ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

A CASE STUDY OF SELECTED FILIPINO ADOLESCENTS:
THE INFLUENCE OF FACEBOOK ON PERSONAL
IDENTITY OF ADOLESCENTS

A Thesis Presented to

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In Partial Fulfillment of the Requirements for the Degree

Master of Arts in Christian Communication

by

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TAYTAY, RIZAL

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ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

WE HEREBY APPROVE THE THESIS
SUBMITTED BY

DMITRY SIM

ENTITELED

A CASE STUDY OF SELECTED FILIPINO ADOLESCENTS:
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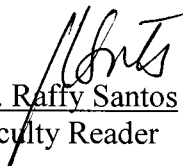IDENTITY OF ADOLESCENTS

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

MASTER OF ARTS IN CHRISTIAN COMMUNICATION

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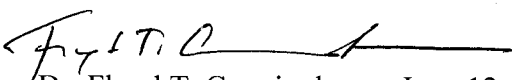
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ABSTRACT

The adolescent generation is altered by rapid changes in technology, which makes them different from adults and their parents who grew up decades ago. The difference is that the development of the technology is actively engaged in the identity construction of the new generation. Therefore, this study endeavored to analyze the construction of personal identity of selected Filipino adolescents through the use of Facebook. This case study examined five adolescents of ages 13-17 from Greenhills Christian Fellowship-International Christian School.

The researcher employed in-depth interviews, observations of the past three months of the participants' activities on Facebook, and a focus group discussion to gather sufficient information about the adolescents' identity construction through the use of Facebook. The interviews were audio and video recorded and transcribed. The data was coded and assertion was made as the data was analyzed. The results are presented in narrative form according to five categories: 1) participants' general information; 2) participants' perception of Facebook; 3) participants' motives in using Facebook; 4) the use of Facebook by participants and its influence on personal identity on them; and 5) personal identity through Facebook.

The research discovered that participants were strongly encouraged to use Facebook in order to stay connected with their peers that gave them the sense of belonging to a p articular group. The use of Facebook was related to their immediate needs such as desire to be noticed, accepted, and popular among peers, and the development of self. Lastly, Facebook played a role in their identity development through providing an avenue for self-promotion, self-development, and gaining acknowledgment.

The researcher concluded that the development of personal identity of participants through Facebook happened with the support of written and visual wall-posts, comments, and other Facebook features. Participants learned that data can be manipulated and thus they conveyed information they wanted others to view. They also intentionally avoided negative comments in order to protect themselves from distress and negative influence on their identity development.

Thereby, this research proposes recommendations for parents to spend quality time with their children, for teachers to be more attentive to their pupils not only in face-to-face communication but also on Facebook, and for academic experts who work with youth and children to study the negative impact of Facebook on children's cognitive development and identity construction.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

The growing body of adolescent users of Social Network Sites (hereafter SNS) offers opportunities to explore the effect of SNS on adolescents' identity. Onga and others premise that SNS provides adolescents the space where they can explore identity construction and experimentation within a social context (2011, 1). Other researchers also saw the Internet, with its potential for anonymity and disembodied interaction, as a perfect venue for such identity exploration and experimentation (Chiappone 2000, 53; Valkenburg, Schouten, and Peter 2005, 390).

Social Network Sites and Its Users

SNS is a virtual community that allows individuals to construct their profile by using a variety of technical features such as wall posts, status updates, activity feeds, thumbs ups, fan pages, and linking to other members of the site by applications and groups provided on the Internet. Their backbone includes visible profiles that display an articulated list of friends who are also users of the system. These features give users a way to share their personal stories, pictures, and videos. They also connect people with friends, workmates, and others living around them, and keep people up-to-date about events, parties, and other social functions. To some extent those features are the avenue for users to express themselves in a way they would prefer (Lin and Lu 2011, 3; K. Cheung, Chiu, and Lee 2010; Bicen and Cavus 2010).

While there is no dispute about the advantages of SNS, the misconception that nothing harmful can happen is still prevalent. Schrock and Dahan in their study assert that the causes of negative effects encountered online are similar to offline: anxiety, depression, negative social views of themselves and many other negative emotions (2008, 23). Razzali argues that SNS allows teens to be exposed to inappropriate materials, harassments, erosion of local traditions, beliefs and cultures (2002, 90-91). A study conducted on youth aged 9-16 states that those children who use SNS are more likely to encounter risks like seeing sexual images, being bullied, and receiving sexual messages compared with children who don't use SNS (Staksruda, Ólafssonb, and Livingstone 2013, 40-50).

In contrast, some scholars posit that social media offer new ways for modern students to learn and to gain knowledge. Ahn (2011, 1438-1440) finds that high-school students who are members of Facebook and MySpace have a substantially larger level of social capital than their peers who are not members of SNS like Facebook and MySpace. He added that the skills adolescents can gain by using new technology and contributions to online communities like SNS can be vital in the future. Furthermore, Israelashvili and colleagues premise that the use of the Internet relates not only to future development, but directly relates to self-concept (2012, 421). According to the findings, adolescents whose self-concept is not yet clearly defined might use the Internet more intensely than others. The reason given is to achieve higher self-clarity: the need and desire to form consistent, clear, and coherent knowledge systems that would shape an individual's behavior (Israelashvili, Kim, and Bukobza 2012, 421).

Adolescents' Identity in the Social Network Sites

Researchers insisted that the stage of adolescence is marked by the conflict between identity and identity diffusion (Pempek, Yermolayeva, and Calvert 2009, 227-238; Erikson 1959, 88). Adolescent's identity development occurs through a series of conflicts that must be resolved at different stages throughout the life. It is the time in their development that adolescents seek to find out who they are and what they are all about.

Adolescents are already immersed in an identity crisis and are going through the process of identity formation, therefore managing networking online content can add confusion to the process of identity formation (Doster 2013, 267-279). Under these circumstances it is important to note that in SNS the identity formation is strongly influenced by membership to a particular social group where the connectedness becomes a key feature (Shafie et al, 2011; Shafie et al, 2012). Taking into account the above, adolescents may misuse online personal identity, which is created and expressed in their Facebook profiles by manipulating the content so as to convey what they want others to view. In the study of Dutch adolescents, 246 out of a total 600 participants reported having experimented online with their identity once in a while (Valkenburg, Schouten, and Peter 2005, 390). Therefore, self-appearance online can be totally different from reality, as adolescents alter one's physical appearance, tastes, popularity, humor, likes or dislikes in a way that offline life would not permit. For teens, the possibility of exploring who they are, who they might become, and how they present themselves to the world in fairly safe online environments is a valuable opportunity and a primary use of the Internet (Lenhart, Rainie, and Lewis 2001, 18).

The modern generation is altered by rapid changes in technology, which make them different from adults and their parents who grew up in decades ago. The difference is that the development of the technology results in identity – how new media make adolescents think about themselves in relation to the social environment (Puyat 2005, 191). So, it affects how they behave and treat each other. It shapes how they learn and what they want to learn (Levin 2010, 15). Therefore, it is a unique chance to delve into the study of SNS influence on adolescents' personal identity and to find out to what extent Facebook influences the adolescent's personal identity.

Theoretical Framework

In this study, the researcher adapted Anthony Giddens' approach of modernity and self-identity as the theoretical framework from a sociological tradition. Developing this model, Giddens aimed to bridge two dichotomies of sociology theories. One is a macro-level theory, a study of social life looking at the "big picture" of society. The other is a micro-level theory, what everyday life means to individuals (Gauntlett 2008, 101).

According to Giddens, the time of modernity has begun when the first electronic message was sent. "What God hath wrought!" (Num. 23:23 [KJV]) was the first ever electronic communication (Giddens 2012, 17:48-18:39). Self-identity, as Giddens describes, is the self that is continuously worked and reflected on (Giddens 1991). In other words, for Giddens, the "self" is not simply a "cultural dope" determined by external influences, but it is an active unit which is involved in the process (Giddens 1991, 54). In summary, Giddens said that Facebook has become a kind of achievement of the narrative of self through the revelation to others (Giddens 2012, 27:01)

The study of *Identity Construction on Facebook* that explained Giddens' approach as one of the frameworks investigated to describe how Facebook users utilize the profile image to represent themselves on the site. Its findings suggest that in comparison with the physical world, Facebook requires much more control in presenting oneself (Nir 2012, 39). In support of this finding, the study, *Internet and Its Impact on Social Identity* which was also based on Giddens, found that the Internet affected large number of participants by causing them to begin to pay more attention to their bodies and appearance (Mashhadi 2011, 274). It means that interaction online extended to their real lives where their preferences in appearance were changed and thus their perception of themselves changed in line with their online character. Another study, *Millennial Teens Design and Redesign Themselves in Online Social Networks*, based on Giddens' approach as well, showed that SNS satisfies the adolescents' need for intense social interaction with their peers and offers potential for copious identity experimentation, thus acting as an accelerator in the teen identity-making process (Doster 2013, 267). These findings showed the worth of Giddens' approach in applying it to this study which similarly examined the Facebook social website and its influence on adolescents' personal identity.

This study looked into the development of the personal identity of adolescents in the context of SNS as did Doster. However, in this study the researcher focused on five Filipino adolescents and on the influence of Facebook on personal identity. Therefore, it was appropriate to adapt Giddens' model as the core of the study. Based on Giddens' idea that media influences self-identity (Giddens 1991, 4), the researcher attempted to find out how Facebook influenced personal identity of adolescents by employing Giddens' approach.

Conceptual Framework

Facebook participants enter the endless process of exchange of the information that unnoticeably influences their identity. Following Giddens' approach where he showed self-identity as an actively involved unit in the changing process caused by different kinds of technologies represented by modernity, the researcher created the conceptual framework for this study (See Figure 1).
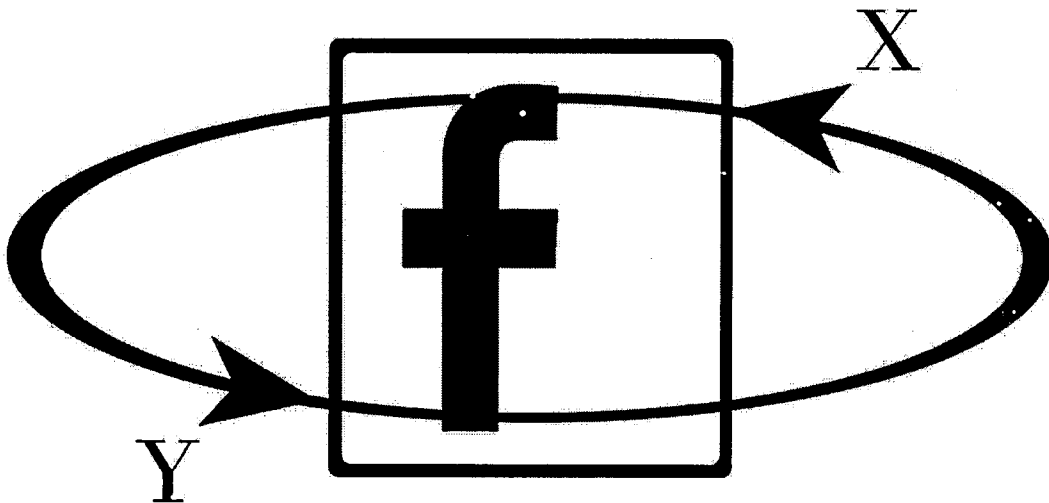
Figure 1. Conceptual Framework.

The diagram consisting of a box with the letter "f" inside stands for the Facebook social network and the activities in which users are drawn. The circle shape represents multiple interactions of personal identity of the user with Facebook. Arrows on the circle pointing to the inside of the box represent users' access to Facebook that is marked by X and Y. Due to the broad offering of different activities and features of Facebook the ways personal identity can be influenced differ. It means that each encounter with Facebook leaves an unique impression in the user which shapes perception about Facebook and

forms further motive which will assist the user during following accesses. Therefore, X after the interaction with Facebook changes to Y. Later, Y after following access to Facebook becomes X which shows constant change of personal identity. This constant change symbolizes the effect of Facebook after every single entry. As it is pictured in Figure 1, it will uniquely influence participants' personal identities during each encounter with Facebook and this process will never end. As Giddens stated, Facebook continuously influences and reflects the self (Giddens 2012, 27:01).

Problem Statement

The purpose of this study was to examine how Facebook usage influences adolescents' personal identity. Sub-problems were generated in accordance to conceptual framework (See Figure 1) where user accessed and used Facebook according to ones' perception and motive that further had part in the process of the influence of identity through Facebook.

The main problem of this study was, "How does Facebook influence the personal identity of selected Filipino adolescents from the International Christian School of the school year 2013-2014 in Ortigas, Metro Manila?"

Sub-problems that the researcher attempted to answer were:

1. Demographic information

    1.1 Age

    1.2 Educational level

    1.3 Gender

2. How do adolescents perceive Facebook?

3. What are the motivations of adolescents that cause them to use Facebook?

4. How do adolescents use Facebook?

    4.1 How active are adolescents on Facebook?

    4.2 What are the regular activities of adolescents on Facebook?

    4.3 How do these activities influence adolescents' usage of Facebook?

5. How does Facebook influence the personal identity of adolescents?

    5.1 Self-esteem

    5.2 Relationships

Significance of the Study

As it was articulated by Common Sense Media, the present generation is the first one that has experienced Facebook and other SNS, broadband Internet access at home, and Internet connected devices at their fingertips through their entire teen-age years (Rideout 2012). Many parents and teachers were concerned about the negative influence of the media culture on their children's language, play, social interaction, gender roles, changing attitudes and behavior, and interests (Levin 2010, 16).

On the downside, knowing how children's and pupils' identities develop with respect to Facebook could assist teachers and parents to understand deeper preferences of modern adolescents. For teachers, this study could encourage them to reassess Facebook and consider it not just as a leisure activity or even the wasting of time but as a tool that could provide vital information about their pupils: what they are up to, what they are like, who their friends are and many other things that pupils do not usually reveal in the classrooms. Facebook could assist instructors to stay in the loop without making it obvious that they are interested or praying for their pupils. As for parents, this study could help them to realize that Facebook is not just a meaningless hobby or boredom

killer activity but it is a powerful thing that influences their children. Knowing that Facebook influences personal identities of their offspring, this study encouraged Christian parents to find ways to help their children have their identities first in God. As for participants, since they were the ones who encountered identity crises (Erikson 1959, 88) and were still in the process of the formation of their self-identity this study did not have a big impact on them except to increase self-awareness.

For the researcher, the significance of the study was supported by two reasons. Firstly, the Internet today is growing rapidly and many organizations as well as individuals turn to the Internet. The researcher, as a representative of the academic world, desired to investigate the power of the cyber-world, which implied the influence of Facebook with all its features on adolescents. Secondly, this adolescent generation was the first generation that has grown up simultaneously with the development of the Facebook. Based on these reasons, the study attempted to benefit educators and communication experts who work with youth and children.

Assumptions

This study dealt with adolescents aging 13-17 who are users of Facebook. It assumed that participants were familiar with the use of Facebook. Further, the assumption was that participants perceive Facebook as a mean of communication and that they are active users of Facebook through leaving and receiving comments and uploading visual and written data.

Definition of the Terms

Adolescence – This study considered adolescents who had access to computers and Facebook in the daily basis.

Modernity – The period of the rise and development of SNS, specifically Facebook.

Personal identity – A sense of who and what we subjectively perceive ourselves to be (Doster 2013, 268).

Profile – Facebook user's page content.

Social Network Site – Web-based service that allowed individuals to create a public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Boyd and Ellison 2007, 2).

Scope and Delimitations of the Study

This study focused on Facebook and its influence on adolescents' personal identity. Hence, the researcher purposively chose adolescents aging 13-17 belonging to the A and B socio-economic classes and with sufficient level of English language to participate in the study. In order to find participants that would fit the scopes of the study the researcher chose Greenhills Christian Fellowship-International Christian School (hereafter ICS). This choice was made regardless of any religious persuasions. The sample size of this study was limited to five participants. Therefore, this study cannot be generalized to all 13-17 year-old Filipino adolescents. With regard to time, this study was limited to the first quarter of the year 2014. Regarding the use of Facebook, due to its semi-private settings the observation of participants' private in-box chats and the

activities they did on the walls of their friends were not considered as well as the

statements in Filipino and mix of English and Filipino languages.

CHAPTER II

SURVEY OF RELATED LITERATURE AND STUDIES[1]

Media use provides an important platform for the social, emotional, and cognitive development of youth, accounting for a large portion of their time. One type of new media that has grown rapidly is SNS such as Facebook. Facebook appears to provide the avenue for people to "share and make the world more open and connected. People use Facebook to stay connected with friends and family, to discover what's going on in the world, and to share and express what matters to them," from Facebook.

Understanding Facebook

Facebook is the world's most popular online SNS that hosts over 1 billion users with the mission to give people the power to share and the place to stay connected with others, according to Facebook.com. Facebook was recognized as the social networking phenomenon that has attracted more users, not only in United States, but all over the world. Daily Facebook connects over 699 million users, based on Facebook statistics. An article in *Time Magazine* of December 2010 reviews the statistics saying that "if Facebook were a country it would be the third largest, behind only China and India."

However, in the beginning, the purpose of Facebook was to connect Harvard's students, but after some time it rapidly spread to include high-school students,

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[1] Due to the use of on-line sources that usually do not include or have different pagination, there are studies without page numbers.

professionals, and then everyone (Gregori, Baltar 2013, 133). Individuals create online communities of friends by linking to each other. According to Facebook's quarterly earnings report as of March 2013, Facebook had 1.11 billion users worldwide sharing their interests and personal information. These users share public information or send private messages employing a number of features such as notes (blog), chat, joining fan pages, starting groups, posting statuses, and writing on other's walls (Ajami 2012, 9). Through these activities users develop their self-concept and affiliate identities to create an image and to produce their own spotlight through a "micro – celebrity experience on Facebook" (Pugh 2010, 15).

