

# Effects of Educational Media Sites on Learning Domains of Communication Students

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**Abstract** - *Utilizing knowledge in today's system of education has fast evolving. In line with this, online based educational system has been discovered, educational media sites with respect to the field of specialization of Communication students in line with Advertising, Film, Journalism, Public Relations, Television and Radio. The aim of this paper is to find and test the effects of educational media sites to learning domains namely Cognitive, Affective and Psychomotor among Communication students. There are 52 communication students enrolled during academic year 2017-2018 served as the respondents. Results showed that learning domains are major factors in learning process of an individual and respondents also affirmed that among the three learning domains, psychomotor domain is the most significant learning domain when summed up because it evaluates how an individual act upon based on what he has learned.*

**Keywords:** *educational media sites and learning domains*

## INTRODUCTION

Interaction and communication are the core for learning process. Through this process, a student will gain knowledge and apply the learnings they will get in the four-corners of the classroom. In the traditional classroom setting, the teachers disseminate the topics through lectures, laboratory activities, group activities, quizzes and many other tests that foster participation among students. Several activities, practice tests, quizzes, examinations imparted to the students are instruments to evaluate the rate of learnings they had adopt throughout the learning process.

In today's academic settings, there are a lot of expectations from the learners of 21<sup>st</sup> century education due to the changes that the world is facing.

The students are dependent to different sites as means of their communication and educational purposes as stated by Nkatha, Kimwele, and Okeyo [1] that is why, different ways of utilizing knowledge had been discovered that leads to improvement of the learning domains such as Cognitive, Affective and Psychomotor.

The university trains each future media practitioners to be an equipped learner which armed with lots of professional courses throughout the four-year degree program. However, there are still factors to be considered for students to be called "equipped media practitioner." Students must have the developed learning domains which sum up to an individual knowledge. They must be able to adopt and absorb mentally the learnings (cognitive domain), appreciate and put into actions all of his learnings (affective and psychomotor domains).

In line with this, through adaptation of new learning styles and process as what Dunn [2] emphasized, that learning must be integrated with technology and not focus on technology itself. Academicians must teach with technology as environmental setting of learning among students. If these two can be aligned, then teacher will be able to provide one of a kind experience for the students and enhance their learning. The active learning and interaction between learner and teachers must be exposed to engagement to technology. Collaboration of the traditional classroom setting and new learning style specifically the educational media sites have to be imparted to the communication students.

With respect to the field of specialization of Communication students, different educational media sites are being discovered focusing on the major subjects of Communication students such as in Advertising, Introduction to film, Advertising, Radio and Television Principles, Photography, Public Relations, Media Law and Ethics and Writing for Radio, Television, Broadcast as well as for Print where students can acquire additional knowledge aside from the learnings they had adopted to

the four corners of the classroom. Moreover, this new learning process will not only be beneficial for the students alone but as well as for the professors. It can also serve as an eye-opener that utilizing knowledge will not only remain in the four corners of the room but rather with the collaboration of technology.

### OBJECTIVES

The researchers aim to distinguish the effects of educational media sites based on the learning domains specifically on communication students. Specifically, this study aims to describe the profile of the respondents in terms of age, gender and year level; determine the effects of educational media sites on learning domains in terms of cognitive, affective and psychomotor; test the significant difference of educational media sites when grouped according to profile.

### METHODS

Before we progress to study in order to test the effects of educational media sites on learning domains to Communication Students, researchers used the quantitative type of research design specifically the descriptive one method. In descriptive type of research, there will be gathering of quantifiable information that will be using in statistical interface [3]. The participants of the study are 52 Communication students of one Academic Institution in the Philippines enrolled during the academic year 2017-2018.

The instrument used in the study was a self-made survey questionnaire which are divided according to the learning domains (Cognitive, Affective and Psychomotor) and how the respondents can adopt knowledge in the educational media sites presented in the paper with Cronbach's alpha value of 0.781.

The questionnaire was personally administered by the researchers to the identified respondents. They were informed regarding the purpose of the study and only those respondents who signified their willingness to participate in the study were given the questionnaire. They were also assured that the data and information provided in the survey will be treated with strict confidentiality. The study obtained 100% retrieval rating of the questionnaires.

In order for the researchers to get the result, questionnaires rendered to the Mass Communication students have to be analyzed. Different statistical tools were used such as frequency distribution, weighted mean and Analysis of Variance (ANOVA).

