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Psychological Predictors of Facebook Usage and Subjective Well-Being

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Philippine Normal University

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Psychological Predictors of Facebook Usage and Subjective Well-Being
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**PSYCHOLOGICAL PREDICTORS OF FACEBOOK USAGE AND SUBJECTIVE
WELL-BEING AMONG ADOLESCENTS**

A Thesis Presented to the
College of Graduate Studies and Teacher Education
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfilment of the Requirements for the Degree
Master of Arts in Education
with Specialization in
Guidance and Counseling

VANESSA JANE A. CAUILAN

December 2019

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And of course to the Almighty God who have been my source of faith and strength especially at times when I almost lost the courage to continue and for making it all possible in His perfect time.

DEDICATION

I share my success to the two of the dauntless persons in my life that surely has inspired
me to dream big and fight for it.

To my mother,
may this humble achievement be enough gift for your hard work and sacrifices.

And to my grandfather who is now my angel,
I hope with this I make you smile and proud. I miss you.

With love,

V.J.A.C

ABSTRACT

Name: Vanessa Jane A. Cauilan

Title: Psychological Predictors of Facebook Usage and Subjective Well-Being

Key Concepts: Loneliness, Depression, Social Support, Facebook Usage, Subjective Well-Being, Adolescents, Year Level, Sex

Degree: Master of Art in Education

Specialization: Guidance and Counseling

Adviser: Dr. Teresita T. Rungduin

This study examined the relationship of the psychological predictors such as loneliness, depression and social support to Facebook usage and well-being. The profile of the respondents was taken into account specific to year level and sex. The sample was composed of 537 adolescents in grades 7 to 10. This quantitative research utilized five different scales relevant to each variables being tested. In analyzing the results, descriptive data and regression analysis were used. The results showed that the students' scores in the variables are in a normal distribution except for well-being, which also got the highest mean that implies that these students perceived happiness in different domains of their life. The respondents have felt social support and the respondents' Facebook usage can be seen as they are giving importance to that particular social media as part of their activity; while loneliness and depression's means draw an impression that they are

struggling a little. When taken per year level and sex, the results gives information that grade 8, male respondents are less lonely and less Facebook users, grade 8, female respondents experience high social support and well-being which contributes to better emotional states they have compared to others, grade 9, male respondents shows lesser feeling of depression while grade 9, female respondents are the loneliest. Lastly, grade 10, male students have greater social support and grade 10, female respondents are more depressed, most active Facebook user and lowest level of well-being which suggests that they can be the most vulnerable group. Furthermore, the study found out that the psychological predictors namely loneliness, depression and social support predicts both Facebook usage and well-being but Facebook usage is not associated to the respondents' well-being. Among these results, the program and module to be given to the students can be based here, but still they can all be given the same activities because it is evident that all of the respondents got average in all the areas and the program can be an enhancement of what is insufficient.

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CHAPTER 1

The Problem and Literature Review

Background of the Study

In a world full of advancements, it has been a question of how people nowadays measure life satisfaction and how an individual evaluates one's life. The field of psychology had introduced us to the concept of subjective well-being (SWB) (Diener, Suh and Oishi, 1997) which explains the complexity of understanding pleasant emotions such as happiness and unpleasant emotions like loneliness. This SWB is defined (Myers et al., 2003) as a way of life especially in terms of life ideally inclined to health and wellness unifying body, mind, and soul- individually full of purposeful attitude, aim to live life more fully and a functional life in all social, personal, and environmental aspects.

For years, the researcher have witnessed and interacted with different people in regular and special school, from preschool to college students, from being a school teacher daughter, student teacher, counselor and a servant, these gives the motivation to know more how one could give help to the youth of today. Seeing, observing and hearing stories, concerns and their hearts that speaks for both joy and battle cries.

The present study now looked into how some variables affects subjective well-being positively or negatively as a means of a starting point in the formulation of a program that would address issues concerning guidance and counseling and so as

individuals' psychological and psychosocial being. The aim of the present study was to expound the importance of the outlooks of the adolescents based on their personal understanding in terms of social networks, perceived support and their feelings of loneliness. In this study, we introduce a novel method; we are creating programs that suit the needs of the participants permissible to accomplish the goal of the researcher. This paper hopes to show that having positive emotions contribute to the worth of an individual. The researcher establishes a program for the understanding and appropriateness of the adolescents regarding their personal feelings.

In the past decade, social media has widely affected the lives of the people in different situations. The influence of Facebook, Twitter, and other social media sites among individuals who felt lonely and depressed have received a considerable attention to the researcher. The data concerning the influences of social media networks on the adolescents has been reported and described as how it affects the well-being and other functions of an adolescent. They are overused to which have been the behavior of today's generation (Demiralp, Kross, Lee, Lin, Park, Verduyn & Ybarra, 2013; Sampasa-Kanyinga & Lewis, 2015). The environment is one of the most vulnerable factors that affect the adolescents including peer pressure and being widely open to the resources on the World Wide Web. Thus, having a good environment may help the adolescents to feel optimistic and valuable. Research tells us that nowadays, an adolescent whose lives are distressed by little self-regard, boredom, lack of social support, or unsatisfactory interpersonal and intrapersonal relationships, they may explore themselves to more gratifying in the online communication environment, such as online games, chat rooms,

blogs, or social networking sites such as Facebook (Leung, 2011). Moreover, this suggests that there is now a considerable indication to support the hypothesis that Filipinos depend satisfaction on social media such as Facebook. By determining the level of Facebook usage and well-being, their relationship can be concluded; it can be positively or negatively correlated and it could recommend the integration of Facebook.

Loneliness has been an increasing issue among adolescents. Yıldız and Duy (2014) stated that their needs include social aspect like acceptance from family, friends, and other social environments; being in a relationship; and the feeling of being supported and if not met may lead for the individual to feel lonely. Loneliness then was a product of how a person interacts with its milieu. Over the period of time, loneliness has been a common feeling endured by most individuals. This shows the vulnerability of people's feelings because of how they are connected to the world through the different means provided of the present generation. It has been found by researches that adolescence is the crowning period of high risk for loneliness (Christenson, Eisenberg, Hall-Lande & Neumark-Sztainer, 2007) with 66–79% of young people reporting feelings of loneliness at some time, and 15–30% describing these feelings as persistent and painful (Brennan, 1982; Heinrich & Gullone, 2006). Loneliness has been a product of how we have been dictated of the things around rather than our own approval and the positive things provided for us. Generally, as personal characteristics investigated its association with adolescent loneliness as well as coping strategies loneliness was found to be associated with reluctance to take social risks (Moore & Schultz, 1983). Other research seen feelings of not being cared for and lack of being intimately connected to others may also have

direct, negative effects on seeking other means to obtain social support and Austin (1985) and Canary and Spitzberg (1993) argued that with feelings of sadness and hopelessness, adolescents reported engaging in various activities to cope with loneliness, including passively watching television or listening to music. This suggests that loneliness hinders subjective well-being as it needs coping mechanisms to fully function as an individual in daily life. It concludes that the higher the well-being the lower the feeling of being lonely.

Observation by Bansal and Yamuna (2012) on the worth of an individual can envisage depression in young individuals. Thus, this may associate with social media. This worth pertains to the perception in the value of oneself. Research done by Evans, Hawton and Rodham (2004) found depression as one of the factors causing suicidality in students. It increases the need to focus in the student depression. This study looked into the hope that when well-being is established, there is a decrease in the level of depression among adolescents.

Family, friends, and other people have been significant figures in many lives. The idea of having someone to lean on and the feeling of sense of support in various aspects particularly social support have been carried by Filipinos. Social support gives people the understanding that there are actually persons to count on in times of need or crisis that provides a broader focus and positive self-image. Having this hones the individual's quality of living, perhaps the well-being that enables one to confront life events. The better perceived social support the satisfied the life is.

During adolescence Margalit (2010) stated that individual are at risk of being affected to different emotional issues given that they separate from their parents; they show an active search for identity and they have this need of approval by their peers. It is crucial and strongly suggesting that social relationships play an important role to their well-being. Furthermore, Margalit (2010) supported that adolescents, in comparison with young children, are said to be of more risk of experiencing loneliness because they tend to experience high-levels of personal distress during this period due to detachment from parental connection in their active search for identity and the rising need for interpersonal relationships and appreciation. In addition, it was consistently found by WHO's "Health for the world's adolescents" that among the same age group 10 to 19 years old, both boys and girls report reveals that depression is the predominant cause of illness and disability. Though depression among children and adolescents is one of the most common mental health disorders, it has not been paid due attention (Burlea, Ciubara, Chirita, Ignat, Diaconescu, Untu, & Lupu, 2015). At these ages, they are attending high school and as they reach a certain school level their needs become more complex affecting their emotional states as they mature. Also, among gender it seems that difference has always been observed, for instance, girls experience loneliness more often and more severely than boys. Recent surveys posited that it is because adolescent girls are facing a huge number of problems in school (School Health Survey, 2012) are lower today than ever before (Laakso, 2012). Thus, it implies something on the vulnerability of the individual in the different aspects of life such as social relationships, acceptance and feelings, contributing to its well-being.

Subjective well-being becomes the topic of interest as it looks into the positive affect, or, joy and a high level of satisfaction of individual. This says more of that subjective well-being signifies the experience of individuals experiencing more often positive emotions and negative ones rarely, for instance loneliness, depression, feeling of having no support and they felt more contentment (Myers & Diener, 1995). As we give light to the emotions it was always accompanied by interpersonal relationships. In fact, Tkach and Lyubomirsky (2006) stress that in order to show higher state of well-being, one should possess positive relations leading to positive emotions.

The variables that are being discovered during the process of brainstorming this study was termed as psychological predictors (loneliness, depression and social support) and they are actually have been studied by few and have connections when studied with different kinds of population but not much to adolescents. So in the hopes of learning more about it, it was studied by the researcher together with subjective well-being which as discussed can be a totality of pleasant or unpleasant feelings possibly brought by the above mentioned predictors that are further explained in the next pages and of course with Facebook usage as this platform being the most used social media revealed in the researches can be read in the literature review. These psychological predictors' connections were evident to the next presented arguments. Study done by Gou, Liu, & Zuo, (2014) revealed connections among loneliness and social support that it is significantly associated with depression, this social support mediates loneliness and depression and there is a connection path from loneliness to depression through social support.

Social support was seen to mediate stress and depression, those who are stressed scored high as well in depression given the lower level of social support and vice versa (Cai, Peng, Qian, & Wang, 2014). Study by Donio-Bellegarde, et. al (2019) revealed the negative connection between loneliness and satisfaction with life and the positive one with depression. There are significant correlations for scores on loneliness with social support and with anxiety and there were significant differences between the two groups on social support, loneliness, and anxiety (Dwinell, Ginter & Lufi, 1996). Internet use was found to lower the levels of loneliness and depression significantly, while perceived social support and self-esteem increases (Gant & Shaw, 2004). According to Cao, et. al. (2014) loneliness and lack of social support significantly affects depression among Internet addicts.

And in this study, there is be no chaos; the positive results direct a program that maintains its stability and the negative results served as a basis in the development of honing towards increased well-being. Its novelty, having unique discoveries in the association of adolescent loneliness, depression, social support, Facebook usage and well-being contributes to a new set of study support for future exploration of the said psychological predictors. While there are researches done focusing on each variable, this study is mixed and grounded for more peculiar salient results that soon can be the center of other researcher's interest especially to Guidance and Psychology experts.

Literature Review

The studies and relevant concepts discussed below show the theoretical underpinnings relevant to the study. The information provided scaffolding to the individual influences of the variables and how they affect one another. Likewise, the literature acted as platform to the discussion of subsequent results in the study.

Adolescents

Adolescent stage is one of the most crucial stages in a person's life. This is where emotions are being build up, and the stage where a person explores more about his / her feelings (Sanders, 2013). In this stage, a person tends to be sensitive with regards to their emotions. When something or someone made them feel that there is something wrong with them, their feelings may lead into depression, self-pity, and others. Sometimes, depression in teenage or adolescence stage is ignored, but it is one of the most dangerous battles that they face in their lives. They are often misunderstood by people when they show signs of depression; therefore, they are struggling to fight for this condition. It is important that the society must pay close attention to the depression amongst the teens or adolescents because if it is not treated properly, it may cause them a lot of things that may harm them, or worst, it may lead them to death (Wolff, 2004).

It is a period where mental health conditions starts to manifest according to Psychology Today (2019) report. Furthermore they struggle with anxiety, depression, etc., that is hard to treat when it is on its worst condition so it is significant to take note that parents can help their children by helping them to assess about their thoughts and

experiences, it is better if they confront their children suffering from any mental health conditions in order to prevent or increase the severity of it, according to the same report.

A teen year is the preparation for the adult stage. This is where children must explore on what they really are in this world, what is their purpose and specially, who they really are; this is where they create ideas, set plans for their future. This stage is where teens have some identity crisis, because it is an important turning point in their lives; they harness the things that they do in order to prepare themselves before transitioning into adulthood and if they were able to find their purpose at this stage, they will have a strong identity and will be more conscious on what will be the outcome of their lives (Fleming, 2004).

How Public School Operates

Public and private schools have the same teaching strategies but evidently public schools face numerous difficulties because of the students' dynamic roots and they are seen with more family problems (Choy, 1997). Hence, this can be one cause of their emotional concerns. As per the data by Pastrana (2014), it exposed a problematic scene in the public school and so as with their students' lives such as poverty and in education system that adds up to dropout rates. Private schools, on the other hand may be suggestive to be a good choice but it does not guarantee more improvement in well-being (Greena, et. al., 2014).

Mental health cases in public schools are having an increase in numbers and suicide related concerns rise up to a hundred fifty one percent for those aging 10-14 years old in the span of five years (2006-2011) but among those mental health issues, only twenty percent got support and so they believe that screenings can aid it (“GoodTherapy.org Staff,” 2016). Distress and depression have impacts also the public school students; parental disagreements and school concerns are related to adolescent distress while with additional economic status problems it is associated to depression (Bansal, Goyal, & Srivastava, 2009).

A discussion about child protection policy was led in the expressed hope for more guidance counselors especially in public schools because of the arising mental health concerns, (Fernandez, 2011). For Correa (2018), as a witness and a servant of the public school as guidance counselor, with the data he knew from Global School-Based Student Health survey about suicide related cases of 13-15 years of age and his personal experience of encountering serious mental health issues of students, these urged him to fight for the betterment of the mental health services state in the Philippines.

With these and high hopes to help the public school students there are other ways and activities to be done for the students to improve their emotions and counselors can come. In simple strategies they can rise up, as little as having yoga sessions as it was found to be having less negative emotions such as anger, depression and fatigue than PE (Butzer, Felver, & Olson, 2014) and many more creative things one can be of help.

Subjective Well-Being (SWB)

Subjective well-being (SWB) is significant for adolescents to have healthy lives as it is for children, adults, and elderly people (Lyubomirsky, Tkach, 2006 & Diener, 2011). It is defined as a state of being with a combination of a Pleasant Affect, Unpleasant Affect, Life Satisfaction, and Domain Satisfaction (Diener, Lucas, Smith, Suh, 1999); a life satisfaction attained of having more of positive affect and pleasures with only some unfavourable circumstances (Diener, 2000). It is a positive feeling that is for all and no bias (Mcleod, 2015). But its components should be interpreted and understood in accordance to the cultural contexts (Diener & Tov, 2007). The study finds that Filipino adolescents' understanding of happiness have a similarity to the core dimensions of subjective well-being which represents a positive emotion, fulfilment of wants and absence of negative affect (Datu & Valdez, 2012). Moreover, among Filipino adolescents, life satisfaction is about the combination of gratitude and meaning of life; likewise the latter was seen to partially affect the connection of gratitude and subjective well-being (Datu & Mateo, 2015).

The adolescence is a stage of transitions in which childhood is over and individuals step to the adulthood (Chen & Page, 2016). Coyle and Vera (2013) believed that SWB is unique that it captures an individual's self-perceived life satisfaction by examining their cognitive appraisal of their own life and also it captures a more complete picture of an individual's emotional experiences than traditionally used measures of internalizing problems such as depression or anxiety or the negative emotional

experiences but also positive ones as well. As adolescent face changes and transitions, their mental health as well has been crucial but well-being can still be improved through stages that need to discover within and enhance individual's values, beliefs, goals / life purpose, cognitions and emotional intelligence (Anuradha, Sharma & Yagnik, 2012). Their psychological aspects may be improved by being positive; happy which is relevant to well-being and with the help of the school (Pushkarna, & Veeraraghavan, 2014).

Several studies have tackled individual's subjective well-being (Buss, 2000 & Lyubomirsky, 2001), but few scientific research has focused on the relationship between subjective well-being of adolescents in high school and strategies to increase subjective well-being (Eryilmaz, 2012). And there were researches Eryilmaz (2011) that emphasized that when adolescents achieved higher level of subjective well-being, they become healthier (Huebner et al., 2004 & Steinberg, 2004, 2005). To investigate of adolescents' subjective well-being with different variables is important for positive development of adolescents (Gilman & Huebner, 2006). Eryilmaz (2012) study found that direct and indirect effects of the independent variables to subjective well-being were significant and the findings tells that to develop the subjective well-being of high school students, a combination of strategies and satisfaction of needs is essential. Variables such as both positive and negative familial elements and involvement were considered as a natural part of the daily lives of adolescents, although most of the adolescent females and males were found satisfied with their lives and ill-being was experienced more frequently by girls and 9th graders (mean age of 15) than by boys and 7th graders (mean age of 13) (Joronen, 2005).

Social support and self-control is related to adolescents' subjective well-being (Hamama, Mishely-yarlap, Ronen & Rosenbaum, 2018). In the absence of connections it is hard for adolescents and with this; it can be a risk for lower level of mental well-being (Carroll, Hattie, Houghton, Martin & Wood, 2014). Alienation is associated with social isolation which calls for the importance of family relationships and ways to satisfy one's own life (Tomé, 2016). Parents' involvement in adolescents' lives are significant to their growth and so as to their well-being (Cripps, 2009).

It has been argued that Subjective Well-being is managed by a system of psychological devices. Furthermore, this management is actually directed at the protection of Homeostatically Protected Mood, which is the major component of SWB; we experience HPMood as a combination of contentment, happiness and positive arousal thus giving us a normally positive view of ourselves and so if it fails, people lose contact with HPMood and experience the dominance of negative rather than positive affect (Cummins, 2010) and when this condition is chronic, people experience depression. On the other hand, subjective happiness has been found to be negatively correlated to the depressive symptoms (Chaplin, 2006) that are closely associated with loneliness which is one of the major precursors of depression (Chan & Lau, 1999). Furthermore, similar to preceding studies concerning subjective well-being (Brown et al., 2012; Siebert et al., 1999), a positive relation between subjective happiness and social connectedness has been found (Ahmet, Artvin & Universitesi, 2016; Akhunlar, 2010).

Most of the youth had stable transition patterns during the transition from adolescence to adulthood and it was supported that a large percentage of youth (52%) started low in subjective well-being profile and remained in the low subjective well-being profile. Chen and Page (2016) argued that gender was the most pronounced indicator for transition stability during this time, with males more likely to have unstable transition patterns than females. Some research identified the influence that suggest that the associations between symptoms of anxiety and depression and lower subjective well-being, self-esteem, social relations and school problems were larger in boys than in girls (Bakken, Bratberg, Colton, et. al., 2011). Both males and females are happy though they differ in ways to maintain it; boys enjoy active leisure and mental control while girls' shows interest in the pursuit of social relationship, goal, passive leisure and religion (Lyubomirsky & Tkach, 2006).

Subjective well-being (SWB) then has been linked to adolescent's life and their condition. There are various things that influence one's SWB; it can differ from perceptions, adaptation, cultures, values and goals (Diener, 2000). Thus, the person confronted can be just the one who can say how his well-being was. Achieving a higher level would lead them to a healthier and more satisfactory life. Academic support received by boys improves school well-being but not to girls (Lillefjell, Lohrea & Moksnes, 2013) and it is coping skills that pushed one to have better academic standing and this takes part in having good self-perception and well-being (Buchmann, Jaberg & Kriesi, 2012). Datu (2014) on the other hand found that the strongest determinant of well-being is gratitude after controlling demographic characteristics and forgiveness

dimensions especially gratitude and forgiveness among ourselves, predicted subjective well-being beyond the influence of the Big Five personality factors.

There were factors that would affect SWB; there were variables that need to mediate in order to have it. Also, there are ways to better achieve and enhance SWB even how it was linked to various variables. It is also a point to take that subjective well-being contributes to people positively to health and longer and quality life but still no amount of it can eradicate some illness (Chan & Diener, 2011). And the study allowed discovering its connection with other factors and how it was addressed as adolescents reach a certain educational level.

Facebook Usage

Nowadays, social media somehow rules lives; it became a routine of using it daily. Given the frequency of Facebook usage, classifying how utilizing the technology influences subjective well-being represents a basic research challenge that has important practical implications. Facebook has been a means to create more meaningful relationships (Ellison, Steinfield & Lampe, 2007). Adults and youth may have difference with how they use Facebook but consistently they both have the same goal in using it for connections (Keskin & Usluel, 2016). Salem (2017) found that there is significant number of young Facebook users, ages 15-29 that contributes to growing statistics of the platform. The youth have high Facebook usage; among the genders- females use more of

it to connect to people than males (Pathan, et. al., 2018; West, 2019; Teppers, et. al., 2014).

Researches has shown the effect of the people's usage; that the more people used Facebook the worse they subsequently felt; the reverse pathway (T1 Affect predicting T1–2 Facebook use, controlling for T0–1 Facebook use) was not significant, indicating that people do not use Facebook more or less depending on how they feel; the more participants used Facebook, the more their life satisfaction levels declined over time (Kross, et. al., 2013). People find social surveillance interesting to catch up with long distanced friends and relatives' lives (Alemdar & Koker, 2014). Other study findings are: agreeableness and neuroticism are personality dimensions that predict internet and Facebook use (Garcia, Standley & Staker, 2018) and Facebook usage was found to increase the tendencies of the cyberbullied to engage in the cycle although they use less of that social media and those who are not have reversed effects (Mcbride & Wong, 2017). When one is shy there is an increase in the Facebook activities relating to following and posting (Demir, Muyan & Sancak 2013). While Labrague (2014) study discovered connections that emotional states such as depression, anxiety and stress were significantly correlated and concluded that it is time spent on Facebook that increases the levels of each state and not the intensity of using it.

Facebook is a global phenomenon. No matter where you are in the world, it is widely known and used by many people. Even though it was only released on the millennial age, people who lived throughout the ages also use it. Name all of it, age,

location, educational attainment, and others, Facebook is one of the most popular and used social networking site in this generation. Their (Lamoureux, 2019) data shows how rapidly growing is the number of people uses Facebook, from the span of only 5 years, from 2013 to 2018, Facebook users increased by almost 1.5 billion; it also made a record of the first ever to produce billion of users as been observed for months, this can suggests that Facebook is one of the social networking sites that people loves to use. Philippines have millions of Facebook users that have a significant percentage compared to its entire population. Females was found to still be having more users than male with more than half of the total Facebook users and 13-17 years old ranks as the fourth most numbered users in the country (“Facebook users in Philippines,” 2019).

Loneliness

Loneliness and mental health have positive relationship (Singh, Naveen, Tiwari & Yadav, 2018). Weiss (1973) described humans as social beings and when one’s socio-emotional needs are not adequately met, the feeling of loneliness occurs. Denkova (2016) points out that adolescents are facing emotional baggage such as loneliness, disconnectedness, inability to express feelings and others and these can be threats to their psychological standing. Experience of this feeling has been common in adolescence (more specifically, between 12 and 22 years) and 20-50% of all are adolescents (Laine 1990; Clark, Pisaruk, & Solano, 1992; Cacioppo & Patrick, 2008). On the other hand, meeting individual’s socio-emotional needs could prime to factors that could lead to high happiness (Diener & Seligman 2002; DiMatteo, Lyubomirsky & Tkach, 2006). The

study of Cicekoglu & Durualp (2013) shows the importance of living with families as adolescents experience lower levels of loneliness than those in the orphanage. In the adolescent stage it has been more obvious that interpersonal relationships has a place in their being and when it is not given enough attention it triggers unstable emotional and social loneliness (Einav, Margalit, Rosenstreich & Uzi, 2015). Isolation makes an individual less intimate and sociable though girls were found greater intimacy level (Freitas & Rubin, 2013).

Few of other views reveal significant negative correlations among subjective happiness, social connectedness and loneliness (Badger & Chappell, 1989; Ben-Zur, 2011; Brown et al., 2012; Lyubomirsky & Sin 2009; Lyubomirsky et al., 2006). Gender difference was identified (Ro, 2014), girls reported more loneliness than boys did. This can be explained by the different response styles girls and boys have; when assessment was direct women are lonelier (Moisio & Ramo, 2007; Weiss 1973) and when it's not, men were identified (Cramer & Neyedley, 1998; Laine 1990).

Other connections were found: Eskin (2001) states that loneliness predicts suicidal behaviors. Suicide attempt, hopelessness, and loneliness are correlated, when the latter is controlled the first two variables have lesser effects on each other with both sex; Filipinas ranks in between among the prevalence of attempted suicide while Filipinos was the highest among the group of three (Page, et. al., 2016). An association in loneliness and life meaningfulness is significant in high university students but not in high school students (Tomsik, 2015), this can be considered for future researches.

