A REFLECTIVE ANALYSIS ON FACEBOOK AS PRIME SOCIAL CAPITAL IN TRANSFORMING THE FILIPINO COLLEGE STUDENTS

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Abstract. This paper aimed to determine the transformation brought about by Facebook (FB) phenomenon as analyzed in the different reflections, testimonies, and insights given by Filipino college students. A researcher-made questionnaire was developed for this purpose and made use of both quantitative and qualitative modes of data collection. Results of the study revealed that the respondents have High Level of Perception about Facebook and their level of perception differs significantly when classified according to Type of School, Gender and Year Level. Facebook transformed them socially, emotionally, mentally and technologically. FB brings them to the world of Internet where communication is essential, friends are met; allow them to express their ideas and sentiments freely. Using FB lead them to become technologically attuned individuals. It can be used as an innovative teaching strategy when face to face contact is difficult to achieve due to time constraint or personal preferences. Educational institutions should offer the Internet at a minimal cost and impose restrictions on using it.

INTRODUCTION

At the forefront of the 21st century are the products of scientific inquiry which are truly amazing and widely felt. The surge of technological change is pushing the limits of human ability to adapt to it. People need to use scientific information to make choices that arise every day. Technology provides access to virtually limitless sources of information. It is being used in almost all aspects of human endeavor

Among the notable breakthrough in this “knowledge society” is the emergence of Internet through computers and cell phones. Computers now occupy an increasingly prevalent and important niche in our culture. Cell phones penetrate a prominent place in our schools, home and workplace and have become a basic for nearly everybody in all walks of life. Hence, computers and cell phones as the products of technology while texting and internet as the process are closely interdependent and intertwined with each other.

The Philippines is known as the text capital of the world. This is because the most number of messages being sent daily in mobile network servers are from the Philippines (Anderson, 2010). This was further substantiated by a recent US study which revealed that the Philippines continue to be text messaging capital of the world. Citing collated data from Reuters, the New York Times, CTIA.org, UPI.com, Pew Research etc., the average Filipino mobile subscriber sent an average of 600 text messages per month, or 43 percent more than their US counterparts

Moreover, the Philippines not only has the reputation as the texting capital of the world, with one billion text messages sent daily, but it also has the highest number of Internet users in the 16 to 64 age group who join social networking groups. Universal McCann’s (2008) study on social media Wave 3 Report found out that the Philippines had the highest penetration of social networking among Internet users at 83.1 percent, compared with the global average of 57.5 percent. Social networking is practiced by Web based communities of people who share interests and activities. Users have a variety of ways to interact, such as e-mail, instant messaging services and blogs. Some examples are Multiply, Friendster, Facebook, MySpace, Twitter, Live Journal and Blogs.

Texting therefore becomes the entry point to the next hierarchy, which is through social networking sites. The two forms of socialization are closely linked and intertwined. Thus, it can be deduced that texting is positively correlated to social networking, which is exemplified by the Facebook which is now considered as the most popular online social networking. It is a common observation that majority of the students are Facebook users. The said phenomenon is becoming a fad nowadays notably among teenagers and even among professionals.
Facebook (FB) was a social networking website launched in February 2004. It was created by Mark Zuckerberg with his fellow computer science students and college roommates at Harvard University. The website’s name stems from the colloquial name of books given to students at the start of the academic year by university administration in the US with the intention of helping students to get to know each other better. Through Facebook, users can add people as friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can create profiles with photos, and can join networks organized by workplace, school or college. Communicating with friends and other users can be done through private or public messages. The conversation is multi-media, with the use of words, drawings, pictures, or videos. It can either be instantaneous (with chat applications and presence indicators) or asynchronous (with wall posts, messages) exchange. The conversation takes place between real persons and without outside intervention. Facebook enables users to choose their own privacy settings and who can see what parts of their profile (www.fb.com).

As technology continues to expand in the global arena in general and to the schools in particular, questions are emerging as to the impact of social networking sites such as the Facebook on the lives of Filipino teenagers whose greater bulk consists of college students. It seems to be the trendiest and most popular online social networking site which provides a lot of thrills and fun as well as minds on, and authentic learning experiences.

