International Journal of Research Publication and Reviews

LEARNING WITH SOCIAL MEDIA: UNDERSTANDING BS ACCOUNTANCY - 3RD YEAR STUDENTS' INFORMATION-SEEKING BEHAVIOR IN DIGITAL LEARNING ENVIRONMENT

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https://doi.org/10.55248/gengpi.2022.3.6.10

A B S T R A C T

This research aimed to understand the UEP BS Accountancy-3rd year students' information-seeking behavior in social media in the 2nd semester of the academic school year 2020-2021. This study intended to know the students' social media preferences to assure a competitive advantage in today's technology driven information society. Specifically, this study aimed to: determine the respondents' social media preference in seeking and sharing information; identify the respondents' reasons for the use of ICT; measure the respondents' attitude towards learning with social media; ascertain the respondents' affinity in using social media; test the relationship of the respondents' reasons for the use of ICT and attitude towards learning with social media; and, test the relationship of the respondents' attitude towards learning and affinity on social media. This study was conducted in the College of Business Administration of the University of Eastern Philippines. It employed an inferential and descriptive survey research. The respondents of this study were the twenty-four (24) third year students of BS Accountancy from the College of Business Administration. The researcher adopted the research instrument utilized by North Texas, USA higher education learning technologies which was the Learning Preference Survey Battery. Results showed that in social media learning preference/s, Google ranked first, with a 23 frequency and 95.2 percent, which indicates that it is the most visited platform in terms of information seeking as it offered a wide array of information. In reasons for using ICT, majority of the respondents use it to keep updated on the current topics related to their study with a weighted mean of 4.83. In attitude towards learning with social media, majority of the respondents who use social media, with a mean of 4.46, are able to keep posted on what is happening around the world. In affinity in using social media, majority of the respondents, with a weighted mean of 4.63, agree that many people are too attached to their smart phones. Also, in the test of relationship of the respondents' reasons for the use of ICT and attitude towards learning with social media, result showed that there is no significant relationship. In the test of relationship of the respondents' attitude towards learning and affinity on social media, result showed that there is no significant relationship. The study recommends that the importance of the reliability of the sources in seeking information should be emphasized and students should be trained on how to seek correct and reliable information and practice appropriate search strategies and tactics for different social media use and critical information evaluation. With the current mode of learning, it is therefore recommended that teachers should integrate technology use in the teaching and learning process where students can utilize social media to increase their participation and performance. It is also advised that teachers should established online rules and etiquettes when there is an online meeting or class. Information literacy education program is highly suggested by the researcher. Lastly, the university should also allow the access of smart phones during lectures if NEEDED, provide free Wi-Fi not just in the premises of the University and also support free cellular prepaid load for all students.

Keywords: learning, social media, reasons, attitude, affinity, BS-Accountancy, information-seeking behavior, UEP

1. INTRODUCTION

In today's digital age, it is impossible to imagine learning environment without ICT. The Information Communication Technology (ICT) teaches emerging citizen's valuable knowledge and skills through different forms such as the social media. In fact, social media has become the platform of content-sharing and interaction on any subject from anywhere quickly and almost immediately. Study also shows that ICT significantly affect the learning process of students. The widespread use of social media among the students particularly in BS Accountancy-3rd year students prompted this research. The researcher was interested in exposing the different kinds of social network used by the BS Accountancy-3rd year students such as Facebook, Google Plus, LinkedIn, Google Scholar and others.

In connection, this mini-research tried to understand the BS Accountancy-3rd year students' information-seeking behavior in digital learning environment. It specifically aimed to determine their social media preference in seeking and sharing information, identify the reasons for the use of ICT, measure their attitude toward learning with social media; and, ascertain their affinity on social media.

Through this mini-research, understanding their behavior in terms of information in social media will give the students' assurance of a competitive advantage in today's technology driven information society.

2.   OBJECTIVES OF THE STUDY

This study generally intended to know the students' social media preferences to assure a competitive advantage in today's technology driven information society.

