



SOCIAL MEDIA UTILIZATION AS INPUT TO SOCIAL DEVELOPMENT PROGRAM ADVOCACY

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ABSTRACT: *Social media is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. The study aimed to determine the extent of use and knowledge of school children on social media, and how they are related to their awareness of the social development programs of the government. The study used the descriptive method, particularly survey and correlation techniques. The study documented the influence and effect of social media on the performance and generation of knowledge of students. The study was conducted in the three congressional districts of Cagayan. There were six schools purposively selected in each of the districts which was composed of one public and one private elementary school, one public and one private high school, and one public and one private tertiary school with a total of 18 respondent schools. The instrument was originally developed by the researcher. It was pretested to a group of students in schools who were not involved in the main study. Content validity was further established to the panel members and experts. Collected data were encoded in Excel format ready for data analysis. To analyze the survey data, the frequency count, percentage, mean and standard deviation (where appropriate) were computed. Based on the findings, there is a good potential for social media as development advocacy campaign platform in support to e-governance and the transparency mechanism of the government. As almost all of the students, from elementary to tertiary level, are aware of the social media particularly Facebook, YouTube,*



google and yahoo accounts, they are potential transmitters of these government advocacies to their parents.

Keywords: social media, social development program, development Advocacy, e-governance, online system, google, Instagram, internet, linked-in, netizens, social networking sites, social media utilization, yahoo

INTRODUCTION

The world is becoming increasingly connected via the power of the Internet; Facebook launched internet.org, an initiative to gain even the most remote parts of society access to the World Wide Web. Social media mining is a process of representing, analyzing, and extracting actionable patterns from social media data. Social media fosters communication. It has become the most influential medium across ages with the development of new technologies. There have been many research results published on the different effects, both the advantages and disadvantages, of social media. Some researchers argue that social media influence greatly the lifestyle of the users. It serves as instrument for learning, aid into business ventures, foster family ties through constant communication, and update public on world's situations.

Social media is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. Furthermore, social media depend on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content. They introduce substantial and pervasive changes to communication between businesses, organizations, communities, and individuals. These changes are the focus of the emerging field of techno self-studies.

Social media differ from traditional or industrial media in many ways, including quality, reach, frequency, usability, immediacy, and permanence. Some studies on social media exposed that despite the positive impact of social media to some users, it has some negative



inputs to public, especially highlighting the young generation who make social media sites popular. Social media has been broadly defined to refer to 'the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort, or build relationships.

Social media mining introduces basic concepts and principal algorithms suitable for investigating massive social media data; it discusses theories and methodologies from different disciplines such as computer science, data mining, machine learning, social network analysis, network science, sociology, ethnography, statistics, optimization, and mathematics. It encompasses the tools to formally represent, measure, model, and mine meaningful patterns from large-scale social media data.

The role of social media, such as Twitter and Facebook, in revolutions and protests is overstated, according to Malcolm Gladwell. On one hand, social media make it easier for individuals, and in this case activists, to express themselves. On the other hand, it is harder for that expression to have an impact. People obtain information, education, news, and other data from electronic and print media. Social media are distinct from industrial or traditional media such as newspapers, television, and film as they are comparatively inexpensive and accessible. They enable anyone, even private individuals, to publish or access information. Industrial media generally require significant resources to publish information as in most cases the articles go through many revisions before being published.

On social media awareness, Carlson (2018) noted that, when used effectively, social media can be a powerful advocacy tool to reach desired policy outcomes while on governance, Pateña (2018), in a published news article, wrote that the Department of Information and Communications Technology (DICT) has proposed for the passage of an administrative order on social media use for government which seeks to provide framework for government agencies to manage their social media accounts, establish rules for responsible and safe use of social media by government employees taking into account their right to privacy and freedom of expression, and encourage the use of social media to promote good governance,



transparency and accountability, citizen participation, and improvement of public service delivery.

On the ownership and frequency of social media usage, a robust digital network efficiently increases the capacity for disseminating information (Fine, 2006), which has the potential to increase the number of “voices” communicating about specific issues (Guo & Saxton, 2013). Issues and ideas have the potential for spreading very quickly through online social networks (Satariano & Wong, 2012); therefore, information shared via digital networks contributes to the phenomenon of topics becoming “viral” or widely shared internet content. Information sharing can increase public awareness about an issue, and may reach outsiders who may choose to seek additional information by connecting or following the cause via social media. Consequently, a relationship with a new supporter is initiated, which can enhance the advocacy effort (Biddix, 2010).

There were several research results that present the most used social media networks and the purposes of the netizens in maintaining social media accounts. Belal (2017) claimed that “students are using Facebook for sharing educational and social information, for staying connected with their friends and others, sending birthday greetings, job seeking and entertainment”. Haeger, Wang, & Brcka Lorenz (2014) research argument that students were “using social media less to make friends in college, maintain relationships with peers, and learn about opportunities and activities. It supports the notion that students are not building the same level of capital through social media as their peers are”.

On students’ perception in social media, Saaondo and Igbaakaa (2018) concluded that social media positively influence the students. Therefore, they recommended that student’s use of social media network should not be seen as a negative sense but positively important for students. However, caution should be emphasized not to abuse social media use during productive hours like lectures, seminar and exams so as to concentrate more on their studies.



Van den Brink (2016) stressed upon in his argument the importance of amplifying good relations within the loop of accountability between the government and its citizens which strengthens other key findings of other researchers that social media fosters transparency.

Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that microblogging encouraged students to "participate at a higher level". Because the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found microblogging to be overwhelming (information overload). The research indicated that many students did not actually participate in the discussions, "they just lurked".

A popular component and feature that Twitter portrays, consists of retweeting. Twitter allows other people to keep up with important events, stay connected with their peers, and can contribute in various ways throughout social media. When certain posts become popular, they start to get tweeted over and over again, which becomes viral. Ellen DeGeneres is a perfect and prime example. She was a host during the 86th Academy Awards, when she saw the perfect timing to take a selfie. There were about twelve other celebrities that joined in on the highlight of the night, which included Jennifer Lawrence, Brad Pitt, Julia Roberts, and Ellen DeGeneres. This epic picture went viral within forty minutes and was retweeted 1.8 million times, just within the first hour. This was an astonishing record for Twitter and the use of selfies, which other celebrities have tried to recreate. Retweeting is a beneficial strategy, which notifies individuals on Twitter about popular trends, posts, and events.



As an educational tool, social media enriches the learning experience by allowing students and teachers to connect and interact in new, exciting ways. Web sites such as Facebook, Twitter, and LinkedIn provide a platform where users can dialog, exchange ideas, and find answers to questions. YouTube is the most frequently used social media tool in the classroom. Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization), and productivity. YouTube also improved students' digital skills and provided opportunity for peer learning and problem solving (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content. Additionally, the students reported that the videos helped them recall information and visualize real world applications of course concepts.

