

SOCIAL MEDIA IN HIGHER EDUCATION INSTITUTION: A TECHNOLOGY UTILIZATION-IMPACT THEORY

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Abstract: Neilsen, 2011 (as cited by Abadiano, Bonotan, Makiling, 2014) opines, in the 21st century, with globalization and the advancement of information and communication technology. The Teachers and Students are among the largest demographic of people using social networking to communicate and often a part of daily activities of college students who use them as central parts of their social and academic lives. In addition, Researchers, Lazala., Galigao & Boquecosa (2013), revealed that, social networking sites have managed to get online support actions from the offline world. The research method used in the study is comparative, correlational, descriptive- research design that is dominantly quantitative. The instruments used in the study were adapted from the studies of Gloria J. Nobles (2011) and Grosseck, G. Hololescu, C (2012). The participants of the study are composed of two groups, permanent teachers and the students of the University. The total population of 4983 participants, was generated using the Slovin formula. In this study statistical measurement employed were Simple Percentage, Weighted Mean. For the inferential statistics; F- test, Linear regression, Pearson r. The study revealed that teachers of ISAT U commended that the impact of social media in terms of quality of technology as moderate. While the students perceived that the impact of social media in terms of quality of technology as high. In terms of utilization of social media, the teachers noted that as moderate and the students suggested it as high. In terms sociological impact, both teachers and students commended that social media in terms of sociological impact described as high. Relationship between quality of technology and utilization of social media was found out significant in this study. The quality of technology and sociological impact of social media also showed significant relationship. Similarly, the relationship of utilization and sociological impact was found out significant, null hypothesis is rejected. In this manner, the quality of technology, utilization and sociological are important considerations and features on social media in higher education institutions.

Keywords: social media, quality, utilization, sociological impact.

1. INTRODUCTION

Societies have always relied on communication as a necessary tool for everything that occurs within the society. Communication is always present whether verbal or nonverbal. Devices used to enhance communications have evolved from the telegraph to telephone to computers to mobile phones.

Neilsen, 2011 (as cited by Abadiano, Bonotan, Makiling, 2014) opines, in the 21st century, with globalization and the advancement of information and communication technology, the majority of students and professionals are more than ever hooked to the internet and its social networking sites such as Facebook, Twitter and YouTube. The Teachers and Students are among the largest demographic of people using social networking to communicate and often a part of daily activities of college students who use them as central parts of their social and academic lives. In addition, Researchers, Lazala., Galigao & Boquecosa (2013), revealed that, social networking sites have managed to get online support actions from the offline world.

Currently, it can be observed that learners exposed to social networking sites are equip with new trends information, like news on current events, lifestyle, fashion, and even about people, in google search they are comfortable making their assignments and reports instead of searching in books references. For students who go online and share those interests, or for those who just wanted to stay updated, they can read stories on the site and share them with their own circle of friends and/or acquaintances.

Respectively, many educators and instructional designers have observed a disparity between students' use of networking applications in their daily interactions and the lack of using them in educational environments to make connections for learning (Loughlin & Lee, 2008). This disparity has prompted an increase in incorporating social networking applications into instructional designs in an effort to build connections and enhance learning using applications familiar to many of today's learners (Anderson, 2009).

In ISAT U, there is no study conducted yet, so there is an urgent need for this study to address the sociological impact of social media to the institution as to compare and analyze other studies like this in other universities and colleges. The researcher personally believed that the impact of Social Media to ISAT U respondents can improve Higher Education Institution educational system. Further, it is my desire and aspiration that the result of this study will be considered as a basis by the institution and other colleges and universities to provide Social Media access that facilitating student's learning advancement and mutual contact to friend and other individual. Hence, this study is design to determine the level of sociological impact of social media in the communicative interactions between students and teachers of the ISAT U system.

2. THEORETICAL FRAMEWORK

This study determined the quality of Technology, extent of utilization and level of sociological impact of social media and the challenges encountered by the teachers and students of Iloilo Science and Technology University in the Quality of technology and utilization of social media, and model designs of the variables.

