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

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ABSTRACT

The study explored the extent of use of online social networks and the level of interpersonal relationships of both students and faculty and their implications to teaching and learning. 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.

CHAPTER I

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 and immersed to the rapid technological changes, both teachers and students easily find themselves accessibly using social networks like *Facebook, Yahoo and Twitter*, among many.

According to Ellison (2007), 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.

In a similar observation, it is evident today that teenagers are being socialized into a society complicated by shifts in the public and private. New social technologies have altered the underlying architecture of social interaction and information distribution. Meanwhile, most adults are panicking because they do not understand the shifts that are taking place. Regardless of the impact of technological advances, some adults do not like what they are seeing. This leaves educators in a peculiar bind. More conservative educators view social technologies as a product of the devil, bound to do nothing but corrupt and destroy today's youth.

On the other hand, it has been observed that social media is growing and changing the way people live, the way they do business and the way they connect. 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, thus social networks are also becoming main stream.

Review of Related Literature

It cannot be denied that the "wave of the present" is the cyber age. It is no longer a matter of choice. New information technologies will continue to become more powerful and pervasive. To survive and prevail in this Information Age, one has to adopt and use these technologies. The challenge is on how today's netizens, can use the new technologies to the best advantage and ensure that cyberspace will be habitable for all people, especially the young. In the Philippines, the Philippine Internet Services Organization (PISO) has adopted a Code of Conduct which commits members to live by fundamental principles in providing internet services, such as respect for the dignity of human persons and respect for the truth, and to apply measures that prevent aggressive, discriminating and disruptive behavior such as violence, pornography, and racism (Tuazon and Lopez in Maslog, 2007).

The internet represents the newest, most widely discussed, and perhaps most significant manifestation of new media. The earliest form of the Internet was only social networking in the most loose of terms. It was initially designed to be a *scientific* networking tool. Eventually, the emergence of 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. This emphasizes relationship initiation through the net often between strangers (Flew, 2005).

Flew (2005) further elaborates that, the idea of new media captures both the development of unique forms of digital media, and the remaking of more traditional media forms. The content of new media such as on World Wide Web sites is frequently recombinant-derived from already existing media content developed in other formats (printed text, photographs, films, recorded music, television) and reproduced in a digital format, rather than involving the generation of new content.

In this regard, Reynolds (2008) pointed out that through this World Wide Web phenomenon, other activities also developed like that of social networks. These social networks were constructed on digital platforms are becoming increasingly pervasive in all aspects of individual and organizational life. It sets 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.

At present, everybody lives in a "small world," where two arbitrary people are likely connected by a short chain of intermediate friends. With scant information about a target individual, people can successively forward a message along such a chain. Experimental studies have verified this property in real social networks, and theoretical models have been advanced to explain it. However, existing theoretical models have not been shown to capture behavior in real-world social networks. Here, one introduces a richer model relating geography and social-network friendship, in which the probability of befriending a particular person is inversely proportional to the number of closer people. Furthermore, it has been proven analytically that short chains can be discovered in every network exhibiting the relationship.

While social networking sites (SNS) have implemented a wide variety of technical features, their backbones consist of visible profiles that display an articulated list of friends who are also users of the system. Profiles are unique pages where one can "type oneself into being." After joining the social networking sites, an individual is asked to fill out forms containing a series of questions. The profile is generated using the answers to these questions, which typically include descriptors such as age, location, interests, and an "about me" section. Most sites also encourage users to upload a profile photo. Some sites allow users to enhance their profiles by adding multimedia content or modifying their profile's look and feel. Others, such as Facebook, allow users to add modules ("Applications") that enhance their profile.

The public display of connections is a crucial component of social networking sites. The Friends list contains links to each Friend's profile, enabling viewers to traverse the network graph by clicking through the Friends lists. On most sites, the list of Friends is visible to anyone who is permitted to view the profile, although there are exceptions. For instance, some MySpace users have hacked their profiles to hide the Friends display, and LinkedIn allows users to opt out of displaying their network.

