



Close Monitoring of the Students and Parents using Social Media through Facebook and Messenger at Pinagbuhatan High School in City of Pasig

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Abstract:

A research paper like this is never the work of any one alone. The contributions of many different people, in their different way of communication, have made this possible. I would like to extend my appreciation, especially to the following: Thank God for the wisdom and perseverance that he has been bestowed upon me during this research project, and indeed, throughout my life: "I can do everything through him who gave me strength." (Philippians4:13). And also my family who supported me and my son who continued to help me do this study. The using of social media through Messenger, people can. The using of social media through Messenger, people can share links, files, photos and videos for educational purposes. Messenger has its useful features whereas you can use poll and vote whatever purposes you wanted to achieve like grades, projects, assignments and online test. Not only that, you can use voice and video call, in order to answer oral examination and able to have grades in it because our generation is using computer. Therefore the student is easy to access the internet using Facebook, messenger, Gmail and yahoo. The student are immediately can access and communicate their classmate to exchange the information regarding the activities, assignment and school project etc. Through Internet access this is a kind of communication is reliable and accessible to every one of the student in the Pinagbuhatan high school in City of Pasig.

I. INTRODUCTION:

The importance of the online social media site to journalism, business, communication and social relationships is hard to overstate, with users across the world devoting countless hours to the site and Facebook becoming an increasingly important way of obtaining information not only about friends and family but also There are four inter-related potential benefits: creating a sense of community and promoting collaboration, enhancing communication between instructors and students, developing computer literacy and language skills, and incorporating current student culture into the learning environment. Facebook is widely the most popular social networking site that gained its fame in worldwide. It has continued to develop, evolve and upgraded its features. Even several updates to why Facebook continue to gained its popularity in Top 1 Most Commonly used by people around the world. People had become closer to each other, outside and inside the country, having an opportunity to talk to each other and to keep them in touch no matter how far they are from each other. This has made Facebook one of the most overall uses in the whole world. Not only that it can communicate, it also became independent source of information which people can share independently, if compared to other mass media. Social networking sites, most notably Facebook have become so popular today that they are leading words on the lips of every student. You love to spend most of your time checking your Facebook updates, but do you know that there are many negative effects of using Facebook? Most of the students don't realize the negative effects impacts of Facebook on their life. And, the main reason is because they are already addicted to it. And, this addiction can lead to several negative developments.

The main purpose of this paper is to suggest some ways of minimizing the bad impacts of Facebook to students and to show you the negative effects of this social networking sites on students' behaviour and performance. This research also focused on finding ways to enhance students' motivation and improve their achievements, yet without looking closely at the sources for their demotivation or academic failures. And the Facebook benefits include as a social networkingpros provides benefits for business and individuals too, such as making a group, chatting with clients, making an event, wall stickers, reliable platforms, news feed, etc. you can meet new people & have knowledge about various places, traditions & culture. As instructors in higher education seek new ways to connect with their students in order to facilitate learning, they are increasingly experimenting with a variety of new technologies in the classroom. One technology that has been incorporated to only a limited extent, but that has potential, is the use of the social networking site Facebook. Facebook was created in 2004 specifically for use among students at Harvard University but quickly became available to universities across the United States, and eventually to the general public around the world in 2006. Use of Facebook has since skyrocketed from 100 million users in 2008 to 1.3 billion users in 2014 (Facebook Statistics, 2014). There are many other similar technologies, such as Google+, MySpace, LinkedIn, and Twitter, but only Twitter approaches the high number of users that Facebook has. In March 2014, 82% of Internet users worldwide had Facebook accounts. Because of its wide usage, Facebook provides a readily accessible platform that can be adapted for educational purposes, given thoughtful planning and curricular design. There are many other online applications that can enhance learning, such as blogs, wikis, and

discussion boards, but the focus here is specifically on the use of *social media* in the classroom. For a good discussion of blogging and wikis, see Lawrence and Dion (2010) as well as the track summaries of Teaching with Technology from the annual APSA Teaching and Learning Conference. The potential benefits and possible drawbacks to using Facebook in an educational context will be explored. Facebook is briefly described in terms of its functionality and common terminology. Previous studies about the uses of Facebook, broadly as well as in an academic setting, are reviewed. Specific examples of different options for incorporating Facebook as a pedagogical tool are presented.

