

# Facebook as a Learning Management System for Filipino Tourism Students

Raul John H. De los Reyes Jr.

## Abstract

Faculty members are already utilizing learning management systems to facilitate learning in class. Facebook, although not a learning management system, is utilized by instructors to disseminate academic related information and to communicate to their students. This paper looks at the perceived effects of Facebook as a learning management system; additionally, it aims to determine the self-reported Facebook usage of tourism students in a state-owned university in Leyte. This study employed a simple descriptive research design and used a self-made questionnaire. The determined sample size in this study is 81 at 95% confidence level and  $\pm 5\%$  margin of error. The population consists of Bachelor of Science in Tourism, Hotel and Restaurant Management students who were enrolled in the Entrepreneurship and Project Feasibility Study course on the second semester of the school year 2017-2018 in a state-owned university in Leyte. This research revealed that Facebook does not help collaboration between peers and academic related activities of Filipino tourism students. Furthermore, it shows that 98% of the students have daily access to their Facebook accounts. Hence, the presence of high internet penetration level.

**Keywords:** *Tourism Students, Facebook, Learning Management System*

## Introduction

College instructors are already utilizing social networking sites (SNS) for academic purposes. College students are active in social media; thus, instructors take advantage of the technology for handing out instructional materials and for announcing class-related activities and other academic-related matters. Students also use SNS to communicate with their classmates and friends in the academe. Free access to these SNS further attracts students and instructors to use these SNS for academic purposes. Social networking sites allow users to create personal profile online and share it with other users. Moreover, users share photos and communicate with others on the platform (Boyd & Ellison, 2008).

Phu & Gow (2019) stated that Facebook is the most famous SNS. Like the rest of the SNS, Facebook's main purpose is to connect users on the internet (Bailey & Green, 2010). Previous

works found out that there is an increasing level of Facebook usage among college students (Madje et al., 2009; Selwyn, 2009; Prescott et al., 2015). Additionally, Facebook is also the most popular SNS to undergraduate students (Arteaga Sanchez et al., 2014; Cheung, Chiu, & Lee, 2011; Moreno et al., 2011) and college students are the majority of Facebook users (Smith & Caruso, 2010). Hence, Facebook is where instructors and students would most probably meet online.

## Literature Review

Facebook is a social tool, not an educational tool nor a learning platform (Prescott et al., 2013). However, students and instructors have been creative with the different features of Facebook, applying it for academic and learning purposes. Facebook is a popular tool in the academe that can facilitate learning (Hewitt & Forte, 2006; Irwin, Ball, & Desbrow, 2012). Students use Facebook to

\*Corresponding Author: Raul John H. delos Reyes, Jr.  
Leyte Normal University  
E-mail: rhdelosreyes@up.edu.ph

All articles published in the Journal of Education and Society are property of Leyte Normal University, and is protected by copyright laws. Copyright ©2019. All rights reserved.

connect with their instructors and classmates to discuss course content (Madje et al., 2009; Prescott et al., 2013). Additionally, students reported that they can collaborate well with their classmates through Facebook (Mazman & Usluel, 2010). In his study, Selwyn (2009) revealed that students assist each other by sharing journal articles, books, and results from bibliographic database searches. It is clear that the communication gap between students and their lecturer is significantly reduced using Facebook. Moreover, students are also able to communicate with their peers.

There are scholars who already conducted researches about Facebook and its probable functions to enhance the academic performance of students. The research of Bosch (2009) found out that instructors can easily reach out to students in Facebook than in the classroom; furthermore, students are also more confident in asking questions in Facebook than during class hours. Prescott, Stodart, Becket, & Wilson's study (2015) showed that lecturers, who use Facebook as a learning platform, felt that there was an increase in class performance and students are sharing information and course related resources. Michikyan, Subrahmanyam, & Dennis (2015) emphasized that college is a time of transition for students, especially for freshmen, and students may use Facebook for academic and adjustment concerns.