As the access to the Internet is obtainable through a growing number of means like Blackberry, iPad, iPhone, ubiquity, even free wi-fi; the number of SNS users is increasing too (Raalte et al. 2011). According to a report of eMarketer nearly one in four people worldwide will use SNS in 2013. Research specialist of Pew Internet & American Life Project, Kathryn Zickuhr, says that "SNS becomes a significant part of mainstream online life and most users seem to view the service positively on the whole." The number of Facebook users is almost tripled for the past three years from 400 million as of February 2010 to 1.11 billion as of March 2013, according to Facebook's quarterly earnings report. A steady increase of SNS including Facebook users suggests that these applications have quickly become integrated into our relationships and our social and cultural lives.

Not only has Facebook increased in the number of users, but the amount of time each user spends on the site has grown also. In 2006, the typical user spent 20 minutes a day on the site (Cassidy 2006). A study of college students' experience on Facebook, in

2009, presented that the use of Facebook increased to 30 minutes per day (Pempek, Yermolayeva, and Calvert 2009, 236; Ross et al. 2009, 579). The majority of users spent their time just lurking others' posts rather than posting, and content and interactions on Facebook tended to be with people whom the user had a pre-established off-line relationship (Pempek, Yermolayeva, and Calvert 2009, 235). Around the world, Facebook users actively share links, create event invites, tag photos, upload photos, make comments, update statuses, wall posts, add new friends, and send private messages at least 1 million times during a span of twenty minutes (Raalte et al. 2011, 7). Facebook is quickly becoming part of daily routine (Pempek, Yermolayeva, and Calvert 2009, 227).

There is not much research conducted on relationship matters and yet, the primary function of Facebook is to communicate within and maintain relationships (Raalte et al. 2011, 7). Users can interact with each other by sending private messages. Those who are friends in Facebook may post public messages on each other's walls, which are personal message boards posting their profiles. Communication may also occur in groups. Offline social interactions can be facilitated through Facebook event invitations or by online notifications for meetings, parties, and other gatherings (Pempek, Yermolayeva, and Calvert 2009, 230). Lampet and others in their study of over 2000 users compared the ways they build and maintain relationships in Facebook: social searching – use of the site to investigate specific people with whom users share an offline connection to learn more about them and social browsing – use of the site to find people or groups online with whom they would want to connect, sometimes with the aim of offline interaction. These terms include Facebook features that support both searching for specific users and browsing. Findings suggest that a large portion of users employ Facebook for

maintaining relationships with users and meet offline rather to use website to initiate new connections (Lampet, Ellison, and Steinfield 2006, 168-169). In contrast Parks and Floyd reported that one-third of their respondents after online contact met their online correspondents face-to-face. They write, "These findings imply that relationships that begin online rarely stay there" (Parks and Floyd 1996, 92). Although both studies strongly support their findings, there is little empirical research that addresses whether members use SNSs to maintain existing ties or to form new ones.

Even though there are many discussions regarding the purposes of SNS use, researchers have started to explore the possibilities that SNS has for building the social capital of users (Steinfield, Ellison, and Lampe 2008, 436). According to Lin, social capital is an elastic form of relationships that brings benefits to users in communication with others (1999, 28-29). Donath and Boyd hypothesized that social network sites could increase the number of weak ties users might be able to maintain because their affordances are well-suited to maintain these ties cheaply and easily (2004, 80). In particular, bridging social capital which is a loose connection between individuals, might be augmented by social network sites like Facebook because they enable users to create and maintain larger, more diffuse network of relationships from which they could potentially draw resources (Steinfield, Ellison, and Lampe 2008). In support of Donath and Boyd's study, Burke with his colleagues found that when the use of SNS increases so does social capital (Burke, Marlow, and Lento 2010). Ellison and others in their study of over 250 students assessed the level of bridging and bonding social capitals (Ellison, Steinfield, and Lampe 2007). A relatively high number of friends suggest that they had a larger network but less intimate relationships. Moreover, researchers found that

participants who are active users of Facebook feel a higher level of social capital. Therefore, the relationship between Facebook use and bridging social capital is greater for low self-esteem students than for high-esteem students (Ellison, Steinfield, and Lampe 2007).

Lastly, one of the features that has made Facebook different from other SNS is the way in which it managed privacy (Boyd and Hargittai 2010, 2). Compared with other SNS Facebook does not allow viewing an individual's profile without accessing to the website. However, in December of 2009, Facebook's founder Mark Zuckerberg told a live audience: "People have really gotten comfortable not only sharing more information and different kinds, but more openly and with more people. That social norm is just something that has evolved over time" (Kirkpatrick 2010, 03:11-03:20). As a result many people claim to be concerned about privacy in Facebook. However, Facebook still follows the rules set by The Children's Online Privacy Protection Act (COPPA) that obligates all social websites to ban the registration of candidates under the age 13. In the Facebook's Statements of Rights and Responsibilities, it is written that "you will not use Facebook if you are under 13."

As indicated on the Facebook.com web site, Mark Zuckerberg presented a so-called rough plan of connecting 5 billion people, which means that Facebook is not stopping. Constant development of Facebook results in continuous increase of the users. The heterogeneous nature of Facebook and the diversity of users keep the website on top. Surely, Facebook will continue its business to attract more and more users by creating new applications for convenient use and new ways of communication.

Motives of Adolescents' Social Network Sites Usage

SNS such as MySpace and Facebook are web-based services that allow individuals to construct public or semi-public profiles, connect with other people, view and traverse the list of connections and those made by others within the system (Baker and White 2011, 395). According to ComScore marketing research, SNS is growing exponentially in popularity worldwide. Therefore, the motives associated with SNS that attract the public to join it are new opportunities for self-expression, sociability, community engagement, creativity, exploring new literacy, exploring own identity, and anonymity (Lenhart, Rainie, and Lewis 2001, 10; Baker and White 2011, 395).

To align with the others, according to Goffman, is to begin self-presentation (Goffman 1959, 4). Individuals give and give off expressions that are often more theatrical, contextual, and often non-verbal and are translated into the impressions perceived by an audience. Goffman limited his discussion to face-to-face interaction. However, the creation of new media like the Internet has blurred traditional boundaries. Enthusiasts of the Internet insist that it provides a place where individuals can interact without traditional boundaries (Walker 2000, 99-100). During face-to-face communication it is essential to be present physically, but with the existence of the Internet and online communities the person can move unfettered lacking any core or essence. Further, it allows individuals to present a multi-mediated self-image, using audio and video components, along with text. Researchers have measured self-presentation through an individual's use of many online tools, through identifying users' motives for hosting a personal profile, interactivity, and vividness (Boyle and Johnson 2010; Papacharissi 2002). The study was conducted with selected school students to find the

purpose of self-expression in Facebook: 53.5% used Facebook to increase their visual familiarity; 45% used Facebook to be known more easily among people; 53.4% used it to have more information about them; 33.8% used it to establish romantic relationships; 42% used it to create and to present other information about their special interests; 43.3% used it to provide self-expression; to create nice impression about them in people's minds (40%); and to present their characteristics and hobbies (46%) (Dogruer, Menevis, and Eyyam 2011, 2644). In summary, Ryan and Xenos (2011, 1659) state that Facebook encourages users to engage in self-promoting and superficial behavior through posting photos and writing status updates.

Presentation of self to the public is involved in the development of self and assists individuals to internalize social approval (Goffman 1959, 1). In SNS, social approval happens through the involvement in many different discussions, profile construction, uploads, and creation of friendships. When people exchange information, sharing is not simply for self-gratification, but in order to engage the other person to share in return which leads to relationships (Boyd and Heer 2006). Thus, a simple uploaded picture can draw the attention of users. Followed thumbs ups, comments, or friend requests are signals about social approval and engagement into a particular community.

Another motive that draws youth to SNS is flirting. According to the study of Pew Internet Research there were 29% reported boys compared to 19% girls. Mostly, it is boys who are fond of using SNS because they find it easier to talk to girls there (Lenhart and Madden 2007, 6). In these, "networked public" youth meet others, make relationships and break up (Ito et al. 2010, 122). Since communicating online does not really require an immediate response, it means that one has enough time to think of the best solution for a

reply or even ask others' help (Delise 2009, 10). The plethora of publicly accessible information of what adolescents are interested in can provide one's interests, likes and dislikes, friendship circles, and online behavior. That can further facilitate courting.

Other researchers discovered other motives that draw adolescents to social media. Valkenburg and others in an early study revealed that the motives that draw adolescents to the Internet were the desire to overcome shyness, facilitation of the formation of relationships, and reactions of others to them (Valkenburg, Schouten, and Peter 2005). Adolescents who felt loneliness and social anxiety significantly more often used SNS to experiment with their identities than non-lonely adolescents (Valkenburg and Peter 2008, 226). Kraut and others (1998) also found links between Internet use and loneliness and depression. This means that people who were less satisfied with the quality of the social interaction in their own lives could think of the Internet as being more important to them. The trigger for it may be the nature of the medium, which bypasses physical appearance and lack of visual contact. Valerie Barker expanded this thought by saying that adolescents who turned to SNS were the ones who felt less secure in face-to-face interaction, were disconnected from their peer group, felt isolated, and exhibited negative collective self-esteem (2009, 212).

Lastly, for many teens SNS becomes the place where they can flee from the rules and norms set in homes by adults. Parental power over children unwittingly creates the environment that forces teens to go to the virtual world. For instance, modern society has a very peculiar relationship to adolescents and children in general. They simultaneously idealize and demonize adolescents; adults fear teens but they also seek to protect them (Boyd 2007, 18-19). On one hand, there have been laws that restrain teens. On the other

hand, parents restrict their teenage children from hanging out in public places for fear of predators, drug dealers, and gangs. Therefore, adolescents have a very limited access to public spaces and as a result they turn to cyber space.

> My [guardian] is really strict so if I get to go anywhere, it's a big miracle. So I talk to people on MySpace... I know she means well, I know she doesn't want me to mess up. But sometimes you need to mess up to figure out that you're doing it wrong. You need mistakes to know where you're going. You need to figure things out for yourself. – Traviesa, 15 (Boyd 2007, 19)

Many adults believe that restrictions are necessary to protect their children from the risks of society or prevent problematic behavior. However, restrictions for adolescents to participate in public life make it difficult for them to be socialized into society. Making mistakes and testing limits are fundamental parts of youth development (Boyd 2007, 19).

These Facebook studies explain motivations that predict general use of the site. It can be said that social networking has clearly become an integral part of teenage life. The number of SNS users amongst adolescents constantly grows (Dutton and Blank 2011, 15). Some adolescents use SNS for self-expression, some might use it for sociability, some might use it for identity exploration, some might use it for self-acceptance and others for improving their lives.

Adolescents' Personal Identity in the Light of Social Network Site Usage

Identity is the term that has been used in many different contexts and for many different purposes (Buckingham 2008, 1). There are diverse assumptions about identity, and about its relevance with the digital life of adolescents. Identity may be national, gender, or cultural but this study deals only with personal identity.

According to Erikson, identity is a constantly developing unit, providing a sense of continuity within the self and in interaction with others (self-sameness) as well as a frame to differentiate between self and others (uniqueness), which allows the individual to function autonomously from others (Erikson 1959, 23; Goth et al. 2012). Therefore, he considers adolescence as a critical period of identity formation where individuals overcome uncertainty, become more self-aware of their strengths and weaknesses, and become more confident in their own uniqueness (Buckingham 2008, 2). Adolescents must undergo identity crisis where they address key questions about their values and ideals, their future occupation or career. As the result, a stable identity plays a role in self-esteem, a realistic appraisal of self and other, and insight into the effect one has on another (Kernberg, Weiner, and Bardenstein 2000, 40).

In contrast, identity disorder can lead to different experience. It causes the individual to seriously question one's view of oneself and the perceived view of others. Consequently, individuals who experience extreme doubt regarding the meaning and purpose of their existence, feel the sense of loss and confusion. Due to changing physical, cognitive, and social factors, nearly all adolescents experience some forms of role confusion (Sokol 2009, 143-144).

Self-identity development is particularly pertinent to teenagers as they experience possibly the most critical life transition, from child to adult. Adolescents are continually immersed in identity construction and carving out their emerging role in society. Thus, for identity-seeking teens, frequent and extended social contact with peer groups and other referent groups is essential (Doster 2013, 268).

Given this context, Facebook appears to provide social interaction in a virtual environment which adolescents seek. Communication here is facilitated through information posted in the profile that provides one's identity. Pempek and others presented the ways through which individuals express their identity on Facebook. They revealed that in most cases students posted media preferences such as favorite movies, books, and music as a way to express identity. Identity was also expressed through religion, political views, and work (Pempek, Yermolayeva, and Calvert 2009, 233). Viewing one another's profiles and communicating through various applications give ways to fulfill the need for friendship and peer feedback (Pempek, Yermolayeva, and Calvert 2009, 229). A study of Dutch SNS members aging 10-19 found that feedback of SNS friends plays a significant role in the development of users' self-esteem. Seventy eight percent of adolescents received either always or predominantly positive feedback on their profiles. Evidently, positive feedback related to positive self-esteem and vice versa where negative feedback affects identity negatively (Valkenburg, Peter, and Schouten 2006, 589). Therefore, findings suggest that SNS was used for collecting peer opinions about themselves, which may consequently influence identity formation.

Despite the fact that Facebook by its nature is an American creation, it is in great demand amongst Filipinos. According to the most recent global study of Taylor Nelson Sofres (TNS) there are about 11 million Filipinos who access the Internet daily (Tuazon 2011). On average, Filipinos spent about 2.8 hours a week, having 171 connections. In contrast, the world average number of connections was about 120 friends as of May 2011. *24/7 Wall St.* announced that Facebook became the country's most popular website and The Philippines has been named "The Social Networking Capital of the World" with

a penetration of 93.9% (Stockdale and McIntyre 2011, 3). Based on the statistic data of Yahoo and Nielson Net Index Highlights report of 2011, 53% of total Internet users in the Philippines were in the youngest group, aged 10 to 19; the highest number of these users belonged to A, B, and C socio-economic classes and lived in the Metro Manila area.

In the Philippines access to the Internet relates to the family status. The Philippines has five major socio-economic classes: A, B, C, D, and E (Villanueva 2003, 45). Each class has different economic potentials. For instance, people who belong to class E can afford only a radio; class D families own a TV and a radio; class C households own a radio, TV, stereo and video cassette recorder; and class A and B own all devices listed above plus a computer (Villanueva 2003, 45). The survey published by Internet World Stats revealed that the greatest number of Internet users in the Philippines, in 2004, belonged to the classes A, B, and C. However, despite the absence of digital devices in the homes of the adolescents belonging to lower classes, they still find access to the Internet in so-called Internet cafes that are in most main cities and enable access to SNS for a minimum fee per hour (Gatchalian-Badilla 2007, 75). Therefore, Coca-Cola Company's survey of adolescents aged 12-19 from around the world portrayed the identity of Filipino youth as a generation of "mediavores", which means they have an addiction to the new media (Villanueva 2003, 46).

As to social connections, the Internet serves to maintain and keep up relationships with family members and friends. However, according to Asian Institute of Journalism and Communication, aside from keeping in touch with a close circle of people, SNS allows a person to build virtual relationships with strangers forming weak ties, which provide less social support than real relationships with family and friends (2007, 6).

Hence, one of the obvious consequences of the use of SNS is the development of biculturalism. It means that in addition to their local identity, young people develop a global identity that gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles, and information that are part of the global culture (Arnett 2005, 23). It happens by sharing similar values, characteristics, interests, and so forth (Shafie, Nayan, and Osman 2012, 135). Fairly, SNS can be considered as a new world with its own rules and regulations. The more adolescents spend time there, the more they become exposed to the new virtual world; therefore, the more they become bicultural.

As to inner characteristics, high self-esteem is one of the many adaptive characteristics of the Filipino youth (Puyat 2005, 193). The study of Watkins and Astilla clarified that the level of self-esteem in Filipino youth depends on the occupational family status; youth with high self-esteem had a greater proportion of better educated fathers and mothers and of high occupational family status (1979, 213). However, the difference of this study is the Facebook that might bring new findings.

Media in general and the Internet with its features in particular have occupied people of all ages. For some it became a job, for others it became a place hang out. For adolescents who are the main subject of this study it is yet to find out what new media are and their influence.

Synthesis

Based on the literature review, the findings about Facebook and its influence on individuals' identity illustrate several characteristics. Firstly, Facebook provides an avenue for users to stay connected with their relatives and friends. Secondly, the studies

done on Facebook showed that users, especially adolescents, can use Facebook for one's personal development.

Findings presented in this chapter illustrate the reasons why adolescents use Facebook, what activities they prefer to do and how the usage of Facebook influences them. Findings suggest that large portions of users use Facebook for maintaining relationships (Lampe, Ellison, and Steinfield 2006, 168-169). They also use Facebook for development of self and for gaining social approval by engaging themselves in different discussions, profile construction, uploads, and just making friendships (Boyd and Heer 2006).

With regard to Filipino adolescent identity formation in Facebook, there is a lack of studies targeting particular themes. From the research findings that are in use, it is said that the greater number of SNS users are from Metro Manila area where the researcher conducted the study. However, findings of studies abroad show that adolescent development of personal identity happens through self-esteem (Barker 2009, 212) and relationships (Lampe, Ellison, and Steinfield 2006, 168-169).

Thus, this study combines findings of global and local literature in order to build a comprehensive study. A variety of foreign studies listed in this chapter assisted this research with techniques and methods in order to identify how Facebook influences adolescents' personal identity. With regard to local studies, there is the lack of Filipino findings regarding Facebook and its influence on personal identity, therefore this study with the support of global literature is focused on the construction of personal identity of Filipino adolescents.

