



## **SOCIAL MEDIA IN TEACHING AND LEARNING: USING FACEBOOK GROUP TO SUPPORT ON SITE DELIVERY OF INSTRUCTION**

**ARVIN BUNCAD ALONZO**, DIT Faculty Member College of Business, Entrepreneurship and Accountancy Cagayan State University, Andrews Campus Tuguegarao City, Cagayan, Philippines 3500

**ABSTRACT:** *Information and Communications Technology (ICT) evolves so fast in which all sectors of the society maximize its use and potential. ICT is playing a vital role to promote learning that is why many universities and educational institutions is utilizing it. Philippines is not exempted in the implementation of ICT in the educational sector. Also, Philippines through the Commission on Higher Education is promoting Open Distance Education supported by RA 10650 known as “An Act Expanding Access to Educational Services by Institutionalizing Open Distance Learning in Levels of Tertiary Education and Appropriating Funds There for”. With Open Distance Learning, one way to implement is through the use of ICT and the Internet. With the Internet, social media sites like Facebook have become very popular even in the education sector. With this, the study was conducted to assess the use of Facebook Group to support onsite delivery of instruction. Survey questionnaire was used to gather data while frequency count, percentage, rank and weighted mean were used to assess the use of Facebook Group to support onsite delivery of instruction. Result of the study revealed that Facebook Group is widely used in education and many of the activities and features were maximized. Moreover, Facebook Group greatly helps the students wherein the respondents experienced many of the benefits of Facebook Group to support onsite delivery of instruction. Lastly, the respondents like the idea to really utilize Facebook Groups to support onsite delivery of instruction as an alternative to existing Learning Management Systems.*

**KEYWORDS:** *Social Media, Facebook Groups, Teaching and Learning, Information and Communications Technology, Learning Management System*

### **INTRODUCTION**

Information and Communications Technology (ICT) evolves so fast that all sectors of the society are maximizing its presence. In the educational sector, ICT is playing a very important role to promote learning. The traditional (onsite) learning is slowly being replaced



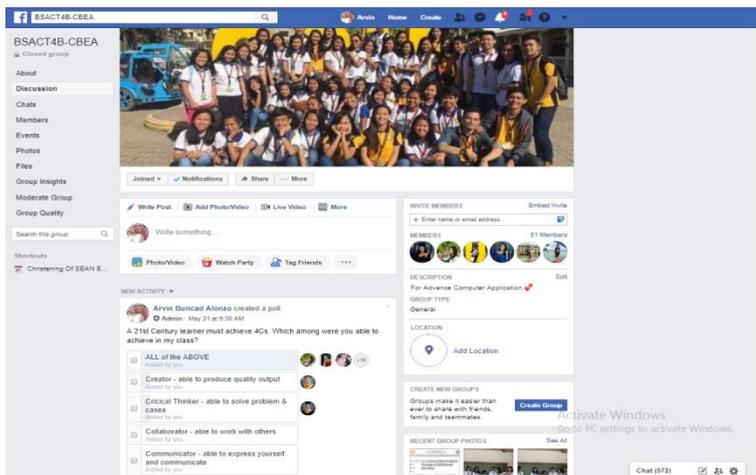
by online learning, if not use as a support. In the Philippines, pure on-line learning is not yet fully utilized, rather a blended learning is more exhibited. The Republic Act No. 10650 known as “An Act Expanding Access to Educational Services by Institutionalizing Open Distance Learning in Levels of Tertiary Education and Appropriating Funds Therefor”, shortly known as “Open Distance Learning Act” hereby declares the policy of the State to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services, and the use of distance education as an appropriate, efficient and effective system of delivering quality higher and technical educational services in the country. This simply means that the Philippine government supports Open and Distance Education to tertiary education.

