

Moderating Effect of Social Media Exposure and School Type on the Relationship Between Instructional Competence and English Proficiency

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Date received: May 8, 2024
Date revised: June 2, 2024
Date accepted: June 7, 2024

Originality: 94%
Grammarly Score: 99%
Similarity: 6%

Recommended citation:

Jabagat, P., Alcantara, E. (2024). Moderating effect of social media exposure and school type on the relationship between instructional competence and English proficiency. *Journal of Interdisciplinary Perspectives*, 2(7), 626-636. <https://doi.org/10.69569/jip.2024.0189>

Abstract. Social media have become the main means of communication and maintaining a social life. Students may develop their English proficiency through social media and so with the teacher's instructional competence. This study determined the moderating effect of social media exposure and school type on the relationship between instructional competence and English proficiency. The researchers pilot-tested and validated the instruments to determine the reliability and validity of the instrument. The researchers adapted and modified the instruments of Baria (2012) and Hasegawa (2010). Further, the study employed a descriptive correlational research design. The study focused on the influence of social media exposure and school type on the relationship between students' perception of teachers' instructional competence and the English proficiency level of BECED first-year college students in one of the community colleges in Mindanao, Philippines. The result of the study exposed that first-year college students mostly graduated from public schools. Students claimed that they were exposed to social media for uploading pictures, interaction, and other academic purposes. Additionally, the results of the study showed that first-year BECED college students had an overall mean score that indicated poor English proficiency performance. Furthermore, the results of the study showed that there was no significant difference in the respondents' English proficiency when grouped according to feeder school type. Also, the results showed that there was no significant relationship between English proficiency and social media exposure. Additionally, the results showed that the respondent's English proficiency had no significant relationship with teachers' instructional competence. The study concluded that social media does not moderate the relationship between the perception of a teacher's instructional competence and English proficiency. Thus, students must use social media carefully. Also, teachers have to be competent enough to meet the needs of 21st-century learners.

Keywords: Social media exposure; Instructional competence; English proficiency; School type; Moderating effect.

1.0 Introduction

Instructional competence directly influences the effectiveness of teaching which leads to improved student learning outcomes. Competent teachers engage students, address diverse learning needs, foster critical thinking skills, and create a positive and productive learning environment. Since the teachers' instructional competence is one of the factors that affect students' proficiency, many educators strive hard to look for strategies, methods, and techniques to help the students and aid them in independently interacting with written material in a way that they correctly pronounce the words and understand the message contained in them.

Additionally, teachers' instructional competence is an important component in building and enhancing students' English proficiency. The teachers seek to equip the learners with a lot of strategies, methods, and techniques to

help the students and to aid them in independently interacting with written material in a way that they correctly pronounce the words and understand the message contained in them. Thus, learners' learning depends on their ability and views towards the teachers' competencies.

English proficiency is highly important due to its status as a global lingua franca, enabling effective communication and collaboration across borders and cultures. It opens up numerous educational and professional opportunities, as English is widely used in academics as a medium of instruction, business, and international organizations. Moreover, English proficiency enhances access to information and resources available in the English language, enriching one's personal and professional growth. English proficiency can open up many opportunities for people, both personally and professionally.

Furthermore, using online social networking nowadays is common among every individual; it helps to develop students' communication and knowledge. Shivakumar and Manichander (2013) discuss education within the 21st century and how technology is a powerful tool for students. Additionally, social media platforms often provide exposure to English language content, including posts, videos, and interactions in English. Regular exposure to English on social media can contribute to students' language exposure and potentially enhance their English proficiency. According to Reid Chassiakos (2016), social media provides a lot of advantages to students' development. With the advancement of social media, students can easily communicate with their loved ones which may lead to the increase of their communication skills. On the other hand, if students are primarily exposed to informal or non-standard English on social media, it may affect their language development and proficiency less desirably.

However, many students are now engaged and exposed to social media activities like Facebook, Twitter, and Instagram which helped them build on how they perceive teachers' competency and students' English proficiency. Social media exposure can potentially influence students' perception of their teachers' instructional competence. Students may come across various educational content on social media platforms, including instructional videos, teaching tips, and opinions about teaching practices. This exposure can shape their expectations and standards for effective instruction. If students perceive a mismatch between what they see on social media and their own classroom experiences, it may impact their perception of their teachers' instructional competence.