CHAPTER III

RESEARCH METHODS AND PROCEDURES

This case study sought to find out how Facebook influences the personal identity construction of adolescents. The study employed in-depth interviews, observations of the prior three months of the participants' activities on Facebook, and a focus group discussion of selected adolescents from Greenhills Christian Fellowship-International Christian School in Ortigas, Metro Manila.

Method of the Study

To describe how Facebook influenced adolescents' personal identities, this case study employs in-depth interviews (See Appendix C), participant observations (See Appendix D), and focus groups (See Appendix E). In-depth interviews were guided through semi-structured questions. The goal of the interview was to find out to what extent Facebook influenced the personal identity of adolescents. After interviewing them, the researcher began observations of their Facebook activities. Observations covered the period from September 2013 till November 2013 of participants' activity in Facebook by using the timeline function generated by Facebook. Lastly, after analyzing the observations, the focus group discussion was conducted in order to validate and confirm the reliability of the data. The researcher assured that the three data-gathering instruments formed a balanced study.

Source of Data

The data was generated through an in-depth interview with each participant, 13-17 years old. The questions were designed to reveal participants' behavior and activities in Facebook. Secondly, the data was generated through participant observation of three months of their activity on Facebook for a period of September-November 2013. Lastly, a focus group discussion was conducted to gather data for questions that were left unclear. All these procedures were made in three months starting from November 2013 till January 2014.

Nature of Sample

The data for this research were gathered from the adolescents. This study selected 5 participants to achieve saturation and prevent repetition of data. Participants were selected purposively based on the following criteria: first, from International Christian School situated in Ortigas, Metro Manila; second, 13-17 years old; third, from the families of A and B socio-economical classes; fourth, own a Facebook account; fifth, with sufficient level of English language to participate in this study. Both male and female gender adolescents were able to participate in this study. Participants were chosen regardless of their religious backgrounds.

Research-Gathering Procedures

To start the procedure, the researcher identified participants for the study with the assistance of the employer of GCF-ICS. The participants were chosen purposively according to the scopes and delimitations of the study. Next, the researcher sent the informed consent statement to the participants and their parents (See Appendix A). The

reason for sending letters to parents was that participants were still minors. After receiving permission from the parents and the participants the researcher began the data gathering procedures, which were interviews, observations, and a focus group discussion.

The interview was guided through semi-structured interview guides. The semi-structured interview was carefully designed to not control the dialogues (See Appendix C). It was conducted in a face-to-face setting individually with each of the five participants. Therefore, the researcher visited them in their homes, schools, and places conducive for meeting where they felt free to talk about the subject. The interview was conducted using the English language. Due to their everyday exposure to English at school as the school's curriculum required using English, participants did not have any discomfort and hesitation of expressing themselves employing the English language. While interviewing, the researcher used a digital voice recorder in order to ensure more accurate information.

To facilitate observations, the researcher used the Facebook social network used by the participants. The first step was rapport building with participants. In order to do so, the researcher sent a friend request on the Facebook website. After they confirmed the friend request, the researcher added them to the list of close friends that allowed the researcher to easily find them among other Facebook friends. Friendship on Facebook gave access to the previous three months Facebook activities starting from September 2013 till November 2013 through the timeline function. Items that the researcher intended to observe were wall posts, comments, likes, and other participant involvement (See Appendix D). However, due to the semi-private nature of the Facebook, the researcher did not have access to their private in-box chat room and to the activities

participants did on the Facebook walls of their friends. Another factor that was worth to mention was that sometimes participants used Filipino or mix of English and Filipino languages that is considered as a second language for the researcher. Therefore, the statements written in these languages were not considered. However, due to their everyday exposure to English most of the posts were written in English. The observation of these things helped the researcher to assess the participants' online behavior and justify the statements they made during face-to-face interviews. Also the observation assisted the follow-up focus group discussion. A focus group discussion was the last procedure that helped to clarify data from observations and in-depth interviews. The researcher video recorded the focus group discussion. However, based on the *Informed Consent Statement* the transcriptions and other audio and video data can be displayed to limited group of people such as a thesis advisor, members of the panel board, and the researcher for the sake of the participants' security as they were minors.

Data-Gathering Instruments

Data was gathered through interviews with a high degree of flexibility, participant and non-participant observations, and a focus group. The goal of the interview was to find out to what extent Facebook influences personal identity of Filipino adolescents. It use protocols of semi-structured questions that were derived from the similar study *Self-Presentation and Gender on MySpace* (Manago et al. 2008, 446-458). The questions were used with the approval of Patricia Greenfield, co-author of that study (See Appendix B). The questions were aimed to find answers to the main problem and encourage discussion. The discussions were in English so that it was not an obstacle for gathering necessary information for this study (See Appendix C). For the observation, the goal was

to observe adolescents' online behavior, frequency of participation, and preferences while in Facebook (See Appendix D). The criteria that observations followed were constructed in accordance to the interview questions. The researcher aimed to observe the period of September 2013-November 2013 of the participants' Facebook activities. Facebook's timeline function greatly helped to accomplish this goal. Lastly, the focus group discussion included all participants. The questions were flexible and employed clarification questions based on the results of the face-to-face interview and observations (See Appendix E).

The protocol was carefully and strategically constructed to capture the essence of the problem. The focus group allowed participants to freely share their stories. The protocol was a guide for dialogues to focus on the purpose of the research. All interviews were audio and video recorded and transcribed and could be displayed to a certain group of people involved in evaluation of this study.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA[2]

This chapter presents the collected data and the analysis of the case study of five

Filipino adolescents and their construction of personal identity through the use of

Facebook. Data gathering tools of this study are the in-depth interview, the observation of

the participants' activities on Facebook for the previous three months from September to

November of 2013, and the focus group interview. Five categories were employed as a

guide: 1) adolescents' general information; 2) adolescents' perception of Facebook; 3)

adolescents' motives to use Facebook; 4) the use of Facebook by adolescents; and 5) the

influence of Facebook on the personal identity of adolescents.

Demographic Information

This study examined 5 Filipino adolescents. They were 13-16 years old and

students of Greenhills Christian Fellowship-International Christian School (hereafter

GCF-ICS). Four of the participants were male and one female (See Table 1).

Participants' Age

According to the Statements of Rights and Responsibilities of Facebook all users

below 13 are not allowed to register a Facebook account. Thus, Alex was 14, Jeff and

Tom were 16, and James and Anne were 13. However, when asking how old they were

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[2] Names appeared in this study are all pseudonymous.

when they created Facebook account the results revealed that all five participants were younger than the Facebook age regulation. They admitted that they falsified their age in order to create a Facebook account. Jeff shared that he created his Facebook account when he was around 12 years old looking at his peers who suggested to him to falsify the age. Furthermore, he did it ignoring his parents' restriction.

Educational Level of the Participants

Participants of this study were high school students of Greenhills Christian Fellowship-International Christian School. Even though they were from different grades, they knew each other and were Facebook friends with each other.

Gender

This study examined 5 Filipino adolescents: four males and one female. After comparing the data, results showed no influence of the gender difference on use of Facebook between male and female users. Both have used the same features of Facebook and even spent similar amount of time on it.

Table 1. Summary of Participants' Demographic Profile.

Name	Age	Educational level	Gender
Alex	14	Grade 9	Male
Jeff	16	High School, 4th year	Male
Tom	16	High School, 3rd year	Male
James	13	Grade 9	Male
Anne	13	Grade 9	Female

Participants' Perception of Facebook

The study aimed to understand the influence of Facebook on the personal identity

of adolescents. Thus the researcher found it crucial to study the participants' perception

of Facebook. All of them had used Facebook based on their immediate needs that

accumulated in desire to ascertain their true self. Their ways of using it were all unique

and indicated their perception of Facebook. The analysis of their practices assisted the

research to understand the influence of Facebook use on participants.

ALEX

On Alex's Facebook page many different things could be found such as the status

of every day encounters, class reflections, and personal statements. All these posts had

one thing in common: he expressed his personal opinions and emotions. So Facebook

provided a platform for him to share things that he would never say face-to-face (See

Figure 2).

ALEX
November 14, 2013

A true friend will run the streets for you, and allow ice cream to drip all over his arms just so you could eat it.

Please wait for the friend before you go anywhere else. Otherwise, it's a wasted effort :((

Alyssa Zaye Lara, Steff Menor, Aaron Ocampo and Maria Anissa Nuqui Eugenio like this.
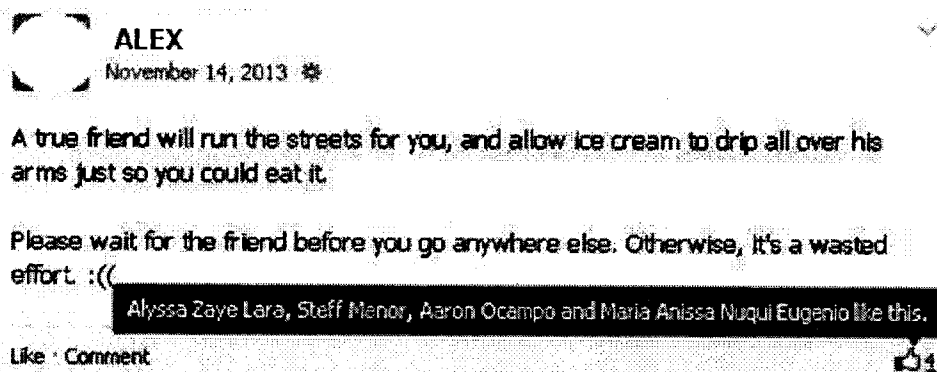
Like · Comment

Figure 2. Alex Expressed His Sadness.

Alex expressed his sadness and frustration through this post. He felt being left behind and

used Facebook to let his friends know who was a true friend. His message carried the

meaning that he as a friend could do anything for his friends. The researcher has observed

a number of similar posts that articulated Alex's true feelings that portrayed his perception about Facebook as an avenue to express himself.

JEFF

Jeff viewed Facebook as the most convenient medium among all other SNS. He commented, "Facebook is unique, it's cool, it's quick, through Facebook I can communicate with people." His Facebook wall contained useful information for the support of this study. There were numerous wall-posts, comments, pictures, videos, and liked things. Through these activities Jeff expressed his thoughts, opinions, and feelings (See Figure 3).

JEFF
September 24, 2013 · Edited

Tuesdays just aren't 'okay' days for me. These are also the days wherein I require high doses of sugar to survive it.

8D

Izel Guevarra, Dani Riveral, Elise Danielle Garcia and William Jr Rosmarino like this.

Like · Comment · Share
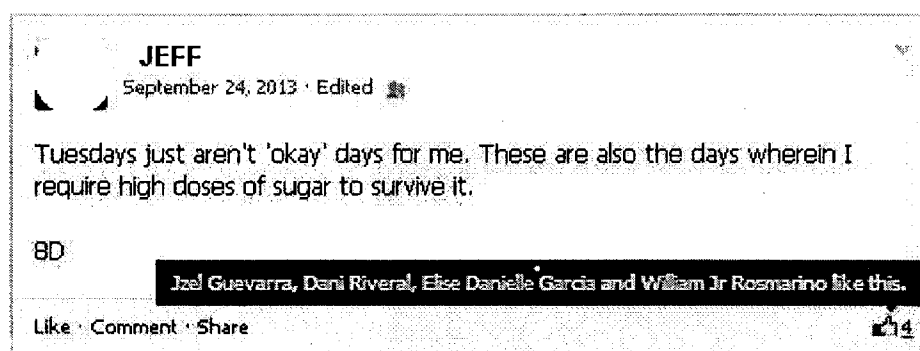
Figure 3. Jeff Expressed His Opinion.

Wall-posts and comments were mostly about his personal life and things he encountered every day. In the focus group interview Jeff said, "basically Facebook is the story of my life." Boyd and Heer (2006) stated that behavior in Facebook like Jeff's was a sign that a person looked for social approval. The social approval was a part of what Jeff sought through Facebook therefore he perceived Facebook as a stage where he was a main character.

TOM

Tom, during the interview, said that Facebook kept him updated on news, events, and his anime. He added that the reason he accessed Facebook was only for checking

notifications. Thus, Tom's Facebook account supported his statement (See Figure 4).

Once Tom liked any of those anime pages, he was notified automatically if any activity

occurred in one of them.

Figure 4. Tom's Facebook Like Page.

Previous three months of Tom's Facebook activity were filled with different anime pages

that he liked. There was no single wall-post or comment, but only external links of anime

games tied to Facebook (See Figure 5).
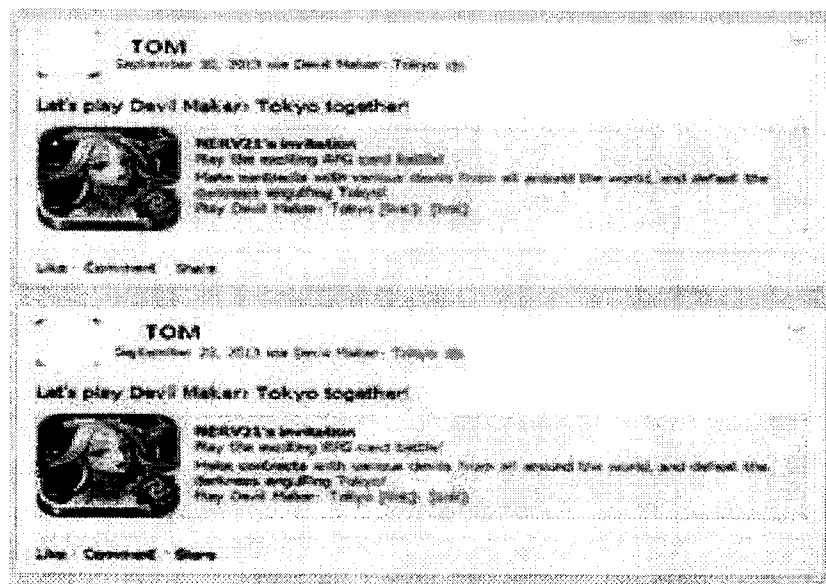
Figure 5. Game Link Posted on Tom's Facebook Wall.

During the focus group interview Tom said that Facebook helped him to stay updated. He

was interested in anime and most of his time he spent searching and studying anime

pages. Tom perceived Facebook as a website that kept him updated about anime.

JAMES

The use of Facebook was defined by the way users perceived Facebook. James

described himself on Facebook: "I love making new friends, I am always happy and I

love anime." Hence, the way he perceived Facebook was to make friendship. During the

interview he also mentioned that he often logged in Facebook to check what his friends

were up to.

James also wrote that he was fond of anime. As an evidence of it there was an anime

character on the profile picture (See Figure 6). It was also a way for him to get new

friends who liked the same anime or anime in general. Through these two seemingly

different activities – making new friends and interest in anime - James attempted to gain

recognition and acceptance among his peers that identified his perception of Facebook as

a place to build relationships.

Figure 6. Facebook Profile Picture of James.

ANNE

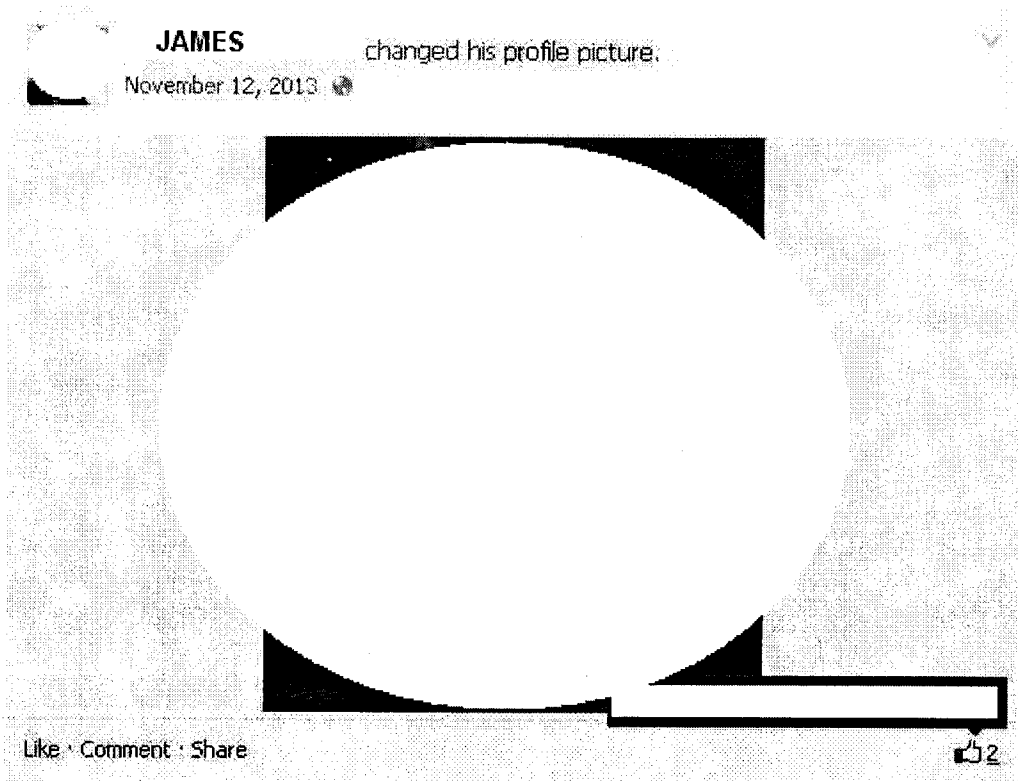Facebook helped Anne to stay connected with her relatives and friends and be notified about anything that happened with them through the posts on their Facebook walls. She was the second after Jeff who had a long list of relatives using Facebook. Anne's personal pictures have clearly showed who were her best friends as they often appeared together (See Figure 7).
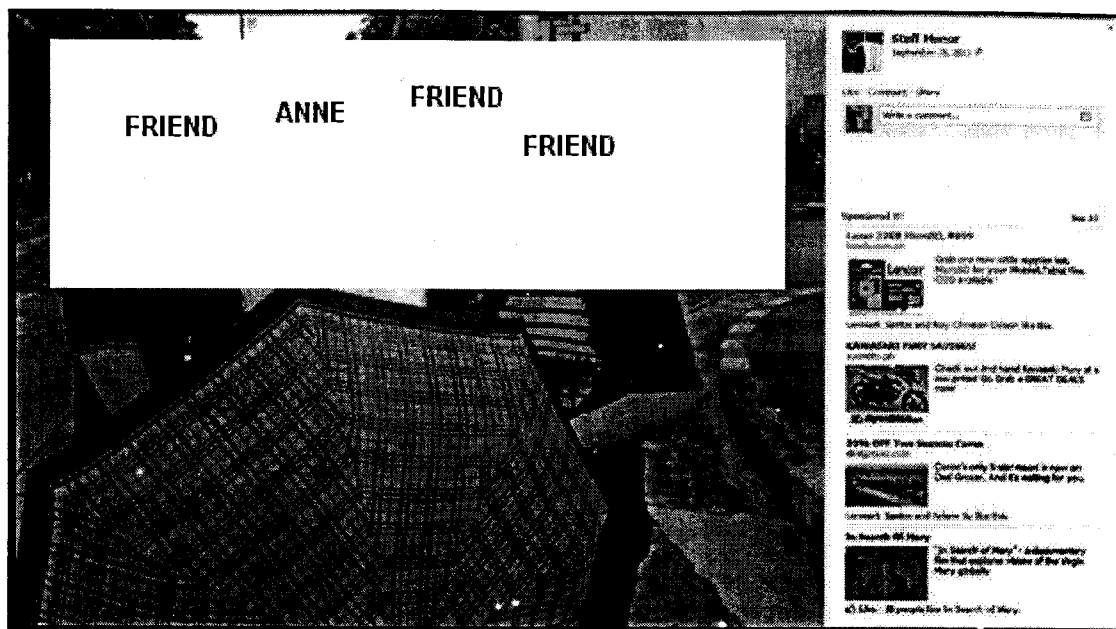
Figure 7. Close Friends of Anne.

