THE EXTENT OF USE OF ONLINE SOCIAL NETWORKS AND INTERPERSONAL RELATIONS: THEIR IMPLICATION TO TEACHING AND LEARNING

Herly Fie U. Cervera

ABSTRACT

The study explored the extent of use of online social networks and the level of interpersonal relationships of both students and faculty. The study made use of the descriptive survey research design. It was found out and concluded in the study that the students-respondents are primarily female coming from the different year levels, in the adolescent and young adult stage, taking Bachelor of Arts program who utilize their personal computers for online social networking. It was also concluded that the faculty-respondents are mostly married, in the middle adulthood age, from the different departments of the College of Arts and Sciences, and are using their personal computers for online social networking. The students utilize more the online social networks than their teachers, though both the students and their teachers share similar level of interpersonal relationships. The extent of use of online social networks by the students relates significantly to their age and year level, while for faculty it was related to their age. The level of interpersonal relationship positively relates to students' year level, while it relates significantly to the departments where the faculty belongs. Lastly, it was concluded that the level of students' interpersonal relationship is not influenced by the extent of use of online social networks, while it is contrary to that of the faculty.

INTRODUCTION

Background of the Study

The use of social networks today is phenomenal. Across ages and borders, people use them for various reasons, be it for business, entertainment, information and the like. Among the many groups of online users, the students and teachers also engaged in such activities. Attuned with and immersed into the rapid technological changes, they easily find themselves accessibly using social networks like Facebook, Yahoo and Twitter, among many.

According to Ellison (2003), social network sites provide simple, inexpensive ways to organize members, arrange meetings, spread information, and gauge opinion. As more systems emerge, there will be greater capacity for groups to organize and participate in collective action, a hallmark of civil society.

On the other hand, Smith (2010) cited that, social media is growing and changing the way people live, the way they do business and the way they connect. The latest numbers indicate that in December 2009 the social network, Facebook surpassed 100 million active users in the U.S. and over 350 million worldwide.

He added that at present, many people use the internet every day as an integral part of their lives for sending email, chatting online, shopping, entertainment and business. Along with this growth in the pragmatic use of the internet, social networks are also becoming main stream. In the recent research from 2009 showing 46% of US adults have used a social network at least once, and 27% used one yesterday. This area of social computing has been the real area of growth and the data clearly shows how social computing is changing how ordinary people share, communicate and interact. These tools

are a great enabler for minority groups. It levels the playing field for them in many ways.

Review of Related Literature

Online social network sites as web-based services allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site. While the term "social network site" use to describe this phenomenon, the term "social networking sites" also appears in public discourse, and the two terms are often used interchangeably. The term "networking" was used for two reasons: emphasis and scope. "Networking" emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC).

Social networks constructed on digital platforms are becoming increasingly pervasive in all aspects of individual and organizational life. This special issue of *Information Systems Research* includes 10 papers that focus on the *interplay* between digital and social networks. The interplay draws attention to the fact that digital interaction among individuals and organizations is almost always embedded in, influenced by, and in turn influences a social network. The papers in this special issue collectively shed light on the technical, behavioral, and economic challenges and implications of such networks and contribute to our understanding of how the power of such networks can be harnessed (Agarwal, Gupta, Kraut 2008).

On the other hand, what makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to

articulate and make visible their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between "latent ties" (Haythornthwaite, 2005).

Moreover, this trend of social networking on the web began with people wanting to reconnect with lost school friends. Then it expanded to sharing messages, music, and videos with people sharing pieces of their culture and life interests. Today, business/trade professionals are recognizing the profitable advantages of social networking sites, and are seeking niche networks to communicate fluidly with others in their line of work and outside their industry. Some of these advantages to business/trade networking sites are on demand information, quicker communication than through email, an improved culture at work, and a more personable and trustworthy professional presence with pictures, bios, and information for potential partners and clients to access.

Objectives of the Study

The study explored the extent of use of online social networks and interpersonal relationships of both students and faculty, specifically on their implication to teaching and learning. Specifically, the study answered the following problems:

1. identify the profile of the students in terms of:
    1.1. sex
    1.2 age,
    1.3 year level,
    1.4 course, and
    1.5 type of computer use.
2. identify the profile of the faculty in terms of:
    2.1 age,

2.2 civil status,

2.3 department, and

2.4 type of computer use.

3. determine the extent of use of online social networks of both students and faculty respondents;

4. determine the level of interpersonal relationships of students and faculty respondents;

5. assess the relationship between students' profile and their extent of use of online social networks;

6. assess the relationship between faculty profile and their extent of use of online social networks;

7. test the relationship between students' profile and the level of interpersonal relationship;

8. test the relationship between the faculty profile and the level of interpersonal relationship;

9. test the relationship between the use of online social networks and the level of interpersonal relationship of both the students and faculty.

Hypotheses

The following hypotheses are formulated:

Ho1: There is no significant relationship between students' characteristics and the extent of use of online social networks.

Ho2: There is no significant relationship between faculty characteristics and the extent of use of respondents of online social networks and their interpersonal relationship.

