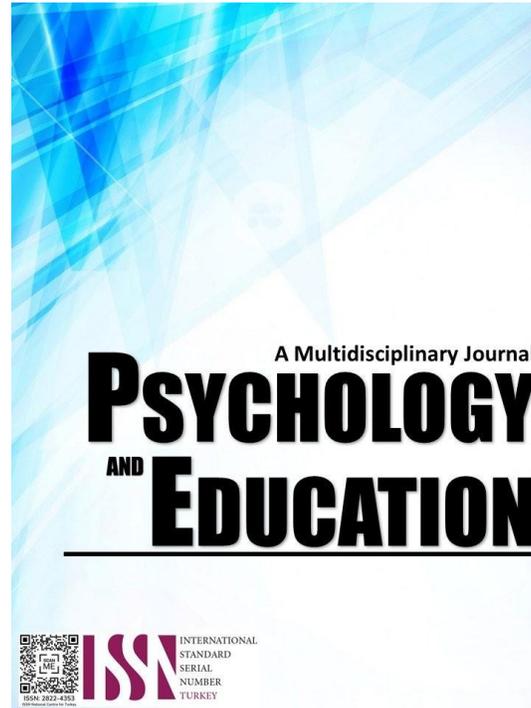


# **EFFECTS OF ONLINE MESSAGING ON THE VOCABULARY DEVELOPMENT OF GRADE 7 STUDENTS IN TOMAS CLAUDIO COLLEGES**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 50

Issue 9

Pages: 1052-1060

Document ID: 2025PEMJ4921

DOI: 10.70838/pemj.500905

Manuscript Accepted: 11-03-2025

## Effects of Online Messaging on the Vocabulary Development of Grade 7 Students in Tomas Claudio College

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### Abstract

The study aimed to assess the extent of effects of online messaging on the vocabulary development of grade 7 students in Tomas Claudio Colleges during the School Year 2024-2025. The respondents in the study were the total population of Grade 7 students at Tomas Claudio Colleges, which consisted of 207 students. A descriptive survey research design was applied, using a researcher-developed questionnaire checklist to collect the required data. This instrument measured the extent of online messaging's effects on the vocabulary development of grade 7 students, including word order, spelling, word meaning, and pronunciation. The study revealed that online messaging often affects the vocabulary development of grade 7 students in the cited aspects. In addition, students' profiles often affect their vocabulary development. Further, there is no significant correlation between the perceived extent of online messaging's effects on students' vocabulary development with respect to word order, spelling, and word meaning; however, pronunciation shows a significant correlation. The study concluded that students' academic performance is not correlated with the extent of online messaging's effects on vocabulary development. Recommended that school administrators support teacher training focused on addressing language challenges linked to students' online habits, ensuring that language development remains a priority alongside the growing use of technology in education.

**Keywords:** *vocabulary development, online messaging, academic performance*

### Introduction

Education is an essential process of imparting knowledge to children so that they can adapt to their environment effectively, cope with change, and take on their roles in the community. It plays a vital role in the development of human resources and is linked to an individual's well-being and opportunities for a better life. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. Furthermore, education informs and empowers societies. It shapes individuals' social behaviors.

Committed to addressing the challenges in digital learning and educational technology, the Department of Education (DepEd), through the Information and Communications Technology Service (ICTS), reported the milestones of its Digital Rise Program. It is an educational framework that anchors in the infrastructure, software, and capacity-building for learners and teachers in technology. DepEd aims to provide teachers with equipment, software, and content for their daily classroom teaching. The program also envisions providing laptops, smart TVs, and lapel speakers to each teacher and classroom.

Information and Communication Technologies (ICT) have become a part and parcel of everyone's lives over the last few decades. Each aspect of life is related to science and technology. It helps to improve the quality of education by bringing progressive change in the entire teaching and learning system.

Social media is a prominent medium of communication and is used by all generations. Besides communication, institutions have integrated social media such as Twitter, Facebook, and YouTube as learning tools to deliver new information and connect with students.

