APPLICABILITY OF FACEBOOK IN THE CHARACTER DEVELOPMENT OF STUDENT-LEARNERS

[1]ERIBERTO R. ASTORGA, JR. [2]HERBERT D. VERTUCIO

[1,2]St. Mary's College-Quezon City, 37 Mother Ignacio Ave., Quezon City, Philippines
E-mail: [1]ertagfa@yahoo.com

Abstract— Social media offers plenty of opportunities for learning and interactivity, which take benefit from using educational social media aspect that is useful to technology in the classroom that remake, the educational landscape. Students are experiencing the world through more than just books and assignments thru learning and adapting to the world using a relatively new form of communication where connections are important. Social media networks are designed for the purpose of communal connections through access to Facebook to connect and share with those around them.

With this study, it guarantee the use of descriptive qualitative and quantitative research design in order to evaluate the relevance of Facebook in the Educational Character Development of the selected student-learners from St. Mary's College-Quezon City which concerned with the methods of collecting, organizing, and presenting data appropriately and creatively to describe and assess the benefits, positive and negative implication about Facebook whether they are sharing personal pictures, links to other sites or even commenting on someone's post, students engage, stretching beyond social interaction purposes alone and to interact with their peers and even teachers about class-related subjects.

Through this, the researchers is looking forward on the applicability of Facebook in Educational Character Development of the selected students of St. Mary's College-Quezon City that conditioned the students appraisal regarding the Educational Character, Character Animation Building and Value Integration necessary and relevant in the formation and transformation of their Character Development.

Keyword— Facebook, Educational Character, Character Animation Building, Value Integration, Web Engagement.

I. INTRODUCTION

As the development of social media improves yearly, more people have been exposed to use it due to the fact that it becomes more accessible and easier to use (Kaplan &Haenlein, 2014). One of these social networking media is Facebook, which is considered to be the top one and most visited social site in the world (Bennett, 2014). As of the year 2016, the number of Facebook users in the Philippines is 39.82 million, which is one of the countries in the world that has the largest population of Facebook users (Dimacali, 2016). This resulted in the increase of average time Filipinos spends on Facebook, reaching up to 20 minutes per day (D'Onfro, 2015). One of the reasons why Facebook has been more popular lately is because of the fact that it keeps on innovating ideas to entertain its users more. In 2008, Facebook was only used for posting statuses, liking pictures, and chatting, but as of the year 2016, the site has already added games, new emoticons, GIFs, timelines, live videos, etc (Mulvihil, 2011). This has enabled people to become more indulged on the things they are doing while using the networking site. For this reason, the frequent usage of Facebook has inflicted several effects on its users. Although excessive usage of Facebook can cause harm to relationships (Shukla, 2015), spending well-managed time on it increases self-esteem, strengthens connections with people, and improves social interaction.

According to Chad Brooks, Facebook increases the self-esteem and productivity level of a person (Brooks, 2012). This is due to the fact that the users feel appreciated whenever other people like their statuses or pictures. On the other hand, their productivity level also increases for home works, businesses transactions, and other group activities can be easily done without actually meeting the "people" themselves. Another reason why Facebook tends to increase the self-esteem of people is because of the fact that it allows them to put their best face forward (Shackford, 2011). However, Facebook does not only increase the self-esteem of people, but it also strengthens their connections with the society.

Facebook enables people to interact with the global society (Nielsen, 2011). The posts and news on Facebook are always up to date. It only takes minutes for users to update recent events. This is the reason why most of the active Facebook users are always aware of the recent news both local and international. Moreover, the recent application Messenger allows people to be in touch with anyone at any point of time, as long as they have access to the Internet. The application is also downloadable on the cellular phones, making it easier to notify people if ever there are notifications.

Nowadays, it is a common notion that people automatically "add" someone in Facebook whom they just met in personal (Frieman, 2014). This implies that Facebook has become a tool for extending personal relationships with other people. Facebook also gives opportunities for people to meet someone who is a complete stranger at first, but eventually turn them into one of their friends in the future. For this reason, Facebook enhances the social welfare of people.