Specifically, this study aimed to:

1. determine the respondents' social media preference in seeking and sharing information;

2. identify the respondents' reasons for the use of ICT;

3. measure the respondents' attitude towards learning with social media;

4. ascertain the respondents' affinity in using social media;

5. test the relationship of the respondents' reasons for the use of ICT and attitude towards learning with social media; and,

6. Test the relationship of the respondents' attitude towards learning and affinity on social media.

3.   METHODOLOGY

This study was conducted in the College of Business Administration of the University of Eastern Philippines. It employed an inferential and descriptive survey research. The respondents of this study were the twenty-four (24) third year students of BS Accountancy from the College of Business Administration during the 2nd semester, academic year 2020-2021. The researcher adopted the research instrument utilized by North Texas, USA higher education learning technologies which was the Learning Preference Survey Battery. It includes three instruments: the Information and Communication Technology Learning (ICTL) survey; Social Media Learning (SML) survey; and Technology Affinity Survey (TAS) to determine and measure the respondents' information seeking behavior through social media. The researcher opted to employ the online survey questionnaire through the aid of Google Forms. For easy and convenient data gathering, the researcher sent the google form link to the respondents.

Frequency count, percentage mean and Pearson Product Correlation were used to analyze the data obtained from the respondents. For the social media preference, it was measured and interpreted through frequency, percentage and ranking from 1 as the highest to 5 as lowest. For reasons for the use of ICT, attitude towards learning with social media, and affinity towards learning with social media, they were measured and interpreted through this scoring:

Numerical Equivalent	Statistical Limits	Interpretation
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Neutral
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

4.   4. RESULTS AND DISCUSSION

Social Media Learning Preference/s:

Table 1 presents the social media learning preference/s of BS Accountancy-3rd year students in terms of information seeking and sharing. The top five most preferred media learning tools are, Google, Facebook, YouTube, Google Plus and LinkedIn.

Google ranked first which indicates that it is the most visited platform in terms of information seeking as it offered a wide array of information. Facebook ranked second. It means that the BS Accountantcy-3rd year students preferred this social media learning tool in terms of information seeking and sharing because it offers a lot to its users; from posting messages to video or photo sharing. It also provided immediate feedback and it engaged them in social interactions. YouTube ranked third which shows that many students preferred this social media learning tool because of its convenience. Students do not need to read because information was presented through videos which is also commonly known as the "YouTube Tutorials". Others information seeking platforms such as (Instagram, Tumbler, Pinterest and Yahoo) ranked 4th and Twitter ranked 5th which signifies that these social media learning tools are also a great help to students' academic endeavors. Google Scholar and Google Plus ranked 6th and 7th which are beneficial to the students in engaging in significant learning platforms.

Most of the respondents preferred a social media tool that can offer different kinds of information about anything in just one click; a medium that can provide a background information or quick overview about a certain topic. In addition, students also preferred a convenient way of seeking information just like what Google can offer. It implies that the students' motivating factors in seeking information were convenience and easy access to information in addition to the content associated with specific social media types. On the other hand, the result shows that the respondents were indifferent to LinkedIn. The researcher concluded that it may be because of the information provided in the medium were hard to comprehend and the terms were too technical.

TABLE 1: FREQUENCY DISTRIBUTION OF SOCIAL MEDIA LEARNING PREFERENCE OF BS ACCOUNTANCY-3RD YEAR STUDENTS

Social Media Preference	%	F	Rank
Google	95.8	23	1
Facebook	79.2	19	2
YouTube	66.7	16	3
Others (Instagram, Tumbler, Pinterest and Yahoo)	37.5	9	4
Twitter	33.3	8	5
Google Scholar	12.5	3	6
Google Plus	4.2	1	7
TOTAL	**100%**	**79**	

Reasons for Using Information Communication Technology (ICT):

Table 2 presents the responses of the students as to the reasons for the use of ICT or social media. Majority of the respondents use Internet Communications Technology to keep updated on the current topics related to their study with a weighted mean of 4.83. It was followed by students like to use social media to explore topics of interest with a mean of 4.75.

In the current academic situation, the respondents like to enroll in classes to continue their education and use Internet communication technology to help in their studies which both have a weighted mean of 4.71. With a mean of 4.58, the respondents also like to use social media when they want to learn about something new. Moreover, with a mean of 4.5, the respondents use ICT to learn more when they regulate their own learning experience and seek information things that they want to learn about.

Results also shows that the respondents like to take online classes from good professors and they also think that learning interaction in social media should be integrated inside the classroom which both have a mean of 4.46.

