ENGAGEMENT TO SOCIAL NETWORKING: CHALLENGES AND OPPORTUNITIES TO EDUCATORS

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Abstract

In recent years many students and teachers are not only very well connected with the print media but to the social/online media as well. Facebook, Twitter, Friendster My Space, etc. have become their interest especially in information dissemination among others. Educators utilized social networking sites for teaching and learning. This study explored the social networking engagement of Education students and teachers in the six universities in Cebu City, second semester of the academic year 2012-2013. This further analyzes and documents its opportunities and challenges to teaching and learning. Descriptive Study - Cross-Sectional Study was applied in this study. The use of facebook is very effective in order to collaborate with teachers and students. The use of SNS engenders opportunities as well as challenges in the all aspects of human undertaking, maybe it be personal, academic or societal in nature. Every individual is made conscious/ responsible in its utilization that would create a positive change in the world. Findings revealed that social networking has become a very good avenue to teaching and learning. The study concluded that Social Networking sites are beneficial to educators but it has also challenges and opportunities encountered by the educators.

Keywords: Social networking, engagement, challenges, opportunities

Introduction

Education in the 21st century highlights globalization. Any advancement of technology presents theoretical constructs and realistic insights in the development and enhancement of knowledge, skills, and attitudes among students and teachers. The field of communication in the digital era engenders interesting reactions. With the advent of social

networking, academicians become interested in utilizing and integrating online activities in the different learning opportunities. Basically, inviting friends online, connecting them with other several friends, attaching photos as well as chatting and posting comments, feedback and reactions about any issues and topics are some of the exciting features of social networking. Although communication in this digital era can either be motivating or challenging, being cognizant on the relevance of social networking in any field of endeavor, academic institutions are open to the idea of exposing the students to an academic social networking activities.

Social networking is the practice of making contact and exchanging information with other people, groups or institutions. Usually it occurs with other people who have interests in similar areas (GS_googleAddAdSenseservice). Boyd and Ellison (2007) have used the term social network as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.

In formal education, this media provides varied ways of communication in which it is easier to create web based learning zone. With social media, educators can now much more readily connect their students not just in their own localities, their places of learning, and to each other, but also to a huge and ever expanding diversity of social, cultural, political networks and therefore to multiple ways of being knowing and communicating (Eijkman, 2009).

In recent years many students and teachers are not only very well connected with the print media but to the social/online media as well. Facebook, Twitter, Friendster My Space, etc. have become their interest especially in information dissemination among others. Comments and reactions to the lesson/s just facilitated in by the teacher as well as their co- and extra -curricular activities are therein posted. They have become a strong bridge where their academic, personal, social and spiritual interests revolve in.

In the Philippines, the tremendous utilization if this type of social networking has created a wider range of varied communication levels, may they be personal or professional matters. In the case of the academicians, both students and teachers aside from the print and non-print media have a ready access to some specified educational notes through the different social networking sites shared by classmates, colleagues and friends locally and internationally. In fact many have imbibed the habit of regularly participating in these social media hence; favorable as well as critical issues have been engendered.

In the case of University of San Carlos, University of San Jose-Recoletos, University of the Visayas, University of Cebu, Cebu Normal University and Cebu Technological University where this study is conducted, many students and teachers have observably engaged in the different social network sites. They have invited friends among the school populace, posted relevant information, given comments and feedback on some personal and academic matters. It has been noted however that many of them have made these become part of their daily activities. Based on their account, many go to bed late at night because of the "tempting and seemingly uncontrollable" interaction with their friends and teachers alike. Although they have wider range of intellectual and personal interchange, some have become more engrossed with these to the extent of talking about their Social Networking Sites encounter in the classroom. Some have become disturbed hence, at times they become absent-minded. It is therefore the purpose of this study to examine if these widely used social network sites have created fruitful opportunities or otherwise in the delivery of instruction (teachers) as well as in the learning process (students).

The Framework
Constructivist curricula favor an open-ended, negotiable approach which structures activities so that the students have opportunities to collaboratively negotiate knowledge and to contextualize learning within an emergent situation. This reflects the two tenets of constructivism: that (1) learning is an active process of constructing knowledge rather than acquiring it, and (2) instruction is a process that involves supporting that construction rather than of communicating knowledge (Duffy and Cunningham 1996).

