

Exploring The Realm Of Social Media : A Quantitative Analysis Of Undergraduates In Northwestern Agusan Colleges

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Abstract: *Can students' academic learning progress be positively impacted by social media platforms? This study attempts to answer this topic, among many others that face academics and students in developing nations. Social media sites give students ongoing opportunities to advance their education. Due to the positive effects social media platforms have on improving learning and performance, students in developing nations are starting to use them to their advantage. Students make effective use of it to enhance their academic performance and learning progress. However, because social media sites can be distracting to students, the effects of these platforms on their academic learning progress are occasionally misunderstood. Many academics think that social media sites have no beneficial effects on students' intellectual development. The purpose of this study is to look into how social networking sites affect students' academic development. Additionally, a quantitative research methodology is used in this study to examine how social media platforms affect undergraduate students. According to the study, social media platforms help students learn more academically and engage in self-directed learning (SDL), communication, and interaction. These results demonstrate the beneficial effects of social media on students' academic development.*

Keywords—Social media platforms, Students academic learning, Undergraduates Students.

1. INTRODUCTION

Without a doubt, modern communication technology has aided in bringing people together and acting as a medium of connection in both the social and educational spheres. Consequently, the exciting potential that technologies have given to institutions, educators, and students have been studied in higher education. As a result, the availability and adoption of online teaching and learning by many colleges and universities have grown quickly. Social media has emerged as an open social platform as a result of how people now communicate thanks to technology. Because of the ease with which people may connect with one another, the world has become a small community.

According to Boateng & Amankwaa (2016), social media has encouraged educators, learners, and other academic stakeholders to collaborate with one another to advance the creation of knowledge during teaching and learning. Because of this, according to McLoughlin & Lee (2007), the use of social media platforms has a good effect on people by fostering diversity among various societal groups. Social media usage has spread internationally. Facebook, WhatsApp, Twitter, MySpace, Instagram, LinkedIn, and Google Plus are a few of the well-known social networking sites. Academics and institutions are always experimenting with social media tools for teamwork and knowledge creation. Higher education institutions now employ social media as a platform for students to communicate with their professors, fellow students, and researchers around the world.

It is impossible to overstate the impact of social media platforms on the creation of educational content. According to George & Dellasega (2011), using social media platforms increases students' learning possibilities, encourages group projects and discussions, enables communication outside of the classroom, and strengthens critical thinking. Students today are exposed to social media platforms on a daily basis; they actively engage in social media platforms for chatting, blogging, content sharing, and online learning using desktop computers, laptops, tablets, and mobile phones (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011). As a result, students spend a large portion of their study time on social media rather than on academic tasks, which they appear to be distracted from their studies, which appears to have a negative impact on their study time (Ndaku, 2013).

SOCIAL MEDIA

According to Boyd and Ellison (2007), social media are Internet-based services that enable individuals to create a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and navigate their list of connections as well as those made by others within the system. Social media, according to Ali, Iqbal, and Iqbal (2016), is a collection of social networking tools such as Facebook, Twitter, WhatsApp, LinkedIn, and YouTube, among others, bring individuals together as they exchange information. Junco, Heiberger, and Loken (2010) define social media as a set of Internet websites, services, and activities that promote collaboration, community development, participation, and sharing. According to Jue, Marr, and Kassotakis (2010), many people think of social media as a reasonably affordable technology that is widely available electronically and allows people to access and post information, develop relationships, and cooperate.

INFLUENCED OF SOCIAL MEDIA

Boateng and Amankwaa (2016) argued that social media has influenced teachers, students and other academic stakeholders to join with each other to promote the accumulation of knowledge in teaching and learning. Therefore, McLoughlin and Lee (2007) argue that the use of social media platforms has positively influenced people by creating diversity among different groups of people. The use of social media has become global. Popular social media sites include Facebook, WhatsApp, Twitter, MySpace, Instagram, LinkedIn and Google Plus. Universities and academics are constantly exploring social media technologies to enable collaboration and knowledge gathering. Today, social media is used in higher education educational institutions as a platform where students keep in touch with their teachers, fellow students and other researchers around the world.

