

ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

THE EXPERIENCES OF THE SELECTED CHILDREN IN THE NORTHERN
PHILIPPINE CONFERENCE OF THE FREE METHODIST CHURCHES
IN LIGHT OF THEIR SOCIAL MEDIA APPS USAGE

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In Partial Fulfillment of the Requirements for the Degree

Master of Arts in Christian Communication

Media Studies

By

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ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

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MASTER OF ARTS IN CHRISTIAN COMMUNICATION
MEDIA STUDIES

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ABSTRACT

This study seeks to answer the main question: what are the experiences of the selected children in the Northern Philippine Conference of the Free Methodist Churches in light of their social media apps usage? This study looked at the online experiences of children in using the internet focused on social media apps such as Facebook and Messenger. In understanding children's online experiences, this study considered three categories such as: online skills, online risks and well-being of children.

This study is guided by Sonia Livingstone's Framework, namely, the "Online Processes Mediating Child Well-being and Rights in the Digital Age." The framework is used to help understand children's online experiences and how it may affect their well-being and rights.

This current research was conducted among selected children ages 11 to 17 in the NPC of FMC. The design of this research is descriptive using mixed methods: quantitative and qualitative. Nonprobability purposeful sampling (criterion-based selection) was used because criteria were set forth in choosing the respondents of this study. This study used two data gathering instruments: survey and interview. Both the survey questionnaire and interview guide questions were adapted and with permission from the Global Kids Online research. The actual survey questionnaire (Tagalog version) was administered among 44 selected children in NPC of the FMC using Google Forms. From the 44, five participants were interviewed using semi-structured, open-ended questions via Zoom videocalls. The data-gathering procedures were done from October to December 2020. This study used nonparametric statistical Chi-square test in treating the gathered data.

Based on the gathered data, children had positive and negative experiences in using the internet. The respondents attested that the use of internet (especially social media apps) had helped them in their education, gave way to communicate with people (family, friends, classmates, etc.) online, caused them to learn new things, and allowed them to have leisure time. In contrary, they themselves revealed that the use of internet (especially social media apps) exposed them to hurtful online behavior such as cyberbullying and sexual grooming, sexual risks such as seeing and receiving explicit images and videos, and negatively affected their well-being through bad eating habit (forgetting to eat) and by being addicted (high screen time) in using social media apps and online games. Hence, the use of internet creates opportunities to children, but it also situates the children at risk. In this light, recommendations to the respondents (the children), to the parents, and the church were crafted based on the findings and conclusions of this study.

There are specific issues that came up in the current research but were not dealt with because of the focused design of the thesis. Thus, the following are some research topics that are recommended for further scrutiny: 1. Impact study on the effects of online games on the well-being of children; 2. Phenomenological study on online sexual exploitation of children and its implications to family communication patterns and parental mediation; and 3. The perceived effects of COVID-19 on the frequency of online usage of children.

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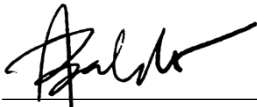
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DEDICATION

To Jemuel, Hesed, and Baby Emet – I love you three.

Soli Deo gloria.

ACRONYMS

| | |
|------|-------------------------------------|
| NPC | Northern Philippine Conference |
| FMC | Free Methodist Church |
| GKO | Global Kids Online |
| SNS | Social Network Sites |
| ELT | English Language Teaching |
| NGO | Non-Government Organization |
| SFM | Set Free Movement |
| ICCM | International Child Care Ministries |
| VBS | Vacation Bible School |
| EU | European Union |
| ISP | Internet Service Providers |

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

The internet may offer both good and bad practices and opportunities. Most children may feel comfortable using the internet. Some of them think that the internet is a “helpful tool” for research, while others see it as a place to make new friends and socialize.¹ Children can only learn by what is available to them. Traditionally, parents, friends, school, and the wider community were the only gateways to learning, but now the World Wide Web gives children a vast library of material to allow them to discover new things.² Interactive websites and games help children learn to solve problems as well as improve their language skills while reading, evaluating, and finding the information they want.³ Not only that, educational games require children to follow objects and interact with them, which can help their hand-eye coordination, as well as their understanding of how to interact with systems, for example, knowing that pressing the right button will invoke the desired action.⁴ Usage of the internet and technology in moderation is beneficial to a child’s development, but overuse may cause problems.⁵

¹ Stephen Arterburn and Roger Marsh, *Internet Protect Your Kids: Keep Your Children Safe from the Dark Side of Technology* (Nashville, TN: Thomas Nelson, 2007), 1.

² Will Earp, “Parenting in a Digital Age: What are the Benefits for my Child of Using Technology,” UK Safer Internet Centre, March 21 2017.

³ Ibid.

⁴ Ibid.

⁵ Earp, “Parenting in a Digital Age.”

Children's internet use is an increasingly global phenomenon. Already widespread in high- and many middle-income countries, it is now spreading fast through low-income countries.⁶ The World Bank observed, "among the poorest 20 percent of households in the world, nearly seven out of 10 have a mobile phone. The poorest households are more likely to have access to mobile phones than to toilets or clean water."⁷ In many high-income countries, children are growing up with multiple digital devices in their homes, including for their personal use. They enjoy the commonplace use of computers or tablets at school, and take it for granted that the internet will provide their access point for information, learning, games or communication with distant friends.⁸ Those aged from birth to 17 years old constitute up to four of every ten of the population in the least developed countries, and three of every ten of the global population, and it is estimated that children constitute around one-third of the world's internet users.⁹

Unlimited use of the internet "amplifies the risks of harm to them."¹⁰ The average age of a child viewing pornography online for the first time is eleven.¹¹ Research from Global Kids Online found that "it is possible that, as internet access spreads, children's experiences of risks and opportunities are becoming intensified – with greater risk of harm, and with inequalities widening in terms of who benefits from online

⁶ International Telecommunications Union (ITU), "Measuring the Information Society 2013," (2013); cited in Sonia Livingstone, *A Framework for Researching Global Kids Online: Understanding Children's Well-being and Rights in the Digital Age* (London: Global Kids Online, 2016), 5.

⁷ World Bank, "World Development Report 2016: Digital Dividends."

⁸ Sandra Cortesi and Urs Gasser, eds., "Digitally Connected: Global Perspectives on Youth and Digital Media" (Harvard: Berkman Center Research).

⁹ Sonia Livingstone, John Carr, Jasmina Byrne, "One in Three: The Task for Global Internet Governance in Addressing Children's Rights" (London: CIGI and Chatham House).

¹⁰ Sonia Livingstone, "Getting Started with the Global Kids Online Research Toolkit," *Global Kids Online Research Toolkit*, October 25, 2016.

¹¹ Arterburn and Marsh, *Internet Protect Your Kids*, 3.

opportunities.”¹² Children may take advantage of the good uses of internet, but this could also harm them and even put them in danger. It is the duty of responsible parents to make sure that they know how to make the internet safe, educational, and yet still fun for their children.¹³

Social Network Sites (SNS) such as Facebook and Messenger are widely used nowadays in this new normal. A survey that was conducted among the university students in Malaysia illustrated that there is a positive relationship between students' academic performance and Facebook usage, that the higher the usage of Facebook the better they perform in their academics.¹⁴ Moreover, Messenger, an online platform where students engaged in chat activities, played an important role in the teaching and learning process particularly in English Language Teaching (ELT). Research shows that this platform can be used as a pedagogical tool in improving language skills.¹⁵ However, some research suggests that computer-mediated interactions on Facebook may actually negatively impact users' psychological health. The study found that spending more time on Facebook and/or viewing Facebook more frequently, provides people with the opportunity to spontaneously engage in Facebook social comparisons (of any kind), which in turn, is associated with greater depressive symptoms. It was hypothesized that the more time spent on Facebook would provide Facebook users with greater opportunities to socially compare themselves to their friends. The study provided evidence that people

¹² Livingstone, *A Framework for Researching GKO*, 9.

¹³ Arterburn and Marsh, *Internet Protect Your Kids*, 2.

¹⁴ Sulaiman Ainin, M. Muzamil Naqshbandi, Sedigheh Moghavvemi, and Noor Ismawati Jaafar, "Facebook Usage, Socialization and Academic Performance," *Computers and Education* 83 (April 2015): 64-73.

¹⁵ Ebrahim Samani and Nooreen Noordin, "Getting Connected with Facebook Messenger: Exploring Meaningful Interactions through Online Chats in the ESL Context," *Journal of Modern Research in English Language Studies* 7, Issue 3 (Summer 2020): 23-44.

feel depressed after spending a great deal of time on Facebook because they feel badly when comparing themselves to others.¹⁶ It is possible that the use of Facebook may affect the well-being of its users. According to Ryan and Xenos, Facebook users tend to be more extraverted and narcissistic, but less conscientious and socially lonely, than nonusers.¹⁷ It seems that these SNS may include online opportunities as well as online risks.

Facebook is the world's most popular online SNS that hosts more than 3 billion people around the world with its mission to “give people the power to build community and to bring the world closer together.”¹⁸ According to Facebook, its principles are to give people a voice, to serve everyone, to promote economic opportunity, to build connection and community, and to keep people safe and protect privacy. There are many people all over the world uses this application to come together to connect. Its popularity was one of the foundations of why the researcher chose this social media app in this current research. However, the researcher also looked upon the experiences of its users while engaging into it since its principle is to keep people safe and to protect the privacy of its users, and yet it is contradicting to the previous paragraph, that its users, especially the vulnerable – the children are not totally safe when using it and their well-being is affected.

¹⁶ Mai-Ly N. Steers, Robert E. Wickham, and Linda K. Acitelli, “Seeing Everyone Else's Highlight Reels: How Facebook Usage is Linked to Depressive Symptoms,” *Journal of Social and Clinical Psychology* 33, no. 8 (October 2014): 701-731.

¹⁷ Tracii Ryan and Sophia Xenos, “Who Uses Facebook? An Investigation into the Relationship Between the Big Five, Shyness, Narcissism, Loneliness, and Facebook Usage,” *Computers in Human Behavior* 27, Issue 5 (September 2011): 1658-1664.

¹⁸ Facebook, “Our Mission,” accessed May 7, 2021, <https://about.fb.com/company-info/>.

The Philippines has become the global epicenter of the livestream sexual abuse trade, and many of the victims are children.¹⁹ In the slums of Manila, a police raid of a child sexual exploitation operation illuminates the challenges the country faces in protecting vulnerable children and prosecuting their abusers.²⁰ Non-government organizations (NGOs) and government agencies estimate that in the Philippines alone, 60,000 to 100,000 children are trafficked annually through both cross-border and internal trafficking, and most of these are girls who are sexually exploited.²¹ The victims are predominantly girls between 14 and 17 years old who come from the more impoverished parts of the country.²² The Philippines Social Welfare Department estimates that there are up to 200,000 children on the streets of Manila, and that at least one tenth are victims of trafficking.²³ They state further that the annual average increase of prostituted children is 3,266. The Philippines also ranks fourth in the world in terms of countries with the highest number of prostituted children.²⁴

One of International Justice Mission's stories is about a 12-year old Filipina girl named Kim (pseudonym), who is poor and vulnerable and who was taken advantage of by a neighbor named AJ (pseudonym) who promised to put her in school if she moved

¹⁹ UNICEF, "Safe from Harm: Tackling Online Child Sexual Abuse in the Philippines," UNICEF, October 19, 2016.

²⁰ Ibid.

²¹ [Humantrafficking.org](http://www.humantrafficking.org/countries/philippines), <http://www.humantrafficking.org/countries/philippines>, ECPAT, "Stop Sex Trafficking of Children and Young People."

²² ECPAT Philippines and Terre des Hommes-Netherlands, "Endangered Generation: Child Trafficking in the Philippines for Sexual Purposes 2004;" ECPAT, "Stop Sex Trafficking of Children and Young People."

²³ Rolando Ng, "Music Therapy to Save Children from Manila's Streets," [http:// www.abs-cbnnews.com/nation/youth/02/25/09/music-therapy-save-children-manilas-streets](http://www.abs-cbnnews.com/nation/youth/02/25/09/music-therapy-save-children-manilas-streets), quoted in ECPAT, "Stop Sex Trafficking of Children and Young People."

²⁴ Child Protection in the Philippines, "Facts and Figures," <http://www.childprotection.org.ph/factsfigures/index.html>, quoted in ECPAT, "Stop Sex Trafficking of Children and Young People."

with him to Manila and he also promised to provide a job that could help for her siblings' tuition fees.²⁵ The parents allowed her to go with him, perhaps because they trusted him as their neighbor. Kim had a comfortable life at first, but after few months, the exploitation began. AJ took a nude photo of her, then she was asked to pose naked in front of a webcam, and she was sexually abused by AJ himself. Pedophiles and predators across the world were watching over the internet and viewing these images.²⁶ In the end, Kim was rescued and AJ was arrested, but it took her three painful years to get out of slavery and she is still in an ongoing process of healing and restoration.²⁷ This is one of Online Sexual Exploitation of Children's (OSEC) true to life stories. We may look at it as only one incident, but there are still many children out there who are susceptible to exploitation and/or other kinds of risks and abuse.

Another story is about a seventeen-year-old girl named Jenny (pseudonym) who lives in Madagascar. She met a man on social media, talked with him online for six months, and then met him in real life.²⁸ She never imagined that the man would do bad things to her. She did not realize that the person might harm her when they met. The first time they met, the man brought Jenny to his house, where he held her captive for two months and repeatedly drugged and raped her. Neighbors who had seen Jenny reported this to the police and she was eventually rescued and brought home.²⁹

There are still many children who are at risk when using the internet. Online safety of children is the ultimately responsibility of the parents, along with the

²⁵ IJM, "Nothing Seemed Wrong at First but Everything was About to Change."

²⁶ Ibid.

²⁷ Ibid.

²⁸ UNICEF, "Perils and Possibilities: Growing Up Online."

²⁹ Ibid.

community, the church, and the child himself or herself. That is why a child must be guided as to how to use the internet, especially accessing social media and the like, providing them with knowledge for their online safety.

The Context of Children in the Northern Philippine Conference

Children are vulnerable. Even children in the church are at risk. The Philippine General Conference of the Free Methodist Church has a social services arm called the Set Free Movement (SFM). According to their website, SFM “seeks holistic freedom to create new futures and end modern slavery through community-based action and partnership with others . . . by addressing the root causes of human trafficking which may include homelessness, poverty, migration, trauma, abuse, and more.”³⁰ In recent years, the SFM team in the Philippines has conducted trainings about online safety in a number of Free Methodist Churches in Luzon, Visayas and Mindanao.

The researcher is aware that the Northern Philippine Conference of the Free Methodist Church (NPC FMC) is doing ministries with children through International Child Care Ministries (ICCM) project, Vacation Bible School (VBS), Saturday/Sunday Schools, Christmas Gift-giving, and Bible Quizzing. Through these ministries, children are being taught about loving God, people, themselves, and mother earth. However, they might not be taught about how to be safe online when they use the internet at home or in internet cafes. Some parents and children’s workers may know about online safety and privacy settings; other parents may not know about it. Hence, there is still a great need to raise awareness among the children, parents and children’s workers in NPC FMC about the risks when the use of the internet is unmonitored.

³⁰ “Who We Are,” Set Free Movement.

This study will conduct a survey with children ages 11-17 in NPC FMC. As children develop, there are multiple milestones that they are typically expected to reach between the ages of 11 to 17. Socially, children will start to spend more time with their peers and begin to try to form their own identity. They will often begin to seek new role models other than their parents. Physically, they will begin to have significant growth spurts and changes associated with puberty. Intellectually, children will start to question rules. They may also develop a sense of “invincibility.” There will also be large changes during this period from an emotional and behavioral standpoint. In this age group, children may begin to act out or rebel with rule breaking, drugs, and fighting. They will be going through emotional and hormonal changes that may lead to frustration; they may want to avoid family and things they used to find enjoyable.³¹ It may sound challenging, but this age group is vulnerable. They need guidance and monitoring when accessing the internet in order to be safe online.

Theoretical Framework

This research uses the framework of Sonia Livingstone on understanding children’s well-being and rights in the digital age. This framework is from Global Kids Online and was adapted from the prior work of European Union (EU) Kids Online which Livingstone was part of. The research used a child-centered approach which begins with the children themselves, recognizing that their agency and experiences are shaped by their identities (e.g. age, gender, ethnicity, personality, interests, or capabilities) and in

³¹ “What Are the Developmental Milestones of Kids from 11 to 17 Years Old,” University of Nevada School of Medicine, Sharecare.

turn, their identities are shaped by the material and/or symbolic resources available to them.³²

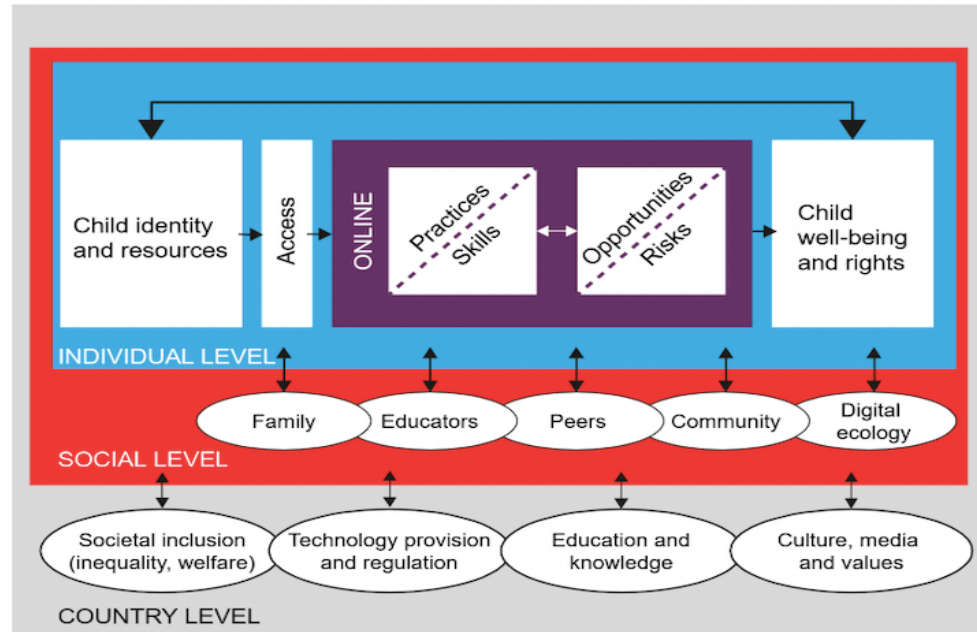


Figure 1. Online Processes Mediating Child Well-being and Rights in the Digital Age³³

Figure 1 shows that for an individual child, one may hypothesize that, depending on their identity and the resources available to them, particular outcomes can be predicted. These outcomes are most importantly predicted by their well-being, and separately but relatedly, their rights.³⁴ These are separate insofar as well-being refers to an empirical state of affairs while rights refer to a normative ideal. In the model, the outcomes will in turn influence a child's identity and resources. Thus, the top arrow in the

³² Livingstone, *A Framework for Researching GKO*, 13.

³³ Ibid.

³⁴ Ibid.

model is bidirectional, indicating a dynamic, transactional relationship between a child's circumstances and outcomes over time.³⁵

Through various and fast-changing techno-social means, many children have gained access to an online domain where they engage in a range of activities that may underpin or undermine their well-being.³⁶ When children have access to the internet, this is characterized by a combination of practices (what users actually do) and skills (what users know how to do). Surveys reveal that they are positively correlated though not perfectly: "one may undertake practices for which one lacks the skills; and one may know how to do things but not actually do them in practice."³⁷ This interrelation is represented on the figure by a diagonal dotted line dividing but linking practices and skills.

The other box that is shown in the figure represents the nature of online experiences. A straightforward starting place is to distinguish online risks (whatever users encounter that poses a possible harm) from online opportunities (whatever users encounter that poses a possible benefit).³⁸ Research shows a positive correlation between online opportunities and risks which means that efforts to enhance children's online opportunities may bring increased risk, and that efforts to minimize risk may depress children's opportunities to benefit from internet use.³⁹ This relationship is indicated by a dotted diagonal line in Figure 1--the diagonal refers to the positive association between opportunities and risks, and the dotted line refers to the porous boundary between them.⁴⁰

³⁵ Ibid.

³⁶ Livingstone, *A Framework for Researching GKO*, 13.

³⁷ Ibid., 15.

³⁸ Ibid.

³⁹ Ibid., 16.

⁴⁰ Ibid.

The current research adapts the “individual level” on the framework. In this study, each child’s identity and resources are classified by his or her demographics: age, sex, and frequency of internet use, learned through a survey. It focused only on the online skills and online risks that a child encounters when using the internet. Thus, the research explored the experiences of children as they engage in an online environment in order to identify implications on how best to protect the children from online harm.

Conceptual Framework

This conceptual framework is based on the “Online Processes that Mediate Child Well-being and Rights in the Digital Age”⁴¹ and inputs from this current research.

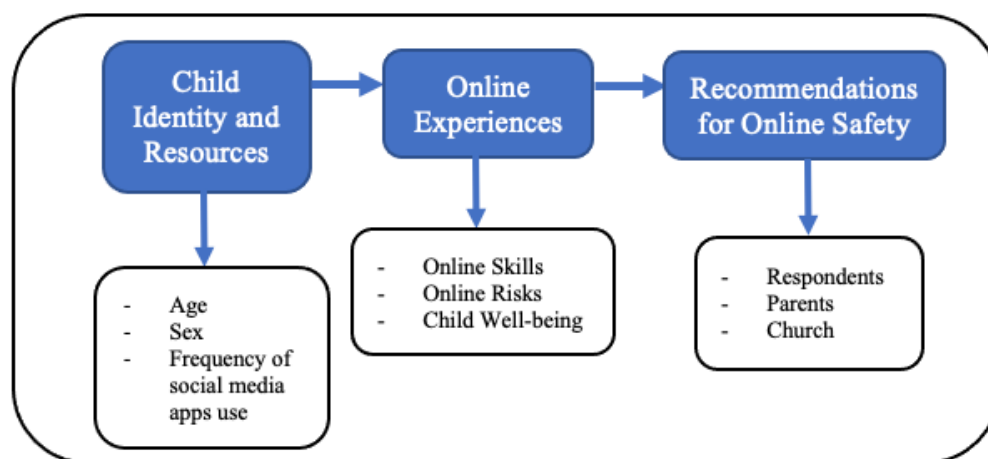


Figure 2. Conceptual Framework

The first rectangle represents the current status of the selected children in the NPC. This identifies their identity and resources, which are characterized in this study as age, sex, and frequency of social media apps use. The researcher identified these demographic characteristics in the study. The study will also consider the respondents’

⁴¹ Livingstone, *A Framework for Researching GKO*, 13.

online experiences' (second rectangle). The research explored the online experiences of the children which included the online skills and online risks and how these factors affect the well-being of children as they use the internet. Finally, based on the findings of the study, the researcher offered recommendations for online safety (the third rectangle) that were presented to the respondents, to the parents and to the church. Online safety is achieved when a child knows his or her role as a responsible internet user and also with the intervention of parents and the church. The output of the research is to offer ways in which children can be protected from the harmful effects of the internet and how parents and the church (pastors and children's workers) can help children in cultivating proper use of the internet to enhance online skills. Both the home and the church have important roles to play in children's online safety.

Statement of the Problem

The main question of this current study is: what are the experiences of the selected children in the Northern Philippine Conference of the Free Methodist Church in light of their social media apps usage? The following are the subproblems of the study:

1. What are the demographic characteristics of the selected children in the Northern Philippine Conference of the Free Methodist Church in terms of the following?
 - a. Age
 - b. Sex
 - c. Frequency of social media apps use
2. Are there significant differences in the demographic characteristics of the selected children ages 11-17 in the Northern Philippine Conference of the Free Methodist Church and the following online skills in light of their social media apps usage:

- a. Creative learning
 - b. Social skills
3. Are there significant differences in the demographic characteristics of the selected children ages 11-17 in the Northern Philippine Conference of the Free Methodist Church and the following online risks in light of their social media apps usage:
 - a. Hurtful online behavior
 - b. Sexual risks
 4. Are there significant differences in the demographic characteristics of the selected children ages 11-17 in the Northern Philippine Conference of the Free Methodist Church and the well-being of children in terms of the following indicators in light of their social media apps usage:
 - a. Life satisfaction
 - b. Parental support

Null Hypotheses

The following are the null hypotheses of the study:

1. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the Northern Philippine Conference of the Free Methodist Church and the identified online skills in light of their social media apps usage;
2. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the Northern Philippine Conference of the Free Methodist Church and the identified online risks in light of their social media apps usage; and

3. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the Northern Philippine Conference of the Free Methodist Church and the identified indicators of child well-being in light of their social media apps usage.

Significance of the Study

This research is meaningful and significant to current research on children's social media apps usage, to the Free Methodist church, to communication as a field of discipline, to parents and to the children themselves.

With regard to existing research, the study will be an addition to the current Global Kids Online research with Filipino children as respondents. It may fill-in the hole of other studies that focus on children safety online.

With regard to the Free Methodist Church, the study will give the pastors, workers, and leaders basic knowledge on the opportunities, risks and protective factors connected to children's internet usage and help children in the church in cultivating proper use of the internet to enhance their online skills and assist them to be safe online.

For communications as a field of discipline, the study may somehow encourage Research and Development bodies to develop technologies and programs to protect children from any harm on social media and also the Internet Service Providers (ISPs) to develop principles, regulations, as well as network solutions in order to stimulate usage and to serve users better, especially children.

For parents, the study will encourage them to monitor their children when using the internet and will compel them to learn how the internet works, so they too can

motivate their children to practice their online skills and protect their children from the harm that the internet may bring.

For the children themselves, the study will allow them to see their need to be responsible users of the internet, so they may use their online skills properly and they may know how to protect themselves from any online risks.

Assumptions

The assumptions of this research are the following: (1) the selected respondents know how to use the internet; (2) due to social distancing and quarantine protocols, with most schools closed, children are spending more time at home and online; and 3) as internet access spreads, children's experiences of risks and opportunities are becoming intensified with greater risk of harm.

Scope and Delimitations of the Study

There are four limitations in this study. First, this study is limited to exploring children's experiences on the internet as identified in the Global Kids Online (GKO) questionnaire which is validated and standardized. From the GKO questionnaire, the researcher has combined many key issues and has derived the following elements: (1) online skills, (2) online risks, and (3) children's well-being. These three elements are the most crucial items that the researcher will examine.⁴²

⁴² The other elements of the GKO questionnaire that are not included in this current study are the following: devices used by the respondents, where and when the internet is used, what sites the respondents used, and other general issues related to online use. These are not so crucial in light of the objectives of the current research.

Secondly, this research is limited to children's usage of certain social media apps such as Facebook and Messenger only.

The third limitation is the device that the respondents will be using. Respondents must only use their own personal mobile phones or tablet and not a laptop that is shared by other members of the family.⁴³

The fourth limitation of the study deals with the respondents. The research participants will be limited to children ages 11 to 17 in the Northern Philippine Conference (NPC) of the Free Methodist Church (FMC). This age group is at-risk. They are under 18 years of age, considered as "children" in Philippine Law, which means they are vulnerable. They need monitoring and guidance from parents and the church to be safe online. In particular, the children who need to participate in the study should have used the internet at least once in the last three months.⁴⁴ The research was conducted in the months of October to December, 2020 in NPC FMC churches.

Definition of Terms

Child refers to a person below 18 years of age or those over eighteen who are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition.⁴⁵

⁴³ The researcher can request the respondent to take a screenshot of the "screen time" since frequency of internet use is part of the data that the researcher will collect. With a laptop, there might be other members of the family who will also use it and this would affect the "screen time" record of the respondent.

⁴⁴ According to GKO, to be defined as internet users, children should have "used the Internet from any location in the last three months" (ITU 2014): 55.

⁴⁵ An Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, Providing Penalties for Its Violation and for Other Purposes, Republic Act No. 7610, 5th Regular Session, June 17, 1992.

Creative learning includes online activities and digital skills. For creative learning, a child (as the user) does online activities such as learning something new by searching online, using the internet for schoolwork, creating his/her own video or music and uploading it to share, playing online games, looking for health information for him/herself or someone else, knowing how to save photos found online, knowing how to change privacy settings (e.g., Facebook, Messenger), and any other actions that a child knows how to do when using the internet.⁴⁶

Experiences of children on social media apps usage include online skills, online risks and their well-being.

Hurtful online behavior is being less likely to consider the humanity of the people with whom they are interacting (e.g. cyber-bullying, trash talk).⁴⁷

Life satisfaction is a ‘subjective well-being,’ focusing more directly on children's perceptions of their own well-being.⁴⁸

Northern Philippine Conference of the Free Methodist Church is one of the conferences in the Philippine General Conference of the Free Methodist Church. It is composed of 16 established and newly planted churches in Luzon from Baguio (north) to Sta. Cruz Laguna (south), and Montalban, Rizal (east) to Kamuning, Quezon City (west).

Online risks may be defined as experiences that “involve exposure to danger” such as hurtful online behavior and sexual abuse and “the possibility that something unpleasant or unwelcome will happen” related to online activities.⁴⁹

⁴⁶ Global Kids Online, GKO Questionnaire 2016.

⁴⁷ Englander, “What’s Behind Bad Behavior on the Web?” 30-34.

⁴⁸ UNICEF, *Child Poverty in Perspective*, 37.

⁴⁹ Hashim, “Digital Practices at Home and School,”38.

Online Safety is defined as minimizing risks and maximizing benefits, enabling one to do the things you want to, taking timeless values and applying them to whatever is new, living life well online, providing the tools for safe, effective communication and interaction, helping people be confident online, reducing the harm of digital challenges, and doing things online safety, effectively and responsibly.⁵⁰

Online skills are the things that children know how to do on the internet on any device and in any place. These may be categorized into creative learning and social skills.

Parental support is the parental mediation to children when using the internet.⁵¹

Social Media Apps in this study refers to only using Social Network Sites (SNS) such as Facebook and/or Messenger.⁵²

Social skills have to do with interacting with other people online. They include looking for news online, discussing political or social problems with other people online, looking for resources or events about the local neighborhood, using the internet to talk to people from different places or backgrounds, participating in a site where people share the same interests or hobbies, using and visiting a social networking site talking to family or friends who live far away and any other things that connect the user with other people when online.⁵³

The **internet** is “a global network of interconnected intelligent hardware and software systems that makes possible the digitized storage, retrieval, circulation, and

⁵⁰ Adam Thierer, “What Do We Mean by Online Safety,” Family Online Safety Institute, November 24, 2014.

⁵¹ Hashim, “Digital Practices at Home and School,” 31; Sue Cranmer, “Children and Young People’s Uses of the Internet for Homework,” *Learning, Media and Technology* 31, no. 3 (September 2006): 301–15. There are three types of parental mediation: 1) active mediation, 2) restrictive mediation and 3) passive mediation. For more info, see Hashim’s research.

⁵² EU Kids Online II, “Child Questionnaire,” 2020.

⁵³ Global Kids Online, GKO Questionnaire 2016.

processing of information and communication across time and space.”⁵⁴ In this research, “internet” and “online” are used interchangeably (i.e., when a child is online that means he or she is using the internet).

Sexual risks are exposure to inappropriate conversation; unwittingly becoming the subject of sexual fantasy; being sent indecent or obscene images; being asked to send indecent images of themselves or their friends; being engaged in sexually explicit talk; and being encouraged to perform sexual explicit acts on themselves or their friends (so-called cybersex).⁵⁵

Well-being is referred to as ‘meeting various human needs, some of which are essential (e.g. being in good health), as well as the ability to pursue one’s goals, to thrive and feel satisfied with their life.’⁵⁶

This chapter detailed the background of the study, the theoretical framework and the statement of the problem among others. The next chapter presents the review of related literature and studies.

⁵⁴ James Slevin, “Internet,” abstract, in the Wiley Online Library (June 1, 2017).

⁵⁵ E. Martellozzo, “Understanding the Perpetrator's Online Behaviour,” 2011; Davidson and Gottschalk, *Sex Offenders Use of the Internet' In Internet Child Abuse: Current Research and Practice* (Abington: Routledge-Cavendish, 2008), 104-124; Martellozzo, Nehring, and Taylor, “Online Child Sexual Abuse,” 592–609.

⁵⁶ Sonia Livingstone, “Getting Started with the Global Kids Online Research toolkit,” *Global Kids Online Research Toolkit*, October 25, 2016.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter unveils a review of literature and studies. The following areas are discussed: (1) Biblical point of view for children's safety; (2) Global Kids Online (GKO) Framework; and (3) Online experiences related to social media apps usage. The researcher reviews both local and international sources for these topics.

Biblical Point of View for Children's Safety

Children's environment influences how they use the internet. It is concluded in a survey among 1,577 adolescent Malaysian school students that "dysfunctional parental attachment has a greater influence than peer attachment upon the likelihood of adolescents becoming addicted to internet-related activities."⁵⁷ Psychological escape motives were more emphatically related to internet addiction than other motives, and had the biggest effect upon the parental attachment-addiction relationship.⁵⁸ However, peer connection was unrelated to addiction risk, its primary influence on internet usage motives being encouragement of use for social interaction.⁵⁹ "The research concluded that the need to relieve dysphoria resulting from poor adolescent-parent relationships may be a major reason for internet addiction, and that parents' fostering of strong bonds with

⁵⁷ Patrick Chin-Hooi Soh, John P. Charlton, and Kok-Wai Chew, "The Influence of Parental and Peer Attachment on Internet Usage Motives and Addiction," *First Monday* 19, no. 7 (July 7, 2014): 6.

⁵⁸ Soh, Charlton, and Chew, "The Influence of Parental and Peer Attachment," 6.

⁵⁹ *Ibid.*

their children should reduce addiction risk.”⁶⁰ Parents and other adults surrounding the children have a vital role in ensuring children’s safety when using the internet.

All children are precious in God’s sight. Children are loved and cherished by Him.⁶¹ They are a gift from the Lord.⁶² Psalm 113:9 talks of children as a root of joy. Biblical authors confirm that mothers, fathers, and grandparents find joy in children. They are expressions of God’s grace.⁶³ The book *Children Matter* asserts, “God instructed the first humans to be fruitful, multiply, and fill the earth. The author of Genesis saw the God-given privilege of procreation as a blessing. From the beginning of the biblical record, then, children are considered a blessing. God blesses us through children.”⁶⁴

Jesus valued the children in His life and ministry.⁶⁵ Bunge explains, “at a time when children occupied a low position in society and abandonment was not a crime, the gospels portray Jesus as blessing children, welcoming them, embracing them, touching them, healing them, laying His hands on them, and praying for them. He also rebukes those who turn them away and even lifts up children as models of faith and paradigms of the reign of God.”⁶⁶ Indeed, Jesus loves the little children.

⁶⁰ Soh, Charlton, and Chew, “The Influence of Parental and Peer Attachment,” 6.

⁶¹ Morita Onofre Dialing, “An Analysis of the Effect of Visayan Nazarene Bible College (VNBC) Elementary School upon the Development of Its Selected Students from a Holistic Developmental Perspective,” Master’s thesis, APNTS, 2013), 15.

⁶² Psalm 127:3. All Scripture references are from the *New International Version* unless otherwise stated.

⁶³ Jerome W. Berryman, *Children and the Theologians: Clearing the Way for Grace* (New York: Morehouse Publishing, 2009), 33; Scottie May et al., *Children Matter: Celebrating Their Place in the Church, Family and Community* (Grand Rapids, MI: William B. Eerdmans Publishing Company, 2005), 28.

