

The Contributions of Facebook in the Academic Lives of Students at Mindanao State University – Maguindanao

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ABSTRACT

This study covered the contributions of Facebook in the lives of students particularly at Mindanao State University-Maguindanao. The descriptive-qualitative survey design/method of research was used in this study. Respondents of the study are the 200 selected students from the six Colleges/Department of Mindanao State University – Maguindanao which are as follows: College Arts and Sciences (16), College of Education (46), College Public Affairs and Governance (72), College of Forestry and Environmental Studies (4) College of Fisheries (6) and College of Agriculture (56). Purposive sampling was employed by the researcher in this study in getting the 200 students of Mindanao State University – Maguindanao. The statistical tools used in the study are: frequency distribution, weighted mean, and ranking. On the basis of the findings of the study, the contributions of Facebook in the academic lives of the student at Mindanao State University-Maguindanao were often. However, on problems encountered by the respondents it needs to motivate some aspects under the tips to safe online and policy to secure in the use of Facebook by the respondents/students.

Keywords: Contributions, Facebook, Academic Lives of Students

INTRODUCTION

Modern technology brought so many changes in the lives of Humanity. From a single gesture of expressing oneself has gone a long way. The world become smaller, personal contact with the other side of the globe and knowledge of great information to human could now be reach in just a click of finger through the internet. Online by communication, information, Social Media and etc. was introduced in our modern world.

Mark Zuckerberg belong to the Friendster in his a Social Network service that invites individuals to create a “profile” of themselves complete with data about hobbies, music, school and other personal information. This study deals on Facebook user in Mindanao State

University-Maguindanao from information gathered in February 2004 Zuckerberg with the help of Andrew McCollum and Eduardo Severin launch a website that would change online social interaction. In September 2006 Facebook expanded once again any one with valid email address could sign up and populate their profile. Further information from the same source Facebook remained a close network until May 2007, until Zuckerberg announce that Facebook was to become the “Official Operating System of the Internet”. And finally Facebook introduce a redesign home page, offering the stream, displaying updated status posting from contacts, Cable News Network (CNN) live/facebook integration debuted as well [1].

The use of Internet specially the Social Media spread all over the world-office, entertainment world, big and small business, etc. became addicted and dependent on Social Media specially the Academe. One if not the most affected sector on the use of Facebook are the faculty, staff, and students. Mindanao State University-Maguindanao is no exception to this trend.

On July 21, 2004 Computer Literacy and Internet Connection (CLIC) Youth Tech Project signed partnership with MSU-Maguindanao (GEM-2) Program funded by the United State Agency for International Development (USAID) Youth Tech Project funded by Ayala Foundation Incorporated. With this partnership the use of Facebook in the campus was finally started (source: CIC-Office, MSU-Maguindanao). Henceforth, this study expected to promote better understanding in coordination to the local, Provincial, Regional National Government and Academe [2].

This study aimed to find out the Contributions of Facebook in the Academic Lives of Students at Mindanao State University – Maguindanao. Specially, this study sought answers to the following questions: What is Profile of the students in terms of: Year Level, Age, College/Department, Sex, and Civil Status? How do the Facebook contribute to the Academic Lives of Students at Mindanao State University –Maguindanao in terms of:Academic Requirements such as; Research, Reading Materials, Information, Learning Values, and Instructional Materials, Relationships to peer, professor, friends, and relatives; Academic Consultation such as; Preparation of Term Paper, Case Study, Reports, Submission of Class Requirements, Exchange of Ideas between Students and Professors, Sharing of Ideas with Classmates and Friends, Extra Academic Activities such as; Games, Dialogue, Exposure, Accomplishment Report, and Project Proposal? And What are the problems encountered by the students in the use of Facebook?

METHODOLOGY

The descriptive-qualitative survey design/method of research was used in this study since it is the most appropriate method to describe the data gathered through a survey questionnaire. Through this design/method, it was possible to determine the extent of contributions of Facebook in the lives of students as well as the problems they encountered in use of Facebook.

Respondents of the study are the 200 selected students from the six Colleges/Department of Mindanao State University – Maguindanao which are as follows: College Arts and Sciences (16), College of Education (46), College Public Affairs and Governance (72), College of Forestry and Environmental Studies (4) College of Fisheries (6) and College of Agriculture (56). Purposive sampling was employed by the researcher in this study in getting the 200 students of Mindanao State University – Maguindanao.

