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Research Article

Attitudes and Behaviors of Fourth Year Students on Media at Sta. Cruz South District Sta. Cruz, Zambales

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ABSTRACT

This study was designed to determine the attitudes and behaviors of fourth year students on Media in Sta. Cruz District Sta. Cruz, Zambales school year 2014- 2015. It attempted to answer the following specific problems:

How the respondents may be described in relation to the following attributes such as age, gender, parents' occupation, and monthly income? How do respondents describe their attitudes and behavior in using media in terms of: Television, Radio, Internet/Face book/ Twitter/ Computer, Newspaper/ Magazines and Cell phone? Is there any significant relationship on the attitudes and behaviors of fourth year students on Media? How may the findings of the study be used as a basis for the next parallel study?

The descriptive type of research was used in this study where fifty percent (50%) of the total population, four hundred forty three (443) served as respondents in assessing the attitudes and behaviors of fourth year students.

The survey- questionnaire was the main instrument in gathering the data for this study. The questionnaire is divided into various parts. Data were gathered and tested through statistical tools: percentage; weighted mean; Anova.

Based from the findings the researcher concluded the following:

There were 226 respondents who belong to 15 years of age because it is the actual age of a fourth year student. Majority of the respondents were female because there are more female enrollees rather than male. There were 236 parents of respondents who earns P7, 000 and below. Majority of them were Farmers.

Based on the conclusion, the following are hereby recommended:

Proper supervision of parents to their children every time they are exposing to media. Increase children's engagement and interest in other activities that expand their imagination and develop their ability to solve problems. Set limits on how often, and how long, your children

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may play video games or view television or movies. Monitor your children's on-line activity, social media and use of different applications. Use password protection features to limit your children's access to electronic devices. The schools administrators must emphasize the policies about electronic devices whether it will be allowed to bring this in the school. The school administrators conduct a series of seminars, trainings and workshops about the responsible use of media. Parallel study related to the topic.

Keywords: Attitudes, behaviours, fourth year students, special needs, St. Cruz South District, Zambales.

Introduction

Media is one of the most powerful instruments of communication. It can help to promote the right things on right time and gives a real as well as strong aspects of the world about what is right or wrong, also, it expresses how can we store and distributes the views. The world is moving towards progress in every step of life (Kaner, 2014).

Media plays an important role in increasing public awareness and collect the views, information, and attitude towards certain issue (Besley & Nisbet, 2013). Media is the most powerful tool of communication in emerging world and increases the awareness and presents the real stage of society. In this decade of knowledge and awareness, there is a huge and grand role of media, it is all around us when we watch on television, listen to the radio, read books, magazines, and newspapers. Without the media people in societies will be isolated, not only from the rest of the world but also for the total formation of creditable world.

The world is moving towards progress in every walk of life. But when we look towards societies, it feels as if something is still missing (Kahlenberg, 2013). Money, power, lust, etc., is the wish of every human being to attain. But we can't deny this fact that we are all bounded with loads of social problems, which are hard nuts to crack. Social issues are matters which directly or indirectly affect many or all members of a society and are problems, controversies related to moral values, or both. Social issues include poverty, violence, corruption, and bribery, suppression of human rights, discrimination, and crime, killing in the name of honour, etc. "Media has a constructive role to play for the society.

Today, News Channels and even some Newspapers are mouthpiece of some social issues, which helps us to estimate the realities of lives. Media has played an important role in order to focus on the social issues in almost every era. It is the fact that in most of the eras, media were not being given free and fair chances to explore the issues of society more openly than it is being given now; but we can't deny this fact that the issues were always raised in order to provide justice to the people. Now, the time has arrived, when we need to re-think about our attitudes towards society. "I must say that there is an association between the development of mass media and social change, and I must praise media for showcasing social issues."

Our life will remain incomplete without the media. The radio, television, newspaper and internet are some forms through which we get information. Just like other fields, a vast development is seen in media fields also. The common people believe the news given by the media. So, the media should be very careful before giving any news to the public. They have to cover important happenings, in all the fields, around them. There is no use in creating emotional feelings among public by exaggerating the happenings and giving sensational news. The media persons should be cautious in giving unbiased news to the common persons.

