E-Learning Role of Social Media in Education

Caren Casama Orlanda-Ventayen[1], Randy Joy Magno Ventayen[2]

Abstract—The born of the digital age opens the wide opportunity for users explore varied kinds of information and get connected through the use of Internet. The Internet provides rich resources of information and data that could be very vital for users whatever purpose they have either in business, work, education and for staying connected to the world trends. As it continuously grows, born of different kinds of websites such as web 2.0, could have the possible potential to improve the quality of instruction in education. Some basic feature of social media could have a great impact on the development of teaching learning process. Connectivity or interactivity offered by social media is an enormous attribute that attracts an audience to their websites. The key concept of sharing and posting in social media may serve as an instructor and facilitator of learning one's' topics are being posted, shared and worked out. Though these attributes, how does the internet or the social media being utilize to facilitate learning and to instruction? This study will focus on the role of social media in education for teachers teaching in high school in Lingayen, Pangasinan. It sought to answer and discover the use of social media in teaching by providing the profile of the teachers in Lingayen, Pangasinan.,the role of social media in education in different school activities and acceptability for the Role and usage of social media in education.

Keywords—Social Media, Learning, education

I. INTRODUCTION

IN this millennial days, works become easier through the use of the internet. For it opens wide opportunities for the users in different field such as in business, career, work and other more depending on their desires and goals. The Internet could be storage of information, global education, online interactive or collaborative learning, improve the interest in learning, communication without boundaries, global education, electronic/online research, information catalogs and innovation in the new world(Park, 2009). Researcher search information and almost all needed will just appear on the screen. Since web 1.0 has evolved, the use of web 2.0 or social media is being emphasized. Social media is defined as "a group of Internet based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content" (Kaplan & Haenlein, 2010, p. 61) According to Muntinga, Moorman and Smith, social media websites such as Facebook, YouTube, and Twitter provide unlimited means for internet users to interact, express, share and create content about anything. Now the question is, could this be used in the field of education?

Social media is widely used as a tool for personal and business, the notion that social media could be used for education has received recent attention due to the widely used of the platform. It is also one of the major centers of research agenda. Based on researches conducted, there is potential for the platform to be used in education.

One feature of social media is connectivity. Once information is being posted and seen by another user, this serves as a source of spreading information speedily to numerous audience and regardless of time and place. Considering students, more often, especially in higher education, they find more pleasure using social media for it is not just source of information but also a bridge to communication. It is found out based on previous research the students use social media for personal but too rare for educational purposes (Hew, 2011) It's very pivotal to encourage students to use the internet or the social media for it also provides scientific information that is very useful in the field of education. Teacher's' role in education is not just to define or dictate ideas, to generate or to assign contents, but also to help every learner to construct learning paths to make them learn how to learn (metacognition) (Anderson & Dron, 2011).

A. Statement of the Problem

This study investigated the role of social media in teaching specifically it sought to answer the following questions: 1. Profile of the teachers enrolled in PSU Open University Systems. 2. The role of social media in education in different school activities. 3. Acceptability for the Role and usage of social media in education.

B. Scope

This study will focus on the teacher having their master and doctorate degree enrolled in PSU OUS Lingayen, Pangasinan. It will answer the contribution of social media in education limited for the year 2017. The researcher limits the audience in particular respondents allowing them to be surveyed and informed for it concerns the development of instruction and educational system.

C. Importance of the Study

The importance of this study is to investigate the possible use of social media for the development of learning. This will also help us to understand the role of the platform for the

Caren Casama Orlanda-Ventayen[1] Masters Student, Pangasinan State University, Open University Systems

Randy Joy Magno Ventayen[2], Pangasinan State University, Lingayen Campus

Firstname3. SurnameAuthor3 is with the Electrical Engineering Department, University of Colorado, Boulder, CO 80309 USA, on leave from the National Research Institute for Metals, Tsukuba, Japan

motivation of learning for students. Some teachers myth not yet injecting or integrating social media in education.

Whatever this research's outcomes, this can help to the development of teaching learning process. It can also contribute to the preparation of learning materials to be used in instruction to make learning be more creative and most of all students will learn and practice collaboration to make new ideas. It could also motivate teachers and make an interconnected connection to students whenever wherever and ever circumstances they have.

II. REVIEW OF RELATED STUDY

There are several studies conducted that explored the learning and teaching the role of social media. One is the qualitative research study of Joanne Gikas and Michael M. Grant (2011) entitled "Mobile computing devices in higher education: Student perspectives on learning with cell phones, smartphones & social media". They explored the teaching and learning when mobile computing devices, such as cellphones and smartphones, were implemented in higher education. They presented a portion of the findings on the perception of students using mobile computing devices and what could be the role of social media in education.

