Learning and Promotion of Philippine Dances via Facebook and YouTube: The role of Enjoyment to Actual use and Dance Engagement

Aprendizaje y promoción de danzas filipinas a través de Facebook y YouTube: el papel del disfrute en el uso real y el compromiso con la danza

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ABSTRACT

Intangible Cultural Heritage such as Philippine Traditional Dances were found to be effective in terms of learning and promotion when combined with ICT such as various social media platforms like Facebook and YouTube. In this regard, this study aimed to assess the causal relationship between the actual use (by adopting Technology Acceptance Model) and dance engagement, and how enjoyment moderates the relationship between the two variables by performing Partial Least Square-Structural Equation Modelling. After obtaining data from a sample of undergraduate students from a prominent local college in the Philippines [N_{male} = 723 (37.7%), N_{female} = 1193 (62.3%)], it was found that Perceived Ease of Use is highly correlated to Perceived Usefulness; PEOU and PU influence Behavioral Intention to Use; and BI triggers Actual Use of Facebook and YouTube. However, AU negatively influences dance engagement. On the positive side, Enjoyment positively moderates the relationship between AU and DE. Based on these findings, enjoyment is key in order to motivate students to engage in dance through learning and promotion of the traditional dances of the Philippines through Facebook and YouTube. Practical interventions and future research recommendations are also presented.

KEYWORDS Actual Use; Dance Engagement; Enjoyment; Intangible Cultural Heritage; Promotion.

RESUMEN

Se descubrió que el patrimonio cultural inmaterial, como las danzas tradicionales filipinas, es eficaz en términos de aprendizaje y promoción cuando se combina con las TIC, como diversas plataformas de medios sociales como Facebook y YouTube. En este sentido, el objetivo de este estudio era evaluar la relación causal entre el uso real (mediante la adopción del Modelo de Aceptación de la Tecnología) y la participación en la danza, y cómo el disfrute modera la relación entre las dos

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variables mediante la realización de un Modelo de Ecuaciones Estructurales de Mínimos Cuadrados Parciales. Tras obtener datos de una muestra de estudiantes universitarios de una destacada universidad local de Filipinas [$N_{hombres}$ = 723(37,7%), $N_{mujeres}$ = 1193(62,3%)], se descubrió que la Facilidad de Uso Percibida está altamente correlacionada con la Utilidad Percibida; PEOU y PU influyen en la Intención de Uso Conductual; y BI desencadena el Uso Real de Facebook y YouTube. Sin embargo, AU influye negativamente en el compromiso con el baile. En el lado positivo, el disfrute modera positivamente la relación entre AU y DE. A partir de estos resultados, el disfrute es clave para motivar a los estudiantes a participar en la danza mediante el aprendizaje y la promoción de las danzas tradicionales de Filipinas a través de Facebook y YouTube. También se presentan intervenciones prácticas y recomendaciones para futuras investigaciones.

PALABRAS CLAVE Uso real; compromiso con la danza; disfrute; patrimonio cultural inmaterial; promoción.

1. INTRODUCTION

Intangible Cultural Heritage (ICH) refers to oral traditions, presentations, expressions, knowledge, and skills to produce traditional crafts and festive events (Kico et al., 2018). This particular heritage passes from generation to generation, and acquires an important role in the maintenance of quality cultural diversity in growing globalization (Zhao et al., 2022). ICH in the form of various dances and performances, either as an autonomous form of art and expression, or as a part of the music and/or sound culture, has been an object of interest for the past recent years. Along with various activities that has been a practice of people before, such as hunting, eating, and drinking together, it cannot be denied that dancing has been a vital part of people's life. Most importantly in the Philippines, these dances emerged naturally and spontaneously in line with the everyday activities and experiences of Filipino forefathers (Şuşu, 2018). Among the various sources of nation's intangible cultural heritages, folk or traditional dances are considered to be one of the best (Patterson et al., 2018). Among the hundreds of dances Philippines has, these important cultural heritages symbolize and exemplify the fusion of several cultural traditions that characterize the country. Additionally, these dances represent the dispositions and social lives of Filipino ancestors before and after the rule of colonists for hundreds of years (Acuña, 2018; Cruz, & Tullao, 2015). Most significantly, every Filipino that takes part into these dances develop a connection with one another, as well as their customs, fostering togetherness and understanding of one another (Lobo, 2023).