Facebook represents a potentially useful tool in educational contexts. It allows for both an asynchronous and synchronous, open dialogue via a familiar and regularly accessed medium, and supports the integration of multimodal content such as student-created photographs and video and URLs to other texts, in a platform that many students are already familiar with. Further, it allows students to ask more minor questions that they might not otherwise feel motivated to visit a professor in person during office hours to ask. It also allows students to manage their own privacy settings, and often work with the privacy settings they have already established as registered users.

Facebook is one alternative means for shyer students to be able to voice their thoughts in and outside of the classroom. It allows students to collect their thoughts and articulate them in writing before committing to their expression. Further, the level of informality typical to Facebook can also aid students in self-expression and encourage more frequent student-and-instructor and student-and-student communication. At the same time, Towner and Munoz note that this informality may actually drive many educators and students away from using Facebook for educational purposes.



Twitter also promotes social connections among students. It can be used to enhance communication building and critical thinking. Facebook and twitter are the most trending among youth of today. It is observed that almost schools, especially those in the urban areas, have social media accounts. But there are some arguments in which students in the far flung are still behind technological use.

There are also some arguments that academic performances of students are observed decreasing due to too much exposure to social media. Some also said that social media improves well performance of students as accessibility to wide-scope of information is provided by the social media. This is the reason why this study will be conducted, to qualify arguments of some researchers that social media may or may not be helpful to the young learners. As well as determine if social media could be an effective channel of information for development updates to evaluate how must a development advocacy be presented in the social media to ensure its advantages to the fragile consciousness of the young ones.

LinkedIn was created by Reid Hoffman in 2002 and was launched on May 5, 2003. LinkedIn is now the world's largest professional social network with over 300 million members in over 200 countries. The mission of LinkedIn is to, "connect the world's professionals to make them more productive and successful." A lot of people describe LinkedIn as a "professional Facebook", but it's important to remember that LinkedIn is not Facebook and you should keep nicknames and any inappropriate pictures off of your profile. Instead, use headshot as your profile picture and keep it as professional as possible. There are over 39 million students and recent college graduates on LinkedIn, becoming the fastest-growing demographic on the site. There are many ways that LinkedIn can be used in the classroom. First and foremost, using LinkedIn in the classroom encourages students to have a professional online social presence and can help them become comfortable in searching for a job or internship. "The key to making LinkedIn a great social learning tool is to encourage learners to build credibility through their profiles, so that experts and professionals won't think twice about connecting with them and share knowledge." Dedicating class time solely



for the purpose of setting up LinkedIn accounts and showing students how to navigate it and build their profile will set them up for success in the future.

Next, professors can create assignments that involve using LinkedIn as a research tool. The search tool in LinkedIn gives students the opportunity to seek out organizations they are interested in and allow them to learn more. Giving students the class time to work on their LinkedIn profile allows them to network with each other, and stresses the importance of networking. Finally, professors can design activities that revolve around resume building and interviews. A person's LinkedIn and resume are what employers look at first, and they need to know how to make a strong first impression. It's important to learn how to construct a strong resume as soon as possible, as well as learn strong interviewing skills. Not only is the information and skills learned in the classroom important, but it is also important to know how to apply the information and skills to their LinkedIn profile so they can get a job in their field of study. These skills can be gained while incorporating LinkedIn into the classroom.

On the other hand, there are also many studies that exposed positive impacts of social media to users. In the book "Networked – The New Social Operating System" by Rainie and Wellman (2012), the study reflected mainly on positive effects of social media and other internet based social networks. According to the authors, social media are used to document memories, learn about and explore things, advertise one-self and form friendships.

For instance, they claim that the communication through internet based services can be done more privately than in real life. Furthermore, Rainie and Wellman discuss that everybody has the possibility to become a content creator. Content creation provides networked individuals opportunities to reach wider audiences. Moreover, it can positively affect their social standing and gain political support. This can lead to influence on issues that are important for someone. As a concrete example of the positive effects of social



media, the authors use the Tunisian revolution in 2011, where people used Facebook to gather meetings, protest actions, etc.

Some researchers have said that "fast (social) media and deep slow thought don't mix well." From Carr, "As media theorist Marshall McLuhan pointed out in the 1960s, media are not just passive channels of information. They supply the stuff of thought, but they also shape the process of thought. And what the Net seems to be doing is chipping away my capacity for concentration and contemplation." However, there are several benefits brought from deep reading. For example, "our ability to interpret text, to make the rich mental connection that form when we read deeply and without distraction, remains largely disengaged." However, needs for convenience often make it difficult to choose this slower, more deliberate way. On the other hand, Gladwell (2011) distinguishes between social media activism and high risk activism, which brings real changes. Activism and especially high-risk activism involves strong-tie relationships, hierarchies, coordination, motivation, exposing oneself to high risks, making sacrifices. Gladwell discusses that social media are built around weak ties and he argues that "social networks are effective at increasing participation — by lessening the level of motivation that participation requires". According to him "Facebook activism succeeds not by motivating people to make a real sacrifice, but by motivating them to do the things that people do when they are not motivated enough to make a real sacrifice".

British-American entrepreneur and author Keen criticizes social media in his book in 2007, "Out of this anarchy, it suddenly became clear that what was governing the infinite monkeys now inputting away on the Internet was the law of digital Darwinism, the survival of the loudest and most opinionated. Under these rules, the only way to intellectually prevail is by infinite filibustering." This is also relative to the issue "justice" in the social network. For example, the phenomenon "Human flesh search engine" in Asia raised the discussion of "private-law" brought by social network platform.



Comparative media professor Van Dijck contends in her book (2013) that to understand the full weight of social media, their technological dimensions should be connected to the social and the cultural. She critically describes six social media platforms. One of her findings is the way Facebook had been successful in framing the term 'sharing' in such a way that third party use of user data is neglected in favor of intra-user connectedness.

Some zero-rating programs offer subsidized data access to certain websites on low-cost plans. Critics say that this is an anti-competitive program that undermines net neutrality and creates a "walled garden" for platforms like Facebook Zero. A 2015 study found that 65% of Nigerians, 61% of Indonesians, and 58% of Indians agree with the statement that "Facebook is the Internet" compared with only 5% in the US.

According to "Reuters Institute Digital News Report 2013", in the US, among those who use social media to find news, 47% of these people are under 45 years old, and 23% are above 45 years old. However social media as a main news gateway does not follow the same pattern across countries. For example, in this report, in Brazil, 60% of the respondents said social media was one of the five most important ways to find news online, 45% in Spain, 17% in the UK, 38% in Italy, 14% in France, 22% in Denmark, 30% in the U.S., and 12% in Japan. Moreover, there are differences among countries about commenting on news in social networks, 38% of the respondents in Brazil said they commented on news in social network in a week. These percentages are 21% in the U.S. and 10% in the UK. The authors argued that differences among countries may be due to culture difference rather than different levels of access to technical tools.

