

Social Media Use Integration and Online Searching Skills Among College Students

***Samuel V. Refugio, Jr., Evangeline M. Isola, Michelle P. Alad, and Brigida E. Bacani**

Library and Information Science Program, College of Computing Education,
University of Mindanao, Davao City, Philippines

*Corresponding author: srefugiojr@gmail.com

Date received: November 23, 2020

Date accepted: December 1, 2021

Date published: December 31, 2021

ABSTRACT

This quantitative non-experimental study utilized the correlational technique to determine the significant relationship between social media use integration and online searching skills among college students. The respondents were 300 students from the College of Engineering Education at the University of Mindanao, identified by simple random sampling. The statistical tools used in the study were Mean and Pearson r. The findings revealed that social media use integration among students in terms of social integration and emotional connection and integration into social routines were moderate. The online searching skills among college students to identify keywords, use a controlled vocabulary, construct search, and implement strategy was high. The results revealed a significant relationship between social media use integration and online searching skills among college students. Hence, the researchers recommended that students must minimize the use of social media. The excessive and irresponsible use of social media is one reason students neglect to have a study habit, affecting their academic performance. Libraries should address students' issues on their knowledge about constructing searches like Boolean logic, truncation, and a wild card to improve their online searching skills and conduct orientation about different techniques and strategies to navigate relevant and reliable information on the internet.

Keywords: *social media use, integration, online searching, skills, Philippines.*

INTRODUCTION

The capacity to look through the web and find relevant information is a fundamental ability for everyone (Nour, 2017). The increase in the number of web pages on the internet has contributed to disorientation, information overload, and a decline in the quality of information available. It is hard to find information on the internet. People frequently get lost and do not have the foggiest idea about how to utilize the internet. A past investigation has demonstrated that people experience trouble altering search terms, thinking about the query items, having a basic frame of mind towards the information, and sorting out the inquiry procedure (Kurt & Emiroğlu, 2018).

Online searching skills can incorporate how the users enter a query, find data, comprehend an unsuccessful search attempt, and assess the information. It is significant for the students to settle on the sufficiency, dependability, and relative nature of the gained knowledge, just as the inquiry and access of information on the internet that they use as an essential source of information for their schoolwork, undertakings, and introductions (Lin, Hou, & Tsai, 2016). Consequently, online searching skills' capacity and learning empower them to utilize online information successfully (Israel, 2015).

Social media like Facebook have entered our everyday lives. They have been utilized by great individuals worldwide, particularly young people, regardless of whether to convey, post, or share information on the web (Zachos, Paraskevopoulou-Kolia, & Anagnostopoulos, 2018). Social networking sites also help students create themselves, improving their insight and creativity, utilizing their insight trade, and expanding their specialized abilities (Habes, Alghizzawi, Khalaf, Salloum, & Abd Ghani, 2018). On the other hand, Facebook brings down the students' grades since students invest less energy concentrating than those that do not utilize social networking sites.

Locally, the researchers have not yet encountered a similar study about the concepts. Thus, it would be timely to conduct such research to have more emphasis and a thorough understanding of the subject. The importance of social media use integration has documented measurements of effects on social media use integration to online searching skills are still a new inquiry area. Thus, it prompted the researchers to conduct a study that would help investigate the different competencies to develop online searching skills among college students. This study would prove that although today's students are technologically adept, this would determine the college students' level of social media use integration and online searching skills.

The purpose of this study aimed to determine the significant relationship between social media use integration and online searching skills among college students. Generally, it sought to answer the following objectives: 1) determines the level of social media use integration among college students in terms of social integration and emotional connection; and integration into social routines; 2) determines the level of online searching skills among college students in terms of identifying keywords; use controlled vocabulary; construct search, and implement strategy, and 3) to find out if there is a significant relationship between social media use integration and online searching skills among college students.

