

Social Media Exposure and Personal Gratification of Students of Elisa R. Ochoa Memorial Northern Mindanao School of Midwifery

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ABSTRACT

The use of social media has been swelling exponentially these past few years and is affecting students in different ways. People use social networking sites, with college students as the most active users. The current study intended to determine the social media exposure of the students and their personal gratification in terms of social and emotional aspects. It made use of a descriptive correlational type of research. Significant statements from clinical instructors and midwifery students were also elicited to get a better glimpse of the extent of social media use in various ways by students. Results showed that social media had beneficial and detrimental effects among the students. The advantages of having faster means of communication and connecting with people in distant places are also damaging to their studies when misinformation takes place. Thus, it is necessary that students will be guided in the choice and use of social media platforms. The findings and significant statements from the respondents of the study served as bases for the formulation of an intervention program on the use of social media for the students.

KEYWORDS

Social media exposure; personal gratification; descriptive correlational; Philippines

INTRODUCTION

Lenhart and Madden (2007) said that the use of social media by students has been increasing these past few years. Numerous students come to counseling and say that they use Facebook and other social media to communicate with people and friends regularly. Babb (2012) also stated that in the United States, the majority of college students who go to counseling use Facebook and other social media regularly to keep in touch with family, friends, and new acquaintances. Moreover, most students get sluggish at times when it comes to studying their lessons. At the same time, they get tempted to open their social media accounts, especially when they see friends posting having a stroll while they are at home and uninvited. This arouses a feeling of jealousy and unhappiness; it makes them feel left behind, and when they meet in person, they tend to ignore them. They also get dismayed when no one likes their post on social media; they feel like it's as if no one appreciates them.

The latest research conducted by Mossesgeld (2011) reveals that the Philippines is the world's social media capital. With half of its population, more than fifty million people, using social networking sites, the most active users of social media are students, specifically college students who use social media in different ways. Midwifery students are part of this college population who use social media actively.

According to the EROM-NMSM Clinical Instructors, midwifery students have changed

a lot since the prevalence of social media. They reported that the majority of their students spent a lot of time surfing. They sneak their smartphones during clinical duties to interact in the media world, even if there is an existing rule about the use of smartphones during clinical duty.

Clinical instructors are also complaining that many students are sleepy during clinical duties. When asked why, they ended up talking about their friends' posts on social media and their tireless chit-chat with classmates, which ended up in teasing that sometimes resulted in gaps in their relationships in school. There are reported cases where a clinical instructor gave failing grades to students who were reluctant and tardy on clinical duties, usually ending up in student drop-out or school transfer. Besides, the school's dean has been settling several incidents where students have misunderstood online and confronted each other furiously in person.

On this premise, this study wanted to know the extent of media exposure. It also seeks to see the profile of the students. Moreover, the study intends to understand the social media exposure and personal gratification of Midwifery students of Elisa R. Ochoa Memorial Northern Mindanao School of Midwifery and if an intervention program may be developed in whatever findings this study may have.

LITERATURE REVIEW

Kulidtod (2017) conducted a local study in two (2) Kabacan, Cotabato college schools. They found out that their students use smartphones, tablets, laptops, and desktop computers as gadgets to access their social media accounts at home and inside the school campus. They have different purposes for using social media. They also stated that respondents were only partially using their social media accounts for academic activities but more on social objectives, like connecting with friends, etc. Moreover, the research revealed that most of their students spend an average of one to two hours on social media daily.

Gonzales (2019) reported that the everyday use of social media in the Philippines this year has soured up to 9 hours and 29 minutes a day, the highest in the world. A study has shown that 67% of Filipinos are using their mobile phones to be online. According to Sponcil and Gitimu (2017), ninety-nine percent (99%) of college students in the Philippines use Facebook as their primary social media.

Regarding the type of internet connection used, Garcia (2016) stated that among Asian countries, the Philippines is one of the slowest and most costly internet connections. Filipinos have been paying a lot to the telco companies but getting minimal service from the enterprises because there is not enough competition in the telco industry. Gonzalez (2016) also said that the Philippines identified that of 101 million Filipinos, 95% are prepaid users and access the internet through mobile data, while only 55% of the population use home Wi-Fi and pocket Wi-Fi to access anything online.

Karadkar (2015) stated that students should prioritize their studies before getting into social media and restrict themselves from using too much social media. For instance, if a student has spare time, instead of visiting media accounts, they should look for pages on educational sites to read relevant lessons for their classes

Students have been using social media to obtain sales information and promotions about the products that they are interested in. Her data also shows that the higher the students' media usage, the more likely they are to shop at the businesses they have befriended.

Also, Morallo (2014) stated that all students in Laguna have Facebook or other social media accounts to connect. For this reason, students in this generation have less time for their studies and more time for non-academic activities, such as entertaining themselves by

watching videos and communicating with friends and classmates about school work and assignments. Also, other purposes of the students for using social media are to communicate with other people who are away from them, to be updated with what is trending, to gain or gather knowledge for academic purposes, pleasure and fun, and other similar reasons.

Othman et al. (2016) shared that most social media users are teenagers and college students between the ages of 18 and 29. These are the millennials who were born as digital natives. Fogliani (2019) said that millennials, or the so-called Generation Y, born 1981-1996, are more active social media users than generation X, who were born from 1965-1980. Millennials are most active in entertainment, communication, and online product buying, selling, and advertising.

Concerning civil status, Lenhart et al. (2014) claimed that only 10% of married people in America are accessing the social media world. Single people have more time to browse online and use social media's advantages. In the Philippines, Labucay (2014) observed that most people online are unmarried individuals with more spare time than married ones with plenty of home responsibilities.

