

SOCIAL MEDIA AS INSTRUCTIONAL PLATFORM IN SENIOR HIGH SCHOOL BIOLOGY

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ABSTRACT

This study was aimed to determine the use of social media as an instructional platform in senior high school biology. Realizing the objectives, the researcher employed quantitative type of research specifically utilized a researcher-made, validated and pilot-tested questionnaire which mainly compose of three parts, namely: teachers' assessment of the extent of utilization of Facebook along with its purposes; practices in the use of online learning platform, and the issues and challenges in the use of Facebook as social media platform. The study was conducted to 105 senior high school biology teachers and also a separate of 30 senior high school biology teachers as respondents for pilot testing. Respondents were all senior high school biology teachers from the whole division of Batangas Province, S.Y. 2020-2021. Six panel of experts validated the research instruments. Supplementary online instructional materials were devised to improve the learning competencies of students in biology to be employed by the teacher in the facilitation of teaching-learning. Survey questionnaires were administered in the duration of two-weeks period. After the survey, the data were gathered, tabulated, and analyzed. Weighted mean/average and ranking were used as a statistical treatment for data. Carrying out quantitative analyses, the findings show that teachers moderately used Facebook in Biology instruction in all underlying purposes and composite mean was a clear indication that SHS Biology teachers sometimes used the presented practices in the use of online learning platforms. Teachers have realized with strong agreement that using Facebook as social media platform was affiliated with issues and challenges.

Keywords: social media, Facebook, senior high school biology, instructional platform