The data were treated using a statistical software, PASW version 18. The given scale was used to interpret the result of the study: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree.

### RESULTS AND DISCUSSION

Table 1. Percentage Distribution of the Respondents According to Profile (N = 52)

Profile Variables	f	%
<b>Sex</b>		
Male	14	26.90
Female	38	73.10
<b>Age</b>		
18-20	46	88.50
21-25	6	11.50

Table 1 which is the Percentage Distribution of the Respondents According to Profile and is consisting of 52 communication students. In terms of sex profile, male has the frequency of 14 or equivalent to 26.90% while female dominates the program with the frequency of 38 or 73.10%.

As being observed, female mostly dominated the communication programs because of their flexibility, imaginative skills as well as the work capabilities of them. Hence, in intelligence ability men are more knowledgeable than female as what stated by Furnham [4] in his article "Are Men Really More Intelligent Than Women?" discussing that men are more brilliant than women wherein the IQ potential of them are really much higher than female. Moreover, Laguador [5] quantified that female students have the longer capacity to have longer hours in computers and has many reasons for using this capacity in cultivating their knowledge through discovering educational media sites than male.

On the other hand, 18-20 bracket in age profile has the frequency of 46 or 88.50% dominated the communication program while frequency of 6 or 11.50% are under 21-25 years-old. Since 2017-2018 academic year does not comprise of 1<sup>st</sup> year and 2<sup>nd</sup> year communication students, the frequency and percentage of those who fall under 18-20 years old are higher. Thus, the new curriculum followed by the Philippines since 2014 is the K-12 program. Furthermore, Bacarra [6] in *Inquirer.net* (*nd*) states that 10 years of basic education is not enough and considered competitively weak. Additionally, the Asian Parent Philippines discussed the benefit of K-12 education program wherein it expounds that the longer educational cycle of curriculum is, the extra knowledge will the students engross. Moreover, Alcantara et al., [7]

defined that through these learning process, students will be able to be more competent enough in outliving hazardous materials and be equipped with knowledge and technical competency.

Furthermore, female students have confirmed that they are often browsing educational media sites especially in doing their home works and other activities. The students acquire detailed information with regards to their field of specialization. Since then, researchers have observed that the younger the student, the eager the students are into utilizing knowledge.

As seen from Table 2, the over-all assessment of the respondents' as to cognitive effects of educational media sites 3.12 and rated agree. The item "it is very important to me that my learning environment is accessible and comfortable" ranked first with a weighted mean score of 3.63 and verbally assessed as strongly agree.

The said indicator which ranked first among the ten other indicators wherein defined how learning environment affects the mental ability of the students to absorb learnings. Learning environment is one of the major factors to considered when learning as it might develop or destruct an individual. In line with this, Goode and Caicedo (2013) indicated that humans have adopted to their environment throughout the history and the concept of one size fits all in inadequate, especially regarding the way humans learn or the learning process. Additionally, Caranta and David (2015) stated that one of the major factor that may affect the academic

achievement of the students is the learning environment itself.

Moreover, other items were rated agree only and items such as "in an educational media site with lots of special features, I tend to absorb new learnings" and "I understand the basics of photography through learning in educational media sites focusing about photography" also topped on the list. In cultivating knowledge, students are finding ways and techniques on how they can absorb the learnings imparted to them. According to Ascher (2012), there are dominant learning styles (channels) wherein students can express their natural abilities and the non-dominant channels reveal their limitations. Thus, it is a must that students be able to develop and discover they coping learning strategy to address their own limitation. Likewise, the indicator "I understand the basics of photography through learning in educational media sites focusing about photography" since photography today is one of the major subject of communication students on their 3<sup>rd</sup> year level, the allotted hours given to them to know about basics of photography is not enough that tend students to cultivate additional learnings about it on media sites. Grover and Steward [16] quantified that not only students but also educators and researchers are finding ways in experimenting effectively with different educational media sites on how to stimulate critical thinking skills and will construct knowledge among the students.

The least item rated were prefer to get new information about academic journals and the second is articles in jstor.com and had broaden my comprehension in the field of journalism through JSTOR.com, both obtained a rating of 2.67.

