

THE PERCEIVED INFLUENCE OF SOCIAL MEDIA ON THE FACILITATION OF LEARNING OF THE THIRD-YEAR COLLEGE STUDENTS DURING THE COVID-19 PANDEMIC

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Abstract

This study sought to determine the influence of social media on the perceived improvement on the facilitation of learning of the third-year college students of Baliuag University during the outbreak of the COVID-19 pandemic.

The researchers used the descriptive research design using a survey questionnaire to find the answers to the research problems. Fifty-six respondents from different degree programs were chosen through convenience sampling. The findings revealed that social media became more useful for the students during the pandemic as most of them used it for educational purposes. Moreover, social media had a significant and positive influence on the facilitation of learning of the students during the pandemic.

Keywords: social media, facilitation, covid-19 pandemic

Introduction

The rapid growth of human intelligence transformed the way people communicate into a global, faster, and more convenient platform. Raacke and Bonds-Raacke (2008) stressed that the evolution of the Internet as a new communication tool changed the way people interact. According to the report of Kemp (2020), there were 73 million social media users recorded in the Philippines in the first month of 2020. The top five most used platforms were

Facebook, YouTube, Facebook Messenger, Instagram, and Twitter. The Philippines became the capital of social media in the world because Filipino social media users have a very high usage time averaging four hours per day. Also, the Filipinos are known as early technology adopters yet the system cannot keep up with all the population needs. (Sanchez, 2020). Social media helps people, especially the students, in today's set-up of online classes due to the COVID-19 pandemic.

According to the World Health Organization (WHO), Coronaviruses are a large family of viruses that are known to cause illnesses ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Novel Coronavirus is an infectious disease caused by a newly found strain of coronavirus, a kind of virus that is known to infect the respiratory system of humans.

Schools are also among those closed by the government like other establishments to further alleviate the spread of COVID-19. While countries are at different points in their COVID-19 infection rates, there are currently more than 1.2 billion children in 186 countries worldwide who are affected by the closure of schools due to the pandemic. (Li and Lalani, 2020). School classes are now held online through video lectures, video conferencing, online activities, and more.

Facilitation of learning is a method and process of acquiring knowledge and understanding from educational lessons, activities, and performances at ease. According to Amnesty International, generally speaking, facilitation is defined as making things occur easily, or making something possible. Facilitation is an enabling and guiding process which creates and supports space for purposeful engagement and participation. . Students who use social media wisely can help improve their facilitation of learning. (Kulidtod & Pasagui, 2017.)

The purpose of this study is to look at how social media has influenced the perceived improvement in the facilitation of learning of the third-year college students of Baliuag University during the COVID-19 pandemic.

Significance of the Study

This study was conducted to find how social media has influenced the perceived improvement of student's facilitation of learning during the COVID-19 pandemic. The following groups may benefit from the findings of this study:

Students. This study was presented for students to further understand the influence of social media on their facilitation of learning during the COVID-19 pandemic. As they are the direct recipients of this research, they will be able to perceive how their usage of social media during the outbreak of the pandemic has led to the improvement of their facilitation of learning.

Parents. This research benefits the parents of the students as they will understand the reasons behind their children's facilitation of learning as well their purpose of using social media, especially during the COVID-19 pandemic.

Teachers. This study will make the teachers understand student's behavior when using social media, which they can apply to make them more academically productive while taking advantage of its use.

Administrators. This information helps the administrators to determine and to create a good learning environment for their teachers and students with the use of social media. It benefits them as they can use it as a channel for improving their academic ventures.

Future Researchers. This research can serve as reference data for future researchers as they can use it for conducting their new studies.

Review of the Related Literature

Social Media

In today's social world, no one would imagine themselves living without the use of social media and the internet. Social media plays a vital role in the current generation and is one of the most popular forms of media. Social media is the collective channel of online communication to community-based input, exchange of information, sharing of contents, and collaborations (Damota, 2019). Social media allows teenagers to accomplish tasks online that are also important offline like staying connected to relatives and friends, creating a new friendship, sharing content, and exchanging thoughts. A minority of youth also use the new media to explore interests and look for information that is not available to their school or local communities (Ito et al, 2008). In the current society, social media plays a necessary role in student's learning behavior to achieve their sustainable education. The impact of social media on it has become a very important and impelling factor. As the world has emerged into a global village, technology usage has made the world smaller through social media and it has become one of the tools of education (Abbas et al, 2019).