In an international forum, Banday and Mattoo (2013) presented in the result of their study the various impediments for adoption of e-governance include lack of awareness of e-services, access to e- services, citizens interest, government support, digital divide, and low usability of government websites. They said there are four major potential strengths of social media sites are collaboration, participation, empowerment, and time. These facilitate



governments to serve its people as they promote government information, services and collaboration with its stakeholders bringing together government agencies, citizens, agencies work and information. Social media can expand the usage of Internet to realize the full benefits of e-governance. Social media sites not only offer benefits to e-governance by intensifying and monitoring services but also reduce costs while improving their quality. Using these sites, governments can post job advertisements, promote services, announce and market events, seek public feedbacks and cooperation and collaborate across its geographically diverse agencies.

The increasing use of e-governance is attributed to the fact that social media has affected the way the youth generations communicate. Most social media sites expect users to be at least 18 years of age. However, younger students often still have pages. In some cases, the activity is predominantly controlled by parents, serving as a way to document major milestones in the child's life and making their growth accessible to friends and family members regardless of the physical distances involved.

Social media has allowed for mass cultural exchange and intercultural communication. As different cultures have different value systems, cultural themes, grammar, and worldviews, they also communicate differently. The emergence of social media platforms collided different cultures and their communication methods together, forcing them to realign in order to communicate with ease with other cultures. As different cultures continue to connect through social media platforms, thinking patterns, expression styles and cultural content that influence cultural values are chipped away.

However, despite adult's apprehensions, students are using social media. As a result of that, schools have realized that they need to incorporate these tools into the classroom because the rules are changing. The Peel District School Board (PDSB) in Ontario is one of many school boards that has begun to accept the use of social media in the classroom. In 2013, the PDSB introduced a "Bring Your Own Device" (BYOD) policy and have unblocked many social media sites. Fewkes and McCabe (2012) have researched about the benefits of using Facebook in the classroom.



STATEMENT OF THE PROBLEM

The study aimed to determine the extent of use and knowledge of school children on social media, and how they are related to their awareness to the social development programs of the government. It specifically sought answers on the following:

1. What is the profile of the respondents in terms of the following variables?
 - a. Age
 - b. Sex
 - c. Educational level
 - d. Type of school
 - e. Occupation of parents
 - f. Monthly family income
2. What is the extent of awareness, the ownership, and the purpose of the respondents in using social media sites?
3. What are the perceived educational benefits of using the social media sites?
4. What is the level of awareness of the respondents on the social development programs embedded in the social media sites?
 - a. Education
 - b. Health
 - c. Environmental protection
 - d. Social services
5. What features of the embedded social development program advocacies that usually get the attention of the respondents?
6. Is there a relationship between social media sites utilization and the following variables?
 - a. Profile variables
 - b. Educational benefits



7. Is there a relationship between the respondents' awareness of the social development program advocacies embedded in social media sites and the following variables?
 - a. Social media utilization
 - b. Educational benefits
8. Is there a difference among the three groups of respondents on the following variables?
 - a. Social media utilization
 - b. Awareness of the social development program advocacies
 - c. Educational benefits of social media sites

RESEARCH HYPOTHESES

The study was guided by the following hypotheses:

1. There is no relationship between social media sites utilization and the following variables:
 - a. Profile variables
 - b. Educational benefits
2. There is no relationship between the respondents' awareness of the social development program advocacies embedded in social media sites and the following variables:
 - a. Social media utilization
 - b. Educational benefits
3. There is no difference among the three groups of respondents on the following variables:
 - a. Social media utilization
 - b. Awareness of the social development program advocacies
 - c. Educational benefits of social media sites



RESEARCH METHODOLOGY

The study used the descriptive method, particularly survey and correlation techniques. The study documented the influence and effect of social media to the performance and generation of knowledge of students. It also aimed to determine the best approach in presenting advocacy materials in the social media sites. Besides, the characteristics of the students in terms age, sex, educational level, type of school, occupation of parents, and monthly family income were surveyed. The survey portion also included the awareness of students on social media sites, the types of social media they utilize and gauged their perception and reasons in utilizing social media sites.

On the other hand, the study was correlational because it determined the presence or absence of a relationship between the perceived educational benefits of social media and the profile of the students as well as the students' awareness of development advocacies embedded in social media sites and their profile variables.

The study was conducted in the three congressional districts of Cagayan. There were six schools purposively selected in each of the district which were composed of one public and one private elementary school, one public and one private high school, and one public and one private tertiary school with the total of 18 respondent schools. For the elementary level, grade 6 pupils were selected as respondents, grade 10 for high schools and 3rd year college students. The overall respondents of the study were learners enrolled in elementary, secondary and tertiary school, both from private and public educational institutions. This study used non-probability using convenience sampling considering the wide scope of Cagayan province. To ensure equal representation of each of the district, municipalities/cities were purposively selected. With this sampling technique, the following towns were considered to be the sample areas: 1st district – Aparri; 2nd district- Sanchez Mira and Abulug, and 3rd district – Tuguegarao City.



District	Municipality/City	Type of School	Schools	Number of Respondents
1 st district	Aparri	Public	Aparri East Central School	30
			Aparri East National High School	25
			Cagayan State University – Aparri Campus	30
		Private	Lyceum of Aparri- Elementary Department	24
			Lyceum of Aparri- High School Department	33
			Lyceum of Aparri- College Department	35
2 nd District	Sanchez Mira	Public	Namuac-San Andres Elementary School	35
			Sanchez Mira School of Arts and Trades	32
			Cagayan State University- Sanchez Mira Campus	25
		Private	St. Paul School of Aparri	23
			Namuac Academy	32
	Abulug		F.L. Vargas College- Abulug Campus	20
3 rd District	Tuguegarao City	Public	Tuguegarao North Central School	34
			Cagayan National High School	50
			Cagayan State University-	25



			Carig Campus	
		Private	Methodist Christian School	30
			John Wesley College	31
			St. Paul University Philippines	36
Total			18	550

The main instrument used in gathering the data was a set of questionnaire. The questionnaire for the learners consisted of three parts. Part I asked the personal and professional qualifications of the student respondent. Respondents either supplied the information asked or just put a checkmark on the choices provided them. Part II discussed the knowledge, awareness and perception of students as well as their utilization on social media. On the level of awareness of the respondents on the social development programs embedded in social media sites, only key and common government programs were considered. The social welfare services discussed in the study are along citizens' participation, public service delivery, transparency, and the like. Part III was an open ended question on their recommendations on how advocacy materials should be presented in social media. The items, measuring knowledge, awareness and perception of students on social media educational benefits were in the form of a Likert-Scale. The respondents were asked to tick the cell that corresponds to their answer.

The second set of questions was an informal interview for the teachers to substantiate the data that were gathered, especially on the effect of the social media to academic performance of the students and their recommendations on how best present and advocacy material in the social media sites.

The instrument was originally developed by the researcher. It was pretested to a group of students in schools which were not involved in the main study. Content validity was further established to the panel members and experts.



STATISTICAL TOOLS AND TREATMENT

Collected data were encoded in Excel format ready for data analysis. To analyze the survey data, the frequency count, percentage, mean and standard deviation (where appropriate) were computed.