Table 2. Cognitive Effects of Educational Media Sites

Indicators	WM	VI	Rank
1. I would rather study in a book than in online educational media sites	3.10	Agree	6
2. It is very important to me that my learning environment is accessible and comfortable	3.63	Strongly Agree	1
3. When I studied online, I remember what I have learned better	3.02	Agree	7.5
4. Since then, I am aware of educational media sites about communication	3.25	Agree	4
5. In an educational media site with lots of special features, I tend to absorb new learnings.	3.35	Agree	2
6. I prefer the idea of utilizing my knowledge in communication field through the discovery of educational media sites	3.17	Agree	5
7. I understand the basics of photography through learning in educational media sites focusing about photography	3.29	Agree	3
8. When I do have problems in advertising subject, I browse educational media sites focusing about advertising	3.02	Agree	7.5
9. I prefer to get new information about academic journals and articles in jstor.com	2.67	Agree	9.5
10. I had broaden my comprehension in the field of journalism through JSTOR.com	2.67	Agree	9.5
<b>Composite Mean</b>	<b>3.12</b>	<b>Agree</b>	

For the item involving names of newly discovered educational media sites, respondents affirmed that they are not yet knowledgeable and familiar with the features involved in the sites. Hence, respondents stated that upon answering the questionnaire provided by the researchers, they browsed the media sites and found out that they can absorb learnings from these.

Goode and Caicedo [8] highly emphasized that today's generation aimed to improve students' learning experiences for the preparation in entering the workforce and through the collaboration of new technological approaches in teaching methodology, they are expecting to have highly online collaboration skills and knowledge.

Table 3 shows the affective effects or emotion-based learning of educational media sites as assessed by communication students. The over-all composite mean of 2.98 indicates that the students agree on the affective effects cited. Educational media sites are capable of providing lessons to Mass Communication student such as in the field of advertising, public relations, article writing and photography topped the list with a weighted mean score of 3.50. Jenkins et al., [9] stated that the youth today know more about technology and new media

environments than their teachers and elderly. Actually, they do not need to guard the youth on involving with these discoveries they found on the internet that help them to coherent more fully their natural understandings of these kind of experiences.

They also stated that the youth are not victims of new media and not that the researchers say they are but have completely become proficient the complex and still evolving social practices through new media environment. At the same time, Rajesh and Michael [10] added that students will use the Social Media once in a while for any kind of education purposes.

Nura and Ibrahim [11] also supports this by saying that students are more motivated when it comes to learning through the use of technologies even though they know that it will become more difficult in some circumstances.

Secondly, communication students are pleased that media nowadays are being used as a tool not just for entertainment but also for acquiring knowledge came next with a weighted mean score of 3.46 and rated as agree. Griesemer [12] supports this as he states that educational media site tools radically alter the way people view and use communication. The task of knowledge construction is thus being shared among the instructor, students, and other individuals who share an interest for the subject.

Table 3. Affective Effects of Educational Media Sites

Indicators	WM	VI	Rank
1. I was amazed of discovering educational media sites that are capable of providing lessons like in the field of advertising, public relations, article writing and photography	3.50	Strongly Agree	1
2. I am very glad browsing Lynda.com, Thoughtco.com, Jstor.org because they contained additional information like in conceptualizing articles	2.87	Agree	6
3. My learning experiences in using educational media sites encouraged me to browse more about lessons that I need to study	3.15	Agree	5
4. I am comfortable using educational media sites because through studying online, I can easily find answers that I need	3.21	Agree	4
5. As a communication student, I am happy that media nowadays are being used as a tool not just for entertainment but also for acquiring knowledge	3.46	Agree	2
6. I got delighted upon using PhotographyTalk.com and Creativelive.com because the speakers uses medium of language that can easily understand by the viewer	2.63	Agree	8.5
7. I got confused on different features that can be seen in Lynda.com and Jstor.com the first time I browsed it	2.67	Agree	7
8. I get irritated using Jstor.com because it doesn't give me the exact answer to my task.	2.40	Disagree	10
9. I am not being tired of browsing Thoughtco.com and TED.com whenever I needs an answer to my assignments because the speakers are very catchy and informative	2.63	Agree	8.5
10. By adapting new ideas in educational media sites about film and photography, it lend me to be more confident inside and outside the school grounds	3.31	Agree	3
<b>Composite Mean</b>	2.98	Agree	

According to Nura and Ibrahim [11], teachers see that digital technologies like internet and cellphones generally enabling youths' personal expression and creativity that encourage them to learn more often compared to when traditional approach is used. Meanwhile, by adapting new ideas in educational media sites about film and photography, it lends the mass communication students to be more confident inside and outside the school grounds ranked the third, having the weighted mean 3.31 and rated as agree.

