

FACEBOOK GROUP PAGE AS A SUPPLEMENTAL INSTRUCTIONAL APPROACH IN TEACHING COLLEGE STUDENTS IN THE PHILIPPINES

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ABSTRACT: This is quasi-experimental research with pre-test and post-test. Two groups are involved in this study, the controlled and experimental group. Accordingly, the control group is assigned to the traditional instructional approach, whereas the experimental group is assigned to Facebook Group Page (FBGP) as a supplemental instructional approach. Data were gathered and interpreted by using mean, standard deviation and T-test. Although the two groups have an increased in the post-test after being exposed to the two distinct instructional approaches, the experimental group exposed to FBGP as a supplemental instructional approach performed best than the controlled group exposed to the traditional instructional approach. The FBGP as a supplemental instructional approach can be a great social networking site in improving the learning and students' performance of the college students.

KEYWORDS: Facebook, Facebook Group Page, Instructional Approach, Student's Performance

1. INTRODUCTION

Johansson [1], stated that education is a significant factor in employment. It is believed that a person who acquired quality education can give satisfaction to the clients. Thus, education is a vital factor in building a strong nation.

The Philippines Educational System (PES) is commissioned to develop and maintain quality education for learners. Thus, the main task of the PES is to prepare the students to become efficient and competent individuals in their respective field in the future. The learning competencies in every institution should be aligned to the qualification standards of the 21st-century skills, Philippines Qualification Framework (PQF), ASEAN Qualifications Reference Framework and among others.

To deliver the effectiveness of the learning process, the researcher uses Facebook Group Page (FBGP) as a supplemental instructional approach to augment the learning of the learners. According to Facebook's official data, as of March 2015, the monthly active users of Facebook (FB) in the Philippines are forty-three million (43 000 000). It shows that there is an increase up to twenty-three percent (23%) in the number of Facebook users compared to the statistics report on March 2014. In the Philippines setting, telecommunication networks provide free data access to FB by using mobile data services.

Furthermore, Madden, Lenhart, Duggan, Cortesi, & Gasser [2], cited in their paper that most of the teens have access to the internet through gadgets and computers. Hegadi and Angadi [3] showed in their study that Facebook is currently the most popular social networking service in the world. With such tremendous influence in the community of networks, Facebook is getting the interest of the media and academia. Roblyer, McDaniel, Webb, Herman, and Witty [4], also concluded that Social Networking Sites (SNSs) like Facebook are one of the latest models of communications technologies that have been widely accepted by students. Indeed, Facebook could be a helpful 'resource' to support educational communications and collaborations among the faculty of the school.

This paper will determine the effectiveness of FBGP as a supplemental instructional approach in teaching Assessment of Student Learning I course to sophomore college students with a degree of Bachelor of Secondary Education in Technology and Livelihood Education in University of Science and Technology of Southern Philippines (USTSP). This paper will answer:

1. the profile of respondents according to pre-test ratings (Proficiency Level);

2. the profile of respondents according to post-test;
3. if there is a significant difference in the post-test grades between students exposed to the traditional instructional approach and those exposed to FBGP as a supplemental instructional approach; and
4. the attitude of students toward the FBGP as a supplemental instructional approach used to them.

The findings of this paper are essential whether instructors/professors of the Higher Education Institution (HEI) could utilize FBGP as a supplemental instructional tool in teaching students in the college level. At the same time, this paper will encourage college students to develop an education-based community in the social networking site like FBGP that will foster the communication of the students and the instructors in learning process. With this kind of a supplemental approach in learning, the performance of the students will improve.

2. METHODOLOGY

This is quasi-experimental research with pre-test and post-test. The primary goal of this paper is to increase the performance of students. It shall determine which of the two instructional approaches, traditional or FBGP, can improve in learning the course, Assessment of Student Learning I, to sophomore students with a degree of Bachelor of Secondary Education major in Technology and Livelihood Education in University of Science and Technology of Southern Philippines.

The research is anchored to the theory of Moran, Seaman, and Tinti-Kane [5], that the Facebook as a supplemental instructional approach helps increase the achievement of students in their course Educational Psychology than the traditional method of teaching.

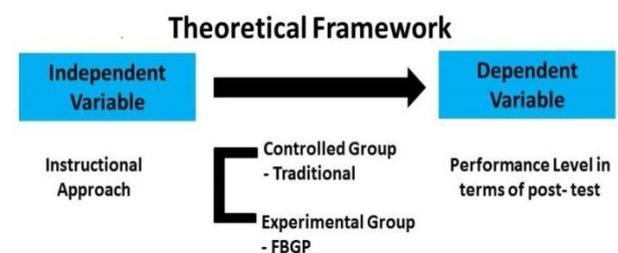


Figure 1. The flow of the study

Figure 1 describes the flow of the study. Two groups were assigned to this study. The first is assigned as a controlled group while the second is assigned as an experimental group. Each group consists of forty-one (41) students. Both of them is under the instructorship of the researcher.

Two important variables are being examined in this study, namely, independent and dependent variable. The performance level in terms of post-test is being investigated when group together according to the instructional approach used.