Depression

Depression among adolescents is a challenge to mental health that can give more concerns to different aspects of their life especially when negative events arise (Hankin, 2006). As a whole, puberty does not only pertain to the physical changes of a person, but it also contributes to the effects of depression because mental and emotional beliefs of a being are some of the things that puberty affects (DiMaria, 2018). In general, social development and interaction of a teenager are affected by the process of adolescence. And also during adolescence, teens are more prone to depression because they start to be curious about their existence in this world. The environment of an adolescent could add a little, or worse, more to the depression they are experiencing (Cleveland Clinic, 2014).

A significant percentage of high school students' depression was revealed by the study conducted by Daryanavard, Hosseinpoor, Madani, Mahmoodi, Nourooziyan and Rahimi (2011) and Arora, Banneyer, Stark and Wang (2016): family structure and history, parents' actions and reactions, school dropouts and sexual abuse were identified related to it. Girls (Gustavson, Karevold, Nilsen, Røysamb & Mathiesen, 2013) and aged 13-15 years is evidently more vulnerable to depression and its effect was seen to adolescents' both physical and well-being (Enfermagem, Maria, May, Pedro, Santos, J., Santos, P. & Simões, 2016).

Adolescents who are experiencing depression needs to be treated or monitored especially those people who will transition to the adulthood stage. Not treating depression whilst in the midst of this transition period may have a big impact once they have

matured; it might be more unsafe and might lead to more threatening disorders (Giaconia, Fitzmaurice, Paradis, Reinherz & Stashwick, 2003). Depression can also cause other emotional concerns to the person especially if left untreated. But these symptoms can be treated without the help of a physician. It could be cured by the reason why they are depressed, by their parents and to somehow lessen these symptoms the parents' just need to re-communicate slowly to their child and listen to their problems and complaints (Turner, 2014). Having social skills can also help prevent depressive symptoms (Gustavson, Karevold, Nilsen, Røysamb & Mathiesen, 2013). As discovered by Caele, Christensen, Newby, Perry and Werner-seidler (2017) depression and anxiety interventions provided outside have greater effect than the school-based, although it still has impact in addressing mental health concerns.

Social Support

With regards to the exploration of perceived social support, life satisfaction and subjective well-being have connections as a discovery through models explains it, that among the three constructs using the Brazilian adolescent samples and it turned out that the perception of social support from family and friends is an important dimension of well-being (Alegre & Girona, 2015). Social support is a collective relationship that helps significantly to a one's being and life, it can be from a person or social groups or both (Barker, 2001).

Social support as viewed by adolescent varies as time goes by; normally at their stage, they are now attached to their classmates (Berhad, Ibrahim, Normah, Miskam,

2003). Filipino adolescents' perceptions on social support are expressed hands-on like spending time and assistance, companionship and emotional support as being known for "pakikisama" and when things are on a different view they find it as just a sense of concern. Peers are their most significant recognized support, followed by mother and father who is a source of inspiration as a face of support (Fernandez, 2011).

Family and friends still have a central role in the adolescent's development although it varies sometimes with the culture (Brannan, 2012; Bertoncello, Godinho, Parada & Schelp 2000; Lekes et al., 2010; Pratta & Santos, 2007) and interventions that promote and strengthen the social support from these groups are important. Family support plays a big role in lessening females' depressive symptoms and suicidal thoughts and increasing hope while males' exhibits association with behaviour concerns when there is presence of peer support (Kerr, King & Preuss, 2006). Bonino, Bosma, Ciairano and Kliever (2015) yet discovered that among youth and boys, it was seen that greater support from parents with not much control, a positive self-perceptions was observed. Social support should be carefully interpreted because not all the support the adolescent are getting do good to them, there might be perceived negative reactions and actions or peer pressures that might put them into danger, so their needs should be clarified before acting to their asked help (Barker, 2001). Adolescent possible behavioural problems can be addressed through understanding their needs and social support program (Pineda & Uribe, 2010).

Social relationships are becoming important but also crucial during adolescent stage, the different effects of were discussed in the following researches. There are barriers and difficulties that may bring risky effects in education, depression, anxiety and loneliness (Carter, Dix & Qualter, 2015). Perceived social support is associated positively with health and quality of life. (Kumcagiz & Sahin, 2017). A lower level of perceived social support makes one socially anxious (Hamarta, 2012). Lesser social connections predicts more Facebook usage and the more they post updates it hinders an opportunity to have broader social relationships (Eggermont, Frison, Vandenbosch & Wang 2018). Perceived social support is higher among those who were not cyberbullied and the same level was evident to those who are cyberbullied victims and uninvolved (Wong & McBride, 2017). Concerns with relationships and social networks have showed significant effects on girls than in boys Hammen (2009). To support adolescents to their social and emotional development is to simply listen to them especially the parents; they are the most capable person that can help those who suffer from any emotional adolescents (Abraham, 2018).

Subjective Well-Being, Loneliness, Depression, Social Support and Facebook Usage

Subjective well-being has been linked to few factors. The variables in this study also have found relationship with one another. Kraut and colleagues (1998) found significant relationships between Internet use and family communication, loneliness, and depression. Moody (2001) have shown relationships between Internet usage and subtypes of loneliness. Internet use was indirectly correlated to social loneliness, but directly

correlated to emotional loneliness. The study of Cásale and Fioravanti (2011) supports the loneliness paradigm, and also reported relationships between extreme Internet use and loneliness. Similarly, Weiser (2001) found that social integration was indirectly related to recreational use of the Internet, and that practical use was directly correlated to social integration. Loneliness predicts Facebook use, it means that when a person felt lonelier, smartphone and Facebook use increases as well (Dikec, v nb b 2018; Kross et. al., 2013) and vice versa (Anggita & Fitri, 2016; Tabak & Zawadzka, 2017). There is lower social/emotional loneliness among low to moderate Facebook users while heavy users becomes more while emotional loneliness triggers more Facebook use among lonely adolescents and lesser to those who are not lonely (Eggermont, Frison, Vandenbosch & Wang 2018). As children and adolescent urge to find connections Facebook usage satisfies the need of connections brought about of being lonely since it offers convenience (Goossens, Klimstra, Luyckx & Teppers, 2014). The increase of feeling lonely lessens the Facebook use in communication sense and vice versa (Demir, Muyan & Sancak, 2013). Margalit (2010) said that despite having lots of platforms to communicate, parents and educators expressed frustrations seeing the youth experiencing loneliness and social isolation and the feeling of loneliness can bring a challenge to their future well-being while loneliness makes an impact negatively to girls' well-being at school but not to boys (Lillefjell, Lohrea & Moksnes, 2013). Also, while depression is one of the most alarming medical illnesses in this generation, it negatively affects the person's feeling, and how they think and act; it is said that it is still early to blame

Facebook as the cause of depression, instead, other emotions such as being insecure, anxious, and others may be one of the reason why depression arises (Whitbourne, 2017)

Hampton and colleagues (2011) reported evidence that Facebook may be conducive for maintaining ongoing communication with close, as opposed to distant relations. Furthermore, achievement of informational contexts of social support has been correlated to intensity of Facebook usage (Ellison et al., 2007). Facebook usage is positively correlated to social support regardless if it is online or offline (Liu, Olson, & Shultz, 2012). Adolescent insufficient social support brings more depressive symptoms; their received support from teachers and friends remains intact (Bauldry & Simoni, 2018). Loneliness and lower social support equates violence tendency (Avci & Yildirim, 2016). Being far away from family members is associated with higher levels of loneliness that pushed them to use social network such as Facebook that satisfies the connection concerns (Balcı & Olkun, 2015). Students are more resilient in the presence of teacher support, peer and school connectedness, and more resilience reflects a greater life satisfaction and these two contributes positively to their well-being (Afari, Aldridge, Ala'I, Earnest, Fraser & Fozdar, 2016).

Loneliness and depression are interrelated (Allen & Sheeber 2009; Vanhalst et al. 2012) among children (La Greca & Prinstein, 1999; Rotenberg et al. 2004), and adolescents (Adam et al. 2011; Heikkinen & Kauppinen 2004; Jones et al. 2011; Mahon et al. 2006, 2004; Rotenberg et al. 2004), and adults (Ahrens & Nolen-Hoeksema, 2002; Cochran & Jackson, 1990). Studies shows that lesser feeling of being lonely the lesser the

depressive symptoms and social connectedness indirectly predicts the two (Jose & Lim, 2014) and research by Eden, Heiman & Olenik-Shemesh (2012) can explain one effect of loneliness and depression for through their analysis that those two leads to adolescent cybervictimisation. Living far away from home also showed negative feelings such as loneliness, depression that makes them to drink, to smoke, to have suicidal ideations and to have a not so good physical health feeling (Joseph & Wa-mbelaka, 2013). Lasgaard et al. 2011; Nangle et al. 2003; Vanhalst et al. (2012) stated that they there was no such differences among gender, but the research of Vanhalst et al. (2012) found higher levels of co-occurring loneliness and depression in young females.

After the different connections of the variables to subjective well-being, most the researches recommends the development of programs or interventions since it was found out that there were insufficient or limited numbers of it that can be implemented, although studies about subjective well-being were somehow overflowing especially that it almost affects varied factors including health (Ash & Huebner, 2001; Eryilmaz, 2012; Joronen, 2005; World Health Organization, 1993)

Subjective Well-Being (SWB) and Facebook Usage

Other studies found how Facebook was linked to emotions and interpersonal relations affecting SWB. This includes how well one could relate to anyone at any place. It has been said that both the type of emotional expressions and the time frame of status updates determine whether emotional expressions in Facebook status updates can

effectively reflect users' SWB (Liu, 2015); however, interacting with other people “directly” did not predict declines in well-being. In fact, direct social network interactions led people to feel better as time goes by. This tells us that Facebook use may constitute a unique form of social network interaction that predicts disadvantaged well-being (Kross, et. al., 2013). And a result of a study by Cheng, City, Khalil, Le and Lin (2012) suggests that personal background and social media usage behavior are correlated and social media usage behavior and work values are partially correlated.

Other findings and perspective is shown in the next arguments. The main purpose of adolescents in using Facebook is to communicate especially to long distance friends and it gives them positive psychological well-being but harms it through information seeking (Bolong, Hj, Naeemi & Tamam, 2014). Facebook as well is a tool for socializing and being connected to family or friends. That's why users must utilize its original purpose, to connect to others, so it will have positive benefits to a person's well-being (“Mark Zuckerberg: Heres how to use facebook to feel happier,” 2018). As Facebook use increases it weakens one's well-being (Demiralp, et al., 2013). Social networking sites can be beneficial only if there is a feeling of belongingness but they bring lesser interest in aspects of life and girls are more prone to its effects and there are other pitfalls that can interfere like social isolation and comparison, finite resources and cyberbullying that can make them feel the other way (Algoe, Clark & Green, 2018; Mcdool & Roberts, 2016). Generally, communication online in Facebook doesn't guarantee a positive change in well-being, although receiving communication from strong ties gives an increase in well-being (Burke & Kraut, 2016). It is just that Facebook as online social support have a

portion in the totality of social support in general but contributes only a little to well-being compared to general social support (Liu & Yu, 2013). Offline connections predicts well-being more than online such as facebook which only gives add to one's self-worth through the likes and comments (Mayol & Pénard, 2015).

Synthesis

In a nutshell, the literatures shows above suggest that, first public schools and students needs attention in mental health matters. Second, adolescent years not just face more than just physical changes but also emotional battles such as loneliness and depression and Facebook usage sometimes contributes to it, so their subjective well-being are tested as well while in the presence of social support especially with family are very instrumental for them to survive. Third, adolescents are active Facebook users. Fourth, Facebook use may or may not affect subjective well-being. And lastly, there are connections among the five variables; some are positive, negative, direct or indirect.

Conceptual Framework

The study is grounded with the idea of the theory of Diener (1984) wherein he has distinguished between bottom-up and top-down theories of subjective well-being (SWB). He described bottom-up as the causation is where particular variables cause SWB and top-down causation is where SWB produces certain outcomes. It states that happiness is the totality of pleasant feelings and/or events while top-down theory says that something is pleasing because he or she is elated (Diener, 1984). Several researchers such as by

Andrews and Withey (1976), Argyle (1987), Campbell et al. (1976) and Headey et al., (1985) have assumed that a bottom-up model is appropriate and more precisely, that a linear, additive combination of domain satisfactions accounts for SWB. It just explained that the whole is the sum of the parts; satisfaction with life is a result of some factors. However, Diener (1984) believed that high interrelations among domain satisfactions could be taken as proof for a top-down model in such a way that domain satisfactions could be just a by-product from overall levels of life satisfaction. Another argument was raised by Costa and McCrae (1980), who believes that causal relationships between domain satisfactions and measures of SWB are spurious, with both sets of variables being dependent on stable personal traits particularly extraversion and neuroticism.

Study done by Heady, Veenhoven and Wearing (1991), proves that different factors vary from their effects. It was seen in the research that marriage domain is characterized by two-way causation, the work, leisure and standard of living domains show top-down causation, and the observed correlations between life satisfactions and both friendship and health satisfaction appear to be spurious.

This study investigated how the psychological predictors such as loneliness, depression and social support individually influences Facebook usage and subjective well-being of a person particularly the adolescents and how each variables affect one another. Specifically, as the study was started to be made it had the following hypothesis among adolescents: (1) psychological predictors namely loneliness, depression and social support affect Facebook usage (loneliness and depression positively predicts while social

support negatively), (2) also, these three psychological variables predicts subjective well-being (loneliness and depression negatively predicts while social support positively) and lastly (3) Facebook usage is positively associated with subjective well-being. The assumptions mentioned were drawn by the explanation of the theory of Diener (1984) that subjective well-being is based on the effect of what is happening to an individual, that often happiness is a result from one's pleasant feelings and vice versa. Levels of each variable were identified individually, per year level and sex. Furthermore, the relationship among the predictors, Facebook usage and subjective well-being were tested. Through the information collated, significant results lead in the creation of a program that can addresses the needs at certain findings appropriately suited in their age bracket.

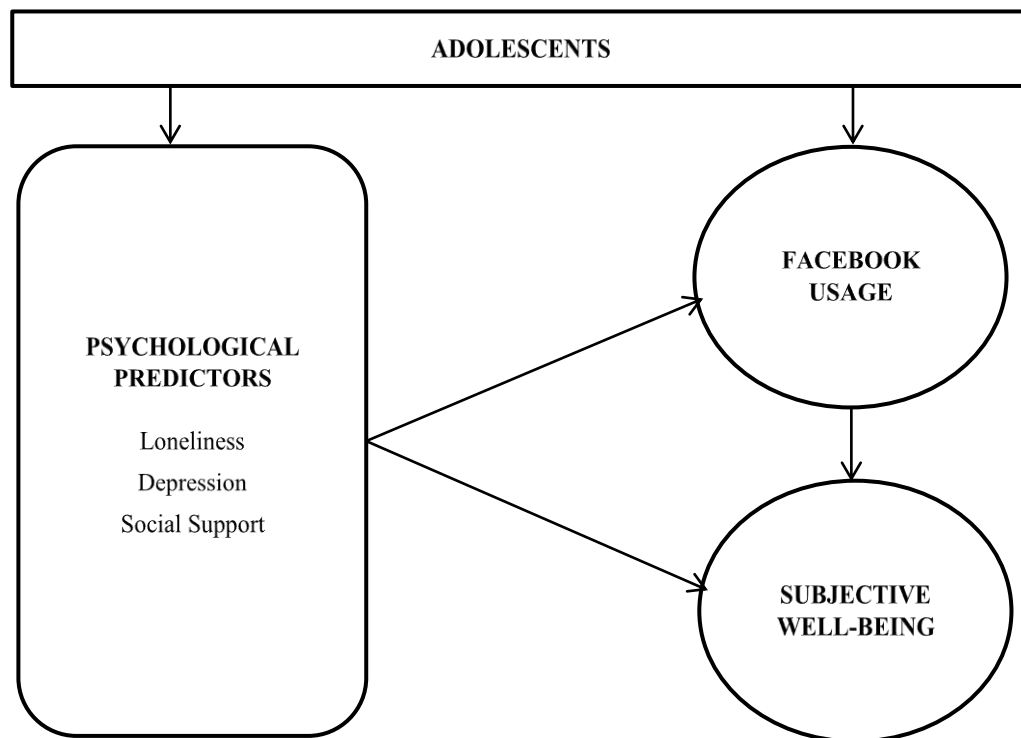


Figure 1

The Conceptual Framework of the Study

Statement of the Purpose

The main purpose of the study was to examine whether the psychological predictors such as loneliness, depression and social support predicts Facebook usage and subjective well-being, also if there is a connection among Facebook usage and subjective well-being. To explain these, the following were identified:

1. Determine the profile of the students in terms of the following variables:
 - a. Loneliness
 - b. Depression
 - c. Social support
 - d. Facebook usage
 - e. Subjective well-being
2. Determine the profile of the students' in terms the psychological predictors (loneliness, depression and social support), Facebook usage and subjective well-being when grouped according to year level and sex.
3. Examine whether the psychological predictors such as loneliness, depression, and social support predicts Facebook usage.
4. Examine whether the psychological predictors such as loneliness, depression, and social support predicts subjective well-being.
5. Examine whether Facebook usage is associated with subjective well-being.
6. Develop a program for the students based on the salient findings.

Definition of Terms

For a better understanding of the study, the significant terms used in this research were defined either operational or conceptual.

Adolescent as defined by Psychology Today and was used with the same meaning in the research is the teenage years between 13 and 19 and can be considered the transitional stage from childhood to adulthood.

Evans, Hawton and Rodham (2004) found *depression* as one of the factors causing suicidality in students and of which have been defined as a condition of a person who feels very sad, hopeless and unimportant and often is unable to live in a normal way (Merriam-Webster).

Facebook usage as use in the study is the manner wherein Facebook is being utilize including the length of time and importance in using it.

Loneliness is conceptualized as an unpleasant emotional experience that results from the deficiencies in an individual's social network and relationships (DiTommaso & Spinner, 1997; Wiseman et al., 1995; Wright, King, & Rosenberg, 2014).

Psychological Predictors as use in the study are psychological variables such as loneliness, depression and social support that are being use to predict another variable or an outcome.

Social support has been defined as a set of inputs of different types, ranging from emotional to material aspects that a person receives from the social network in which he or she is inserted (Gracia, Herrero & Musitu, 1995).

Well-being is a way of life. Especially in terms of life ideally inclined to health and wellness; unifying body, mind, and soul; individually full of purposeful attitude and aim to live life more fully; and a functional life in all social, personal, and environmental aspects (Myers et al., 2003).

CHAPTER 2

Methods

This chapter discusses the methods of the study, including the research design, setting to conduct the research, population, sample and its techniques, instruments, and statistic that was used to further analyze the data gathered by the researcher.

Research Design

The study used a quantitative correlational research design. Set of standardized test was used, one each variable that were administered to the participants wherein the quantitative data are collected and interpreted to explain the condition of the participants according to each variable tested and its connection with each other and the difference of result per year level to better understand the needs of the students. Descriptive data was utilized for the basis of the developmental program to cater the needs of the students.

Sampling and Participants

The study focused on adolescents which are represented by junior high school students, from grade 7 to grade 10 respectively. Students came from a public school. The population has a total number of approximately a hundred plus each levels but sampling technique was used to narrow down the number of population. The researcher explored the study using convenience and purposive sampling. Basically, the respondents are

chosen by the researcher because of her location and where she has easy access. Convenience sampling as defined (Dörnyei, 2007) is a kind of non-probability or non-random sampling wherein the samples are selected to participate in the study for they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer. While also on purpose, the respondents were fitted to represent the study. As for the criteria scale, respondents were non-randomly chosen because it was given across all levels except that the senior high school students are excluded. Grade 7 to 10 students accessible to the researcher were given the same set of tests.

Table 1

Frequency Distribution of the Respondents According to Year Level and Sex

Year level	Sex				Total	%
	Male	%	Female	%		
7	77	44	98	56	175	32.6
8	64	50	64	50	128	23.8
9	60	45.5	72	54.5	132	24.6
10	52	51	50	49	102	19
Total	253		284		537	100

Research Locale

The location of the research is in an educational setting. Particularly, it was conducted in a public school. The study was conducted at Dr. Josefa Jara Martinez High School which is located at Victory Avenue, Tatalon, Quezon City. The school was

established since the 90's and accepts students from grade 7-12. The rooms that the participant used were conducive and free from any external harm. The researcher ensured the safety of the students. The research locale was chosen based on one of the approved requested school that allows the researcher the accessibility and saving of time and money.

Research Instruments

The researcher made sure that the instruments used were free of any forms of biases and are applicable with the respondents. These research instruments are available online in a non-editable format and have undergone a pilot testing through grades 7 to 10 (reliability results are provided in each list) and these are as follows:

Facebook Usage

The tool used to identify the Facebook usage of the students was the Facebook Intensity scale authored by Ellison, N. B., Steinfield, C., Lampe, C., 2007. This scale basically used to measure Facebook usage beyond simple measures of frequency and duration, incorporating emotional connectedness to the site and its integration into individuals' daily activities. This instrument have a reliability result of $\alpha=.80$. In answering the scale one can have the items checked. There were items that will be checked based on how true the items is to oneself and the other just need to be checked in the option that describes frequency and duration. Scores will be computed by calculating the mean of all of the items in the scale.

Loneliness

The other instrument utilized is the UCLA Loneliness Scale which is designed to measure one's subjective feelings of loneliness. It had actually undergone two revisions since its first publication; once to create reverse scored items, and once to simplify the wording. It is made up of 20 items in likert-type wherein respondents rate each item as either O ("I often feel this way"), S ("I sometimes feel this way"), R ("I rarely feel this way"), N ("I never feel this way"). According to Russell et al., 1980 the test reflects satisfaction and dissatisfaction with life and social connections of an individual. Scoring is done by making all O's =3, all S's =2, all R's =1, and all N's =0.

Studies of this scale have shown to be a valid and highly reliable measure of loneliness across different populations. In fact, Russell (1996) discovered that the scale has very high internal consistency with some studies showing a coefficient alpha between 0.89 and 0.94 and favourable test-retest reliability ($r = 0.73$). A research's result have found to support it, wherein the scale was seen as having acceptable internal consistency in three of their samples with Cronbach's alpha coefficients of 0.89 in the Taiwanese sample, 0.82 in the Thai sample and 0.75 in the Philippine sample. Among the pilot testing respondents, it has a reliability of $\alpha = .65$ and so must still be used and interpreted carefully.

Interpreting the results was based on the following points, 15-20 suggests that people attaining this score-range are operating comfortably and experience an average level of loneliness. While having score-range of 21-30 states that people can be struggling a little

with social interactions, experiencing frequent loneliness. And those whose scores are 31-40 would indicate a person experiencing severe loneliness.

Social Support

Perceived social support was measured through the social support questionnaire-shortened version made by Sarason et al., 1983. This scale has 6 questions with two parts and can be finished in five minutes. This has a reliability of $\alpha=.83$. The first part is about writing the name of the person who the individual think helps him according to the situation stated in each item. The participants are not allowed to list more than one person next to each of the numbers beneath the question and should not exceed to nine persons. For the second part, the respondents should circle how satisfied he is with the overall support he is receiving. The rate is from very satisfied to very dissatisfied. In case that one have no support for a question, one can check the word “no one” but still needs to rate the level of satisfaction.

Next thing to do, a support score for each item is calculated by the number of individuals the participant listed (number score). The overall support score (SSQN) is calculated by the mean of this scores across the items. The overall satisfaction score is calculated by the means of all satisfaction scores (McDowell & Newell, 1996).

Depression

To test depression, the instrument used was the Patient Health Questionnaire released by Pfizer, Inc. and has a reliability of $\alpha=.64$ and so needed to be use and

interpreted conservatively. The questionnaire has nine items to be answered through checking one of the ratings from 0-3 which corresponds to not at all to nearly every day. Answers are based on how they used to feel a certain situation. Afterwards, scores will be added and later be interpreted as, 1-4 Minimal depression, 5-9 Mild depression, 10-14 Moderate depression, 15-19 Moderately severe depression, 20-27 Severe depression.

Well-being

In order to test the subjective well-being of adolescents, tool such as the Personal Well-being Index for school-age children and adolescents by Cummins, R.A. and Lau L.A.D., 2005 was utilized. The scale was designed to assess the feeling of the individual in a particular domain namely standard of living, health, life achievement, personal relationships, personal safety, community connectedness, future security, and spirituality-religion. The scale was made appropriate at a particular age and reliable at $\alpha=.71$ It uses happiness in answering than satisfaction. It is a 10 point likert scale ranges from very sad, not happy or sad to very happy and can be done without time limit. The scores will be obtained and the mean per domain, and to further interpret it, the decimal point can be just move to the right once making it the percentage of scale maximum (%SM).

The respondents' raw scores in all the instruments were converted into standardized scores and interpreted through the following:

Standard Score Range	Description
1.5 and Above	High Average
-1.5 and below	Low Average

Research Procedures

Once the researcher was given a Clearance to Proceed, proper protocol was followed. A communication letter was given to the schools division office. Later on, they released an approved memorandum that can be relayed to the schools to conduct the study. The memo was then showed to the school head and was given the go signal to start the study. The research data was done by giving informed consent forms to the parents or guardians of the participants together with the student assent forms and reply slips were collected days after. A teacher assigned assisted in the collection and the arrangement of the schedule. Following the available schedule to perform the testing, the researcher complied. Those respondents who chose to participate in the study shown through the collated responses from both parents and students were given information as orientation which includes the things they need to know about the researcher, the research, its purpose, benefits, use and compilation.

