Social Intelligence and Media Literacy of Senior High School Students

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Article Info	ABSTRACT
	This study aimed to determine the relationship between social intelligence and media literacy of senior high school students. A correlational design was used in this study. It was participated by 300 senior high school students. A survey questionnaire on social intelligence and media literacy were used as instruments. Mean and Pearson correlation coefficient were used to analyze the data. This study revealed that social intelligence of students is high which means that students can read other people and understand their intentions and motivations. Likewise, media literacy of senior high school students is high which implies students are good in perceiving the use of media and are aware of its negative and positive use. Furthermore, there is a moderate positive correlation between social intelligence and media literacy. This may further imply that a higher social intelligence can improve media literacy. Thus, the conduct of social intelligence enhancement program is recommended to improve the media literacy of the students.

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1. INTRODUCTION

The advent of technological boom changes almost all the ways in which people live. The convenience it brought to the society can be evidently seen in every human activity. Even the most difficult task can be accomplished in just one tap or click on our devices. But the challenge relies on the social aspects on how people use this technology.

Media literacy has become a center of gravity for fighting fake news, and a diverse array of stakeholders have pushed substantial resources into media literacy projects from educators to lawmakers, philanthropists to technologists [3]. This is also backed up by Guess, Lerner, Lyons, Montgomery, Nyhan, Reifler, and Sircar [9] which asserted that few individuals are prepared to manage the online world of knowledge. This global gap in digital media literacy has been described as a key factor that explains the widespread belief in misinformation online, leading to improvements in education policy and technology platform design. On the other hand, the issue of plagiarism in the cyber world has been a problem recently. According to Dumitrina, Casanovas, and Capdevila [7], when creating an academic assignment, access to information is no longer a concern, but the excess

of information and the ease which it is obtained, processed, and edited has a challenge in this context which is the cyber-plagiarism. This phenomenon might be described as the using an idea without any reference of information in any medium.

Developing social intelligence in students is an important aspect for the holistic development. In a study conducted by Malik, Siddique, and Syed [17], they concluded that the missing aspect of education is developing the social intelligence of the students. Moreover, students who lacks social intelligence might end up hurting others and are not cautious of their actions towards others. Thus, they recommend to enforce civic education to the students to improve their social intelligence. On the other hand, social intelligence must be possessed by student to penetrate future jobs. Latsevich, Semenovskikh, and Bruk [15], found out that social intelligence is an important component for graduating students to be accepted to the work they want to apply because human resource hiring is very keen on observing employees who have high social intelligence. Additionally, social intelligence is also seen as a way to improve online learning of students. Han and Johnson [11], asserted that through meaningful interaction in online platforms, the critical thinking and the cognitive aspects of students have greatly improved. With this, transactional distance is not a problem anymore. Students will enjoy their online learning through improving their social intelligence that will give way to meaningful interactions.

A study conducted by Datu, Wong, and Rubie-Davies [6] revealed that social intelligence has beneficial effect to media literacy. They implemented a kindness intervention program to Hongkong secondary school students and found out that the intervention has increased the advanced media literacy skills of the students. On the other hand, As cited by Jolls and Wilson [12], Aspen institute has published a new policy called "Learners at the Center of Networked World". In this policy, they emphasized that the educative process must prioritize the improvement of media literacy as well as social and emotional literacy. This will serve as the heart of education. This means that social literacy and media literacy must go together to improve learning. Additionally, Kosic [14] emphasized the importance of ensuring young people to be well-informed and literate about media and social learning, to prevent adverse effects from exposure and misinformation. She also observed that that when regularly implemented, media literacy and improving social intelligence approaches can harness positive life skills and promote positive thinking and behaviors. This only means that socio-emotional approaches and media literacy can be a valid approach to promote active learning among net generations or those generations who have totally immersed and surrounded by online/digital settings.