Significance of the Study

Principal / School Head. This study will benefit administrators, principals and school heads for it will provide a comprehensive guidance and counseling program about attitudes and behaviors of the students.

Teachers. School teachers which serve as second parent must first to know the relationship of media to the students' behavior and attitude in which this study aims to provide.

Parents. Knowledge about effects of media will help parents to identify the factors affecting the academic performance and behavior of their children.

Students. For them to realize the relationship of media in their performances in school and at the same time how it affects their attitudes and behavior.

Researchers. This study will help other researchers who will conduct further investigation the relationship of media in attitudes and behaviours of the students.

Statement of the Problem

This study focuses on the effects of Media in attitudes and behaviours of the selected Students of Secondary High School, Sta. Cruz, Zambales. For the readers to understand about this study, the researcher prepares.

Questionnaires about the following:

1. What is the profile of the respondent in terms of:
 - a. Gender
 - b. Age
 - c. Year level
 - d. Parent's Occupation
 - e. Monthly Income
2. What are the attitudes and behaviour of the students in using media in terms of:
 - a. Television
 - b. Radio
 - c. Internet/Facebook/Twitter/Computer
 - d. Newspaper/ Magazines
 - e. Cell phone
3. Is there any significant difference on the attitudes and behaviours of the students in using media considering the variable in problem no. 2?
4. What are implications of the study?

Scopes and Limitations

The study on the Effect of Media in Attitudes and Behaviors towards the studies of selected students of Secondary High Schools, Sta. Cruz, Zambales. The respondent of the study consists of two hundred fifty High School

students of Sta. Cruz, Zambales School Year 2020- 2021.

Methods

Research Design

Stressed that the descriptive method of research is a fact-finding study with adequate and accurate interpretation of findings (Pierre et al., 2019). It describes with emphasis what actually exist such as current conditions, situations or any phenomena. Since the present study is concerned with the determination and professional values and expected role of teachers, the descriptive method of research is considered to be the appreciating to be employed.

Respondents and Location

The researcher had two hundred fifty fourth year respondents in secondary schools of Sta. Cruz, Zambales.

Instruments

Questionnaires as the primary instrument use to gather data. It is composed of two major parts.

Part I of the instrument contained personal data. This portion of the instrument focuses on the profile of the respondents in which includes name, age, year and section, parent's occupation and monthly income. The second part is all about the respondents' perceptions on how often they use the media. Interviews were also done on matters that were very useful in the conduct of the study.

Data Collection

The researcher sought permission from the Schools Division Superintendent of the Division of Zambales (thru channel) to distribute questionnaire in the different public secondary schools in Sta. Cruz District Sta. Cruz, Zambales. After getting the approval, the assistance of the district supervisors and school principals were personally sought in the distribution and retrieved 100% of the questionnaires. The data were analysed and interpreted utilizing the statistical tool intended for the study.

Observations and interviews were likewise conducted to support the results of the questionnaire that has been generated.

Data Analysis

After data's were gathered, answers will be consolidated. The answers and in formations from the study will be summarized by the researcher to make the analysis of data easier. This study will undergo statistics as basis for interpreting data and outcome of the study whether to accept the null hypothesis.

The formula to be used:

1. Percentage (%). This was used to determine the proportion of the respondents in terms of the personal- related variables.
2. Weighted Mean. This was used to determine the final weight of each item in the attitude and behaviour of fourth year students in media. To facilitate the interpretation of the description used in the attitude and behaviours of the fourth

year students in media, the following codes were utilized.

3. ANOVA. This is helpful in making comparison of two or more means which enables a researcher to draw various results and predictions about two or more sets of data. This test includes one-way ANOVA, two-way ANOVA, or multiple ANOVA depending upon the type and arrangement of the data.

Results and Discussion

This chapter presents the results obtained in the conduct of survey through questionnaires. It also presents and describes the attitudes and behaviors of fourth year students on media in nine (9) public schools of Sta. Cruz District Sta. Cruz, Zambales.

