



# Usage and Function of Social Media among Students in Higher Education Institutions

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## **Usage and Function of Social Media among Students in Higher Education Institutions**

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### **ABSTRACT**

This study aimed to find out the usage and function of social media among students in higher education institutions in Tuguegarao City, Cagayan, Philippines. The researcher used the mixed methods research design to determine the social media usage and function among students. The study revealed that students in higher education institutions are not yet very much engaged to social media considering their low social media utilization. Interestingly, differentials in social media utilization is explained by religion, senior high school track, department affiliation, and academic strand. Higher social media utilization is observed among Roman Catholic students, non-academic graduates, senior high school track, department affiliation, and those who took the general academic strand. Furthermore, social media utilization is not associated with students' average family income, age, and year level. It is recommended that parents/guardians should continue monitoring their children/wards in using their social media account to maintain low to medium usage and exposure to electronic gadgets; teachers should allow their students utilize their social media account as it greatly helps them in performing their various academic tasks; and students should maintain their social media utilization under control at a minimal load expense.

**Keywords:** function, higher education institution, social media, usage, utilization

### **1. The Problem and Its Background**

#### **1.0 Introduction**

The advent of social media in the cyberspace has changed many aspects of human life and the society. Social media is computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities (Dollarhide, 2021) . It plays a crucial role in connecting people and developing relationships. One of the sectors being affected is education.

Apart from the use of social media for learning and teaching, it provides a platform to highlight new courses, accomplishments, and university facilities in an attempt to attract more students. The rapid rise of social media provides numerous possibilities for higher education institution students to adopt it for their learning endeavors. Students use social media to do their academic activities. They can get useful information, create virtual study groups, connect to their teachers in real-time, and perform other educational activities. Undeniably, there a lot of advantages and disadvantages it brought to learners anywhere else. Some students experience bullying, identity theft, and even getting the wrong information over the internet.

In order to find out the usage and functions of social media among higher education institution students, this study was anchored with 3 important considerations. The first point is the function of social media which refers to the specific purposes to which the students use their social media account in their personal and academic lives. In this study, it refers to the extent to which the social media aid the students in performing their academic activities. The next point is the social media utilization which refers to the time spent by the students in using their social media account. In this study, utilization is measured in terms of the usage and function of the social media in the personal and academic life of students both in and out of school. Lastly, the usage of social media refers to how much time the students (a) use social media; and (b) spend in the different social media activities.

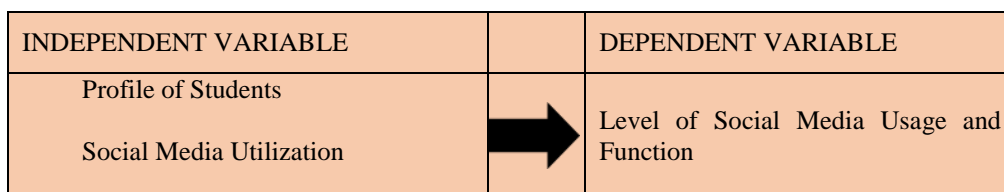
#### **1.2 Research Objectives**

This study was conducted to find out the usage and function of social media among students in higher education institutions. Specifically, it sought to present the personal profile of the students; the school-related circumstances of students; and social media use and related circumstances of the students. It also pursued to establish students' level of social media utilization in terms of usage and function. Lastly, it wanted to determine

the difference in social media utilization according to the profile variables; and the relationship between the social media utilization of respondents and select profile variables.

### 1.3 Conceptual Framework

Figure 1 shows the process model to be used in establishing the association of social media utilization among HEI students. The Independent variable - Dependent Variable Model was used.



**Figure 1. The paradigm showing the IV-DV model of the study**

The profile of the students was used to determine the characteristics of the respondents. The social media utilization was determined in terms of its usage and function that would establish the level of usage and Function of social media among students.

Further, the study tested the difference in social media utilization according to the profile of respondents and the correlation of the social media utilization and profile of the respondents.

## 2. METHODS

### 2.1 Research Design

The researcher used the mixed methods research design in order to determine the social media usage and function among students. The descriptive method was used to determine the profile, and social media utilization of the respondents. The correlation method was used to determine the difference and relationship of social media utilization among the respondents. Triangulation method was also employed by the researcher through the conduct of focus group discussion. This is to deepen the quantitative data obtained from the survey questionnaire.