Moreover, Youngbauer [33], in his study, discusses how important the implementation of media literacy in social studies curriculum. He asserted that social competence and social awareness are related to media literacy. This will help curriculum planners to take into considerations, the social intelligence and media literacy of students. A study on the 21st century skills of Nueva Viscaya State University students in the Philippines revealed that information, media and technology skills has a very significant relationship with life and career skills [1]. Life and career skills includes social skills as a component. Thus, we can conclude that social skills may affect media literacy. On the other hand, issues about online privacy and interventions have social determinants. The study by Bernadas and Soriano [2], online behavior of youth especially about privacy is affected by their access to different forms of media outlet. Through their findings, designing the intervention programs about online privacy must consider social determinants to become successful. Additionally, the study conducted by Santos [20], showed that Media and Information Literacy (MIL) curriculum in the Philippines lacked in intentional skills building. Social and moral skills were inexistent. This could lead to students being fed with knowledge about media but lacks actual life, social, and moral skills. Implementing online learning needs to promote social skills.

A study conducted by Sobejana [26] in his study about e-learning among schools in Davao Del Sur, among all indicators of e-learning, collaboration among students has the weakest correlation. This only means that social aspects in online and digital learning must be improved. The idea of collaboration in using media was backed up by the study of Genuba and Abellanosa [8] in their study of the University of Mindanao Professional School's professors. The study revealed that working

with the students in using media and technology increases the quality of learning as well as student engagement.

Thus, this study aimed to determine the level of social intelligence and media literacy of students, as well as the relationship among these variables. Likewise, this paper also tries to fill the gap to provide additional literature to future studies since there are only limited access and number of studies conducted on social intelligence and media literacy of senior high school students.

This study was conducted to gain a better understanding of the level of social intelligence and media literacy of senior high school students. This study reveals how social intelligence affects the media literacy of the students. Moreover, this study will encourage stakeholders, teachers, and administrators to investigate the dimensions of social intelligence that will affect media literacy of the students.

2. METHOD

This study made use of a quantitative research design. Creswell [4] defined quantitative research design as a design that identifies a research problem based on trends on how a specific problem occurs. This means that it measures overall tendency and note how this tendency differs from one person to the other. Moreover, this uses numeric data from number of people using tools such as questions that are predetermined and preset.

Under this design is the correlational approach which looked into the possible relationship between the two variables. According to Creswell [4], correlational research design uses statistical test to describe and measure the degree of association or relationship between two or more variables or sets of scores. This kind of research design examines the tendency or pattern of two sets of data to vary consistently. In this study, the researchers aimed to determine the relationship between students' social intelligence and media literacy. In this correlation research, data were gathered from our respondents and from there, the researchers find the extent to which their variables were related.

The study was conducted in one of the largest universities in Davao region. The university is composed of different colleges and departments, including the Senior High School Department, which was the subject of this research. The Senior High School department has more than one thousand officially enrolled students and twenty-two faculty members with different specializations. The researcher decided to conduct the study in this school because it gave the researcher the necessary information for the social intelligence and media literacy of senior high school students. Moreover, this senior high school has one of the highest population in senior high school in Davao City. This study was conducted in the first and second semesters of school year 2020-2021.

The respondents of this research were three hundred (300) students in which one hundred fifty of them are coming from Grade 12 and the other one hundred fifty from the Grade 11. All of the respondents were enrolled in S.Y. 2020-2021. These respondents were randomly selected students of University. Random sampling is a kind of technique in which each member of the population has an equal chance of being chosen as a respondent of the study [4]. With this kind of sampling technique, the researchers can mitigate the unbiased representation of the population.

To address the research questions presented in this study, the researcher administered an adapted survey-questionnaire about social intelligence and media literacy. The survey questionnaire for social intelligence was adapted from the Tromso Social Intelligence Scale developed at the University of Tromso by Silvera, Matinussen,and Dahl [28]. The survey-questionnaire was answered by four-level Likert scale namely: Strongly Agree, Agree, Disagree and Strongly Disagree. Moreover, each component of the survey-questionnaire was based from the variables of the research and also from the researchers' relevant studies and literatures of the research study.

