

Social Media usage of the Students in a State University

Glenn A. Trinidad¹, Josephine L Bulilan², Cherly B. Sardovia³, Coravil Joy C. Avila⁴

¹ Chairman, BSIT Department, and Extension office, Cebu Technological University-Naga Campus,

² Assistant Professor 1, North Eastern Mindanao State University, Tandag Campus

³ Assistant Professor 2, North Eastern Mindanao State University, Tandag Campus

⁴ Instructor 1, North Eastern Mindanao State University, Tandag Campus

Abstract- *The study focused on students' Social Media Usage in a state university. Moreover, it used a descriptive correlational design. Using simple random in the selection process, the study respondents are the one hundred forty-five (145) college students of the State University in Cebu, Philippines. The study yielded that number of gadgets used is an indicator of the social media usage of college students. However, the study also revealed no significant relationship on demographics such the age, gender, year level, household income status, and parents' occupation. More importantly, the advent of social media usage is controlled by minimizing its available electronic gadgets to avoid sedentary life and maintain the students' physical activity.*

Keywords: *Social Media, Social Media usage, Electronic Gadgets, Demographic profile, College Students.*

1. Introduction

From all over the world, social networks have become a worldwide marvel, attracting a wide range of ages, learning levels, civilizations, and so on. Apart from monitoring messages on various social media sites, attending daily talks or meetings, and reading newspapers daily, people now also check their profiles on social media by following others' rank changes and uploading their own. Research has proven that many persons hook up with SNS in any event once a day either to check their profile or to take part in unique internet duties. Moreover, most people use Social Network Sites for a variety of reasons; including convenience, allowing for quick updates, exploring and sharing persistently large amounts of data, considering day-to-day life, establishing and maintaining free social contacts and connections, maintaining casual learning relationships with cooperation and correspondence, and encouraging the delivery of instructions. These motivations explain why social networking sites (SNS) are swiftly adopted, despite their origins in sharing images, personal data recorders, profiles, and associated content. University students now use the vast majority of social networking sites.

Social networking sites are vital in education today because it helps students link with learning groups. In like manner, it provides better learning in other educational systems and gains access to the most up-to-date information (Greenhow and Robelia, 2009). Moreover, they frequently spend a significant amount of time using social networking sites and applications daily. According to studies, one of the most active users of social media sites of various ages is students in university students (Azizi et al., 2019). University students increasingly use social networking sites because of the widespread availability of cellphones and simple access to such sites via home computers. Students spend less time on academic endeavors when they utilize social media. Furthermore, social media in education allows students to access more helpful information, interact with learning groups, and access other educational systems that make studying more comfortable. Students and universities can use social networking platforms to improve their learning processes.

However, Social-media has more harmful than good consequences (Woods and Scott, 2016). Some students who spend more time on social media for reasons other than education are likely distracted from their

studies, hurting their academic success (Bekalu et al., 2019). Another recent research suggests that the growing usage of social media by the population group between youth and adulthood may be contributing to the rise in mental disease. Furthermore, a sedentary lifestyle and a reduction in regular physical activity result from spending too much time on social networking sites that make individuals more susceptible to non-communicable diseases, including obesity, diabetes, and hypertension (Melkevik, 2015).

The researchers have observed that all university students have a social media account to connect with their friends and families and to use for academic purposes. Moreover, because of the distance learning brought by the pandemic, more hours are spent in social for both academic and non-academic goals. The researchers would like to examine the level of social media usage of university students in a state-owned university in the Philippines. The researcher believes that this study is very beneficial in improving the learning process.

II. Methods and Materials

The researchers used the descriptive correlational design; the researcher will first describe the level of Social Media usage and the different demographic features of the respondent. Moreover, the researcher will then correlate the level of social media usage and the other demographic characteristics. In addition, the respondents of the study were the one hundred forty-five (145) students of Cebu Technological University – Naga extension Campus, and they were selected using simple random sampling. The study used an adopted instrument from the study of Gupta and Bashir (2018), which describes the level of social media usage.