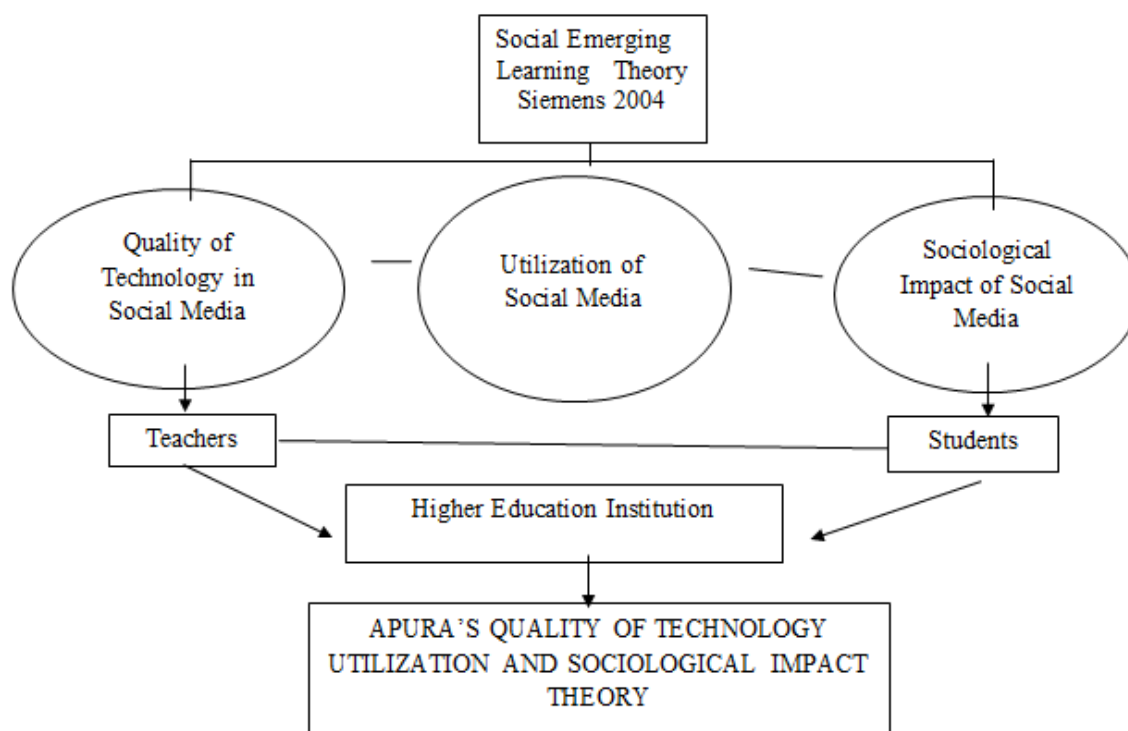


Figure 2: Schematic diagram showing an analytical description and relationship of the concepts and variables of the study.

The research is anchored on the scholarly theories. One of which is Social Emerging Learning Theory (Brow, 2000; Prensky, 2001; Siemens 2004), described the period characterized by HEI learners ability to quickly access information through the use of social media for personal and academic purposes. The main theory was further supported by the following theories:

Social Interactionist Theory also suggest that knowledge of HEI learners in exposing social media have positive effect on the academic performance and sociologically elevated, comes from the interactions between social networking sites and the institutions academic instruction.

Meanwhile, Ertmer & Newby (1993) Jerome Bruner's Cognitivists Theory supported this study that inner mental activities of human are necessary for understanding how people learn. Thus, social networking expands the horizons of college students lives.

Constructivists Theory is another theory that backed up this study. In which according to this, individual construct new knowledge on an ongoing basis through experiences in environmental interaction.

Statement of the Purpose

The main purpose of the study is to determine the quality of technology, extent of utilization, level of sociological impact of social media in higher education institution respondents of Iloilo Science and Technology University, School Year 2016-2017.

Specifically, the study attempt to answer the following questions:

1. What is the quality of technology on social media the higher education institution has as perceived by the students and teachers in terms of:
 - 1.1. type;
 - 1.2. location;
 - 1.3. intended use; and
 - 1.4. frequency and duration?
2. What is the utilization of social media in the higher education institution has as perceived by the students and teachers in terms of:
 - 2.1. accessibility;
 - 2.2. availability; and
 - 2.3. affordability?
3. What is the sociological impact of social media in higher education institution in terms of:
 - 3.1. extending knowledge;
 - 3.2. degree of relevance and interest;
 - 3.3. feedback and participation;
 - 3.4. interaction;
 - 3.5. communication;
 - 3.6. experimentation; and
 - 3.7. exposure?
4. Is there a significant difference between the students and teachers perception in terms of:
 - 4.1. Quality of technology;
 - 4.2. Utilization;
 - 4.3. Sociological impact of social media
5. Is there a significant relationship between the:
 - 5.1. quality of technology and utilization;
 - 5.2. utilization and sociological impact;
 - 5.3. quality of technology and sociological impact?

6. What are the challenges encountered by the students and teachers in the quality of technology and utilization of social media?

7. What model can be made based on the findings of the study?

Null Hypothesis:

Based on the problems considered in the study, the following null hypotheses were advanced:

Ho1. There is no significant difference in the quality of technology on social media in the higher education institution when grouped into students and teachers.

Ho2. There is no significant difference in the utilization of social media in the higher education institution when grouped into students and teachers.

Ho3. There no significant difference in the sociological impact of social media in the higher education institution when grouped into students and teachers.

Ho4. There is no significant relationship between the quality of technology and utilization, quality of technology and sociological impact, and utilization and sociological impact.