Research Focus

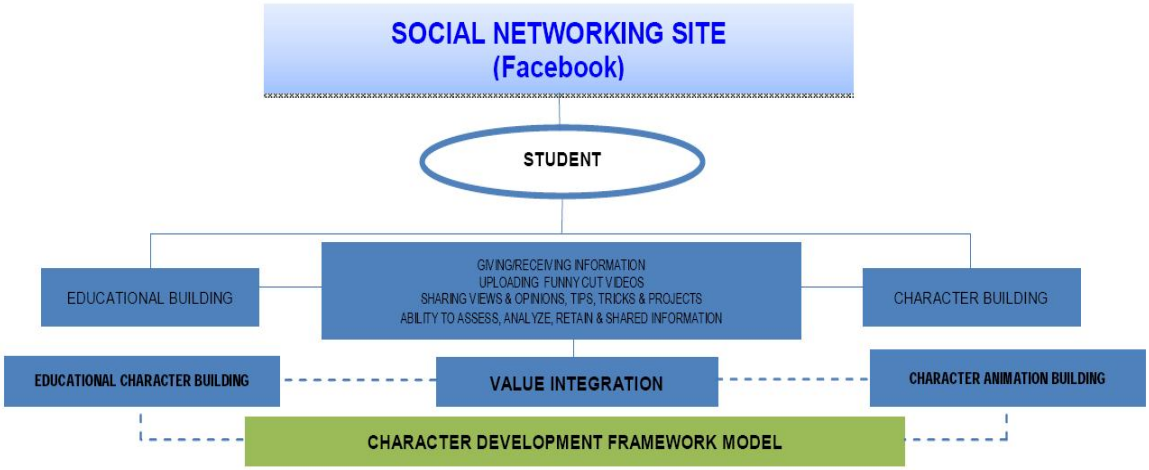

Figure 1: Research Focus of the Study

The figure 1 manifest a Facebook as a social networking site which students are more engaging thru the channel of communications that could be the basis for upgrading a character development with the essence of educational character building, value, integration and character animation building that benefits them to become more connected, more engage in web and more knowledgeable in giving and receiving information, in uploading funny cut videos and sharing views, opinion, tips, tricks and education category of communication in the empowerment of Facebook.

II. THEORETICAL FRAMEWORK

Psychologists have studied the concept of social support for several decades. Social networks have been shown to increase the perception of social support in individuals. Indeed, this relationship has been studied in many situations and in several different fields.

Cobb (1976) divides the construct into three categories: information that is perceived to lead the person to believe that he or she is cared for and loved; that he or she is esteemed and valued; and that he or she belongs to a network of communication and mutual obligation. Albrecht & Adelman's (1987) definition states that social support can be verbal or non-verbal, reduces anxieties, and enhances a perception of control in a situation.

If the definition of self-esteem by Rosenberg (1965) is merged with the definition of self-concept by Shalveson et.al. (1976), one can understand that an individual's perception of his or her self can be shaped by his or her interaction with others. These interactions affect our self-esteem, and depending on our self-esteem whether it is high or low, it will affect the way we feel about ourselves. It is also through the interaction that people have with one another that can help an individual determine whether social support based on the criteria given by Cobb (1967), is present in their lives.

Therefore, if one were to view interactions with others as the starting point of everything (self-esteem, which leads to how one views himself or herself), then one can determine whether social support is present, and, from here, the interactions, or lack of it, affect our self-esteem. It is through this process that one can see how social support can affect self-esteem. This idea can be supported using Coopersmith's (1967) research, where he found that it is in the amount of attention, the degree of acceptance, and respect given to individuals by others that can serve as gauge for how much they are valued, cared for, and esteemed, the three criterion of social support. It is through these definitions where one can find the bridge that links social support, and its relationship with the development of self-esteem.

The question is not a simple matter of finding out the relationship between the two, it is a matter of finding out if social support is present on Facebook, how it is present, and what it can do to one's self-esteem.

Unfortunately, studies that explore the ability of Facebook to provide social support and the amount of social support the website provides are scarce. The present study posits that many of the activities frequently carried out on Facebook are extensions of activities done in real-life social networks, and that these particular activities constitute social support on Facebook. Because Facebook is a means to maintain social networks, it naturally has functions that enhance real-life social activities. Some examples of these are "liking" comments and photographs, "commenting" on friend's personal page (called the timeline or wall), or "talking" to a friend through its built-in chat application.

III. RESEARCH QUESTIONS

This study aimed to determine the applicability of Facebook in the character development of the student-learners. In the light of the foregoing study, it sought to answer the following questions:

1. What is the relevance of Facebook in the Character Development of respondents in terms of:

1.1 Educational Character;
1.2 Character Animation Building; and
1.3 Value Integration?

2. What are the benefits does Facebook offer to the respondents in terms of:

2.1 Connections;
2.2 Web Engagement;
2.3 Knowledge?

3. How do the respondents accept the interaction with the use of Facebook in terms of:

3.1 Positive Criticism; and
3.2 Positive Criticism

4. Based on the result, what Character Development Framework Model may be offered?

IV. RESEARCH METHOD

This study made use of the descriptive design to evaluate the character development of the respondents using Facebook and how does it work thru social media connections, web engagement and knowledge. It also inherits to determine the positive and negative interactions that took place within the period of using Facebook.