School types often play a significant role in preparing students academically for higher-level institutions. If students receive a solid foundation in their feeder schools, they may have a positive perception of their teachers' instructional competence. Also, they may have possibly built a strong foundation of English proficiency. This study aimed to determine the moderating effect of social media exposure and school type on the relationship between instructional competence and English proficiency. Further, the researcher conducted the study to the 1st year college students who recently took an English subject and were exposed to social media.

2.0 Methodology

2.1 Research Design

A descriptive correlational research design was employed in this study. It is a study where the primary goal was to describe relationships between variables rather than trying to establish a causal relationship (Nora, 2021). The research design was deemed appropriate since the purpose of this study was to determine the moderating effect of social media exposure and school type on the relationship between students' instructional competence and English proficiency.

2.2 Research Locale

The study took place in a tertiary education in Mindanao, Philippines. This school was built on year 2018 with 3 courses offered namely; Bachelor of Entrepreneurship (BSEntrep), Bachelor of Early Childhood Education (BECed), and the Bachelor of Livelihood Education (BTLEd). According to the 2020 census, it has 29,998 people. The town is known as a child-friendly municipality. The researchers conducted the study on the said locality to know and determine the influence of social media exposure and school type on the relationship between students' perception of teachers' instructional competence and English proficiency level as their future reference for appropriate strategies.

2.3 Research Participants

The participants of this study were 71 first-year college students from the Bachelor of Early Childhood Education (BECED) department in one of the community colleges in Mindanao, Philippines who enrolled in the academic year 2022-2023.

2.4 Research Instrument

An adapted survey questionnaire from Grazioplene (2012) of Capiz State University of Social Media Exposure of Students concerning Academic Performance was used in the 1st part of the questionnaire, particularly on social media exposure. The second part of the questionnaire was also an adapted survey questionnaire of Kenji Hasegawa (2010) from the study about Instructional Competencies of the Teaching Force: their Relationship to the Students' Academic Performance. Cronbach Alpha was utilized to determine the questionnaire's Internal Consistency Reliability; the result was 0.90, which signified the reliability of the instruments used in Students' Perception of Teachers' Instructional Competence. Further, the survey questionnaire on English Proficiency Level underwent item analysis which signified that the items were accepted. The questionnaire was personally administered by the researchers following safety protocols and informed the respondents about the purpose of the study.

2.5 Data Gathering Procedure

This study used specific steps following the standard ethical procedures. The researcher had undergone significant steps in obtaining the information needed. An endorsement letter was secured from the Dean of the Graduate School, asking permission to conduct the study. The researchers wrote a letter of intent and addressed it to the College president asking permission to collect data needed for the study. Correspondingly, another letter of intent was distributed to the respondents to formally do the process of gathering data. Afterward, the data gathered were subjected to thorough investigation and analysis.

2.6 Ethical Considerations

This research study followed ethical guidelines. The data gathered were kept confidential. The respondent's participation was voluntary. They were free to decide whether to take part or not to take part in the survey. The respondents' names were not included in the data gathering to keep their identities unknown. The well-being of the first-year students who responded was always protected.

3.0 Results and Discussion

3.1 School Type

Table 1 shows the frequency and percentage distribution of respondents' school type. The result in Table 1 showed that most of the population (84.50%) went to public schools, while 15.50% had graduated from private schools.

Table 1. Frequency and percentage distribution of respondents' school type

School Type	Frequency	Percentage
Private	11	15.50%
Public	60	84.50%
Total	71	100%

Further, the result showed that most BECED first-year college students graduated from public school. 60 out of 71 respondents graduated from public schools because most live in the same community or area. Students graduate from public schools because they cannot afford to study in private schools since their parents' income is only enough for their daily expenses. Studying in private schools can only add to their expenses. The social standing or class of an individual or group (American Psychological Association, 2018) is the common reason why students enrol in public schools. This means that students who study in public schools are those whose parents cannot afford to send them to private schools, so they choose to study in public schools because it is free.

3.2 Students' Perceptions of Social Media Exposure

Table 2 presents the mean distribution of respondents' perceptions of social media exposure. Table 2 shows the mean scores of the 1st year BECED respondents' perception of social media exposure. Among the 15 statements, the highest mean score was the statement: *I check my social media account daily*, with a mean score of 3.32.