The data required in the study was obtained through the use of unstructured interview guide questionnaire. The said instrument was formulated to elicit information relative to the purpose of the research. The information sought in the unstructured interview questionnaire categorized into three (3) parts. Part I is made of queries regarding the Profile of the students: Year Level, Age, Sex, Civil Status, and College/Department. Part II consists of queries about the contributions of Facebook in the academic lives of students at Mindanao State University-Maguindanao, in terms of: (a) Academic Requirements, (b) Relationships, (c) Academic Consultation, and (d) Extra Academic Activities. Part III consists of the problems encountered by the students in the use of Facebook. And lastly, the policy recommendation that can be drawn from the findings of this study. The statistical tools are as follows;

For problem number 1, the researcher employed the frequency count, percentage, and the mean. For problem number 2, it made use of the weighted mean ratings utilizing the four-point scale. This is shown next page 27.

Scale	Description
3.25 – 4.00	Never
2.50 – 3.24	Seldom
1.75 – 2.49	Often
1.00 – 1.74	Always

Furthermore, the formula for getting the weighted mean is:

$\bar{x} = \frac{\sum x_i w_i}{n}$; where $\bar{x}$ refers weighted mean; x_i , refers to the frequency or number of responses of the particular item; w_i refers to the weight; and n refers to the 4-point scale used in this study.

RESULTS AND DISCUSSION

A. Profile of the Respondents

The profile of the respondents such as: sex, age, civil status, year level, and enrolled college are hereby shown in Table 1. As reflected in Table 1, one-hundred eighteen (118) or 59% of the respondents are female while there are eighty-two (82) or 41% male respondents. This mean that majority of the respondents are female.

In terms of age of the respondents, one-hundred twenty nine (129 Or 64.5%) of the respondents are with ages belonging from 19-20 years of age. Thirty seven (37 or 18.5%) of them are aging from 22-24 years. From the age interval 16-18 years old, there are twenty eight (28 or 14%). while four (4 or 2%) are with ages 25-27.

Table 1. Profile of the Respondents (N=200)

Profile	Frequency (f)	Percentage (%)
1. Sex		
Male	82	41
Female	118	59
2. Age		
16-18	28	14
19-20	19	64.5
22-24	37	18.5
25-27	4	2
28-30	2	1
3. Civil Status		
Single	188	94
Married	12	6
4. Year Level		
First	5	2.5
Second	87	43.5
Third	71	35.5
Fourth	37	18.5
5. Enrolled College		
Arts and Sciences	16	8
Education	46	23
Public Affairs and Governance	72	36
Forestry and Environmental Studies	4	2
Fisheries	6	3
Agriculture	56	28

Years of age. Finally only two (2 or 1%) fall under the age range 28-30 years old.

Also shown in the Table 1 is the civil status of the respondents. Majority of the respondents are single that is, 118 or 95%, while the married respondents are only twelve (12 or 6%).

Pertaining to the respondents' year/grade levels, eighty seven (87 or 43.5%) respondents are second year students. Seventy one (71 or 35.5%) respondents are in the third year, there are 37 or 18.5% and 5 or 2.5% are fourth year and first year students respondents.

Finally, the college where the respondents were enrolled is also found in Table 1. There are 72 (or 36%) respondents who belong to the college of Public Affairs and Governance. Fifty six (56 or 28%) respondents are students of the College of Agriculture. Also from the College of Education, there are forty-six (23%) students-respondents. Sixteen (16 or 8%) students-respondents are from the college of Arts and Sciences. In the College of Fisheries and Forestry and Environmental Studies, there are six (6 or 3%) and from (4 or 2%) respondents, respectively.

This further implies that majority of the respondents are female and single in status. Most of their respondents are aging from 19 to 20 years of age. Quite a big number of the respondents are from second and third year levels. The three colleges, such as: Public Affairs and Governance, Agriculture, and Education, are the college where majority of the respondents enrolled in Mindanao State University–Maguindanao.

B. Contributions of Facebook in the Lives of the Students

The data in Table 2, 3, 4, 5, and 6 show the contributions of Facebook in lives of the students-respondents.

1. Academic Requirements

Table 2 reflects the weight mean and description of the respondents' responses on items related to academic requirements.

As indicated, all of the items under the academic requirements are rated by the respondents as "Often". These items are: Instructional Materials (weighted mean=2.30); Learning Values (weighted mean=2.03); Reading Materials (weighted mean=2.01); Research (weighted mean=2.00); and Information (weighted mean=1.77).