Table 1. Frequency Distribution of Respondents according to School in Sta. Cruz District

| School | Population | Number of Samples Taken |
|--------------------------------|------------|-------------------------|
| 1.Acoje High School | 36 | 18 |
| 2.Don Marcelo High School | 100 | 50 |
| 3. Guisguis High School | 140 | 70 |
| 4.JESMAG High School- Annex | 110 | 55 |
| 5. Lipay High School | 140 | 70 |
| 6.Mena High School | 70 | 35 |
| 7.San Fernando | 60 | 30 |
| 8. Sta. Cruz Nat'l HS | 130 | 65 |
| 9. Sta. Cruz South High School | 100 | 50 |
| Total | | 443 |

Table 2. Frequency and Percentage Distribution of Respondents according to Age

| Age | Number of Respondents | Percentage (%) |
|--------------|-----------------------|----------------|
| 15 | 226 | 51.83 |
| 16 | 150 | 34.40 |
| 17 | 35 | 8.03 |
| 18 | 21 | 4.82 |
| 19 | 6 | 0.92 |
| Total | 438 | 100 |

I. The Profile of the Students

The profile of the respondents is presented in terms of age, gender, year and section, monthly income and parent's occupation.

I.1 Age

Reflected in Table II shows the frequency and percentage distribution of the respondents according to age. As could be gleaned from the table the largest group of respondents belongs to the age of 15 years and being represented by two hundred

twenty six (226) or 51.83 percent of the total respondents, followed by 16 years old which is composed of one hundred fifty (150) or 34.40 percent of the total respondents. The age of 17 years old comprised of 8.03 percent or thirty five (35) of the respondents. The age of 18 years old which has twenty one (21) or 4.82 percent of the total respondents and the oldest age group belongs to 19 years old with 4 total respondents or 0.92 percent.

The results showed that majority of the respondents were the actual age of a fourth year student. This implies that at the age of 15, students were really oriented about the functions of media.

Santiago with her article in Modern Teacher, stated that, mass media initiates students in higher years to embrace the advantages brought by media which indeed a great help with regards to their studies.

Table 3. Frequency and Percentage Distribution of Respondents according to Gender

| Gender | Number of Respondents | Percentage (%) |
|--------------|-----------------------|----------------|
| Male | 216 | 49.32 |
| Female | 222 | 50.68 |
| Total | 438 | 100 |

Table 4. Frequency and Distribution of Respondents according to Monthly Income

| Monthly Income | Number of Respondents | Percentage (%) |
|----------------|-----------------------|----------------|
| 19,001- above | 21 | 4.96 |
| 16,001- 19,000 | 16 | 3.78 |
| 13,001- 16,000 | 35 | 8.27 |
| 10,001- 13,000 | 37 | 8.75 |
| 7,001- 10,000 | 84 | 19.86 |
| 7,000- below | 230 | 54.37 |
| Total | 423 | 100 |

Table 5. Frequency and Distribution of Respondents according to Parent's Occupation

| Parent's Occupation | Number of Respondents | Percentage (%) |
|---------------------|-----------------------|----------------|
| Farming | 121 | 28.61 |
| Fishing | 55 | 13.00 |
| Baking | 16 | 3.78 |
| Government Employee | 32 | 7.57 |
| Vendor | 14 | 3.31 |
| Housewife | 57 | 13.48 |
| OFW | 15 | 3.55 |
| Engineering | 17 | 4.02 |
| Driving | 41 | 9.69 |
| Teaching | 13 | 3.07 |
| Businessman | 11 | 2.60 |
| Carpenter | 22 | 5.20 |
| Welding | 6 | 1.42 |
| Total | 423 | 100 |

1.2 Gender

Table 3 shows that two hundred twenty two (222) or 50.68 percent are female and

only two hundred sixteen (216) or 49.32 percent are male.

This finding confirms that there are more female students enrolled in fourth year high school rather than male students.

Another reason is that, female; most of the time make use of the different media at home rather than go out and hang out with their friends just like males do.

I.3 Monthly Income

The results showed that majority of the respondents were included in the family earning 7,000 below with the total of two hundred thirty (230) or 54.37 percent followed by 7,001- 10,000 with eighty four (84) or 19.86 percent and 10,001- 13,000 with the total of thirty seven (37) or 8.75 percent.

This outcome confirms that even the students whose family is earning seven thousand below (7,000) monthly, they still allot money to make use of the different media. It is almost a part of student's expences in his/her daily life and even in studies.