The respondents pointed out, which also reflects in the weighted mean of 4.42, that they learn best in a traditional classroom setting than learning with social media because the things that they wanted to know are taught by instructors in the classroom with a mean of 4.21. The researcher infers that this is also something to do with the pandemic wherein students are left with no choice but opt to use flexible and modular learning. It may be also because other students have no access to internet connectivity and gadgets which are vital in today's mode of learning.

Moreover, with a mean of 4.13, the respondents learn many things by interacting with other Internet users. They also use social media to post information that might be of interest to others and with a mean of 3.92. Also, with a mean of 3.5, the respondents use social media to participate in an online community.

The respondents like to use Internet Communication Technology tools for self-expression with a mean of 3.71 and lastly, to share interests and reflections online with a mean of 3.46.

Majority of the respondents use Internet Communications Technology to keep updated on the current topics related to their study. This means that the respondents used ICT and social media not just to discover things that would catch their attention and awaken their interest but also aid them in their academic endeavor. On the other hand, few of the respondents agreed that the reason they use ICT or social media was to share interests and reflections online. This indicates that few of them agreed to engage in recounting and reflection on a certain experience and social interactions online. Overall, with a total mean of 4.31, the respondents strongly agree in their reasons for the use of ICT.

The preceding statements mean that the respondents had different reasons in choosing to interact with social media. It is interesting to note that their most preferred social media tool in terms of information seeking and sharing is Google as majority of them use Internet Communications Technology

to keep updated on the current topics related to their study. It means that their primary reason for utilizing the medium is for social networking - to find things that would catch their attention, to get news and updates, and for information seeking purposes.

TABLE 2: REASONS FOR THE USE OF ICT

Statements	SD	D	N	A	SA	N	Weighted		Interpretation
	1	2	3	4	5		Total	Mean	
1. I use Internet Communications Technology to keep updated on the current topics related to my study.	0	0	0	4	20	24	116	4.83	Strongly Agree
2. I use social media to explore topics of interest.	0	0	0	6	18	24	114	4.75	Strongly Agree
3. I like to enroll in classes to continue my education.	0	0	1	5	18	24	113	4.71	Strongly Agree
4. I use Internet communication technology to help me in my studies.	0	0	0	7	17	24	113	4.71	Strongly Agree
5. I use social media when I want to learn about something new.	0	1	0	7	16	24	110	4.58	Strongly Agree
6. I learn more when I regulate my own learning experience and seek information on things that I want to learn about.	0	0	2	8	14	24	108	4.5	Strongly Agree
7. I like to take online classes from good professors.	0	0	3	7	14	24	107	4.46	Strongly Agree
8. Interactive communication in social media should be included in classroom learning.	0	0	2	9	13	24	107	4.46	Strongly Agree
9. I learn best in a traditional classroom setting than learning with social media.	0	0	4	6	14	24	106	4.42	Strongly Agree
10. The things I need to know are taught by instructors in the classroom.	0	0	4	11	9	24	101	4.21	Strongly Agree
11. I learn many things by interacting with other Internet users.	0	0	4	13	7	24	99	4.13	Agree
12. I post information that might be of interest to other people.	0	2	4	12	6	24	94	3.92	Agree
13. I would like to be a participating member of an online community.	0	1	7	11	5	24	92	3.83	Agree
14. I use Internet Communication Technology tools for self-expression.	0	1	9	10	4	24	89	3.71	Agree
15. I like to share interests and reflections online.	0	1	13	8	2	24	83	3.46	Agree
Grand Mean								4.31	Strongly Agree

Attitude towards Learning with Social Media:

Table 3 presents the attitude towards learning with social media in terms of information seeking and sharing of the BS Accountancy-3rd year students.

Majority of the respondents who use social media, with a mean of 4.46, are able to keep posted on what is happening around the world. This is also because they are able to update their selves on everyday events with a mean of 4.29. With a mean of 4.25, it shows that they enjoy using social media and at the same time learn new things.

Result also shows that the respondents like to post questions to their peers to help them understand their readings better which has a mean of 4.00. In addition, with a mean of 3.92, the respondents agree that using social media will affect their health condition.

With the same mean of 3.88, majority of the respondents agree that they are able to share their own ideas and express feelings about a certain thing, feel a sense of community learning becomes interactive, and able to get faster feedback from their peers. They also agree that using social media will make student become social media dependent in seeking information. This is also evident in the results presented in Table 1 where it was discovered that students primarily use Google in their search for information.