Most social networking sites also provide a mechanism for users to leave messages on their Friends' profiles. This feature typically involves leaving "comments," although sites employ various labels for this feature. In addition, social networking sites often have a private

messaging feature similar to webmail. While both private messages and comments are popular on most of the major social networking sites, they are not commonly available.

Beyond profiles, friends, comments, and private messaging, social networking sites vary greatly in their features and user base. Some have photo-sharing or video-sharing capabilities; others have built-in blogging and instant messaging technology.

While social networking sites are often designed to be widely accessible, many attract homogeneous populations initially, so it is not uncommon to find groups using sites to segregate themselves by nationality, age, educational level, or other factors that typically segment society, even if that was not the intention of the designers (Nowell in Ellison2007).

Likewise, shortly after its launch in 1999, *LiveJournal* listed one-directional connections on user pages. *LiveJournal's* creator suspects that he fashioned these Friends after instant messaging buddy lists (B. Fitzpatrick, personal communication, June 15, 2007)—on *LiveJournal,* people mark others as Friends to follow their journals and manage privacy settings. The Korean virtual worlds site Cyworld was started in 1999 and added social networking sites (SNS) features in 2001, independent of these other sites. Also, when the Swedish web community *LunarStorm* refashioned itself as an SNS in 2000, it contained Friends lists, guest books, and diary pages (Skog in Ellison, Steinfield, and Lampe 2007).

On the other hand, what makes social network sites unique is that they do not only allow individuals to meet strangers, but they also 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" who share some offline connection. On many of the large SNSs, participants are not necessarily "networking" or looking to meet new people; instead, they are primarily communicating with people who are already part of their extended social network. To emphasize this articulated social network as a critical organizing feature of these sites, the label "social network sites" emerge. (from: http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html).

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.

However, learning institutions are sometimes slow to change and adapt to new ways of social connections. On the other hand teachers are often the ones in front line embracing change and pushing the boundaries, while the institutions of learning in this country are conservative and slow to adopt new fangled technology, usually quite sensibly on the basis of cost.

Leading to another area of contention is boundaries. These new tools are creating disputes about the appropriate times and places where it is appropriate to use the technology. Also questions about the content and authority of information all of these bring tremendous impact to both society and educators. It seems like there is no control as to the influence of technology. The biggest shift is that there is a rapid growth of connected individuals who are at the center of a web of networks enabled and mediated by technology. This will give rise to power shifts that individuals will need to live through and embrace in order to survive. (from:http://www.scribd.com/doc/24299881/Social-Media-Its-Implications-for-Education).

Moreover, social media is changing the world drastically in so many ways that everyday person cannot keep up with. It is constantly evolving and is dictating people's interactions with people they know and with the world. It is a revolution that will be around for quite a few years and will continuously evolve. This new technology is making its way around friends faster than ever before. The use of social media is good if utilize responsibly and intelligently.
(from: http://www.jackmyers.com/commentary/media-business-loggers/103620984.html).

The new web is a very different thing. It is a tool for bringing together the small contributions of millions of people who make their contributions matter. Modern people are so ready for it. Social networking is the common tool that make the 21st century works today. Social networking is the grouping of individuals into specific groups, like small rural communities or a neighborhood subdivision.
(from:http://www.time.com/time/magazine/article/0,9171,1569514,00.html#ixzz11OfLcP8M).

Social networking is possible anywhere and everywhere in the workplace, universities, and high schools, as it is most available. Unlike in specific areas such as most high schools, colleges, or workplaces, the internet is an area filled with millions of individuals who are looking to meet other people, to gather and share first-hand information and experiences about golfing, gardening, developing friendships or professional alliances, finding employment, business-to-business marketing and even group sharing information. The topics and interests are as varied and rich as the story of the world. Social networking often involves grouping specific individuals or organizations together. While there are a number of social networking websites that focus on particular interests, there are others that do not. The websites without a main focus are often referred to as "traditional" social networking websites and usually have open memberships. This means that anyone can become a member, no matter what their hobbies, beliefs, or views are. However, once a person is inside this online community, she/he can begin to create their own network of friends and eliminate members that do not share common interests or goals (Cummings, et al., 2000).