Table 2. Mean Distribution of respondents' perception of social media exposure

Indicators	Mean	Description	Interpretation
1. I use social media to upload pictures and videos.	3.22	Agree	High Exposure
2. I check my social media account every day.	3.32	Strongly Agree	Very High Exposure
3. I use social media to increase my ability to communicate.	3.28	Strongly Agree	Very High Exposure
4. I stay awake late at night updating, watching videos, and responding to the newsfeed account.	2.97	Agree	High Exposure
5. I update my profile once in a while.	2.87	Agree	High Exposure
6. I use social media to research my lessons/assignments.	3.21	Agree	High Exposure
7. I feel delighted spending most of my time using social media apps.	3.11	Agree	High Exposure
8. I feel irritated if I cannot check my social media account.	2.59	Agree	High Exposure
9. I spend more than three hours using/accessing my social media account.	3.14	Agree	High Exposure
10. I use social media because it allows me to reinvent myself.	3.26	Strongly Agree	Very High Exposure
11. I use social media to enrich my vocabulary.	3.29	Strongly Agree	Very High Exposure
12. I see my social media account as a venue for releasing my school pressure and stress.	3.26	Strongly Agree	Very High Exposure
13. I use social media to express myself in any way possible.	3.23	Agree	High Exposure
14. I use social media to develop my communication skills.	3.33	Strongly Agree	Very High Exposure
15. I do not update my social media account/s regularly.	2.98	Agree	High Exposure
Overall Mean	3.13	Agree	High Exposure

The results indicated that respondents were always updating their social media accounts. Moreover, the second highest statement was: I use social media to increase my communication ability. This revealed that the first-year BECED college students used social media to develop their communication skills. This means that students find social media helpful in improving their communication skills where they can increase their ability to communicate, reinvent themselves, and enrich their vocabulary. As Reid Chassiakos (2016) expressed, social media provides many advantages to students' development. With the advancement of social media, students can easily communicate with their loved ones, which may increase their communication skills. Social media sites have replaced other forms of communication and are now needed for maintaining a social life (Li & Croucher, 2020). It is now simpler to communicate and disseminate information because of social media. It makes it easier for students to stay in touch with one another and is a highly useful source of information whenever they are.

3.3 Students' Perceptions of Teachers' Competence

In terms of Mastery of the Subject Matter

The result in Table 3 shows the mean distribution of the students' perceptions of teacher competence regarding mastery of the subject matter.

Table 3. Mean distribution of the student's perception on teacher competence in mastery of the subject matter

Indicators	Mean	Description	Interpretation
1. Manifest confidence and firmness with every piece of information being given in the class.	3.42	Strongly Agree	Very High Competence
2. Relates subject matter to previous topics and areas of interest.	3.25	Agree	High Competence
3. Explain the lesson by citing relevant examples and situations.	3.42	Strongly Agree	Very High Competence
4. Answers questions clearly and with confidence.	3.28	Strongly Agree	Very High Competence
5. Readily define important terms in the lesson.	3.25	Agree	High Competence
Overall Mean	3.32	Strongly Agree	Very High Competence

As perceived by the first-year BECED college students with a total mean score of 3.32, it was revealed that the respondents' perceptions of teacher mastery of the subject matter showed a very high competence. The result exposed that a teacher who showed confidence in giving information in class relates the subject matter to previous

topics, understands the lessons, and readily defines important terms in the lessons helps students to learn more about the lessons. The teacher's mastery of the subject matter can be a great tool in developing students' knowledge because if students see that their teacher has mastery of the subject, they can have confidence in getting knowledge from the teachers. Teachers have to possess a great deal of knowledge and skills concerning both teaching and assessment practices to meet those demands and standards of quality education (Ksenia, 2017).

In terms of Teaching Skills

Table 4, shows the mean distribution of the students' perception of teacher competence in terms of teaching skills. The total mean score of 3.33 revealed that the respondents' perceptions of teacher teaching skills show a very high competence.