With the presence of Internet, educational systems are also embracing the use of Learning Management Systems (LMS) to support onsite delivery of instruction. There are many free LMS tools that can be utilized such as Moodle, Adobe Captive Prime, Litmos LMS, Talent LMS, etc. With LMS, many educational institutions embraced such technology which makes learning better, more flexible, student-centered and more competitive. But, not all learners like to use an LMS and not all Higher Education Institutions utilize LMS due to some reasons. Nowadays, with the advancement of technology particularly the Internet, most people are connected to the Internet. As of 2017, Google processes over 40,000 search queries every second on average (<https://www.internetlivestats.com/google-search-statistics/>). Also, according to Dan Noyes (2019), as of March 2019 there are a 1.56 billion people on average log onto daily to Facebook with over 2.38 billion monthly active users. Social media networking sites such as Facebook, Twitter, Instagram, YouTube, WhatsApp, WeChat, Google+ etc. are now used worldwide. In the Philippines alone, Facebook is widely used because of the presence of Internet connectivity in most urban places and its availability in smart phones. According to Statistica.com, in 2016 there are approximately 41.1 million Facebook users in the Philippines and is expected to rise to 49.9 million users by 2023. Perhaps, this is because Facebook offers a lot of features and functionalities. According to Marcos Moretti (2012), the top ten (10) Facebook features of all time are 1) photos, 2) News Feed, 3) the Like Button, 4) Messenger, 5) Relationship Status, 6) The Wall, 7) Embed-in-



Post, 8) Social Plugins, 9) Timeline and 10) Events. With all of these, the researcher observed that most people in all walks of life even universities have a Facebook account.

In the study of Ashraf Jalal Yousef Zaidieh (2012) entitled “The Use of Social Networking in Education: Challenges and Opportunities”, he said that a) flexibility, b) repeatable, and c) convenience and accessibility gives a vital influence in the use of social networking in education. While in the study of Mabuan, R & Ebron, G Jr on “Facebook Integration into University Classes: Opportunities and Challenges” states that students’ use of the class Facebook groups is part and parcel of the face-to-face mode interaction in the classroom, and it should be seen as only partial accounts of larger conversations taking place among students and their teachers about their studies.



**Figure 1 – Facebook Group of the BSAct-4B Class**

In order to capture the interest of the students to embrace learning while being log-on to their Facebook account, the researcher saw the usefulness of one of the Facebook functions to support onsite learning. The researcher created a Facebook group for each class where all files of lesson summary, announcements & comments, reporting and submission of output, and others are done (see Figure 1).

## STATEMENT OF THE PROBLEM

The study aimed to assess the use of Facebook Group to support onsite delivery of instruction among the fourth year students of Bachelor of Science in Accounting Technology of Cagayan State University Andrews Campus for the School Year 2018-2019.

Specifically, it sought to answer the following:

1. What is the number of Facebook groups the respondents joined?



2. What Facebook groups the respondents joined?
3. What are the Facebook group activities the respondents performed?
4. What is the extent of use of the respondents on the different Facebook group features?
5. What is the extent of help of the use of Facebook group in the study or learning of the respondents?
6. What are the benefits of the respondents in having the class' Facebook group?
7. What are the problems encountered by the respondents in the use of the class' Facebook group?
8. What is the extent of liking the idea of using the class' Facebook Groups to support the onsite delivery of instruction?

## METHODOLOGY

The study employed a descriptive research method to assess the use of Facebook group to support onsite delivery of instruction. The instrument used in gathering data was a survey questionnaire. The respondents which is 166 were randomly selected from the 213 Fourth Year Bachelor of Science in Accounting Technology students enrolled in Advance Computer Application for Accountants during the Second Semester, School Year 2018-2019. The gathered data were tabulated, analyzed and interpreted using frequency counts, percentage, rank and weighted mean. A 5-point Likert Scale was used to measure the extent of a) use of Facebook Group features, b) help extended to the respondents on their study or learning, and c) the idea of utilizing the Facebook Group support onsite delivery of instruction.

