

# Safeguarding Tendencies and Virtual Interpersonal Relationship Among Adolescents of Lipa City National High School

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**Abstract:** The study focuses on the significant relationship between the respondents' safeguarding tendencies in terms of excuses, aggression and withdrawal and level of interpersonal relationship. The respondents were 355 adolescents from Lipa City National High School. Disproportionate stratified sampling method was employed to gather the respondents. The researchers utilized descriptive correlational research design and gathered data through validated self-constructed questionnaire. Unstructured interview was also administered to adolescents in selected areas of Lipa City as a springboard to formulate items for the instrument. Pilot testing was done to 20 students randomly selected for the reliability of the test.

The study shows that majority of adolescents spend three hours on scrolling, browsing and updating their Facebook account which is more than the number of hours one should spend. The respondents' safeguarding tendencies relative to excuses advisable were confirmed to have moderate tendency to safeguard on using it. The respondents agreed that excuses arise when excessive hours of using Facebook incapacitated them to finish their task on time. Furthermore, the respondents had low tendency to safeguard to aggressive behavior as they confirmed to express annoyance on Facebook. The value of interpersonal relationship within the family members is receding due to Facebook interaction as the respondents had low tendency to safeguard to withdrawal. Adolescents are moderately engaged in conversing with people they met only on Facebook. On the other hand, the respondents were seldom provided confidential information when interacting to others. Overall, the results appeared to have significant relationship between the respondents' safeguarding tendencies and level of virtual interpersonal relationship.

**Keywords:** safeguarding tendencies, excuses, aggression, withdrawal and virtual interpersonal relationship.

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## Introduction

Social media has become a prominent way of connecting to distant people and sharing ideas in just a glimpse. Therefore, numerous people have access to various social media platforms which serve as their reference in collecting substantial information, news, blogs and even new trends from other people. Moreover, Facebook is one of the recognized platforms of social media. Facebook is mainly used for updating life events and sharing posts, videos and photos (Foult, 2018). It has provided virtual interaction that creates satisfaction to everyone, since it also serves as a means of entertainment and channel of connection. Camus (2018) explains that internet penetration marks around 63 percent out of 105.7 million Filipinos. Reportedly, 67 million accounts on Facebook are consumed the Filipinos who spend nine hours and 29 minutes a day using mobile devices. Therefore, the Philippines is ranked as the second-highest next to Thailand. Hence, it has significant impacts to the users and to the people around them. People use Facebook for their own growth and benefits; however, it increases the level of unwanted behaviors if used inappropriately and excessively.

Facebook users who spend more than the advisable hours have formed conflicts due to the environment of the social media platform. American Journal of Preventive Medicine claimed that psychological problems such as distress and mental disturbance emerged when adolescents consumed more than two hours on social media according to a research (Walton, 2017). They have consumed too much time in browsing the site even if their time is allotted to do important tasks and chores. Therefore, they are incapable in finishing their tasks on time. Furthermore, some people form excuses and made reasons to absolve from consequences. Some excuses generate illusion to escape from incoming task. Facebook users post deceiving status that reflects how busy they are.

Since Facebook lets people share photos, some envy others as they perceive them as alluring and unattainable. However, people only posted pictures that they can gain numerous likes; therefore, pictures that are edited are often posted. In addition, some Facebook users increase the level of aggressive behavior since they can communicate with other people without revealing their identity. They use fake accounts to manipulate others and express themselves more independently since they can articulate their thoughts without the supervision of older ones. Consequently, they have confusing behaviors when engaging in virtual and physical interaction.

Facebook is a channel to connect with others especially with loved ones; however, it gives opposing effect. While people spend countless time on social media accounts, they unintentionally ignore the people around them. Furthermore, they refuse to talk about their problems and share their feelings to their family members due to communication with virtual people who anchor with their personality and can show acceptance on their condition. These behaviors affect the family-relationship negatively that is required in social development. These people often distance themselves from their family and the people around; hence, these individuals become self-sufficient and self-centered.

On the other hand, friends listed on Facebook accounts are not the actual friends outside the social media platform. These are composed of real friends/relatives and new acquaintances from Facebook. Consequently, people spend time conversing to someone they met online and share information about themselves. It creates harm when users disclose information to anyone. They become attached to other friends on Facebook as they believe to have similar disposition in life where it is difficult to know the truth. Moreover, adolescents seem to spend habitual using of Facebook due to convenience of their time and accessibility to the site. They

have number of hours to check their Facebook accounts since their time is not as occupied as adults. According to Sterling (2013) based on his report, 81 percent of adolescents at ages 12 to 17 years old are accessing the internet and have been using social media accounts. By 2012, Facebook turns to be the most known social media site and 94 percent of adolescents have log in to this site.

Generally, the researchers conducted this study to determine the relationship between safeguarding tendencies (excuses, aggression and withdrawal) and interpersonal relationship on Facebook. The result of this study could give relevant information to netizens due to rampant connection of Facebook to daily activities. Moreover, the researchers believed the result of the study has effects on social, emotional, and psychological maturity of adolescents. It would be beneficial to the future generation as a basis for further researches.

### Materials and Method

This study utilized quantitative approach and employed descriptive-correlation design in the purpose of determining the relationship of safeguarding tendencies and level of virtual interpersonal relationship of adolescents. Trefry (2018) expressed that quantitative method dealt in gathering numerical data through surveys, polls, questionnaires or by manipulating pre-existing numerical results that were interpreted using statistical treatment. It was used to determine the relationship between the variables evaluated from the respondents' response.

In gathering information from the respondents, the researchers used self-constructed survey questionnaire which consists of five parts with corresponding ten-statement each covering safeguarding tendencies and level of virtual interpersonal relationship. Also, the respondents' profile was measured by providing information with regard to the respondents' personal information. The researchers used four-point rating scale to measure accuracy and to avoid neutral response in the results. Therefore, the researchers identified valid results for the variables being measured.