Table 4. Mean distribution of the students' perception on teacher teaching skills

Indicators	Mean	Description	Interpretation
1. Presents the lesson systematically and analytically.	3.35	Strongly Agree	Very High Competence
2. Uses language effectively in expressing ideas in class discussions.	3.22	Agree	High Competence
3. Adjusts teaching methods to students' needs, interests, and abilities.	3.39	Strongly Agree	Very High Competence
4. Uses different teaching techniques, approaches, and strategies to make the lesson interesting and meaningful.	3.35	Strongly Agree	Very High Competence
5. Motivates the students by asking questions effectively to develop critical thinking and creativity.	3.35	Strongly Agree	Very High Competence
Overall Mean	3.33	Strongly Agree	Very High Competence

This means that teachers' techniques, strategies, methods, and teaching skills positively impact students. Training teachers to ensure they have the necessary skills, knowledge, and strategies to deliver high-quality education is essential. Teacher training enables educators to stay updated with the latest educational approaches, enhance their instructional techniques, and effectively meet the diverse learning needs of the students. Additionally, identifying teachers' weak points is crucial to help them improve and become more effective. Through teachers' training, they can gain a lot of techniques, methods, and approaches that could help them deliver the lessons properly and develop their professional skills. Research on teaching skills by Didion, Toste, and Filderman (2020) confers the importance of professional skills as "Professional skills are an important factor influencing whether learning activities have a positive impact on outcomes for students is the extent to which those outcomes form the rationale for and on-going focus of teacher engagement." Professional learning of the teacher prospects greatly influences student learning outcomes as it emphasizes precise teaching skills.

In terms of Classroom Management

Table 5, shows the mean distribution of the students' perception of teacher classroom management.

Table 5. Mean distribution of the student's perception of teacher classroom management

Indicators	Mean	Description	Interpretation
1. Establishes authority in the classroom effectively by making students obey rules set to help the class achieve the objectives set for the day.	3.39	Strongly Agree	Very High Competence
2. Commands respect from the students.	3.56	Strongly Agree	Very High Competence
3. Starts learning activities on time.	3.38	Strongly Agree	Very High Competence
4. Shows a great deal of patience towards the students.	3.48	Strongly Agree	Very High Competence
5. Can assist students in doing cooperative group tasks.	3.39	Strongly Agree	Very High Competence
Overall Mean	3.44	Strongly Agree	Very High Competence

The data revealed that the respondents' perceptions of teacher classroom management had the highest mean score of 3.56 and the lowest mean score of 3.38 which showed that the teachers command respect from the students and start learning activities on time. It also exposed that the teacher establishes authority in the classroom effectively by making students obey rules set to help the class achieve the objectives set for the day, shows a great deal of patience towards the students, and can assist students in doing cooperative group tasks. Classroom management is necessary because if the classroom is conducive to learning, students can focus on listening and understanding the lessons without any disruptions. Students' perceptions of teachers who create and maintain safe and supportive learning environments and their classroom experiences have been previously examined (Egeberg &

McConney, 2017). Despite varying school contexts, students identified effective classroom managers as teachers who meet students' needs by developing caring relationships and controlling the classroom environment while fostering student responsibility and engaging students in their learning (Egeberg & McConney, 2017). In connection, teachers who show care and patience toward students give them a positive impact.

In terms of Evaluation Skills

Table 6 discloses the results of students' perception of teachers' competence in evaluation skills.

Table 6. Mean distribution of the students' perception of teacher evaluation skills

Indicators	Mean	Description	Interpretation
1. Evaluate students' performances fairly and use adequate and accurate standard evaluation measures.	3.44	Strongly Agree	Very High Competence
2. Provide evaluative activities appropriate to students' abilities, interests, and needs.	3.49	Strongly Agree	Very High Competence
3. Utilize evaluation results as a basis for improving instruction.	3.46	Strongly Agree	Very High Competence
4. Treat each student fairly in giving grades.	3.52	Strongly Agree	Very High Competence
5. Allows students to rate their performances in some of the activities in the class.	3.42	Strongly Agree	Very High Competence
Overall Mean	3.46	Strongly Agree	Very High Competence

The total mean score of 3.46 revealed that the respondents' perceptions of teacher evaluation skills show a very high competence. Specifically, the highest mean score was 3.52 which claimed that teachers treat each student fairly in giving grades. On the other hand, the lowest mean score was 3.42 which claimed that teachers allow students to rate their performance in some of the activities in the class. Fair treatment in giving students equal opportunities helps them stay focused on their studies. If students see that their teachers give an equal opportunity to all, they will gain confidence and do their best in their studies. Additionally, student perceptions are a better indicator of student learning results than other approaches like outside observations or teachers' subjective assessments of their teaching styles (Maulana, Helms-Lorenz, & Van de Grift, 2015). By giving students fair evaluations in any activities, students will be motivated to do more and give their best.

Summary

Table 7 shows the summary of students' perception of teachers' instructional competence.