Moreover, with a mean of 3.79, respondents are able to communicate effectively. However, they also agree that social media could be used to harm other people which has 3.67 weighted mean.

Majority of the respondents also agree that it will affect their daily life with social media's absence with a mean of 3.46. Also, using social media impedes in students' learning and directly affects the students' attendance in school with a mean of 3.42.

However, with a mean of 2.92, results shows that the respondents are neutral that using social media have increase their participation in classes when they are allowed to contribute through it. They are also neutral when asked if they are able to connect with their peers more easily than face-to-face.

This points out that majority of the respondents' attitude towards using social media is to keep posted on what's happening around the world. However, the respondents were neutral as to the increase of participation when contributing to social media and when connecting with their peers online and offline. Overall, the respondents agree in their attitude towards learning with social media which has a total mean of 3.76.

The findings revealed that the attitude of the respondents towards using social media in information seeking is positive. They were able to find enjoyment in it and at the same time learn new things. This was because social media has a lot to offer with different kinds of information. In other words, social media provided entertainment to its users and at the same time educate them. On the other hand, the respondents utilized social media relevant in their studies and there were times when they do not depend on it. As to the absence of social media, they neither agree nor disagree if it could affect their daily lives. It was because they thought that social media can be of great help to them but they can also survive without it. Also, it can be concluded that the respondents are well-aware of the negative effects to their health and the consequences brought by using too much social media.

TABLE 3: ATTITUDE TOWARDS USING SOCIAL MEDIA

Statements	SD	D	N	A	SA	N	Weighted		Interpretation
	1	2	3	4	5		Total	Mean	
1. I am able to keep posted on what's happening around the world.	0	1	1	8	14	24	107	4.46	Strongly Agree
2. I am able to update myself on everyday events.	0	1	2	10	11	24	103	4.29	Agree
3. I am able to enjoy it and at the same time learn new things.	0	0	6	6	12	24	102	4.25	Strongly Agree
4. Posting questions to my peers help me understand my readings better.	0	0	6	12	6	24	96	4.00	Agree
5. It will affect our health condition.	0	2	4	12	6	24	94	3.92	Agree
6. I am able to share my own ideas and express feelings about a certain thing.	0	0	8	11	5	24	93	3.88	Agree
7. I feel a sense of community learning becomes interactive.	0	1	4	16	3	24	93	3.88	Agree
8. I am able to get faster feedback from my peers.	0	1	7	10	6	24	93	3.88	Agree
9. It will make student become social media dependent in seeking information.	0	2	5	12	5	24	92	3.83	Agree
10. I am able to communicate effectively.	0	1	5	16	2	24	91	3.79	Agree
11. Social media might use to harm other people.	2	2	3	12	5	24	88	3.67	Agree
12. It will affect our daily life when social media's absence.	1	3	9	6	5	24	83	3.46	Agree
13. Using Social Media impedes in students' learning and directly affects the students' attendance in school.	0	4	9	8	3	24	82	3.42	Agree
14. I increase my participation in classes when I am allowed to contribute through social media.	2	5	10	7	0	24	70	2.92	Neutral
15. I am able to connect with peers more easily than face-to-face.	2	7	10	5	0	24	66	2.75	Neutral
Grand Mean								3.76	**Agree**

Affinity in using Social Media:

Table 4 presents the affinity in using social media of the BS Accountancy-3rd year students.

Majority of the respondents, with a weighted mean of 4.63, agree that many people are too attached to their smart phones. They also agree, with a mean of 4.00, that there are certain events during which all electronic devices should put away. Also, according to the respondents, some people are too absorbed in electronic communications to really listen face to face which has a 3.88 mean.

Results also revealed, with a mean of 3.75, that the respondents agree that they feel disturbed if they go out and forget to bring their cell phones. They also agree that many people have good friends they met via social networks which has a mean of 3.71. Respondents agree with a 3.67 mean that getting married via computer connection is taking the internet a bit too far.

With the same mean of 3.58, respondents agree that their attention is often distracted by email or text messages when they are talking to someone and on their perception that their computer is just as important to them as their wallet or purse. Respondents also agree with a mean of 3.42 that it is impolite to work on a computer in the audience during a presentation.