In this digitalization age, its rapid development has brought about a series of changes, among which the wide use of social media platforms has a profound impact on people's life (Miller, & Melton, 2015; Ríos, & Romero, 2022). Social media platforms use, such as Facebook and YouTube, influences people and provide them with opportunities to understand and learn about different cultures (Shuangyun, 2021). Some scholars have pointed out that social media could provide platform that is community-based for sustainable and holistic heritage conversation (Ginzarly et al., 2019; Liang et al., 2021). Fascinatingly, ICTs offer an open-participatory platform, in which citizens, such as students across scales, classes, races, genders, and ages, can play an active role, which is crucial for collaborative planning and conversation (Liang et al., 2021). A newly published work of Yuliati et al. (2023) revealed that the use social media platforms by Sobokartti, such as Facebook and YouTube, has been an effective tool in the preservation and dissemination of Javanese traditional performing arts aligned with the advancement of technology in the globalization era. Also,

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the study of Ma (2022) to which it investigated the use of ICTs such as media platforms in the preservation of China's intangible cultural heritages; it was found that pictures and video materials are highly effective in the preservation of the nation's ICH as part of dance instruction in the higher education. Another exemplary findings is from the study of Gratsiouni et al. (2016), it was discovered that YouTube is effective to be used in learning Greek traditional dances for individuals who has little or no experience in the art form. Ergo, it can be postulated that through the means of social media, it may provide another platform to which these intangible cultural heritages may be disseminated and preserved.

1.1. Review of Related Literature and Hypothesis Formulation

1.1.1. Acceptance on the use of Social Media Platforms through Technology Acceptance Model (TAM) by Davis (1989)

With the advent of this new norm, researchers have been able to offer a wide range of information systems (IS) theories and models to examine the diffusion of innovative technologies, like the most recent models such as the Unified Theory of Acceptance and Use of Technology (UTAUT) (Alvi, 2021) and Extended Unified Theory of Acceptance and Use of Technology (UTAUT2) (Şimşek, & Ateş, 2022). Davis's Technology Acceptance Model (TAM) is one such popular framework. The Technology Acceptance Model (TAM) is a highly important model of technology acceptance that analyzes people's perceptions of a technology's usefulness and its ease of use to predict whether or not they would adopt it (Charness, & Boot, 2016). The perceived usefulness of a technology is associated with its efficiency and effectiveness, as well as its benefits for enhancing user performance (Tahar et al., 2020), while the perceived ease of use is the extent to which a person believes using a particular technology would be straightforward (Al-Bashayreh et al., 2022). Previous research from a wide range of fields and sectors, including higher education, has shown that this paradigm is being widely adopted. Since TAM has a good foundation for gauging its efficacy in measuring students' acceptance impacted by the two factors described above, the following hypotheses will be explored in the ongoing investigation:

H_1: Perceived ease of use positively influences the perceived usefulness of YouTube and Facebook;

H_2: Perceived ease of use positively influences behavioral intention in using YouTube and Facebook;

H_3: Perceived usefulness positively influences the behavioral intention of YouTube and Facebook; and

H_4: Behavioral intention positively influences the actual use of YouTube and Facebook

1.1.2. Actual Use of Technology and Dance Engagement

Strangely, many academics have focused on the efficiency and usefulness of digital technology in relation to educational procedures and outcomes since its widespread adoption (Rashid, & Asghar, 2016). Testing of various social media platforms and even learning management systems has proven a clear and favorable influence of technology on students' involvement, according to previously conducted studies (Bond, & Bedenlier, 2019; Schindler et al., 2017). Using technology in the classroom has been shown to increase student participation in various forms of active and collaborative learning (Nelson, & Kuh, 2005), such as learning

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and preserving Philippine traditional dances. This suggests that students' active and collaborative learning abilities are enhanced when technology is used in the classroom. Furthermore, students' opportunities to become involved in activities outside of their studies may improve if they adopt a more tech-savvy mindset. Findings from the study corroborated the hypothesis that students would be more involved in a variety of learning activities if they had easier access to information technology (Bergdahl et al., 2018). Another study by Juma'h Ahmed and Ismail (2021) found that with the right resources (including devices, tools, and teacher training), students are more motivated and engaged in their learning. Studies on how technology affects students' motivation and, more especially, their academic achievement, have already been conducted.