In view of the aforementioned scenario, this study was conceptualized to ascertain the transformation brought about by Facebook phenomenon on the Filipino students in both public and private institutions as analyzed based on their reflections, testimonies and insights. Moreover, the researchers are further interested in knowing why the students engage in Facebook activities aside from just connecting and being in touch with friends and family as well as its benefits and drawbacks on the various aspects of their life.

THEORETICAL FRAMEWORK OF THE STUDY

Facebook as a social networking site which is hypothesized to play a role in transforming the Filipino college students in particular and the youth of the world in general is anchored on the following theories and concepts. These served as the bedrock foundation of this investigation.

Learning foundation for technology education involves directed instruction or traditionalism and Constructivism. Directed instruction is grounded primarily on behaviorist learning theory and the information–processing branch of the cognitive learning theories. Constructivism on the other hand evolved from other branches of thinking in cognitive learning theory.

**Behavioral theories** concentrate on immediately observable, thus behavioral, changes in performance as indicators of learning. The teacher’s job is modifying the behavior of students by setting up situations to reinforce students when they exhibit desired responses. Behavior modification techniques are shown in classroom management and programmed instruction as in drills, practice and tutorial courseware.

**Social Information Processing (SIP) Theory** is an interpersonal communication theory developed by Joseph Walther in 1992. Once established, online personal relationships demonstrate the same relational dimensions and qualities as face to face relationships. Online personal relationships may help facilitate relationships that would not be formed in face to face world due to intergroup differences.

**Corollary to this theory is the Information–processing theory** developed from a branch of cognitive psychology that focused on the memory and storage processes that make learning possible. The process in learning in human is similar to the way a computer processes information. This theory has guided the development of artificial intelligence applications.

**Critical Theory, also known as Neo–Marxism,** has been used by a number of scholars to analyze the way information technology is used in education. Critical theory stresses that information technology, or technology in general is not value free. However, Roblemeyer (2005) contradicted this theory. He said that technology when introduced to education, brings with it a set of values and assumptions, that, however implicit, are nevertheless influential. The same holds true in Facebook
which entails interaction of different people of various social backgrounds, language used educational attainment and socio-economic status.

Jean Piaget’s Theory of Cognitive Development - Implications For Instructional Technology - Laboratories, workshops and technologies that encourage interactivity such as multimedia, hypermedia and virtual reality fit in with Piagetian thought. Students not only can use multimedia to learn, but they can also use it to communicate their understanding of the subject to those around them. Virtual reality has the potential to move education from its reliance on books to experiential learning in naturalistic settings. Visual resources and simulations can help raise children’s developmental levels more quickly than they would have occurred through maturation.

Social Constructivist Theories - From a constructivist perspective, learners must be provided with a rich environment of sensory experiences to which they will respond in a problem solving fashion in order to build understanding. The computer through its use of text, voice, graphics, animations and multimedia, is ideally suited to present such a rich environment.

The emergence of internet has enabled students to engage in authentic scientific experiences in a way that was previously not thought possible. In many cases, Internet resources are set up in a user-friendly format with search capabilities to help the students find specific information thus, making learning more efficient for highly motivated students.

John Dewey’s theory on social constructivism pointed out that Learning is a social activity: our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit. Progressive education recognizes the social aspect of learning and uses conversation, interaction with others, and the application of knowledge as an integral aspect of learning.

Lev Vygotsky’s constructivist theory, which can be called social constructivism, espoused the concept that culture gives the child the cognitive tools needed for development. The tools the culture provides the child include social context, language and electronic forms of information access. Furthermore, Vygotsky’s theory on social constructivism emphasized the critical importance of interaction with people – other students, parents, teachers – in cognitive development. It also builds on the best known of Vygotsky’s theoretical concept – the Zone of Proximal Development ZPD which emphasizes the belief that learning is, fundamentally, a socially mediated activity.

Parallel to Vygotsky’s theory is the principle which states that Learning and development is a social, collaborative activity. The interaction children have with adults and other children is critical. This suggests that using technology to enhance communication, contact, and interaction would be beneficial.

Seymour Papert espoused the idea that children could advance in their intellectual abilities more quickly with the right kind of environment between the topic of programming commands and the pictures that result. Similarly, Gardner’s theory of multiple intelligences pointed out that when educator assign students to groups to develop a multimedia product, they can assign students roles based on their type of intelligence.