In terms of students' status, Kurniwan et al. (2017) revealed that the majority of social media users are regular students, who come for the learning materials that are found online. Also, Zawacki-Richter et al. (2015) specify that regular students have more subjects than non-regular students; that is why regular students spend more time online because they communicate with classmates consistently.

Social

According to the research of Ortega-Go & Hechanova (2014), this is the luckiest generation because of social media. Fortunate enough to be able to connect with friends from the present, past, and future, while generations before communicated via mail services and telegrams. People use social media because it's easy to connect with support groups long distance or even find new acquaintances online in seconds. With this regard, many researchers have tried to find the effects of social media on students' interpersonal experiences with other people around them, especially those college students still building their characteristics.

According to the study of Porter et al. (2018), social media users do not feel unhappy with their interpersonal relationships with other students; instead, they think that the accessibility of social media can be used to improve relationship satisfaction with more frequent interaction. Also, Beniwal (2018) claims that one of the advantages of social media is that people can continually connect with the person they want to have contact with, even if they are very far from each other. Thus, it helps the bond to become stronger.

Moreover, in terms of educational uses of social media, Guo et al. (2018) claimed that the use of social media as a supplemental communication method could help the instructor better reach out to students and vice versa, it reduces failure rate and improves students' performance in school.

Contrary to the studies above, Blow (2018) claimed that even though social media helps people enjoy interacting with each other, there are still negative impacts that people need to avoid, and that is alienation. Since people spend most of their attention in the virtual world, they often tend to give less energy to their immediate present; this leads to the weakening of the interpersonal bond.

Also, Kerkhof et al. (2011) stated that social media impacts our relationships with others and influences our relationship with ourselves and how we perceive the world around us. Compulsive social media users were lonelier and more depressed. Generally,

they exhibited weaker social skills than non-compulsive social media users, specifying that these negative characteristics were brought about by their overuse of social media. Additional research revealed that the overuse of social media significantly affects the lives of college students with negative consequences on their personal and psycho-social well-being (Marino et al., 2016).

According to Schacter, H. (2015), posting a photo on Facebook is expected nowadays. However, the likes the post gets are the new basis of what is right in the eyes of another subscriber on social media sites; the more likes you get on your post, the more confidence you have in yourself. Besides, it improves people's self-confidence by getting positive comments and feedback from social media friends, folks all over gain verification spontaneously, validation, confidence, and self-worth.

Concerning that, a recent study showed that the majority of social media users had not chosen suicide; blogging in social media is beneficial for people who are confused, feeling down, and in need to exhaust frustrations. Social media can increase bonding, and it decreases loneliness when users have one-on-one interaction in social media, getting likes and messages or comments, they feel more bonded. Once they connect to social media, they can easily find a support group or the people that they love and care to listen to and help them get rid of their sadness and negative feelings (Schacter, 2015; Courtney, 2017).

In another study conducted by Austin K. (2016), he stated that social media gives people skills to become more confident and independent. Using social media can be a new adventure. It is a place to explore different abilities; college students will learn to mold their character to be more confident by learning the things to make a positive presence online, and this will eventually transfer to their daily life.

However, Flemming (2018) claimed that social media could be draining, but it can also be inspiring. People on social media are attention seekers; those people who have problems posted in their profile needs support from other people outside their present company at home. Helping those kinds of people by giving good and empathic comments will somehow make that person feel a little bit all right.

Maja (2017) also believed that as a human being, we must be mindful of what we are posting and commenting on social media because we might hurt the person we are giving comments into if a user does the opposite the students might find themselves in trouble. Social media posts can be a charge for defamation, and the comments that people put on somebody's media can be valid evidence in the court.

Moreover, Blundo (2017) claimed that if social media users do not want to be the reason for their friends' depression or anxiety, they must be careful in giving comments online and if one cannot say something good things, then better not to comment anything.

However, Barr (2019) claimed that our reliance on social media would harm our emotional aspect, using it frequently and more often can make people unhappy and isolated in the long run. The feeling of being left out will make people feel they don't belong to society. It affects the daily mood of the students, especially to those who are staying late at night in using social media. Coming to school late and have a little sleep will make their temper swing and unstable, it hinders the brain from learning about their subject presently because their minds were not entirely at ease during night time.

In another study conducted by Meier & Gray (2014), who are concentrating on sites like Facebook and Instagram, the users are most of the time engaged in comparing with each other that can make emotional distress. For example, if young students view a picture of an attractive person, it elevates the negative emotions more than seeing a less attractive person. Although public media has positive impacts on the emotional status of students, it's undeniable that there are negative effects of it, especially when they use the media in

the non-educational matter. Thus it hinders the ability of the students to develop a healthy emotional outlook.

In general, social media may have good or bad effects on the social practices of college students. According to the report of Caballero et al. (2019), some students fought online because of the gossips in social media, and when they saw each other at school, they fought by pulling each other's hair. Austin K. (2016) noted that if social media is not used positively, it might impact the generation negatively, like cyberbullying or even depression.

Theoretical Framework

This study is anchored on the Uses and Gratification Theory of Jay Blumler and Elihu Katz. Katz et al. (1974) stated that uses and gratifications perspectives dominate thinking about media consumption and behavior. The theory assumes an active audience. They further claimed that it is possible to become so deeply involved with our favorite media activity that we tend to forget to do anything else and spend all spared time using it. Uses and gratification theory confer about the emotional fulfillment and the pleasure people get by using social media, it can also be used in studies that focus in the understanding as to why user used a certain media and what factors affected by its use and the consequences of these medias' to the social media users.