Today, the way we communicate has evolved. Texting, during this time, slowly became the regular form of communication. Nowadays, texting has also become chatting, emailing, posting, and tweeting. With its efficiency and fast-paced features, the use of informal language also evolved. The use of informal language is widespread among younger people, especially students. The use of social media also provides positive effects, such as improved pronunciation and expanded vocabulary. However, there are drawbacks to using social media for learners' vocabulary, such as the language used on social networks not being entirely correct, which might affect other users.

The use of social networking has been rising; there should be a way to incorporate social media into the learners' English learning process. However, social media have come under criticism for making teenage learners too dependent on platforms such as Twitter, Facebook, and YouTube. These students rely heavily on open, accessible data and information on social media; hence, this results in a decrease in learners' focus and academic performance. Vocabulary learning is one of the most challenging aspects of language learning. It is the most vital element of a language. Mastering vocabulary would not only help second-language speakers better understand messages but also help them make meaningful utterances. Vocabulary development is also influenced by a learner's previous experiences and background knowledge.

Online messaging can have both positive and negative impacts on Filipino students' vocabulary development. While it can enhance communication skills and introduce new vocabulary, it may also lead to the adoption of informal language and abbreviations, potentially hindering the growth of formal writing skills. Filipinos often use English in online messaging, even when communicating with other Filipinos. This exposure can help students become more familiar with English vocabulary and sentence structures. Social

media platforms and messaging apps expose students to a wide range of vocabulary used in various contexts, potentially expanding their lexical knowledge. Online messaging can facilitate quick and efficient communication, potentially improving students' ability to express themselves clearly and concisely. Students can become more comfortable with informal language and abbreviations used in online communication, which can be helpful in specific social contexts.

Thus, in relation to their vocabulary development, it cannot stand firm without quality education for its people and its education that makes this country worthy of sovereignty. Unfortunately, it is impossible to attain if the learners' academic performance is very poor, especially in reading and language. The researcher observed that abbreviations, acronyms, and informal language commonly used in text messages are often carried over into students' academic work, creating challenges in reinforcing formal language standards. This reliance on text-messaging styles has affected students' understanding of proper grammar and spelling, as these shortcuts do not follow conventional language rules.

Furthermore, she noticed that while online messaging allows for quick, efficient communication, it may unconsciously limit students' vocabulary exposure and use. Grade 7 students who primarily use simple, repetitive words in texts may miss opportunities to learn and practice more complex vocabulary. She reported that students seem less confident in expressing themselves with varied vocabulary in written assignments, due to limited vocabulary use in their daily texting. This, in turn, has made it necessary for the researcher herself to incorporate additional vocabulary-building exercises and formal writing practice in the curriculum. Based on the observations and reasons, this study was conceived to determine the extent of the effects of online messaging on the vocabulary development of grade 7 students in Tomas Claudio Colleges.

### Research Questions

The study aimed to assess the extent of effects of online messaging on the vocabulary development of grade 7 students in Tomas Claudio Colleges during the School Year 2024-2025. Specifically, it sought answers to the following sub-problems:

1. What is the profile of the respondents in terms of:
  - 1.1 sex;
  - 1.2 sibling position;
  - 1.3 number of children in the family;
  - 1.4 monthly family income;
  - 1.5 parents' educational attainment; and
  - 1.6 parents' occupation;
2. What is the extent of the effects of online messaging on the vocabulary development of grade 7 students as perceived by themselves, with respect to:
  - 2.1 word order;
  - 2.2 spelling;
  - 2.3 meaning of words; and
  - 2.4 pronunciation?
3. Is there a significant difference in the extent of effects of online messaging on the vocabulary development of grade 7 students as perceived by themselves, with respect to the different aspects in terms of their profiles?
4. What is the level of academic performance of the grade 7 students as revealed by their average grades?
5. Is there a significant relationship between the perceived extent of effects of online messaging on the vocabulary development of grade 7 students and their level of academic performance?

### Literature Review

Richmond (2022) noted that online messaging refers to communication via digital platforms that use the internet for real-time or near-real-time text-based or multimedia exchanges. It encompasses various apps and services for instant communication, including text, voice, and video calls, as well as file sharing.

