



Students' Social Media Access, Sources, and Reasons for Utilization: Basis for Integration in the Curriculum

Roniel Sanchez Fortuna*

Board of Education, Takamatsu City, Kagawa, Japan

Received: 12. 03.2022

• Accepted: 23.06.2022

• Published: 29.06.2022

Abstract: This study investigated access through devices, internet sources, and reasons for using social media among purposively selected students in a tertiary education institution in Cebu, Philippines. This mixed qualitative-quantitative study used a survey and interview to gather data. The study found that the top three access devices were *android phones, desktop computers in internet cafés, and personal laptops*. In contrast, the top three internet sources were *smartphone data plans, Wi-Fi connections in internet cafes, restaurants, coffee shops, etc., and Wi-Fi connections in school*. The top reason for using social media was *to get news and information and to learn about significant events, people, and places*. It was concluded that the students were highly engaged in social media using their devices. Internet access allowed them to perform tasks in their accounts for several reasons. The findings can serve as the basis for technology and social media integration in the curriculum.

Keywords: social media, devices, access, internet sources, curriculum integration

1. INTRODUCTION

One of the most promising contributions of technology advancement is the different social media platforms for different uses and types of users. Social media such as Facebook, Twitter, and Instagram, among other platforms, are flourishing every year and have become a popular trend among 21st-century learners (Johnson, 2013; Kim et al., 2014). Many experts consider social media's benefits as a platform that would revolutionize the teaching and learning process if adequately integrated into the curriculum (Chawinga, 2017; Jones, 2011; Li et al., 2012; Zheng et al., 2015; Zheng et al., 2018; Zitouni et al, 2021).

The technologies that enable social media to function can also be considered the driving force that propels the need to integrate technology into education. The advent of technology allows a non-traditional and interactive way of delivering instruction (U.S. Department of Education, 2017). A good number of studies concluded that social media platforms have several positive effects and influences on education, such as participatory and active learning, among other benefits (Bagarukayo, 2018; Chookaew et al., 2015; Menzies et al., 2017). Technology can offer an effective audience response in classrooms (Office of Educational Technology, 2020). Audience response systems are an excellent method to increase student engagement and interaction, leading to them enjoying the lesson more and remembering the material better. Studies found that educational and social media platforms can motivate teachers and learners to provide quick participation and interactive communication in different academic tasks (Menkhoff et al., 2014). Learners can engage

* Corresponding Author: ronielsanchezfortuna@gmail.com

in real-time learning and increase levels of engagement by participating in social networking sites (Luo et al., 2012). Teachers of today's generation can also stay updated and connected with their students through social networking sites.

The proliferation of social media in daily life is also changing education, thus, creating new educational trends (Blair & Serafini, 2014). Students are learning in innovative ways thanks to technological advancements. With this in mind, teachers should also upgrade their teaching styles, techniques, strategies, and resources, considering the demands of 21st-century education. Educational tools such as social media platforms are present everywhere. Putting this reality in the context of education is a great move to raise the status and standard of the current tertiary education curriculum.

The integration of social media in the curriculum has spawned divided opinions among educators and policymakers (Pollara, 2011). Nevertheless, an increasing number of educational institutions trying to integrate or use social media, especially in instruction delivery, is starting to show (Vivakaran & Maraimalai, 2018). In crafting a curriculum, educators need to acknowledge the relevant shift in how learners of today's generation communicate with one another. As an urgent response to the trend of using social networking sites among students, many teachers are starting to utilize social media platforms as an educational tool to support instruction delivery and learning in traditional classroom situations (Tess, 2013). This phenomenon would create opportunities for teachers to improve the status quo of the curriculum by integrating flexible, creative, non-linear, and real-life experiences. The invention of Web 2.0 technologies incorporated into most social networking sites allows interaction, conferencing, creation, and performing research that enables teachers to share, tweak, and restructure curriculum resources (Liburd & Christensen, 2013).

The application and integration of the different social media platforms in education are propelled to shift towards implementing a learner-centred environment, especially in tertiary education institutions (Liburd & Christensen, 2013). These platforms provide a virtual avenue for students to learn, leading to distribution, participation, dispersion of knowledge, and connection worldwide (Absar et al. 2016; Goldie 2016; Ripiye et al. 2017). Learning should never be limited within the four walls of the classroom. It should be out of the box and not confined to textbooks and traditional learning materials. Learning should be well-rounded. Social media technologies can enhance traditional teaching and learning strategies (Dzvapatsva, 2014).

The use of social media platforms in the curriculum has been dubbed as one of the breakthrough innovations that have been documented in the academe (De Wever et al., 2015; Sanchez et al., 2014). Social media integration is considered a dynamic process because educators need to acknowledge the importance of educational technology and its role in education. Teachers, as frontrunners of education, need to improve their practices continuously. They need to embrace the changes that technology brings to plan different activities integrated with technology that would cater to the learning styles and preferences of the students. Through time, research, and firsthand experience, teachers can improve their technology utilization coupled with constant evaluation of its integration into the curriculum.

In the Philippines, involvement in social media platforms, specifically on social networking sites, is one of the most active web-based activities on the world wide web. Due to this phenomenon, Filipinos were hailed as the most active social media platform users (Estares, 2019). Additionally, 47% of Filipinos are active social media users, and 40% are active mobile social users; where Facebook is the most utilized social media platform with 26%, followed by Facebook Messenger

with 23%. In comparison, Twitter and Instagram also joined the top spot with 13% and 12%, respectively (Social Media in The Philippines: A Year-End Report, 2019).

Teachers play an indispensable role in the whole process of curriculum, from planning to crafting down to its implementation. It is just empirical that teachers should update themselves with the new trends and issues to integrate reforms in the learning environment (Alsubaie, 2016). Teachers are at the front in using and deciding what and how technology is implemented in their classrooms (Rehmat & Bailey, 2014).

Some educational institutions in the Philippines are still restricted to traditional teaching strategies (Balansag, 2019). Most teachers in the Philippines still conformed to the conventional and obsolete pedagogical practices, such as the traditional ways of assessments and using the traditional chalk and blackboard in doing their lessons, causing their classes to be boring, static, and unidirectional (de Mesa & de Guzman, 2006; Manla, 2019; Rosa, 2016). Almost all Filipino tertiary education students are online users with active social media accounts and engage in several online activities (Carreon et al., 2019; Marcial, 2013).