In this study, the uses and gratification theory was used as an anchor to understand the midwifery students' different reasons in using social media and how these media gratify the students in the social and emotional aspects. Uses and Gratification theory was also used in this study to know the different problems that the students encountered by using social media.

This study pursues to understand the Social Media exposure of the students in relation to their personal gratifications in terms of social and emotional aspects/experiences in Elisa R. Ochoa Memorial, Northern Mindanao School of Midwifery.

RESEARCH METHODS

Research Design

The descriptive-correlation design was employed to determine the media exposure of the students in EROM-NMSM concerning their personal gratification. It is descriptive since it describes and interprets the data concerning variables of interest. It is correlational because it determines the relationship between media exposure, the profile of the students, and personal gratification.

Research Environment, Population, and Sample

The study was conducted in Elisa R. Ochoa Memorial Northern Mindanao School of Midwifery, located at San Jose street Butuan City. The building has three floors, and the school premise is located on the third floor. The first and second floors make up the hospital with sixty (60) bed capacity, and the outpatient department is on the first floor as well.

The school was established as a School of Midwifery by the Butuan Puericulture Center No. 394, Inc., on August 28, 1958. It is the first midwifery school in the whole of Mindanao, founded by Mrs. Elisa R. Ochoa and was also the first principal of the said school. Presently, the school is privately operating with sixteen (16) students enrolled in their first year in Diploma in Midwifery and two (2) second years, twenty-one (21) students taking up Bachelor of Science in Midwifery on the third year and (21) fourth-year students made all the respondents sixty (60).

All of the midwifery students are the respondent of the study. The Midwifery curriculum is a Four-year ladderized program developed by the Commission on Higher Education. Bachelor of Science in Midwifery students are students who already finished the first two years of midwifery education and have already passed the Licensure Exam for Midwifery. They only come to class during Saturdays and Sundays, and their clinical duties are being scheduled by the clinical instructors from time to time, depending on the schedule that best suited to the school calendar. Most of these, if not all, are already working in the field as midwives in different places.

While students who are still in the first two years of the program are students who come to class every day from Monday to Saturday and is having a rotational clinical duty in the hospital wards and obstetrical wards and obstetrical room to assist in handling deliveries, these students also have their community duties in the rural areas near Butuan City.

Sampling Procedure

The researcher made use of the total enumeration technique because all students from Elisa R. Ochoa Memorial Northern Mindanao School of Midwifery were the respondents of the study.

Research Instrument

The questionnaire was structured in such a way that respondents were able to answer it easily. The questionnaire has two parts.

The first part is the profile and media exposure of the students. The profile of the students includes age, civil status, and the students' status. The social media exposure of the students contained the availability of gadgets, media consumption, type of internet connection, and the purpose of using social media.

The second part is a researcher-made survey questionnaire that described the students' personal social, and emotional gratification when using social media on a Likert scale.

After the construction of questions, the questionnaire was assessed by the adviser, two guidance counselors, the school statistician, and the English teacher for content validation. Furthermore, to test the reliability and validity of the tool, a reliability test was conducted to fifteen students of Father Saturnino Urios University. The item analysis result showed that the alpha coefficient for the thirty (30) items is .888, suggesting that the items have relatively good internal consistency. This finding means that the tool is acceptable and reliable as a data-gathering tool for this study.

The researcher took into account the following ethical considerations:

The letter of consent submitted to the School Administrator of Elisa R. Ochoa Memorial Northern Mindanao School of Midwifery to allow the researcher to administer the gathering of data, and a group interview afterward to collect significant statements from the students. The respondents have the free will to participate or not in the study.

The researcher was aware of the policy of confidentiality and assured all respondents that everything that was shared would be kept by the researcher. Only the researcher can access it anytime when it needs to. The researcher used codes in each respondent's significant statements in the data presentation; thus, securing the identity of the participants by being anonymous.

Data Gathering Procedure

A letter asking for permission to conduct the research study was given to the School Administrator of EROM-NMSM. The researcher, with the authorization from the School Admin, also approached the school dean to discuss and set a date for the data gathering of

the research.

On the date of data gathering, the purpose of the study was discussed by the researcher in front of the students before giving the survey questionnaire. When the students were done answering, the researcher collected the questionnaire. The collected data were scored and interpreted. After the interpretation of data, the researcher set a schedule to have a group interview with the different year levels.

Aside from the interpreted data coming from the survey questionnaires, the researcher also supported it with the significant statements coming from the students and clinical instructors to support that there are emerging statements from the participants that were not reflected in the result of the survey.

Statistical Techniques

To analyze and interpret the data for this study, the researcher used the following statistical techniques:

Weighted Mean

This refers to the calculated average in a data set. This was utilized to measure the students' profile, media exposure average.

Frequency and Percentage

This was used to determine the distribution of the respondents in terms of the profile variables, as well as the extent of social media exposure of the students.

ANOVA

ANOVA was used to test for the Differences in the Personal gratification of students when grouped according to the profile of the students

Post-Hoc-Test

Post-Hoc Test was used to determine where the specific significance difference lies between the personal gratification of the students in terms of their age bracket.

Paired T-Test

Paired T-test was used to measure the students' significant difference in personal gratification in terms of student status.

Chi-Square Test

The Chi-Square Test was used to measure the significant relationship between media exposure of the students and their personal gratification. According to Gunawardena (2011), the Chi-square test can be used to measure the significant difference and significant relationship of each variable.