Significance of the Study

The study was concerned with the quality of technology, of utilization, level of sociological impact and factors contributes to the sociological impact. The following are beneficiaries of the study;

Students. The results of the study may contribute to the higher education institution learners beneficial. Being stormed by the pressure to achieve better academically and bombarded by tempting influences of social networking sites, learners will be informed of the sociological impact of the length of interaction to SNS that may affect to learning performance.

Teachers. The results of the study enables the teachers to be aware that social media can also be one of the medium of learning that will increase the attention level of their students' academic performance.

Higher Education Institution. The results of the study will contribute to the higher education institution implementers. The positive results of this study encourage the HEI to provide meaningful experience to the learners that Social Media exposure brought impact to their studies.

Community. It is one of the stakeholders of the HEIs, where learning of learners are acquired. This study will benefit the community through the improved communication and fast public information dissemination. Thus, public awareness of important issues and concerns increases.

Researchers. Other researchers can make use of the study to go similar studies concerning to quality of technology, utilization and sociological impact of social networking to higher education learners,

Future researchers. The study could also help future researches who would like to explore on the concept of sociological impact of social networking sites its influence to higher education learners. The will serve as stepping stone for further research concerning the impact of social networking sites to learners, exposure and the level academic performance, since there has been no similar research conducted in ISAT U system, presumably, even in the whole Iloilo Province, as the search for the related studies did not yield any.

3. REVIEW OF RELATED LITERATURE AND STUDIES

Accessibility of Technology

In the study of Lumuag (2015), in an accessibility, the participants found it convenient and accessible since the course materials were already available online and they can access it anytime and anywhere using the internet or mobile devices., Thus the impact on motivational learning is that, the more the participants were exposed to new technology, the more they were motivated to learn. With the interest to learn more, explore more, the students are much eager to learn. They were motivated to learn since the use of educational technologies helped them in acquiring the knowledge and skills in the subject matter use of the internet and social media in class, they developed.

Social Media Exposure

The quality of technology, utilization and sociological impact of social media in higher education institutions are benefited by both students and teachers. The students were able to use social media in advancing their learning capabilities through improving their communication and critical thinking skills. Furthermore, it widened the exposure of the students on up to date information relevant to their academic studies. Subsequently, teachers had found it as an aid in enhancing their teaching strategies. Moreover, the revealed result of the study exemplified that students and teachers are frequently using social media in higher education institutions. Various social media types have been adapted by students and teachers in their study and instruction. The respective higher education institutions thereby should provide more facilities that will further increase the quality of technology of social media in the school.

According to Bonk (2009), opines that, and the investigator interprets social media utilization, the administrative leaders is also encourage to support the use of social media on higher education institution. Their support to the delivery of sustainable quality of technology and utilization of social media have significance in the learning and improvement of instruction.

Woodard (2011), driven largely by technological innovations, higher education has embraced the unthinkable: It permitted to expand their economic horizons and incorporate new techniques for the delivery of instruction. However, all the change came at a price: accountability. Although the creative and rapid changes in technology have been embraced, the implications of new technology is years away, technology has ushered in a new era in higher education making knowledge essential for the learners. SNS is transforming higher education by providing a global interconnectedness that reshapes educational, social, economic and cultural life of students in colleges and universities.

Social Media Affordability

Reinhardt (2011), Four hundred million (400 million) people approximately 6% of the planet, are active users of Face eBook, the most popular of Social networking sites (SNSs). The average user spends 55 minutes a day on the site (Facebook, 2010), Researchers in fields across the social sciences, humanities and education they have undertaken analyses of SNS use from a variety of perspectives.

In a study cited by Novotney (2012) Cyber psychology, Behaviour and Social networking (2010), lonely adolescents go online in order to meet new friends. The study manifests the significant impact online communication especially to those individuals who have claimed loneliness as the reason why they go online. Further, the study has revealed that the most frequently shared topics are more personal and intimate compared to those individuals who never reported that they are lonely. Moreover these teens have also indicate that the online communication is more frequent because of the notion that in their online world , they do not feel any shame and that they can share and talk more freely happily and that can dare to say anything.

Acar (2011), opines the usefulness of social media and the investigator interprets in a similar way, Social media usage as viewed by the teachers in their instruction was very beneficial in augmenting the information poured in the class. Capturing the informative and relevant data from the various social media enable them to improve their teaching effectivity and efficiency. Moreover, they can lead their students to websites to access to additional readings and class activity. Other teachers, made use of social media as medium of communication and facilitation of class query, consultation and submission of requirements, which positively very comfortable and convenient to both teachers and students.

Social media generates too much drama (Greenberg, 2013). Since optimistic messages are read as more neutral than they are intended to be; neutral messages are read as more pessimistic as they are intended to be and one can only imagine what happens with messages that are intended to be negative.

Quality of Technology on Social Media

Even a long time ago, social media had already existed. Whereby it allowed the users to exchange messages with each other and so many things social media could offer. However, the intensification of social media usage became more advent due to innovation of Facebook (Christakis and Fowler, 2009), where people became part of social network, people transcend themselves and become part something much bigger as they continue to be updated using social media.