## RESULTS AND DISCUSSION

*Table 1: Distribution on Respondents' Number of Facebook Groups Joined*

Number of Groups	Frequency	Percentage	Rank
0-1 group	5	3.01	5
2-3 groups	47	28.31	2
4-5 groups	64	38.55	1
6-7 groups	13	7.83	4
8 groups and above	37	22.29	3
	166	100	



Table 1 shows that almost all respondents joined Facebook Groups. As shown in the table, there are more respondents who joined Facebook Groups of at least 4-5 groups, followed by 2-3 groups and 8 groups and above with a frequency and percentage distribution of 64 (38.55%), 47 (28.31%) and 37 (22.29 %) respectively while only 5 (3.01%) who joined either 1 or none at all.

**Table 2: Distribution on the Classification of Facebook Group Joined by the Respondents**

Facebook Groups Class	Frequency	Percentage	Rank
Education	161	96.99	1
Business	53	31.93	5
Religious	66	39.76	3
Peer	64	38.55	4
Friends	111	66.87	2
Others (Family, Fan, Peer)	3	1.81	6

Table 2 clearly presents that almost all respondents joined an Education group with 161 (96.99%) joining out of 166 respondents. It is followed by Friends Class with 111 (66.87%). The table clearly shows that Facebook Groups is really utilized for Education purposes.

**Table 3: Distribution on the Activities Performed by the Respondents on the Use of the Facebook Group**

Activities	Frequency	Percentage	Rank
a) Check announcements from the instructor	163	98.79	1
b) Like post of members of the group	60	36.36	8
c) Comment on my classmates' post	31	18.79	10
d) Comment on my instructor's post	67	40.61	6
e) Submit assignment or tasks given by the professor	97	58.79	4
f) Report progress of my project	134	81.21	3
g) Download lesson summary or other related files uploaded by the instructor	148	89.70	2
h) See posts and comments of the members of the group	87	52.73	5
i) Reply to my instructor or classmates' post	61	36.97	7
j) Post random thoughts, photos, and/or quotes	22	13.33	12
k) Chat with my classmates in the group	47	28.48	9
l) Chat with my instructor especially when I have a query	28	16.97	11
m) Tag my instructor or classmates	13	7.88	14
n) Start a discussion	21	12.73	13



Table 3 shows that the top activities performed by the respondents on the use of the class' Facebook group are to a) check announcements from the instructor, b) download lesson summary or other related files uploaded by the instructor, c) report progress of the project, d) submit assignment or tasks given by the professor, and e) see posts and comments of the members of the group with frequency and percentage distribution of 163 (98.79%), 148 (89.70%), 134 (81.21%), 97 (58.79%) and 87 (52.73%) respectively. The results presented clearly shows that the respondents really utilized the Facebook Groups especially on checking announcement from the instructor, on downloading of lesson summary or other related files uploaded by the instructor and reporting progress of project. Starting a discussion and tagging were the least activities done by the respondents having 21 (12.73%) and 13 (7.88%) of the 166 population.

**Table 4: Assessment of Respondents' Extent of Use of the Facebook Group Features**

Features	Weighted Mean	Descriptive Interpretation
Like	3.84	Often
Comment	2.98	Sometimes
Post	2.32	Rarely
Reply	3.06	Sometimes
See	4.43	Always
Download	4.12	Often
Upload	2.26	Rarely
Tag	2.29	Rarely
Share	2.51	Rarely
Chat	2.83	Sometimes
Edit	2.17	Rarely
Vote	2.75	Sometimes

Table 4 reveals the assessment of respondents on the extent of use of the Facebook Group features. As revealed in the table, the feature *see* is used always by the respondents with a weighted mean of 4.43 while *download* and *Like* are often used with a weighted mean of 4.12 and 3.84 respectively. Also, features such as *edit*, *upload*, *tag*, *post* and *share* are rarely used.



**Table 5: Assessment of the Respondents on the Extent of Help of the Use of the Class' Facebook Groups in their Study or Learning**

Criteria	Wt. Mean	Descriptive Interpretation
Extent of help on the usage	4.53	Very Great Extent

Table 5 clearly manifest that the use of the Class' Facebook Group gave a very great extent of help to the respondents with a weighted mean of 4.53. The result implies that the use of Facebook Group helps the respondents in their study or learning.