The study of Barquilla et al., [13] supports this affective effect as he stated that majority of the respondents are conscientious type of people, agreeable, and open. They also possessed extravert and neurotic personality. They often demonstrate visual, audio and kinesthetic learning styles. These learning styles and strategies are often linked to the teaching strategies and usage of social networking sites as means of educational program for them. There is significant difference on the personality traits extroversion and agreeableness when grouped to their age. The more the personality traits the more they are able to demonstrate different learning styles in studying.

Not all students are learning directly to what the school teaches them, most of the time especially when they have assignments and stuff their number one source of information is the internet. While doing some research they also adapt new ideas even though it is not part of what they are looking for, that is why some students have additional ideas and well-confident answers when they are asked because most of them are adapted through the internet.

For the three lowest-ranked items, two items tied for the second spot. First is that the mass communication students are delighted upon using PhotographyTalk.com and Creativelive.com because the speakers use medium of language that can easily understand by the viewer. Second, the students are not tired of browsing thoughtco.com and TED.com whenever they need an answer to their assignments because the speakers are very catchy and informative. Both obtained a weighted mean of 2.63 and are rated as agree.

Training is a self-motivated task on how academics utilize knowledge in the e-learning environment and on how do students adapt learning style in their material, and correctly using the e-learning features are important, and lastly understanding language that are used by the speakers. Karnad [14] supports this with students

largely use recorded lectures to catch up on missed lectures and as a revision tool for exams and assessments, and often find recorded lectures to be a useful learning tool. Students prefer blended teaching methods which incorporate both lecture recordings and live lectures, and often do not view recorded lectures as a replacement for attending live lectures.

The respondents agreed on the two items simply because every information they read and grasp is free of charge, it is very affordable. The only thing needed is to buy the data to get access on the internet. And all the information they need are all in the internet especially the sites used for their major courses Nura and Ibrahim [11].

Tied in the last spot with the students get irritated using Jstor.com because it doesn't give me the exact answer to their task having the lowest weighted mean of 2.40 and rated as disagree. Dunn [2] stated that he realizes that more emphasis must be placed on learning with technology. The default setting for many academics remains on teaching with technology. The two perspectives, when not aligned, can create very different experiences for students. He argues that active learning and deep interaction between students and their teachers requires an extended degree of technological engagement.

Hidalgo [15] also posited that people sometime just agreed with the views and thoughts of other people to lessen discussion that could lead to conflict and fights between them. This is also to make them look like professionals that do not make fuss on little things such as personal thoughts of others.

Some respondents under 21-25 say that the site give them the exact answer to their task maybe because they have more experience using Jstor.com than those who are in ages. Likewise, few respondents under 18-20 also said that the site give them what they need to know. And if not, the students will not get irritated easily because there are numerous educational media sites that maybe have their exact answers than in Jstor.com. Thus, learning is not only just a knowledge conduction, but a social process where individuals actively participate in a communal practice where the knowledge is collectively constructed.

Table 4 shows the Psychomotor effects in Educational Media Sites assessed by Communication students. The over-all composite mean of 3.17 with a verbal interpretation of agree. The respondents agree that they can be able to produce competitive/quality output since they are guided by lots of knowledge through these media sites. Since the respondents are able to exercised their psychomotor skills and abilities through these educational media sites, students applied the learnings they have cultivated.

Table 4. Psychomotor Effects of Educational Media Sites

Indicators	WM	VI	Rank
1. I can easily handle my task because of these media sites	3.37	Agree	2
2. It is difficult for me to try these educational media sites because I do not have fast internet connection everyday	2.85	Agree	10
3. Through these media sites, I can easily coordinate with my groupmates in different tasks.	3.27	Agree	4
4. I can produce more competitive outputs especially in my major subjects	3.19	Agree	7
5. These educational media sites are helpful in the practice of my future profession.	3.29	Agree	3
6. Upon using educational media sites, I used the techniques they have been discussed for better writing results.	3.25	Agree	5
7. I admit that I cannot comfortably do my task because of lack of knowledge in a specific task appointed to me	2.92	Agree	9
8. My skills in production can be well developed using this educational media sites.	2.98	Agree	8
9. I can be able to produce competitive/quality output since I am guided by lots of knowledge through these media sites.	3.38	Agree	1
10. Since I put into action the tips that the speaker thought on these educational media sites, other people noticed great improvement in my output.	3.23	Agree	6
<b>Composite Mean</b>	<b>3.17</b>	<b>Agree</b>	

Grover and Steward [16] justified that educational media tools emergence has greatly influenced the students learning process. Besides, Griesemer [12] educational media sites alter the way people view and use communication.