The survey questionnaire for media literacy was adapted from Hallaq [10]. The survey-questionnaire was answered by four-level Likert scale namely: Strongly Agree, Agree, Disagree and Strongly Disagree. Moreover, each component of the survey-questionnaire was based from the variables of the research and also from the researchers' relevant studies and literatures of the research study.

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3.   RESULTS AND DISCUSSION

The first objective of the study is to determine the level of social intelligence of senior high school students in terms of social skills, social awareness, and social information processing. The data is presented in table 1.

Table1. Level of Social Intelligence of Senior High School Students

Social Intelligence of Senior High School Students	Mean	Description
A. Social Information Processing		
1. I can predict other peoples' behavior.	3.09	High
2. I know how my actions will make others feel.	3.48	Very High
3. I understand other peoples' feelings.	3.45	Very High
4. I understand others' wishes.	3.25	High
5. I can often understand what others are trying to accomplish without saying anything.	3.18	High
6. I can predict how others will react to my behavior.	3.23	High
7. I can often understand what others really mean through their expression, body language, etc.	3.45	Very High
Overall	**3.30**	**Very High**
B. Social Skills		
1. I often feel certain around new people who I don't know.	2.71	High
2. I fit in easily is social situations.	2.5	Low
3. I am good at entering new situations and meeting people for the first time.	2.54	High
4. I get along with others easily.	2.68	High
5. It takes a short time for me to get to know others well.	2.73	High
6. I am good at getting on good terms with new people	2.99	High
7. I frequently find good conversations.	2.87	High
Overall	**2.72**	**High**
C. Social Awareness		
1. I often feel that it is difficult to understand others' choices	2.85	High
2. People often surprise me with the things they do.	3.02	High
3. Other people become angry with me without me being able to explain why.	2.67	High
4. People are often angry or irritated with me when I say what I think.	2.42	Low
5. I find people unpredictable.	2.74	High
6. I have often hurt others without realizing it.	2.83	High
7. I am often surprised by others' reactions to what I do.	3.00	High
Overall	**2.79**	**High**
Overall Level of Social Intelligence of Senior High School Students	**2.94**	**High**

As shown on the Table 1, social information processing among all indicators received the highest mean of 3.30 or very high. The data gathered implies that the senior high school students can process their own social behavior and of the other people. Specifically, students knows how one's action can positively or negatively affects others. They are good in managing their own behavior in a social setting. Although it received a high mean, predicting other peoples' behavior is perceived to have the lowest mean among all items in this indicator. This means that students have lesser ability to predict the behavior of other people.

In the context of classroom setting, this finding can be connected to the proposition of Spilt [27] which emphasizes that the hostile and aggressive behavior of students are attributed to the ambiguous perception and understanding of students to their teacher's behavior. It can be concluded that the respondents of this study might not display an aggressive and hostile behavior since in the findings, the respondents have high level of social information processing. This is in

consonance with the idea of Terzian et al. [30] which states that students who score higher social information processing exhibits lesser aggressive behavior.

The second highest indicator is the social awareness with a mean of 2.79 or high. Note that items in this indicator were reverse coded. Social awareness are frequently manifested among senior high school students. This further implies that senior high school students are aware of the social behavior of other people. Thus, they are not surprised how other people act and behave in a social setting. Item with low mean score is the awareness of students about their actions and words. This implies that students have lesser ability to express their behavior through action and words without hurting or irritating others. On a good note total social awareness of students is perceived as high. It can be concluded that students are observant of the social phenomena happening around them. Through this, they can decide which is right or wrong.

This finding is connected to the idea of Van Huynh [31] which posits that having high social awareness makes a student good decision maker. They are able to decide which is bad or good for the others. Moreover, Shrivastava [24], supports that having high social awareness develops students ability to empathize towards others and to fight against injustices making them a good global citizens.