These images revealed that Anne stayed connected with her friends most of the time. Her reply during the interviews, "I use it for friends' communication and with other relatives that are like in other countries," supported her Facebook activity. Therefore, both connections with her relatives and the friends contributed to the analysis that she perceived Facebook as a communication tool to reach out her relatives and close friends.

The use of Facebook was deeply related to participants' immediate needs such as being noticed by peers and staying connected to them. Hence, based on their needs participants began forming their perception of Facebook as a communication tool to reach out distant friends, a searching tool for anime, an avenue to express own opinions, a place to promote oneself, and a place to build relationships. Further, their perception of Facebook identified their use of it which, according to the conceptual framework, contributed to their personal identity.

Table 2. Summary of Participants' Perception of Facebook

Name	Perception
Alex	An avenue to express himself.
Jeff	A stage where he was a main character.
Tom	An updating website about anime.
James	A place to build relationships.
Anne	A communication medium.

Participants' Motives to Use Facebook

Dogruer and others (2011, 2644) stated, motives that attract adolescents to Facebook were to increase their visual familiarity, to be known more easily among people, to have more information about themselves, to establish romantic relationships, to create and to present other information about their special interests, to provide self-expression, to create nice impression about them in people's minds, and to present their characteristics and hobbies. All three research instruments such as interviews, observations, and focus group were applied in this study to find the motives of five Filipino adolescents. Consequently, they showed different results but these ostensibly different results complemented each other for deeper understanding of their motives using Facebook.

ALEX

Everyday use of Facebook allowed Alex to stay connected with his peers. Features such as wall-posts, like buttons, comments, and in-box chat were tools to reach out friends online. Even though they were separated physically, through Facebook, as Alex explained, "I can keep in touch with them."

Alex compared to other participants like James, or Anne was a more active user of public features of Facebook. If Anne mostly used visual uploads and James preferred

to like Facebook pages, Alex uploaded public wall-posts about his everyday life. Figure 8

is one of these examples.
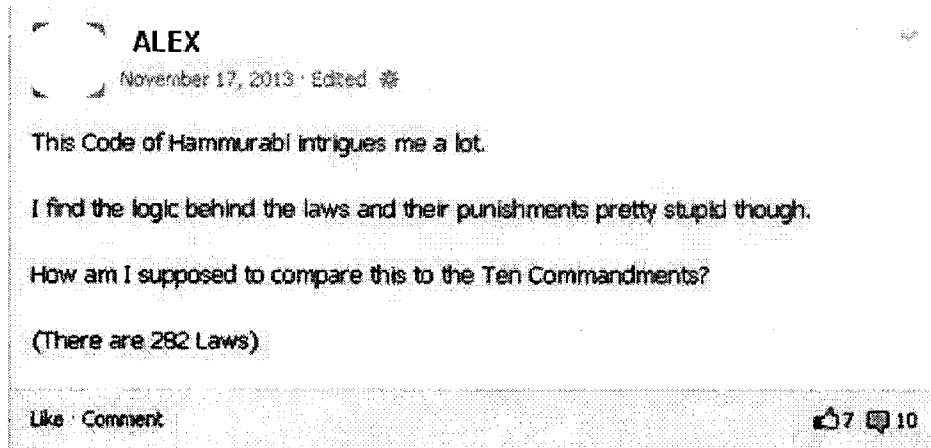
Figure 8. Post about the Assignment.

Alex's wall-post got seven like buttons and ten comments (See Figure 8). Alex expressed

his opinion about the assignment given at school. The like buttons clicked on this post

manifested support of his classmates who encountered similar level of difficulty as Alex

did. On this post there were also ten comments which meant that his classmates decided

to go further than simply clicking like button to discuss the school assignment.

These comments and like buttons made Alex feel appreciated. Such posts made

Alex feel that he contributed to the online community and consequently his feeling of

belonging to it increased. It was done in order to stay connected to them and evaluate

himself through his peers' opinions.

JEFF

Looking at Jeff's case, he communicated with the online community on Facebook

through multiple visual and written wall-posts.

> I like posting statuses and pictures sometimes of myself. And then some of
> them would say, "Hey you look nice here." And then some would say,
> "Stop it! This is too much already!" And I was like, yeah I know I just felt

like it and stuff like that. But then, you know you can't really stop it. It's like involuntary, suddenly... I can choose to or not but it's fun might as well do it...I felt there were times when people would post that I was so vain because I've posting pictures of myself, and then they will be like "stop it!" and I will just like "I can't stop it, I like it!...And then, motivation, it motivated me, what motivates me? Well, I sometimes honestly, I want to get the likes also when I comment. It will be like "o thanks, you're so kind."

Jeff was the most active Facebook user among other participants. Through his every day activities Jeff was unconsciously engaged in self-promotion, which further became his motive of using Facebook. He changed his status messages on Facebook wall four times a day sharing about different experiences. It implied about his desire to share what happened with him. His picture in Figure 9 was just one of the examples of Jeff's every day events.
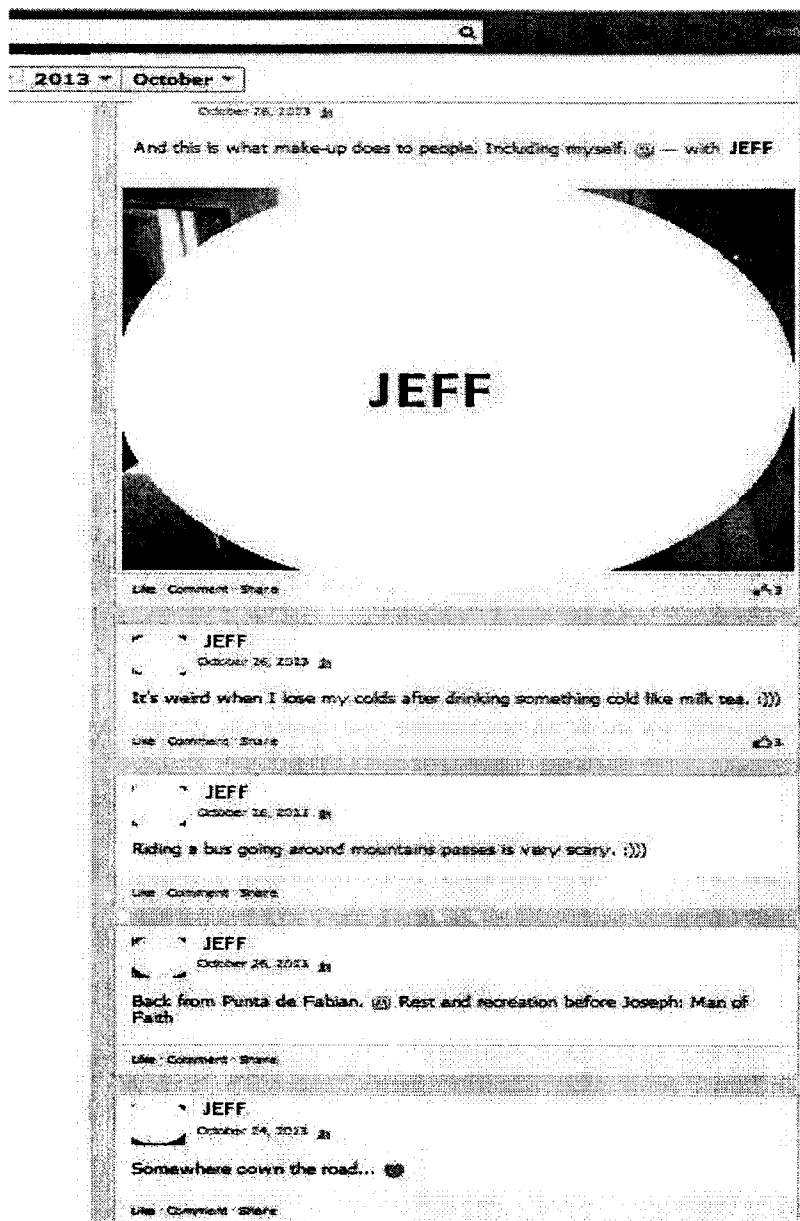
Figure 9. Jeff's Facebook Wall with Multiple Uploads a Day.

Background of this picture was Jeff in a dressing room before the performance. This

picture and the previous status updates got three like buttons each and it was in line with

his response that he liked to get attention.

TOM

An exceptional segment among other respondents was Tom. The observation of his Facebook activities showed over two hundred liked anime pages, over a hundred of watched anime, Facebook groups he entered, and other things on anime style.

Figure 10. Pages Tom Liked during October.

During the focus group interview to the question what motivated Tom to use Facebook, he replied, "My motivation is only one thing. That's it. Nothing else, nothing else, nothing else." Saying this Tom meant anime. He searched anime in Facebook and put like buttons. Doing so, these anime automatically went to his like archive on Facebook where he easily could find them next time. According to the findings of Pempek and others (2009, 233), Tom expressed his identity through all these liked anime related pages. So, for Tom the richness of Facebook with anime was the only motivating thing that drew him there. Tom used Facebook to satisfy his interests.

JAMES

In the description about himself James wrote that he liked to make new friends.

About JAMES

I love making new friends, I am always happy and I love anime

Figure 11. About James.

Doster (2013, 268) stated that for identity-seeking teens, frequent and extended social contact with peer groups and other referent groups is essential. James sought these relationships through activities in in-box chat and pages he liked. Also, notifications assisted James to stay connected to the particular group of users who followed these pages. In the interview he said, "I know what they like, what they want to talk about so I could make more friends." Notifications allowed him to stay in tune with the peers and assisted in making friendship and creating nice impression about him in his peers' minds. James' main motives to use Facebook were to meet more friends with the same interests and to create nice impression about him in his friends' minds.

ANNE

Facebook provided different types of activities for its users employing varieties of features. In Anne's case her wall consisted more of visual messages rather than written ones.
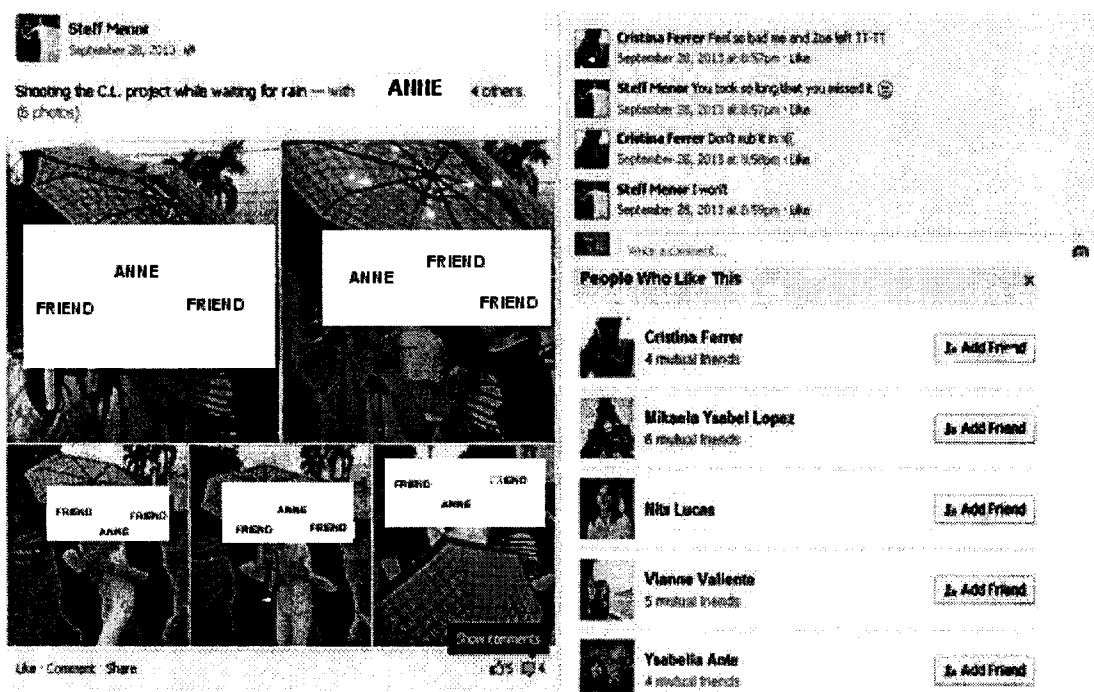

Figure 12. Facebook Wall of Anne.

One of the reasons she preferred pictures to words was that visual messages were accepted more positively and conveyed non-offensive messages unlike words. Her mother reminded her every time about being careful with public statuses, Anne shared during the interview. It was also a reason why Anne preferred private in-box chat to public uploads. She shared that the main purpose of using Facebook was to stay in touch with her friends she had not seen very often. Facebook interaction with distant friends helped her to get to know them better. So the motive Anne pursued in using Facebook was to get more friends and to establish strong relationships.

Motives that drew participants into Facebook were self-expression, relationships with their peers, and satisfaction of their interests. Due to the variety of offered Facebook features participants employed all of them depending on their motive and style of Facebook use. So, Jeff and Alex preferred to use public features like public status, comment, or like button for self-promotion and connectedness to their peers. Meanwhile, Anne and James liked to use Facebook for making and sustaining relationships. Tom mainly used like buttons and fed his interest through Facebook anime resources (See Table 3). Through these motives participants tried to ascertain their true self and to identify their emerging roles in a society.

Table 3. Summary of Participants' Motives to Use Facebook

Name	Motives
Alex	To stay connected to the peers through public Facebook activities.
Jeff	Self-promotion through written and visual Facebook wall-posts.
Tom	Used Facebook to satisfy the interest.
James	To meet more friends with the same interests and create nice impression about him in his friends' minds.
Anne	To get more friends and to establish strong relationships.

Participants' Use of Facebook

Participants treated Facebook as a habitual activity. Activities they did were based on their interests and the amount of time they spent depended on their availability. Thus, for better understanding of time spent and activities done on Facebook the researcher in this section attempted to find and analyze how active adolescents were on Facebook, their regular activities, and its influence on further use of Facebook.

How Active are the Participants on Facebook?

ALEX

Alex's participation on Facebook was measured through the time and frequency of activities he did on Facebook. In the interview he said that on an average he spent 2-3 hours a day. During this period of time he checked on notifications, sent personal messages, put like buttons on objects he liked, and posted public statutes. His public status in Figure 13 was just one of the examples of Alex's every day activities.

ALEX
November 1, 2013 ✿

I feel bad for the Galle employees. They still have to go to work despite the suffocating nature of the mall...

Like · Comment   👍1

Figure 13. Sample of Alex's Everyday Facebook Activity.
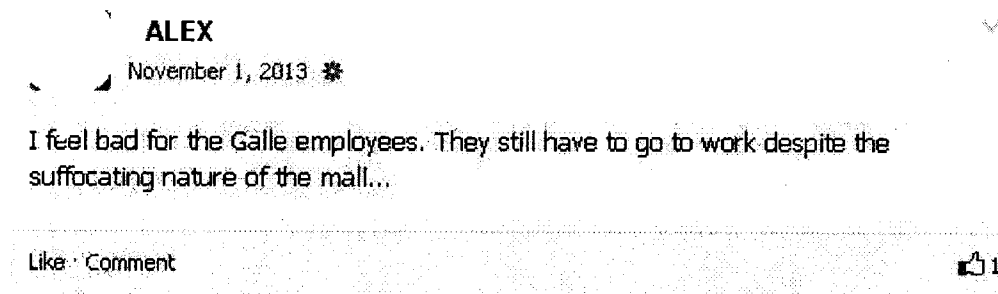
In average Alex uploaded 3 public statuses excluding other activities such as observing other's pictures, putting like buttons, sending private messages, and commenting. Furthermore, his smartphone with Wi-Fi and 3G functions allowed him to stay connected to Facebook twenty four hours a day and be notified immediately about any activity happened on his Facebook wall.