Ethical Consideration

To uphold and protect the highest ethical standards in research. The respondent was allowed to give their informed permission. Furthermore, all information about the research study was disclosed to them, including presenting information about the research to the respondents, such as the reasons for conducting the study, why they were chosen as study respondents, and the potential benefits and burdens of participating. Additionally, they were informed that withdrawal from the study was possible and that participation was entirely optional. Similarly, they were assured that their names would be protected during the study and that any information they shared would be treated with the utmost respect and confidentiality. In addition, the respondents are assured that they will receive any information they require about the study's conclusions or findings. Finally, the respondents are given adequate time to ponder or decide whether or not to participate in the study and the opportunity to sign and receive a copy of a permission agreement.

Data Gathering Procedure

The data was gathered via determining the study's respondents through social media, primarily Facebook, where the researchers were able to identify potential respondents. The respondent was chosen from a list using a simple random sample procedure. Following that, the researchers sent personal messages to the selected respondents, inviting them to participate in the study. The researcher used the internet to conduct the questionnaire after obtaining consent.

III. Results

The tables below present the findings of the study. The first table describes the respondent's social media usage, followed by the second table, which explains if there is a correlation between the level of social media usage and the demographic features of the respondent. All calculations were done using the Statistical Package for Social Science or SPSS.

Table 1. The Level of Social Media Usage of the Respondent

Social Media Usage	Weighted Mean	Interpretation
1. To overcome my academic difficulties, I use social networking sites.	3.02	Average
2. I conduct research using social networking sites.	3.08	Average
3. For online academic group discussions, I use social networking sites.	3.05	Average
4. For exam preparation, I use social networking sites to contact my pals	3.07	Average
5. For collaborative learning, I use social networking sites.	3.05	Average
6. To understand my curricular element, I use social networking sites.	.3.03	Average
7. To get support from my lecturers, I use social networking sites	3.04	Average
8. To become more sociable, I use social networking sites.	3.00	Average
9. To construct my social persona, I use social networking sites.	3.10	Average
10. Rather than attending social gatherings, I prefer social networking sites.	3.03	Average
11. I use social media sites to improve my interpersonal ties.	3.06	Average
12. To keep in touch with my relatives, I use social networking sites.	3.07	Average
13. I use social networking sites to learn about upcoming social events.	3.15	Average
14. I look at amusing sharing on social networking sites.	3.20	Average
15. When I want to see a movie, I go to social networking sites.		Average
16. To relieve academic stress, I use social networking sites.	2.95	Average
17. I read the news on social networking sites.	3.02	Average
18. To share new ideas, I use social networking sites.	3.08	Average
19. For job-related information, I use social networking sites.	2.90	Average
20. I'm having trouble locating precise information on social networking sites for academic purposes.	3.05	Average
21. The use of social networking sites compulsively is a concern.	3.12	Average
22. I generally put off my academic work to spend more time on social media sites.	3.05	Average
23. It is toughed for me to concentrate on my schoolwork while using social networking sites.	3.98	Average
Grand Mean	3.05	Average

Legend

Rating Score	Adjective Rating	Parameter Limits	Interpretation
5	Strongly agree	4.21-5.00	Very high
4	Agree	3.41-4.20	High
3	Undecided	2.61-3.40	Average
2	Disagree	1.81-2.60	Low
1	Strongly Disagree	1.00-1.80	Very Low

Table 1 describes the level of Social Media usage of the respondent. Item number twenty-three (23) informs that using social networking sites affects the concentration of the student's studies with a mean of 3.98. Moreover, in item number fourteen (14), which is about using social media to look at funny sharing, the weighted mean is 3.20, which is considered an average level. Moreover, the lowest weighted mean is in item number sixteen, which uses social media to relieve academic stress, having a mean of 2.95 considered as average level. Furthermore, the table shows that students only use social media for a different purpose but at an intermediate level. It implies that they do not depend on everything on social media. In like manner, each of them faces its issues and challenges in using it.