The respondents were composed of 355 from the population where year level was considered to measure the sample size needed in each subgroup. The ages were dependent on the lower limit of 12 and upper limit of 19 ages that were categorized into four. This range had an interval of two that initially started from 12 to 13 ages until 18 to 19 ages. The method used was disproportionate stratified sampling. Bhat (2018) discussed that disproportionate stratified was a probability sampling where population were numerically distributed based on the strata in each subgroup to allocate the specific sample size required. The statistical method proposed was essential in collecting the findings from the respondents.

### Results and Discussion

It presents analysis and interpretation of data gathered from survey. The statistical data and their interpretation were presented in tabular form. These were sequentially arranged according to the order of questions specified on the statement of the problem.

#### 1. Profile of the Respondents

The succeeding tables present the profile of the respondents in terms of sex, age, year level, number of hours spent on Facebook accounts, and number of friends on Facebook accounts.

##### 1.1. Sex

Table 1 presents the profile of respondents in terms of sex determined and interpreted using frequency and percentage.

**Table 1. Profile of the Respondents in Terms of Sex**

Sex	Frequency	Percentage
Female	184	52
Male	171	48
<b>Total</b>	<b>355</b>	<b>100</b>

It can be gleaned from Table 1 that majority of the respondents are female with a frequency of 184 or 52 percent. Moreover, 171 or 48 percent are male respondents. It concludes that most of the female adolescents use Facebook. In terms of gender perspective, Grant (2017) concluded that women utilize social media websites with remarkable companion behavior. It shows that they are more expressive than men in online connection. Generally, women use social media sites more often than male.

### 1.2. Age

Table 2 presents the profile of respondents in terms of age determined and interpreted using frequency and percentage.

**Table 2. Profile of the Respondents in Terms of Age**

Age	Frequency	Percentage
12 – 13	64	18
14 – 15	144	41
16 – 17	97	27
18 – 19	50	14
<b>Total</b>	<b>355</b>	<b>100</b>

It shows in Table 2 that majority of the respondents are 14 – 15 years old with a frequency of 144 or 41 percent. Second to the highest number of respondents' ages ranged from 16 -17 with a frequency of 97 or 27 percent followed by ages ranged from 12 - 13 years old with a frequency of 64 or 18 percent. The lowest frequency is 50 or 14 percent which corresponds to respondents who are 18-19 years old.

### 1.3 Year Level

Table 3 presents the profile of the respondents in terms of year level determined and interpreted using frequency and percentage.

**Table 3. Profile of the Respondents in Terms of Year Level**

Year Level	Frequency	Percentage
Grade 7	81	23
Grade 8	94	26
Grade 9	96	27
Grade 10	84	24
<b>Total</b>	<b>355</b>	<b>100</b>

It can be gleaned from Table 3 that majority of the respondents are in Grade 9 with a frequency of 96 or 27 percent. It is followed by a frequency of 94 or 26 percent of the respondents from Grade 8. The respondents from Grade 10 are composed of 84 or 24 percent. Furthermore, Grade 7 has the lowest number of respondents with a frequency of 81 or 23 percent. The number of frequency in each year level is intentionally gathered since the researchers used disproportionate stratified random sampling method.

#### 1.4 Number of Hours spent on Facebook accounts

Table 4 presents the profile of the respondents in terms of number of hours spent on Facebook accounts determined and interpreted using frequency and percentage.

**Table 4. Profile of the Respondents in Terms of Number of Hours Spent on Facebook Accounts**

Number of hours spent on Facebook accounts	Frequency	Percentage
Less than an hour	42	12
One hour	60	17
Two hours	53	15
Three hours	111	31
Four hours and above	89	25
<b>Total</b>	<b>355</b>	<b>100</b>

Table 4 shows that majority of the respondents spend three hours on their Facebook accounts with a frequency of 111 or 31 percent. It is revealed that four hours and above spent on Facebook accounts is the next to highest number of hours with a frequency of 89 or 25 percent. Moreover, one hour is spent on Facebook accounts by some of the respondents with the frequency of 60 or 17 percent; followed by two hours spent on Facebook accounts with a frequency of 53 or 15 percent.

The least number of hours spent on Facebook is less than an hour with a frequency of 42 or 12 percent. The result is supported by the findings of Camus (2017) that in Digital 2018 report, Filipinos consume three hours and 57 minutes on social media websites particularly on Facebook.

#### 1.5 Number of Friends on Facebook accounts

Table 5 presents the profile of respondents in terms of number of friends on Facebook accounts determined and interpreted using frequency and percentage.

**Table 5. Profile of the Respondents in Terms of Number of Friends on Facebook accounts**

Number of Friends on Facebook accounts	Frequency	Percentage
Less than 250	35	10
251 – 450	41	11
451 – 650	39	11
651 – 850	28	8
851 – 1000	48	14
More than 1000	164	46
<b>Total</b>	<b>355</b>	<b>100</b>

It is revealed in Table 5 that most of the respondents have more than 1000 friends on their Facebook accounts with a frequency of 164 or 46 percent. The frequency of respondents with 851 - 1000 friends on Facebook was 48 or 14 percent. Moreover, respondents who have 251 – 450 friends on Facebook accounts obtained a frequency of 41 or 11 percent. Table 6 displays that respondents who have 451 – 650 number of friends on Facebook accounts show a frequency of 39 or 11 percent. It is followed by respondents with less than 250 friends on Facebook accounts with a frequency of 35 or 10 percent. The least number of friends on Facebook is 651 – 850 with a frequency of 28 or 8 percent.