RESULTS AND DISCUSSION

Distribution of the Respondents in terms of age

There are only 4 or 6.7% of the students belongs to generation X with age bracket of 38 to 53 years old, the generation z is next with 17 or 28% of the total population aged 21 and below, while the majority belongs to generation y or the millennials aging from 22-37 years old with a total number of 39 students or 65% of the total population.

This implies that, in this research, the greater number of the students is already working as a registered midwife in the field and has been continuing their studies in Bachelor's

Degree in Midwifery; that is why most of the students are 22-37 years old or the so-called millennials.

Browning et al. (2011) identified that college students are mostly from generation Y or the millennials. And according to Fogliani (2019), millennials or the students aged 22-37 years old are the most active social media users. In the Philippines, 70 percent of the total population are millennials who are active Internet users, and 96 percent among them are in social media, Ondevice's research.

Generation x were born ahead of generation y, but very close in terms of the age gap, however, their characteristics in using social media is very different than that of the millennials. Millennials were born in the digital age and had been utilizing and maximizing their use of social (communication, leisure, business, socialization and some for education) while generations x has been using it mostly for communication and reading news only and has been observed that they are less adaptive to the changes that social media brought to the next two generations. It is common for millennial students to use several types of social media while generation z sticks to one or only two specific social media like Instagram and YouTube and stays longer online than millennials and most of their time surfing is for leisure activities (Celik and Schoreels 2014; Fietkiewicz et al. 2016).

Distribution of the Respondents in terms of Civil Status

Most of the respondents are single, which has a total of 38 students or 63.3% of the student population, married students had a total number of 21 or 35%, and only 1 is a widower. This indicates that in this research, most of the midwifery students are single. Thus, they are likely to use social media more than the married students since they have more extra time while the married students have plenty of responsibilities at home, taking care of their families, studying and working at the same time.

This data is similar to the study of Labucay (2014) that in the Philippines, most of the people online are the unmarried people, nearly three times than married. In another study made by Lenhart et al. (2014) only 10% of married people are accessing social media, single people have more time to browse online and make use of the advantages of media, like finding a possible person to date or hang-out. Also, Lennon et al. (2017) claimed that single women are more likely to engage on social media and become an active part of it than married people because married people have more responsibilities at home than that of the single ones and their partner tended to get jealous on the spouse's online activity.

Distribution of the Respondents in terms of student Status

The majority of the students are regular students; 85% or 51 of the total population go to school regularly with full units enrolled. The non-regular students who have fewer units and classes were only 15% or nine among the midwifery students. The result showed that there are more regular students who are enrolled following the curriculum of midwifery education and have been using social media more than non-regular students. Regular students have more academic requirements, reports, and projects to do, reasons why they use social media more than the non-regular students.

This result corresponds to the study of Kurniwan et al. (2017) that the majority of the social media users are regular students, as they come for the learning materials found online. In addition, Zawacki-Richter et al. (2019) specify that the regular students have more subjects than the non-regular students, that is why the regular students are spending more time online for they communicate with classmates consistently.

The frequency of social media exposure of the students in terms of availability of gadgets.

The most used category of gadgets by the students is cellular or smartphones and laptop, with a total of 28 or 46% of the total population of the respondents. The result also showed that the students are consistently using cellular or smartphones, even if they have other available devices to access social media. Based on the abovementioned data, it implies that the majority of the respondents are using cellular/smartphones as the primary medium in using social media because it is readily available and handy.

This finding relates to the study of Kulidtod (2017) that the majority of college students use smartphones as gadgets to access social media. The research also suggests that smartphone use is especially common among younger and more educated groups because it is handy, easy to use, and naturally fast in sharing online materials. Another study from Othman et al. (2016) also stated that the numbers of social media users are increasing year by year, consistent with the rapid growth of smart gadgets. Students have been accessing social media accessibly through cellphones and laptops.

The frequency of social media exposure of the students in terms of media consumption

The result shows that most of these students spend 3-5 hours a day in social media which is 53.3% or 32 students of the total population, while 28.3% spend 1-2 hours a day; 15% of them spend 6-8 hours a day and 2 of the 60 students or 3.3% of the total population spend a massive 9 or more hours a day in social media. It implies that the Midwifery students of EROM-NMSM for whatever purposes, they spent an average time of 3 to 5 hours a day using social media.

Bondoc (2017) shared that in the Philippines, majority of the Filipinos use social media for (4) four hours a day. The Filipino people spend an average of 4 hours every day in various social media channels, and that makes them the most engaged in the Asia Pacific Region on devices research. Students use their social media accounts an average of 4 hours a day, contacting friends, making and passing projects. Others even do business online to help support their studies at the university.

The frequency of social media exposure of the students in terms of the type of internet connection

Data shows that among the different types of internet connection, Home wifi/LAN is the most common type of connection by the midwifery students: 22 or 36.7% of the total population. It implies that the majority of the midwifery students own and using a wireless connection at home.

In this study, most of the students are already working and earning, and they are more mature than typical, younger students. Having a wireless connection at home is their common choice because it's economical and practical since all family members can easily connect to it. Buying cellular loads to convert into mobile data is more expensive and is not shareable with other family members.

The Frequency of social media exposure of the students in terms of the students' purpose of using social media

The result from 60 students shows that there are 23 or 38.3% who use social media for socialization, communication, and business. It further indicates that communication is the most common purpose of students in using social media. This data would suggest that these midwifery students have been using social media mainly for communication;

this is because they have been contacting each other regularly to keep track of their school requirements, group projects, and clinical duties.

Mohammed et al. (2018) expressed that the main reason for students in using social media is to remain in contact with their significant ones. These midwifery students are like every other student that uses social media for communication.