Robin Mason and Frank Rennie (2008) noted that communication through the learning environment is a key feature of constructivist design, especially where the students are geographically isolated. It is through dialogue in chat rooms, commenting on blogs, collaborating with wikis and self -expression through e-portfolio that students are able to develop as members of their learning community, to create shared understandings, to challenge and to question the key issues of their area of study. He added that learners in the constructivist environment need to be active and interactive, and web 2.0 software is inherently participative. According to the respondents, learning theories are concerned with the actual process of learning, not with the value of what is being learned. In a networked world, the very manner of information that we acquire is worth exploring. In today's environment, action is often needed without personal learning- that is we need to act by drawing information outside our primary knowledge. Siemens (2004) posits that the ability to synthesize and recognize connections and patterns is a valuable skill. Connectivism as a theory

presents a model of learning that reflects a society in which learning is no longer a personal, individualistic activity (Seimens, 2004). It acknowledges the fact that the ways people learn and function are altered when new tools are used. Siemens is critical of educators for being slow to recognize both the impact of new learning tools and the environmental changes in what it means to learn. Connectivism is his theoretical foundation for the learning skills and tasks needed for learners flourish in a digital era.

Beginning in the 1990s, college and university campuses were sites of high volume use of the internet. Since2002, college students, one of the earliest demographics groups to have extensive access to the Internet are more likely than the general population to go online for fun, to download music, to use chat rooms, and e-mail to communicate with friends, parents and faculty (Jones 2002) According to the recent data reveal that students using social networking sites like Facebook mainly reside on a college or university campus (Salaway, Katz, Caruso, Kvavik and Nelson, 2007).

University students usually enjoy using SNS. A social network theory views social relationships in terms of nodes and ties(Milgram, MasrkGranovetter, J. Barnes).College students are considered one of the earliest demographics. Nodes are the individual actors within the networks, and ties are the relationships between the actors. There can be many kinds of ties between the nodes. In its most simple form, a social network is a map of all of the relevant ties between the nodes being studied. The network can also be used to determine the social capital of individual actors. These concepts are often displayed in a social network diagram, where nodes are the points and ties are the lines.

The power of social network theory stems from its difference from traditional sociological studies, which assume that it is the attributes of individual actors -- whether they are friendly or unfriendly, smart or dumb, etc. -- that matter. Social network theory produces an alternate view, where the attributes of individuals are less important than their relationships and ties with other actors within the network. This approach has turned out to be useful for explaining many real-world phenomena, but leaves less room for individual agency, the ability for individuals to influence their success; so much of it rests within the structure of their network.

Dyadic system theory goes back at least as far as Rene Descartes in the 17th century (Frie and Reis 2001). The extent to which any unit, or "node" in our terms, can be conceptualized as a solitary individual that is to some extent isolated from the external world is at issue. In Descartes' view, our mind or self-consciousness is uniquely ours and "the world around us is perceived simply as a mirror of our subjectivities"(Frie and Reis 2001), quoting Decartes). The individual comes first, and relationships follow from

various attributes of individual units. An opposite view, according to Frie and Reis, is Martin Buber's *I Thou* (1993). Buber contends that "the human being can never be fully understood apart from his or her relation with others." In between there are other positions that grant more or less primacy to individual units. In social psychology Charles H Cooley's "looking glass self" (Cooley 1956) begins as Descartes with the individual but suggests that the self cannot be formed without its reflection from others. More towards Buber's end is George Herbert Mead's symbolic interactionism in which the other is partly contained within the self, for the self cannot achieve its own subjectivity without considering others. The network paradigm denies that any organization or social unit can be understood apart from its relations with other units. The "personality" or core characteristics of any unit are seen as stemming in part from its relations with other units. That is, beyond the attributes of pairs of units, the *pattern* of relationships with the rest of the network helps to explain the nuances of relations between any pair.