Description of Facebook Functionality and Terminology

Components of Facebook for those who are not familiar with the platform are described, but note that Facebook functionality changes frequently and some of these descriptions may not remain entirely accurate in the future. New functionality might not be included in this description. In order to use Facebook, all users must create their own account and profile. *Profiles* contain basic information about the user including name, birthday, relationship status, contact information, group associations, and a photo, as well as background information about “favorites” such as books, movies, music, etc. Users can choose to provide very minimal profile information, or can be quite detailed. Users can choose to post *status updates* regularly, which might include a simple text statement (e.g., I am really busy today!) or a photo with or without text (e.g., picture of my cat lying on my laundry). Users can also share links to other web pages or to postings that other users have made. All of these posts can be viewed in a user’s *news feed*. In order to create a network of people to interact with on Facebook, a user can search for other users by name and send a *friend* request to them. When this request is approved, the user can view postings by them and vice versa. There are a number of privacy controls that allow users to select how much of their information is shared with different friends. Communication between friends can take a variety of forms including *messaging* (similar to sending an email) *chatting* (instant messaging), posting comments on a user’s *wall* (publicly viewed space for each user), *liking* a post made by someone else (signaling that you have viewed and like their post), or *commenting* on a post (making a response to a statement, photo, or link). In addition to personal profiles, Facebook also provides for the creation of *pages* and *groups*. Facebook *pages* are often associated with businesses, organizations, or institutions. In this context, a common Facebook page might be affiliated with a university or an academic department. Pages are public and visible to all users on Facebook. Users can choose to *like* the page and will receive status updates that are posted by that organization. Pages are often used to communicate upcoming events and other news to large numbers of people who have an interest in the organization or institution. *Groups* are designed to create communities of people who share a common connection, allowing them to organize, discuss issues, post photos, and share related content. Group settings might be *open*, allowing anyone to join, or *closed*, requiring an invitation from the group administrator. Settings also allow the administrator to determine whether postings to the group page are private, to be seen only by group members, or public. Groups have slightly more functionality in terms of sharing information. Members can create and share files

and pose survey questions to the group. All posts made on the group page appear in the members’ newsfeed. More discussion about how to use these different Facebook tools is found in the section “Using Facebook in the Classroom (and Beyond).”

II. DEVELOPING SKILLS

Another potential benefit to employing Facebook in the classroom is to promote computer literacy skills. Muñoz and Towner (2011) note that literacy practices are “moving well beyond the printed medium to embrace the digital realm,” with new terms emerging such as “new media literacy,” “digital literacy,” and “twenty first century literacy.” They also note the need for students to learn “e-professionalism,” distinguishing between their personal and professional identities. When Facebook is incorporated into the educational setting, all of these skill areas can be developed. In addition to teaching computer literacy skills, Facebook can also be used to help students develop their writing and communication skills. A study by Greenhow and Robelia (2009) indicates that students using social networking sites are creative in their self-expression and consciously differentiate their Communication choices based on audience, thus using many of the same editing and proofreading skills emphasized in the classroom. There is also considerable potential with regard to developing language skills for non-native English speakers. Kabilan, Ahmad, and Abidin (2010) conducted a survey of 300 undergraduate students at a university in Malaysia in 2008 inquiring about the suitability of Facebook as a tool for improving students’ English-language skills. Reflecting on their personal use of Facebook for socializing, over 70% of students agreed that Facebook enhanced their confidence in reading and writing in English. It also increased their motivation to learn English (pp. 183–184). Open-ended questions revealed that student interactions on Facebook were effective at building new vocabulary. When students saw new words, they would look them up and often use them later themselves. Kabilan et al. emphasize that Facebook allows for incidental learning, learning that occurs as an unplanned result of engaging in other activities (academic or non-academic). They note that learning can take place in informal settings as long as there are meaningful interactions between learners that lead to knowledge construction (p. 181). Facebook allows for authentic communication, where users are focused on meaningful communication, not the formal mechanics of language learning. The casual writing in Facebook allows creativity and expression without as much pressure for perfection sometimes demanded in the classroom. Kabilan et al.’s study notes the potential, but does not actually examine how Facebook might be deliberately incorporated into an educational setting.