Test of significant difference of media exposure (Availability of Gadgets) when students are grouped into profile of students.

There is a significant difference between the availability of gadgets and age with a p-value of 0.0155; thus, the null hypothesis is rejected while in terms of civil status and student status, the null hypothesis is accepted.

This data would suggest that the younger the students, the more like they are to own a gadget or two to use for social media. Most of these midwifery students in Elisa R. Ochoa Memorial Northern Mindanao School of Midwifery are working students who can pay and afford their gadgets. Most of them belong to generation y and z, who accept the use of gadgets more than those students coming from generation x.

This result is related to the researches conducted in most Asian countries, including the Philippines. Taylor & Silver (2019) realized that the younger the person, the more likely they are to own a mobile phone/s and other gadgets for social media usage.

Test of significant difference of media exposure (Media Consumption) when students are grouped into their profile

In media consumption, the data shows that there is a significant difference in the age, having a p-value of 0.0155; thus, the null hypothesis is rejected. This result implies that the younger the students, the more likely they are to spend more time in social media than older students.

Smith & Anderson's (2018) study revealed that there is a substantial difference in social media usage in terms of age: the younger adults are most likely to consume social media more than those who have passed the adulthood stage or in the late adulthood period. Moreover, Gonzales (2019) stated that millennial students are afraid to miss things online; they also feel uneasy if they cannot check incoming messages instantly, whereas older students do not care that much about their social media.

Test of significant difference of media exposure (Type of Internet Connection) when students are grouped into their profile

The type of internet connection shows a significant difference in terms of Student status having a p-value of 0.0403 and rejects the null hypothesis.

It surfaced in this study that there is a difference between the type of internet connection of regular and non-regular students. Regular midwifery students have more subjects than those irregular students, and they have more requirements, more studies, and research to do. That is why they need stable, fast, and multiple sources of internet connection compared to non-regular students who have fewer subjects.

According to Dogruer et al. (2011), social media and internet connection is very vital in today's generation of students because of the fast interaction online, and there are plenty of readily available studies online that can be accessed through the internet for educational purposes.

Test of significant difference of media exposure (Purpose) when students are grouped into their profile

The purpose of using social media has a significant difference in terms of age with a p-value of 0.0001 and rejects the null hypothesis while the civil status and student status accept Hypothesis. In this study, it suggests that younger midwifery students have been consuming social media in more ways than one than those older students who use it most of the time for communication only.

The study of Kulidtod (2017) in Kabacan, Cotabato, which says that younger students have been utilizing social media for many reasons in comparison to older students.

Mean distribution of the extent of personal gratification to the social aspect of students

This reflects an overall mean of 3.92 with a verbal description of “very often.” It means that midwifery students felt socially gratified most of the time by using social media.

The result also shows high mean rated “Always” on the item (4.37) use of social media because they can easily contact the person they need to reach. This is supported by the statements coming from the students below:

According to students, "dali raman jud nako ma reach ang gusto nako kontakon sir kay bisag walay load maka free data man gud ka." (I can easily contact the person I need to reach because I can use free data even without load).

Another student said that,

"Bisag kanang mga tao nga gerecommend sir if naa koy gusto isulti o naa koy business ana nga tao, mas dali man gud siya Isearch sa social media kaysa mangita pakag number mao ng mas nindot sa social media kaysa sa laing pamaagi." (Even when searching someone that I need to reach because I have business with that specific person, it's easier to search that person on social media than find their contact number.)

The result also showed that these students are “Always” (4.55) using social media to easily contact their classmates if they want to clarify something about a subject matter or if they have questions.

"Kanang pag mag clarify ta, naa man mi group chat sa social media, mas madali among discussion sa mga subjects nga galibog mi, dali rapod ma resolve kay mag discuss man dayun mi". (When we need to clarify something, we have a group chat on social media that we can use to discuss the subject matter right away, and we can resolve it faster than other methods.)

Another group of students expressed:

"Kung manawag man gud sir para mag clarify, isa raka tao ang mapangutana, sa group chat kay tanan man makabasa, so mas daghan ang motabang saimo para madali ug ka explain ang mga butang nga galibog ko." (If I choose to call someone to clarify things, I can only talk with one person, but in a group chat, all of the members can see the question and there will be more people to answer my question and it will speed up the answer to my problem).

However, the statements of the Clinical Instructors were different from the students when asked.

Clinical Instructor 1 "Pasumangil raman ng ilang chat-chat kintahay about sa subjects kay kadugayan ana chismis naman, nya ma late sa clasi or duty pagka ugma luya sila sa clasi." (Students are only justifying their use of social media at night and clarifying things in social media is only temporary because they will end up chit-chatting and

wasting time at night and come to classes late and absent-minded.)

When one of the students was informed about this statement from the Clinical Instructor, a new statement emerged from the student:

Participant 2 “Dili jud malikayan sir, mahitabo jud na siya, imbes nga mag focus mi, malangan na noon kay naa man guy mo change topic, nya malahi na dayun ang storya, dili na about sa skwelahan, about nas mga uyab-uyab, laag-laag, mag sabot-sabot dayun ug kanus-a, mawala na ang tumong sa group chat, naay uban mosingit ug chat, mamaligyag products.” (It's hard to deny that sir, there are times when we get to ask each other in group chat clarifying about a particular subject matter but there is someone who suddenly change the topic and we'll end up talking and planning about going somewhere else for a holiday and suddenly the purpose of our group chat is gone. There were even times when somebody just interrupts a conversation by posting for sale items.)