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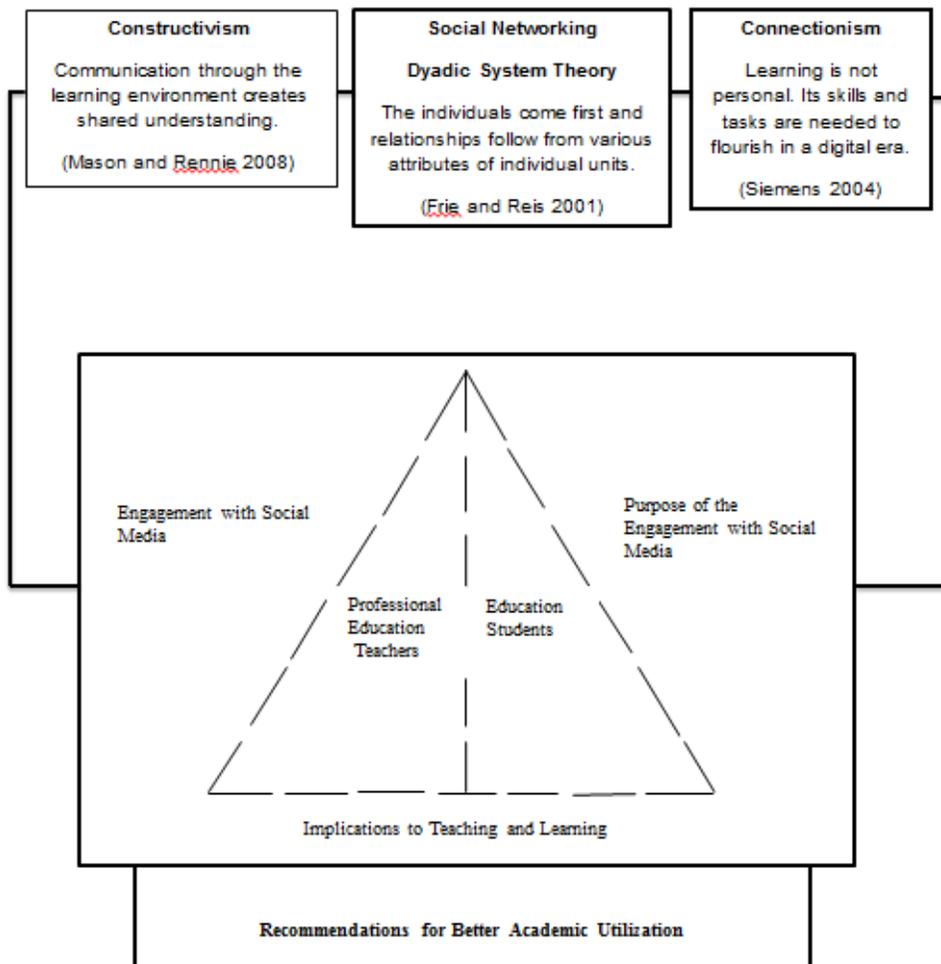
Theoretical – Conceptual Framework

Objectives of the Study

Several studies have been conducted on the effects of social media on academic engagement (HERI 2007; Heiberger & Harper 2008; R. Junco, G. Heibergert & E. Loken, 2010), however, investigations were limited and correlational in nature, and consequently it has been difficult to make implications.

Thus, the current study serves to explore the social networking engagement and the purpose of its engagement by Education students and teachers in the six universities in Cebu City, second semester of the academic year 2012-2013. This further analyzes and documents its opportunities and challenges to teaching and learning.

Short Literature
Social Networking

Social networking has become one of the most important communication tools among people nowadays (Zaidieh, 2012). Facebook (FB), Twitter and other social networking sites enable people to engage, communicate and connect. According to Zaidieh (2012) social networks exist on the Internet websites where millions of people share interests on certain disciplines, and make available to members of these networks various shared files and photos and videos, create blogs and send messages, and conduct real-time conversations. FB provided an opportunity to facilitate strategic knowledge sharing resources and insights via on line.

In order to cope with the fast technological changes within information communication technologies, it is important that further research studies are conducted in order to evaluate how higher education should embrace social technologies and the information-sharing power of the Web (Bechina and Hustad, 2012). Teachers and students use social media tools for a variety of reasons. As cited by Zaidieh (2012) in Turban, E., King, D., Lee, J.& Viehland, D., (2010), social networking is built on the idea of how people know should know and interact with each other. It gives people the power to share, making the world more open and connected. This is of even greater importance considering that the younger generations, who will be students in a few years, have totally integrated the digital environment into their lives (Bechina and Hustad, 2012).