I.4 Parents Occupation

Table V showed that majority of the respondents whose parents' occupation is farming which has a one hundred twenty one (121) or 28.61 percent, followed by housewife with a total of fifty seven (57) or 13.48 percent and fishing with a total of fifty five (55) or 13.00 percent.

This implies that even occupation which is under blue collar job can afford to buy and make use of different media.

According to Neil Graham in his book entitled "The Mind Tools", since we are tracking the modern age of the world,

different media are almost everywhere and no one can deny the fact that students will be able to get to know its use. This is another reason for them to be familiarized in different advantages of the different kinds of media.

II.1 Attitudes and Behaviors in Television

Table 6 shows that fourth year students agree that they learned a lot of lessons from the movies and favorite T.V. programs which they can use in real life with the mean 3.60. On the other hand, fourth year students slightly not agree that videos, movies, teleserye about teen age life and problems, inspire them to study hard (3.23), they can't go to bed early at night because of their favorite television programs (3.22), they are distracted to review their notes because of the much awaited scene of their favorite T. V. programs (3.04), the lessons they get from telenovelas really affects their decision making (2.95), their favorite actors/actress in a particular movie/teleserye really influences their behavior (2.69). Day for them is not complete if they can't be able to watch their favorite T.V. program (2.65). Thus the overall weighted mean is **3.07** which have a descriptive rating of **Slightly not Agree** which emphasizes that television in line with it's functions gives additional information that is useful for students not only in studies but most of the time in real life.

According to Santiago (2000) from her article published in the Modern Teacher, the use of television in reporting and role playing is very effective because learning process will be more enjoyable.

Table 6. Frequency and Distribution according to Television Attitudes and Behaviors of fourth year students in Television

| Statement | X | DR |
|--|------|------|
| 1. I can't go to bed early at night because of my favorite television programs. | 3.22 | SLNA |
| 2. Videos, movies, teleserye about teen age life and problems inspire me to study hard. | 3.23 | SLNA |
| 3. My favorite actors/actress in a particular movie/teleserye really influences my behavior. | 2.69 | SLNA |
| 4. My day is not complete if I can't be able to watch my favorite T.V. program. | 2.65 | SLNA |

| Statement | X | DR |
|--|-------------|-------------|
| 5. I learn a lot of lessons from the movies, and my favorite T.V. programs which I can use in real life. | 3.60 | A |
| 6. The lessons I get from the telenovelas really affects my decision making. | 2.95 | SLNA |
| 7. I am distracted to review my notes because of the much awaited scene of my favorite T. V. programs. | 3.04 | SLNA |
| Overall Weighted Mean | 3.07 | SLNA |

II.2 Attitudes and Behaviors in Radio

I can overcome stress and feel so relax when I'm listening to the radio. I can relate my own experience through the songs played in the radio. I enjoy myself waiting for the top hit songs weekly. I am about to update current issues and gather worth ideas when I listen to radio. I memorize easily the top hit songs rather than memorize

poems and formulas in Math and Filipino. I can finish my schoolwork if the radio is switch on.

Thus, the attitudes and behaviors of students in Radio with the overall mean of 3.44 and descriptive rating of Slightly not Agree signifies that radio does not hinder students in studying their lesson instead it makes them to be inspired.

Table 7. Frequency and Distribution according to Radio Attitudes and Behaviors of fourth year students in Radio

| Statement | X | DR |
|---|-------------|-------------|
| 1 I am about to update current issues and gather worth ideas when I listen to radio. | 3.29 | SLNA |
| 2 I enjoy myself waiting for the top hit songs weekly. | 3.60 | A |
| 3 I am inspired to do my homework and project while I'm listening to the radio. | 3.47 | SLNA |
| 4 I can finish my schoolwork if the radio is switch on. | 3.05 | SLNA |
| 5 I can overcome stress and feel so relax when I'm listening to the radio. | 3.74 | A |
| 6 I can relate my own experience through the songs played in the radio. | 3.68 | A |
| 7 I memorize easily the top hit songs rather than memorize poems and formulas in Math and Filipino. | 3.22 | SLNA |
| Overall Weighted Mean | 3.44 | SLNA |