USAGE OF SOCIAL MEDIA

George and Dellasega (2011) argue that the use of social media platforms improves students' learning opportunities, encourages collaborative learning and group discussions, allows communication outside the classroom and improves critical thinking. Today, students are exposed to social media platforms every day; they use desktop computers, laptops, tablets, and cell phones to actively participate in social media platforms for chatting, blogging, content sharing, and online learning (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011). Thus, students spend a large part of their study time on social media instead of doing academic tasks, which seems to negatively affect their study time and distract them from their studies (Ndaku, 2013). Lenhart, Purcell, Smith, and Zickuhr (2010) emphasize that despite social media to learn communication, not all students use social media platforms for academic purposes. It is against this background that this research began and aims to investigate the use of social media and its impact in undergraduate education.

UNDERGRADUATE STUDIES

Despite the benefits of social media for student learning and achievement in sharing information, Rithika and Sara (2013) point out that even when social media is used for educational purposes, students integrate technology into their lives in ways that may differ from the intentions of the course instructor. Current literature has proposed social media challenges for students' academic lives. O'Keeffe and Kathleen (2011) highlight the negative effects of social media such as access to inappropriate content, cyberbullying and cyberbullying.

2. METHODOLOGY

2.1 Research Questions

1. What is the extent of social media usage among undergraduates in Northwestern Agusan Colleges?
2. What is the perceived purpose of social media usage among undergraduates in Northwestern Agusan Colleges?
3. What impact does social media have on undergraduate students?

2.2 Research Locale

The locale of the study is in Northwestern Agusan Colleges (NAC), which mainly located in Bayview Hill, Nasipit Agusan Del Norte and will be conducted in the S.Y 2023-2024.

2.3 Statistical Tool

- Frequency - This will provide information about the population's makeup.
- Likert Scale - evaluates the attitudes and opinions of the participants.
- Mean - the total sum of values in a sample divided by the number of values in your sample.
- Standard deviation - measures the extent of scattering in a set of values, typically compared to the mean value of the set
- Median - the value in the middle of a data set.
- Mode - the value that has a higher frequency in a given set of values.

2.4 Questionnaire

The questionnaire contains 20 questions that must be answered by the undergraduates students of Bachelor of Secondary Education Major in English (BSED). These are the following questions;

1. Social media as a tool improves academic performance.
2. Social media as a learning tool makes learning fun and easy to understand.
3. I have enough knowledge on how to use social media platforms for efficient and effective learning processes.
4. Using social media for learning purposes improves students' academic work quality.
5. Using social media platforms for academic purposes improves students' participation.
6. Using social media platforms improves collaboration and engagement among student
7. Using social media platforms improves communication between students and lectures
8. Using social media platforms increases students' interest in lesson topics.
9. Learning using social media increases efficiency and effectiveness.
10. Students interact more because of social media in their learning process.
11. I believe that social media platforms are essential for students' learning.
12. I believe that social media is not distractive to students in their learning process.
13. I believe social media platforms are reliable and can be used for learning purposes.

14. I believe that social media makes learning effective throughout the university journey.
15. I believe that social media platforms will increase academic competition among students.
16. Social media platforms will motivate students to become productive and hardworking.
17. Social media platforms improve convenient learning and students can learn without time and location boundaries.
18. Social media platforms improve self-directed learning.

Using social media platforms for academic purposes improves students and lecturers.	3 (1.5%)	16 (7.8%)	63 (30.7%)	71 (34.6%)	52 (25.4%)
Using social media platforms improves collaboration and engagement among students.	4 (1.9%)	13 (6.4%)	61 (29.7%)	82 (40%)	45 (22%)
Using social media platforms improves communication between students and lecturers.	6 (2.9%)	8 (3.9%)	61 (29.7%)	80 (39.1%)	50 (24.4%)
Using social media platforms increases students interest in lesson topics.	0 (0%)	18 (8.8%)	69 (33.6%)	68 (33.2%)	50 (24.4%)
Learning using social media increases efficiency and effectiveness.	3 (1.5%)	9 (4.4%)	56 (27.3%)	88 (42.9%)	49 (23.9%)
Students interact more because social media in their learning process.	2 (1%)	15 (7.3%)	62 (30.2%)	74 (36.1%)	52 (25.4%)
I believe that social media platforms are essential for students learning.	4 (1.9%)	16 (7.8%)	63 (30.7%)	66 (32.2%)	56 (27.3%)
I believe that social media is not distractive to students in their learning process.	10 (4.8%)	34 (16.4%)	65 (31.7%)	56 (27.8%)	40 (19.5%)
I believe that social media platforms are reliable and can be used for learning purposes.	6 (2.9%)	11 (5.4%)	57 (27.8%)	83 (40.5%)	48 (23.4%)
I believe that social media makes learning effective throughout the university journey.	3 (1.5%)	16 (7.8%)	62 (30.2%)	80 (39.1%)	44 (21.5%)
I believe that social media platforms will increase academic competition among students.	4 (1.9%)	23 (11.2%)	53 (25.8%)	78 (38.1%)	47 (23%)
Social media platforms will motivate students to become productive and hard working.	7 (3.4%)	20 (9.7%)	72 (35.2%)	63 (30.7%)	43 (21%)
Social media platforms improve convenient learning and students can learn without time and location boundaries	7 (3.4%)	18 (8.8%)	53 (25.8%)	75 (36.6%)	52 (25.4%)
Social media platforms improve self directed learning.	7 (3.4%)	19 (9.3%)	51 (24.8%)	79 (38.5%)	49 (24%)
Social media platforms improve student-centered learning.	5 (2.4%)	11 (5.4%)	69 (33.6%)	74 (36.1%)	46 (22.4%)
Social media platforms improve cooperative learning.	5 (2.4%)	23 (11.2%)	64 (31.2%)	62 (30.3%)	51 (24.8%)