Table 2. The correlation of the Social Media Usage and the Demographic Features.

Variables	Person's Value	P-Value	Decision	Interpretation
Age	-.027	.747	Do not reject the null hypothesis	No significant relationship
Year Level	-.161	.052	Do not reject the null hypothesis	No significant relationship
Gender	.020	.814	Do not reject the null hypothesis	No significant relationship
Household income	-.154	.064	Do not reject the null hypothesis	No significant relationship
Study hours	.046	.579	Do not reject the null hypothesis	No significant relationship
Occupation of father	.078	.349	Do not reject the null hypothesis	No significant relationship
Occupation of mother	.034	.681	Do not reject the null hypothesis	No significant relationship
Educational Background of Mother	.015	.854	Do not reject the null hypothesis	No significant relationship
Educational Background of Father	-.011	.891	Do not reject the null hypothesis	No significant relationship
Level of Internet speed	-.021	.799	Do not reject the null hypothesis	No significant relationship
Number of Gadgets	-.235**	.004	Reject the null hypothesis	Significant relationship

Table 2 informed that only the number of gadgets has a significant relationship with social media usage, as seen by the P-value.004. Moreover, age, year level, gender, household income, study hours, occupation and educational background of parents, and the level of internet speed hold no bearing on the level of internet usage of the respondent. The more available gadgets, the higher the amount of students' social media usage.

IV. Discussion

The study revealed that college students in a state university in the Philippines have an average level of social media usage. This result implied that college students use social media typically for academic and non-

academic purposes. Several researchers found that people have positive attitudes regarding using social media in learning activities. According to them, students reacted well to the usage of social media in the classroom (Al-Shdayfat, 2018). However, excessive use of social media without actual oversight from educators or precise planning to use its applications may impact undergraduate students' academic performance (Mahdi, 2019). And so, it can be said that because social media has a dual effect on school accomplishment, it's essential to handle teenage use of social media with caution. In no instance should we overlook the potential detrimental implications of excessive social infatuation (Talaue,2018)?

It is also manifested that the number of gadgets the college student has, is an indicator of how much they use social media. Young adults and college students highly use social media because they quickly embrace new media (Lenhart, Purcell, Smith, & Zickuhr, 2010). Most students use social media to create personal profiles and post what they are doing throughout their day, such as uploading pictures and sending messages to their friends and family (Knight-McCord et al., 2016). In addition, students' use of gadgets is limited to accessing social media (Aribowo, 2019). The majority of teachers and students nowadays have smartphones and internet connections. Similarly, many college students utilize social media regularly. Because smartphones and internet access are readily available, people may communicate with their classmates and friends (Latif, (2019).

Likewise, Social networking has become one of the most common practices. It has completely changed how pupils think and interact. Students utilize social media to conduct a variety of things, including interacting with friends, locating lost contacts, discussing mutual interests, and so on. Students have been more attracted to using social media in their everyday routines due to the availability of cell phones (Othman, 2016).

The study also revealed no significant relationship on demographics such the age, gender, year level, household income status, and parents' occupation. Panjaitan and Prasetya (2017) described that Social-media platforms such as Instagram, Facebook, Twitter, and others could reach every human activity on the planet. Space, cost, time, age, ethnicity, culture, and religion are not barriers to using social media. Moreover, social media fastens the pace at which people communicate, yet it also attaches to socializing, learning, and conducting business. Thus, people have started to use social media and virtual environments to share where technology is available everywhere in daily life as of all the social networks (Zamri et al. 2018).

V. Conclusion

People from all walks of life, regardless of race, gender, age, generation, educational attainment, and internet speed, use social media. It changes people's way of life, mainly communicating with their friends, relatives, and family members. Moreover, they use it for sending and acquiring information, yet there are always issues and concerns in using it. More importantly, the advent of social media usage is controlled by minimizing its available electronic gadgets to avoid sedentary life and maintain the students' physical activity.

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