II.3 Attitudes and Behaviors in Internet/ Computer/Face book/ Twitter

I gather information about my assignments and lessons in the easiest and fastest way thru internet. I can easily cope up with lessons thru the help of internet. I can be able to get in touch with my friends, classmates and even my loved far way thru Face book and Twitter. These three items from questionnaire gets descriptive rating of "Agree" which means it is a great help for students in line with their studies. Another important purpose is in line with communication. On the other hand, some students slightly not agree about "I don't need to browse different books and consume much time in researching in the library because of

internet, I don't need to exert much effort in doing and styling my projects because computer s can do it for me, I spend long hours in computer shop to download music, movies and games", which implies that there are still students who browses books and do researches in the library, exerts effort in doing and styling their projects, and doesn't spend much hours in downloading music, movies and games. And some of the respondents with the mean of 2.50 and has a descriptive rating of "Not Agree" that "Sometimes, I enjoy much to go to internet shop rather than to attend my classes which confirms that students are not enjoying much to go to internet shop.

Thus, the attitudes and behaviors of the students in Computer/Internet/Face book/ Twitter with the mean of 3.14 which has descriptive rating of "Slightly not Agree" shows that there are still students who are

managing their studies in traditional way. This implies that a technology such like this doesn't affect the study habit of some students.

Table 8. Frequency and Distribution according to Internet/Computer/Face book/ Twitter Attitudes and Behaviors of fourth year students in Internet/Computer/Face book/ Twitter

| Statement | X | DR |
|---|-------------|-------------|
| 1 I don't need to exert much effort in doing and styling my projects because computer s can do it for me. | 2.75 | SLNA |
| 2 I don't need to browse different books and consume much time in re- searching in the library because of internet. | 3.29 | SLNA |
| 3 I can easily cope up with lessons thru the help of internet. | 3.58 | A |
| 4 I can be able to get in touch with my friends, classmates and even my loved far way thru Face book and Twitter. | 3.53 | A |
| 5 I spend long hours in computer shop to downloads music, movies and games. | 2.67 | SLNA |
| 6 I gather information about my assignments and lessons in the easiest and fastest way thru internet. | 3.62 | A |
| 7 Sometimes, I enjoy much to go to internet shop rather than to attend my classes. | 2.50 | NA |
| Overall Weighted Mean | 3.14 | SLNA |

Table 9. Frequency and Distribution according to Newspaper/ Magazine Attitudes and Behaviors of fourth year students in Newspaper/Magazine

| Statement | X | DR |
|---|-------------|----------|
| 1 I love to read magazines and newspapers specifically articles about my fa- vorite artist. | 3.22 | SLNA |
| 2 I am enjoying myself to read true to life stories that are published in maga- zine/newspaper. | 3.58 | A |
| 3 I can get additional ideas and information in magazine and newspaper. | 3.72 | A |
| 4 I am being entertained by colorful pictures and advertisements in the maga- zine. | 3.35 | SLNA |
| 5 I used to imitate the styles and fashion of some models in how they dress-up. | 3.14 | SLNA |
| 6 I enjoy reading puzzles, comics and other brain teasers in the newspaper. | 3.76 | A |
| 7 I get important details that I can be used in my lesson. | 3.80 | A |
| Overall Weighted Mean | 3.51 | A |

II.4 Attitudes and Behaviors in Newspaper/ Magazine

I get important details that I can be used in my lesson, I enjoy reading puzzles, comics and other brain teasers in the newspaper, I can get additional ideas and information in magazine and newspaper, I am enjoying myself to read true to life stories that are published in magazine/newspaper, if we're going to look at the table closer, the statements

being enumerated have the descriptive rating "Agree" which confirms that newspapers and magazines are used by the students as their references. On the other hand, some respondents are slightly not agree about the following; "I am being entertained by colorful pictures and advertisements in the magazine, I love to read magazines and newspapers specifically articles about my favorite artist, I used to imitate the styles and fashion

of some models in how they dress-up", which emphasizes that they are not just using such media like this that are not related in their studies.

Thus, the overall mean of the Table 9 which is 3.51 with a descriptive rating of "Agree" represents that newspaper and magazine as one kind of media, gives an additional knowledge to the students specifically about social issues.