⁶⁴ May, et al., *Children Matter*, 28.

⁶⁵ Mark 10:13-16; W. A. Strange, *Children in the Early Church* (Carlisle: Paternoster, 1996), 38.

⁶⁶ Marcia J. Bunge, “The Child, Religion, and the Academy: Developing Robust Theological and Religious Understandings of Children and Childhood,” *The Journal of Religion* 86 (October 2006), 562.

The Scriptures show that children are very important; parents, church, and the community have an obligation to look after them—“the most vulnerable in the society.”⁶⁷ Brewster states, “children are neither absent from nor insignificant in the Bible.”⁶⁸ Often, God entrusted great tasks to children instead of to adults. Children matter in God’s eyes.

Children are given by God to be cared for and to be brought up in godly ways so that they reach their greatest potential.⁶⁹ Adults have a profound obligation to provide protection and sustenance for them.⁷⁰ Thus, people surrounding the children have the mandate to defend and to nurture the children. However, there are stories of child abuse, neglect and molestation that are happening worldwide,⁷¹ and the Philippines is not exempted. A seven-year-old Filipino girl and her six siblings experienced neglect and abuse through performing sexual acts that were livestreamed on the internet.⁷² Personal problems (e.g., poverty) made her⁷³ and the whole family resort to this kind of business. Commercial sex profit had easily provided the needs of her family and because of that, even her parents forced her two older sisters to perform sexual acts over the internet.⁷⁴ This is contrary to what is found in the Bible, that is, “If anyone causes one of these little ones—those who believe in me—to stumble, it would be better for them if a large millstone were hung around their neck and they were thrown into the sea” (Mark 9:42;

⁶⁷ Marcia J. Bunge, *The Child in the Bible* (Grand Rapids, MI: William B. Eerdmans Pub. Co., 2008), 399.

⁶⁸ Daniel Brewster, *Child, Church and Mission*, rev. ed. (Penang: Compassion International, 2011), 31.

⁶⁹ Dialing, 19.

⁷⁰ Bunge, *The Child in the Bible*, 412.

⁷¹ R. Barri Flowers, “The Sex Trade Industry’s Worldwide Exploitation of Children,” *The Annals of the American Academy of Political and Social Science* 575, no. 1 (May 2001): 147–57.

⁷² UNICEF, “Perils and Possibilities: Growing Up Online.”

⁷³ Juliane Kloess, “An Investigation into Online Sexual Grooming and Abuse of Children via Internet Technologies,” 2015.

⁷⁴ UNICEF, “Perils and Possibilities.”

Matt. 18:6). Children are created with dignity. “This is true of all children regardless of tribe, language, nationality, age, gender, ability, behavior, caste or any other human characteristic.”⁷⁵ Adults, especially parents, must not lead the children into wrong ways of life, but rather train them (Prov. 22:6; Eph. 6:4), nurture them,⁷⁶ provide for them (1 Tim. 5:8), and show concern for their welfare, which is “not only about food and physical safety, but also nurture in respect, dignity, and well-being”⁷⁷ because they are “*biyaya ng Diyos*” (blessings from God)⁷⁸ and are created in the image of God.⁷⁹

At this time, the internet provides positive and creative use which opens up its way to misuse it and harm the children. As a result, faith-based organizations, religious leaders, the church, are uniquely positioned to engage families and communities to take action, to seek justice and to protect the children in the communities and all over the world. Faith communities need to be aware of the risks existing online, especially of online sexual exploitation and abuse, so they can serve their followers to the best of their abilities. Thus, everyone has a role to play in protecting the children from offenders.⁸⁰

Another role of the church concerning online safety of children is to provide information to help parents protect their children. The *United Methodist Communications* (UMC) identified how churches can help parents protect their children from danger

⁷⁵ Brewster, *Child, Church and Mission*, 19.

⁷⁶ Lawrence O. Richards, *Children's Ministry: Nurturing Faith Within the Family of God* (Grand Rapids, MI: Zondervan Publishing House, 1983), 67; Bunge, *The Child in the Bible*, 420.

⁷⁷ Frank Crusemann, *The Torah: Theology and Social History of Old Testament Law* (Edinburgh: T and T Clark 1996); May et al., *Children Matter*, 412.

⁷⁸ F. Landa Jocano, *Slum as a Way of Life: A Study of Coping Behavior in an Urban Environment* (Quezon City: University of the Philippines Press, 1975), 56.

⁷⁹ Genesis 1:27; Bunge, *The Child in the Bible*, 307-323.

⁸⁰ ECPAT International, “Protecting Children from Online Sexual Exploitation: A Guide to Action for Religious Leaders and Communities,” (June 2016): 6, info@ecpat.org.

online.⁸¹ The UMC article mentioned that according to a 2011 study, more than 60% of parents do not use online parental controls or filtering software, and almost 70% of teens have active steps to hide their online activity from their parents.⁸² Churches need to inform the parents about the practical methods of internet protection like introducing them to the variety of Christian filtering companies and software that are available and who offer online tutorials to help parents better understand their role in protecting their children.⁸³

The church can also organize online classes for adults to learn ways to keep children safe on the internet. Halverson posted some resources and ideas that the church can explore in order to create platforms to train parents how to equip their children for e-safety.⁸⁴ Halverson also posted free downloadable materials for “Safe Church Guidelines for Social Media,” “Social Media Safe Church,” and websites that can be used for these purposes.

Global Kids Online Framework

Global Kids Online (GKO) is a universal research project that aims to contribute to gathering thorough cross-national evidence concerning children’s online risks, opportunities, and rights by creating a global network of researchers and specialists and by developing a toolkit that serves as an adaptable new resource for researchers around the world. The aim of the toolkit is to gain a profound understanding of children’s digital

⁸¹ *The United Methodist Communications*, “Danger Online How Churches can Help Parents Protect Kids” (n.d).

⁸² Naomi Wolf, “Teens and Porn Stats.”

⁸³ *The United Methodist Communications*, n.d.

⁸⁴ Delia Halverson, “Internet Safety Resources” (2013).

experiences that is attuned to their individual and contextual diversities and that is sensitive to cross-national differences, similarities, and specificities.⁸⁵

GKO developed a research framework (Figure 1) that shows how individual, social and country levels all contribute to the analysis and measurement of the influences on children's rights in the digital age.⁸⁶ GKO's model was guided from a report that, "digital media environments increasingly mediate a host of activities and experiences important to children's cognitive, emotional and social well-being, and thereby, their rights to provision, protection, and participation."⁸⁷ GKO's research was guided by the question of when and how the internet contributes positively or negatively to children's lives, whether providing opportunities that contribute to their well-being or amplifying the risk of harms that may undermine their well-being.⁸⁸ GKO research has included the following countries: 1) Argentina, concentrating on the rural/urban divide and opportunities for strengthening digital literacy; 2) Serbia, focusing on the conditions of internet use among different population groups (Roma, children with disabilities); 3) South Africa, studying the barriers to access and availability of online content in local languages; and 4) the Philippines, aiming to understand the challenges of online sexual exploitation.⁸⁹

⁸⁵ Livingstone, *A Framework for Researching GKO*, 3.

⁸⁶ *Ibid.*, 4.

⁸⁷ *Ibid.*, 5.

⁸⁸ *Ibid.*, 7.

⁸⁹ UNICEF, "Global Kids Online Research Synthesis," 5.

Online Experiences Related to Social Media Apps Usage

The following section will discuss the experiences and activities that are related to social media apps usage such as Facebook and/or Messenger which are: online skills, online risks and children's well-being.

Online Skills

GKO research focuses on children's experiences in light of their internet use.⁹⁰ Part of its study investigates the children's online skills. Online skills are the things that children know how to do on the internet on any device and in any place. These may be categorized into creative learning and social skills.

Creative learning includes online activities and digital skills. For creative learning, a child (as the user) does online activities such as learning something new by searching online, using the internet for schoolwork, creating his/her own video or music and uploading it to share, playing online games, looking for health information for him/herself or someone else, knowing how to save photos found online, knowing how to change privacy settings (e.g., Facebook, Messenger), and any other actions that a child knows how to do when using the internet.⁹¹ Social skills have to do with interacting with other people online. They include looking for news online, discussing political or social problems with other people online, looking for resources or events about the local neighborhood, using the internet to talk to people from different places or backgrounds, participating in a site where people share the same interests or hobbies, using and visiting a social networking site talking to family or friends who live far away and any other

⁹⁰ Livingstone, *A Framework for Researching GKO*, 6.

⁹¹ Global Kids Online, GKO Questionnaire 2016.

things that connect the user with other people when online.⁹² Both categories of internet activity bring about an array of digital skills, literacies and competences that capture the complexity of today's internet use.⁹³

The subsequent paragraphs discuss children's usage of internet, GKO's research findings on children's online skills, and other studies regarding the benefit of using the internet. It has been estimated that children constitute around one-third of the world's internet users.⁹⁴ In a pilot study conducted by GKO in the Philippines, the average age of first internet use among participants in the survey was nine years old.⁹⁵ Those participants use the internet from five to ten minutes to 1 hour and whole day to 24 hours depending on their mood, purpose, capacity to pay, and economic status.⁹⁶ Totally Awesome conducted a study among 320 internet users aged four to sixteen, and found out that 84% of Filipino kids would choose the internet over television.⁹⁷ *BusinessWorld* stated that Filipino children spend an average of 82 hours on the internet every month, commonly through their smartphones (81% of the respondents), and tablets (56%).⁹⁸ In the US, there are 24 million kids ages 12-17, and 87% of them use the internet regularly, with 44% of them going online every day.⁹⁹ Across age and gender groups in the Philippines, almost

⁹² Ibid.

⁹³ Global Kids Online, Key Measures.

⁹⁴ Livingstone, Carr, and Byrne, "One in Three: The Task for Global Internet Governance in Addressing Children's Rights" (London: CIGI and Chatham House), <https://ourinternet.org/publication/one-in-three-internet-governance-and-childrens-rights/>.

⁹⁵ Merle Tan, Leonardo Estacio, and Michelle Ylade, *Global Kids Online in the Philippines: Country Report* (Manila: University of the Philippines Manila, 2016), 2.

⁹⁶ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 2.

⁹⁷ "Filipino Kids Spending Longer Hours on the Internet — Study," *Business World*, April 25, 2019.

⁹⁸ Ibid.

⁹⁹ Pew Internet and American Life Project, "Teens and Technology," July 27, 2005.

all children are active online and they spend significant time in their everyday lives accessing the internet.¹⁰⁰

The Philippines was described as “the global epicenter of the livestream sexual abuse trade.”¹⁰¹ A pilot study was conducted by GKO to test the adapted research toolkits from the EU Kids Online¹⁰² in the Philippines and consequently, to produce a localized research toolkit that can be used for a national study.¹⁰³ Some barangays in Metro Manila and the nearby province of Pampanga were selected for the study.¹⁰⁴ A total of 114 children aged 9 to 17 and a corresponding number of 114 parents were recruited for the collection of survey data.¹⁰⁵ The data revealed that the children were students, with the majority currently or previously attending primary and secondary schools. It showed that nearly all the children spent their time using media, such as TV, music, computer games, and the internet for leisure. As age increases, children spend more time using media and the internet, spending from half an hour a day among children aged 9 to 11 years to at least four hours a day in older children.¹⁰⁶ Additional findings stated that most of the children access the internet at home by themselves and the majority of them connect through free Wi-Fi.¹⁰⁷ Almost all the child respondents agree that there are many things on the internet that are good for children (e.g., Facebook, YouTube, Google, Yahoo, online games, etc.).¹⁰⁸ Most children who use the internet say they learn something new

¹⁰⁰ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

¹⁰¹ UNICEF, “Safe from Harm.”

¹⁰² Sonia Livingstone, “Getting Started with the Global Kids Online Research Toolkit,” *Global Kids Online Research Toolkit*, October 25, 2016.

¹⁰³ Tan, Estacio, and Ylade, *GKO in the Philippines*, 2.

¹⁰⁴ *Ibid.*, 2.

¹⁰⁵ *Ibid.*

¹⁰⁶ *Ibid.*

¹⁰⁷ Tan, Estacio, and Ylade, 3.

¹⁰⁸ *Ibid.*

online at least every week. In Argentina, it is common to look for information about work or study opportunities online, more so than in other countries. Around one third of children in Serbia, South Africa and the Philippines look for health information online at least every week.¹⁰⁹ It implies that children perhaps are gaining information benefits from using the internet. However, in all four countries in terms of children's self-reported ability to check if information they find online is true, older children were more confident in their ability to do so than younger children. This means that younger children are less confident in their ability than older applied to most digital skills in the study. Gender differences were not so prominent.¹¹⁰ Access and skills are linked to opportunities and risks. In South Africa, for example, and especially the Philippines, younger children use the internet less, undertaking fewer online practices and developing fewer digital skills than children in Argentina or Serbia.¹¹¹ In the study, younger children's digital safety skills also need support. Most of the older children, but fewer younger children, report knowing how to manage their privacy settings online, a key indication of their digital and safety skills. Children in the Philippines report the least competence compared to, especially among the youngest age group. Similar findings were obtained for children's reported ability to remove people from their contact lists (e.g., on social networking sites).¹¹² It is also observed that digital skills matter for parents. The parent survey in South Africa revealed that parents are about as skilled as their 12-14-year-old. This means that although parents may be able to adequately guide the youngest children as

¹⁰⁹ UNICEF Office of Research "Global Kids Online: Research Synthesis 2015–2016 (Summary)."

¹¹⁰ Ibid.

¹¹¹ Ibid.

¹¹² Ibid.

they go online and help them develop their digital skills, they may not have the knowledge and ability required to guide children as they get older.¹¹³

In the Philippine context, GKO research found out that children across gender and age group, were able to identify 43 different apps and websites they used for different online activities, with most of these used in accessing online games. According to the study, almost all the females were more likely to look for resources or events in their local neighborhood, look for news online, and discuss political or social problems with other people online, while males were more likely to watch video clips and play online games alone or with others.¹¹⁴ The GKO findings regarding skills and practices of children indicated that the respondents (children) knew how to install apps on a mobile device, were able create online account, can remove people from contact lists, and also knew how to make a dubsplash video. While some children are aware of blocking features in the internet and know about privacy settings, they do not know how to use these.¹¹⁵ The previous statements show the online skills of selected children in the Philippines.

HomeNetToo conducted a study indicating that children from low-income families in the US used their computers at home mainly to play games and search the Web.¹¹⁶ Its findings concluded that children use the internet more for listening to music and for e-mail than for schoolwork.¹¹⁷ Children who aspired to careers in the professions or computing used the internet more than did children who aspired to careers in sports,

¹¹³ UNICEF Office of Research, "Global Kids Online."

¹¹⁴ Tan, Estacio, and Ylade, *GKO in the Philippines*, 3.

¹¹⁵ *Ibid.*, 3-4.

¹¹⁶ Linda A. Jackson et al., "How Low-Income Children Use the Internet at Home," *A Journal of Interactive Learning Research* 16, no. 3 (August 2005): 259–72.

¹¹⁷ *Ibid.*, 259.

entertainment, or human services.¹¹⁸ The prior statements indicate that children perhaps benefit from the internet. Hashim did a case study on “Digital Practices at Home and School.”¹¹⁹ The research findings reveal that participating children in Malaysia enjoy online benefits through a range of online activities with the usage of several digital devices.¹²⁰ One of the benefits that children may get when online is to learn how to read. Children may learn to love reading by reading an article that is published on the internet. *Reading Teacher* journal indicated that electronic talking books (ETBs) can help and encourage reluctant readers (children) to engage in reading at home.¹²¹ The internet can be an effective tool for general communication.¹²² In another study, Al-Awidi indicated that the internet can be a very effective tool for students to conduct problem-solving activities, to browse for information and to find information easily and quickly about any educational topic.¹²³ *Education Digest* discussed how participation in online communities, social networks, and other social media may influence child and adolescent development.¹²⁴ It may bring positive aspects such as opportunities for self-expression, learning, and friendship to children.¹²⁵ “Many researchers argued that it is through online activities that children (even older adults) gain many opportunities and, at the same time,

¹¹⁸ Ibid.

¹¹⁹ Haslinda Hashim, “Digital Practices at Home and School: A Case Study Approach,” Dissertation, The University of Sheffield, 2017.

¹²⁰ Ibid., abstract.

¹²¹ Grace Oakley and Jenny Jay, “Making Time’ for Reading: Factors That Influence the Success of Multimedia Reading in the Home,” *Reading Teacher* 62, no. 3 (November 2008): 246–55.

¹²² Chung Meehyun, “A Theology of the Web in the Age of Information,” *한국기독교신학논총* 39 (May 2005): 84; Carter Henderson, “How the Internet Is Changing Our Lives,” *Futurist* 35, no. 4 (July 2001): 38.

¹²³ Hamed M. Al-Awidi, “Current and Future Trends in Computer Use in Elementary School Settings,” Dissertation, University of North Texas, 1999, 23.

¹²⁴ Paris Strom and Robert Strom, “Growing Up with Social Networks and Online Communities,” *Education Digest* 78, no. 1 (September 2012): 48–51.

¹²⁵ Ibid.

technologies play other important roles in their daily lives.”¹²⁶ Children may use the internet because it gives them enjoyment and it creates a “ladder of opportunities”¹²⁷ for them to practice online skills.

Online Risks

Online risks may be defined as experiences that “involve exposure to danger” such as hurtful online behavior and sexual abuse and “the possibility that something unpleasant or unwelcome will happen” related to online activities.¹²⁸ The Generation Alpha, also known as “digital natives,” are children who grew up with digital culture and never knew a time before phones had screens.¹²⁹ They are children born from 2010 to 2025, and are also called the iGeneration. They are mostly children of the Millennials.¹³⁰ Technology is a part of their everyday lives. The concept of “connection” is central to Generation Alpha, even more so than to their predecessors, Generation Z.¹³¹ All children want and need a sense of community and connection, and the internet is giving this to them. It could be the primary reason why these children go online each day.¹³² Although using the internet may bring a sense of connection to children, “dangers such as cyber-bullying” may be experienced as well.¹³³ Another risk of using the internet is the exposure of children to pornography. “Pornography seems to be the major reason that

¹²⁶ Hashim, “Digital Practices at Home and School,” 3.

¹²⁷ Ibid., 37.

¹²⁸ Ibid., 38.

¹²⁹ Tom Kamber, “Gen X: The Cro-Magnon of Digital Natives,” *Generations* 41, no. 3 (Fall 2017): 48–54.

¹³⁰ “Generation Alpha: The Children of the Millennial,” *Interesting Engineering*, December 18, 2018.

¹³¹ Riedling Marlow, *An Educator's Guide to Information Literacy: What Every High School Senior Needs to Know* (Portland, OR: Book News, Inc., 2007); H. Tootell, M. Freeman, and A. Freeman, “Generation Alpha at the Intersection of Technology, Play and Motivation,” 82.

¹³² Arterburn and Marsh, *Internet Protect Your Kids*, 5.

¹³³ Strom and Strom, “Growing Up with Social Networks,” 48–51.

makes schools reluctant and less enthusiastic to use the internet in classrooms or limit students' access."¹³⁴ However, educators still strive to find a way to ensure that students will use the internet in an appropriate manner.¹³⁵ If it is discovered that a child is making pornography, teachers may have to get the local social services involved because the child could be endangered.¹³⁶

Research was done using a three-wave panel survey among 956 Dutch adolescents about sexually explicit internet material (SEIM).¹³⁷ The study revealed that more frequent SEIM use increased adolescents' sexual uncertainty and its impact was stronger for female than for male adolescents.¹³⁸ An online survey was administered in Hebrew and Arabic among 3,867 Israeli 7–17 year-olds, including Jews, Arabs, and Bedouins regarding problematic internet use (PIU) of online applications, and online self-disclosure.¹³⁹ The findings showed that PIU and self-disclosure are somewhat connected to risky e-communication activities such as sending ones' photos to online acquaintances, providing them with a school or home address, and meeting them face-to-face and to exposure to unpleasant online experiences such as receiving messages, pictures, or videos that make the children feel uncomfortable.¹⁴⁰

Internet gives opportunities for perpetrators, both male and female, to abuse in a less visible way. According to Virtual Global Task Force, child sexual abuse online is

¹³⁴ Al-Awidi, "Current and Future Trends," 25..

¹³⁵ Ibid., 25.

¹³⁶ "Dealing with Porn," *TES: Times Educational Supplement*, no. 4840 (2009): 18.

¹³⁷ Jochen Peter and Patti M. Valkenburg, "Adolescents' Use of Sexually Explicit Internet Material and Sexual Uncertainty: The Role of Involvement and Gender," *Communication Monographs* 77, no. 3 (September 2010): 357–75.

¹³⁸ Ibid.

¹³⁹ Ina Blau, "Comparing Online Opportunities and Risks among Israeli Children and Youth Hebrew and Arabic Speakers," *New Review of Hypermedia and Multimedia* 20, no. 4 (December 2014): 281–99.

¹⁴⁰ Ibid.

defined as “sharing and downloading of images of children being physically and sexually abused and approaching children online with the aim of developing a sexual relationship in the ‘real world’, also known as ‘grooming.’”¹⁴¹ Researchers found out the following: The risks that children may encounter when online are: exposure to inappropriate conversation; unwittingly becoming the subject of sexual fantasy; being sent indecent or obscene images; being asked to send indecent images of themselves or their friends; being engaged in sexually explicit talk; and being encouraged to perform sexual explicit acts on themselves or their friends (so-called cybersex). All these activities and risks form the new reality of internet, where everyday hundreds of children are drawn closer for sexual abuse.¹⁴²

Such activities clearly pose a risk of harm that merits awareness-raising and education, ideally without overly restricting children’s opportunity to explore the online world.¹⁴³ In Argentina and in South Africa, children reported feeling upset about something that happened online, with older children reporting more incidents. In the interview, children mentioned a wide range of issues, including internet scams, pop-up adverts that were pornographic, hurtful behavior, unpleasant or scary news or pictures, discrimination, harassment or sexual harassment by strangers and people sharing too much personal information online. Fewer than one in 20 children in the Philippines and South Africa reported some kind of online sexual solicitation—being asked for sexual

¹⁴¹ Virtual Global Taskforce, “Definitions,” and Elena Martellozzo, Daniel Nehring, and Helen Taylor, “Online Child Sexual Abuse by Female Offenders: An Exploratory Study,” *International Journal of Cyber Criminology* 4, Jan–July 2010, July–December 2010 (1 and 2): 592–609.

¹⁴² E. Martellozzo, “Understanding the Perpetrator’s Online Behaviour,” 2011; Davidson and Gottschalk, *Sex Offenders Use of the Internet’ In Internet Child Abuse: Current Research and Practice* (Abington: Routledge-Cavendish, 2008), 104-124; Martellozzo, Nehring, and Taylor, “Online Child Sexual Abuse,” 592–609.

¹⁴³ UNICEF Office of Research, “Global Kids Online.”

information, to talk about sex or to do something sexual, although even these low numbers merit serious attention.¹⁴⁴

Another challenging situation in this digital age is that the kids want to spend more and more of their time online and less time with family.¹⁴⁵ Though many kids manage to be cautious about the dangers online, their parents seem to be less connected with them.¹⁴⁶ There is evidence attesting that contemporary children are spending less time outdoors, but spend more time with electronic media.¹⁴⁷ The rise of electronic media use in the lives of youth negatively influences their outdoor time and their connection to nature.¹⁴⁸ Furthermore, the use of the internet may create or cause an experience of hurtful online behavior. Englander discusses the role of perception in children's and teenagers' behavior on the internet.¹⁴⁹ "Online communication can heighten users' experiences of emotions and make them less likely to consider the humanity of the people with whom they are interacting."¹⁵⁰ This means that internet users' behavior may be better or worse online than it would be face-to-face. Bannon's research findings showed that "young people with Additional Support Needs (ASN) are aware of a range of risks online, are able to make use of some risk management strategies to stay safe but also experience particular difficulties which can negatively impact their ability to protect themselves against potential psychological harm as a result of internet use."¹⁵¹ The online

¹⁴⁴ Ibid.

¹⁴⁵ Arterburn and Marsh, "Internet Protect Your Kids," 17.

¹⁴⁶ Ibid.

¹⁴⁷ Lincoln R. Larson et al., "Outdoor Time, Screen Time, and Connection to Nature: Troubling Trends Among Rural Youth?" *Environment and Behavior* 51, no. 8 (October 2019): 966–91.

¹⁴⁸ Larson et al., "Outdoor Time," 66–91.

¹⁴⁹ Elizabeth Englander, "What's Behind Bad Behavior on the Web?" *Educational Leadership* 72, no. 8 (May 2015): 30–34.

¹⁵⁰ Ibid., "What's Behind Bad Behavior on the Web?" 30-34.

¹⁵¹ Stephanie Bannon, "The Psychological Impact of the Internet on Young People with Additional Support Needs," Dissertation, The University of Edinburgh (2013), 9.

environment hosts a range of new risks and potential harm to children which include risks from adults, such as the demand for child abuse images and sexual grooming, and it also includes risks from peers, including bullying and peer-to-peer sexual abuse.¹⁵² Bannon's findings showed that "a range of difficulties including depression, quality of life outcomes, substance abuse and aggression were considered to be linked to the experience of cyberbullying in the general child and adolescent population."¹⁵³ As Stephen Fry has observed, the internet can be understood as an (ever-expanding) city comprising places of great wonder as well as dark backstreets where danger lurks and the rule of law is weak or non-existent and where the vulnerable can be exploited and abused.¹⁵⁴ The more opportunities there are in using the internet, the greater the exposure to online risks.¹⁵⁵ Thus, making use of the internet may have its benefit, however online risks may also be present, especially with children who are susceptible to danger.

Children's Well-being

There is a wide range of benefits related to online activity, yet young people online are still at risk of encountering problems that may have a negative impact on their health and well-being.¹⁵⁶ In Asia, the older generation is more reluctant to experiment with new technologies, and it is often children who introduce their parents to the internet.¹⁵⁷ A depressing picture emerges of institutions evading responsibility for

¹⁵² John Brown, *Online Risk to Children: Impact, Protection and Prevention*, 1st ed. (Hoboken, NJ: John Wiley and Sons, Ltd, 2017), 2.

¹⁵³ Bannon, "The Psychological Impact of the Internet," 9.

¹⁵⁴ Brown, *Online Risk to Children*, 1.

¹⁵⁵ Hashim, "Digital Practices at Home and School," 38.

¹⁵⁶ Bannon, "The Psychological Impact of the Internet," 14-15.

¹⁵⁷ Kavitha Shetty, *Kids On-line: Promoting Responsible Use and A Safe Environment on the Net in Asia* (Singapore: Asian Media Information and Communication Centre, 2002), xiv.

protecting children while vigorously encouraging their use of technology.¹⁵⁸

Governments expect educators and parents to guide and protect children, while parents want the ISPs and governments and the schools to take care of it. ISPs say they are providing a service for a fee, and schools in Asia simply do not have the physical or economic resources to educate, guide and supervise their students' use of the internet.¹⁵⁹ Yet, it is everybody's job to protect the children while using the internet. "Governments, educational institutions, ISPs, parents and civil society all have a role to play in protecting children from the potential dangers of the internet while encouraging them to go online and derive the optimum benefits from the medium."¹⁶⁰

Children's well-being is ultimately the parents' (and societies') responsibility. The well-being of a child is referred to as "meeting various human needs, some of which are essential (e.g., being in good health), as well as the ability to pursue one's goals, to thrive and feel satisfied with their life."¹⁶¹ UNICEF suggests that well-being is comprised of several different dimensions, namely, material well-being, health and safety (including E-safety), education, peer and family relationships, behaviors and risks, and young people's own subjective sense of well-being.¹⁶²

Using the internet, children themselves are often not aware that they are exposed to online risks and, even worse, sometimes the parents also fail to recognize the risks that appear in their child's online activities, due to their limited skills and lack of

¹⁵⁸ Ibid., xiv.

¹⁵⁹ Shetty, *Kids On-line*, xv.

¹⁶⁰ Ibid.

¹⁶¹ Livingstone, "Getting Started with the Global Kids Online Research Toolkit;" Y. Algan, F. Murin, E. Beasley, K. Higa, and C. Senik, "Well-being through the Lens of the Internet," *PLoS ONE* 14, no. 1 (January 25, 2019).

¹⁶² UNICEF, *Child Poverty in Perspective: An Overview of Child Well-being in Rich Countries* (2007), 2.

experience.¹⁶³ Many of the children do not possess the necessary skills they need to navigate safely through the digital world. Many are unsure about their online rights and their responsibilities, or the potential pitfalls that sit alongside the huge benefits of the internet and social media.¹⁶⁴ Media literacy is a key tool in the process of helping children evolve into responsible users of the internet.¹⁶⁵ Children are entitled to expect their parents to provide them with the skills they need. Just as it is second nature for parents to teach them how to survive in the ‘offline’ world, parents owe it to their children to help them understand and become resilient to the risks of the ‘online’ world.¹⁶⁶ Parents, the church, and the community should know how to identify grooming of children, how to craft abuse prevention and policies for them, and how to help children protect themselves online.¹⁶⁷ Therefore, it is necessary for parents, church, and community to guide and educate children and provide accurate information about online risks and online safety.¹⁶⁸

Byron states, “Even though the risks are everywhere, children should exercise their own power in controlling their personal cyber world, so that they can enjoy maximum advantages of the educational, social and entertainment benefits that technology offers.”¹⁶⁹ E-Safety skills play a vital role in protecting children from online risks so they may enjoy online opportunities. E-Safety is an ability to perform

¹⁶³ Hashim, “Digital Practices at Home and School,” 40.

¹⁶⁴ Brown, *Online Risk to Children*, foreword.

¹⁶⁵ Shetty, *Kids on-line*, xv.

¹⁶⁶ Brown, *Online Risk to Children*, foreword.

¹⁶⁷ R. Barri Flowers, “The Sex Trade Industry’s Worldwide Exploitation of Children,” *The Annals of the American Academy of Political and Social Science* 575, no. 1 (May 2001): 147–57.

¹⁶⁸ Hashim, “Digital Practices at Home and School,” 41.

¹⁶⁹ T. Byron, *Safer Children in a Digital World - The Report of the Byron Review*, 2008; Hashim, “Digital Practices at Home and School,” 45.

appropriate, safe, and responsible acts and to exhibit good manners on the internet in order to protect us from online risks.¹⁷⁰ Aside from developing better digital citizens, E-Safety also prepares them in handling their own risky online experiences in a safer way.¹⁷¹

Another indicator of children's well-being is talking about the overall satisfaction with their own lives.¹⁷² Children may or may not be living their best possible life at the moment. Life satisfaction is a 'subjective well-being,' focusing more directly on children's perceptions of their own well-being.¹⁷³ In the context of online experiences, children may experience good or bad times.

Relationships with family and friends matter a great deal to children. Aside from online safety and life satisfaction, parental (time) support¹⁷⁴ is critical to children's well-being. As children spend most of their time online at home compared to other places, home digital practices must be considered.¹⁷⁵ Parental support in children's online experiences includes parental mediation. Parental mediation is important in developing children's digital literacy at home.¹⁷⁶

From this review of the literature review, the importance of children's welfare is demonstrated. "It appears that the internet and social networking sites represent both an opportunity for the majority of children to communicate and express themselves, but also

¹⁷⁰ Hashim, "Digital Practices at Home and School," 46.

¹⁷¹ Hashim, "Digital Practices at Home and School," 47.

¹⁷² UNICEF, *Child Poverty in Perspective*, 35.

¹⁷³ *Ibid.*, 37.

¹⁷⁴ *Ibid.*, 23.

¹⁷⁵ Hashim, "Digital Practices at Home and School," 31.

¹⁷⁶ Hashim, "Digital Practices at Home and School," 31; Sue Cranmer, "Children and Young People's Uses of the Internet for Homework," *Learning, Media and Technology* 31, no. 3 (September 2006): 301–15. There are three types of parental mediation: 1) active mediation, 2) restrictive mediation and 3) passive mediation. For more info, see Hashim's research.

a risk of harm for some.”¹⁷⁷ Children’s internet usage may bring online opportunities that showcase their online skills, but online risks should also be taken into consideration, so as to allow children to be satisfied in their life and to protect themselves online. The next chapter will discuss the research methodology and procedures.

¹⁷⁷ UNICEF Office of Research, “Global Kids Online.”

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

The research aim is to gain a deeper understanding of children’s online experiences in light of their social media apps usage. This chapter contains the following main sections: method of the study, sources of data, research gathering procedures, data gathering instruments, and statistical treatment of data.

Method of the Study

The design of this research is descriptive using mixed methods as it “uses both quantitative and qualitative data that involves collection, analysis and integration of data to answer a particular question or set of questions,”¹⁷⁸ and “narrative adds meaning to numbers.”¹⁷⁹ Through mixed methods, the researcher is going “to unearth the convergence of the data from interviews and surveys through triangulation.”¹⁸⁰ The researcher employed mixed methods in the study in order to enhance the credibility of the research findings by considering triangulation. Using both methods gives a cross-check on the research results making this research not just simply collecting and analyzing both

¹⁷⁸ Sharlene Nagy Hesse-Biber, *Mixed Methods Research: Merging Theory with Practice* (London: The Guilford Press, 2010), 3; Judith Schoonenboom and R. Burke Johnson, “How to Construct a Mixed Methods Research Design,” *Kolner Zeitschrift für Soziologie und Sozialpsychologie* 69, no. 2 (2017): 107–131.

¹⁷⁹ Hesse-Biber, *Mixed Methods Research*, 3; Sharan B. Merriam and Elizabeth J. Tisdell. *Qualitative Research: A Guide to Design and Implementation*, 4th ed. (San Francisco, CA: Jossey-Bass, 2016), 24.

¹⁸⁰ Hesse-Biber, *Mixed Methods Research*, 4.

kinds of data; but also involved the use of both approaches in tandem so that the overall strength of the study was greater than either qualitative or quantitative research.¹⁸¹

There are strategies that this research considers to ensure the validity and reliability. First, the researcher uses triangulation by “using multiple sources of data, or data collection methods to confirm emerging findings.”¹⁸² Second, the researcher practices member checks by “taking data and tentative interpretation back to the people from whom they were derived and asking if they are plausible.”¹⁸³ “Quantitative data are amenable to statistical analyses and standardized tests of reliability and validity while qualitative data add an in-depth understanding of research results.”¹⁸⁴

The researcher aims to give a voice to the research participants and wants to make sure that the findings also reflect their lived experiences. The researcher used a standardized survey questionnaire (Appendix A) adapted from GKO.¹⁸⁵ In the qualitative method, five participants coming from the respondents were interviewed using the Interview Protocol and Guide Questions in Appendix B. The interviews were conducted using a combination of Tagalog and English (Taglish). Even though the respondents have a good English background, the researcher believes that when respondents use their “heart language,” they are able to express themselves on a deeper level.¹⁸⁶

¹⁸¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Los Angeles, CA: SAGE, 2009), 4. Although this research employs mixed methods, the analysis and interpretation lean more towards the quantitative data.

¹⁸² Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation* (San Francisco, CA: Jossey-Bass A Wiley, 2009), 229.

¹⁸³ Merriam, *Qualitative Research*, 229.

¹⁸⁴ Hesse-Biber, *Mixed Methods Research*, 6.