They also agreed that they can easily handle their task because of these media sites (3.37) which ranked second on the highest. Since students' knowledge regarding these media sites have broadened and added, they can now able to produced outputs which are more competitive. Moreover, through utilizing knowledge in educational media sites handling of tasks is easy. Mushtaq and Khan [17] emphasized that achievement of students is measured in their performances especially in school. Furthermore, enotes.com stated that psychomotor domain is mainly focusing about educational objectives and exercised the motor abilities of students in school.

They also agree that they understand the basics of photography through learning in educational media sites focusing about photography. Since respondents are opting to cultivate knowledge about their major subjects, and one of those are photography, communication students are eager to add their knowledge by browsing educational media sites. Moreover, respondents noted in their comment that hours given to them in school specifically about photography is not enough that is why, they tend to add their knowledge about the basics of photography on educational media sites. According to Pappas [18], one of the key advantages and drawbacks of adding and discovering knowledge is that students' ability like motivation, active involvement and

creativity enhances through discovering ways of cultivating knowledge.

One of the three lowest-ranked items is the students in production can develop their skills using media sites with the weighted mean score of 2.98 and a verbal interpretation of agree. They Agree that their skills in production can be well developed using this educational sites which obtained one of the lowest weighted means. Since then, skills in production can also be learned best not only on educational media sites but by watching and observing the people in the production or being taught by two-way communication. Respondents prefer to be taught hands-on by the instructor as being noted in the comment. Moreover, Alos, Caranta and David [19] highly emphasize that one of the factors that may affect the academic achievement and performance of a student affect by learning process and teacher method and style.

They admit that they cannot comfortably do their task because of lack of knowledge in a specific task appointed to them with weighted mean of 2.92 and verbal interpretation of agree ranked 9. As being observed, students with lack of knowledge regarding a specific field decreases their confidence in cooperating in classrooms. Other students are hesitating to participate in class because they are afraid that they might get wrong about their knowledge. Trusler [20] defined that students can be apprehensive when they don't know what to do in their everyday classes. Moreover, Romano, Papa and Saulle [21] people need to understand that shyness is not only one emotion but a combination of emotions. Emotions like fear, tension, apprehension and embarrassment. However, can be more concerning when it is overpowering the student's learning skill and development.

Lastly, the third item that rank the lowest with the weighted mean of 2.85 and verbal interpretation of the item is agree. They agree that it is difficult for them to try these educational media sites because they do not have fast internet connection every day. Since the internet is a major factor here in the Philippines, almost every student needs the internet for their own personal needs. But when it comes to research, it is every student first choice in researching their work. Students really don't need fast internet speed to access the media sites. The students only need the internet connection to gain access to the educational media sites through the use of computers, laptops and smartphones. Sharma [22] defined that the internet has been important to the evolution of our educational system. Teachers can use the internet as a device for education. It gives an infrastructure that teachers and student can use to get benefits of technology in education. The students are always interested and creative by nature. They are smart enough to know how use the internet to search anything that they need. It doesn't matter if the students are studying at a private or government school.

Table 5. Summary Table on the Effects of Educational Media Sites

Indicators	Composite Mean	Verbal Interpretation	Rank
Cognitive	3.12	Agree	2
Affective	2.98	Agree	3
Psychomotor	3.17	Agree	1
<b>Composite Mean</b>	<b>3.09</b>	<b>Agree</b>	

Table 5 shows the summary of the effects of educational media sites. Respondents agree on the items on each learning domains, as indicated by the overall composite mean of 3.09. Psychomotor topped on the list with a weighted mean of 3.17 and a verbal interpretation of agree. Likewise, respondents can have developed and applied the knowledge they have gained in educational media sites. With these, students will have the capacity to have competitive outputs in school. Micklich [23] as cited by Giambatista and Hoover (2009) the psychomotor domain has drawn some interest since it is the one dimension that can simultaneously activate high-intensity learning environments in such a way to result in improved behavioral skill acquisition of executive skills. Additionally, these learning domain is depending on the experiences of

an individual. Santos [24] stressed that this domain can be enhanced and improved by practice and recreation. This is the pillar of learning in which the students developed their abilities to control skills in learning.