On the other hand, respondents are neutral if they would not use the internet to find a babysitter with a mean of 3.38. They are also neutral that they sometimes feel that they are a slave to the technologies that surround them with a mean of 3.29. With a mean of 3.25, they are neutral when communicating with their friends mostly by text message. They also feel agitated when they are away from the internet for more than a day which has a 3.13 mean. They often type text messages while walking down the street which has a mean of 3.00. Also, with a mean of 2.96, they sometimes check email messages during meetings.

Moreover, the respondents are neutral, with a mean of 2.71, when they sometimes feel more available to their electronic devices than to their family. They also feel that it's okay to send text messages while carrying on a face to face conversation which has a mean of 2.66.

On the other hand, the respondents disagree that many relationships are easier to maintain on Facebook-type social media and computer is a better companion than a pet which have both a mean of 2.33. With a mean of 2.29, respondents also disagree that they would use an online dating service. Lastly, they disagree with a mean of 2.13 that they prefer to socialize on social media rather than face to face.

Majority of the respondents were more immersed in technology interaction. It was because majority of them agree that many people are too attached to their smart phones. They have also agreed that most of them are too absorbed in it than personal interaction. Perhaps for them, using social media connects them from anywhere to anyone quickly and almost immediately. Online interaction is preferred by the respondents than personal interaction because it also offered a lot in a single sphere. They do not need to meet with their friends. Instead, they can do it online through Skype or video call in messenger as it is more convenient for them.

However, the respondents disagreed to use online dating services. This basically means that inasmuch as they like using social media, they were also aware of the harm it could cause them. Overall, the respondents are neutral in the affinity in social media use which has a total mean of 3.16.

TABLE 4: AFFINITY FOR SOCIAL MEDIA

Statements	SD	D	N	A	SA	N	Weighted Total	Mean	Interpretation
	1	2	3	4	5				
1. Many people are too attached to their smart phones.	0	1	0	6	17	24	111	4.63	Strongly Agree
2. There are certain events during which ALL electronic devices should put away	0	0	7	10	7	24	96	4	Agree
3. Some people are too absorbed in electronic communications to really listen face to face.	0	1	5	14	4	24	93	3.88	Agree
4. I feel disturbed if I go out and forget my cell phone.	0	4	4	10	6	24	90	3.75	Agree
5. Many people have good friends they met via social networks.	0	3	4	14	3	24	89	3.71	Agree
6. Getting married via computer connection is taking the internet a bit too far.	1	2	7	8	6	24	88	3.67	Agree
7. My attention is often distracted by email or test messages when I am talking to someone.	0	3	6	13	2	24	86	3.58	Agree
8. My computer is just as important to me as my wallet or purse.	0	2	9	10	3	24	86	3.58	Agree
9. It is impolite to work on a computer in the audience during a presentation.	0	3	10	9	2	24	82	3.42	Agree
10. I would not use the internet to find a babysitter.	0	5	9	6	4	24	81	3.38	Neutral
11. I sometimes I feel I am a slave to the technologies that surround me.	2	5	6	6	5	24	79	3.29	Neutral
12. I communicate with my friends mostly by text message	1	3	10	9	1	24	78	3.25	Neutral

13. I feel agitated when I am away from the internet for more than a day	2	6	7	5	4	24	75	3.13	Neutral
14. I often type text messages while walking down the street.	4	5	6	5	4	24	72	3.00	Neutral
15. I sometimes check email messages during meetings.	1	7	8	8	0	24	71	2.96	Neutral
16. Sometimes I feel more available to my electronic devices than to my family	5	8	3	5	3	24	65	2.71	Neutral
17. It's okay to send text messages while carrying on a face to face conversation.	2	8	11	3	0	24	63	2.66	Neutral
18. Many relationships are easier to maintain on Facebook-type social media.	3	14	4	2	1	24	56	2.33	Disagree
19. For me, a computer is a better companion than a pet.	6	9	5	3	1	24	56	2.33	Disagree
20. I would use an online dating service.	7	9	4	2	2	24	55	2.29	Disagree
21. I prefer to socialize on social media rather than face to face.	5	12	6	1	0	24	51	2.13	Disagree
22. I sometimes check text messages while driving.	11	9	2	2	0	24	43	1.79	Strongly Disagree
Grand Mean								**3.16**	**Neutral**

Test of Relationship of the Respondents' Reasons for the Use of ICT and Attitude towards Learning with Social Media:

Table 5 shows that since the significant value of 2-tailed is 0.380 is greater than 0.05 level of significance, there is no significant relationship between the respondents' reasons for the use of ICT and attitude towards learning with social media. This basically means that the BS-Accountancy 3rd-year students' reasons for their use of ICT has nothing to with their attitude towards learning with social media. It implies that the respondents have different reasons for the use of ICT and their attitude depends on the circumstances or situations they are into.