According to Morris (2023), vocabulary development is the process of acquiring the meanings of new words and expanding one's language knowledge. It is a continuous process that begins in early childhood and continues throughout life, playing a crucial role in communication, comprehension, and cognitive development. Vocabulary is the cornerstone of language development, enabling us to understand and express ourselves effectively. A strong vocabulary is essential for understanding what is read. Unfamiliar words can create gaps in understanding.

Also, Dumadag (2023) argues that vocabulary development among Filipino students is crucial for improving communication and academic performance. Studies show that vocabulary size and depth correlate with reading comprehension and overall language proficiency. Various strategies, such as using technology (e.g., animated e-storybooks) and implementing vocabulary-building activities, can enhance vocabulary acquisition. A strong vocabulary is fundamental for understanding written texts, as demonstrated by studies linking vocabulary mastery to reading competence.

Accordingly, as Dalton (2022) notes, the effects of online messaging on spelling are varied and contested, with some studies suggesting

negative impacts on formal writing, while others indicate potential positive influences on spelling development, particularly in the context of textese. Overall, it appears that the effect depends on how texting is used and the context in which it's applied. Some research indicates that excessive use of textese (abbreviations, slang, etc.)

Moreover, Lopez (2021) stated that online messaging is widely used by Filipino students for both social and academic purposes, with platforms such as Facebook Messenger being particularly popular. While it can enhance communication and collaboration, excessive use can also lead to digital distraction and potentially impact academic performance. Online messaging is a standard method of communication among Filipino students, with many using it daily for various purposes.

Likewise, Bellett (2021) noted that online messaging can indirectly affect pronunciation by influencing spelling and writing habits, which, in turn, can shape how individuals perceive and produce sounds. While not directly altering pronunciation, the abbreviated, informal language used in texting and instant messaging can lead to reduced attention to standard spelling and grammar, potentially affecting how users process and reproduce sounds in spoken language. Online messaging, especially texting, often involves shortcuts, abbreviations, and informal spellings. This can lead to a reduced focus on standard spelling and grammar.

In a similar vein, Ramirez (2021) claimed that online messaging, while facilitating quick communication among Filipino students, can negatively impact their understanding of formal language and spelling proficiency. While some argue it can improve language skills through exposure and experimentation, others highlight the potential for decreased accuracy in formal writing due to the prevalence of "textese" (abbreviations and informal language) in messaging. Reliance on text abbreviations can lead to difficulties in recognizing and using correct spelling in formal writing. The informal nature of online messaging can affect students' ability to construct grammatically correct sentences in more formal contexts.

Furthermore, Antipasado (2024) determined the effects of textese on language skills among Senior High School students at Siargao Island Institute of Technology. The results indicated that age and academic strand significantly influenced spelling skills, whereas no significant differences were found in grammar, reading, or writing skills across sex groups. The frequency of textese use significantly affected all four language skills, with higher textese usage linked to greater perceived impacts. Descriptive analysis showed that textese had the most substantial influence on writing skills, followed by spelling, grammar, and reading. Correlation analysis revealed moderate positive relationships among all language skills, suggesting their interrelated nature.

## **Methodology**

### **Research Design**

The study employed a descriptive research method, specifically a descriptive survey design, which is appropriate for the present study. This is designed to gather information about the present existing condition. According to Calmorin (2020), descriptive research describes the nature of situations as they existed at the time of the study and explores the causes of prevailing conditions through practices and descriptions of the activities. It also involved collecting data to test the hypothesis and answer questions about the current status of the study's subject.

### **Respondents**

The respondents in the study were the entire grade 7 student population at Tomas Claudio Colleges, comprising 207 students. They were all chosen since they all experience online messaging. Likewise, the researcher believed that Grade 7 learners experience many changes due to transitions from the elementary to the secondary level.

### **Instrument**

The primary instrument used to gather data is a researcher-made questionnaire-checklist. This consists of two parts. Part I deals with the personal data of the respondents, including sex, sibling position, monthly family income, number of children in the family, parents' educational attainment, and parents' occupation.

The second part examines the extent of online messaging's effects on the vocabulary development of grade 7 students, focusing on word order, spelling, word meaning, and pronunciation. Each aspect consists of 10 items with a total of forty (40) items. The experts in the field of research in the division of Rizal validated this.