In the traditional approach, the instructor shall discuss the whereabouts (e.g. assignments, reviews, readings, advanced study, test pointers) to the class and write these on the board. While FBGP as a supplemental instructional approach, the instructor shall do the same as what he has done in the controlled group, but additionally it shall be posted on the FBGP of the class, wherein students who are under to this group are member to this FB page. Hence, FBGP was created exclusively for the experimental group only. Students in the experimental group have access to the group page and can share information, collaborate with each other, and do discussion along with them. The group page is purely intended for the experimental group only. This study was conducted during the final period of the course. The final period has twenty-five (25) actual contact hours and the students will meet the instructor once per week for 3 hours. To add validity of the result, the instructor followed strictly the lesson plan of both groups, and each of them got an equal time throughout the learning period.

The researcher made the fifty (50)-item test with Table of Specification (TOS). The questionnaire was then conducted to other class that is not included in this research to validate each questions and choices. Experts coming from USTSP validated also the said teacher made test. Topics include Planning the test, Selecting and Constructing Test Items and Tasks, Improving a Classroom-Based Assessment Test, Utilization of Assessment Data, and Grading and Reporting of Assessment Results. The behavioral questionnaire was given to the experimental group to find out how favorable they are to the FBGP as a supplemental instructional approach. Hence, the survey questionnaire (pertains to the behavior of students in applying FBGP as an instructional approach) had undergone face and content validation with Cronbach alpha values of 0.94. The post-test was administered at the end of the final term and was given simultaneously to the two groups. Furthermore, in-depth series of interviews were conducted on the experimental group in order to expand validity of the results. Data were gathered and interpreted using mean, standard deviation and T-test.

3. RESULTS AND DISCUSSION

Table 1. Profile of Respondents According to Pre-test Rating (Proficiency Level)- Fifty (50)-item test

Group	N	Mean	Failed*	Passed*
Controlled	41	11	41	0
Experimental	41	10	41	0

* 70% passing criterion

Table 1 shows the profile of respondents of both the controlled and the experimental group according to Pre-test Rating. The experimental group has a mean of ten (10) while the controlled group has a mean of eleven (11). Both the controlled and the experimental group were not able to attain the 70% passing criterion set by the university. It indicates here that the instructor must find ways to increase the performance ratings of students.

Table 2. Profile of Respondents According to the Post-test - Fifty (50) item test

Group	N	Mean	Failed*	Passed*
Controlled	41	36	17	24
Experimental	41	43	0	41

* 70% passing criterion

Table 2 shows the profile of respondents according to the post-test of both the controlled and the experimental group. The controlled group has a mean of thirty-six (36), and the experimental group has a mean of forty-three (43). The controlled group in which the traditional instructional approach was used, there were seventeen (17) students were not yet able to attain the 70% passing criterion. On the other hand, all students in the experimental group that are exposed to FBGP as a supplemental instructional approach were able to pass the 70% criterion.

The result is supported by Towner and Muñoz [6], that Facebook and education can be interconnected indeed. Wang, Woo, Quek, Yang, and Liu [7], also examined in their paper that students are satisfied using FB group as a Learning System Management (LMS) because this approach can be implemented efficiently on any group.

Instructors/professors in the Higher Education Institutions (HEI) must learn to adopt online social media and integrate this as one of the supplemental approaches in delivering lessons to the students. The 21st-century learners are mostly capable to use the Internet in their learning. Educators in the university may consider applying this kind of supplemental instructional approach like FBGP. Having a FB account is not limited to promote publicity and entertainment of the users only, but could be a useful means as an additional instructional tool in the learning process to augment the students' needs, particularly through collaboration among themselves.

Instructors/professors can still communicate with their students through FBGP during the suspension of classes because of the calamities like flood. Communication between the instructors and students may continue anytime at the said FBGP. Hence, the interactive online social media relationship between instructors and students would operate in the same situation mentioned before. Moreover, the university's Information Technology administrator may consider the idea of making FB website accessible to everyone within the campus specifically during break time, so that students and instructors can communicate regarding their activities and discussions.

Although, according to the study conducted by Kirschner and Karpinski [8], that Facebook users have low GPAs, and they spend fewer hours per week on studying than non-Facebook users. But on the other hand, it will become beneficial to the students if FBGP will be integrated wisely by the instructors as a supplemental instructional approach.

Table 3. Distribution table showing the difference in the Performance Level (post-test) based on actual performance ratings when grouped according to the instructional approach used (P<0.05)

Group	N	Failed*	Passed*	P Value
Controlled	41	17	24	0.00014**
Experimental	41	0	41	

* 70% passing criterion

** significant at p< 0.05

Table 3 is the distribution table showing the difference in the performance level (post-test) based on the actual performance of students in post-test when grouped

according to the instructional approach used at $p < 0.05$. Seventeen (17) out of forty-one (41) students in the controlled group were not able to reach the 70% passing score, whereas the experimental group with forty-one (41) students was able all to achieve the 70% passing score. The experimental group in which students exposed to the FBGP as a supplemental instructional approach performed best than those students exposed to the traditional one.