Universities and colleges are not excused from the effects and influences of the fast-paced technological advancements (Greenhow et al., 2020; Manca, 2020; Pimmer & Rambe, 2018). Therefore, they should thrive to cope with the challenges and changes it brought to education, and these new technologies can provide valuable contributions to the academic sphere (Downes, 2012; Dumpit & Fernandez, 2017). The use of social media technologies in education has been associated with a variety of positive outcomes (Barczyk & Duncan, 2013; Gao et al., 2012; Kitsantas et al., 2016; Parise, 2015), including increased student satisfaction and participation, increased collaboration among learners, and enhanced academic outputs, to name a few.

It is critical to conduct more research and understand the benefits and use of social media in educational contexts, especially in higher education, to integrate it effectively in different classrooms (Al-Rahmi et al., 2018; Mnkandla & Minnaar, 2017; Rahman et al., 2020; Stathopoulou et al. 2019). Web-based applications, fancy gadgets, and devices are useless without access to the internet. Students cannot log in to their social media accounts without an internet connection. Knowing the students' different devices and sources of internet access is imperative if someone plans to integrate any technology application into the curriculum.

Specifically, it is also noteworthy to investigate the underlying reasons for students using social media platforms. This specific field of research would also give some valuable insights to policymakers and educators in understanding their students' social media behaviour and the motivation that compels them to perform any web-based activities on the world wide web. Social media in education can only be effective when used cautiously. This is a significant role and responsibility for all educators to help students learn how to use social media responsibly and appropriately by providing policies and guidelines for its usage in schools.

This study sought to find out the different sources of social media access among the students in a tertiary education institution in Cebu, Philippines, and the underlying reasons for its utilization. This study is geared towards integrating technology, specifically social media, into the curriculum. Moreover, the findings of this study could be the basis for developing various strategies for integrating technology and social media into the curriculum. Specifically, this research study answered the following questions: (1) What are the students' devices used in accessing their social media accounts?; (2) What are the students' sources of internet access? and (3) What are the main reasons for the students' utilization of social media platforms?

2. METHOD

This descriptive communication research employed a sequential quantitative-qualitative research design in gathering and analyzing the data (Andrew & Halcomb, 2007; Cresswell & Plano, 2011). This study was primarily qualitative but utilized a quantitative design where the participants' responses were analyzed quantitatively through frequency count, simple percentage, and ranking. This research used a normative survey and an in-depth interview for data gathering. This research study was conducted at a tertiary education institution in Cebu, Philippines. The study participants selected 60 students from the school's three departments. This study used the purposive random sampling technique to determine the participants. Purposive sampling, also known as judgmental sampling, was deemed suitable for this research since it centres on the population's knowledge and exposure and the study's main goal (Crossman, 2019).

This study used inclusion-exclusion criteria for the research participants. As an essential requirement to qualify as a participant in the study, all participants should be Digital Natives, which means they were born after 1985 and grew up with technology exposure in their everyday lives (Halton 2019). Participants should also be active social media users.

The first part of the survey was for the demographic profiling of the participants. Participants were asked to voluntarily self-report their gender, age, study level, and specialization for statistical and research purposes. In the second part, the participants were asked about their different sources of social media access through devices and internet access. The third part was about the participants' underlying reasons for their utilization of the different social media platforms. All questions were crafted in a straightforward way to avoid confusion. The survey was self-completed, supported by the interview conducted by the researcher as the main interviewer and the study participants as the interviewees. Vignettes of the participants' statements gathered from the interview coded as *P1* to *P60* will be provided in the discussion to support the findings further. Experts in media communication research were employed to check the appropriateness and accuracy of the survey and interview questions with the research questions. Pilot testing was also adopted to avoid validity issues. Ethical considerations were followed within the course of this research.

3. RESULT AND DISCUSSION

3.1. Access through Devices

The figure below specifically projects the different sources of social media access among the participants using different devices. Participants were asked how they access different social media platforms regarding devices. The information in the figure below shows that the top three sources of social media access through devices are *Mobile phones/smartphones (android-based)*, *Desktop computers in Internet cafés*, and *Personal Laptops/Notebooks*.

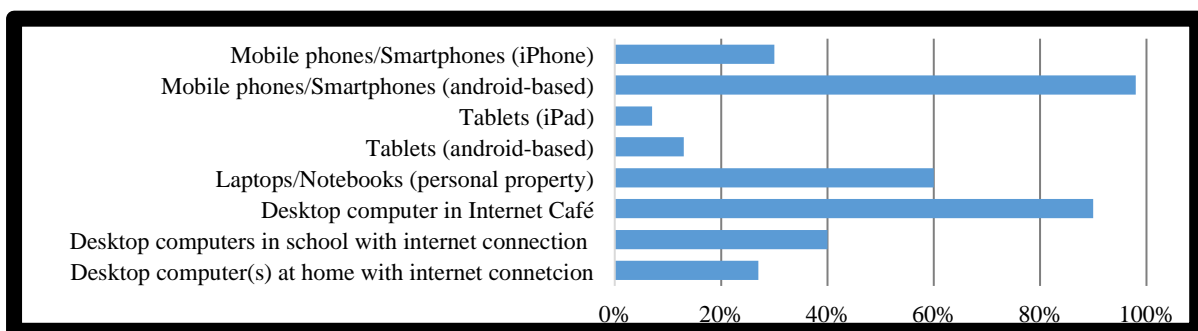


Figure 1. Social Media Platform Access through Devices

Android smartphones being on the top is not surprising anymore. It is safe to say that almost every person has a mobile phone right now. Most of the time, it is android based because of its availability at lower prices in the Philippine marketplace than other smartphones such as the iPhone and other brands. Cloned mobile phones are much cheaper than the original brands and abundant in the market, especially in the Philippines. This contention can be affirmed by the statements of *Participant 9* and *Participant 10*:

P9 "Cellphones are affordable right now, and that is the reason why almost everyone has a smartphone."

P10 "Cellphone is already part of our basic needs, just like food, we cannot survive without it."

People nowadays value the accessibility and availability of social media platforms through different gadgets and technology. As *Participant 7* stated:

P7 "Right now, everything is just so easy, just in case if you do not know something, you just have to use your cellphone and search for the information that you want to know."