Education during the COVID-19 Pandemic

An unexpected turn of events came. An unknown virus reared its ugly head towards the end of 2019 and made the whole world stop, from businesses to the lives of the people, and even education. The COVID-19 pandemic forced Education officials, university administrators, and other school leaders to look for an alternative and traditionally based learning system of the physical classroom. Institutions encouraged faculty members to use social media to communicate with the students (Sobaih et al., 2020). The COVID-19 pandemic impacted the whole educational

operation across the world; every school transitioned from the traditional face-to-face class to distance learning or online learning (Shahzad et al, 2020).

In different disciplines and contexts, at the individual instructor and institution levels, educators are experimenting with the new form of instruction. Learners from the current generation have been called the 'digital natives' associated with their familiarity with digital technology. However, it is still a question if the students are ready for the new learning instruction (Adams et al, 2018). In the study conducted by Gonzalez et al. (2020), the students tend to not study continuously before. However, the COVID-19 pandemic changed the students' learning strategies into more continuous habits that have improved their efficiency.

Social Media Influence on Education

Some students use social media to maintain or build relations that are not possible through face-to-face interaction (Pacheco, 2020). Students who use the internet for social networking sites are 96% (Gupta, 2016). Most college students prefer to spend more time on social media which affects student's efficiency (Wang et al., 2011). In a study conducted by Wilson (2018), 74.8% of his respondents said that social media affect their spelling ability negatively while 32.4% of the respondents believed that social media affects their spelling ability positively.

Meanwhile, Cabrera (2018) stressed in his conclusion that social media impacted English language learning positively. However, there are some downsides and some threats that interfere when one is learning. Social media became an effective platform to provide information, a considerable amount of language input, interaction with some native language speakers, and new ways of learning. But this media can also provide a distraction to the language learners with all of the misinformation, unscholarly and

ungrammatical contents, and not in-person communication. Hoih (2017) stated in his study that social media has a negative influence on the academic performance of students. Eighty-one percent of the respondents in the study feel that because of social media, they would not be able to concentrate on their studies and they always got distracted.

Acheaw and Larson (2015) concluded in their study that the students having internet access with their phones must be encouraged to use it for research or educational purposes rather than chatting with friends.

Online Learning During COVID-19 Pandemic

In George and Thomas's (2020) recent study, they pointed out that most of the students are now suffering from different issues such as anxiety, depression, fear of being infected by the virus, uncertainty because of the pandemic and the operation of quarantine is connected with it. One factor that students need for attending online classes is that they are afraid to miss the whole academic year because of COVID-19 and they do anything to pass the course (Gonzalez et al, 2020).

Empirical evidence showed that students and teachers were satisfied with the experience of online learning in academic support tools. Furthermore, students and teachers were reported to prefer discussion forums as the most appropriate tool for academic courses under the COVID-19 lockdown (Van Wyk, 2020).

Theoretical Framework

The uses and gratifications theory

The uses and gratifications theory, developed by Elihu Katz and Jay Blumler, seeks to explain the relationship between an audience and how this audience uses the media (Turney, n.d). According to Karimi, et al (2014), the presence

of online communication has brought the significance of uses and gratifications. The users have full control of what they want to do with the media and as well as the effect of media on them. The uses and gratification theory became the most usual approach to explaining "why" a certain media behavior happens (Brandtzæg & Heim, 2009).

Connectivism Theory

According to Corbett and Spinello (2020), connectivism is a new learning theory that is usually used for online learning, which is also applied to how to use the undiscovered opportunities to redefine leadership in the twenty-first century. It suggests competence when creating connections within the network. Connectivism helps the individual to combine previous information with recent one to create a new idea that will fit the current environment. The idea of connectivism accepts the use of the new media as a part of student's learning (Underwood, 2016). Connectivism presents a model that discovers the changes that happen in society, how people will function when there is an alteration in their surroundings (Siemens, 2005).

Conceptual Framework

The purpose of this research is to determine the influence of social media on the perceived improvement of students' facilitation of learning. In the figure below, two frames hold the two variables of the research, social media, and the student's facilitation of learning. The first frame contains the independent variable which is social media. Social media is composed of Facebook, Twitter, Instagram, TikTok, LinkedIn, Zoom, and YouTube. The next frame contains the dependent variable, the student's facilitation of learning. It involves how students do their online classes during the COVID-19 pandemic period.