This study is tied down by social learning theory that learning is a social process that individuals will self-initiate, regulate education and actively construct knowledge by acquiring, generating, and structuring information (Mingle & Adams, 2015). Taylor, King, and Nelson (2012) added a theory known as the sociocultural perspective that cognitive growth has been influenced by society and culture.

On the other hand, Kuiper, Volman, and Terwel (2008) proposed three aspects of web literacy skills: searching, reading, and evaluating. Searching abilities include the ability to use search engines or library repositories, identify appropriate keywords, and utilize search options on a particular website. Reading skills consist of the ability to sort, make decisions, and ignore masses of data. Evaluating skills include the ability to determine digital information's importance, accuracy, and authority.

METHOD

The study employed a quantitative non-experimental correlational research design. The study's research subject was the 1st year College of Engineering students at the University of Mindanao for first semester of SY 2019-2020. They were chosen as respondents because the researchers wanted to determine the level of social media use integration and online searching skills among college students. Further, the respondents understood the content of the survey questionnaire, and they can interpret it based on their program taken. The research instrument utilized was a standard validated questionnaires adapted from "Development and Validation of a Social Media Use Integration Scale" by Jenkins-Guarnieri, Wright, and Johnson (2013) and "Online Searching Skills: Development of an Inventory to Assess Self-Efficacy" by Monoi, O'Hanlon, and Diaz (2004). The questionnaire was made up of three parts. Part 1 refers to the personal information of the respondents. Part 2 pertains to the social media use integration, and Part 3 applies to online searching skills among college students. The data were tallied and classified with the guidance of the statistician. Mean, and Pearson r were used to process the gathered data. Results were analyzed and interpreted according to the purpose of the study.

RESULTS AND DISCUSSION

Table 1 shows the data on the level of social media use integration in terms of *social integration and emotional connection and integration into social routines*. It can be gleaned that the overall mean is 3.34 or Moderate, with a standard deviation of 0.8275.

Table 1. *Level of Social Media Use Integration, n=300*

Indicators	Mean	SD	Verbal Description
Social Integration and Emotional Connection	3.30	0.9265	Moderate
Integration into Social Routines	3.39	0.8286	Moderate
Overall	3.34	0.8275	Moderate

As shown in the table, *integration into social routines* has the highest mean score of 3.39 or Moderate, with a standard deviation of 0.8286, which means that it is manifested sometimes. The result is supported by Harrath and Alobaidy (2016) statement that students know about utilizing social networks for scholarly purposes. They expressed fulfillment with its utilization as a valuable method for gathering information and looking for reliable data. Social networks

have helped students join educational systems, interact with a colleague, and access e-learning resources. Likewise, the result is aligned with Brooks's (2015) study that social media could similarly be diverting to users. Cengage Learning found out that 59% of students are getting to social networking sites in class can encounter many disadvantages.

Furthermore, Skiera, Hinz, and Spann (2015) idea that students who are maybe the most escalated users of social media might restrain the time accessible for studying, affecting their scholarly activities. Walubita (2018) stated that students would effectively take an interest in social media to experience connection and happiness. They invest energy in social media to contact old friends and fortify bonds with colleagues. It is also parallel with Pradhan's (2016) study that social integration alludes to how much an individual has social ties or associations. Moreover, the work of Kahu (2014) confirmed that a student's belongingness is characterized as an emotional sentiment of relatedness or connectedness; it includes the feeling of acknowledged, esteemed, and bolstered.

The indicator *integration into social routines*, on the other hand, obtained a moderate level of social media use integration. The result aligned with Shava and Chinyamurindi (2018) work that the routinely and involuntarily utilization of social media platforms affected by the fulfillment of the users gets from predictable access, use, and consistent interaction on social media sites. Likewise, it is supported by Sharma and Shukla (2016) that online networking sites have turned into an ordinary social movement for individuals worldwide and have turned into a prevailing fashion among youthful grown-ups. Also, McCain (2017) also stressed that students who participate in social media as a significant aspect of their regular everyday schedule had expanded quickly in the course of the most recent couple of decades.