This method focuses on the present condition that find new truth pertaining to the increase of quantity of knowledge, a new generation or new law, increase insights into factors which are operating, and a new accurate formation of the problem to be solved and many others.

A purposive sampling was used in this study. Purposive sampling is a non-random or non-probability sampling which plays a major role in the selection of particular item and/or in making decisions in cases of incomplete responses or observation that usually based on a certain criteria. Students are utilized to ensure a wide and in-depth assessment of the Applicability of Facebook in the Character Development of Student-Learners.

On the other hand, the conceptualized questionnaires was used which validated by the experts in order to successfully comprehend the Applicability of Facebook in the Character Development of Student-Learners which comprise into different parts such as Part I, profile of the respondents and Part II, assessments of the respondents to the Applicability of Facebook in the Character Development of Student-Learners in terms of educational character, character animation building, value integration, connections, web engagement, knowledge, positive criticism and negative criticism.

This study also rely quantitatively with respect to the use of statistic manner such as (1) weighted mean, this was used to get the average of frequency of the responses in each weighted item of the specific problem no. 1 with scale of 5 (4.50-5.00) Very Greatly Relevant, 4 (3.50-4.49) Greatly Relevant, 3 (2.50-3.49) Moderately Relevant, 2 (1.50-2.49) Less Relevant and 1 (1.00-1.49) Not Relevant; sub problem no. 2 with scale of 5 (4.50-5.00) Very Greatly Benefited, 4 (3.50-4.49) Greatly Benefited, 3 (2.50-3.49) Moderately Benefited, 2 (1.50-2.49) Less Benefited and 1 (1.00-1.49) Not Benefited; sub-problem no.3 with scale of 5 (4.50-5.00) Very Greatly Encountered, 4 (3.50-4.49) Greatly Encountered, 3 (2.50-3.49) Moderately Encountered, 2 (1.50-2.49) Less Encountered and 1 (1.00-1.49) Not Encountered; and sub-problem no. 4 with scale of 5 (4.50-5.00) Very Greatly Accepted, 4 (3.50-4.49) Greatly Accepted, 3 (2.50-3.49) Moderately Accepted, 2 (1.50-2.49) Less Accepted and 1 (1.00-1.49) Not Accepted.

V. RESULTS AND DISCUSSION

The following are the findings of the specific problems raised in the study:

1. What is the relevance of Facebook in the Character Development of respondents in terms of educational character, character animation building and value integration?

Table 1
Assessment of Respondents on Applicability of Facebook in the Character Development as to Educational Character

A. EDUCATIONAL CHARACTER	BS in Accounting Technology	BS in Office Administration	BS in Psychology	BS in Social Work	BA in Communication	Bachelor of Elementary	Bachelor of Secondary Education	TOTAL
1. Facebook has good impact to your educational background	4.20	4.20	4.40	4.50	4.50	4.60	4.70	4.44
2. All functions, specifications and details about Facebook help improve your educational character	3.50	3.60	3.60	3.60	3.50	3.80	3.70	3.61
3. Facebook give a lot of knowledge, wisdom and other educational task that uplift your character development.	4.18	4.28	4.20	4.40	4.40	4.40	4.50	4.34
4. Facebook empowers your character as a mature individual specifically in terms of educational affiliation.	4.15	4.13	4.23	4.33	4.03	4.18	4.20	4.18
5. Facebook enlivens your setting of mind regarding communicating to others.	4.05	4.10	4.03	4.15	4.15	4.20	4.35	4.15
OVERALL MEAN	**4.02**	**4.06**	**4.09**	**4.20**	**4.12**	**4.24**	**4.29**	**4.15**

The table projected that the Applicability of Facebook in the Character Development of selected students is greatly relevant with a computed mean value of 4.15. Moreover, it define that educational character is relevant to the upgrade of character of the students.