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. Within each member's personal profile, there are several key networking components. The most popular is arguably the Wall, which is essentially a virtual bulletin board. Messages left on a member's Wall can be text, video or photos. Another popular component is the virtual Photo Album. Photos can be uploaded from the desktop or directly from a cell phone camera. There is no limitation on quantity, but Facebook staff will remove inappropriate or copyrighted images. An interactive album feature allows the member's contacts (who are called generically called "friends") to comment on each other's photos and identify (tag) people in the photos. Another popular profile component is Status Updates, a micro blogging feature that allows members to broadcast short Twitter-like announcements to their friends. All interactions are published in a newsfeed and distributed in real-time to the member's friends.
(from: http://www.whatissocialnetworking.com/).

Facebook offers a range of privacy options to its members. Members can make all their communications visible to everyone. They can block specific connections or they can keep all their communications private. Members can choose whether or not to be searchable, decide which parts of their profile are public, and what not to put in their newsfeed and determine exactly who can see their posts. For those members who wish to use *Facebook* to communicate privately, there is a message feature, which closely resembles email.
(from:http://whatis.techtarget.com/definition/facebook.html).

Twitter is a real-time information network powered by people all around the world that lets one share and discover of what is happening now. *Twitter* can help one make better choices and decisions, and creates a platform for one to influence what is being talked about around the world. Search results spread across *Twitter* and in other ways across the Web so one can discover of what is happening on and off of *Twitter.com*, wherever one prefers. *Twitter* can give a voice to even the weakest signals because of its simplicity. Users can access *Twitter* on powerful broadband connections via a video game console or through faint connections in rural areas via SMS on a simple mobile phone. One can also access Twitter through more than 50,000 third-party Internet and mobile applications.(from: http://twitter.com/about).

Conversely, *Yahoo!* is one of the Internet's leading search engines. It is also the largest Web portal, providing links to thousands of other websites. These links include sites from the Yahoo! Directory as well as news stories that are updated several times a day. Besides being a portal and search engine, Yahoo! offers several other services as well. (from: http://www.techterms.com/definition/yahoo).

Few would argue that social media—blogs, micro blogs, social networking sites, video- and image-sharing sites, online forums, opinion sites, knowledge/expert networks and more— have become critically important in the shaping of corporate or brand reputation. But the hundreds of millions of outlets and the dynamic nature of social media have made it difficult to answer the simple question: "What are the most influential sites for my company, my industry or my campaign?" Obviously, navigating the sheer volume of sites is a challenge. In addition, there is an asymmetry to social media research: One site's influence ranking can vary radically from one measurement to another, which reflects the different usage patterns and levels of interaction of different social media tools.

Original or "traditional" ways of measuring social media impact tracked the passive viewing or consumption of content by Internet users. First came hits, a rough measure of how many files are requested from a site. Then came page views, a slightly more meaningful gauge of a site's reach, but still far from the perfect metric. As it became clear that page views were being skewed by heavy users who view dozens —even hundreds—of pages within a site, Web metrics research firms began moving toward unique visitors per month, which today remains a gold standard of audience measurement.

But the advent of video and multimedia sites—and especially microblogs (like Twitter), social networks and news-sharing sites—have driven demand for a new set of measures: social metrics. They reflect user activity and take into account not simply the numbers of eyeballs drawn to a site but the behaviors of people once they are reeled in. *(from:*http://www.prinz.org.nz/Site/Current/Industry_News/Measuring_the_Impact_of_Social_Media_Communication.aspx*).*

Trainers, teachers, and learners are beginning to use social networking tools in ways that promise to revolutionize the way e-Learning is produced and consumed. Innovations are carrying e-Learning far beyond its initial stages of replicating, then extending, existing classroom-based models. SE-Learning now frequently includes: online learning sites driven by Wikipedia-style collaborations; classroom-based efforts which benefit from social networking tools, including online discussion boards and live chats, Twitter, and Jott, many of which eventually become online learning modules through postings on YouTube; and online sites where communities of learners use a variety of tools to create and share learning resources and modules. (from:http://www.learningsolutionsmag.com/articles/128/revolutionizing-e-learning-innovation-through-social-networking-tools).

