

Students Attitude towards the Use of Social Media for Blended Learning amidst Covid-19

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Abstract Communication in education was already heavily reliant on social media. Nevertheless, when the COVID-19 occurred, instruction was integrated with blended learning to prevent the virus's spread and continue learning facilitation. The study aims to determine the attitude towards using social media for blended learning of students enrolled in Bachelor of Secondary Education major in Science at Bukidnon State University and assimilate the significance of using social media for blended learning. This study utilizes both qualitative and quantitative approach in research. The questionnaire has two sets - an adopted modified questionnaire from Chan and Leung (2016) and an open-ended question that suits the needs of the study with 30 participants who answered the questionnaires via Google Forms. The implementation of statistical treatment for data collected regarding the students' attitudes towards social media, while collected responses for the significance of using social media for blended learning were thematically analyzed using frames. Based on the findings, the students displayed a positive attitude towards utilizing social media for blended learning. Moreover, there are five crucial significance and asserts that social media helps provide information, controlled utilization, harmonic communication, collaborative learning, and innovative and strategic education. The study's findings are as follows: social media is a functional tool to support blended learning. It is significant in ameliorating and improving the quality of education during the pandemic crisis.

Keywords — social media, blended learning, students' attitudes, social media's significance

I. INTRODUCTION

COVID-19 pandemic brought a great crisis around the world; its potent impact negatively influences the The fatal and contagious disease Corona Virus also known as Covid-19, has profoundly affected the worldwide economy. Moreover, this catastrophe has shaken up even the education sector globally, forcing various schools, colleges, and universities to temporarily close, affecting in-person teaching. To facilitate learning between teachers and students amidst the crisis, blended learning through integrating social media has been established. Teachers from various educational sectors used diverse modes of facilitating learning; these include printed and online modalities with the integration of social forms like Facebook, YouTube, and plenty of more to access information and communication between teachers and students settled in various areas in today's new normal.

Blended learning was used internationally due to the factors brought by covid-19. With that, blended learning is becoming a new normal. It has been around with aspects of online instruction and a face-to-face instruction. It strives to provide students the best online learning experiences. Thus, social media incorporates instruction techniques for online learning, direct education, and small group works for students even when students stay at home (Ferland, 2020)

From the perspective of the Department of Education (DepEd), "blended learning" or "hybrid learning" is a combination of online teaching-learning and in-person distribution of learning materials to respective areas of the Philippines where technology access is not possible. Additionally, DepEd utilized radio and television to broadcast lessons, materials, and instructions for the students as blended learning (Custodio, 2020).

As a pandemic change, the education sector, social media users' rise plays a big part in blended learning in the educational process amidst the crisis. These social media are characterized as an extension of online applications that create the innovative and ideological essentials of Web 2.0 and a collective term for websites and applications specializing in communication, community-based input, interaction, content-sharing, and collaboration (Wigmore, 2021). Thus, using social media plays a significant role in blended learning implementation amidst the pandemic.

Even before the deadly virus strikes the world, higher education already used social media (Dahlstrom & Bichsel, 2014) for its potential in the academic context (Blazer, 2020). As the pandemic continues to threaten the educational sector, social media became a tool for blended learning because its undeniable facts increase interaction, enhance communication, collaboration, and active participation, allow information sharing, and enable discussions. Social media is one of the foremost practical and accessible tools for online learning (Winslet and Chi, 2016).

Bukidnon State University is one of the local universities settled in affected areas of Mindanao. To facilitate learning, the Center of Innovative Learning and Teaching (CILT) supports the implementation of the blended learning system using social platforms like google classroom, zoom meet, google applications, and other social media forms to ensure the continuous delivery of education and its improvement amidst the restrictions imposed by the global pandemic (Consad, 2020).

Although the presence of the lethal virus brought the global crisis, students from across the country continue to face their semester's journey using the tool of social media. With the ascent of online media utilized in instruction, students showed various attitudes on its use. Some students showed positive attitudes towards the employment of social media, while other students do not (Winstead, 2020).

Moreover, with the implementation of social media as a learning tool, social media's significance and use are still confusing millions of students for effective learning. Since social media is becoming more popular in its use in blended learning, this paper would determine the students' attitudes towards the use of social media on blended learning and its significance that would support students and teachers amidst the pandemic. Wherein, this research study aims to determine the students' attitude towards the use of social media for blended learning amidst COVID 19. To fulfill the needs of this study, a need for research questions addresses the problems of this research. Therefore, an established research problem was written below.