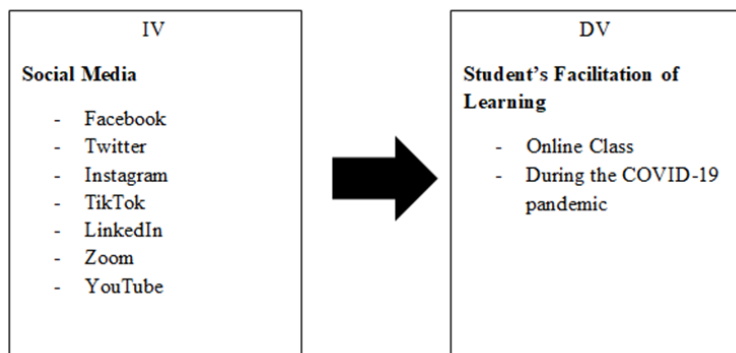


Figure 1. Paradigm of the study.

Statement of the Problem

The primary purpose of the study is to find out the influence of social media on the perceived improvement of the third-year college student's facilitation of learning during the COVID-19 pandemic.

The study sought the answers to the following specific questions:

1. How did the number of hours spent by students on the consumption of social media vary before and during the pandemic?
2. How did the students' purposes in the consumption of social media differ before and during the pandemic?
3. How has the usage of social media influenced the perceived improvement in the facilitation of learning of the students during the pandemic?
4. What action plan may be proposed for the content learning guide of students based on the perceived influence of social media on the facilitation of learning?

Scope and Delimitation

This study focused on the perceived influence of social media on the facilitation of learning of the third-year college students of Baliuag University during the COVID-19 pandemic. This research conducted a study on 56 respondents from different degree programs of Baliuag University during the Second Term of Academic Year 2020-2021.

Methods

Research Design

This study on the influence of social media on the perceived improvement on the facilitation of learning of the third-year college students of Baliuag University during the COVID-19 was conducted through the use of descriptive methods of research. The descriptive research design was the most suitable for the current study as the researchers described the data gathered from the questionnaires answered by the respondents. This study followed a quantitative research approach as it used numerical data and analysis, which provided them with accurate results.

Participants and Sampling Procedure

In this study, the researchers used convenience sampling which is a non-probability sampling method. They conducted a survey among 56 respondents who were all third-year college students from the different degree programs of Baliuag University. The number was equivalent to 13 % of 433, the total population of third-year college students.

The respondents were third-year college students who were enrolled in Communication Arts, Nursing, Engineering, Education, Information Technology, Business

Administration, and Tourism. They were selected based on their availability and willingness to take part in the research.

The researchers used the Google form for their questionnaires, and they approached the respondents through the use of Facebook Messenger. The survey form was sent to them, and they were asked to answer it at their most convenient time. The survey forms that were given out were successfully sent and answered.

Research Instrument

The instrument used in the study was a research questionnaire constructed by the researchers. It was divided into two sections: the profile and the questionnaire proper. The profile consisted of questions on the socio-demographic profile of the respondents such as Name (Optional), email address, course and department.

The second section consisted of 27 questions and was divided into two parts: the multiple-choice and the Likert Scale. The first part consisted of 8 questions on the social media usage of the respondents. The second part consisted of 19 question statements on how social media usage has influenced their facilitation of learning.

The questions were made through general questions, problem statements, and review of related literature. The questions were carefully created aligned based on the study and statement of the problem. Some questions were adapted from the study of Mobolaji Abati, and Salako Oluwaseun (2020).

Data Gathering Procedure

The researchers constructed the research questionnaires comprising a total number of 27 items. They started the survey based on the availability and willingness of the respondents to take part in their research.

The researchers used the internet and social media, specifically Facebook Messenger, due to the hindrances caused by the Novel Coronavirus Disease 19 the pandemic.

The researchers used the Google form for their questionnaires, and they approached the respondents through the use of Facebook Messenger. The survey form was sent to them, and they were asked to answer it at their most convenient time. The survey forms were distributed from March 5 to March 7, 2021 and were successfully retrieved.

Data Analysis

The data gathered were carefully analyzed by the researchers and they grouped the same variables for a precise explanation. The data were analyzed through the software IBM SPSS Statistics. Socio-demographic data were analyzed in frequencies and percentages. The quantitative statistics of the variables, including the statement of the problem, were measured in descriptive statistics in terms of mean and mode.

