded with an overwhelming volume of content competing for their attention. Item number 2, *Which affects the performance by loss of focus and Self-doubt*, got a computed mean value of 3.38 which has a descriptive

interpretation of “Sometimes” and is placed in 3rd rank, this indicates that social media platforms are designed to be highly engaging and addictive, constantly vying for users' attention with notifications, updates, and a never-ending stream of content. Item number 3, *It affects mental capacity* with a computed mean value of 3.23 which interprets “Rarely” which is being placed in 4th rank, this indicates that social media significantly influences students' skills and affects their mental capacity, exacerbating the cramming dilemma. Moreover, the weighted mean value of (M=3.37, SD=50.06) which indicates “Sometimes” as its descriptive interpretation implies that social media presents both challenges and opportunities when it comes to student skills and cramming. According to Sivakumar, et al. (2023) Students should take advantage of social media to improve peer-to-peer information exchange. This technology can present obstacles as well as opportunities.

Table 7. Contribution of Social Media to the Cramming Dilemma of Radiologic Technology Students in Terms of Attitude

N	Items	SD	Mean	Rank	VI
1	It leads to anxiety and self-panicking.	48.66	3.84	3rd	Always
2	It affects the performance by loss of focus and Self-doubt.	49.05	3.59	4th	Often
3	High emotional intelligence can successfully comprehend and manage their emotions.	40.41	3.21	5th	Always
4	Students must stay conscious of their time on social media and how it is affecting them.	69.93	4.11	2nd	Always
5	Emotional intelligence is important in how people deal with stress.	72.29	4.33	1st	Always
Average Mean			3.82	Always	
Standard Deviation (SD)			56.07		

Table 7 shows The Frequency Distribution of the Contribution of social media to the cramming dilemma of radiologic technology students in terms of Attitudes, shows that item number 5 *Emotional intelligence is important in how people deal with stress*, got the highest computed mean value of 4.33 with the descriptive interpretation of “Always.” On the other hand, to support the highest data, the table shows that item number 3, *High emotional intelligence can successfully comprehend and manage their emotions* obtained the lowest computed mean value of 3.21 with the descriptive interpretation of “Never” which is also placed in 5th rank. Item 4, *Students must stay conscious of their time on social media and how it is affecting them* got a computed mean value of 4.11 which has a descriptive interpretation of “Often” and placed in 2nd rank. Item number 1, *It leads to anxiety and self-panicking*, got

a computed mean value of 3.84 which has a descriptive interpretation of “*Sometimes*” and placed in 3rd rank. Item number 2, *It affects the performance by loss of focus and Self-doubt* with a computed mean value of 3.59 which interprets “*Rarely*” which is being placed in 4th rank. It underscores that emotional intelligence plays a crucial role in how individuals cope with stress, with a mean value of 4.33, suggesting it’s “*Always*” significant with a mean value of 4.11, indicating it’s “*Often*” experienced. While social media occasionally leads to anxiety and self-panicking tendencies, with a mean value of 3.59, it rarely affects individuals with high emotional intelligence in comprehending and managing their emotions, with a mean value of 3.21, suggesting it’s “*Never*” experienced. Moreover, the weighted mean value of (M=3.82, SD=56.07) is interpreted as “*Always*” as its descriptive interpretation implies that social media's influence on student attitudes toward cramming is multifaceted. Digital Citizenship and Internet Safety: Educating students on responsible online behavior and digital literacy. (2024) With the growth of technology and online platforms, students need to be educated with the knowledge and abilities to navigate the virtual world ethically and safely.

4. CONCLUSION

From the findings of the study, the researchers were able to arrive at this conclusion: There is social media influence in the cramming dilemma of the radiologic technology students, however, through the proposed enhancement program, this cramming dilemma can be reduced by enhancing their knowledge, emotions, and skills.

5. RECOMMENDATION

To tackle the identified issues surrounding social media’s impact on learning and the cramming dilemma faced by radiologic technology students, several recommendations are put forth:

1. Educational interventions should prioritize cultivating responsible social media use and enhancing digital literacy through critical thinking and time management programs.
2. Offering mindfulness training sessions can aid in managing stress associated with social media, employing techniques like meditation and reflective journaling to promote emotional well-being. Equipping students with effective time management strategies, such as the Pomodoro method, can help them strike a balance between academic responsibilities and social media engagement
3. Collaboration between parents and educators is essential to create a supportive environment, with workshops focused on monitoring social media use and fostering digital well-being. Establishing peer support groups allows students to share experiences and learn positive strategies for managing social media effectively.
4. Regular monitoring and evaluation of social media’s impact on learning, along with gathering feedback from stakeholders, ensure the effectiveness of interventions.
5. Encouraging offline activities promotes real-life interactions, aiding in the development of social skills and emotional intelligence.
6. Lastly, investing in continued research enables adaptation of interventions based on evolving social media, ensuring the relevance and efficacy of strategies over time. By implementing these measures, educational institutions can empower students to navigate the digital world effectively and enhance their overall learning experience.

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