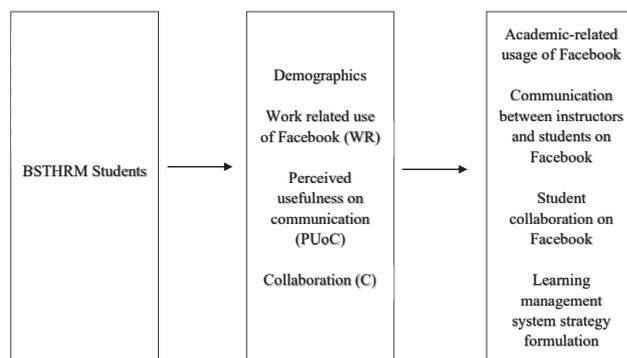
The previous findings about the different advantages of Facebook to the academic performance of students, however, do not conclude only positive effects. There are scholarly works that reveal negative impacts of Facebook to academic performance. Karpinski & Duberstein (2009) emphasized that students who spend more time on Facebook spend lesser time in studying. Along the same line, Morallo (2014) concludes that the established effects of SNS decrease study time and increase leisure time; moreover, students mainly use SNS like Facebook for entertainment purposes and not for academic purposes.

Different problems are also encountered by instructors and students in using Facebook for academic purposes. According to Meishar-Tal et al. (2012), in cases where instructors use Facebook as a communication tool, students need to regularly

access their Facebook accounts; otherwise, they will miss important updates and notifications from instructors. Hewitt & Forte (2006) explained that students raised privacy & identity management issues when they answered the question "Do you think faculty should be on Facebook?". In the study of Prescott et al. (2012), 51% of their respondents reported that their colleagues display unprofessional behavior in Facebook. This result has led to a recommendation that pharmacy students need to follow more guidelines to behave professionally online. Along the same line, instructors must also behave professionally online. Teacher disclosure has positive effects to class environment; however, instructors must be careful in sharing information to maintain credibility (Mazer, Murphy, & Simonds, 2007).

The shift from an input-based education to an outcomes-based education in the Philippines will definitely create changes to facilitate learning. The adoption of Facebook as a learning platform or communication tool is possible for it is free and popular among instructors and students. However, there are many uncertainties in using this SNS for academic purposes. Conclusions extracted from this research will help instructors on how to effectively use Facebook and other SNS as a learning platform. Furthermore, Facebook usage profile is a significant data in this research and it may be considered as a benchmark for further researches that may recommend an institutionalized learning management system for instructors and students.

### Conceptual Framework



The study starts with identifying the random

BSTHRM participants that will answer an adopted survey questionnaire. Participants must read a consent form and must affix their signature if they agree to the study. After answering the survey, three variables will be measured. These variables are work related use of Facebook (WR), perceived usefulness on communication (PUoC), and collaboration (C). Demographics are also captured to illustrate the characteristics of the participants. Measuring these variables will lead to the identification of the academic-related usage of Facebook among tourism student, understanding the reliability of Facebook as a means of communication and collaboration between instructor and students. Furthermore, the study may direct to the adoption of a learning management system.

### Research Questions

The researcher aims to answer the following research questions in this study:

- 1.) What are the academic related usage of Facebook of BSTHRM students?
- 2.) What are the perceived effects of Facebook to communication among instructors and students when used as a learning management system?
- 3.) What are the perceived usefulness of Facebook in collaborating and sharing resource materials when used as a learning management system?

### Methodology

The researcher conscientiously followed ethical procedures for the entire duration of the study. Consent forms were handed out together with the survey questionnaire to assure that data collected is confidentially stored. The researcher consulted Dr. Evangeline V. Sanchez for the instrument design. Moreover, Dr. Ariel B. Lunzaga was sought for the appropriate use of the gathered data. The researcher completed the research with integrity.

### Research Design

The study uses a simple descriptive research design. The descriptive design describes the status of four variables: demographic profile, work related usage of Facebook, perceived effects in communication, and collaboration of students.

### Sampling

The population of this study consists of incoming fourth year BSTHRM students of a state-owned university in Leyte who have enrolled in Entrep\_101: Entrepreneurship and Feasibility study. Furthermore, the researcher decided to only include Entrep\_101 classes that utilized Facebook as a learning platform in the study. The researcher determined that only three out of six Entrep\_101 sections utilized Facebook as an academic tool. The respondents came from section T31 with 35 students, T32 with 35 students, and T34 with 31 students. Finally, there were 101 students in the three Entrep\_101 sections.

$$n = \frac{Nz^2pq}{E^2(N-1) + z^2pq}$$

Figure 1. Sample Determination Calculator

Where:

- n=required sample size
- N=population size
- P and q=population proportions
- z=confidence interval
- E=sets the accuracy of the sample (margin of error)

The researcher used the sampling calculator above to determine the number of respondents. The calculator yield 81 respondents at 95% confidence level and  $\pm 5\%$  margin of error. The allocation of the number of respondents were T31=28, T32=28, T34=25 and simple random sampling was employed to determine the respondents. BSHAE and BSHRM students who were enrolled in the determined subjects were removed from the total population of the study. Additionally, irregular BSTHRM students were also removed from the population. During the course of the study, some of the identified respondents declined to participate in this study. For this reason, the

researcher randomly picked students from the population. These students were not part of the initial sample.