Ho3: There is no significant relationship between student characteristics and level of interpersonal relationship.

Ho4: There is no significant relationship between the faculty characteristics and the level of interpersonal relationship.

Ho5: There is no significant relationship between the use of online social network and the level of interpersonal relationship.

Theoretical and Conceptual Frameworks

The study was anchored on the Uses and Gratification Theory by (Katz, 1970 in Dominick, 1999) which reminds that people use media for many purposes. The theory provided four kinds of gratifications. One is information, where people want to find out about society and the world and to satisfy their curiosity. Second is personal identity where watching the television or other forms of new media like the internet arises in order to look for models of behavior. Third is the integration and social interaction, where media will be used in order to find out more about the circumstances of other people. Watching, listening, viewing the television, radio or online sites help people empathize and sympathize with the lives of others so that they may even end up thinking of the characters in the program as friends. Lastly, the uses for entertainment, where most of the time media was used for enjoyment, relaxation or recreation purposes.

Moreover, the Media System Dependency Theory by De Fleur (Baran & Davis, 2000) stresses that people's dependence on media grow with industrialization which is related to advances in communication technology, and changes in family and social relationships that drive people to the media as sources of information and entertainment. The theory of De Fleur is vital in answering the problem of the study on the extent of exposure of the participants to different forms of media such as print, broadcast, and electronic/ new media.

Similarly, whatever the specific technological 'revolution' may be, technological determinists present it as a dramatic and 'inevitable' driving force, the 'impact' of which will 'lead to' deep and 'far-reaching' 'effects' or

'consequences'. This sort of language reflects an excited, prophetic tone which many people find inspiring and convincing but which alienates social scientists. Most famously, it pervades the writings of the Canadian media theorist Marshall McLuhan (d. 1980), who argued that communication technologies such as television, radio, printing and writing profoundly transformed society and 'the human psyche'. The technologies (or media) which he discussed in such books as *The Gutenberg Galaxy* and *Understanding Media* reflected his very broad use of the terms, making his famous claim that 'the medium is the message' even more dramatic (from: www://.aber.ac.uk/media/Documents/ short/determ. html).
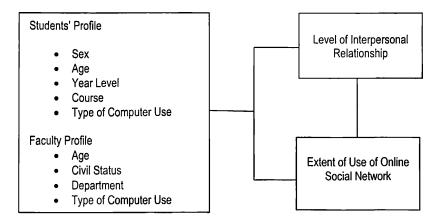

Figure 1. Schematic Diagram of the Study

Significance of the Study

The study will be beneficial to the following:

Students. Students in both mass communication and English language programs will be encouraged to make use of technology as a tool in handling media discussion, operation and other important undertaking that will help them connect with the latest media forms.

Teachers. Teachers from the College of Arts and Sciences will be able to enrich their discussion and participation in handling the latest technology through integration of online social network sites. This will create a new venue for them to facilitate their students' learning through classroom teaching with aids of technology.

Future Researchers. They will be given insights based on the findings of the study which later on may benefit in their field as they continue to search for ideas in relation to media studies. Furthermore, through the media-based classroom activities, all the recipients of this study (students, teachers, researchers) will be offered with new techniques and strategies in incorporating the use of online social network responsibly.

Scope and Limitation

The study determined the use of online social networks among the students from the Department of Languages, Mass Communication and Humanities and the faculty members from the College of Arts and Sciences. They were assessed based on their extent of use of the technology, online social networks (OSN) and their interpersonal relations and determine their implications to both teaching and learning processes.

Research Design

The study made use of the descriptive survey research design. The design is beneficial in getting the perception of the respondents regarding certain conditions they are exposed to. In the context of the study, the design was deemed appropriate in describing the respondents' extent of use of the online social networks and their level of interpersonal relations. With these description, the relationships between these variables were tested.

Respondents

The total population of AB Mass Communication and English students enrolled in the 2nd semester, SY 2010-2011 were the respondents of the study. They were assessed based on their extent of use of the online social network as well as their level of interpersonal relationship. In addition, all the faculty members from the seven (7) departments of the College of Arts and Sciences also participated in the conduct of the study. Similar research survey instrument was given to them.

Instrument

Both researcher-made and modified questionnaires were utilized in this study in gathering the needed data from the two groups of respondents. They were validated before being administered to the target respondents. The questionnaires are in three parts. The first part of the questionnaire for students asked data about their profile which included their sex, age, year level and course, and as well as their type of computer use. The second part is on their extent of use of the online social networks, while the third part is about their level of interpersonal relationship. For faculty, the first part on profile included their age, civil status and the department they belong. The second and third parts of the questionnaire elicited data on their extent of use of the online social network and their level of interpersonal relationship.

Data Collection

The researcher started with a review of the existing literature about online social network. With a dearth of specific information about students' extent of use of these online networks, the study was conducted. The researcher-made and modified questionnaires which were submitted to expert validation, were prepared for data collection. Upon approval and incorporation of corrections and suggestions of expert, the questionnaires were administered to the two groups of respondents. After all the data were retrieved, they were tabulated, analyzed and interpreted.