19. Social media platforms improve student-centred learning.
20. Social media platforms improve cooperative learning.

2.5 Data Collection

The researchers will conduct a quantitative study. Also, the researcher of this study will obtain approval from the Academic Director of Northwestern Agusan Colleges (NAC),

and the program heads of Bachelor of Secondary Education (BSED) of the aforementioned participants in order to mandate the stated study. The researcher will personally administer the survey to the intended participants or responders once such authorization has been obtained.

2.6 Data Analysis

The frequency, Likert scale, and percentage distribution will be used as the basis for how the data is handled. Being truthful, the researchers pair any responses from the aforementioned respondents during the analysis.

2.7 Participants Of The Study

The participants of our research study is the students of Bachelor of Secondary Education (BSBA) of Northwestern Agusan Colleges.

COURSE LEVEL	GENDER		Total
	Female	Male	
BSED 1	27 (13.2%)	9 (4.4%)	36 (17.6%)
BSED 2	29 (14.2%)	21 (10.3%)	50 (24.5%)
BSED 3	12 (5.8%)	13 (6.4%)	25 (12.2%)
BSED 4	51 (24.8%)	43 (20.9)	94 (45.7%)
TOTAL	119 (58.1%)	86 (41.9%)	205 (100%)

3. RESULTS

This section of the study uses table 1 below to show the data discussion and study interpretation. Twenty questions make up the data conversation, which aims to ascertain how social media platforms affect students' academic learning. Table 1 displays the study results in the data discussion.

Table 1. The question constructs.

Constructs	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
Social media as a learning tool improves academic performance.	2 (1%)	5 (2.4%)	41 (20%)	83 (40.5%)	74 (36.1%)
Social media as learning tool makes learning fun and easy to understand.	2 (1%)	9 (4.4%)	35 (17.1%)	81 (39.5%)	78 (38.1%)
I have enough knowledge on how to use social media platforms for efficient and effective learning process.	1 (0.5%)	9 (4.4%)	56 (27.3%)	74 (36.1%)	65 (31.7%)
Using social media for learning purposes improves students academic work quality.	5 (2.4%)	3 (1.5%)	61 (29.7%)	78 (38.1%)	58 (28.3%)

Question 1 aimed to determine whether social media use improve the academic performance of the students. The finding proves that 83 (40.5%) of the students agree and believe that social media platforms improves students academic performance. According to the article entitled "Analysing the Impact of Social Media on Students' Academic Performance: A Comparative Study of Extraversion and Introversion Personality", social media is one such invention which has a major impact on students' academic performance. This research analyzed the impact of social media on the academic performance of extraversion and introversion personality students. Also, when social media is used for educational purposes, it may improve academic performance,

but some associated challenges also come along with it (Rithika & Selvaraj, 2013).

The study also found, from question 2, that 81 (39.5%) of the students suggest that social media usage as a learning platform makes learning fun and easy. According to the article entitled "Social Media as a Learning Tool: A Perspective on Formal and Informal Learning", Social networks have been recognized as a fertile learning environment, particularly in encouraging the exchange of knowledge. Students primarily use online communities and groups to read, exchange textbooks, make joint decisions, or share learning materials. Present work assesses the relationship between informal digital learning and formal education settings, with social media interventions. Applications of popular social media platforms have been explored in both formal and informal learning environments. Integration of social media platforms as a learning tool has been theorized by reviewing the contribution of social media and highlighting their specific outcomes.