### 2.2 Locale of the Study

This study was conducted in Tuguegarao City, Cagayan, Philippines using two (2) Higher Education Institutions (HEI). One is a private while the other one is a government university.

### 2.3 Samples and Sampling Procedure

The respondents of this study were students enrolled in two (2) universities. The sampling frame used in computing the sample size of the study based on the roster of students per school was obtained from the Office of the University Registrar. In obtaining the respondents per school, the population of its colleges/departments was considered in which case, the number of respondents per college/department shall be proportional to its population.

Further, Focus Group Discussion (FGD) was utilized to validate and probe into the possible explanations of the results of the study. This technique ensured a deeper understanding of the data which cannot be captured in survey research. The FGD constituted 25 participants and was conducted in classrooms and restaurants to guarantee conduciveness and privacy.

### 2.4 Research Instruments

The main instrument used in this study was the survey questionnaire constructed by the researcher. The survey questionnaire is composed of two (2) parts: Part I gathered the profile of the respondents, Part II determined the level of social media utilization of the respondents in terms of its usage and functions. The usage and function of social media was measured using a 5-point Likert Scale. Moreover, interview guide was used in the study to substantiate the quantitative data that were obtained. It focused on determining their utilization of the social media and ascertain how they used and benefited from it.

### 2.5 Data Analysis

The Statistical Package for Social Science (SPSS) software was used to analyze the data. The level of significance was set at 0.05. Frequency count/Percentage was used to determine the profile of the respondents. Weighted mean was used to determine the level of social media utilization while Pearson Product Moment Correlation was used to determine the relationships between the social media utilization of the respondents. T-test and Analysis of Variance were used to test the difference on the profile variables and the social media

utilization. Thematic analysis was used to analyze the qualitative responses of the participants during the FGD. This approach helped the researcher in establishing the codes, themes, and superordinate themes derived from the FGD participants.

In interpreting the amount of time spent in using the different social media services and activities, the scale of Akakandelwa1 and Walubita (2017) was adopted to make meaning of the data deduced from this concept:

Weighted Mean	Amount of time	Adjectival Description
1.00 – 1.79	Less than 30 minutes	Very Low
1.80 – 2.59	About an hour	Low
2.60 – 3.39	2 to 3 hours	Moderate
3.40 – 4.19	4 to 6 hours	High
4.20 – 5.00	6 hours and more	Very High

### 3. RESULTS AND DISCUSSION

#### Personal Profile of the Respondents

Table 1 shows the profile of students when grouped according to their personal data. It reveals that 274 or 75% of the respondents are female while 93 or 25% are male. As regards their religious affiliation, it shows that majority (301 or 82%) of the respondents belong to the Roman Catholic faith followed by 23 or 6.3% Born Again. Moreover, 13 or 3.5% are members of Iglesia ni Cristo and 9 or 2.5% are affiliated with United Methodist Church and Jehovah’s Witness. Finally, 5 or 1.4% belong to Aglipayan Church, 4 or 1.1% are from Church of the Latter Day Saints, 2 or 0.5% are affiliated with Seventh-day Adventist while 1 or 0.3% has no religion.

As regards ethnicity, nearly half or 44.7% of the respondents are Ilokano followed by Itawes (84 or 22.9%), Ibanag (53 or 14.4%), Tagalog (43 or 11.7%), Kalinga (12 or 3.3%), Malaueg (6 or 1.6%), and Ivatan (2 or 0.5%). Also, 1 or 0.3% are Bisaya, Isneg, and Isinai, respectively.

With respect to parents’ average monthly income, 174 or 47.4% of the respondents have parents who earn less than P9,520 a month. Moreover, 105 or 28.6% have their parents having an income ranging from P9,520 to P19,040; 39 or 10.6% have parents earning between P19,040 to P38,080; and 28 or 7.6% have their parents earning between P38,080 to P66,640. Furthermore, 8 or 2.2% of the respondents have parents earning between P66,640 to P114,240; 7 or 1.9% have parents having an income between P114,240 to P190,400; and 6 or 1.6% belong to a family having at least P190,400 per month.

The table also displays that as regards age, 254 or 69.2% are aged 19-20; 46 or 12.5% have ages ranging from 21-22; and 41 or 11.2% are aged 17-18. Moreover, 15 or 4.1% are within the age bracket of 23-24 while 11 or 3% are 25 and older.