Before, one had to wait for the next month's issue of their favourite magazines to know the latest news and information. With the advent of technology today through the availability of mobile gadgets such as desktop computers, android phones, laptops, tablets, etc., social media users will be able to obtain such information in just mere seconds through the utilization of social media platforms, the internet, technology, and gadgets. The statement of *Participant 12* can further support this:

P12 "We should be thankful for technology which is why cellphones and other inventions were created that enable our life faster and easier."

Research participants use various tools to access social media platforms. Still, most use their mobile phones (android) and desktop computers in internet cafes to access social media platforms. Most participants use mobile phones, especially Android smartphones and computers, at the computer shops or internet cafes, at school, or at work. When participants are not using one, they are likely using the other. As *Participant 8* mentioned:

P8 "I have my mobile phone with me at all times of the day and our desktop computer when I am at school and home. They are both accessible mediums of communication to me."

Participants access social media platforms at any time of the day – whether on the go, at home, or even at school. People utilize social media platforms regularly because they have their smartphones with them most of the time. As *Participant 33* said:

P33 "It seems that my phone is an extension of my hand, and I am already tied to it."

People always have their smartphones with them, so it makes sense when they use mobile applications to access social media platforms the most. Mobile phones are more accessible for people to use no matter where they are or what they are doing. Smartphone ownership is nearly universal among college students of different genders and socioeconomic backgrounds. As *Participant 14* stated:

P14 "Forget about your lover, forget about your meal but do not forget your cellphone."

As accessibility to smartphones has become more prevalent, a growing share of college students is constantly using the internet. They are fueled by the convenience and constant access provided by mobile devices, especially smartphones, which come in handy for anyone. These cell phones and other

mobile gadgets have become the primary force that motivates the research participant’s social media platform utilization. *Participant 18* believed that:

P18 “With your mobile phone, it is easier to check some updates on your social media accounts pretty quickly if you are on a jeepney going to school, during your lunch break, or walking to your classroom for your next class.”

A related study can support this part of the analysis, which found that mobile technology has spread rapidly around the globe. More than 5 billion individuals are expected to own mobile devices today, with smartphones accounting for more than half of these connections (Silver, 2019). The Diffusion of Innovation Theory can also support the findings, which explains how, through time, technological innovations such as gadgets, tools, and other technologies can gain popularity among media consumers and spread through a specific population (LaMorte, 2019).

In the study, technological advances include gadgets like desktops, laptops, tablets, and smartphones. The target population is the study's sample population. The study's participants' preference for mobile devices will expand technology among society's members. Tech-enabled innovations will reshape media consumers' perceptions, behaviours, and products. Adoption allows users to buy a new item, learn new skills, and adopt new behaviours. This new habit is due to people's addiction to new devices and technology and their dependency on gadgets. The research participants regard this new product, concept, or behaviour as novel and innovative, allowing for faster and broader diffusion.

The adoption or spread of new technologies does not happen simultaneously in the target population (college students). Some people may be more apt to adopt the innovation than others (Singer 2016). In the case at hand, all the participants are considered early adopters of technology. In the study, the diffusion of the new technologies can increase or decrease the likelihood of the research participants' adoption of the latest gadgets. This theory supports the claim that these new communication media (devices) can influence people’s perspectives and judgments about specific issues.

Nowadays, the market is flooded with products and innovations. The needs of customers, especially the digital natives, are constantly evolving. However, gadget fanatics should prioritize function over design when selecting the best gadgets to access social media. Some products are attractive but lack interior functionality and usefulness.

3.2. Sources of Internet Access

The figure below shows the different sources of internet access among the participants of the study. *Data plans in smartphones* emerged as the highest among all the internet sources. This is followed by *Wi-fi connections in internet cafes, restaurants, coffee shops, etc.*, which received the second-highest rank, while *Wi-fi connections in school* garnered the third rank.

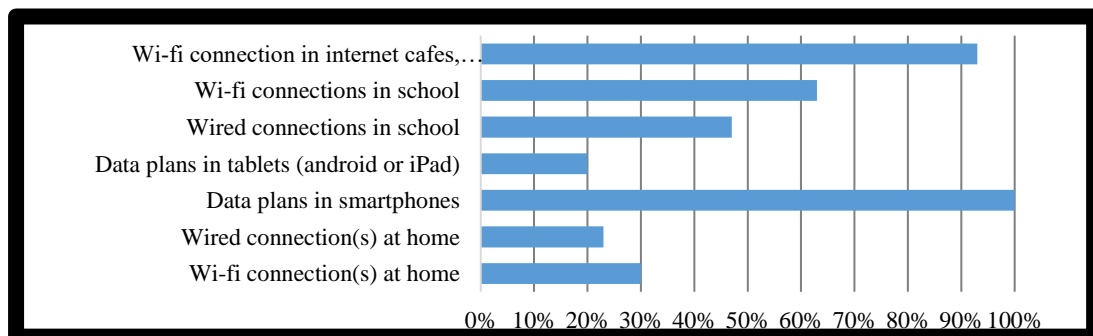


Figure 2. Participants’ Sources of Internet Access

One of the significant breakthroughs of modern times restructuring the face of the world is the universal accessibility to the internet. This is affirmed by *Participant 11* and *Participant 40*:

P11 "I do not usually pay for my mobile data just to connect to the internet because you can have free Wi-Fi access almost everywhere like at shopping malls, schools among others."

P40 "The greatest invention of mankind is the access to the internet. Countries improved because of the creation of the internet".

The lifeblood of the World Wide Web is the social media platforms that emanate in many forms, including vlogs, blogs, forums, business networks, photo-sharing platforms, social gaming, microblogs, chat apps, and social networks. The ability of different individuals and organizations as media consumers to utilize social media platforms is made possible because of access to the internet. Mobile gadgets or tools are useless without access to the internet. *Participant 41* stated:

P41 "We can use our desktop computers at school in our computer lab, and we can also connect to the internet for free, but this usage has limitations because it is intended for educational purposes."

Participants' access to the internet is very significant to them. It offers them limitless space to have unlimited access to a wide range of news, information, and entertainment. In this time and age, the internet is now considered where much of people's knowledge is derived. This is affirmed by *Participant 58*:

P58 "I am using my mobile data from my smartphone, there are several promos from networks that I can avail for me to research information, access Facebook, and watch videos from the internet, then, it is also affordable."