Weighted means were computed for data measured in Likert scales. The interpretation was guided by the following arbitrary points:

1.00 – 1.79	Never/Not important
1.80 - 2.59	Seldom/Slightly important
2.60 – 3.39	About half a time/Moderately important
3.40 – 4.19	Usually/Important
4.20 – 5.00	Always/Very Important

For the Social Media Utilization scale the weighted mean were interpreted as follows:

1.00 – 1.83	Never
1.84 – 2.66	Very rarely
2.67 – 3.49	Rarely
3.50 – 4.32	Occasionally
4.33 – 5.15	Very frequently
5.16 – 6.00	Always

The test of hypotheses was based on the type of hypotheses and measurement scales of the independent variables. For categorical variables, the chi-square was used to test relationship involving data in matrices. For the test of relationship involving interval and ratio variables, the Pearson product moment correlation was used. All hypotheses were tested at 0.05 level of significance.



RESULTS AND DISCUSSIONS

Table 1: Summary of Frequency and Percentage distribution of the Respondents' Profile

Category	Frequency(n = 550)	Percent
Age		
10 – 14	178	32.4
15 – 19	321	58.4
20 – 24	48	8.7
25 & above	3	0.5
Mean = 15.58 SD = 3.25		
Gender		
Male	230	41.8
Female	320	58.2
Educational Level		
Grade 6	178	32.4
Grade 10	204	37.1
Third Year College	168	30.5
Type of School		
Public	286	52.0
Private	264	48.0
Father's Occupation		
Houseband	3	.5
Farmer/Fisherman	168	30.5
Government Employee	34	6.2
OFW	37	6.7
Businessman	34	6.2
Medical Practice	5	.9



Professional Practice	28	5.1
Uniformed Personnel	33	6.0
Politician	6	1.1
Private Employee	58	10.5
Laborer	60	10.9
Self employed	42	7.6
Religious Worker	6	1.1
Not Applicable	36	6.5
Mother's Occupation		
Housewife	241	43.8
Farmer/Fisherman	10	1.8
Government Employee	52	9.5
OFW	59	10.7
Businessman	49	8.9
Medical Practice	15	2.7
Professional Practice	54	9.8
Uniformed Personnel	5	.9
Politician	3	.5
Private Employee	23	4.2
Laborer	7	1.3
Self employed	16	2.9
Religious Worker	3	.5
Not Applicable	13	2.4
Monthly Family Income		
Below 10,000	196	35.6
10, 000 – 20,000	142	25.8
20, 000 – 30, 000	87	15.8



30, 000 – 40,000	56	10.2
40,000 – 50, 000	34	6.2
50, 000 and above	35	6.4

Table 1 presents the socio-demographic characteristics of the students as to age, gender, educational level, type of school, father's occupation, mother's occupation and monthly family income.

The data on age reveals that most of the students are teenagers, specifically aged 15 to 19, as shown by the frequency of 321 or 58.4 percent, followed by ages 10-14 and aged 10-24, respectively.

As to gender, female respondents outnumber males with the frequency of 320 or 58.2 percent versus 230 or 41.8 percent. This finding proves that female students still dominate school population across all levels. This trend affirms the findings of Junco and Cole-Avent (2008) that females typically use social media for communicating and educational purposes while males access the internet for completing skilled-tasks or for entertainment purposes.

On the educational level of the students, 204 or 37.1 percent belong to Grade 10, followed by Grade 6 with 32.4 percent while those who are in third year college composed 30.5 percent only. On the other hand, majority of the students are studying in public school with 286 or 52 percent.

The study also shows that in terms of occupation of the respondents' father, most are either farmer or fishermen with the frequency of 168 or 30.5 percent, followed by laborer with 10.9 percent (60), and private employee with 10.5 percent (58). Though it is the least represented, it is also noted that there are fathers who are keepers of the house while their wives are earning.

On mothers' occupation, almost half of the student's mothers are housewives with the frequency of 241 or 43.8 percent, followed by OFWs with 59 or 10.7 percent, into



professional practice with 54 or 9.8 percent, while those in the government is 52 or 9.5 percent.

Most of the respondents revealed that their monthly family income is below P10, 000 with the frequency of 196 or 53.6 percent. This finding reveals that majority of the respondents belong to poor families; however, they save money to acquire electronic gadgets, like android cellphones.

This study proves that, contrary to some expectations, there is no longer bridge or gap when it comes to access to social media. Students who come from poor families and enrolled in public schools are also very active in the social media which means that poverty is no longer an issue in the technological advancements.

In follow-up interviews, the students who do not have android gadgets said they go to internet cafes' and free WIFI spots, or borrow android phones of their friends and relatives to access social media sites. This finding shows the resourcefulness of the young generation to be at par to the trend, especially in accessing the social media.

Table 2: Summary of Awareness on Social Media Sites and Frequency of Using/Opening Them.

Social Media	Percent of Students Who are Aware	Frequency of Use	
		Weighted Mean	Description
Facebook	99.5	2.72	Always
Youtube	99.1	2.62	Always
Google	98.4	2.62	Always
Yahoo!	80.0	1.78	Sometimes
Instagram	76.4	1.91	Sometimes
Twitter	68.2	1.76	Sometimes
Viber	53.5	1.41	Never
Tumblr	41.3	1.38	Never



Pinterest	40.0	1.38	Never
Watsapp	38.2	1.25	Never
LinkedIn	12.0	1.10	Never
MSN	10.4	1.09	Never
AOL	5.1	1.04	Never
Overall Weighted Mean	1.70	Sometimes	

Table 2 shows the level of awareness of students on social media sites available over the World Wide Web and their frequency of using or opening them. Among the 13 social media sites listed, Facebook is the most popular among students with very high percentage of 99.5, followed by Youtube with 99.1 percent, Google and Yahoo also earned very high popularity.

The study also revealed that the weighted mean of the frequency of usage or opening of the social media accounts registered a descriptive value of “sometimes”. The Facebook, Google and Youtube are social media accounts that the students “always” use or open while Instagram, Yahoo and Twitter are used or opened “sometimes” while the Viber, Tumblr, Pinterest, LinkedIn, Watsapp, AOL and MSN are “never” used or opened by the student respondents.

The Facebook, Youtube, Google and Yahoo accounts are very popular to students. These findings strongly suggest that these famous social media outlets are effective channels to post advocacies or educational materials. On this regard, Carlson (2018) noted that, when used effectively, social media can be a powerful advocacy tool to reach desired policy outcomes. A single tweet can raise attention to an important cause. A Facebook post can mobilize one’s social network to take action. Using just a smartphone, an advocate can engage with thousands of strangers over live video. At their core, social media platforms are engagement and amplification tools that expand individuals’ ability to reach broader audiences.



Government agencies, and even private firms and organizations that are doing advocacy materials for educational purposes and human development have already considered social media as one of the channels of information in their advocacies. Though the traditional ways of disseminating information and advocacies like radio, television and print media are still effective, the social media is already one of the top sources of information of younger aged individuals, especially the millennial audience.