In the light of collecting the data needed in this research, the researchers sought to answer the following research questions:

1. What are the students' attitudes towards the use of social media for blended learning in terms of:
 - a. usefulness;
 - b. ease of use;
 - c. collaboration and interaction; and
 - d. motivation and facilitation of learning.
2. What is/are the significance of using social media for blended learning?

II. METHODS

A. Research Design

The study aimed to examine the students' attitudes towards the use of social media for blended learning. It will also identify the significance of using social media for blended learning amidst Covid-19. Hence, this study utilizes both qualitative and a descriptive phenomenological quantitative survey approaches in collecting the data. In a quantitative approach, researchers will provide an adopted questionnaire to be answered by the study participants. For the qualitative approach, the researchers will have an open-ended question about the significance of using social media amidst Covid-19. This study is a non-experimental design as it will determine the students' attitude towards the use of social media for blended learning and identify the significance of using social media.

Non-experimental research is a term used to describe a study in which the predictor variable or participants are not under the researcher's control, manipulation, or alteration, and the researcher instead depends on interpretation, observation, or interactions to reach a result. Typically, this means that the non-experimental researcher must rely on correlations, surveys, or case studies to establish a genuine cause-and-effect link, and that they are unable to demonstrate a true cause-and-effect relationship. Non-experimental research has a high level of external validity, which means it may be applied to numerous groups of people (Lee, 2021).

B. Study Setting and Participants

This study will be conducted at Bukidnon State University, a non-profit public higher education institution in Malaybalay City, Bukidnon. The school was once known as Bukidnon State College; in 2007, it became a university. Bukidnon State University is officially recognized by the Commission on Higher Education. The

school also highlights vital accomplishments such as International Organization for Standardization (ISO) re-certified on July 2020, Two Programs for AACUP Accreditation on October 12-16, 2020 (BEE and BSE), and ISA writing workshop for SED completion in February 2020.

Bukidnon State University has 28 undergraduate courses with 7 colleges that focus more on Business Administration and Education. BukSU's academic programs are naturally accredited up to Level III. BukSU has two annexes and 16 satellite campuses to be more accessible. The school also has Laboratory Schools in which education students take their on-the-job training. The university also offers graduate courses such as Masters in Education, Masters in Public Administration, etc.

Other than that, the participants of the study will be students of Bukidnon State University taking up a degree of Bachelor of Secondary Education Major in Science who are officially enrolled for the second semester school year 2020-2021. The participants were composed of thirty students of age 18 and older. The researchers selected 10 science students per year level through a simple random sampling. Simple Random Sampling is a sampling technique is a subset of a population chosen at random. Each member of the population has an exact equal probability of being chosen in this sampling procedure, for the fact that it only takes a single random selection and little prior information about the population, this approach is the simplest of all the probability sampling methods. Any research conducted on this sample should have excellent internal and external validity due to the randomization (Thomas, 2020).

C. Ethical Consideration

A series of ethical considerations were fully followed by the researchers before gathering the data to the respondents. The researchers first fully informed the respondents about the study and its delimitations. Also, a letter of consent that states full confidentiality and anonymity of any information given like personal information was secured by the researchers. Along with the consent states that the respondents will voluntarily participate in answering the questionnaire but can withdraw the participation anytime. Thus, this will attest that the researchers can fully access to any confidential data and use it for the analysis of the study.

D. Procedure and Data Collection Methods

In gathering the data for the study, the researchers first assured to follow sequences of standard ethical procedures to ensure validity and security of any gathered information from the respondents. First, the researchers assured a letter of approval from the chairperson of the college of education that permits researchers to collect data from respondents. Once approved, the researchers sent a letter to randomly selected respondents utilizing a google form sent through respondents' mails that ensure confidentiality with a consent form allowing respondents to participate voluntarily but can withdraw anytime. The researchers only chose those who agreed to the consent form as respondents of the study.

To gather data from the respondents, the researchers sent the approved questionnaire synthesized in google form to the respondents' mails. After then, the respondents were task to answer the google forms as per researchers' instruction. The collected responses from the respondents are kept in the responses tab of the google forms for data analysis.

TABLE I
SCORING PROCEDURE FOR STUDENTS ATTITUDE TOWARDS THE USE OF
SOCIAL MEDIA FOR BLENDED LEARNING

Scale	Score Range	Response	Qualifying Description
5	4.21-5.00	Strongly Agree	Very Positive
4	3.41-4.20	Agree	Positive
3	2.61-3.40	Neutral	Neutral
2	1.81-2.60	Disagree	Negative
1	1.0-1.80	Strongly Disagree	Very Negative

To determine students' attitudes towards the use of social media for blended learning, a questionnaire was adopted and modified with permission from Winslet Ting Yan Chan and Chi Hong Leung (2016). A range was an act to assign the corresponding attitude of students towards the use of social media for blended learning.