Data Processing and Analysis

The retrieved data were treated using the following statistical tools:

Frequency Count and Percentage. These tools were employed with regard to the profile of students such as sex, age, course and year level as well as the profile of the faculty members such as age, civil status, and the departments where they belong. The same tools were used to gauge the extent of use of online social networks and the level of interpersonal relationship of both the faculty and students-respondents.

Average Mean. It was used in order to get the average age of both the teachers and the students, as well as the level of interpersonal relationships of the teachers and the students.

Gamma and Chi-Square. These tools were used to test the significant relationship between the extent of use of the online social networks and the level of interpersonal relationship considering the faculty and students-respondents.

Table 1 shows the distribution of studetns-respondents according to profile.
Table 1. Distribution of Students-Respondents according to Profile (N=93)

Categories	Frequency	Percent
Sex		
Male	26	28.0
Female	67	72.0
Age		
17 year old and below	16	17.2
18 to 20 years old	53	57.0
21 years old and Above	15	16.1
x = 19.44		
Course		
AB English	30	32.3
AB Mass communication	63	67.7
Year Level		
1st year	20	21.5
2nd year	25	26.9
3rd year	20	21.5
4th year	28	30.1

Table 2 shows the distribution of students-respondents according to the type of computer they used for online social networking. Considering their multiple responses, 54.7% used personal computers, 49.5% were rented, 40% were broadband-based, 17.9% have access through cellular phones and 1.1% utilized Sony PJP.

Table 2 Distribution of Students-Respondents according to the Type of Computer Used for Online Social Networking (Multiple Response)

Categories	Frequency	Percent
Personal	52	54.7
Rented	47	49.5
Broadband	38	40.0
Access through cellular phone	17	17.9
Others (Sony PJP)	1	1.1

Table 3 shows the distribution of faculty respondents according to profile. The average mean age of the faculty is 42.62. As to civil status, a good number of them are married (62.9%) while there are 29.6% who are single. There are only 3.7% who are separated and 1.9% widow. With regard to the departments they belong, 33.3% are from DLMCH, 16.7% are from the Social Sciences, 14.8% are from Chemistry and 13% are from Math and Physics. There are also faculty from Medical Laboratory Science (9.3%), Social Work (7.4%) and Life Science (5.6%) departments.

Table 3. Distribution of Faculty-Respondents According to Profile (N=54)

Categories	Frequency	Percent
Age		
No Answer	7	13.0
35 years old and below	16	29.6
36 to 45 years old	13	24.1
46 years old and above	18	33.3
$x = 42.62$		
Civil Status		
No Answer	1	1.9
Single	16	29.6
Married	34	62.9
Widow	1	1.9
Separated	2	3.7
College Department		
DLMCH	18	33.3
Math and physics	7	13.0
Chemistry	8	14.8
Social Science	9	16.7
Social work	4	7.4
Life science	3	5.6
Medical Laboratory Science	5	9.3

Type of Computer Used by the Faculty-Respondents

Table 4 shows the type of computer used by the faculty. Based on multiple responses, the data show that 77.2% are personal computer, 31.6% are from the office and 24.6% are broadband-based. In addition, 15.8% are rented while 7% are accessed through cellular phones.

Table 4. Distribution of Faculty-Respondents according to the Type of Computer Used for Online Social Networking (Multiple Response)

Categories	Frequency	Percent
Personal	44	77.2
Rented	9	15.8
Office	18	31.6
Broadband	14	24.6
Access through cellular phone	4	7.0

Extent of Use of the Respondents of Online Social Network (OSN)

As shown in Table 5, the students-respondents used the online social network to a moderate extent (37.6%), utilizing it for 9-24 hours in a week. In addition, 32.3% are using the OSN to a less extent which is 8 hours & below a week. It is worth noting that 30.1% are using it to a great extent which is 25 hours and above in a week.

Table 5. Distribution of Students-Respondents according to the Extent of Use of OSN (N = 93)

Categories	Frequency	Percent
Less Extent (8 hours & below)	30	32.3
Moderate Extent (9-24 hours)	35	37.6
Great Extent (25 & above)	28	30.1
Total	**93**	**100**

On the part of the faculty, 46.30% are using the online social network to a less extent which is 2 hours and below in a week. However, there are 31.48% who are utilizing it to a great extent for around 8 hours and above in a week. There are also 22.22% who used it to a moderate extent, which is for 3-7 hours a week.

Table 6. Distribution of Faculty-Respondents according to the Extent of Use of OSN (N = 54)

Categories	Frequency	Percent
Less Extent (2 hours & below)	25	46.30
Moderate Extent (3-7 hours)	12	22.22
Great Extent (8 hours & above)	17	31.48
Total	**54**	**100**

Comparing Tables 5 and 6 with the students and faculty respondents who are using OSN, it can be deduced that the students are more active users than the faculty. The former are more immersed into technological innovations, and have more time to spend in exploring the uses of social networks. However, this does not suggest - as shown in the data - that the faculty are far behind because even with the mean age difference of around 20 years from the students, they too can be considered as emerging users of online social networks. Moreover, this suggests that OSN really cuts across age and other socio-cultural boundaries, as supported by a good number of literature.