In addition, the study hopes to find out if college students' openness to new technologies has any bearing on their motivation to learn and share intangible cultural artifacts like Philippine traditional dances. The folk dances of the Philippines are an integral component of the country's cultural legacy, therefore it's clear that passing them down from one generation to the next is crucial (Kico et al., 2018). The term "Intangible Cultural Heritage" was developed to describe groups' shared yet individually distinctive cultural manifestations and behaviors (Alivizatou-Barakou et al., 2017). Intangible cultural property that possesses scientific, honest, and authentic features is well protected thanks to the internet's rapid development, as indicated by Liu (2022). For the purposes of preservation, dissemination, promotion, education, and community building, these cutting-edge tools are invaluable (Alivizatou-barakou et al., 2017). Accordingly, the purpose of this research is to ascertain if students' interest in dancing is affected by the widespread adoption of social media platforms like Facebook and video sharing websites like YouTube as tools for teaching and promoting traditional dances in the Philippines. In light of this, the following hypotheses will be investigated in this study:

**H$_5$:** Actual use of YouTube and Facebook positively influences students' dance engagement

1.1.3. Enjoyment with use of technology and dance engagement

The degree to which the act of utilizing the technology is regarded to be enjoyable in and of itself, aside from any performance that may be hoped for in the future, is known as enjoyment (Chao, 2019). It has been discovered that students' level of enjoyment is directly related to their level of openness toward new forms of technology. For example, the research conducted by Alawadhi et al. (2022) discovered that students' perceptions of how much they enjoy something have a direct impact on their perceptions of how easy something is to use and how useful it is, all of which are factors that influence how readily students accept new technology. According to the findings of a study conducted by Won et al. (2022), which was remarkably similar to the present one, the enjoyment factor was found to have the most important impact on the intention to use a sport-branded application. In addition, Winarno et al. (2021) discovered that enjoyment had a favorable influence on the perceived ease of using OVO Applications. These studies imply that students' adoption of technology is driven in large part by an inherent component known as pleasure (Huang, 2019). On the other hand, despite extensive literature searches, no published studies were located that addressed the function of enjoyment in the connection between students' acceptance of technology and their level of engagement with it, as it pertains to Philippine traditional dances. Learning traditional dances from the Philippines is one way to spread the country's intangible culture on a local college campus, and this study aimed to investigate

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the part that enjoyment plays in students' use of technology and participation in this endeavor. Given the lack of prior work by reputable scholars, the current investigation seeks to verify the following hypothesis.

H_6: Enjoyment does not moderate the relationship between Actual use of YouTube and Facebook and dance engagement

FIGURE 1. Conceptual Framework of the Study.
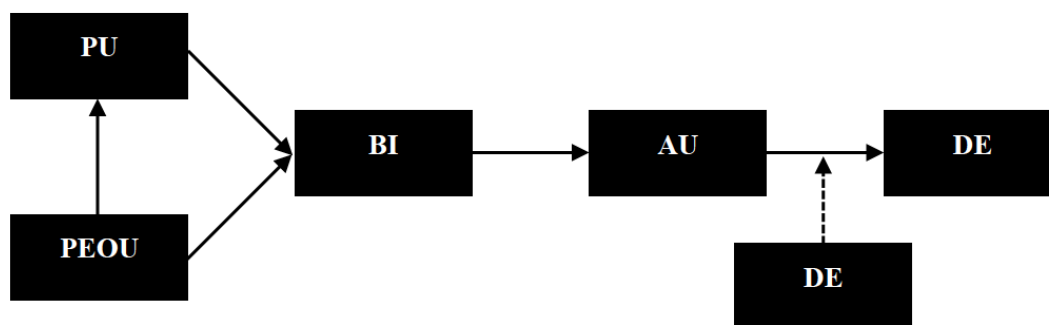
After performing the review of related literature, Figure 1 illustrates the conceptual framework to be used in the study.

1.1.4. Purpose of the study

Technology Acceptance Model has been widely used by numerous scholars across various disciplines assessing the acceptance of a platform to individuals. However, there have been no studies that were conducted focusing on the relationship between the actual use (by using TAM) of various social media platforms (i.e., Facebook and YouTube) and dance engagement, and the role of enjoyment to these two variables in order to promote and disseminate the intangible cultural heritage of the Philippines, such as its traditional dances. After the analysis of data, the findings obtained from this investigation may be used for practical implications that will greatly help higher education institutions, most especially the teachers, to formulate a more effective way on utilizing these social media platforms to students to engage them in the conservation of these ICH.