E. Data Analysis

After the data gathering procedure, a series of process has been done for data analysis. To answer question one (1), the respondents' responses were submitted to an expert for statistical treatment. Afterwards, the expert then does the descriptive statistical analysis using weighted mean and standard deviation to identify student's attitudes towards using social media for blended learning. Once done, the researchers then interpreted the statistical data adding supporting claims.

To answer question two, all responses were gathered and recorded via Google Forms. Responses from the participants were analyzed through thematic analysis based from Braun and Clark (2006). First, the researchers generate initial codes in a systematic way. After generating initial codes, interpretive codes for entire data set into themes were done. Next step is to identify pattern across all data to derive themes for data set. Afterwards, the researchers define and formulate themes appropriate for the study. Once done, the themes were analyzed by an expert for validation.

III. RESULTS AND DISCUSSION

It presents the results, analyses, and interpretation of data relative to students' attitude towards the use of social media for blended learning amidst covid-19 of Bachelor of Secondary Education major in Science at Bukidnon State University.

A. Students Attitude towards the use of Social Media for Blended Learning

Table 2 below shows the responses of Bachelor Secondary Education Major in Science on the attitudes towards the use of social media for blended learning on its perceived usefulness.

TABLE III
PERCEIVED USEFULNESS OF SOCIAL MEDIA FOR BLENDED LEARNING

Perceived Usefulness	Mean	Standard Deviation	Qualifying Description
Social media can improve my learning performance.	3.80	0.93	Positive
Social media can enable me to accomplish learning task more suitably.	3.83	0.91	Positive
I find social media useful in my study.	4.03	0.93	Positive
Weighed Mean	3.89	0.89	Positive

Table 2 shows students' attitudes towards social media's perceived usefulness. The weighted mean obtained was 3.89 with a standard deviation of 0.89, showing that responses from the respondents are not dispersed and are close with each other were interpreted as positive. The findings indicate that student's attitude towards the perceived usefulness of social media is positive. This implies that students' attitude on the use of social media in terms of its usefulness amidst the pandemic can improve students' learning performances, enables students to accomplish learning tasks more suitably, and is helpful in their study despite the pandemic.

The statement, "I find social media useful in my study," gained the highest weighted mean of 4.03 with a qualifying description of positive. This tells us that students find social media useful in their studies. However, the statement "social media can improve my learning performance" has the lowest mean of 3.80, indicating a positive description. This reveals that social media is helpful in students' studies, and it can also improve students' learning.

This supports the claim that social media like Facebook improve students' learning about the topics and helps them direct their own learning and enable students to accomplish learning tasks effectively and allows students to be able to learn new skills on their preferred time and at their desired location (Yeo, 2014). However, it also states that the use of social media has the potential of distraction from students' studies, which promotes overreliance on the internet (Enriquez, 2010). Moreover, other studies revealed adverse effects of social media on students' academic performance (Choney, et. al., 2010).

With this, it could not be denied that social media is indeed a great tool to help students in their studies since students showed a positive attitude towards the use of social media in its perceived usefulness. Moreover, social media is a way to improve students learning performance and accomplish learning tasks. Using social media could enhance students to know and critic which information are reliable posted on the different social media platforms. Nonetheless, students should be aware of social media's potential distraction that promotes overreliance on the internet, given the fact that it has unlimited access to information and could build a negative effect on students' academic performance. With students relying too much on the internet there would be tendencies that they will know nothing about a specific task and if the students will be immersed in the work force, they do not know what to do because everything is relied on different social media platforms.

Table 3 below presents the responses of Bachelor Secondary Education Major in Science on the attitudes towards the use of social media for blended learning on its perceived ease of use.

TABLE IIIII
PERCEIVED EASE OF USE IN USING SOCIAL MEDIA FOR BLENDED LEARNING

Perceived Ease of Use	Mean	Standard Deviation	Qualifying Description
Learning to use social media is easy for me.	3.97	0.890	Positive
It is easy for me to become skillful at using different social media.	3.63	0.765	Positive
When using social media, I can easily create new message and reply to others.	4.57	0.568	Very Positive
Weighted Mean	4.06	0.690	Positive

The perusal of Table 3 shows how students perceive ease of use in using social media for blended learning. The weighted mean indicates that students have a positive attitude towards the ease of using social media for blended learning. The standard deviation shows that the respondents' responses ratings are not dispersed, indicating that the participants' responses are close to each other. The majority of the students agreed that social media is easy to use. This may mean that in using social media for blended learning, students can easily manipulate and respond to messages from their instructors or peers.