II.5 Attitudes and Behaviors in Cell phone

The "Seoul National University Bundacy Hospital" gathered an information that 2/3 of 340 high school students do have their cell phones and make use of it in communication purposes. Sixty percent (60%) of the students really depends on this kind of media that they can't turned it off thinking that somebody will going to text them or even make a call.

A class discussion is distracted once cell phone rings, I can't comfortably leave our house without my cell phone with me, I

enjoy much reading stories in my mobile phones (e-book) rather than the stories we are taking up in school, I can't go to bed early at night because I want to enjoy the unlimited text and call promo with my friends and text mates, I used to play different games installed in my cell phones that I neglected to review my notes and lessons, I spend more money in buying loads for my cell phone to get connected with my friends thru calling and texting rather than spend money with my school projects, these are the items from the questionnaire that respondents are slightly not agree. The only thing they agree with the advantage of this gadget is "I can be able to get in touch with my friends, and loved ones thru cell phones even if they are far away". Thus, the Table 10 with overall mean of 3.12 with descriptive rating of "Slightly not Agree" implies that some students ignore the negative functions of cell phone if it will affect their study habits as well as their learning process.

Table 10. Frequency and Distribution according to Cell phone Attitudes and Behaviors of fourth year students in Cell phone

| Statement | X | DR |
|--|-------------|-------------|
| 1. I spend more money in buying loads for my cell phone to get connected with my friends thru calling and texting rather than spend money with my school projects. | 2.79 | SLNA |
| 2. I can't go to bed early at night because I want to enjoy the unlimited text and call promo with my friends and text mates. | 2.87 | SLNA |
| 3. A class discussion is distracted once cell phone rings. | 3.42 | SLNA |
| 4. I can be able to get in touch with my friends, and loved ones thru cell phones even if they are far away. | 3.68 | A |
| 5. I used to play different games installed in my cell phones that I neglected to review my notes and lessons | 2.82 | SLNA |
| 6. I can't comfortably leave our house without my cell phone with me. | 3.22 | SLNA |
| 7. I enjoy much reading stories in my mobile phones (e-book) rather than the stories we are taking up in school. | 3.03 | SLNA |
| Overall Weighted Mean | 3.12 | SLNA |

Table 11. ANOVA

| ANOVA | | | | | | |
|---------------------|-------------|----|------------|-------------|----------|-------------|
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 0.59974251 | 6 | 0.09995708 | 0.669993087 | 0.674555 | 2.445259395 |
| Within Groups | 4.177354112 | 28 | 0.14919122 | | | |
| Total | 4.777096622 | 34 | | | | |

The computed value was 0.669 which is lesser than the tabular value of 2.44 at 5% level of significance. Therefore “accept” the null hypothesis. So, there is no significant relationship on the effect of Media in the attitudes and behaviors of the students in their studies in relation to television, radio, internet, face book, twitter, newspaper, magazine and cell phone.

Modern technologies such as mentioned above were all known by the students. They know how to operate and process its functions for them to use it, but it doesn’t mean that these gadgets were factors to ruin their studies and let it be the reason for them to get failed. To make this assertion simple, students are also aware on the negative side of this gadget that’s why they are controlling their selves to abuse the functions and advantages of the said media.

The study determined the attitudes and behaviors of fourth year students in Sta. Cruz District, Sta. Cruz Zambales during the school year 2014- 2015. It attempted to answer the following specific problems:

1. How may the respondents be described in relation to the following attribute such as:
 - 1.1 Gender;
 - 1.2 Age;
 - 1.3 Year level;
 - 1.4 Parent’s Occupation;
 - 1.5 Monthly Income?
2. How do respondents describe their attitudes and behavior in using media in terms of:
 - a. Television;
 - b. Radio;
 - c. Internet/Facebook/Twitter/Computer;
 - d. Newspaper/ Magazines;
 - e. Cell phone?
3. Is there any significant difference on the attitudes and behaviors of the students in using media considering the variable in problem no. 2?
4. What are implications of the study on attitudes and behaviors of fourth year students in Sta. Cruz District Sta. Cruz, Zambales?