JEFF

Jeff was the most active Facebook user among other participants. On September 29 he accessed Facebook 8 times. Each entry he updated his status. On October 28 the observation showed that he changed his statuses 5 times within 15 minutes. On November 29 Jeff changed 12 statuses during 50 minutes. In average he renewed his statuses 4-5 times a day excluding other activities that were out of researcher's accessibility. Jeff's activity on Facebook pictured him as an active user of Facebook.

TOM

Activities Tom did on Facebook were directly related to his interest. Observation of his page revealed that Tom played anime related game (See Figure 14).
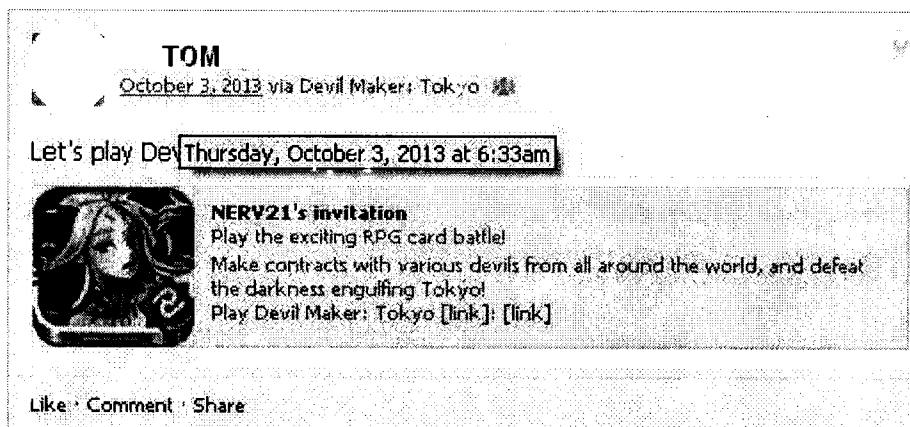
Figure 14. Game that Tom was Playing.

He played the game three times throughout the day in average. Each access to the game was updated on his Facebook wall and given a time code. Usual sequence of Tom playing it was morning, afternoon, and evening. Besides playing the game, Tom also checked on Facebook notifications. All in all, as Tom mentioned in the interview, he spent 2-5 hours on Facebook playing, checking notifications, and doing other things.

JAMES

The instance that James experienced on Facebook influenced his activity on Facebook.

> On Facebook you can freely type whatever you want. So this one instance, I did something wrong in our class and then they kind of blamed me, they posted it on Facebook. So, I was about to quit my Facebook because I don't wanna see those, those posts. It was my fault entirely. I kept telling them I don't want to listen to because they don't want to blame themselves to...blame one person specifically. At that time I wanted to quit, change school.

By the time when the research was conducted James did not have access to the Internet. Most probably it happened because of the incident that he shared above. Limited access to Facebook influenced James' activity on Facebook. To support this analysis James said that he used Facebook rarely. Therefore, the activity log of James was weak.

ANNE

Due to the free access to the Internet through a smartphone at school and a wi-fi connection at home Anne had an easy way to access Facebook. Anne's Facebook activity that assisted the researcher in evaluation and analysis was her picture uploads. She could upload over fifty pictures a day (Figure 15).

ANNE
October 30, 2013

Joseph (75 photos)
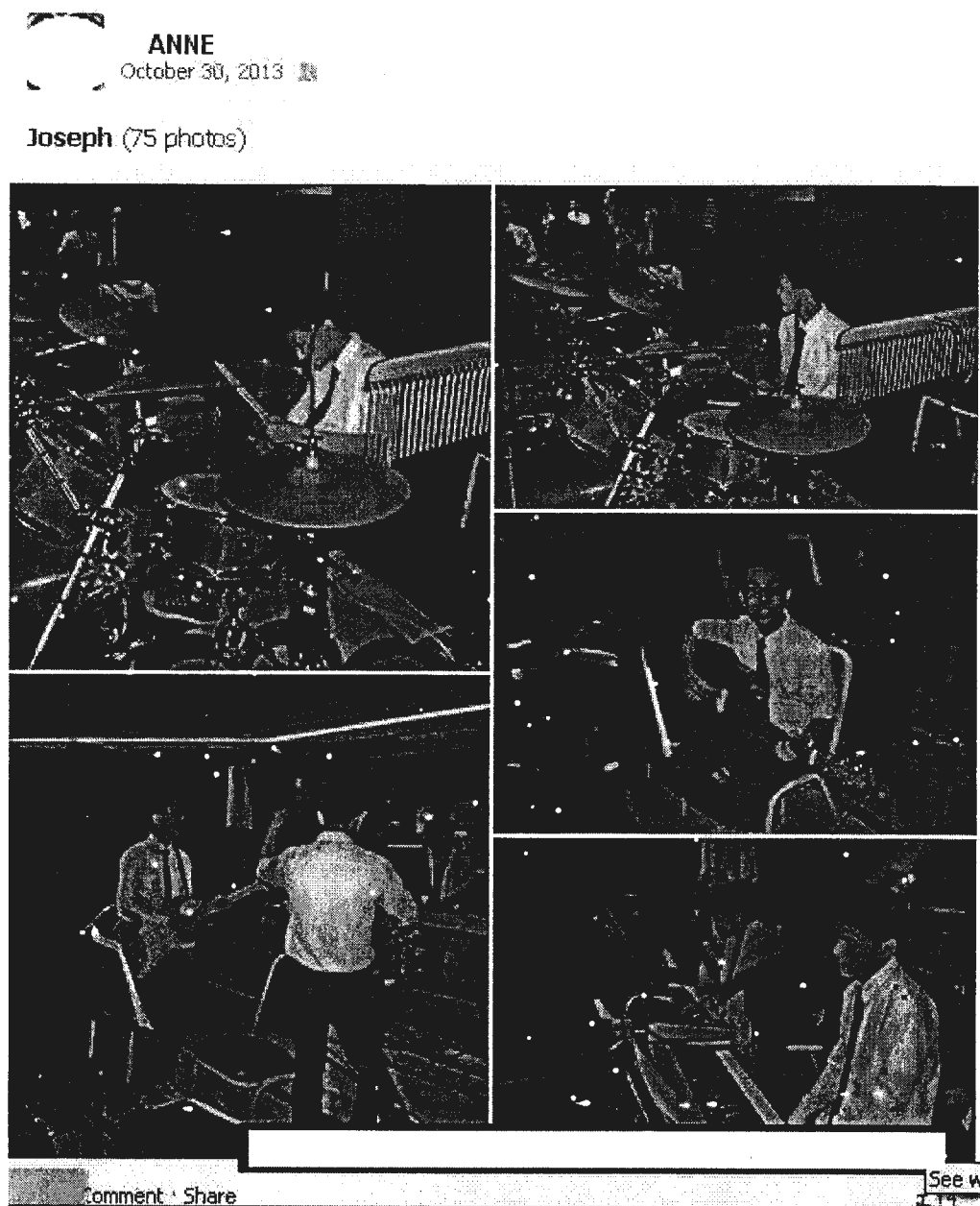
Figure 15. Pictures Uploaded on Anne's Wall.

Besides the pictures that she posted on her timeline were the pictures taken by her friends together with Anne tugged on them. The amount of these posted pictures automatically enlarged her picture archive which meant for the study that Anne regularly spent few hours a day on Facebook but preferred visual posts to the written ones.

With the assistance of new technologies participants accessed Facebook several times a day. In average they spent 3-5 hours a day using Facebook. Activity log on

Facebook depended on their availability and the things they did there varied depending on their motives. Observation and analysis of their activity on Facebook assisted the researcher in identification and analysis of the next question about participants' regular activities and its influence on them.

What are the Regular Activities of Participants on Facebook and Its Influence on Further Use of Facebook?

Using Facebook for approximately 5 years, participants identified the activities they preferred the most. Those activities were searching for new anime, checking on notifications and friends' activities, chatting with friends, discussing schoolwork, and expressing personal opinions. Regular involvement in these activities had influenced participants to use Facebook more intensely through comments and like buttons on the posts of their peers.

ALEX

For Alex, Facebook provided an avenue for the things that he would have not been able to say face-to-face. His Facebook status which consisted of the Internet link to a blog that was displayed to huge audience was a good example. In this blog Alex shared about him being emotionally vulnerable (See Figure 16).
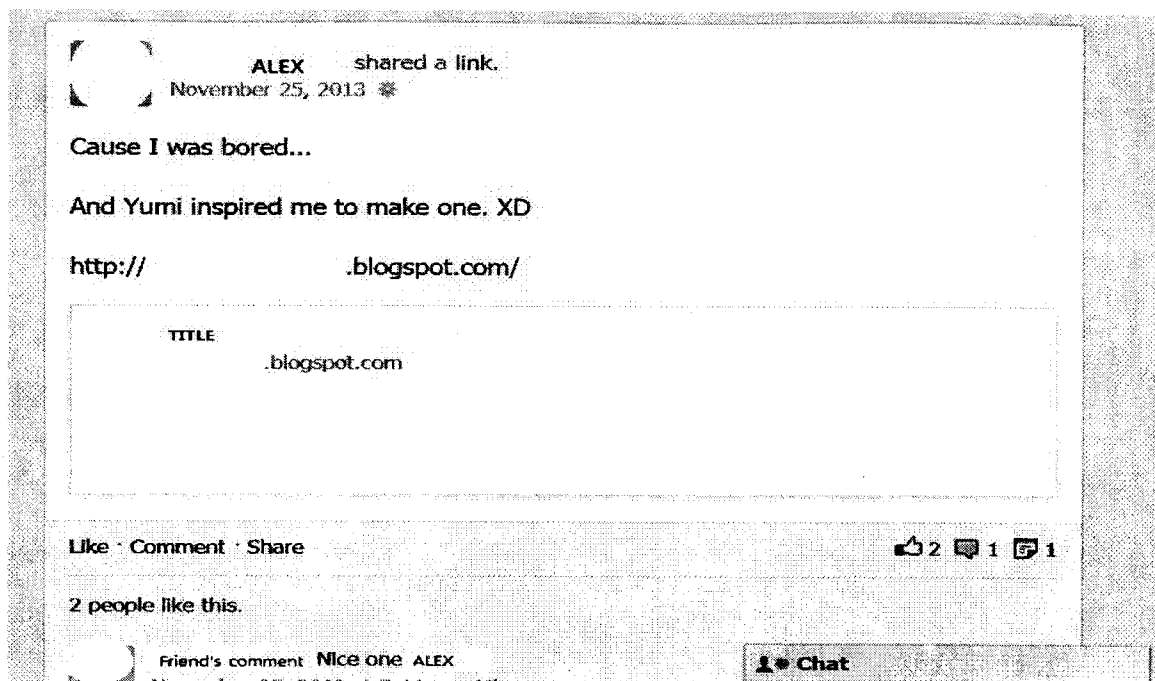
Figure 16. Alex's Blog Link.

He shared about his struggles that he has gone through, his emotions, and the consequences. Most probably it would be very hard for him to say it to someone face-to-face and there would be just few people ready to listen, but through Facebook his post got an appreciative comment, two like buttons, and one person even shared the post in support of Alex. This support of his peers reinforced Alex to use Facebook even more active.

Alex shared everyday encounters through the public posts beginning with the general news and ending with some extraordinary things in his life. These activities were the majority on his Facebook wall. It helped him to stay in tune with his friends who appreciated his posts through comments and like buttons. Through this given attention he got the confirmation of his thoughts and ideas. It unintentionally made him use Facebook regularly and more actively.

For Alex, as an adolescent, the social approval played important role. Through appreciative like buttons and comments of his peers Alex felt acceptance and connectedness to the community he belonged to. Therefore, it encouraged him to use Facebook more intense through sharing not only everyday experiences but also personal struggles. As long as Alex has found support on Facebook he continued using Facebook.

JEFF

For Jeff, during his interview he said, "I like posting statuses." On an average, he updated posts 3 times a day (See Figure 17).
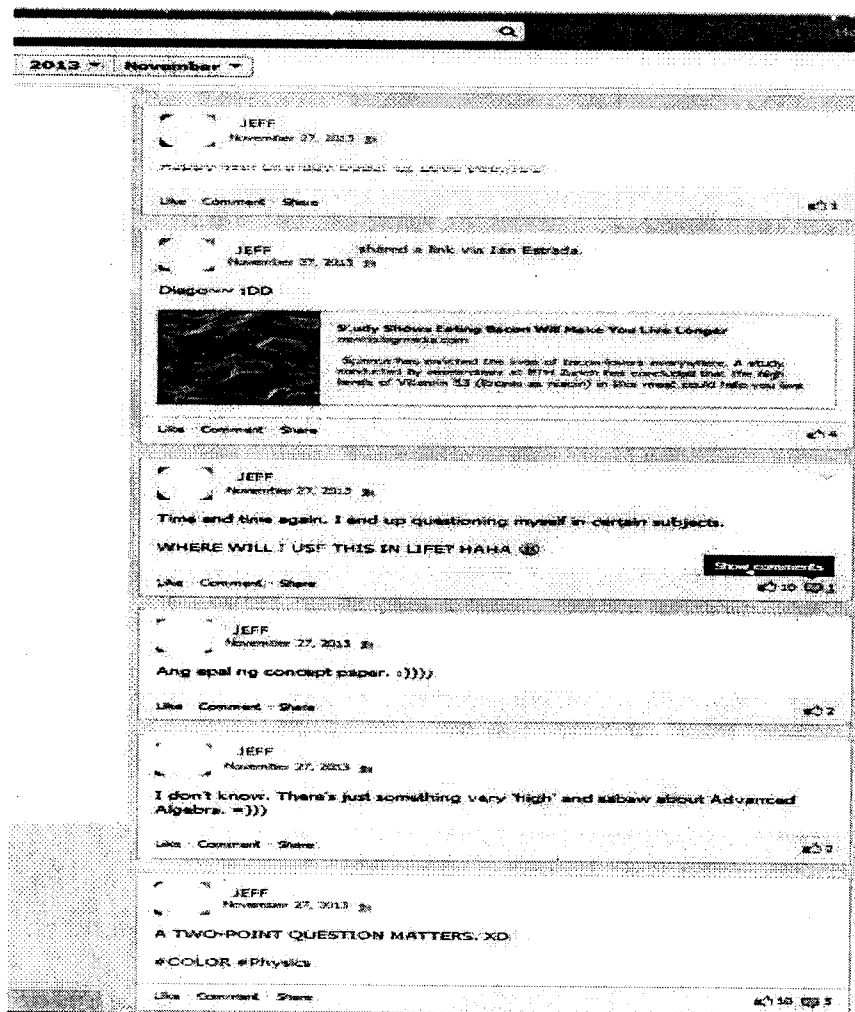
Figure 17. Jeff's Activities on the Facebook Wall.

He commented that when he received comments or like buttons on his posts on

Facebook, it made him feel happy: "People actually care and I am happy about it." Jeff

was encouraged to use Facebook more and furthermore it encouraged him to promote

himself through multiple wall-posts. As Goffman (1959, 1) stated, the presentation of self

to the public was involved in the development of self.

TOM

Activities Tom did on Facebook were related to the anime that he was a fan of.
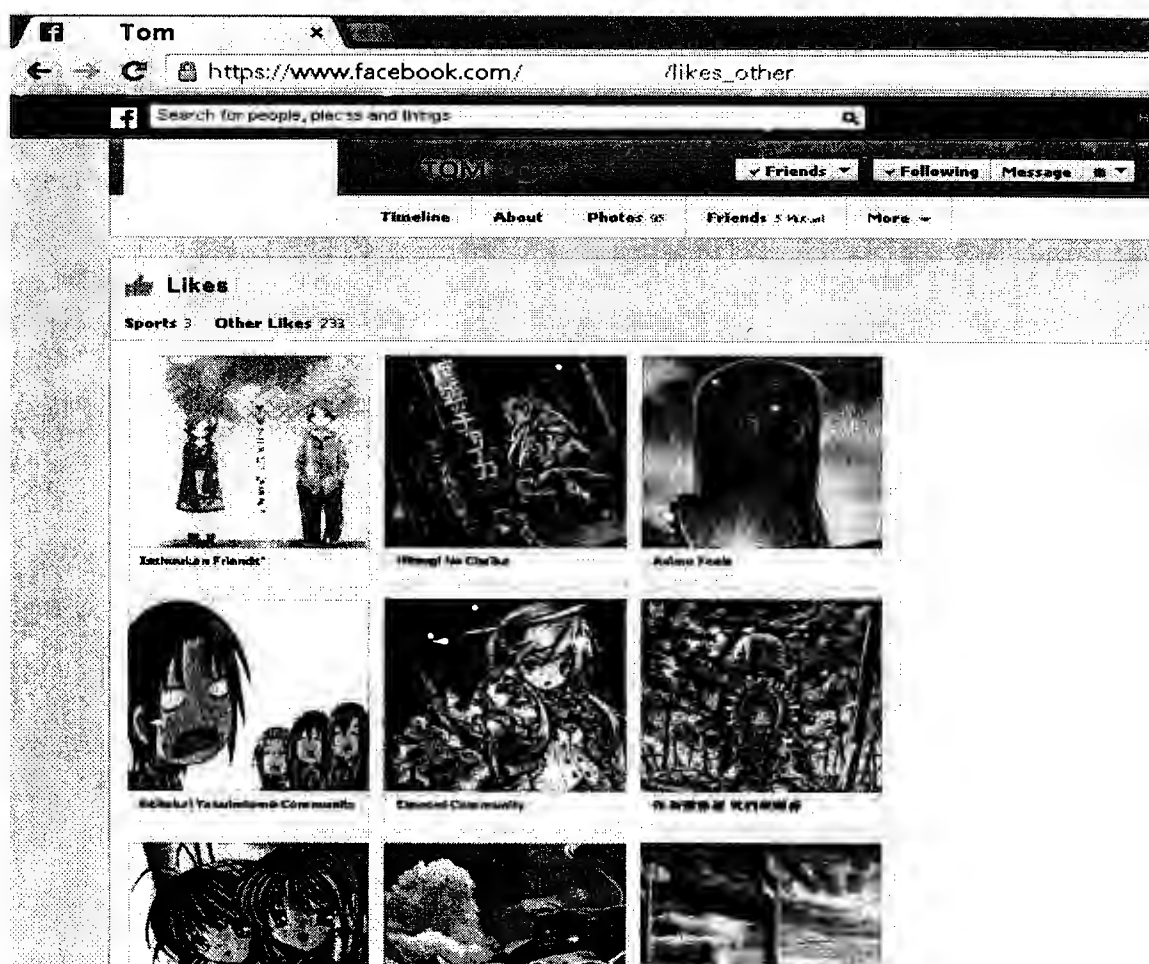
Figure 18. Tom's Facebook Like Page.