Human beings are considered insatiable beings, and this particular trait can trigger the curiosity of new things causing people to become hungry for new knowledge and information. People will not stop until they quench their thirst for new knowledge. This contention can be supported by *Participant 35*, who expressed that:

P35 "People are not satisfied with what they currently have, that is why they feel the need to buy new things. Just like in social media, if there are trending videos, there are so many people who would like to know about it and then copy and post it in their social media accounts."

This discovery, information, or body of knowledge can be utilized from a very personal level to higher and more complex ones such as their studies and even their understanding of their own life. Access to the internet can also change lives for the worse. Young people, especially young learners, can access malicious websites where they can fish for unwholesome information and horrible images over the internet. This is made possible because of internet access everywhere. *Participant 37* stated that:

"Because of free Facebook offered by networks and the free Wi-Fi from establishments, many people are now victims of fake news and other malicious content of social media."

Access to the World Wide Web is a global phenomenon and has remarkably become a considerable portion of people's lives in modern times. Young individuals in today's generation trust and depend on the internet to do many different tasks, especially school-related tasks. Almost all students seem to be holding their gadgets to connect to the internet to perform things, and perhaps some young

individuals play games or search for something they desire. This contention is confirmed by the statement of *Participant 56*, who expressed that:

P56 "I am thankful for the internet because of it; I have learned a lot of online games."

Many students also use the internet to research and complete school-related tasks such as assignments and projects. Since the internet is considered a bank of information, most students use this to study. This claim is confirmed by *Participant 47*, who stated that:

P47 "Because of the Wi-Fi access, I can connect to it to work on my assignments and projects. I can also listen to music while doing it."

Also, most professors and instructors from colleges and universities are now using social media platforms such as creating learning management systems to post supplemental materials for classroom discussions. Some colleges and universities also offer online courses and programs where students can easily access their portals and engage in a virtual classroom setup. This statement is supported by *Participant 4*, who stated that:

P4 "If online courses are being offered in our school, I will enrol in it because I am already tired of the traditional setup of traditional education. With the internet, everything is possible."

College students can study and learn within their homes, enjoying many conveniences compared to traditional classrooms. Gone are the days when a person wants to find something out; they have to go to the library and do some conventional library search by looking through card catalogs and a pile of books. This type of searching for information is tiring and time-consuming for any student. Still, with the advancement of technology, students can now search everything over the internet with just a few clicks of their computer mouse and get any information they want. This claim can be supported by *Participant 1*, who stated that:

P1 "I will graduate in this school without getting inside the library because my library is the internet. It is even faster and more convenient to use".

Gone are the years when people buy products and avail services such as clothes, food, shoes, laptop repair services, etc., which are limited to department stores and malls. Today, one must browse different social media accounts to purchase products and services online. Many things can be done on the world wide web using the internet, and you can now shop and buy something online and have it delivered to your address, do online banking, book movie tickets, pay your bills, or avail yourself of government services online, etc. This assertion is supported by *Participant 17*, who expressed that:

P17 "I seldom go to department stores to buy clothes because the trend right now is Amazon, Lazada and Zalora. Online shopping is the new shopping trend right now".

Internet accessibility promotes new forms of communication among people from different parts of the world and from different walks of life. Before, if someone wanted to communicate with someone who lives from a distant place, they would have to use a phone and make a phone call. If a telephone is unavailable, writing a letter is another option that usually takes a few days. Still, these forms of communication are being replaced by emails and social media platforms which allow instant messaging to people across the globe. Skype, Viber, Facebook Messenger, and other platforms include a video call feature which enables the user to see another person even if they are on the other side of the world with a different time zone. This feature is also advantageous to several businesses, industries, and small enterprises. Before, business owners and entrepreneurs had to travel overseas to communicate with valued clients. Still, they can make some negotiations right now even if they are at the convenience and comfort of their own office using video conference and video call features

of some social media platforms. Many students of today's generation cannot imagine their lives without this technological advancement (internet). They cannot survive their student life without the internet, for they depend on it. The internet afforded research participants facilitation and made their students' lives easier and more convenient.

The findings can be supported by the Technological Determinism Theory of media communication, which seeks to provide a relevant connection between technology and society. Its prime goal is to explain the force that controls human and technological affairs. In this theory, technology is regarded as the controlling power of culture in society and regulates the course of history (Thitivesa, 2017).

The research assumes that technical advancements related to internet access would result in new and inventive modes of production in society, influencing fundamental social components such as education, culture, politics, business, the economy, and societal transformations. The best example is how people transitioned from an old-schooled way of communication, such as writing letters, to email and social media. This theory has two common hypotheses (Grudin, 2016), (1) In a given society, the progress of technology is seen as a driving force that shapes the way society functions, and it follows a predictable, traceable course that is independent of culture or politics. The study found that individuals' perceptions of the world were influenced by internet access. It affected people's ideas, personalities, and lifestyles. The internet also enhanced people's lives by increasing their productivity. Students can utilize the internet to boost their performance and grades. The internet can make it easier for people to find information. The internet has refined students' use of their preferred social media sites and how they impact them. The second hypothesis (2) is that technological developments are the central and most important source of societal transformation. Many technological innovations become the impetus of societal developments. Access to the internet improves businesses and other organizations, and personal productivity. The internet is fueling economic growth. Internet-based government services and transactions are among them. The internet, for example, influences users' choices and helps them make informed judgments. Some individuals may become more productive by using the internet. Their productivity reaches society's core.

Technology has changed the way civilization develops. The study's technological determinism began with the introduction of new internet-accessing devices, which prompted substantial changes and, in some cases, a loss of past knowledge. So, for example, the introduction of new teaching tools in the 21st century has seen the progressive loss of understanding of classic classroom discussion materials like chalk and visual aids. Thus, technology can affect a society's knowledge level. Each invention has been seen to lead to a new society. The advent of computers and internet access has ushered in the digital information era, which the study's participants live through.

The research participants' cellphones and other devices mediate, influencing social developments and changing people's lives. The control of these new technologies will eventually transfer from the research participants and others to the technology itself. This approach is called "autonomous determinism" (Wehmeyer et al., 2017).