After communicating to the concerned subject teachers, the conduct then proceeded, the basic information of the participant was collected as included in the demographic part of the test. After that, each of the set of standardized test were explained and instructed to students to assess the variables such as facebook usage usage, subjective well-being, loneliness, perceived social support, and depression. The results collated define the levels and needs of the students per level. This was used in the creation of the intervention program that aims to decrease the loneliness and depression

levels of students emphasizing social support and increase their well-being. Then, the participants were debriefed through asking how they feel after taking the test. Once done, the answer sheets were kept confidential in locked drawer while the data collected and encoded were stored in a password enable laptop, then later on after 3 years those will be shred along with the results. The data collated was presented briefly to the concerned school.

Data Analysis

To further understand the correlation of the data, the researcher used the Statistical Package for Social Sciences (SPSS) version 23. Frequencies, means, and standard deviation statistic were computed to answer statement of the purpose 1 and 2 and the design used was regression analysis to answer the rest of the statements, wherein variables such as Facebook usage, loneliness, perceived social support, depression, and well-being was analysed for the relationship of the first four variables to well-being and towards one another among adolescents. Regression analysis was said to be a statistical tool for the investigation of relationships between variables and usually, the researcher is seeking to the causal effect of one variable upon another Sykes, A. O. (n.d.).

Ethical Considerations

The data collected was for the eyes of the researcher only and results were shared with the concerned schools. The data is stored and kept for three years before the data will be disposed then a shredding device will be used.

Respect

The researcher asked permission from the schools division office through a letter, then an approved memo was delivered to the school administrator, after those, a parental consent and student assent forms were given to the students from grade 7-10. They have the choice to accept or decline the participation. After given the go signal and favourable responses through the reply slips, those who chose to participate were given the test according to the available schedule provided by the teachers. Each test, the students were instructed and given clear explanations before they proceeded. All the data that collected maintains confidentiality. Information collated was kept in a safe place by the researcher.

Beneficence

The benefits of the conduct of the study were made clear to the students and what the researcher could offer to them and the school. After, the needs of the respondents were identified, nine set of modules with different topics addressing each concerns that surfaced was made under one program by the researcher for the benefit of the students especially those who got low scores for the modules addressed the salient results and concerns.

Justice

The researcher's field of work and interest is closely related to the needs in the study. After having the result and an approved final research and program the school will be offered to be given a copy of it to be implemented when the needs arises or during their seminars and classes. The study affects no harm to any of the respondents and that their identities were hidden through codes.

CHAPTER 3

Results and Discussions

The following tables and discussions show the analysis of results, explaining each statement of the purpose of this study, from profile to the discovery of the psychological predictors' association with Facebook usage and subjective well-being.

Statement of the Purpose 1: Determine the profile of the students in terms of the following variables: Loneliness, Depression, Perceived social support, Facebook usage and Subjective well-being.

The following data wherein range, mean and standard deviation were calculated shows the profile of the students generally in terms of the variables such as loneliness, depression, social support, Facebook usage and well-being.

Table 2

Range, Mean, Standard Deviation of the Respondents' Scores

Variables	Range	Mean	Standard Deviation	Description
Loneliness	32	27.36	5.03	Average
Depression	27	11.57	4.76	Average
Social support	30	29.95	6.20	Average
Facebook usage	24	20.14	5.09	Average
Wellbeing	78	59.52	12.93	Average

Note: N=537

Since at the adolescent stage, it is a transition and individuals are vulnerable, thus, people who are in the same phase can be lonelier and depressed. Although the generation now give us advanced technology and means to get help, social support can be enough for them. One of the means we see from the youth that they are actively using is Facebook, makes it evident to more time of utilizing the social media. These supports can contribute to better well-being and better well-being can make the students be more resilient in facing emotional concerns.

Table 2 shows the overall scores of the respondents in loneliness ($M=27.36$, $SD=5.03$), depression ($M=11.57$, $SD=4.76$), social support ($M=29.95$, $SD=6.20$), facebook usage ($M=20.14$, $SD=5.09$), and well-being ($M=59.52$, $SD=12.93$). The results suggest that the students' scores were not dispersed and there is a normal distribution except for one, well-being. This variable also got the highest mean implying that these students perceived happiness in different domains of their life as school children although they vary in rating their perceptions and feelings. Also it is significant to note that the respondents have felt social support as it shows second to the highest mean. The respondents' Facebook usage can be interpreted that they are giving importance to that particular social media as part of their activity. While loneliness and depression's means draw an impression that they are moderately having these negative feelings and struggling a little.

As shown in the results, the participants are active Facebook users but despite having lots of platforms to communicate, parents and educators expressed frustrations

seeing the youth experiencing loneliness and social isolation, and the feeling of loneliness can bring a challenge to their future well-being (Margalit, 2010). Although they are experiencing loneliness and depression it does not hinder them to have a good well-being which suggests better understanding emotion management and consistently social support is being recognized by the students. Emotion is what connects us to other person without saying any words. The more the adolescents know about their emotions, the better they can express and to be felt by others. But sometimes, emotions can be dangerous too so they have to learn how to control it so it will not lead any negative things that might happen (Pickhardt, 2010), and the participants handle their emotions well.

Research studies revealed support stating that there are various things that influence one's SWB, it can differ from perceptions, adaptation, cultures, values and goals (Diener, 2000). As adolescent face changes, transitions and emotional baggage such as loneliness, disconnectedness, inability to express feelings and others, their mental health as well has been crucial but well-being can still be improved through stages that need to discover within and enhance individual's values, beliefs, goals / life purpose, cognitions and emotional intelligence (Anuradha, Sharma & Yagnik, 2012; Denkova, 2016).

Statement of the Purpose 2: Determine the profile of the students' in terms the psychological predictors (loneliness, depression and social support), Facebook usage and subjective well-being when grouped according to year level and sex.

The obtained data through range, mean and standard deviation plotted in the next tables shows the profile of the students only in terms of Facebook usage and well-being according to year level and sex.

Table 3

Range, Mean, Standard Deviation of the Respondents' Scores according to Grade Level and Sex

Variables	Grade Level	Sex	Range	Mean	Standard Deviation	Description
Loneliness	Grade 7	Male	21	27.39	4.57	Average
		Female	24	27.36	4.94	Average
	Grade 8	Male	22	26.88	4.76	Average
		Female	26	27.05	4.95	Average
	Grade 9	Male	30	27.67	5.85	Average
		Female	31	27.76	5.21	Average
	Grade 10	Male	25	27.12	5.11	Average
		Female	29	27.66	5.21	Average
Depression	Grade 7	Male	24	10.47	4.69	Average
		Female	26	12.22	4.92	Average
	Grade 8	Male	19	9.72	4.67	Average
		Female	21	10.98	4.41	Average
	Grade 9	Male	19	9.63	3.97	Average
		Female	21	12.72	4.51	Average
	Grade 10	Male	20	12.69	4.40	Average

		Female	17	14.60	4.35	Average
Social Support	Grade 7	Male	24	28.79	6.21	Average
		Female	22	28.92	6.04	Average
	Grade 8	Male	18	31.41	5.74	Average
		Female	18	31.86	4.72	Average
	Grade 9	Male	27	30.97	5.92	Average
		Female	30	31.51	5.44	Average
	Grade 10	Male	30	27.96	7.91	Average
		Female	27	28.00	6.56	Average
Facebook usage	Grade 7	Male	20	20.08	4.90	Average
		Female	23	19.58	4.71	Average
	Grade 8	Male	22	19.22	4.92	Average
		Female	22	19.81	4.41	Average
	Grade 9	Male	24	19.40	5.38	Average
		Female	24	20.44	5.04	Average
	Grade 10	Male	24	21.62	5.74	Average
		Female	24	21.86	5.78	Average
Well-being	Grade 7	Male	78	60.91	15.81	Average
		Female	73	58.82	14.06	Average
	Grade 8	Male	50	59.53	11.19	Average
		Female	40	61.00	11.10	Average
	Grade 9	Male	65	59.90	12.96	Average
		Female	45	59.89	9.74	Average
	Grade 10	Male	47	60.79	13.66	Average
		Female	66	54.58	12.79	Average

Grade 7= 175; Grade 8=128; Grade 9= 132; Grade 10= 102
Male= 253; Female= 284

Observing from the table above, students nowadays are exposed to different expectations of the world. Among the respondents, grade 7 students are the youngest in the group and so they are the ones who are in the process of learning how to cope, it may not be all but in general can be. Grade 7 students can be those among who struggles more from loneliness and depression and as they age, they can stand in whatever seasons they are in, suggesting based on the assumptions that grades 8 to 10 can have higher levels of well-being. Since new discoveries are also being explored by many younger and younger in age, grades 7 to 10 can be at the same time be active in Facebook, getting more social support. Male and female may differ in perspective and intentions, female used to express more so can be seen with signs of being lonely and depressed yet friendly enough to get social support. On the other hand, male loves being online, may it be games but can be also in social media specifically in Facebook and less expressive containing their problems and maintain better well-being.

However, contrary to few assumptions the results shows that although in all the variables, from psychological predictors to Facebook usage and subjective well-being, the respondents have average level, when analysed each year level and sex it was compared that among the group, in terms of the psychological predictors such as (1) loneliness- grade 9, female students ($M=27.67$, $SD= 4.95$) are struggling more and grade 8, male students ($M=26.88$, $SD= 4.76$) have the lowest level of experience of being lonely, (2) depression- grade 10, female students ($M=14.60$, $SD= 4.35$) are prone to depression tendencies unlike the grade 9, male students ($M=9.63$, $SD= 3.97$) and (3) social support- grade 8, female students ($M=31.86$, $SD= 4.72$) felt more social support

while grade 10, male students ($M=27.96$, $SD= 7.91$) felt less of it. Comparing their Facebook usage, grade 10, female students ($M=21.86$, $SD= 5.78$) are the most active and grade 8, male students ($M=79.22$, $SD= 4.92$) are the least users. Their well-being suggests that grade 8, female students ($M=61.00$, $SD= 11.10$) have higher level of well-being while grade 10, female students ($M=54.58$, $SD= 12.97$) are seen with lowest level.

In summary, the results enlightens us that grade 8, male respondents are less lonely and less Facebook users, grade 8, female respondents experience high social support and well-being which contributes to better emotional states they have compared to others, grade 9, male respondents shows lesser feeling of depression while grade 9, female respondents are the loneliest. Lastly, grade 10, male students have greater social support and grade 10, female respondents are more depressed, most active Facebook user and lowest level of well-being which suggests that they can be the most vulnerable group. Among these results, the program and module to be given to the students can be based here, but still they can all be given the same activities because it is evident that all of the respondents got average in all the areas and the program can be an enhancement of what is not enough.

While there are lacking of researches studying about the psychological predictors, Facebook usage and well-being that are being analysed per level and sex, some of the researches only reveal the differences of the high school students in the following the next arguments. Having low self-esteem makes high school girls prone to being lonely

than high school boys, the reason behind this is that males are more careful to express their feelings to others (Nkyi, 2014). Isaacs, Koenig and Schwartz (1994) found out that even though that girl tends to be more depressed than boys, it is different when it comes to being lonely- teenage boys are lonelier than girls, it is because girls are more open to discuss their feelings with their friends which helps them to overcome their feelings. Depression also can have different effects in terms of gender role. Likewise, it is more likely that high school boys become depressed when it comes to objective school performance and subjective school performance is one of the factors that high school girls experience severe depression than boys (Fröjd, et. al., 2008).

Adolescent seeks for relationships, guidance and support from other people besides their own family. Teachers can be one of those who can give this kind of support by showing them care, respect and appreciation in all that the students do and this is important because instead of being influenced by their peers, students will opt to seek support or go along with their teachers (Eccles & Wang, 2012). The study examined by Demaray, et. al (2008) explained the difference of social support between high school boys and girls students, girls recognize support from their close friends which they actually receive more support from and classmates than their parents or teachers.

Furthermore, Limayem, et. al (2011) concluded that students who have extraverted personality may have poor academic performance when they use Facebook extensively while students who have more self-control may result to use this platform efficiently and this explains that personality traits and self-control determines how much

time a student spends on using Facebook. Even though students feel connected to other people, Facebook builds up the student's depression through the things that they post and see in their news feed, Paculan (2013) argued. To help these students, it is advised that parents and educators can be a way to increase a student's well-being by helping them to recognize the strengths they have, Ketchell (2019) reiterated. Student well-being must be addressed according to Caleon (2017) and continued that it is not only because of the emotional health of the students, but also may be a hindrance in their school performance and their future ventures.

The groups were shown also to see especially the difference of the respondents profile in two timely topics such as Facebook usage and well-being. Various studies indicates that both male and female are happy though they differ in ways to maintain it; boys enjoy active leisure and mental control while girls' shows interest in the pursuit of social relationship, goal, passive leisure and religion (Lyubomirsky & Tkach, 2006). Facebook is one of the most popular and used social networking site in this generation, and consistent to the reports, females have more Facebook users than males (West, 2019). While Philippines data uncovers millions of Facebook users that compared to its entire population it is a huge contribution; as the result shows and report of "Facebook users in Philippines" (2019) meets, that females was found to still be having more users than male with more than half of the total Facebook users and 13-17 years old ranks as the fourth most numbered users in the country.

Statement of the Purpose 3: Determine whether loneliness, depression, and social support predict Facebook usage.

Table 4

Summary of the Regression Results of Loneliness, Depression and Social Support as predictors of Facebook Usage According to Year Level

Variables	B	T	p	β	R^2	F	df	p
Overall					.023	4.18	3,533	.006
Loneliness	-.06	-1.32	.186	-.06				
Grade 7	.01	.11	.912	.01				
Grade 8	-.02	-.27	.786	-.03				
Grade 9	-.07	-.76	.446	-.07				
Grade 10	-.15	-1.34	.183	-.14				
Depression	.13	2.82	.005	.12				
Grade 7	-.05	-.59	.556	-.05				
Grade 8	.00	-.00	.998	.00				
Grade 9	.33	3.33	.001	.29				
Grade 10	.18	1.36	.176	.14				
Social Support	.07	2.06	.040	.09				
Grade 7	.06	.99	.323	.08				
Grade 8	.15	1.87	.064	.17				
Grade 9	.09	1.16	.247	.10				
Grade 10	.09	1.08	.282	.11				

Dependent Variable: Facebook Usage

Facebook is being used by many especially the younger generations. It offers various services and activities; here is where its connection with the psychological predictors such as loneliness, depression and social support comes in. There are a lot we can get from Facebook from posting, likes, communication and others. Wanting and the need to have social support can be because of feeling of loneliness and depression can lead to seeking for the accessible means which is through online. The cyber world gives and satisfies some of the people's expectations so in feeling of threat this is where people explore.

Table 4 now displays the regression analysis of the prediction of loneliness, depression and social support to the adolescents' Facebook usage. The overall result shows that the three predictors such as loneliness, depression and social support significantly predicts Facebook usage ($R^2=.023$, $p=.006$), and collectively 23% of the variance is accounted for Facebook usage by the said predictors. However, when taken its individual effect, loneliness ($p=.186$) does not influence significantly in the prediction of Facebook usage, only depression ($p=.005$) and social support ($p=.040$). And among these, depression ($\beta=.12$) has the strongest relationship to the dependent variable.

Goossens, Klimstra, Luyckx and Teppers (2014) enlightens that as children and adolescent urge to find connections Facebook usage satisfies the need of connections brought about of being lonely since it offers convenience. And as discussed, loneliness and depression are interrelated (Allen & Sheeber 2009; Vanhalst et al. 2012) among adolescents (Adam et al. 2011; Heikkinen and Kauppinen 2004; Jones et al. 2011; Mahon

et al. 2006, 2004; Rotenberg et al. 2004). This can be said that the adolescents' feelings and support experienced contributes in their use of Facebook. The platform may give satisfaction to ones' needs and emotions, the reason why they still use it despite their current standing.

The results suggest that year level does not greatly influence the prediction of Facebook usage in terms of the psychological predictors: loneliness, depression and social support. Although it is only grade 9 students' level of depression ($p=.001$, $\beta=.29$) that significantly affects Facebook usage also with the greatest relationship to it. In line with this, Paculan (2013) argued that though students feel being connected, Facebook contributes to the student's depression through the things that they post and see in their news feed.

High school years is way different from the grade school, it is a transition of a lot of things. From being a kid to mini being adult that requires more responsibility, thus being in this stage in education years put some pressure. And according to Cleveland Clinic (2014) the environment of an adolescent could add a little, or worse, more to the depression they are experiencing. Grade 9 level, at this age is known for being the happiest yet challenging year, also based on experience, not just about the subjects but also to the need to understand more about independence and reliability. Enfermagem, Maria, May, Pedro, Santos, J., Santos, P. and Simões (2016) specified that aged 13-15 years is evidently more vulnerable to depression and its effect was seen to adolescents' both physical and well-being. Moreover, as a witness and as guidance counselor, with the

data he knew from Global School-Based Student Health survey about suicide related cases of 13-15 years of age and his personal experience of encountering serious mental health issues of students (Correa, 2018) and Joronen (2005) states that ill-being was experienced more frequently by girls and 9th graders (mean age of 15) than by boys and 7th graders (mean age of 13).

Table 5

Summary of the Regression Results of Loneliness, Depression and Social Support as predictors of Facebook Usage According to Sex

Variables	B	t	p	β	R²	F	df	p
Loneliness					.002	1.18	536	.277
Male	.02	.23	.817	.02				
Female	-.12	-2.02	.045	-.12				
Depression					.011	5.73	536	.017
Male	.25	3.52	.001	.22				
Female	.03	.41	.683	.03				
Social Support					.007	3.82	536	.051
Male	.09	1.73	.084	.11				
Female	.05	.97	.335	.06				

Dependent Variable: Facebook Usage

Table 5 reveals that when sex is considered it can emphasize some difference in effect of the prediction of Facebook use. It shows that female loneliness ($p=.045$) and male depression ($p=.001$) significantly predicts Facebook usage more. This can be in light with Abdollahi, et. al. (2017) research' that says that girls tends to be sad, feel unworthy and others negative while boys can experience irritability, suicidal thoughts and many more.

The researches support the assumption of the study. Kraut and colleagues (1998) found significant relationships between Internet use and family communication, loneliness, and depression. Loneliness predict Facebook use, it means that when a person felt lonelier, smartphone and Facebook use increases as well (Kross et al., 2013; Dikec, G., 2018) and vice versa (Anggita & Fitri, 2016; Tabak & Zawadzka, 2017). Loneliness and depression are interrelated (Allen & Sheeber 2009; Vanhalst et al. 2012) among children (Prinstein & La Greca, 1999; Rotenberg et al. 2004), and adolescents (Adam et al. 2011; Heikkinen and Kauppinen 2004; Jones et al. 2011; Mahon et al. 2006, 2004; Rotenberg et al. 2004). Furthermore, achievement of informational contexts of social support has been correlated to intensity of Facebook usage (Ellison et al., 2007).

Statement of the Purpose 4: Determine whether loneliness, depression, and social support predict subjective well-being.

Table 6

Summary of the Regression Results of Loneliness, Depression and Social Support as predictors of Subjective Well-being According to Year Level

Variables	B	t	p	β	R^2	F	df	p
Overall					.056	10.55	3,533	.000
Loneliness	-.26	-2.34	.020	-.10				
Grade 7	-.54	-2.31	.022	-.17				
Grade 8	.03	.16	.871	.01				
Grade 9	-.37	-2.04	.043	-.18				
Grade 10	-.07	-.25	.801	-.03				
Depression	-.36	-3.05	.002	-.13				
Grade 7	-.08	-.36	.718	-.03				
Grade 8	-.66	-3.14	.002	-.27				
Grade 9	-.39	-1.74	.084	-.16				
Grade 10	-.33	-1.08	.284	-.11				
Social Support	.27	2.96	.003	.13				
Grade 7	.56	3.13	.002	.23				
Grade 8	.35	1.87	.062	.16				
Grade 9	.32	1.84	.07	.16				
Grade 10	.27	-.85	.396	-.09				

Dependent Variable: Well-being

Table 7

Summary of the Regression Results of Loneliness, Depression and Social Support as predictors of Subjective Well-being According to Sex

Variables	B	T	p	β	R²	F	df	p
Loneliness					.021	11.40	536	.001
Male	-.46	-2.70	.007	.17				
Female	-.09	-.63	.532	-.04				
Depression					.027	14.88	536	.000
Male	-.36	-1.89	.060	.12				
Female	-.32	-2.07	.039	-.12				
Social Support					.024	13.30	536	.000
Male	.13	.97	.334	.06				
Female	-.11	3.43	.001	.20				

Dependent Variable: Well-being

Based on experience, when we feel lonely, depressed and no social support we are not in a stable well-being. This triggers our state of well-being, because those are not good feeling and will result no good to anyone. But when there is no presence of feeling of loneliness, depression and presence of social support positive affect takes place. This suggests that in reality, negative or positive feeling contributes to one's well-being.

In the summary of the regression results of the prediction of subjective well-being, which is illustrated in table 6 suggests that as one (p=.000) and individually all the independent variables: loneliness (p=.020), depression (p=.002) and social support

($p=.003$) significantly affects in the prediction of well-being and these accounts to 56% on the variance in well-being. The greatest impact to the dependent variable were both depression ($\beta=-.13$) and social support ($\beta=-.13$). It can also be concluded in the results that as loneliness and depression increases by one unit well-being decreases by .26 (loneliness' B) and .36 (depression's B) and as social support increases by one unit well-being also increases by .27 which all makes sense to the assumptions of the study.

Based on the results shown in table 6, findings points out that year level shows effect in predicting the subjective well-being. Grade 7 loneliness ($p=.022$) and social support ($p=.002$), grade 8 depression ($p=.022$) and grade 9 ($p=.043$) loneliness, these all significantly predicts subjective well-being. On the other hand, in table 7 female depression ($p=.039$) and social support ($p=.001$) greatly influence subjective well-being.

The analysis of the results implies and support the hypothesis of the study that loneliness, depression and social support predicts well-being in a way that as loneliness and depression increases, well-being decreases and as the social support increases so as well-being, which makes sense. Support studies disclosed that loneliness and depression are interrelated (Allen & Sheeber 2009; Vanhalst et al. 2012) among children (Prinstein & La Greca, 1999; Rotenberg et al. 2004), and adolescents (Adam et al. 2011; Heikkinen and Kauppinen 2004; Jones et al. 2011; Mahon et al. 2006, 2004; Rotenberg et al. 2004). Subjective happiness has been found to be negatively correlated to the depressive symptoms (Chaplin, 2006) that are closely associated with loneliness which is one of the major precursors of depression (Lau, Chan, & Lau, 1999). Moreover, similar to preceding

studies concerning subjective well-being (Brown et al., 2012; Siebert et al., 1999), a positive relation between subjective happiness and social support has been found (Ahmet, et. al., 2016, Akhunlar, 2010; Hamama, Mishely-yarlap, Ronen & Rosenbaum, 2018).

Statement of the Purpose 5: Determine whether Facebook usage is associated with subjective well-being.

Table 8

Summary of the Regression Results of Facebook Usage and Subjective Well-being According to Year Level

	B	T	p	β	R^2	F	df	p
Overall					.00	.00	1,535	.987
Grade 7	-.01	-.37	.713	-.03				
Grade 8	-.01	-.24	.810	-.02				
Grade 9	.01	.20	.838	.02				
Grade 10	.04	.96	.342	.09				

Table 9

Summary of the Regression Results of Facebook Usage and Subjective Well-being According to Sex

	B	t	p	β	R^2	F	df
Male	.01	.47	.636	.03	.00	.23	252
Female	-.01	-.45	.653	.03	.00	.20	283

Facebook usage usually have effect on subjective well-being as sometimes some allows the societies expectation to define one's worth and if needs and wants are being met, it can be seen positively and add up to greater well-being and if not, it can be a threat to emotions and to lower levels of well-being. Although there can be a possibility that Facebook usage is not associated with subjective well-being for some reasons, one can be intentions, not all uses Facebook the same way, second, most adolescent may not depend themselves to what Facebook can offer unlike any other generations, third, there are a lot of Facebook users in the world and Philippines, making it hard to tell what they are really getting from using it and lastly there can be other factors that can mediate between Facebook usage and subjective well-being to find accurate connections, besides Facebook is a huge trend now and so as social comparisons and its facets.

Table 8 and 9 explains the association of Facebook usage and subjective well-being overall, per year level and sex. It was found out that Facebook usage do not predict the students' well-being ($p=.987$) even in each year level and among the sex groups which can be said that regardless of how the respondents use Facebook it does not have an effect to one's well-being. This may be true only to grade 7 to 10 students of the population and specifically to those one to two hours and three plus hours' Facebook users of the participants; other time, level and social comparison can be explored as some studies implies connection among the two variables.

The result does not support the assumption of the study that Facebook is one predictor of well-being. Although, researches state that Facebook may or may not be

associated to well-being, depends on how it was used and how it connects to few facets and it can only be beneficial if there is a feeling of belongingness but they bring lesser interest in aspects of life and girls are more prone to its effects and there are other pitfalls that can interfere like social isolation and comparison, finite resources and cyberbullying that can make them feel the other way (Algoe, Clark, & Green, 2018; McDool & Roberts, 2016). Also, other points out that online communication through Facebook does not guarantee a positive change in well-being, although receiving communication from strong ties gives an increase in well-being (Burke & Kraut, 2016). Facebook as online social support only take about some space in the totality of social support in general but contributes only a little to well-being compared to general social support received by a person (Liu & Yu, 2013). In fact, offline connections predicts well-being more than online such as Facebook, which only add to one's self-worth through the likes and comments (Mayol, & Pénard, 2015). And it is not whether one is happy or sad they uses Facebook because in effect, the more an individual used Facebook, the more their life satisfaction levels declined over time (Kross, et. al., 2013).