### **Procedure**

The researcher followed the Gantt Chart of Activities in the conduct of the study. This included formulating the research problem through to the revision of the manuscript and submission of the final copy. The Instrument was validated, and permission to conduct the study was obtained from the concerned authorities. Afterwards, the questionnaire checklist was administered to the respondents via a Google Survey. The Data Privacy Act also guided the researcher.

After the retrieval, the data were encoded and processed using Statistical Package for Social Sciences (SPSS). Data were analyzed and interpreted based on the sub-problems. A summary of findings, conclusions, and recommendations was formulated. The manuscript was also subjected to an anti-plagiarism test at the statistical center. After finalization, hardbound copies were submitted to the Graduate



Studies Program and other offices.

**Ethical Considerations**

Ethical considerations are necessary for research projects because all those involved have moral and legal rights. The researcher ensured that respondents' privacy was not violated without appropriate authorization and consent. The researcher did not cause any physical or emotional harm to those who took part in the study, and all information received from the reviewers was acknowledged and presented accurately.

**Results and Discussion**

Table 1. *Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables*

<i>Sex</i>	<i>frequency</i>	<i>Percent</i>	<i>Rank</i>			
Male	79	38.2	2			
Female	128	61.8	1			
Total	207	100.0				
<i>Sibling Position</i>						
First Born	65	31.4	2			
Second born	87	42.0	1			
Third born	28	13.5	3			
Fourth born	19	9.2	4			
Fifth and above	8	3.9	5			
Total	207	100.0				
<i>Number of Children in the Family</i>						
1	25	12.1	5			
2	57	27.5	1			
3	52	25.1	2			
4	46	22.2	3			
5 and above	27	13.0	4			
Total	207	100.0				
<i>Monthly Family Income</i>						
25,000 and above	91	44.0	1			
20,000 - 24,999	33	15.9	3			
15,000 - 19,999	25	12.1	4			
10,000-14,999	44	21.3	2			
below 10,000	14	6.8	5			
Total	207	100.0				
<i>Parents' Educational Attainment</i>						
	<i>f</i>	<i>Father %</i>	<i>R</i>	<i>f</i>	<i>Mother %</i>	<i>R</i>
College Graduate	73	35.3	1	79	38.2	1
College Undergraduate	60	29.0	2	46	22.2	2
High School Graduate	42	20.3	3	38	18.4	3
High School Undergraduate	19	9.2	4	23	11.1	4
Elementary Graduate	10	4.8	5	10	4.8	6
Elementary Undergraduate	3	1.4	6	11	5.3	5
Total	207	100.0		207	100.0	
<i>Parents' Occupation</i>						
		<i>Father</i>		<i>Mother</i>		
Government employee	62	30.0	2	62	30.0	1
Private Company	17	8.2	4	32	15.5	4
Overseas Worker	63	30.4	1	23	11.1	5
Self Employed	5	2.4	5	43	20.8	3
Unemployed	30	14.5	3	47	22.7	2
Total	207	100.0		207	100.0	

The table shows that of 207 respondents, 128 (61.8%) are female and 79 (38.2%) are male. In terms of sibling position, most of them are second- and first-born child with 87 or 42.0 % and 65 or 31.4 % respectively; while there are only 8 or 3.9 % who are fifth and above born child who have two siblings with 57 or 27.5 %; 3 siblings with 52 or 25.1 % and 27 or 13.0 % are with five or above children in the family. Regarding their monthly family income, 91 or 44.0% have income of Php 25,000 and above, followed by Php 10,000.00 – Php 14,999.00 with 44 or 21.3%.

Regarding parents' educational attainment, most are college graduates or college undergraduates, with a few being elementary graduates or undergraduates. Their fathers are Overseas Workers (63 or 30.4 %) and Government Employees (62 or 30 %), and a few are self-employed. Most of their mothers are government employees (62, 30.0 %), followed by the unemployed (47, 22.7 %), while a few are Overseas workers.