The devices being investigated in this study never force themselves on the members of society. In the case at hand, the members are the research participants. People create technology and choose to utilize them for diverse reasons. For instance, a man invents a cellphone and decides to utilize it. Technology never forces people to use them. The participants freely choose to use technology, enjoy its features, and even experience the consequences and effects of its usage.

It is believed that developments and innovations in technology, such as mobile gadgets, had unintended or unexpected results and effects. New technology is not the slave of the human race, but humans are falling prey like slaves to technology. People as direct consumers are compelled to become accustomed to the technological world they live in. With all the things being said, the accessibility to the internet offers people an enormous challenge in the 21st century: to utilize the internet positively and purposefully.

3.3. Reasons for Using Social Media

It is also worth examining the reasons the participants use social media platforms. People use social media through devices very rapidly because of several underlying causes. The tendency toward using social media is worthy of investigation. There are several reasons and purposes for why people use social media platforms. The data for the research participants' reasons for utilizing or subscribing to different social media platforms are presented in the figure below labelled Figure 3.

The figure below shows the top reasons of the participants of the study for utilizing social media platforms. The top spot is "To get news and information, learn about significant events, people and places". This is followed by "To stay in touch and communicate with friends, classmates, family members, teachers or working colleagues among others". Taking the third spot is "For entertainment and leisure purposes".

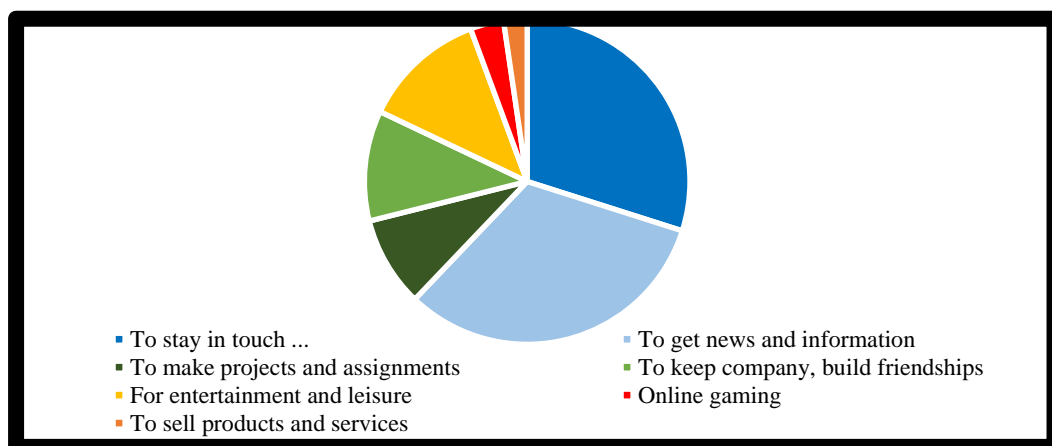


Figure 3. Reasons for Using Social Media

This trend toward using social media platforms as a source of information or updates, staying in touch with people, and source of entertainment indicates how media consumers' behaviours continue to evolve in the social media arena. On the contrary, options for playing online games and selling products and services lay towards the bottom of the list or ranking.

The students' reasons and motivations for utilizing social media platforms are considered an essential component that plays a vital role in social media integration in education (Balakrishnan, 2017; Ifinedo, 2017; Kanthawongs et al., 2013; Odewumi et al., 2018). Furthermore, recent researchers found that students' underlying reasons for using the different social media platforms should be investigated as a prime consideration in its implementation in the teaching-learning process (Alenazy et al., 2019; Al-Rahmi et al., 2018; Dumpit & Fernandez, 2017).

This outcome suggests that social media consumers now appear to favour online activities that are more passive but still purposeful. It is found in the result that most of the top reasons are all linked to what we call passive networking. This means that media consumers who come to social media prefer to consume content rather than those that require active contributions, such as posting stories and opinions (McGrath, 2016). There is also a growing trend where social media platforms are used to research new products to buy, which is why product brands still have a massive role in the market.

Social media is now also considered a potential platform for business and entrepreneurship. People are currently promoting their products and services on different social media platforms or building an audience on social media by just providing relatable or relevant posts. As *Participant 26* articulated:

P26 "I am an online seller on Facebook, and my sales are supporting my studies right now. I already have many customers. People are tired of buying from malls and other big shops".

One of the reasons people are into social media platforms is their curiosity to know what their friends, classmates, and colleagues are doing and up to. The chance to peek and peer into their friends, families, and colleague's life is sometimes enough to get them to subscribe to social media platforms. It satisfies people's desire to see what someone is posting or tweeting to get a glimpse of their world. As *Participant 30* mentioned:

P30 "I was convinced to use social media by my friends. I was curious about what is on social media that my friends are using it. That is when I started using Facebook, and then I was amazed because I could already communicate with my relatives that I had never communicated with for a long time through social media".

Another reason is for fun and entertainment. Watching viral videos on YouTube or Facebook is satisfying to the respondents. They have to share these viral videos for fun and entertainment. Also, with its marvellous filters, Instagram would turn simple photography into an addictive visual fun parlour. *Participant 33* expressed that:

P33 "Every time I am sad, I log in to my Facebook and Instagram accounts and scroll up and down, then I am fine."

Social media platforms provide portals and avenues for learning, such as the Learning Management System (LMS), allowing discussion on the World Wide Web possible with flipped classrooms and blends learning. Another example is an eBook, blog article, LinkedIn, and SlideShare. Media consumers can get so much information within their fingertips which can teach them everything from their interests or hobbies to educational-related tasks such as making assignments and projects. *Participant 37* articulated that:

P 37 "Our teachers post their discussion notes and PowerPoint presentations in our Facebook group or page for us to easily access it. There is no need to buy books because there are so many e-books and materials on the internet".

Young learners enjoy communicating on Facebook, Skype, Google+, hangouts, or via a Twitter tweet. Some users like it short and sweet, but others may want a long conversation using their favourite social media platforms that provide chat features. People around the globe are enjoying the ability to keep in touch with people. *Participants 40 and Participant 50* stated that:

P40 “If we have a plan with my friends to travel, we just chat with each other for the travel details.”

P52 “If you want to express your long comments or sentiments about certain issues, you go to Facebook, and if you want it short, sweet, and simple, go to Twitter.”