The lowest indicator is social skills with a mean of 2.72 which is interpreted as high. The result indicates that senior high school students have a strong ability to get in good terms with people they do not know. This means that students are friendly and can easily get acquainted with new people. Additionally, they are able to find good conversation with people they are not acquainted with. On the other hand, students have lesser ability to fit easily in social situations. Thus, students have a hard time adjusting to social situations especially if it is new to them or the people are unknown to them.

The result can be connected to the idea of Poulou [19] which stated that measuring social skills can be used to predict behavioral and emotional problems of the students. Thus, can be used by teachers to prevent such problems to worsen. This can also be attributed to bullying and hostile behavior. Silva et al. [25], asserted that high social skills prevents students from displaying hostile and aggressive behaviors against peers. Moreover, Martens and Hobbs [18], emphasizes the importance of social skills to classroom management. Students who have lower social skills tend to display disruptive behavior which can negatively affect the classroom environment.

As shown in the Table 1, the level of social intelligence of senior high school students receives an overall mean of 2.94 or high. It can be concluded that senior high school students have the ability to read other people and understand their intentions and motivations. They have basically the capacity to effectively negotiate complex social relationships and environments. Moreover, students can process social behavior of others and observe social events. Thus, they can decide which is right and wrong in each social setting.

This is in consonance with the idea of Thorndike as cited by as cited by Lathesh and Avadhani [16], that people who have high social intelligence can understand and manage men and women, boys and girls, to act wisely in human relations. Additionally, Malik et al. [17], emphasized that social intelligence is the missing formula in schools to avoid aggression and hostile behaviors. The improvement of social intelligence will lead to a more meaningful civic education.

The second objective of this study is to determine the level of media literacy of senior high school students. Presented in the table 2 is the level of media literacy of senior high school students in terms of ethical awareness, media access, media awareness, and media evaluation.

Table 2. Level of Media Literacy of Senior High School Students

Media Literacy of Senior High School Students	Mean	Description
A. Ethical Awareness		
1. I am aware of the do's and don'ts of online practices.	3.64	Very High
2. I am aware that sharing files that I have purchased is not legal.	3.26	Very High
3. I am aware of my school's policies about downloading digital files.	3.44	Very High
4. I have a personal responsibility to gather information about how to properly use media tools.	3.54	Very High

5. I can intelligently discuss the ethical considerations of using social media in the academic environment.	3.22	High
Overall	**3.42**	**Very High**
B. Media Access		
1. I can access my grade through online.	3.46	Very High
2. I am capable of adding information to a web forum	2.96	High
3. I am confident in my ability to succeed in a fully online class.	3.04	High
4. I am confident in my ability to identify and install Internet filters on my computer.	2.92	High
5. I regularly log in to a several social media sites (i.e. Facebook, Twitter, Pinterest, etc).	3.62	Very High
Overall	**3.20**	**High**
C. Media Awareness		
1. I feel competent in my ability to save money by shopping online.	2.82	High
2. I am familiar with media file formats such as jpeg, avi, mp3.	3.47	Very High
3. I like to learn new things about other cultures from online activities (i.e. surfing the Internet, playing online games, participating in online communities or forums, etc.).	3.48	Very High
4. I am confident in my ability to evaluate information found online for credibility.	3.26	Very High
5. I am confident in my ability to personalize the information I receive through online news sites.	3.26	Very High
Overall	**3.26**	**Very High**
D. Media Evaluation		
1. I feel confident in my ability to identify the credibility of an Internet pop-up notice telling me to "click here."	3.28	Very High
2. I am aware of the terms of User Agreements for web sites where I post content.	3.36	Very High
3. I have the ability to evaluate another person's media skill/competency	3.03	High
4. I feel confident in my ability to determine if on-line information is biased.	3.23	High
5. I find social media sites credible for any information.	2.73	High
Overall	**3.12**	**High**
Overall Level of Media Literacy of Senior High School Students	**3.25**	**High**