Table 2. *Extent of Effects of Online Messaging on the Vocabulary Development of Grade 7 Students as Perceived by Themselves with Respect to Word Order*

<i>Word Order When I send message online, I...</i>	<i>W<math>\bar{X}</math></i>	<i>Verbal Interpretation</i>
Understand the order of words or syntax for clear communication.	4.18	Often
Become aware of word order components and techniques	4.29	Often
Change arrangement of words for emphasis which can enhance my communication skills.	4.17	Often
Am reminded of rules such as modifiers before nouns	4.41	Often
Convey a message quickly and effectively.	4.26	Often
Follow word order rules in writing like subject verb order	4.44	Often
Adhere to the word order rules in sentence patterns for clear meaning	4.46	Often
Apply word order rules in making sentences with complements.	4.31	Often
Apply word order rules in constructing adjunct sentences such as adverbs, adverbial phrases, adverb clauses and prepositional phrases	4.30	Often
Follow word order rules in constructing sentences with multiple adjectives.	4.31	Often
Overall <i>W<math>\bar{X}</math></i>	4.31	Often

The table shows that, with respect to word order, the overall weighted mean is 4.31, which is verbally interpreted as 'Often' for all items. The findings suggest that frequent exposure to informal and abbreviated language patterns in digital communication platforms such as chats, text messages, and social media can influence how students construct sentences and arrange words. The results imply a need for focused language instruction that reinforces proper sentence structure. Since pupils are regularly exposed to informal language patterns in digital platforms, there is a risk that these habits may carry over into their academic work, leading to confusion in constructing grammatically correct sentences.

The findings are supported by Jackson's (2021) statement that, in English, the typical word order in a simple sentence is Subject-Verb-Object (SVO). While SVO is the standard, word order can change in more complex sentences or when using different sentence structures (like questions or commands). Online messaging, including texting and social media, can influence word order in English, often leading to more informal and flexible syntax.

Table 3. *Extent of Effects of Online Messaging on the Vocabulary Development of Grade 7 Students as Perceived by Themselves with Respect to Spelling*

<i>Spelling When I send a message online, I...</i>	<i>W<math>\bar{X}</math></i>	<i>Verbal Interpretation</i>
Pay little attention to spellings when composing and sending message, because my friends care less about spelling mistakes	4.51	Always
Do spelling check feature to reduce spelling errors.	4.19	Often
Use short forms when composing messages.	4.29	Often
Become familiar with double letter word spelling	4.60	Always
Apply correct spelling rules.	4.48	Often
Understand spelling on technical terms	4.23	Often
Gain knowledge on the spelling of borrowed words like reservoir, alumnus, etc.	4.25	Often
Learn non-standard spellings of words preferred by gen-z.	4.46	Often
Incorporate phonetic or abbreviated spellings into formal writing, leading to increased spelling errors	4.38	Often
Increase engagement with language, interacting with words and phrases, which can reinforce my spelling patterns and vocabulary.	4.40	Often
Overall <i>W<math>\bar{X}</math></i>	4.37	Often

The table shows that, with respect to spelling, the overall weighted mean is 4.37, which is verbally interpreted as 'Often', with most items also interpreted as 'Often' and only one as 'Always'. It reflects how constant exposure to informal and abbreviated spellings in online platforms can subtly influence pupils' written language, leading to increased spelling errors and a reduced focus on correct word forms in more formal contexts. The results imply that the line between informal and formal language use is becoming increasingly blurred for learners at this stage, affecting not just casual exchanges but also their academic performance and written outputs. It reveals a shift in language patterns among students where convenience and speed in messaging may outweigh accuracy and correctness, affecting their long-term vocabulary growth and literacy skills.

The findings align with Vargas's (2021) ideas: the effects of online messaging on the spelling skills of Filipino students are mixed, with some studies indicating a negative impact while others suggest it may even improve spelling abilities. Exposure to text-based communication may help students better understand language structure and phonology, potentially improving their spelling skills.

As shown in the table, regarding the meaning of words, the overall weighted mean is 4.38, as verbally interpreted. Often, with 9 of the items also interpreted, and only 1 item interpreted, always. The findings indicate that frequent exposure to informal digital language can influence how students understand and use words in various contexts. In online messaging, pupils are often exposed to slang, abbreviations, emojis, and redefined uses of words that may not align with their standard dictionary meanings.