Other research conducted by Nazan Dogruer, Ramadan Eyyamb and Ipek Menevisab in titled "The use of the internet for educational purposes". They focused on the use of internet in primary education. The speedily spreading of information through social medias could be very useful education. Rich source of information could be accessed on the internet may contribute a great factor to primary education.

In connection with Nazan Dogruer, Ramadan Eyyamb and Ipek Menevisab research, Park, H. W. (2009) investigated the role of the internet to college students in Korea. The conducted open ended survey online to some Korean university students. He used the word-frequency analysis and semantic mapping to monitor the use of the internet by the college students. Anticipated results would empower educators and policymakers to design and to plan e-learning programs for college students. If e-learning program is implemented in the Philippines, it would help students to catch up with previous topics. These researchers could have a great support to our community education.

KK Esteves (2012) with the research title: Exploring Facebook to Enhance Learning and Student Engagement: A Case from the University of Philippines (UP) Open University. Researcher's study tends to study the potential of Facebook in education since the Philippine users are one of the most active users of Facebook. The study indicates how the distinctive components and functionalities of Facebook, for example, the wall, like, poke and the feature to share will reach media easily resulting in engagement of students to online learning. "Student engagement improved as evidenced by volunteered postings and continuous discussions and sharing even without being required by the professor". The study's most significant finding is Facebook's feature could be very useful for teaching

practical skills posted online could efforts reach a vast number of users. These video tutorials posted online could be very vital to learning.

III. RESEARCH METHODOLOGY

In this study, the researcher adopted the quantitative method of research. The use of a survey as a method of data collection has gained popularity over the years because of a great deal of valuable information on what people think about certain issues, products, policies, or events. This technique was used in the data collection in the present study. In addition, it is more common to use questionnaires because it yields information that is more systematic from all participants.

A. Sources of Data

The students of Pangasinan State University, Open University Systems for the SY 2016-2017 will be the sources of data for this study. Pangasinan State University, Open University System is one component of PSU that is offering Masters and Doctorate catering Pangasinan.

B. Data Processing

In conducting this study, a survey questionnaire was used. All students from Master of Arts in Education and Doctor of Education in the said school was invited to participate in the survey.

Participants were requested to be requested to complete the survey within 1 day period from the date of the issuance, the researcher used survey questionnaire as a tool for data gathering from the respondents. A set of instruments was prepared for the respondents.

This questionnaire is consists of three parts. The first part was demographics of the respondents, which the researcher will get to know the respondents. The second part is the perception of respondents in the use of social media in education particularly the academic use and non-academic use. While the third part of the survey is about the usage and acceptability of social media.

The survey questionnaire was float during the class of the doctoral students and master students. While Google forms were used to in floating questionnaire remotely. The gathered data was analyzed using the analytical software SPPS which automatically creates a graphical representation of the results.

IV. RESULTS

A. Profile of the Respondents

There are 55 invited respondents to participate while only 45 participated in conducting the survey. The respondents were dominated by 62.2% Female while 37.8% are male. The majority of the respondents with 68.9% are an education major, while others who are teaching in Senior High School possess other majors such as business, fisheries, math, social studies and others. Most of the respondents are government employees

For the level of teaching, 44.4% of the respondents are

teaching High School/ Senior High school, 35.6% teaching elementary and 20% who are in tertiary or college level. For their respective work location, most of the respondents are from Dagupan having 20%, next is 15.6% from Binmaley, 11.1% are from Lingayen and the rest are from different municipalities of the province of Pangasinan.

B. Perception of Teachers in the Usefulness of Social Media Classroom

The result is divided into two perceptions; the first one is the perception of teachers in the usefulness of social media in academic usage. While the second one is the usefulness of social media in non-academic usage.