Moreover, stating that students are willing to use social networks as a means of communication with their teachers, and students showed no discomfort when interacting with their teachers using social media (Hamid et al., 2015). However, it is somehow inappropriate for a teacher-student to communicate on social media where social media interaction can inadvertently cross professional boundaries. The improper and irresponsible use of social networks as a communication tool between teachers and students may be detrimental to the teacher-student relationship. Teachers should understand the need to be as professional as possible to create appropriate learning spaces (Gonzales et al., 2017).

The statement "it is easy for me to become skillful at using different social media" scored lower than other criteria. This may imply that using different social media requires more time and patience for a student to be skillful enough in using various social media. A similar observation was found that states that social media is not difficult to learn, but it does require continuous learning and staying up to date with trends. Thus, this may indicate that social media is self-directed learning or the process to be skillful about social media is to take the initiative to learn with or without the assistance of other people (Caylor, 2015).

Table 4 indicates the responses of Bachelor Secondary Education Major in Science on the attitudes towards the use of social media for blended learning on Collaboration and Interaction with others.

TABLE IVV
COLLABORATION AND INTERACTION WITH OTHERS

Collaboration and Interaction with Others	Mean	Standard Deviation	Qualifying Description
The quality of interaction with other students in class has increased due to the use of social media.	4.00	1.083	Positive
The quality of interaction with other students in different classes has increased due to social media.	3.93	1.048	Positive
Social media enhances collaborative relationship with my classmates.	3.90	0.960	Positive
Social media helps me to share my knowledge and experience with my classmates.	4.00	0.947	Positive
Social media helps me feel connected to other students in different classes.	3.90	1.029	Positive
I feel that I am an important part of our classroom community due to social media.	3.40	0.968	Neutral
Weighted Mean	3.86	0.97	Positive

Table 4 reveals the general weighted average of 3.86 and a standard deviation of 0.971 that indicates the respondents' responses are not dispersed and are close with each other were interpreted as positive. This tells us that the student's attitude towards collaboration and interaction with others on social media is positive. This implies that social media supports cooperation and exchange between students and their classmates on blended learning amidst the pandemic wherein students feel connected to other students using social media and enhance collaborative relationships with classmates.

Statements "the quality of interaction with other students in class has increased due to the use of social media" and "social media helps me share my knowledge and experience with my classmates" gained the highest weighted mean of 4.00, interpreted as positive. This tells us that students' interaction and collaboration with each other in class increased due to the use of social media. Also, students can share knowledge and experiences with their peers through social media in learning.

However, the statement "I feel that I am an important part of our classroom community due to social media" gained the lowest mean of 3.40, indicating neutral. This implies that although students' collaboration improved by social media use, this also promotes isolation to their peers, causing them to feel an unimportant part of a classroom community.

The study supports the claim that social media like Twitter could support blended learning activities that facilitates communication and collaboration among users to keep the students-centered learning environment (Chi Hong Leung et al., 2016). However, some researchers contradict the claim that social media promotes collaboration.

Wherein, the study asserts that although most online interactions and connectivity are reflected as positive, there is an adverse concern: isolation from others (Tokunaga, 2010). Correspondingly, another study revealed that social media has a positive impact on students; however, the negative impact is undeniable that students who spend too much time on social media have much less time socializing in person, thus affect students' behavior (Primack et al., 2017).

Hence, it can be concluded that social media increased the collaboration and interaction of students to their classroom community, as indicated in the data mentioned above. Through social media, students can enhance their collaborative relationships and increase interaction with their peers. Similarly, social media can help students express themselves by sharing their knowledge and experiences. However, students should be aware of the isolation issue that social media promotes on students feeling unwanted in a classroom community. Especially that blended learning has been implemented in this new normal where students does not have a

chance to meet with their instructors and peers because in a face-to-face learning, the students are able to express their thoughts freely without hesitations.

Table 5 shows the responses of Bachelor Secondary Education Major in Science on the attitudes towards the use of social media for blended learning on its Motivation and Facilitation of Learning.