2. MATERIAL AND METHOD

2.1. Participants, Sampling Technique, and Sample Size

The respondents who took part in the research were students who were either in their first or second year at a local college in Region III, which is situated in the city of Angeles in the Philippines and offers a number of different degree programs (the academic year 2022-2023). The respondents were identified through the use of the technique of *purposeful sampling*. This method of selecting participants for research is a non-probabilistic strategy in which the researcher makes a conscious selection of people for the study based on the characteristics those participants have (Rodriguito et al., 2022). The *Raosoft Sample Size Calculator* was applied in order to determine the sample that should be used for this particular investigation. The

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proposed sample size is 334, which will be drawn from the total population of 2,500 first- and second-year students. Surpassingly, there are 1,916 students who have satisfactorily completed the survey questionnaire, and after the data was processed, all of the responses have been accepted for the purpose of conducting data analysis. The demographic information of those who responded to the online survey questionnaire is presented in Table 1. According to the findings, the majority of respondents are female, which accounts for 62.3% of the information that was gathered, while just 37.7% are males. In closing, 42% of respondents are from the Institute of Education, Arts, and Sciences, 41.2% are from the Institute of Business and Management, and 16.6% are from the Institute of Computing Studies and Library Information Science.

TABLE 1. Demographic Characteristics.

Item	Values	*f*	Percentage
Gender	Male	723	37.7%
	Female	1193	62.3%
Institute	Institute of Education, Arts, and Sciences	808	42.2%
	Institute of Business and Management	790	41.2%
	Institute of Computing Studies and Library Information Science	318	16.6%

2.2. Instruments

All respondents were provided a link to a Google forms-created online survey. The online questionnaire has four distinct sections. In the first section, information about the respondents' personal lives, including their ages and institutes, was gathered. The second section is devoted to information gathering about the four characteristics that make up the Technology Acceptance Model (TAM): perceived usefulness (PU), perceived ease of use (PE), behavioral intention to use (BI), and actual use (AU). The questions were modified from a survey by Davis (1989). Finally, the study adopted the *Sport Engagement Scale* (SES) developed by Guillén and Martínez-Alvarado (2014)absorption and dedication for the third section. The Sport Engagement Scale (SES) is a short (15-item) survey designed to gauge the extent to which respondents are involved in sports. A few word changes, such as "sports" being replaced with "dancing," were made to adapt the questionnaire to the goals of the present study. Furthermore, Morris and Roychowdhury (2020)'s PALMS (Physical Activity and Leisure Motivation Scale). Since the purpose of this research is to ascertain the role that PALMS plays in moderating the connection between students' acceptance or use of technology and their involvement in dance, only elements that fall under one of PALMS' constructs, enjoyment, have been employed.

2.3. Data Analysis

For the statistical evaluation, the study employed *Partial Least Squares-Structural Equation Modelling* (PLS-SEM) with SmartPLS 4. In light of the exploratory nature of this investigation, PLS-SEM is deemed to be a viable methodology (Ji et al., 2021). To further establish convergent validity, Hair et al. (2021) recommended looking at the items' *outer loadings* and the *average variance extracted* (AVE). In order to establish discriminant validity, the *Fornell-Larcker* criterion and *cross loading* were also proposed (Hair et al., 2021). For the purpose of determining discriminant validity, the *Heterotrait-Monotrait* criterion should also be applied. Path coefficients and the coefficient of determination ($R2$) will be calculated for the structural

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model. To evaluate the measurement and structural models in accordance with these considerations, the above criteria will be used.

TABLE 2. Measurement Model Results.

Constructs	Items	Loadings	Cronbach's Alpha	CR	AVE
Perceived ease of use (PE)	PE1	0.886	0.948	0.950	0.753
	PE2	0.878			
	PE3	0.909			
	PE4	0.893			
	PE5	0.758			
	PE6	0.874			
Perceived usefulness (PU)	PU2	0.863	0.937	0.937	0.787
	PU3	0.909			
	PU4	0.864			
	PU5	0.911			
Behavioral intention to use (BI)	BI1	0.921	0.929	0.931	0.816
	BI2	0.921			
	BI3	0.867			
Actual Use (AU)	AU1	0.907	0.857	0.862	0.753
	AU2	0.826			
Dance Engagement (DE)	DE5	0.916	0.932	0.934	0.727
	DE11	0.870			
	DE12	0.798			
	DE14	0.763			
	DE15	0.906			
Enjoyment (ENJ)	ENJ1	0.936	0.948	0.949	0.902
	ENJ4	0.963			