**Table 6**

**Distribution of the Perceived Benefits of the Respondents' Use of the Class' Facebook Group**

Benefits	Frequency	Percentage	Rank
a) Facilitates easy and fast information dissemination and class updates	161	97.58	1
b) Facilitates open online communication and interaction with the instructor and classmates	133	80.61	3
c) Promotes academic sharing and collaboration	103	62.42	8
d) Reinforces learning and enhances class participation when in classroom	71	43.03	10
e) Serves as a classroom extension	111	67.27	6
f) Facilitates sharing of files (lesson summary, case problems, videos), tips & quotes, links, web pages, photos, etc.	138	83.64	2
g) Requirements such as projects, assignments and case studies can be submitted to the group	117	70.91	5
h) The entire class monitors who submitted requirements and gave an updated progress on projects	106	64.24	7
i) The instructor reminds the students on submission date of requirements, and even those who did not submit such requirements	125	75.76	4
j) As a member, I always receive email and notification whenever a member of the group posts	87	52.73	9

Table 6 presents the list of benefits of the use of class' Facebook Group as perceived by the respondents. It appeared that a) *facilitates easy and fast information dissemination and class updates*, b) *facilitates sharing of files*, c) *facilitates open online communication and interaction with the instructor and classmates*, d) *the instructor reminds the students on submission date of requirements, and even those who did not submit such requirements*, e) *requirements such as projects, assignments and case studies can be submitted to the group*,



and f) *serves as a classroom extension* are the most common benefits the respondents perceived experienced on the use of the class' Facebook Group having frequency and percentage of 161 (97.58%), 138 (83.64%), 133 (80.61%), 121 (75.76%), 117 (70.91%) and 111 (67.27%) respectively. Moreover, the table revealed that *reinforces learning and enhances class participation when in classroom* as a benefit is the lowest as perceived by 71 out of 166 (43.03%) respondents.

**Table 7: Distribution of Respondents' Encountered Problems on the Use of the Class' Facebook Group**

Problems	Frequency	Percentage	Rank
a) There is weak Internet connection in the place	139	84.24	1
b) I find difficulty in accessing the Facebook group thereby consuming extra time	17	10.30	3
c) I am only using mobile data and/or free data from my mobile	84	50.91	2
d) I encountered lack of privacy among members of the group	9	5.45	4

Table 7 shows the problems encountered by the respondents on the use of the Facebook Group. It appeared that the most common problem on the use of the class' Facebook Group is there is *weak Internet connection in the place*, with 139 out of 166 (84.24%) as encountered by the respondents. Lack of privacy among members of the group appeared to be the least problem or challenge. The result implies that speed in Internet connection is the main problem.

**Table 8: Assessment of the Respondents on the Extent of Liking the Idea to Utilize Facebook Group to Support Onsite Delivery of Instruction**

Criteria	Wt. Mean	Descriptive Interpretation
Extent of Liking the idea to utilize Facebook Groups to support onsite teaching and learning.	4.58	Very Great Extent

Table 8 manifests that the idea of utilizing the Facebook Group to support onsite delivery of instruction is supported by the respondents to a very great extent with a weighted mean of 4.58. The result implies that the use of Facebook Groups is a very good tool to support onsite delivery of instruction.



## SUMMARY OF FINDINGS

On the basis of the analysis of the data gathered, the following findings were established:

1. Majority of the respondents have 4-5 groups having a frequency of 64 or equivalent to 38.55% while some respondents have 2-3 groups and 8 groups and above with 47 or 28.31% and 37 or 22.29%, respectively. There are only 5 or 3.01% respondents having 0-1 Facebook group.
2. Most of the respondents belong to an Education Facebook Group with 161 out of 166 respondents which is equal to 96.99%. Friends Facebook Group comes second with 111 or 66.87% of the respondents joined while only 3 or 1.81% joined a Family or Fan or Peer Facebook Group.
3. On the activities performed by the respondents on the Class' Facebook Group. It manifests that a) checking announcements from the instructor, b) downloading lesson summary or other related files uploaded by the instructor, c) reporting progress of project/s, d) submitting assignment or tasks given by the professor, and e) seeing posts and comments of the members of the group are the top activities done with frequency and percentage of 163 or 98.79%, 148 or 89.70%, 134 or 81.21%, 97 or 58.79% and 87 or 52.73% respectively.
4. On the Use of Facebook Group Features. The Facebook Group feature that the respondents *always* use is *see* with a weighted mean of 4.43, followed by *download* and *like* with a weighted mean of 4.12 and 3.84 respectively with *often* as descriptive interpretation. Facebook Groups features such as *edit*, *upload*, *tag*, *post* and *share* are *rarely* used. This implies that respondents monitor the Facebook group.
5. On the Extent of Help on the Use of the Class' Facebook Group. The respondents revealed that there is a very great extent of help with a weighted mean of 4.53 which implies that the use of Facebook Group helps the respondents in their study or learning.
6. On the Benefits of the Use of Class' Facebook Groups. Based on the Perceived Experience of the Respondents. The most common benefits they get on the use of the Class Facebook Group are: a) *facilitates easy and fast information dissemination and class updates*, b) *facilitates sharing of files*, c) *facilitates open online communication and interaction with the instructor and classmates*, d) *the instructor reminds the students on*



submission date of requirements, and even those who did not submit such requirements, e) requirements such as projects, assignments and case studies can be submitted to the group, and f) serves as a classroom extension are the most common benefits the respondents experienced on the use of the class' Facebook Group with a frequency and percentage of 161 (97.58%), 138 (83.64%), 133 (80.61%), 121 (75.76%), 117 (70.91%) and 111 (67.27%) respectively. While *reinforces learning and enhances class participation when in classroom* as a benefit is the lowest with 71 out of 166 (43.03%) only.

7. On the Problems Encountered by the Respondents on the Use of the Facebook Group. The most common problem encountered by the respondents on the use of the class' Facebook Group is on having *weak Internet connection in the place* with 139 out of 166 (84.24%) said so while *Lack of privacy among members of the group* appeared to be the least problem.
8. On the Idea of Utilizing the Facebook Group to Support Onsite delivery of instruction. Most of the respondents likes the idea to use Facebook Group to support onsite delivery of instruction with a weighted mean of 4.58 or a descriptive interpretation of very great extent The result implies that the use of Facebook Group is a great tool to support onsite delivery of instruction.

## CONCLUSION

Facebook as a social media site is evolving on the life of every university student and many utilize its applications and functions like Facebook Group. This is a clear sign that we live in the ICT age and the people of this millennial age are really techno-savvy.

Based on the summary of findings, almost all the students join Facebook Group and mostly are on Education group. Also, the researcher sees that activities in the Facebook group with its different features were participated by most of the respondents. Moreover, it shows that the use of Facebook Group to support onsite delivery of instruction is beneficial and is of great help to the respondents especially on a) facilitating easy and fast information dissemination and class updates, b) facilitating sharing of files, c) facilitating open online communication and interaction with the instructor and classmates, d) the instructor reminding the students on submission date of requirements, and even those who did not



submit such requirements, e) submitting requirements such as projects, assignments and case studies, and f) serving as a classroom extension. The speed on Internet connection seems to be the main problem of the respondents on the use of the Facebook Groups. Lastly, the respondents like the idea to utilize Facebook Group as a tool to support onsite delivery of instruction.

## **RECOMMENDATION**

In line with the findings and conclusions of the study, the researcher offers the following recommendations:

1. Facebook Group can be an alternative tool to Learning Management Systems (LMS) especially to universities or educational institutions who cannot create and manage their own an LMS.
2. University professors and/or instructors may utilize Facebook Groups to support onsite delivery of instruction (or the teaching and learning).
3. Explore other features and applications of Facebook and other Social media sites to support and facilitate delivery of instruction (or the teaching and learning).
4. Maximize the Facebook Group features and activities in order to really reinforce learning and enhance class participation when students are in the classroom.
5. Consider the use of other Facebook applications and functions or other social media sites to support onsite delivery of instruction (or the teaching and learning).

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