Table 2
Assessment of Respondents on Applicability of Facebook in the Character Development as to Character Animation Building

B. CHARACTER ANIMATION BUILDING	BS in Accounting Technology	BS in Office Acministrat ion	ES in Psychology	BS in Social Work	BA in Communic ation	Bachelor of Elementary	Bachelor of Secondary Education	TOTAL
1. The animation characters used in Facebook exhibit the foundation to become like that.	4.0	4.30	4.25	4.40	4.50	4.30	4.60	4.44
2. All functions, specifications and details about Facebook rely to your daily habit character.	3.28	3.30	3.15	3.10	3.20	3.33	3.40	3.25
3. The information, knowledge, and other positive and negative activity in Facebook reflect your everyday practice.	3.50	3.55	3.75	3.65	3.80	3.90	3.70	3.68
4. Facebook empowers your character as a new individual depend on the updated set-up of mood that inculcate throwing of insights with all your Facebook friends.	3.20	3.15	3.20	4.0	3.90	3.95	3.95	3.62
5. Facebook setting dictate to your mind of what to do, when to do and how to do in your life.	3.90	3.70	3.80	3.80	3.40	3.33	8.65	3.75
OVERALL MEAN	**3.58**	**3.6**	**3.63**	**3.79**	**3.76**	**3.94**	**3.94**	**3.75**

Table 2 shows that Character Animation Building is necessary to the character development of the respondents with a mean value of 3.75, which is verbally interpreted as greatly relevant. This result aided to the definition of self-esteem by Rosenberg (1965) is merged with the definition of self-concept by Shalveson et.al. (1976), one can understand that an individual's perception of his or her self can be shaped by his or her interaction with others. These interactions affect our self-esteem, and depending on our self-esteem whether it is high or low, it will affect the way we feel about ourselves. It is also through the interaction that people have with one another that can help an individual determine whether social support based on the criteria given by Cobb (1967), is present in their lives.

Table 3
Assessment of Respondents on Applicability of Facebook in the Character Development as to Value Integration

C. VALUE INTEGRATION	BS in Accounting Technology	BS in Office Acministrat ion	BS in Psychology	BS in Social Work	BA in Communication	Bachelor of Elementary	Bachelor of Secondary Education	TOTAL
1. The overviewed characters used in Facebook are a great influence for me to value my life.	3.85	3.83	3.85	3.75	3.88	3.88	4.0	3.81
2. All functions, specifications and details about Facebook adhere to my conscience of thinking between good and bad regarding the passage that it imparted with the viewers or listeners of the Facebook.	3.90	4.0	4.8	4.0	4.0	4.02	4.5	4.0
3. The information, knowledge, cater may full understanding of choosing between the positive and negative implications with my life and to other concerns.	3.88	3.87	3.50	3.50	3.80	3.88	3.95	3.77
4. The set-up of mood of the viewed articles, pictures etc. engage my determination to understand and logically adhere positive criticism rather than the negative drives of comments and suggestion to lessen misunderstanding.	3.40	3.50	3.50	3.70	3.74	3.72	3.73	3.61
5. The Facebook is just a point of your reference to important aspects of communicate, finding information, giving insights and information, sense of activated set-up of education and cater inspiration to others.	3.80	3.80	3.80	3.75	3.65	3.80	3.80	3.71
OVERALL MEAN	**3.73**	**3.76**	**3.73**	**3.74**	**3.81**	**3.86**	**3.91**	**3.79**

It stipulated to the table 3 that there is greatly relevant between the value integration and the applicability of Facebook in the Character Development of the respondents with a weighted mean value of 3.79.Therefore, if one were to view interactions with others as the starting point of everything (self-esteem, which leads to how one views himself or herself), then one can determine whether social support is present, and, from here, the interactions, or lack of it, affect our self-esteem. It is through this process that one can see how social support can affect self-esteem as a source of value integration.

2. What are the benefits does Facebook offer to the respondents in terms of connections, web engagement, and knowledge?

Table 4
Assessment of Respondents on Benefit of Facebook in the Character Development as to Connection

A. CONNECTIONS	BS in Accounting Technology	BS in Office Administration	BS in Psychology	BS in Social Work	BA in Communication	Bachelor of Elementary	Bachelor of Secondary Education	TOTAL
1. It give pleasure of communication to your teachers, co-students, relatives and etc.	4.05	4.0	4.15	4.20	4.50	4.20	4.15	4.18
2. It connect and share important educational, emotional, psychological and spiritual way of information through pictures, quotations and alike.	3.50	3.56	4.20	4.0	4.75	4.05	4.20	4.04
3. It motivates a verbal interaction with your love ones and other concerns.	3.35	3.40	3.40	3.30	3.30	3.20	3.25	3.31
4. It motivates individual interest and other interest through socialization.	3.10	3.15	3.15	3.15	3.05	3.10	3.15	3.12
5. It access communal affection in developing good character and attitude.	3.05	3.20	3.25	3.10	3.10	3.28	3.25	3.18
OVERALL MEAN	**3.41**	**3.46**	**3.63**	**3.55**	**3.74**	**3.57**	**3.60**	**3.57**

Table 4 shows that Facebook has greatly benefit in the Character Development of the students in terms of connecting to co-students, teachers, and relatives obtaining a mean value of 3.57. It means that connection of the students guarantee a more specified setting of character development through socialization and communication in the presence of Facebook.