The Facebook numbers worldwide and in the Philippines alone can explain the distinctions of each user. A huge amount of account users are consistently reported which one cannot say how an individual's feelings and purpose differs from the other. Lamoureux, D. (2019) data shows the rapid growth of people using Facebook, in the last five years (2013 to 2018) Facebook users increased by almost 1.5 billion; also it made a record of the first ever to produce billion of users as been observed for months. In the country, Philippines have millions of Facebook users that have a significant percentage

compared to its entire population and 13-17 years old ranks as the fourth most numbered users in the country (“Facebook users in Philippines,” 2019).

Facebook users as analysed are significantly higher on narcissism, self-esteem and extraversion likewise have higher values of social support, life satisfaction and subjective happiness than Facebook non-user who have (marginally) significantly higher depression symptoms (Brailovskaia & Margraf, 2016). According to the research conducted by MacLellan (2017), the International Journal of Virtual Communities and Social Networking identified that among the Facebook users they are classified into four, telling us about one’s intention of using the certain platform, the relationship builders, window shoppers, town criers, and selfies. Frequent Facebook users scored higher on overt narcissism and were seen with more intimate relationships than non-users who were not use to disclose much which indicates that intensity of using it affects both in online and offline context (Liepaya, Locke, Orr & Ross, 2013). Comparing the Facebook users, it was found out that Facebook use among midlife and older adults was more likely to stay the same through time than the other age groups while the young adults 18-29 years was more likely to decrease their time on Facebook over time, specifically, younger females and male participants were most likely to spend the same amount of time on Facebook (Bosak & Park, 2018). Filipinos are known to be hospitable and has been interpreted as friendly and since people likes to explore as well, this trait leads to utilizing the cyber world. “Facebook Usage in the Philippines: The How’s and Why’s” (2018) states that Facebook is the number one go-to social networking site and it is believed that regardless of socioeconomic status it is used because of its accessibility, most of the users

are ages 18 to 24, and people of this age are usually enthusiastic and extrovert and users finds Facebook catering best such behaviors.

Statement of the Purpose 6: Develop an intervention program for the students based on the salient findings.

After the data was collated and interpreted, it leads to the creation of an Enhancement Program.

Development of the Program

The proposed program was solely inspired by the results of the conducted study and its theoretical background support. It is grounded with the idea of the theory of Diener (1984) wherein he has distinguished between bottom-up and top-down theories of subjective well-being (SWB). He described bottom-up as the causation is where particular variables cause SWB and top-down causation is where SWB produces certain outcomes. It states that happiness is the totality of pleasant feelings and/or events while top-down theory says that something is pleasing because he or she is elated (Diener, 1984). Subjective well-being can be a result of the increase or decrease of the study's variables or it's the other way around.

As it was found out in the result there is a significant relationship between the *psychological predictors: loneliness, depression and social support*, all three to *well-being and Facebook usage*; when loneliness and depression decreases the well-being

increases especially with social support and vice versa. While, the more feeling of loneliness and depression, the more one use Facebook and felt more social support and vice versa. Thus, all the variables being studied should be addressed to have the aspired one's well-being. The element of social media was still included since the psychological predictors predict Facebook usage although no connection to subjective well-being, making it a facet of one's state.

All the variables being studied shows some interrelation and this is where this program is rooted, hoping that among the arguments as follows it can aid the concerns of the youth of today. As a whole, social media such as Facebook becomes the alternative way of young people to feel connected to others. They feel connected but the connection or relationship that was built by Facebook is not pure although when young people use this platform to make them feel connected to others it can also make them feel more disconnected and lonelier. In summary, addiction on using social media may make them lonelier and disconnected on the outside world. With this, young people may experience negative effects on their academic performance, or worse, physical health problems (Davey, 2016). Controlled usage of any social media may decrease the levels of loneliness and depression. Even though it shows that it has no significant connection between anxiety, social support and others, this may still have an effect because social media usage is also affecting person's subjective wellbeing (Hunt, et. al., 2018). Clearly as studies and results support connections of the psychological predictors to well-being and Facebook usage it grounded the formulation of activities relevant to it making this program.

In line with this, the program focuses on the four variables with element of social media as these are evidently common with adolescents especially nowadays. Schools and Counselors plays an important role in improving the well-being of the adolescents as they spend more time learning in schools and the personnel established trust and support to them.

As we value life of every person, we take care of the mental health and that can be started to the young ones. This program is now developed to help the education setting to address mental and emotional burden through every level appropriate modules: from self-awareness, self-care, understanding emotions, handling emotions, building positive relationship, social support, optimism, resilience, wellness, cyberbullying and social media etiquette. Since the person is affected of negative feelings, with the basis of research, it is important to improving oneself, their emotions, use of social media encourage more social support to a better well-being. All of it emphasizes the main goal of the study and the program itself.

Description of the Program

The proposed program is an enhancement program for adolescents or students in the grades 7 to 10 junior high school that has a main goal of lessening concerns with emotions specially loneliness, depression in the presence of social support and increasing the well-being of each individuals, with the integration of the element of social media. Each modules are carefully done which aims to align the topics to the results of the study;

also with the assumption of managing each concerns in stages starting from self, emotions, others and life. It has eleven modules to cover all the factors being discussed in the study. For the variables loneliness and depression, self and emotions were tackled to start enhancement from one self, for social support, building positive relationship and social support itself topics were covered to establish awareness to socialization and help to get, for subjective well-being, optimism, resiliency and wellness were considered to provide coping to unwell feelings as a whole and for Facebook usage, addressing a common issue such as cyberbullying and social media etiquette modules were made for better use of social network and eliminate problems contributing to an individual's condition. Each made carefully to address the arising concerns related to loneliness, depression, social support, subjective well-being and Facebook usage considering year level and sex. It is with high hopes that every person that will be taught the following modules will experience lower emotional challenges instead a stable well-being as success indicators of the program will be evident.

Framework of the Program

The framework implies that the program it intended to benefit the adolescents as being use as respondents in this study. The psychological predictors as follows: loneliness, depression and social support were found to significantly affect both subjective well-being and Facebook usage. Looking forward that those variables when controlled or enhance when needed through the program will be more of help to the adolescents. That once it is implemented, it achieve its goal of a boosted well-being,

profound social support, lower loneliness and depression tendencies and a careful use of Facebook.

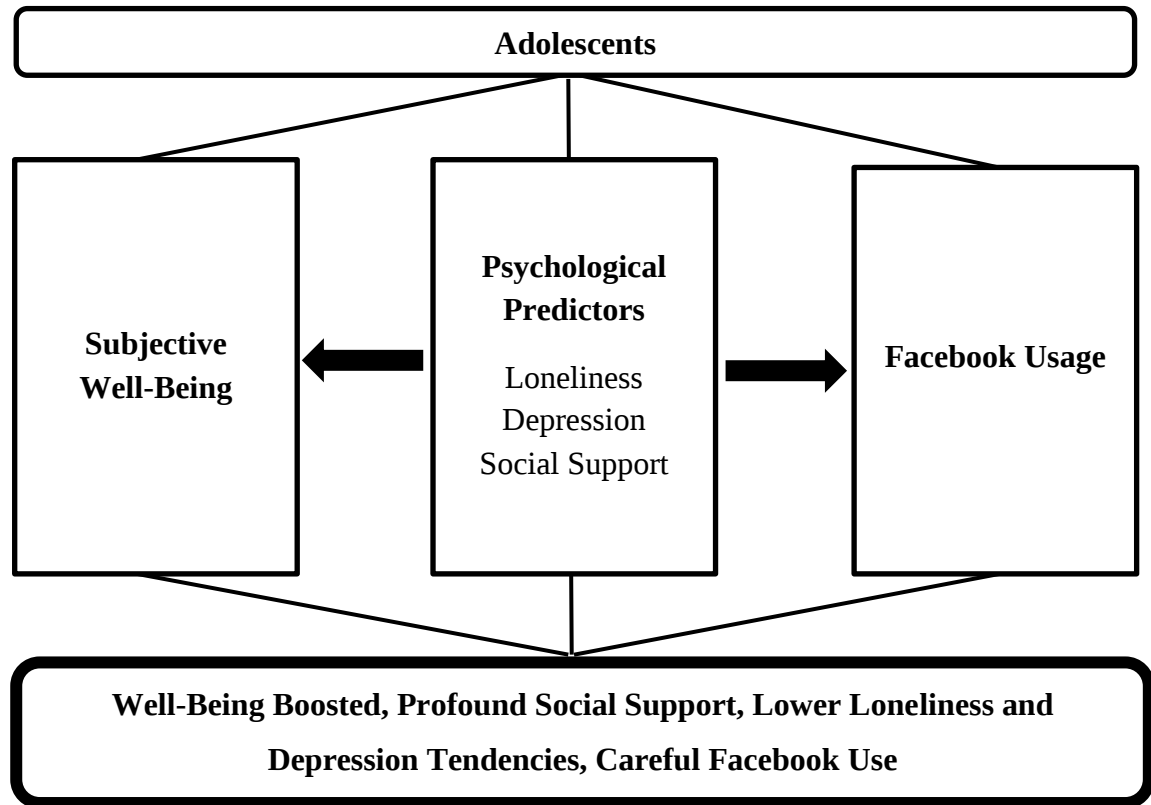


Figure 2

The Conceptual Framework of the Proposed Program

Overview of the Sessions and Activities of the Program

Variables	Module	Objectives	Activity
Loneliness & Depression <i>(Preferably for female students of grade 9 and</i>	Session 1: Self-awareness	a. know more about themselves; b. discover their strengths and limitations, and c. demonstrate self-acceptance.	• Strengths and limitations consciousness • Writing Activity: Improving strengths and limitations

10)	Session 2: Self-care	a. be able for the students to be knowledgeable on how to take good care of themselves; b. let them see the benefits of it, and c. display a good habit of self-care.	● Myself in the mirror ● Self-care checklist
	Session 3: Understanding Emotions	a. describe what is emotion, and b. provide them the understanding of each emotions.	● Share an emotion ● My “feels” diagram
	Session 4: Handling Emotions	a. identify ways on how to handle certain emotions; b. make them be considerate of other’s feelings as well, and c. allow them to realize its importance.	● Writing Activity: Handling emotion advice ● An emotion reaction
Social Support <i>(Preferably for male students of grade 10)</i>	Session 5: Building Positive Relationship	a. define what interpersonal relationship means; b. give tips on how to relate with other people effectively; and c. show importance to other people.	● Finding Common Interest (The Human Bingo Way) ● Free Hearts
	Session 6: Social Support	a. understand what is social support; b. be familiarized about support groups, and c. have at least one or more support system	● My supportive circle ● Writing Activity: My support system

		in mind to run to.	
Subjective Well-Being <i>(Preferably female students of grade 10)</i>	Session 7: Optimism	a. provide them the understanding of positive outlook and its significance, and b. show optimism in every situation.	● My rays of life ● The positive me
	Session 8: Resiliency	a. give idea on what is resiliency and its role in life; b. present ways on how to be resilient, and c. exhibit bouncing back after unexpected circumstances.	● The essence of resilience ● Writing Activity: Overcoming situation
	Session 9: Wellness	a. know more about being healthy; b. understand its purpose in our being, and c. act according to what will contribute good to ourselves.	● Yes to wellness ● Wellness journey
Facebook Usage <i>(Preferably female students of grade 10)</i>	Session 10: Addressing Cyberbullying	a. be mindful of cyberbullying; b. discover ways to prevent it, and c. apply each tips to conquer cyberbullying.	● Pair Sharing ● Writing Activity: Story of Overcoming the Challenge/s Online
	Session 11: Social Media Etiquette	a. know the proper use of social media; b. understand the responsible use of it, and c. demonstrate being cyber well-informed.	● Plenary Sharing ● Online Routine Record

Participants

The program is intended for adolescents use and benefits. As for the participants used in this study it is dedicated also to students in junior high school, grades 7 to 10, as these students will be more guided in dealing with their emotions, social media use and well-being.

Procedures

The program will run for the whole school year, a nine months journey consist of eleven modules that will be implemented once every month or as the needs arise. The modules are made with the consideration of the time allotted of each session of the Counselor with the students in a regular classroom set-up and everything from activity, analysis, abstraction to application is provided as guide. Note that all their output is to be place in an envelope for easy access and evaluation.

Program Evaluation

The proposed program and its modules were evaluated by three practicing Registered Guidance Counselors from both public and private schools. They were given the copy of the whole program and asked to rate each parts of the module, from objectives, activities, abstract, analysis, and application according to these criteria: 1 – Irrelevant (change a particular part; doesn't meet the objective of the program); 2 – Needs Revision (a particular part can be improved); 3 – Relevant (retain that part; it meets the

objective of the program). Each expert's suggestions were carefully taken into considerations and so revisions were made to the final copy of the program.

The program got an average of 2.95 (table 7) which means that it is relevant to implement to schools with the appropriate levels as participant of the study. The detailed result (appendix I) and program (appendix H) itself is provided in the appendices.

Table 10

Summary of the Experts' Validation Rating

Summary of the Experts' Validation Rating										
Expert 1	2.6	3	3	2.8	3	3	2.8	3	2.8	2.89
Expert 2	3	3	3	3	3	3	3	3	3	3
Expert 3	2.8	3	3	2.8	3	3	3	3	3	2.96
Overall										2.95

Implications of the Study

The study primarily started with the thought of helping the youth of today. As this study have journeyed, it discovered things about the adolescents now represented by the junior high school students. The results, analysis and discovery does not stop here, the study helps the schools especially the guidance office with the profile of the students, their emotional battles, cyber world specifically in the leading used social media site, the Facebook and their dispositions. Despite of some of the contradicting results, still the

study opens opportunity to discover fresh possible topic to find connections with considering other relevant factors.

The Guidance Counselor can provide enough and concrete programs and activities for students especially those who are suffering from loneliness and depression; decreasing its levels. Moreover, they can use the program provided in this study to implement or serve as their basis in addressing concerns in all the variables being discussed in the study, the psychological predictors, Facebook usage and subjective well-being. The students are directly the benefactor of the study, the proposed program and the future activities. With this, the students do not have to battle alone but instead they will be reached out to get assistance. The help the students get will be a great contribution in lessening the burden of the parents, teachers and community. Furthermore, the future researchers can use the study and its findings as a basis. Also, this is an additional share to the field of psychology and guidance and counseling; a fresh set and trend of variables to explore associations with each other and relevant areas.

CHAPTER 4

Summary, Conclusions and Recommendations

Summary of the Study

The study explored the general profile, when grouped according to grade level and sex of the adolescents composed of 537 grade 7 to 10 junior high school students that was come up by convenience sampling and letter and permit approvals, the association of the psychological predictors, Facebook usage and well-being. This has been made possible through the use of various scales relevant to loneliness, depression, social support, Facebook usage and well-being, with its quantitative design, descriptive data and regression analysis. The significant results lead to the creation of the program with several modules that can be implemented throughout the school year or as the needs calls for it.

Summary of Results

The results gives enlightenment that (1) the students' have average levels in all the variables, scores in the variables were not dispersed and there is a normal distribution except for one, the well-being which also got the highest mean that implies that these students perceived happiness in different domains of their life; also it is significant to note that the respondents have felt social support; the respondents' Facebook usage can be interpreted that they are giving importance to that particular

social media platform as part of their activity; while loneliness and depression's means draw an impression that they are moderately having these negative feelings, (2) per year level and sex, the result gives light to the following: grade 7 students are in the middle of all the levels, grade 8, male respondents are less lonely and less Facebook users, grade 8, female respondents experience high social support and well-being which contributes to better emotional states they have compared to others, grade 9, male respondents shows lesser feeling of depression while grade 9, female respondents are the loneliest. Lastly, grade 10, male students have greater social support and grade 10, female respondents are more depressed, most active Facebook user and lowest level of well-being which suggests that they can be the most vulnerable group. Among these results, the program and module to be given to the students can be based here, but still they can all be given the same activities because it is evident that all of the respondents got average in all the areas and the program can be an enhancement of what is not enough; (3) the overall result shows that the three predictors such as loneliness, depression and social support significantly predicts Facebook usage, however, when taken its individual effect, loneliness does not influence significantly in the prediction of Facebook usage; (4) all the independent variables significantly affects in the prediction of well-being; (5) Facebook usage is not associated to the students' well-being; (6) and after gathering all the analysis, a proposed program has been formulated.

Limitations of the Study

The study has its limits. The sample was chosen to which is accessible to the researcher based on the location. So the limit lies on the number of grade 7 to 10 students there were in the school and enrolled during the school year that accepted the request and given those parents who approved their child to participate. The samples may not fully be the representative of the population. It was argued that the obvious disadvantage of convenience sampling is that it is likely to be biased (Mackey and Gass, 2005). Also, resources, time and intentions should be taken into account when interpreting Facebook usage, the results may just represent only those who are more than one hour users and it can be explored further how and why they use the social media and so as their recent memories of how they have felt using it and in the previous days before the tests were taken. And the study only provided understanding on what the quantitative data can just explain.

The researcher ensured the careful planning in the administration of the test through the orientation that was given to the students about the test that they were taken. The duration of the accomplishment of study depends on the availability of the schedule that was given to the researcher. After data was collated, those with only salient results have become the priority focus of the development of the program.

Conclusions

After the careful conduct of the study, here are the conclusions:

1. The respondents' shows that they are moderately experiencing loneliness and depression, although they are quite skilled in facing negative feelings thus they are mostly have better well-being and having adequate social support help them in standing with it. But with this, they still need more assistance in dealing with their emotions.
2. Ones' emotions are affected depends on their year level and sex and each differs on the usage of Facebook and their current subjective well-being.
3. The respondents' use of Facebook manifested that it is influenced by their feelings of either being lonely and depressed and their source of social support.
4. The psychological predictors such loneliness, depression and social support can dictate the adolescents' state of subjective well-being.
5. Facebook usage does not greatly influence people's well-being.
6. An enhancement program is meaningful to create and shall be considered in lowering the levels of loneliness and depression, then incorporate social support, social media and developing well-being activities.

Recommendations

In achieving to help more the adolescents, here are some proposed recommendations:

Based on the results since there are connections among all the variables except for Facebook usage and subjective well-being, Junior high school students' Facebook use should be monitored while their well-being can still be improved and can be of good influence to others as well. Furthermore, the school can implement the program and they should try to come up with more activities that can address the needs of their students and that is fitted to the profile of the learners. And, parents, educators and guidance counselors are helpful in strengthening positive disposition of students especially through fostering social support. In lieu of that, they can give more training to those social supports these adolescents are considering; focus is for fortifying their assistance.

For future studies, it can be considered to explore other factors affecting one's emotion and social media use of the youth of today to discover more areas that possibly could have concerns. Also, more respondents and private schools can also be included as representative of the group for prospect researches.

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TABLES

Table 11

Frequency Distribution of Respondents' Scores in terms of the Psychological Predictors according to Year Level and Sex

Variables	Level	Sex	Description	Frequency	%
Loneliness	Grade 7	Male	High Average	3	3.9
			Low Average	5	6.5
			Average	69	89.6
		Female	High Average	9	9.2
			Low Average	11	11.2
			Average	78	79.6
	Grade 8	Male	High Average	2	3.1
			Low Average	8	12.5
			Average	54	84.4
		Female	High Average	3	4.7
			Low Average	6	9.4
			Average	55	85.9
	Grade 9	Male	High Average	6	10
			Low Average	4	6.7
			Average	55	91.7
		Female	High Average	7	9.7
			Low Average	5	6.9
			Average	60	83.3
	Grade 10	Male	High Average	3	5.8
			Low Average	3	5.8
			Average	36	88.5
		Female	High Average	3	6
			Low Average	2	4
			Average	45	90

Depression	Grade 7	Male	High Average	2	2.6
			Low Average	6	7.8
			Average	69	89.6
		Female	High Average	9	9.2
			Low Average	2	2
			Average	87	88.8
	Grade 8	Male	High Average	4	6.3
			Low Average	10	15.6
			Average	50	78.1
		Female	High Average	5	7.8
			Low Average	1	1.6
			Average	58	90.6
	Grade 9	Male	High Average	1	1.7
			Low Average	4	6.7
			Average	55	91.7
		Female	High Average	6	8.3
			Low Average	2	2.8
			Average	64	88.9
	Grade 10	Male	High Average	6	11.5
			Low Average	1	1.9
			Average	45	86.5
		Female	High Average	9	18
			Low Average	2	4
			Average	39	78
Social Support	Grade 7	Male	High Average	0	0
			Low Average	13	16.9
			Average	64	83.1
		Female	High Average	0	0
			Low Average	9	9.2
			Average	89	90.8
	Grade 8	Male	High Average	0	0
			Low Average	5	7.8
			Average	59	92.2

	Grade 9	Female	High Average	0	0
			Low Average	2	3.1
			Average	62	96.9
		Male	High Average	0	0
			Low Average	15	8.3
			Average	55	91.7
	Grade 10	Female	High Average	0	0
			Low Average	4	5.6
			Average	68	94.4
		Male	High Average	0	0
			Low Average	8	15.4
			Average	44	84.6
		Female	High Average	0	0
			Low Average	6	12
			Average	44	88

Table 12

Frequency Distribution of Respondents' Scores in terms of Facebook Usage according to Year Level and Sex

Variables	Level	Sex	Description	Frequency	%
Facebook Usage	Grade 7	Male	High Average	11	14.3
			Low Average	6	7.8
			Average	60	77.9
		Female	High Average	4	4.1
			Low Average	10	10.2
			Average	84	85.7
	Grade 8	Male	High Average	3	4.7
			Low Average	4	6.3
			Average	57	89.1
		Female	High Average	2	3.1
			Low Average	5	7.8
			Average	57	89.1
	Grade 9	Male	High Average	5	8.3
			Low Average	7	11.7
			Average	48	80
		Female	High Average	5	6.9
			Low Average	4	5.6
			Average	63	87.5
	Grade 10	Male	High Average	8	15.4
			Low Average	3	5.8
			Average	41	78.8
		Female	High Average	8	16
			Low Average	3	6
			Average	39	78

Table 13

Frequency Distribution of Respondents' Scores in terms of Well-Being according to Year Level and Sex

Variables	Level	Sex	Description	Frequency	%
Well-Being	Grade 7	Male	High Average	11	14.3
			Low Average	6	7.8
			Average	60	77.9
		Female	High Average	6	6.1
			Low Average	13	13.3
			Average	79	80.6
	Grade 8	Male	High Average	2	3.1
			Low Average	6	9.4
			Average	56	87.5
		Female	High Average	5	7.8
			Low Average	3	4.7
			Average	56	89.5
	Grade 9	Male	High Average	6	10
			Low Average	2	3.3
			Average	52	86.7
		Female	High Average	1	1.4
			Low Average	2	2.8
			Average	69	95.8
	Grade 10	Male	High Average	6	11.5
			Low Average	7	13.5
			Average	39	75
		Female	High Average	1	2
			Low Average	6	12
			Average	43	86

APPENDICES

APPENDIX A

Permission  



Vanessa Cauilan <cauilanvanessa@gmail.com>

Fri, May 26, 2017, 8:45 AM



to drussell ▾

Good day!

Dear Sir,

I am Vanessa Jane Cauilan and I am currently writing my thesis about the Psychological predictors of fb usage and subjective well-being. In line with this, I would like to ask permission to use your UCLA Loneliness Scale as one of my tool. And if you would also allow, may I have a copy of the complete tool and manual.

Your favorable response will be highly appreciated and be of a great help. Thank you very much!



Russell, Daniel W [HD FS] <drussell@iastate.edu>

 Fri, May 26, 2017, 11:50 PM



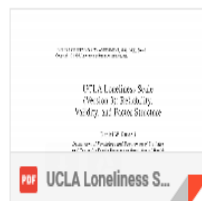
to me ▾

You have my permission to use the UCLA Loneliness Scale in your research. I have attached a paper on the latest version of the scale that includes a copy of the measure and scoring instructions. Also attached is an unpublished paper that presents normative data for the measure.

Daniel W. Russell, Ph.D.
Professor, Department of Human
Development & Family Studies
Iowa State University
Palmer Building
2222 Osborn Drive
Ames, IA 50011-1084
[\[515\] 294-4187](tel:5152944187)
Fax: 294-2502

...

2 Attachments



Permission



Vanessa Cauilan <cauilanvanessa@gmail.com>
to anna.lau ▾

May 26, 2017, 8:52 AM ☆ ↶ ⋮

Good day!

Dear Ma'am,

I am Vanessa Jane Cauilan and I am currently writing my thesis about the Psychological predictors of fb usage and subjective well-being. In line with this, I would like to ask permission to use the Personal Wellbeing Index as one of my tool. And if you would also allow, may I have a copy of the complete tool and manual.

Your favorable response will be highly appreciated and be of a great help. Thank you very much!



Adrian Tomy <adrian.tomy@deakin.edu.au>
to Robert, me ▾

Sun, May 28, 2017, 11:49 AM ☆ ↶ ⋮

Hi Vanessa,

No problem. The PWI instruments are available here to anybody to use for non-commercial purposes.

<http://www.acqol.com.au/iwbg/wellbeing-index/index.php>

Best wishes with your project,

Adrian

Dr Adrian J. Tomy

Honorary Fellow



Anna Lau <anna.lau@deakin.edu.au>
to Robert, me ▾

May 28, 2017, 3:07 PM ☆ ↶ ⋮

Dear Vanessa

The PWI is free to use. The test and manual can be found on our Centre site

<http://www.acqol.com.au/iwbg/wellbeing-index/>

I will cc Bob (Prof Cummins, Centre Director) in so he knows.