III. BACKGROUND OF THE STUDY:

Facebook is a social networking service launched in February 2004, owned and operated by Facebook, Inc. As of September 2012, Facebook has over one billion active users, more than half of them using Facebook on a mobile device. Users must register before using the site, after which they may create a personal profile, add other users as friends, and exchange messages, including automatic notifications when they update their profile. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other

characteristics, and categorize their friends into lists such as "People from Work" or "Close Friends". Facebook was founded by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities before opening to high school students, and eventually to anyone aged 13 and over. In May 2005, Accel partners invested \$12.7 million in Facebook, and Jim Breyer added \$1 million of his own money to the pot. According to a May 2011 Consumer Reports survey, there are 7.5 million children Under 13 with accounts and 5 million under 10, violating the site's terms of service. Facebook is beneficial to one's social life because they can continuously stay in contact with their friends and relatives, while others say that it can cause increased antisocial tendencies because people are not directly communicating with each other. But some argue that Facebook has affected the social life and activity of people in various ways. With its availability on many mobile devices, Facebook allows users to continuously stay in touch with friends, relatives and other acquaintances wherever they are in the world, as long as there is access to the Internet. It can also unite people with common interests and/or beliefs through groups and other pages, and has been known to reunite lost family members and friends because of the widespread reach of its network. Facebook also continues to prompt debate about users' behaviours. The effects of online activities on themselves and their interactions with others have been discussed extensively. In particular, students are a main class of Facebook users who spend long hours on the social network, which has worried parents and educational authorities about their academic performance. The students themselves argue that their presence on Facebook, as a leisure activity, does not hinder their academic efforts, though some evidence suggests that their grades decline after they join Facebook. The Website's membership was initially limited to Harvard students, but gradually, it was expanded to other colleges in the Boston area, the Ivy League, and eventually to all US Universities. As of September 2006, the network was extended beyond educational institutions to anyone with a registered email address. User must register before using the site and user can create a personal profile, add other users as friends, upload pictures and videos and exchanging messages, after registering. Facebook allows any users above 13 years old and the site is also free. More than 70 languages are available on Facebook. At January 2009, a study ranked Facebook as the most used social networking service by worldwide monthly active users. Facebook is the largest social-networking site with an educational focus.

IV. STATEMENT OF THE PROBLEM:

The questions and debates about Facebook usage seem ubiquitous today. Why do people need a website to socialize? Is Facebook an efficient social capitalization tool? Is the use of Facebook beneficial for students, or does it simply distract them? Are there negative impacts of the Facebook on students' behaviour and performance? What's with Facebook, why are some of the students are getting addicted to it? What's the effect of this social networking site on their grades? What does

Facebook bring to the lives of the students? Why are the student easily hooked to Facebook? How does Facebook affect the life of a student? What are the pitfalls, student should avoid on Facebook? Is there a possible way for the students to minimize their time on Facebook?

Significance of the Study:

Social networking sites let individuals to present themselves, and begin or keep connections with others. The extremely popular social network site for students in different levels, Facebook, has already printed a big impact on their lives. The site can be used towards work-related contexts, romantic relationship commencement and connecting those with shared interests. Members may use the site to mingle with people they already know offline or to find new friends. Facebook is a social networking site created in 2004 which has since obtained over a billion users, and it has the potential to facilitate learning in the classroom. With the widespread use of Facebook in society, it simply makes sense to look into ways it might be used in higher education. In fact, a number of studies have been done by scholars in different disciplines regarding the use of Facebook (in general and in academia). These include studies by scholars in library science, education, media and communication, psychology, management information systems, business, political science, marketing, instructional technology, and commerce and accounting. Students come to school wired and are willing and eager to use technology, but higher education has a well-established trend toward non-adoption of new technologies. A variety of studies on the use of Facebook, however, indicate that there are a wide number of potential benefits to using Facebook as an educational tool. There are four inter-related potential benefits: creating a sense of community and promoting collaboration, enhancing communication between instructors and students, developing computer literacy and language skills, and incorporating current student culture into the learning environment. In addition, Facebook is particularly well suited for sharing and discussion of current events in the news. Facebook permits its users to present themselves in an Internet profile, build up "friends" who can post comments on each other's walls, and view each other's page. Facebook associates can also join groups based on common interests, see what things they have in common, and learn each other's' hobbies, interests, favourite music, and romantic relationship status through their pages. But what are behind these facts? What does Facebook bring to the lives of the members especially to the students? How does Facebook affect the life of a student? According to studies, Facebook has an impact to students. Some students are using it for educational purposes. Students would like to do some online collaboration with classmates. It is said that using Facebook boosts students' self-esteem even more.

Students finds its own requisites in knowing the several features of Facebook, in which it also enhance the understanding of an individual profile and be able to talk to each other even in far places.

Teachers also contributes in its matter that they also grade them through assignments and projects, to help them recognize their true talents and skills in improving through online assessment.

Parents helps their children in recognizing their mind sets in doing a lot of schoolwork, but able to support their children, in a way that could realize their skills in improving their lives.

Definition of Terms:

Social Networking sites (SNS) are the latest communication tool that allows users to create a public or private profile to interact with people in their networks.

Facebook expresses individuals to present themselves to other users using a variety of formats: including texts, video, and chat services.

Virtual Lessons allows individuals to indicate the specific education they wanted to learn about it. Including on how to answered online tests, finishing online assignments and projects and many more.

Summary of Findings:

Most of the time, students spend their time hanging around the web with the popular social networking sites. Every day, more and more people are getting more attached to Social Networking sites as it is now moving in as one of the primary means of communication of people. Facebook, Twitter, and Google+ were only a few of the tons of the sites out there that caters the need of people. Through Social Media, people have the chance to combine work and relaxation.

V. CONCLUSION:

The number of negative effects on Facebook is countless and each effect can lead to even more negative effects. Addiction can lead to the lack of productive activities; privacy can lead to an employer choosing not to hire a job candidate; bullying can lead to depression and low self-esteem. Although it may seem clear that using Facebook does come with negative effects, many people deny that there are negative effects associated with the site. Some users who are aware of the many negative effects on the social networking site believe that only some users are affected. This may also include some individual abuse and irresponsibly used the site. But some other cases, there are positive feedbacks that Facebook had required, like people are chatting through Facebook chats or Messenger, sharing links for educational purposes, creating group chats and many more possibilities that could help mankind realize the evolution of technology itself. It has some good ways in using Facebook as an educational tool, like how teachers, administrations, councils and faculties use group pages for links in doing some online tests, assignments for every section, posting results, giving out performance task and declaring some schedules.

Recommendation:

A Facebook page is a great way to promote the activities of your department or University unit. Facebook pages allows you to work very well in showcasing accomplishment and events, engaging with students, faculties, staff, alumni and the community, and for creating a forum for conversation and discussion.

Strengths:

Facebook is one of the biggest platforms with greatest reach and diversity of users, displays visual content exceptionally well, and socializes other people in different places.

Challenges:

Facebook's algorithm makes it challenging for brands to achieve high organic visibility. Facebook requires some community

management and customer services to improve and stabilize its website.

Audience:

Leading demographic of high scholars, college graduates, student teachers, teachers, administrators, faculty, staff and many more. 1.44 billion Monthly active users around the world itself.

Checklist:

Ensure more than one full-time faculty/staff member are page admins. Treat your Facebook "about" section like your promotional video in promoting your school. Determine standards for acceptable behaviour before an incident. Unless negative content violates those standards, don't delete it. If negative content does violate those standards, take a screenshot before deleting it.

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