Aside from the information-seeking capabilities of social media platforms, business is now possible in social media, which allows making money for free. *Participant 53* articulated that:

P 53 “My mother is an online seller. According to her, selling online is better because you do not need to have a physical shop or store and no tax or permit fees”.

The increased online attention and connections that social media brings might help you monetize your interest. Starting a business from the beginning may be difficult, especially if you need a physical location. Some people prefer to employ technology and do business online with social media users as their consumers. You can now establish a worldwide community of fans that love what you do and pay you for it with social media.

Social networking platforms also enable self-expression of feelings, abilities, and talents formerly limited to singing in the bathroom, playing in a bar band, or painting in your home studio. Right now, poems, short stories, images, art, videos, and music can be shared worldwide with just one click. *Participant 54* and *Participant 50* stated that:

P54 “I love to write short stories, and I love poetry as well. I tried doing spoken word poetry for my original composition live on my Facebook account”.

P50 “Since I love make-ups, I made some make-up tutorials on my YouTube channel, and with that, I gained several make-up enthusiasts that became my followers on my channel.”

Some people would want to make a difference on the World Wide Web. The prime inspiration for making an impact that transforms people’s lives for good can be an enormous reason and drive people to use the social media platform. Starting a vlog and page can hasten the spread of a message at a speed and accessibility that was not afforded before. Several search engines index media contents and make them visible to many users worldwide. This content will stay online not unless someone turns the connection off. Creating online material that inspires, educates, promotes culture, and adds value to people's lives is worthy of creating online material. *Participant 56* said:

P56 “I love to document my travels and experiences through vlogs. I love the feeling of being appreciated by people for what you are doing”.

The Uses and Gratification Theory of media communication may explain a link between participants and social media platforms. The theory's primary concept is that users use social media platforms to fulfill wants and aspirations that cannot be met by simple conversation or face-to-face connection (David 2016).

There are five basic needs that people must satisfy (Bajracharya, 2018). The research participants utilize social media sites to keep up with current events, news, and issues affecting the country currently for their cognitive needs. They regard social media as a means to educate them on many subjects. Parents may watch the news on television to be informed, but the participants in this

research use Twitter to keep up with the latest trends. In the context of broadcast media, such as television, educational programs may teach young viewers about the environment and other places worldwide.

Participants utilize social media platforms to engage emotionally with the various media contents displayed on social media for their affective needs. It helps people create emotional reactions to social media. For some people, meeting their emotional needs is only for fun. For example, dramatic viral videos on Facebook may emotionally engage viewers and become a source of ultimate pleasure. Regarding personal integrative needs, social media users use social media platforms to create and establish identity traits. Characters with qualities that appeal to them become role models, and their actions begin to mirror theirs. Some individuals like to impersonate their favourite celebrities and actresses.

For integrative social needs, digital media users have transformed the communication landscape by continuously connecting with others via numerous gadgets and social media platforms. Humans desire to feel validated and connected, which drives the study's participants to utilize social media as a social tool.

In tension-free, also known as escapism, participants need to escape the tensions of daily life, especially student life, where they need to meet deadlines and submit work. Turning to social media platforms to help them escape reality is an excellent way to do so, whether it is a video of someone on a beach vacation, a funny video, or even a blog about a recent trip abroad. Participants who consume this social media content feel they have fled to a different location, which helps them recharge before returning to their everyday life.

Several types of research also utilized the uses and gratification theory to examine social media utilization in schools. The study revealed that using the Facebook features increases student engagement (Ahern et al., 2016). Also, teachers using social media in the classroom meet cognitive, emotional, personal integrative, integration and social interaction, and escapism needs (Corcuera, 2019). Similarly, a study identified six benefits of using social media in the classroom, including increased student concentration on content, teacher organization, community building, and resource discovery (Gruzd et al., 2018). In general, these studies demonstrated that integrating social media into the curriculum benefits.

4. CONCLUSION

It is concluded that the students are highly engaged and exposed to different social media platforms using their various devices. The top three sources of social media access through devices are *mobile phones/smartphones (android-based)*, *desktop computers in internet cafés*, and *laptops/notebooks (personal property)*. In contrast, the top three internet access are *data plans in smartphones*, *Wi-Fi connections in internet cafes, restaurants, coffee shops, etc.*, and *Wi-Fi connections in schools*. The top reason for using social media platforms is *to get news and information, learn about significant events, people, and places*. The availability of the internet from different sources allowed the student participants to perform tasks on their social media accounts for several reasons. Social media is already part of the student's life and a big part of people's day-to-day living. Students can also consider some other devices to access the internet for them to have the technical knowledge in operating other tools and devices. They can also try other ways of connecting to the internet for easy access and convenience. Students should use social media platforms with caution. They should be aware of the negative consequences of its utilization. They should always prioritize their education

first and use social media platforms as educational tools to aid their studies. With this information, educators will better understand their students' online behaviour and better plan their pedagogical approaches and educational resources to enhance the quality of learning of their students. For 21st century educators, using technology such as social media platforms for educational purposes can help improve instruction and content retention. Further research is encouraged to investigate the effects and influences of integrating social media into the tertiary education curriculum. Since this is a preliminary study geared towards integrating technology in education, qualitative research can be conducted to describe the experiences or perceptions of the teachers and students on the actual integration of technology and social media across the curriculum.