The study also suggest that in question 3 there are 74 (36.1%) of the participants know how social media platforms can be used for efficient and effective learning process. According to the article entitled "The use of social media applications for learning and teaching in the open distance learning: user experience", the use of social media application tools and mobile devices such as smartphones, tablet, and others has in recent years positively impacted teaching and learning practices in most academic institutions. Apart from sharing of information among students and teachers, but also as a means of communication, these tools are also used as platforms where teaching and learning take place, and social learning is the term that is used to describe this type of learning.

Question 4 shows that 78 (38.1%) of the students agree and believe that social media usage for academic purposes improves students quality of work . According to the article entitled "Social Media Improves Students' Academic Performance: Exploring the Role of Social Media Adoption in the Open Learning Environment among International Medical Students in China", The term social media (SM) is considered as a form of communication through electronic platforms, which intends to make online communities for users to share knowledge, information, opinions, messages, and other content.

Question 5 shows that 71 (34.6%) of the participants suggest that social media platforms improves students learning and participation. According to the article entitled "Understanding the impacts of social media platforms on students", it shows that social media platforms improves students academic learning performance, communication, interaction , engagement, and self directed learning.

As well as question 6 proves that 82 (40%) collaboration and engagement among the students of BSED. Ketchikarn (2016), who believes that social media platforms improve

students participation and engagement in the learning process, supports this finding.

The finding from question 7 is that 80 (39.1%) of the students suggest that social media platforms improve communication between students and lecturers. According to Balakrishnan et al. (2017) Gudelliwar et al. (n.d.), social media platforms enable students to communicate, collaborate and interact with classmates and lecturers.

Question 8 indicates that 69 (33.6%) of the students believe that social media platforms improves students interest in any given topic. According to the article entitled “Effect of Using Social Media on Students’ Interest in Learning English”, The use of information technology, especially social media, can bring positive value if users, especially students, can use these tools for more positive things, for example, to increase knowledge, a means of communication and also as a means of promoting something. The positive impact by students when using social media is to make social media a learning tool, especially language learning.

Question 9 aimed to determine whether the use of social media increases efficiency and effectiveness in learning, and it shows that 88 (42.9%) suggest that social media increases efficiency and effectiveness. Social media’s easy accessibility, direct interface, and other convenient capabilities have provided it with a highly deserved place in the current landscape of science and technology (Benson, Saridakis, & Tennakoon, 2015). Besides this, previous studies call for more research to examine how social media is perceived and accepted by students for education and learning purposes (Shittu, Madarsha Basha, & Ahmad, 2011; Raaij & Schepers, 2008), as many issues are still unexamined. There is a need for more useful collaborative learning which can ensure smooth communication among learners and better utilization of social media tools (Eikenberry, 2012; Wolf, 2012).

While question 10 shows that 74 (36.1%) of the students agree and believe that students interact more because of social media is their learning process. According to the article entitled “The Role of Social Media in Students’ Social Perception and Interaction: Implications for Learning and Education”, the role of social media in education has become a subject of increasing attention. Social media, such as Facebook, Instagram and Twitter, have changed students’ social interaction patterns, influenced perceptions of self and others, and have significant psychological impacts. This research discusses the role of social media in shaping students’ perceptions and social interactions and its implications in learning and education.

Question 11 shows that 66 (32.2%) of the students believe that social media platforms are essential for students learning. According to the article entitled “The Social Media Usage and Its Impact on the Filipino Learners’ Academic Performance Amidst the Online Education”, it proves that social media platforms are essential for students learning and it also shows that social media use has become prevalent and nearly

inevitable, changing the way students interact, connect, and socialize;

Question 12 shows that 65 (31.7%) of the participants prove that social media platforms are not distractive to students learning process. According to the article entitled “Student Perspectives on Distraction and Engagement in the Synchronous Remote Classroom”, it shows that social media must be used in a good way and it must not be the cause of distraction in the learning process of students.

Question 13 shows that 83 (40.5%) of the students suggests that social media platforms are reliable and can be used for learning purposes. According to the article entitled “Utilization of Social Media Platforms for Educational Purposes among the Faculty of Higher Education with Special Reference to Tamil Nadu”, Social media tools are observed to play a vital role in the renovation of the conventional teaching and learning practices across the globe. Though primarily developed for online social communication, social media platforms tend to possess suitable tools that can be used for instructional purposes in order to initiate active learning among students. Additionally, the social publishing features that support User Generated Content (UGC) act as powerful drivers in converting social media sites into informal, networked and constructive virtual learning environments.