Web 2.0 technologies are emerging every day in spite the fact that there are already more than enough applications for people to use (Liu, 2010). In the same study, he added that technology use is not just one time investment. It involves continuing efforts in infrastructure building and expansion. Liu (2008) cited Crook, et al. (2008) that most people use them for recreational purposes such as "gaming, communication, and shaping online spaces for expression of personal identity".

Social media websites such as social networks, email and messaging are popular and commonly visited by online population. There are many social networking sites available today. To mention few: Face book, LinkedIn, MySpace, Google plus, Devian Art, Live Journal, Tagged, Orkut, CafeMom, Twitter, Ning, Meet up, MyLife, My Yearbook, Badoo and the like.

Social network sites are not like email where it doesn't matter if one is Hotmail or Yahoo. People who use MySpace can't communicate with those on Facebook and vice-versa. So if you don't participate, you're written out of the story. This means that divisions are re-inforced. Forget all of the rhetoric about how the Internet is the great equalizer - it's the great reproducer of inequality. When Web 2.0 social media technologies emerged

in the market, students quickly bond themselves to those tools such as YouTube, iTunes, Facebook, blogging and twittering, to mention a few. These applications were not developed for learning purposes (Liu, 2010).

Face book in Teaching and Leaning

Social media and Web 2.0 can be seen as tools which afford learners the potential to engage in meaningful activities for learning (McLoughlin, 2011). Social network sites such as FB focus heavily on building online communities bound to together with common interests or activities. Saikaew, 2011 in Sterling (2010) stressed that Citi analyst Mark Mahaney reported that Facebook had passed Google in terms of time spent online. In the same study, Mahaney noted that in August 2010, Facebook, for the first time took the top spot with 41.1 billion minutes followed by Google with 39.8 billion minute. The number one social network site is Facebook which has 704,130,980 user accounts on June 24, 2011 (Socialbakers.com, 2011a) while 50% of Facebook active users log on to Facebook in any given day (Facebook.com, 2011a) 80 million new user registered in the first 3 months of the 2011. Nearly 30% of the new account registrations have been made by users in the age group of 18–24 years, representing people who are in colleges and universities worldwide.

According to the Facebook organization it currently has over 750 million active users globally. Users can create personal profiles with photos, lists of personal interests, contact details, and other information. They can also communicate with friends and other users through private or public messages and a chat feature. In Thailand, there are about 10,360,900 active Facebook users in June 2011 which was about 175.75% increased from approximately 3,757,340 users in June 2010 (Bunloet et al., 2010). Block (2009) cited that many teachers have applied social media such as Twitter and Facebook for learning.

An important feature of Face book that makes it very useful for education purposes is the ability to create and join special interest groups (Dar, 2010). In the field of E-Learning, the social network sites handled the big problem raised by educators in the recent period Zaidieh, (2012). He mentioned the lack of humanitarian aspect and described it as teaching lacks spirit. Although there are demonstrable benefits of integrating social tools in the learning process, there are some challenges that prevent the enthusiastic integration of social technologies into traditional e-learning management systems (Bechina and Hustad, 2012).

Monuz and Towner (2009) cited in Boyd & Ellison (2008) that while technological differences abound, social network sites are "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they

share a connection, and (3) view and traverse their list of connections and those made by others within the system". Bechina and Hustad (2012) cited in Afonin (2008) that most universities stress that students should learn individually, and be independent in their learning process. Using these types of tools requires collaborative learning by creating a community where knowledge sharing occurs.

Face book has quickly become the social network site of choice by college students and an integral part of the "behind the scenes" college experience (Selwyn, 2007). Concerns related to privacy and anxiety in interacting with professors in this environment (Hewitt & Forte, 2006), a belief that it does not serve an academic purpose (Charnigo & Barnet-Ellis 2007) and the opinion that faculty should simply avoid "educationally appropriating" these "backstage" social spaces (Selwyn, 2007) have been expressed.