This is supported by the statement of Dunbar (2018) that some people accommodate 500 to 1000 friends on Facebook who are composed of not entirely known people. Moreover, people are surrounded by 150 important people from where they can seek help.

## 2. Assessment on the level of Safeguarding Tendencies

Behaviours exhibited by individuals are important to assess future problems. Safeguarding tendencies involved behaviours are used to escape from public disgrace. People enhance their self-esteem and gain positive result through these. However, they can lead to problems that are harmful to others and even to oneself. This part of the study assesses the level of safeguarding tendencies among adolescents of Lipa City National High School.

### 2.1. Excuses

Excuses serve as a hindrance to obtain motivation to be successful. It is created by individual to escape from anxiety and embarrassment since people make reasons. Nevertheless, people tend not to finish their assigned task on the given time or not at all (Aguirre, 2017).

**Table 6. Assessment of Respondents on the Level of Safeguarding Tendencies in Terms of Excuses**

Statements	Weighted Mean	Interpretation
1. I hardly finish my task due to excessive hours of using my Facebook account.	2.63	Agree
2. I update my Facebook account regularly for people not to bother me and see me as a busy person.	2.50	Agree
3. I find time to visit my Facebook account to avoid household chores.	2.54	Agree
4. I cram in my school requirements due to frequent Facebook account browsing.	2.57	Agree
5. I deceive others to do my task because I want to have time accessing my Facebook account.	2.48	Disagree
6. I pretend doing school activity in my gadgets when I chat with my Facebook friends.	2.75	Agree
7. I update my Facebook status about my busy schedules to avoid attending family gatherings.	2.47	Disagree
8. I post edited/ filtered/ beautified photos of myself online to gain social approval from my Facebook friends.	2.57	Agree
9. I prefer talking to people online since it is easier to ignore messages I am not interested with.	2.61	Agree
10. I check my Facebook newsfeed to be updated about latest trends.	2.77	Agree
<b>Composite Mean</b>	2.59	Moderate Tendency to Safeguard



It is revealed in Table 6 that most of the respondents agreed that they check their Facebook newsfeed to be updated about latest trends with a weighted mean of 2.77. They create excuses whenever they are doing something or even in school merely to check their Facebook account.

The respondents also agreed that they pretend doing school activity in their gadgets when they chat with their Facebook friends with a weighted mean of 2.75. Most adolescents make reasons to log in to their Facebook account whenever they are in the house or at school. It is mainly due to the accessibility of the individuals to their Facebook.

Likewise, it appears in the findings that the respondents agreed about not finishing their task due to excessive hours of using their Facebook account with a weighted mean of 2.63. It is only to show that adolescents browse their Facebook despite of working process to their tasks. Therefore, they created reasons to escape from consequences when not accomplish. Correspondingly, students reduce their focus on their tasks and fail to comply with their tasks.

In addition, the respondents agreed that they update their Facebook account regularly for people not to bother them and see them as a busy person with a weighted mean of 2.50. This is to show that adolescents create boundaries from other people not to disturb them. They use Facebook to support their excuses since it can serve as an evidence of their busy schedules.

On the other hand, respondents disagreed that they deceive others to do their task because they want to have time accessing their Facebook account with a weighted mean of 2.48. Despite the chance of not finishing their tasks, they are accountable for their responsibilities.

Furthermore, respondents disagreed on updating their Facebook status about their busy schedules to avoid attending family gatherings with a weighted mean of 2.47. It is merely to show that the respondents create excuses to escape from family gatherings. It is noticeable though that adolescents post pictures on Facebook about attended celebrations since it can increase the number of likes.

Generally, majority of the respondents have moderate tendency to safeguard in terms of excuses with a composite mean of 2.59. This reveals that adolescents support their actions by providing excuses to deal with consequences. Facebook becomes a barrier for adolescents to complete a task since people exert excessive hours online.

This result proved the findings of Dijk (2017) that students divert their interests and focus in checking their social media accounts. Furthermore, 89 percent of the students reveal that this action cause them to misunderstand their lesson and lose their attention in studies. Moreover, Mitchell (2015) believes that Facebook consumes longer time that causes the tasks to be delayed or to be unfinished. Consecutive checking of Facebook account leads the users to lose their valuable time intended for other tasks.

## 2.2. Aggression

Aggression can be formed by expressing annoyance to someone. According to Long, Long and Whitson (as cited by Whitson, 2015), social media users formulate words with negative meanings. This is known as passive aggressive behaviour and people use words with corresponding meaning that are different from the denotative definition.

**Table 7. Assessment of Respondents on the Level of Safeguarding Tendencies in Terms of Aggression**

Statements	Weighted Mean	Interpretation
1. I rant to someone without revealing my identity.	2.05	Disagree
2. I express my grudges on my Facebook status to lessen my negative feelings.	2.52	Agree
3. I use false accounts so that I can argue with someone.	2.19	Disagree
4. I curse in my Facebook status to exaggerate my feelings.	2.55	Agree
5. I impose on others on Facebook without feeling any remorse.	2.41	Disagree
6. I give negative feedbacks to gain someone's attention.	2.17	Disagree
7. I express my anger on Facebook easier rather than face-to-face interaction.	2.63	Agree
8. I envy my Facebook friends since they have increased number of friends.	2.65	Agree
9. I write on my Facebook wall about someone I am irritated with.	2.40	Disagree
10. I lose control when replying/commenting to someone I am upset with on Facebook.	2.45	Disagree
<b>Composite Mean</b>	2.40	Low Tendency to Safeguard

It is presented in Table 7 that the respondents agreed that they envy their Facebook friends since they have increased number of friends with a weighted mean of 2.65. Students tend to misbehave for them to gather attention from social media users and to increase the number of their friends on Facebook. Additionally, the respondents confirm that they express their anger on Facebook easier rather than face-to-face interaction with a weighted mean of 2.63. Some people are known to express less in personal interaction; however, Facebook becomes a way for them to share their feelings. People post on Facebook to lessen their annoyance with someone since they can share it without revealing the person behind their annoyance.