Noting this significance, Pateña (2018), in a published news article, wrote that the Department of Information and Communications Technology (DICT) has also proposed for the passage of an administrative order on social media use for government which seeks to provide framework for government agencies to manage their social media accounts, establish rules for responsible and safe use of social media by government employees taking into account their right to privacy and freedom of expression, and encourage the use of social media to promote good governance, transparency and accountability, citizen participation, and improvement of public service delivery.

Table 3. Summary of Ownership of Social Media Accounts and Frequency of Using them

Social Media	Percent of Students Who Own an Account	Frequency of Use	
		Weighted Mean	Description
Facebook	98.9	2.73	Always
Instagram	63.1	1.87	Sometimes
Twitter	48.4	1.70	Sometimes
Viber	26.0	1.30	Never
Watsapp	12.7	1.13	Never
LinkedIn	4.4	1.07	Never
Overall Weighted Mean	1.63	Never	

Legend: 1.00 – 1.66 Never 1.67 – 2.33 Sometimes 2.34 – 3.00 Always



Table 3 shows which among the social media accounts are being subscribed or used by the students and the frequency of using them. The study confirmed that Facebook is the most popular social media account today as it registered 98.9 percent students with Facebook account. It is also the most frequently opened social media account with a weighted mean of 2.73 or a descriptive value of “always”. Instagram has a higher subscription as compared to Twitter as revealed in this study with a percentage of ownership of 63.1 and 48.4 respectively; however, both got a descriptive value of “sometimes” in the usage frequency.

Facebook was originally designed as online social networking service allowing people to stay in touch with friends, relatives and acquaintances wherever they are. It can reunite lost family members and friends, allows users to trade ideas and stay informed, and unites people with common interests and/or beliefs but it already went beyond these borders at it became a publishing platform for content, news and information sharing, recreational, and even business and political advertising ventures. For this reason, the Facebook is within the access of any government agency to advocate development programs that could reach teenagers who comprise the bulk of the population. This study supports other researches proving that Facebook is the most popular social networking sites in the modern day. It is the most accessible site for all ages which denotes that it can also be the best platform for advocacy sharing. However, other social media accounts like twitter and Instagram could be alternative platforms for information sharing.

Majority of the government line agencies today participate in open and un-moderated fora offered by social networking sites in order to increase government transparency, promote public participation and encourage collaboration with their respective agencies. The Philippine National Police, for example, launched its social media platforms to include Facebook, Twitter and Youtube to allow public participation in crime solution, internal cleansing, implementation of laws and ordinances, and in the dissemination of advocacies related to the attainment of peace and order in the communities. With the positive feedbacks from the public, the police department is convinced that social media play vital role towards the attainment of their core mandates.



A study, further, commented that audiences have the power in their own hands to transform their personal social networks by connecting and developing intimate bonds with unfamiliar people (Kaplan & Blakley 2009). As they fulfill this need, they are also exposed to development programs in the form of ads integrated on the pages. Indirectly, government agencies can benefit from the social media by posting ads for development programs, projects, and activities.

Moreover, when used to augment advocacy efforts, social media can further bolster outreach efforts by spreading information about a cause, reinforcing relationships among supporters, promoting participatory dialogue between group leaders and supporters, and strengthening collective action through increased speed of collaborative communication. Moreover, these tools are highly cost-effective, allowing advocacy organizations to do more for less (Brunson & Valentine, 2010; Orbar, Zube, & Lampe, 2012).

Likewise, a robust digital network efficiently increases the capacity for disseminating information (Fine, 2006), which has the potential to increase the number of “voices” communicating about specific issues (Guo & Saxton, 2013). Issues and ideas have the potential for spreading very quickly through online social networks (Satariano & Wong, 2012); therefore, information shared via digital networks contributes to the phenomenon of topics becoming “viral” or widely shared internet content. Information sharing can increase public awareness about an issue, and may reach outsiders who may choose to seek additional information by connecting or following the cause via social media. Consequently, a relationship with a new supporter is initiated, which can enhance the advocacy effort (Biddix, 2010). When students therefore are attracted to these program advocacies, they could make them viral, resulting to more awareness of the people.



Table 4. Summary of Students' Purpose of Using Social Media

Category	Major Reason	Minor Reason	Not at All
Communicate with relatives	75.3	20.9	3.8
Research	73.6	22.9	3.5
Communicate with friends	72.4	25.3	2.4
To be kept updated with current events	57.5	36.5	6.0
Past time/leisure	47.5	44.0	8.5

There are various reasons of young individuals in using social media accounts. The table 4 shows that “communicate with relatives” (75.3 percent) is the highest among the major reasons of students in using the social media account followed by “research” (73.6 percent) and “communicate with friends” (72.4 percent). Only 57.5 percent reasoned out that they use social media “to be kept updated with current events” while 47.5 percent use social media for past time or leisure. This data is confirmed when students were asked which among the categories are the minor reason of students in browsing social media accounts. Forty-four (44) percent said that they least use social media for “past time of leisure”, 36.5 percent said “to be kept updated with current events, 25.3 percent “to communicate with friends, 22.9 percent on research and 20.9 percent “to communicate with their relatives”. This affirms the findings of Belal (2017) who claimed that “students are using Facebook for sharing educational and social information, for staying connected with their friends and others, sending birthday greetings, job seeking and entertainment”. The study also confirmed the Haeger, Wang, & Brcka Lorenz (2014) research argument that students were “using social media less to make friends in college, maintain relationships with peers, and learn about opportunities and activities. It supports the notion that students are not building the same level of capital through social media as their peers are.”

The students, nowadays, also resort into available social media resources for their research and to gather updates or to be abreast of current events unlike in the older years that a student need to consult books in libraries, watch television, listen to radios, and read



newspapers and magazines to know the latest trends. Though social media sites are created primarily for entertainment, students view them as sources of information and educational materials. Contrary to the expectation, students use social media to communicate and gain knowledge during their idle time. Many of the users use it for constructive purposes like sharing information, feelings, or educational matters with others. The students also argued that Facebook and other sites are not just for entertainment, they are already informative as they have already evolved into information dissemination platforms, especially during disasters such as disseminating weather advisories, bulletins, and warnings. Social media sites are also platforms for trivia and other advocacy materials. As Jenkins et al. (2005, p.10) note, 'we are moving away from a world in which some produce and many consume media, toward one in which everyone has a more active stake in the culture that is produced.' The above features corroborate why social media have changed the notion of communication in many ways and at different levels.

Table 5. Summary of Respondents' Perception on the Educational Benefits of Using Social Media

Benefit	Weighted Mean	Description
Provides access to information	2.78	Very Much Agree
Improves technology skills	2.74	Very Much Agree
Increases awareness	2.69	Very Much Agree
Develops social connection	2.67	Very Much Agree
Increases the access to resources	2.62	Very Much Agree
Increases the engagement of learning	2.57	Very Much Agree
Promotes creativity	2.54	Very Much Agree
Enhances communication skills	2.53	Very Much Agree
Develops collaboration and teamwork	2.38	Very Much Agree
Overall Weighted Mean	2.61	Very Much Agree



On the perception of students on the educational benefits of social media, table 5 shows the overall weighted mean of 2.61 with a descriptive value of “very much agree”. The students “very much agree” of the perceived benefits of using social media. The students believe that social media provides them access to information, the topmost benefit with a weighted mean of 2.78. Students also perceived that by using social media, their technological skill is improved (2.74), it increases awareness (2.69), it develops social connection (2.67) and it increase access to resources (2.62). Further, the students also perceive that social media increases their engagement of learning (2.57), it promotes creativity (2.54), it enhances communication skills (2.53) and it develops collaboration and teamwork (2.38).