The Learners and Social Networking Sites
Educators in the 21st century define literacy as the ability to read and write but new literacies encompass a broader view of reading and writing in a world of technology. In Pilgrim, J. and Bledsoe, C (2011) as cited by Leu, Kinzer, Coiro, and Cammack(2004), mentioned that many researchers are now defining literacies within new technologies such as gaming software, video technologies, technologies that establish communities on the Internet, search engines, webpages, etc. Social interaction during collaborative learning plays important aspect in learning (Zainuddin, et al., 2011). In examining literacies within today's social context, Leu, et al. (2004) reported that there are social forces at work today that frame the changes to literacy that we are experiencing.

Social networking sites, blogs, wikis, skype and virtual worlds are all part of suite of social- collaborative tools that enable communication and collaboration on a global scale (McLoughlin, 2011).

Vygotsky's social learning theory has been widely referred by learning communities such as teachers, lecturers, researchers and students for his well-known study on cognitive conceptual within zone of proximal development to achieve potential development for learners (Zainuddin, S. A. et al., 2011). Pilgrim, J. and Bledsoe, C. (2011) as cited in Schlager et al. (2009) noted the potential for online social networks to become a central context for student and teacher learning and a catalyst for instructional improvement. As Kress (2003) as cited by Pilgrim, J. and Bledsoe, C. (2011) stated, "the former constellation of medium of book and mode of writing is giving way, and in many domains has already given way, to the new constellation of medium of screen and mode of image". Social networks such

as Twitter and FB provided access to valuable resources for students and teachers.

Other Social Networking Sites

The use of Web 2.0 social networking technologies to support formal educational experiences of education students may be given due consideration. Popular press and research literature pointed to the ubiquity of such social networks sites (SNSs) as MySpace, twitter, blogger, Facebook and other SNS sites which are commonly used by education students. Dwyer et.al. (2007) stressed that social networking sites record all interactions, and retain them for potential use in social data mining. Offline, most social transactions leave behind no trace. This lack of a record is a passive enabler of social privacy (Lessig, 1998). In addition, as in other social networking sites, Friendster members create a profile and make public links to others (Dwyer et.al, 2007).

As cited in QuantCast, 2007b by Dwyer et.al (2007), the social networking site MySpace ranks sixth in overall web traffic, with over 47 million unique US visitors each month. In addition, the web traffic data for Facebook, a social networking site oriented towards college students, shows 15 million unique US visitors a month as cited by Dwyer et.al (2007) in QuantCast (2007a). Barnes, Marateo, & Ferris (2007a) state often in their article Teaching and Learning with the Net Generation that, although students might be "wired" to learn differently than previous generations, they do in fact want to learn. "The challenge of evolving pedagogy to meet the needs of net-savvy students is daunting, but educators are assisted by the fact that this generation values education" (Barnes, et al, 2007a, p. 1).

Blog is often employed by educators to facilitate learning. Duffy and Bruns (2006) quoted from Paquet (2003) that the term 'blog', initiated by Barger in 1997, as a log of the web — or weblog. In its simplest form it is a website with dated entries, presented in reverse chronological order and published on the internet. The word 'blog' is both a noun and a verb. People who maintain a blog are called bloggers. The act of posting to a blog is called blogging and the distributed, collective, and interlinked world of blogging is the blogosphere. In the same study, Boud (2001) directs that the use of learning journals can have many purposes and promotes reflection in many ways since blog offer this kind of authentic assessment. A learning journal is defined as an analytical record of a person's learning. This may be tied to an individual subject in a course or a particular topic within a subject, or it may be about the experience of learning in general.

Another social networking site is one of the commonly used sites known as wiki. A wiki is a group of web pages that allows users to add content, similar to a discussion forum or blog, but also permits others

(sometimes completely unrestrictedly) to edit the content (Arreguin, 2004). The term is adopted from the Hawai'ian language, where 'wiki wiki' means 'fast'. What distinguishes wikis from blogs, discussion fora, or other content management systems is that there is no inherent structure hard-coded into wiki technology: wiki pages can be interconnected and organized as required, and are not presented by default in a reverse-chronological, taxonomic-hierarchical, or any other predetermined order.

YouTube is one of the most visited website in the world since young generation of learners viewed videos almost every day. Since its creation in February, 2005, YouTube saw rapid growth; sixteen months after its creation, 100 million clips were being viewed per day (comScore, 2006). In October 2008, the site attracted 100 million American viewers a day, estimated to be over two thirds of the internet users in the United States (comScore, 2008).