This result would show similarity to the study of Kulidtod (2017), which mentioned that students use social media to help in their studies, share topics online and encourage collaborative work with classmates in understanding a specific subject matter. Social media can be a tool for them to have a discussion. Additionally, Adesope and Ogan-Charles (2015) identified in their research on tertiary students' extent usage of social media that most of the students used it for educational purposes, like carrying out group projects and homework. Most of the students benefited in the use of social media while they also added that students could use social media to explore further topics that they are interested in.

However, the significant statements coming from students also correspond to studies that, in the long run, social media have negative effects academically if used excessively. Judilla and Gemora (2015) said that college students in the Visayas experienced online behavior at night, where they end up conversing non-educational things, and if they don't restrict themselves, it will negatively affect their academics and social behavior during the day. It implies that even if social media helps the midwifery of EROM in doing collaborative works by contacting each other online, there are still situations when they experience undesirable instances, especially when they use social media too much.

The result also shows that students “Always” use social media to (4.27) get updates for school events and emergencies.

“Naga post man gud mi sa social media about sa amo mga activity sa school, para dali rami ma remind sa amoa mga kinahanglan tapuson nga mga deadlines.” (We always post our school events in social media to make it easier for us to be reminded of what we need to do and our deadlines.)

Another group of students shared a negative experience despite social media's advantages in emergencies,

“Kung naa emergency about samo duty, mas dali ma reach out tanan classmates if ma post sa social media, pero naa pod usahay nga fake news ra diay to, naa man mi classmate gud nga pandamay kaau, dali ra matarantar nya pag siya na gani ang mag relay sa balita kay mautro na ang tanan, matarantar na noon mi bisag dili angayan.” (If there are emergencies about our clinical duty, the information will quickly reach out to everyone if the info is posted on social media. However, just be careful with fake news sometimes. We have a classmate that if she relays the instructions, everything's changed, so we tend to panic every time she updates us even if there is really no need.)

This outcome is related to the research result of Sutherland et al. (2018), which stated that most of the college students use social media to get the latest updates and news from

their school by following into the social media accounts of the institution.

They also rated “Always” (4.28) that they can get easy access to updated news or trending topics and even current events by using social media.

“naa man gud koy gina follow nga mga celebrity sa social media, mas ma update ko sa social media kay dili man tanan gina balita sa tv. (I’m following a particular celebrity on social media; I get updated more on social media because everything is not aired on television)”.

Another experience coming from students,

“Mas paspas pod makakitag mga nag trending kay daghan man mag share2 sa mga videos or article. Ang mga balita dali ra mabasa kaysa maghuwat pakag news pagkagabie, nga usahay dili na maatubang kay naay duty. Naa pod mga time nga manobra, kay malingaw naman kog tan-aw tan-aw ug video makalimot kos oras dugay ko makatulog, pagka ugma, late menus pa jug tulog, aboridong utok” (It’s faster to see trending videos and articles in social media because people share them and its available anytime, rather than waiting for the news in the evening which I can’t do because of our duty. But there are times when I get hooked too much on watching videos and lose track of time and sleep later at night. It affects my mood in the morning because I have little sleep and even arrive late in class or duty in the morning.)

Results show that using social media to look for current events and trending news can significantly affect the students’ behavior in the day time, especially if they get too hooked at night, spending time browsing and watching entertaining videos. This data is similar to the related literature from Michikyan et al. (2015) that if the students use social media, it will not affect the students positively in terms of educational aspects, especially when confronted with leisure activities online. In addition to that, if social media provide students the content they want to get, they get overly hooked and tend to spend more time on social media at night, and this affects their performance in school in the morning (Morallo, 2014).

These results and statements coming from the students and the clinical instructors would suggest that there are positive and negative effects of social media on the students' social aspect. The researcher would focus its intervention program on the negative effect of social media on the students' social practices online.

Mean Distribution of the extent of personal gratification to the emotional aspect of students

The overall mean for the students’ personal gratification in the emotional aspect is 3.65 with a verbal description of "Very often." It implies that most of the time, they feel emotional gratification when using social media.

The lowest mean (2.43) showed that the students rarely post their problems on their social media.

According to the students, “dili ko ganahan mag post2 ug mga personal nga problema sa social media sir kay dili ko gusto nga tanan tao makabalo sako problems especially kung personal na kayo. Ma tsismis ra unya ko.” (I do not like to post my problems on social media because I do not want everybody to know my problems especially if it’s too personal. They might make stories out of me.)

Another shared,

“Naa man gud laing tao sir nga pag mag post ka ug mga personal problems kay gara2an ra. Parehas sako sauna, mag comment2 ug binuang mao na tagam nako sir, mas maau man pod nga isettle nalang ang problema, dili na ipa agi-agi sa pag post2 sa social media.” (Some people make fun of you if you post a problem on social media. I've been there before, and I don't want to go through it again, so I prefer to settle my personal problems outside social media.)

Chukwuere and Chukwuere (2017) stated that by posting problems online, you make yourself open to a possibility of conversation and friends online would give either negative or positive remarks about it. People can make abusive comments, especially those people who are not responsible social media users. That is why they made a recommendation that it is essential to make social media advocacy in every school in this generation of college students. Posting problems online in the heat of the moment may feel liberating, but the moment of pleasure it gets by writing, it is not worth the harm it would create if other students would take advantage of the statements someone posted.

Moreover, it was shown on the result of the study that the students rated “Always” (4.22) in the situation that they use social media to keep in touch with the people they care and love.