According to his comments, it was easier to find anime in Facebook than in Google and it

was the only motive of using Facebook for him. Overall, he collected over two hundred

and thirty anime cartoons. For the month of September 2013 he liked nine new Facebook

anime pages and for the following month the number increased to sixteen liked anime related pages. Also, the observation of Tom's Facebook page revealed that he uploaded an external link of only one game through the whole period of observation (See Figure 5). This game was in line with anime that he collected. It included his favorite characters. It could be assumed that Tom used Facebook for promotion of this game because it offered bonuses for bringing new candidates in.

However, according to the number of anime and anime related pages on Facebook that Tom put like buttons on and the uploaded game links it was stated that these activities produced addiction to Facebook for gratification sustainability.

JAMES

In despite of the rare use of Facebook, James still had regular activities he preferred to do on Facebook. One of most frequently used activities was checking on his friends' activities (See Figure 19).

October 9, 2013

Done studying! Fun and sabaw time with Alyssa,**JAMES** and Lance. :))

At Chatime. Mehehehe.

JAMES and Alyssa de Pano like this.

Like · Comment
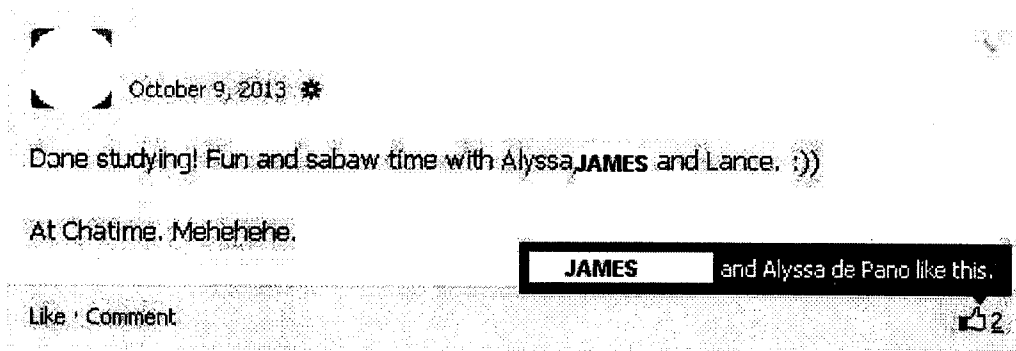
Figure 19. Activity that James Liked on His Friend's Page.

James shared that Facebook helped him to be more updated, "I know what they like, what they want to talk about so I could make more friends." He talked about his off-line friends. Hence, this activity on Facebook assisted him in sustaining existing on-line relationships and enhanced off-line relationships.

ANNE

Through the observation of Anne's Facebook page it was found that activities she did were picture upload and chat. Her pictures mostly were about school life (See Figure 20).
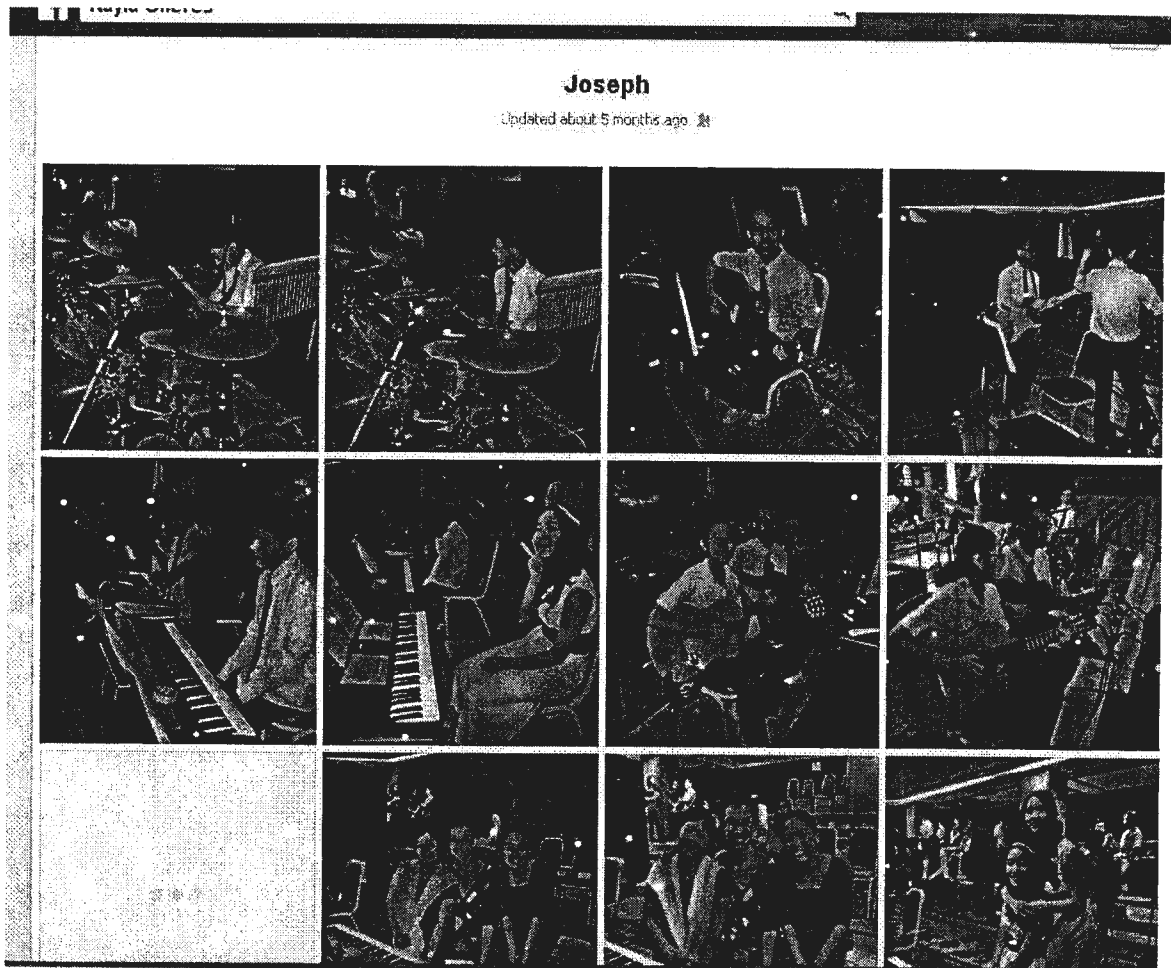
Figure 20. Drama *Joseph* at School.

Pictures were her way of communication to public. It was difficult to follow the story line of the event but Anne tried to picture every moment of the event. However, most of the pictures were not tagged and thus were not publicly advertised on Facebook. Hence, Anne did it not for public view, but it was her message of the day. On the other picture

that was taken after the event there were like buttons put and some comments left by her

close friends (See Figure 21).
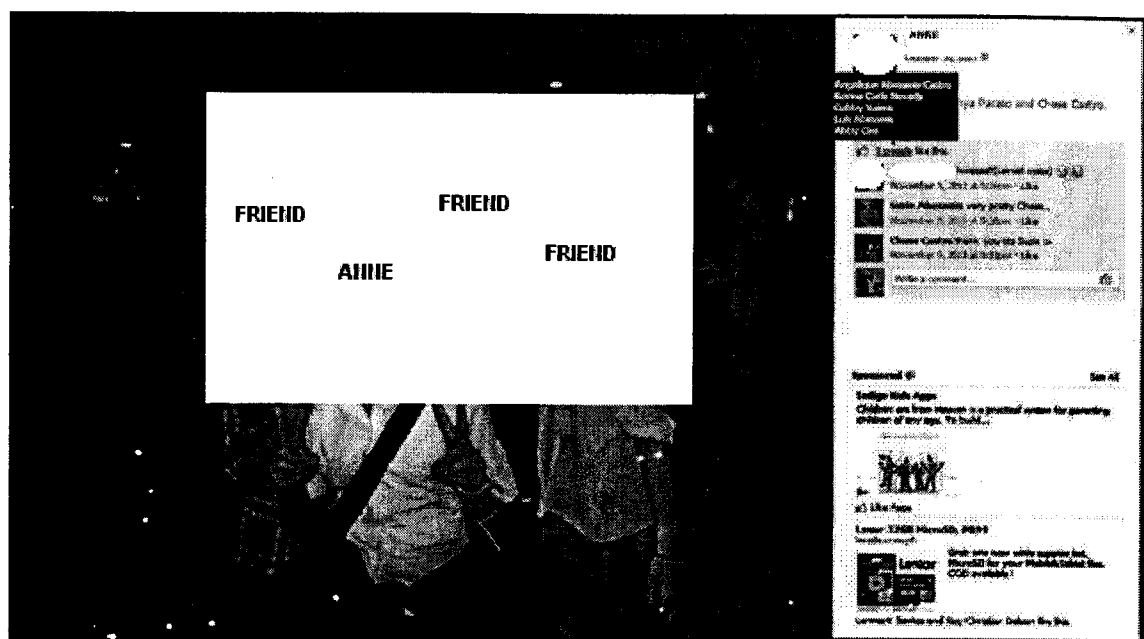
Figure 21. Picture of Anne.

These appreciative like buttons and comments contributed to her perception of Facebook

as communication tool and encouraged to continue to communicate through pictures.

Not only were the pictures tools to communicate, but also in-box chat to keep in

touch with her friends and relatives. During the interview she often mentioned the in-box

chat with friends who were out of reach and with classmates. Anne said that through the

sharing of personal problems and other stuff she and her friends got to know each other

more. Therefore, "I really want feedback from them" was a cause of communication with

her peers and influenced her to keep on communicating with them. Valkenburg and

others (2006, 589) stated that the feedback directly influenced the self-esteem, which this

study considered as a component of personal identity.

Participants have been using Facebook according to their immediate needs and

interests: to be noticed, to be popular, to get feedback from peers, and to get acceptance.

Based on their activities, the influence was different. Therefore, each participant was affected differently. However, one thing was clear that all of them were encouraged to use Facebook more through their peers' attention in forms of comments, like buttons, and other ways of encouragement.

Table 4. Summary of Participants' Use of Facebook

Name	How Active are Participants on Facebook?	Regular Activities Done on Facebook	Influence on Further Use of Facebook
Alex	3-4 hours a day	Public statuses about everyday experiences and personal struggles	Encouraged to use Facebook more intense
Jeff	4-5 status updates daily	Public statuses	Encouraged to promote himself on Facebook more
Tom	2-5 hours a day	Anime searching and constant uploaded external game link	Addiction to Facebook for gratification sustainability
James	Rarely user	Checking upon his friends' Facebook activities	To sustain existing on-line relationships and to enhance off-line relationships
Anne	Uploading over 50 pictures a day.	Chatting with friends and posting the pictures	To use Facebook to get feedback from her peers

Personal Identity of Participants on Facebook

Facebook provided an important backdrop for the development of adolescents. To understand this process crucial questions were addressed in the area of relationships and self-esteem of participants on Facebook. Through relationships, participants ascertained their role in the society, which took a part in the development of personal identity and self-esteem that represented personal identity and was an indicator of positive or negative influence on personal identity.

Participants' Self-Esteem on Facebook

One of the components that assisted the researcher in exploring personal identity in the light of Facebook use was self-esteem. Kemberg and others (2000, 40) stated that self-esteem playes a role in identity development. It happens through the feedback participants received from their peers. Positive feedback affected their self-esteem positively and, vice versa, negative feedback affected self-esteem negatively that consequently reflected on the participants' personal identity.

ALEX

Alex pursued Facebook as an avenue to express himself where he interacted with his peers through the personal statements. In one of his posts Alex confessed that he was bullied for almost seven years and felt hurt (See Figure 22).
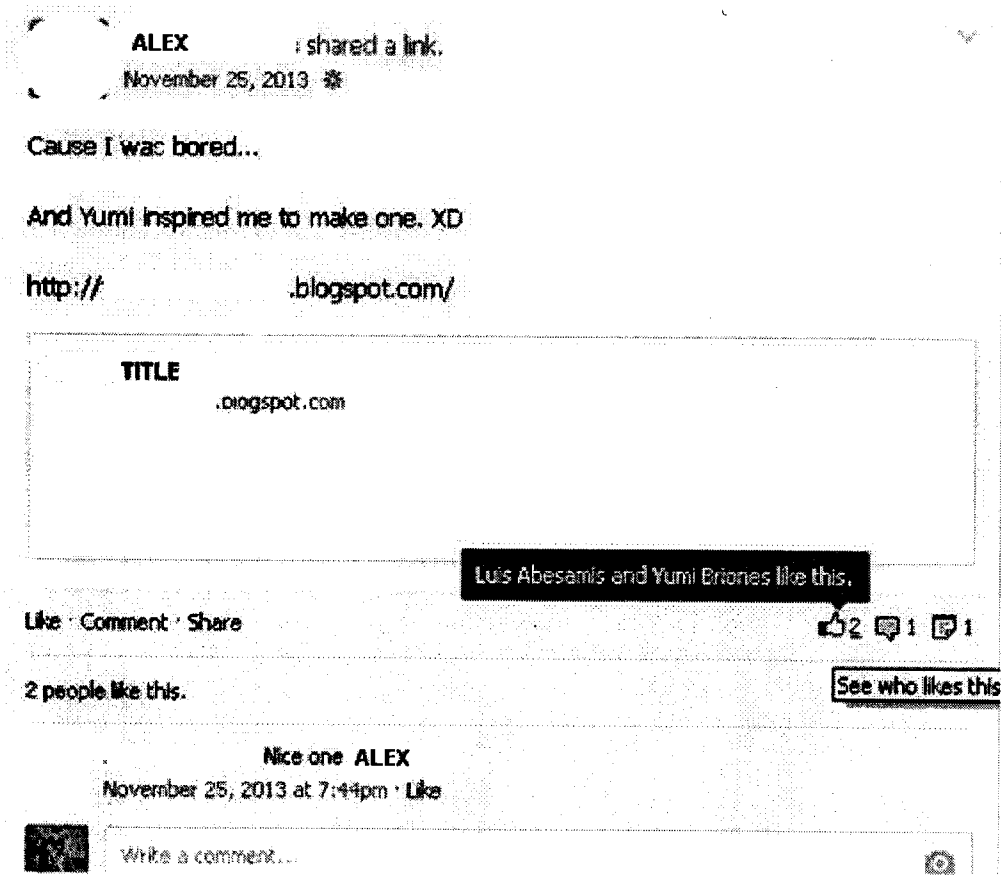
Figure 22. Alex's Blog Post.

This blog was about him being hurt by other peers and it portrayed him as a vulnerable person. However, expressed friends' acceptance in forms of a comment, two like buttons, and the absence of blaming comments encouraged him to continue writing this blog that was a sign of positive influence on his self-esteem. It also contributed to further active use of Facebook.

JEFF

Jeff admitted, "I sometimes honestly, I want to get the likes also when I comment" and if no one noticed his wall-posts he felt like being left behind and being just someone else in this entire domain of Facebook.

JEFF shared My room was clean, but then i needed something...'s photo.
October 24, 2013

When someone reads
Your message but doesnt reply:

ALRIGHTY THEN

Like · Comment · Share
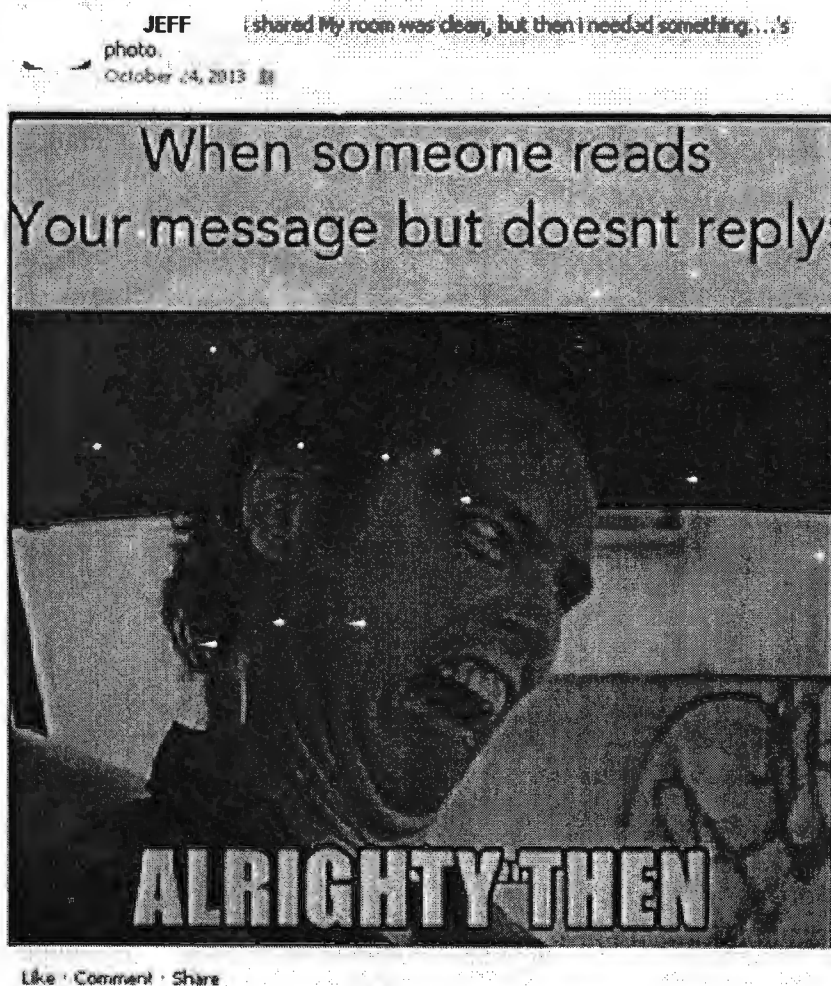
Figure 23. Posted Picture on Jeff's Facebook Wall.