This reveals the students’ positive view of the benefits of social media. Saaondo and Igbaakaa (2018) concluded that social media positively influence the students. Therefore, they recommended that student’s use of social media network should not be seen as a negative sense but positively important for students. However, caution should be emphasized not to abuse social media use during productive hours like lectures, seminar and exams so as to concentrate more on their studies. Despite the growing view of social media disadvantages, students in this study focus more on the advantages of social media, the benefits from it not only in their studies but also on their skills and knowledge enrichments, personal development, and social life.

Table 6. Summary on the Level of Awareness of the Development Programs Embedded in Social Media Accounts

Development Program	Weighted Mean	Description
Education		
K to 12 education	2.68	Much
Alternative Learning System	2.41	Much
Day Care Program	2.38	Much
Category Mean	2.49	Much
Health Services		



Adolescent and Youth Health Program (AYHP)	2.15	Little
Nutrition Program	2.60	Much
Blood Donation Program	2.32	Little
Breastfeeding Program	2.23	Little
Dental Health Program	2.48	Much
Family Planning Program	2.43	Much
Barangay/Rural Health Program	2.29	Little
Category Mean	2.36	Much
Social Welfare Services		
PantawidPamilyang Pilipino Program	2.32	Little
Listahanan	1.82	Little
Disaster Response Operations	2.37	Much
Social Pension	2.15	Little
Supplementary Feeding Program	2.21	Little
Protective Services Program	2.24	Little
Adoption and Foster Care	2.05	Little
Gender and Development	2.32	Little
Category Mean	2.18	Little
Environment		
National Greening Program	2.43	Much
Clean Air and Water program	2.47	Much
Solid Waste Management	2.59	Much
Forest Protection	2.45	Much
Biodiversity Conservation	2.25	Little
Category Mean	2.44	Much
Overall Weighted Mean	2.33	Little

Table 6 shows the level of awareness of students on the development programs embedded in the different social media accounts along four major categories to include education,



health services, social services and environment. The overall weighted mean of 2.33 shows that students have a little knowledge of the different development programs in social media.

On Education, the students are much aware that that “K to 12 Education” (2.68), Alternative Learning System (2.41) and Day Care Program (2.38) are among the development programs promoted over social media with a category mean of 2.49 or descriptive value of “much” aware.

On Health Services, of the seven programs, the categories mean 2.49 reveals that students are much aware of them. They are “much” aware of three items to include nutrition program, dental health and family planning programs while there’s a “little” awareness on adolescent and youth health, blood donation, breastfeeding and barangay or rural health programs.

The table also reveals that the students have “little” awareness on Social Services programs in the social media with a category mean of 2.18. Of the selected eight programs, students have “much” awareness only on disaster response operations while the seven others to include the Pantawid Pamilyang Pilipino Program, Social Pension, Supplementary Feeding Program, Protective Services Program, Adoption and Foster Care, Gender and Development, and Listahanan, the students have “little” awareness on them.

On Environment, the students are “much” aware of the environmental protection and conservation programs promoted over the social media. The result shows that the students are much aware of the solid waste management program (2.59), clean air and water (2.47) and forest protection (2.45). They also admit that they have “little” awareness on biodiversity conservation program (2.25) promoted in the social media.

In 2015, the Department of Environment and Natural Resources (DENR) has launched several video materials on the Executive Order 26, the National Greening Program of the government which gained millions of views, likes and shares. The video documentary material on Climate Change featuring actor Dingdong Dantes also gained mass views from



the public. Aside from these, there were also hundreds of video advocacy materials on Solid Waste Management posted over Youtube and Facebook in the form of short film, documentary, animated videos, and slogans.

Generally, there is a little awareness of students on the different development programs that are embedded in the different social media sites. Though, students displayed high awareness on education and environment programs, they admitted that they have little knowledge about the different health and social services that are promoted over social media. This is maybe a revelation that majority of the advocacy materials lodged on social media for promotion are on education and environment and not so much on health and social services programs. However, it may indicate that health and social services are also promoted but the advocacy materials were not appealing to the students' interest which resulted to the low awareness of the respondents. This study also reveals that the students are generally aware about the government key programs. However, they are not much knowledgeable about their implementation. The respondents may be aware of the program but they are not privy about its implementation. Furthermore, the little awareness of the students is attributed to the seasonal posting of promotional and advocacy materials over the social media sites, especially the annual observances. With this result, agencies benefit much in promoting their advocacy as a continuing strategy to reach out majority of the target populace.

In the digital age, advocacy programs should cope with the trends. The traditional way of posting the advocacy programs should also level-up to be able to catch the attention of the target clientele. According to Bowen (2014), "Effective advocacy increases the power of people to make institutions more responsive to human needs, and it influences public policy and decisions regarding the allocation of resources" (p. 53). Relate to this need, Guo and Saxton (2014) have identified media advocacy as a specific tactic whose ultimate goal is to mobilize supporters. Among social media platforms, Facebook and Twitter seem well suited to advocacy because of their decentralized structure and interactivity. In relation to this significance, van den Brink (2016), discussed in a Transparency Forum the important



interaction cycle of citizens-politicians-organizations and the strong accountability that must exist among them in terms of transparent policy-making. He stressed upon the importance of amplifying good relations within the loop of accountability between the government and its citizens.

In the digital age, Hardjono (2013), in an Open Government Summit in London, cited that several countries have already developed on-line portals as channels of communication between the government and the people. Indonesia's LAPOR, on-line portal, is recognized as one of the best open government innovations. The portal possesses features enabling ease of access, interconnectivity with officials of the government, and transparent response indicator.

In the Philippines, the present administration has banked on the enhancement of transparency agenda among government line agencies in under the executive branch. The Department of Information and Communications Technology (DICT) has encouraged government agencies to utilize social media to create awareness on its various programs and policies and ensure the participation of citizens. To put social media usage in order in the government service, an Administrative Order on Social Media Use for Government was issued to provide framework for government agencies to manage their social media accounts; establish rules for responsible and safe use of social media by government employees taking into account their right to privacy and freedom of expression and encourage the use of social media to promote good governance, transparency and accountability, citizen participation and improvement of public service delivery.