It is part of the main responsibility of educators to both inform students on how to properly use these online tools as well as encourage students to come up with new and exciting ways to use the tools. It is a challenge to some colleges and universities whose faculty members are not technology savvy and are hesitant to use these devices in the classroom. Some colleges and universities are often unable to keep up with the changes in technology. Administrative policies on the use of technology can sometimes inhibit school personnel as well as students in exploring these new technological advancements. Students are sometimes hesitant to use social media in the classroom because rules are very prohibitive and knowing that social networking has varied use, one can never disregard its basic function which is to communicate.

Since one of the goals of DLMCH is to produce effective and creative communicators, as a unit, the department of Languages, Mass Communication and Humanities (DLMCH) endeavors its members to express their ideas and feelings effectively in a global setting and approach the demands of times using their creativity and technology. Moreover, to provide an interactive learning environment there must be classrooms which allow innovative and active exchange of ideas where the learners are the center of the learning process. Hence, it is timely that a research study on the use of technology for social networking be conducted.

Objectives of the Study

The study explored the extent of use of online social networks and interpersonal relationships of both students and faculty on their implications to teaching and learning. Specifically, the study aimed to:

1. describe the profile of the students in terms of sex, age, year level, and course, as well as describe the type of computer use.

2. describe the profile of the faculty in terms of age, civil status, and department as well as describe the 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. determine the relationship between students' profile in terms of sex, age, year level, and course and their extent of use of online social networks;

6. determine the relationship between faculty profile in terms of age, civil status, and departments and their extent of use of online social networks;

7. determine the relationship between students' profile in terms of age, sex, year level, and course and their level of interpersonal relationship;

8. determine test the relationship between the faculty profile in terms of age, civil status, and departments and their level of interpersonal relationship;

9. determine 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 in the Uses and Gratification Theory by (Katz, 1970 in Dominick, 1999*)* which reminds that people use media for many purposes. As media users become increasingly confronted with choices, this approach should direct our attention to the audience. 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 study was also based on the Media System Dependency Theory by De Fleur in (Baran & Davis, 2000). The theory 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.

Thus, the theory on Uses and Gratification further illustrates on how prevalent the use of new media nowadays. Media serve a lot of uses to the people, its impact do not only limit to mere usage of one medium but extends to wider reach because of the presence of the new technology, the computer. Online activities are becoming a trend in today's generation. Most of their communication activities were done online such as the use of facebook, tweeter, yahoo! and the like. De Fleur's Media System Dependency theory also stresses on how people adapt to the changes brought by the new technology in media. Thus, social interactions were seen less in a

face to face encounter but more engagement in online communication. With technology made available for everybody, communication still works and people were comfortable of its presence.

The theories cited are used to determine the extent of use of online social networks and their interpersonal relationships among students from Department of Languages, Mass Communication and Humanities and faculty members from the College of Arts and Sciences of Central Philippine University. The theories serve as frameworks in analyzing the impact brought by these new media to learners and teachers especially with the utilization of online social networks available.