The message on this picture clearly expressed Jeff's thoughts about someone ignoring him. He could have avoided expressing it on public but he uploaded this message for public to let everyone know about his frustration. It was natural reaction of Jeff to be unsatisfied when someone ignored him and it brought the researcher to the outcome that it was important for Jeff to get response and receive appreciation either in the form of comment or like button that could influence on his self-esteem positively.

TOM

Due to Tom's hobby, Facebook satisfied his interests.

Figure 24. Total Number of Liked Pages for the Year 2013.

This number +353 included communities, movies, TV shows, books, Facebook pages, and other created content on Facebook he liked during the year of 2013 (See Figure 24). According to Pempek and others this behavior is an expression of the identity. Comparing with other participants who discovered their true self through communication with their peers, Tom ascertained his nature through watching anime. He shared that the recent lesson he learned through anime was the importance of relationships with the peers that he was lacking.

Another aspect that affected his self-esteem was the nature of comments. During the interview he shared that he received disdaining comments that hurt him, "I can't concentrate in my studies because of that simple comment." He encountered these comments during searching anime pages on Facebook. Valkenburg and others (2006, 589) stated that negative feedback affected self-esteem negatively. After getting disdaining comments Tom still accessed Facebook for new anime. Keeping in mind that anime took a teaching role in his life Tom wanted to ascertain who he was.

JAMES

For James it was important to identify himself with his peers. He said, "You can't post everything what you are in Facebook but you have to find yourself by talking to the person." This statement portrayed James as someone who was desperately looking for friendship. It was a hidden message that James posted on Facebook about himself and could be considered as invitation for any Facebook user (See Figure 25). Thus, these relationships assisted James in development of self through social approval.

About JAMES

I love making new friends, I am always happy and I love anime

Figure 25. About James.

ANNE

Anne had a challenging situation when she was put on the leadership position in the class project. Her group members sent her many private in-box messages about her leadership style that eventually affected her negatively. To the question what she felt when she got these negative messages she replied, "And then it's like, like Christian mind of view, so like they correct you because they love you". Then, after some time she

revealed the truth, what she truly felt was, "Touchy. Like even if it's not directly, like you don't see that person you can still feel that this, the message, affect you, hate you." These correction messages of her teammates and classmates resulted in underestimation of her capacity to handle things. Therefore, she really wanted to know their feedback about herself and thus in some ways it developed dependency on the opinions of her peers.

Participants' self-esteem on Facebook was strongly influenced by their motives and experiences they went through. The desire to be accepted, to be heard, and to be corrected made participants to be dependent on their peers. Any comments received from them were influential and affected their self-esteem positively or negatively depending on the nature of comment or message left. Also the experience that participants went through affected their self-esteem that unconsciously led participants to reconstruct their behavior on-line accordingly.

Relationships of Participants on Facebook

Facebook assisted participants in maintaining relationships with their peers. All of them used different Facebook features and activities depending on their personalities and cases. This involvement in relationship with their peers helped the participants to ascertain themselves. On Facebook it happened via personal messages, comments, and like buttons. Participants could do multiple activities and interact with several people at a time.

ALEX

Relationships on Facebook were built through interaction such as comments, uploaded statuses in written and visual forms, and like buttons. Through the observation

of Alex's Facebook life (See Figure 26), it was clear that he developed good relationships with his peers.

Figure 26. Alex's Name is on the Embroidery.

The presence of Alex's name on the handmade embroidery said that he had strong relationships with each and every one of them as well as with each other. It can be stated that these people were his support as well. For Alex, relationships on Facebook played an important role because it turned out to be an alternate way for him to express himself to many people at one time.

JEFF

When Jeff was a fifth grade student, one hasty public comment he left on his friend's wall-post became the reason of the distress that further resulted in the development of extreme carefulness. It caused him to limit his updates only with neutral or positive statements to please his friends and eventually to get more attention (See Figure 27).

STATUS TITLE
When I pick up the microphone, I think of it as a magic wand. And when you use your voice, you speak those magical words.

ALEX
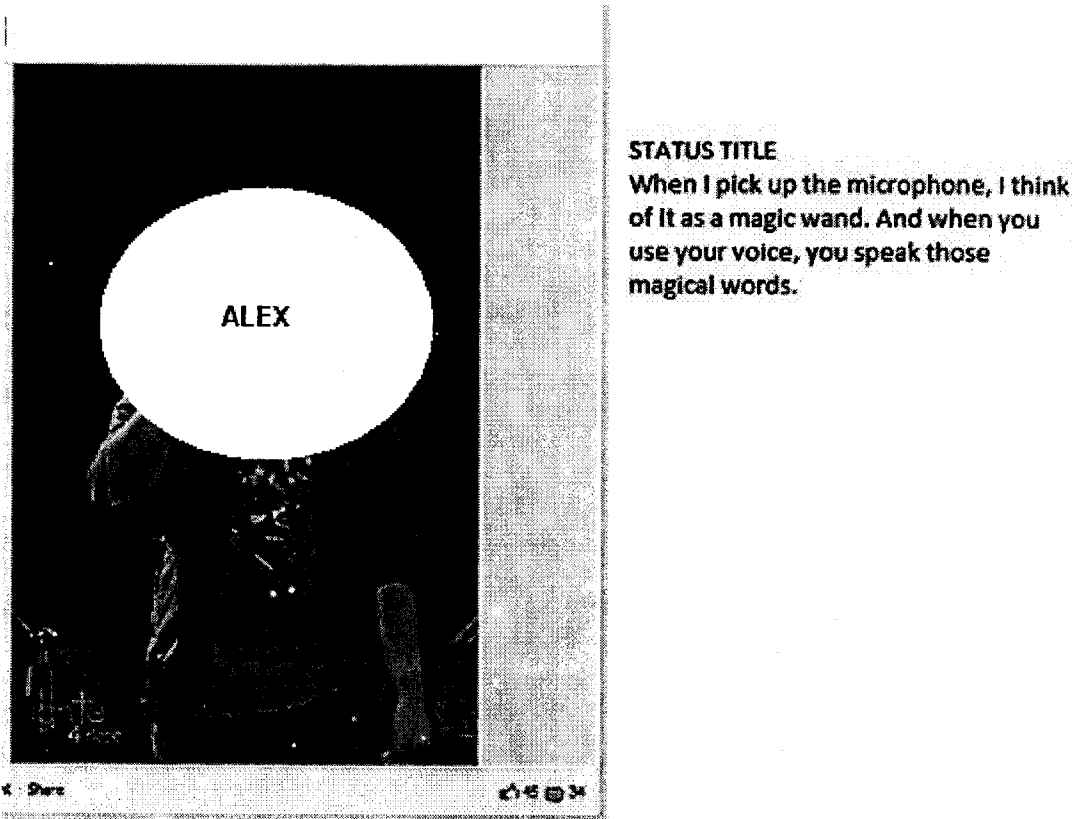
Figure 27. Status Tom Made on His Facebook Wall.

This post got over forty like buttons and over thirty comments including Jeff's gratitude to people for their admiration and encouragement. It was also an example of the way how Jeff built relationships on Facebook. His behavior and attitude online provided favorable atmosphere for the nurture of positive relationships with others. So, consequently it helped to avoid any conflict with his peers and Facebook friends.

TOM

Tom did not engage himself in public discussions on Facebook with his classmates and friends.

Figure 28. Picture of Tom.

It was one of the activities with Tom where he was tagged and left ignored (See Figure 28). Not only pictures of him but also wall-posts with birthday congratulations were left without response and symbolical appreciation in the form of like buttons (See Figure 29).
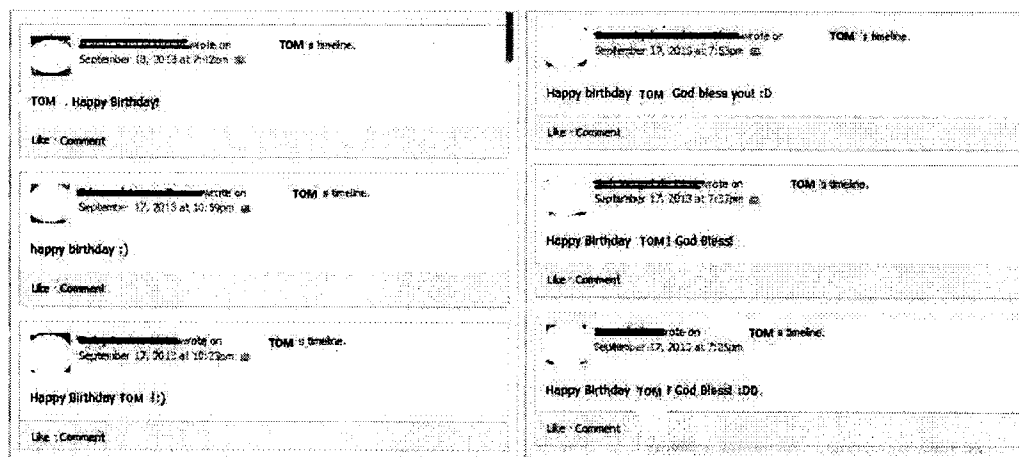
Figure 29. Tom's Ignoring of the Birthday Posts.

Tom was not an active user like Jeff or Alex and he preferred to be invisible when checking on anime or playing games. However, he admitted during the focus group interview that time spent with anime taught him to value friendship. Tom meant that anime helped him to be sociable and Facebook played a part in it through providing an avenue for Tom to find anime which influenced his behavior.

JAMES

It was found that James used Facebook infrequently and it consequently influenced his relationships with the peers on Facebook. Observation of his Facebook profile revealed that within three months the only public activity James did was changing his profile picture. It meant that James was a passive participant of the community he belonged to. However, according to Doster (2013, 268) for identity-seeking teens it is essential to have frequent and extended social contact with peer groups and other referent groups. Therefore, to compensate the need for belonging to a particular group of peers James shifted from online to off line community. So Facebook assisted James in providing necessary information about his peers. He explained, "I know what they like, what they want to talk about so I could make more friends." His attitude was in line with the findings of Dogruer and others (2011, 2644) that one of the reasons using Facebook is to create nice impression about oneself in others minds.

ANNE

In Anne's case, she used personal in-box chat and picture uploading to nurture relationships with the friends. For Anne, Facebook brought relationships with friends on a higher level, "So instead of like looking for, waiting to talk to your friends through the phone or next day you can like keep talking with them in Facebook" (See Figure 30).
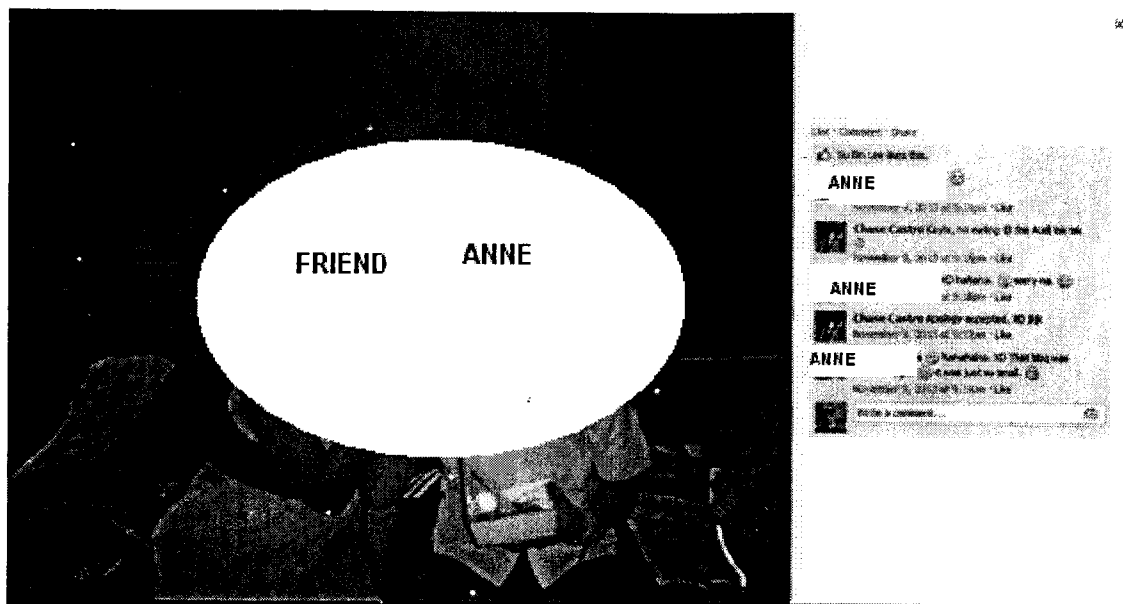
Figure 30. Anne's Interaction with the Peers through Comments.

Anne also encountered a negative side of the relationships on Facebook. That was criticism about her leadership style that her classmates expressed related to school work. Eventually, it brought her down in her own sight and made her be dependent on other opinions as she always wanted to know feedback.

As Erikson (1959, 23) stated, adolescence is a critical period of identity formation where individuals question their values, test their abilities, and develop self-awareness. Therefore, both relationship and self-esteem played interchangeable roles in the construction of the personal identity of adolescents. Their self-esteem was based on the way relationships have been developed and vice versa relationships depended on their self-esteem.

Synthesis

Facebook provided the avenue for participants to stay connected with their friends and relatives, to express what mattered for them, to discover new things, and other activities through different features such as wall-posts, comments, like buttons, and

sharing pictures. Longing for this connectedness participants falsified their age, following suggestions of their peers. Communication through Facebook gave an opportunity for participants to overcome shyness, loneliness, facilitate formation of friendship, and to know the reaction of their peers (Valkenburg, Schouten, and Peter 2005).

Moreover, through the observation and analysis it was discovered that Facebook provided potential for personal development. Participants were drawn to Facebook by the constant need to stay connected to gain self-confidence and social approval. Through the experience of mistakes, participants developed coping mechanisms that helped them to avoid conflicts with their peers that could influence their relationships and eventually affect self-esteem negatively. They adjusted themselves to the public in order to fulfil themselves through membership in a particular social group.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study investigated the influence of Facebook on personal identity of selected Filipino adolescents. The researcher employed interview, Facebook observation of previous three months of the participants' activities, and a focus group interview as the data gathering instruments. Five participants ages 13-17 from GCF International Christian School participated in this study. Although, the findings cannot be generalized to all 13-17 year-old Filipino adolescents, this chapter discussed the identity construction of these 5 adolescents in the light of Facebook usage.

The five following categories guided data gathering and analysis: demographic information of the respondents, adolescents' perception of Facebook, motives of adolescents to use Facebook, how adolescents use Facebook and its influence on their further use of Facebook, and personal identity through Facebook. This chapter discussed the summary of each research question, the insights from the findings, and the recommendations.

Summary of Findings

Participants used Facebook for communication with their peers through leaving and receiving comments, uploading visual and written data, and other Facebook activities. Thereby this section summarized the results of participants' interactions on Facebook and its influence on their personal identities.

Demographic Information

Data presented here showed participants' demographics such as age, educational level, and gender.

Age of the Participants

By the time when this study was conducted all participants were of legal age to have a Facebook account. However, none of them had reached required age when they first created a Facebook account. Following their friends' suggestions all of them falsified the age to be registered on Facebook website. So, by creating a Facebook account participants showed a strong desire to be connected with their peers that provided them with the sense of belonging to a particular social group.

Educational Level of the Participants

The use of Facebook was not influenced by the educational level of participants.

Gender of the Participants

Both male and female users of this study were engaged in the use of Facebook, employed similar activities, and spent similar amount of time.

Based on the demographic data the researcher concluded that participants were highly motivated to use Facebook. Even though there was no clear evidence of the influence of their educational level and gender on the use of Facebook, the age of participants revealed their need of constant communication with their peers. Facebook became one of those media for them.

Participants' Perception of Facebook

Participants' perception of Facebook was based on their needs such as self-promotion, communication, and expression of personal opinions. Alex perceived

Facebook as the place for expression of his nature. Facebook for him was a channel to vent feelings. Jeff and James perceived Facebook as the source of their social approval. Whatever they did was for others to recognize them. Tom was an anime fan and Facebook met his interests. Therefore, Tom treated Facebook as a resource center. Lastly, Anne stated that she perceived Facebook as a communication tool to reach out her distant friends. Their perception became an indicator of their previous experiences and further ways of using Facebook. Previously, participants encountered negative experiences that left its mark and thus led to a distinct use of Facebook. As a result, the research found out that the construction of their perception was based on past practices and affected further use of Facebook.

<div align="center">Participants' Motives to Use Facebook</div>

Results were accumulated through thorough investigation of participants' use of Facebook. They accessed Facebook on a daily basis through their gadgets during school time as well as from their houses. Thus, this section examined the motives Filipino adolescents had to access Facebook.