The respondents agreed that they curse as shown on their Facebook status to lessen their negative feelings with a weighted mean of 2.55. Adolescents use negative words not just on showing annoyance but also for emphasizing their emotions. Moreover, some people can express themselves thoroughly on Facebook since there is less supervision than in person. On the other hand, the respondents disagreed about using false accounts so that they can argue with someone with a weighted mean of 2.19. It indicates that adolescents avoid using someone's identity to involve in an argument. Moreover, the respondents disagree to give negative feedbacks to gain someone's attention with a weighted mean of 2.17. The result indicates that most of the adolescents gain attention not from giving negative feedbacks. It is noticeable that people can obtain recognition by providing pleasant online content. The respondents disagreed that they rant to someone without revealing their identity with a weighted mean of 2.05. This is associated with the statement next to this that respondents are hesitated to create false accounts to have arguments.



Table 8 reveals that majority of the respondents have low tendency to safeguard in terms of aggression with a composite mean of 2.40. It is to show that the adolescents express their aggressiveness sometimes through the means of Facebook. Since, indirect expressions related to aggressive behavior are rampant in social media. People use newly formed words that had different meaning from the actual, some of them are needed to watch out for since they provide negative meaning. This result is supported by the findings of Long, Long and Whitson (as cited by Whitson, 2015) which states that giving negative statements on social media account is easier since people utilize words with hidden meaning. It is formed to indirectly state negative thoughts that are visible among millennial. Moreover, Myers (2016) believes that disrespectful words were elicited to one's mouth whenever they could not handle their annoyance. However, people from social media accounts express themselves by cursing in their posts as part of daily routine and not merely for showing anger. In general, cursing and sharing inappropriate post on social media reflected the users. Therefore, they can gain negative impression from others.

### 2.3 Withdrawal

Social media connect individual to people on the same site since they are accessible and modernized. People lose the value of connectedness with the people around them due to often engagement in social media sites (Ali, 2012). Therefore, people develop detachment and isolation from important people.

**Table 8. Assessment of Respondents on the Level of Safeguarding Tendencies in Terms of Withdrawal**

Statements	Weighted Mean	Interpretation
1. I disregard my problems by turning my attention into Facebook.	2.46	Disagree
2. I express more of my real self on Facebook since no one will lecture me about anything.	2.49	Disagree
3. I prefer sharing my feelings on Facebook instead of sharing with people around me.	2.57	Agree
4. I refuse to socialize with someone in person even though we are friends on Facebook.	2.52	Agree
5. I pay less attention to someone in person who does not match my Facebook desires.	2.28	Disagree
6. I become less attached with my family and relatives on Facebook.	2.54	Agree
7. I feel more comfortable to communicate through my Facebook account than face-to-face interaction.	2.55	Agree
8. I take longer conversations with my Facebook friends since I have no one to talk at home.	2.51	Agree
9. I decline Facebook friend requests from my relatives for them not to see my online activity.	2.33	Disagree
10. I log onto my Facebook account even if I am with my friends or family members.	2.57	Agree
<b>Composite Mean</b>	2.48	Low Tendency to Safeguard

It can be gleaned from Table 8 that most of the respondents agreed that they log onto their Facebook account even if they are with their friends or family members with a weighted mean of 2.57. This is to show that adolescents lessen their interaction with their family members and friends due to scrolling and updating on Facebook. In connection the respondents agreed that they prefer sharing their feelings on Facebook instead of sharing with people around them with a weighted mean of 2.57. People on Facebook can easily meet others with similar dispositions, conditions and interests. Therefore, they share their problems or feelings on Facebook as they find someone to understand them. Moreover, piteous posts can gain sympathy from other users more often.

Furthermore, it is displayed that the respondents also agreed that they feel more comfortable to communicate through their Facebook account than face-to-face interaction with a weighted mean of 2.55. Therefore, the respondents articulate their ideas on Facebook than in personal basis since there is less interruption.

Table 8 shows that the respondents disagreed in disregarding their problems by turning their attention into Facebook with a weighted mean of 2.46. It is important to know that adolescents exert effort to solve their problems and not to project it to others. Additionally, the respondents disagreed to decline Facebook friend requests from their relatives for them not to see their online activity with a weighted mean of 2.33. This is to show that they had access their relatives on Facebook.

Additionally, the respondents disagreed that they pay less attention to someone in person who does not match their Facebook desires with a weighted mean of 2.28. Therefore, the respondents provide interaction on Facebook to people with any personality.

It can be gleaned from Table 9 that majority of the respondents have low tendency to safeguard in terms of withdrawal with a composite mean of 2.48. The respondents agreed most particularly on using Facebook while with family; sharing feelings on Facebook than with people around and communicating comfortably with others on Facebook. It is an indication that adolescents sometimes become detached from their family members and focused more on Facebook. The value of connection within the family declined since everything could be appeared and known on Facebook. This supports the findings of Ali (2017), the value of physical interpersonal relationship is vastly affected when engagement in social media is highly observed. Interpersonal relationship with family members is declined when online users tend to isolate themselves in social media. Additionally, Tendler (2015) claims that it is noticeable that there is an enormous difference between the past generation and modern age. People are focused in their gadgets even in streets, family dinner and work. People keep their eyes on their phones whenever they are and stay updated on their social media accounts. However, people divert their face-to-face interaction to online basis since people posted 24/7 of their activities and accomplishments. Therefore, people will lessen their interest to communicate physically.