**Table 1: Personal Profile of Students**

Category	Frequency (n=367)	Percent
Sex		
Male	93	25.3
Female	274	74.7
Religion		
Roman Catholic	301	82.0
Born Again	23	6.3
Iglesia ni Cristo	13	3.5
Jehovah's Witness	9	2.5
United Methodist Church	9	2.5
Aglipayan	5	1.4
Church of the Latter-Day Saints	4	1.1
Seventh-day Adventist	2	0.5
None	1	0.3
Ethnicity		
Ilokano	164	44.7
Itawes	84	22.9
Ibanag	53	14.4
Tagalog	43	11.7
Kalinga	12	3.3
Malaueg	6	1.6
Ivatan	2	0.5

Isinai	1	0.3
Isneg	1	0.3
Bisaya	1	0.3
Parents' Monthly Income		
Less than P 9,520	174	47.4
Between P 9,520 to P 19,040	105	28.6
Between P 19,040 to P 38, 080	39	10.6
Between P 38,080 to P 66,640	28	7.6
Between P 66,640 to P 114,240	8	2.2
Between P 114,240 to P 190,400	7	1.9
At least P 190,400	6	1.6
Age		
17-18	41	11.2
19-20	254	69.2
21-22	46	12.5
23-24	15	4.1
25 and older	11	3.0

### School-related Profile of the Students

Table 2 shows the school-related profile of the respondents. It shows that 72 or 19.6% are enrolled in the College of Business, Entrepreneurship and Accountancy (CBEA), 59 or 16.1% are students of the College of Teacher Education (CTE) and School of Engineering, Architecture, Interior Design and Information Technology Education (SEADITE), and 58 or 16.1%, are enrolled in the School of Accountancy, Business and Hospitality (SABH). Furthermore, 56 or 15.3% of the respondents are from the College of Hospitality Management (CHM), 37 or 10.1% come from the College of Allied Health Sciences (CAHS) and 26 or 7.1% are enrolled in the School of Education, Arts, Sciences and Health (SEASH).

Table 2 further reveals that 144 or 39.2 % of the respondents are in the 4<sup>th</sup> year level followed by 1<sup>st</sup> year level with 140 (38.1%), and 5<sup>th</sup> year level with 33 (9%). Also, 31 (8.4%) are in the 3<sup>rd</sup> year level while 19 (5.2%) belong to 2<sup>nd</sup> year level.

With respect to the basic education preparation of the respondents, 227 or 62.8% of them are graduates of the non-K to 12 Curriculum, 140 or 38.1% are graduates of K to 12 curriculum. This means that majority of the university students are products of the old curriculum or the non-K to 12 Curriculum. The old curriculum for the basic education requires six-year study in elementary and four-year study in high school. On the other hand, The K to 12 curriculum requires 13 years of study from Kindergarten to Grade 12.

**Table 2: School-related Circumstance of the Students**

Category	Frequency (n=367)	Percent
Department Affiliation		
CBEA	72	19.6
CTE	59	16.1
SEADITE	59	16.1
SABH	58	15.8
CHM	56	15.3
CAHS	37	10.1
SEASH	26	7.1
Year Level		
1st Year	140	38.1
2nd Year	19	5.2
3rd Year	31	8.4
4th Year	144	39.2
5th Year	33	9.0
Basic Education Preparation		
Non-K to 12 Graduate	227	62.8
K to 12 Graduate	140	38.1

### K to 12 Graduate-related Circumstance of the Students

Table 3 shows the K to 12 graduates-related circumstance of the students. It shows that out of the 140 K to 12 graduates, there are 132 or 94.3% of the students who took the academic track while 8 or 5.7% took the technical-vocational-livelihood (TVL) track. It was observed that no student took neither the sports track nor the arts and design track.

Under the academic stands, it shows that 54 or 40.9% respondents took Accountancy, Business and Management (ABM) strand, 45 (12.3%) took General Academic (GA) strand, 26 or 19.7% took Science, Technology, Engineering, and Mathematics (STEM) strand, and 7 or 5.3% students took Humanities and Social Sciences (HUMSS) strand. On the other hand, under the TVL strands, there were 4 or 50% respondents who took the Home Economics strand while 4 or 50% took the Information and Communication Technology strand.