Second in the rank is the cognitive domain of learning. It gathered 3.12 of weighted mean and a verbal interpretation of agree. Thus, most of the respondents have affirmed that most of the time, they use internet and other media sites they know in cultivating knowledge in the field of Communication. Hence, Education bug quantified that cognitive domain of learning enables individual to transmit and be able to create information mentally. Since this domain is entirely focusing on mental capacity, memory plays a vital role in learning. Furthermore, it is important to know that students' intelligence capacities are a like with each other.

On the other hand, the lowest in the ranking is the affective domain learning. Although affective learning plays an important role in coping up learnings since their nursery level. This learning domain also is not as complicated as the other domain. Students might find hard to collaborate their cognitive skills with this learning domain. That is why, most of the students opt to be locked in affection in learning process.

Table 6. Difference of Responses on the Effects of Educational Media Sites When grouped according to Profile

	Gender			Age		
	t-value	p-value	I	t-value	p-value	I
Cognitive	1.578	0.121	NS	0.808	0.423	NS
Affective	0.520	0.605	NS	0.503	0.617	NS
Psychomotor	2.722	0.009	S	2.974	0.005	S

Legend: Significant at  $p$ -value  $< 0.05$ ; HS = Highly Significant; S = Significant; NS = Not Significant

As seen from the table 6, there were significant difference observed on psychomotor when grouped according to gender (0.009) and age (0.005). This was observed since the obtained  $p$ -values were less than 0.05 alpha level, thus the null hypothesis is rejected when grouped based on the age and gender. Based from the result, it was found out that female and those whose age ranging from 21 to 25 years old have a higher perception on the effects of educational media sites.

Since students who are in the bracket of 21 to 25 years old are first to discover these educational media sites and have broaden knowledge in it, their perception on the effects of educational media are higher unlike to those within the bracket of 18-20 years old. Since people from 21 to 25 years old belongs to "Generation Y" or Echo Boomers or Millennials as well as to "Generation Z",

these bunch of students as characterized in WJSchroer site [25], are those who are incredibly sophisticated wherein technology are there ways of cultivating knowledge.

Furthermore, psychomotor domain in terms of educational media sites application positively and greatly influence into the collaborative work and discussions. Grover and Steward [16] highlighted that the emergence of today's learning process has greatly affected the students' and teachers' way of teaching and learning.

Respondents noted in their comment that their awareness has been measured since they are now mindful of these educational media sites which they can rely on. Moreover, there are some respondents who affirmed that their psychomotor domain ability in learning can totally developed since they have now basis for their outputs in their major subjects. Furthermore, Cognitive and affective domain as seen from the table both tied up to have non-significant difference since their learning domains with regards to the student's ability to cope up with the educational media sites still needs improvement as what also emphasized by Mushtaq and Khan [17] measuring performance has become a trend and was able to gain attention of scholars on how to enhance their academic performance and produce more competent and productive future professionals. Moreover, Ascher [26] affirmed that there is still high expectation from different channels that further shows their abilities that is natural intelligence and the channels that emphasize the limitations of knowledge.

To observe the highly confidential nature of the interviews, no particular names were mentioned in the report. The identity of the respondents was not revealed except they were Communication students of one higher education institution in the Philippines. No personal opinion was given by the researcher, only information and results based on the data gathered.

## CONCLUSION

The communication program specifically in Lyceum of the Philippines University- Batangas was dominated by female students ranging the age of 18-20 years old. Learning domains namely Cognitive, Affective and Psychomotor are major factors in learning process of an individual. Psychomotor domain is the most significant learning domain when sum up because it evaluates how an individual act upon what he has learned.

It is recommended that the school administration through the library may introduce these educational media sites that are suitable for communication students and urge them to use it for them to be mindful that there are specific sites they can browse and use to improve their communication skills, as same as photography and videography skills. Faculty advisers not just for communication programs may be advised to use these educational media sites for them to develop and improve their expertise on different topics that are related to their profession. Educational media sites may provide enough knowledge and exercises for students to enhance their competitiveness in photography, video editing, writing articles, essays, and other topics that are related to their course as their key to be future media professionals. A future study may be conducted using other variables to have a deeper understanding about the learning experiences of the students upon using educational media sites.

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