TABLE V
MOTIVATION AND FACILITATION OF LEARNING IN USING SOCIAL MEDIA FOR BLENDED LEARNING

Motivation and Facilitation of Learning	Mean	Standard Deviation	Qualifying Description
When I use social media, it enhances my learning experience in general.	3.77	0.858	Positive
I spend more time on learning the subject/topic because of the online activities of social media.	3.50	0.900	Positive
The online activities can assist me in learning concepts and knowledge.	3.87	0.819	Positive
I learn more about the application of knowledge through engaging in the online activities in social media.	3.87	0.860	Positive
I am more motivated to learn by the online activities on social media.	3.17	0.913	Neutral
I reflect on my own learning because of the online activities on social media.	3.77	0.858	Positive
Weighted Mean	3.66	0.82	Positive

Table 5 illustrates the summary results under motivation and facilitation of learning. The mean indicates that the students are motivated to learn on social media and find social media as a tool to facilitate learning. Similar observation with a study found that learners were encouraged by engaging with their instructors via social media, but educators were concerned and skeptical of the idea (Draskovic et al., 2013). On the contrary, another study states that social media had social and intellectual ramifications. Social media addiction, social isolation, low motivation, poor time management, reduced desire to learn and poor academic performance are just a few examples (Alkaabi et al., 2018).

The statement that "I learn more about the application of knowledge through engaging in the online activities in social media" has the highest score. Therefore, the study asserts that engaging students promotes academic achievement in online courses by enhancing student satisfaction, increasing students' desire to learn, reducing isolation, and increasing the learners' sense of pride. The statement that has gained the lowest score falls under the idea "I am more motivated to learn by the online activities on social media." The result may indicate that students lack the motivation to learn in an online setting (Martin, 2018). In which, it denotes that when compared to face-to-face education, online learning had lower extrinsic and intrinsic motivation. Thus, this may be attributed to a lack of interaction between instructors and peers (Mese & Sevilen, 2021).

Table 6 shows the overall weighted mean and standard deviation of the responses of Bachelor Secondary Education Major in Science on the attitudes towards the use of social media for blended learning on perceived usefulness of social media for blended learning, perceived ease of use in using social media for blended learning, collaboration and interaction with others and motivation and facilitation of learning in using social media for blended learning.

TABLE VI
OVERALL ATTITUDE OF SCIENCE STUDENTS TOWARDS THE USE OF
SOCIAL MEDIA FOR BLENDED LEARNING

Parameters	Mean	Standard Deviation	Qualifying Description
Perceived usefulness of social media for blended learning	3.89	0.89	Positive
Perceived ease of use in using social media for blended learning	4.06	0.69	Positive
Collaboration and Interaction with others	3.86	0.97	Positive
Motivation and facilitation of learning in using social media for blended learning.	3.66	0.83	Positive
Grand Weighted Mean	3.87	0.83	Positive

Table 6 shows the overall attitude of science students towards the use of social media for blended learning. The grand weighted mean indicates that students positively utilize social media for blended learning with a positive qualifying description. The general standard deviation shows that the respondents' ratings are homogeneous, indicating that these ratings are close to each other. The results were supported by a study stating that the educational use of social media correlates well with previous experiences with blended learning (Manca & Ranieri, 2016). Other than that, it is also said that students hold a positive attitude in integrating social media for understanding. Thus, it implies that making use of social media for blended learning would benefit the learners and the instructor, and considering the use of social media would make education possible in this time of pandemic where face-to-face learning is prohibited (Salhi and Elsaid, 2018).

The perceived ease of use in using social media for blended learning garnered the highest score. Similar results from another study asserts that learning to use social media is not difficult, but it does need continuous learning and keeping up with trends. Thus, this signifies that the respondents demonstrate a positive attitude towards using social media for blended learning in terms of its convenience. This may also indicate that in using social media for blended learning, students will not have a hard time and allot a long time learning about different social media platforms when these platforms will be considered in the educational setting (Caylor, 2015).

Motivation and facilitation of learning in using social media for blended learning scored the lowest. With that, a recent study came up with similar results that social media had both social and intellectual effects. These include social media dependency or addiction, social isolation, low motivation, procrastination, low drive to learn, and poor academic performance. Thus, this may indicate that motivating students with a blended type of learning is really a challenge for the learners but for the instructors and parents because it can be observed motivating students in a face-to-face learning is already a challenge, how much more in a blended learning where students do not have a chance in meeting their instructors and even peers. Students are also hesitant to contact their instructors if they do not understand something from the lesson which lead them to be less motivated (Alkaabi et al., 2018).

B. Significance of using social media for blended learning

The following frames below presents the responses of the Bachelor Secondary Education Major in Science on the significance of using social media for blended learning.