¹⁸⁵ The researcher was granted permission to use the GKO research toolkit. See Appendix I.

¹⁸⁶ This is also expressed in Kenneth Nehrbass, “Do Multilingual Speakers Understand the Bible Best in Their Heart Language,” *The Bible Translator* 65, no. 1 (April 2014): 88–103.

Sources of Data

This study used nonprobability purposeful sampling because the researcher “first determines what selection criteria are essential in choosing the people or sites to be studied.”¹⁸⁷ This is also called criterion-based selection. The criteria that the researcher established for purposeful sampling “directly reflect the purpose of the study and guide in the identification of information-rich cases.”¹⁸⁸ The researcher had connected to the local pastors from NPC and asked them to give the list of children in their church whose age is 11 to 17 and are using social media apps such as Facebook and Messenger. In this age group, children may begin to act out or rebel with rule breaking, drugs, and fighting.¹⁸⁹ They are under 18 years of age, considered as “children” in Philippine Law, which means they are vulnerable to many dangers. They need guidance and monitoring when accessing the internet in order to be safe online. Only participants who fall in those criteria were included in the samples. In addition to this, the researcher considered the willingness and the availability of the respondents, hence, convenience sampling will also be considered.

The data of this study were derived from two sources. The first source of data came from the responses of survey which were administered via Google Forms. The reasons for doing it online were the following: (1) because of COVID-19,¹⁹⁰ the researcher cannot travel from one city to another and (2) the respondents cannot be gathered in one place because they are 18 below and are not allowed to travel due to quarantine protocols. In fact, all of the participants were using the internet (as per the

¹⁸⁷ Merriam and Tisdell, *Qualitative Research*, 90.

¹⁸⁸ Ibid.

¹⁸⁹ University of Nevada School of Medicine, “What are the Developmental Milestones of Kids from 11 to 17 years old.”

¹⁹⁰ COVID-19 means Corona Virus Disease-2019.

criteria for selection), so answering the questionnaire online was not so difficult. The criteria of the respondents who answered the survey questionnaires were: (1) they were between 11 to 17 years of age; (2) they had attended a local FMC for at least one year since the proposed output of the study would be to offer recommendations to FMC towards online safety of children. In a year, a child may “go beyond simple presence and observation” and may already be participating in the practices of the Christian community;¹⁹¹ (3) they had used the (internet) Facebook and/or Messenger at least once in the last three months before the conduct of the study;¹⁹² and (4) they had their own mobile devices or tablets (and not laptop) which were used for the interviewees’ screen time.

The second source of data was the interview responses. For the interviews, the researcher chose five respondents from the 44 total population. It was based on purposeful sampling as the researcher “wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned.”¹⁹³ The researcher chose five from different local churches.¹⁹⁴ The criteria for selecting the participants for the interview were the same with the survey questionnaire criteria but with the following additions: (1) they had high frequency on the internet usage based on his/her answer on the survey questionnaire,¹⁹⁵ and (2) they were willing to share their experiences on their social media apps use which includes asking the participants to

¹⁹¹ May, et al, *Children Matter*, 140.

¹⁹² According to Global Kids Online, to be defined as internet users, children should have “used the internet from any location in the last three months” (ITU, 2014): 55.

¹⁹³ Merriam and Tisdell, *Qualitative Research*, 90.

¹⁹⁴ Respondent names are: KAM003, SCRUZ002, BAG001, BAG005, and BA003.

¹⁹⁵ The respondent tick ‘daily or almost daily’ in the frequency of social media apps use in the survey questionnaire available at <https://forms.gle/E2brFpN1Pw666qPo6>.

screenshot their social media apps usage within their three week screen time (including the most used social media apps), yet they had a discretion to allow to send the screen time to the researcher or not. In one study, screen time includes internet use and computer games and/or apps in the past 30 days among adolescents.¹⁹⁶ Parental consent was sought before the respondents filled out the questionnaires or participated in the interviews (Appendix C).¹⁹⁷

Research Gathering Procedures

There were several steps that were included in the data gathering procedures for the completion of the study. Figure 3 illustrates the process:

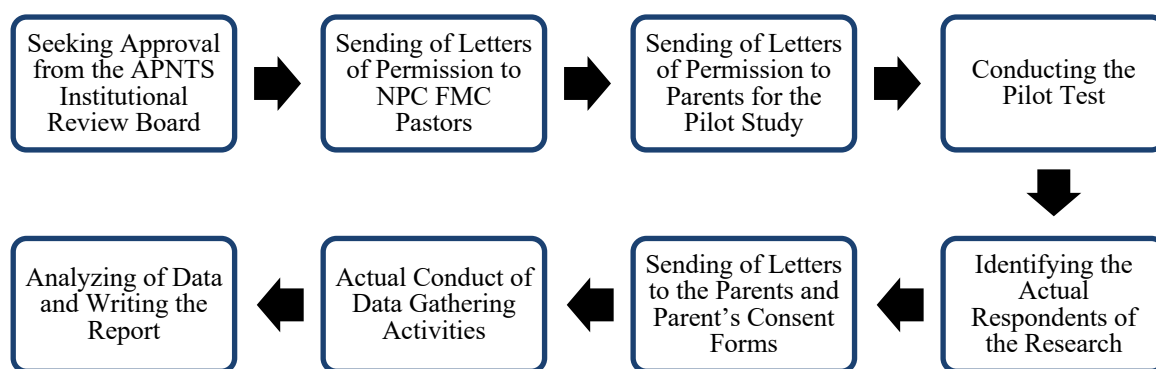


Figure 3. Research Gathering Process

The researcher followed the following research gathering process. First, the researcher secured the approval of the Institutional Review Board¹⁹⁸ before conducting

¹⁹⁶ Amy E. Mark, Ian Janssen, Relationship between screen time and metabolic syndrome in adolescents, *Journal of Public Health* 30, Issue 2, June 2008, 153, 160. The researcher focused on Facebook and Messenger's screen time of the respondents for three weeks.

¹⁹⁷ The actual questionnaire and the interview protocol and guide questions were attached to the letter to the parents.

¹⁹⁸ APNTS, "Research Approval Protocol and Institutional Review Board Handbook 2018-2023," 2.

the study (Appendix D). This gives the assurance that the research protocols abide by the policies of APNTS for the protection of the respondents.

Second, the researcher sought the approval of the NPC of the FMC local pastors to conduct a study about the children of their local church. The researcher sent letters to the pastors (Appendix E) through Messenger. The letter also asked the pastors to give a list of the names of the children in their local church who qualify the criteria set forth in the research.

Third, a pilot test was already conducted by GKO (The Philippines) in selected barangays in Metro Manila and nearby province of Pampanga.¹⁹⁹ However, the researcher of this study still conducted a pilot test because the study was with another group of children from a different context. Bell states that “all data-gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable the researcher to remove any items which do not yield usable data.”²⁰⁰ In the pilot test, the researcher did the following: First, the researcher sent a letter and parent’s consent form (Appendix F) to four parents in NPC FMC—two (one male for Tagalog version and one female for the English version) for survey questionnaires and two (one male for Tagalog version and one female for English version) for the interviews.²⁰¹ After getting the parent’s approval, the researcher also sent the assent form (Appendix H) to the respondents through Messenger since the

¹⁹⁹ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*. The study was conducted in Malate, Sta. Ana, and Pampanga with 114 children and 114 parents.

²⁰⁰ Judith Bell, *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*, 2nd ed. (Buckingham, PA: Open University Press, 1993), 84.

²⁰¹ The four parents are the parents of the four children who were asked to participate in the pilot test for the questionnaire and the semi-structure interview respectively. The questionnaire and the interview questions were also attached in the letters.

participants are below 18. The participants in the pilot test were chosen based on the criteria set forth in the study and they have similar characteristics to the actual respondents. Second, after permission was granted from the parents, the researcher then conducted the actual pilot test. For the survey, the researcher sent the questionnaire to the participants by giving them the Google Form link through Messenger. The researcher was able to correct the technical glitches that occurred in this process. After completing the questionnaire, the researcher asked the participants if they understood the statements in the survey. Both PTB01 (male) and PTB02 (female) indicated that they understood the English version of the survey. The researcher double checked again the survey forms and did some edits on the spelling and wordings. For the semi-structured interview, the researcher conducted the first pilot interview with PTB03 (female) and with PTB04. The responses of the participants in the pilot test were not counted in the actual data of the study. Based on the outcome (the time allotted to accomplish the survey and the interview) of pilot study, the researcher decided to choose the Tagalog version of the survey as well as the Tagalog version of the interview guide questions. To achieve the goal of the study and to be more understandable to the actual respondents, the researcher did some revisions in the interview guide questions based on the outcome of the pilot study (Appendix B).

Fourth, the researcher identified the actual respondents of the research. The first challenge that the researcher experienced was getting the response of the local pastor. The researcher knew that the pastors have busy schedules, hence countless follow-ups were made to get responses. It was more difficult to get a response through online than offline. In the instance that researcher received the names of the participants coming from

the local pastor, a unique code was assigned by the researcher to each participant for confidentiality purposes.

Fifth, the researcher sent letters to the parents and parent's consent form (Appendix C) through Messenger for the actual survey and interviews. It was challenging for the researcher to get the response immediately by chat, thus many follow-ups were made by the researcher to get the parents' and respondents' approval. Another challenging situation that was experienced by the researcher was to receive the approved letter with the 'tick' in the approval box. Since, the researcher just attached the letter on Messenger, the parents and respondents cannot immediately return it back since they do not know how to put "tick" in the approval box and sent it back on soft copy. So, the researcher came up with the idea to chat via Messenger all the wordings of the letters and that the parents and the respondents can just put a "thumbs up" on the sent message as a sign of their approval. It was realized that it was the easiest thing to do and that they immediately responded to it.

Sixth, the researcher did the actual data gathering activities. For the survey, instructions (Appendix G) and the Google Form link were sent to the identified respondents via Messenger. It was difficult for the researcher to easily get the survey responses from participants. It took three months to get the 44 completed survey responses. The parents reasoned out that their children were busy in their school requirements. Since, the survey was online, the researcher waited patiently for the availability of the respondents to answer the survey questionnaire. In conducting the interviews, the researcher chose five interviewees coming from the survey participants based on the criteria set forth in the study. The interviews were semi-structured using

open-ended guide questions and were conducted in Tagalog-English (Tag-lish) using the Tagalog version of the Interview Guide Questions.²⁰² It was audio-recorded with the permission of the parents.²⁰³ The researcher made notes as well as transcribed all the interviews which were integrated to the statistical analysis.

Finally, when all the data were gathered, the statistician treated the data using Chi-Square test to test the significant difference of the variables. Afterwards, the researcher did the analysis and interpretation. The researcher analyzed the data to describe the experiences of the respondents in light of their social media apps use as well as to treat the null hypotheses of the study.

Data Gathering Instruments

This study used two data gathering instruments: survey and interview. Both survey and interview guide questions were adapted from GKO with some edits by the researcher to fulfill the objectives of the study (permission from GKO is in Appendix I). Survey is used “to obtain information which can be analysed and patterns extracted and comparisons made.”²⁰⁴ Interviews are rich in data-gathering because it is “rooted in the interviewees’ first-hand experiences. To get to this level of detail, depth, and focus, the researcher worked out main questions, probes and follow-ups.”²⁰⁵ Both were used in gathering data to validate the objectives of the study.

²⁰² All actual interviews were done in December, 2020. The first up to third interviews were done on December 8, 2020 with Respondents BAG001 (female; 21 minutes and 42 seconds), KAM003 (male; 1 hour and 8 seconds), and SCRUZ002 (male; 25 minutes and 12 seconds) respectively. The fourth interview was done last December 9, 2020 with Respondent BAG005 (male; 29 minutes and 36 seconds). The last interview was done last December 10, 2020 with Respondent BA003 (female; 32 minutes and 4 seconds).

²⁰³ The letter to the parents contains a statement that asks the parents if they would allow the whole interview to be audio recorded.

²⁰⁴ Bell, *Doing Your Research Project*, 10.

²⁰⁵ Herbert J. Rubin and Irene S. Rubin, *Qualitative Interviewing: The Art of Hearing Data*, 2nd ed. (Thousand Oaks, CA: Sage Publications, Inc., 2005), 13.

The survey questionnaire has two parts. Part One asks the demographic profile of the respondents and Part Two contains a total of 45 statements reflecting online skills (statements #1 to #22), online risks (statements #23 to #35), and well-being (statements #36 to #45). The responses of the participants were based on the following scale: 5-Very Often; 4-Often; 3-Sometimes; 2-Hardly ever; and 1-Never.²⁰⁶

For the interview, the researcher used the interview protocol and guide questions in to “figure out the facts” from the participants regarding their experiences in light of their social media apps usage.²⁰⁷ There are two parts to the interview: (1) profile of the respondents and (2) child’s view of social media apps, and the online skills, online risks, and well-being categories. The interview was semi-structured and open-ended via Zoom. The qualitative data from the interview as well as the related literature and studies were used to provide narrative explanation to the numerical findings.

Treatment of Data

Descriptive and inferential statistics were considered in the study “to summarize and describe the data and to draw conclusions from them.”²⁰⁸ The researcher used the nonparametric statistical Chi-Square test with the help of a statistician. This test is performed to test the hypothesis “without making specific assumptions about the population distribution and without having to specify certain parameter values.”²⁰⁹ The method described in “Goodness of Fit” can also be used to determine whether two sets of data are independent of each other. Chi-Square test was used to test if there are

²⁰⁶ GKO, “Survey Questionnaire: Core Questions Module.”

²⁰⁷ Rubin and Rubin, *Qualitative Interviewing*, 11.

²⁰⁸ Lydia Monzon-Ybanez, *Basic Statistics* (Quezon City: Phoenix Publishing House, Inc., 2000), 4.

²⁰⁹ *Ibid.*, 247.

significant differences in the demographic characteristics of the selected children ages 11-17 in the Northern Philippine Conference of the Free Methodist Church to the following: online skills, online risks, and children's well-being.

This chapter discussed the methodology and procedures of the study. The next chapter presents the data, its analysis, and interpretation.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This current research is about the experiences of the selected children in the Northern Philippine Conference of the Free Methodist Church in light of their social media apps usage. This chapter is organized in terms of the research questions and provides the presentation of the quantitative responses as well as the qualitative part of the study. Findings about the respondent's demographic characteristics are presented using pie charts, graphs, and tables. Interview responses from the participants as well as the related literature are integrated in the various sections of this chapter. Computations are done to show the demographic characteristics such as age, gender and frequency of social media apps use are statistically treated to test their significant independence against online skills (creative learning and social skills), online risks (hurtful online behavior and sexual risks), and well-being (life satisfaction and parental support). This chapter also presents the treatment of the null hypotheses of the study.

Demographic Characteristics of the Respondents

This section includes the demographic characteristics which are categorized into the following: age profile, gender profile, and frequency of social media apps use of the respondents.

Figure 4 shows the age profile of the respondents. The age of the respondents is divided into two: 11 to 13 and 14 to 17 years old. It is divided into two to understand the difference between the responses of young and old children on their experiences in light of their social media apps usage.

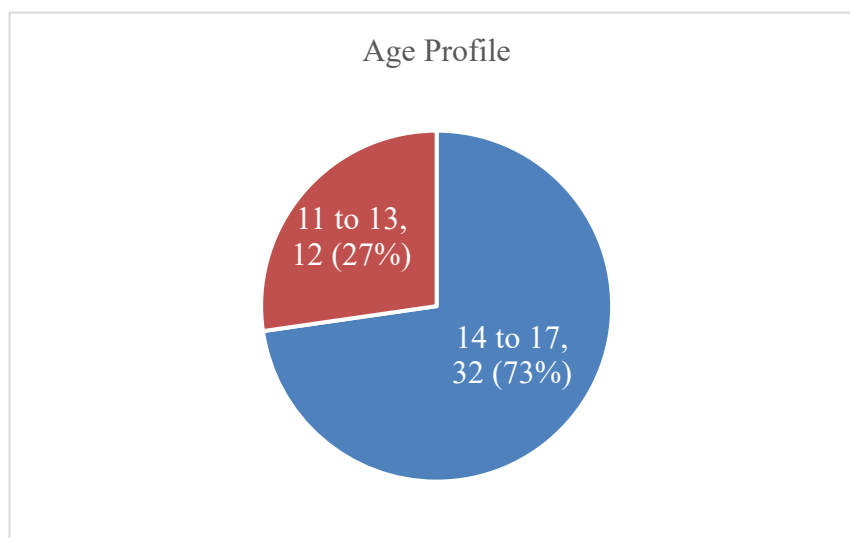


Figure 4. Age Profile of the Respondents

Figure 4 depicts that 44 respondents participated in this study including the ones that were interviewed. This consists of 12 children (27%) who are 11 to 13 and 32 children (73%) who are 14 to 17. Most of the participants are 14 to 17. In the Global Kids Online (GKO) research, children in the younger age group had limited use on devices to access the internet compared to older age groups.²¹⁰ In the Philippines, the younger children use the internet less, undertaking fewer online practices and developing fewer digital skills.²¹¹ In America, older teens ages 15 to 17 are more likely than younger teens

²¹⁰ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

²¹¹ J. Byrne, D. Kardefelt-Winther, S. Livingstone, and M. Stoilova, *Global Kids Online Research Synthesis, 2015–2016*.

to cite Facebook (44% versus 35% of younger teens).²¹² It appears that older children have more opportunity to go online than the younger ones. It also implies that older children are using social media than the younger ones.

Figure 5 presents the gender profile of the respondents. There are 23 males (52%) and 21 females (48%).

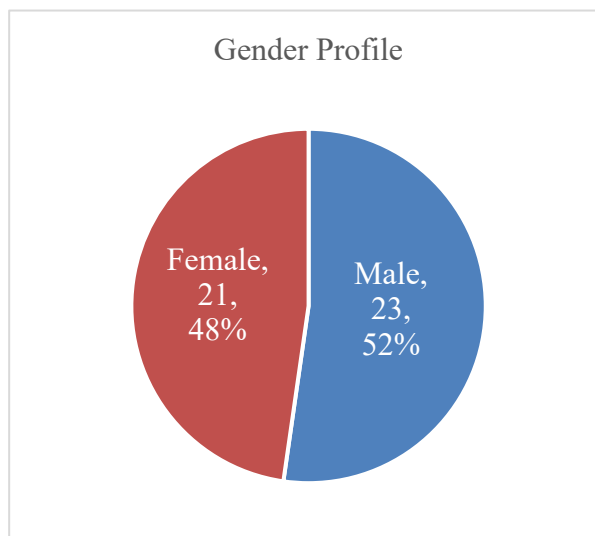


Figure 5. Gender Profile of Respondents

It shows that there is just a small difference between the number of male and female participants. According to Pew Research Center, boys are more likely than girls to report that they visit Facebook most often (45% of boys versus 36% of girls).²¹³ However, online activities vary depending on gender. According to GKO research, “females were more likely to look for resources or events in their local neighborhood, look for news online and discussed political or social problems with other people online

²¹² Amanda Lenhart, “Teens, Social Media and Technology: Overview 2015,” modified April 9, 2015.

²¹³ Ibid.

while males were more likely to watch video clips, play online games alone or with others.”²¹⁴ Children use the internet but with different purposes or reasons in terms of gender. Some of them shared that social media has had a positive impact because it helps them keep in touch and interact with others, others implied that social media facilitates greater access to news and information, while few cited that social media is a good venue for entertainment, offers space for self-expression, and creates a pathway to learn new things in general.²¹⁵ It seems that children use social media in various ways.

Figure 6 shows how frequent the respondents use the social media apps. Figure 6 shows that majority of the participants are using Facebook and Messenger “daily” or “almost daily.”

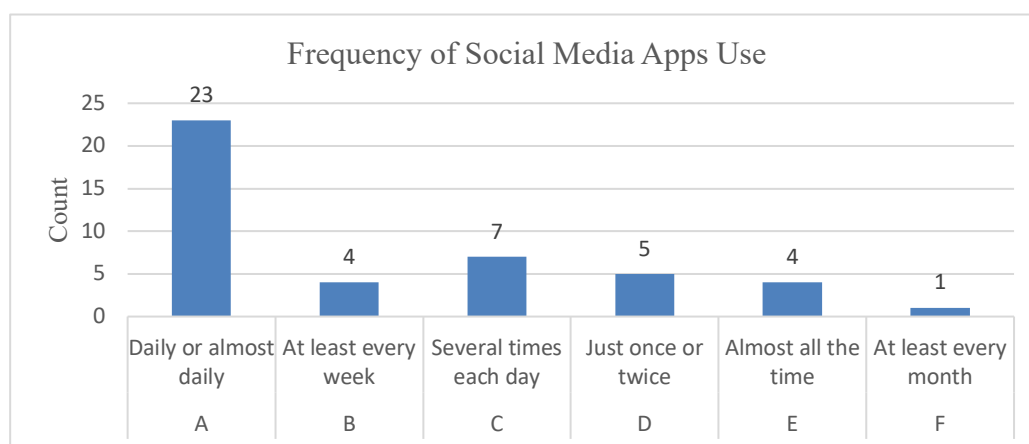


Figure 6. Summary of Frequency of Social Media Apps Use of the Respondents

In the figure above, it implies that most of the participants are active in using social media applications. In the Philippines, almost every child can access the internet with ease, use the device or gadget of their own choosing, and get into the website freely

²¹⁴ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

²¹⁵ Monica Anderson and Jingjing Jiang, “Teens, Social Media and Technology 2018,” Pew Research Center, modified May 31, 2018.

as they so wish; they also agree that there have been lots of things on the internet that were good for children – e.g. Facebook.²¹⁶ Most children used Facebook and Messenger because, through these interactions, children can share ideas, acquire information, and also be exposed to many opportunities out there. It gives them the opportunity to make new friends and also allow them to maintain their old friends. They can trace their former friends by simply typing their names or just indicating the school they attended. Based on the statistical data of Yahoo-Nielsen Net Index Highlights, 53% of the total internet users in the Philippines were in the youngest group, aged 10 to 19.²¹⁷ Facebook is becoming one of the easiest tools for communication. In Pew Research Center's 2014-2015 survey of teen social media use, 71% of teens (ages 13 to 17) reported being Facebook users.²¹⁸ It is reported that 92% of them report going online daily, including 24% who say they go online “almost constantly.”²¹⁹ Likewise, it is also reported that social media use is widespread among internet users in the Philippines. Accordingly, the overall levels of social media use in the Philippines stand at about half of the population, among internet users (88%) in which SNS such as Facebook, Twitter, Plurk, Google+ or LinkedIn are the most commonly used.²²⁰ It seems that Filipinos are active users of Facebook.

²¹⁶ Ibid., 3.

²¹⁷ Yahoo!-Nielsen Index Highlights, “Digital Philippines 2011;” cited in Dmitry Sim, “A Case Study of Selected Filipino Adolescents: The Influence of Facebook on Personal Identity of Adolescents,” Master’s thesis, APNTS (2014), 23.

²¹⁸ Amanda Lenhart, “Teens, Social Media and Technology: Overview 2015.”

²¹⁹ Ibid.

²²⁰ Jacob Poushter, Caldwell Bishop, and Hanyu Chwe, “Social Media Use Continues to Rise in Developing Countries but Plateaus Across Developed Ones: Digital Divides Remain, Both Within and Across Countries,” Pew Research Center, June 2018, www.pewresearch.org.

Figure 7 presents the frequency of social media apps use by age. Age of the respondents are divided into two: 11 to 13 and 14 to 17 years old.

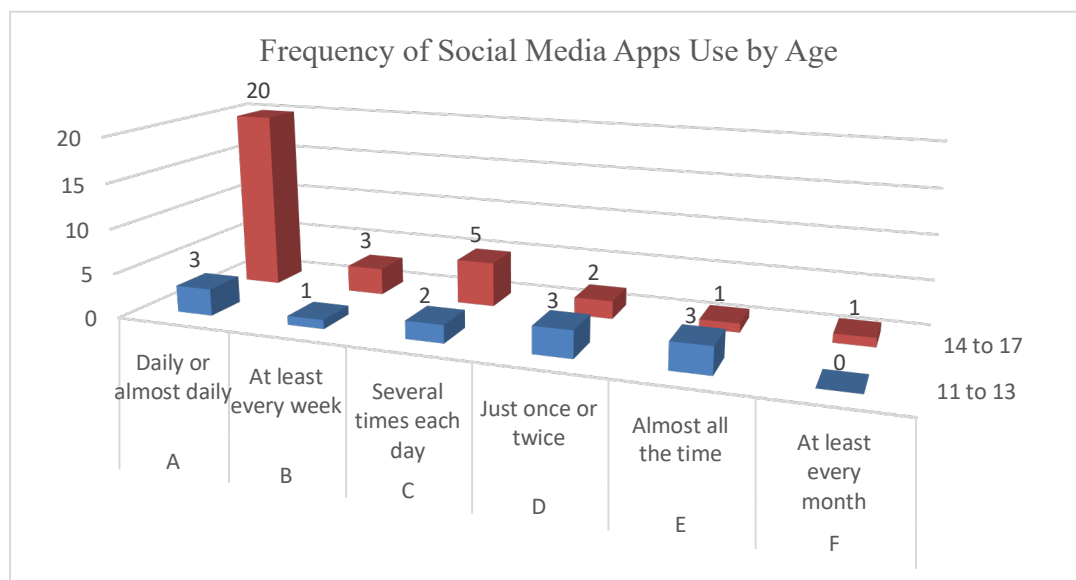


Figure 7. Frequency of Social Media Apps Use by Age

Figure 7 shows that the majority of both age groups (11 to 13, 14 to 17) are using social media apps “daily” or “almost daily.” The result shows that “across all age groups, almost all children are hooked online and they spend some precious time in their everyday lives accessing the internet.”²²¹ It also shows that as age increases, children spend longer time using media and the internet spending half an hour a day among children aged nine to 11 years to at least four hours a day in older children.²²² It could be said that social media apps has clearly become an integral part of children’s life. It is used 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.²²³

²²¹ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

²²² *Ibid.*, 2.

²²³ Sim, “A Case Study of Selected Filipino Adolescents,” 20.

It appears that social media has become part of children's daily lives. It is through the use of social media where they could stay connected with other individuals and communities even while physically separated.²²⁴

Figure 8 depicts that for males, 12 of them (27%) use the social media apps 'daily or almost daily.' For females, 11 of them (25%) use the social media apps 'daily or almost daily.'

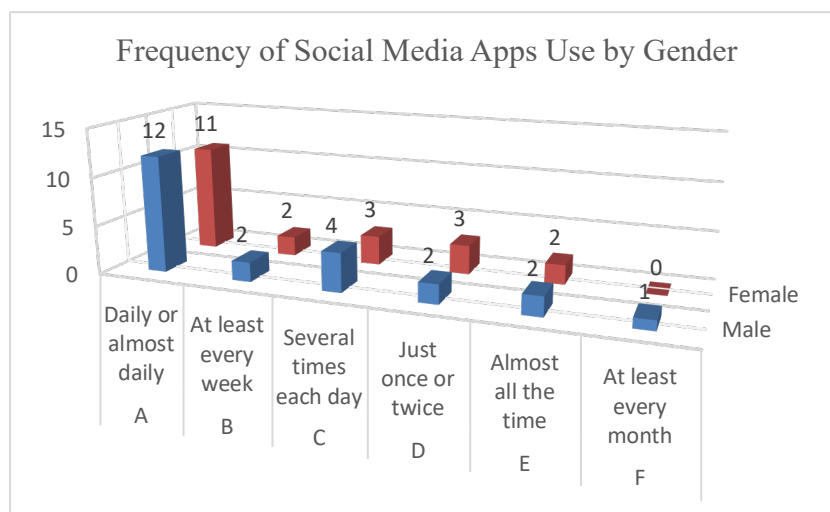


Figure 8. Frequency of Social Media Apps Use by Gender

Figure 8 shows that the main stream for both genders use the social media apps "daily" or "almost daily." Despite the fact that Facebook and Messenger by its nature is an American creation, it is in great demand amongst Filipinos. "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) of which the 53% of the total internet users in the

²²⁴ Tamalika Bhowmick and Shuvankar Madhu, "Social Media and Its Influence on Social Skills," *International Research Journal of Modernization in Engineering Technology and Science* 2, no. 12 (December 2020): 1068-1075.

Philippines were in the youngest group, aged 10 to 19.”²²⁵ Moreover, Filipino children aged 12 to 19 were portrayed as a generation of “mediavores,” which states that they have an addiction to the new media.²²⁶

Figures 9, 10, and 11 present the frequency of screen time of KAM003.²²⁷ Figures 12, 13 and 14 show the frequency of screen time of BAG001 while Figure 15 details the three-week average screen time of the usual apps that BAG005 are using. Five respondents were chosen for interview, among the five, two sent their screenshot of their three weeks screen time, one sent only (via Messenger) his weekly average screen time for three weeks on the apps that he has been using, and the other two did not give their screen time even with many follow-ups from the researcher.

Figure 9 shows KAM003’s 1st week (November 8-14, 2020) of screen time. A total of 57 hours and 39 minutes on the first week. KAM003 is a 15-year old male.

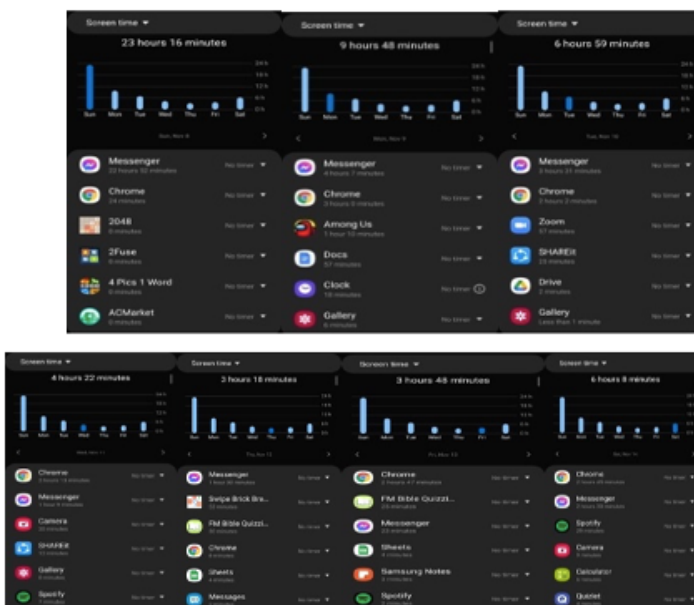


Figure 9: Screenshot of Respondent KAM003 Week One Screen Time

²²⁵ Ibid., 23.

²²⁶ Ibid.

²²⁷ In this thesis, the researcher used the screen time of the respondents as part of the data to show the *frequency* of social media apps use as well as the *apps* that they are actually using.

Figure 9 shows that “Messenger” is his most used app in his week one screen time. Facebook is quickly becoming part of daily routine of students.²²⁸ Both Facebook and Messenger appear to provide a way for people to get connected with friends and family all over the world.²²⁹ It is observed that the Top 2 most used applications are Messenger and Google Chrome. The researcher did a follow-up question if he was using Facebook and his purpose of using Google Chrome. He said, “I deleted the Facebook app during exams, but I still access it through Google Chrome.” SNS allows to keep in touch with a close circle of people. Facebook appears to provide social interaction in a virtual environment which adolescents seek.²³⁰ However, excessive use of it could cause problems on children (e.g. gone without eating or sleeping because of the time spent online; family conflicts; grades dropped).²³¹ On deleting the Facebook app, KAM003 attested, “I deleted the Facebook app, and use Google Chrome instead during exams, because I am easily get distracted on social media when I know should not be on my phone. If I am distracted, I would lose time in my studies.”

Table 1 shows the integration KAM003’s 1st week of social media apps usage. It shows the number of hours he spent in using Messenger and Facebook applications during that week.

²²⁸ Tiffany A. Pempek, Yevdokiya A. Yermolayeva, and Sandra L. Calvert, “College Students’ Social Networking Experiences on Facebook,” *Journal of Applied Developmental Psychology* 30: 227-238.

²²⁹ Sim, “A Case Study of Selected Filipino Adolescents,” 12.

²³⁰ *Ibid.*, 22.

²³¹ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 4.

Table 1. 1st week of Social Media Apps Usage of KAM003

| Day | Messenger | Facebook (Google Chrome) ²³² |
|-------|-------------------------|---|
| 1 | 22 hours and 52 minutes | 24 minutes |
| 2 | 4 hours and 7 minutes | 3 hours |
| 3 | 3 hours and 3 minutes | 2 hours and 2 minutes |
| 4 | 1 hour and 9 minutes | 2 hours and 13 minutes |
| 5 | 1 hour and 30 minutes | 8 minutes |
| 6 | 23 minutes | 2 hours and 47 minutes |
| 7 | 2 hours and 30 minutes | 2 hours and 45 minutes |
| Total | 35 hours and 57 minutes | 13 hours and 3 minutes |

Table 1 shows that the total time spent during his 1st week is 35 hours and 57 minutes for Messenger and 13 hours and 3 minutes for Facebook. Within his first week, the daily average use of Messenger is five hours, while Facebook (Google Chrome) is two hours. According to GKO, some children use the internet, from 5 minutes to 10 minutes to 1 hour and whole day to 24 hours depending on the mood, purpose, capacity to pay and economic status.²³³ As KAM003 confirmed, “I use Messenger, of course, to chat my friends, chat my teachers if I need to . . . I also communicate with my organization. . . .” *Education Digest* writes that participation in online communities, social networks, and other social media may bring positive aspects such as opportunities for self-expression, learning, and friendship to children.²³⁴

Figure 10 shows week two of KAM003’s screen time (November 15-21, 2020). KAM003 is accessing the “Messenger” and “Facebook” through Google Chrome on a daily basis.

²³² This means, KAM003 accesses Facebook though Google Chrome and not as an application directly installed on his cellphone.

²³³ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 2.

²³⁴ Strom and Strom, “Growing Up with Social Networks,” 48–51.

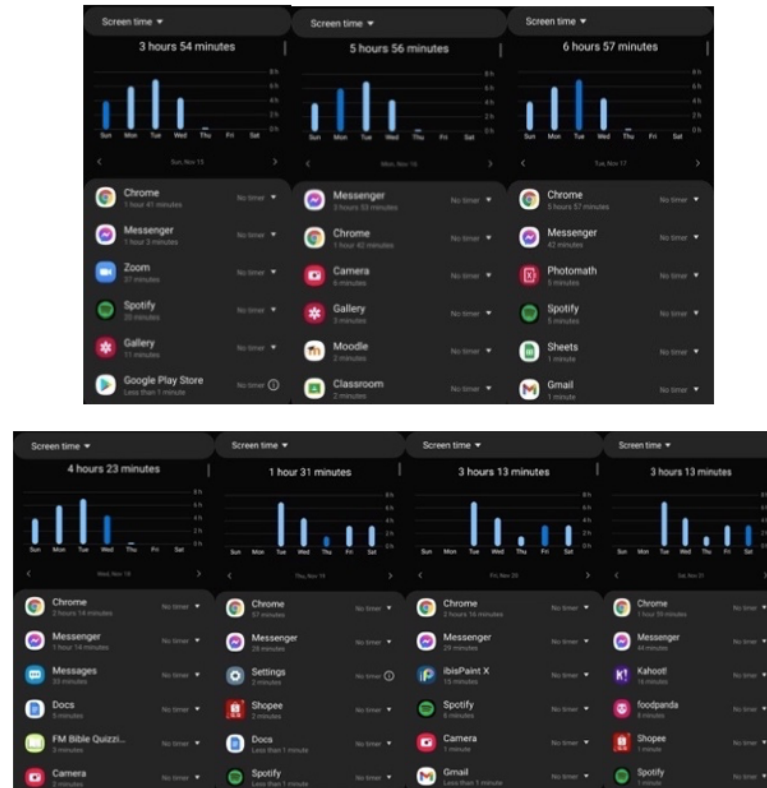


Figure 10. Screenshot of KAM003 Week Two Screen Time

KAM003 said that what he usually does online is looking for videos, streaming videos, scrolling through posts, looking at photos online, and chatting with friends through social media especially classmates. Social media apps can be an effective tool for general communication.²³⁵ GKO writes that 15 to 17 age group (boys and girls) use the internet for schoolwork, visiting a social networking site, posting comments and photos online, video conferencing with family or friends who are far away, and searching for information about work or study opportunities.²³⁶

²³⁵ Meehyun, "A Theology of the Web," 38.