Students mentioned “sa panahon karon sir, mas sayun jud makig in touch sa akong bana kay seaman man. Makalipay baya mag chat-chat kada gabie sir. Nindot sab Makita ila mga ginabuhat presently, murag gakita ra gihapon mi permi. Murag wala ra siya nalayo, pero mao pod lagi, pag dili napod online, mingaw nasab kaau kay lahi raman jud tong kauban ra sila permi, maka apekto baya pod siya sa klasi sir kay wala koy gana magtuon if mingawon ko.” (These days, it's easier to keep in touch every day with my husband, who's working on a ship as a seaman by using social media. I feel happy when we get to chat and see each other. I can even see what they are doing presently in their post. It felt like he's never been away. But somehow, the feeling is temporary. When he's offline, I miss him. Still, having him near is different than just seeing in videos and pictures. It disturbs my studies in a way that I don't get motivated to study my lessons whenever I feel sad.)

Another experience from the students,

“sa ako nga side kay layu man gud ang akong parents. So magamit nako ang social media para makontak sila, nya dali rapod makakontak sa social media kaysa manawag pa mag roaming, mahal. Pero daghan time sir nga makadani jud siya, makahuna-huna dayun kog tan-aw tan-aw sa mga post sako friends sa newsfeed tapos mabilar ko, unya usahay ma late ko sa duty o klasi, init pod ulo kay kuwang ug tulog.” (In my situation, my parents are far, so I use social media to contact them. It's faster to contact them by using social media than to call them using roaming number. It's expensive, but it's tempting, Sir. After I contact my family, I suddenly find myself browsing more on my friends' posts and get too hooked on it. I even get impulsive in school because I lack sleep, and I'm late sometimes in my classes and duties the following day.)”

In the study of Courtney (2017), people, especially students, turn to use social media because it's easy and quick to keep in touch with family whenever they need support. However, the follow-up statement from the student, is related to the study of Jankovic et al. (2016) that states that social media could catch the interest and attention of the students. The student will end up throwing time and will become a hindrance to students to perform their best at school and achieve what they are most capable of academically.

Social media can be supportive to students during the day, but at the same time, its excessive use at night affects their time management negatively. Many college students cannot focus on studying when they use social media at night; they tend to browse more social media posts instead of reviewing their lessons. The statement coming from the student, also similar to the study of Barr (2019), says using social media frequently will make people unhappy and isolated in the long run.

Lastly, it surfaced in this research that the students are “Always” (4.65) very much mindful about their comments online for fear of having conflict and hurting their friends' feelings online.

According to students, "Mas mayo kung nindot imong ipangcomment kay pag ikaw pod mag post sa sunod, nindot gehapon ila comment." (I would prefer to comment positively because when I post on my social media accounts, people will also comment positively.)

These statements coming from the student correspond to what Maja (2017) believed that as human beings, we must be careful of what we are posting and commenting on social media because we might hurt the person we are giving comments. Also, Blundo (2017) also claimed that if social media users do not want to be the reason for their friends' depression or anxiety. They must be careful in giving comments online, and if one cannot say something useful, then better not to comment on anything. Moreover, Killiam and Degges-White (2018) said it's easy to fake stuff online and make jokes about things. The respondents in this study are students in a small school who are familiar with one another. It is natural for them to be gentle on commenting online because they see each other every day in the institution.

The Significant Difference in the personal gratification of students when grouped according to social and emotional.

ANOVA result for the Differences in the Personal gratification of students as to their social aspect in terms of Age

$P < 0.05$ Significant at 0.05 alpha

The table above shows result on the personal gratification of students for their social aspect in terms of age categorized as 21 and below, 22-37 and 38-53. Using One Way Analysis of Variance (ANOVA), the test statistic (F-test = 9.38) and its P-value = 0.0003, which is less than the level of significance, therefore, rejects the null hypothesis (Ho). The mean differences in the personal gratification of the students' age are significant.

To further test and confirm where the significant difference in the age group, a post-hoc-test has been made.

Post-Hoc-Test for the Differences in Means in the Personal gratification of students as to their social aspect in terms of age

Tukey test $> C.V.$ Significant at 0.05 alpha

It shows in the result of the study that the significant difference of the students' personal gratification in the social aspect lies between the age bracket 21 years old and below and 22-37 years old; these are the millennials and the gen z.

It implies that the majority of the respondents belong to generation y and working students; who pay their tuition fees. That is why they utilize social media for multiple purposes than those younger students, who are supported by their parents financially. Millennial students in this population build more social connections because they can easily use it for whatever purpose they want. Thus, they experience more social

gratification than gen z's.

Young, K., (2017) said that the consumption of media between gen z and millennials are different in some ways: Gen z stays on social media to be entertained. While millennials stay to update their status and to see what their friends are doing and contacting them. Gen Z stays longer in fewer social media while millennials stay on multiple social media platforms. Fogliani (2019) stated that millennials also use social media for entertainment and unlike the gen z's, they also use social media for business and building connections.

ANOVA result for the Differences in the Personal gratification of students as to their social aspect in terms of Civil Status

P < 0.05 Significant at 0.05 alpha

The table above shows the result of the personal gratification of students as to their social aspect in terms of civil status. Using One Way Analysis of Variance (ANOVA), the test statistic (F-test = 0.19) and its P-value = 0.8244, which is higher than the level of significance, therefore, accepts the null hypothesis (Ho).

It implies that the civil status of the midwifery students does not affect the personal gratification of midwifery students' in terms of the social aspect.

T-test Results for the Differences in the Personal Gratification of students as to their social aspect in terms of student status

P < 0.05 significant at 0.05 alpha

Using the T-test, it shows a P-value = 0.8631, which is higher than the level of significance; therefore, it accepts the null hypothesis (Ho).