Irwin, Ball, Desbrow, and Leveritt [9], showed in their findings that Facebook as a learning aid has the potential to promote collaborative and cooperative learning among students in the university. Students can participate in the discussion of the activities of their course beyond the period. This was also proven by Magogwe, Ntereke, & Phetlhe [10], that Facebook can make possible for learners to interact and communicate with their instructors and among themselves about their progress and about the problems they encounter in learning. The FBGP as mentioned earlier as a supplemental instructional approach has become useful for students because it is an avenue-like where they can collaborate, ask and share their knowledge or ideas of the lesson. With this kind of approach, students tend to learn more.

Table 4. Distribution table on students' attitude toward the use of Facebook Group Page as an instructional approach

Statement	Mean	SD	Response	Degree of Attitude
The Facebook group page of our course, "assessment of student learning I," is helping me throughout my learning experience	4.28	0.71	SA	HF
I can ask questions about the details of our lessons/tasks through our Facebook Group Page	4.06	0.65	A	F
Every member of our Facebook Group Page gives; contributes; and disseminates information	4.31	0.80	SA	HF
The Facebook Group Page is a reliable source for information in case I do not understand something in our class tasks	4.31	0.63	SA	HF
The Facebook Group Page that was created for our class is useless	2.1	0.77	D	F
The Facebook group page has nothing to do with our tasks	1.68	0.61	SD	HF
Through our Facebook Group Page, I can view relevant information and announcement regarding activities that we have to accomplish	4.33	0.73	SA	HF
Through the information posted on our group, I am always guided to follow instruction precisely	4.26	0.81	SA	HF
The Facebook Group Page has developed my interest toward our course	4.05	0.31	A	F
I am updated even I am absent to our class activities through our Facebook Group Page	4.25	0.81	SA	HF
overall	4.22	0.68	SA	HF

Legend:

- A Agree
- SA Strongly Agree
- D Disagree
- SD Strongly Disagree
- F Favourable
- HF Highly Favourable

Table 4 shows the distribution table on students' attitude toward the use of FBGP as an instructional approach. In terms of the behavioral scale of respondents, the overall result of their feedback is highly favorable that shows positive attitude or treatment toward the use of FBGP as an instructional approach integrated into the course by the instructor.

The following are verbatim comments made by students in relation to the FBGP as a supplemental instructional approach:

Student 1: "Through this FB group page that we have, I can view details and announcement that are relevant to our course, Assessment of Student Learning I. As a member of this group, I can also gather information that helps me to study in advance. This approach has a significant impact on me indeed".

Student 2: "The FB page in our course is very helpful because I can view the discussions, announcements, and whereabouts of the course when I am absent."

Student 3: "It helps me to become a better and responsible student. Through this, I can surf and review the topics presented".

Students 4: "Posted information on our page helps me a lot because I can follow the instructions precisely (e.g. project submission and written works)."

Student 5: "This page has a huge impact on our course because it helps us a lot when we don't understand our topic and we can study in advance when we have a quiz. When our teacher has an announcement, we can quickly know it".

Student 6: "The FB group that we have will remind about our task in this subject. It enhances my thinking skills."

Student 7: "This approach will keep informing us of our activities that we have to be done. Our teacher also will be able to post his topics for us to study for our incoming quizzes, test or exam".

Student 8: "The creation of our group page on Facebook, for this subject, helps a lot to us students because we can quickly view instructor's instructions, assignments, and information about the task. We can easily access the things to be done, and pieces of information are readily available on the internet".

Student 9: "The impact of our FB group is useful for learning because it helps us to communicate quickly. Having an FB group in our course is very helpful".

Student 10: "The impact of the creation of our FB group to the assessment of student learning I course is that it keeps us updated and it's more convenient to visit directly on our group page".

4. CONCLUSION

In this paper, the controlled group has a mean of eleven (11), and it increases to thirty-six (36) after exposing to the traditional instructional approach, while the experimental group has a mean of ten (10) and it increases to forty-three (43) after exposing to the FBGP as a supplemental instructional approach. Although both groups showed an increase in students' performance in terms of post-test, the experimental group performed best than the controlled group. There is a significant difference between the traditional instructional approach and the FBGP as a supplemental instructional approach used by the instructor. Hence, FBGP as a supplemental approach is an effective supplemental instructional approach in learning the course

Assessment of Student Learning I for the sophomore college BSED TLE students of the USTSP. Students who were exposed to FBGP as a supplemental instructional approach has a dramatic increase in their performance level in terms of post-test. Also, students who were exposed to this approach showed highly favorable responses.

5. RECOMMENDATION

The FBGP used by the instructor as a supplemental instructional approach shows that students who are being exposed to this type of teaching perform best than using the traditional one. Instructors/professors of the Higher Education Institution who are not accustomed to this strategy may consider using it to augment their teaching. Policymakers and institutional administrators of the University may look into it on how the FB becomes available inside the learning institution. IT administrators should make FB website available during break time so that students and instructors will have greater communication and collaboration in learning the course. Administrators of the university shall conduct workshops and training programs about FBGP as a supplemental instructional approach especially to the instructors/professors who are not familiar with it. Moreover, instructors/professors should be knowledgeable and cooperative in using the FBGP instructional approach.

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