Question 14 proves that 80 (39.1%) participants suggest that social media platforms makes students learning effective throughout the university journey. According to the article entitled “Analysing the Impact of Social Media on Students’ Academic Performance: A Comparative Study of Extraversion and Introversion Personality”, The advent of technology in education has seen a revolutionary change in the teaching–learning process. Social media is one such invention which has a major impact on students’ academic performance that makes them learn effectively.

Question 15 indicates that 78 (38.1%) of the participants suggest that social media platforms increase academic competition among students. According to the article entitled “Association between social media use and students’ academic performance through family bonding and collective learning: The moderating role of mental well-being”, the advent of the digital age represents a transformative era in which technology, primarily social media platforms, has become an integral part of the daily lives of individuals worldwide. Students are the most prolific users of social media, utilizing these platforms for a variety of purposes, including communication, information sharing, entertainment, and social networking

The study also found, from question 16, that 72 (35.2%) social media platforms motivates students to be come productive and hard working. According to Anser et al. (2020); Sugimoto et al. (2017), the utilisation of social media platforms in human life has increased rapidly. Also, social media is being used for a variety of purposes, including messaging, emailing, knowledge sharing, chatting,

advertising, buying and selling, booking of airlines and hotels, and studying.

Furthermore, question 17 proves that 75 (36.6%) social media platforms improve convenient learning, and students can learn without time and location boundaries. According to the article entitled “Social Media Improves Students’ Academic Performance: Exploring the Role of Social Media Adoption in the Open Learning Environment among International Medical Students in China”, In today’s digital age, social media platforms are most popular among the student community, and they provide opportunities for OL where they can easily communicate, interact, and collaborate with each other. The authors of this study aimed to minimize the literature gap among student communities who adopt social media for OL, which has positive impacts on their AP in Chinese higher education.

Question 18 proves that 79 (38.5%) social media improves self-directed learning. According to the article entitled “How social media and peer learning influence student-teacher self-directed learning in an online world under the ‘New Normal’”, it indicates that social media contributes to self-directed learning of the students.

At this point, question 19 shows that 74 (36.1%) social media improves student-centered learning. According to the article entitled “ Usage of Social Media Tools for Collaborative Learning: The Effect on Learning Success With the Moderating Role of Cyberbullying”, indicate that social media serves as a dynamic tool to expedite the development of learning environments by encouraging cooperation and communication among students which reinforce their learning behavior and performance.

While question 20 shows that 64 (31.2%) Social media platforms improves cooperative learning among students. Researcher Junco (2012) have emphasized the changes in HE’s learning environments, namely, the shift from concentrating on knowledge skills into highlighting long-learning in terms of skills such as collaboration skills. Also, according to the article entitled “ A novel framework for integrating social media as cooperative learning tool in higher education’s classrooms”, social media use in education has long been associated with specific pedagogical approaches, namely, constructivist-based approaches such as cooperative learning (Chugh and Ruhi 2018).

3.1 CONCLUSION

In this digital age, social media is constantly transforming how students engage with one another and with their studies. The platform has been embraced by instructors and students as a valuable educational resource for enhancing communication, social engagement, and academic advancement in times of crisis like the COVID-19 pandemic.

Understanding the effects of social media platforms on the academic learning progress of BSED students was made possible by this study. Social media platforms provide social interaction, communication, and engagement tools; these enhance students' ongoing participation in the learning process and have a favorable impact on academic learning. The study's conclusions encourage acceptance of and use of the social media platform, whether for personal or professional reasons. Researchers should ascertain the obstacles to students' adoption of social media in their educational process in the future.

3.2 RECOMMENDATION

Based on the findings of the study, the following recommendations are made by the researchers.

1. Undergraduates should prioritize using social media more for learning, participating in online discussions, asking academic professors for help with assignments, downloading resources for reading and research, and resolving academic-related issues.
2. Instead of wasting valuable time on social media sites for pointless interaction, students can manage their time better and focus more on their education.
3. Instructors ought to forbid students from using their phones during class. This will lessen the amount of time that pupils spend preoccupied during class.
4. Instructors can use the online learning approach by leveraging social media to facilitate conversations or assignments, which will assist students develop the habit of using these platforms for academic work.
5. The institution, faculty, and department levels should organize social media usage awareness programs to educate students about the dangers of Internet addiction and reduce their vulnerability to the negative effects of social media.
6. To rein in their teenagers' indulgences, parents should monitor their social media usage on a regular basis.

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