**Table 3:K to 12 Graduate-related Circumstance of the Students**

Category	Frequency (n = 140)	Percent
<b>Senior High School Track Taken</b>		
Academic	132	94.3
Tech-Voc-Livelihood	8	5.7
Arts and Design	0	0
Sports Track	0	0
<b>Academic Strands</b>		
	Frequency (n = 132)	Percent
ABM	54	40.9
GAS	45	34.1
STEM	26	19.7
HUMSS	7	5.3
<b>TVL Strands</b>		
	Frequency (n = 8)	Percent
Home Economics	4	50
Information and Communication Technology	4	50

### Social Media Use and Related Circumstance of the Students

Table 4 presents the social media use and related circumstance of the students. With respect to social media account owned, it shows that 155 or 42.2% of the respondents owned Google+ and 141 or 38.4% are Facebook users. Other social media accounts owned by the respondents are YouTube (6.5%), Twitter (4.6%), Instagram (1.6%), and LinkedIn (1.1%). Few others use Pinterest (0.5%), while 0.3% use Weibo, Tumblr, and Reddit and 0.8% use other accounts.

As regards the electronic device owned by the students, it shows that 318 or 86.6% are users of smartphones followed by tablet/iPad and desktop with 16 or 4.4% each. In addition, 14 or 3.8% are users of laptops and 3 or 0.8% use other gadgets. This finding means that almost all of the respondents own a smartphone. The preference to a smartphone may be due to its features of being handy, easy to load, and affordable. Typically, a smartphone has also a high-resolution touch screen display, WiFi connectivity, Web browsing capabilities, and the ability to accept sophisticated applications (Technopedia, 2019). The result of the study affirms the survey that among those who access the internet in the Philippines, practically, each one of them (94%) uses mobile phones (Pulse Asia, Inc., 2018).

As to the place of social media access, it shows that majority of the respondents (336 or 91.6%) access their social media account at home/boarding house. Few others access their social media at the internet shop (13 or 3.5%), while 12 or 3.3% access it from public places. Finally, 3 or 0.8% students have their access at the mall/shopping center and other places. FGD participants reveal that they can usually access their accounts at home because there is an internet connection, specifically, a WiFi for the whole family while some boarding houses offer free WiFi connection as it is being included in their monthly rentals.

As to the estimated weekly amount spent for social media use, it shows that majority of the respondents (205 or 55.9%) spend P 50.00 to P 99.00 followed by 77 or 21% students spending P 100.00 to P 149.00. Moreover, 48 or 13.1% spend less than P 50.00 for social media use, 15 or 4.1% have a weekly cost of P 200.00 to P 249.99, 13 or 3.5% spend P 150.00 to P 199.00, and 9 or 2.5% students spend P 250 and more. The mean weekly amount spent for social media use is P 77.52. The minimal cost of social media use among the respondents can be attributed to the fact that Globe and Smart Communications offer promos in a daily, weekly, or monthly basis.

According to the respondent during the FGD, Globe subscribers usually avail of the GoSURF 50 promo which costs P50.00 for a week. When registered to this promo, they are entitled to a 350 MB of internet data, 500MB

access to Spotify Basic or HOOQ Trial or games, 100MB of data for YouTube and Dailymotion access, and free Facebook access. On the other hand, Smart subscribers may avail of All Out Surf 99 promo amounting to P 99.00 for seven days, that entitles them to 1GB data, 100 MB/day of Facebook, Unlimited All Net text, and 100 minutes calls to Smart, TNT, SUN. Other promos include Giga99 which allows the subscriber to avail of a 2GB + 1GB every day for YouTube, iflix, NBA, Cignal & iWant for 7 days.