The reliability of each item on each scale was determined with a factor loading analysis. Each item must have a reliability threshold value of 0.7 or higher to be considered credible (Hair et al., 2021). In addition, the value of Cronbach's Alpha (CA) as well as the composite reliability (CR) have to be more than or equal to 0.70. After being extracted from the construct's structure, as shown in Table 2, all items are acceptable and meet the specifications. Constructs are validated by the Average Variance Extracted (AVE) (dos Santos, & Cirillo, 2021)such as the average variance extracted (AVE. Convergent validity is demonstrated by taking the mean squared loadings of items assessing the construct and comparing them to the normative measure. AVE should be at least 0.50 or higher, and the accompanying *p*-value must be at most 0.50 (Hair et al., 2021; Rodriguito et al., 2022). Therefore, convergent validity has been demonstrated by this process. Examining the Fornell-Larcker Criterion, cross-loadings, and the Heterotrait-Monotrait Ratio are all important steps in determining the degree to which discriminant validity has been achieved. Regarding the Fornell-Larcker criterion, the square root of the AVE (diagonal value) across each variable should therefore be greater than the correlation of the latent constructs, as demonstrated in Table 3. As can be seen in Table 4, the loading that is assigned to each indicator ought to be greater than the loadings that are assigned to the indicators that are associated with its related variables for the cross-loadings. Verification needs to be done on the Heterotrait-

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Monotrait ratio (HTMT), which should have a value that is lower than 0.85. TAM, with its massive sample size, is a perfect illustration of how a more liberal approach would call for a threshold of.90 (Henseler et al., 2015) such as partial least squares, the Fornell-Larcker criterion and the examination of cross-loadings are the dominant approaches for evaluating discriminant validity. By means of a simulation study, we show that these approaches do not reliably detect the lack of discriminant validity in common research situations. We therefore propose an alternative approach, based on the multitrait-multimethod matrix, to assess discriminant validity: the heterotrait-monotrait ratio of correlations. We demonstrate its superior performance by means of a Monte Carlo simulation study, in which we compare the new approach to the Fornell-Larcker criterion and the assessment of (partial. Table 5 demonstrates that the tests have demonstrated discriminant validity.

TABLE 3. Fornell-Larcker Criterion Results.

	AU	BI	DE	ENJ	PE	PU	ENJ x AU
AU	**0.868**						
BI	0.859	**0.903**					
DE	-0.049	-0.051	**0.853**				
ENJ	-0.043	-0.051	0.035	**0.950**			
PE	0.859	0.894	-0.041	-0.038	**0.868**		
PU	0.729	0.784	-0.047	-0.048	0.810	**0.887**	
ENJ x AU	0.067	0.047	0.021	0.071	0.056	0.059	

TABLE 4. Cross loading Results.

	AU	BI	DE	ENJ	PE	PU	ENJ x AU
AU1	**0.907**	0.779	-0.044	-0.045	0.78	0.668	0.056
AU2	**0.826**	0.709	-0.042	-0.029	0.709	0.595	0.049
BI1	0.784	**0.921**	-0.043	-0.043	0.838	0.712	0.039
BI2	0.785	**0.921**	-0.045	-0.039	0.835	0.714	0.04
BI3	0.758	**0.867**	-0.051	-0.056	0.749	0.698	0.034
DE11	-0.04	-0.039	**0.870**	0.035	-0.027	-0.039	0.003
DE12	-0.036	-0.038	**0.798**	0.033	-0.035	-0.036	0.019
DE14	-0.044	-0.054	**0.763**	0.019	-0.048	-0.05	0.02
DE15	-0.053	-0.052	**0.906**	0.022	-0.038	-0.044	0.011
DE5	-0.038	-0.036	**0.916**	0.042	-0.03	-0.034	0.028
ENJ1	-0.047	-0.056	0.033	**0.936**	-0.043	-0.05	0.064
ENJ4	-0.035	-0.04	0.034	**0.963**	-0.03	-0.041	0.056
PE1	0.767	0.785	-0.029	-0.036	**0.886**	0.726	0.047
PE2	0.747	0.788	-0.039	-0.035	**0.878**	0.709	0.054
PE3	0.785	0.819	-0.042	-0.041	**0.909**	0.73	0.043
PE4	0.791	0.792	-0.025	-0.027	**0.893**	0.731	0.049
PE5	0.654	0.682	-0.023	-0.025	**0.758**	0.609	0.048
PE6	0.721	0.784	-0.056	-0.034	0.874	**0.706**	0.023
PU2	0.627	0.692	-0.018	-0.05	0.684	**0.863**	0.031
PU3	0.653	0.701	-0.056	-0.033	0.746	**0.909**	0.053
PU4	0.632	0.696	-0.048	-0.047	0.682	**0.864**	0.046
PU5	0.672	0.692	-0.044	-0.041	0.759	**0.911**	0.056
ENJ x AU	0.061	0.042	0.019	0.063	0.05	0.053	**1.000**