²³⁶ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

Table 2 shows the integration KAM003's 2nd week of social media apps usage. It shows that the total time spent during his 2nd week is 7 hours and 55 minutes for Messenger and 16 hours and 8 minutes for Facebook.

Table 2. 2nd week of Social Media Apps Usage of KAM003

| Day | Messenger | Facebook (Google Chrome) |
|-------|------------------------|--------------------------|
| 8 | 1 hour and 3 minutes | 1 hour and 41 minutes |
| 9 | 2 hours and 53 minutes | 1 hour and 42 minutes |
| 10 | 42 minutes | 5 hours and 57 minutes |
| 11 | 1 hour and 14 minutes | 2 hours and 14 minutes |
| 12 | 28 minutes | 57 minutes |
| 13 | 29 minutes | 2 hours and 16 minutes |
| 14 | 44 minutes | 1 hour and 59 minutes |
| Total | 7 hours and 55 minutes | 16 hours and 8 minutes |

Within his 2nd week, the daily average use of Messenger is 1 hour, while Facebook (Google Chrome) is 2 hours. That being said, the KAM003 does really spend at least 1 hour every day using Facebook and Messenger. Everyday use of SNS such as Facebook and Messenger allowed KAM003 to stay connected with his peers. On his interview he said, "social media has really helped me to cope this pandemic. It has very helpful because I get to talk to my friends more often even though we are not face-to-face. I rebuilt my friendship with my best friend, we got to bond each other especially getting closer to God. I think that was one of the bests things could happened on social media."

Finally, Figure 11 presents week three of KAM003's screen time (November 22-28, 2020).

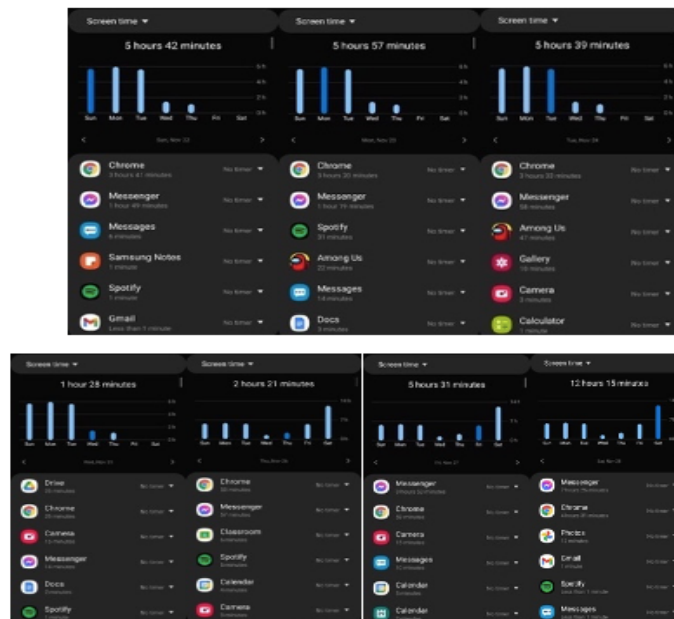


Figure 11. Screenshot of KAM003 Week Three Screen Time

Figure 11 above shows that “Facebook” through Google Chrome and “Messenger” are listed as the top app on his week three screen time. He spent his time on social media because he has seen the effects of it especially when it comes to being a productive student, being healthy mentally, emotionally, and even physically according to his experience in social media. He shared that, “I think it helped me when it comes to seeing people, I feel comfortable and less isolated in a way and not only that, it does help in feeling less lonely and at the same time it makes you feel like your safe even if it may feel like false sense of safeness. Somehow it does help with anxiety especially for those who feel lonely when it comes to their problems in life. Sometimes social media especially messenger can become one of the outlets in order to show the world or their

friends their problems in life.” Motives that drew participants into Facebook were self-expression, relationships with their peers, and satisfaction of their interests.²³⁷

Table 3 shows the integration KAM003’s 3rd week of social media apps usage.

Table 3. 3rd week of Social Media Apps Usage of KAM003

| Day | Messenger | Facebook (Google Chrome) |
|-------|------------------------|--------------------------|
| 15 | 1 hour and 49 minutes | 3 hours and 41 minutes |
| 16 | 1 hour and 19 minutes | 3 hours and 20 minutes |
| 17 | 58 minutes | 3 hours and 33 minutes |
| 18 | 14 minutes | 26 minutes |
| 19 | 57 minutes | 58 minutes |
| 20 | 3 hours and 53 minutes | 59 minutes |
| 21 | 7 hours and 26 minutes | 4 hours and 31 minutes |
| Total | 16 hours and 6 minutes | 17 hours and 5 minutes |

Table 3 shows that the total time spent during his 3rd week is 16 hours and 6 minutes for Messenger and 17 hours and 5 minutes for Facebook. Within his 3rd week, the daily average use of Messenger is 2 hours, while Facebook (Google Chrome) is 2.5 hours. From the previous statement, it showed that one of the reasons why KAM003 use social media apps daily is to feel comfortable, to lessen the loneliness, and to express their feelings. “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).”²³⁸

Meanwhile, Figure 12 is the week one screen time (December 7-13, 2020) of BAG001. BAG001 is a 14-year old female.

²³⁷ Sim, “A Case Study of Selected Filipino Adolescents,” 45.

²³⁸ Ibid., 68.

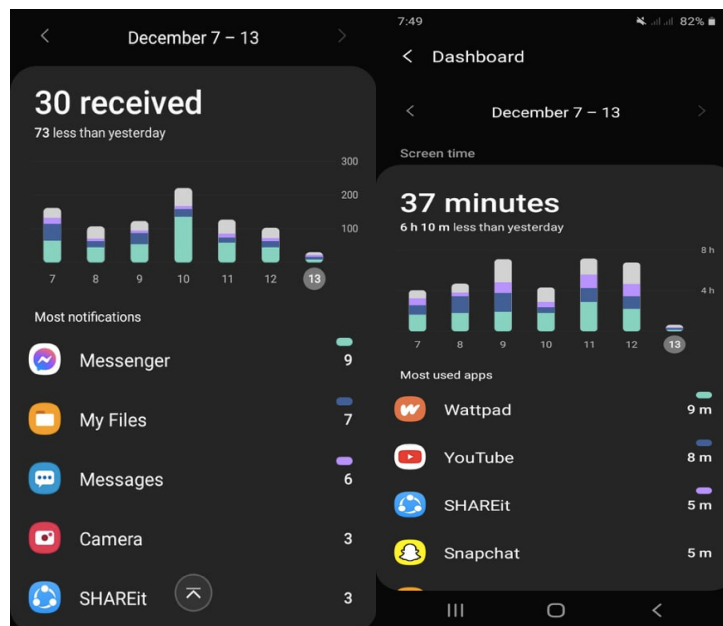


Figure 12. Screenshot of BAG001 Week One Screen Time

BAG001 used Messenger approximately two hours. The average screen time in her week one is 37 minutes. Her most used apps were Wattpad, YouTube, SHAREit and Snapchat. The researcher made a follow-up question about her most used apps. According to her, Wattpad is an app where one can read online stories. She encounters new words while reading on Wattpad. “It also enhances my imagination,” she added. There are many life lessons that she gained. One of the benefits that children may get when online is to learn how to read. Children may learn to love reading by reading an article that is published on the internet. *Reading Teacher* journal indicated that electronic talking books (ETBs) can help and encourage reluctant readers (children) to engage in reading at home.²³⁹

²³⁹ Oakley and Jay, “Making Time’ for Reading,” 246.

Figure 13 shows BAG001’s week two (December 15-21, 2020) screen time. The average screen time for week two is 45 minutes. It looks like she is fond of using Liquid Sort Puzzle. Children may use the internet because it gives them enjoyment and it creates a “ladder of opportunities”²⁴⁰ for them to practice online skills. BAG001 enjoys online activities and creates opportunities for her.

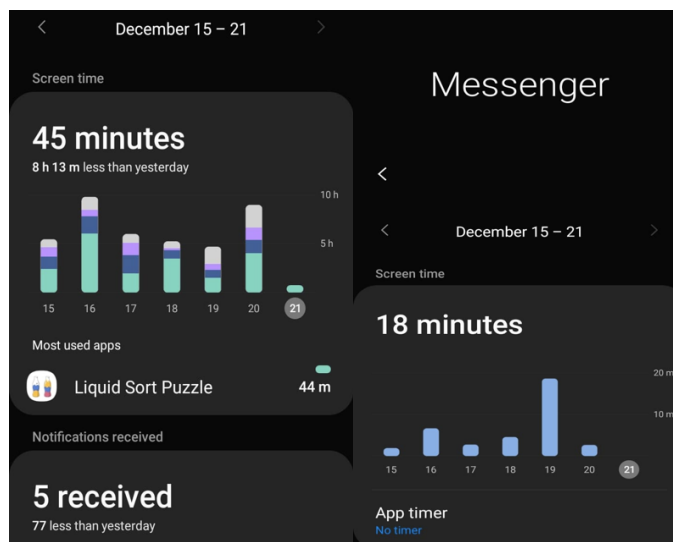


Figure 13. Screenshot of BAG001 Week Two Screen Time

Figure 13 shows that she was using Messenger for an average of 18 minutes in week two which is two hours for the whole week. In her interview she indicated that she usually does not use this app for longer hours, but definitely uses it every day.

- | | |
|--------------|---|
| Interviewer: | How often do you use the Social Media Apps especially Facebook and Messenger? |
| BAG001: | Not so often. |
| Interviewer: | How many hours per day? |
| BAG001: | 30 minutes to 1 hour only. |
| Interviewer: | Is it daily? |

²⁴⁰ Hashim, “Digital Practices at Home and School,” 37.

BAG001: Not so, I use Messenger daily, but Facebook is only thrice a month.

She added that she only uses Messenger for communication online as well as school updates. All children want and need a sense of community and connection, and the internet is giving this to them. It could be the primary reason why these children go online each day.²⁴¹

Figure 14 presents the screenshot of BAG001's week three (December 21-27, 2020) screen time. The total screen time of this young woman for week three is 5 hours and 49 minutes.

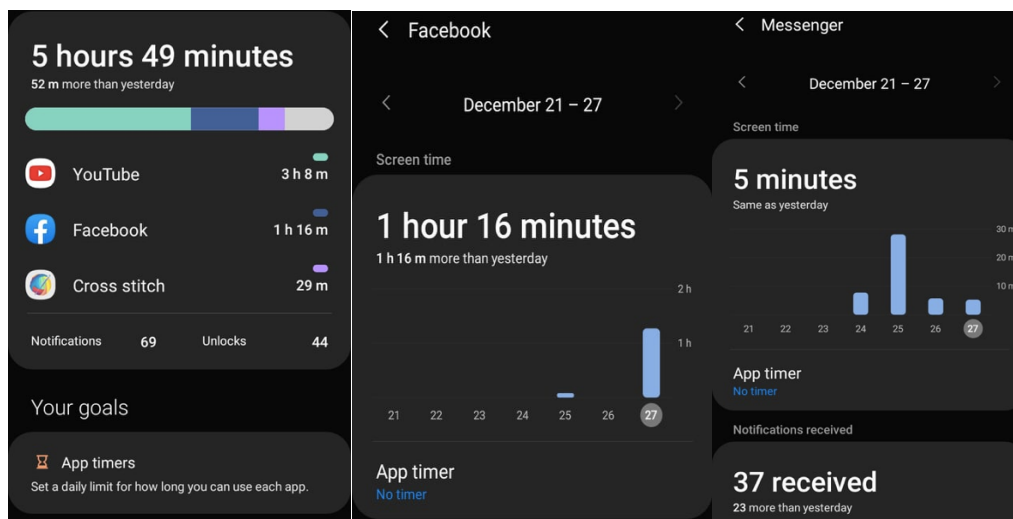


Figure 14. Screenshot of BAG001 Week Three Screen Time

Figure 14 presents that the average usage of Facebook on week three is 1 hour and 16 minutes (3 hours for the whole week), yet Messenger is 5 minutes (35 minutes for the whole week). In their research, GKO found out that Filipino children agree that there are many things on the internet that are good for children (e.g., Facebook, YouTube, Google,

²⁴¹ Arterburn and Marsh, *Internet Protect Your Kids*, 5.

Yahoo, online games, etc.).²⁴² BAG001 spent a long time with apps such as YouTube and Cross stitch. Although using the internet is somewhat good for children, dangers such as cyberbullying²⁴³ and seeing pornographic images²⁴⁴ may be experienced as well.

BAG001 revealed in the interview that children in her age may experience cyberbullying, seeing sexual images and videos when online.

Table 4 shows the integration of BAG001's three week social media apps usage.

Table 4. Three Week Social Media Apps Usage of BAG001

| Week | Messenger | Facebook |
|-------|------------------------|---------------|
| 1 | 2 hours | not specified |
| 2 | 2 hours | not specified |
| 3 | 35 minutes | 3 hours |
| Total | 4 hours and 35 minutes | 3 hours |

Table 4 shows that BAG001 both use Messenger and Facebook within three weeks. The sites most popular with teenagers and young adults of both genders (as of 2014) are Facebook and Twitter.²⁴⁵ A Pew study found out that 80% of online teens in the U.S. use social network sites, Facebook being the most popular, with 93% of those teens reporting its use (Lenhart et al., 2011).²⁴⁶ The main reason young adults in the U.S. visits social network sites is to connect and communicate with others and to satisfy their curiosity about their online friends and acquaintances (Urista et al., 2009). Adolescent girls generally use them to communicate with peers and to reinforce preexisting

²⁴² Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

²⁴³ Strom and Strom, "Growing Up with Social Networks," 48–51.

²⁴⁴ Blau, "Comparing Online Opportunities," 281–99.

²⁴⁵ Susan C. Herring and Sanja Kapidzic, "Teens, Gender, and Self-Presentation in Social Media," in J.D. Wright, *International Encyclopedia of Social and Behavioral Sciences*, 2nd edition (Oxford: Elsevier, 2015), 2.

²⁴⁶ Herring and Kapidzic, "Teens, Gender, and Self-Presentation in Social Media," 2.

relationships, while boys more often use the platforms to meet new people and make new friends.²⁴⁷

A summary of the most used apps of BAG005 (male, 16) is presented in Figure 15. This is BAG005's three-week screen time.

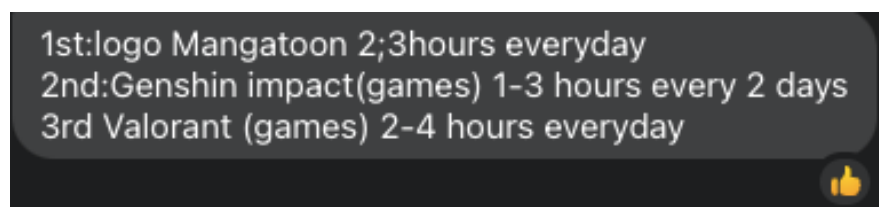


Figure 15. Screenshot of BAG005 Three-week Screen Time

Figure 15 depicts that BAG005 spent his time in reading MangaToon and playing online games such as Genshin Impact and Valorant. In his interview, BAG005 shared that he is using Messenger not longer than 4 hours and then Facebook for 2 hours only because he is not into browsing social media posts, but only use these apps for communication (for modules/schoolwork) and chatting. GKO study suggests that one of the top online activities of children (ages 9-17) is playing online games.²⁴⁸ In 1999 (Livingstone and Bovill), teenage boys in the United Kingdom reported using computers more often than girls and feeling more comfortable doing so. In 2010, Rideout (Rideout et al.) stated that “boys spend more time using computers, especially playing video games and visiting video websites such as YouTube.”²⁴⁹ This is real to BAG005 because he is more into online games.

²⁴⁷ Ibid., 3.

²⁴⁸ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

²⁴⁹ Herring and Kapidzic, “Teens, Gender, and Self-Presentation in Social Media,” 3.

To synthesize, all of the three respondents (KAM003, BAG001, and BAG0005) are using the social media apps such as Facebook and Messenger for communication and for school requirements, and updates. They use it every day, although there are variations on the time spent each day. They all shared that they benefit in using these social media apps, especially in chatting with their friends. According to Pew Internet and American Life Project (2011), regardless of gender, most teens in the U.S. today spend part of their leisure time online visiting social media sites.²⁵⁰ KAM003 is more active Facebook and Messenger user than BAG001 and BAG005. Although, the latter stated that they are using Facebook and Messenger, BAG001 is leaning into using other apps such Wattpad and Liquid Sort Puzzle which develop her reading and online skills. Meanwhile, BAG005 spent his more time into reading manga and playing online games. GKO stated that almost all Filipino children are hooked online and spend some precious time in their everyday lives accessing the internet.²⁵¹

Demographic Characteristics of the Respondents and Online Skills

This section deals with research question #2 which says: “Are there significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the following online skills in light of their social media apps usage which are creative learning and social skills?” This section looks at the demographics age, gender, and frequency of use in relation to the “online skills” which are creative learning and social skills. Tables 5 to 10 present these statistics.

²⁵⁰ Herring and Kapidzic, “Teens, Gender, and Self-Presentation in Social Media,” 3.

²⁵¹ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 2-3.

This study used Chi-square to determine whether two sets of data are independent of each other.²⁵² “Chi-square does not necessarily imply any causal relationship between the attributes being compared, but it does indicate that the reason for the association is worth investigating.”²⁵³ The level of confidence used in this study is 95% and the margin of error is 5%. When the result of the test is more than 5%, then the null hypothesis is accepted, which means that the two sets of data are independent of each other. However, when the result of the test is less than 5%, then the null hypothesis is rejected, which means that the variables are dependent of each other.²⁵⁴

Age of the Respondents versus Creative Learning and Social Skills

Table 5 shows the age of the respondents versus creative learning. The numbers that are presented on the table are the frequencies of responses. The data was computed based on the answer per scale. There were 12 questions under creative learning which were answered by 44 respondents, hence the total responses were 528.

Table 5. Age of the Respondents versus Creative Learning

| Dimension | Scale | 11 to 13 | 14 to 17 | Total |
|---|-----------------|-----------------|-----------------|--------------|
| Creative Learning | (5) Very Often | 59 | 130 | 189 |
| | (4) Often | 18 | 61 | 79 |
| | (3) Sometimes | 33 | 81 | 114 |
| | (2) Hardly Ever | 16 | 62 | 78 |
| | (1) Never | 18 | 50 | 68 |
| | Total | 144 | 384 | 528 |
| Rejection error by Chi Square test = 37.13% | | | | |

²⁵² Wassily Hoeffding, “A Non-Parametric Test of Independence,” *The Annals of Mathematical Statistics* 19, no. 4 (December 1948): 546-557.

²⁵³ Zibrán, “Chi-Squared Test.”

²⁵⁴ Ibid.

Table 5 shows that for age versus creative learning, the rejection error using Chi-square probability is 37.13%. The rejection error is more than 5%. Hence, there is no significant difference between “age” of the respondents and “creative learning.” This means that the variables age and creative learning do not affect each other. In other words, the child’s creative learning skills do not depend on age (11 to 13 or 14 to 17). SCRUZ002 shared that he is using social media apps to learn something new with regards to animals. He also added that he is using these SNS for his studies. Meanwhile, BA003 stated that she is using social media apps for searching and for editing pictures and videos. Social media sites such as Facebook offer multiple daily opportunities such as enhancing technical skills.²⁵⁵ Many children, whatever the age, are able to use social media apps for learning, for their studies, for searching information, and for editing pictures and videos which create opportunities and practice their creative learning skills.

Table 6 shows the age of the respondents versus social skills. There are 44 respondents who answered the 10 questions under the category of social skills, so the total responses were 406.

Table 6. Age of the Respondents versus Social Skills

| Dimension | Scale | 11 to 13 | 14 to 17 | Total |
|--|-----------------|-----------------|-----------------|--------------|
| Social Skills | (5) Very Often | 0 | 0 | 0 |
| | (4) Often | 67 | 111 | 178 |
| | (3) Sometimes | 13 | 51 | 64 |
| | (2) Hardly Ever | 21 | 78 | 99 |
| | (1) Never | 15 | 50 | 65 |
| | Total | 116 | 290 | 406 |
| Rejection error by Chi Square test = 0.14% | | | | |

²⁵⁵ Gwenn Schurgin O’Keeffe, Kathleen Clarke-Pearson and Council on Communications and Media, “Clinical Report—The Impact of Social Media on Children, Adolescents, and Families,” *Journal of the American Academy of Pediatrics* 127, no. 4 (April 2011): 800-804.

Table 6 shows that for age versus social skills, the rejection error using Chi-square probability is 0.14%. The rejection is error is less than 5%. Hence, in this case, there is a significant difference between “age” and “social skills,” meaning, the variables social skills and age do matter. Social skills have to do with interacting with other people online. “Teens learned about and joined social network sites to connect with their friends and peers.”²⁵⁶ The respondents of this current study who are 14 to 16 years old revealed that they were using Facebook and Messenger to chat with their classmates and friends. This finding seems to be related with the study conducted by Tan, Estacio and Ylade. They found out that as age increases, children tend to be more sociable online.²⁵⁷ In addition, in using SNS, Boyd suggests that the influence of peers creates network effects. This means that because older children have a wide range of peers than the younger ones, they use SNS because their peers are also using it. “Engaging in various forms of social media is a routine activity to benefit children and adolescents by enhancing communication, social connection, and even technical skills.”²⁵⁸ Children want to be in the loop. As Arterburn and Marsh observed, “Children want and need a sense of community and connection.”²⁵⁹

Gender of the Respondents Versus Creative Learning and Social Skills

Table 7 shows the gender of the respondents versus creative learning. There were 12 questions under creative learning which were answered by 44 respondents, hence the total responses were 528.

²⁵⁶ Danah Michele Boyd, “Taken Out of Context: American Teen Sociality in Networked Publics,” dissertation, University of California (2008), 105.

²⁵⁷ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

²⁵⁸ O’Keeffe, Clarke-Pearson and Council on Communications and Media, “The Impact of Social Media on Children, Adolescents, and Families.”

²⁵⁹ Arterburn and Marsh, *Internet Protect Your Kids*, 5.

Table 7. Gender of the Respondents versus Creative Learning

| Dimension | Scale | Male | Female | Total |
|--|-----------------|-------------|---------------|--------------|
| Creative Learning | (5) Very Often | 108 | 81 | 189 |
| | (4) Often | 43 | 36 | 79 |
| | (3) Sometimes | 51 | 63 | 114 |
| | (2) Hardly Ever | 47 | 31 | 78 |
| | (1) Never | 27 | 41 | 68 |
| | Total | 276 | 252 | 528 |
| Rejection error by Chi Square test = 2.85% | | | | |

For gender versus creative learning, the rejection error using Chi-square probability is 2.85%. The rejection error is less than 5%. It means that there is significant difference between “gender” and “creative learning.” It means that the variables gender and creative learning do matter. “Gender differences are also present in the ways teens use the internet and social media, although usage patterns have shifted over time.”²⁶⁰ In Sim’s research, the participants formed their perception on Facebook based on their needs such as a communication tool to reach out distant friends, a searching tool for anime, an avenue to express opinions, a place to promote oneself, and a place to build relationships.²⁶¹ Respondent BA003 said that she is using social media apps for searching and for editing photos and videos, while Respondent BAG005 shared that he is using social media apps for searching online games and for browsing. Hence, it suggests that gender matters in the creative learning of children.

Table 8 presents the gender of the respondents versus social skills. 44 respondents coming from male and females respondents answered the 10 questions under social skills, hence the total responses were 440.

²⁶⁰ Herring and Kapidzic, “Teens, Gender, and Self-Presentation in Social Media,” 3.

²⁶¹ Sim, “A Case Study of Selected Filipino Adolescents,” 38.

Table 8. Gender of the Respondents versus Social Skills

| Dimension | Scale | Male | Female | Total |
|--|-----------------|-------------|---------------|--------------|
| Social Skills | (5) Very Often | 83 | 95 | 178 |
| | (4) Often | 41 | 23 | 64 |
| | (3) Sometimes | 58 | 41 | 99 |
| | (2) Hardly Ever | 33 | 32 | 65 |
| | (1) Never | 15 | 19 | 34 |
| | Total | 230 | 210 | 440 |
| Rejection error by Chi Square test = 7.85% | | | | |

Table 8 shows that for gender versus social skills, the rejection error using Chi-square probability is 7.85%. This error is more than 5%. It means that there is no significant difference between “gender” and “social skills.” It means that the variables social skills and gender do not matter. GKO suggests that both boys and girls use the internet with some of following activities: visiting social networking site, video conferencing with family or friends who were further away, and posting photos or comments online.²⁶² Affirmative comments and like buttons on Facebook may impact one’s feeling of appreciation, acceptance, and connectedness in the online community.²⁶³ BA003 shared that she is scrolling on Facebook to have an update with her friends while KAM003 shared that he is using Messenger to chat with his friends and teachers, and to communicate with his organization. “Adolescent girls generally use them to communicate with peers and to reinforce preexisting relationships, while boys more often use the platforms to meet new people and make new friends.”²⁶⁴ On the other hand, there was a study which cited that teenage girls and boys differ to some extent in the types of content they post to their profiles. “In a study of profiles on several social networking sites,

²⁶² Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3.

²⁶³ Sim, “A Case Study of Selected Filipino Adolescents,” 40.

²⁶⁴ Herring and Kapidzic, “Teens, Gender, and Self-Presentation in Social Media,” 3.

including Facebook, female participants from the U.S. reported that they post “cute” pictures, while male participants were more likely to share pictures and comments that they described as self-promoting and that contained sexual content or references to alcohol.”²⁶⁵ Regardless of gender, however, children spend part of their leisure time online visiting social media sites.

Frequency of Social Media Apps Use of the Respondents Versus Creative Learning and Social Skills

Table 9 presents the frequency of social media apps use of the respondents versus creative learning. There were 12 questions under creative learning²⁶⁶ which were answered by 44 respondents, hence the total responses were 528.

Table 9. Frequency of Social Media Apps Use of the Respondents versus Creative Learning

| Dimension | Scale | A²⁴⁹ | B | C | D | E | F | Total |
|--|-----------------|------------------------|-----------|-----------|-----------|-----------|-----------|--------------|
| Creative Learning | (5) Very Often | 97 | 27 | 19 | 19 | 22 | 5 | 189 |
| | (4) Often | 48 | 5 | 8 | 6 | 6 | 6 | 79 |
| | (3) Sometimes | 52 | 4 | 31 | 18 | 9 | 0 | 114 |
| | (2) Hardly Ever | 43 | 3 | 14 | 13 | 5 | 0 | 78 |
| | (1) Never | 36 | 9 | 12 | 4 | 6 | 1 | 68 |
| | Total | 276 | 48 | 84 | 60 | 48 | 12 | 528 |
| Rejection error by Chi Square test = 0.00% | | | | | | | | |

For frequency of social media app use versus creative learning, the rejection error using Chi-Square probability is 0.00%. The rejection error is less than 5%. It means that, there is a significant difference between “frequency of social media apps use” and “creative learning.” Children use the internet because it gives them enjoyment and it

²⁶⁵ J. Peluchette, and K. Karl, “Social Networking Profiles: An Examination of Student Attitudes Regarding Use and Appropriateness of Content,” *Cyberpsychology and Behavior* 11(1): 95-97 quoted in Herring and Kapidzic, “Teens, Gender, and Self-Presentation in Social Media,” 4.

²⁶⁶ Questions are available in Appendix A under Creative Learning Category.

creates a “ladder of opportunities”²⁶⁷ for them to practice online skills. Participation in online communities, social networks, and other social media bring positive aspects such as opportunities for self-expression, learning, and friendship to children.²⁶⁸ KAM003 stated, “I think social media has been more positive when it comes to being a productive student, being healthy mentally, emotionally, and even physically according to my experience in social media.” It is through online activities that children gain many opportunities and, at the same time, technologies play other important roles in their daily lives.²⁶⁹ “Middle and high school students are using social media to connect with one another on homework and group projects. For example, Facebook and similar social media programs allow students to gather outside of class to collaborate and exchange ideas about assignments. Some schools successfully use blogs as teaching tools, which has the benefit of reinforcing skills in English, written expression, and creativity.”²⁷⁰ In Cagayan Valley, Philippines, the top three social media sites used by the tertiary students are Facebook/Messenger, Twitter, and Instagram.²⁷¹ Most of the students strongly agree that social media allows them to express and it serves as a creative outlet to express themselves, share their artworks and share their stand on specific topic.²⁷² Moreover, most agreed that social media is an internet platform where they can read, view and see different issues around the world and through the use of social media, students can

²⁶⁷ Hashim, “Digital Practices at Home and School,” 37.

²⁶⁸ Strom and Strom, “Growing Up with Social Networks,” 48–51.

²⁶⁹ Hashim, “Digital Practices at Home and School,” 35; Wright, “Computer-Mediated Social Support,” 3.

²⁷⁰ O’Keeffe, Clarke-Pearson and Council on Communications and Media, “The Impact of Social Media on Children, Adolescents, and Families.”

²⁷¹ Jinky Marie T. Chua and Jennifer L. Luyun, “Social Media Use and Its Effects to the Values of Tertiary School Students in Cagayan Valley, Philippines for Education Program Development,” *Journal of Advances in Education and Philosophy* (June 2019): 241-246, DOI:10.21276/jaep.2019.3.6.2.

²⁷² Ibid.

provide and compile useful content of research.²⁷³ This implies that good benefits may obtain from using social media.

Table 10 presents the frequency of social media apps use (Facebook and Messenger) of the respondents versus social skills. There were 10 questions under social skills²⁷⁴ which were answered by 44 respondents, hence, the total responses were 406. It is observed in the responses that not one respondent indicated using social media apps for social skills “very often.”

Table 10. Frequency of Social Media Apps Use of the Respondents versus Social Skills

| Dimension | Scale | A | B | C | D | E | F | Total |
|----------------------|-----------------|----------|----------|----------|----------|----------|----------|--------------|
| Social Skills | (5) Very Often | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | (4) Often | 94 | 22 | 23 | 15 | 21 | 3 | 178 |
| | (3) Sometimes | 39 | 4 | 8 | 7 | 3 | 3 | 64 |
| | (2) Hardly Ever | 43 | 9 | 22 | 13 | 8 | 4 | 99 |
| | (1) Never | 34 | 3 | 12 | 12 | 4 | 0 | 65 |
| | Total | | 210 | 38 | 65 | 47 | 36 | 10 |

Table 10 shows that for frequency of social media apps use versus social skills, the rejection error using Chi-square probability is 18.53%. The rejection error is more than 5%. It means that there is no significant difference between “frequency of social media apps use” and “social skills.” This mean that social skills may somewhat not affected on how frequent a child is using the social media apps. Social skills involve a collection of verbal communication techniques and non-verbal actions or activities (e.g.

²⁷³ Chua and Luyun, “Social Media Use.”

²⁷⁴ Questions are available in Appendix A under Social Skills Category.

listening, greeting others, conversing, etc.) used to interact and connect with others.²⁷⁵ Nevertheless, people need to be social in order to survive properly in society and communicate effectively with others. However, connections with others do not come naturally - they need to practice to develop these skills, that is, social skills, which enable them to be socially capable or socially adjustable.²⁷⁶ Meanwhile, Facebook provided the avenue for adolescents 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. It is through the constant use of Facebook that they gained self-confidence and social approval.²⁷⁷ Although, social media can increase happiness and take care of one's social circle through nurturing and developing one's social skills,²⁷⁸ there may be no evidence yet that a child is referred to as more sociable when he/she is frequently using social media apps.

For research question #2 which says: "Are there significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the following online skills which are creative learning and social skills in light of their social media apps usage," the answers are: For age: 1) There is no significant difference between "age" and "creative learning," 2) There is a significant difference between "age" and "social skills." For gender: 1) There is a significant difference between "gender" and "creative learning," 2) There is no significant difference between "gender" and "social skills." For frequency of social media apps use: 1) There is a

²⁷⁵ Tamalika Bhowmick and Shuvankar Madhu, "Social Media and Its Influence on Social Skills," *International Research Journal of Modernization in Engineering Technology and Science* 2, no. 12 (December 2020): 1068-1075.

²⁷⁶ Bhowmick and Madhu, "Social Media and Its Influence on Social Skills."

²⁷⁷ Sim, "A Case Study of Selected Filipino Adolescents," 68.

²⁷⁸ Bhowmick and Madhu, "Social Media and Its Influence on Social Skills."

significant difference between “frequency of social media apps use” and “creative learning,” 2) There is no significant difference between “frequency of social media apps use” and “social skills.

Demographic Characteristics of the Respondents and Online Risks

This section deals with research question #3 which says: Are there significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the following online risks in light of their social media apps usage? To be specific, the relationship between age, gender, and frequency of use are compared to “online risks” which are hurtful online behavior and sexual risks. Online risks may be defined as experiences that “involve exposure to danger” such as hurtful online behavior and sexual abuse and “the possibility that something unpleasant or unwelcome will happen” related to online activities.²⁷⁹ Based on the data findings, the answers to research question #3 are: For age: 1) There is no significant difference between “age” and “hurtful online behavior,” 2) There is no significant difference between “age” and “sexual risks.” For gender: 1) There is no significant difference between “gender” and “hurtful online behavior,” 2) There is no significant difference between “gender” and “sexual risks.” For frequency of social media apps use: 1) There is a significant difference between “frequency of social media apps use” and “hurtful online behavior,” 2) There is a significant difference between “frequency of social media apps use” and “sexual risks.” Tables 11 to 16 present this statistical data.

²⁷⁹ Hashim, “Digital Practices at Home and School,” 38.

Age of the Respondents Versus Hurtful Online Behavior and Sexual Risks

Table 11 shows the age of the respondents versus hurtful online behavior. There were 7 questions under hurtful online behavior²⁸⁰ which were answered by 44 respondents. The total responses were 308.