**Table 4: Social Media Use and Related Circumstance of the Students**

Category	Frequency (n = 140)	Percent
<b>Social Media Account Owned</b>		
Google+	155	42.2
Facebook	141	38.4
YouTube	24	6.5
Twitter	17	4.6
Instagram	10	2.7
Ask.fm	6	1.6
LinkedIn	4	1.1
Flickr	2	0.5
Pinterest	2	0.5
Reddit	1	0.3
Tumblr	1	0.3
Weibo	1	0.3
Others accounts	3	0.8
<b>Electronic Device owned</b>		
Smartphone	318	86.6
Tablet/iPad	16	4.4
Desktop	16	4.4
Laptop	14	3.8
Other gadgets	3	0.8
<b>Place of Access of social media</b>		
Home/Boarding House	336	91.6
Internet shop	13	3.5
Public place	12	3.3
Mall/Shopping center	3	0.8
Other places	3	0.8
<b>Estimated Weekly Amount Spent in using Social Media</b>		
Less than 50 Pesos	48	13.1
50.00 to 99.00	205	55.9
100.00 to 149.00	77	21.0
150.00 to 199.00	13	3.5
200.00 to 249.00	15	4.1
250 and more	9	2.5
Mean Amount Spent Weekly = 77.52		

FGD results reveal that among the features of using Google+, photo and video services are the most important for the respondents. This feature is designed to upload high resolution photos without compromising its quality. Moreover, features such as video, Google+ and Hangouts allow up to 10 users to chat at the same time for free, and in many cases even broadcast and record video chat through a YouTube channel.

#### **Dimension of Social Media Utilization among Students**

Social media utilization in this study is measured in four dimensions. The first dimension measures social media utilization in terms of the amount of time spent in using the different social media services. The second dimension measures social media utilization in terms of amount of time spent in using the different social activities. The third dimension measures social media utilization in terms of the amount of time lessened in performing academic, leisure, social, religious, physical, and economic activities. The fourth dimension measures social media utilization in terms of the extent of use of social media to enhance the performance in doing academic activities.

### Amount of Time Spent in Using the Different Social Media Services

The amount of time spent in using the different social media services is presented in Table 5. It shows that on a typical school day, the respondents spend “about an hour” described to have a “low” level in using the different social media services with an overall weighted mean of 2.29. This means that in a span of 24 hours in a day, the respondents do not spend much of their time in social media. This may give them ample time to do their academic work and other personal, family and religious activities. According to the report of HootSuite and We Are Social, internet users from the Philippines spend the most time on social media, averaging 4 hours and 12 minutes, while the average time spent worldwide is only 2 hours and 16 minutes (Aguilar, 2019).

Among the different social media services, the respondents spend 2-3 hours at “moderate” level for chatting which obtained the highest weighted mean of 2.74. Spending 2-3 hours for such service may connote that the respondents enjoy chatting as an activity in the social media. Chatting dominates as an activity of the respondents because this activity is possible in a messenger even when there is no load in smartphones. Also, chatting allows the respondents to share their ideas, updates, and stories to their family members, classmates, FB friends here and abroad.

Video sharing also registered 2-3 hours (moderate level) as a social media activity of the respondents with a weighted mean of 2.65. This finding implies that video sharing is very much used and appreciated by the respondents. Perhaps the interest in video sharing can be attributed to the fact that video sharing can be very appealing to the youngsters as they are able to share dances, songs, tutorials, clips and the like that may entertain or help them in their varied activities and concerns in life.

The result of the study coincides with the findings of Katcha and Babagana (2018) that there are various uses and gratification derived by students from their social media accounts. Their analysis shows that highest percentage of Nigerian students agreed to using their social media for chatting at 66.6%, for downloading of videos and music at 23%.

The social media service which obtained the least weighted mean of 1.89 is sharing of content link (about an hour). Content link share may be the least among the social services utilized by the respondents because it is not attractive unlike when pictures or videos are seen. Youngsters are sometimes not interested to read very textual materials as they are more visual than textual. Reed (2010) considers that it is easier to recall pictures than concrete words. This is possible according to Fang (1996) because illustrations provide mental scaffolds to facilitate their process of understanding of the written text.

**Table 5: Amount of Time Spent in Using the Different Social Media Services**

Services	Weighted Mean	Time Spent	Level of Utilization
Chatting	2.74	2 to 3 hours	Moderate
Videos sharing	2.65	2 to 3 hours	Moderate
Music playing	2.59	About an hour	Low
Private messaging	2.45	About an hour	Low
Wall visiting/news reading	2.43	About an hour	Low
Gaming	2.15	About an hour	Low
Photos uploading/downloading	2.03	About an hour	Low
Group discussion	2.01	About an hour	Low
Events Management	1.96	About an hour	Low
Content links sharing	1.89	About an hour	Low
Overall Weighted Mean	2.29	About an hour	Low