To determine the students' facilitation of learning, the total mean of the survey questionnaires was identified. These values were given verbal interpretation as follows:

Mean Values	Verbal Interpretation
1.00 - 1.75	Very High
1.76 - 2.50	High
2.51 - 3.25	Low
3.26 - 4.00	Very Low

The results were then carefully analyzed and interpreted by the researchers to come up with conclusions and recommendations.

Results and Discussion

Table 1

Frequency and Percentage Distribution of Respondents per Department

Department	Frequency	Percentage
College of Business Administration and Accountancy (CBAA)	15	26.79%
College of Environmental Design and Engineering (CEDE)	2	3.57%
College of Education and Human Development (CEHD)	18	32.14%
College of Hospitality Management and Tourism (CHMT)	8	14.29%
College of Information Technology Education (CITE)	1	1.79%
College of Liberal Arts and General Education (CLAGE)	5	8.93%
College of Nursing and Allied Health Sciences (CNAHS)	5	8.93%
TOTAL	56	100%

Table 1 shows the number of respondents from each program department of Baliuag University. The researchers sent questionnaires to 80 respondents but only 56 were retrieved, and the rest of the respondents did not answer and were out of reach. The College of Education and Human Development (CEHD) had 18 (32.14%) participants in this study, the highest among the departments.

Table 2

Frequency and Percentage Distribution of Hours Students' Spent Using Social Media Before and During the Outbreak of the COVID 19 Pandemic

Number of Hours	Before		During	
	Frequency	Percentage	Frequency	Percentage
1 to 2 Hours	9	16.07%	6	10.71%
3 to 4 Hours	27	48.21%	6	10.71%
5 to 6 Hours	15	26.79%	32	57.14%
7 to 9 Hours	3	5.36%	7	12.5%
More than 10 Hours	2	3.57%	5	8.93%

Table 2 shows the comparison between the number of hours that third-year college students spent on using social media before and during the outbreak of COVID-19. Thirty-two (57.1%) out of 56 respondents spent 5 to 6 hours using social media during the pandemic. While a total of 27 (48.2%) students answered that they used social media for 3 to 4 hours before the pandemic and there was a gap of an hour and two during the outbreak. The students spent more time using social media during the outbreak of the COVID-19 pandemic because the classes were moved online. In a study conducted by Gonzalez et al (2020), there is an increase in tasks the student should perform during the quarantine period.

Table 3

The Students' Purposes of Using Social Media Before and During the Outbreak of COVID-19

Purpose of Usage	Before		During	
	Frequency	Percentage	Frequency	Percentage
For educational purposes	14	25%	20	42.86%
For entertainment purposes	37	66.07%	23	41.07%
For business purposes	-	-	1	1.79%
Others:				
For educational and entertainment purposes	5	8.93%	5	8.93%
For educational and business purposes	-	-	1	1.79%
For educational, entertainment, and business purposes	-	-	1	1.79%

Table 3 shows the purpose of the third-year college students in using social media before and during the outbreak of COVID-19. Out of 56 respondents, 37 (66.07%) used social media for entertainment purposes before the outbreak of the pandemic. This was connected to Table 2 where students spent an average of 3 to 4 hours using their social media before the pandemic. In those spans of hours, they used their time in social media for entertainment purposes as it was one of the main reasons why it was invented in the first place. Due to the COVID-19, students made use of social media as one of their sources of information about academic matters. The outbreak of the pandemic also opened the opportunity for business purposes to students. Furthermore, social media has a lot more to offer to users such as providing them educational information which helped specifically the students on their facilitation of learning especially now with the COVID-19 pandemic.

Table 4

Most Used Social Media Before and During the Outbreak of the COVID-19 Pandemic

Social Media	Before		During	
	Frequency	Percentage	Frequency	Percentage
Facebook	48	85.71%	50	89.29%
Instagram	35	62.50%	41	73.21%
Twitter	32	57.14%	39	60.71%
TikTok	10	17.86%	26	46.43%
LinkedIn	2	3.57%	1	1.79%
Zoom	1	1.79%	38	67.86%
YouTube	47	83.93%	50	89.29%
Others (Reddit, Weibo, etc.)	3	5.36%	4	7.14%

Table 4 shows the comparison of social media used before and during the outbreak of the COVID-19 pandemic. The questions were analyzed based on the percentage of cases due to the multiple responses. Facebook and YouTube were tied as the most used social media during the pandemic with 50 (89.3%) users among the respondents. Meanwhile, Facebook, solely, was the most used social media before the outbreak of the pandemic with 48 (85.7%) respondents using it. Facebook and YouTube were the top two social media which have the greatest membership. (Pacheco, 2020) Zoom's consumption went up from zero to 38 (67.9%) of respondents during the outbreak of the COVID-19 pandemic. Usage of TikTok also went up, from 18.2% to 48.2% of the population. It was the most downloaded app of 2020 in the Philippines during the period of the pandemic. (Kemp, 2021).