Table 11. Age of the Respondents versus Hurtful Online Behavior

| Dimension | Scale | 11 to 13 | 14 to 17 | Total |
|---|-----------------|-----------------|-----------------|--------------|
| Hurtful Online Behavior | (5) Very Often | 1 | 13 | 14 |
| | (4) Often | 6 | 12 | 18 |
| | (3) Sometimes | 5 | 19 | 24 |
| | (2) Hardly Ever | 4 | 24 | 28 |
| | (1) Never | 68 | 156 | 224 |
| | Total | 84 | 224 | 308 |
| Rejection error by Chi Square test = 12.81% | | | | |

Table 11 shows that for age versus hurtful online behavior, the rejection error using Chi-square probability is 12.81%. The rejection error is more than 5%. It means that there is no significant difference between “age” and “hurtful online behavior.” Hence, the variables hurtful online behavior and age do not matter. All the interview respondents remarked that they have seen cyberbullying, negative judgment, negative posts, use of harsh words, and jealousy when they were using the internet. Children and adolescents are at some risk as they navigate and experiment with social media because of their limited capacity for self-regulation and susceptibility to peer pressure.²⁸¹ This seems to be the same case on the lives of the respondents of the study. Meanwhile, comparing one’s own appearance to that of others in social media can lead to feelings of

²⁸⁰ Questions are available in Appendix A under Hurtful Online Behavior Category.

²⁸¹ O’Keeffe, Clarke-Pearson and Council on Communications and Media, “The Impact of Social Media.”

inadequacy and depression.²⁸² Researchers have proposed a new phenomenon called “Facebook depression,” defined as depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression.²⁸³ This is where the church could come in. The church has the responsibility to train parents how to help their children as the latter engage online. The *United Methodist Communications* published an article on how to help parents better understand their role. One of the ways is for parents to monitor their children’s online use and put filtering software on their gadgets.²⁸⁴ Likewise, preadolescents and adolescents who suffer from Facebook depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for “help” that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviors.²⁸⁵ It appears that SCRUZ002 has observed some form of these experiences. He said, “I hear exchanging of harsh words from one another.” Using social media becomes a risk to adolescents such as: peer-to-peer; inappropriate content; lack of understanding of online privacy issues; and outside influences of third-party advertising groups.²⁸⁶ “Recent research indicates that there are frequent online expressions of offline behaviors, such as bullying, clique-forming, and sexual experimentation, that have introduced problems such as cyberbullying, privacy issues, and “sexting” while, other problems that merit awareness include internet addiction and concurrent sleep

²⁸² Herring and Kapidzic, “Teens, Gender, and Self-Presentation in Social Media,” 9.

²⁸³ Samantha Sturm, “Research Shows Teen Facebook Users Prone to Depression,” *Social Networking Psych Studies*, February 5, 2009.

²⁸⁴ *The United Methodist Communications*.

²⁸⁵ O’Keeffe, Clarke-Pearson and Council on Communications and Media.

²⁸⁶ *Ibid.*

deprivation.”²⁸⁷ “Cyberbullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is the most common online risk for all teens and is a peer-to-peer risk.”²⁸⁸ This phenomenon is observed by BA003. He stated, “cyberbullying, that is what I usually see.” Cyberbullying is quite common, can occur to any young person online, and can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and, tragically, suicide.²⁸⁹ KAM003 shared, “It ruins that sort of mental health thing when it comes to the mentality of other people when it comes to social media for example seeing those negative posts.” This mean that at any age, children may experience hurtful online behavior when they go online. In the case of the respondents of the study, their friends list is composed of their close friends, mutual friends, and classmates. They are using their own SNS account.

Table 12 shows the age of the respondents versus sexual risks. There were 6 questions under sexual risks²⁹⁰ which were answered by 44 respondents. The total responses were 264.

Table 12. Age of the Respondents versus Sexual Risks

| Dimension | Scale | 11 to 13 | 14 to 17 | Total |
|---|-----------------|-----------------|-----------------|--------------|
| Sexual Risks | (5) Very Often | 2 | 17 | 19 |
| | (4) Often | 3 | 14 | 17 |
| | (3) Sometimes | 6 | 20 | 26 |
| | (2) Hardly Ever | 8 | 24 | 32 |
| | (1) Never | 53 | 117 | 170 |
| | Total | 72 | 192 | 264 |
| Rejection error by Chi Square test = 27.71% | | | | |

²⁸⁷ Ibid.

²⁸⁸ Ibid..

²⁸⁹ S. Hinduja and J. W. Patchin, “Bullying, Cyberbullying, and Suicide,” *Arch Suicide Res* 14, 3 (2010): 206–221.

²⁹⁰ Questions are available in Appendix A under Sexual Risks Category.

Table 12 displays that for age versus sexual risks, the rejection error using Chi-square probability is 27.71%. The rejection error is more than 5%. It means that there is no significant difference between “age” and “sexual risks.” Hence, the variables sexual risks and age are independent with each other. According to GKO study, most children, “from 9 to 17 years old, disclosed during the interviews and group discussions that all of them were exposed to cybersex, sexual messages/materials, sexual grooming in different forms and modes through Facebook, porn websites (fake taxi, flyingjizz, camfrog, etc.), via group chats, pop up menu, sexual tweets, sexual games and sexual images sent as a joke.” While teenagers are actively learning as a part of engaging with social media, their participation in public social settings—networked or not—is broadly frowned upon as unsafe or dismissed as frivolous.²⁹¹ One of unsafe things that can be experienced in using social media is sexting. “Sexting can be defined as “sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices.”²⁹² This phenomenon does occur among the teen population. A recent survey revealed that 20% of teens have sent or posted nude or seminude photographs or videos of themselves.²⁹³ Some teens who have engaged in sexting have been threatened or charged with felony child pornography charges, although some states have started characterizing such behaviors as juvenile-law misdemeanors. Additional consequences include school suspension for perpetrators and emotional distress with accompanying

²⁹¹ Boyd, “Taken Out of Context,” 295.

²⁹² Berkshire District Attorney, *Sexting* (Pittsfield, MA: Commonwealth of Massachusetts, 2010), n.p.

²⁹³ National Campaign to Prevent Teen and Unplanned Pregnancy, *Sex and Tech: Results of a Survey of Teens and Young Adults* (Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy, 2008, n.p.).

mental health conditions for victims.²⁹⁴ As BAG001 shared, “sometimes, we are seeing unnecessary things (sexual things). Also, there is a stranger who will just suddenly chat with you.” SCRUZ002 stated, “there are wrong actions, rude, sexual images.” BAG005 added that in using Facebook and Messenger pornography is present. This mean that at any age, children could be exposed to sexual risks.

Gender of the Respondents Versus Hurtful Online Behavior and Sexual Risks

Table 13 presents the gender of the respondents versus hurtful online behavior. There were seven questions under hurtful online behavior which were answered by 44 respondents. The total responses were 308.

Table 13. Gender versus Hurtful Online Behavior

| Dimension | Scale | Male | Female | Total |
|--|-----------------|-------------|---------------|--------------|
| Hurtful Online Behavior | (5) Very Often | 4 | 10 | 14 |
| | (4) Often | 8 | 10 | 18 |
| | (3) Sometimes | 17 | 7 | 24 |
| | (2) Hardly Ever | 17 | 11 | 28 |
| | (1) Never | 115 | 109 | 224 |
| | Total | 161 | 147 | 308 |
| Rejection error by Chi Square test = 9.97% | | | | |

Table 13 shows that for gender versus hurtful online behavior, the rejection error using Chi-square probability is 9.97%. The rejection error is more than 5%. It means that there is no significant difference between “gender” and “hurtful online behavior.” This implies that the frequencies of responses for hurtful online behavior have no bearing in terms of the respondents’ gender. Although using the internet may bring a sense of connection to children, “dangers such as cyber bullying” may be experienced as well.²⁹⁵ The use of the internet may create or cause an experience of hurtful online behavior.

²⁹⁴ O’Keeffe, Clarke-Pearson and Council on Communications and Media.

²⁹⁵ Strom and Strom, “Growing Up with Social Networks,” 48–51.

Englander discusses the role of perception in children's and teenagers' behavior on the internet.²⁹⁶ “Online communication can heighten users' experiences of emotions and make them less likely to consider the humanity of the people with whom they are interacting.”²⁹⁷ This means that internet users' behavior may be better or worse online than it would be face-to-face. As BAG005, a male, shared in his interview, “cyber bullying among youth cannot be eradicated. When I was in Grade 8, people quarreled over the little thing, they insinuated on messenger, and they brawled through public post.” BAG001 shared that one may experience cyber bullying when online. Not only the online harassment could be experienced by children when they use social media, but also their privacy may be put at risk. When web users visit various sites, they can leave behind evidence of which sites they have visited this is called the “digital footprint.”²⁹⁸ One of the biggest threats to young people on social media sites is to their digital footprint and future reputations. Preadolescents and adolescents who lack an awareness of privacy issues often post inappropriate messages, pictures, and videos without understanding that “what goes online stays online.”²⁹⁹ As a result, future jobs and college acceptance may be put into jeopardy by inexperienced and rash clicks of the mouse. Indiscriminate internet activity also can make children and teenagers easier for marketers and fraudsters to target.³⁰⁰ This mean that they could be easily manipulated in their purchasing decisions

²⁹⁶ Englander, “What’s Behind Bad Behavior on the Web?,” 30–34.

²⁹⁷ Ibid.

²⁹⁸ O’Keeffe, Clarke-Pearson and Council on Communications and Media.

²⁹⁹ J. Palfrey, U. Gasser, and D. Boyd, *Empowering Parents and Protecting Children in an Evolving Media Landscape* (Cambridge, MA: Berkman Center for Internet and Society at Harvard University, 2010, n.p.).

³⁰⁰ O’Keeffe, Clarke-Pearson and Council on Communications and Media.

(buying of advertised products). It is observed that regardless of gender, both male and female may experience hurtful online behavior in using social media.

Table 14 presents the gender of the respondents versus sexual risks. There were six questions under the category of sexual risks which were answered by 44 respondents. The total responses were 264.

Table 14. Gender versus Sexual Risks

| Dimension | Scale | Male | Female | Total |
|---|-----------------|-------------|---------------|--------------|
| Sexual Risks | (5) Very Often | 8 | 11 | 19 |
| | (4) Often | 10 | 7 | 17 |
| | (3) Sometimes | 10 | 16 | 26 |
| | (2) Hardly Ever | 22 | 10 | 32 |
| | (1) Never | 88 | 82 | 170 |
| | Total | 138 | 126 | 264 |
| Rejection error by Chi Square test = 16.06% | | | | |

Table 14 shows that for gender versus sexual risks, the rejection error using Chi-Square probability is 16.06%. The rejection error is more than 5%. It means that there is no significant difference between “gender” and “sexual risks.” GKO states, across gender groups, children encountered exploitative strangers by accidentally adding them on their group chat, receiving stranger’s requests to be added to their lists, and by strangers chatting persistently with them and offering them to meet at some place. GKO stated that children in their study have experienced receiving and sending sexual messages (‘sexting’). A number of them reported receiving sexual messages in words, pictures or videos while some had sent sexual messages to others.³⁰¹ Many young internet users have had contact with unknown people online.³⁰² UNICEF stated that between 19% (in the Philippines) and 41% of children (in Serbia and South Africa) have been in touch online

³⁰¹ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 4.

³⁰² UNICEF Office of Research, “Global Kids Online.”

with somebody they have not met in person.³⁰³ This means that any gender may experience sexual risks. As BA003 revealed, there are many X-rated images that are appearing on Facebook. She also experienced chatting with a stranger on Messenger. As such, BAG005 corroborated that there were sexual and unwanted images that can be seen on social media. Meanwhile, falsification of age in social media and the like may open its door to sexual risks. Conversely, it is found out that most online sexual solicitation is peer-to-peer, by youth and young adults.³⁰⁴ This means that the youth themselves generate content such as child pornography, violent and other problematic content which is the most frequent threats that minors face, both online and offline.³⁰⁵ It is possible that some youth may be falsifying their age in order to do undesirable acts – this is a concern that parents (and adults) must look into.

Frequency of Social Media App Use of the Respondents Versus Hurtful Online Behavior and Sexual Risks

Table 15 presents the frequency of social media app use of the respondents versus hurtful online behavior. There were seven questions under hurtful online behavior which were answered by 44 respondents. The total responses were 308.

³⁰³ UNICEF Office of Research, “Global Kids Online.”

³⁰⁴ Palfrey, Gasser, Boyd, “Empowering Parents and Protecting Children.”

³⁰⁵ John Palfrey, Danah Boyd, and Laura DeBonis, *Enhancing Child Safety and Online Technologies: Final Report of the Internet Safety Technical Task Force to the Multi-state Working Group on Social Networking of State Attorneys General of the United States* (Harvard University: Berkman Center for Internet and Society, 2008), 4-5.

Table 15. Frequency of Social Media App Use of the Respondents versus Hurtful Online Behavior

| Dimension | Scale | A²⁵⁹ | B | C | D | E | F | Total |
|--|-----------------|------------------------|----------|----------|----------|----------|----------|--------------|
| Hurtful Online Behavior | (5) Very Often | 13 | 0 | 0 | 0 | 1 | 0 | 14 |
| | (4) Often | 14 | 1 | 0 | 1 | 2 | 0 | 18 |
| | (3) Sometimes | 17 | 0 | 4 | 2 | 1 | 0 | 24 |
| | (2) Hardly Ever | 20 | 0 | 1 | 5 | 2 | 0 | 28 |
| | (1) Never | 97 | 27 | 44 | 27 | 22 | 7 | 224 |
| | Total | | 161 | 28 | 49 | 35 | 28 | 7 |
| Rejection error by Chi Square test = 0.69% | | | | | | | | |

Table 15 depicts that for frequency of social media apps use versus hurtful online behavior, the rejection error using Chi-Square probability is 0.69%. This error is less than 5%. It means that there is a significant difference between “frequency of social media apps use” and “hurtful online behavior.” This implies that the frequencies of responses for hurtful online behavior has bearing in terms of the respondents’ frequency of social media apps use. The use of the internet may create or cause an experience of hurtful online behavior. According to Englander, “Online communication can heighten users’ experiences of emotions and make them less likely to consider the humanity of the people with whom they are interacting.”³⁰⁶ This means that internet users’ behavior may be better or worse online than it would be face-to-face. Cyber bullying and internet addiction may be experienced when using the internet.³⁰⁷ BAG005 shared, “people became naughty on social media because envy is rampant.” Cyberbullying is experienced in the general child and adolescent population according to Bannon.³⁰⁸ In a study, it was alluded that most youth who are at risk of cyberbullying or other online harms are also those at risk of offline harms, such as children who have experienced sexual and physical abuse or those

³⁰⁶ Englander, “What’s Behind Bad Behavior on the Web?,” 30-34.

³⁰⁷ Hashim, “Digital Practices at Home and School,” 52.

³⁰⁸ Bannon, “The Psychological Impact,” 9.

in poor home environments.³⁰⁹ Also, those children who were bullied and bashed by other persons online had experienced depression and anxiety.³¹⁰ Regrettably, online harassers, like offline harassers, are usually approximately the same age as their victims.³¹¹ Then again, victims of online harassment may also be perpetrators.³¹² It looks like a cycle (on and on) of doing undesirable acts because of the hurt a person had experienced. This appears that social media may bring harm effects to those who are using it.

Table 16 presents the frequency of social media app use of the respondents versus sexual risks. There were 6 questions under sexual risks which were answered by 44 respondents. The total responses were 264.

Table 16. Frequency of Social Media App Use of the Respondents versus Sexual Risks

| Dimension | Scale | A²⁶² | B | C | D | E | F | Total |
|--|-----------------|------------------------|----------|----------|----------|----------|----------|--------------|
| Sexual Risks | (5) Very Often | 17 | 0 | 0 | 0 | 2 | 0 | 19 |
| | (4) Often | 12 | 2 | 1 | 2 | 0 | 0 | 17 |
| | (3) Sometimes | 16 | 0 | 2 | 6 | 2 | 0 | 26 |
| | (2) Hardly Ever | 25 | 1 | 3 | 0 | 3 | 0 | 32 |
| | (1) Never | 68 | 21 | 36 | 22 | 17 | 6 | 170 |
| | Total | | 138 | 24 | 42 | 30 | 24 | 6 |
| Rejection error by Chi Square test = 0.07% | | | | | | | | |

Table 16 depicts that for frequency of social media apps use versus sexual risks, the rejection error using Chi-Square probability is 0.07%. This error is less than 5%. It means that there is a significant difference between “frequency of social media apps use” and “sexual risks.” This implies that the frequencies of responses for sexual risks has

³⁰⁹ A. Schrock and D. Boyd, “Online Threats to Youth: Solicitation, Harassment, and Problematic Content,” in *Internet Safety Technical Task Force* (Durham, NC: Carolina Academic Press, 2008), 73-145.

³¹⁰ Chua and Luyun, “Social Media Use.”

³¹¹ Palfrey, Gasser, Boyd, “Empowering Parents and Protecting Children.”

³¹² Ibid.

bearing in terms of the respondents' frequency of social media apps use. Bannon echoed that "although online activity can have a range of positive effects, it is not without risk."³¹³ The more opportunities there are in using the internet, the greater the exposure to online risks.³¹⁴ Another risk of using the internet is the exposure of children to pornography. It appears that for most of the respondents, once their friend posts pornographic material, it would still show on their Facebook wall. Others are viewing explicit images through forwarded messages through Messenger. Electronic media provide youth with access to a variety of problematic, potentially harmful information, including pornography, violent media, violent video games, hate speech, discussions of self-harm and drug use.³¹⁵ Activities such as sending ones' photos to online acquaintances and meeting them face-to-face and to exposure to unpleasant online experiences such as receiving messages, pictures, or videos that make the children feel uncomfortable are connected with problematic internet use (PIU).³¹⁶ As KAM003 shared, "there are some people who added me on their group chat (those are my acquaintances). They have this humor on their style of communicating and they continue on sending things that I don't want to see." Also, BA003 indicated that, "many were sending a lot of obscene pictures on Facebook and on Messenger." Violence is another area of concern, particularly violent video games. Both the game content and the gaming community contribute: nearly half of game-playing teens report other gamers behaving in a hateful, racist or sexist manner.³¹⁷

³¹³ Bannon, "The Psychological Impact," 13.

³¹⁴ Hashim, "Digital Practices at Home and School," 38.

³¹⁵ Schrock and Boyd, "Online Threats to Youth."

³¹⁶ Blau, "Comparing Online Opportunities," 281-99.

³¹⁷ C. J. Pardun, K. L. L'Engle, and J. D. Brown, "Linking Exposure to Outcome: Early Adolescents' Consumption of Sexual Content in Six Media," *Mass Communication and Society* 8, no. 2 (2005): 75-91.

SCRUZ002 shared that in playing online games he could hear exchanging of harsh words among the gamers. It appears that not only social media may have harm effects but also online gaming. Hence, making use of the internet may have its benefit, however, online risks may also be present, especially with children who are susceptible to danger.

Demographic Characteristics of the Respondents and the Well-being of Children

This section deals with research question #4 which says: Are there significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC the well-being of children? The relationship between age, gender, and frequency of use are compared to “well-being indicators” which are life satisfaction and parental support. Well-being is about meeting children’s needs and the ability to pursue their goals, to thrive and to feel satisfied with their life. Tables 17 to 22 present the statistics.

Age of the Respondents versus Life Satisfaction and Parental Support

Table 17 shows the age of the respondents versus life satisfaction and parental support. There were four questions under the category of life satisfaction³¹⁸ which were answered by 44 respondents. The total responses were 176.

³¹⁸ Questions are available in Appendix A under Life Satisfaction Category.

Table 17. Age of the Respondents versus Life Satisfaction

| Dimension | Scale | 11 to 13 | 14 to 17 | Total |
|---|-----------------|-----------------|-----------------|--------------|
| Life Satisfaction | (5) Very Often | 21 | 44 | 65 |
| | (4) Often | 6 | 29 | 35 |
| | (3) Sometimes | 14 | 30 | 44 |
| | (2) Hardly Ever | 5 | 17 | 22 |
| | (1) Never | 2 | 8 | 10 |
| | Total | 48 | 128 | 176 |
| Rejection error by Chi Square test = 46.35% | | | | |

Table 17 displays that the rejection error using Chi-square probability is 46.35%, meaning, more than 5%. It implies that there is no significant difference between “age” and “life satisfaction.” Life satisfaction focuses on children's perceptions of their own well-being subjectively.³¹⁹ Children may or may not be living their best possible life when using social media. Children at any age may experience good or bad times when online. All interview respondents appear to have experienced both satisfaction and dissatisfaction when online. As KAM003 said, “not getting to have family time, I think that’s one of the downsides of social media—reduced time with the family and time with God.” In contrast, SCRUZ002 shared that he would miss Facebook when it is suddenly gone. Bhowmick and Madhu in their research found out that “Social media have positive impacts on social life and well-being. Social media can increase happiness and take care of one’s social circle through nurturing and developing one’s social skills but, it all depends on the user’s hand. Excess use of social media is harmful.”³²⁰

³¹⁹ UNICEF, *Child Poverty in Perspective*, 37.

³²⁰ Tamalika Bhowmick and Shuvankar Madhu, “Social Media and its Influence on Social Skills,” *International Research Journal of Modernization in Engineering Technology and Science* 2, no. 12 (December 2020): 1068-1075.

Table 18 presents the age of the respondents versus parental support. There were six questions under the category of parental support³²¹ which were answered by 44 respondents. The total responses were 264.

Table 18. Age of the Respondents versus Parental Support

| Dimension | Scale | 11 to 13 | 14 to 17 | Total |
|--|-----------------|-----------------|-----------------|--------------|
| Parental Support | (5) Very Often | 44 | 50 | 94 |
| | (4) Often | 12 | 30 | 42 |
| | (3) Sometimes | 8 | 55 | 63 |
| | (2) Hardly Ever | 4 | 23 | 27 |
| | (1) Never | 4 | 34 | 38 |
| | Total | 72 | 192 | 264 |
| Rejection error by Chi Square test = 0.00% | | | | |

Table 18 shows that the rejection error using Chi-square probability is 0.00%, meaning less than 5%. It implies that there is a significant difference between “age” and “parental support,” thus, the variables parental support and age have relationship with each other. The result shows that age matters on children’s need of parental support. Research shows that there is a negative impact on the health of young children who engage in excessive (and increasing) screen time.³²² The effects of media area include the following: violence and aggression; sex; obesity, nutrition, eating disorders; addiction; and alcohol and tobacco use.³²³ BA003 revealed on her statement that, “I was addicted in using Facebook. I keep on scrolling on Facebook every day, and keep on watching my favorite episodes.” Hashim’s research also resonated with this finding when he wrote, “Using the internet, children themselves are often not aware that they are exposed to

³²¹ Questions are available in Appendix A under Parental Support Category.

³²² H. Duch et. al, “Screen Time Use in Children Under 3 years Old: A Systematic Review of Correlates,” *Int J Behav Nutr Phys Act* 10 (2013): 102.

³²³ Jane D. Brown and Elizabeth M. Witherspoon, “The Mass Media and American Adolescents’ Health,” *Journal of Adolescent Health* 31, no. 6 (2002): 153-170.

online risks and, even worse, sometimes the parents also fail to recognize the risks that appear in their child's online activities, due to their limited skills and lack of experience.³²⁴ Some parents may find it difficult to relate to their digitally savvy youngsters online for several reasons. Such parents may lack a basic understanding of these new forms of socialization, which are integral to their children's lives. They frequently do not have the technical abilities or time needed to keep pace with their children in the ever-changing internet landscape. In addition, these parents often lack a basic understanding that kids' online lives are an extension of their offline lives. The end result is often a knowledge and technical skill gap between parents and youth, which creates a disconnect in how these parents and youth participate in the online world together.³²⁵ Parental support is vital to children's safety in using social media. Parents are advised to talk to their children and adolescents about their online use and the specific issues that today's online kids face.³²⁶ Moreover, parents must work on their own participation gap in their homes by becoming better educated about the many technologies their youngsters are using.³²⁷ It can be an effective strategy to reduce the amount of personal information disclosed when parents discuss media content with their children during web-surfing or afterward.³²⁸ It is very important that parents supervise their children's online activities via active participation and communication.

³²⁴ Hashim, "Digital Practices at Home and School," 40.

³²⁵ O'Keeffe, Clarke-Pearson and Council on Communications and Media, "The Impact of Social Media."

³²⁶ Ibid.

³²⁷ Palfrey, Boyd, and DeBonis, "Enhancing Child Safety and Online Technologies," 6.

³²⁸ Palfrey, Gasser, and Boyd, "Empowering Parents and Protecting Children."

Gender of the Respondents versus Life Satisfaction and Parental Support

Table 19 shows gender versus life satisfaction and parental support. There were four questions under the category of life satisfaction which were answered by 44 respondents. The total responses were 176.

Table 19. Gender versus Life Satisfaction

| Dimension | Scale | Male | Female | Total |
|--|-----------------|------|--------|-------|
| Life Satisfaction | (5) Very Often | 33 | 32 | 65 |
| | (4) Often | 28 | 7 | 35 |
| | (3) Sometimes | 15 | 29 | 44 |
| | (2) Hardly Ever | 11 | 11 | 22 |
| | (1) Never | 5 | 5 | 10 |
| | Total | | 92 | 84 |
| Rejection error by Chi Square test = 0.22% | | | | |

Table 19 shows that for gender versus life satisfaction, the rejection error using Chi-square probability is 0.22%, meaning, less than 5%. It implies that there is a significant difference between “gender” and “life satisfaction,” thus, the variables life satisfaction and gender do matter. Children’s well-being is talking about the overall satisfaction with their own lives.³²⁹ “Social media sites allow teens to accomplish online many of the tasks that are important to them offline: staying connected with friends and family, making new friends, sharing pictures, and exchanging ideas.”³³⁰ In a research, it is reported that women were four to five times more likely than men to use social networking websites.³³¹ For that reason, women use the internet to maintain relationships more than men.³³² For some children who actively participate in social media, they

³²⁹ UNICEF, *Child Poverty in Perspective*, 35.

³³⁰ O’Keeffe, Clarke-Pearson and Council on Communications and Media, “The Impact of Social Media on Children, Adolescents, and Families.”

³³¹ Z. Tufekci, “Grooming, Gossip, Facebook and MySpace: What Can we Learn about these Sites from Those who Won’t Assimilate?” *Information, Communication and Society* 11, no. 4 (2008):544-564.

³³² Chua and Luyun, “Social Media Use and Its Effects.”

experience connectedness and happiness. Children with lower levels of life satisfaction could seek to participate in online networks to increase their personal well-being.³³³ As KAM003 (male) shared, “because of social media and because of communication devices, I got to improve myself, improve my spirituality and I got to get closer to God. In a way social media also help me in my academics because I have studied books then get information from social media.” In addition, BA003 (female) exposed that in using social media she neglected her studies, forgot to eat, and experienced sleep deprivation. According to Jacobsen and Forste, media had a negative effect on grades, about two-thirds of the students use media while doing homework, or in class, which had terrible impact on their grades.³³⁴ It is reported that there is a relationship between social media and grades which implied that those students who had low grades spent their time on social media.³³⁵ Students faced challenges arising from their frequent use of social media, which included the need to attend to messages immediately, the exposure to false or unregulated information or media contents, mobile connectivity and addictive-like behaviors which disturbed their studies.³³⁶ It implies that the use of social media may have positive and negative impacts on the well-being of children, both male and female.

Table 20 presents the gender of the respondents versus parental support. There were 6 questions under the category of parental support which were answered by 44 respondents. The total responses were 264.

³³³ Ibid.

³³⁴ W. C. Jacobsen and R. Forste, “The Wired Generation: Academic and Social outcomes of Electronic Media Use Among University Students,” *Cyberpsychology, Behavior, and Social Networking* 14, no. 5 (2011): 275-280.

³³⁵ Graphics, Visualization, and Usability Center, “Results of GUVU's Tenth Worldwide User Survey Atlanta: Georgia Tech Research Corporation 2010.”

³³⁶ Chua and Luyun, “Social Media Use and Its Effects.”

Table 20. Gender versus Parental Support

| Dimension | Scale | Male | Female | Total |
|---|-----------------|-------------|---------------|--------------|
| Parental Support | (5) Very Often | 45 | 49 | 94 |
| | (4) Often | 22 | 20 | 42 |
| | (3) Sometimes | 35 | 28 | 63 |
| | (2) Hardly Ever | 14 | 13 | 27 |
| | (1) Never | 22 | 16 | 38 |
| | Total | | 138 | 126 |
| Rejection error by Chi Square test = 82.93% | | | | |

Table 20 shows that the rejection error using Chi-square probability is 82.93%, meaning, more than 5%, implying that there is no significant difference between “gender” and “parental support.” Thus, it appears that any gender, male or female needs parental support. Both male and female need their parents and their support. KAM003 shared, “when you are the parent and you have a child, and you don’t watch over them, for all you know they could have leaked or shared your address or some random pictures on your phone– information that you do not want to share on the internet.” It is important that parents evaluate the sites on which their child wishes to participate to be sure that the site is appropriate for that child’s age.³³⁷ Just as it is second nature for parents to teach them how to survive in the ‘offline’ world, parents need to help their children understand become resilient to the risks of the ‘online’ world.³³⁸ Online safety of children should always be emphasized in using the internet.

³³⁷ O’Keeffe, Clarke-Pearson and Council on Communications and Media, “The Impact of Social Media.”

³³⁸ Brown, *Online Risk to Children*, foreword.

Frequency of Social Media Apps Use of the Respondents Versus
Life Satisfaction and Parental Support

Table 21 shows the frequency of social media apps use of the respondents versus life satisfaction. There were four questions under the category of life satisfaction which were answered by 44 respondents. The total responses were 176.

Table 21. Frequency of Social Media Apps Use of the Respondents versus Life Satisfaction

| Dimension | Scale | A⁷ | B | C | D | E | F | Total |
|--|-----------------|----------------------|----------|----------|----------|----------|----------|--------------|
| Life Satisfaction | (5) Very Often | 32 | 9 | 9 | 5 | 6 | 4 | 65 |
| | (4) Often | 21 | 2 | 7 | 4 | 1 | 0 | 35 |
| | (3) Sometimes | 17 | 2 | 11 | 8 | 6 | 0 | 44 |
| | (2) Hardly Ever | 16 | 1 | 1 | 3 | 1 | 0 | 22 |
| | (1) Never | 6 | 2 | 0 | 0 | 2 | 0 | 10 |
| | Total | | 92 | 16 | 28 | 20 | 16 | 4 |
| Rejection error by Chi Square test = 7.04% | | | | | | | | |

Table 21 shows that the rejection error using Chi-square probability is 7.04%, meaning, it is more than 5%. Thus, there is no significant difference between “frequency of social media apps use” and “life satisfaction.” This implies that the frequencies of responses for life satisfaction have no bearing in terms of the frequency of social media apps use. This was the reaction of KAM003 when he was asked in the case that if social media apps will suddenly be gone, he said, “Honestly I would be so happy because I would have more time for recreational activities. I could go back to playing clarinet flute and I could go back to my being musically inclined if I lessen my time in social media.” It is a challenging situation that children are spending less time outdoors, but spend more time with electronic media.³³⁹ The rise of electronic media use in the lives of youth

³³⁹ Larson et al., “Outdoor Time, Screen Time,” 966–91.

negatively influences their outdoor time and their connection to nature.³⁴⁰ Too much use of Facebook and Messenger can lead to addiction and uncontrollable obsession.³⁴¹

Society today is full of people seating next to each other, not talking but just staring at their phones. When they wake up, the first thing they check is their Facebook and Messenger accounts. Before they go to sleep the last thing, they check updates. It appears that one's well-being may be affected when he/she is frequently using social media and the like.

Table 22 shows the frequency of social media apps use of the respondents versus parental support. There were 6 questions under the category of parental support which were answered by 44 respondents. The total responses were 264.

Table 22. Frequency of Social Media Apps Use of the Respondents versus Parental Support

| Dimension | Scale | A | B | C | D | E | F | Total |
|--|-----------------|----------|----------|----------|----------|----------|----------|--------------|
| Parental Support | (5) Very Often | 34 | 22 | 12 | 12 | 8 | 6 | 94 |
| | (4) Often | 23 | 1 | 9 | 7 | 2 | 0 | 42 |
| | (3) Sometimes | 36 | 1 | 15 | 4 | 7 | 0 | 63 |
| | (2) Hardly Ever | 22 | 0 | 0 | 4 | 1 | 0 | 27 |
| | (1) Never | 23 | 0 | 6 | 3 | 6 | 0 | 38 |
| | Total | | 138 | 24 | 42 | 30 | 24 | 6 |
| Rejection error by Chi Square test = 0.00% | | | | | | | | |

Table 22 shows that for frequency of social media apps use versus parental support, the rejection error using Chi-square probability is 0.00% which is less than 5%. It means that there is a significant difference between “frequency of social media apps use” and “parental support,” implying that the frequencies of responses for parental support has bearing in terms of the respondents’ frequency of social media apps use. It

³⁴⁰ Ibid.

³⁴¹ Chua and Luyun, “Social Media Use and Its Effects.”

appears that kids want to spend more and more of their time online and less time with family.³⁴² Children themselves are often not aware that they are exposed to online risks and, even worse, sometimes the parents also fail to recognize the risks that appear in their child's online activities, due to their limited skills and lack of experience.³⁴³ Parental mediation of children's internet use must support their online opportunities and mitigate the risks.³⁴⁴ BAG001 shared, "my parents will get my phone and will check whose chatting me, then if they see that it is inappropriate they will ask me to delete it and also to ignore that person." Besides, BA003 stated, "my mommy tells me what to put and what not to. They keep an eye on me with whatever I share on Facebook. I am not allowed to share rude photos and videos especially the obscene ones and to post bad words." Parents, the church, and the community should know how to identify sexual grooming of children, how to craft abuse prevention and policies for them, and how to help children protect themselves online.³⁴⁵ It is necessary for parents, church, and community to guide and educate children and provide accurate information about online risks and online safety.³⁴⁶

Summary of the Frequencies of Responses on Online Skills, Online Risks and Well-being by Age

To be able to look at the age of the respondents against the three categories of this research such as online skills, online risks, and well-being, Table 23 gives this summary.

³⁴² Arterburn and Marsh, "Internet Protect Your Kids," 17.

³⁴³ Hashim, "Digital Practices at Home and School," 40.

³⁴⁴ Livingstone, *A Framework for Researching Global Kids Online*, 18.

³⁴⁵ Flowers, "The Sex Trade Industry's Worldwide Exploitation of Children," 147–57.

³⁴⁶ Hashim, "Digital Practices at Home and School," 41.