### Data Collection and Instruments

The instrument that was used in this study is a structured survey questionnaire which was adopted from the survey questionnaire used in the research “Students’ perceptions of Facebook for academic purposes” (Arteaga Sanchez et al., 2014) and the research “Perceived Effects of Facebook on Academic Activities of Agricultural Students in University Of Port Harcourt” (Ifeanyiobi, Olatunji, & Akpala, 2014). A bipolar six-point likert scale was used instead of a five-point likert scale used by Arteaga Sanchez et al. (2014) to measure the variables. Moreover, there is no neutral option to avoid neutrality.

The first part of the questionnaire consists of the personal and academic profile of the respondents. The second part includes four questions about the respondent’s Facebook usage. The third part consists of 18 questions representing the variables: Work Related (WR), Perceived Usefulness on Communication (PUoC), and Collaboration (C). The researcher employed several student representatives that were part of the participating classes to contact the respondents. The instruments were personally administered by student representatives. Respondents who cannot personally answer the instrument answered the survey on Facebook.

### Data Analysis

The instrument was administered personally however online methods were sought since some of the respondents could not come to personally answer the questionnaire. As soon as the instruments were received back from the student representatives, the responses were immediately screened for validity. Raw data were recorded and stored in an Excel file to track and to preserve data. After gathering all the necessary data, the raw data were then tallied and grouped. Frequency tables and percentages were used to present the personal, academic, and facebook usage profile of the

respondents. Furthermore, arithmetic mean was used to describe the answers of the respondents for each statement.

### Ethical Considerations

The researcher sent a consent form together with the survey questionnaire that assures participants that they can withdraw their participation in the study at any time. The consent form was written in accordance with the reading comprehension skills of the participants. Moreover, participants were asked to affix their signature on the consent form. All data were secured in a spreadsheet file and only unique ID numbers was used instead of names to protect the identity of the participants. Research participants were not coerced and participated voluntarily.

### Results and Discussion

Table 1 shows the demographic and Facebook usage profile of BSTHRM students. It is imperative to note that only 2% access their Facebook accounts once a day. This suggests that tourism students have day-long access to the internet and might probably have mobile phones that could access Facebook regardless of their location. This result is congruent with the findings of previous studies that the level Facebook usage is increasing among college students (Madge et al., 2009 and Selwyn, 2009).

**Table 1. Demographic and Facebook usage profile of the respondents.**

Item	Frequency	%	
Gender	Male	15	19%
	Female	66	81%
Age	18	18	22%
	19	48	59%
	20	11	14%
	21	4	5%
	21	2	2%
Frequency of Facebook Usage	Once a day	19	23%
	2-5 times a day	16	20%
	6-10 times a day	18	22%
	11-15 times a day	11	14%
	16-20 times a day	15	19%
Time Spent on Facebook	≤1hr	57	70%
	2-3hrs	17	21%
	4-5hrs	2	3%
	≥5hrs	5	6%
Main purpose of using Facebook	Post updates and status	24	30%
	Communicate with family, friends, and instructors	17	21%
	To hear news and current events	13	16%
	Entertainment	26	32%
	Gather academic related information	13	16%
Number of friends in Facebook	To have more friends	12	15%
	100-499	8	10%
	500-999	4	5%
	1000-1499	11	14%
	1500-1999	9	11%
	2000-2499	23	28%
	2500-2999	3	4%
	3000-3499	13	16%
More than 3500	10	12%	

Accessing Facebook multiple times in a day can be disrupting to studies instead of being helpful. However, it is also important to emphasize that 70% of the students only spend a maximum of 1hr when using Facebook. The respondents disclosed their main purpose of using Facebook as well. This study found out that only 16% are gathering academic related information or checking school related updates from classmates and instructors. On the other hand, 30% of the tourism students post updates and status, 21% use Facebook to constantly keep up with friends and family, 16% use it to hear current events and news, while 32% use Facebook to entertain themselves. The mentioned result is strongly consistent with the findings of Prescott et al. (2013) that Facebook is a social tool not an academic tool.