Participants used Facebook on a daily basis and their motives were to have interaction with friends, anime searching, and social acceptance. Alex's motive to use Facebook was the need for social belongingness to a particular community. It fostered in him the sense of appreciation from his friends through their comments and like buttons on his public statuses. On the other side, for James the motive of using Facebook was the desire to make an impression. He was a passive user who checked his friends' accounts for the purpose of learning their interests and to boast about himself during face-to-face communication. Jeff used another method for gaining impression and self-promotion. He

did it through uploading multiple written and visual posts. Another participant, Tom, was collecting anime by putting like buttons. He said that anime was his only motivation to use Facebook. Lastly, Anne used Facebook for communication with her distant friends and relatives and also with her classmates. Doing so she pursued to establish new relationships and strengthen the existing ones.

Motives for further use of Facebook were maintained by the results participants achieved. On the other hand the motives were drawn from their immediate needs as they went through identity formation. Therefore, their motives were stimulated to use Facebook in personalized ways which provided a sense of belongingness, an avenue for self-promotion, a way to get the opinions of others about themselves, and a way to make an impression about themselves in people's minds.

Participants' Use Facebook

This study also examined the participants' use of Facebook. After identifying their perception and motivation, it was rational to look directly at the ways participants used Facebook: their activity on Facebook and the regular activities and its influence on the use of Facebook.

How active are participants on Facebook?

Results of the study showed that all participants were users of Facebook. Activities they did were uploading written and visual public statuses, putting like buttons, and checking on their friends' news. Cumulative time spent on Facebook varied depending on their activities and interests. Average time they spent on Facebook was 3 hours per day.

What were the regular activities of participants on Facebook and its influence on further use of Facebook?

Participants used Facebook diversely. Some of them used Facebook for communication matters, others for self-promotion, and third for satisfaction of personal interests. In order to achieve their goal, participants employed different features provided by Facebook.

Participants used Facebook for their personal needs. Alex, due to his dissatisfaction with face-to-face communication, preferred cyber space. Things he shared there were appreciated by his peers that encouraged him to use Facebook more actively. Jeff regularly updated his wall with new statements. He admitted that sometimes he did it for the reason to be noticed, which brought him satisfaction and the sense of acceptance by the peers. For Tom, he searched for anime and constantly updated the game link he played. He had done both activities for a long period of time that eventually led to a conclusion that Tom was enthusiastic about anime characters and further it encouraged him using Facebook again and again. Anne replied that she mostly chatted with her relatives and distant friends. Through chatting with friends she got to know them more as well as Anne's friends learned about her. One reason of using Facebook for her was to obtain peers' opinions about her. She considered it important and thus it influenced her formation of identity (Valkenburg, Peter, and Schouten 2006, 589). Lastly, James preferred to check upon his friends, which was his main activity on Facebook. He did it for the purpose to be accepted by his peers. Such behavior of James was a consequence of the past negative Facebook experience that caused him distress.

Activities participants did on Facebook were chosen based on their individual characteristics. Due to their developmental stage all of their activities were directed to ascertain who they were.

<div align="center">Personal Identity through Facebook</div>

To examine the construction of personal identity of adolescents through Facebook, participants' relationships and their self-esteem were tested. The way they communicated with peers reflected their self-esteem that constituted identity.

Participants' Self-Esteem through Facebook

Facebook offered participants the space to express themselves. Each one of them had chosen their own ways to do so. However, all of them replied that they uploaded things they considered appropriate for public. Hence, things they uploaded contained either neutral or positive messages for the reason to get appreciation in the forms of comments or likes.

Jeff shared, when people liked his status or left appreciative comments he felt so happy. In the case of Tom, anime pages and other things he put likes on were the expression of his identity that guided him in his period of identity development. For Alex, Facebook served as a tool to boost the self-esteem through the public statuses he uploaded. Mostly, they were about his personal experiences. James has preferred to lurk other pages for the reason to learn new jokes or stories that his friends were interested in. It helped him to get the attention of his peers that eventually secured his feelings and increased his self-esteem. Lastly, Anne, because of the correction comments of her peers, she developed a sense of dependency on them that resulted negatively on her self-esteem.

Based on these examples it can be concluded that participants' self-esteem depended on the nature of information they received.

Participants' Relationships on Facebook

Respondents were careful users of Facebook. All of them had experienced distress that reflected on their use of Facebook. James became more of lurking Facebook user who only checked upon his friends. The relationship James was looking for was acknowledgement by others. Further, Jeff developed the sense of extreme carefulness. He could rarely confront others even if he was right. For Anne, her experience resulted in the development of dependency on others. She also shared that when she was a class leader she constantly received criticism about her leadership style that eventually turned her down in her own sight. She admitted saying that she was a weak leader. Tom replied that because of the negative comments he had anxiety and still preferred not to respond for the sake of relationships. In case of Alex, for him Facebook became a place where he could express things that that would have been unacceptable face-to-face.

Both relationships and self-esteem revealed that they are interconnected. Participants developed relationships with their peers that eventually affected their self-esteem through peers' feedback. Participants did their best to get only positive feedback that related to increasing self-esteem and tried to diminish the meaning of dismissive comments that could affect self-esteem negatively.

Conclusion

Facebook connected participants to numerous audiences that further influenced their identity formation. As Shafie and others stated, identity formation in SNS is greatly influenced by membership in a particular group (Shafie et al, 2012). The environment

provided by Facebook allowed participants to get to know more about themselves through uploaded visual and written wall-posts and the interchange of comments and like buttons.

Participants' use of Facebook influenced relationships with their peers that eventually reflected on their self-esteem which was an element of personal identity. The use of Facebook depended on participants' motives which were all different. The nature of motives was developed based on their personalities and external factors.

The study revealed that four participants encountered negative external influence on Facebook and one participant encountered dissatisfaction with face-to-face communication that was reflected in their motives of using Facebook, which later drew them to a negative experience on Facebook. Through this experience they learned how to manipulate Facebook content in order to protect their personal identity from negative influence. From that time, participants have begun to convey information they wanted others to view, which was a factor of confusion in their identity development to which Facebook contributed. On the other hand they avoided posting anything harmful and replying to disdaining comments for the reason to protect themselves from the possible external negative influence. Furthermore, it could produce more confusion in their identity development by forcing them to alter their on-line character from who they were in real life.

Findings revealed that Facebook influenced personal identity of participants through providing the space for self-expression and affected their personal identity. Therefore, everything participants have encountered on Facebook was a part of their

everyday lives. With this in mind, it is first of all the caretakers' role to monitor participants' social and emotional conditions.

Recommendations

Based on the findings of this study the researcher recommends the following to the parents, educators, and further studies.

Recommendations for Parents

With the development of technology, participants have gotten more hands on devices with Internet access. They access Facebook as long as they have connection to the Internet. Therefore, to enhance parental guidance the study recommends parents to talk to their children about their Facebook life, to follow them on Facebook, and to trace their activities through time line function. To make participants' adolescence period smoother this study recommends parents to spend quality time with participants for them to feel comfort, encouragement, and assurance from the parents.

Recommendations for Teachers

Results of this study revealed that students upload their personal reflections and critiques on teachers. Therefore, the study recommends teachers to be more attentive to their students not only in face-to-face communication but also on Facebook because things they would never say face-to-face can be expressed on Facebook. Following students on Facebook can assist teachers to evaluate their teaching style with the further improvement and to know what students are up to.

Recommendations for Further Studies

Participants of this study are the first generation that has grown up simultaneously with the development of Facebook. This study found that there is influence of Facebook on their identity construction, however there is much more to examine with regard to Facebook and its influence on Filipino adolescents. Therefore, this study recommends the following topics for future studies: to study the influence of Facebook on social development of children ages 13-17; to study the influence of Facebook on the adolescents studying in Greenhills Christian Fellowship-International School.

APPENDIX A

Informed Consent Statement

I am conducting research on the influence of Facebook on the personal identity of adolescents as a requirement for a degree Master of Arts in Christian Communication at Asia Pacific Nazarene Theological Seminary. The following information is provided for you to decide whether you allow your child to participate in the present study. You should be aware that even if you agree for your child to participate, the child is free to withdraw at any time without penalty.

I am interested in learning about how the practice of Facebook by adolescents influences their personal identity. I will be asking your child to participate in an interview. It is estimated that this will take no more than 1 hour. After that I would like to observe the child's activity on Facebook. Observation will cover a period of the prior three months of his/her activity in Facebook by using the timeline function generated by Facebook. Lastly, after analyzing the observations, I will ask your child to participate in a focus group discussion that will help me validate and confirm the reliability of the data. Focus group discussion will take no more than 1 hour as well.

The content of the questions of face-to-face interview and focus group discussion concerns child's own personal experience of Facebook usage. It is unlikely that your child will experience any discomfort or harm from participation. If the child is asked any question that he/she does not wish to answer, the child is free to exercise that option. Although, participation in this study will not directly benefit you or your child, I believe that the information will be useful for learning in what extent Facebook can influence adolescents' personal identity.

Participation of your child is solicited although strictly voluntary. I assure you that the name of your child will not be associated in any way with the research findings. All participants will be assigned pseudonyms. Only my professor, certain members of the panel board, and I will have access to the transcripts and other research data.

If you would like additional information concerning this study before or after it is complete, please feel free to contact me by phone or mail. There is no compensation for the participation of your child, but it is greatly appreciated.

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to any questions I had regarding the study. I understand that if I have any additional questions about the rights of my child as a research participant, I may call (632) 658-5872, (632) 570-2465.

I agree that my child will take part in this study as a research participant. By my signature I affirm that I have received a copy of this Consent and Authorization form.

_____   _____
Type/Print Name of Personal Representative   Description of Personal Representative

_____
Personal Representative's Signature

_____   _____
Participant's Name   Date

Researcher Contact Information

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Sincerely in Christ,

Dmitry Sim

APPENDIX B

Letter of Approval

request ☐ THESIS ✕

Dmitry Sim <dmtrsim@gmail.com>   Jul 6
to greenfield ▾

Dear Ms. Greenfield

I am currently working on my master's thesis about influence of SNS on adolesents' identity. While searching the literature review I found the study done by you and your colleagues "Self-presentation and gender on MySpace." If you would not mind, I would like to get your permission to use questionnaires included in this study and theoretical framework of the study. Thank you in advance.

Sincerely,

Dmitry Sim

Greenfield, Patricia   Jul 7
to Adriana, me ▾

You can certainly use anything that is in the article. If you need anything more, please contact my collaborator, Dr. Adriana Manago.
Best wishes,
Patricia Greenfield

From: Dmitry Sim <dmtrsim@gmail.com>
Date: Friday, July 5, 2013 7:34 PM
To: Microsoft Office User <greenfield@psych.ucla.edu>
Subject: request

APPENDIX C

Interview Protocol

Greetings!

Begin with the brief introduction of the research and the researcher.

Tell the participant that I would like to know what he/she thinks about some questions.

Then test the audio recorder: turn the audio recorder on and ask the participant to

introduce him/herself. Check whether the sound was recorded and the voice was clear.

Keep the recorder on to catch all the comments of the participant.

1) Why do you use Facebook? What do you use it for?

2) What do you like about Facebook? What do you dislike about Facebook?

3) Let's go back to dislikes for a second. Speaking of dislikes, have you ever

   experienced problems (anything that causes you distress) with Facebook?

   • If so what types of problems have you experienced?

   • Have problems on the Facebook caused problems in your real life?

   • What do you think are the most common type of problems experienced on the

     network?

4) How active are you on the Facebook network?

   • How often do you receive new messages/comments?

   • How often do you leave new messages/comments?

   • Is your profile privacy settings on public or private? Why?

5) I want to talk about comments for a second. What kind of comments do you get on

   the network?

   • Who are the comments from?

- With what frequency do you get comments?

- Have the comments ever been negative at all?

- How often do you leave comments?

- What kind of comments do you leave?

- Have the comments ever disrupted your lives at all?

6) Do you guys ever present yourself in a different way on Facebook than you actually are or do you feel it's an accurate portrayal of yourselves?

7) We've talked about likes, dislikes, self-presentation etc. How have these issues and everything about the Facebook in general changed you and your lifestyle? (Friends, time on computer, etc.)

- Do you think these changes are positive or negative?

8) Overall do you like Facebook?

- Do you feel like it has enhanced your life or hindered it? How so?

- If you feel the latter, why do you still go on Facebook?

APPENDIX D

Observations Protocol

Observation will be done according to the last three months of the participants'

activity in Facebook. The basic unit of analysis was all the contents of participant's use of

Facebook

1) All the contents in the

- Timeline

- About

- Photos

- Friends

- More

2) Wall posts, Comments, and Likes

- Contents of the Post on their walls, Comments and Likes (words, pictures,

  shares)

- Frequency of the Post, Comments, and Likes

- Nature of the post, Comments and Likes

- Friends who leave Comments and Likes

  - Contents of Comments and Likes

  - Nature of Comments and Likes

  - Relationship with the Participants

APPENDIX E

Focus Group Discussion Guide

1) What do you feel when you get complement (positive/negative) on your picture (status, or comment)?

2) What are your motivations to use Facebook?

3) What motivates you to post your achievements and failures? Why?

4) Do you express all your interests in Facebook? Why?

   - If yes then why?

   - If no, then how do you differentiate interests which are discussable online and those that you keep private?

5) How do Facebook activities (1.likes; 2.posts; 3.comments; 4.uploads) influence your use of Facebook?

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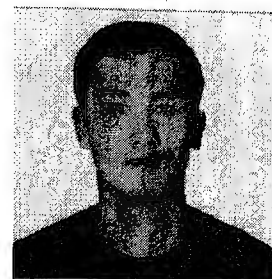
CURRICULUM VITAE

DMITRY SIM

Email: dmtrsim@gmail.com

PERSONAL DATA

Date of Birth: September 1st, 1983
Nationality: Russian Federation
Gender: Male
Marital Status: Married

SCOPE OF EXPERIENCE

- Work with children at risk: 15 days
- Video and Audio production internship – 4 months
- Sound technician: 2 years
- Day care center teacher: 2 years
- Audio and Video department assistant – 8 months
- Kids' church minister: 1.5 year
- Orphanage volunteer: 1.5 years
- Minister: 4 years

Work with children at risk
Nazarene Disaster Response   **December 16-December 31, 2013**
I volunteered to be part of the team that has done psycho-social intervention among
children and some adults in Tacloban City, Ormoc City and Northern Cebu: planning,
organization, evaluation of psycho-social needs of the children, assistance in the activities
for children, and etc.

Video and Audio production internship
World Mission Communication, Manila, Philippines   July 2012 – November 2012

Have completed 200 hours of internship. My responsibilities were as follows: scrip
writing, shooting, editing, and production of educational videos, recording, editing, and
production of documentary videos, and sound editing. Along the way I also had to work
cooperatively and efficiently with my team.

Sound technician
Asia-Pacific Nazarene Theological Seminary   March 2012-March 2014

Worked under Student Work Assistance Program and was assisting all the events happened at the school on a weekly basis: maintenance of sound equipment, control of the sound during events, and giving tutorials to others.

Day care center teacher
Day Care Center *Awesome Kids,* **Manila, Philippines**   **January 2012- January 2014**
Regularly volunteered at the day care center: preparation of the activities, setting the classroom, correspondence with the parents, insuring safe and nurturing environment, cleaning up, and etc.

Audio and Video department assistant
World Mission Communication, Manila, Philippines   **July 2011-February 2012**
Worked under Student Work Assistance Program. I was led by my supervisors and had to do the given tasks: video transcription, assisting in video shootings, video editing, and handling the equipment.

Kids' church minister
Russian Presbyterian Church, Birobidzhan, Russia   **January 2007-August 2008**
Ministered to children aged 6-13: preparing and teaching Bible lessons, guiding spiritual, social, and emotional development of children, supervising kids' church teachers and volunteers, and etc.

Orphanage volunteer, Tashkent, Uzbekistan   **December 2004-July 2006**
Participated in the lives of children ages 13-15: assisted in doing school assignments, spent quality time, organized social activities, and etc.

Minister
Tashkent Christian Evangelical Church "Calvary"   **July 2002-December 2006**
Tashkent, Uzbekistan
This position involved responsibilities such as organization and coordination of all church events, supervision of leaders, coordination of admission affairs, preaching, teaching, and etc.

EDUCATION

Asia-Pacific Nazarene Theological Seminary,   **July 2011-June 2014**
Taytay, Rizal, Philippines
M.A. in Christian Communication
Overall GPA: 3.01/4.0
  • Recipient of Sponsor's Scholarship (2012-2013)
  • Relevant Coursework:

Visual Production, Advanced Visual Production,
Sound production, Communication Theories and Processes
Media, Society, and Church.

Asia-Pacific Nazarene Theological Seminary,   **March 2013- March 2014**
Taytay, Rizal, Philippines
Graduate Diploma in Holistic Child Development
- Relevant Coursework:
  Child in Changing Contexts and Cultures, Holistic Nurture of Children,
  Life Span Development, Learners with Special Needs

This program focused on holistic engagement in teaching children at different age levels through looking closely at the internal, social, familial, societal, psychological, and other factors that have direct or indirect impact on children.

Mongolia International University,   **September 2009-2011**
Ulaan Baatr, Mongolia
Candidate for B.A. in International Business Management
Overall GPA: 3.27/4.0
- Recipient of Korean Diaspora scholarship:
  Dean's list (2009, 2010)
- Relevant Coursework:
  Principles of Marketing, Human Resource Management,
  Business English and Presentation

Elim Christian Institute, Chimkent, Kazakhstan   **June 2005**
B.A. in Theology
Overall GPA 3.77/4.8

SKILLS AND INTERESTS

- Russian (native), English (fluent), Korean (basic)
- Computer Skills: Microsoft Office, Adobe Audition, Avid Composer 5.0, Adobe Premier CS 5.5.
- Sound mastering
- Interests: soccer, table tennis, playing drums.