Frame 1 shows the analyzed responses on the significance of using social media for blended learning under the theme information provider.

Frame 1. Information Provider

1. Thoroughly understanding information posted online so that we can use it with our modules. (*Participant 5*)
2. Use social media in gaining knowledge from different valid sources. (*Participant 9*)
3. Accurate use of information to avoid fake ones. (*Participant 10*)
4. Utilizing social media to seek information that I can utilize in my studies. (*Participant 12*)
5. Seeking information in social media to gain knowledge and apply it to my modules. (*Participant 16*)

6. Watching Youtube videos to gain additional knowledge about our topic in school. (*Participant 19*)
7. The significance in using social media is have schedule in using social media and to be a good reader so that you will not use fake information. (*Participant 23*)
8. It is important to practice on how to identify the reliability of the sources especially when it comes to our health and safety. (*Participant 26*)
9. For me the significance in using social media are use it in a way were t can be beneficial to you like researching information about a specific topic, spreading good news, and connecting with your classmates and teachers. (*Participant 29*)

The responses given by the participants depict that the significance of using social media for blended learning is utilizing it as a source of valuable and applicable information. Specifically, Participants 10, 23, and 26 mentioned that social media must be used wisely through proper comprehension of ideas and observing the accuracy and reliability of information to avoid false knowledge. Aside from that, the rest of the participants in this frame considered utilizing social media to understand complex ideas on their modules and apply the collected knowledge to satisfy their intellectual needs and provide answers to the given questions to them. Social media contains a lot of content that can be useful to gain understanding.

In blended learning, it is difficult to solely learn from the modules and depend on the class discussion alone. Moreover, social media should also serve as an excellent tool for an extensive understanding of complicated ideas. A lot of information and knowledge are published on different social media platforms that portray a functional role in clarifying necessary lessons to achieve full enlightenment. However, since social media platforms are accessible by countless users, there are possibilities that a learner could collect false ideas, information, or news. To avoid such instances, students should practice checking the data appropriately and distinguishing facts from opinion and fake information.

According to Howell (2019), social media provides many opportunities to assist the improvement of students' education. Social media is undeniably a great source of ideas and information conducive to acquiring enlightenment of a particular topic that can be tackled in their school discussions. With social media, it is easier to discover the answers to various inquiries considered necessary tools for learning. However, social media is also a risky platform since it can produce fake information as well. In fact, Golding (2018) stated that the circumstances of information illiteracy could really affect education.

This illiteracy in media and information could hinder gaining necessary skills, wisdom, and comprehension. So, it is significant to develop and learn separating facts from figment data. Of course, if the information assimilated by the students contains erroneous and inaccurate information, they would acquire invalid lore as well.

The learners can perform experiments in the virtual lab without taking risks outside the home. The study inferred that a virtual laboratory could save time and effort for both teachers and students because it just needs important educational pieces of stuff. The virtual laboratory does not require a lot of materials since all materials and tools are being virtually set in the specific learning environment where learners can explore more about the simulation that was provided to them (Ismail et al., 2016).

The course materials are connected to the virtual laboratory tasks given by instructors. Subsequently, virtual laboratories of the students are related to what has been discussed virtually, and it is the application of the concepts presented in the science lessons. The findings can be supported by Sabales (2018), it was mentioned that exposing the students to virtual laboratories can help every student to improve their academic performance in physics wherein students can gradually love using their computer and other technology in learning and accept it as a means of gaining new knowledge.

Frame 2 presents the analyzed responses on the significance of using social media for blended learning with a theme Optimistic, Disciplined and Monitored.

Frame 2. Controlled Utilization

1. I think minimizing the unnecessary use of social media while studying is the significance of using social media for blended learning. (*Participant 2*)
2. The significance that I consider for me is that a students must have time management, wherein that students should know his/her priorities, most specifically on the difference between what is needed and

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| what is wanted. (<i>Participant 3</i>)
3. Time management. For me managing your time correctly and distributing it with studying and just socially interacting online. (<i>Participant 4</i>)
4. Proper control in using social media must be practiced to avoid being distracted from studying. (<i>Participant 8</i>)
5. Students like me should not abuse social media by just copy pasting answers from it. (<i>Participant 11</i>)
6. Use not just social media but technology as well in a literate and wise manner. (<i>Participant 14</i>)
7. Taking breaks from social media to focus on my studies and develop positive mindset. (<i>Participant 17</i>)
8. Avoiding bad influences in online platforms that discourage me to do my school works. (<i>Participant 20</i>)
9. Every day I open my Google classroom in order for me to be updated regarding to the activities that our instructor post. (<i>Participant 22</i>)
10. Know your priorities and be motivated to learn despite of the situation. (<i>Participant 27</i>) |
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Based on the collected data on the second (2nd) frame, the participants considered controlled utilization of social media as significant to make it beneficial to blended learning. The responses show that students should learn to minimize their use of social media, practice time management, and take control of social media to get them away from distractions. Moreover, since social media is now used for school activities, students should always check the instructions and announcements of their mentors, which are posted on a particular social media platform to track their movements and tasks. Determining priorities and putting restrictions and limitations are advisable due to their significant role in preventing the students from abusing social media and maintaining proper and genuine learning.