Table 5

The Number of Student's Academic Chat Groups in Facebook Messenger Before and During the Outbreak of the COVID-19 pandemic

Number of Chat groups	Before		During	
	Frequency	Percentage	Frequency	Percentage
1 to 4 Chat groups	3	5.36%	2	3.57%
5 to 10 Chat group	50	89.29%	41	73.21%
11 to 20 Chat group	3	5.36%	13	23.21%

Table 5 shows that 50 (89.29%) respondents had five to ten academic chat groups on Facebook Messenger before the outbreak of the COVID-19. Chat groups on Facebook Messenger were widely used just before the pandemic happened and were used to communicate with their classmates especially after school hours. It can be used with wifi, mobile data, and even free data. Academic chat groups were also useful for the announcements of the activities from the teachers and colleagues. In contrast, 41 (73.21%) out of 56 respondents had five to ten academic chat groups in Facebook Messenger during the outbreak of the COVID-19. The majority of the population has five to ten academic chat groups. But with the compulsory online classes, most students have created more than five to ten academic chat groups during the pandemic compared to before the pandemic in which some students only have one to four academic chat groups in Facebook Messenger.

Table 6

Students' Facilitation of Learning on Usage of Social Media

Statements	Mean	Verbal Interpretation	Mode
I cannot do without social media in a day especially now with the COVID-19 pandemic.	1.80	High	1 (Strongly Agree)
My academic life is not complete without social media.	1.88	High	2 (Agree)
Social media influence my academic activities positively.	2.13	High	2 (Agree)
The use of social media have improved my academic performance.	2.18	High	2 (Agree)
I use social media to carry out my daily activities towards achieving positive academic results.	1.96	High	2 (Agree)
I engage in academic discussions on social media and these have improved my academic performance.	2.18	High	2 (Agree)
I cannot do without social media in disseminating and receiving information from my colleague.	1.73	High	2 (Agree)
Social media affect my English Language usage negatively.	3.16	Low	3 (Disagree)
Engaging in academic forums on social media increase my rate of understanding.	1.95	High	2 (Agree)
If I don't use social media, I can't perform well in my studies.	3.05	Low	3 (Disagree)

Continued.

Table 6. Continuation

Statements	Mean	Verbal Interpretation	Mode
I learn new information when I am using my social media and sometimes, I can use them in my academic tasks.	1.79	High	2 (Agree)
I am updated in class about announcements and activities whenever I use social media.	1.57	Very High	1 (Strongly Agree)
Social media have become more useful in academic matters because of COVID-19.	1.55	Very High	1 (Strongly Agree)
Social media help me in accomplishing my academic activities at ease.	1.89	High	2 (Agree)
Social media have become more useful in academic matters because of COVID-19.	2.21	High	2 (Agree)
Social media distract me from doing my academic activities especially with the outbreak of the COVID-19 pandemic.	2.11	High	2 (Agree)
I use social media more often for academic purposes.	2.04	High	2 (Agree)
When our instructor tells us to submit/post our school task on social media, I can submit and explain my answers well without pressure and fear of embarrassment.	2.36	High	2 (Agree)
I use social media today in my academic matters as they help me communicate with my group mates and post my school activities without further hesitation.	1.89	High	2 (Agree)
Overall Mean	2.08	High	2 (Agree)

Table 6 shows how third-year college students dealt with their usage of social media and their facilitation of learning. The gathered data got an overall mean of 2.08 with a verbal interpretation of High.

The first statement “I cannot do without social media in a day especially now with the COVID-19 pandemic” received a verbal interpretation of High with a mean of 1.80. The respondents mostly answered Strongly Agree which received a statement of mode one. Due to the COVID-19, social media became one of the most useful tools for the students, especially when online classes are implemented. It helped them in a lot of ways like communicating with their classmates, getting updates from their activities, and submitting their outputs.

Moreover, two out of nineteen statements got a verbal interpretation of Low. One of them was “Social media affects my English Language usage negatively” with a mean of 3.16. Likewise, the majority of the students disagree with the statement “If I don't use social media, I can't perform well in my studies” with a mean of 3.05 receiving also a verbal interpretation of Low.