Level of Interpersonal Relationship (IPR) of the Respondents

Table 7 shows the distribution of students-respondents according to the interpersonal relationship through Online Social Network. The Table shows that 66.7% are using it to a moderate extent, 18.3% to a great extent, and only 15.1% to a less extent. This Table shows that the interpersonal relations of the students through online social networks are primarily to a moderate extent.

There appears the direct link in the moderate extent of use of online social networking to a moderate interpersonal relationship through OSN.

Table 7. Distribution of Students-Respondents according to their Level of IPR

Categories	Frequency	Percent
Low (2.60 and below)	14	15.1
Moderate (2.61-3.66)	62	66.7
High (3.67 and Above)	17	18.3
Total	**93**	**100.0**

$x = 3.22$ (Moderate)

On the part of faculty respondents as shown in Table 8, there are 53.7% whose level of interpersonal relationship is moderate. This is followed by 38.9% who have low level of IPR and 7.4 % who have high level of IPR. Relating with the previous data on the extent of use of OSN, it can be deduced that, though a good number of faculty have less extent of use of online social network, they are able to maximize its use to a moderate extent vis-à-vis interpersonal relations. Worth noting in OSN is that some *applications* like games, and *purpose of the said applications* like playing online games and posting may not really develop or enhance interpersonal relations. This implies that not all online social networks are social, or mere improving of one's ability to relate with others.

Table 8. Distribution of Faculty-Respondents according to their Level of IPR

Categories	Frequency	Percent
Low (2.60 and below)	21	38.9
Moderate (2.61-3.66)	29	53.7
High (3.67 and Above)	4	7.4
Total	**54**	**100.0**

$x = 2.70$ (Moderate)

Relationship between the Students-Respondents' Profile and their Extent of Use of OSN

The succeeding four tables (Tables 9 to 12) present the relationship between the students' profile and their extent of use of OSN. The data show that there is significant relationship between the respondents' age and year level to their extent of use of online social networks. However, sex and course do not significantly relate to the extent of use.

As shown in Table 9 data, the percentages do not indicate distinct differences in the extent of use of OSN across the number of hours of utilization in a week. Furthermore, the Chi-square value of 1.999 and p-value (0.368) higher than .05, provides the basis for the rejection of the hypothesis. In other words, there is no significant relationship between sex and the extent of use of OSN. Similarly, it implies that the extent of use of OSN is regardless whether the respondents are male or female.

Table 9. Relationship between Sex of Students-Respondents and their Extent of Use of OSN

Extent of Use of OSN	Sex				Total	
	Male		Female			
	f	%	f	%	f	%
8 & Below "Less Extent"	9	34.62	21	31.34	30	32.26
9 - 24 "Moderate Extent"	7	26.92	28	41.79	35	37.63
25 & Above "Great Extent"	10	38.46	18	26.87	28	30.11
Total	**26**	**100**	**67**	**100**	**93**	**100**

Chi-square = 1.999 (Not significant)   p=0.368

Table 10 presents the test of the relationship between the students' age and extent of use of OSN. As shown in the data, there is remarkable difference in the extent of use of OSN across the number of hours of utilization in a week. With the Gamma value of 0.369 (Sig. = 0.025), there is sufficient basis to infer

the significant relationship between age and extent of use of OSN. This implies that age counts in the extent of use of online social networks.

Table 10. Relationship between Age of Students-Respondents and their Extent of Use of OSN

| Extent of Use of OSN | Age | | | | | | Total | |
| | 17 & below | | 18 to 20 | | 21 & above | | | |
	f	%	f	%	f	%	f	%
8 & Below "Less Extent"	9	56.25	13	24.53	5	33.33	27	32.14
9 - 24 "Moderate Extent"	6	37.50	21	32.62	3	20.0	30	32.72
25 & Above "Great Extent"	1	6.25	19	38.85	7	46.67	27	32.14
Total	**16**	**100**	**53**	**100**	**15**	**100**	**84**	**100**

Gamma = 0.369 (Significant)   Sig. = 0.025

Table 11 shows whether there is significant relationship between the students' course and extent of use of OSN. The percentages do not indicate a marked difference across the two courses. Furthermore, the Chi-square value of 3.100 and p value of 0.212 higher than .05 indicate that there is no significant relationship between the course of the respondents and the extent of use of OSN. In other words, the course of the students does not affect the extent of use of the OSN.