Moreover, it implies that even if the respondents use Internet Communications Technology to keep them updated on the current topics related to their study, it does not make them social media dependent. Also, though they agree that using social media impedes in their learning and directly affects attendance in school, it can be concluded that there is little to no evidence to the claim that there is an interrelationship between reasons for the use of ICT and the respondents' behavior and attitude.

TABLE 5: TEST OF RELATIONSHIP OF THE RESPONDENTS' REASONS FOR THE USE OF ICT AND ATTITUDE TOWARDS LEARNING WITH SOCIAL MEDIA

Variables	Sig. (2-tailed)	Interpretation
Attitude	.380	Not significant
Reasons		

Test of Relationship of the Respondents' Attitude towards Learning and Affinity on Social Media

Table 6 that since the significant value of 2-tailed is 0.728 which is greater than 0.05 level of significance, there is no significant relationship between the attitude towards learning with social media and affinity on social media. This means that the respondents' attitude towards learning has no correlation with their affinity on social media.

It also implies that even if the respondents enjoy using ICT because they learn new things and gain knowledge through it, it does not mean that they are fond of using it as results also shows that they are aware of the negative effects and consequences of too much using or interacting with social media. Also, they know that being a user has a responsibility and being affectionate on using Social Media may or may not developed unhealthy behaviors.

TABLE 6: TEST OF RELATIONSHIP OF THE RESPONDENTS' ATTITUDE TOWARDS LEARNING AND AFFINITY ON SOCIAL MEDIA

Variables	Sig. (2-tailed)	Interpretation
Attitude	.728	Not significant
Affinity		

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the foregoing findings, the following conclusions were drawn:

1. The respondent's social media preference was Google which means that it was the most visited platform which supported them in their academic pursuits.

2. Their primary reason for utilizing the social media tools is for social networking - to find things that would catch their attention, to get news and updates, and for information seeking purposes.

3. Because of the pandemic and the sudden shift of pendulum in teaching and learning, the respondents have become immersed in technology interaction.

4. It can be concluded that the respondents are well-aware of the negative effects to their health and the consequences brought by using too much social media.

5. The reasons for the respondents' use of ICT have nothing to with their attitude towards learning with social media.

6. Also, their attitude towards learning has no correlation with their affinity on social media.

Based on the findings of the study the following recommendations were formulated:

1. Almost all students preferred Google in terms of information seeking hence, the researcher recommends that the importance of the reliability of the sources in seeking information should be emphasized. However, this also poses significant changes particularly on their dependence on the preferred social media tools in today's academic setting. Teachers should encourage students not to fully depend on the information gathered from these platforms as it might not always be reliable. The use of other platforms and tools such as Google Scholar and LinkedIn which offers significant and relevant information related to their academic field should also be encouraged.

2. Majority of the respondents' reason for the use of Internet Communications Technology is to keep updated on the current topics related to their study. The researcher recommends that students should be trained on how to seek correct and reliable information and practice appropriate search strategies and tactics for different social media use and critical information evaluation.

3. Majority of the respondents who use social media are able to keep posted on what is happening around the world. They also enjoy as they learn new things in using it. With the current mode of learning, it is therefore recommended that teachers should integrate technology use in the teaching and learning process where students can utilize social media to increase their participation and performance. Perhaps, teachers can devise activities and assignment with social media use to aid students in their pursuit of information-seeking and sharing.

4. Majority of the respondents agree that many people are too attached to their smart phones. Though, results showed that there is a neutral response in the respondent's affinity on social media, it is advised that teachers should established online rules and etiquettes when there is an online meeting or class.

5. Results showed that the respondents were heavy users of social media and it is their primary medium in seeking information. Thus, information literacy education program is highly suggested by the researcher.

6. The university is adapting technology use to aid in the teaching and learning process. It is therefore recommended that the university should also allow the access of smart phones during lectures if NEEDED, provide free Wi-Fi not just in the premises of the University and also support free cellular prepaid load for all students.

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