Participant 17 claimed that practicing taking regular breaks from social media is the best way of using it. This will increase and strengthen their focus on learning. It will also lead to acquiring optimistic views away from social media's toxic content. Participant 20 said that it is also best to avoid unpleasant influences that students could get from negative posts scattered on various online platforms. Furthermore, Participant 27 noted that the significance of using social media is to always be motivated despite the situation's circumstances through this online platform.

Basically, students should practice proper manners and control while using social media. Eliminating distractions and negative impressions while using it, such as unnecessary involvement in social networks and awful posts, is beneficial in maintaining concentration on necessary tasks that requires accomplishment. This strategy helps develop positive insights and views towards learning despite all the difficulties. It must never be abused, or else genuine learning will never be attained. Moreover, it is vital to wisely create a routine of using social media for educational purposes alone to avoid missing out on the necessary announcements and instructions from mentors.

The main problem with young people using social media is their addiction. Students' social media usage must be minimized and controlled to prevent the occurrence of its negative consequences. A study showed that a student who spends most of their time browsing social media possesses fewer academic rules compliance and actions such as being unable to complete homework and attend class discussions. It also leads to low confidence in terms of academic enactment and intellect. Moreover, social media should not be taken advantage of. Utilizing social media as a source of knowledge is highly beneficial; however, abusing it, such as copying information without properly cognizing it, may result in the deprivation of authentic learning (Walker, 2017).

Frame 3 indicates the analyzed responses on the significance of using social media for blended learning under the theme Harmonic Communication.

Frame 3. Harmonic Communication

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| 1. I regularly communicate with my teacher through Facebook so that I can understand the lessons that are quite not clear to me. (<i>Participant 1</i>)
2. Applying netiquette must be observed to build good connections with people who can help us in learning. (<i>Participant 6</i>)
3. The best way to use social media for blended learning is to build proper and cooperative communication with our classmates to help each other with the concepts that we can't understand. (<i>Participant 7</i>)
4. Be respectful in all means and ways in order to remain the peace at hand. With respect you'll receive respect also leading to better relationship within your circle of friends, classmates and etc. (<i>Participant 25</i>) |
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5. Netiquette. (Participant 28)

Building harmonic relationships between learners and mentors on social media are also significant, according to the responses that have been gathered. Maintaining proper communication between the learners and their teachers in social media is essential to create a peaceful social environment for learners where they can learn and understand the ideas and concepts that are not limpid to their comprehension without hesitating to ask for help from their social media peers. Netiquette or the etiquette in using the internet must also be practiced.

Assembling proper communication between individuals in social media is an effective practice to follow. Learning requires a healthy social environment. Since blended learning relies more on virtual tools such as social media, this is considered as a virtual social environment for this modality. With this fact, social media relations have to be harmonious and peaceful for a student to achieve proper education without hesitation to share knowledge and fear of being clashed by the other users. Moreover, communication in social media is vital in ensuring that the mentors and learners still keep in touch to ensure that the students will attain proper comprehension of ideas. Furthermore, communication without grudges and negativity between learners is an important and one of the best disciplines in utilizing social media for remote learning.

Hopkins (2016) believed that an irenic social media environment is necessary to achieve satisfying independent education. To accomplish these peaceful online social relations, learners should watch how they express their words and ensure they do not convey offensive speech. It is most advisable to observe the home-schooled students because they are deprived of speaking body language to their mentors. Body language is essential in personal conversation to clarify the mood of expressions. However, body language is not present in-home and online schooling, so it is crucial to maintain chivalrous communication with mentors and, if possible, with peers. If these cooperative communication behaviors succeed, it will be easier for learners and mentors to share their ideas and interrogations considering absolute learning.

Frame 4 presents the analyzed responses on the significance of using social media for blended learning under the theme Collaborative Learning.