Table 7. Summary table of students' perception on teacher instructional competence

Areas	Mean	Description	Interpretation
Mastery of the subject matter	3.32	Strongly agree	Very high competence
Teaching skills	3.33	Strongly agree	Very high competence
Classroom management	3.44	Strongly agree	Very high competence
Evaluation skills	3.46	Strongly agree	Very high competence
Overall Mean	3.38	Strongly agree	Very high competence

The table revealed that the overall summary of the student's perception of the teacher's instructional materials in terms of the mastery of the subject matter, teaching skills, classroom management, and evaluation skills shows a very high competence with a total mean score of 3.38. This result indicated that students observe a good and positive outcome if teachers are well equipped for the subject handled with different learning styles, techniques, classroom styles, and fair student evaluation. Teacher instructional competence, on the other hand, may serve as an important lever that can be used to improve the quality of teaching and student outcomes, for instance, in professional development programs (Kleckmann, Trobs, Jonen, Vehmeyer, & Möler, 2016).

3.3 Students' Perceptions of English Proficiency

In terms of Grammar

Table 8, revealed that the English proficiency of the respondents in terms of grammar was satisfactory with a total mean score of 7.80 which means that students' score needs some improvements. Students' satisfactory scores on grammar tests divulged that they were not good enough at identifying and arranging words correctly. Students need to practice more in writing and reading so that they will know how to arrange the sentence correctly. If students have good grammar skills, they can learn best and can easily improve their English proficiency because they already mastered English grammar. Students' knowledge of grammar is one of the factors in building English

proficiency. According to Mariawoodford (2018), “English grammar is one of the most important elements of your language study”. It means that to have a clue to speak English fluently and confidently, a student should know the correct grammar.

Table 8. Mean distribution on students’ english proficiency in grammar test

Scores	Description	Frequency	Percentage
13	Outstanding	1	1.41%
11.14	Very satisfactory	7	9.86%
7.63	Satisfactory	34	47.89%
5.25	Fairly satisfactory	28	39.43%
2	Did not meet expectations	1	1.41%

In terms of Analogy

Table 9 shows that students’ scores in English proficiency in terms of Analogy were satisfactory based on the total mean score of 7.36 which means that students should continue to read and learn more words.

Table 9. Mean distribution on students’ english proficiency in analogy test

Scores	Description	Frequency	Percentage
13.71	Outstanding	7	9.86%
11	Very satisfactory	5	7.04%
7.46	Satisfactory	43	60.56%
5.37	Fairly satisfactory	16	22.54%
0	Did not meet the expectation	0	0

For the students to get higher scores on their analogy test, they must practice reading because reading can help the students learn more words, and that could strengthen their vocabulary. Analogy speaks of a different matter and two different things which are then compared. Analogy in linguistics is the equation between forms as the basis for the occurrence of other forms. Analogy is one of the morphological processes in which in the analogy, the formation of new words from existing words. If students have gained a high score on the analogy test this means that students are wide readers and have wide vocabulary skills which helps them understand words that are being compared (Septianingsih and Jerusalem 2021).

In terms of Stress

Table 10, presents the English proficiency of the respondents in the word stress test.

Table 10. Mean distribution on students’ english proficiency in stress test

Scores	Description	Frequency	Percentage
9.33	Outstanding	9	12.67
7.56	Very Satisfactory	16	22.53
5.31	Satisfactory	32	45.07
3.54	Fairly Satisfactory	11	15.50
1.66	Did not meet expectations	3	4.23

It is shown that the English proficiency score of students in terms of the word stress test was satisfactory with a total mean of 5.48. Students' scores in the word stress test indicated that students need to practice more on speaking and pronunciation. The more students can understand and pronounce the words phonetically and correctly, the more likely they can pronounce English words similarly to native speakers. As a result, students have confidence in their pronunciation. This makes communication more effective (Kulachit & Nuangchalerm, 2021). Students with good pronunciation and good English proficiency of language can easily alter the words correctly.

Summary

The result in Table 11 indicated that the students need to put more effort into studying English to improve and enhance their proficiency. Van Zyl, Bezuidenhout, & Adefuye (2020) discovered that the difficulty level of the English language in course materials and assessments could have negative effects on students’ academic achievement. Based on the data, students must study and practice more in English Language. English proficiency can be developed through consistent practice and exposure to the language, including activities such as reading,

writing, listening, and speaking. By engaging in active learning, utilizing resources, and seeking opportunities to apply and interact with English in various contexts, individuals can enhance their proficiency over time.