Methodology

The study utilized the blend of qualitative and quantitative research for collection of proper data. Descriptive Study - Cross-Sectional Study was also used in quantitative analysis. The instruments for data collection were structured researcher made questionnaires. The data were collected thru mails, interviews and personal delivery. The addresses of the respondents were taken from their school records at the registrar's office and from the list provided by some respondents. Focus group discussion was also conducted after the data collection to validate its entry.

The study employs stratified random sampling method. Participants for the study include teachers and students in the College of Teacher Education in 6 universities in Cebu City. The ages of the participants varied.

School/Institution	No. of Respondents
University of San Jose Recoletos	43
Talisay City College	64
University of Cebu	60
University of the Visayas	43
Cebu Normal University	210
Cebu Technological University	46
TOTAL	466

The study was conducted in the second semester, S. Y. 2012 - 2013. Researcher-made questionnaires were administered to the respondents and made available in a social networking site. The data gathered were tabulated, analyzed and interpreted. Frequency Count and Percentage were used in presenting the profile of the respondent students and teachers in terms of the following variables: age; gender; civil status; educational attainment; and years of experience as a teacher.

Results and Discussion

Social networking is part of a larger group of social media tools that allow for the creation and exchange of user-generated content (Eikenberry, 2009).

Table 1. The Socio-economic Status of the Student Respondents

Students' Socio-Economic Status	A	B	C	D	E	F	Total
P 50,000.00 and above			6	4	11	5	**26**
P 25,000.00 – P 49,000.00	5	1	13	12	11	8	**50**
P 15,000.00 – P 24,000.00	6	3	44	19	11	14	**97**
P 8,000.00 – P 14,000.00	13	17	57	17	6	8	**118**
P 3,000.00 – P 7,000.00	8	22	64	7	4	4	**109**
P 2,000.00 and below	11	21	26	1	3	4	**66**

Social networking sites were first released in 1997. Social network sites now mediate a vast array of communication between adolescents (Ahn, 2011). Most of the users of social networking sites have family income between Php 8,000 – Php 14,000. There is a fair amount of professional and popular interest in the effects of social media on college student development and success (Junco, 2011; Abramson, 2011; Kamenetz, 2011). Ahn (2011) added that family members who actively utilize technology in daily life may also influence increased participation in digital media by teens. In addition, the family income determines the type of Internet access families have may also be a factor influencing students' use of social network sites.

Table 2: Education Students' Engagement in Social Networking Sites

Social Media	No of Students	% of engagement
Google Plus	374	98%
Facebook	362	95%
Youtube	350	92%
E-mail	240	63%
Skype	96	25%
Twitter	77	20%
My Yearbook	25	6%
My Space	22	5%
Friendster	21	5%
Blogger	15	3%

Table 2 shows the frequency of engagement in social media among education students in Region 7. It can be gleaned from table that the top networking sites students have used are the google plus, facebook, you tube and email. Students claimed that google plus are very helpful in their academic work. Whenever there is an assignment or course work that entails research, students access the google site and they get everything they

want. The site is always used for information gathering and completion of school projects. Google plus integrated with other Google products allows the students to access a variety of information across disciplines. Facebook is another site that is always visited by education students. They said that facebook enables them to connect with friends and interact with people all over the world. They build circles of contacts and share information about their lives. They find enjoyment sharing stories, activities and interests with their online friends. According to reports of 24/7WallSt.com released on January 30, 2013, facebook is the Philippines' most popular website. In this study, it is the second mostly used by education students for personal and academic purposes. A great number of students claimed they always visited Youtube especially when they want to see interactive videos. Students use the site for academic reasons as well as personal enjoyment. Majority of the education students also used email in their correspondence with friends. With the advent of technology, students claimed that communication with friends through email is faster and more convenient. The popularity of these media sites could be attributed to the fact that these computer –mediated communications have served as vital means of maintaining work and social connections in everyday life (Haythornthwaite: 2005).