Table 2 represents the respondents' perception of the various effects of Facebook to their academic performance. The first four statements correspond to the work related (WR) use of Facebook. The respondents slightly disagree (mean of 3.3) that using Facebook to communicate with their classmates regarding assignments and other group projects improve their scores. The respondents also slightly disagree (mean of 3.3) that Facebook is an academic resource that can improve their performance in school. Additionally, respondents slightly disagree (mean of 3.5) that Facebook does

not provide readily available academic resources to them. The respondents slightly disagree (mean of 3.6) too that accessing Facebook helps them complete their academic requirements.

Statements 5 to 8 correspond to the perceived usefulness on communication (PUoC) of Facebook. The respondents slightly agree (mean of 4.2) that communication between classmates are improved when using Facebook as a communication tool. This also holds true (mean of 4.0) with teachers. Furthermore, respondents slightly agree that announcements and other school-related information easily reach them (mean of 4.8) in Facebook. These results are consistent with the findings of Bosch (2009) where instructors can reach out to their students without difficulty. The respondents, however, slightly disagree that Facebook improves the delivery of important course content and other learning materials.

The last four statements are linked to collaboration (C) of students in Facebook when doing academic related projects or assignments. The respondents slightly disagree (mean of 3.6) that Facebook has the right features that can share a substantial number of resources and learning materials. Moreover, respondents slightly disagree (mean of 3.9) that Facebook has features that provide a conducting and seamless learning experience the respondents also slightly disagree (mean of 3.8) that Facebook is an appropriate platform to exchange course content and other related information. The respondents, however, slightly agree (mean of 4.2) that Facebook improves group work.

**Table 2. BSTHRM students' perception of the effects of Facebook to their academic performance**

No.	Statement	Mean
1	Communicating with my classmates on Facebook enhances my score on homework and group projects.	3.3 (Slightly Disagree)
2	Using Facebook as a resource increases my performance in my courses.	3.3 (Slightly Disagree)
3	Using Facebook helps me with complying course requirements.	3.5 (Slightly Disagree)
4	Facebook provides resources to support students when doing their homework.	3.6 (Slightly Disagree)
5	The use of Facebook improves communication between classmates.	4.2 (Slightly Agree)
6	The use of Facebook improves communication between the teacher and the students.	4.0 (Slightly Agree)
7	The use of Facebook improves the delivery of course content and resources.	3.6 (Slightly Disagree)
8	The use of Facebook improves the communication of announcements about courses, classes or school.	4.8 (Slightly Agree)
9	Facebook is an appropriate platform to exchange course related information.	3.8 (Slightly Disagree)
10	The use of Facebook improves student group work.	4.2 (Slightly Agree)
11	Facebook provides the resources to share a wide variety of resources and learning materials.	3.6 (Slightly Disagree)
12	Facebook provides rich multimedia resources and media support to improve the educational experience.	3.9 (Slightly Disagree)

\*Corresponding Author: Raul John H. delos Reyes, Jr.  
 Leyte Normal University  
 E-mail: rhdelosreyes@up.edu.ph

## Conclusion

The students slightly disagree to the work-related use of Facebook. They feel that communication between them and their classmates does not really enhance their score and performance. Facebook does not help them in complying with their course requirements too. Additionally, Facebook does not really have the features that provide readily available resources. The BSTHRM students do not believe that Facebook has any work-related usefulness to them when used as a learning management system. There could be features in Facebook that is hindering itself from being useful in terms of work-related use of students. The study concludes that Facebook does not have the features to be useful when it comes to work-related activities of the students.

The BSTHRM students slightly agree that Facebook is a useful tool on communication. Since we are in the information era, students can easily and conveniently access the internet. And the free access Facebook on any cellular network makes communication between their classmates and instructors easy. School announcements can be read anywhere at any time when it is posted on Facebook. However, Facebook does not improve the delivery of course content and other learning materials. There are factors that may constraint students and instructors to upload course materials. An example is the upload file size limit.

E-books and podcasts that have huge file-size cannot be uploaded in Facebook.