Findings of the Study

The following were the salient findings of the study:

1. The profile of the Teacher-Respondents

- 1.1 **Age.** There were 226 respondents who belong to 16 years of age.
- 1.2 **Gender.** Majority of the respondents were female. There were 222 for female while there were 216 male respondents.
- 1.3 **Monthly Income.** There were 236 parents of respondents who earns P7,000 and below.
- 1.4 **Parents Occupation.** Majority of the respondents answered Farming. There were 121 respondents.

2. Attitudes and Behaviors of fourth year students in Media

2.1 Attitudes and Behaviors in Television.

Television in line with it’s functions gives additional information that is useful for students not only in studies but most of the time in real life. The overall mean is 3.07 (SLNA).

2.2 Attitudes and Behaviors in Radio.

Signifies that radio doesn’t hinder students in studying their lesson instead it makes them to feel inspired. The overall mean is 3.44 (SLNA).

2.3 Attitudes and Behaviors in Computer/Internet/Facebook/Twitter

There are still students who are managing their studies in traditional way. This implies that a technology such like this doesn’t affect the study habit of some students. It has a mean of 3.14 (SLNA).

2.4 Attitudes and Behaviors in Newspaper/ Magazine.

Represents that newspaper and magazine, as one kind of media, gives additional knowledge to students specifically about social issues. The overall mean was 3.51 (A).

2.5 Attitudes and Behaviors in Cell phone.

Implies that some students ignore the negative functions of cell phone if it will affect their study habits and performances. The overall mean was 3.12 (SLNA).

3. There is no significant effect in the attitudes and behaviors of the students in using media considering the variable in problem no. 2?

There is no significant effect in the attitudes and behaviors of the students in using media such as television, radio, computer/internet/face book/twitter, newspaper/magazine and cell phone.

4. Implication of the study

Movies, television shows, computer and video games are created for users of different ages and maturity levels. Parents can protect children from exposure to violence on television, movies, and other electronic devices by knowing what their children are watching. Before purchasing or allowing children to view media; parents are encouraged to preview the media; read video game reviews; check the rating symbols and content descriptions. Talking to other children about what they are viewing is also important.

Some television shows have content that may not be suitable for children. Parents can manage what shows children have access to by utilizing parental control options, which allow customers to restrict access information on parental controls, can be obtained from the cable provider.

The rating symbols and content descriptions of video games and cell phone applications (apps) can help parents select age and content appropriate games. The Entertainment Software Rating Board (ESRB) considers a number of factors when assigning ratings, and will provide age recommendations.

Conclusions

Based from the findings, the researcher concluded the following.

1. Majority of the respondents were at the age of 16. They are dominated with female. They are earning a living below P7, 000 and the particular occupation is Farming.
2. Generally, fourth year respondents from nine (9) different public schools are aware

on the positive and negative effects of television, radio, computers/internet/face book/twitter, newspaper/magazine, and cell phone.

3. The computed value was 0.669 which is lesser than the tabular value of 2.44 at 5% level of significance. Therefore "accept" the null hypothesis. So, there is no significant relationship on the effect of Media in the attitudes and behaviors of students in relation to television, radio, internet, face book, twitter, newspaper, magazine and cell phone.
4. Parent's guidance and rigid monitoring to their children on the responsible use of the different media they are using at home and even in the school.

Recommendations

We can't deny the fact that our generation at present is moving forward with regards to technologies, and we are embracing the benefits of it; let's not forget that if we will not manage these devices properly, it will lead us to danger. Students specially, will experience academic failure, low bonding to school, chronic absenteeism and dropping out of school, and frequent school transitions.

Based on the conclusions, the following are hereby recommended:

1. Proper supervision of parents to their children every time they are expose to media.
2. Increase children's engagement and interest in other activities that expand their imagination and develop their ability to solve problems.
3. Set limits on how often, and how long, your children may play video games or view television or movies.
4. Monitor your children's on-line activity, social media and use of different applications.
5. Use password protection features to limit your children's access to electronic devices.
6. The school administrators must emphasize the policies about electronic devices whether it will be allowed to bring this in the school.

7. The school administrators conduct a series of seminars, trainings and workshops about the responsible use of media.
8. Parallel study related to the topic.

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