### 3. Assessment of Virtual Interpersonal Relationship

Virtual interpersonal relationship is the form of interacting through social media sites. Balancing between too much information shared and insufficient information shared online is necessary in the effectiveness of relationship. It enables an individual to share every aspect of the relationship, though sharing too much takes away from the intimacy of the relationship between two people. Conversely, less given information takes doubt in the authenticity of the relationship (Wilkerson, 2017).

### 3.1. Self-disclosure

Self-disclosure is formed when an individual presents information about oneself to someone. This is supported by Verderber and Verderber (2008) when they pointed out that self-disclosure differs from its information provided for other people. People share their biographical information while sometimes dispense personal thoughts, ideas and feelings. Deeper information can reveal when the other people disclose information indication that they trust them.

**Table 9. Assessment of Respondents on the Level of Virtual Interpersonal Relationship in Terms of Self-Disclosure**

Statements	Weighted Mean	Interpretation
1. I believe that Facebook encounters will not affect my online privacy.	2.27	Disagree
2. I reply to anyone on Facebook who wants to talk to me.	2.53	Agree
3. I find sharing private Facebook account information safe.	2.41	Disagree
4. I share photos/posts on Facebook to show things I am doing and the people I am with.	2.53	Agree
5. I exchange conversations with people I met only through Facebook.	2.73	Agree
6. I interact with people online who are the same profile with me (e.g. same school and hometown).	2.54	Agree
7. I share valuable Facebook information to anyone.	2.55	Agree
8. I provide biographical information (such as birthdate, address, age, and school) when asked by the people I speak on Facebook.	2.59	Agree
9. I share confidential information and events on Facebook to people who are in similar situation with me.	2.37	Disagree
10. I engage in serious conversation with my friends through Facebook.	2.57	Agree
<b>Composite Mean</b>	2.51	Moderately Engaged

It is revealed in Table 9 that most of the respondents agreed that they exchange conversations with people they met only through Facebook with a weighted mean of 2.73. They communicate to someone by providing shallow or vital information.

The results indicate that the respondents provide biographical information (such as birthdate, address, age, and school) when asked by the people they speak with on Facebook with a weighted mean of 2.59. This implies that most of the adolescents disclose their personal identity. It is necessary for an individual to provide biographical information; however, this must be done with enough awareness and caution.

Further, the results revealed that the respondents engaged in serious conversation with their friends through Facebook with a weighted mean of 2.57. Adolescents provided serious information through Facebook since it was convenient.

The respondents disagreed that they find sharing private Facebook account information safe with a weighted mean of 2.41. It reveals that they understand the awareness of providing private content on social media. Furthermore, the respondents disagree in sharing confidential information and events on Facebook to people who are in similar situation with them with a weighted mean of 2.37. Adolescents are connected with people they met only on Facebook yet they did not share confidential information abruptly.

The least scored shown in Table 10 indicates that the respondents disagreed to believe that Facebook encounters will not affect their online privacy with a weighted mean of 2.27. Once individuals disclose information, their privacy is already affected since they provide biographical information.

Overall, majority of the respondents have moderately engaged in terms of self-disclosure with a composite mean of 2.51. It also shows that the respondents communicate with people they only met on Facebook. They also provide biographical information of themselves when asked. However, they knew when to provide confidential information. This supports the findings of DeVito (2009) as cited by McGil, that it is easier to dispense information when online mediated is used since it will avoid uncomfortable feelings brought by physical contact. Moreover, other studies show that giving valuable time is necessary to attain intimate information.

### 3.2. Intimacy

Intimacy is a state of closeness and openness of an individual portrait to others. Verderber and Verderber (2008) stated that serious relationship is a high degree of commitment, trust and connection with certain people. Less intimate relationships occur with people with common ideas and dispositions when closeness is established.

**Table 10. Assessment of Respondents on the Level of Virtual Interpersonal Relationship in Terms of Intimacy**

Statements	Weighted Mean	Interpretation
1. I sustain lengthy conversation with someone I met on Facebook.	2.76	Agree
2. I feel comfortable conversing on Facebook rather than on face to face interaction.	2.85	Agree
3. I share personal information on Facebook to gain mutual trust.	2.50	Agree
4. I become attached to people I have a deep conversation on Facebook.	2.54	Agree
5. I easily trust people I often talk to on Facebook.	2.07	Disagree
6. I update my Facebook account to stay connected with my Facebook friends.	2.58	Agree
7. I comfortable interacting online to someone who shares the same interest	2.46	Disagree

with me.		
8. I build relationships (friendly or romantic) through Facebook since I meet people who can understand me.	2.50	Agree
9. I agree to meet the person after having a good conversation on Facebook.	2.52	Agree
10. I exchange personal ideas to the people on Facebook who share my interests, likes and dislikes.	2.34	Disagree
<b>Composite Mean</b>	2.51	Moderately Engaged

It can be gleaned from Table 10 that majority of the respondents agreed that they feel comfortable conversing on Facebook rather than on face to face interaction with a weighted mean of 2.85. It is easier to build openness in online mediated component since they can articulate their thoughts easily.

Further, the respondents agreed that they sustain lengthy conversation with someone they met on Facebook with a weighted mean of 2.76. This is an indication that adolescents stay in the conversation for hours since they establish closeness and openness. The individuals maintain their conversation within a long time due to the sincerity of the topic and relationship with each other.

Subsequently, respondents updated their Facebook account to stay connected with their Facebook friends with a weighted mean of 2.58. Adolescents show attachment to their friends; therefore, they stay connected with them. They use Facebook as a bridge to their friends. On the other hand, the respondents disagreed to interact online to someone who shares the same interest with them with a weighted mean of 2.46.

It demonstrates that adolescents did not prefer talking to someone merely for similar dispositions. In relation to the stamen above, the respondents disagreed to exchange personal ideas to the people on Facebook who share their interests, likes and dislikes with a weighted mean of 2.34. Adolescents decline to share personal ideas with people they have not formed trust with even if they have similarities.