A closer analysis of the data in table 2 reveals that social media like blogger, friendster, my yearbook, and my space are seldom used by education students.The sites are not popular among education students. Only few of them used the sites for academic and personal purposes . The social media features are not convenient and their friends seldomuse them. Popularity of social media is determined by its potential to respond to the needs of the users.The present generation of education students does not find the media sites responsive to their academic and personal needs.

The use of social network among students and teachers engenders varied reactions. The Table below presents data on how the SNS is able to influence their physical, professional (teachers), intellectual, emotional and social aspects of their personhood.

Table 3. The advantage of Social Networking sites

	A	B	C	D	E	F
help student in searching sources	11	14	42	19	18	6
plagiarism exist	0	1	0	0	2	0
communication becomes accessible	18	29	77	27	16	26
it is addictive	3	9	7	0	5	2
very useful	2	8	24	11	5	8

The first query is for the students and teachers to express feelings on the existence of the social network. Both of the respondents the identified universities unanimously noted that through SNS, communication becomes accessible. Obviously, the presence of the net enables every individual to

connect with friends locally and internationally. In addition, if there are certain academic concerns, they can readily access the computer and enrich their knowledge on certain topics or ask help from friends/classmates. For students, they can do group work/study online. Next in rank showed that SNS helps students and teachers search for sources/references. Nowadays, professional education courses demand for additional input to the various topics presented by the teachers, hence further readings are necessary. To do this, students readily refer to the internet to address this need. Fortunately in most cases, they are able to provide further information. This scenario led both students and teachers to express that the SNS is very useful although at times if not well regulated, it becomes addictive. Rarely too, they said that along the way, plagiarism exist. That's the reason why policy makers are aggressive in their pursuit towards challenging individuals who defraud ideas of writers.

Table 4. Positive effects of Social Networking to life

	A	B	C	D	E	F
Students						
1. for research work purposes	33	53	52	32	36	156
2. can express one's opinion freely	5	3	3	0	4	7
Friend						
1. keep in touch with friends	28	60	45	29	35	143
2. meet new friends	12	4	10	9	5	35
Citizen						
1. advertise Filipino products online	1	0	1	0	2	1
2. news updates	33	49	33	16	29	133
3. earn money	3	1	2	3	0	7
Family Member						
1. easy communication to family	32	57	46	28	38	144
2. uploading videos/tagging photos	4	3	6	0	1	6

The second query was on the identification of the positive effects of SNS on their being a student/teacher, friend, citizen and family member. The data revealed that for both students and teachers, the SNS helped them a lot in their research work. Moreover, through the facebook, they can express their opinions more freely than the face-to-face interaction. Many have shared that the facebook is a potent avenue by which they can share their knowledge and opinions as well without the fear of being corrected by an authority (teacher). Three students verbalized, "I'm comfortable posting ideas/questions on facebook because aside from not being graded, nobody cares." Aside from those, it is noted that the SNS helped students enhance their vocabulary, at the same time help them in making their projects and assignments. Six of them said, "We don't have magazines at home as needed in our projects and assignments, so we immediately go to the computer for help." Although four of them said, "If we don't know how to control of its

use   we   become   dependent   on   its   use." Moreover, the use of the SNS particularly the facebook obviously exposes them to reconnect with their friends in the past as well as to invite and welcome new friends. Seven of the students said, "It improved our socialization" Another five students expressed, "We are very happy now because we don't only have friends here in the Philippines but in other Asian and European countries as well." Indeed they found the facebook as a means of crossing borders. On the other hand, being citizens of the country, more than half of the respondents remarked that through the SNS (Facebook), they become abreast / updated with events and current issues. In addition some of them (students and teachers) noted that through the SNS they are able to earn money by buying and selling Filipino products through the advertisement posted online. Five students said. "With the help of the Likes and Comments of Facebook, some prefer to purchase therein rather than going out to the mall and spend extra money for fare and food." As a family member, six of them verbalized," it is easy to communicate with our family especially if we are living in boarding houses. Our parents are able to get in touch with us through the Facebook." Another group of five expressed, "through the Facebook, we can tag photos and videos which our parents, siblings and relatives see us even if we live far. Definitely as declared by many students and some teachers the SNS (Facebook) really yields a positive effect on them.