Meanwhile, Papacharissi (2010) recognizing the importance of social media as a key site of sociality and identity performance in many people's lives. Social media significantly shapes the nature of students who are enrolling the university. Social media permit users to communicate and interact with each other; to create, edit and share new forms of textual, visual, and audio content; and categorize, label and recommend existing forms of content (Selwyn, 2011). Social media became powerful tool to various purpose of the users, specifically on the part of university students. As stipulated by Subrahmanya and Smahel (2011), opines that the usefulness of social media not only to connect people around the world, but for the respondents academic performance, the teachers as well had benefited the impact of social media.

However, several studies have shown that time spent on social networking sites can adversely impact students achievement in school. Paul, Beker and Cochraan (2012) examined a number of predictors often shown to influence student achievement and included time spent on social networking sites to model behaviors. Another study was based on the findings of Kirschner and Karpinski (2010) reported negative relationship between Facebook user and GPA. Those suggesting that Facebook had a negative impact has comments about distraction or time-management skills as observed in less time studying.

Teachers in higher education institutions according to Mora et al. (2011) showed evidence on the integration of social media into course assignment. Teachers have assigned students to read or view social media as part of the course and used social media in some aspect of a course they are teaching.

According to Takaola (2016) using social media platform people can connect and share with other people who have the same interest and backgrounds. It is believed to be true among teachers and students in the academe whose activities are related to research and information surfing. Social media sometimes projects negative concepts to the consumers that deceived the perception of students in particular (Greenberg, 2013).

However, the discussions of some authors revealed that, Paul, Beker and Cochraan (2012), he disposes that people come into the social media world find comfort to their activities. Another study was based on the findings of Kirschner and Karpinski (2010), discussed the impact of social media to other fields. The impact of social media brought some effect to other businesses as observed in less time studying.

Past researches indicated that incorporation of other social networking had very effective to other field and this will be brought development. (Paliktzoglou and Suhonen, 2014). Teachers in higher education institutions according to Mora et al. (2011) showed evidence on the integration of social media into course assignment.

Utilization of Social Media

The study of Lumauag (2015), describing the accessibility of the participants on social media were convenient and accessible whereby in social media the information and materials necessary for the course were readily available and found online. Thus, it concluded that the more expose the students to social media more motivated and eager they are to learn. Given the fact the surroundings and in the university itself is equipped with facilities to easily make the access to social media. Having a dynamic impact on communication (Duggan & Smith, 2013) the young generation or the millennial utilized social media networking of some kind.

The utilization of social media brought people to interact with one another, it made them comfortable than they travelled to visit their place. (Chatti et al. 2010). The learning process then of the students attained, they were not able to go to the library and do research assignment, instead they have to access in the social media, same through with the facilitator of learning. (Siemens, 2004).

Meanwhile, students and teacher utilize social media for their purpose. Faculty were not only confined to a single site. Consequently, as to the use of social media of the faculty were students learned their assignments and other research work, especially in doing researches as assigned by their teacher, the study of Moran (2011) revealed that more ninety percent of faculty use social media either for professional purposes or in their classes or both.

Sociological Impact of Social Media

Social media gave students access to improve their academic performance, less time in searching other references and most trending one, maintain their existing connection and meeting new friends (Wellman et al., 1996). Social media promotes independence and self-direction on learning of the students (Lumauag, 2015). The availability of the study

materials online helped the students participate and substantial in the flow of the class. Worth to note also on the study of Siemens (2004), learning can be more comfortable to the students if social media utilize, also on the part of the teachers.

In deciding which social media utilizations be more effective if the students will use in good manners, in making their assignments and research work. Bloom's Taxonomy (Sylvia, 2014). The learners' motivation component provide activities that will motivate the learner to learn; this motivational process will either be intrinsic or extrinsic Lumaug (2015). Moreover, according to Jones et al. (2010), social media have an impact on learners' performance, social media utilization will be more effective if the students will utilize productively, assignments making and researches, also the teachers.

Social media utilization is an effective way of making students assignment and teachers research work. (Elkaseh, Wong & Fung , 2016). As also found out by Moran (2011), eighty percent of the faculty report using social media for some aspect of a course they are teaching, users made use of social media as part of their academic and personal use.

It is cited by Selwyn (2010) that social media in higher education meanwhile, social media platform offers various sites in order to catch the research information. There are blogs, slideshares, youtube, google, wikipedia and yahoo websites which allow the teachers and students gather related topics. But, the confronting issues sited by the participants were the validity of the information retrieved in the sites. A teacher commented that some information has no basis and misleading. Moreover, with multiple gadget that be used for social media, the danger on the part of the student even teachers to get hook on social media software and application. Students became prone to vices presented in the internet that would in turn hampered the study habits and school performance.