Table 11. Relationship between Course of Students-Respondents and their Extent of Use of OSN

| Extent of Use of OSN | Course | | | | Total | |
| | AB English | | AB Mass Communication | | | |
	f	%	f	%	f	%
8 & Below "Less Extent"	13	43.33	17	26.98	30	32.26
9 - 24 "Moderate Extent"	8	26.67	27	42.86	35	37.63
25 & Above "Great Extent"	9	30.0	19	30.16	28	30.11
Total	**30**	**100**	**63**	**100**	**93**	**100**

Chi-square = 3.100 (Not significant)   p = 0.212

The data in Table 12 shows if there is any significant relationship between the students' year level and the extent of use of OSN. As shown in the Table, across year level vis-à-vis the extent of use of the OSN, most number of the respondents in the first year utilized it to a moderate extent (50%) while 40% in the second year level used it to a less extent. In addition, 40% in the third year level used the OSN to a moderate extent as well as to great extent. For the fourth year, a good number (42.86%) utilized the OSN to a great extent. The distinct difference in the percentages, with the Gamma value of 0.278 and p value of 0.020 lower than .05 indicate that there exists a significant relationship between the year level of the students and the extent of use of the OSN. In other words, the utilization of OSN relates to the year level of the students.

Table 12. Relationship between Year Level of Students-Respondents and their Extent of Use of OSN

Extent of Use of OSN	Year Level								Total	
	1st year		2nd year		3rd year		4th year			
	f	%	f	%	f	%	f	%	f	%
8 & Below "Less Extent"	8	40.0	10	40.0	4	20.0	8	28.57	30	32.26
9 - 24 "Moderate Extent"	10	50.0	9	36.0	8	40.0	8	28.57	35	37.63
25 & Above "Great Extent"	2	10.0	6	24.0	8	40.0	12	42.86	28	30.11
Total	20	100	25	100	20	100	28	100	93	100

Gamma = 0.278   (significant)   p = 0.020

Relationship between the Faculty-Respondents' Profile and their Extent of Use of OSN

The succeeding three tables (Tables 13 to15) present the relationship between the faculty profile and their extent of use of OSN. The data show that there is significant relationship between the civil status of the respondents and the extent of use of OSN. However, age and the department where the faculty belong do not significantly relate to their utilization of OSN.

Table 13 presents the test of the relationship between the age of the faculty and extent of use of OSN. As shown in the Table, 43.75% of the faculty in the age bracket 35 and below utilized the OSN both to a great and less extent. For faculty in age bracket 36-45, 38.46% used the OSN again both to a great extent and less extent. For those in the age bracket 46 and above, 44.44% of the faculty utilized it to a less extent. With these percentages and a Gamma value of -0.142 (Sig. = 0.472) indicate that the relationship between age and the extent of use of OSN is not significant. This also mean that the extent of use of the OSN among teachers is not related significantly to their age.

Table 13. Relationship between the Age of Faculty-Respondents and their Extent of Use of OSN

Extent of Use of OSN	Age						Total	
	35 & below		36 to 45		46 & above			
	f	%	f	%	f	%	f	%
0-2hrs "Less Extent"	7	43.75	5	38.46	8	44.44	20	42.56
3-7hrs "Moderate Extent"	2	12.50	3	23.08	6	33.33	11	23.40
8 hrs & Above "Great Extent"	7	43.75	5	38.46	4	22.22	16	34.04
Total	**16**	**100**	**13**	**100**	**18**	**100**	**47**	**100**

Gamma = -0.142 (Not Significant)   Sig. = 0.472

Table 14 presents whether there is significant relationship between the civil status of the faculty and the extent of use of OSN. As shown in the table, 35.29% who are single utilized it both to great and less extent. Those who are married used it to a less extent (47.06%) and 29.41% to a great extent. With a Chi square value of 2.382 (Sig. = 0.881), it is inferred that there is significant relationship between the extent of use of OSN and the civil status of faculty. It implies therefore that civil status of the faculty is significantly related to their extent of use of OSN.

Table 14. Relationship between Civil Status of Faculty-Respondents and their Extent of Use of OSN

Extent of Use of OSN	Civil Status								Total	
	Single		Married		Widow		Separated			
	f	%	f	%	f	%	f	%	f	%
No answer	1	5.88	0		0		0		1	1.85
0-2hrs "Less Extent"	6	35.29	16	47.06	1	100	1	50	24	44.44
3-7 hrs "Moderate Extent"	4	23.53	8	23.53	0		0		12	22.22
8 hrs & above "Great Extent	6	35.29	10	29.41	0		1	50	17	31.48
Total	17	100	34	100	1	100	2	100	54	100

Chi-square=2.382   Sig.=0.881

Table 15 shows the test of relationship between the department where the faculty belong and the extent of use of OSN. With the percentages and the Gamma value of 0.106 (Sig. F = 0.472), it can be inferred that there is no significant relationship between the department where the faculty belongs and the extent of use of the OSN. In other words, the extent of use of the OSN is regardless of the department.

Table 15. Relationship between the Department of the Faculty-Respondents and their Extent of Use of OSN

Extent of Use of OSN	Department														Total	
	DLMCH		Math & Physics		Chemistry		Social Science		Social Work		Life Science		Med Lab Science			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
0-2 hrs "Less Extent"	8	44.44	3	42.86	3	37.5	7	77.78	1	25.0	0		3	60.0	25	46.30
3-7hrs "Moderate Extent"	3	16.67	2	28.57	1	12.5	1	11.11	1	25.0	2	66.67	2	40.0	12	22.22
8 hrs & above "Great Extent"	7	38.89	2	28.57	4	50.0	1	11.11	2	50.0	1	33.33	0		17	31.48
Total	18	100	7	100	8	100	9	100	4	100	3	100	5	100	54	100

Gamma=-0.106 (Not Significant)   Sig F.=0.472

Relationship between the Students-Respondents' Profile and the Level of IPR

The succeeding four tables (Tables 16 to 19) show whether there is significant relationship between the profile of the students-respondents and their level of IPR. As shown in tables, the year level of the students has significant relationship to their IPR level. However, their sex, age and course do not have significant relationship to level of IPR.