Table 11. Summary of respondents' English Proficiency

English Proficiency	Mean	SD	Description	Interpretation
Grammar	7.80	2.15	Satisfactory	Good
Analogy	7.36	2.45	Satisfactory	Good
Word Stress	5.48	1.99	Satisfactory	Good
Overall Mean	20.64		Satisfactory	Good

3.4 Difference in English Proficiency When Grouped to School Types

Table 12 shows the p-value of 0.43, which revealed that there was no significant difference between the private (N=11, Mean=5.56, and a standard deviation of 1.21) and public (N=60, Mean=5.85, and a standard deviation of 0.13) in terms of their English proficiency level.

Table 12. Test of difference in the respondents' English proficiency level when grouped according to school type

	T	P	Decision	Interpretation
English Proficiency and Feeder School Type	-0.786	0.43	Rejected	Not significant

Therefore, the null hypothesis was rejected. Students' English proficiency does not have a significant difference between students in private and public schools. Regardless of the students' school type, it does not guarantee that they can develop their English proficiency. When it comes to student achievement, the data do not support the assumption that private and public schools will improve their standards (Kuivalainen, 2017). No matter where the students came from any type of school does not have a significant effect on the English proficiency level of the students. Public schools often provide education to a diverse population and may have access to government funding, while private schools often have more flexibility in their curriculum and may offer specialized programs, but may also have higher costs and potential exclusivity. The respondents need to learn, study, and practice more on developing their English proficiency. They must give more time to their studies especially in learning a language because through this they can build a strong foundation in their English language.

3.5 Relationship Between English Proficiency and Social Media Exposure

Table 13. Test of relationship between English proficiency and social media exposure

Variables	Pearson's r	p-value	Decision Ho	Interpretation
English Proficiency and Social Media Exposure	0.021	0.85	Rejected	not significant

Table 13 shows a p-value of 0.85, which means that there was no relationship between English proficiency and social media exposure. Therefore, the null hypothesis was rejected. Based on the results, English proficiency did not have a significant relationship with social media. No matter how exposed are the students to social media, it cannot help them improve their English proficiency. This means that students need to use social media in the right way instead of using it for entertainment they should use it academically. Social media has a lot to offer, so students must be wise enough to use it in the right way that could help them improve their English proficiency. Furthermore, social media exposure has nothing to do with developing students' English proficiency. Students' excessive use of social media can be a contributing factor to poor performance as it can lead to reduced focus and attention on academics. Since students frequently use social media for purposes other than learning, this tends to distract them from the classroom and hinder academic development (Bekalu, McCloud, & Viswanath, 2019). Kulidtud (2017) claimed that students' primary motivation for utilizing the internet differs from what they were doing when they first reached the sites. This means that if students' primary goal is entertainment, then English proficiency cannot be improved.

3.6 Relationship Between English Proficiency and Teachers' Instructional Competence

Table 14 displays the p-value of 0.36, which revealed that there was no relationship between students' perception of teachers' instructional competence and their English proficiency.

Table 14. Test of relationship between the students' perception on teachers' instructional competence and their english proficiency

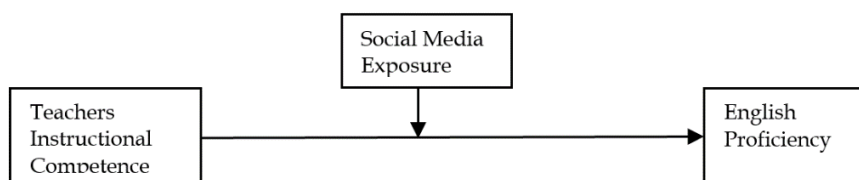
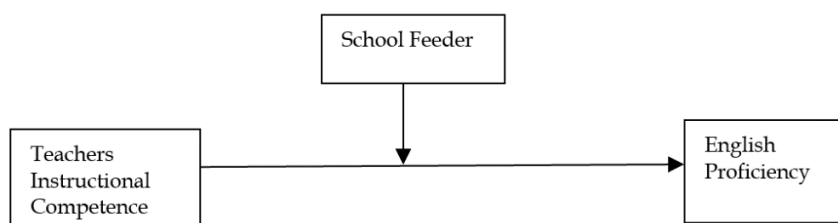
Variables	N	Pearson's r	p-value	Decision Ho	Interpretation
Teacher's Instructional Competence and English Proficiency	71	0.109	0.36	Rejected	Not significant