4. METHOD

The research method used in the study is comparative, correlational, descriptive- research design that is dominantly quantitative. Comparative design research (Cristobal, Jr. & Cristobal, 2013) tends to investigate the correlations among variables. Comparative is utilized in the study to compare the quality of technology, utilization of social media and sociological impact to higher education institution.

This research study was also correlational in nature, because the data also determined whether the variables; Quality of technology and utilization, Quality of Technology and sociological impact and utilization and sociological impact of social media in Higher Education Institution would have relationship.

Another design used is descriptive (Cristobal, Jr. & Cristobal, 2013) for the purpose of portraying a population that has been chosen because of some specific characteristics. It is also used to determine the extent of direction of attitudes and behaviors.

Participants

The participants of the study are composed of two groups, permanent teachers and the students of the University. The total population of 4983 participants, was generated using the Slovin formula.

Statistical tool

In this study, the following statistical measurement is employed.

Simple Percentage. The simple percentage was used to determine the responses of the respondents in the variables.

Weighted Mean. This was used to assess the quality of technology, extent of utilization of social median and level sociological impact of Social Media in Higher Education Institution.

For the inferential statistics the following statistical tools were employed:

F- test. This is applied to compare the difference between the two sample means of students and teachers on the quality of technology, utilization and sociological impact of social media in higher education institution.

Linear regression. The purpose of this statistical treatment is to evaluate the relative impact of a quality of technology, utilization and sociological impact of social media in higher education institution on students and teachers.

Pearson r. This is used to measure the correlation between the quality of technology and utilization, quality of technology and sociological impact, and utilization and sociological impact of social media in the higher education institution.

5. FINDINGS

Table 1: Summary of the Variables

Variables	Students		Teachers		GM	Description
	M	Description	M	Description		
Quality of Technology	2.35	High	2.28	Moderate	2.32	Moderate
Utilization	2.36	High	2.29	Moderate	2.33	High
Sociological Impact	2.40	High	2.39	High	2.40	High
Grand Mean	2.37		2.32			
Description	High		Moderate			

Note: n = 229 – teachers ; students - 370

Scale: High 2.33-3.00; Moderate 1.67-2.32; Low 1.00-1.66

The table 1 shows the summary of the findings quality of technology, utilization and sociological impact of social media in higher education institution as perceived by teachers and students of Iloilo Science and Technology University. It can be noted that the students have high perception on social media in terms of quality of technology, utilization and sociological impact in higher education institution, specifically in ISAT U. On the other hand, the teachers have recognized the sociological impact of social media by displaying a high perception over it. While both quality of technology and utilization were viewed to be moderate.

Table 2: Difference in the Quality of Technology, Utilization and Sociological impact on Social Media in Higher Education Institution When Grouped into Students and Teachers.

Category	<i>T</i>	<i>Sig</i>
Quality of Technology		
Student	1.81	0.17
Teacher		
Utilization		
Student	2.32	0.086
Teacher		
Sociological Impact		
Student	0.22	0.536
Teacher		

Note: n = 229- teachers; 370- students

Scale: High 2.33-3.00; Moderate 1.67-2.32; Low 1.00-1.66

The table 2 shows the students and teachers difference on perception in terms of quality of technology of social media in higher education institution. The findings revealed the t-test for difference among means a t-value is not significant in terms of quality of technology (t= 1.81, p=0.17). Thus the null hypothesis is accepted.

In the meantime, in terms of utilization findings showed in the t-test for difference among means a t-value is also not significant. (t=2.32, p=0.86). Null hypothesis is rejected. Perception of teachers and students does not vary.

Sociological impact on the other hand, shows significant difference between teachers and students. Thus, null hypothesis is rejected.

Table 3: Relationship between Quality of Technology on Social Media and Utilization of Social Media as Perceived by the Students

<i>Utilization of Social Media Indicators</i>	<i>Quality of Social Media Indicators</i>							
	<i>Type</i>		<i>Location</i>		<i>Intended Use</i>		<i>Frequency and Duration</i>	
	<i>R</i>	<i>Sig</i>	<i>R</i>	<i>Sig</i>	<i>R</i>	<i>Sig</i>	<i>R</i>	<i>Sig</i>
Accessibility	0.343*	0.000	0.161*	0.002	0.240*	0.000	0.373*	0.000
Availability	0.298*	0.000	0.133*	0.011	0.196*	0.000	0.335*	0.000
Affordability	0.163*	0.002	0.187*	0.000	0.129*	0.013	0.161*	0.002

Note: n = 229 Scale: High 2.33-3.00; Moderate 1.67-2.32; Low 1.00-1.66

Table 3 presents the relationship between the quality of technology on social media and utilization of social media as perceived by the students. The result of Pearson's r test for association showed a significant relationship between quality of technology on social media in terms of Type, Location, Intended Use and Frequency and Duration; and utilization of social media in terms of Accessibility, Availability and Affordability as perceived by the students. The hypothesis therefore that the quality of technology on social media in terms of Type, Location, Intended Use and Frequency and Duration; and utilization of social media in terms of Accessibility, Availability and Affordability is significantly related is therefore rejected.