Drury (1995) as cited by Roblemeyer (2000) states that changes surrounding pedagogy are necessary if teachers are to be successful in implementing technology to support learning. He states that the “lack of sound pedagogical basis for integration of technology within the school has led to a narrow and unimaginative usage”. He argues that the teachers and schools focus on the use of computers on classes such as “computer studies” rather than in other subject areas and thus “most study is of technology rather than with technology”. He contends that this practice has the “effect of marginalizing” computers in education.

Over the past decades, there has been a steady drumbeat for equal access to computers across gender and ethnic lines. Nevertheless in this era, all students, regardless of gender, cultural or ethnic background, physical or learning disabilities, aspirations or interest, should have the opportunity to attain higher levels of scientific literacy than they do currently (Principle of Equity).

The aforementioned theories, concepts and principles directly and indirectly relate to the influence and effects of technology on the social, moral, cognitive and technological awareness and development of an individual. Hence, Facebook as one of the outputs of technology is assumed to create tremendous impact on the lives of the learners. It needs to be viewed with greater
consideration on this present era. Therefore, a deeper knowledge and analysis of this social network site is part of the intellectual heritage that educators are charged with transmitting.

The foregoing theories and concepts guided the researcher in constructing the conceptual paradigm of this study. This is best illustrated in the diagram that follows.

Figure I shows the conceptual paradigm of the study. The Input variables of the study are the Information Processing Theory (IPT), Theory of Cognitive Development, and Social Constructivist Theories. The IPT is manifested in on-line journal relationship which is not found in face to face contact and the Critical Theory which brings set of assumptions and values. The Piaget’s Theory of Cognitive Development serves also as paramount as other theories for it helps learners develop mental level of cognition through visual resources alongside with development of scientific literacy based on Principle of Equity aiming for higher level. The last Input of independent variables is the Social constructivist theories of John Dewey. The social interaction with other groups of people is based on mingling with other groups and Lev Vygotsky’s collaborative activity working jointly with other equally interested groups.

The process flow of the study is concentrated on the most publicized technology operating nowadays – the Facebook and is now regarded as the leading social networking site. The inputs are maintained under this system of technology.

The Outputs as dependent variables are Social/Cultural Enhancement, Physical/Mental Invigoration, Emotional/Spiritual Upliftment, and Technological Benefits produced by the Facebook technology to all stakeholders. The dotted line connected from the process portion expresses the ambivalent transformation of the Facebook to all its users, both young and old alike, who are expected to adapt and stay connected to different kinds of people and events in this global village.
STATEMENT OF THE PROBLEM

This study aimed to determine Facebook (FB) as a prime social capital and its role in transforming the Filipino college students on the various aspects of their life.

Specifically, the study sought answers to the following questions:

1. What is the level of perception on FB among the college students in terms of the following areas?
   1.1 social/communication enhancement,
   1.2 emotional/spiritual upliftment,
   1.3 mental and physical invigoration, and
   1.4 technological benefits?

2. Are there significant differences on the perception on Facebook among the respondents when they are classified according to the following variables?
   2.1 type of school,
   2.2 gender,
   2.3 year level,
   2.4 age,
   2.5 religion and
   2.6 monthly family income?

3. How often do the college students use their Facebook account?

4. What are the prevalent ideas of the college students concerning Facebook as a means of social capital for networking?

5. What is the personal view of the youth about Facebook as an entire group?

METHODOLOGY

The qualitative and quantitative modes of data gathering were both employed in this study. Qualitative research method is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matters (Denzin, & Lincoln, 2000). This method was used very effectively for social change and employed the process of studying real-world situations as they unfold naturally. It is non-manipulative, non-controlling, and provides openness to whatever emerges (Best, 1998). The researchers utilized this qualitative method to achieve the objectives of the study.

The primary data gathering instrument of this study was the questionnaire developed and validated by the researcher. The said instrument in a five-point Likert scale was used to assess the transformation brought about by Facebook on the college students in terms of Social/Communication Enhancement, 2. Physical/Mental Invigoration, 3. Psychological/Emotional Upliftment and 4. Technological Benefits. Moreover, it utilized questions on “why” and “open-ended questions” to allow wide array of descriptions from the respondents. This type of instrument led them to describe and share their personal views about FB and its influence in the social networking world.