Table 23. Summary of the Frequencies of Responses on Online Skills, Online Risks and Well-being by Age

| Dimension | Scale | 11 to 13 | 14 to 17 | Total |
|--|-----------------|-----------------|-----------------|--------------|
| Creative Learning | (5) Very Often | 59 | 130 | 189 |
| | (4) Often | 18 | 61 | 79 |
| | (3) Sometimes | 33 | 81 | 114 |
| | (2) Hardly Ever | 16 | 62 | 78 |
| | (1) Never | 18 | 50 | 68 |
| | Total | | 144 | 384 |
| Rejection error by Chi Square test = 37.13% | | | | |
| Social Skills | (5) Very Often | 0 | 0 | 0 |
| | (4) Often | 67 | 111 | 178 |
| | (3) Sometimes | 13 | 51 | 64 |
| | (2) Hardly Ever | 21 | 78 | 99 |
| | (1) Never | 15 | 50 | 65 |
| | Total | | 116 | 290 |
| Rejection error by Chi Square test = 0.14% | | | | |
| Hurtful Online Behavior | (5) Very Often | 1 | 13 | 14 |
| | (4) Often | 6 | 12 | 18 |
| | (3) Sometimes | 5 | 19 | 24 |
| | (2) Hardly Ever | 4 | 24 | 28 |
| | (1) Never | 68 | 156 | 224 |
| | Total | | 84 | 224 |
| Rejection error by Chi Square test = 12.81% | | | | |
| Sexual Risks | (5) Very Often | 2 | 17 | 19 |
| | (4) Often | 3 | 14 | 17 |
| | (3) Sometimes | 6 | 20 | 26 |
| | (2) Hardly Ever | 8 | 24 | 32 |
| | (1) Never | 53 | 117 | 170 |
| | Total | | 72 | 192 |
| Rejection error by Chi Square test = 27.71% | | | | |
| Life Satisfaction | (5) Very Often | 21 | 44 | 65 |
| | (4) Often | 6 | 29 | 35 |
| | (3) Sometimes | 14 | 30 | 44 |
| | (2) Hardly Ever | 5 | 17 | 22 |
| | (1) Never | 2 | 8 | 10 |
| | Total | | 48 | 128 |
| Rejection error by Chi Square test = 46.35% | | | | |
| Parental Support | (5) Very Often | 44 | 50 | 94 |
| | (4) Often | 12 | 30 | 42 |
| | (3) Sometimes | 8 | 55 | 63 |
| | (2) Hardly Ever | 4 | 23 | 27 |
| | (1) Never | 4 | 34 | 38 |
| | Total | | 72 | 192 |
| Rejection error by Chi Square test = 0.00% | | | | |

Table 23 shows that for online skills: 1) There is no significant difference between “age” and “creative learning,” which means that “age” does not matter with the “creative learning” of children, and 2) There is a significant difference between “age” and “social skills,” which means that as age increases, a child is more sociable. For online risks:

1) There is no significant difference “age” and “hurtful online behavior,” which means that at any age children could experience hurtful online behavior when using the internet, and 2) There is no significant difference between “age” and “sexual risks” which means that at any age, children could experience sexual risks when using the internet. For well-being: 1) There is no significant difference between “age” and “life satisfaction,” which means that at any age, children could only identify if they are satisfied or unsatisfied in their online experiences, and 2) There is a significant difference between “age” and “parental support” which means that at any age children need support from their parents especially when using the internet.

Summary of the Frequencies of Responses on Online Skills, Online Risks and Well-being by Gender

To be able to look at the gender of the respondents compared to online skills, online risks, and well-being, Table 24 gives this summary.

Table 24. Summary of the Frequencies of Responses on Online Skills, Online Risks and Well-being by Gender

| Dimension | Scale | Male | Female | Total |
|--|-----------------|------|--------|-------|
| Creative Learning | (5) Very Often | 108 | 81 | 189 |
| | (4) Often | 43 | 36 | 79 |
| | (3) Sometimes | 51 | 63 | 114 |
| | (2) Hardly Ever | 47 | 31 | 78 |
| | (1) Never | 27 | 41 | 68 |
| | Total | 276 | 252 | 528 |
| Rejection error by Chi Square test = 2.85% | | | | |
| Social Skills | (5) Very Often | 83 | 95 | 178 |
| | (4) Often | 41 | 23 | 64 |
| | (3) Sometimes | 58 | 41 | 99 |
| | (2) Hardly Ever | 33 | 32 | 65 |
| | (1) Never | 15 | 19 | 34 |
| | Total | 230 | 210 | 440 |
| Rejection error by Chi Square test = 7.85% | | | | |
| Hurtful Online Behavior | (5) Very Often | 4 | 10 | 14 |
| | (4) Often | 8 | 10 | 18 |
| | (3) Sometimes | 17 | 7 | 24 |
| | (2) Hardly Ever | 17 | 11 | 28 |
| | (1) Never | 115 | 109 | 224 |
| | Total | 161 | 147 | 308 |
| Rejection error by Chi Square test = 9.97% | | | | |
| Sexual Risks | (5) Very Often | 8 | 11 | 19 |
| | (4) Often | 10 | 7 | 17 |
| | (3) Sometimes | 10 | 16 | 26 |
| | (2) Hardly Ever | 22 | 10 | 32 |
| | (1) Never | 88 | 82 | 170 |
| | Total | 138 | 126 | 264 |
| Rejection error by Chi Square test = 16.06% | | | | |
| Life Satisfaction | (5) Very Often | 33 | 32 | 65 |
| | (4) Often | 28 | 7 | 35 |
| | (3) Sometimes | 15 | 29 | 44 |
| | (2) Hardly Ever | 11 | 11 | 22 |
| | (1) Never | 5 | 5 | 10 |
| | Total | 92 | 84 | 176 |
| Rejection error by Chi Square test = 0.22% | | | | |
| Parental Support | (5) Very Often | 45 | 49 | 94 |
| | (4) Often | 22 | 20 | 42 |
| | (3) Sometimes | 35 | 28 | 63 |
| | (2) Hardly Ever | 14 | 13 | 27 |
| | (1) Never | 22 | 16 | 38 |
| | Total | 138 | 126 | 264 |
| Rejection error by Chi Square test = 82.93% | | | | |

Table 24 shows that for online skills: 1) There is a significant difference between “gender” and “creative learning,” which means that both genders are exposed to creative

learning when they are online, and 2) There is no significant difference between “gender” and “social skills,” which means that the social skills of a child vary with his or her gender. For online risks: 1) There is no significant difference between “gender” and “hurtful online behavior,” which means that both genders could experience hurtful online behavior when they are online, and 2) There is no significant difference between “gender” and “sexual risks” which means that both genders are vulnerable to sexual risks when using the internet specifically social media apps. For Well-being: 1) There is a significant difference between “gender” and “life satisfaction,” which means that male and female have their own distinction of their life satisfaction especially when they use the internet, and 2) There is no significant difference between “gender” and “parental support” which means that whatever gender, children need guidance and support from their parents.

Summary of the Frequencies of Responses on Online Skills, Online Risks and Well-being by Frequency of Social Media Apps Use

Table 25 presents the summary of the frequencies on online skills, online risks and well-being by frequency of social media apps use.

Table 25. Summary of the Frequencies of Responses on Online Skills, Online Risks and Well-being by Frequency of Social Media Apps Use

| Dimension | Scale | A | B | C | D | E | F | Total |
|--|-----------------|-----|----|----|----|----|----|-------|
| Creative Learning | (5) Very Often | 97 | 27 | 19 | 19 | 22 | 5 | 189 |
| | (4) Often | 48 | 5 | 8 | 6 | 6 | 6 | 79 |
| | (3) Sometimes | 52 | 4 | 31 | 18 | 9 | 0 | 114 |
| | (2) Hardly Ever | 43 | 3 | 14 | 13 | 5 | 0 | 78 |
| | (1) Never | 36 | 9 | 12 | 4 | 6 | 1 | 68 |
| | Total | 276 | 48 | 84 | 60 | 48 | 12 | 528 |
| Rejection error by Chi Square test = 0.00% | | | | | | | | |
| Social Skills | (5) Very Often | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | (4) Often | 94 | 22 | 23 | 15 | 21 | 3 | 178 |
| | (3) Sometimes | 39 | 4 | 8 | 7 | 3 | 3 | 64 |
| | (2) Hardly Ever | 43 | 9 | 22 | 13 | 8 | 4 | 99 |
| | (1) Never | 34 | 3 | 12 | 12 | 4 | 0 | 65 |
| | Total | 210 | 38 | 65 | 47 | 36 | 10 | 406 |
| Rejection error by Chi Square test = 18.53% | | | | | | | | |
| Hurtful Online Behavior | (5) Very Often | 13 | 0 | 0 | 0 | 1 | 0 | 14 |
| | (4) Often | 14 | 1 | 0 | 1 | 2 | 0 | 18 |
| | (3) Sometimes | 17 | 0 | 4 | 2 | 1 | 0 | 24 |
| | (2) Hardly Ever | 20 | 0 | 1 | 5 | 2 | 0 | 28 |
| | (1) Never | 97 | 27 | 44 | 27 | 22 | 7 | 224 |
| | Total | 161 | 28 | 49 | 35 | 28 | 7 | 308 |
| Rejection error by Chi Square test = 0.69% | | | | | | | | |
| Sexual Risks | (5) Very Often | 17 | 0 | 0 | 0 | 2 | 0 | 19 |
| | (4) Often | 12 | 2 | 1 | 2 | 0 | 0 | 17 |
| | (3) Sometimes | 16 | 0 | 2 | 6 | 2 | 0 | 26 |
| | (2) Hardly Ever | 25 | 1 | 3 | 0 | 3 | 0 | 32 |
| | (1) Never | 68 | 21 | 36 | 22 | 17 | 6 | 170 |
| | Total | 138 | 24 | 42 | 30 | 24 | 6 | 264 |
| Rejection error by Chi Square test = 0.07% | | | | | | | | |
| Life Satisfaction | (5) Very Often | 32 | 9 | 9 | 5 | 6 | 4 | 65 |
| | (4) Often | 21 | 2 | 7 | 4 | 1 | 0 | 35 |
| | (3) Sometimes | 17 | 2 | 11 | 8 | 6 | 0 | 44 |
| | (2) Hardly Ever | 16 | 1 | 1 | 3 | 1 | 0 | 22 |
| | (1) Never | 6 | 2 | 0 | 0 | 2 | 0 | 10 |
| | Total | 92 | 16 | 28 | 20 | 16 | 4 | 176 |
| Rejection error by Chi Square test = 7.04% | | | | | | | | |
| Parental Support | (5) Very Often | 34 | 22 | 12 | 12 | 8 | 6 | 94 |
| | (4) Often | 23 | 1 | 9 | 7 | 2 | 0 | 42 |
| | (3) Sometimes | 36 | 1 | 15 | 4 | 7 | 0 | 63 |
| | (2) Hardly Ever | 22 | 0 | 0 | 4 | 1 | 0 | 27 |
| | (1) Never | 23 | 0 | 6 | 3 | 6 | 0 | 38 |
| | Total | 138 | 24 | 42 | 30 | 24 | 6 | 264 |
| Rejection error by Chi Square test = 0.00% | | | | | | | | |

Table 25 shows that for online skills: 1) There is a significant difference between “frequency of social media apps use” and “creative learning” which means that when

more time is spent on social media, children learn more creatively and practice more their online skills, and 2) There is no significant difference between “frequency of social media apps use” and “social skills” which means that social skills of children have nothing to do with the time they spend on social media apps. For online risks: 1) There is a significant difference between “frequency of social media apps use” and “hurtful online behavior” which means that the more children spent their time on social media the more they are exposed to hurtful online behavior, and 2) There is a significant difference between “frequency of social media apps use” and “sexual risks” which means that high usage of social media apps may put children in danger precisely sexual risks. For well-being: 1) There is no significant difference between “frequency of social media apps use” and “life satisfaction” which means that the use of social media apps would not determine children’s life satisfaction, and 2) There is a significant difference between “frequency of social media apps use” and “parental support” which means that parental guidance and support is needed when children use the social media apps.

The Actual Values and Expected Values of the Demographic Characteristics to Online Skills, Online Risks and Well-being

This section shows the dependency or non-dependency of each demographic characteristic to online skills, online risks and well-being. Here, the Test of Independence compared the actual values which are the frequencies of actual responses compared to the expected values which are the average or “mean” of the actual responses. Each table shows the conclusion whether to reject or to accept the null hypothesis and remarks whether the variables are dependent or independent with each other.

Table 26. Actual Values and Expected Values of Age to Online Skills

| | Online Skills | | | | | |
|-------------------------|---|-----------------|--------------|----------------------|-----------------|--------------|
| Actual Values | Creative Learning | | | Social Skills | | |
| Scale | 11 to 13 | 14 to 17 | Total | 11 to 13 | 14 to 17 | Total |
| 5 | 59 | 130 | 189 | 67 | 111 | 178 |
| 4 | 18 | 61 | 79 | 13 | 51 | 64 |
| 3 | 33 | 81 | 114 | 21 | 78 | 99 |
| 2 | 16 | 62 | 78 | 15 | 50 | 65 |
| 1 | 18 | 50 | 68 | 4 | 30 | 34 |
| Total | 144 | 384 | 528 | 120 | 320 | 440 |
| | | | | | | |
| Expected Values | Creative Learning | | | Social Skills | | |
| Scale | 11 to 13 | 14 to 17 | Total | 11 to 13 | 14 to 17 | Total |
| 5 | 52 | 137 | 189 | 49 | 129 | 178 |
| 4 | 22 | 57 | 79 | 17 | 47 | 64 |
| 3 | 31 | 83 | 114 | 27 | 72 | 99 |
| 2 | 21 | 57 | 78 | 18 | 47 | 65 |
| 1 | 19 | 49 | 68 | 9 | 25 | 34 |
| | | | | | | |
| Chi Test | 37.13% | | | 0.14% | | |
| | | | | | | |
| Null Hypothesis: | There is no significant difference between Online Skills and Age | | | | | |
| Conclusion: | Accept | | | Reject | | |
| Remarks: | Independent | | | Dependent | | |

Table 26 presents that the total actual values which are under creative learning is 528, and under social skills is 440. The numbers in the expected values are the ‘mean’ of the numbers in the actual values. The actual values and expected values were used in order to perform the Chi-square test and to test the independence of two categorical variables. The actual values were compared to expected values to see if they are really independent with each other. The expected values was the basis (the “mean” or the center) of the independency of the data. In this table, the null hypothesis is that there is no significant difference between “online skills” and “age.” In creative learning, the rejection error using Chi-square probability is 37.13%, which means that the null

hypothesis is *accepted*. It implies that creative learning and age are independent of each other. In social skills the rejection error using Chi-square probability is 0.14%, which means that the null hypothesis is *rejected*. Thus, social skills and age are dependent on each another. Concurring with the GKO research result, as age increases, children tend to be more sociable online.³⁴⁷

Table 27 presents the total actual values: under hurtful online behavior is 308, and under sexual risks is 264.

Table 27. Actual Values and Expected Values of Age to Online Risks

| Actual Values | Online Risks | | | | | |
|-------------------------|---|------------|------------|--------------|------------|------------|
| | Hurtful Online Behavior | | | Sexual Risks | | |
| Scale | 11 to 13 | 14 to 17 | Total | 11 to 13 | 14 to 17 | Total |
| 5 | 1 | 13 | 14 | 2 | 17 | 19 |
| 4 | 6 | 12 | 18 | 3 | 14 | 17 |
| 3 | 5 | 19 | 24 | 6 | 20 | 26 |
| 2 | 4 | 24 | 28 | 8 | 24 | 32 |
| 1 | 68 | 156 | 224 | 53 | 117 | 170 |
| Total | 84 | 224 | 308 | 72 | 192 | 264 |
| | | | | | | |
| Expected Values | Hurtful Online Behavior | | | Sexual Risks | | |
| Scale | 11 to 13 | 14 to 17 | Total | 11 to 13 | 14 to 17 | Total |
| 5 | 4 | 10 | 14 | 5 | 14 | 19 |
| 4 | 5 | 13 | 18 | 5 | 12 | 17 |
| 3 | 7 | 17 | 24 | 7 | 19 | 26 |
| 2 | 8 | 20 | 28 | 9 | 23 | 32 |
| 1 | 61 | 163 | 224 | 46 | 124 | 170 |
| | | | | | | |
| Chi Test | 12.81% | | | 27.71% | | |
| | | | | | | |
| Null Hypothesis: | There is no significant difference between Online risks and Age | | | | | |
| Conclusion: | Accept | | | Accept | | |
| Remarks: | Independent | | | Independent | | |

There are two elements under online risks: hurtful online behavior and sexual risks. In this table, the null hypothesis is that there is no significant difference between “online risks” and “age.” In hurtful online behavior, the rejection error using Chi-square

³⁴⁷ Tan, Estacio, and Ylade, *Global Kids Online in the Philippines*, 3

probability is 12.81%, which means that the null hypothesis is accepted. It implies that hurtful online behavior and age are independent of each other. In sexual risks the rejection error using Chi-square probability is 27.71%, which means that the null hypothesis is also accepted. Both elements of the online risks are independent of the age of the respondents. It means that online risks can happen to whatever age. Although using the internet may bring a sense of connection to children, “dangers such as cyber-bullying” may be experienced as well.³⁴⁸ The online environment hosts a range of new risks and potential harm to children which include risks from adults, such as the demand for explicit images and sexual grooming, and it also includes risks from peers, including bullying and peer-to-peer sexual abuse.³⁴⁹

Table 28 presents the total actual values: under life satisfaction is 176, and under parental support is 264.

Table 28. Actual Values and Expected Values of Age to Well-being

| Actual Values | Well-Being | | | | | |
|-------------------------|---|----------|-------|------------------|----------|-------|
| | Life Satisfaction | | | Parental Support | | |
| Scale | 11 to 13 | 14 to 17 | Total | 11 to 13 | 14 to 17 | Total |
| 5 | 21 | 44 | 65 | 44 | 50 | 94 |
| 4 | 6 | 29 | 35 | 12 | 30 | 42 |
| 3 | 14 | 30 | 44 | 8 | 55 | 63 |
| 2 | 5 | 17 | 22 | 4 | 23 | 27 |
| 1 | 2 | 8 | 10 | 4 | 34 | 38 |
| Total | 48 | 128 | 176 | 72 | 192 | 264 |
| Expected Values | Life Satisfaction | | | Parental Support | | |
| Scale | 11 to 13 | 14 to 17 | Total | 11 to 13 | 14 to 17 | Total |
| 5 | 18 | 47 | 65 | 26 | 68 | 94 |
| 4 | 10 | 25 | 35 | 11 | 31 | 42 |
| 3 | 12 | 32 | 44 | 17 | 46 | 63 |
| 2 | 6 | 16 | 22 | 7 | 20 | 27 |
| 1 | 3 | 7 | 10 | 10 | 28 | 38 |
| Chi Test | 46.35% | | | 0.00% | | |
| Null Hypothesis: | There is no significant dependence between Well-being and Age | | | | | |
| Conclusion: | Accept | | | Reject | | |
| Remarks: | Independent | | | Dependent | | |

³⁴⁸ Strom and Strom, “Growing Up with Social Networks and Online Communities,” 48–51.

³⁴⁹ Brown, *Online Risk to Children*, 2.

Table 28 shows that there are two elements under well-being: life satisfaction and parental support. The actual values were compared to expected values using the Chi-square test. In this table, the null hypothesis is that there is no significant dependence between “well-being” and “age.” In life satisfaction, the rejection error using Chi-square probability is 46.35%, which means that the null hypothesis is *accepted*. It implies that life satisfaction and age are independent of each other. In parental support the rejection error using Chi-square probability is 0.00%, which means that the null hypothesis is *rejected*. Thus, parental support and age are dependent with one another. Relationships with family and friends matter a great deal to children. Aside from online safety and life satisfaction, parental (time) support³⁵⁰ is critical to children’s well-being. As children spend most of their time online at home compared to other places, home digital practices must be considered.³⁵¹ Parental support in children’s online experiences includes parental mediation. Parental mediation is important in developing children’s digital literacy at home.³⁵²

Table 29 shows the actual values and the expected values of gender of the respondents to the online skills. It presents the total actual values: under creative learning is 528, and under social skills is 440.

³⁵⁰ UNICEF, *Child Poverty in Perspective*, 23.

³⁵¹ Hashim, “Digital Practices at Home and School,” 31.

³⁵² Hashim, “Digital Practices at Home and School,” 31; Cranmer, “Children and Young People’s Uses of the Internet for Homework,” 301–15.

Table 29. Actual Values and Expected Values of Gender to Online Skills

| | Online Skills | | | | | |
|-------------------------|---|--------|-------|---------------|--------|-------|
| Actual Values | Creative Learning | | | Social Skills | | |
| Scale | Male | Female | Total | Male | Female | Total |
| 5 | 108 | 81 | 189 | 83 | 95 | 178 |
| 4 | 43 | 36 | 79 | 41 | 23 | 64 |
| 3 | 51 | 63 | 114 | 58 | 41 | 99 |
| 2 | 47 | 31 | 78 | 33 | 32 | 65 |
| 1 | 27 | 41 | 68 | 15 | 19 | 34 |
| Total | 276 | 252 | 528 | 230 | 210 | 440 |
| | | | | | | |
| Expected Values | Creative Learning | | | Social Skills | | |
| Scale | Male | Female | Total | Male | Female | Total |
| 5 | 99 | 90 | 189 | 93 | 85 | 178 |
| 4 | 41 | 38 | 79 | 33 | 31 | 64 |
| 3 | 60 | 54 | 114 | 52 | 47 | 99 |
| 2 | 41 | 37 | 78 | 34 | 31 | 65 |
| 1 | 36 | 32 | 68 | 18 | 16 | 34 |
| | | | | | | |
| Chi Test | 2.85% | | | 7.85% | | |
| | | | | | | |
| Null Hypothesis: | There is no significant difference between Online skills and Gender | | | | | |
| Conclusion: | Reject | | | Accept | | |
| Remarks: | Dependent | | | Independent | | |

Table 29 presents the dependence or non-dependence between online skills and gender. The null hypothesis is that there is no significant dependence between “online skills” and “gender.” When the actual values were compared to the expected values, the rejection error using Chi-square probability is 2.85% in creative learning, which means that the null hypothesis is *rejected*. KAM003 shared, “Personally I think social media is a very good tool when it comes to the 21st century as we always try to develop and to innovate and I’m happy that we get to interact with one another.” It implies that creative learning and gender do matter. In social skills the rejection error using Chi-square probability is 7.85%, which means that the null hypothesis is accepted. Thus, social skills and gender are independent of one another.

Table 30 shows the actual values and the expected values of gender of the respondents to online risks. It presents the total actual values: under hurtful online behavior is 308, and under sexual risks is 264.

Table 30. Actual Values and Expected Values of Gender to Online Risks

| Actual Values | Online Risks | | | | | |
|-------------------------|--|--------|--------|--------------|--------|--------|
| | Hurtful Online Behavior | | | Sexual Risks | | |
| | Scale | Male | Female | Total | Male | Female |
| 5 | 4 | 10 | 14 | 8 | 11 | 19 |
| 4 | 8 | 10 | 18 | 10 | 7 | 17 |
| 3 | 17 | 7 | 24 | 10 | 16 | 26 |
| 2 | 17 | 11 | 28 | 22 | 10 | 32 |
| 1 | 115 | 109 | 224 | 88 | 82 | 170 |
| Total | 161 | 147 | 308 | 138 | 126 | 264 |
| | | | | | | |
| Expected Values | Hurtful Online Behavior | | | Sexual Risks | | |
| Scale | Male | Female | Total | Male | Female | Total |
| 5 | 7 | 7 | 14 | 10 | 9 | 19 |
| 4 | 9 | 9 | 18 | 9 | 8 | 17 |
| 3 | 13 | 11 | 24 | 14 | 12 | 26 |
| 2 | 15 | 13 | 28 | 17 | 15 | 32 |
| 1 | 117 | 107 | 224 | 89 | 81 | 170 |
| | | | | | | |
| Chi Test | 9.97% | | | 16.06% | | |
| | | | | | | |
| Null Hypothesis: | There is no significant difference between Online risks and Gender | | | | | |
| Conclusion: | Accept | | | Accept | | |
| Remarks: | Independent | | | Independent | | |

Table 30 presents the dependence or non-dependence between online risks and gender. The null hypothesis is that there is no significant difference between “online risks” and “gender.” When the actual values were compared to the expected values, the rejection error using Chi-square probability is 9.97% in hurtful online behavior, which means that the null hypothesis is accepted. It implies that hurtful online behavior and gender are independent with each another. As for sexual risks, the rejection error using Chi-square probability is 16.06%, which means that the null hypothesis is accepted. Thus,

sexual risks and gender are independent from one another. According to the data, online risks and gender are independent of each other. This is possible because both male and female participants can experience hurtful online behavior as well as sexual risks.

Interviews with male and female participants show that both of them had experienced online risks while using social media.

KAM003 (male): “It’s the Facebook live. There was this one time that it was spread on Facebook Live about a guy who was naked and there was this girl that I will not get into detail about, and so I just scrolled as fast as I could. That is I think one of the risks on Facebook. Facebook is easy to navigate, then if they see a post it could be normalized for them and I think that’s not okay when it comes to risk reduction on social media.”

BAG001(female): “Sometimes we see uncomfortable (or unnecessary things). And also, sometimes a stranger just randomly chats with you.

Both of them were exposed to hurtful online behavior as well as sexual risks. It is appears that whatever child’s gender is, he/she is not exempted to online risks.

Table 31 presents the total actual values: under life satisfaction is 176, and under parental support is 264.

Table 31. Actual Values and Expected Values of Gender to Well-being

| Well-Being | | | | | | |
|-------------------------|--|--------|-------|------------------|--------|-------|
| Actual Values | Life Satisfaction | | | Parental Support | | |
| Scale | Male | Female | Total | Male | Female | Total |
| 5 | 33 | 32 | 65 | 45 | 49 | 94 |
| 4 | 28 | 7 | 35 | 22 | 20 | 42 |
| 3 | 15 | 29 | 44 | 35 | 28 | 63 |
| 2 | 11 | 11 | 22 | 14 | 13 | 27 |
| 1 | 5 | 5 | 10 | 22 | 16 | 38 |
| Total | 92 | 84 | 176 | 138 | 126 | 264 |
| Expected Values | Life Satisfaction | | | Parental Support | | |
| Scale | Male | Female | Total | Male | Female | Total |
| 5 | 34 | 31 | 65 | 49 | 45 | 94 |
| 4 | 18 | 17 | 35 | 22 | 20 | 42 |
| 3 | 23 | 21 | 44 | 33 | 30 | 63 |
| 2 | 12 | 11 | 22 | 14 | 13 | 27 |
| 1 | 5 | 5 | 10 | 20 | 18 | 38 |
| Chi Test | 0.22% | | | 82.93% | | |
| Null Hypothesis: | There is no significant difference between Well-being and Gender | | | | | |
| Conclusion: | Reject | | | Accept | | |
| Remarks: | Dependent | | | Independent | | |

Table 31 shows the dependence or non-dependence between well-being and gender. The null hypothesis is that there is no significant dependence between “well-being” and “gender.” When the actual values were compared to the expected values, the rejection error using Chi-square probability is 0.22% in life satisfaction, which means that the null hypothesis is *rejected*. It implies that life satisfaction and gender are dependent with each another. They influence and affect each other. In the interview, BA003 said, “because of social media, I neglected my studies, I forgot to eat, and deprived my sleep.” Furthermore, SCRUZ002 shared that he would miss Facebook when it is suddenly gone. It seems that use of social media may have good and bad effects on the well-being of children. According to Pew Research Center, teens have mixed views on the impact of social media on their lives.³⁵³ Some said that social media has had a positive impact because it helps them keep in touch and interact with others, while others indicated that social media has had a negative effect on people their age which harms the relationships and result in less meaningful human interactions, distorts reality and gives teens an unrealistic view of other people’s lives, and that teens spend too much time on social media.³⁵⁴

In parental support the rejection error using Chi-square probability is 82.93%, which means that the null hypothesis is *accepted*. Thus, parental support and gender are independent from one another.

Table 32 presents that the total actual values are: under creative learning is 528, and under social skills is 440.

³⁵³ Anderson and Jiang, “Teens, Social Media and Technology 2018.”

³⁵⁴ Ibid.

Table 32. Actual Values and Expected Values of Frequency of Social Media Apps Use to Online Skills

| | Online Skills | | | | | | | | | | | | | |
|-------------------------|---|----|----|----|----|----|-------|---------------|----|----|----|----|----|-------|
| Actual Values | Creative Learning | | | | | | | Social Skills | | | | | | |
| Scale | A | B | C | D | E | F | Total | A | B | C | D | E | F | Total |
| 5 | 97 | 27 | 19 | 19 | 22 | 5 | 189 | 94 | 22 | 23 | 15 | 21 | 3 | 178 |
| 4 | 48 | 5 | 8 | 6 | 6 | 6 | 79 | 39 | 4 | 8 | 7 | 3 | 3 | 64 |
| 3 | 52 | 4 | 31 | 18 | 9 | 0 | 114 | 43 | 9 | 22 | 13 | 8 | 4 | 99 |
| 2 | 43 | 3 | 14 | 13 | 5 | 0 | 78 | 34 | 3 | 12 | 12 | 4 | 0 | 65 |
| 1 | 36 | 9 | 12 | 4 | 6 | 1 | 68 | 20 | 2 | 5 | 3 | 4 | 0 | 34 |
| Total | 276 | 48 | 84 | 60 | 48 | 12 | 528 | 230 | 40 | 70 | 50 | 40 | 10 | 440 |
| | | | | | | | | | | | | | | |
| Expected Values | Creative Learning | | | | | | | Social Skills | | | | | | |
| Scale | A | B | C | D | E | F | Total | A | B | C | D | E | F | Total |
| 5 | 99 | 17 | 30 | 21 | 17 | 4 | 189 | 93 | 16 | 28 | 20 | 16 | 4 | 178 |
| 4 | 41 | 7 | 13 | 9 | 7 | 2 | 79 | 33 | 6 | 10 | 7 | 6 | 1 | 64 |
| 3 | 60 | 10 | 18 | 13 | 10 | 3 | 114 | 52 | 9 | 16 | 11 | 9 | 2 | 99 |
| 2 | 41 | 7 | 12 | 9 | 7 | 2 | 78 | 34 | 6 | 10 | 7 | 6 | 1 | 65 |
| 1 | 36 | 6 | 11 | 8 | 6 | 2 | 68 | 18 | 3 | 5 | 4 | 3 | 1 | 34 |
| | | | | | | | | | | | | | | |
| Chi Test | 0.00% | | | | | | | 18.53% | | | | | | |
| | | | | | | | | | | | | | | |
| Null Hypothesis: | There is no significant difference between Online Skills and Frequency of Social Media Apps Use | | | | | | | | | | | | | |
| Conclusion: | Reject | | | | | | | Accept | | | | | | |
| Remarks: | Dependent | | | | | | | Independent | | | | | | |

Table 32 shows the dependence or non-dependence between online skills and frequency of social media apps use. The null hypothesis is that there is no significant dependence between “online skills” and “frequency of social media apps use.” When the actual values were compared to the expected values, the rejection error using Chi-square probability is 0.00% in creative learning, which means that the null hypothesis is *rejected*. Creative learning includes online activities and digital skills. For creative learning, a child (as the user) does online activities such as learning something new by searching online, using the internet for schoolwork, creating his or her own video or music and uploading it to share, playing online games, looking for health information for

him/herself or someone else, knowing how to save photos found online, knowing how to change privacy settings (e.g., Facebook, Instagram), and any other actions that a child knows how to do when using the internet.³⁵⁵ Based on the interview responses, the usual things that they do when online (especially when using the social media apps) are chatting with friends, looking for school updates through messenger, posting pictures on Facebook, watching/streaming videos, learning something new by searching online. In relation to this, Bhowmick and Madhu observed:

Social media has different key features such as: active participation which means that social media encourages contributions and comments from anyone who is interested; open and flexible which means that it offers are open to feedback and participation in voting, commenting and sharing information; two-way communication which means that social media is more commonly considered as two-way conversation; community friendly which means that it allows communities to build quickly and communicate effectively; and popularly connected which means that social media succeeds in connecting people, using hyperlinks between different sites, resources and people.³⁵⁶

It implies that there are also benefits and opportunities in using social media. For social skills the rejection error using Chi-square probability is 18.53%, which means that the null hypothesis is *accepted*. Thus, social skills and frequency of social media apps use are independent from one another.

Table 33 presents the total actual values: under hurtful online behavior is 308, and under sexual risks is 264.

³⁵⁵ Global Kids Online, GKO Questionnaire 2016.

³⁵⁶ Bhowmick and Madhu, "Social Media and Its Influence on Social Skills."

Table 33. Actual Values and Expected Values of Frequency of Social Media Apps Use to Online Risks

| | | Online Risks | | | | | | | | | | | | | |
|-------------------------|--|--|----|----|----|----|---|-------|---------------------|----|----|----|----|---|-------|
| Actual Values | | Hurtful Online Behavior | | | | | | | Sexual Risks | | | | | | |
| Scale | | A | B | C | D | E | F | Total | A | B | C | D | E | F | Total |
| 5 | | 13 | 0 | 0 | 0 | 1 | 0 | 14 | 17 | 0 | 0 | 0 | 2 | 0 | 19 |
| 4 | | 14 | 1 | 0 | 1 | 2 | 0 | 18 | 12 | 2 | 1 | 2 | 0 | 0 | 17 |
| 3 | | 17 | 0 | 4 | 2 | 1 | 0 | 24 | 16 | 0 | 2 | 6 | 2 | 0 | 26 |
| 2 | | 20 | 0 | 1 | 5 | 2 | 0 | 28 | 25 | 1 | 3 | 0 | 3 | 0 | 32 |
| 1 | | 97 | 27 | 44 | 27 | 22 | 7 | 224 | 68 | 21 | 36 | 22 | 17 | 6 | 170 |
| Total | | 161 | 28 | 49 | 35 | 28 | 7 | 308 | 138 | 24 | 42 | 30 | 24 | 6 | 264 |
| Expected Values | | Hurtful Online Behavior | | | | | | | Sexual Risks | | | | | | |
| Scale | | A | B | C | D | E | F | Total | A | B | C | D | E | F | Total |
| 5 | | 7 | 1 | 2 | 2 | 1 | 0 | 14 | 10 | 2 | 3 | 2 | 2 | 0 | 19 |
| 4 | | 9 | 2 | 3 | 2 | 2 | 0 | 18 | 9 | 2 | 3 | 2 | 2 | 0 | 17 |
| 3 | | 13 | 2 | 4 | 3 | 2 | 1 | 24 | 14 | 2 | 4 | 3 | 2 | 1 | 26 |
| 2 | | 15 | 3 | 4 | 3 | 3 | 1 | 28 | 17 | 3 | 5 | 4 | 3 | 1 | 32 |
| 1 | | 117 | 20 | 36 | 25 | 20 | 5 | 224 | 89 | 15 | 27 | 19 | 15 | 4 | 170 |
| Chi Test | | 0.69% | | | | | | | 0.07% | | | | | | |
| Null Hypothesis: | | There is no significant difference between Online risks and Frequency of Social Media Apps Use | | | | | | | | | | | | | |
| Conclusion: | | Reject | | | | | | | Reject | | | | | | |
| Remarks: | | Dependent | | | | | | | Dependent | | | | | | |

Table 33 shows the dependence or non-dependence between online risks and frequency of social media apps use. The null hypothesis is that there is no significant dependence between “online risks” and “frequency of social media apps use.” When the actual values were compared to the expected values, the rejection error using Chi-square probability is 0.69% in hurtful online behavior, which means that the null hypothesis is *rejected*. It implies that hurtful online behavior and frequency of social media apps use are dependent on one another. It means that frequency of social media apps use affects hurtful online behavior and vice versa. Moreover, in sexual risks the rejection error using Chi-square probability is 0.07%, which means that the null hypothesis is also *rejected*. It means that sexual risks and frequency of social media apps use are dependent on one another. Hence, the frequency of social media apps use affects sexual risks. The use of Facebook may negatively impact users’ psychological health. The study found that

spending more time on Facebook and/or viewing Facebook more frequently, provides people with the opportunity to spontaneously engage in Facebook social comparisons (of any kind), which in turn, is associated with greater depressive symptoms. It provides evidence that people feel depressed after spending a great deal of time on Facebook because they feel badly when comparing themselves to others.³⁵⁷ Some study shows that Facebook users tend to be more extraverted and narcissistic, but less conscientious and socially lonely, than nonusers.³⁵⁸ It is possible that the more frequency of time use on social media apps (Facebook and Messenger) the more they may be exposed to online risks.