Lastly, the BSTHRM students slightly disagree that Facebook improves their collaboration with their classmates. Facebook may have features where students and instructors can exchange ideas and information (i.e. group chat and Facebook groups), however, it has limitations too since Facebook's current features are designed for social purposes not for academic purposes. Students also feel that Facebook is not a proper platform to conduct lectures nor disseminate course related content and materials.

Facebook is indeed essential for students to communicate with their peers, family, classmates, and instructors. However, it is not really that helpful when it is used as a learning management system. There could be many underlying reasons as to why it is not helpful. Further exploratory research about the lacking features of Facebook that could improve work-related use of students and collaboration between students can be done. And the recommended features can be integrated with the messaging and availability feature of Facebook to create an institutionalized learning management system for instructors and students to use. The researcher found out that the internet penetration level of the BSTHRM students is already high. This suggests that an online learning management system can be easily accessed by students.

## References

- Arteaga Sanchez, R., Cortijo, V., & Javed, U. (2014). Students' perceptions of Facebook for academic purposes. *Computers and Education* 70, 138-149.
- Bailey, B., & Green, T. (2010). Academic Uses of Facebook: Endless Possibilities or Endless Perils? *IEEE Engineering Management Review*, 38, 35-37.
- Bosch, T. E. (2009). Using online social networking for teaching and learning: Facebook use at the University of Cape Town. *Communication* 35:2, 185-200.
- Boyd, D. M., & Ellison, N. B. (2008). Social Networking Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 211.

- Cheung, C. M., Chiu, P.-Y., & Lee, M. K. (2011). Online social networks: Why do students use facebook? *Computers in Human Behavior* 27, 1337-1343.
- Hewitt, A., & Forte, A. (2006). Crossing Boundaries: Identity Management and Student/Faculty Relationships on the Facebook.
- Ifeanyi-obi, C., Olatunji, S., & Akpala, J. (2014). Perceived Effects of Facebook on Academic Activities of Agricultural Students in University of Port Harcourt. *IOSJR Journal of Mobile Computing & Application* 1:2, 12-16.
- Karpinski, A. C., & Duberstein, A. (2009). A Description of Facebook Use and Academic Performance Among Undergraduate and Graduate Students. *American Educational Research Association Annual Meeting*.
- Madje, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at University: 'It is more for socialising and talking to friends about work than for actually doing work'. *Learning Media Technology* 34, 141-155.
- Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll See You On "Facebook": The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate. *Communication Education*, 56:1, 1-17.
- Mazman, S. G., & Usluel, Y. K. (2010). Modeling Education Usage of Facebook. *Computers and Education* 55, 443-453.
- Meishar-Tal, H., Kurts, G., & Pieterse, E. (2012). Facebook Groups as LMS: A Case Study. *The International Review of Research In Open and Distance Learning* 13:4, 33-48.
- Michikyan, M., Subrahmanyam, K., & Dennis, J. (2015). Facebook use and academic performance among college students: A mixed-methods study with a multi-ethnic sample. *Computers in Human Behavior* 45, 265-272.
- Morallo, I. M. (2014). THE EFFECTS OF SOCIAL NETWORKING SITES ON STUDENTS' ACADEMIC PERFORMANCE IN LYCEUM OF THE PHILIPPINES – LAGUNA. *Graduate School Research Journal*, 16-28.
- Phu, B., & Gow, A. J. (2019). Facebook use and its association with subjective happiness and loneliness. *Computers in Human Behavior*, 92, 151-159.
- Prescott, J., Stodart, M., Becket, G., & Wilson, S. (2015). The Experience of using Facebook as an Educational Tool. *Health and Social Care Education*, 1-5.
- Prescott, J., Wilson, S., & Becket, G. (2012). Pharmacy students want guidelines on Facebook and online professionalism. *The Pharmaceutical Journal*, 163.
- Prescott, J., Wilson, S., & Becket, G. (2013). Facebook use in the learning environment: do students want this? *Learning, Media and Technology* 38:3, 345-350.

Selwyn, N. (2009). Faceworking: exploring students' education-related use of Facebook. *Learning, Media and Technology* 34:2, 157-174.

Smith, S., & Caruso, J. (2010). *The ECAR study of undergraduate students and information technology*. Retrieved from In Research study (Vol. 6). Boulder, CO: EDUCAUSE Center for Applied Research: [www.educause.edu/ecar](http://www.educause.edu/ecar).