### Legend

1.00 – 1.79	Less than 30 minutes	Very low
1.80 – 2.59	About an hour	Low
2.60 – 3.39	2 to 3 hours	Moderate
3.40 – 4.19	4 to 6 hours	High
4.20 – 5.00	6 hours and more	Very High

### Amount of Time Spent in Using the Different Social Media Activities

The amount of time spent using the different social media activities is presented in Table 6. It reveals that the respondents spend “about an hour” in doing varied social media activities on a typical school day with an overall weighted mean of 1.83. Based on the scale, this result illustrates “low” utilization which means that they



are not very much hooked in doing social media activities. Such finding affirms the study of Owusu-Acheaw and Larson (2015), that majority (1001 or 66.3 %) of their student respondents spent thirty minutes to one hour a day on the social media sites. This finding is also consistent with the research of Abu-Shanad and Al-Tarawneh (2015) in which Jordanian high school students spend “an hour” on the web particularly for chatting and video sharing.

On the other hand, the foregoing finding negates the report that an average Filipino social media user spends almost 4 hours on different platforms daily followed by Brazilians and Indonesians, respectively, (ABS-CBN News, 2018).

Among the different social media activities, the three dominant activities to which the students spend “an hour” or “low utilization” are on the following: finding out what is happening in their group (weighted mean = 2.14); finding out about current affairs (weighted mean = 2.13); and sharing information, files, photos, and documents (weighted mean = 2.08).

Spending “an hour” in finding out what is happening in their group signifies that the respondents love communicating with their friends in FB messenger. It is in this instance that they are able to exchange feelings, news, and opinions about themselves. They also see the FB messenger as an avenue to express their love for one another especially to their lovers.

Moreover, allocating “an hour” in finding out about current affairs among the respondents may indicate that they see the social media as a platform to search for topics of their interest and national concern. It may also mean that they use the social media as an instrument to view commentary and analysis regarding critical and contemporary issues in the country.

In the same vein, apportioning “an hour” in sharing information, files, photos, and documents implies that the respondents are passionate about disseminating interesting data, notes, images and other relevant materials to their friends, classmates, family members, teachers, and the like. By sharing these materials, they make their significant others become more informed and equipped with the essential knowledge they need in life.

**Table 6: Amount of Time Spent in Using the Different Social Media Activities**

Activities	Weighted Mean	Time Spent	Level of Utilization
Find out what is happening in my group of friends	2.14	About an hour	Low
Find out about current affairs (news)	2.13	About an hour	Low
Share information, files, photos, documents	2.08	About an hour	Low
Get back in touch with other people	2.01	About an hour	Low
Gossip/browse	2.00	About an hour	Low
Arrange to meet my group of friends	1.99	About an hour	Low
Use the apps and games on the Facebook	1.91	About an hour	Low
Make friends	1.90	About an hour	Low
Comment on photos/videos/other comments	1.71	Less than 30 minutes	Very low
Share my feelings	1.59	Less than 30 minutes	Very low
Tell about what I'm doing	1.58	Less than 30 minutes	Very low
Make new professional contacts	1.52	Less than 30 minutes	Very low
Look for a partner/date	1.26	Less than 30 minutes	Very low
Overall Weighted Mean	1.83	About an hour	Low

**Legend**

1.00 – 1.79	Less than 30 minutes	Very low
1.80 – 2.59	About an hour	Low
2.60 – 3.39	2 to 3 hours	Moderate
3.40 – 4.19	4 to 6 hours	High
4.20 – 5.00	6 hours and more	Very High

### The difference on the Social Media Utilization of Students and their Select Profile Variables

A comparison on the social media utilization of students and their select profile variables is presented in Table 7. It shows that the social media utilization of students varies in terms of religion, senior high school (SHS) track, department affiliation, and academic strand but not for sex, ethnicity, and basic education preparation.

Specifically, religion has a t-value of 3.84 and significance of 0.00; therefore, there is a significant difference between the social media utilization and religion at 0.01 level of significance. It was observed that Roman Catholic believers with a mean of 81.54 and a standard deviation of 3.84 has higher utilization than those members of other religions groups with a mean of 73.52 and a standard deviation of 14.69. This finding can be attributed to the fact that majority of the respondents are affiliated with the Roman Catholic religion inasmuch as the study included University of Saint Louis University as a representative of the private higher education institution in the study. It can also be accounted to the fact that Roman Catholic still dominates as a religion of most students in public and private tertiary institutions.