Reflected in Table 2 is the data on the level of online searching skills to identify *keywords*, *use a controlled vocabulary*, *construct a search*, and *implement a strategy*. It can be gleaned that the overall mean is 3.74 or High, with a standard deviation of 0.6289.

Table 2. *Level of Online Searching Skills, n=300*

Indicators	Mean	SD	Verbal Description
Identify Keywords	3.90	0.7320	High
Use Controlled Vocabulary	3.71	0.8094	High
Construct Search	3.65	0.7480	High
Implement Strategy	3.70	0.7731	High
Overall	3.74	0.6289	High

From this result, *identifying keywords* has the highest mean score of 3.90 or High, with a standard deviation of 0.7320, which often manifests. *Use controlled vocabulary* obtained a mean score of 3.71 or High, with a standard deviation of 0.8094, which means that it is

manifested oftentimes. *Implement strategy* got a mean score of 3.70 or High, with a standard deviation of 0.7731, which means that it is manifested oftentimes. *Construct search* obtained a mean score of 3.65 or High, with a standard deviation of 0.7480, which means that it is manifested oftentimes.

The above results mean that students have a high level of online searching skills. This is supported by the statement of Ogbuiyi, Ogbuiyi, and Oriogu (2014) that the capacity to look and recover data viably turns into a fundamental ability for students. Online searching skills help limit the excessive and hostile sources that can turn up in a query. It is also congruent with Cheng and Tsai (2017) idea that most students went to the library to search databases such as Nature, Scopus, ScienceDirect, the Web of Knowledge, and the Web of Science to find essential data affirming results and findings of experts. The rise of the web has impacted every field of life and has an online searching skill, which in some cases, rise as an obstacle to access and utilize information.

Part of the skills in online searching is *to identify keywords* obtained at a high level. This result is supported by the statement of Gregorio (2019) that 9 out of 10 online users utilize a search engine to search data, and they do this by composing in a keyword or keyword phrase. This result is parallel with Chandler and Munday (2016) 's works that the software that distinguishes and recovers applicable content on the web identified with particular keywords entered by a user, recognizing the essential and auxiliary keywords that have sent traffic to a specific site. This result also conforms to the study by Gross, Taylor, and Joudrey (2015) that keyword searching has turned into the regularly utilized technique for directing a pursuit in any online system.

The indicator *use of controlled vocabulary* obtained a high level of online searching skills. This result is parallel with Xie and Matusiak (2016) 's works that the utilization of controlled vocabulary guarantees a steady depiction of information and their traits. It empowers possible data recovery and information discovery. This result is supported by the study of Robb and Shellenbarger (2014) that the utilization of controlled vocabularies has likewise referred to as subject headings, rundown of words, or expressions utilized to index information. This result is aligned with Bogers and Petras (2015) study that the downside of controlled vocabularies is synonyms and homonym and the expression of semantic connections between ideas.

The indicator *construct search*, on the other hand, obtained a high level of online searching skills. This result is congruent with Noruzi (2018) idea that building a search query is a troublesome procedure that can be encouraged through the utilization of search queries, Boolean logic, truncation, and wild card. Ince (2019) defined Boolean logic; it is a symbol or word used to develop an unpredictable search query for a search engine using NOT, AND, and OR. Clapham and Nicholson (2014) defined truncation, it is, for the most part, in the sense of cut-out, and the additional digits have substantially dropped, replacing the asterisk indicator. Aromataris and Ritano (2014) also defined wild card; it is the point at which an asterisk can substitute for any articles with related words.