Table 4: Relationship between Quality of Technology on Social Media and Utilization of Social Media as Perceived by Teachers

<i>Utilization of Social Media Indicators</i>	<i>Quality of Social Media Indicators</i>							
	<i>Type</i>		<i>Location</i>		<i>Intended Use</i>		<i>Frequency and Duration</i>	
	<i>R</i>	<i>Sig</i>	<i>R</i>	<i>Sig</i>	<i>R</i>	<i>Sig</i>	<i>R</i>	<i>Sig</i>
Accessibility	0.464*	0.000	0.211*	0.001	0.352*	0.000	0.629*	0.000
Availability	0.714*	0.000	0.519*	0.000	0.624*	0.000	0.596*	0.000
Affordability	0.006	0.932	-0.116	0.080	0.043	0.520	0.204*	0.002

Note: n = 229 Scale: High 2.33-3.00; Moderate 1.67-2.32; Low 1.00-1.66

Table 4 presents the relationship between the quality of technology on social media and utilization of social media as perceived by teachers. The result of Pearson's r test for association showed a significant relationship between the quality of technology on social media in terms of Type, Location, Intended Use and Frequency and Duration; and utilization of social media in terms of Accessibility and Availability as perceived by teachers. However, there is no significant relationship between Affordability and Type (t=0.006, p=0.932) Affordability and Location (t = 0.116, p=0.080) and Affordability and Intended Use (t=0.520, p=0.520). The hypothesis therefore that the quality of technology on social media in terms of Type, Location, Intended Use and Frequency and Duration; and utilization of social media in terms of Accessibility and Availability as perceived by teachers is therefore rejected.

Table 5: Relationship between Quality of Technology on Social Media and Sociological Impact as Perceived by the Students

<i>Sociological Impact Indicators</i>	<i>Quality of Social Media Indicators</i>							
	<i>Type</i>		<i>Location</i>		<i>Intended Use</i>		<i>Frequency and Duration</i>	
	<i>R</i>	<i>Sig</i>	<i>r</i>	<i>Sig</i>	<i>r</i>	<i>Sig</i>	<i>r</i>	<i>Sig</i>
Extending Knowledge	0.379*	0.000	0.182*	0.000	0.127*	0.014	0.096	0.064
Degree of Relevant and Interest	0.292*	0.000	0.226*	0.000	0.278*	0.000	0.268*	0.000
Feedback and Participation	0.072	0.168	0.142*	0.006	0.156*	0.003	0.203*	0.000
Interaction	0.196*	0.000	0.098*	0.000	0.100	0.055	0.209*	0.000

Communication	0.152*	0.003	-0.018	0.730	0.180*	0.001	0.126*	0.015
Experimentation	0.262*	0.000	0.207*	0.000	0.240*	0.000	0.331*	0.000
Exposure	0.306*	0.000	0.159*	0.002	0.238*	0.000	0.389*	0.000

Note: n = 370 Scale: High 2.33-3.00; Moderate 1.67-2.32; Low 1.00-1.66

Table 5 presents the relationship between the quality of technology on social media and sociological impact as perceived by the students. The result of Pearson's r test for association showed a significant relationship between the quality of technology on social media and sociological impact as perceived by the students except for Extending Knowledge and Frequency and Duration (r=0.096, p=0.064); Feedback and Participation and Type (r=0.072, p=0.168); Interaction and Intended Use (r=0.100, p=0.055); and Communication and Location (r= -0.018, p=0.730).

Table 6: Relationship between Quality of Technology on Social Media and Sociological Impact as Perceived by Teachers

Sociological Impact	Type		Quality of Location		Technology Intended Use		Frequency and Duration	
	R	Sig	r	Sig	r	Sig	r	Sig
Extending Knowledge	0.543*	0.000	0.487*	0.000	0.531*	0.000	0.437*	0.000
Degree of Relevant and Interest	0.604*	0.000	0.445*	0.000	0.534*	0.000	0.462*	0.000
Feedback and Participation	0.498*	0.000	0.360*	0.000	0.569*	0.000	0.328*	0.000
Interaction	0.416*	0.000	0.199*	0.003	0.355*	0.000	0.393*	0.000
Communication	0.562*	0.000	0.205*	0.002	0.545*	0.000	0.422*	0.000
Experimentation	0.601*	0.000	0.477*	0.000	0.493*	0.000	0.494*	0.000
Exposure	0.642*	0.000	0.275*	0.000	0.538*	0.000	0.589*	0.000

Note: n = 229 Scale: High 2.33-3.00; Moderate 1.67-2.32; Low 1.00-1.66

Table 6 presents the relationship between the quality of technology on social media and sociological impact as perceived by teachers. The result of Pearson's r test for association showed a significant relationship between the quality of technology on social media in terms of type, location, intended use and frequency and distribution; and sociological impact in terms of Extending knowledge, Degree of Relevance and Interest, Feedback and Participation, Interaction, Communication, Experimentation and Exposure as perceived by teachers. The hypothesis therefore that the quality of technology on social media and sociological impact as perceived by teachers are not significantly related is therefore rejected.