Frame 4. Collaborative Learning

1. Learning to use social media in sharing pdf's that are useful to others for their advance study. (Participant 13)
2. Using social media for a virtual group study. (Participant 21)
3. Collaborative learning via messenger (i.e. video calls for collaboration). (Participant 24)

Since social media is made for social interaction, the participants claimed that social media must be used for collaborative learning. The participants considered using social media to share and collect learning materials such as files that are useful in doing preliminary studies. Social media should also be used in virtual activities that boost learners' cooperation in studying the concepts featured in their modules.

Cooperation between learners in social media is one of the most significant aspects of using social media. Students must learn to collaborate with other learners through social platforms. Collaborative learning in using social skills possesses many advantages to blended learners due to multiple resources provided by their fellow learners. It will be a lot easier for a student who's struggling in academics, especially in studying alone, to understand notions since the information will come from a student like them, and it will fight overwhelming and intimidation to topics.

Engaging in social media as a tool for collaborative learning is wise to utilize this platform to serve several contributions to education. It is, in fact, an excellent medium for the exchange of information. Learners may swap their learning materials to provide and access additional knowledge. Social media is a good learning forum where students can share ideas and expertise in their own way with their peers, which leads to a more comfortable and practical education. Moreover, the exchange in learning resources and conducting a variety of learning fora urges the enthusiasm and dynamic characteristics of the students in learning to show up (Ansari, 2020).

Frame 5 shows the analyzed responses on the significance of using social media for blended learning under the theme Creative and Strategic.

Frame 5. Creative and Strategic

1. Maximizing its features to create collaborative learning with peers and mentors like having conference calls to discuss topics that are hard to understand. (Participant 15)
2. Developing different strategies in learning through tutorials and tips on social media videos. (Participant 18)
3. Integrating classes and discussions both academic and personal matters in utilizing social media. (Participant 30)

According to the information lend by the participants, it is significant to use social media creatively and strategically in the light of its proper application on blended learning. Three (3) participants believed in maximizing social media features to enhance their knowledge and adequately comprehend and dilate their understanding of the complex concept and notion. Social media may also enable individuals to accumulate helpful information that is applicable in satisfying their intellectual needs. Moreover, it is also best for the students to develop their new system and exclusive strategies in education out of the technological features of social media to improve and innovate the routines in learning to sense more comfort and ease in blended learning.

Social media's functional features must be maximized to discover effective tactics in improving and innovating education. This practice will make it easier for learners to acquire enough knowledge. In addition, learners would find their own way of studying, which best suits their learning capabilities. With that, many students would have a chance to excel while learning in their own phase. Furthermore, education will be more effective, modern, and unlimited to satisfy the demands of intellect.

West (2021) affirmed that social media should not be treated as a mere threat or distraction in education. Instead, social media tools must be maximized to enhance learning. It must be used strategically to improve the quality of teaching and develop complete understanding. Social media should be used in broadcasting lessons and conducting class discussions, especially in compliance with the health protocols against COVID 19 outbreak. It could be used for video conferences, delivering learning materials, creating artistic projects, and communicating with learners/mentors. Now that virtual and remote schooling is in demand, both the mentors and learners should discover functional social media features and develop their application to educational needs.

IV.CONCLUSION

After conducting this study and analyzing the results on students attitude towards the use of social media for blended learning amidst Covid-19 among selected science students, the conclusions drawn on grounds with the salient findings of the results where the students conveyed positive attitudes towards the use of social media for blended learning in terms of perceived usefulness, perceived ease of use, collaboration and interaction with others, and motivation and facilitation of learning. Results also revealed the significance of using social media for blended learning was diverse depending on its application to students' education. The study, however, has also several limitations. Initially, considering that the sample size was very few, it did not essentially represent the cluster of science students where the results were generalized. Only ten (10) particular students per section were included, its findings may not generally match the attitudes of the students on using social media for blended learning.

In the light of findings and conclusions arrived in this study, the following recommendations are put forward for consideration. Students may use social media with full responsibility and discipline to accompany them with their intellectual needs without abusing its ability and advancements in helping the education industry. Teachers should use social media in delivering education and monitoring their student's academic performance amidst pandemics. Bachelor of Secondary Education major in Science students may use social media to help disseminate scientific knowledge and stimulate science communication between diverse stakeholders with full responsibility. Administrators of schools may establish rules that would strengthen the security of genuine education to ensure that the students will comply with the academic ethical laws. Lastly, future researchers may use their study as their basis of knowledge and look for further improvements if necessary. They may also include teachers as the respondents to know their stand on this topic as well.

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