Some of the qualitative items had questions that allow the respondents to open their minds and look carefully on the information and uses of FB as a form of communication and socialization. The items in the instrument bring about the picture of Face Book (FB) in the midst of advanced-technologically driven society. To further substantiate the data, an unstructured interview was conducted among the randomly selected students.

The data were analyzed and interpreted using the statistical tools such as: frequency, mean, independent t-test and Analysis of Variance (ANOVA) or F-test.

RESULTS AND DISCUSSION

The respondents of the study were 250 randomly selected college students from private university and state college who were Facebook users. They were classified on various categories such as type of school, gender, year level, age, religion and monthly family income. Table 1 shows this.
Table 1 presents the respondents’ perception on the four Facebook (FB) areas namely: Social / Communication Enhancement, Emotional / Spiritual Upliftment, Mental and Physical Invigoration and Technological Benefits. As gleaned from Table II, all the aforementioned areas belong to High Level of Perception with a weighted mean of 4.08. Thus, it can be deduced from the data that the Filipino youth has a high level of perception on Facebook.
TABLE 2
Level of Perception on Facebook (Fb) Among Filipino Students

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Social/Communication</td>
<td>4.17</td>
<td>High Level of Perception</td>
</tr>
<tr>
<td>B. Emotional/Spiritual</td>
<td>4.09</td>
<td>High Level of Perception</td>
</tr>
<tr>
<td>C. Mental &amp; Physical</td>
<td>3.99</td>
<td>High Level of Perception</td>
</tr>
<tr>
<td>D. Technological</td>
<td>4.07</td>
<td>High Level of Perception</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>4.08</td>
<td>High Level of Perception</td>
</tr>
</tbody>
</table>

Legend:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21-5.00</td>
<td>Very High Level of Perception</td>
</tr>
<tr>
<td>3.41-4.20</td>
<td>High Level of Perception</td>
</tr>
<tr>
<td>2.61-3.40</td>
<td>Moderate Level of Perception</td>
</tr>
<tr>
<td>1.81-2.60</td>
<td>Low Level of Perception</td>
</tr>
<tr>
<td>.00-1.80</td>
<td>Very Low Level of Perception</td>
</tr>
</tbody>
</table>

In terms of Gender and Type of School, the computed t of 2.61 and 4.31 respectively exceed the critical t of 2.576 which is significant at .01 level (Appendix B). It can be construed that the level of perception on Facebook differs significantly when the respondents are categorized according to gender and type of school.

Results of the study further revealed that the level of perception on FB significantly differs when the students are classified according to year level. The F ratio of .479 is below .99 set at .05 level. It can be inferred that maturation in terms of academic ladder affects the perceptions of the respondents on Facebook. All the rest: Age, Religion and Monthly Income are not significant since their F ratio exceeded .05 level. It can be deduced that Age, Religion and Monthly Income do not necessarily affect their perceptions on Facebook as a social networking site.

Furthermore, the Filipino students prefer to use FB at least twice a week (40%), some used FB everyday (28%), once a week (20%), and few used FB once a month (12%).

Table 3 presents the reasons on using Facebook account among Filipino college students. As gleaned from the data, updating their account/check their friends/relatives/pet village and farm village ranked first (90%) while 50% of the respondents said Facebook is commonly used because of free WiFi connection and FB is only meant as past time activity.

Table 3
Reasons on Using/Visiting Fb Account

<table>
<thead>
<tr>
<th>Reasons of Using/ Visiting FB account</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update my account/check my friends/relatives/pet village (petville)/farm village (farmville)</td>
<td>225</td>
<td>90</td>
<td>1</td>
</tr>
<tr>
<td>Sort of addicted with FB/ enjoy watching photos and new info of my friends</td>
<td>213</td>
<td>85</td>
<td>2</td>
</tr>
<tr>
<td>Keep in touch with friends/relatives outside the country/chat other friends &amp; relatives</td>
<td>205</td>
<td>82</td>
<td>3</td>
</tr>
</tbody>
</table>
Because of laptops/computer/Internet at home, therefore, I visited my FB account 200 80 4.5
It is my hobby/habit 200 80 4.5
Check in-coming activities of barkadas/friends/schoolmates 188 75 6
Because of WIFI connection of our school 125 50 7.5
It is my past time only 125 50 7.5