All best,

Anna

Dr Anna L.D. Lau

Director of Research, Australian Centre on Quality of Life

Hon. Fellow, School of Psychology, Deakin University,

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Fax: +61 3 92446858

E-mail: anna.lau@deakin.edu.au

Permission  



Vanessa Cauilan <cauilanvanessa@gmail.com>

Fri, May 26, 2017, 8:54 AM



to enicole ▾

Good day!

Dear Ma'am,

I am Vanessa Jane Cauilan and I am currently writing my thesis about the Psychological predictors of fb usage and subjective well-being. In line with this, I would like to ask permission to use the Facebook Intensity Scale as one of my tool. And if you would also allow, may I have a copy of the complete tool and manual.

Your favorable response will be highly appreciated and be of a great help. Thank you very much!



Nicole Ellison <enicole@umich.edu>

Fri, May 26, 2017, 10:44 PM



to me ▾

Hi,

Thank you for your interest in our measures. Information about the Facebook Intensity Scale is available here: <http://www-personal.umich.edu/~enicole/scale.html>

Note we've updated the measures we use for FB use and are instead using minutes, number of friends, and number of 'actual' friends.

You are welcome to use any of the measures as long as proper attribution is used. Please let me know if you have any questions. Good luck with your project!

Nicole



Nicole Ellison

Professor

School of Information

University of Michigan

Facebook Intensity (FBI)

The Facebook Intensity scale is used to measure Facebook usage beyond simple measures of frequency and duration, incorporating emotional connectedness to the site and its integration into individuals' daily activities. You are free to use the Facebook intensity scale (FBI) as long as correct attribution is used.

Please cite:

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends": Social capital and college students use of online social network sites. *Journal of Computer-Mediated Communication*, 12, 1143-1168.

PATIENT HEALTH QUESTIONNAIRE-9 (PHQ-9)

Over the last 2 weeks, how often have you been bothered
by any of the following problems?
(Use "✓" to indicate your answer)

Not at all	Several days	More than half the days	Nearly every day
------------	-----------------	-------------------------------	------------------------

Developed by Drs. Robert L. Spitzer, Janet B.W. Williams, Kurt Kroenke and colleagues, with an educational grant from Pfizer Inc. No permission required to reproduce, translate, display or distribute.

Developed by Drs. Robert L. Spitzer, Janet B.W. Williams, Kurt Kroenke and colleagues, with an educational grant from Pfizer Inc. No permission required to reproduce, translate, display or distribute.

Note: Social Support Questionnaire is available online

Permission ↗



Vanessa Cauilan <cauilanvanessa@gmail.com>

May 26, 2017, 8:53 AM ☆ ↶ ⋮

to isarason ▾

Good day!

Dear Sir,

I am Vanessa Jane Cauilan and I am currently writing my thesis about the Psychological predictors of fb usage and subjective well-being. In line with this, I would like to ask permission to use the Social Support Questionnaire as one of my tool. And if you would also allow, may I have a copy of the complete tool and manual.

Your favorable response will be highly appreciated and be of a great help. Thank you very much!

APPENDIX B

PART I: DEMOGRAPHIC INFORMATION

Directions: Please answer the necessary information. Rest assured that gathered information will be kept confidential.

Name (Optional):

Gender:

Grade and Section:

Age:

School:

Gadget/s used to access facebook:

PART II TESTING PROPER

The next part would be the test proper. It would be composed of five set of tests. You have to accomplish it one by one. Please answer as truthfully as possible. In case you have queries just approach the researcher. Thank you!

A. LONELINESS SCALE

Directions: Indicate how often each of the statements below is descriptive of you. Put a check (/) on your answer.

Statements	Never 1	Rarely 2	Sometime s 3	Often 4
1. I feel in tune with the people around me				
2. I lack companionship				
3. There is no one I can turn to				
4. I do not feel alone				
5. I feel part of a group of friends				
6. I have a lot in common with the people around me				
7. I am no longer close to anyone				
8. My interests and ideas are not shared by those around me				
9. I am an outgoing person				
10. There are people I feel close to				
11. I feel left out				
12. My social relationships are superficial				
13. No one really knows me well				
14. I feel isolated from others				
15. I can find companionship when I want it				
16. There are people who really understand me				
17. I am unhappy being so withdrawn				

18. People are around me but not with me				
19. There are people I can talk to				
20. There are people I can turn to				

B. DEPRESSION SCALE

Directions: Over the last 2 weeks, how often have you been bothered by any of the following. Use check (/) to indicate your answer.

Statements	Not at all 0	Several days 1	More than half the days 2	Nearly everyday 3
1. Little interest or pleasure in doing things				
2. Feeling down, depressed, or hopeless				
3. Trouble falling or staying asleep or sleeping too much				
4. Feeling tired or having little energy				
5. Poor appetite or overeating				
6. Feeling bad about yourself- or that you are a failure or have let yourself or family down				
7. Trouble concentrating on things, such as reading the newspaper or watching television				
8. Moving or sleeping slowly that other people could have noticed. Or the opposite- being so fidgety or restless that you have been moving around a lot more than usual				
9. Thoughts that you would be better off dead, or of hurting yourself				

C. SOCIAL SUPPORT QUESTIONNAIRE

Directions: The following questions ask about people in your life who provide you with help or support. Each question has two parts. For the first part, list all the people you know, excluding yourself, whom you can count on for help or support in the manner described. Give the person's initials and their relationship to you (see example). Do not list more than one person next to each of the numbers beneath the question.

For the second part, circle how satisfied you are with the overall support you have. If you have no support for a question, check the words "No one," but still rate your level of satisfaction. Do not list more than nine persons per question. Please answer all questions as best you can. All your answers will be kept confidential.

Example:

Who do you know whom you can trust with information that could get you in trouble?

No one 1) T.N. (brother)

4) T.N. (father)

7)

2) L.M. (friend)
3) R.S. (friend)

5) L.M. (employer)
6)

8)
9)

How Satisfied?

6 – **very** satisfied
3 – **a little** dissatisfied

5 – **fairly** satisfied
2 – **fairly** dissatisfied

4 – **a little** satisfied
1 – **very** dissatisfied

1. Whom can you really count on to be dependable when you need help?

No one 1)
2)
3)

4)
5)
6)

7)
8)
9)

How Satisfied?

6 – **very** satisfied
3 – **a little** dissatisfied

5 – **fairly** satisfied
2 – **fairly** dissatisfied

4 – **a little** satisfied
1 – **very** dissatisfied

2. Whom can you really count on to help you feel more relaxed when you are under pressure or tense?

No one 1)
2)
3)

4)
5)
6)

7)
8)
9)

How Satisfied?

6 – **very** satisfied
3 – **a little** dissatisfied

5 – **fairly** satisfied
2 – **fairly** dissatisfied

4 – **a little** satisfied
1 – **very** dissatisfied

3. Who accepts you totally, including both your worst and your best points?

No one 1)
2)
3)

4)
5)
6)

7)
8)
9)

How Satisfied?

6 – **very** satisfied
3 – **a little** dissatisfied

5 – **fairly** satisfied
2 – **fairly** dissatisfied

4 – **a little** satisfied
1 – **very** dissatisfied

4. Whom can you really count on to care about you, regardless of what is happening to you?

No one 1)
2)
3)

4)
5)
6)

7)
8)
9)

How Satisfied?

6 – **very** satisfied
3 – **a little** dissatisfied

5 – **fairly** satisfied
2 – **fairly** dissatisfied

4 – **a little** satisfied
1 – **very** dissatisfied

5. Whom can you really count on to help you feel better when you are feeling generally down-in-the dumps?

No one 1)
2)
3)

4)
5)
6)

7)
8)
9)

How Satisfied?

6 – **very** satisfied
3 – **a little** dissatisfied

5 – **fairly** satisfied
2 – **fairly** dissatisfied

4 – **a little** satisfied
1 – **very** dissatisfied

6. Whom can you count on to console you when you are very upset?

- No one 1) 4) 7)
2) 5) 8)
3) 6) 9)

How Satisfied?

- 6 – **very** satisfied 5 – **fairly** satisfied 4 – **a little** satisfied
3 – **a little** dissatisfied 2 – **fairly** dissatisfied 1 – **very** dissatisfied

D. FACEBOOK USAGE SCALES

PART I

A. Do you currently have a Facebook account? YES NO

If you answered “Yes” to question A, please continue to item #1. If “No”, thank you for your time.

Directions: Below are the statements measuring Facebook use. Indicate how much you agree with each option by marking the appropriate response; check the number that best describes how true that item is for you and how much you agree with it. Use the following scale as your guide.

5- Strongly Agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

Statements		5	4	3	2	1
1.	Facebook is part of my everyday activity.					
2.	I am proud to tell people I'm on Facebook.					
3.	Facebook has become part of my daily routine.					
4.	I feel out of touch when I haven't logged onto Facebook for a while.					
5.	I feel I am part of the Facebook community.					
6.	I would be sorry if Facebook shut down.					

7. Approximately how many total Facebook friends do you have?

- 10 or less ()
11-50 ()
51-100 ()
101-150 ()
150-200 ()
201-251 ()
251-300 ()
300-400 ()
More than 400 ()

8. In the past week, on average, approximately how much time per day (minutes/hours) have you spent actively using Facebook?

- 10 minutes or less ()

10-30 minutes	()
31-60 minutes	()
1-2 hour/s	()
2-3 hours	()
3+ hours	()

PART II

Directions: Below are the statements assessing students' motivation associated to Facebook use. Indicate how much you agree with each option by marking the appropriate response; check the number that best describes how true that item is for you and how much you agree with it. Use the following scale as you guide.

5- Strongly Agree 4- Agree 3- Neutral 2- Disagree 1- Strongly Disagree

I use Facebook...

Statements		5	4	3	2	1
1.	Because it's enjoyable.					
2.	Because it's entertaining.					
3.	Because it relaxes me.					
4.	Because it allows me to unwind.					
5.	Because it is a pleasant rest					
6.	To provide information.					
7.	To present information about a special interest of mine.					
8.	To share information that may be of use or interest to others.					
9.	To provide personal information about myself.					
10.	To tell others a little bit about myself.					
11.	So I can forget about school, work, or other things					
12.	So I can get away from the rest of my family or others.					
13.	So I can get away from what I'm doing.					
14.	Because everybody else is doing it.					
15.	Because it is the thing to do.					
16.	Because it is cool.					
17.	So I won't have to be alone.					
18.	When there's no one else to talk or be with.					
19.	Because it makes me feel less lonely.					
20.	It is helpful for my professional future.					
21.	To post my resume and/or other work online.					
22.	To help me network with professional contacts.					
23.	To keep in touch with friends and family.					
24.	To communicate with distanced friends.					
25.	Because I just like to play around on Facebook.					
26.	Because it is a habit, just something I do.					
27.	When I have nothing better to do.					
28.	Because it passes the time away, particularly when I'm					

	bored.					
29.	Because it gives me something to do to occupy my time.					
30.	To meet new people					

E. WELL-BEING SCALE

Directions: Rate how sad or happy you are in a particular situation. Mark check (/) on your answer.

I. Happy with Life as a Whole

1. How happy are you **with your life as a whole**?

VERY SAD		NOT HAPPY or SAD								VERY HAPPY	
0	1	2	3	4	5	6	7	8	9	10	

II. Personal Wellbeing Index – School Children/Adolescents [Life Domains]

1. [Domain: Standard of Living]

How happy are you **about the things you have? Like the money you have and the things you own?**

VERY SAD		NOT HAPPY or SAD								VERY HAPPY	
0	1	2	3	4	5	6	7	8	9	10	

2. [Domain: Personal Health]

How happy are you **with your health?**

VERY SAD		NOT HAPPY or SAD								VERY HAPPY	
0	1	2	3	4	5	6	7	8	9	10	

3. [Domain: Achievement in Life]

How happy are you **with the things you want to be good at?**

VERY SAD		NOT HAPPY or SAD								VERY HAPPY	
0	1	2	3	4	5	6	7	8	9	10	

4. [Domain: Personal Relationships]

How happy are you **about getting on with the people you know?**

VERY SAD					NOT HAPPY or SAD						VERY HAPPY
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
0	1	2	3	4	5	6	7	8	9	10	

5. [Domain: Personal Safety]

How happy are you **about how safe you feel?**

VERY SAD					NOT HAPPY or SAD						VERY HAPPY
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
0	1	2	3	4	5	6	7	8	9	10	

6. [Domain: Feeling Part of the Community]

How happy are you **about doing things away from your home?**

VERY SAD					NOT HAPPY or SAD						VERY HAPPY
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
0	1	2	3	4	5	6	7	8	9	10	

7. [Domain: Future Security]

How happy are you **about what may happen to you later on in your life?**

VERY SAD					NOT HAPPY or SAD						VERY HAPPY
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
0	1	2	3	4	5	6	7	8	9	10	

—————*END*—————

APPENDIX C

June 26, 2018

Dr. Elizabeth E. Quesada
Division Superintendent
Division of Quezon City

Dear Dr. Quesada,

Greetings of love and peace!

I am Vanessa Jane A. Cauilan, a graduate student of the Philippine Normal University- Manila taking up Masters of Arts in Education with specialization in Guidance and Counseling, and currently writing my thesis titled, Psychological Predictors of Fb Usage and Subjective Well-Being. I would like to ask permission from your good office to allow me to conduct the study in four of the division's covered schools:

1. San Francisco High School
2. Dr. Josefa Jara Martinez High School
3. Don Alejandro Roces Sr. Science and Technology High School
4. Manuel Roxas High School

The profile and results will be held confidential by the researcher and will be used for educational purposes only. Likewise a copy of the manuscript will be provided to the schools.

The study intends to create a program for the students; to offer support in their endeavors concerning loneliness, depression, social support, fb usage and subjective well-being.

Your favourable response will be highly appreciated and will be a great help.

Thank you and God bless!

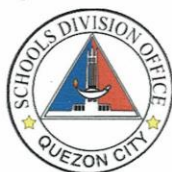
Respectfully yours,

VANESSA JANE A. CAUILAN
cauilanvanessa@gmail.com
09066949042

Noted by:

DR. TERESITA T. RUNGDUIN
Thesis Adviser

APPENDIX D



Republic of the Philippines
Department of Education- National Capital Region
SCHOOLS DIVISION OFFICE
QUEZON CITY
Nueva Ecija St., Bago Bantay, QC
www.depedqc.ph



June 29, 2018

Ms. VANESSA JANE A. CAUILAN
Student
Philippine Normal University
Manila

Dear Ms. Cauilan:

In reference to your letter request dated June 27, 2018, please be informed that this Office interposes no objection to the said request provided that proper coordination with the Principals and arrangement of your schedule shall be made in adherence to the **no disruption of classes policy** as stipulated in DepEd Order No. 9, s. 2005 entitled "*Instituting Measures to Increase Engaged Time on Task*" and ensuring compliance therewith.

Furthermore, we will appreciate if you could furnish this Office with your feedback on the findings of the study and recommendations.

Thank you.

Truly yours,

For and By Authority of the
Schools Division Superintendent:

Engr. MARC VOLTAIRE A. PADILLA
Assistant Schools Division Superintendent

Incl.:
As stated.

Copy Furnished:
The Principals
San Francisco High School, et al

Admin/tina
DTS # 78383

APPENDIX E

Parental Consent Form

Dear Parents/ Guardians:

Greetings of love and peace!

Background: I am Vanessa Jane A. Cauilan, currently taking up Master of Arts in Education in Guidance in Counseling at Philippine Normal University- Manila. Furthermore, the degree requires completing the thesis course. In lieu of this, at this point in time I am about to gather data that the success of the research would be possible if you will allow your son/daughter to take part in the conduct of my study entitled “Psychological predictors of fb usage and subjective well-being”. In case you have concerns regarding the research, you may reach me through my email at cauilanvanessa@gmail.com or contact me at 09066949042.

Purpose of the Study: The study aims to (1) determine the profile of the students in terms of the following variables such as loneliness, depression, perceived social support, fb usage, and subjective well-being; (2) Determine the profile of the students’ fb usage and subjective well-being when grouped according to types of school, year level, and sex; (3) Determine whether loneliness, depression, and social support predicts fb usage; (4) Determine whether loneliness, depression, and social support predict subjective well-being; (5) Determine whether fb usage is associated with subjective well-being; (6) Develop an intervention program for the students based on the salient findings.

Procedures: If you approve the consent of allowing your son/daughter to participate in the study he/she just have to accomplish the given tests one by one. He/she will be answering some basic information and later proceed to answer the questionnaires by

himself/herself with the assistance of the researcher only. This will happen only during class hours as the teacher permits the schedule.

Risks and Advantages: The researcher makes sure that your son/daughter for whatever the circumstance will be debriefed after taking the test. Your permission and his/her participation will be a great help in making the study possible which allows the research and the researcher be able to help the youth with their psychological and other concerns in terms of loneliness, depression, social support, fb usage, and subjective well-being.

Confirmation: You and your child always have a choice and it will be respected. Participating in the study does not demand major needs and will not cause any harm especially to your son/daughter instead your confirmation will benefit your child.

Disclosure Policy: As per the data and results it will be kept confidential and stored in a safe place for years and will be disposed after some time. Disclosure of personal data will not happen, even names will be coded. This will be used for educational purposes and the concerned schools will be provided of helpful data and programs they would need.

Respectfully yours,

VANESSA JANE A. CAUILAN
Master of Arts in Education in Guidance and Counseling, PNU-Manila

REPLY SLIP

Date:

Name of the Student:

Year and Section:

☐
☐

I have agreed that I will let my son/ daughter to participate in the said study.

I am not allowing my son/ daughter to participate in the said study.

**Signature of the Parent/ Guardian
Over Printed Name**

APPENDIX F

Participant Assent Form

Dear Students,

Hello! My name is **Vanessa Jane A. Cauilan**, studying at **Philippine Normal University- Manila**. My course was called **Master of Arts in Education in Guidance in Counseling** and I am now doing my research. At this point in time I am about to gather data that the success of the research would be possible if you will take part in the conduct of my study entitled **“Psychological predictors of fb usage and subjective well-being”**. In case you have concerns regarding the research, you may reach me through my email at cauilanvanessa@gmail.com or contact me at **09066949042**.

Purpose of the Study: The study aims to (1) determine the profile of the students in terms of the following variables such as loneliness, depression, perceived social support, fb usage, and subjective well-being; (2) Determine the profile of the students' fb usage and subjective well-being when grouped according to types of school, year level, and sex; (3) Determine whether loneliness, depression, and social support predicts fb usage; (4) Determine whether loneliness, depression, and social support predict subjective well-being; (5) Determine whether fb usage is associated with subjective well-being; (6) Develop an intervention program for the students based on the salient findings.

Procedures: If you participate in the study you just have to accomplish the given tests one by one. You will be answering some basic information and later proceed to answer the questionnaires with the assistance of the researcher only. This will happen only during class hours as the teacher permits the schedule.

Risks and Advantages: The researcher makes sure that you for whatever the circumstance will be debriefed after taking the test. Your participation will be a great

help in making the study possible which allows the research and the researcher be able to help the youth with their psychological and other concerns in terms of loneliness, depression, social support, fb usage, and subjective well-being.

Confirmation: You always have a choice and it will be respected. Participating in the study does not demand major needs and will not cause you any harm especially instead your confirmation will benefit you and your school.

Confidentiality: As per the data and results, it will be kept confidential and stored in a safe place for years and will be disposed after some time. Disclosure of personal data will not happen, even names will be coded. This will be used for educational purposes and the concerned schools will be provided of helpful data and programs they would need.

Respectfully yours,

VANESSA JANE A. CAUILAN
Master of Arts in Education in Guidance and Counseling, PNU-Manila

REPLY SLIP

Date:

Name of the Student:

Year and Section:

☐

I understand and agree that I will participate in the said study.

☐

I am not participating in the said study.

Signature

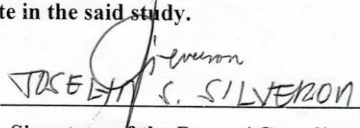
APPENDIX G

Parental Consent Reply Slip (Sample returned)

REPLY SLIP

Date: 08/22/18
Name of the Student: STUDENT 1
Year and Section: VII - SATURN 2017 - 2018

☒ I have agreed that I will let my son/ daughter to participate in the said study.
☐ I am not allowing my son/ daughter to participate in the said study.



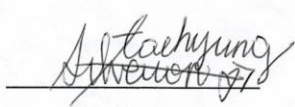
Signature of the Parent/ Guardian
Over Printed Name

Student Assent Reply Slip (Sample returned)

REPLY SLIP

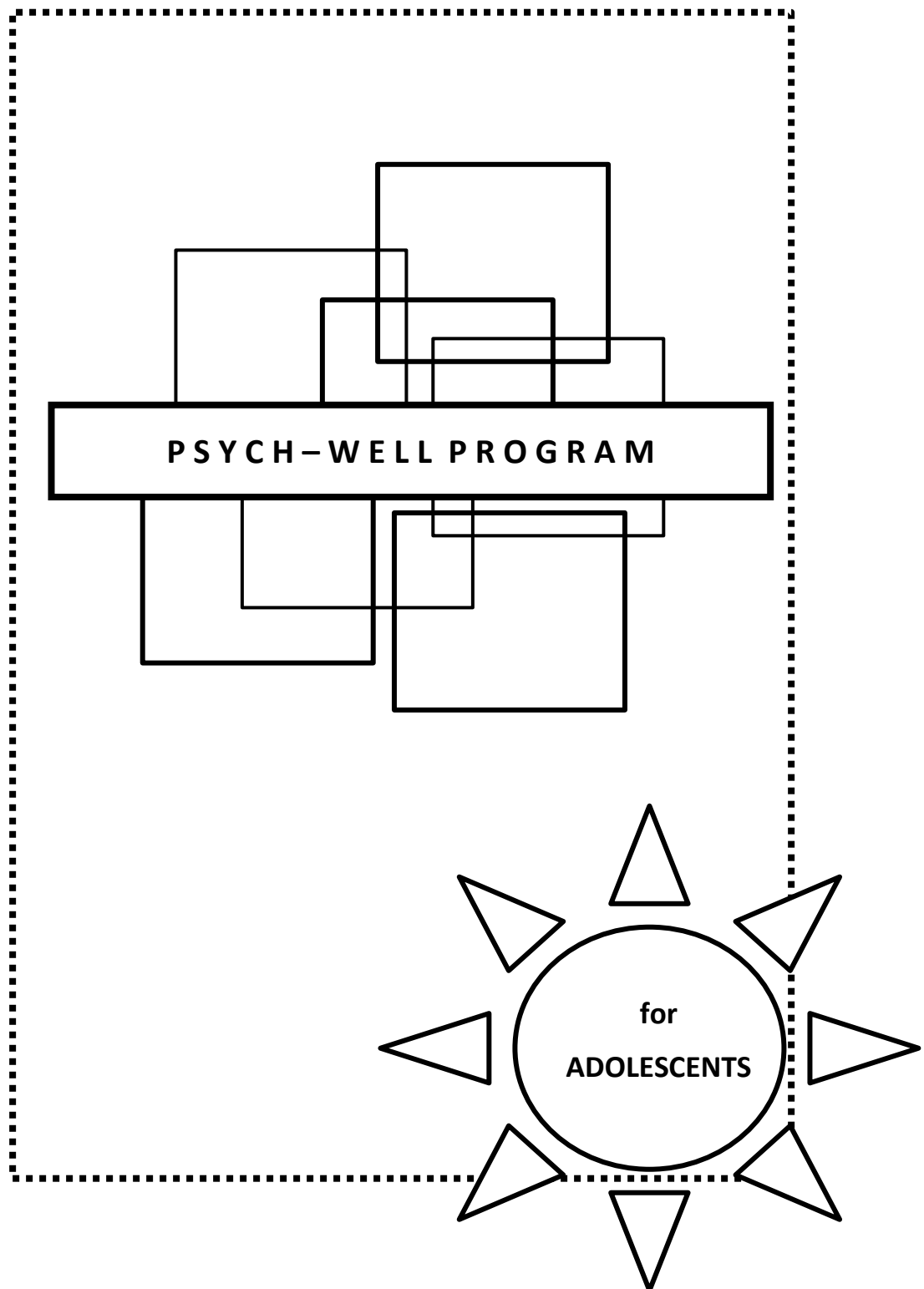
Date: 08/22/18
Name of the Student: STUDENT 1
Year and Section: VII - SATURN 2017 - 2018

☒ I understand and agree that I will participate in the said study.
☐ I am not participating in the said study.



Signature

APPENDIX H
PROPOSED PROGRAM
(Provided on the next page)



Development of the Program

The proposed program was solely inspired by the results of the conducted study and its theoretical background support. It is grounded with the idea of the theory of Diener (1984) wherein he has distinguished between bottom-up and top-down theories of subjective well-being (SWB). He described bottom-up as the causation is where particular variables cause SWB and top-down causation is where SWB produces certain outcomes. It states that happiness is the totality of pleasant feelings and/or events while top-down theory says that something is pleasing because he or she is elated (Diener, 1984). Subjective well-being can be a result of the increase or decrease of the study's variables or it's the other way around.

As it was found out in the result there is a significant relationship between the *psychological predictors: loneliness, depression and social support*, all three to *well-being and Facebook usage*; when loneliness and depression decreases the well-being increases especially with social support and vice versa. While, the more feeling of loneliness and depression, the more one use Facebook and felt more social support and vice versa. Thus, all the variables being studied should be addressed to have the aspired one's well-being. The element of social media was still included since the psychological predictors predict Facebook usage although no connection to subjective well-being, making it a facet of one's state.