Table 2. Weighted Mean Scores of the Respondents in terms of Academic Requirements

Item	Weighted Mean	Description
1. Research	2.00	Often
2. Reading Materials	2.01	Often
3. Information	1.77	Often
4. Learning Values	2.03	Often
5. Instructional Materials	2.30	Often
Overall Weighted Mean	2.02	Often

Generally, the overall weighted mean of 2.02 which is described to be "Often" shows that the Facebook often have contributions in their academic lives in terms of academic requirements. This result agrees to the study. When evaluating the virtual campus, the students' feedback was considered. That the instructional materials used in the course were classroom lectures, exercises, video lectures, e-Books, and individual assignments" [3].

2. Relationships

Table 3 reflects the contributions in the students' academic lives in terms of relationships.

As reflected in table below that Item 4. Relatives/Family is rated by the respondents as "Always" with the weighted mean of 1.51. While; Item 1. Peers: (weighted mean=2.05) and Item 2. Professor/Instructors (weighted mean=2.40) are rated by the respondents as "Often" with there; Items 3. Friends (weighted mean=1.51) is rated by the respondents as "Seldom".

Table 3. Weighted Mean Scores of the Respondents in Terms of Relationships

Item	Mean	Description
1. Peers	2.05	Often
2. Professor/Instructors	2.40	Often
3. Friends	1.51	Seldom
4. Relatives/Family	1.47	Always
Overall Weighted Mean	1.86	Often

Generally, the overall weighted mean of 1.86 which is described to be “Often” shows that the Facebook often have contributions in their academic lives in terms of relationships. This result agrees to the statement of Northwestern University recently published research stating that social networking sites are not affecting students' GPAs. Social network use did eliminate the difference in GPAs between students whose parents had differing levels of higher education [4].

3. Academic Consultation

Table 4 reflects the contributions in the students' academic lives in terms of academic consultation.

As indicated in table below, that items under the academic consultations are rated by the respondents as “always”. This item is: item 6. Sharing of Ideas with Classmates and Friends (weighted mean=1.55). While Item 3. Reports (weighted mean=2.14); Item 6. Exchange of Ideas between Student and Professor (weighted mean=2.22); Item 4. Submission of Class Requirements (weighted mean=2.27); Case Study (weighted mean=2.31); and Item 1. Preparation of Term Paper (weighted mean=2.34) are rated by the respondents as “Often”.

Table 4. Weighted Mean Scores of the Respondents in terms of Academic Consultation

Item	Weighted Mean	Description
1. Preparation of Term Paper	2.34	Often
2. Case Study	2.31	Often
3. Reports	2.14	Often
4. Submission of Class Requirements	2.27	Often
5. Exchange of ideas between Student & Professor	2.22	Often
6. Sharing of Ideas with Classmates and Friends	1.55	Always
Overall Weighted Mean	2.13	Often

As indicated in above table that items under the academic consultations are rated by the respondents as “always”. This item is: item 6. Sharing of Ideas with Classmates and Friends (weighted mean=1.55). While Item 3. Reports (weighted mean=2.14); Item 6. Exchange of Ideas between Student and Professor (weighted mean=2.22); Item 4. Submission of Class Requirements (weighted mean=2.27); Case Study (weighted mean=2.31); and Item 1.

Preparation of Term Paper (weighted mean=2.34) are rated by the respondents as “Often”.

Generally, the overall weighted mean of 2.13 which is described to be “Often” shows that the Facebook often have contributions in their academic lives in terms of academic consultation.

This result agrees to the Statement of the University of New Hampshire agrees, and believes that current college students grew up in the technology era and social networking is now just a part of a student's daily routine [5].

4. Extra Academic Activities

Table below reflects the contributions in the students' academic lives in terms of extra academic activities.

Table 5. Weighted Mean Scores of the Respondents in terms of Extra Academic Activities

Item	Weighted Mean	Description
1. Games	2.68	Seldom
2. Dialogue	2.28	Often
3. Exposure	2.18	Often
4. Accomplishment Report	2.37	Often
5. Project Proposal	2.46	Often
Overall Weighted Mean	2.39	Often

As indicated in above table that items under the extra academic activities are rated by the respondents as “Often”: These items are: Item 3. Exposure (weighted mean=2.18); Items 2. Dialogue; (weighted mean=2.28); item 4. Accomplishment Report (weighted mean=2.37); and Item 5. Project Proposal (weighted mean=2.46). While item 1. Games (weighted mean=2.68) is rated the respondents as “Seldom”.

Generally, the overall weighted mean of 2.39 which is described to be “Often” shows that the Facebook often have contributions in their academic lives in terms of extra academic activities. This result agrees to the statement of the University of New Hampshire said that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons [5].