Figure 1 shows the schematic diagram of the study. As shown in the Figure, the independent variables consisted of the students' and faculty profile. The students' profile included their sex, age, year level, course and type of computer use. On the other hand, the faculty profile consisted of their age, civil status, the department where the teachers belong and the type of computer use. These profiles under the independent variables were used in determining their relationship with the dependent variables which comprised of the respondents' extent of use of online social network and their level of interpersonal relationship.
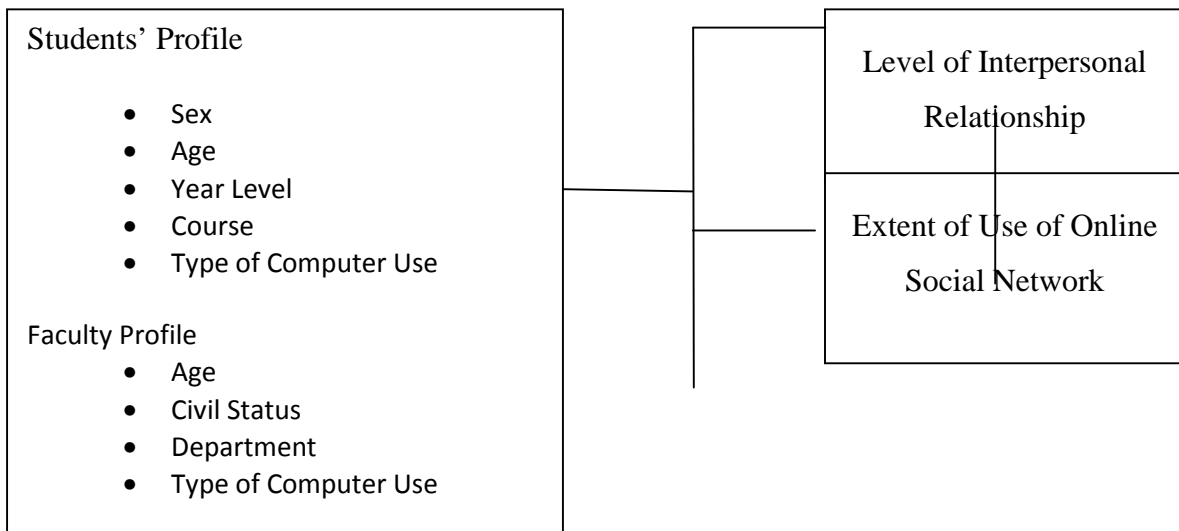

Figure 1.Schematic Diagram of the Study

Definition of Terms

The terms were defined conceptually and operationally in this study.

Demographic Characteristics. These include pertinent information of the respondents. Among the student-respondents, their age, sex, year level and course were determined in order to relate to their actual use of online social networks. Among the faculty members, the characteristics on age, civil status and the department where they belong in the College of Arts and Sciences are among the information that were elicited.

Interpersonal Relations. It refer to the social association, connection, or affiliation between two or more people. It varies in differing levels of intimacy and modes of connection, implying discovery or establishment of common ground, and may be centered around something(s) shared in common, (from:http://www.spiritus-temporis.com/interpersonal-relationship/theories-of-interpersonal-relationships.html).

Online Social Networks. These refer to a group of individuals who shares a commonality. Their common bond within social networks may be the community in which members live, their religion, subdivision, career interest, social interest, common friends and shared beliefs. (http://homebusiness.about.com/od/homebusinessglossar1/g/social-networks.htm).

Boyd and Ellison(2007) defined social network sites (SNS) as web-based services that 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.

Facebook. It is a publication for an organization such as school or business which helps members identify each other. The name also serves as the trademark of Facebook, Inc. (from:http://dictionary.reference.com/browse/facebook).

Twitter. It is a simple and great device that helps connect businesses and people more meaningfully with the right audience at the right time. Tweets may be short, but they have proven over and over again to contain valuable information.

Yahoo!. It is a widely used search engine for the web that finds information, news, images, products, finance. (from:http://www.thefreedictionary.com/yahoo).

Type of Computer Used. As used in this study, this refers to the kind of unit used and its access to internet connection (i. e. personal computer, rented, office used or public used or with the aid of broadband or wiFi connections).

Social Network Applications. As used in this study, these refer to the available programs that are used in handling the online sites. These include:

Events . These allow members to publicize an event, invite guests and track who plans to attend.
Groups. These allow members who have common interests to find each other and interact.
Messages. These are the text, video or photos that are left on a member's Wall which can be an interactive album feature that allows the member's contacts (who are called generically called "friends") to comment on each other's photos and identify (tag) people in the photos.
Pages. These allow members to create and promote a public page built around a specific topic.
Photos. These can be uploaded from the desktop or directly from a cell phone camera and virtual photo album.