According to the respondents during the FGD, Catholic students mentioned that one of the best uses of social media in their studies is to help them when they do not understand their assignments specially in religion-related subjects. It is a one-click access to everything they need in convenient ways. The use of Google and YouTube websites helped them a lot. The result of the study agrees with the findings of Kgatle (2018) that Facebook serves as an advertising platform, whereby the upcoming events will be advertised on the church Facebook page. Hence, the attendance at many events of the prophetic churches is excellent. It is because Facebook serves as free medium for advertisement for these churches. This shows that social media, particularly the use of Facebook has a dramatic role in propagating Islam in Africa while in the United Kingdom 83% of Christians agreed the Internet is a mission field and 65% intentionally share their faith online (Christian Vision, 2012).

As regards SHS track, result reveals that it has a t-value of 2.22 and significance of 0.03; therefore, there is a significant difference between the social media utilization and SHS track. The data reveal that students who took the non-academic track with a mean of 89.53 has higher utilization than those who took academic track with a mean of 79.34. This means that more non-academic track spent more time utilizing media and information than their counterparts. According to the participants during the FGD, YouTube plays an important role to students of the non-academic tracks particularly those who took the Technical-Vocational-Livelihood (TVL) track. They use the YouTube platform for Online tutorials especially for their computer programming and other subject matters. This ushered added value to their classroom learning specially that skills are not learned easily not to mention that some of their schools are not properly equipped with the needed facilities and equipment for demonstration classes.

As to the department affiliation, data reveal a computed F-ratio of 4.09 and significance of 0.00; therefore, there is a significant difference between the social media utilization and department affiliation at 0.01 level of significance. This finding connotes that students who were enrolled in the CTE department with a mean of 83.86 has higher utilization than those enrolled in SEADITE with a mean of 83.75, CHM with a mean of 82.69, SABH with a mean of 82.46, SEASH with a mean of 80.77, CBEA with a mean of 73.67, and CAHS with a mean of 72.39. Results during the FGD reveal that students of any course use social media as a learning tool in today's educational landscape. However, CTE students admitted that they have high social media utilization because of their subjects on Educational Technology 1 and 2. Moreover, they need YouTube to deepen their knowledge of their subject matter and also download numerous video clips to reinforce their teaching including motivational activities in their lessons.

Finally, as to the academic stand taken, data illustrate a computed F-ratio of 6.10 and significance of 0.00; therefore, there is a significant difference between the social media utilization and academic strand at 0.01 level of significance. This finding implies that students who took GAS with a mean of 87.82 has higher utilization among those who took HUMSS with a mean of 77.43, STEM with a mean of 77.24, and ABM with a mean of 74.70. According to the participants during the FGD, GAS students spend more time in using the Google+, YouTube, Facebook and Twitter in their classes because they are called "generalists". Their teachers and subjects require them an extensive use of the social media. A proof to this is the approach of many of their teachers requiring them to post on social media platforms an advertisement, project, candidates for intramurals, advocacy activities and seek the highest number of "likes", "shares", and other reactions.

**Table 7: Difference on the Social Media Utilization of Students and their Select Profile Variables**

Variables	Mean	SD	t-value	Sig.	Decision
Sex					
Female	79.44	17.04			
Male	81.99	20.01	1.18	0.23	Accept Ho
Religion					
Non-Catholics	73.52	14.69			
Catholics	81.54	18.18	3.84	0.00	Reject Ho at 0.01

Ethnicity					
Non-Ilocanos	79.43	18.91			
Ilocanos	80.91	16.47	0.79	0.43	Accept Ho
Basic Education Preparation					
Old Curriculum	79.64	18.34			
K to 12 Curriculum	80.98	17.01	0.70	0.48	Accept Ho
SHS Track					
Academic	79.34	15.12			
Non-Academic	89.53	27.32	2.22	0.03	Reject Ho at 0.05
Department Affiliation			F-ratio		
CAHS	72.39	14.86			
CBEA	73.67	11.97			
SEASH	80.77	23.55			
SABH	82.46	18.27			
CHM	82.69	21.13			
SAEIDITE	83.75	17.29			
CTE	83.86	16.68	4.09	0.00	Reject Ho at 0.01
Academic Strand					
ABM	74.7	12.99			
STEM	77.24	14.18			
HUMSS	77.43	14.06			
GAS	87.82	19.23	6.10	0.00	Reject Ho at 0.01