Following are the main ideas of the Filipino students regarding Facebook as social capital for networking arranged according to rank order of commonality: 1. FB is used to communicate with other people and for sending photos” to their friends, classmates and relatives (218, 87%). 2. It is perceived as a way of getting more friends and for up-dating wall post (215, 86%). 3. It is through FB that the Filipino students become closer and get connected with their friends and far away relatives (203, 81%). 4. The Filipino students used FB to express their ideas and feelings (180, 72%) and 5. to some respondents, FB is considered as their recreational activity (130, 52%).

Despite the bad impression brought about by the advent of social networking sites, FB is preferred by the majority (168, 67%) of Filipinos. Only 82 (33%) out of 250 respondents are not in favor of always using FB in their daily activities. The aforementioned data shows that the percentage of students who favor the use of Facebook is much higher as compared to those on the contrary.

In order to determine the various reasons for using Facebook, an unstructured interview was conducted among the respondents. The following are their reasons for doing so:

- Wanting always to stay connected and updated attained the top slot (230, 92%).
- Their desire to mingle with friends / “barkadas” (225, 90%).
- FB helps them know the status of their friends (220, 88%), enjoy watching their photos / read their wall comments (215, 86%)
- An easy way for communicating with friends (212, 85%).
- Facebook as fun and exciting (205, 82%) and improves their personality in terms of social, mental and technological aspects (198, 79%).
- They indulge in it because the Internet is free in the WiFi zone (50%)

On the other hand, the Filipino students disagree to use Facebook on the following grounds:

- Being engrossed in it led to waste of time and ultimately negligence of their main obligation to study well (158, 63%).
- Too much exposure to FB might cause their addiction towards it (130, 52%).
- FB can affect their studies, personal life (125,50%)
- Tend to forget their assignments and school-related matters (120, 48%)
- Decreases their allowance (100, 40%)
- Made them lazy (98, 39%)

CONCLUSIONS

In totality, the data and information of the study elucidate the following:

1. The Filipino college students have a High Level of perception on Facebook in terms of the following areas: social / communication; emotional / spiritual; mental and physical; and technological.
2. The level of perceptions on Facebook differs significantly when the college students are classified according to Gender, Type of School and Year Level. These factors affect the preferences and decision making of the youth in terms of social networking.
3. The Filipino college students visited their Facebook account at least twice a week.
4. Facebook is considered as a means of communication and is used for up-dating their accounts and also the accounts of their friends/classmates /relatives and even their farm villages/pet villages,
5. The exposure to FB brings the Filipino students to the world of Internet where communication is essential, entice them to get more friends, allow them to express their ideas, feelings, and innermost sentiments freely. These activities using Internet lead them to become technologically attuned-individuals.
6. It is perceived as means of bridging relationships to the people close to them and even to those whom they do not know.
7. FB is viewed by Filipino students as a source of their enjoyment, one of their hobbies, and venue for their youthful expression.

RECOMMENDATIONS

On the basis of the aforementioned findings and conclusions, the following recommendations are drawn:
1. Facebook is recommended to be used as one of the innovative strategies in teaching. Students could form a group where cooperative learning will be clearly manifested in academic matters and school-related projects and activities.
2. It is a good way for the teacher to communicate with the students’ especially in matters that need confidentiality and in situation/s where face to face contact is difficult to achieve due to time constraint or personal preferences.
3. Educational institution should offer Internet facilities at a minimal cost.
4. Impose limitation and restrictions on the number of hours in using the Internet as well as on the use of social networking sites so that the students would not get hooked up on it.

REFERENCES


Electronic Sources:

APPENDIX A

Questionnaire on the Role of Facebook in Transforming Filipino Teenagers

Code: _______

Part I.
Instruction: Please tick or check the following items that would supply information about you.

Gender:
_____MALE
_____FEMALE

College Year Level:
_____First Year
_____Second Year
_____Third Year
_____Graduating

Age: ___________________________

Religion: _______________________

Estimated Monthly Family Income: _______________

Part II.
Please answer completely the items stated in this instrument. Rest assured that your responses will be considered as confidential.