The indicator *implement strategy* obtained a high level of online searching skills. The result is parallel to the study of Siu (2014) that school education in the twenty-first century is required to outfit students with domain learning and meet the necessities of an enthusiastically evolving society. To profit from this learning pattern, the study of Aromataris (2014) stated that building up a search strategy includes continuous evaluation and refinement and significant for the

robust recovery of data. The result of this study also conforms to the works of Hsin, Cheng, and Tsai (2016) that students have to acquire online searching skills to characterize essential research questions and to find data for research purposes, create higher-request sourcing techniques to appreciate numerous sources online, maintain a strategic distance from confusion and to assess the credibility of online sources. Besides, Fatma Gizem (2016) mentioned that an individual's online searching skills could vary based on some social and individual contrasts.

This study's last objective was to determine whether or not social media use integration has a significant relationship with online searching skills among college students. The results of the computations are shown in Table 3. The overall r-value on the correlation between social media use integration and the level of online searching skills among 1st-year college Engineering students was 0.394. There is a significant relationship between social media use integration and online searching skills among 1st-year college Engineering students. Hence, the null hypothesis is rejected.

Table 3. Correlation Matrix of the Measures of Social Media Use Integration and Online Searching Skills among College Students

	Online Searching Skills				
	Identify keywords	Use controlled vocabulary	Construct search	Implement strategy	Overall
Social Integration and Emotional Connection	0.270*	0.291*	0.289*	0.296*	0.349*
Integration into Social Routines	0.365*	0.357*	0.309*	0.269*	0.396*
Overall	0.334*	0.342*	0.316*	0.300*	0.394*

*p<0.05

RECOMMENDATIONS

Several recommendations are drawn and established from the foregoing results and conclusions. The moderate level of social media use integration in terms of *social integration*, and *emotional connection* suggests minimizing the use of social media. The excessive and irresponsible use of social media is one reason why students neglect to have a study habit, which may affect their academic performance. The moderate level of social media use *integration into social routines* suggests not being dependent on social media. Notwithstanding the advantages of social media to communicate, too much social media use in communication could affect their interpersonal skills.

The high level of online searching skills in terms of *construct search* suggests that the libraries should address students' issues on their knowledge about constructing searches like Boolean logic, truncation, and a wild card to improve their online searching skills. A useful technique in searching for reliable information helps students in their academic endeavors. The high level of online searching skills in terms of *implement strategy* suggests that librarians should conduct orientation about different techniques and strategies to navigate relevant and reliable information on the internet. Having these techniques and strategies can help the student identify helpful information and make a difference in their pursuit of knowledge.

REFERENCES

- Aromataris, E. & Ritano, D. (2014). Constructing a search strategy and searching for evidence: a guide to the literature search for a systematic review. *Systematic Reviews Step by Step*, 114(5), 49-55. Retrieved from <http://people.oregonstate.edu.constructingasearchstrategyandsearchingforevidence/publication/9328343accountlinks.pdf>
- Aromataris, E. (2014). Systematic reviews: constructing a search strategy and searching for evidence. *American Journal of Nursing*, 114(5), 49-56. Retrieved from https://journals.lww.com/ajnonline/Fulltext/2014/05000/Systematic_Reviews___Constructing_a_Search.27.aspx
- Bogers, T. & Petras, V. (2015). Tagging vs. controlled vocabulary: which is more helpful for book search. Retrieved from https://www.ideals.illinois.edu/bitstream/handle/2142/73673/65_ready.pdf?sequence=2&isAllowed=y
- Brooks, S. (2015). Does personal social media usage affect efficiency and well being?. *Computer in Human Behavior*, 46, 26-37. doi <https://doi.org/10.1016/j.chb.2014.12.053>
- Chandler, D. & Munday, R. (2016). A dictionary of social media. Oxford University Press. Retrieved from <http://www.oxfordreference.com/view/10.1093/acref/9780191803093.001.0001/acref-9780191803093-e-1438>.
- Cheng, Y.H. & Tsai, C.C. (2017). Online research behaviors of engineering graduate students in Taiwan. *Educational Technology & Society*, 20(1), 169-179. Retrieved from <https://eric.ed.gov/?id=EJ1125900>
- Clapham, C. & Nicholson, J. (2014). The concise oxford dictionary of mathematics. Oxford University Press. Retrieved from <http://www.oxfordreference.com/view/10.1093/acref/9780199679591.001.0001/acref-9780199679591-e-2893>
- Fatma Gizem, K.Y. (2016). The relationship between meta-cognitive awareness and online information searching strategies. *Pegem Journal of Education and Instruction*, 6(4), 447-468. Retrieved from <http://dx.doi.org/10.14527/pegegog.2016.022>