Table 4. *Extent of Effects of Online Messaging on the Vocabulary Development of Grade 7 Students as Perceived by Themselves with Respect to Meaning of Words*

<i>Meaning of Words When I send message online, I...</i>	<i>W<math>\bar{X}</math></i>	<i>Verbal Interpretation</i>
Use words other than common ones to express yourself.	4.57	Always
Understand the roots of words to help determine the meaning of words.	4.48	Often
Get engaged with blended words and their meaning	4.45	Often
Use word associations to remember certain words or phrases.	4.15	Often
Form word using synonyms and antonyms	4.24	Often
Group new words together by meaning.	4.29	Often
Learn meaning through word derivation.	4.29	Often
Identify denotative from connotative meaning.	4.45	Often
Differentiate with affirmative from negative meaning	4.54	Always
Utilize vocabulary apps and play word games can be fun and effective.	4.31	Often
Overall <i>W<math>\bar{X}</math></i>	4.38	Often

These imply that pupils may develop a limited or altered understanding of certain words, leading to confusion or misuse of vocabulary in formal academic writing and communication. This shows that online messaging does not just affect spelling or word order, but also how pupils grasp and apply the correct meanings of words in everyday and academic settings. This further suggests that pupils may increasingly rely on context-specific or socially influenced meanings rather than the standard definitions taught in school.

The findings align with Morris's (2023) statement that vocabulary development refers to the process of acquiring new words' meanings and expanding one's knowledge of language. Vocabulary is the cornerstone of language development, enabling us to understand and express ourselves effectively. A strong vocabulary is essential for understanding what is read. Unfamiliar words can create gaps in understanding.

Table 5. *Extent of Effects of Online Messaging on the Vocabulary Development of Grade 7 Students as Perceived by Themselves with Respect to Pronunciation*

<i>Pronunciation When I send a message online, I...</i>	<i>W<math>\bar{X}</math></i>	<i>Verbal Interpretation</i>
Easily send my messages.	4.68	Always
Check correct articulation through online apps	4.38	Often
Help me grasp meaning at a glance of a message.	4.56	Always
Help me enunciate unfamiliar words.	4.37	Often
Leads to the simplification of pronunciation, with some sounds being dropped or altered.	4.62	Always
Aid me in producing the correct sounds of letters.	4.27	Often
Practice correct pronunciation of sent messages that are hardly pronounced.	4.67	Always
Clearly differentiate sounded th from not sounded th.	4.35	Often
Process the sounds quickly in a new word and repeat it .	4.43	Often
Enhance my listening skills on how words are pronounced for easy grasp of meaning.	4.52	Always
Overall <i>W<math>\bar{X}</math></i>	4.48	Often

As gleaned from the table on pronunciation, the overall weighted mean is 4.48, which is verbally interpreted as 'Often'. The results indicate that pupils' frequent use of text-based communication exposes them more to written than to spoken language. Since online messaging usually relies on abbreviations, slang, and non-standard spellings, pupils may encounter words in informal forms that do not reflect their correct pronunciation. These imply that the absence of audio cues in messaging limits their exposure to properly spoken words, which may lead to mispronunciation when they attempt to use these words in verbal communication. Over time, this pattern can influence how pupils develop their oral language skills, potentially leading to incorrect or inconsistent pronunciation of vocabulary encountered mainly through digital platforms. The findings align with Laguardia's (2022) discussion that online messaging can have both positive and negative impacts on the pronunciation skills of Filipino students. The informal, abbreviated language used in online messaging, often called "textese," can influence students' pronunciation and writing styles, potentially leading to the adoption of incorrect pronunciation patterns and a decline in formal language skills.