All the variables being studied shows some interrelation and this is where this program is rooted, hoping that among the arguments as follows it can aid the concerns of

the youth of today. As a whole, social media such as Facebook becomes the alternative way of young people to feel connected to others. They feel connected but the connection or relationship that was built by Facebook is not pure although when young people use this platform to make them feel connected to others it can also make them feel more disconnected and lonelier. In summary, addiction on using social media may make them lonelier and disconnected on the outside world. With this, young people may experience negative effects on their academic performance, or worse, physical health problems (Davey, 2016). Controlled usage of any social media may decrease the levels of loneliness and depression. Even though it shows that it has no significant connection between anxiety, social support and others, this may still have an effect because social media usage is also affecting person's subjective wellbeing (Hunt, et. al., 2018). Clearly as studies and results support connections of the psychological predictors to well-being and Facebook usage it grounded the formulation of activities relevant to it making this program.

In line with this, the program focuses on the four variables with element of social media as these are evidently common with adolescents especially nowadays. Schools and Counselors plays an important role in improving the well-being of the adolescents as they spend more time learning in schools and the personnel established trust and support to them.

As we value life of every person, we take care of the mental health and that can be started to the young ones. This program is now developed to help the education setting to

address mental and emotional burden through every level appropriate modules: from self-awareness, self-care, understanding emotions, handling emotions, building positive relationship, social support, optimism, resilience, wellness, cyberbullying and social media etiquette. Since the person is affected of negative feelings, with the basis of research, it is important to improving oneself, their emotions, use of social media encourage more social support to a better well-being. All of it emphasizes the main goal of the study and the program itself.

Description of the Program

The proposed program is an enhancement program for adolescents or students in the grades 7 to 10 junior high school that has a main goal of lessening concerns with emotions specially loneliness, depression in the presence of social support and increasing the well-being of each individuals, with the integration of the element of social media. Each modules are carefully done which aims to align the topics to the results of the study; also with the assumption of managing each concerns in stages starting from self, emotions, others and life. It has eleven modules to cover all the factors being discussed in the study. For the variables loneliness and depression, self and emotions were tackled to start enhancement from one self, for social support, building positive relationship and social support itself topics were covered to establish awareness to socialization and help to get, for subjective well-being, optimism, resiliency and wellness were considered to provide coping to unwell feelings as a whole and for Facebook usage, addressing a common issue such as cyberbullying and social media etiquette modules were made for

better use of social network and eliminate problems contributing to an individual's condition. Each made carefully to address the arising concerns related to loneliness, depression, social support, subjective well-being and Facebook usage considering year level and sex. It is with high hopes that every person that will be taught the following modules will experience lower emotional challenges instead a stable well-being as success indicators of the program will be evident.

Framework of the Program

The framework implies that the program it intended to benefit the adolescents as being use as respondents in this study. The psychological predictors as follows: loneliness, depression and social support were found to significantly affect both subjective well-being and Facebook usage. Looking forward that those variables when controlled or enhance when needed through the program will be more of help to the adolescents. That once it is implemented, it achieve its goal of a boosted well-being, profound social support, lower loneliness and depression tendencies and a careful use of Facebook.

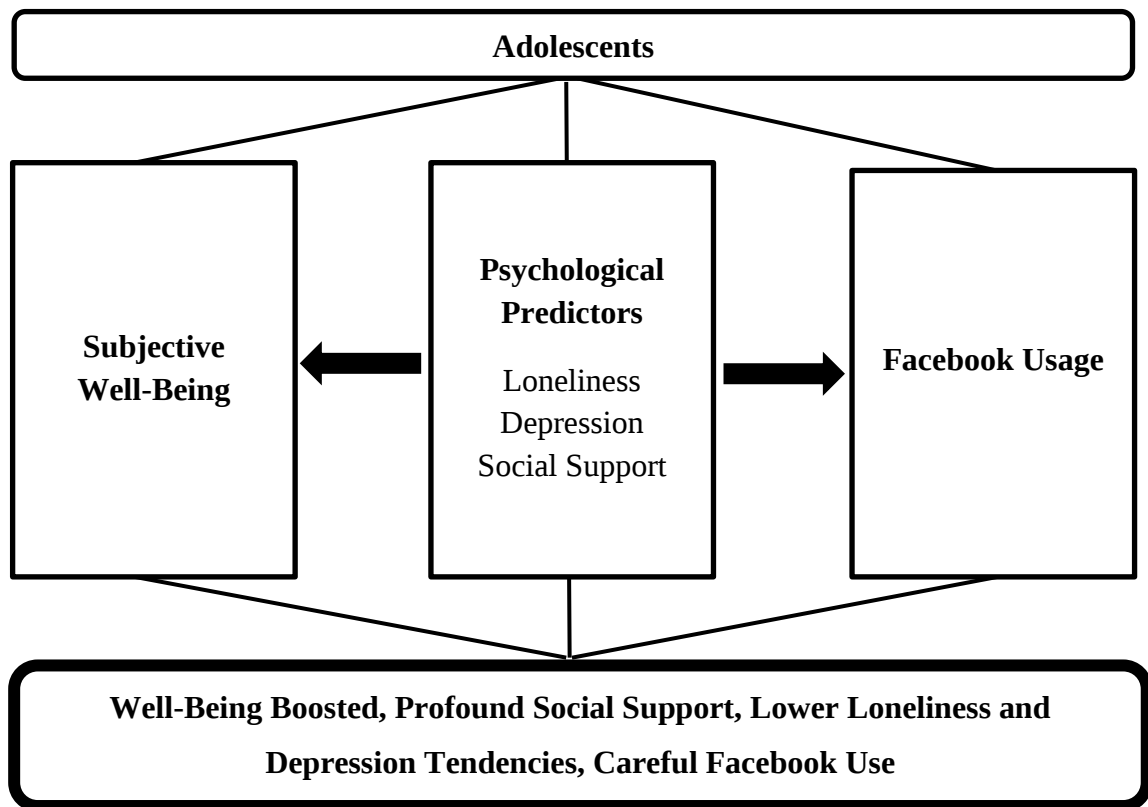


Figure 2:

Framework of the Proposed Program

Overview of the Sessions and Activities of the Program

Variables	Module	Objectives	Activity
Loneliness & Depression <i>(Preferably for female students of grade 9 and 10)</i>	Session 1: Self-awareness	d. know more about themselves; e. discover their strengths and limitations, and f. demonstrate self-acceptance.	• Strengths and limitations consciousness • Writing Activity: Improving strengths and limitations
	Session 2: Self-care	d. be able for the students to be	• Myself in the mirror

		knowledgeable on how to take good care of themselves; e. let them see the benefits of it, and f. display a good habit of self-care.	• Self-care checklist
	Session 3: Understanding Emotions	c. describe what is emotion, and d. provide them the understanding of each emotions.	• Share an emotion • My “feels” diagram
	Session 4: Handling Emotions	d. identify ways on how to handle certain emotions; e. make them be considerate of other’s feelings as well, and f. allow them to realize its importance.	• Writing Activity: Handling emotion advice • An emotion reaction
Social Support (Preferably for male students of grade 10)	Session 5: Building Positive Relationship	d. define what interpersonal relationship means; e. give tips on how to relate with other people effectively; and f. show importance to other people.	• Finding Common Interest (The Human Bingo Way) • Free Hearts
	Session 6: Social Support	d. understand what is social support; e. be familiarized about support groups, and f. have at least one or more support system in mind to run to.	• My supportive circle • Writing Activity: My support system
Subjective	Session 7:	c. provide them the	• My rays of life

Well-Being (Preferably female students of grade 10)	Optimism	understanding of positive outlook and its significance, and d. show optimism in every situation.	• The positive me
	Session 8: Resiliency	d. give idea on what is resiliency and its role in life; e. present ways on how to be resilient, and f. exhibit bouncing back after unexpected circumstances.	• The essence of resilience • Writing Activity: Overcoming situation
	Session 9: Wellness	d. know more about being healthy; e. understand its purpose in our being, and f. act according to what will contribute good to ourselves.	• Yes to wellness • Wellness journey
Facebook Usage (Preferably female students of grade 10)	Session 10: Addressing Cyberbullying	d. be mindful of cyberbullying; e. discover ways to prevent it, and f. apply each tips to conquer cyberbullying.	• Pair Sharing • Writing Activity: Story of Overcoming the Challenge/s Online
	Session 11: Social Media Etiquette	d. know the proper use of social media; e. understand the responsible use of it, and f. demonstrate being cyber well-informed.	• Plenary Sharing • Online Routine Record

Participants

The program is intended for adolescents use and benefits. As for the participants used in this study it is dedicated also to students in junior high school, grades 7 to 10, as these students will be more guided in dealing with their emotions, social media use and well-being.

Procedures

The program will run for the whole school year, a nine months journey consist of eleven modules that will be implemented once every month or as the needs arise. The modules are made with the consideration of the time allotted of each session of the Counselor with the students in a regular classroom set-up and everything from activity, analysis, abstraction to application is provided as guide. Note that all their output is to be place in an envelope for easy access and evaluation.

(See the modules on the next pages)

SESSION 1

I. **Topic:** Self-awareness

II. **Objectives**

The session aims to:

- a. know more about themselves;
- b. discover their strengths and limitations, and
- c. demonstrate self-acceptance.

III. **Materials**

Presentation, Pen and paper

IV. **Activity**

Strengths and Limitations Consciousness

1. The students will be asked to bring out a one whole sheet of paper and are to write their names and create two columns; they are to write strength on the left side and limitations on the right side.
2. The students will have to arrange their chairs in circle shape.
3. Once they are done writing and fixing their chairs, they will be instructed to write their own strength and limitation first and afterwards for their classmate once they received the paper after the counselor say “pass” (after every few seconds).
4. When the owner gets his/her paper already the activity is done and they will be asked to read it all and reflect.

V. Analysis

1. How do you feel after reading every word from the paper?
2. How are you taking things written for you?
3. How does it feel writing about other people's traits?
4. What is/are reflection/s from the activity?
5. Did you discover something new about yourself?

VI. Abstraction

Self-awareness means having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

How to Build Self – Awareness?

1. *Put the time in* – Self-awareness is not learned in a book, but achieved through self-reflection! Use what you have learned about yourself to inform decisions, behaviours, and interactions with other people. Some guided questions to get you started:
 - a. What are 3 of your strengths and 3 of your weaknesses?
 - b. What do you value most?
 - c. What are the feelings you are more aware of experiencing than others?

- d. What are your triggers (people and situations most likely to trigger negative or uncomfortable emotions)?
 - e. How do you respond under stress?
 - f. How do the different roles you play in your life make you feel (e.g. sister, student, best friend, employee, athlete, etc.)?
2. *Predict how you will feel* and respond before a situation and reflect on your actual feelings and response after the situation.
 3. *Focus on your choices* - What can you learn from your past triumphs and mistakes? Why did you make a particular decision? How did this choice make you feel?
 4. *Ask for feedback* – Self-awareness is as much about acknowledging what you still need to learn as it is about identifying your strengths. Asking for feedback on your performance, behaviour, interactions, can serve to improve your future actions and responses. Feedback can also identify aspects of your behaviour you aren't seeing clearly (your blind spots).
 5. *Record (keep a journal)* – Allows you to reflect on daily thoughts, feelings, perceptions, choices, behaviours, and interactions with others. Be honest with yourself. Reflecting on your experiences allows you to learn something that can guide your personal development so think about it and write it down!
 6. *Label your emotions* – Feelings can be expressed using one word, but are often held back. Your feelings provide insight into your thoughts and

actions, as well as allow us to better relate with others. You may also recognize trends in how you are feeling which can teach you something about yourself.

The awareness of the self requires openness, alertness, and intentionality to realize and make meaning of experiences (physical, psychological, social, etc.). Meaning making directs the self in construction of knowledge, new perceptions, beliefs, and ultimately impacts the interactions with others and feeds back the self. By reclaiming/regaining a deeper sense of self-awareness, individuals have greater chances of experiencing life, increasing productivity and creativity, while improving health.

When you know yourself you grow as an individual. You develop self-acceptance which in turn helps others to accept you as an individual. You become self-motivated and it leads to achieving success. Self-awareness enables you to grow in your chosen area of interest. To sum up, success comes to those who have better self-awareness about themselves as it helps in improving themselves by overcoming their weaknesses and reinforcing their strengths.

VII. Application

Writing Activity: Improving strengths and limitations

The students will write about what they are going to do with what they have discovered regarding their strengths and limitations written by their classmate.

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SESSION 2

I. Topic: Self-care

II. Objectives

The session aims to:

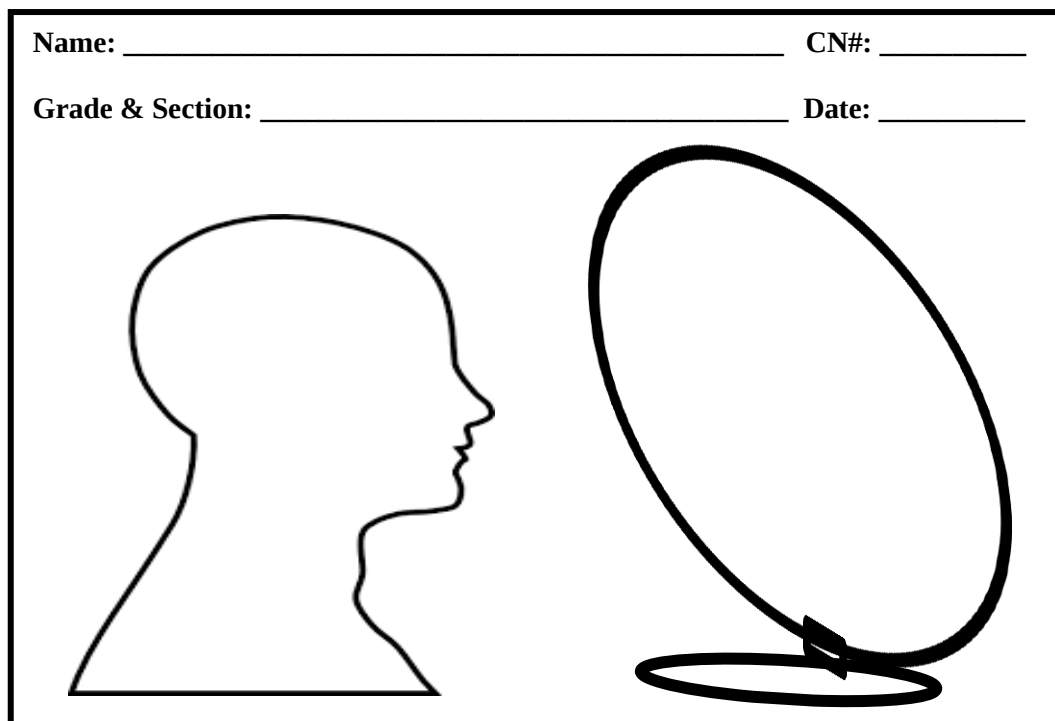
- a. be able for the students to be knowledgeable on how to take good care of themselves;
- b. let them see the benefits of it, and
- c. display a good habit of self-care.

III. Materials

Presentation, Activity sheets, Pen

IV. Activity

Myself in the mirror



1. The students will be given an activity sheet.
2. They will imagine themselves in front of a mirror.
3. They will write in the mirror a positive message for themselves, it can be a compliment or what they admire about themselves.

V. Analysis

1. How do you see yourself when you look in the mirror?
2. What is the feeling you get when you write and read what is in the mirror?
3. How do you feel about yourself after the activity?
4. Were you able to see what you need to take care of more about yourself?

VI. Abstraction

Self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health. Although it's a simple concept in theory, it's something we very often overlook. Good self-care is key to improved mood and reduced anxiety. It's also key to a good relationship with oneself and others.

How to start to take care of yourself?

- *Stick to the basics.* Over time you will find your own rhythm and routine. You will be able to implement more and identify more particular forms of self-care that work for you.

- *Self-care needs to be something you actively plan*, rather than something that just happens. It is an active choice and you must treat it as such. Add certain activities to your calendar, announce your plans to others in order to increase your commitment, and actively look for opportunities to practice self-care.
- *Keep a conscious mind is what counts*. In other words if you don't see something as self-care or don't do something in order to take care of yourself, it won't work as such. Be aware of what you do, why you do it, how it feels, and what the outcomes are.

Benefits of Self – Care

- *Better productivity*. When you learn how to say “no” to things that over-extend you and start making time for things that matter more, you slow life down in a wonderful way. This brings your goals into sharper focus and helps you to concentrate on what you're doing.
- *Improved resistance to disease*. There is evidence that most self-care activities activate your parasympathetic nervous system (PNS). What this means is that your body goes into a restful, rejuvenating mode, helping it to fortify its immune system.
- *Better physical health*. Similarly to the previous point, with better self-care often comes fewer colds, cases of flu and upset stomachs. Less stress and

a better immune system can surely help you feel more physically able and strong inside and out.

- *Enhanced self-esteem.* When you regularly carve out time that's only about being good to yourself and meeting your own needs, you send a positive message to your subconscious. Specifically, you treat yourself like you matter and have intrinsic value. This can go a long way toward discouraging negative self-talk and your critical inner voice.
- *Increased self-knowledge.* Practicing self-care requires thinking about what you really love to do. The exercise of figuring out what makes you feel passionate and inspired can help you understand yourself a lot better.
- *More to give.* When you're good to yourself, you might think you're being selfish. In truth, self-care gives you the resources you need to be compassionate to others as well. Giving compassion is a bit like filling a bucket; you can't fill someone else's if you don't have enough of your own!

Self-care isn't something that you can just put off until you have more time. It is an active choice to participate in the activities that are known to increase your overall physical, emotional, psychological, social, and spiritual well-being.

VII. Application

Self-care checklist

The students will be given a checklist and in a week they are to check something that they have done to take care of themselves or in favor of themselves.

✓	I care about myself.
	1. I compliment myself in the mirror.
	2. I ate my favorite food.
	3. I appreciate what I have accomplish today
	4. I did what I want to do today.
	5. I took enough sleep.
	6. I gave myself a reward for a job well done.
	7. I took a break.
	8. I had a good laugh with friends.
	9. I dressed up nicely.
	10. I participated in something I like to do.

Resources

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McCoy, M. What Is Self-Care – Definition, Tips & Ideas for a Healthy Life. Retrieved July 1, 2019 from <https://www.moneycrashers.com/self-care-definition-tips-ideas/>

SESSION 3

I. **Topic:** Understanding Emotions

II. **Objectives**

The session aims to:

- a. describe what is emotion, and
- b. provide them the understanding of each emotions.

III. **Materials**

Presentation, Activity Sheet, Pen

IV. **Activity**

Share an emotion

1. The students will be asked to look for a pair.
2. They will share two short stories that had happened to them each and allow their partner identify how they are feeling in each of the story they have shared.

V. **Analysis**

1. How was it sharing your story and emotions?
2. Were you able to easily get how your partner felt? Why or why not?
3. Did you share some same emotions with your partner? Share briefly what it is.

VI. **Abstraction**

Emotions are a big part of life for us all. In any day we can experience many different emotions that come with their highs and lows. Some of these

are easy to deal with, while others are more intense and difficult to manage. It's normal to struggle with your emotions at times, and everyone has this experience. However, if you have difficulties managing your emotions for a long period of time, it can lead to mental health problems.

It also determines the quality of our lives. They occur in every relationship we care about—in the workplace, in our friendships, in dealings with family members, and in our most intimate relationships. They can save our lives, but they can also cause real damage. They may lead us to act in ways that we think are realistic and appropriate, but our emotions can also lead us to act in ways we regret terribly afterward.

Types of Emotions

- *Happiness.* Of all the different types of emotions, happiness tends to be the one that people strive for the most. Happiness is often defined as a pleasant emotional state that is characterized by feelings of contentment, joy, gratification, satisfaction, and well-being.

This type of emotion is sometimes expressed through:

- Facial expressions such as smiling
- Body language such as a relaxed stance
- An upbeat, pleasant tone of voice

- *Sadness*. Sadness is another type of emotion often defined as a transient emotional state characterized by feelings of disappointment, grief, hopelessness, disinterest, and dampened mood.

Sadness can be expressed in a number of ways including:

- Dampened mood
 - Quietness
 - Lethargy
 - Withdrawal from others
 - Crying
- *Fear*. Fear is a powerful emotion that can also play an important role in survival. When you face some sort of danger and experience fear, you go through what is known as the fight or flight response. Your muscles become tense, your heart rate and respiration increase, and your mind becomes more alert, priming your body to either run from the danger or stand and fight. This response helps ensure that you are prepared to effectively deal with threats in your environment.

Expressions of this type of emotion can include:

- Facial expressions such as widening the eyes and pulling back the chin
- Attempts to hide or flee from the threat
- Physiological reactions such as rapid breathing and heartbeat

- *Disgust.* Disgust is another of the original six basic emotions described by Eckman. Disgust can be displayed in a number of ways including:
 - Turning away from the object of disgust
 - Physical reactions such as vomiting or retching
 - Facial expressions such as wrinkling the nose and curling the upper lip

- *Anger.* Anger can be a particularly powerful emotion characterized by feelings of hostility, agitation, frustration, and antagonism towards others. Like fear, anger can play a part in your body's fight or flight response. Anger is often displayed through:
 - Facial expressions such as frowning or glaring
 - Body language such as taking a strong stance or turning away from someone
 - Tone of voice such as speaking gruffly or yelling
 - Physiological responses such as sweating or turning red
 - Aggressive behaviours such as hitting, kicking, or throwing objects

- *Surprise.* Surprise is another one of the six basic types of human emotions originally described by Eckman. Surprise is usually quite brief and is characterized by a physiological startle response following something unexpected.

Surprise is often characterized by:

- Facial expressions such as raising the brows, widening the eyes, and opening the mouth
- Physical responses such as jumping back
- Verbal reactions such as yelling, screaming, or gasping

VII. Application

My “feels” diagram

The students will write three scenarios under each emotion.

I feel happy when...	
I feel sad when...	
I feel angry when...	
I feel disgust when...	
I feel surprise when...	

Resources

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- Ekman, P. (2003). Emotions Revealed. Retrieved from <https://zscalarts.files.wordpress.com/2014/01/emotions-revealed-by-paul-ekman1.pdf>
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SESSION 4

I. Topic: Handling Emotions

II. Objectives

The session aims to:

- a. identify ways on how to handle certain emotions;
- b. make them considerate of other's feelings as well, and
- c. allow them to realize its importance.

III. Materials

Presentation, Activity Sheet, Pen and paper

IV. Activity

Writing Activity: Handling emotion advice

The students will write one advice they can give someone on how they have handled a certain situation and what emotion/s they have been through and its result.

V. Analysis

1. How was it giving advice and share what you have gone through?
2. How did you handle your emotion?
3. How did you feel about the activity?

VI. Abstraction

Much of the time, for some people all of the time, our emotions serve us well, by mobilizing us to deal with what is most important in life and providing us with many different kinds of enjoyment. But sometimes our

emotions get us into trouble. That happens when our emotional reactions are inappropriate, in one of three ways: We may feel and show the right emotion but at the wrong intensity; e.g., worry was justified, but we overreacted and got terrified. Or we may feel the appropriate emotion, but we show it the wrong way; e.g., our anger was justified, but resorting to the silent treatment was counterproductive and childish.

How to control Emotions?

- *Select the situation.* Avoid circumstances that trigger unwanted emotions. If you know that you're most likely to get angry when you're in a hurry (and you become angry when others force you to wait), then don't leave things for the last minute. Get out of the house or office 10 minutes before you need to, and you won't be bothered so much by pedestrians, cars, or slow elevators.
- *Modify the situation.* Perhaps the emotion you're trying to reduce is *disappointment*. You're always hoping, for example, to serve the "perfect" meal for friends and family, but invariably something goes wrong because you've aimed too high. Modify the situation by finding recipes that are within your range of ability so that you can pull off the meal.
- *Shift your attentional focus.* Let's say that you constantly feel inferior to the people around you who always look great. You're at the gym, and

can't help but notice the regulars on the weight machines who manage to lift three times as much as you can. Drawn to them like a magnet, you can't help but watch with wonder and envy at what they're able to accomplish. Shifting your focus away from them and onto your fellow gym rats who pack less punch will help you feel more confident about your own abilities.

- *Change your thoughts.* At the core of our deepest emotions are the beliefs that drive them. You feel sad when you believe to have lost something, anger when you decide that an important goal is thwarted and happy anticipation when you believe something good is coming your way. By changing your thoughts you may not be able to change the situation but you can at least change the way you believe the situation is affecting you.
- *Change your response.* If all else fails and you can't avoid, modify, shift your focus, or change your thoughts, and that emotion comes pouring out, the final step in emotion regulation is to get control of your response. Your heart may be beating out a steady drumroll of unpleasant sensations when you're made to be anxious or angry. Take deep breaths and perhaps close your eyes in order to calm yourself down. Similarly, if you can't stop laughing when everyone else seems serious or sad, gather your inner resources and force yourself at least to change your facial expression if not your mood.

How to overcome negative emotions?

- *Break the cycle of negativity.* If you are starting to feel depressed it can be very easy to get into a cycle of automatic negative thoughts that then become difficult for you to challenge: you get depressed and then you get more depressed about being depressed. You need to make a conscious effort to break the hold that the depression has on you. Deciding to do something to help yourself is the most important step you can take.
- *Keep active.* Research and individual personal experience show that regular exercise can be very effective in lifting your mood and increasing your energy levels, and it is also likely to improve your appetite and sleep. Physical activity stimulates chemicals in the brain called endorphins, which can help you to feel better.
- *Connect with other people.* Although you may not feel like it, keeping in touch with people can help you feel a bit more grounded and sometimes get things more in perspective. Try a short phone call to a close friend or relative, or if you can't manage it, just an email or text message.
- *Care for yourself.* You need to do things that will improve the way you feel about yourself.