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TABLE 5. Heterotrait-Monotrait (HTMT) ratio.

	AU	BI	DE	ENJ	PE	PU	ENJ x AU
AU							
BI	0.861						
DE	0.049	0.051					
ENJ	0.043	0.051	0.035				
PE	0.859	0.895	0.041	0.038			
PU	0.729	0.785	0.047	0.048	0.809		
ENJ x AU	0.061	0.042	0.019	0.063	0.051	0.053	

3. RESULTS

FIGURE 2. Structure Model.
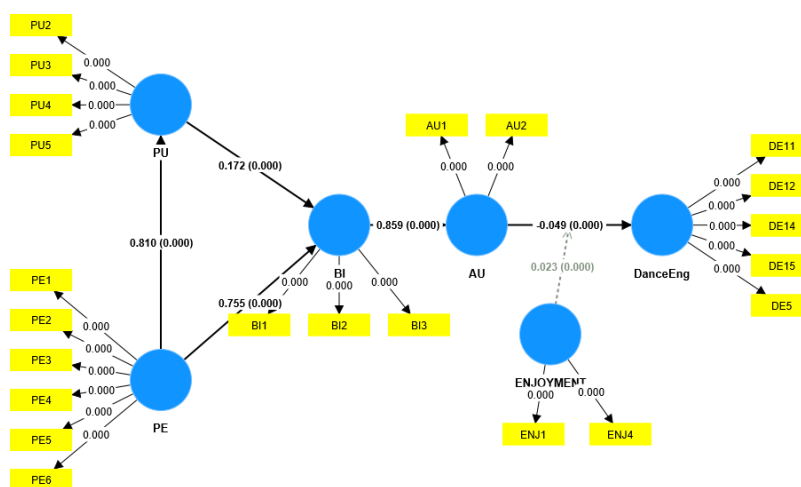
The model's ability to account for observed phenomena was determined by calculating the magnitude of the residuals between the predicted and observed values of the dependent variables. According to Hair et al. (2021), when evaluating a structural model, $R2$ and path coefficients are the most important statistics to consider. Figure 1 shows that the model's $R2$ for PU is 58.4%, BI is 72.7%, AU is 59.2%, and DE is 0.03%.

TABLE 6. Hypotheses testing results.

Hypotheses	Path	Path Coefficient	*p-value*	Decision
H_1	PE → PU	0.810	0.000	Supported
H_2	PE → BI	0.755	0.000	Supported
H_3	PU → BI	0.172	0.000	Supported
H_4	BI → AU	0.859	0.000	Supported
H_5	AU → DE	-0.049	0.000	Rejected
H_6	AU x ENJ → DE	0.023	0.000	Rejected

Based on the result of the path analysis performed, Figure 2 and Table 6 revealed the path coefficients and *p*-values for each hypothesis. **H**$_1$ describes the path between PE and PU which findings indicated that, PE positively predicts PU (*B* = 0.810, *p* = <.01). Based on the result, it can be construed that **H**$_1$ has been

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supported. H_2 illustrates the path between PE and BI which finding revealed that, PE leverages BI ($B = 0.755$, $p = <.01$); therefore, H_2 has been **supported**. Additionally, H_3 describes the path between PU and BI, the findings revealed that PU increases BI ($B = 0.172$, $p = <.01$); hence H_3 has been **supported**. H_4 presents the path between BI and AU which based on the finding that, BI positively impacts AU ($B = 0.859$, $p = <.01$), postulating that H_4 has been **supported**. H_5 illustrates the path between AU and DE, based on the result, AU negatively predicts DE ($B = -0.049$, $p = <.01$) which denotes that H_5 has been **rejected**. On the positive note, H_6 describes the moderating role of ENJ between AU and DE. Findings revealed that ENJ positively moderates AU and DE ($B = 0.023$, $p = <.01$), which means that H_6 has been **rejected**.