Table 5
Assessment of Respondents on Benefit of Facebook in the Character Development as to Web Engagement

B. WEB ENGAGEMENT	BS in Accounting Technology	BS in Office Administration	BS in Psychology	BS in Social Work	BA in Communication	Bachelor of Elementary	Bachelor of Secondary Education	TOTAL
1. Share important pictures that remind the good happenings.	3.30	3.20	3.20	3.15	3.30	3.30	3.35	3.26
2. Share important educational set-up with co-students, teachers and alike.	2.56	2.20	3.58	3.20	4.05	4.0	4.0	3.37
3. Highlight words of wisdom though shared quotations and other interest.	3.15	3.13	3.13	3.40	3.30	3.40	3.25	3.25
4. It gives additional links and sites that motivate individual interest and other interest.	3.13	3.13	3.20	3.15	3.25	3.50	3.40	3.25
5. It determines the high-technologically affiliation of individual with the basic and complex functions of internet.	2.98	3.56	2.50	2.98	3.15	3.05	3.10	3.05
OVERALL MEAN	**3.02**	**3.04**	**3.12**	**3.18**	**3.41**	**3.45**	**3.42**	**3.23**

It depicts to table 5 that web engagement thru Facebook has moderate benefit in the character development of the students ranging a computed mean value of 3.23. It signifies that there is a moderate role of the formation of character development using the web.

Table 6
Assessment of Respondents on Benefit of Facebook in the Character Development as to Knowledge

C. KNOWLEDGE	BS in Accounting Technology	BS in Office Administration	BS in Psychology	BS in Social Work	BA in Communication	Bachelor of Elementary	Bachelor of Secondary Education	TOTAL
1. It gives and receives information to all.	3.50	3.30	3.50	3.25	3.80	3.50	3.60	3.49
2. Share views and opinions to all that is helpful to everyone.	3.80	3.70	3.93	3.50	3.85	3.90	3.90	3.80
3. It gives tips, tricks and helpful information and other related concerns.	3.50	3.50	3.50	3.40	3.60	3.65	3.60	3.54
4. It has an ability to assess, analyze, retain and share information is skyrocketing and they often don't even realize they're developing these skills.	3.25	3.10	3.15	3.20	3.40	3.30	3.35	3.25
5. It likely to understand the magnitude of this new style of communication.	3.10	3.15	3.20	3.20	3.50	3.50	3.50	3.31
OVERALL MEAN	**3.43**	**3.35**	**3.46**	**3.31**	**3.63**	**3.57**	**3.59**	**3.48**

It crafted an idea based on table 6 that the use knowledge in the character development of the students has moderate benefit garnering a 3.48 mean value. Moreover, this scenario enables to attest that knowledgeable students are very important to stand its characterization as individual through exchanging thoughts, opinions and other related topics using Facebook.

3. How do the respondents accept the interaction with the use of Facebook in terms of positive criticism and negative criticism?

Table 7
Assessment of Respondents on Acceptable Reaction of Facebook in the Character Development as to Positive Criticism

A. POSITIVE CRITICISM	BS in Accounting Technology	BS in Office Administration	BS in Psychology	BS in Social Work	BA in Communication	Bachelor of Elementary	Bachelor of Secondary Education	TOTAL
1. When using Facebook, you feel secured when you are exchanging conversation with others.	4.0	4.0	4.10	4.05	4.10	4.10	4.10	4.06
2. Upon uploading pictures and other information, others commented a positive response.	4.0	4.0	3.58	3.80	3.90	4.10	4.05	3.92
3. The information and knowledge you imparted gives appreciation to others.	4.0	3.55	3.85	3.90	3.90	4.0	4.0	3.89
4. The posted and viewed articles, pictures, and information earned like and give positive comments by others.	3.90	4.0	4.05	4.0	4.10	4.10	4.0	4.02
5. Your point of reference to Facebook is highly sensible through other commentaries.	3.85	3.85	3.90	3.90	3.95	3.95	3.98	3.91
OVERALL MEAN	**3.95**	**3.88**	**3.90**	**3.93**	**3.99**	**4.05**	**4.03**	**3.96**

Tables 7 signify that there is greatly accepted reaction of the respondents that Facebook in the Character Development has Positive impact obtaining a computed mean value of 3.96. This result generate that Facebook create affirmative encouragement of developing personality in different ways through uploading, sharing, posting and online chatting.