#### Relationship between Social Media Utilization of Students and their Select Profile Variables

The association between social media utilization of students and their select profile variables is presented in Table 8. It reveals that social media utilization is not associated with the average parents' income, age, and year level of the respondents. This means that these select profile variables does not influence social media utilization. The non-association of social media utilization and average family income is reflected in the computed correlation coefficient of -0.003 and a significance of 0.952. This means that the average family income of the student has no association on his/her social media utilization. Irrespective their parents' family income, social media utilization remains to be the same.

This finding opposes the finding of Perin (2015) who found out that among Indian college students, 78% of those living in the highest-income households use social media, compared with 56% of those in the lowest-income households – a 22-point difference. This means that social media utilization is higher among students coming from higher-income groups than those who come from the low-income groups.

According to the participants during the FGD, low, middle, and high-income groups have access to the utilization of social media because of low cost and promotions of globe, smart and other networks. In short, affordable internet promos for limited budget and internet plans offered by Globe and Smart and other providers allowed all to go online. To date, Globe network offers a minimum of P50.00 for the subscribers to enjoy internet surfing for one week. On the other hand, Smart network offers a minimum of P 70.00 for their subscribers to use internet surfing for one week. These promotions of the networks allow the respondents to have the same utilization irrespective of their socio-economic status in life. Moreover, they also expressed that almost all of them have their own smartphone. Parents/guardians be it from the marginalized or rich families can provide a cellular phone to them. Through their phones, they can access their social media accounts through free WiFi zones in their school and at home/boarding house.

Test of relationship also showed that there is no association between the social media utilization and age of the respondents. This is reflected in the computed correlation coefficient of -0.87 and a significance of 0.095. This means that irrespective of age of the respondents, there is no influence on their social media utilization. The result of the study contradicts findings of earlier conducted researches that that young adults (ages 18 to 29) are the most likely to use social media – fully 90% do (Perin, 2015). It also negates the finding that age has a significant relationship with the amount of internet used on daily basis, with increasing age the internet usage by people drops, thus showing that people from 11-30 years of age use more internet and the average daily usage keeps falling with increasing age (Saeed, et. al, 2016).

According to the respondents during the FGD, students of any age can use or own a social media account. As early as preparatory-school-aged children up to graduate school students have access to the internet. In this regard, they opined that parents of young students need to guide their children in accessing the internet. They should also safeguard their social media account so that it would only be used for academic purposes and not for any harmful activity.

Finally, test of relationship also revealed that there is no association between the social media utilization and year level of the respondents. This is seen in the computed correlation coefficient of 0.012 and a significance of 0.819. This finding illustrates that the year level of the respondents has no influence on their social media utilization.

FGD results reveal that students of any year level can and will always utilize their social media account. Access to social media is a fad among the youth across different levels because they perceive it as a way of connecting with the world and as a platform of expressing themselves.

**Table 8. Relationship between Social Media Utilization of Students and their Select Profile Variables**

Variables	Correlation Coefficient	Sig.	Decision
Social Media Utilization and			
Parents' Income	-0.003	0.952	Accept Ho
Age	-0.087	0.095	Accept Ho
Year Level	0.012	0.819	Accept Ho

#### 4. CONCLUSION AND RECOMMENDATION

Students in private and public higher education institutions in Tuguegarao City are not yet very much engaged to social media considering their low social media utilization. Interestingly, differentials in social media utilization is explained by religion, senior high school (SHS) track, department affiliation, and academic strand but not for sex, ethnicity, and basic education preparation. Higher social media utilization is observed among Roman Catholic students, non-academic graduates in SHS track, CTE students, and those who took GAS strand. Furthermore, social media utilization is not associated with students' average family income, age, and year level. Having higher or lower income, being young or old, and having higher or lower year levels do not influence social media utilization.

In the light of the findings and the conclusions made, it is recommended that parents/guardians should continue monitoring their children/wards in using their social media account to maintain low to medium usage and exposure to electronic gadgets; teachers should allow their students utilize their social media account as it greatly helps them in performing their various academic tasks; and students should maintain their social media utilization under control at a minimal load expense.

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