As shown in Table 2, the indicator that received the highest mean is ethical awareness with a mean of 3.42 or very high. It can be interpreted that senior high school students always manifest ethical awareness. This means that they are well aware of the right and wrong in using the media. Students know netiquettes and its practical application. The result further means that senior high school students are responsible in their use of media especially that they are producers and consumers of information. On the other hand, the ability to discuss ethical considerations in using social media in academic environment received a lower mean score. Thus, students are reluctant to discuss to others the right and wrong in the use of media.

This finding conforms to the idea of Jongsermtrakoon and Nasongkhla [13] which revealed that through online class, the students are taught to become responsible media users. They were taught not just to copy and paste the information they learned from the internet but to make sure due credit was given to the rightful owners of the idea. Since online blended learning becomes the new trend, senior high school students' ethical awareness was improved. This is also in consonance with the idea of Rath [20] which asserts that students' use of media considers them as both producer and consumer of information. Thus, responsibility in using media is not just focused on those who produced it but also those who consumes. We can conclude that ethical aspects of using media is very important.

The second highest indicator is media awareness which has the mean of 3.26 or very high. This means that senior high school students always manifest media awareness. This can further interpreted that senior high school students are interested in learning new cultures around the world. This add to their ability to use media for better global citizenship. On the other hand, students are familiar with file formats available. Through this, they have good navigation and use of the media. Moreover, students' competence in the ability to save money by shopping online received a lower mean score. This can mean that senior high school students are easily swayed by shopping information online. Various products from around the world are easily advertised through different media, and students cannot easily evaluate promo and sales online. Thus, saving money is an issue since online platforms for shopping and information is all around.

This is further emphasized from the idea of Tagg and Seargeant [29], which emphasized that our reactions to global issues depends on our media awareness. People who have high media awareness tend to perceive information available through media correctly. This means that the more we are aware of the media we are using the more we can combat disinformation. This is in relation to the proposition of Ye et al. [32] that having media awareness exposes students to different societal issues which concerns the humanity. This exposure to societal issues made them a more active participants of the global community.

The third highest indicator is media access which is perceived by the respondents to have the mean of 3.20 or high. This data result for media access can be interpreted as high or frequently manifested. This further interpreted that senior high school students have high access to social media sites. With the emergence of twitter, facebook, and instagram, it is inevitable that students frequently logged in to this social networking sites given the popularity of these sites. On the other hand, students' ability to identify and install internet fillers received a lower mean score. Students are not adept in using and installing software that can filter malwares. Moreover, students are lesser confident with installing fillers to avoid accessing potentially harmful websites that proliferates disinformation and fake news.

This finding is in parallel to the idea of Dalton [5] which stated the importance of removing the barriers in accessing media. He further explains that through frequent access to media, students' information and media literacy improved significantly. The more that students are exposed to media, the more they know how to properly use it. Moreover, US Fed News Service [34] asserts that the lack of access to media and internet results to lower evaluation of fake news. Thus having high media access results to countering fake news and fraudulent activities online.

The lowest indicator is media evaluation with a mean of 3.12 or high. This data result means that senior high school students frequently manifest media evaluation. Based on the data we can conclude that senior high school students are well aware of the terms of user agreements of the websites they are using. They know what are the data being collected by the websites as well as the harm in visiting or using websites. On the other hand, students perceived social media sites as not credible for any information. This is not surprising since a lot of fake news and disinformation is all over social media sites. With the easy use of social media, people can create content and information in these platforms in whatever manner they want. Thus, social media is seen as not credible.

This is in consonance with the idea of Shen et al. [22] which asserts that information boom changes because of the ability of the producers to modify information. This can affect the consumers of information which includes students. Through high media evaluation skills, students can effectively fight fake news and misinformation online. Having skeptical stand on media can also help students improve media literacy. This is also evident in the study of Sherrick [23] which asserts that having questions about media develops critical thinking and media literacy.