Table 7: Relationship between Utilization of Social Media and Sociological Impact as Perceived by Students

Sociological Impact	Utilization					
	Accessibility		Availability		Affordability	
	R	Sig	R	Sig	r	Sig
Extending Knowledge	0.289*	0.000	0.306*	0.000	0.134*	0.010
Degree of Relevant and Interest	0.229*	0.000	0.237*	0.000	0.237*	0.000
Feedback and Participation	0.037	0.478	0.068	0.190	0.035	0.501
Interaction	0.243*	0.000	0.157*	0.002	0.107*	0.040
Communication	0.230*	0.000	0.217*	0.000	-0.030	0.571
Experimentation	0.150*	0.004	0.302*	0.000	0.103*	0.048
Exposure	0.412*	0.000	0.439*	0.000	0.258*	0.000

Note: n = 370 Scale: High 2.33-3.00; Moderate 1.67-2.32; Low 1.00-1.66

Table 7 presents the relationship between the utilization of social media and sociological impact as perceived by students. The result of Pearson's r test for association showed a significant relationship between the utilization of social media and sociological impact as perceived by the students except for Feedback and Participation and Accessibility ($r=0.037$, $p=0.478$); Feedback and Participation and Availability ($r=0.068$, $p=0.190$); Feedback and Participation and Affordability ($r=0.035$, $p=0.501$); and Communication and Affordability ($t=-0.030$, $p=0.571$). The hypothesis therefore that the utilization of social media and sociological impact as perceived by students are not significantly related is therefore rejected.

Table 8: Relationship between Utilization of Social Media and Sociological Impact as Perceived by Teachers

Sociological Impact	Accessibility		Utilization Availability		Affordability	
	<i>r</i>	<i>Sig</i>	<i>R</i>	<i>Sig</i>	<i>r</i>	<i>Sig</i>
Extending Knowledge	0.706*	0.000	0.699*	0.000	0.179*	0.006
Degree of Relevant and Interest	0.509*	0.000	0.598*	0.000	0.079	0.236
Feedback and Participation	0.140*	0.035	0.369*	0.000	0.064	0.331
Interaction	0.669*	0.000	0.510*	0.000	0.274*	0.000
Communication	0.530*	0.000	0.568*	0.000	0.039	0.558
Experimentation	0.092	0.163	0.488*	0.000	-0.302*	0.000
Exposure	0.657*	0.000	0.705*	0.000	0.240*	0.000

Note: $n = 229$ Scale: High 2.33-3.00; Moderate 1.67-2.32; Low 1.00-1.66

Table 8 presents the relationship between the utilization of social media and sociological impact as perceived by teachers. The result of Pearson's r test for association showed a significant relationship between the utilization of social media and sociological impact as perceived by the teachers except for Degree of Relevance and Feedback and Affordability ($t=0.079$, $p=0.236$); Feedback and Participation and Affordability ($t=0.064$, $p=0.331$) and Communication and Affordability ($t=0.039$, $p=0.558$). The hypothesis therefore that the utilization of social media and sociological impact as perceived by teachers are not significantly related is therefore rejected.

6. CONCLUSIONS

Based on the findings the following conclusions were advanced:

This study was anchored to Social Emerging Learning Theory. The quality of technology, utilization and sociological impact of social media in higher education institutions are benefited by both students and teachers. The students were able to use social media in advancing their learning capabilities through improving their communication and critical thinking skills. Furthermore, it widened the exposure of the students on up to date information relevant to their academic studies. Hence, the theory Social Emerging Learning Theory is deemed associated to this study on quality of technology, utilization and sociological impact of social media in ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY.

7. RECOMMENDATIONS

Based on the findings of the study and conclusions drawn, the following are the recommendations for further improvement of the study:

1. The respective higher education institutions thereby should provide more facilities that will further increase the quality of technology of social media in the school.
2. The office of the instruction of the higher education institution should also consider the encouragement to all teachers to possibly include the use of social media in their instruction to engage the students in further discovery of knowledge, promote virtual communication and interaction, develop critical thinking on evaluation of information presented, usher participation in the class and in other venue of learning and investigate and organize knowledge.