Likewise, the respondents disagreed that they easily trust people they often talk to on Facebook with a weighted mean of 2.07. It appears that adolescents did not form trust easily with someone. This is important to understand to avoid harm and problems.

Generally, it can be observed that majority of the respondents have moderately engaged in terms of intimacy with a composite mean of 2.51. It appears that they are sometimes open to communicate with people online. This is supported Sommer (as cited by DeVito, 2009) who states that the quantity and quality of intimacy elevate the interpersonal relationship when revealing back of information is established from each other. Mutual trust produced a broader communication and more detailed in giving information that attracted close friend, lover, or companion.

#### 4. Assessment on the Significant Difference on the Respondents' Level of Safeguarding Tendencies when Grouped according to Profile

**Table 11. Summary of Computations on Testing the Difference between the Assessments of the Respondents' Level of Safeguarding Tendencies when Grouped According to Profile**

<b>Profile Variable</b>	<b>Computed Value</b>	<b><i>P</i> value</b>	<b>Decision</b>	<b>Conclusion</b>
Sex	0.002	0.961	Failed to Reject $H_0$	With No Significant Difference
Age	3.922	0.009	Reject $H_0$	With Significant Difference
Year Level	2.476	0.061	Failed to Reject $H_0$	With No Significant Difference
Number of hours spent on Facebook accounts	2.492	0.043	Reject $H_0$	With Significant Difference
Number of Friends on Facebook Accounts	1.174	0.321	Failed to Reject $H_0$	With No Significant Difference

Table 11 illustrates the summary of computations on testing if there was a significant difference on the assessment of the level of safeguarding tendencies of the respondents when grouped according to profile. The test is done according to the profile of the respondents as sex, the generated results of computed value of 0.002 and *p* value are 0.961.

The generated results of the *p* values are higher than the observed 0.05 level of significance which lead the researchers to fail to reject the null hypothesis thus indicating that there is no significant difference between the assessments of the level of safeguarding tendencies when grouped according to the said profile. Moreover, it indicates that sex will not affect the tendency to safeguard. The number of female to male shows light deviation that will not give absolute discrepancy.

On the other hand, when the profiling is done according to age the generated results are a computed value of 3.922 and *p* value of 0.009. The generated result for the *p* value is lower than the observed 0.05 level of significance which lead the researchers to reject the null hypothesis. This indicates that there is a significant difference in the assessment of the level of safeguarding tendencies when grouped according to age. The tendency to safeguard varies on age since the chronological age affects the intelligence of an individual to think rationally instead of escaping from their problems.

It can be gleaned from Table 11 that the generated results of safeguarding tendencies when grouped according to year level have a computed value of 2.476 and *p* value of 0.06. The null hypothesis will be failed to reject since the generated results are higher than the observed level of significance of 0.05. Therefore, the year level has no significant bearing with the safeguarding tendencies used by adolescents. The adolescents' age for each level are not exactly identical since there are some students who enrolled in year level lower than they supposed to be in.



The assessment of safeguarding tendencies when grouped according to number of hours spent on Facebook account resulted to computed value of 2.492 and  $p$  value of 0.043. The  $p$  value results to be lower than the level of significance of 0.05; therefore, the null hypothesis is rejected. Moreover, the number of hours spent on Facebook has significant effect to safeguarding tendencies. The excessive time allotted to Facebook can form disturbances in mental health.

The summary of computations demonstrated the generated results of the level of the respondents' safeguarding tendencies when grouped according to number of friends on Facebook. It appears that the computed value is 1.174 and the  $p$  value is 0.321. This is an indication to fail to reject the null hypothesis since the generated results are higher than the level of significance of 0.05. As a result, the number of friends on Facebook accounts has no effect in the level of the respondents' safeguarding tendencies. The result shows that the adolescents can guard and protect themselves from public disgrace despite of any total number of friends on Facebook they have. This is due to the fact that they will not provide too much attention with these people since some of them are merely acquaintances. Overall, the study concluded that there is no significant difference between the assessments of the respondents' level of safeguarding tendencies when grouped according to their profile variable. Therefore, it will not entirely affect the respondents' safeguarding tendencies in terms of excuses, aggression and withdrawal specifically in terms of sex, year level and number of friends on Facebook accounts. However, the level of the adolescents' tendency to safeguard is affected by age and number of hours spent on Facebook accounts. Chronological age affects the individual to think and cope with their problems and not depending in using safeguarding tendencies.

This supports the findings of Dombeck (2018) who stated that mental differences from childhood to adulthood are the awareness of all safeguarding tendencies or coping mechanisms utilized by individual that are brought by their development. These are relevant to protect people from adverseness of the society. However, these defenses can restrain people from advancement. Moreover, the number of hours spent on Facebook can also be affected by the level of safeguard tendencies. Safeguarding tendencies can lead to maladaptive behaviors than can cause psychological problems. This result is supported by the findings of American Journal of Preventive Medicine (as cited by Walton, 2017) which states that people who consume two hours and more than in each day are more likely to develop isolation and suffer from issues related to psychological dysfunction.