Table 8
Assessment of Respondents on Acceptable Reaction in Facebook in the Character Development as to Negative Criticism

B. NEGATIVE CRITICISM	BS in Accounting Technology	BS in Office Administration	BS in Psychology	BS in Social Work	BA in Communication	Bachelor of Elementary	Bachelor of Secondary Education	TOTAL
1. When using Facebook, you feel that you are not secured in exchanging conversation with others.	2.10	2.14	2.10	2.18	2.30	2.45	2.15	2.20
2. Upon uploading pictures and other information, others commented a negative response.	2.30	2.15	2.15	2.19	2.40	2.43	2.15	2.25
3. The information and knowledge you imparted don't give appreciation to others.	2.10	2.20	2.20	2.20	2.10	2.15	2.20	2.16
4. The posted and viewed articles, pictures and other information dont earned likes and praises from others.	2.15	2.10	2.10	2.15	2.15	2.30	2.30	2.18
5. Your point of reference to Facebook is not highly sensible through other commentaries.	2.18	2.18	2.18	2.28	2.25	2.20	2.20	2.21
OVERALL MEAN	**2.17**	**2.15**	**2.15**	**2.20**	**2.24**	**2.31**	**2.20**	**2.20**

The table 8 gives a mean value of 2.20, which states that there is less acceptable reaction regarding negative criticism in the use of Facebook in the Character Development of the student. This result verified that the line of active communication using Facebook is very important in order to upgrade the personality of the students.

4. Based on the result, what Character Development Framework Model may be offered?

This framework model is a center of excellence in the foundation on the Character Development of the Students of St. Mary's College-Quezon City in molding Educational Character, Character Animation Building and Value Integration of the use of Social Networking Site particular in Facebook in molding the students' progress in web engagement, social media connections and upgrading knowledge academically through transformative scale.

CONCLUSIONS

1. The relevance of the Facebook in the Character Development of the Student from St. Mary's College-Quezon City as to Educational Character, Character Animation Building and Value integration has a computed mean value of 4.15, 3.75 and 3.79 respectively which revealed that all of these are great relevant to the Character Development of the students.

2. The benefits of Facebook in the Character Development of students in terms of connection, web engagement and knowledge has a computed mean value of 3.53 which interpreted greatly benefited, web engagement has a computed mean value of 3.23 which interpreted moderately benefited and knowledge has a computed mean value of 3.48 which interpreted greatly benefited to the character development of the students.

3. The use of Facebook of the students of the selected students of selected schools in terms of positive criticisms of rendered response and negative

criticisms of rendered response obtain a computed mean value of 3.96 and. 2.20. It means that positive response is great accepted while the negative criticism is less accepted.

RECOMMENDATIONS

In the light of this study, the following are suggested for further enhancement and development of the study and other related researches:

1. Enhance the manner of using Facebook in order to build a strong foundation of Character Development of the Students in St. Mary's College-Quezon City.
2. Give priority about the use and function of Facebook in terms of Educational Character, Character Animation Building and Value integration.
3. Continue to use the Facebook in terms of connecting to the people surround you in purposively reference to uplift the enhancement of character.
4. A lot time to secure web engagement and knowledgeable conversation in the use of Facebook.
5. Highlight to enliven the setting of mind of students regarding the practical use of Facebook in communicating, uploading, commenting, sending pictures, tagging quotations and alike.
6. Render time and effort to use Facebook serve as empowering characteristic of student's attitude as a new individual depending on the updated set-up of mood and throwing of insights with all your Facebook friends.
7. The administrator and parent should allocate the most prescribe website to consider with their Internet connections for further development of Character discipline of the students.
8. Students should connect and share important educational, emotional, psychological and spiritual way of information through pictures, quotations and alike to establish camaraderie while using Facebook.
9. Students should capable and contain ability to assess, analyze, retain and share information in Facebook, which impart moral values in order to realize developing skills and development of character.
10. Retain to remember important aspects of communication, finding information, giving insights and information, sense of activated set-up of education and cater inspiration to others through Facebook.

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