Table 6. *Result of the F-test in the Extent of Effects of Online Messaging on the Vocabulary Development of Grade 7 Students as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile*

<i>Aspect</i>	<i>F-value</i>	<i>p-value</i>	<i>Ho</i>	<i>Verbal Interpretation</i>
Sex				
Word Order	0.676	0.510	Accepted	Not Significant
Spelling	1.811	0.166	Accepted	Not Significant
Meaning of Words	0.525	0.592	Accepted	Not Significant
Pronunciation	0.959	0.385	Accepted	Not Significant
Sibling Position				
Word Order	0.126	0.973	Accepted	Not Significant
Spelling	0.509	0.730	Accepted	Not Significant



Meaning of Words	0.488	0.745	Accepted	Not Significant
Pronunciation	1.660	0.161	Accepted	Not Significant
Number of Children in the Family				
Word Order	0.630	0.641	Accepted	Not Significant
Spelling	0.919	0.454	Accepted	Not Significant
Meaning of Words	0.934	0.445	Accepted	Not Significant
Pronunciation	1.408	0.233	Accepted	Not Significant
Monthly Family Income				
Word Order	4.697	0.005	Rejected	Significant
Spelling	7.547	0.000	Rejected	Significant
Meaning of Words	8.382	0.041	Rejected	Significant
Pronunciation	9.008	0.019	Rejected	Significant
Father's Educational Attainment				
Word Order	1.075	0.375	Accepted	Not Significant
Spelling	0.936	0.459	Accepted	Not Significant
Meaning of Words	1.102	0.361	Accepted	Not Significant
Pronunciation	2.164	0.060	Accepted	Not Significant
Mothers' Educational Attainment				
Word Order	0.774	0.570	Accepted	Not Significant
Spelling	1.329	0.253	Accepted	Not Significant
Meaning of Words	1.484	0.196	Accepted	Not Significant
Pronunciation	1.712	0.133	Accepted	Not Significant
Fathers' Occupation				
Word Order	0.198	0.963	Accepted	Not Significant
Spelling	0.860	0.509	Accepted	Not Significant
Meaning of Words	0.131	0.985	Accepted	Not Significant
Pronunciation	0.197	0.963	Accepted	Not Significant
Mothers' Occupation				
Word Order	0.129	0.972	Accepted	Not Significant
Spelling	1.111	0.352	Accepted	Not Significant
Meaning of Words	0.937	0.444	Accepted	Not Significant
Pronunciation	0.556	0.695	Accepted	Not Significant

The data show that for most profile variables, sex, sibling position, number of children in the family, father's educational attainment, mother's educational attainment, father's occupation, and mother's occupation, the p-values are greater than 0.05, leading to the acceptance of the null hypothesis. This indicates that there is no significant difference in the perceived effects of online messaging across these profile variables, suggesting that factors such as gender, family size, parental education, and occupation do not notably influence how students experience the impact of online messaging on their vocabulary development.

However, a different result is observed for monthly family income. The p-values for all aspects, word order, spelling, meaning of words, and pronunciation are less than 0.05, indicating statistically significant differences. This means that students' perceptions of how online messaging affects their vocabulary development vary by family income level. Specifically, students from different income groups may experience varying degrees of influence from online messaging on how they arrange words, spell, understand meanings, and pronounce words.

This result implies that while personal and family background factors generally do not create a noticeable gap in how students perceive the effects of online messaging, economic status does play a role. This may be because students from higher-income families tend to have greater access to technology and digital platforms, leading to more frequent use of online messaging, which in turn affects vocabulary development more noticeably. Conversely, students from lower-income families may have less exposure to such digital communication, leading to lesser or different patterns of impact.

This is consistent with Antipasado's (2024) findings, which revealed that age and academic strand significantly influenced spelling skills. In contrast, no significant differences were found in grammar, reading, or writing skills across sex groups. The frequency of textese use significantly affected all four language skills, with higher use linked to greater perceived impact.