This result shows that the students' status does not affect their personal gratification in terms of social aspects.

ANOVA result for the Differences in the Personal gratification of students as to their emotional aspect in terms of Age

P < 0.05 Significant at 0.05 alpha

The table above shows the result on the personal gratification of students as to their emotional aspect in terms of age categorized as 21 and below, 22-37 and 38-53. Using One Way Analysis of Variance (ANOVA), the test statistic (F-test = 15.10) and its P-value = 0.0001, which is less than the level of significance, therefore, rejects the null hypothesis (Ho). The mean differences in the personal gratification of the students' age are significant.

To further test and confirm where the significant difference in the age group, a post-hoc-test has been made.

Post-Hoc-Test for the Differences in Means in the Personal gratification of students as to their emotional aspect in terms of age

Tukey test > C.V. Significant at 0.05 alpha

It illustrates in the result of the study that the significant difference in the personal gratification of the students' emotional aspect lies in the age bracket 21 years old and below and 22-37 years old.

This result demonstrates that there is a different emotional gratification between the millennials and gen z.

ANOVA result for the Differences in the Personal gratification of students as to their emotional aspect in terms of Civil Status

P < 0.05 Significant at 0.05 alpha

Using One Way Analysis of Variance (ANOVA), the test statistic (F-test = 0.38) and its P-value = 0.6851, which is higher than the level of significance, thus accepts the null hypothesis (Ho).

It implies that the civil status of the students does not affect their personal gratification in the emotional aspect.

T-test Results for the Differences in the Personal Gratification of students as to their emotional aspect in terms of student status

P < 0.05 significant at 0.05 alpha

Using the T-test, it shows a P-value = 0.8376, which is higher than the level of significance; therefore, it accepts the null hypothesis (Ho).

It shows that student status in school does not affect their personal gratification in emotional terms.

The proportion of variables is significant if the P-value < 0.05 level of significance.

Data shows that the availability of gadgets, media consumption, and type of internet connection has statistically no significant relationship with the students' personal gratification in the social aspect; thus, it accepts the null hypothesis. But, the Purpose of the students has a significant relationship on the personal gratification of the students in the social aspect with a p-value of 0.0309; thus, it rejects the null hypothesis.

It implies that their purpose of using social media greatly influences the social aspect of the students and their personal gratification. Connectivity behavior affects social relationships in interacting with peers, family, and colleagues. If the students achieve their purpose by using social media, then they feel satisfied.

The significant relationship between media exposure and personal gratification of the students in the Emotional Aspect

The proportion of variables is significant if the P-value < 0.05 level of significance.

This shows that the availability of gadgets and types of internet connection has statistically no significant relationship with the students' personal gratification in the emotional aspect; thus, it accepts the null hypothesis. While the media consumption has a p-value of 0.0348 and the purpose of the students shows a significant relationship on the personal gratification of the students in terms of social aspect with a p-value of 0.0347 thus, it rejects the null hypothesis. The data suggests that, if students spend time using social media and their purpose has been attained, the more they experience emotional gratification.

Proposed Intervention Program
Social Media Skills for Midwifery Students

Rationale

The proposed intervention program for the midwifery students is an essential program designed to all midwifery students who use social media, primarily first-year and second-year students who are still in the process of learning lessons from the classroom and in the clinical area. That they may use social media to develop better performance in school and on the field. This program will be an integral part of the curriculum to address the social media use of the students.

Program Goal

Through the learning activities, the intervention program will help the midwifery students to;

- be able to use social media positively;
- be more sensitive in dealing with friends online;
- be able to socialize with other people online in the right way;
- be more knowledgeable about the dilemmas in using social media;

Time Frame

This Module is scheduled to be conducted to Freshmen students in the Diploma of Midwifery Program for five consecutive Saturdays in July 2020 from 9:00 A.M to 4:00 P.M.

CONCLUSION

This generation of students today is being negatively or positively affected by social media. In this study, the researcher tried to find possible problems regarding the use of social media by the midwifery students in EROM through the guidance of Uses and Gratification Theory. Still, it surfaced upon the interpretation of the survey questionnaire that the students are experiencing positive social and emotional gratification.

However, when the researcher conducted the group interview, there were negative experiences that came out from the students' use of social media. Just like other researches, this study also suggests that social media have negative and positive effects on our students, especially those students who belong to Generation Z. Future researcher can use this research as a basis for further research exploring different variables in a different environment.

Recommendations

Based on the findings of the study, these recommendations are drawn;

- **Students:** They should become more involved in the programs formulated for them to understand better the advantages of using media by utilizing it positively. They also need to be cooperative with the school guidance counselor in the conduct of every activity, specifically about social media usage.
- **School Guidance Counselor:** That they create services that cater to the needs of these midwifery students who are experiencing negative effects of using social media: symposiums, lectures, and advocacies are very recommended.
- **Clinical Instructor:** Implement the rules and regulations of social media use in school and remind the students on the effects of too much use of social media and how it can affect their academic performance.
- **School Administrator:** That they support the Guidance Counselor of the school on the conduct or in giving services about the positive use of social media.
- **Parents:** That they help the students through positively supporting and guiding them at home on the use of social media, adjust and make new parenting styles that would encourage the students to only use social media for educational purposes.
- **Future Researcher:** Focus on utilizing a theory that can formulate or generate questions that could answer the negative impacts of using social media. They can also study how social media affect the culture of the new generation, especially if its moderated by gender and socio-economic income.

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