In the Figures 1 and 2 present that the use of social media in education is useful having 20.25 average, 15.12 for extremely useful, 7.5 for neutral. The majority of the respondents agreed that social media is useful in academic related activities. In the said figures, social media is much useful in an individual project, followed by assignment, collaborative learning, and discussion.
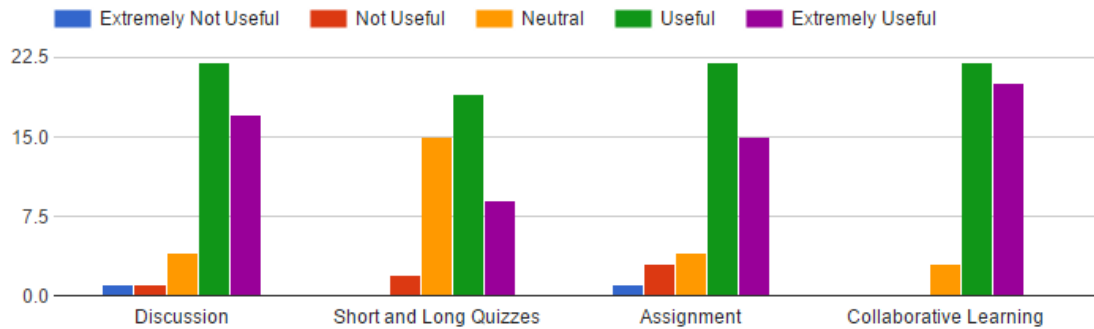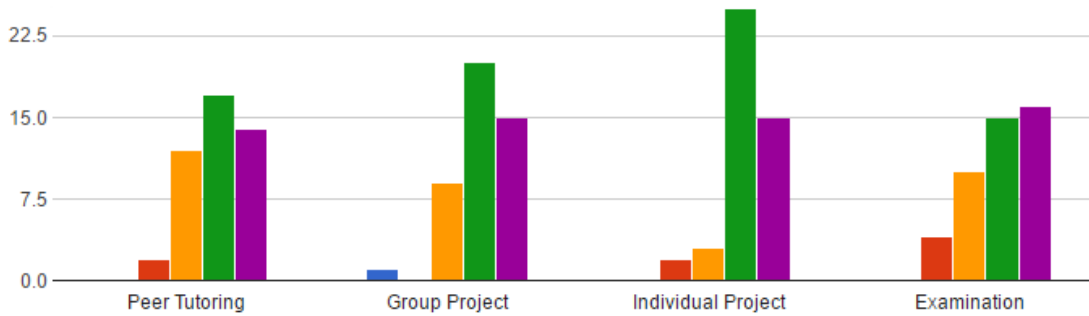

Fig.1. Academic Use of Social Media

Fig.2. Academic Use of Social Media

For the perception of teachers in the use of social media for non-academic related activities. The majority agreed that social media is extremely useful in announcement and posting of the result.
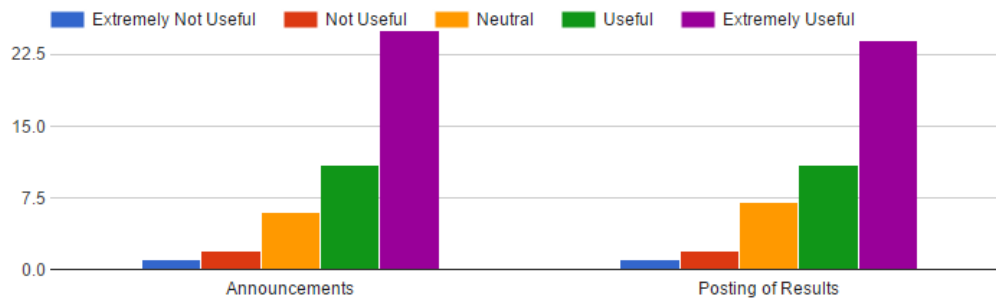

Fig.3. Non-Academic use of Social Media

C. Usage and Acceptability.

All of the respondents are having their Facebook account garnering 100%, 2nd is google+ having 68.9% and 62.2% for Youtube. Facebook is most often used social media among the respondents.

77.8% of respondents have been using their social media account for more than five years, 13.3 percent for less than 3 to 5 years, 4.4% for less than 1 to 3 years and less than a year. 35.6% of the respondents using their accounts for 1 to 3 hours, 24.4% of respondents using their social media accounts for 3

to 5 hours and the other 24.4% for less than an hour.

Their main purpose of having an account is mainly for social networking having 88.9%, news update for 80% and 48.9% for video streaming and downloading.