## 5. Assessment on the Significant Difference on the Respondents' Level of Virtual Interpersonal Relationship when Grouped according to Profile Variable

**Table 12. Summary of Computations on Testing the Difference between the Assessments of the Respondents' Level of Virtual Interpersonal Relationship when Grouped According to their Profile Variable**

	Computed Value	$P$ value	Decision	Conclusion
Sex	0.677	0.411	Failed to Reject $H_0$	With No Significant Difference
Age	6.542	0.000	Reject $H_0$	With Significant Difference

Year Level	5.209	0.002	Reject $H_0$	With Significant Difference
Number of hours spent on Facebook accounts	0.958	0.431	Failed to Reject $H_0$	With No Significant Difference
Number of Friends on Facebook Accounts	1.253	0.284	Failed to Reject $H_0$	With No Significant Difference

Table 12 presents the summary of computations to determine if there is any significant difference on the assessment of the level of respondents' virtual interpersonal relationship when grouped according to profile. It can be gleaned from the results that when the profiling is done according to sex, the computed value is 0.677 and the  $p$  value is 0.411. The generated results of the  $p$  value are higher than the observed 0.05 level of significance which lead the researchers to fail to reject the null hypothesis thus indicating that there is no significant difference between the assessments of the level of virtual interpersonal relationship when grouped according sex. Consequently, virtual interpersonal relationship of adolescents will not be affected by sex. The requirements in school are numerous when higher reach the last year level. Therefore, it can affect the relationship with other people through Facebook.

Otherwise, the generated results of the respondents' age have a computed value of 6.542 and a  $p$  value of 0.000. The generated result for the  $p$  value is lower than the observed 0.05 level of significance which lead the researchers to reject the null hypothesis. This indicates that there is a significant difference on assessment of the level of virtual interpersonal relationship when grouped according to age. The results of the computation interpreted that the age can affect the level of virtual interpersonal relationship. The engagement on Facebook varies by age differences since users have distinct purpose in using Facebook. It can be gleaned from Table 13 that generated results related to year level has a computed value of  $p$  5.209 and  $p$  value of 0.002. The results of the computation are indications to reject the null hypothesis since the  $p$  value is lower than the observed level of significance of 0.05. There is a significant difference on the level of virtual interpersonal relationship when grouped according to year level. Considering the results, year level significantly affected the level of virtual interpersonal relationship. The requirements in school are numerous the students have reached the last year level. Therefore, it can affect adolescents' engagement on Facebook.

The generated results gathered from the number of hours spent on Facebook reflected to have a computed value of 0.958 and  $p$  value of 0.431. The  $p$  value appears to be higher than the level of the significance of 0.05 thus, the null hypothesis is failed to be rejected. Correspondingly, there is no significance difference on the respondents' level of virtual interpersonal relationship when grouped according to number of hours spent on Facebook account. Furthermore, the number of hours spent on Facebook account will not give any impact to the level of virtual interpersonal relationship of the adolescents. People form relationship even in short or long period of time of conversing since interest and trust are built. Additionally, Table 9 presents results parallel to the number of friends on Facebook account assessing if there is any difference from the level of virtual interpersonal relationship. The generated results show that computed value is 1.253 and  $p$  value of 0.284 which higher

than the observed level of significance of 0.05. Hence, the researchers fail to reject the null hypothesis. It signifies that virtual interpersonal relationship has no significant difference when grouped according to number of friends on Facebook account. Further, the virtual interpersonal relationship will not be affected by the presence of the number of friends on Facebook account. Interaction is not based on the numbers of friends on Facebook since some of the users increase the number of their friends merely to gain likes and not to communicate with these people.

Generally, the results reveal that there is no significant difference between the assessments of the respondents' level of virtual interpersonal relationship when grouped according to their profile variable. Therefore, it will not entirely affect the level of virtual interpersonal relationship in relative to self-disclosure and intimacy when combined to said profiles. Specifically, it will not be affected by sex, number of hours spent on Facebook accounts and number of friends on Facebook accounts. However, the level of virtual interpersonal relationship can be affected by age and year level. This supports the findings of Tucker (2018) who claimed that it is observable that people with distinct age have different reason in browsing the internet. There are age groups who utilize social media to gather the trending topics. Whereas, there are also age groups who browse on social media sites for purchasing a product.

#### 6. Assessment on the Significant Relationship between Respondents' Safeguarding Tendencies and Level of Virtual Interpersonal Relationship when Grouped

**Table 13. Summary of Computations on Testing the Significant Relationship between Respondents' Safeguarding Tendencies and Level of Virtual Interpersonal Relationship in Terms of Self-Disclosure**

	Computed Value	<i>P</i> value	Decision	Conclusion
Excuses	0.266	0.000	Reject $H_0$	With Significant Relationship
Aggression	0.277	0.000	Reject $H_0$	With Significant Relationship
Withdrawal	0.366	0.000	Reject $H_0$	With Significant Relationship

Table 13 includes the summary of computations on testing if there is a significant relationship between the safeguarding tendencies of the respondents and their virtual interpersonal relationship as relative to self-disclosure. The results reveal that the safeguarding tendencies in terms of excuses, generated results of the *p* value of 0.000. It is lower than the observed 0.05 level of significance which lead the researchers to reject the null hypothesis. This indicates that there is a significant relationship between the safeguarding tendencies in relative to excuses and the level of virtual interpersonal relationship in relative to self-disclosure. When adolescents disclosed information more often, they will also increase the level of excuses with the people that surround them. Therefore, adolescents expand their excuses as they are exposed in providing information to others that incapacitate them to accomplish their task. Interaction on Facebook can take more time that is designed for other activities. In addition, the summary of computations shows that the safeguarding tendencies in terms of aggression have a computed value of 0.301 and *p* value of 0.000. Since the *p* value is lower than the level of significance of 0.05, the null hypothesis is rejected. Therefore,

it is clear that safeguarding tendencies in relative to aggression has significant relationship with the level of virtual interpersonal relationship in relative to self-disclosure. Overall, the disposing of information increases when adolescents elicit aggressive behaviour on Facebook. The results reveal that adolescents can express their thoughts and emotion to someone on Facebook especially when they want to relieve from their annoyance.