VII. Application

An emotion reaction

The students will write their usual and proper reaction with a certain emotion.

<u>EMOTIONS</u>	<u>USUAL REACTION</u>	<u>PROPER REACTION</u>
1 When I am happy.	1.	
2 When I am sad.	2.	
3 When I am angry.	3.	
4 When I am surprised.	4.	
5 When others are mad at me.	5.	
6 When others are sad because of me.	6.	

Resources

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SESSION 5

I. **Topic:** Building Positive Relationship

II. **Objectives**

The session aims to:

- a. define what interpersonal relationship means;
- b. give tips on how to relate with other people effectively; and
- c. show importance to other people.

III. **Materials**

Presentation, Activity sheets, Pen

IV. **Activity**

Finding Common Interest (The Human Bingo Way)

1. The students will be given the activity paper.
2. They will be given a chance to change one quality in the paper if there is no interest or quality that is relevant to them.
3. For 5 minutes they need to look for persons that have the qualities written in the activity paper and that person should write their initials and sign the quality that matches them.
4. The goal is to have all the qualities signed and the first student to finish the activity would get a simple prize.
5. Some students will be asked to share their work.

Finding Common Interest (The Human Bingo Way)				
I like to sing	I like to play basketball	I am a Kpop fan	I am an only child	Long hair
I read books	I like to dance	Painted nails	My past time is listening to music	Morena skin
I write poems	Short hair	I enjoy swimming	I like watching movies	Tall
I love OPM songs	I have a brother	I talk a lot	I love to paint	I am friendly
I am part of an organization	I have a pet	I am quiet	Funny person	I draw

V. Analysis

1. How was it to talk and ask people to look for their traits and sign the paper?
2. Was it hard to find people with such qualities? Why or why not?
3. How does it feel to find someone that has the same interest/quality as yours?

VI. Abstraction

Interpersonal Relationship is a connection or association between two or more people. It may be for a short span or life-long depending upon the relationship. One cannot live in isolation and everyone needs someone to "Share and Care."

Good interpersonal relationships help us lead healthy and joyous life and for this we need to be continuously aware of the effects of our thoughts, words, behavior and actions on our relationships. Relationships are a lot like plants, the more we care for the healthier they become.

Interpersonal relationships are essential for our wellbeing. We have personal needs that can be satisfied only through interacting with others. How fulfilling, productive, meaningful and satisfying our lives turnout to be depends on the quality of the relationship we form with other people.

Tips in Building Positive Interpersonal Relationships

- *Seek out new interactions.* Evaluate what your interests are and join a club, class or group. Go out of your way to meet people in these new environments. You never know there may be a lifelong friend across the room waiting for you to say hello.
- *Don't overthink.* Try not to over think what you are saying and doing. Try to relax. The person that is criticizing you most is you. If you stammer or

spill your drink, it is ok, move on. Try to not let these tiny errors get in the way of you having fun.

- *Listen.* In uncomfortable situations it is easy to forget to listen once you have asked a question. Hear what the other person is saying, ask follow up questions.
- *Be friendly.* People want to talk to others that are encouraging and uplifting. Compliment the person you are talking to about their accomplishments or even what they are wearing.
- *Be aware of the give and take.* The most successful relationships comprise of a mutual give and take. Some people may ‘over give’ by inviting themselves over the next day for supper, while other ‘under give’ by revealing very little about themselves and come across cold or unfriendly.
- *Make eye contact.* It may be uncomfortable for you to make eye contact. Try to challenge yourself to make eye contact as this can increase the ease and comfort of the conversation. Don’t forget to breathe.
- *Be authentic.* We want to be impressive when we meet new people, but sometimes if we are trying too hard, that could put people off. Be authentic with people, yes have boundaries with what you share.
- *Practice.* Interacting with others gracefully is a skill. The more practice you have the more comfortable you will be.
- *Be patient.* Remember, developing lasting relationships takes time and intentionality. Be patient as the relationship grows.

- *Allow mistakes.* Friends are going to do and say hurtful things sometimes.
Try not to overreact.

VII. Application

Free Hearts

1. The students will be given small hearts made of colored paper.
2. There are 3 colored hearts and each has a representation and they need to write the following:
 - Blue- “Thank you for being good to me.”
 - Yellow- “I want to get to know you more.”
 - Red- “I want to be friends with you.”
3. The students will give each colored hearts to one of their classmates. Only one colored heart per person.
4. The students will write their reflection on a sheet of paper.
5. Some of the students will be asked to share their reflections.

Resources

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SESSION 6

I. Topic: Social Support

II. Objectives

The session aims to:

- a. understand what is support group;
- b. be familiarized about support groups, and
- c. have atleast one or more support system in mind to run to.

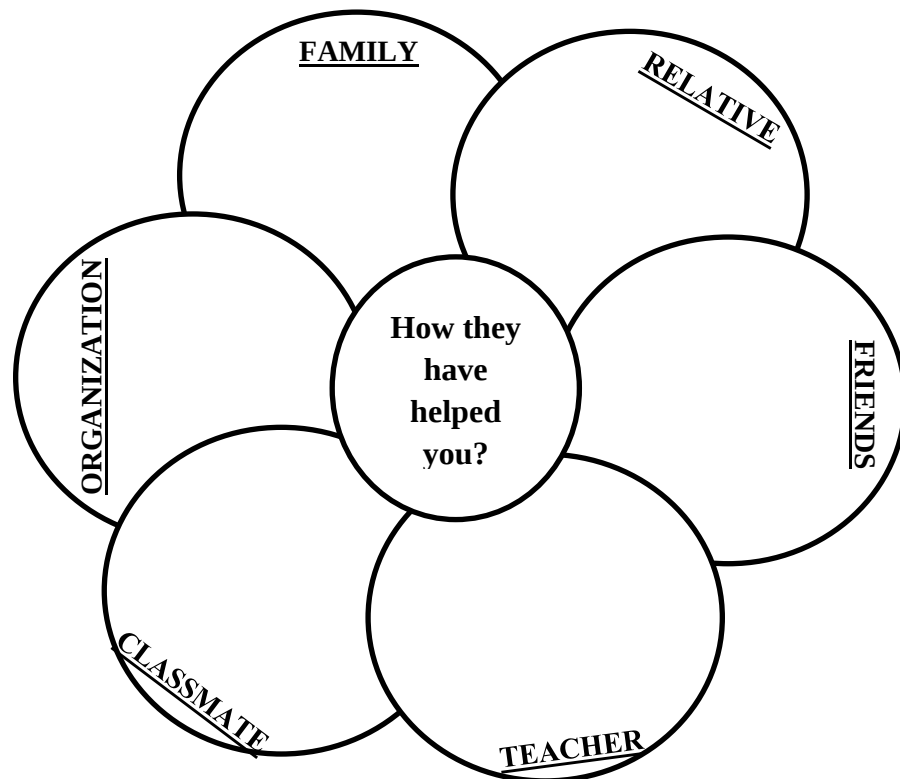
III. Materials

Presentation, Activity sheet, Pen and paper

IV. Activity

My supportive circle

The student will write how each support group has helped him/her in any way.



V. Analysis

1. Do you consider anyone as a consistent support group? Explain.
2. How was it recalling people and how they have helped you?

VI. Abstraction

The term "**social support**" often appears in discussions of relationships. Social support means having friends and other people, including family, to turn to in times of need or crisis to give you a broader focus and positive self-image. Social support enhances quality of life and provides a buffer against adverse life events.

Social support refers to the psychological and material resources provided by a social network to help individual's cope with stress. Such social support may come in different forms. Sometimes it might involve helping a person with various daily tasks when they are ill or offering financial assistance when they are in need. In other situations, it could involve giving advice to a friend when they are facing a difficult situation. And sometimes it simply involves providing caring, empathy, and concern for loved ones in need.

Types of Social Support

- *Emotional Support.* They back you up when you need it and are there with a shoulder to cry on when things don't go your way. This type of support

can be particularly important during times of stress or when people are feeling lonely.

- *Instrumental Support.* They take care of your physical needs and offer a helping hand when you need it. This might involve bringing you a hot meal when you are sick or giving you a ride when your car is in the shop. Such support is important when people have immediate needs that must be addressed.
- *Informational Support.* This can involve providing guidance, advice, information, and mentoring. Such support can be important when making decisions or big changes in one's life. By having this form of support, people may feel less anxious and stressed out about the problems they are trying to solve thanks to the advice of a trusted friend, mentor, or loved one.

It is social support that builds people up during times of stress and often gives them the strength to carry on and even thrive. But social support is certainly not a one-way street. In addition to relying on others, you also serve as a form of support for many people in your life.

Benefits of Social Support in our Health

- *Social groups can encourage healthy choices and behaviours.* Participation in social groups has a normative influence on behaviours, often influencing whether people eat a healthy diet,

exercise, smoke, drink, or use illegal substances. Clearly, social groups can sometimes have a negative influence in this regard when peer pressure and influence leads to poor or even dangerous health choices. However, group pressure and support can also lead people to engage in healthy behaviours as well.

If you have ever tried to give up a bad habit, such as smoking, you probably realize just how important this social support can be. If your social connections do not support you in achieving your goal, it can make things much more difficult. If, however, your friends and family offer their support and encouragement, you may find that achieving your goal of giving up the habit and improving your health much more possible.

- *Social support helps people cope better with stress.* Social support also helps people cope with stress. Stress has been shown to have serious health consequences ranging from reduced immunity to increased risk of heart disease. Being surrounded by people who are caring and supportive helps people to see themselves as better capable of dealing with the stresses that life brings. Research has also shown that having strong social support in times of crisis can help reduce the consequences of trauma-induced disorders including PTSD.
- *Social support can improve motivation.* Social relationships can also help people to stay motivated when trying to achieve their goals.

People who are trying to lose weight or quit smoking often find that it helps to connect with people who are actively trying to attain those same goals. Talking to people who are going through the same experience can often be a source of support, empathy, and motivation.

Social support, whether from a trusted group or valued individual, has been shown to reduce the psychological and physiological consequences of stress, and may enhance immune function. Social networks, whether formal (such as a church or social club) or informal (meeting with friends) provide a sense of belonging, security, and community.

VII. Application

Writing Activity: My support system

The students will have to write in a one whole sheet of paper a reflection about their current support system. They can think of someone or a group who they consider they can run to whatever situation they are in.

Resources

University of Minnesota. Social Support. Retrieved July 1, 2019 from
<https://www.takingcharge.csh.umn.edu/social-support>

Cherry, K. (2019, August). How Social Support Contributes to Psychological Health. Retrieved from <https://www.verywellmind.com/social-support-for-psychological-health-4119970>

SESSION 7

I. Topic: Optimism

II. Objectives

The session aims to:

- a. provide them the understanding of positive outlook and its significance, and
- b. show optimism in every situation.

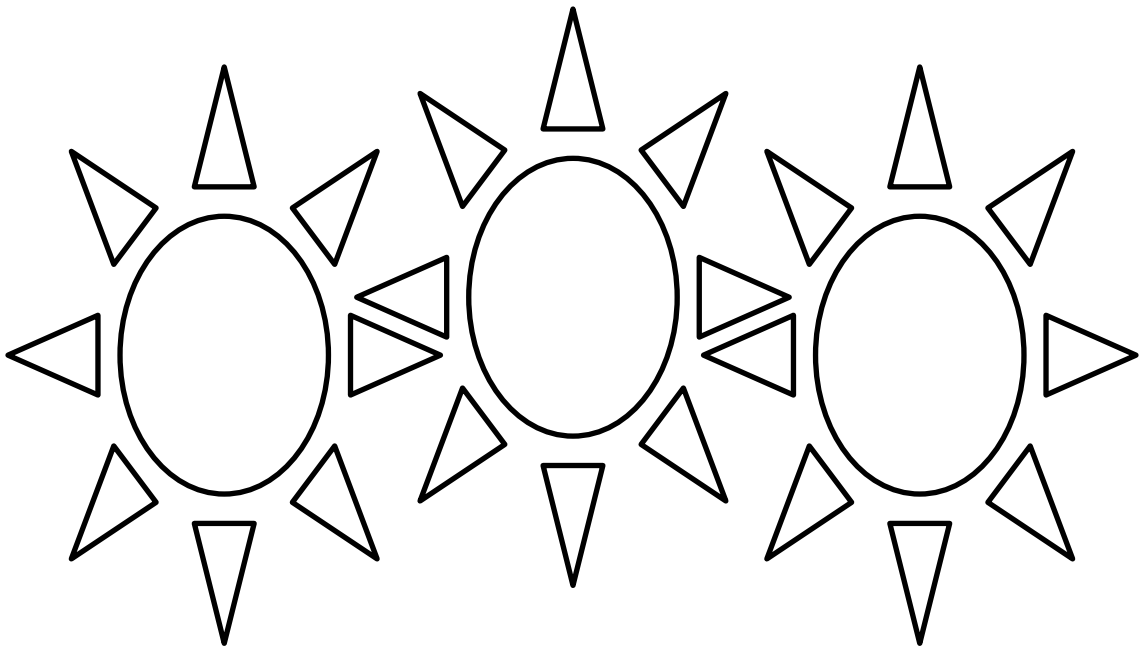
III. Materials

Presentation, Activity Sheets, Pen

IV. Activity

My rays of life

The students will write in each sun their own perception of life. How they see their life and/or how they look at life in general.



V. Analysis

1. What is your perception of life?
2. How are you living your life?
3. Have you ever experience changing your perspective? Share briefly.

VI. Abstraction

Optimism is a feeling or belief that good things will happen in the future: a feeling or belief that what you hope for will happen. A common idiom used to illustrate optimism versus pessimism is a glass filled with water to the halfway point: an optimist is said to see the glass as half full, while a pessimist sees the glass as half empty.

Research shows that, on average, human beings are hardwired to be more optimistic than not. It's an admirable quality, one that can positively affect a person's mental and physical health. Optimism can also help reduce a person's stress and increase longevity. Some optimists consistently ascribe benevolent motives to others and interpret situations in the best possible light; others simply disassociate their internal mood from external circumstances, no matter how sticky.

Benefits of being Optimistic

- *See failure as a new start.* Failure is not the end; in fact it is often the beginning of something great. When things are good, we coast along without making any quantum leaps. When things go bad, our world gets

shaken up, which requires us to grow, see new things and start afresh. Optimism allows us to learn from failures, pick up the pieces and move on to something greater. The greatest business ideas, and times in life, can be born from failure.

- *Be expansive.* Pessimism makes us contract and shy away from new or adventurous things. It causes us to fixate on the negative possibilities and be trapped by fear of failure. Optimism, however, opens us up to new ideas, new experiences and new possibilities. It frees us up to consider new options and change our businesses, and lives, for the better. It helps us look to the future and create expansive, evolving realities.
- *Get healthy.* Dwelling on negativity isn't healthy. Not only are optimists generally happier and less stressed, but also they tend to have healthier hearts. In a study of more than 5,100 adults, researchers from the University of Illinois found that those who were the most optimistic were 76 percent more likely to have health scores in an ideal range. In addition, optimists had significantly better blood sugar and cholesterol levels, exercised more, and had healthier body mass indexes, and were less likely to smoke than pessimists. Focusing on the positive, instead of the negative, improves mental well-being, which can motivate individuals to take better care of their bodies, as well.

- *Spread good vibes.* Optimism is contagious. Having an upbeat attitude can inspire everyone around us. Attitude is everything. A positive team will be driven to accomplish goals and work together to move things forward.
- *It is the best choice.* There is no better alternative to optimism. Pessimism doesn't achieve much, and doesn't have any benefits over optimism. Being optimistic obviously doesn't mean seeing rainbows 24-7. Everything won't always be great. But optimism helps us see new opportunities, learn from different situations, and keep moving.

Optimism brings about positive outcomes in relationships by promoting favourable expectancies, which in turn cause individuals to pursue their relationship goals more flexibly and persistently. This core principle helps explain why other individual differences that correlate only modestly with optimism, such as a secure attachment style or low fear of negative evaluation, appear to lead to many of the same outcomes: they are multiple pathways to favourable expectancies. This principle also suggests avenues for therapeutic intervention or self-improvement. The benefits enjoyed by optimists may be accessible to individuals who work on changing their beliefs. By identifying and revising irrational or pessimistic beliefs about a partner, through therapy or introspection, it may be possible to cultivate a mind-set that will lead to more constructive

interactions with a partner, and ultimately to a more satisfying and longer-lasting relationship.

VII. Application

The positive me

The students will just have to complete each sentence.

I always believe that my dreams such as _____

_____ will come true.

I am grateful for _____

I am happy for _____

I prayed for _____

_____ and I received it.

My greatest blessing today is/are _____

Resources

Merriam Webster/Optimism

Psychology Today. Optimism. Retrieved July 1, 2019 from
<https://www.psychologytoday.com/us/basics/optimism>

Srivastava, S and Angelo, K. (2009). Optimism, Effects on Relationships.
Retrieved from <https://pages.uoregon.edu/sanjay/pubs/optimismrels.pdf>

SESSION 8

I. **Topic:** Resiliency

II. **Objectives**

The session aims to:

- a. give idea on what is resiliency and its role in life;
- b. present ways on how to be resilient, and
- c. exhibit bouncing back after unexpected circumstances.

III. **Materials**

Presentation, Activity sheets, Pen and paper

IV. **Activity**

The essence of resilience

The students will just list five things they do when they have problems and will put a check (/) in the item that they think the most helpful thing they have done to get through the situation.

When I am confronted with problems, here is what I do:	
1.	_____

2.	_____

3.	_____

4.	_____

5.	_____

V. Analysis

1. How did you find the activity?
2. How was it overcoming problems? Share briefly.
3. How each thing you do did help you?

VI. Abstraction

Resilience is that ineffable quality that allows some people to be knocked down by life and come back at least as strong as before. Rather than letting difficulties or failure overcome them and drain their resolve, they find a way to rise from the ashes.

Psychologists have long studied these issues and have come up with a label you may be familiar with: **resilience**. When faced with a tragedy, natural disaster, health concern, relationship, work, or school problem, resilience is how well a person can adapt to the events in their life. A person with good resilience has the ability to bounce back more quickly and with less stress than someone whose resilience is less developed.

Ways to build Resilience

- *Make connections.* Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local

groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

- *Avoid seeing crises as insurmountable problems.* You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.
- *Accept that change is a part of living.* Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.
- *Move toward your goals.* Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"
- *Take decisive actions.* Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.
- *Look for opportunities for self-discovery.* People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of

strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality and heightened appreciation for life.

- *Nurture a positive view of yourself.* Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.
- *Keep things in perspective.* Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.
- *Maintain a hopeful outlook.* An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.
- *Take care of yourself.* Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.
- *Additional ways of strengthening resilience may be helpful.* For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their life. Meditation and spiritual practices help some people build connections and restore hope.

Resilience is not some magical quality; it takes real mental work to transcend hardship. But even after misfortune, resilient people are able to

change course and move toward achieving their goals. There's growing evidence that the elements of resilience can be cultivated.

VII. Application

Writing Activity: Overcoming situation

The students will write two things:

1. What one situation that really challenges them.
2. They have to describe themselves now after that challenge and describe each process they have been through to overcome and bounce back.

Resources

Psychology Today. Resilience. Retrieved July 1, 2019 from

<https://www.psychologytoday.com/us/basics/resilience>

Cohen, H. (2018, October). What is Resilience?. Retrieved from

<https://psychcentral.com/lib/what-is-resilience/>

American Psychological Association. (2019, July). The road to resilience.

Retrieved from <https://www.apa.org/helpcenter/road-resilience>

SESSION 9

I. **Topic:** Wellness

II. **Objectives**

The session aims to:

- a. know more about being healthy;
- b. understand its purpose in our being, and
- c. act according to what will contribute good to ourselves.

III. **Materials**

Presentation, Activity sheets, Pen

IV. **Activity**

Yes to wellness

The student will just cross out the items that is true to them.

I exercise daily	I compliment myself	I thank someone today	I do my favorite hobby	I attend to mass every Sunday
I pray regularly	I walk instead of riding a tricycle	I make friends	I drink 8 glasses of water a day	I have a good laugh with friends
I talk to my trusted persons when I need to	I go to confession	I ask for help when I find something hard	I cry when I feel I need to	I helped someone
I join organizations	I discover something new about me	I treat myself	I am taking criticisms as constructive	I get enough sleep
I do squats	I am happy with my weight	I take a break when I need to	I eat vegetables	I do not overthink

IV. **Analysis**

1. How did you find the activity?
2. What are the challenges in doing it?
3. How did the activity help you?
4. What can you say about your daily life? How do you think you can maintain a balanced life?

V. **Abstraction**

Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness; it is a dynamic process of change and growth.

Maintaining an optimal level of wellness is absolutely crucial to live a higher quality life. Wellness matters. Wellness matters because everything we do and every emotion we feel relates to our well-being. In turn, our well-being directly affects our actions and emotions. It's an on-going circle.

Dimensions of Wellness

- *Physical.* The physical dimension recognizes the need for regular physical activity. Physical development encourages learning about diet and nutrition while discouraging the use of tobacco, drugs and excessive alcohol consumption. Optimal wellness is met through the combination of good exercise and eating habits. As you travel the wellness path, you'll strive to spend time building physical strength, flexibility and endurance

while also taking safety precautions so you may travel your path successfully, including medical self-care and appropriate use of a medical system. The physical dimension of wellness entails personal responsibility and care for minor illnesses and also knowing when professional medical attention is needed. By traveling the wellness path, you'll be able to monitor your own vital signs and understand your body's warning signs. You'll understand and appreciate the relationship between sound nutrition and how your body performs. Physical wellness follows these tenets:

- It is better to consume foods and beverages that enhance good health rather than those which impair it.
 - It is better to be physically fit than out of shape.
- *Social.* The social dimension encourages contributing to one's environment and community. It emphasizes the interdependence between others and nature. As you travel a wellness path, you'll become more aware of your importance in society as well as the impact you have on multiple environments. You'll take an active part in improving our world by encouraging healthier living and initiating better communication with those around you. You'll actively seek ways to preserve the beauty and balance of nature along the pathway as you discover the power to make willful choices to enhance personal relationships and important friendships, and build a better living space and community. Social wellness follows these tenets:

- It is better to contribute to the common welfare of our community than to think only of ourselves.
- It is better to live in harmony with others and our environment than to live in conflict with them.
- *Intellectual.* The intellectual dimension recognizes one's creative, stimulating mental activities. A well person expands his or her knowledge and skills while discovering the potential for sharing his or her gifts with others. Using intellectual and cultural activities in the classroom and beyond the classroom combined with the human resources and learning resources available within the university community and the larger community, a well person cherishes intellectual growth and stimulation. Traveling a wellness path, you'll explore issues related to problem solving, creativity, and learning. As you develop your intellectual curiosity, you'll actively strive to expand and challenge your mind with creative endeavours. Intellectual wellness follows these tenets:
 - It is better to stretch and challenge our minds with intellectual and creative pursuits than to become self-satisfied and unproductive.
 - It is better to identify potential problems and choose appropriate courses of action based on available information than to wait, worry, and contend with major concerns later.
- *Spiritual.* The spiritual dimension recognizes our search for meaning and purpose in human existence. It includes the development of a deep

appreciation for the depth and expanse of life and natural forces that exist in the universe. Your search will be characterized by a peaceful harmony between internal personal feelings and emotions and the rough and rugged stretches of your path. While traveling the path, you may experience many feelings of doubt, despair, fear, disappointment and dislocation, as well as feelings of pleasure, joy, happiness and discovery. You'll know you're becoming spiritually well when your actions become more consistent with your beliefs and values, resulting in a "world view." Spiritual wellness follows these tenets:

- It is better to ponder the meaning of life for ourselves and to be tolerant of the beliefs of others than to close our minds and become intolerant.
- It is better to live each day in a way that is consistent with our values and beliefs than to do otherwise and feel untrue to ourselves.
- *Emotional.* The emotional dimension recognizes awareness and acceptance of one's feelings. Emotional wellness includes the degree to which one feels positive and enthusiastic about one's self and life. It includes the capacity to manage one's feelings and related behaviours including the realistic assessment of one's limitations, development of autonomy, and ability to cope effectively with stress. The well person maintains satisfying relationships with others. On the wellness path, you'll

be able to express feelings freely and manage feelings effectively. You'll be able to arrive at personal choices and decisions based upon the synthesis of feelings, thoughts, philosophies, and behaviour. Emotional wellness follows these tenets:

- It is better to be aware of and accept our feelings than to deny them.
- It is better to be optimistic in our approach to life than pessimistic.

Most of all, wellness is generally viewed from a holistic perspective; it represents a perceived positive state of being and embraces a body-mind-spirit concept. Many factors contribute to wellness in a series of complex and interacting ways, but wellness, like health, is more than the absence of disease; it involves important subjective concepts by individuals about themselves.

VI. **Application**

Wellness journey

The students will write what they have done good for the different dimensions of their wellness and what they are still willing to do and continue doing for improving it.