As shown in Table 16, 73.1 % of the males and 65.5% of the female students have moderate interpersonal relationship. Furthermore, 19.2% of the males have low IPR while 23.9% of the females have high IPR. The difference in the percentages of IPR vis-à-vis sex does not warrant that there is significant relationship between the two variables. With the Chi square value of 3.26 (Sig. = 0.255), it can be inferred that the level of IPR is not significantly linked to whether the students are male or female.

Table 16. Relationship between Sex of the Students-Respondents and the Level of IPR

Extent of Use of OSN	Sex				Total	
	Male		Female			
	f	%	f	%	f	%
Low	5	19.2	9	13.4	14	15.1
Moderate	19	73.1	42	62.7	61	65.6
High	12	7.7	16	23.9	18	19.4
Total	26	100	67	100	93	100

Chi-square = 3.26 (Not significant)   df = 2   Sig = 0.196

Table 17 shows that with a Gamma value of 0.178 (Sig. = 0.255), it can be inferred from the data that significant relationship between the age of the students and their level of IPR does not exist. This implies that the age

brackets where the students belong do not have significant relationship to the level of their IPR

Table 17. Relationship between the Age of the Students-Respondents and the Level of IPR

Level of Interpersonal Relationship	Age								Total	
	No answer		17 & below		18 to 20		21 & above			
	f	%	f	%	f	%	f	%	f	%
Low	2	22.2	4	25.0	5	9.4	3	22.2	14	15.1
Moderate	5	55.6	12	75.0	36	67.9	5	55.6	61	65.6
High	2	22.2	0	0	12	22.6	2	22.2	18	19.4
Total	9	100	16	100	53	100	15	100	93	100

Gamma = 0.178 (Not Significant)   Sig. = 0.255

As shown in Table 18, with the Chi- square value of 4.027 (Sig. = 0.134), it can be deduced that there exists no significant relationship between the two variables. This means that the level of IPR of the students does not relate significantly to their course.

Table 18. Relationship between the Course of the Students-Respondents and their Level of IPR

Level of Interpersonal Relationship	Course				Total	
	AB English		AB Mass Communication			
	f	%	f	%	f	%
Low	7	23.3	7	11.1	14	15.1
Moderate	20	66.7	41	65.1	61	65.6
High	3	10.0	15	23.8	18	19.4
Total	30	100	63	100	93	100

Chi-square = 4.027 (Not significant)   df = 2   Sig= 0.134

Table 19 shows that with the Gamma value of 0.195 (Sig. = 0.246), it can be inferred that there is a significant relationship between the year level of the students and their level of IPR. It can further be deduced that the students' IPR level may depend on their year level.

Table 19. Relationship between the Year Level of the Students-Respondents and their Level of IPR

Level of Interpersonal Relationship	Year Level								Total	
	1st year		2nd year		3rd year		4th year			
	f	%	f	%	f	%	f	%	f	%
Low	5	25.0	1	40.0	4	20.0	4	14.3	14	15.0
Moderate	12	60.0	21	84.0	12	60.0	18	57.1	61	65.6
High	3	15.0	3	12.0	4	20.0	8	28.6	18	19.4
Total	20	100	25	100	20	100	28	100	93	100

Gamma = 0.195   (significant)   Sig = 0.246

Relationship between the Faculty-Respondents' Profile and the Level of IPR

The succeeding three tables (Tables 20 to22) show whether there is significant relationship between the profile of the faculty and their level of IPR. As shown in tables, the department where the teachers belong has significant relationship to their IPR level, while their age and civil status do not significantly relate to their level of IPR.

Table 20 shows that with the Gamma value of -0.405 (Sig. = 0.07), it can be deduced that there is no significant relationship between the age of the faculty and their level of IPR. In other words, their IPR level does not depend on their age.

Table 20. Relationship between the Age of the Faculty-Respondents and the Level of IPR

Level of IPR	Age						Total	
	35 & below		36 to 45		46 & above			
	f	%	f	%	f	%	f	%
Low	4	25.0	3	23.1	9	50.0	16	34.0
Moderate	9	56.2	10	76.9	8	44.4	27	57.4
High	3	18.8	0	0	1	5.6	4	8.5
Total	16	100	13	100	18	100	47	100

Gamma = -0.405 (Not Significant)   Sig. = 0.07

Table 21 shows that with the Chi square value of 1.24 (Sig. = 0.977), it can inferred that there is no significant relationship between the civil status of the faculty and their level of IPR. This means that the IPR level of the faculty is not affected by their civil status.