4. DISCUSSION

The results of this study suggest that PE and PU positively influence students' behavioral intentions consequential to their actual use of YouTube and Facebook in learning and promoting intangible culture, the traditional Philippine Dances. This is similar to the findings of previously conducted studies (Lima et al., 2021; Yaacob, & Md Saad, 2020). Moreover, it implies that using TAM to measure acceptance of the new technology is highly preferable (Enu-Kwesi, & Opoku, 2020). Theoretically, TAM has been resilient and have a strong predictive power to assess individuals' intention to use a new technology for decades. On the other hand, it was observed that using YouTube and Facebook in learning and promoting intangible culture negatively predicts students' engagement in dance. The result refuted the findings of Li et al. (2018) wherein despite of initial difficulties, students benefit from technology integration in dance. Similarly, the findings of Zhou (2022) revealed that introducing information technology into dance education can optimize resources, enrich the performance context of dance education, broaden the opportunities for both teachers and students, and the application of IT for direct appreciation and design. It can be determined that even though the students have a higher level of acceptance and actual use of YouTube and Facebook, it negatively impacts their engagement in learning and dancing, and in the promotion of the Philippine traditional dances. On the positive note, the relationship between use of technology and dance engagement can be positively moderated by enjoyment. It can be construed that if the perceived level of enjoyment of students towards the dances being learned and promoted is significantly high, it can positively affect the relationship between use of technology and engagement. Since no prior studies were conducted in relation to this current investigation, performing a similar study is highly recommended.

5. CONCLUSIONS

TAM is still a powerful model in assessing students' level of acceptance towards the use of technology. Similar to the findings of this research, it was found that students' have a significantly high acceptance and usage towards YouTube and Facebook in learning and in the promotion of intangible cultural heritage, which are the Philippine traditional dances. Moreover, the study also found that the actual use of YouTube and Facebook negatively predicts students' engagement. In this, this study concluded that both YT and FB may not be an effective platform in learning and promotion of the Philippine intangible cultural heritage. On the positive side, enjoyment positively moderates the relationship between using YT and FB and students' engagement.

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This can be construed that the higher the level of enjoyment perceived by the students in learning folk dances, there would be an increase in their engagement through the use of YT and FB, and a predictor of successful transmission and promotion of the intangible cultural heritage of the Philippines at the local college.

Practical implications may be derived based on the findings of the study. First, it has been observed that social media platforms, such as Facebook and YouTube, is highly being used by the students who participated for the study. In this regard, higher education teachers may maximize the advantage of these social media platforms in the dissemination, propagation, and preservation of these intangible cultural heritages by posting various videos (e.g., original videos of different folk dances and instructional videos which can be used as a basis by students in learning these dances) with the combination of general knowledge about the history of these dances. On the one hand, it was found that the actual use of these social media platforms may negatively affect the engagement of students to dance. Teachers should be able to carefully choose what traditional dances shall be taught to students through the means of these social media platforms to which these learners may see as deem enjoyable and exciting to learn. As can be observed from the findings of this study, as long as students perceived that the dance being introduced to them is highly enjoyable, a positive relation between the use of technology and their dance engagement. In this way, learning and dissemination of traditional folk dances of the country will be effective.

5.1. Limitations and future lines of research

This study has some limitations that should be taken into consideration by other readers and scholars globally. First, this study is limited to students from a local college in the Philippines. Hence, it does not generalize the entire population of undergraduate students from various higher education institutions in the country, and to other parts of the globe. In this regard, performing a similar study in order to support or repudiate these new findings is highly recommended. Second, this study has employed a pure quantitative approach. Therefore, performing a more sophisticated approach such as qualitative or mixed-method design by amassing information not only from the students, but also to teachers, may provide a more scholarly information to deepen the understanding of the different factors which may affect the actual use of social media platforms and dance engagement aside from enjoyment. Additionally, it will help researchers to formulate a more cohesive intervention in order to successfully promote the intangible cultural heritage to students which will definitely boost nationalism and patriotism. In conclusion, this study provides additional information to the body of knowledge and filling the gap in research due to scarcity of investigations that were conducted in relation to this topic.

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