<u>Physical Wellness</u>	<i>What you have done good for it:</i>
	<i>What are you still going to do to improve it:</i>

<u>Social Wellness</u>	<i>What you have done good for it:</i>
	<i>What are you still going to do to improve it:</i>
<u>Emotional Wellness</u>	<i>What you have done good for it:</i>
	<i>What are you still going to do to improve it:</i>
<u>Intellectual Wellness</u>	<i>What you have done good for it:</i>
	<i>What are you still going to do to improve it:</i>
<u>Spiritual Wellness</u>	<i>What you have done good for it:</i>
	<i>What are you still going to do to improve it:</i>

Resources

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<https://shcs.ucdavis.edu/wellness/what-is-wellness>

National Wellness Institute, Inc. The Six Dimensions of Wellness Model.

Retrieved July 1, 2019 from

<https://cdn.ymaws.com/www.nationalwellness.org/resource/resmgr/pdfs/sixdimensionsfactsheet.pdf>

University of Victoria. Defining Wellness and Its Determinants. Retrieved July 1, 2019 from

http://www.geog.uvic.ca/wellness/wellness/2_DefiningWellness.pdf

SESSION 10

I. **Topic:** Addressing Cyberbullying

II. **Objectives**

The session aims to:

- a. be mindful of cyberbullying;
- b. discover ways to prevent it, and
- c. apply each tips to conquer cyberbullying.

III. **Materials**

Presentation, Pen and Paper

IV. **Activity**

Pair Sharing

The students will be given ample time to think of a situation that they felt bad using the internet. If none, they can share experiences they know that is relevant and how they have overcome the circumstance.

V. **Analysis**

1. How the situation does affect you?
2. How effective your ways in coping with the situation?
3. What help you got to overcome the circumstance?

VI. **Abstraction**

What is Cyberbullying?

Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person. By definition, it occurs among young people. When an

adult is involved, it may meet the definition of cyber-harassment or cyberstalking, a crime that can have legal consequences and involve jail time.

Sometimes cyberbullying can be easy to spot — for example, if your child shows you a text, tweet, or response to a status update on Facebook that is harsh, mean, or cruel. Other acts are less obvious, like impersonating a victim online or posting personal information, photos, or videos designed to hurt or embarrass another person. Some kids report that a fake account, webpage, or online persona has been created with the sole intention to harass and bully.

Tips to Help Stop Cyberbullying

- *Know that it's not your fault.* What people call “bullying” is sometimes an argument between two people. But if someone is repeatedly cruel to you, that’s bullying and you mustn’t blame yourself. No one deserves to be treated cruelly.
- *Don’t respond or retaliate.* Sometimes a reaction is exactly what aggressors are looking for because they think it gives them power over you, and you don’t want to empower a bully. As for retaliating, getting back at a bully turns you into one – and can turn one mean act into a chain reaction. If you can, remove yourself from the situation. If you can’t, sometimes humor disarms or distracts a person from bullying.

- *Save the evidence.* The only good news about bullying online or on phones is that it can usually be captured, saved, and shown to someone who can help. You can save that evidence in case things escalate.
- *Tell the person to stop.* This is completely up to you – don't do it if you don't feel totally comfortable doing it, because you need to make your position completely clear that you will not stand for this treatment any more. You may need to practice beforehand with someone you trust, like a parent or good friend.
- *Reach out for help – especially if the behavior's really getting to you.* You deserve backup. See if there's someone who can listen, help you process what's going on and work through it – a friend, relative or maybe an adult you trust.
- *Use available tech tools.* Most social media apps and services allow you to block the person. Whether the harassment's in an app, texting, comments or tagged photos, do yourself a favor and block the person. You can also report the problem to the service. That probably won't end it, but you don't need the harassment in your face, and you'll be less tempted to respond. If you're getting threats of physical harm, you should call your local police (with a parent or guardian's help) and consider reporting it to school authorities.
- *Protect your accounts.* Don't share your passwords with anyone – even your closest friends, who may not be close forever – and password-protect your phone so no one can use it to impersonate you.

- *If someone you know is being bullied, take action.* Just standing by can empower an aggressor and does nothing to help. The best thing you can do is try to stop the bullying by taking a stand against it. If you can't stop it, support the person being bullied. If the person's a friend, you can listen and see how to help. Consider together whether you should report the bullying. If you're not already friends, even a kind word can help reduce the pain. At the very least, help by not passing along a mean message and not giving positive attention to the person doing the bullying.

Incorporating a lesson on cyberbullying and using technology in the classroom to raise awareness can be very helpful. Give students direct hands-on examples and go over recent news related to cyberbullying to put an emphasis on how many teens are affected and commit suicide. Make them find cases of cyberbullying in their immediate environment and on social media to make sure they are able to distinguish appropriate from inappropriate Internet use. Students should be able to connect what they learn to their lives and recognize when cyberbullying is happening. A teacher should provide a safe environment and resources that are available for victims.

VI. Application

Writing Activity: Story of Overcoming the Challenge/s Online

The students will be asked to write in a one whole sheet of paper something about the following queries:

1. How are you now and were you able to leave it behind?
2. What did you learn from it that you can share to others?

Resources

Kids Health. Cyberbullying. Retrieved September 26, 2019 from

<https://kidshealth.org/en/parents/cyberbullying.html>

De Lench, B. 10 Tips for Teens to Prevent Cyberbullying. Retrieved September 26, 2019

from <https://www.momsteam.com/health-safety/10-tips-teens-prevent-cyberbullying>

Connect Safely. (2018, May). Tips to Help Stop Cyberbullying. Retrieved from

<https://www.connectsafely.org/tips-to-help-stop-cyberbullying/>

Wins, O. (2014). Cyberbullying – Importance of Awareness. Retrieved from

<https://ucanstopcyberbullying.weebly.com/importance-of-awareness.html>

SESSION 11

I. Topic: Social Media Etiquette

II. Objectives

The session aims to:

- a. know the proper use of social media;
- b. understand the responsible use of it, and
- c. demonstrate being cyber well-informed.

III. Materials

Presentation, Pen and Paper

IV. Activity

Plenary Sharing

Some of the students will be given the chance to share in the class their best and worst experiences using the social media.

V. Analysis

1. What is social media for you and your life?
2. How the situation does affect you?
3. How did you feel when you share it?

VI. Abstraction

What is Social Media?

Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. Many people define social

media as apps on their smartphone or tablet, but the truth is, this communication tool started with computers. This misconception stems from the fact that most social media users access their tools via apps.

What is Etiquette?

The word "etiquette" comes from the French word "estique," meaning to attach or stick. The noun "etiquette" describes the requirements of behaviors according to conventions of society. It includes the proper conduct that is established by a community for various occasions, including ceremonies, court, formal events and everyday life.

The short definition at Merriam-Webster.com is "the rules indicating the proper and polite way to behave." The full definition is "the conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life."

What is Social Media Etiquette?

Social media has a much wider reach beyond marketing and technology. Other implications are rarely discussed. There are rules of ethics and etiquette for social media that must be followed.

In social media, the right etiquette equals acting the right way. There definitely is a right way and a wrong way to use social media. Anyone who has ever been spammed (and that basically means everyone) understands this concept.

Social Networking Etiquette Tips for Teens

1. *Exercise the Golden Rule* - Treat others the way you want to be treated. Speak with and treat someone online as you would speak with and treat him/her face-to-face.
2. *Remember everything you post is public*; it doesn't matter whether or not you delete the post: if you've published it, it's traceable. Plus, when you post things online, you're creating a digital footprint. A digital footprint is the trail of stuff you leave behind when you're online.
3. *DON'T USE ALL CAPS when you're emailing or posting something*. All CAPS is a form of internet shouting and it screams at you from a computer screen.
4. *Use exclamation points sparingly!* Exclamation points can take away from your message. Rather than using an exclamation point to express how you feel, try using the right words to get your point across.
5. *Speak kindly*. Remember: it may look like a screen in front of you, but there is another person (or people) on the receiving end. Think about how you would feel if you received the message you're sending? If the answer isn't a favorable one, then don't send it.
6. *Don't post things when you are emotional*. When you are in a heightened state of an emotion, you may not be thinking clearly or able to form your thoughts and ideas. Don't use the internet as a means for sorting through your feelings. Rather, meet up with a trusted adult or friend to help you work through your emotions.

7. *Don't journal your thoughts and feelings in a public forum.* If you're going to keep a journal, do it the old fashion way and write it down - pen and paper style (yes, those items still exist). By recording your thoughts and feelings on paper, you can actually destroy the pages for good.

8. *Don't post a picture or video of someone else without his or her permission.* Also don't snap pictures or a video someone without his or her permission. Just because there is a camera on your phone it doesn't give you the right to snap a shot of someone. Don't post a picture of people on-line without their consent.

9. *Don't give out personal and confidential information online.* Never share your full name, home address, phone number, Social Security number, passwords, school's name, names of family members, or credit card numbers.

10. *Don't talk in a public place where others can hear your conversation.* Exercise the 10 foot proximity rule - keep a distance of 10 feet from the closest person when you're talking on the phone.

11. *Watch your tone.* Sometimes things can come across rudier and harsher online than face-to-face. One reason is because we rely on nonverbal communication to help us interpret conversations. Unless you are using a video chat app, most sites don't allow you to see a person's reaction to what you are saying.

12. *Set time parameters of how long you're on your devices.* Electronic devices will never take the place of a person. Too much of anything is unhealthy, so use devices in moderation and hang out with friends offline more than online.

In the end, the best thing to remember is that these sites are public. Even if you're extremely careful with your privacy settings, it's best not to post anything that you wouldn't want your grandmother or your boss to see.

VII. Application

Online Routine Record

The students will write their online routine. They are to write in each part of their reflection, it is necessary, helpful, making them feel bad, something fulfilling, any thoughts they have from what they did online.

Resources

- Hudson, M. (2019, May). What is Social Media?. Retrieved from <https://www.thebalancesmb.com/what-is-social-media-2890301>
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APPENDIX I

Program Validation Result

	S1	S2	S3	S4	S5	S6	S7	S8	S9	T
EXPERT 1										
Objective	3	3	3	3	3	3	3	3	3	
Activity	2	3	3	2	3	3	2	3	3	
Abstract	3	3	3	3	3	3	3	3	3	
Analysis	2	3	3	3	3	3	3	3	2	
Application	3	3	3	3	3	3	3	3	3	
AVERAGE	2.6	3	3	2.8	3	3	2.8	3	2.8	2.89
EXPERT 2										
Objective	3	3	3	3	3	3	3	3	3	
Activity	3	3	3	3	3	3	3	3	3	
Abstract	3	3	3	3	3	3	3	3	3	
Analysis	3	3	3	3	3	3	3	3	3	
Application	3	3	3	3	3	3	3	3	3	
AVERAGE	3	3	3	3	3	3	3	3	3	3
EXPERT 3										
Objective	3	3	3	3	3	3	3	3	3	
Activity	3	3	3	2	3	3	3	3	3	
Abstract	3	3	3	3	3	3	3	3	3	
Analysis	2	3	3	3	3	3	3	3	3	
Application	3	3	3	3	3	3	3	3	3	
AVERAGE	2.8	3	3	2.8	3	3	3	3	3	2.96
OVERALL										2.95

Legends:

1 – Irrelevant; 2 – Needs Revision; 3 – Relevant

APPENDIX J



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: July 24, 2019
Result Code: 2019-0586
Submission ID: 1154491152
Title of Output: Psychological Predictors of Facebook Usage and Subjective Well-Being
Author (s): Vanessa Jane A. Cauilan

Authenticity Report:

Similarity Report: 18%

- Interpretation: A similarity of 18% means that 18% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (15%), publications (12%), and student papers (15%) for the remaining similarity percentage.

- Highlighted text in the Manuscript:

- Red marks and highlights are set of texts directly or exactly copied from online sources.
- Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Marie Paz E. Morales, Ph.D.
Director

APPENDIX K

29 July 2019

CERTIFICATION

This certifies that I have edited the thesis titled **“Psychological Predictors of Facebook Usage and Subjective Well-Being”** by **VANESSA JANE A. CAUILAN**, a candidate for the degree Master of Arts in Education with specialization of Guidance and Counseling.



HECTOR NOEL G. ZAMORA
Teacher I, Department of Education

APPENDIX L

Language Editor

Curriculum Vitae

Hector Noel G. Zamora

36 Angelo St. La Loma, Quezon city

Contact no. 0977-824-1920/(02) 740-6263

E-mail address: hectornoelzamora81@gmail.com

EDUCATION

Bachelor of Secondary Education major in English

University of the East- Manila	2008
--------------------------------	------

Secondary

University of the East Secondary Laboratory School-Manila	2004
---	------

Elementary

Lourdes School of Quezon City	2000
-------------------------------	------

PROFESSIONAL EXPERIENCE

Teacher I

Division of City Schools Caloocan city

Kasarinlan High School

Tuna St., Kaunlaran Village, Barangay 28, Caloocan city

December 1, 2010- present

Local School Board Teacher

Division of City Schools Caloocan city

Kasarinlan High School

Tuna St., Kaunlaran Village, Barangay 28, Caloocan city

August 1, 2010- November 30, 2010

Local School Board Teacher

Division of City Schools Caloocan city

MB Asistio Sr. High School - Unit 1

Pla-pla st., Kaunlaran village, Caloocan city

October 1, 2009- April 1, 2010

Local School Board Teacher

Division of City Schools Caloocan city

Kasarinlan High School

Tuna St., Kaunlaran Village, Barangay 28, Caloocan city
September 1, 2009- October 1, 2009

Substitute Teacher

Division of City Schools Caloocan city
Maria Clara High School
Maria Clara st. cor. 7th and 8th avenue, Caloocan city
August 1, 2009- September 1, 2009

Clerk

University of the East- Caloocan
105 Samson Road, Sangandaan, Caloocan city
May 1, 2008-September 1, 2008

LICENSE EARNED

Licensure Examination for Teachers (LET) - Major in Values Education
September 28, 2008

Seminars Attended

RPMS PPST Roll Out 2018
August 9-11, 2018
Kasarinlan High School
Conducted by: Kasarinlan High School

Mid Year In-Service Training 2018
May 2018
Kasarinlan High School
Conducted by: Kasarinlan High School

K to 10 Training of Teachers on Critical Content in Grade 7 English
May 22-31, 2018
Great Eastern Hotel
Conducted by: DepEd NCR

Division Seminar-Workshop on Illustration, Basic Photography and Book Design
May 9-11, 2018
SDO-Caloocan Conference Hall
Conducted by: SDO-Caloocan

Basic Facilitation and Counseling of Teenage Gender Issues

November 27, 2017
Kasarinlan High School
Conducted by: Kasarinlan High School

In-Service Training 2017
October 2017
Kasarinlan High School
Conducted by: Kasarinlan High School

Mid Year In-Service Training 2017
May 2017
Kasarinlan High School
Conducted by: Kasarinlan High School

In-Service Training 2016
October 24-28, 2016
Kasarinlan High School
Conducted by: Kasarinlan High School

Mid Year In-Service Training 2016
May 23-27, 2019
Kasarinlan High School
Conducted by: Kasarinlan High School

In-Service Training 2015
October 2015
Kasarinlan High School
Conducted by: Kasarinlan High School

Mid Year In-Service Training 2015
May 2015
Kasarinlan High School
Conducted by: Kasarinlan High School

Skills

Computer Literate
Communicates well in both oral and written English
Versatile and resilient
Hard working
Can multi-task
Photography skill

APPENDIX M

Language Editor Transcript of Records

page 1 of 3



UNIVERSITY OF THE EAST
 DEPARTMENT OF REGISTRATION AND RECORDS MANAGEMENT
 Manila, Philippines

DRRM Form No. 9
 (Revised 1999)

M-2007 N014134

OFFICIAL TRANSCRIPT OF RECORDS

NAME : **ZAMORA, HECTOR NOEL GALICIA**
 SN : **20040102543** SEX : **M** NATIONALITY : **FILIPINO**
 COLLEGE : **EDUCATION**
 COURSE : **BACHELOR OF SECONDARY EDUCATION (B.S.ED.) MAJOR IN ENGLISH**
 ENTRANCE CREDENTIAL : **FORM 137A FROM UE SECONDARY LABORATORY SCHOOL**

GRADING SYSTEM							
Number	Percent	Letter Grade	Descriptive	Number	Percent	Letter Grade	Descriptive
1.00	98-100	A+	Excellent	2.75	77-79	C	Passed
1.25	95-97	A	Excellent	3.00	75-76	C-	Passed
1.50	92-94	A-	Very Good	4.00	70-74	D-	Conditioned
1.75	89-91	B+	Very Good	5.00	Below 70	F	Failed
2.00	86-88	B	Good			W/OD	Officially dropped
2.25	83-85	B-	Good			D	Unofficially dropped
2.50	80-82	C+	Fair			LFE	Lacks final examination
						LFR/INC/X	Lacks final requirements
						LOA	Leave of absence
						ENA	Enrolled Not Attending

CREDITS : Semester one unit of credits is one hour lecture or recitation each week for a period of a complete semester.

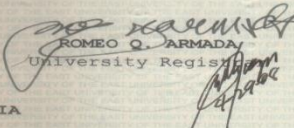
NOTE✓ : Any erasure or alteration on this transcript renders the whole transcript null and void.



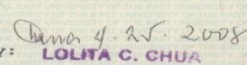
Not valid without University dry seal and student's picture

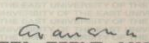
SUBJECT CODE	DESCRIPTIVE TITLE	GRADE		CREDITS
		FINAL	RE-EX	
FIRST SEMESTER 2004-2005				
DR 101	Developmental Reading	1.75		3
EN 110	Integrated Study Skills for Freshmen English	2.25		3
FI 101	Sining ng Komunikasyon	2.00		3
HI 101	Philippine History and Public Service	2.00		3
M 101	Fundamentals of Music	2.50		3
MA 101	College Algebra	3.00		3
NS 101	The Physical Sciences	2.00		3
PSY 101	General Psychology	2.50		3
PEN 1P1	Physical Fitness	2.25		2
SECOND SEMESTER 2004-2005				
AED 101	Introduction to Art Education	2.50		3
CO 113	Introduction to Information Technology (with Computer Fundamentals)	2.25		3
EN 111	Communication and Study Skills in English Across Disciplines	2.50		3
FI 112	Pagbasa at Pagsulat sa Iba't-ibang Disiplina	2.00		3
NS 102	The Biological Sciences	5.00		none
PS 112	Politics and Governance (with Philippine Constitution)	3.00		3
SS 111	Society and Culture	5.00		none
STA 111	Basic Statistics	W		none
PEN 2A3	Arnis	2.00		2
NTL1	Literacy Training Service	1.50		(3)
SUMMER 2005				
HI 324	Life and Works of Rizal	1.25		3
LIT 202	Literatures of the World/Panitikan ng Mundo	1.25		3
FIRST SEMESTER 2005-2006				
CL 201	Children's Literature	2.75		3
ED 201	Educational Psychology	3.00		3
***** More on Next Page *****				

REMARKS :


ROMEO Q. ARMADA
 University Registrar

APR 29 2008

 Checked By: 
LOLITA C. CHUA

Prepared by: 
MARIETTA FIRME AUSTRIA
 20080424TILC042508



UNIVERSITY OF THE EAST
DEPARTMENT OF REGISTRATION AND RECORDS MANAGEMENT
Manila, Philippines

DRRM Form No. 9
(Revised 1999)

M-2007 N^o 014135

OFFICIAL TRANSCRIPT OF RECORDS

NAME : ZAMORA, HECTOR NOEL GALICIA
SN : 20040102543

SEX : M

NATIONALITY : FILIPINO

SUBJECT CODE	DESCRIPTIVE TITLE	FINAL	GRADE RE-EX	CREDITS
EN 112	College Reading and Writing	2.50		3
GEO 101	Elements of Geography	3.00		3
NS 102	The Biological Sciences	5.00		none
PS 101	Fundamentals of Political Science	2.75		3
PEN 1W1	Weight Training	D		none
NTL2	Literacy Training Service 2	1.50		(3)
SECOND SEMESTER 2005-2006				
ED 205	Principles of Teaching and Educational Technique	3.00		3
ED 302	Logical and Critical Thinking in Teaching	2.50		3
EN 206	Elements of Research	D		none
EN 308	American Literature	3.00		3
EN 313	European Literature	2.75		3
EN 401	Introduction to Linguistics	2.75		3
GD 101	Introduction to Guidance	LFR	2.75	3
GD 102	Human Growth, Learning and Development	1.75		3
PEN 2G4	Group Games	1.75		2
SUMMER 2006				
NS 102	The Biological Sciences	2.25		3
STA 111	Basic Statistics	2.25		3
FIRST SEMESTER 2006-2007				
CA 211	Communication Theories - An Introduction	2.00		3
ED 206	Foundations of Education 1 (Sociological, Psychological, Anthropological)	3.00		3
ED 332	Measurements and Evaluation	2.50		3
EN 250	Speech Communication	2.00		3
EN 307	English Literature	2.50		3
EN 361	Literary Criticism	2.50		3
NS 103	Earth Science	2.50		3
SS 111	Society and Culture	2.25		3
PEN 2B4	Basketball	1.50		2
SECOND SEMESTER 2006-2007				
ED 207	Foundations of Education 2 (Historical, Philosophical and Legal Foundation)	2.00		3
ED 315	Educational Technology	2.25		3
ED 316	Introduction to Educational Research	2.50		3
ED 318	Social Philosophy and Professional Ethics	2.75		3
EN 113	Technical and Research Report Writing	1.50		3
EN 270	Mythology, Folklore and Folk Literature	2.00		3
PAN 101	Panitikan ng Pilipinas	2.75		3
FIRST SEMESTER 2007-2008				
ED 301	Introduction to Curriculum Development	3.00		3
ED 400	Observation and Participation - In Campus	1.25		5
EN 402	The Teaching of English as a Second Language (ESL)	2.75		3

REMARKS :

***** More on Next Page *****

APR 29 2008

ROMEO Q. ARMADA
University Registrar

Prepared by: MARIETTA FIRME AUSTRIA
20080424T1LC042508

Checked By: LOLITA C. CHUA



UNIVERSITY OF THE EAST
DEPARTMENT OF REGISTRATION AND RECORDS MANAGEMENT
Manila, Philippines

DRRM Form No. 9
(Revised 1999)

M-2007 N^o 014136

OFFICIAL TRANSCRIPT OF RECORDS

NAME : ZAMORA, HECTOR NOEL GALICIA
SN : 20040102543

SEX : M

NATIONALITY : FILIPINO

SUBJECT CODE	DESCRIPTIVE TITLE	FINAL	GRADE RE-EX	CREDITS
EN 403	Creative Writing	1.75		3
ENG 406	Preparation for Instructional Materials	2.25		3
SECOND SEMESTER 2007-2008				
ED 401	Student Teaching (Off-Campus)	1.25		7
EN 303	Drama and Theatre	1.75		3
ZAMORA, HECTOR NOEL GALICIA graduated from the University with the degree of BACHELOR OF SECONDARY EDUCATION (B.S.ED.) MAJOR IN ENGLISH on April 17, 2008. The University of the East, Manila Campus, is exempted from the requirements of issuance of Special Order (S.O.) because of the conferment of DEREGULATED STATUS by the Commission on Higher Education (CHED) effective October 22, 2001 pursuant to CHED Memorandum Order No. 38, s. of 2001.				

REMARKS :

APR 29 2008

ROMEO Q. ARMADA
University Registrar

Prepared by: MARIETTA FIRME AUSTRIA
20080424T1LC042508

Checked By: LOLITA C. CHUA

APPENDIX N

Timetable

Time Frame	Activities
June, 2018	• Asked permission to conduct the study
August- October	• Data gathering
November- March, 2019	• Checked the research instruments accomplished by the respondents
April- August	• Run data statistics • Wrote the remaining chapters • Created a Guidance Program • Submitted Paper for Language Editing, Plagiarism Testing and Authenticity Testing • Experts validated the Guidance Program
September-November	• Scheduled Final Defense • Revised paper based on the comments, suggestions and recommendations from the Final Defense • Secured all necessary documents needed for the Final copy of manuscript for hardbound

CURRICULUM VITAE

VANESSA JANE A. CAUILAN
39 BMA Avenue, Tatalon, Quezon City
+63 906 694 9042
cauilanvanessa@gmail.com
August 22, 1995

EDUCATION

- | | |
|---------------|---|
| 2015- Present | Philippine Normal University- Manila
Taft Avenue, Manila
Master of Arts in Education in Guidance and Counseling
Earned 42 units |
| 2011- 2015 | Philippine Normal University- Manila
Taft Avenue, Manila
Bachelor of Science in Psychology- Guidance and Counseling
Stream
Deans Lister, 1 st and 2 nd Semester Academic Year 2013- 2014
Quezon City SYDP Scholar (2011-2015) |
| 2007- 2011 | Dr. Josefa Jara Martinez High School
Victory Avenue, Quezon City
1 st Honorable Mention |
| 2001- 2007 | Diosdado P. Macapagal Elementary School
Victory Avenue, Quezon City |

PROFESSIONAL LICENSE

- | | |
|------------|--|
| March 2016 | Licensed Professional Teacher
Values Education |
|------------|--|

WORK EXPERIENCE

Guidance Facilitator

June 2015- April 2019

Claret School of Quezon City

- Provides guidance services to more than 300 students for development
- Organizes and conducts seminars, orientation and guidance classes annually
- Administers and assisted in the admissions test
- Interprets psychological tests to students and teachers
- Assists in the level activities and concerns

Student Assistant

June- October 2014

Philippine Normal University

Research Center for Teacher Quality

School Supervisor

April 2012 – May 2013

KSH Foundation Inc. & DepEd QC

- Attended meetings, brainstorming, and helped in organizing the program for the school year
- Monitored the activities of the three handled schools
- Guided and visited students before and during the implementation of every activities