Table 34 presents the total actual values: under life satisfaction is 176, and under parental support is 264.

³⁵⁷ Mai-Ly N. Steers, Robert E. Wickham, and Linda K. Acitelli, "Seeing Everyone Else's Highlight Reels: How Facebook Usage is Linked to Depressive Symptoms," *Journal of Social and Clinical Psychology* 33, no. 8 (October 2014): 701-731.

³⁵⁸ Tracii Ryan and Sophia Xenos, "Who Uses Facebook? An Investigation into the Relationship Between the Big Five, Shyness, Narcissism, Loneliness, and Facebook Usage," *Computers in Human Behavior* 27, Issue 5 (September 2011): 1658-1664.

Table 34. Actual Values and Expected Values of Frequency of Social Media Apps Use to Well-being

| | Well-Being | | | | | | | | | | | | | |
|-------------------------|--|----|----|----|----|---|-------|------------------|----|----|----|----|---|-------|
| Actual Values | Life Satisfaction | | | | | | | Parental Support | | | | | | |
| Scale | A | B | C | D | E | F | Total | A | B | C | D | E | F | Total |
| 5 | 32 | 9 | 9 | 5 | 6 | 4 | 65 | 34 | 22 | 12 | 12 | 8 | 6 | 94 |
| 4 | 21 | 2 | 7 | 4 | 1 | 0 | 35 | 23 | 1 | 9 | 7 | 2 | 0 | 42 |
| 3 | 17 | 2 | 11 | 8 | 6 | 0 | 44 | 36 | 1 | 15 | 4 | 7 | 0 | 63 |
| 2 | 16 | 1 | 1 | 3 | 1 | 0 | 22 | 22 | 0 | 0 | 4 | 1 | 0 | 27 |
| 1 | 6 | 2 | 0 | 0 | 2 | 0 | 10 | 23 | 0 | 6 | 3 | 6 | 0 | 38 |
| Total | 92 | 16 | 28 | 20 | 16 | 4 | 176 | 138 | 24 | 42 | 30 | 24 | 6 | 264 |
| | | | | | | | | | | | | | | |
| Expected Values | Life Satisfaction | | | | | | | Parental Support | | | | | | |
| Scale | A | B | C | D | E | F | Total | A | B | C | D | E | F | Total |
| 5 | 34 | 6 | 10 | 7 | 6 | 1 | 65 | 49 | 9 | 15 | 11 | 9 | 2 | 94 |
| 4 | 18 | 3 | 6 | 4 | 3 | 1 | 35 | 22 | 4 | 7 | 5 | 4 | 1 | 42 |
| 3 | 23 | 4 | 7 | 5 | 4 | 1 | 44 | 33 | 6 | 10 | 7 | 6 | 1 | 63 |
| 2 | 12 | 2 | 4 | 3 | 2 | 1 | 22 | 14 | 2 | 4 | 3 | 2 | 1 | 27 |
| 1 | 5 | 1 | 2 | 1 | 1 | 0 | 10 | 20 | 3 | 6 | 4 | 3 | 1 | 38 |
| | | | | | | | | | | | | | | |
| Chi Test | 7.04% | | | | | | | 0.00% | | | | | | |
| | | | | | | | | | | | | | | |
| Null Hypothesis: | There is no significant difference between Well-being and Frequency of Social Media Apps Use | | | | | | | | | | | | | |
| Conclusion: | Accept | | | | | | | Reject | | | | | | |
| Remarks: | Independent | | | | | | | Dependent | | | | | | |

Table 34 presents the dependence or non-dependence between well-being and frequency of social media apps use. The null hypothesis is that there is no significant dependence between “well-being” and “frequency of social media apps use.” When the actual values were compared to the expected values, the rejection error using Chi-Square probability is 7.04% in life satisfaction, which means that the null hypothesis is *accepted*. It implies that life satisfaction and frequency of social media apps use are independent of each another. It means that frequency of social media apps use does not matter with regard to children’s life satisfaction. However, in parental support the rejection error using Chi-Square probability is 0.00%, which means that the null hypothesis is *rejected*.

It means that parental support and frequency of social media apps use are dependent on one another. Thus, the frequency of social media apps use does correlate with parental support. The responses from the interviews show the importance of parental support (mediation) when using the social media apps:

KAM003: Since they (the parents) do not navigate my phone or even my account, I don't think they are really monitoring us as much. But when I was 6 years old, I posted some random photos on Facebook, then suddenly my mom called me on the phone and told me to delete it. So, I think that was the most that my mom did for my safety on social media.

SCRUZ002: Just giving me limit on using it (social media).

BAG001: It's like, they will get my phone, then they will check who chatted me. When they see something that is not pleasant, they would tell me to delete it and do not mind them.

Many of the children do not possess the necessary skills they need to navigate safely through the digital world. Many are unsure about their online rights and their responsibilities, or the potential pitfalls that exist alongside the huge benefits of the internet and social media.³⁵⁹ Our children are entitled to expect us to provide them with the skills they need. Just as it is second nature for us to teach them how to survive in the 'offline' world, we need to help our children understand and become resilient to the risks of the 'online' world.³⁶⁰ Online safety of children is ultimately the responsibility of the parents, along with the community, the church, and the child himself or herself. Therefore, it is necessary for parents, church, and community to guide and educate children and provide accurate information about online risks and online safety.³⁶¹

³⁵⁹ Brown, *Online Risk to Children*, foreword.

³⁶⁰ Ibid.

³⁶¹ Hashim, "Digital Practices at Home and School," 41.

Summary of the Treatment of the Null Hypotheses

Table 35 shows the summary of all the variables and all the demographic characteristics of the respondents. It presents the acceptance and rejection of null hypothesis as well as the statistical conclusion of dependence and non-dependence of the variables.

Table 35. Summary of the Treatment of the Null Hypothesis

| | Variables | Rejection Error of the Null Hypothesis | Accept or Reject the Null Hypothesis | Conclusion |
|----|---|---|---|-------------------|
| 1 | Age and Creative Learning | 37.13% | Accept | Independent |
| 2 | Age and Social Skills | 0.14% | Reject | Dependent |
| 3 | Age and Hurtful Online Behavior | 12.81% | Accept | Independent |
| 4 | Age and Sexual Risks | 27.71% | Accept | Independent |
| 5 | Age and Life Satisfaction | 46.35% | Accept | Independent |
| 6 | Age and Parental Support | 0.00% | Reject | Dependent |
| 7 | Gender and Creative Learning | 2.85% | Reject | Dependent |
| 8 | Gender and Social Skills | 7.85% | Accept | Independent |
| 9 | Gender & Hurtful Online Behavior | 9.97% | Accept | Independent |
| 10 | Gender and Sexual Risks | 16.06% | Accept | Independent |
| 11 | Gender and Life Satisfaction | 0.22% | Reject | Dependent |
| 12 | Gender and Parental Support | 82.93% | Accept | Independent |
| 13 | Freq of Social Media Apps Use and Creative Learning | 0.00% | Reject | Dependent |
| 14 | Freq of Social Media Apps Use and Social Skills | 18.53% | Accept | Independent |
| 15 | Freq of Social Media Apps Use and Hurtful Online Behavior | 0.69% | Reject | Dependent |
| 16 | Freq of Social Media Apps Use and Sexual Risks | 0.07% | Reject | Dependent |
| 17 | Freq of Social Media Apps Use and Life Satisfaction | 7.04% | Accept | Independent |
| 18 | Freq of Social Media Apps Use and Parental Support | 0.00% | Reject | Dependent |

Table 35 responds to treat the null hypothesis of this research. The null hypotheses are:

1. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the identified online skills in light of their social media apps usage;

The result of the collected data on this study suggests that:

- a) For “age” and “creative learning” the null hypothesis is accepted.
- b) For “age” and “social skills” the null hypothesis is rejected.
- c) For “gender” and “creative learning” the null hypothesis is rejected.
- d) For “gender” and “social skills” the null hypothesis is accepted.
- e) For “frequency of social media apps use” and “creative learning” the null hypothesis is rejected.
- f) For “frequency of social media apps use” and “social skills” the null hypothesis is accepted.

2. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the identified online risks in light of their social media apps usage;

The result of the collected data on this study suggests that:

- a) For “age” and “hurtful online behavior” the null hypothesis is accepted.
- b) For “age” and “sexual risks” the null hypothesis is accepted.
- c) For “gender” and “hurtful online behavior” the null hypothesis is accepted.
- d) For “gender” and “sexual risks” the null hypothesis is accepted.
- e) For “frequency of social media apps use” and “hurtful online behavior” the null hypothesis is rejected.

- f) For “frequency of social media apps use” and “sexual risks” the null hypothesis is rejected.
3. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the identified indicators of child well-being in light of their social media apps usage.

The result of the collected data on this study suggests that:

- a) For “age” and “life satisfaction” the null hypothesis is accepted.
- b) For “age” and “parental support” the null hypothesis is rejected.
- c) For “gender” and “life satisfaction” the null hypothesis is rejected.
- d) For “gender” and “parental support” the null hypothesis is accepted.
- e) For “frequency of social media apps use” and “life satisfaction” the null hypothesis is accepted.
- f) For “frequency of social media apps use” and “parental support” the null hypothesis is rejected.

It is observed that the null hypothesis in the demographic characteristics against the online skills is accepted or rejected depending on the elements of online skills (creative learning and social skills). The use of social media may have benefits in both creative learning and social skills of children. The null hypothesis in the demographic characteristics against the online risks is worth investigating. Whatever age and/or gender, children could experience online risks. The frequency of social media apps use has something to do with online opportunities as well as online risks. The study reveals that the use the social may give benefit to children, however they may be at-risk in frequently using it. Moreover, the null hypothesis in the demographic characteristics

compared to the well-being of children, the study suggests that whatever age and gender of children and how much they go online, parental support is much needed.

This chapter discussed the presentation, analysis, and interpretation of the data.

The next chapter shows the summary findings, conclusions, and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The current study explored the experiences of the selected children in the Northern Philippine Conferences of the Free Methodist Churches in light of their social media apps usage. This chapter presents the summary of the findings of the study, the conclusions and the recommendations to the respondents (the children), to the parents, and to the church, as well as recommendations for further studies, were identified and presented based on the findings and conclusions of this research.

Summary

Most Filipino children are using the internet especially social media apps nowadays. The internet is a helpful tool for research, for education, and for leisure of children, yet it is also believed that though there are opportunities it is not without risks. Using the internet, children may experience practicing and developing their online skills, but they too could experience online risks which may affect their well-being. The main objective of the study is to understand the experiences of children in light of their social media apps usage.

The fundamental concept of this research was based on Sonia Livingstone's framework on "Online processes mediating child well-being and rights in the digital age." This framework was the guide and was helpful in crafting this current research. It pointed out that when a child accessed online, skills and risks are both present which may

positively and/or negatively affect well-being and rights. With this framework, the researcher was able to analyze and to understand the online experiences of children when using social media apps through the data from the surveys and interviews among the selected children (the respondents) in NPC FMC.

Global Kids Online (GKO's) study was the pillar of this current research. Its study gave support to the facts and figures that were lifted from the collected data. Similar to the current research, GKO conducted a research among 114 Filipino children ages 9 to 17 who were using the internet. It used mixed methods (survey and phenomenology) using survey questions, interviews of key persons and focus groups. Its study looked at the demographic characteristics of respondents, the online use and access, the opportunities, the skills and practices, the risks, and the vulnerabilities and protective factors. In relation, the existing research also conducted a study among Filipino children ages 11 to 17 who were using the internet focusing on social media apps such as Facebook and Messenger. In like manner, this research also used mixed methods utilizing both survey and interviews among the selected 44 children in NPC of the FMC. This study looked at the online skills, online risks and well-being of children. And from that, the researcher crafted online safety (protective factors) recommendations to the children (respondents), to the parents, and to the church.

This current research was conducted among selected children in the NPC of the FMC to know their experiences in light of their social media apps usage. There respondents are 44 children, composed of both males and females, whose age are 11 to 17 years old. Out of 44 participants, 12 (27%) are 11 to 13 years old and 32 (73%) are 14 to 17 years old. There are 23 (52%) males and 21 (48%) females. Also, among the 44

respondents, the majority of the respondents (52%) use the social media apps such as Facebook and Messenger 'daily or almost daily.'

This study is descriptive in design using mixed methods. Nonprobability purposeful sampling (criterion-based selection) was used because criteria were set forth in choosing the respondents of this study. This study used two data gathering instruments: survey and interview. Both survey and interview guide questions questionnaires were adapted from GKO. The actual survey questionnaire (Tagalog version) was administered among 44 selected children in NPC FMC using Google Form. From the 44, five participants were interviewed using semi-structured, open-ended questions via Zoom videocalls. The data-gathering procedures were done from October to December 2020. This study used nonparametric statistical Chi-square test in treating the gathered data.

Conclusions

The following are the conclusions based on the findings from this research. The use of internet, specifically, the use of social media apps, could offer good and bad practices and opportunities to children. The usage of the internet and technology in moderation is beneficial to a child's development, but overuse may cause problems.³⁶² These statements were true based on the findings of this research. The respondents attested that the use of internet, specifically, social media apps had helped them in their education, gave way to communicate with people (family, friends, classmates, etc.) online, caused them to learn new things, and allowed them to have leisure time. In contrary, they themselves revealed that the use of internet, specifically, social media apps

³⁶² Earp, "Parenting in a Digital Age."

exposed them to hurtful online behavior such as cyberbullying, sexual grooming, sexual risks such as seeing and receiving explicit images and videos, and negatively affected their well-being through bad eating habit (forgetting to eat) and by being addicted (high screen time) in using social media apps and online games. Hence, the use of internet creates opportunities to children, but it also situates the children at risk. The current study indicated that majority of the research participants use Facebook and Messenger daily or “almost daily.” It appears, as identified in this study that children are almost always online and this requires monitoring on the part of the caregivers.

Similar to the facts from the review of related literature and studies, the researcher concluded that the categories such as online skills and online risks could be experienced by the children in using the internet which could positively and negatively affect their well-being. The data support that online skills, both creative learning and social skills, were practiced and developed in a child when using the internet. However, in online risks, both hurtful online behavior and sexual risks, were experienced by children when they go online. Thus, both variables, online skills and online risks, have positive and negative impact to children’s well-being respectively.

Based on the review of related literature and studies, children are important in the eyes of God. Biblical references supported that children are to be supported and protected so they would flourish. Hence, adults, especially the parents, have the responsibility in nurturing their children’s skills (including online skills and opportunities) and capabilities, and concerning their well-being which includes their online safety.

Based on the findings, the researcher also came up with conclusions in each category: online skills (such as creative learning and social skills), online risks (such as

hurtful online behavior and sexual risks), and well-being (such as life satisfaction and parental support).

For online skills, it is concluded that the child's creative learning skills do not depend on age (11 to 13 or 14 to 17). In the contrary, the child's social skills are dependent on his or her age. It means that as age increases, children tend to be more sociable online. However, it is also concluded that gender matters in the creative learning of children. In addition, gender does not matter with children's social skills because both boys and girls want to socialize with other people on the internet. Furthermore, it appears that the frequency of social media apps use may affect children's creative learning skills but not their social skills. Although, the internet creates a "ladder of opportunities" for the children to practice their online skills, there may be other means that the children may learn creatively and socially.

For online risks, at any age and gender, children could be susceptible to hurtful online behavior and online risks when online. Children, both boys and girls, at any age could be at risk online. Moreover, the use of the internet may create or cause an experience of hurtful online behavior as well as sexual risks. Thus, the more children spend their time on the internet specifically social media apps the more they could be exposed to hurtful online behavior and sexual risks.

For well-being, based on the data, it appears that a child's age does not determine child's satisfaction in life. However, child's gender does matter with his or her life satisfaction. Meanwhile, age and gender of a child are connected to the need of parental support. This mean that whatever age and gender, children need their parents and their support. Parental support is vital to children's safety when using the internet. The use of

social media apps may or may not always give satisfaction to children. But, monitoring is needed when children use social media apps. The responses of the respondents indicated that children themselves are often not aware that they are exposed to online risks and, even worse, sometimes the parents also fail to recognize the risks that appear in their child's online activities, due to their limited skills and lack of experience. Parental mediation of children's internet use must support their online opportunities and mitigate the risks. Thus, when a child uses social media apps, parental support is needed.

This study also found out that each category under online skills, online risks, and well-being is different and the treatment of the null hypothesis cannot be lumped as one. Hence, the following are the conclusions that were gathered based on the null hypotheses posed in the thesis:

1. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the identified online skills in light of their social media apps usage;

The results were:

- a) For "age" and "creative learning" the null hypothesis is accepted. This means that the variables age and creative learning do not affect each other. In other words, the child's creative learning skills do not depend on age (11 to 13 or 14 to 17). Many children, whatever the age, are able to use social media apps for learning, for their studies, for searching information, and for editing pictures and videos which create opportunities and practice their creative learning skills.

- b) For “age” and “social skills” the null hypothesis is rejected. This means, that the variables social skills and age do matter. As age increases, children tend to be more sociable online, hence also develops their social skills.
- c) For “gender” and “creative learning” the null hypothesis is rejected. Thus, it suggests that gender matters in the creative learning of children.
- d) For “gender” and “social skills” the null hypothesis is accepted. It means that the variables social skills and gender do not matter. Regardless of gender, children spend part of their leisure time online visiting social media sites.
- e) For “frequency of social media apps use” and “creative learning” the null hypothesis is rejected. This means that the variables “creative learning” and “frequency of social media apps use” do matter. Children use the internet because it gives them enjoyment and it creates a “ladder of opportunities” for them to practice online skills. This implies that good benefits may obtain from using social media.
- f) For “frequency of social media apps use” and “social skills” the null hypothesis is accepted. It means that there is no significant difference between “frequency of social media apps use” and “social skills.” Although, social media can increase happiness and take care of one’s social circle through nurturing and developing one’s social skills, there may be no evidence yet that a child is referred to as more sociable when he/she is frequently using social media apps.

2. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the identified online risks in light of their social media apps usage;

The results were:

- a) For “age” and “hurtful online behavior” the null hypothesis is accepted. This means that the variables age and hurtful online behavior do not matter. Thus, at any age, children may experience hurtful online behavior when they go online.
- b) For “age” and “sexual risks” the null hypothesis is accepted. It means that there is no significant difference between “age” and “sexual risks.” Thus, any age, children could be exposed to sexual risks in using social media.
- c) For “gender” and “hurtful online behavior” the null hypothesis is accepted. This implies that the frequencies of responses for hurtful online behavior have no bearing in terms of the respondents’ gender. It is observed that regardless of gender, both male and female may experience hurtful online behavior in using social media.
- d) For “gender” and “sexual risks” the null hypothesis is accepted. It means that there is no significant difference between “gender” and “sexual risks.” Thus, both boys and girls could be “at risk online.”
- e) For “frequency of social media apps use” and “hurtful online behavior” the null hypothesis is rejected.” This implies that the frequencies of responses for hurtful online behavior has bearing in terms of the respondents’ frequency of social media apps use. This could mean that the use of the internet may create or cause

an experience of hurtful online behavior. This appears that social media may bring harm effects to those who are frequently using it.

- f) For “frequency of social media apps use” and “sexual risks” the null hypothesis is rejected. This implies that the frequencies of responses for sexual risks has bearing in terms of the respondents’ frequency of social media apps use. This means that the more opportunities there are in using the internet, the greater the exposure could be to online risks. Hence, making use of the internet may have its benefit, however online risks may also be present, especially with children who are susceptible to danger.
3. There are no significant differences in the demographic characteristics of the selected children ages 11-17 in the NPC of the FMC and the identified indicators of child well-being in light of their social media apps usage.

The results were:

- a) For “age” and “life satisfaction” the null hypothesis is accepted. It implies that there is no significant difference between “age” and “life satisfaction.” Children at any age may experience good or bad times when online. Social media have positive impacts on social life and well-being. Social media can increase happiness and take care of one’s social circle. But, it all depends on the user’s hand.
- b) For “age” and “parental support” the null hypothesis is rejected. It implies that there is a significant difference between “age” and “parental support,” thus, the variables parental support and age have relationship with each other. It is found out that age matters on children’s need of parental support. Parental support is

vital to children's safety when using the internet. Parents are advised to talk to their children and adolescents about their online use and the specific issues that today's online kids face. Moreover, parents must work on their own participation gap in their homes by becoming better educated about the many technologies their youngsters are using. It can be an effective strategy to reduce the amount of personal information disclosed when parents discuss media content with their children during web-surfing or afterward.

- c) For "gender" and "life satisfaction" the null hypothesis is rejected. It implies that there is a significant difference between "gender" and "life satisfaction," thus, the variables life satisfaction and gender do matter. It implies that the use of social media may have positive and negative impacts on the well-being of children, both male and female.
- d) For "gender" and "parental support" the null hypothesis is accepted. It implies that there is no significant difference between "gender" and "parental support." Thus, it appears that any gender, male or female needs parental support. It is very important that parents supervise their children's online activities via active participation and communication.
- e) For "frequency of social media apps use" and "life satisfaction" the null hypothesis is accepted. This implies that the frequencies of responses for life satisfaction have no bearing in terms of the frequency of social media apps use. It appears that one's well-being may be affected when he/she is frequently using social media and the like.

- f) For “frequency of social media apps use” and “parental support” the null hypothesis is rejected. This implies that the frequencies of responses for parental support has bearing in terms of the respondents’ frequency of social media apps use. Online safety of children should always be emphasized in using the internet.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are identified to the respondents (the children), to the parents, to the church, and for further studies.

Recommendations to the Respondents

As stated in the findings, there were negative experiences that the children faced when using the social media apps. It was revealed that they experienced chatting by random strangers, seeing pornographic materials and videos, had unhealthy eating habit, and being addicted in using the internet (especially Facebook, Messenger and also includes online games). It is, therefore, recommended that the children themselves must know how to mitigate the risks when they are online. A recommendation to block or “unfriend” people on social media apps who were posting explicit images and videos, so that sensual images and videos are not automatically be seen or posted in their Facebook walls. The study also deems it right to recommend that for children to mitigate the appearance of risks, they would do well to unfollow the groups or pages on social media apps that are showing “adult content,” so that they would not be exposed to sexual risks. It is also recommended that they children must know how to set their account settings in “private,” so that they would not be seen or chatted by people they do not know online.

Moreover, it is recommended that children need to seek the mediation of their caregivers or parents if they are already experiencing bad habits such as skipping meals, no time to their family and to God, and being addicted to it—showing increased in screen time.

Recommendation to the Parents

In spite of the opportunities that the internet is offering to children, the parents would do well if they do not ignore the harmful effects it may bring to their children. From the interview, some children were not being monitored by their parents with regards to their online activities. It appears that the respondents were exposed to pornography, cyberbullying, addiction without the knowledge of parents. So, it is recommended that the parents be knowledgeable on what their children are doing online. Moreover, parents would also do well to learn the social media apps and other apps that are good and bad to their children. It is crucial for parents to have open communication lines with their children, so that the latter may automatically share uncomfortable experiences online, and that parents could help process their negative experiences. Furthermore, parents could consider knowing how to identify sexual grooming of children, how to work with the local church in crafting child abuse prevention and policies, and how to help children so they are E-safe.

Recommendation to the Church

The Northern Philippine Conference of the Free Methodist Church is composed of local churches in Luzon. These recommendations are for the pastors, church leaders, and children's ministers in the local churches.

1. To craft policies and monitor implementation for children to be safe online;
2. Create opportunities for this current research to be communicated to all the local churches at NPC as well as the Philippine General Conference;
3. Partner with the parents in pursuing not only to nurture the children's creative learning and social skills, but also to guide, to educate children, and to provide accurate information about online risks and online safety; and
4. Engage pro-actively in awareness campaign in their respective churches about online opportunities as well as online risks in using the internet. This way, the pastors, the leaders, as well the children themselves would understand that there are positive and negative effects when they use the internet.

Recommendation for Further Studies

There are specific issues that came up in the current research but were not dealt with because of the focused design of the thesis. Thus, the following are some research topics that are recommended for further scrutiny:

1. Impact study on the effects of online games on the well-being of children. One of the topics that had emerged in data gathering is about online games. In the interview, it is mentioned that online games offer entertainment and leisure to children, however, it also exposes them to violence, aggression and addiction. Hence, a further investigation on the effects of online games on the well-being of children must be take into consideration by future researchers.
2. Phenomenological study on online sexual exploitation of children and its implications to family communication patterns and parental mediation. Online

sexual exploitation of children is one of the issues in the Philippines nowadays. It is crucial that parents supervise their children's online activities via active participation and communication. The result of the data suggests that parental support and mediation is very important in the online safety of children.

3. The perceived effects of COVID-19 on the frequency of online usage of children. Most of the participants of the study reported that during this pandemic they used the social media such as Facebook and Messenger to connect with their friends, classmates, and families from afar. It is also through social media where they access information and submit their school requirements. However, a further analysis must be considered in order to understand the effects of the pandemic to the children in their online usage.

APPENDIX A**SURVEY QUESTIONNAIRE
(ADAPTED WITH PERMISSION FROM GLOBAL KIDS ONLINE)**

Code: _____

Dear Friend,

The purpose of this study is to have a better knowledge and understanding about your experiences when using the social media apps. Your answers are very important. The result of the study will provide recommendations for you on how you can be safe online.

Thank you for agreeing to participate.

Part 1: About you. Select the item that represents you.

1. What is your Age?
 - 11 to 13
 - 14 to 17

2. What is your sex?
 - Female
 - Male

3. How often do you use the social media apps (Facebook, FB Messenger)?
 - Never
 - Just once or twice
 - At least every month
 - At least every week
 - Daily or almost daily
 - Several times each day
 - Almost all the time

Part 2: About your experiences when you use the internet.

This questionnaire should take about 20 minutes or less to complete. Please read the instructions for each statement carefully. **Please complete all sections.**

Please tick (✓) only one for each statement. Choices are:

- 1 Never
- 2 Hardly Ever
- 3 Sometimes
- 4 Often
- 5 Very Often

| Category | Statement | 1 | 2 | 3 | 4 | 5 |
|----------------------|--|-------|-------------|------------|-------|------------|
| Online Skills | | Never | Hardly Ever | Some-times | Often | Very Often |
| Creative Learning | 1. I learn something new by searching online. | | | | | |
| | 2. I use social media apps for schoolwork. | | | | | |
| | 3. I create my own video or music and upload it to share. | | | | | |
| | 4. I watch video clips on Facebook. | | | | | |
| | 5. I play online games on Facebook and/or Messenger. | | | | | |
| | 6. I look for health information for myself or someone I know. | | | | | |
| | 7. I know how to save photos that I find online. | | | | | |
| | 8. I know how to change my privacy settings (Facebook and/or Messenger) | | | | | |
| | 9. I find it easy to check if the information I find online is true. | | | | | |
| | 10. I find it easy to choose the best keywords for online searches. | | | | | |
| | 11. I know how to edit or make basic changes to online content that others have created. | | | | | |
| | 12. I know how to install social media apps on a mobile device. | | | | | |
| Social Skills | 13. I look for news using Facebook and/or Messenger. | | | | | |
| | 14. I discuss political or social problems with other people on Facebook and/or Messenger. | | | | | |

| | | | | | | |
|-------------------------|--|--|--|--|--|--|
| | 15. I look for resources or events about my local neighborhood. | | | | | |
| | 16. I use the social media apps to talk to people from places or backgrounds different from mine. | | | | | |
| | 17. I participate in a site where people share my interests or hobbies. | | | | | |
| | 18. I visit a social networking site (Facebook and/or Messenger) | | | | | |
| | 19. I talk to family or friends who live far away (Facebook and/or Messenger) | | | | | |
| | 20. I use instant messaging (Messenger) | | | | | |
| | 21. I know which information I should and should not share online. | | | | | |
| | 22. I know how to remove people from my contact lists on Facebook and/or Messenger. | | | | | |
| Online Risks | | | | | | |
| Hurtful Online Behavior | 23. I have sent personal information (e.g., my full name, address or phone number) to someone I have never met face-to-face. | | | | | |
| | 24. I have been treated in a hurtful way by others online. | | | | | |
| | 25. I have been bullied when I used social media. | | | | | |
| | 26. I have treated others in a hurtful way online. | | | | | |
| | 27. Somebody used my personal information in a way I did not like. | | | | | |

| | | | | | | |
|-------------------|---|--|--|--|--|--|
| | 28. Somebody used my password to access my information or to pretend to be me. | | | | | |
| | 29. Somebody created a page or image about me that was hostile or hurtful. | | | | | |
| Sexual Risks | 30. I added people to my friends or contacts I have never met face-to-face. | | | | | |
| | 31. I pretended to be a different kind of person online from who I really am. | | | | | |
| | 32. I sent a photo or video of myself to someone I have never met face-to-face. | | | | | |
| | 33. I have seen sexual images on social media apps. | | | | | |
| | 34. I have received sexual messages by using social media apps. | | | | | |
| | 35. I have sent sexual messages to others. | | | | | |
| Well-being | | | | | | |
| Life Satisfaction | 36. I feel I am living the best possible life at the moment. | | | | | |
| | 37. I have a good time when I use social media apps. | | | | | |
| | 38. There are things on social media that are good for children of my age. | | | | | |
| | 39. I have helped my parent to do something they found difficult on social media. | | | | | |
| Parental Support | 40. I find it easy to tell my parents about things that | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | bother/upset me on social media. | | | | | |
| | 41. My parents encourage me to explore and learn things on social media. | | | | | |
| | 42. My parents suggest ways to use social media apps safely. | | | | | |
| | 43. My parents set parental controls or other means of blocking or filtering some types of websites. | | | | | |
| | 44. My parents use parental controls or others means of keeping track of the websites or apps I visit. | | | | | |
| | 45. My parents set rules about how long or when I am allowed to use social media. | | | | | |

Note: In the actual questionnaire that the respondents filled out, only the statements and the Likert Scale were seen by the respondents. For this thesis, the categories were included and were used for data analysis.

Google Survey Form Link: <https://forms.gle/E2brFpN1Pw666qPo6>

SURVEY QUESTIONNAIRE
(TAGALOG VERSION)

Code: _____

Mahal kong kaibigan,

Ang layunin ng pag-aaral na ito ay upang magkaroon ng mas malalim na kaalaman at pang-unawa tungkol sa iyong karanasan kung ginagamit mo ang social media apps. Napakahalaga ang iyong mga sagot. Ang kalalabasan ng pag-aaral na ito ay makakapagbigay sa iyo ng kung papaano ka maging ligtas “online”.

Salamat sa iyong pagsang-ayong makilahok.

Unang bahagi: Tungkol sa iyo. Itsek ang bagay na kinatawan mo.

1. Ilang taon ka na?
 - 11 hanggang 13
 - 14 hanggang 17

2. Ano ang iyong kasarian?
 - Babae
 - Lalaki

3. Gaano ka kadalas gumamit ng “social media apps” (Facebook at/o Messenger)?
 - Hindi kailanman
 - Minsan o dalawang beses lamang
 - Minsan sa isang buwan
 - Minsan sa isang linggo
 - Araw-araw o halos araw-araw
 - Ilang beses sa isang araw
 - Halos sa lahat ng panahon

Ikalawang bahagi: Tungkol sa iyong karanasan kung ginagamit ang internet.

Ang mga katanungang ito ay nangangailangan ng humigit kumulang 20 minuto upang makumpleto. Basahing maingat ang tagubilin sa bawat pahayag. **Pakikompleto ang lahat ng kaugnay na bahagi.**

Sa bawat pahayag, isa lamang ang i-tsek. Pagpipilian:

- 1 Kailan ma'y hindi
- 2 Bahagya
- 3 Minsan
- 4 Malimit
- 5 Madalas

| Pahayag | 1 | 2 | 3 | 4 | 5 |
|--|-------------------|---------|--------|---------|---------|
| | Kailan ma'y hindi | Bahagya | Minsan | Malimit | Madalas |
| 1. May bago akong natutunan sa pagsasaliksik online. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 2. Ginagamit ko ang social media apps sa gawaing pang paaralan. | | | | | |
| 3. Gumagawa ako ng sarili kong video o musika at ini-upload upang ibahagi. | | | | | |
| 4. Nanonood ako ng mga “video” sa Facebook at/o Messenger. | | | | | |
| 5. Naglalaro ako ng mga online games sa Facebook at/o Messenger | | | | | |
| 6. Naghahanap ako ng mga kaalamang pangkalusugan para sa akin o sa isang kakilala ko gamit ang social media apps. | | | | | |
| 7. Alam ko kung paano mag-save ng mga larawang nahahanap ko online. | | | | | |
| 8. Alam ko kung paano baguhin ang aking “privacy settings” sa Facebook at/o Messenger. | | | | | |
| 9. Madali kong siyasatin kung ang pahayag na nahanap ko online ay totoo. | | | | | |
| 10. Madali kong piliin ang pinakamabuting “keywords” para sa pagsaliksik online. | | | | | |
| 11. Alam ko kung paano i-edit o baguhin ang ginawa ng mga iba na nasa online. | | | | | |
| 12. Alam ko kung paano maglagay ng “apps” sa isang “mobile device.” | | | | | |
| 13. Tumitingin ako sa mga balita gamit ang Facebook at/o Messenger. | | | | | |
| 14. Tinatalakay ko sa Facebook at/o Messenger kasama ang ibang mga tao ang tungkol sa mga problemang politiko o kaya “social”. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 15. Naghahanap ako ng mga mapagkukunan o kaganapan sa aking lokal na komunidad gamit ang social media apps. | | | | | |
| 16. Ginagamit ko ang social media sa pakikipag-usap sa mga tao mula sa mga lugar o karanasang iba sa akin. | | | | | |
| 17. Nakikilahok ako sa Facebook at/o Messenger Group Chat kung saan ang mga tao ay pareho sa akin ang interes o libangan. | | | | | |
| 18. Binibisita ko ang “social networking site” (Facebook at/o Messenger). | | | | | |
| 19. Nakikipag-usap ako sa mga pamilya o kaibigan na nakatira sa malalayong lugar gamit ang Facebook at/o Messenger. | | | | | |
| 20. Ginagamit ko ang madaliang pagmemensahe (Messenger). | | | | | |
| 21. Alam ko kung anong impormasyon ang dapat kong ibahagi o hindi dapat ibahagi gamit ang social media apps. | | | | | |
| 22. Alam ko kung paano mag-alis ng tao sa aking “contacts list” sa Facebook at/o Messenger. | | | | | |
| 23. Ibinigay ko ang aking personal na impormasyon (halimbawa, buong pangalan, tirahan o numero ng telepono) sa isang taong di ko pa nakausap ng harapan. | | | | | |
| 24. Nakaranas ako ng nakakasakit na pagtrato ng ibang tao habang | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| gumagamit ng Facebook at/o Messenger. | | | | | |
| 25. Ako ay inapi ng ginamit ko ang “social media” (Facebook at/o Messenger). | | | | | |
| 26. Trinato ko ang ibang tao sa nakakasakit na paraan “online”. | | | | | |
| 27. Ginamit ng ibang tao ang aking personal na impormasyon sa social media sa paraang hindi ko gusto. | | | | | |
| 28. Ginamit ng ibang tao ang aking “password” sa social media upang makuha ang aking personal na impormasyon o magkunwaring siya ay ako. | | | | | |
| 29. Ginawan ako ng ibang tao ng pahina o imahe na salungat o nakakasakit sa akin. | | | | | |
| 30. Nagdagdag ako ng mga taong kailanma'y hindi ko nakaharap, sa listahan ng aking mga “friends” o “contacts”. | | | | | |
| 31. Nagpanggap ako na iba sa aking tunay na pagtao “online”. | | | | | |
| 32. Nagpadala ako ng aking larawan o video sa isang taong kailanman ay hindi ko nakaharap. | | | | | |
| 33. Nakakita ako ng “sexual na larawan” sa social media. | | | | | |
| 34. Sa paggamit ko ng social media apps, nakatanggap ako ng malalaswang mensahe (halimbawa, sexting). | | | | | |
| 35. Nakapagpadala ako ng malalaswang mensahe sa ibang tao. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 36. Pakiramdam ko ako ay namumuhay ako ng pinakamabuting buhay sa ngayon. | | | | | |
| 37. Ako ay masaya kapag ako ay gumagamit ng social media apps. | | | | | |
| 38. Mayroong mga bagay sa social media na mabuti sa mga batang gaya ko. | | | | | |
| 39. Tinutulungan ko ang aking mga magulang sa mga bagay na mahirap nilang gawin sa social media. | | | | | |
| 40. Para sa akin, madaling sabihin sa aking mga magulang ang mga bagay na nakita ko sa social media na nakakaligalig o nakagugulo sa akin. | | | | | |
| 41. Hinihimok ako ng aking mga magulang na maglalugad at matuto ng mga bagay sa social media. | | | | | |
| 42. Iminumungkahi sa akin ng aking mga magulang ang ligtas na paraan sa paggamit ng social media. | | | | | |
| 43. Naglagay ang aking mga magulang ng “parental control” o hadlang o pansala ng mga “websites”. | | | | | |
| 44. Ginagamit ng aking mga magulang ang “parental control” o iba pang paraan upang masubaybayan ang mga “website o apps” na aking binibisita. | | | | | |
| 45. Nagtakda ang aking mga magulang ng alituntunin kung gaano katagal o kailan ako pwedeng gumamit ng social media. | | | | | |

Google Survey Form Link: <https://forms.gle/k3qiQdgyGWM5jUuy8>

APPENDIX B

INTERVIEW PROTOCOL AND GUIDE QUESTIONS

Interviewing the respondents about their experiences using internet.