Students' perception of teacher instructional competence has nothing to do with students' English Proficiency. According to studies, teachers' actions influence students' cognitive, affective, and learning results (Maulana et al., 2015; Van der Lans, Van de Grift, and Van Veen, 2015). However, there is a critical and ongoing need to pinpoint relevant explanatory factors that influence the effectiveness of teaching behavior. Teacher instructional competence can be a great factor in students learning; however, it will depend on how the students perceive and use it to develop their competency.

3.7 Relationship Between Variables

Table 15. Moderation analysis

Model	Coeff.	SE	p	Interpretation
Constant	5.36	.660	.0000	
TIC	.428	.396	.283	
SM	-.685	.3546	.057	Not Significant
Interpretation	-.552	1.209	.649	
School type	.241	.351	.4933	

**Figure 1:** Moderation Analysis Model 1**Figure 2:** Moderation Analysis Model 2

The hypothesized moderated model was tested using multiple regression analysis via PROCESS macro model 1. Based on the results, social media does not moderate the relationship between the Perception of Teacher's Instructional Competence and English Proficiency Level. The decision rejected Ho. Further, the school type was not used because it was nominal data and cannot be factor N. It was not included but used as a control. Social network sites have become the main means of communicating and maintaining a social life (Li and Croucher, 2020). Students use social media to stay in touch with their loved ones who are far from them and use it as a means of developing their communication skills. However, social media has more adverse effects than positive ones (Woods and Scott, 2016). Since students tend to spend more time on social media than on educational purposes, this tends to cause distraction from the learning environment, affecting their academic progress (Bekalu et al., 2019). Students' exposure to social media does not merely influence students' English proficiency. According to some studies, teachers' competence gives a positive learning outcome to the students; however, numerous observations are pointing out teachers' poor competence in terms of aligning classroom activities with the objective of the lesson (Lucero, 2018). This is mainly due to poor lesson planning skills among teachers which need to be addressed in no time.

4.0 Conclusion

The influence of social media exposure on the students did not help them in building their English proficiency. Furthermore, the findings of the study confirmed that students' perceptions of teachers' instructional competence in terms of mastery of the subject, teaching skills, classroom management, and evaluation skills have a very high influence on the students. Students learn best if teachers are competent. Further, the findings of the study confirmed that social media does not moderate the relationship between the perception of teachers' instructional competence and the English proficiency of the students. Students must use social media carefully since many users upload and share information that is not true, which may lead to misinformation. They must use social media to develop their communication skills. Furthermore, college students should not solely rely on social networking to improve and build their communication skills, as physical or face-to-face interaction is also essential. Also, teachers need to be competent enough to meet the needs of 21st-century learners by attending seminars and other workshops related to teaching so that they will be more equipped and able to meet the needs of 21st-century learners.

5.0 Contributions of Authors

The authors indicate equal contribution to each section. The authors reviewed the final work.

6.0 Funding

This work received an allowance from SIKAP-CHED.

7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

8.0 Acknowledgment

At the very start, this humble work could have never been accomplished without the willingness of several persons who lend their hands. The researcher wishes to express her heartfelt gratitude to everyone who helped make this study a success: The researchers' sincere appreciation to Dr. Edwin C. Du, Dean of the Graduate School, for the inspiration and motivation to pursue the study. The Panelists: Dr. Josephine O. Oted, Dr. Mercelita J. Labial, Dr. Geldolin L. Inte, and Dr. Janet C. Parpa, for sharing their expertise and constructive criticisms during the proposal and final defense. Dr. Vincent Padilla, College President of Salay Community College, for granting the permit to study the researcher. The First Year BECED College students who participated in the study. Mrs. Veronica M. Jabagat and Mr. Rodrigo R. Jabagat, the researcher's parents for the love and unending encouragement and support. Most especially to the researcher partner Mr. Renzon Lagat for unending inspiration. Friends and relatives who are not mentioned became part of making this study possible. Thank you for the efforts, sharing of ideas, and encouragement. Above all, to God, the Glorious One, for the strength, knowledge, wisdom, and abundance of gifts bestowed upon the researcher to pursue the study even during the most serious situations. To God be all the glory!

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