- Gregorio, J. (2019). Understanding the basics and importance of keyword research. Retrieved from <https://digitalmarketingphilippines.com/understanding-the-basics-and-importance-of-keyword-research/>
- Habes, M., Alghizzawi, M., Khalaf, R.S., Salloum, S., & Abd Ghani, M. (2018). The relationship between social media and academic performance: facebook perspective. *International Journal of Information Technology and Language Studies*, 2, 12-18. Retrieved from <https://www.researchgate.net/publication/324492359>
- Harrath, Y. & Alobaidy, H. (2016). Impact of social networking sites on student academic performance: the case of University of Bahrain. *Journal of Cases on Information Technology*, 18(2), 35-50. Retrieved from <https://www.igi-global.com/gateway/article/162789>
- Hsin, C., Cheng, Y., & Tsai, C. (2016). Searching and sourcing online academic literature. *Online Information Review*, 40(7), 979-997. Retrieved from <http://dx.doi.org/10.1108/OIR-11-2015-0354>
- Ince, D. (2019). A dictionary of the internet. *Oxford University Press*. Retrieved from <http://www.oxfordreference.com/view/10.1093/acref/9780199571444.001.0001/acref-9780199571444>.
- Israel, O. (2015). Undergraduates' computer skills and the use of online information resources: a case study of library and information science students of Delta State University. *International Research: Journal of Library and Information Science*, 5(4), 770-782. Retrieved from <https://search.proquest.com/docview/1808192775?accountid=31259>
- Jenkins-Guarnieri, M., Wright, S., & Johnson, B. (2013). Development and validation of a social media use integration scale. *Psychology of Popular Media Culture*, 2(1), 38-40. Retrieved from <https://www.researchgate.net/publication/263916080>
- Kahu, E. (2014). Increasing the emotional engagement of first year mature-aged distance students: interest and belonging. *The International Journal of the First Year in Higher Education*, 5(2), 45. Retrieved from <http://link.galegroup.com/apps/doc/A427667206/GPS?u=mindanao&sid=GPS&xid=acd71a6e>
- Kuiper, E., Volman, M., & Terwel, J. (2008). Students' use of web literacy skills and strategies: searching, reading and evaluating web information. *Information Research*, 13(3), 351. Retrieved from https://www.researchgate.net/publication/28244444_Students'_use_of_Web_literacy_skills_and_strategies_Searching_reading_and_evaluating_Web_information
- Kurt, A.A. & Emiroğlu, B.G. (2018). Analysis of students' online information searching strategies, exposure to internet information pollution and cognitive absorption levels based on various variables. *Malaysian Online Journal of Education Technology*, 6(1),