This policy is also related to the implementation of the different government services and programs, particularly using social media in promoting the services and programs to increase awareness and enable citizen participation towards national progress. The Presidential Communication Operations Office (PCOO) has also promoted the Freedom of Information (FOI) agenda of the present leadership ensuring appropriate and efficient response to public inquiries on government programs. Almost all government line agencies



and Local Government Units, today, have their own social media accounts used to promote and highlight their programs and services, thus, productivity and governance is improved and care of public trust and public interest is upheld. In this connection, many countries are nonetheless working towards more open administration, also called as e-government and e-transparency (Bannister and Connolly 2011). According to the Ministry of Finance in Finland the global Open Government Partnership Initiative¹⁰ aims at promoting more transparent, effective and accountable public administration. The use of social media in combination with open government data has been promoted as a new way of enabling and facilitating transparency. These types of transparency initiatives are directed towards the more technically inclined citizens: researchers, technologists, and civic-minded geeks, but new media is available for anyone to use (Bertot, Jaeger and Grimes 2010).

Table 7. Summary of Features of the Development Programs Embedded in Social Media Accounts that Attract Students' Attention

Development Program Feature	Weighted Mean	Description
Video graphics/Visual effects	2.74	To a great extent
Background music	2.65	To a great extent
Personality/characters	2.60	To a great extent
Cartoon characters	2.37	To a great extent
Narration	2.37	To a great extent
Slogan	2.41	To a great extent
Overall Weighted Mean	2.52	To a great extent

Legend: 1.00 – 1.66 Not at all 1.67 – 2.33 To a little extent 2.34 – 3.00 To a great extent

Table 7 shows the appreciation of students on the features of the development programs embedded in the social media accounts. With an overall weighted mean of 2.52, the development program features attract their attention “to a great extent”. The video graphics or visual effects tops the list of features with a weighted mean of 2.74, followed by background music (2.65) and the personality or characters used in promoting development



programs (2.60). Slogan (2.41), cartoon characters (2.37) and narration (2.37) also matter. This finding strongly supports GenArts key findings (LaRue, 2011) wherein visual effects increase video appeal, preference, and likelihood to watch again. It also states that visual effects increase viewer's brand consideration, likelihood to purchase, and likelihood to download a coupon for the advertised product and lessen negative responses along similar measures, and the visual effects are the reasons cited for preference over the same content without visual effects. The study also exposed that online video aggregators and content distributors such as YouTube, Break.com, Pixelfish and Vimeo are driving unprecedented audience volumes but are not always capturing their fair share of time spent by consumers watching and engaging with video content.

Indeed, pictures or video graphics are computationally more effective than text for encoding relationships between objects or events (Larkin & Simon, 1987), they are effective mnemonic aids (Paivio, 1991) and they are effective attention-gaining and appealing devices (Rieber&Kini, 1991).

On animation effects to learning, the study finding also supports the findings of Palmiter and her colleagues (Palmiter et al., 1991; Palmiter&Elkerton, 1993) who investigated the effectiveness of animation to demonstrate simple interface procedures. Results showed that users in the animation condition were better at performing the procedures than users in the training. They also found that subjects in the animation group enjoyed the instruction more than subjects in the text group.

In some studies, music is used often in advertising to enrich the key message and may be the single most stimulating component in a commercial (Hecker, 1984). It is perceived as a potential peripheral cue used to positively arouse the consumer's emotional state (Stout & Leckenby, 1988; Gorn, 1982; Park & Young, 1986).

Further, this study shows how important slogans are to transmit a very specific idea of a development program through the social media. As a familiar and current formula (Lee, 2014), short, easy to remember (Jaubert, 1985) and to recognize, a slogan draws attention



and is meant to incite to action, both through its style and its passionate or rational self-justification it involves (Reboul, 1975, p.42).

The studies also argued that slogans are ephemeral, but some of them remain in the collective memory for a long time, sometimes entering in full or partially in everyday language. As widely expressed in the literature on the field, slogans are to be used to only for awareness, but also for creating a positive image, by telling in few words a story (Kohli, 2007).

Table 8. Test of Relationship Between Frequency of Using Social Media Sites and Select Variables

Variables	Correlation Coefficient	Probability	Statistical Inference
Frequency of Using Social Media Sites and			
Age	0.073	0.086	Not significant
Gender	0.190	0.000	Significant at 0.01
Year Level	0.112	0.009	Significant at 0.01
Type of School	0.083	0.051	Not significant
Father's Education	0.105	0.017	Significant at 0.05
Mother's Education	0.132	0.002	Significant at 0.01
Monthly Family Income	0.167	0.000	Significant at 0.01
Perceived Educational Benefits of Social Media Sites	0.110	0.010	Significant at 0.001
df = 549			

The study hypothesized that there is no relationship between the frequency of using social media sites and select variables. As shown in table 9, five independent variables have correlation coefficients which have associated probabilities of lower than 0.05 level, thus, null hypothesis is rejected. These variables are gender (0.190), year level (0.112), father's education (0.105), mother's education (0.132), monthly family income (0.167) and



perceived educational benefits of social media sites (0.110). The study affirms that gender has something to do with the exposure of learners on social media. In the table below, female students are more frequent in using social media than male students. This means that female students have more time in browsing their social media accounts than males. It may also be attributed to the leisure activity preference of males wherein they are more inclined to do outdoor activities than sitting in a room and spend their time on social media.

The year level has also a significant relationship with the students' frequency of using social media. Though young learners are now exposed with various social media accounts, students in the higher level are more exposed to them. Those in the secondary and tertiary level use social media in looking for reference materials for their home works, projects and other school activities. Teenagers who are in higher level of secondary and tertiary education prefer also to communicate with their friends and relatives in the social media rather than going to neighbor or friends or relatives' houses unlike kids who prefer to play with their neighbors rather than going browsing social media.

The study also discovered that the higher the education of parents is, the more exposure of their student children to social media. This finding reveals that parents who are employed and holding higher positions are more lax in allowing their children in using social media. Moreover, parents who were able to finish their studies have stable income which is translated to their capability to provide the latest gadgets to their children. With the high knowledge and awareness of the educated parents on the importance and usage of social media, they do encourage their children to utilize social media in their research works and in doing their homework assignments.

Family income has likewise significant relationship with the exposure of students to social media. It could be attributed to the capacity of the family to acquire the technology for their children. This finding proves that children from poor family have limited access to social media that is why they only resort to available materials given to them by the school. Unlike



those who have the means where resources are available even in their homes, schoolchildren from poor families only visit internet café and spend money when needed.

The perceived educational benefits of social media sites have also significant relationship with the frequency of using social media. The students believe that social media provides access to information, increases awareness, and it develops social connection. They further perceive that social media could enhance their communication skills, and develop collaboration and teamwork. Almost all of them perceive further that social media promotes creativity, improve their technology skills, it increases engagement of learning and increase also the access to resources.

On the other hand, the students' frequency of using social media is not significantly related to age and type of school. With these results, it can be said that whether a student is teenager, below teenage or above twenty's, he or she is using social media. It also revealed that whether a student is studying in a private or public school, he or she is using social media.

This is supported by the study of Ezekiel, et al. (2015) that the Philippines largely has relatively young Facebook users. He cited the report presented by Social Bakers in 2012, wherein 39 percent of the Filipino Facebook population are reportedly composed of users aged 18 to 24 years old while 24 percent of such are 25 to 34 years old. By this, 63 percent of the entire Filipino Facebook population consists of relatively young users. This creates the majority in which many Facebook features are exposed to and utilized by.