97.8% use social media accounts for education-related

activities. And the remaining percentage (sole respondent) is not using social media in education-related activities for it does not suite the respondent's needs in education-related activities.
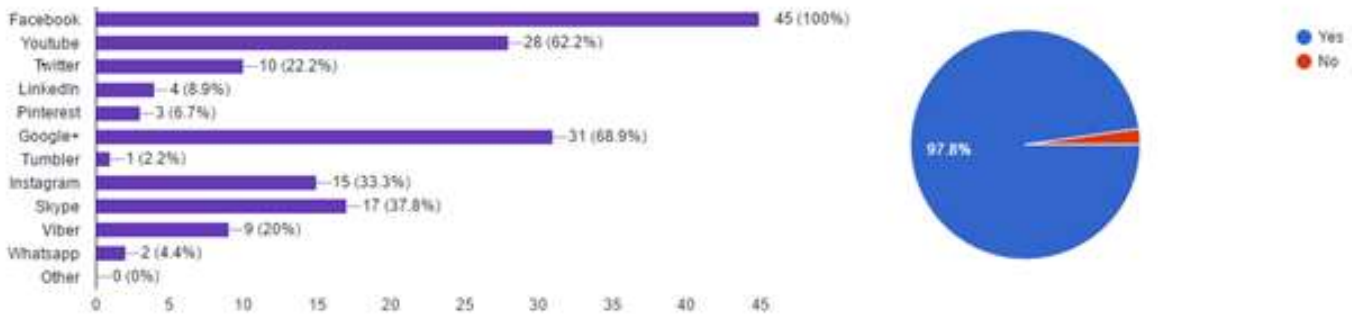

Fig.4 Social Media Account Used and Percentage of using Social Media in Education

Based on the total number of hours used in social media, 43.2% respondents use 26 to 50% of their total time spent in social media, while 36.4% use less than 25% of total time spent.

The respondents we're asked on what educational purpose they use the social media. On the use of social media in education, 81.8% of the respondents use social media for downloading course material. Submission of reports and sharing files and documents tied with 79.5%. 77.3% use social media for educational purpose on getting updates and other class related activities. Lastly, 72.7% use social media for professional networking with other students and educators. The majority of the respondents use social media for the educational purpose.

The respondents were also asked what is the importance of social media in today's education. Most respondents agreed that social media "facilitate communication" and "builds connection" with a total of 86.4% for both importance. 81.8% of the respondents agreed that social media "allows more accessibility". 65.9% agreed that it helps or improve the process of preparing and submission of requirements, while 52.3% agrees that it facilitates blended approach to learning, and lastly only 50% agrees that it serves as an online platform for discussion.

The respondents were also asked the disadvantages of social media in education, 81.8% agreed that it distracts the focus of students on doing school requirement, followed by 70.5% agrees that students may tend to become too dependent on the apps with regards to their school requirement. 65.9% responded that student may lose their ability to engage themselves in face to face communication and lastly 45.5% agrees that many bloggers and writers post wrong information on social media sites which might lead to confusion for the students

Figure 5 shows that 54.5 percent of respondents are satisfied with the use of social media in education. Lastly, 93.2% of the total respondents are facing low internet connectivity.
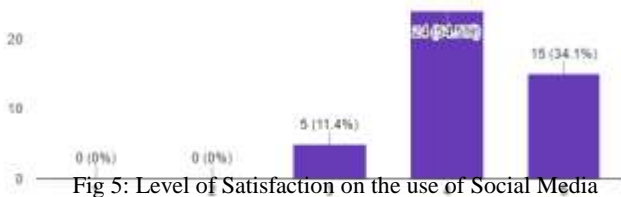
V.CONCLUSION AND RECOMMENDATION

Based on the result, the researcher concluded that social media plays a vital role in education. Despite the disadvantages that social media provides a distraction to the students, there is still useful use of social media in education. The result of this study is impressive and social media could help students and teachers maximize the use of social networking. Instead of focusing on the disadvantage, the researcher also agreed with the respondents that there is an important role of social media in education.

The study was conducted in PSU Open University Systems students; the researcher recommends that the study should ongoing for improvement and validity of the research in the future.

Fig 5: Level of Satisfaction on the use of Social Media

REFERENCES

[1] Brodahl, C., Hadjerrouit, S., & Hansen, N. K. (2011). Collaborative writing with web 2.0 technologies: education students' perceptions. Journal of Information Technology Education, 10, IIP73-IIP103.

[2] Groff, J., & Mouza, C. (2008). A framework for addressing challenges to classroom technology use. AACE Journal, 16(1), 21-46.

[3] Tyack, D., & Cuban, L. (2000). Teaching by machine. The Jossey-Bass Reader on Technology and Learning (pp. 247-254). San Francisco, CA: Jossey-Bass. Kaplan & Haenlein, 2010, p. 61

[4] JP Biddix, HW x- New Media & Society, 2008

[5] Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. The International Review of Research in Open and Distance Learning, 12(3), 80-97.

[6] Hew, K. F. (2011). Students' and teachers' use of Facebook. Computers in Human Behavior, 27(2), 662-676.