Presence technology. This allows members to see which contacts are online and are available for chat.

Status Updates. These refer to a micro blogging feature that allows members to broadcast short Twitter-like announcements to their friends.

Wall. This is essentially a virtual bulletin board where the online users post their message, video and the like.

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 undertakings 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 in the classroom with the aids of technology.

Future Researchers. They may get insights from the findings of the study which they can use in their field as they continue to search for ideas in relation to media studies. Furthermore, through the media-based classroom activities, all the beneficiaries of this study (students, teachers, researchers) will learn new techniques and strategies in incorporating the use of online social network with great responsibility

Scope and Limitation

The study determined the extent of use of online social networks and interpersonal relations and its implications to teaching and learning 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.

Respondents were limited to the students from the Department of Languages, Mass Communication and Humanities (DLMCH) and faculty members from College of Arts and Sciences (CAS) only. The study considered all the seven departments of the College namely; Languages, Mass Communication and Humanities, Social Sciences, Math and Physics, Life Sciences, Medical Laboratory Sciences, Chemistry, and Social Work.

CHAPTER II

METHODOLOGY

Research Design

The study made use of the descriptive survey research design. This design is often used in describing the current situation or status of the population in this study. The design was beneficial in getting the perception of the respondents regarding their use of technology for social networking. The design was deemed appropriate in describing the respondents' extent of use of the online social networks and their level of interpersonal relations. With this design, the relationships between these variables were tested.

Respondents

The researcher got the total population of the students enrolled in the second semester, school year 2010-2011 as her respondents. Out of the total population of Mass Communication and English majors from the Department of Languages, Mass Communication and Humanities, ninety-three (93) questionnaires were retrieved. On the other hand, out of the total population of faculty members in the College of Arts and Sciences, only fifty-four (54) respondents were considered based on the retrieved survey form.

Instrument

The researcher-made questionnaire was utilized in this study to gather the needed data from the two groups of respondents. It was submitted for validation from experts in both statistical content and style. After which, the questionnaire was pretested to non-respondents of the study to check the consistency of the content. Results of the pretest show that the questionnaire was consistent and reliable because it provided the needed data of the study.

The survey questionnaire was divided in three parts. The first part contains the personal data students such as 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 relations. For faculty, the profile include the 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 relations.

Data Collection

The researcher started with a review of the existing literature about online social networking. With a dearth of specific information about students' extent of use of these online networks, the study was conducted. The researcher-made questionnaire which was submitted to expert validation was prepared for data collected. 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 agecivil 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 student-respondents.

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CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study explored the extent of use of online social networks and interpersonal relationship of both students and faculty. It answered questions regarding the students' and teachers' personal profile, the extent of use of online social networks and the level of interpersonal relationship 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%) use 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 and 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%). Majority of them utilize their personal computers for online social networking.

3. As to the extent of use of online social network, (37.6%) of the students utilize it to a moderate extent, while (46.30%) of the faculty use 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. After testing the relationship between the students-respondents' profile and their use of online social networks, only age and year level were found to be significant.

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. After assessing the relations of the variables on students' profile and their interpersonal relations, only the year level is found to be significant.

8. The department where the faculty belong has significant relations to their interpersonal relations, while their age and civil status do not significantly 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 relations 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 student-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 relations.

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 relations 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 relations 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 relations 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. Students need to develop further their skills in the use of online social network as they progress from one year level to the other. Both AB Mass Communication and AB English students should productively engage in the use of online social network as potential tool in improving their communicative skills.

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

3. Students and teachers alike should find opportunity to enhance their interpersonal relations through online social networks by engaging themselves in productive online activities like participating in online discussions on issues and educational forums.

4. The teachers have to finds ways to orient students regarding the proper use of online social networks and caution them regarding committing some unbecoming behaviour online.

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

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