REFERENCES

- [1] Absar, R., Gruzd, A., Haythornthwaite, C., & Paulin, D. (2016, April). Linking online identities and content in connectivist MOOCs across multiple social media platforms. In *Proceedings of the 25th International Conference Companion on World Wide Web* (pp. 483-488).
- [2] Ahern, L., Feller, J., & Nagle, T. (2016). Social media as a support for learning in universities: an empirical study of Facebook Groups. *Journal of Decision Systems*, 25(sup1), 35-49.
- [3] Alenazy, W. M., Al-Rahmi, W. M., & Khan, M. S. (2019). Validation of TAM model on social media use for collaborative learning to enhance collaborative authoring. *Ieee Access*, 7, 71550-71562.
- [4] Al-Rahmi, W. M., Alias, N., Othman, M. S., Marin, V. I., & Tur, G. (2018). A model of factors affecting learning performance through the use of social media in Malaysian higher education. *Computers & Education*, 121, 59-72.
- [5] Alsubaie, M. A. (2016). Curriculum development: Teacher involvement in curriculum development. *Journal of Education and Practice*, 7(9), 106-107.
- [6] Andrew S. and Halcomb E.J. (2007) Mixed methods research is an effective method of enquiry for community health nursing. *Contemporary Nurse*, 23, 145-153.
- [7] Crossman, A. (2019). Understanding purposive sampling: An overview of the method and its applications. ThoughtCo.
- [8] Bagarukayo, E. (2018). Social media use to transfer knowledge into practice and aid interaction in higher education. *International Journal of Education and Development using ICT*, 14(2).
- [9]
- [10] Bajracharya, S. (2018). Uses and Gratification Theory. <https://www.businessstopia.net/mass-communication/uses-gratifications-Theory>.
- [11] Balakrishnan, V. (2017). Key determinants for intention to use social media for learning in higher education institutions. *Universal Access in the Information Society*, 16(2), 289-301. <https://doi.org/10.1007/s10209-016-0457-0>.
- [12] Balansag, S. (2019). *Improvement of the Teaching Style. From Traditional Teacher-Centered to Student-Centered Teaching Style*. GRIN Verlag.
- [13] Barczyk, C. C. & Duncan, D. G. (2013). Facebook in higher education courses: An analysis of students' attitudes, community of practice, and classroom community. *International Business and Management*, 6(1), 1-11.
- [14] Blair, R., & Serafini, T. M. (2014). Integration of education: Using social media networks to engage students. *Systemics, Cybernetics, and Informatics*, 6(12), 28-31.
- [15] Carreon, A. V., Valenzuela, M. M., Tayag, J. R., & Dizon, C. S. (2019). Students who spend more time on Facebook tend to have higher grades: Findings from a Philippine university. *International Journal of Research Studies in Education*, 8(4), 27-37.
- [16] Chawinga, W. D. (2017). Taking social media to a university classroom: teaching and learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 14(1), 1-19.
- [17] Chookaew, S., Howimanporn, S., & Sootkaneung, W. (2015). Using Social Media-based Cooperative Learning to Enhance Pre-Service Teachers' Computer Multimedia Instruction Performance. In *Workshop Proceedings of the 23rd International Conference on Computers in Education* (pp. 224-229).

- [18] Corcuera, J. K. B. (2019, July). Exploring Social Media as a Communication Tool for Student-Athletes and their Formators. In *[GKA EDU 2020] Congreso Internacional de Educación y Aprendizaje*.
- [19] Cresswell, J., Plano, Clark, V. L. (2011). *Designing and conducting mixed method research* (2nd ed). Thousand Oaks, CA: Sage.
- [20] David, L. (2016). Uses and gratification theory. *Learning Theories*. <https://www.learning-theories.com/uses-and-gratification-theory.html>.
- [21] de Mesa, A. P., & de Guzman, A. B. (2006). Portrait of Filipino teachers' classroom practices: traditional or constructivist?. *Educational Research for Policy and Practice*, 5(3), 235-253.
- [22] De Wever, B., Hämäläinen, R., Voet, M., & Gielen, M. (2015). A wiki task for first-year university students: The effect of scripting students' collaboration. *The Internet and Higher Education*, 25, 37-44
- [23] Downes, S. (2012). *Connectivism and connective knowledge: Essays on meaning and learning networks*. National Research Council Canada.
- [24] Dumpit, D. Z., & Fernandez, C. J. (2017). Analysis of the use of social media in Higher Education Institutions (HEIs) using the Technology Acceptance Model. *International Journal of Educational Technology in Higher Education*, 14(1), 1-16.
- [25] Dzvapatsva, G.P., Mitrovic, Z., & Dietrich, A. D. (2014). Use of social media platforms for improving academic performance at Further Education and Training Colleges. *South African Journal of Information Management*, 16(1).
- [26] Estares, I. (2019). 4 More Reasons Why Social Media in the Philippines is Huge. *Eye on Asia*. <https://www.d8aspring.com/eye-on-asia/4-more-reasons-why-social-media-in-the-philippines-is-huge>.
- [27] Gao, F., Luo, T., & Zhang, K. (2012). Tweeting for learning: A critical analysis of research on microblogging in education published in 2008–2011. *British Journal of Educational Technology*, 43(5), 783-801.
- [28] Goldie, J. G. S. (2016). Connectivism: A knowledge learning theory for the digital age?. *Medical teacher*, 38(10), 1064-1069.
- [29] Greenhow, C., Galvin, S. M., Brandon, D. L., & Askari, E. (2020). A Decade of Research on K-12 Teaching and Teacher Learning with Social Media: Insights on the State of the Field. *Teachers College Record*, 122(6), n6.
- [30] Grudin, J. (2016). Technological Determinism. *Interactions*, (21), 43. <https://interactions.acm.org/blog/view/technological-determinism>.
- [31] Halton, C. (2019). Digital Native Definition. <https://www.investopedia.com/terms/d/digital-native.asp>.
- [32] Ifinedo, P. (2017). Examining students' intention to continue using blogs for learning: Perspectives from technology acceptance, motivational, and social-cognitive frameworks. *Computers in Human Behavior*, 72, 189-199.
- [33] Johnson, M. (2013). *Building professor-student relationships in an age of social networking*. New York: Center for Teaching & Learning.
- [34] Jones, A. (2011). How Twitter saved my literature class: a case study with discussion. In *Teaching arts and science with the new social media*. Emerald Group Publishing Limited.
- [35] Kanthawongs, P., & Kanthawongs, P. (2013). Perception of primary school students, parents and teachers toward the use of computers, the internet and social networking sites. *Procedia-Social and Behavioral Sciences*, 88, 282-290.
- [36] Kim, Kyung-Sun & Sin, Sei-Ching Joanna & Yoo-Lee, Eun-Young. (2014). Undergraduates' Use of Social Media as Information Sources. *College & Research Libraries*. 75. 442-457. 10.5860/crl.75.4.442.
- [37] Kitsantas, A., Dabbagh, N., Chirinos, D. S., & Fake, H. (2016). College students' perceptions of positive and negative effects of social networking. In *Social networking and education* (pp. 225-238). Springer, Cham.
- [38] LaMorte, W. W. (2019). *Diffusion of innovation theory*. Boston University School of Public Health.
- [39] Li, N., Helou, I. E., & Gillet, D. (2012). Using social media for collaborative learning in higher education: A case study. In *Proceedings of the 5th International Conference on Advances in Computer-Human Interactions* (No. CONF).
- [40] Liburd, J. J., & Christensen, I. M. F. (2013). Using web 2.0 in higher tourism education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 12(1), 99-108.