It can be gleaned from Table 14 that the computations for generated results of the safeguarding tendencies in relative to withdrawal have a computed value of 0.366 and  $p$  value of 0.000. The results of the computation are indications to reject the null hypothesis since the  $p$  value is lower than the observed level of significance of 0.05. Therefore, there is a significant relationship between safeguarding tendencies in relative to withdrawal and virtual interpersonal relationship in terms of self-disclosure. It appears that the higher the self-disclosure establishes, the higher the chance of isolating oneself from family and people around them. When adolescents are interacting and dispensing of information on Facebook, the value of interaction decreases. The adolescents can socialize with others; however, their interaction and emotional expression for their family and others have been affected negatively.

Generally, there is a significant relationship between respondents' safeguarding tendencies and level of virtual interpersonal relationship in terms of self-disclosure. Therefore, when safeguarding tendencies elevated the self-disclosure will also increase. Furthermore, people use self-disclosure can affect their behavior in using safeguarding tendencies. This supports the finding of Adler (1870), people manifest behavior that can protect themselves from difficulties and maintain their style of life. Moreover, an individual shows behavior which is superior among others. It is used to avoid conflicts that can be happen through socialization.

**Table 14. Summary of Computations on Testing the Significant Relationship between Respondents' Safeguarding Tendencies and Level of Virtual Interpersonal Relationship in Terms of Intimacy**

	<b>Computed Value</b>	<b><math>P</math> value</b>	<b>Decision</b>	<b>Conclusion</b>
Excuses	0.212	0.000	Reject $H_0$	With Significant Relationship
Aggression	0.301	0.000	Reject $H_0$	With Significant Relationship
Withdrawal	0.270	0.000	Reject $H_0$	With Significant Relationship

Table 14 shows the summary of computations on testing the significant relationship between respondents' safeguarding tendencies in terms of excuses when grouped level of virtual interpersonal relationship in relative to intimacy. The generated result of computed value is 0.212 and  $p$  value is 0.0. The generated result of the  $p$  value was lower than the observed 0.05 level of significance which considered the researchers to reject the null hypothesis. Thus, this indicates that there is significant relationship between the safeguarding tendencies in terms of excuses and level of virtual interpersonal relationship in relative to intimacy. Furthermore, adolescents increase their excuses when they increase their intimacy on Facebook and vice versa. Excuses become dominant when openness and closeness to others are established. People provide more time to others when they formulate closeness to them that can cause of unfinished tasks.

Moreover, it appears on the computations that the generated results of aggression in relationship with virtual interpersonal relationship in terms of intimacy have a computed value of 0.301 and  $p$  value of 0.0. The researchers reject the null hypothesis since  $p$  value is lower than the target level of significance of 0.05. As a result, the safeguarding tendencies in terms of aggression have significant relationship with virtual interpersonal relationship in relative to intimacy. Therefore, adolescents also increase their openness when aggression increases. Some people are comfortable in showing their annoyance to people they created trust and built rapport with.

It is observable that withdrawal has a calculation of generated results of computed value of 0.270 and a  $p$  value of 0.000. The results show that the null hypothesis is rejected since  $p$  value is lower than the level of significance of 0.05. Hence, there is significant relationship between the safeguarding tendencies in terms of withdrawal and level of virtual interpersonal relationship in relative to intimacy. The adolescents have higher level of isolation and detachment to family or people around when openness and closeness on Facebook become higher. People become isolated and detached from their family or real friends when they are intimate with people they only met through Facebook.

Generally, there is a significant relationship between the respondents' safeguarding tendencies and level of virtual interpersonal relationship in terms of intimacy. Therefore, when people show closeness and openness to people online more often, it could increase the use of safeguarding tendencies. Furthermore, people engage in intimacy can affect their tendency to safeguard and elicit behaviors related to these. The result is supported by the finding of Christensen (2018) who emphasized that Facebook features enhance virtual attachment from online users on the emotional well-being and interpersonal relationship which have positive relationship upon mutual attraction.

## **7. Proposed Course of Action to Eradicate Safeguarding Tendencies and Virtual Interpersonal Relationship**

The findings of the research were explained to answer specific questions to obtain the study's main objective which is to determine the significant relationship between safeguarding tendencies and virtual interpersonal relationship. The study implies assistance in directing the adolescents in proper amount of consumption they must provide in using Facebook account and must express with rational and careful thinking about the sensitivity of the information.

However, it reveals that the adolescents have moderate tendency to safeguard in terms of excuses since their focus are mainly on checking Facebook updates that cause of compromised task thus establishing activities that endure the productivity of the students in dealing with day to day situation. On the other hand, it shows that adolescents have slight tendency to safeguard relative to aggression which Facebook is considered as a platform that is used to show indirect aggressiveness towards someone hence giving relevant knowledge about the negative impact of action portrayed on Facebook has a tendency of emotional instability of the students. Likewise, withdrawal of the adolescents have slight tendency to safeguard which suggests developing harmonious environment for the students in order to divert isolation to open communication with others.

Moreover, it is present in the study that adolescents are moderately engaged in terms of self-disclosure which allow them to freely dispense information that can lead to crucial outcomes thus giving awareness is necessary to avoid personal conflicts. Similarly, adolescents are moderately engaged in terms of intimacy that elicits virtual openness which could result to



detachment and loss of face-to-face interaction. Therefore, exhibiting social interaction at school to enhance the positive relationship and to balance the emotional stability will be guided by the administration.

Generally, it is imperative to educate the students about the positive and negative aspect of intolerable usage of Facebook or other social media sites on the psychological, social, and emotional development that might deteriorate the functionality of the students to improve their capabilities in aiming for academic excellence that can be obtained. Thus, it may enhance student involvement upon maintaining the balance between Facebook consumption and interpersonal relationship in uncontrollable circumstances. Providing a warm environment for the students that express sensitivity with the difficulties encountered inside or outside the school can help in attaining self-realization.

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