Table 21. Relationship between the Civil Status of the Faculty-Respondents and the Level of IPR

Level of IPR	Civil Status								Total	
	Single		Married		Widow		Separated			
	f	%	f	%	f	%	f	%	f	%
Low	6	37.5	13	38.2	0	0	1	50	20	37.7
Moderate	9	56.2	18	52.9	1	100	1	50	29	54.7
High	1	6.2	3	8.8	0	0	0	0	4	7.5
Total	16	100	34	100	1	100	2	100	54	100

Chi-square=1.24 (not significant)   df = 6   Sig.= 0.977

Table 22 shows with the Gamma value of 10.873 (Sig. = 0.540), it can be deduced that the departments where the teachers belong have significant relationship to the level of their IPR, and vice versa.

Table 22. Relationship between the Department of the Faculty-Respondents and the Level of IPR

Level of IPR	Department													Total	
	DLMCH		Math & Physics		Chemistry		Social Science		Social Work		Life Science		Med Lab Science		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Low	3	16.7	4	57.1	4	50.0	5	55.6	1	25.0	1	33.3	3	60.0	21	38.9
Moderate	12	66.7	3	42.9	3	37.5	4	44.4	3	75.0	2	66.67	2	40.0	29	53.7
High	3	16.7	0	0	1	12.5	0	0	0	0	0	0	0	0	4	7.4
Total	18	100	7	100	8	100	9	100	4	100	3	100	5	100	54	100

Gamma = 10.873   df = 12   Sig .= 0.540

Problem 9. Relationship between the Use of OSN and the Level of IPR

Table 23 shows that with the Gamma value of -0.267 (Sig. = 0.085), it is inferred that there is no significant relationship between the extent of use of the OSN and the level of IPR of the students. In other words, the extent of use of OSN does not show remarkably the level of IPR of the students, and vice versa.

Table 23. Relationship between the Extent of Use of OSN of the Students-Respondents and the Level of IPR

Extent of Use of OSN	Level of IPR						Total	
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Less	6	40.0	19	33.3	5	23.8	30	32.3
Moderate	6	40.0	23	40.4	6	28.6	35	37.6
Great	3	20.0	15	26.3	10	47.6	28	30.1
Total	15	100	57	100	21	100	93	100

Gamma = -0.267 (not significant)   Sig. = 0.085

Table 24 shows that with the Gamma value of -0.575 (Sig. = 0.002), it is deduced that there exists a significant relationship between the extent of use of the OSN and the level of IPR of the faculty. This means that the extent of use of the OSN has considerable impact on the level of IPR of the faculty, and vice versa.

Table 24. Relationship between the Extent of Use of OSN of the Faculty-Respondents and the Level of IPR

Extent of Use of OSN	Level of IPR						Total	
	Low		Moderate		High			
	f	%	f	%			f	%
Less	15	71.4	8	27.6	2	50.0	25	46.3
Moderate	4	19.0	8	27.6	0	0	12	22.2
Great	2	9.5	13	44.8	2	50.0	17	31.5
Total	21	100	29	100	4	100	54	100

Gamma = -0.575 (Significant)   Sig. = 0.002

Discussion

The findings of the study show that the students from the AB English and AB Mass Communication are moderate users of the online social networks, although quite a number utilized them to a great extent. Among teachers, they are less immersed in the use of these networks. It can be inferred that the young adults of the present generation are wired in using gadgets and be connected online. The interpersonal relationship among students in this regard is more defined by online communication. This does not mean, however, that the face-to-face communication is not that significant. However, in this generation, the online communication is equally valued.

In the paper presented by Cummings, Butler, Kraut (2000) on the quality of Online Relationship, "they concluded that social interaction online is wanting, at least when it is explicitly compared to the standards of telephone calls and

face-to-face communication, to social relationships which are primarily conducted offline, and to traditional small groups." But this was a decade ago. Such is not the case now especially with the enhanced online social networking sites.

In addition, a study conducted by *Ellison, Steinfield* and *Lampe* (2007) which examined the relationship between use of Facebook, a popular online social network site, and the formation and maintenance of social capital, concluded that "online interactions do not necessarily remove people from their offline world but may indeed be used to support relationships and keep people in contact, even when life changes move them away from each other."

It can be added that, representing text, sound, and images digitally opens up new possibilities for both organizations and individuals. The cost of even very sophisticated technologies has decreased dramatically over the past ten years due to new manufacturing techniques, which has brought digital technology to ever-increasing numbers of people. In technologically developed countries, most people now have some form of access to a personal computer-all-in-one, universal, digital device. Being digital, computers can easily connect together to form networks through which hundreds of millions of people worldwide connect their computers to the ultimate network: the internet. People use the internet to communicate via e-mail cheaply and easily, to advertise their products, to stay informed, to carry out research at all levels, and even to shop and be entertained (Gribbin, 2002).

Furthermore, the article in Time Magazine in April 2010 issue, also mentions that, there are 49.6% female monthly active members in Facebook, 6.6% difference in number of friends of women over men. However, there were 2 million websites integrated with Facebook and 10,000 new websites integrating with Facebook every day. Now that Facebook has scaled up to a species-level event, the real work can start.