- 18-29. Retrieved from https://scholar.colorado.edu/cgi/viewcontent.cgi?article=1140&context=csci_gradetds
- Lin, C., Hou, H., & Tsai, C. (2016). Analyzing the social knowledge construction and online searching behavior of high school learners during a collaborative problem solving learning activity: A multidimensional behavioral pattern analysis. *The Asia Pacific Education Researcher*, 25(5-6), 893-906. Retrieved from <http://dx.doi.org/10.1007/s40299-016-0317-y>
- McCain, M. (2017). An examination of the association of social media use with the satisfaction with daily routines and healthy lifestyle habits for undergraduate and graduate students. *The Open Journal of Occupational Therapy*. 5(4), 1-13. Retrieved from <https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1327&context=ojot>
- Mingle, J., & Adams, M. (2015). Social media network participation and academic performance in senior high schools in Ghana. *Library Philosophy and Practice*. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=3446&context=libphilprac>
- Mono, S., O'Hanlon, N., & Diaz, K.R. (2004). Online searching skills: development of an inventory to assess self-efficacy. *Journal of Academic Librarianship*. 31(2), 98-105. Retrieved from 10.1016/j.acalib.2004.12.005.
- Noruzi, A. (2018). Folks thesauri or search thesauri: why semantic search engines need folks thesauri?. *Webology*, 15(2), 1-10. Retrieved from <https://search.proquest.com/docview/2191287347?accountid=31259>
- Nour, R.R. (2017). Web searching skills: improving cognitively challenged students' abilities through accessible training lessons. Retrieved from https://scholar.colorado.edu/cgi/viewcontent.cgi?article=1138&context=csci_gradetds
- Ogbuiyi, D.C., Ogbuiyi, S., & Oriogu, C.D. (2014). Influence of computer literacy skills and online searching on undergraduates' use of academic materials in Babcock University Library. *IOSR Journal of Humanities and Social Science*, 19(7), 49-53. Retrieved from <https://www.researchgate.net/publication/284388233>
- Oviatt Library. (2019). *Boolean searching and truncation*. Retrieved from <https://library.csun.edu/ResearchAssistance/BooleanSearching>
- Robb, M. & Shellenbarger, T. (2014). Strategies for searching and managing evidence-based practice resources. *The Journal of Continuing Education in Nursing*, 45(10), 461-466. Retrieved from <http://dx.doi.org/10.3928/00220124-20140916-01>
- Sharma, A. & Shukla, A.K. (2016). Impact of social messengers especially WhatsApp on youth: a sociological study. *International Journal of Advance Research and Innovative Ideas in Education*, 2(5), 367-375. Retrieved from [http://ijariie.com/adminuploadpdf/impact of social messengers especially whatsapp on youth a sociological study ijariie3111.pdf](http://ijariie.com/adminuploadpdf/impact%20of%20social%20messengers%20especially%20whatsapp%20on%20youth%20a%20sociological%20study%20ijariie3111.pdf)

- Shava, H. & Chinyamurindi, W.T. (2018). Determinants of social media usage among a sample of rural South African youth. *South African Journal of Information Management*, 20(1), a827. Retrieved from <https://doi.org/10.4102/sajim.v20i1.827>
- Siu, C.K. (2014). Developing information literacy and critical thinking skills through domain knowledge learning in digital classrooms: an experience of practicing flipped classroom strategy. *Computers & Education*, 78, 160-173. Retrieved from <https://s3.amazonaws.com/academia.edu.documents/34083008>
- Skiera, B., Hinz, O., & Spann, M. (2015). Social media and academic performance: does the intensity of facebook activity relate to good grades?. *Schmalenbach Business Review*, 67(1), 54-72. Retrieved from <https://doi.org/10.1007/BF03396923> Review, 39(7), 870-884. Retrieved from <http://dx.doi.org/10.1108/OIR-06-2015-0180>
- Walubita, G. (2018). Students' social media use and its perceived impact on their social life: a case study of the University of Zambia. *The International Journal of Multi-disciplinary Research*. Retrieved from https://www.researchgate.net/publication/328389136_students'_social_media_use_and_its_perceived_impact_on_their_social_life_a_case_study_of_the_university_of_zambia
- Xie, I. & Matusiak, K.K. (2016). Discover digital libraries. Retrieved from <https://www.sciencedirect.com/topics/computer-science/controlled-vocabulary-y-model>
- Zachos, G., Paraskevopoulou-Kollia, E., & Anagnostopoulos, I. (2018). Social media use in higher education: a review. *Education Sciences*, 8(4), 194. Retrieved from <https://doi.org/10.3390/educsci8040194>