As shown in the table 2, the overall mean of media literacy is at 3.25 or high which can be interpreted that senior high school students frequently manifest media literacy. Based on the data senior high school students are good in perceiving the use of media and are aware of its negative and positive use. This means that they are adept in using the media. Moreover, they can judge the credibility of media in terms of accuracy of information. This ability requires students to have excellent critical thinking skills and applying it to their media use.

This can be attributed to the study of Bulger and Davison [3] which pointed out that students who have high media literacy are able to scrutinize the messages and information in media. Thus, students made good use of their critical thinking skills in judging the information they received and produce. Additionally, Dumitrina et al. [7] which asserts that the problem of media literacy is not on the access and availability of media but more of how easy the media can be manipulated. Thus, since senior high school media literacy is high, they are not just good at accessing the media but also adept in evaluating it.

The third objective of this study is to determine whether or not social intelligence is related to media literacy of senior high school students. The computation result is presented in table 3.

Table 3. Significant Relationship between Social Intelligence and Media Literacy of Senior High School Students

Variables	r - value	p-value	Decision	Interpretation
Social Intelligence Media Literacy	0.420	0.000	Significant	Reject Ho

As shown in table 3, the computed r - value of the overall social intelligence to media literacy is 0.420 (p – value = 0.00). This means that there is a significant relationship between the two variables at a 0.01 level of significance.

Furthermore, there is a moderate, positive correlation between the Social Intelligence and the Media Literacy among Senior High School Students (r = 0.420, p = 0.000). It is evident that there is a direct relationship between the two variables, which means that high levels of Social Intelligence significantly associated with high levels of Media Literacy among Senior High School Students. Moreover, the data imply that improving the social intelligence of senior high school students can also increase their media literacy. The practice of desirable behavior in actual social setting can also be applied in the digital world and the use of media. Students' awareness about what is wrong and right behavior in the society affects how they act in the media platforms. The vast avenue for student to express themselves in the internet is alarming since some resort to hateful comments and bullying. Through this result, we can conclude that improving their intelligence in social aspects can be beneficial in their good use of media.

The result is supported by the study of Datu et. Al [6] with their intervention program to high school students. The intervention program to increase social intelligence has positively affected the media literacy of the students. This means that by improving the social intelligence of the students, the media literacy also improved. Thus, the need for intervention program to increase the social intelligence of students is very important to better the media literacy of the students. The idea can also be attributed to the study of Youngbauer [33], in his study, discusses how important the implementation of media literacy in social studies curriculum. He asserted that social competence and social awareness are related to media literacy. This will help curriculum planners to take into considerations, the social intelligence and media literacy of students. Moreover, a study conducted by Aguila [1] about 21st century skills of university students, it is revealed that social skills which is under life and career skills is significantly related to information, media, and technology skills. Data revealed that when social skills of students are improved, media literacy also improved. Thus, we can interpret that improving the social aspects of students will also improve their media literacy.

4. CONCLUSION

The social intelligence is frequently manifested among senior high school students. This means that students have high level of social intelligence and can easily understand social situations. Social intelligence is always manifested in terms of social information processing, while it is frequently manifested in terms of social awareness and social skills. Senior high school students always manifest skills in reading social information around them. Thus, they can decide if their actions can negatively or positively affect other people.

On the other hand, senior high school students are frequently manifesting media literacy. It is always manifested in terms of ethical awareness and media awareness. Moreover, media literacy is frequently manifested in terms of media access and media evaluation. Senior high school students are aware of the media they are using and what are the ethics behind them. These enable them to navigate media in good way.

There is a significant relationship between social intelligence and media literacy. Students who manifest high social intelligence also manifest high media literacy. Therefore, enhancing the social intelligence of the students will positively affect their media literacy. An intervention program to enhance the social intelligence of the students is highly emphasized.

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