Baase (2003) pointed out that computers and the internet and World Wide Web make the collection, searching, analysis, storage, access and distribution of large amounts of information much easier and cheaper, and faster than before. The Web gives access to information and access to audiences almost unimaginable a decade ago. At present, the Web is so widely and commonly used that one sometimes forget how new and extraordinary it is. Through the use of Web sites, Usenet news groups, and discussion groups provide forums for information and comment on thousands of subjects. These groups provide opportunities for new social and community interactions, creating virtual communities. They range from hobbies to political discussions to professional groups to support groups for people with personal problems.

It is interesting to note that a pilot study that was run in September 2005 provided similar results, but also small, yet significant differences in terms of members' awareness of their profile visibility and their ability to control it: respondents a few months ago appeared less aware of privacy risks and of means of managing their own profiles. This evidence may suggest that the widespread public attention on privacy risks of online social networks is affecting, though marginally, some of their users.

Summary

The study explored the extent of use of online social networks and interpersonal relationships of both students and faculty. It answered questions regarding the students' and teachers' profile, the extent of use of online social networks and the level of interpersonal relationships of both students and faculty respondents. It also tested the relationship between students' and teachers' profile, and the extent of use of online social networks; the relationship between students' and teachers' profile, and their level of interpersonal relationship, and finally, the relationship between the use of online social networks and the respondents' level of interpersonal relationship.

It made use of the descriptive survey research design. A researcher-made questionnaire was utilized to gather data from the whole population of the faculty of the College of Arts and Sciences, and the students of AB English and AB Mass Communication. Frequency, percentage, Chi square and Gamma were used to analyze the data gathered in the study.

Findings

The following are the findings of the study:

1. Majority of the students are female (72%), 18 to 20 years old (57%) with the mean age of 19.44, and enrolled in AB Mass Communication (67.7%) course. A good number of students are 4th year (30.1%), though there are 26.9% in the 2nd year and 21.5% in both the 1st and 3rd year levels. Most of them (54.7%) used their personal computer for online social networking.

2. With the mean age of 42.62, a good number of faculty belong to age bracket 46 years & above (33.3%) and those who belong to 35 years old and below (29.6%). Most of them are married (62.9%), and belong to the DLMCH department (33.3%). The majority of them utilized their personal computers for online social networking.

3. As to the extent of use of the online social network, 37.6% of the students utilized it to a moderate extent, while 46.30% of the faculty used it only to a less extent.

4. As to the level of interpersonal relationships, 66.7% of the students and 53.7% of the faculty belong to a moderate level.

5. There is significant relationship between the students-respondents' age and year level to their extent of use of online social networks. However, sex and course do not significantly relate to the extent of use.

6. There is significant relationship between the civil status of the faculty respondents and the extent of use of OSN. However, age and the department where they belong do not significantly relate to their utilization of OSN.

7. The year level of the students has significant relationship to their level of interpersonal relationship, while their sex, age and course do not have significant relationship to their level of IPR.

8. The faculty department has significant relationship to their interpersonal relationship, while their age and civil status do not significant relate to their IPR.

9. There is no significant relationship between the extent of use of the online social networks and the level of interpersonal relationship of the students. On the other hand, there exists a significant relationship of these two variables in the case of faculty.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The students-respondents are primarily female coming from the different year levels, in the adolescent and young adult stage, taking Bachelor of Arts program who utilize their personal computers for online social networking.

2. The faculty-respondents are mostly married, in the middle adulthood age, from the different departments of the College of Arts and Sciences, and are using their personal computers for online social networking,

3. The students utilize more the online social networks than their teachers.

4. Both the students and their teachers share similar level of interpersonal relationships.

5. The extent of use of online social networks by the students relates significantly to their age and year level. The older they are and as they move from one year level to another, the more they utilize the online social network sites.

6. The extent of use of the online social networks by the teachers is significantly related to their age. The older they are, the lesser is their utilization of the online social networks.

7. The level of interpersonal relationship positively and significantly relates to students' year level. It does not mean, however, that being in the higher year level indicates a higher level of interpersonal relationship.

8. The level of interpersonal relationship relates to the departments where the faculty belongs. Teachers in some departments have higher interpersonal relationship than those in other departments.

9. The level of students' interpersonal relationship is not influenced by the extent of use of online social networks, and vice versa. Conversely, for faculty their level of interpersonal relationship is further enhanced by their utilization of online social networks.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. The school administrators have to create a mechanism for well-managed online social networking sites to be able to link to the alumni and address the needs of the stakeholders.

2. The school administrators and teachers have to find ways to orient students regarding the proper use of online social networks and caution them regarding committing some unbecoming behaviour online.

3. Students and teachers alike should responsibly maximize their use of online social networking sites to optimize learning and teaching experiences.

4. Students and teachers alike should find opportunity to enhance their interpersonal relationship through online social networks.

5. Further studies related to online social networks, such as feasibility studies on online teaching and learning should be conducted.

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