1. How often do you visit your Facebook (FB) account?
   a. everyday ____
   b. once a week____
   c. twice a week____
   d. once a month____
   e. twice a month____
   Why? ____________________________________________________________________
   ____________________________________________________________________

2. How many hours in do you usually spent per session? ______ hour / hours
   a. 1 hour __
   b. 2 hours__
   c. 3 hours____
   d. 4 hours and above____

3. What is your idea about FB as a social capital for networking)?
   ______________________________________________________________________
   ______________________________________________________________________

4. Are you in favor of using it always? _____Yes    ____No

5. If Yes, why? If No, why?
   ______________________________________________________________________
   ______________________________________________________________________
6. In what ways do you think can FB help you as a student?

6.1 Socially
______________________________________________________________________________
______________________________________________________________________________

6.2 Emotionally
______________________________________________________________________________
______________________________________________________________________________

6.3 Mentally
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6.4 Technologically
______________________________________________________________________________
______________________________________________________________________________

7. As a technological trend, is Facebook beneficial or not? ____Yes  ____No
If Yes, why?  If No, why?
______________________________________________________________________________
______________________________________________________________________________

8. What is your personal view about Facebook in your life?
______________________________________________________________________________
______________________________________________________________________________

Part III

Direction: Using the interpretation guide below, please check the number corresponding to the degree of your agreement/disagreement to the following statements.

Scale  Interpretation
5 -  Strongly Agree (SA)
4 -  Agree (A)
3 -  Moderately Agree (MA)
2 -  Disagree (D)
1 -  Strongly Agree (SD)

<table>
<thead>
<tr>
<th>A. Social/Communication Enhancement</th>
<th>5 (SA)</th>
<th>4 (A)</th>
<th>3 (MA)</th>
<th>2 (D)</th>
<th>1 (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facebook expands my real-world social connection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Through it, I can keep in touch with my old friends/acquaintance and met new ones.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Facebook provides substantial information and updates from relatives and friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. I consider it an informal channel that allows spontaneous interaction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. By spending time communicating with friends, I am diverted away from bad vices / habits.</td>
<td></td>
<td></td>
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</tbody>
</table>
6. Facebook improves my ability to communicate in English and learn other dialects through chatting with friends and other Facebook users.

7. Facebook is a powerful tool to interact and voice opinions on relevant issues and concerns of the time.

### B. Emotional/Spiritual Upliftment

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. Facebook has added color to my life as a person.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2. Through Facebook, I feel a sense of belongingness with my circle of friends and peers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Facebook enables me to discuss freely without inhibitions about my ideas, views/opinions with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I develop self-confidence and gradually achieve self-fulfillment through Facebook and it is also a means to help others boost their ego and self-esteem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I am spiritually blessed by the Biblical verses and encouraging messages posted by my friends through Facebook.</td>
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### C. Mental and Physical Invigoration

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<tr>
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</thead>
<tbody>
<tr>
<td>1. I am able to relax and unwind from stress and mental fatigue through Facebook.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2. Facebook develops my critical thinking and helps me plan proper strategies particularly when playing social networking games (FarmVille).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. It helps me organize and be systematic with my resources such as uploading my photos, albums and videos.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facebook is a good form of entertainment and leisure.</td>
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</table>

### D. Technological Benefits

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Facebook has a lot of features and interactive applications as compared to other networking sites.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2. It allows me to upload unlimited number of photos as compared to other image hosting services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Facebook is much easier to handle and manipulate with that of other social networking sites.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I become fully aware of the importance of technology and appreciate its impact in my life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Important information, news and events are easily disseminated through Facebook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I learn to manage my time wisely when I am engaged in social networking using Facebook.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

APPENDIX B

SUMMARY OF t-VALUES IN TESTING THE DIFFERENCES ON THE PERCEPTIONS ON FB ACCORDING TO GENDER AND TYPE OF SCHOOL
<table>
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<th>Compared Groups</th>
<th>Mean</th>
<th>Computed t</th>
<th>critical t</th>
<th>df</th>
<th>Two-tail Probability</th>
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<td>2.61</td>
<td>2.576</td>
<td>248</td>
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