Meanwhile, the statement “Social media has become more useful in academic matters because of COVID-19.” received a verbal interpretation of Very High with a mean of 1.55. Most of the students strongly agreed that they used social media more for educational purposes due to the situation brought by the pandemic. The current situation has made social media necessary for most of the respondents. The students have become flexible and resourceful in their usage of social media.

Table 7
Social Media Usage Matrix

Identified Issues	Causes	Actions to be Taken Addressing Issues	Sector/Group or Logistics of the Program
Time wasted on social media	Lack of purpose in using social media Wrong reason for using social media	Careful time management Determined and motivated study	Student Parents
Losing focus and concentration	Social media serve as a distraction while studying Lack of motivation Too much involvement in non-academic matters	Careful time management Determined and motivated study Prioritization of tasks and activities	Student
Negligence of Responsibility	Using social media for entertainment purposes rather than educational purposes	Careful time management Determined and motivated study Prioritization of tasks and activities	Student Parents
Disinformation	Lack of fact-checking Being dependent on social media for information	Practicing fact-checking	Students Parents Teachers Mass Media Organizations
Reduction of learning capabilities	Being distracted by overconsumption of social media Lack of motivation	Determined and motivated study Prioritization of tasks and activities	Students Teachers
Over-tendency to multitask	Lack of time for academic priorities Having a lot of academic requirements Too much involvement in non-academic matters	Determined and motivated study Reduction of usage of social media for entertainment purposes Prioritization of tasks and activities	Student Parents Teachers
Physical and mental health problems	Lack of sleep and proper meal from doing school activities Too much usage of social media	Determined and motivated study Proper health management Prioritization of tasks and activities	Student Parents Teachers

The time students are wasted on social media is one of the identified issues when they use it improperly. It is brought on by their lack of purpose in using it and their perceived inappropriate reasons why they need to use it. It is followed by the identified issue of students losing focus and concentration in their studies due to their use of social media. It is caused by their lack of motivation to accomplish their academic activities and pay more attention to using it. They are also distracted by it, which means they cannot focus on their studies.

Negligence of responsibility is also one of the identified issues of students when they use social media. It is brought by their tendency of inattention to their school activities and assignments, and by using social media for entertainment purposes only.

Students tend to believe in disinformation circulation online. It is caused by their lack of knowledge on fact-checking and their dependency on the information on social media. To avoid this kind of situation, they should be knowledgeable about practicing and verifying information. This is significant not only to students but also to parents, teachers and mass media organizations.

In some instances, the reduction of students' learning capabilities is also an identified issue of students' usage of social media. It is brought by their distraction and overconsumption of social media which lead them to become unproductive on their academic tasks and reduce their capabilities in learning due to lack of time to study. To address this, students should have task management and prioritize the things that should be done first such as their studies.

Students also have the over- tendency to multitask. This is due to their lack of time for academic priorities, having a lot of academic requirements and at the same time engaging on non-academic matters on social media. It can be

avoided by being determined and motivated to prioritize school tasks. They should also minimize their time using it for entertainment purposes, instead, they can also use it for educational purposes.

Moreover, physical, and mental health problems are also the identified issues of students and most users who use social media. It is brought by their lack of sleep, improper meals from too much usage of social media and from doing plenty of school activities. In addressing these issues, students should have careful task management and proper health management. They should prioritize the things that should be taken care of, such as their studies and health. This is also significant not only to students but also to parents, teachers, and users of social media.

Conclusions

The results of the findings revealed that most of the students perceived that social media had become more useful in their academic activities, which helped them improve their facilitation of learning during the outbreak of the COVID-19 pandemic. Based on the information provided, students used social media more for educational purposes than entertainment purposes during the pandemic. The majority of them stated that social media affected their facilitation of learning positively.

Recommendation

1. Teachers should continue to be resourceful and should carefully choose social media links that contain resource materials that could enrich their lessons.
2. Parents should religiously monitor the social media platforms being used by their children ensuring that these are educational and wholesome. The time spent by their children on the internet should also be monitored.

3. School administrators should continuously look for educational platforms like Canvas that can be used by the students for their online classes and activities.
4. Students should diligently look for social media platforms and content that will help improve their facilitation of learning. They should also be mindful of the time being consumed by their social media usage.
5. Future researchers may replicate this study using different groups of students, for example, elementary or secondary students. The study may also choose a specific social media platform and its role in improving the facilitation of learning or academic productivity of a group of students.

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