Table 9. Relationship Between Students' Awareness of the Development Programs Embedded in Social Media Sites and Select Variables.

Variables	Correlation Coefficient	Probability	Statistical Inference
Awareness of the Development Program Embedded on Social Media Sites			



Frequency of Using Social Media Sites	-0.014	0.743	Not significant
Perceived Educational Benefits of Social Media Sites	0.144	0.001	Significant at 0.001

df = 549

As regards relationship between students' awareness of the development programs embedded in social media sites and select variables, results reveal that frequency of using social media sites is not significantly related to the awareness of students on the development programs embedded in social media sites. This finding implies that whether students frequently use social media or not, their awareness on the development programs presented in the advocacy materials in the social media is the same.

On the contrary, the perceived educational benefits of social media sites is significantly related to students' awareness on the development programs embedded in the social media sites as reflected in the correlation coefficient of 0.144 and the probability value of 0.001 Hence, the null hypothesis is partly accepted.

This finding reveals that social media sites greatly influence the awareness and knowledge of students on the advocacy programs that are presented in the social media. Social media gives students better appreciation and instant knowledge on the advocacies in relation to development programs and projects of the government, hence, social media is positive instrument development programs advocates can utilize.

In the study of Obar, Zube and Lampe (2000) on the Use of Social Media as Tools for Facilitating Civic Engagement and Collective Action, it considered then the importance of social media sites--particularly Facebook--to spread awareness about an advocacy, its helpfulness in building one's opinions regarding a cause, and the possible encouragement it might give for users to express such.



On this regard, Kietzmann et al. (2011: 250) contend that ‘social media introduce substantial and pervasive changes to communication between individuals, communities, and organizations. Social media culture is about people empowerment: how they aspire to use technology and the effect they expect this will have on their life. They also reflect participatory culture in the sense that people, ‘believe their contributions matter, and feel some degree of social connection with one another.’ (Jenkins et al. 2005).

On this note, Browne (2015) argued that there is a strong assumption that internet access and social media will improve transparency, accountability, and good governance, but little evidence on how this is achieved. He also cited that on political participation, governments have provided formal online channels for citizens to report crime, comment on policy, or petition for change but largely restricted to a small elite of internet users, and government websites are not popular. On transparency and accountability, citizens have used social media to communicate, report and map issues in society, which has increased pressure on governments to respond.

Table 10. Comparison on the Social Media Use, their Benefits, and Awareness of the Social Development Programs of Respondents Grouped by Educational Level.

Variable/Educational Level	Mean	SD	F-ratio	Prob.	Statistical Inference
Frequency of Using Social Media					
<i>Elementary</i>	9.34	2.10			
<i>Secondary</i>	9.97	2.02			
<i>College</i>	9.97	2.27	5.209	.006	Significant at .01
Educational Benefits of Using Social Media					
<i>Elementary</i>	23.51	2.96			
<i>Secondary</i>	23.54	2.98			
<i>College</i>	23.47	2.90	.025	.975	Not significant



Awareness of the Social Development Programs					
<i>Elementary</i>	48.85	14.36			
<i>Secondary</i>	51.94	14.51			
<i>College</i>	54.04	11.43	6.421	.002	Significant at .01

The study theorized that there are no differences in the social media use, their benefits, and awareness of the social development programs of respondents grouped by educational level. Results of the analysis of variance indicate that the F-ratios for frequency of social media use (5.209; 0.006) and awareness of the social development programs of the government (6.421; 0.002) have probability values lower than the 0.05 level of significance set for the test of hypothesis. These values warrant the rejection of the hypothesis.

On social media use, secondary and college students use more social media more frequently than the elementary pupils, as shown in the mean scores of 9.97 for both groups as compared to the 9.34 of the other group. This finding is attributed to the fact that in the high school and college levels, students have already electronic gadgets like cell phones which they use for socialization and learning.

On the awareness of the social development programs, the same trend is noted. However, the college students (54.04) have higher level of awareness than the secondary students (51.94) and elementary (48.85). Because college courses integrate social issues and discussion more than in the lower grades, the college students are challenged to read more through online sources so that they could participate in the class deliberations. As such, they are potential readers of social development programs posted in social media.

CONCLUSION

Based on the findings, there is a good potential of the social media as development advocacy campaign platform in support to e-governance and transparency mechanism of the government. As almost all of the students, from elementary to tertiary level, are aware



of the social media particularly facebook, youtube, google and yahoo accounts, they are potential transmitters of these government advocacies to their parents. Considering that they belong to the majority of the population, communicating to them these government development advocacies could be initiated at the young age, then nurtured as they grow older. Understanding these advocacies starting from a young age could potentially result to their greater participation to these development programs in their communities.

Related to this potential use of social media, the features of the advocacy materials posted over social media sites have something to do with the interest of students in reading or opening the materials. In particular, quality and impressive video graphics, up to date or interesting background music, well-known personality and cartoon characters, clear and concise narration, and beautiful slogs attract the attention of the students. Along these bits of information, there is a great potential for the social media as a mode of reaching young people to be knowledgeable about government development programs which they could actively participate.

RECOMMENDATION

Based on the foregoing findings and conclusions the following recommendations are given:

1. As the population is increasingly composed of younger members, government agencies and other institutions must utilize social media to promote their advocacies not only to educate the students but also to bring to their attention the various programs that they can avail of and for governance transparency purposes. Educating the young about these advocacies through the social media at an early age will create a gradual increase of their awareness of these programs that could instill a greater appreciation for them to actively participate.

2. The government agencies and other institutions should maximize the use of facebook, youtube, yahoo and google sites. To make them effective in getting the attention of the millennials, these advocacy campaigns should be designed with features that are aligned to the characteristics of the 21st century generation. Considerations should include



the integration of audio-visual elements. The message should be catchy and easy understand to ensure memory recall for the young people to get hooked to it.

3. The time to publish the advocacy material also matters, hence, government agencies should consider primetime or study the peak hours of posting the materials in the social media to target higher probability of readership or viewership among student netizens.

4. The government agencies, especially the Department of Social Welfare and Development (DSWD), Local Government Units (LGUs) and the Department of Health (DOH) should intensify their promotions and advocacy efforts over the social media as majority of other programs are not known to students.

5. Government agencies should refrain from posting seasonal advocacy materials in the social media. Instead, they should adopt a continuous scheme of disseminating advocacies for wider public awareness and consumption.

6. As new literacies are developed in schools, they could become more active stakeholders in the promotion of government development programs by integrating in their lessons, embedded advocacies in social media. Aside from this scheme, they should already include competitions like designing audio-visuals that could be posted online during their nutrition month, Lingo ng Wika, population and development, and arbor day celebrations. In so doing, the students become active in the promotion of these government advocacies.

7. Other researches along online program advocacies should be conducted. The studies could be along other government programs not included in the study.

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