Summary of the table of statement of problem number two

The below table indicates the contribution of Facebook in the academic lives of students.

Table 6. Contribution of Facebook in the Academic Lives of Students

Item	Overall Weighted Mean	Description
1. Academic requirements	2.02	Often
2. Relationships	1.86	Often
3. Academic Consultations	2.13	Often
4. Extra Academic Activities	2.39	Often
Grand Mean	2.10	Often

As indicated in above table that all of the items under the contribution of Facebook in the academic lives of students are rated by the mean as “Often”. These items are: Relationships (Overall Weighted Mean =1.86); Academic requirements (Overall Weighted Mean =2.02); Academic Consultations (Overall Weighted Mean =2.13); and Extra Academic Activities (mean=2.39). As a whole the grand mean of 2.10 which described that the contribution of Facebook in the academic lives of students were often.

C. Problems Encountered by the Respondents in the use of Facebook

The problems encountered by the students in using Facebook as perceived by themselves are presented in table below.

Table 7. Problems Most Encountered by the Respondents

Items	Frequency	Rank
1. No focus in the study	28	1
2. Slow connection	21	2
3. Pornography	17	3.5
4. Cyber bullying	17	3.5
5. Hacking	16	5
6. Waste of time	15	6
7. Waste of money/load	13	7
8. Exposure of privacy	12	8.5
9. Trouble due to misunderstanding	12	8.5
10. Sleeplessness	10	10

Table above presents the top ten most encountered problems by the respondents in the use of Facebook. The problems encountered are measured in terms of the number of responses of the identified problems. It is expressed in terms of rank. The number one problem experience by the respondents is “No Focus in the study”. This is list by twenty-eighth (28) respondents. Number two problem experience by the respondents is “Slow connection”. This is list by twenty-one (21) respondents while there number three problem is “Pornography” and number four problem is “Cyber bullying” experience by the respondents.

There are list by seventeen (17) respondents. The number five problem experience by the respondents is “Hacking”. This is list by sixteen (16) respondents followed by number six problem experience by the respondents is “Waste of time”. That is list by fifteen (15) respondents; the number seven problem experience by the respondents is “Waste of money/load”. This is list by thirteen (13) respondents. The number eight problem is “Exposure of privacy” and number nine problem is “Trouble due to misunderstanding” experience by the respondents. There are list by twelve (12) respondents and last problem is number 10 problem experience by the respondents is “Sleeplessness”. This is list by thirteen (13) respondents.

Finally, the major problem of the respondents/students was no focus in the study follow by slow connection at the rest was minor problems: Pornography, Cyber bullying, Hacking, Waste of time, Waste of money/load, Exposure of privacy, Trouble due to misunderstanding, and Sleeplessness.

To prevent the problems encountered by the respondents here are some tips to help you stay safe when using the Internet and understand the online safety and security. Online Safety and Security: the internet, truly, is a powerful tool. To promote your business, gain new friends. It is also source of entertainment through games, online communities, and everything in between. The Facebook is one of the most dangerous places, especially if you are naive. But no need to worry it is never late that; hopefully, by the end of this research you are consider how you go about your use of the Facebook. The internet is public place and it is up to you to protect you self. Here are some tips to help you stay safe when using the internet [6]:

1. Be mindful of what you share online and what site you share it to.
2. Do not just accept terms and condition; read it.
3. Checked out of privacy policy page of a website to learn how the website handles the information you share.

4. Know the security features of the social networking site you use. By keeping your profile private, search engines will not be able to scan your profile.
5. Do not share your password with anyone.
6. Avoid logging in to public networks/Wi-Fi. Browsing in “incognito” (for private) mode,” a feature of the browser will not protect you from hacker.
7. Do not talk to stranger whether online or face-to-face.
8. Never post anything about a future vacation. It is similar to posting, “Rob my house at this date.”
9. Add friends you know in real life.
10. Avoid visiting untrusted website.
11. Install and update an antivirus software on your computer. Use only one antivirus software to avoid conflicts.
12. If you have a Wi-Fi at home, make it private network by adding a password.
13. Avoid downloading anything from the untrusted website. You are most vulnerable in peer-to-peer downloads (torrents) as the download is most likely not mentioned by the site owner.
14. Buy the software; do not use pirated ones.
15. Do not reply or click links from suspicious emails.

CONCLUSION

On the basis of the findings of the study, the contributions of Facebook in the academic lives of the student at Mindanao State University-Maguindanao were often. However, on problems encountered by the respondents it needs to motivate some aspects under the tips to safe online and policy to secure in the use of Facebook by the respondents/students.

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