Table 5. Challenges/problems have you encountered while using the Social Network

	A	B	C	D	E	F
Students						
1. no privacy	9	12	22	9	4	42
2. cyber bully	8	8	1	4	4	22
3. hacks and viruses	11	6	8	5	8	15
4. distract people while doing their assignments/ researches	2	14	2	2	10	29
5. slow internet connection	4	14	5	2	10	27

The favorable effects bear some challenges which they (students and teachers) encountered while using the SNS. Top in rank noted that there is no privacy. Eight students said," What we do not like in the Facebook is, it's open to the whole world to see ourselves in pictures as well as our comments. Second is, it becomes distractive. Some said," While we do our assignments utilizing notes from the internet, we are oftentimes distracted especially if our friends online would initiate the chat."Another challenges which they encountered were the hacks and the viruses which corrupted their files. Seven of them expressed," It seems like it is the end of the world when our important files in the software are corrupted and hacked." Natural phenomenon definitely bogs them down when there is no internet

connectivity, they said, "We will patiently wait for the power restoration before we can finally use the internet."

Table 6. Uses of Social Networking Sites

	A	B	C	D	E	F
Students						
1. enhance vocabulary	11	12	13	9	13	28
2. help students in making project/assignment	8	11	20	2	10	62
3. people became computer dependent	7	15	6	11	10	40
Friend						
1. improve socialization	24	36	43	10	30	110
2. miscommunication	5	9	9	9	6	13
Citizen						
1. society awareness	20	27	31	3	28	87
2. able to extend help	20	3	2	0	0	2
Family Member						
1. strong family ties	2	21	40	13	29	81
2. no time for family	1	14	5	0	3	20

Another effect of the SNS on the part of a family member as expressed by four students, they said," It strengthened family ties." On the other hand, there were five students who expressed, "SNS grabbed family time, we don't talk among each other anymore at home because each one is busy with the computer,"

Table 7. Suggestions/recommendations that can be proposed on the use of Social Networking Sites

	A	B	C	D	E	F
1. improve copyright policies	3	0	5	2	1	6
2. users should be responsible	6	18	20	9	2	60
3. strict policies for cybercrimes and hacking should be implemented	17	21	10	6	10	41
4. users should have limitations	4	10	11	2	8	28
5. used it as an online classroom	1	1	3	0	0	2
6. should offer more sources that is Reliable	3	1	0	0	3	5

The last query was on suggestions and recommendations which were solicited from the respondents on the use of SNS in the different undertaking. As noted, the respondents conveyed their concern that authorities would craft and implement strict policies against cyber crimes. Some expressed, "In our locality, the young serve as the subject of sex exploitation when they are simply paid by posing lewd actions in front of the net." Some teacher -respondents added, "This has to be attended to by the lawmakers as well because if the main purpose of the net is to convey positive communication, then it has to serve the purpose and not otherwise." Another laudable suggestion was to educate the users to be responsible.

Some students and teachers commented, "Since the use of SNS is free for all, many abuse of its convenience. Good, if it is made to be the medium for knowledge dissemination and unity. What happens in most cases is even personal matters are posted on facebook." So ten teacher-respondents imparted, "If possible, as early as in the basic education level, children need to be informed and educated of the proper use of the net." In fact, many of the teacher-respondents added, "If possible, teachers in all the ladders of education should use the computer technology in teaching whether online or face-to-face. Through this, students would realize that learning is not definitely confined inside the classroom." This would also add to the consciousness of everyone especially students that this is the kind of education in the 21st century.

Furthermore, authorities/policy in technology should offer more sources that are reliable. Respondents expressed their concern, "We need sources of ideas which are officially acknowledged by the academe and not just picked from anywhere so that our contribution becomes legitimate." Moreover, they indicated that lawmakers should also improve copyright policies to arrest cases of plagiarism. As reported, some degree holders were stripped off their degrees because of plagiarism which is simply rooted in the use of others' ideas in the net which were not duly acknowledged. The use of SNS engenders opportunities as well as challenges in the all aspects of human undertaking, maybe it be personal, academic or societal in nature. Every individual is made conscious/ responsible in its utilization that would create a positive change in the world.

Conclusion

Social networking has become a very good avenue to teaching and learning. The study concluded that Social Networking sites are beneficial to educators but it has also challenges and opportunities encountered by both educators and the learners.

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