- [41] Luo, T., & Gao, F. (2012). Enhancing classroom learning experience by providing structures to microblogging-based activities. *Journal of Information Technology Education: Innovations in Practice*, 11.
- [42] Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education*, 44, 100707.
- [43] Manla, J. L. (2019). MAXIMIZING TECHNOLOGY FOR PHILIPPINE EDUCATION. Department of Education Division of Bataan. https://www.depedbataan.com/resources/4/maximizing_technology_for_philippine_education.pdf.
- [44] Marcial, D. E. (2013). Are you a Facebook addict? Measuring Facebook addiction in the Philippine University. *Int Proc Econ Dev Res*, 66, 12-5.
- [45] McGrath, F. (2016). The 10 Biggest Trends to Watch Out For in 2017 - GlobalWebIndex Blog. <https://blog.globalwebindex.com/trends/the-10-biggest-trends-to-watch-outfor-in-2017>.
- [46] Menkhoff, T., Chay, Y. W., Bengtsson, M. L., Woodard, C. J., & Gan, B. (2015). Incorporating microblogging (“tweeting”) in higher education: Lessons learnt in a knowledge management course. *Computers in Human Behavior*, 51, 1295-1302.
- [47] Menzies, R., Petrie, K., & Zarb, M. (2017). A case study of Facebook use: Outlining a multi-layer strategy for higher education. *Education and information technologies*, 22(1), 39-53.
- [48] Mnkandla, E., & Minnaar, A. (2017). The use of social media in e-learning: A metasynthesis. *International Review of Research in Open and Distributed Learning: IRRODL*, 18(5), 227-248.
- [49] Odewumi, M. O., Yusuf, M. O., & Oputa, G. O. (2018). UTAUT Model: Intention to Use Social Media for Learning Interactive Effect of Postgraduate Gender in South-West Nigeria. *International Journal of Education and Development using Information and Communication Technology*, 14(3), 239-251.
- [50] Office of Educational Technology. (2020). <https://tech.ed.gov/netp/teaching/>.
- [51] Parise, S. (2015). Using voice thread to socialize online presentations. *Evolving entrepreneurial education: Innovation in the Babson classroom*, 349-363.
- [52] Pimmer, C., & Rambe, P. (2018). The inherent tensions of “Instant Education”: A critical review of mobile instant messaging. *International Review of Research in Open and Distributed Learning*, 19(5).
- [53] Pollara, P. C. (2011). Mobile learning in higher education: A glimpse and a comparison of student and faculty readiness, attitudes and perceptions.
- [54] Rahman, S., Ramakrishnan, T., & Ngamassi, L. (2020). Impact of social media use on student satisfaction in Higher Education. *Higher Education Quarterly*, 74(3), 304-319.
- [55] Rehmat, A. P., & Bailey, J. M. (2014). Technology integration in a science classroom: Preservice teachers’ perceptions. *Journal of Science Education and Technology*, 23(6), 744-755.
- [56] Ripiye, P. R., Bacon, L., Mackinnon, L., & Walker, S. (2017, July). The use of social media in MOOCs: A review of literature. In *ECISM 2017 4th European Conference on Social Media* (p. 381). Academic Conferences and publishing limited.
- [57] Rosa, J. D. (2016). Experiences, perceptions, and attitudes on ICT integration: A case study among novice and experienced language teachers in the Philippines. *International Journal of Education and Development using ICT*, 12(3).
- [58] Sanchez, R. A., Cortijo, V., & Javed, U. (2014). Students' perceptions of Facebook for academic purposes. *Computers & Education*, 70, 138-149.
- [59] Silver, L. (2019). Smartphone Ownership Is Growing Rapidly Around the World, but Not Always Equally. <https://www.pewresearch.org/global/2019/02/05/smartphone-ownership-is-growing-rapidly-around-the-world-but-not-always-equally/>.
- [60] Singer, L. (2016). On the Diffusion of Innovations: How New Ideas Spread. <https://leif.me/2016/12/on-the-diffusion-of-innovations-how-new-ideas-spread/>.
- [61] Social Media in The Philippines: A Year End Report - House of IT. (2019). <https://houseofit.ph/understanding-social-media-in-the-philippines-a-year-end-report/>.
- [62]
- [63] Stathopoulou, A., Siamagka, N. T., & Christodoulides, G. (2019). A multi-stakeholder view of social media as a supporting tool in higher education: An educator–student perspective. *European Management Journal*, 37(4), 421-431.

- [64] Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)—A literature review. *Computers in human behavior*, 29(5), A60-A68.
- [65] Thitivesa, V. (2017). Technological Determinism & Social Media. <https://medium.com/@vorapilailuckthi/technological-determinism-social-media-9232614920ef>.
- [66] U.S. Department of Education, Office of Educational Technology, Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update, Washington, D.C., 2017.
- [67] Vivakaran, M. V., & Maraimalai, N. (2018). The Feasibility and Acceptance of Social Media Interventions in Higher Education Classrooms of Developing Nations with Special Reference to India. *Contemporary Educational Technology*, 9(3), 284-296.
- [68] Wehmeyer, M. L., Shogren, K. A., Little, T. D., & Lopez, S. J. (2017). Introduction to the self-determination construct. In *Development of self-determination through the life-course* (pp. 3-16). Springer, Dordrecht.
- [69] Zheng, B., Yim, S., & Warschauer, M. (2018). Social media in the writing classroom and beyond. *The TESOL encyclopedia of English language teaching*, 1-5.
- [70] Zheng, B., Niiya, M., & Warschauer, M. (2015). Wikis and collaborative learning in higher education. *Technology, Pedagogy and Education*, 24(3), 357-374.
- [71] Zitouni, M., Al-Traif, H., Zemni, B., Mohammed, O. S., & Aljasser, M. (2021). Utilization of youtube to improve the pronunciation skill of saudi learners in translation departments. *Asian ESP Journal*, 133-154.