Table 7. Level of Academic Performance of the Grade 7 Students as Revealed by Their Average Grades

Grades	Verbal Interpretation	f	%
90 and above	Outstanding (O)	94	45
85 - 89	Very Satisfactory (VS)	91	44
80 - 84	Satisfactory (S)	22	11
75 - 79	Fairly Satisfactory (FS)	-	-
below 75	Did not meet expectations (DE)	-	-
Total		207	100
Highest Score			95
Lowest Score			83



Mean	89 - VS
Std. Deviation	3.297

The table shows that the academic performance of Grade 7 students, as reflected in their average grades, is generally high. Of 207 students, 45% achieved an "Outstanding" rating (90 or above), while 44% reached a "Very Satisfactory" level (85–89), totaling 89%. Additionally, 11% attained a "Satisfactory" rating (80–84), while none fell into the "Fairly Satisfactory" or "Did not Meet Expectations" categories. The highest recorded grade is 95, the lowest is 83, and the mean grade falls within the "Very Satisfactory" range, with a standard deviation of 3.297, indicating a relatively small spread of scores.

The findings suggest that the majority of Grade 7 students demonstrate strong academic performance, with most falling within the upper ranges of achievement. The narrow range between the highest and lowest scores (95 to 83) suggests a generally consistent level of academic ability within this group, with few, if any, students performing below expectations.

The results imply that the Grade 7 cohort is academically stable, showing little evidence of serious performance gaps or learning deficiencies. This overall strong performance could reflect effective teaching strategies, supportive school environments, or students' motivation and study habits.

This is similar to the findings of Biray and Dalisay (2022), who reported that the majority of pupils had Very Satisfactory grades in English during the third grading period. A greater number of pupils spend 2 to 3 hours on text messaging, while only a few spend less than 1 to 2 hours.

Table 8. *Computed r-Values on Significant Relationship Between the Perceived Extent of Effects of Online Messaging on the Vocabulary Development of Grade 7 Students and Their Level of Academic Performance*

Aspects	r-values	p-values	HO	Verbal Interpretation
Word Order	-0.135	0.052	Accepted	Not Significant
Spelling	-0.087	0.212	Accepted	Not Significant
Meaning of Words	-0.075	0.286	Accepted	Not Significant
Pronunciation	-0.160	0.022	Rejected	Significant

The findings present the computed r-values and p-values assessing the relationship between the perceived extent of online messaging's effects on vocabulary development among Grade 7 students and their academic performance. For word order, spelling, and word meaning, the p-values are greater than 0.05, leading to the acceptance of the null hypothesis and indicating no significant relationship. However, for pronunciation, the p-value is less than 0.05, leading to rejection of the null hypothesis and indicating a statistically significant but weak negative relationship.

The findings indicate that, generally, there is no meaningful correlation between how Grade 7 students perceive the effects of online messaging on aspects such as word order, spelling, and word meaning and their academic performance. However, the significant negative correlation between pronunciation and academic performance indicates that students who perceive a greater effect of online messaging on their pronunciation tend to have slightly lower academic performance. The negative direction of the relationship means that as the perceived negative influence on pronunciation increases, academic performance decreases, even to a small extent.

The findings imply that among the different aspects of vocabulary development influenced by online messaging, pronunciation may have a more direct and noticeable impact on students' academic outcomes. Meanwhile, the absence of significant relationships in other aspects implies that the effects of online messaging on written vocabulary skills like word order, spelling, and meaning of words may not immediately or directly reflect in students' grades. This distinction underlines the importance of considering both written and spoken language development when evaluating the broader effects of digital communication habits on students' academic performance.

The study's findings are supported by Mercado (2020), who found no significant positive relationship between vocabulary learning strategies and respondents' vocabulary knowledge. Thus, none of the vocabulary learning strategies positively affects the breadth and depth of vocabulary knowledge among the respondents. It may be because the respondents do not often use vocabulary-learning strategies, as their grand mean scores across the strategies indicate they use them only sometimes.

## Conclusions

Based on the findings, the following conclusions are drawn. Sex, sibling position, number of children in the family, parents' educational attainment, and occupations are not significant predictors of the extent of online messaging's effects on students' vocabulary development; however, monthly family income is substantial. Online messaging often affects the vocabulary development of grade 7 students, particularly in word order, spelling, word meanings, and pronunciation. Online messaging does not appear to have significantly hindered students' overall academic performance at this grade level. Academic performance of students is not correlated with the extent of online messaging's effects on vocabulary development in word order, spelling, and word meaning; however, there is a correlation with pronunciation.

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