3. Library computer access to social media should be advanced by the administration in terms of allocation of funds and facilities.
4. It should be inculcated therefore to the students the pros and cons they may acquire in their utilization of social media in whatever intended use it would be. The teachers on this concern should bear in mind to establish substantive awareness orientation knowing that the information can be easily and freely taken online.
5. The administrative leaders is also encourage to support the use of social media on higher education institution. Their support to the delivery of sustainable quality of technology and utilization of social media have significance in the learning and improvement of instruction.
6. Importance of enhancement training on the part of the teachers on social media is viewed to be necessary. With this, training to the teachers should be conducted to social media related courses to be able to facilitate quality and at par education for the 21st century learners of the Filipino nation and produce competitive and competent citizens for national and economic development.
7. This study focused on the social media in higher education institution. In lieu of this, a study should be conducted on the coping mechanism of students and teachers on social media education. This is to find out how the non-user of social media adjust and catch up with modern way of learning.

Challenges on Quality of technology, Utilization and Sociological Impact of Social Media on HEIs

Many of the students and teachers have hitches in the connection of internet due to poor signal. Some mentioned that they got to go and stay in a certain corner or place just to get connected. While others are using their android mobile phone in connecting to internet, being place where signal is weak and unstable. Making them unable to instantaneously surf the internet when the demand is present. Downloading files were slow and took almost a day to be finished consumed so much of time and money. This limited the accessibility of the students and teachers in the information coming from social media. Aside from this, simultaneous use of the computer units in the internet café made the students' access social media tougher.

Even though social media is very convenient to most of the teachers and students, few strains limit them to use this medium. On the part of the teachers, one mentioned that there is not enough available units of computer having internet access in the institution or their faculty room for them to readily surf the internet for additional updated information for their instruction. Others also mentioned that availability of internet is not present in their houses, that they could not at any available time at home can surf the internet.

Consequently, with the advent of the free wifi in some strategic location, especially in most business establishment, permits users to access social media for free. Same true also in some governmental agencies and offices like in SUCs. In SUCs internet access is viewed important, with this teachers and students have access to the available websites. Challenges though compel the teachers and students to the limited accessibility. Yet wifi connectivity of the users is very minimal.

Moreover, it was mention by student participant the dilemma and experience she encountered in social media is the prevalence of cyber misdemeanor and offenses. Though it is generally viewed that social media platform aids the communication hindrances but, sometimes it is being used as instrument to offend and harass the other party. Social media is as well used by others to cyberbully other people. This is very common among students who classified as teenagers. In turn, in some cases this became a reason of students' dropout or withdrawal in society.

SOCIAL MEDIA MODEL

The HEIs Social Media model, shown in Figure 3, depicts an idea that there are three factors of social media affecting the higher education institutions: (1) Quality of Technology, (2) Utilization and (3) Sociological Impact. The Quality of Technology is characterized by type, location, intended use and frequency and duration. Meanwhile, the Utilization of social media is expounded by accessibility, availability and affordability. And the Sociological impact is elucidated by extending knowledge, degree of relevant and interest, feedback and participation, interaction, communication, experimentation and exposure.

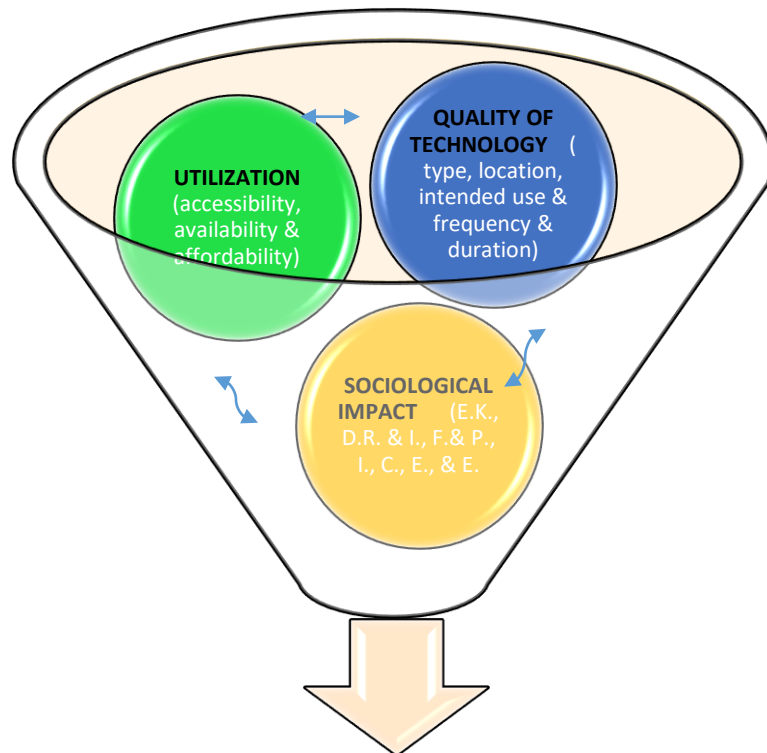


Figure 2: Social Media Model in ISAT U

The social media in higher education institutions is based on the quality of technology, utilization and sociological impact that are exemplified by the teachers and students.

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