- Zoom call the individual, introduce myself, and explain about the purpose of the interview. List the questions I would like him or her to answer.
- I will remember to limit the number of questions I will ask as most people have limited time. I plan to estimate how much time it will take to complete the set of questions, and be upfront about the amount of time I am expecting the interview to take. The amount of time needed should be at least 45 minutes.
- I will ask the person for a convenient date/time to speak with them personally.
- I will also ask the person for his or her permission to record the interview using a Zoom record.
- If he or she wishes for confidentiality (i.e., no specific comment will be specifically attributed), then offer confidentiality if it is possible to do so, being clear that feedback will be included in the overall results they and others are getting from other individuals (unless I have come up with some other agreement with the interviewee). After I interview the individual, will type up my notes. I will also ask the permission on the screenshot of his/her screen time for 3 weeks.
- Follow-up: Send those I interview a note thanking them for their participation, making sure to close the loop on their participation by sending the results of the study to the respondents.

Interview Guide Questions

PART I: Profile

Age: _____

Sex: _____

How often do you use the social media apps (Facebook and/or Messenger)? _____

PART II:

Warm-Up: The Child's view of social media apps

1. Let's begin with what you think of the social media apps? Do you like it? Or not? Why?
2. Tell me how it was the last time you used the social media apps?
3. Has anything interesting happened while you were online recently?

On online skills

1. Tell me more about the things that you usually do online (prompts: creating your own videos or music and upload it to share, playing online games on Facebook/and or Messenger)?
2. What do you usually do online?
3. Where do you use Facebook and/or Messenger?
4. Can you think of anything else you do online?

5. Do you use the Facebook and/or Messenger for learning new things? What? Recent example? Finding information? Do you discuss political or social problems with other people on Facebook and/or Messenger?
6. Do you use the Facebook and/or Messenger for school/homework?
7. Which of your (media/sites/online activities) would you miss most if it disappeared tomorrow? Why is that?
8. What are online activities that are usually easiest for you? Why? (Prompts about specific skills: saving photos, downloading things, changing privacy settings, finding “keywords” to search online, sharing information/content, removing/adding people, installing apps, watching news using Facebook and/or Messenger)
9. What are the things that are more difficult? Why?
10. Have you ever done anything to make you safer online? (Prompts: privacy setting, knowing what information to share and not share on social media apps, removing people in the ‘contact list’ on Facebook and/or Messenger)

On Online risks

1. Are there things on the social media (Facebook and/or Messenger) that children might find worrying or upsetting? Can you think of any examples?
2. Are you careful about anything while using Facebook and/or Messenger? (Did you share your personal information such as full name, address, or telephone number to the person whom you have never met face-to-face?)
3. Do you have any experience that you have been treated in a hurtful way by other people while using Facebook and/or Messenger? Can you detail it?
4. What do you think about the ways that children can be mean to each other on the social media apps? Or adults can be mean to children? Do you see things like that happening when you go online?
5. Have you seen or received any sexual images on Facebook and/or Messenger? Who posted it? Who sent it to you?
6. Have you sent any sexual images to other people? How and when did it happen? To whom did you send it?
7. What other things can happen on the social media that might bother or upset children of your age? Can you tell me about this?
8. Is it okay to send (or to share) photos or videos to a person whom you have never met face-to-face?
9. Can you think of anything else that might be related to online risks? (Example: Adding people as your friends or contact list whom you have never met face-to-face)
10. On social media apps such as Facebook and/or Messenger, it asks about your profile (name, date of birth, address) Why do you think that is? Does it matter? How do you respond?

On Well-being

1. What do you think having social media access adds to your life? What is the best thing about it? And what is the worst?

2. Have you ever ignored other activities so that you can be online? (e.g., eating/sleeping, seeing family or friends, studying)?
3. How would you feel if you had much less access to social media than you do now?
4. Does anyone ever check what you do online?
5. Are there any things you are not allowed to do online (what)? Why these things? Who is not allowing you?
6. Have you ever asked anyone for help related to something online? Who? Why them? Anyone else? What kind of help did you need?
7. Have you ever been asked by anyone for help related to something online (by whom)? Anyone else? What kind of help did they need?
8. Have you ever discussed with anyone how to be safe online? Who? Why them? Anyone else? What did you talk about?
9. Have you ever discussed with anyone things online that are not right? Or that are Upsetting? Who? Why them? Anyone else? What did you talk about?
10. What your parents did or are doing to keep you safe using Facebook and/or Messenger?

NOTE: Ask the permission on the screenshot of his/her three-week's screen time.

Revisions Done In The Interview Guide Questions

1. Question #1 on warm-up: the researcher added "Why,?"
2. Question #2 on warm-up: the researcher deleted "Who were you with? What did you do? Was it fun,?"
3. Question #3 on warm-up: the researcher deleted "Was it educational? Why? Why not;?"
4. Question #1 on online skills: The researcher added "creating your own videos or music and upload it to share, playing online games on Facebook/and or Messenger," and deleted "music, chat, messaging, photos, creating a profile, searching for information, uploading/downloading things, reading, discussing social problems?"
5. Question #3 on online skills: the researcher added "Where do you use Facebook and/or Messenger?"
6. Question #4 on online skills: the researcher deleted "What exactly do you do there? What games do you play? What are they about? What do you like about it?"
7. Question #6 on online skills: the researcher added "Do you discuss political or social problems with other people on Facebook and/or Messenger?"
8. Question #9 on online skills: the researcher added "keywords" to search online, "watching news using Facebook and/or Messenger," and deleted "finding information" and "making payments on mobile,"
9. Question #11 on online skills: the researcher added "knowing what information to share and not share on social media apps" and "removing people in the 'contact list' on Facebook and/or Messenger" and deleted "passwords," "blocking," "blocking content like ads or junk mail," "deactivate function showing location," "changing content sharing options,"
10. Question #2 on online risks: the researcher added "while using Facebook and/or Messenger? (Did you share your personal information such as full name, address, or

- telephone number to the person whom you have never met face-to-face?)” and deleted the word “while playing.”
11. Question #3 on online risks: the researcher deleted “Are there other things on the Facebook and/or Messenger that are not all right?”
 12. Question #4 on online risks: the researcher added “Do you have any experience that you have been treated in a hurtful way by other people while using Facebook and/or Messenger? Can you detail it?”
 13. Question #6 on online risks: the researcher added “Have you seen or received any sexual images on Facebook and/or Messenger? Who posted it? Who sent it to you?”
 14. Question #7 on online risks: the researcher added “Have you sent any sexual images to other people? How and when did it happen? To whom did you send it?”
 15. Question #9 on online risks: the researcher deleted “What other things are you careful about?”
 16. Question #10 on online risks: the researcher added “Is it okay to send (or to share) photos or videos to a person whom you have never met face-to-face?”
 17. Question #11 on online risks: the researcher added the wordings “Example: Adding people as your friends or contact list whom you have never met face-to-face,”
 18. Question #12 on online risks: the researcher deleted “What about people you or your friends do not know personally – Is it okay to be in touch with people you have not met on social media to exchange images or play games with them, for instance?”
 19. Question #13 on online risks: the researcher added “On social media apps such as Facebook and/or Messenger, it asks about your profile (name, date of birth, address) Why do you think that is? Does it matter? How do you respond?”
 20. Question #5 on well-being: the researcher deleted “Do you sometimes do them anyway?”
 21. Question #10 on well-being: the researcher deleted “If you could change something about the social media, what would you change? Or if you could talk to the person who designed your [mobile phone, tablet, social networking site, etc.] what would you tell them works well or works badly?”
 22. Question #11 on well-being: the researcher deleted “Are there enough good things for you to do on social media? (Tell me about them, what would you like more of?)”
 23. Question #12 on well-being: the researcher deleted “Do you read the terms and conditions for the sites you visit? (If not, why not...)”
 24. Question #13 on well-being: the researcher deleted “Some sites ask you for your real name and some don’t – why do you think that is? Does it matter? How do you respond?”
 - 25) Question #14 on well-being: the researcher deleted “Do you have a profile on any gaming or social media sites? (If ‘yes,’ tell me more details – information about you, how many friends/contacts, how used.)” and
 25. Question #15 on well-being: the researcher added “What your parents did or are doing to keep you safe using Facebook and/or Messenger?” The researcher also added a note asking permission from the participant to screenshot his/her three-week’s screen time.

Mga Gabay na Tanong

Unang Bahagi: Profile

Edad: _____

Kasarian: _____

Gaano ka kadalas gumamit ng social media apps (Facebook at/o Messenger)? _____

Ikalawang Bahagi

Paghahanda: Ang Pananaw ng bata sa social media apps

1. Simulan natin sa ano sa pananaw mo ang “social media”? Nagustohan mo ba? O hindi? At bakit?
2. Pwede mo bang sabihin sa akin kung ano ang karanasan mo sa huli mong paggamit ng social media apps?
3. Nitong nakaraan, meron bang kakaibang nangyari habang ikaw ay naka-online?

Kasanayan sa online

1. Pwede mo bang sabihin sa akin yong mga bagay na madalas mong ginagawa online? (halimbawa: Gumagawa ng sarili video o musika at ini-upload upang ibahagi, naglalaro ng online games sa Facebook at o/Messenger)
2. Ano ang madalas mong ginagawa online?
3. Para saaan mo ginagamit ang Facebook at o/Messenger?
4. Meron ka pa bang ibang maalala na ginagawa mo online?
5. Ginagamit mo ba ang social media upang matuto ng mga bagong bagay? Ano ang mga yon? Halimbawa? Paghahanap ng impormasyon? Tinatalakay sa Facebook at/o Messenger kasama ang ibang mga tao ang tungkol sa mga problemang politiko o kaya “social”
6. Ginagamit mo ba ang Facebook at/o Messenger para sa pag-aaral/“homework”?
7. Alin sa mga media/sites/ginagawa online ang higit na mamimiss mo pag ito’y biglang mawala bukas? Bakit?
8. Anong mga ginagawa online ang pinakamadaling gawin para sa iyo? Bakit? (Halimbawa sa iyong kasanayan: pag-save ng mga larawan, pagpapalit ng “privacy settings”, madaling piliin ang pinakamabuting “keywords” para sa pagsaliksik online, mag-edit o baguhin ang ginawa ng mga iba na nasa online, maglagay ng “apps” sa isang “mobile device,” tumingin sa mga balita gamit ang Facebook at/o Messenger)
9. Ano naman yong mga bagay na higit na mahirap gawin online para sa iyo? Bakit?)
10. May ginawa ka na ba para maging ligtas ka online? (Halimbawa: “privacy setting”, alam mo kung anong impormasyon ang dapat mong ibahagi o hindi dapat ibahagi gamit ang social media apps, alam mo kung paano mag-alis ng tao sa aking “contacts list” sa Facebook at/o Messenger)

Mga panganib sa online

1. May mga bagay ba sa “social media” (Facebook at/o Messenger) na nakakabahala o hindi maganda sa mga bata? Magbigay ng halimbawa?

2. Habang ikaw ay gumagamit ng Facebook at/o messenger mapag-ingat ka ba? (Naibigay mo ba ang iyong personal na impormasyon (halimbawa: buong pangalan, tirahan o numero ng telepono) sa isang taong hindi mo pa nakausap ng harapan).
3. May mga naging karanasan ka ba na ikaw ay nasaktan sa pagtrato ng ibang tao habang gumagamit ka ng Facebook at/o Messenger? Pwede mo bang maidetalye ito?
4. Ano sa palagay mo ang mga paraan na ang mga bata ay maging malupit sa kapwa bata sa social media? O ang mga nakakatanda na maging malupit sa mga bata? May nakita ka bang nangyayaring ganito kapag ikaw ay naka-online?
5. Nakakita (o nakatanggap) ka ba ng mga malalawang na larawan sa Facebook at/o Messenger? Kaninong post mo ito nakita? O sino ang nagpadala ng mga ito?
6. Nakapagpadala ka ba ng malalawang mensahe sa ibang tao? Paano at kailan nangyari ito? Sino ang pinadalhan mo nito?
7. Ano pang ibang mga bagay ang mangyari sa social media na maaaring makasama sa mga bata na kagaya mo? May masasabi ka ba tungkol dito?
8. Okey lang ba ang makipagpalitan ng larawan o video sa mga taong di mo naman kakilala?
9. Meron ka pa bang ibang naiisip na maaaring nauugnay sa mga panganib online? (halimbawa: Nagdagdag ka ng mga taong kailanman ay hindi mo nakaharap sa listahan ng aking mga “friends” o “contacts”)
10. Sa social media apps tulad ng Facebook at/o Messenger, tinatanong ang iyong tunay na profile (pangalan, petsa ng kapanganakan, address)– bakit kaya? Mahalaga ba yon sa iyo? Paano ka tumutugon sa mga tanong na iyon?

Well-being

1. Ano sa palagay mo ang naidagdag sa buhay mo ang pagkakaroon ng “access” sa social media? Ano ang pinakamagandang naidulot nito? Ano naman ang pinakamasamang naidulot nito?
2. Nasubukan mo na bang pinabayaan ang ibang gawain upang makapag-online? (halimbawa, kumain, matulog, makipagkita sa kaibigan, pag-aaral?)
3. Anong mararamdaman mo kung mas kakaunti ang panahon mo sa social media kaysa ngayon?
4. Meron bang nagbabantay o nagsusubaybay sa iyo kung ano ang ginagawa mo online?
5. May mga bagay ba na ipinagbawal sa iyong gawin online? Ano yon? Bakit yong mga bagay na iyon? Sino ang nagbawal nito sa iyo?
6. Humingi ka na ba ng tulong sa iba patungkol sa online? Sino sila? Bakit sila? May iba pa ba? Anong tulong ang kinailangan mo?
7. May humingi na ba ng tulong sa iyo patungkol sa online? Sino siya? May iba pa ba? Ano ba ang tulong na kinailangan nila?
8. Meron ka na bang nakausap tungkol sa kung papaanong maging ligtas online? Sino sila? Bakit sila? May iba pa ba? Ano ang inyong pinag-usapan?
9. Meron ka na bang nakausap tungkol sa mga bagay na hindi tama o mga nakakagulo online? Sino sila? Bakit sila? May iba pa ba? Ano ang pinag-usapan ninyo?

10. Ano ang ginawa o ginagawa ng iyong mga magulang upang ikaw ay ligtas sa paggamit ng Facebook at/o Messenger?

NOTE: Humingi ng paalam upang kuhain ang screenshot ng kanyang “scree timen” sa loob ng tatlong linggo.

APPENDIX C

LETTER TO THE PARENTS AND PARENT'S CONSENT FORM

October 1, 2020

(Parents' names)

(Address)

(Church name)

Dear Mr. and Mrs. _____ :

Greetings in the name of our Lord Jesus Christ!

My name is April Kenneth Joy Abenoja-Baldo, a student of Asia-Pacific Nazarene Theological Seminary (APNTS) taking the degree Master of Arts in Christian Communication (MACC). I am doing a survey on "The Experiences of the Selected Children in the Northern Philippine Conference of the Free Methodist Churches in Light of their Social Media Apps Usage" to complete my degree in MACC in Media Studies. The purpose of this study is to have a better knowledge and understanding about the experiences of children in light of their social media apps usage.

In light of this, may I request your favor in granting the permission to conduct a study about the experiences of your child when using the social media apps (Facebook, FB Messenger). He/she will be asked to answer the survey questionnaires online via Google docs. Likewise, if your child is also selected to participate in the interview, a Consent and Authorization Form will be sent to him/her. I am also asking if you would grant that the interview be audio-recorded. Your child would also be asked to send a screenshot of his/her daily average screen time and the most social media apps used. This is a voluntary but important research. We promise to exercise anonymity, privacy and confidentiality. Please note that, in any cases and/or at any time, your child has the right to refuse to participate in this study.

The responses of your child to the questions on the survey will provide vital information about your child's experiences in light of their social media apps usage. The study will be vital to you as his/her parents, to your child and to the church with regards to their safety when using the social media.

I/we have read this Consent and Authorization form. I have had the opportunity to ask, and I/we have received answers to any questions I had regarding the study. I understand that if I have any additional questions about my child's rights as a research participant, I may call 09084734911, or send an email to aprilkj.abenoja@apnts.edu.ph.

- I consent my child to take part in this study as a research participant.
- I do not consent my child to take part in this study as a research participant.

Date: _____

SULAT SA MGA MAGULANG AT KASULATAN NG KANILANG PAGPAYAG
(TAGALOG VERSION)

Oktubre 1, 2020

(Pangalan ng mga Magulang)

(Tirahan)

(Pangalan ng Simbahan)

Mahal na mga Magulang _____:

Pagbati sa pangalan ng ating Panginoong Jesu Cristo!

Ako ay si Kenneth Joy Abenoja-Baldo, estudyante ng Asia-Pacific Nazarene Theological Seminary (APNTS) kumukuha ng digri Master of Arts in Christian Communication (MACC). Ako ay gumagawa ng pagsisiyasat tungkol sa “The Experiences of the Selected Children in the Northern Philippine Conference of the Free Methodist Churches in Light of their Social Media Apps Usage” upang makompleto ang aking digri sa MACC sa Media Studies. Ang layunin ng pag-aaral na ito ay upang magkaroon ng malawak na kaalaman at pang-unawa tungkol sa karanasan ng mga bata dahil sa kanilang paggamit ng “social media apps.”

Dahil dito, humihingi ako ng tulong na bigyang pahintulot na gumawa ng pag-aaral tungkol sa karanasan ng inyong mga anak kapag sila'y gumagamit ng internet. Sasagutin nila ang mga pagsisiyasat na katanungan online sa pamamagitan ng “Google docs”. Gayon din, kung ang inyong anak ay isa sa napiling makilahok sa panayam, ipapadala sa kanya ang “Consent and Authorization Form”. Humihingi rin ako ng pahintulot na mai-“audiorecord” ang panayam sa kanya. Ang inyong anak ay hihingian din ng “screenshot” ng kanyang “daily average screen time” at ang pinaka-ginagamit na “social media apps.” Ito ay kusa ngunit napakahalagang pagsisiyasat. Ipinapangako naming itatago ang kanyang pagkakilanlan, at isasa-alang-alang ng pag-aaral na ito ang pagiging kompidensiyal. Isang paalala na ang inyong anak ay may karapatan na tumanggi sa paglahok sa pag-aaral na ito sa kahit ano pa mang kadahilanan.

Ang mga sagot ng iyong anak sa mga tanong ng pagsisiyasat ay makapagbibigay ng mahalagang impormasyon tungkol sa karanasan ng iyong anak sa paggamit ng social media. Ang pag-aaral na ito ay mahalaga sa iyo bilang kanyang magulang, sa iyong anak at sa iglesia para sa ligtas na paggamit ng social media.

Nabasa ko/namin itong “Consent and Authorization form”. Nabigyan ako ng pagkakataong magtanong, at natanggap ko/namin ang mga sagot ng mga tanong patungkol sa aking pinag-aaralan. Nauunawaan ko na kung meron akong karagdagang tanong tungkol sa karapatan ng aking anak bilang kalahok sa pagsisiyasat, maari kong tawagan ang 09084734911, o magpadala ng email sa aprilkj.abenoja@apnts.edu.ph.

Pinapayagan ko ang aking anak sa pakikibahagi sa pag-aaral na ito bilang kalahok sa pagsisiyasat.

Hindi ko pinapayagan ang aking anak sa pakikibahagi sa pag-aaral na ito bilang kalahok sa pagsisiyasat.

Date: _____ (Petsa)

APPENDIX D**INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL NOTIFICATION****DEPARTMENT**
of **RESEARCH**

Asia-Pacific Nazarene Theological Seminary
Ortigas Avenue Extension, Kaytikling,
Taytay 1920, Rizal, Philippines

NOTIFICATION OF REVIEW APPROVAL

July 21, 2020

April Kenneth Joy Baldo
aprillkj.abenoja@apnts.edu.ph

Protocol Title: INTERNET USAGE BY (OF) SELECTED CHILDREN IN THE NORTHERN PHILIPPINE CONFERENCE OF THE FREE METHODIST CHURCHES: IMPLICATIONS FOR THE ONLINE SAFETY OF CHILDREN

Protocol #: AR-0006

IRB Review Date: July 12, 2020

Effective Date: July 21, 2020

Expiration Date: July 21, 2021

Review Type: Expedited Review

Review Action: Approved

The IRB made the following determinations:

- Waivers: Waiver of informed consent and assent documentation are complete and are in both English and the researcher/participants' vernacular.
- Other Documentations: Protocols are in English and the researcher/participants' vernacular.
- Risk Determination: No greater than minimal risk

Please contact me at research@apnts.edu.ph if you have any questions.

Sincerely,

Marie Joy D. Pring
Director of Research
Asia-Pacific Nazarene Theological Seminary

APPENDIX E

LETTER OF PERMISSION TO (NAME OF CHURCH) FMC PASTOR

October 1, 2020

Rev. _____
 _____ Free Methodist Church, Senior Pastor

Dear Rev. _____ :

Greetings in the name of our Lord Jesus Christ!

My name is April Kenneth Joy Abenoja-Baldo, a student of Asia-Pacific Nazarene Theological Seminary (APNTS) taking the degree Master of Arts in Christian Communication (MACC). I am doing a survey on “The Experiences of the Selected Children in the Northern Philippine Conference of the Free Methodist Churches in Light of their Social Media Apps Usage” to complete my degree in MACC in Media Studies. The purpose of this study is an understanding about the experiences of children in light of their social media apps usage. The respondents of this study will have the following criteria: (1) they should be between 11 to 17 years of age; (2) they must have attended a local Free Methodist Church (FMC) for at least one year since the proposed output of the study would be to offer recommendations to FMC towards online safety of children; (3) they should have used the internet (Facebook/FB Messenger) for at least once in the last three months before the conduct of the study; and (4) they have their own mobile devices or tablets (and not laptop) for them to be able to screenshot their daily average screen time and the most social media apps used.

In light of this, may I request your favor in granting the permission to conduct the study among the children of your church based on the criteria set forth in the study. At least 10 children are needed to answer the survey form and 2 for pilot study. Afterwards, interviews will be conducted to 1-2 participants. The criteria for selecting the participants for the interview are the same with the questionnaire respondents but with the following additions: (1) they should be recommended by you as someone who displays high frequency of internet use as well as remarkable online skills; and (2) they should be willing to share their experiences on their social media apps use which includes asking the participants to screenshot their social media apps usage, yet it is still their discretion if they would allow it and are willing to do it. Please note that, in any cases and/or at any time, the children have the right to refuse to participate in this study.

With this, I would like to request names of children as I will be sending them a link (via e-mail or FB messenger) for the survey. You may also provide the names of their parents to properly request for their consent.

Thank you for your kind consideration and support of my request. I pray that God richly blesses your ministries.

Gratefully yours,

April Kenneth Joy Abenoja-Baldo
 Researcher

APPENDIX F

LETTER TO THE PARENTS AND PARENT'S CONSENT FORM FOR THE PILOT TEST

October 1, 2020

(Parents' names)
(Church name)

Dear Mr. and Mrs. _____:

Greetings in the name of our Lord Jesus Christ!

My name is April Kenneth Joy Abenoja-Baldo, a student of Asia-Pacific Nazarene Theological Seminary (APNTS) taking the degree Master of Arts in Christian Communication (MACC). I am doing a survey on "The Experiences of the Selected Children in the Northern Philippine Conference of the Free Methodist Churches in Light of their Social Media Apps Usage" to complete my degree in MACC in Media Studies. The purpose of this study is to have a better knowledge and understanding about the experiences of children in light of their social media apps usage.

In light of this, may I request your favor in granting the permission to conduct a study about the experiences of your child when using the social media (Facebook, FB Messenger). He/she will be asked to participate in the pilot test by answering the survey questionnaires online via Google docs and also interview which will be audio-recorded. The survey questionnaire has a total of 45 statements which will last for 30minutes or less. Meanwhile, the interview will take about 45 minutes via Facebook videocall. Your child would also be asked to send a screenshot of his/her daily average screen time and the most social media apps used. This is a voluntary but important research. We promise to exercise anonymity, privacy and confidentiality. Please note that, in any cases and/or at any time, your child has the right to refuse to participate in this study.

The responses of your child to the questions on the survey will provide vital information about your child's experiences in light of their social media apps usage. The study will be vital to you as his/her parents, to your child and to the church with regards to their safety when using the social media.

I/we have read this Consent and Authorization form. I have had the opportunity to ask, and I/we have received answers to any questions I had regarding the study. I understand that if I have any additional questions about my child's rights as a research participant, I may call 09084734911, or send an email to aprilkj.abenoja@apnts.edu.ph.

- I consent my child to take part in this study as a research participant.
 I do not consent my child to take part in this study as a research participant.

Date: _____

SULAT SA MGA MAGULANG AT KASULATAN NG KANILANG PAGPAYAG
PARA SA “PILOT TEST” (TAGALOG VERSION)

Oktubre 1, 2020

(Pangalan ng Magulang)
(Pangalan ng Simbahan)

Mahal na mga Magulang _____:

Pagbati sa pangalan ng ating Panginoong Jesu Cristo!

Ako ay si Kenneth Joy Abenoja-Baldo, estudyante ng Asia-Pacific Nazarene Theological Seminary (APNTS) kumukuha ng digri Master of Arts in Christian Communication (MACC). Ako ay gumagawa ng pagsisiyasat tungkol sa “The Experiences of the Selected Children in the Northern Philippine Conference of the Free Methodist Churches in Light of their Social Media Apps Usage” upang makompleto ang aking digri sa MACC sa Media Studies. Ang layunin ng pag-aaral na ito ay upang magkaroon ng malawak na kaalaman at pang-unawa tungkol sa karanasan ng mga bata dahil sa kanilang paggamit ng “social media apps.”

Dahil dito, humihingi ako ng tulong na bigyang pahintulot na gumawa ng pag-aaral tungkol sa karanasan ng inyong mga anak kapag sila'y gumagamit ng social media (Facebook, FB Messenger). Hihilingin ang kanyang pakikibahagi sa “pilot test” sa pamamagitan ng pagsagot niya ng mga pagsisiyasat na katanungan online sa pamamagitan ng “Google docs” at gayon din sa panayam na mai-“audiorecord”. Ang mga katanungang pagsisiyasat ay merong 45 ng pahayag ng magtatagal ng humigit kumulang 30 minuto. Habang ang panayam ay magtatagal ng mga 45 minuto sa pamamagitan ng “Facebook videocall”. Ang inyong anak ay hihingian din ng “screenshot” ng kanyang “daily average screen time” at ang pinaka-ginagamit na “social media apps.” Ito ay kusa ngunit napakahalagang pagsisiyasat. Ipinapangako naming itatago ang kanyang pagkakilanlan, lihim at pagiging kompidensiyal. Isang paalala na ang inyong anak ay may karapatan na tumanggi sa paghalok sa pag-aaral na ito sa kahit ano pa mang kadahilanan.

Ang mga sagot ng iyong anak sa mga tanong ng pagsisiyasat ay makapagbibigay ng mahalagang impormasyon tungkol sa karanasan ng iyong anak sa paggamit ng social media. Ang pag-aaral na ito ay mahalaga sa iyo bilang kanyang magulang, sa iyong anak at sa iglesia para sa ligtas na paggamit ng social media.

Nabasa ko/namin itong “Consent and Authorization form”. Nabigyan ako ng pagkakataong magtanong, at natanggap ko/namin ang mga sagot ng mga tanong patungkol sa aking pinag-aaralan. Nauunawaan ko na kung meron akong karagdagang tanong tungkol sa karapatan ng aking anak bilang kalahok sa pagsisiyasat, maari kong tawagan ang 09084734911, o magpadala ng email sa aprilkj.abenoja@apnts.edu.ph.

- Pinapayagan ko ang aking anak sa pakikibahagi sa pag-aaral na ito bilang kalahok sa pagsisiyasat.)
- Hindi ko pinapayagan ang aking anak sa pakikibahagi sa pag-aaral na ito bilang kalahok sa pagsisiyasat.

Petsa: _____

APPENDIX G

SURVEY INSTRUCTIONS

Thank you for agreeing to participate.

The purpose of this study is to have a better knowledge and understanding about your experiences when using the social media apps. Your answers are very important. The result of the study would provide recommendations for you on how you can be safe online.

This questionnaire should take about 30 minutes or less to complete. Please read the instructions for each statement carefully. Please tick () only one for each question/statement. Choices are: 1-Never, 2-Hardly ever, 3-Sometimes, 4-Often, and 5-Very Often.

This is a voluntary but important survey. All of the information that you provide in this questionnaire is strictly anonymous. A unique code will be provided for you to exercise privacy and confidentiality.

You have the right to refuse to participate in this study. It is assumed that completion of this questionnaire indicates that consent to participate has been given.

Please complete all relevant sections.

April Kenneth Joy Abenoja-Baldo
Researcher

SURVEY INSTRUCTIONS

(TAGALOG VERSION)

Salamat sa iyong pagsang-ayong makilahok.

Ang layunin ng pag-aaral na ito ay upang magkaroon ng mas malalim na kaalaman at pang-unawa tungkol sa iyong karanasan kung ginagamit mo ang social media apps. Napakahalaga ang iyong mga sagot. Ang kalalabasan ng pag-aaral na ito ay makakapagbigay sa iyo ng kung papaano ka maging ligtas “online”.

Ang mga katanungang ito ay nangangailangan ng humigit kumulang 20 minuto upang makumpleto. Basahing maingat ang tagubilin sa bawat pahayag. Sa bawat pahayag, isa lamang ang i-tsek. Pagpipilian: 1-Kailan ma'y hindi, 2-Bahagya, 3-Minsan, 4-Malimit, at 5-Madalas

Ito ay kusang ngunit mahalagang survey. Ang lahat ng impormasyong ibinibigay mo sa talatanungan ay hindi lalagyan ng pangalan. Ang isang natatanging code ay ipagkakaloob para sa iyo upang ma-ehersisyo ang privacy at pagiging kompidensiyal.

Mayroon kang karapatan na tumanggi sa paghalok sa pag-aaral na ito. Ang pagkumpleto ng survey ay nangangahulugan lamang na iyong ibinibigay ang iyong pahintulot na lumahok sa pag-aaral na ito.

Pakikompleto ang lahat ng kaugnay na bahagi.

April Kenneth Joy Abenoja-Baldo
Researcher

APPENDIX H

ASSENT FORM FOR PARTICIPANTS BELOW 18 YEARS OLD

My name is April Kenneth Joy Abenoja-Baldo, a student of APNTS, doing a research on the “The Experiences of the Selected Children in the Northern Philippine Conference of the Free Methodist Churches in Light of their Social Media Apps Usage.”

The purpose of this study is to have a better understanding about your experiences when using the social media. Your answers are very important. The information will be useful for you, your parents and the church. The result of the study would provide recommendations for you on how you can be safe online.

I would like to invite you to an audio-taped interview which is estimated to take at least 45 minutes. The questions are concerned about your experiences when using the social media. If you are asked any question that you do not wish to answer, you are free to exercise that option.

You would also be asked to send a screenshot of your daily average screen time and your most used social media apps. Your participation is voluntary. You have the right to refuse to participate in the study at any time for whatever reason. I assure you that your name will not be shown in any way with the research findings. Only my professor, certain members of my panel and I will have the access to the transcripts.


I have read and understand the statements above. If I have any additional questions about my rights as a participant, I may call 09084734911, or e-mail aprilkj.abenoja@apnts.edu.ph.

- I am willing to take part in this study as a research participant.
- I am not willing to take part in this study as a research participant.


Date: _____

APPENDIX I

PERMISSION TO USE THE GKO ONLINE RESEARCH TOOLKIT






+ 

Permission to use the Global Kids Online research toolkit



Livingstone,S <S.Livingstone@lse.ac.uk>
Sat 27/06/2020 3:15 PM


To: April Kenneth Joy Abenoja; Globalkidsonline <globalkidsonline@lse.ac.uk>
Cc: florence@unicef.org

Hello and yes you have our permission to use the tools. Please see the request to credit our project at the bottom of this page:
<http://globalkidsonline.net/about/>

Do also see our work in the Philippines

All the very best with your work, Sonia

Professor Sonia Livingstone FBA, FAcSS, FBPS, FRSA, OBE
 FAW 7.01M, Department of Media and Communications
 London School of Economics and Political Science
 2 Clements Inn, London WC2A 2AZ UK
 Bio www.sonialivingstone.net and [Open access publications](#)
 Blog www.parenting.digital  @Livingstone_S
 TED talk https://www.ted.com/talks/sonia_livingstone_parenting_in_the_digital_age
 New book [Parenting for a Digital Future: How hopes and fear about technology shape children's lives](#)
 Projects [Children's Rights in the Digital Age](#), [Children Online: Research & Evidence \(CO:RE\)](#), [ySKILLS \(YouthSkills\)](#), [Digital Futures Commission](#), [Children's Data and Privacy Online](#), [The Nurture Network](#), [Global Kids Online](#), [EU Kids Online](#)

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