

STUDENTS' BEHAVIORAL INTENTIONS TO INDULGE IN SELFIE AND GROUFIE ACTIVITIES: A PATH ANALYSIS

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Abstract: *Selfie and groupie activities have changed the way people look at others and themselves alongside the advent of different social media platforms. With these phenomena, youth today are tagged as the major users of technologies promoted to these ends. The motivations of these actions warrant an investigation to understand the popular tendencies. This study aimed to determine whether the students' behavioral intention to indulge in selfie and/ or groupie is affected by their attitude, social influence and capability. Specifically, it also assessed whether there are significant influences of attitude, social influence and capability on the actual usage of selfie and groupie. Descriptive-correlation approach was used in this study. There were 400 randomly chosen respondents from selected universities and colleges in Davao City, who participated in the study. The researchers used a validated questionnaire to obtain information relevant to the investigation. Structural equation modeling, specifically path analysis was used to establish the relationship among the specific variables to ascertain how strong the attitude, social influence and capability to use social media gadgets affect the behavioral intention to indulge in selfie and groupie. Findings reveal that attitude ($b = .413$; $p < .01$) and social influence ($b = .412$; $p < .01$) almost comparably and significantly influence the interest of the students to indulge in selfie/groupie activities. In particular, attitude is largely represented by the perceived usefulness ($b = .572$; $p < .01$) while social influence is greatly determined by close friend influence ($b = .350$; $p < .01$). On the other hand, capability is largely dependent on self-efficacy ($b = .525$; $p < .01$). This research endeavor has shed light on this ubiquitous behavior of the students prevailing everywhere, academic environment included.*

Keywords: *Psychology, mathematical application, selfie, groupie, behavioral intention, path analysis, Philippines.*

INTRODUCTION

Background of the Study

Internet has revolutionized the way people communicate and publish themselves. The idea of the propagation of projection of self has become more of a bandwagon

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as different social networking sites (SNS) like Twitter, Facebook, Instagram and the likes emerged as new trends of interactions among people, especially teens. These SNS provide opportunities for people to connect and communicate with distant family and friends instantly through the use of computers, laptops, and/or, cellphones. For Back et al. (2010), Blachnio, Przepiorka, & Rudnicka (2013), Houghton & Joinson (2010), Nadkarni & Hofman (2012), Ross et al., (2009), such usage of these technologies yield to different trends in communication as well as developing new phenomena which entice people to upload their photos in the web, these phenomena are now called "selfie" and "groufie."

The word "selfie" is a photograph that one has taken of oneself, typically with a smartphone or webcam and uploaded to a social media website (OxfordDictionary.com, 2013). The word was introduced in 2002 and then declared as the word of the year by Oxford Dictionary in 2013 because of its popularity among the netizens (Denny, 2014). As further described by Rutledge (2013), a selfie is a self-generated self-portrait, or a picture a person takes of her or himself with, most likely, a camera phone. It is a documentation of a passing moment and as such, it is meant to communicate a transitory message at a single moment in time (Rutledge, 2013). Selfies, as Rutledge (2013) emphasized, are intimate because they represent a personal experience that is also social, taken for the express purpose of sharing. On the other hand, groufie is a term, which was trademarked by Huawei to mark a new smartphone that can take "panoramic selfies." It stands for "group selfie," that is, a photo a person takes of himself or herself with other people. The term arose after Ellen DeGeneres's famous Oscar group selfie that she posted on Twitter, which effectively crashed the website, and became the most retweeted tweet of all time (Urban Dictionary, 2014).

Selfie and groufie taking activities have changed not only the way people look at themselves but also how others perceive another person's personality alongside the advent of different social media platforms. With the growing popularity of both terms, youths nowadays are listed to be the number one participants of the phenomena which eventually have evolved significantly with the emergence of new technologies like high-end phones.

However, excessive and provocative selfie-ing is a form of acting out, a common behavioral pattern to get attention and one way engagement can trigger perceptions of self-indulgence or attention-seeking could lead to social spectra of narcissism (Rutledge, 2013). Thus, Keller (2014) expressed that selfie is letting others see you do and how you look like in a mirror. Others social psychologists suggest that there is a positive impact in identity formation, showing and reinforcing a personal image on the growing web's social stage. For some, it represents a satisfactory and a more attractive self-imaging and overcoming

flaws that might be noticeable to an individual where a person could see him/herself in a photo. The accessibility to gadgets and social media has paved people to indulge in "selfie".

The teenage population, especially students, is more likely to engage in this act. The emergence of mobile phones with camera and the rapid increase in the use of mobile internet makes it become accessible to students to upload their self or group photos in social networking sites. In the United States alone in 2012, 86 percent of its population had already access to gadgets which can take photos and easily document and upload them (Rutledge, 2013). Further, Pew Research Center's recent study confirmed that 91 percent of teens post their photos online (Pew Research Center, 2014). With these numbers of users of gadgets and innovations, selfie and groupie photos in different poses and captions have infiltrated most of the social networking sites. Incidentally, some people see the use of selfie negatively, affecting their personality and social functions tagging them as narcissist, callous and indifferent (The Selfie in the Age of Digital Recursion, 2014).

Because of these numerous cases of disturbance in the cyberspace, Fox and Rooney (2015) surveyed 1000 men aged 18-40 years old to find out the association of taking and uploading selfie or groupie to their personalities using personality questionnaires. Results revealed that posting images in Facebook could be associated to higher rate of narcissism and psychopathy. In a study conducted by Sorokowski, Sorokowska, Oleszkiewicz, Frackowiak, Huk, and Pisanski (2015), they found out that narcissism and selfie-posting behavior is comparatively weak among women than men.

Such is the case of Danny Bowman, a teenage student who became the center of talks around the globe for attempting to commit suicide after not being satisfied with the quality of his selfies (Barakat, 2014). This incident along with other related cases of violence after an unsuccessful attempts of taking photographs of themselves creates interesting psychological shifts to themselves and their relationships with other people who perceives them (Rutledge, 2014). However, some researchers indicate that engaging to selfies do not affect the individual at all. For instance, the result of the study conducted by Nguyen (2014) show that the usage of Instagram to share selfies has a minimal impact on their perceived sense of self-worth.

Nevertheless, with this phenomenon, Psychiatrist David Veale, in an interview with the Daily Mirror, said that since the rise of camera phones, two out of three of his patients suffer from Body Dysmorphic Disorder and compulsively take selfies. He added that Cognitive Behavioral Therapy (CBT) is useful to help a patient to recognize the reasons for his or her compulsive behavior and then eventually learn

how to moderate it. However, in another interview, Andrea Letamendi, doctor of psychology at UCLA, stated that the opinion of others has been a part of identity development for more than a century. The “looking-glass self” is a psychological concept that suggests we develop our sense of self based on the perceptions of those we interact with.

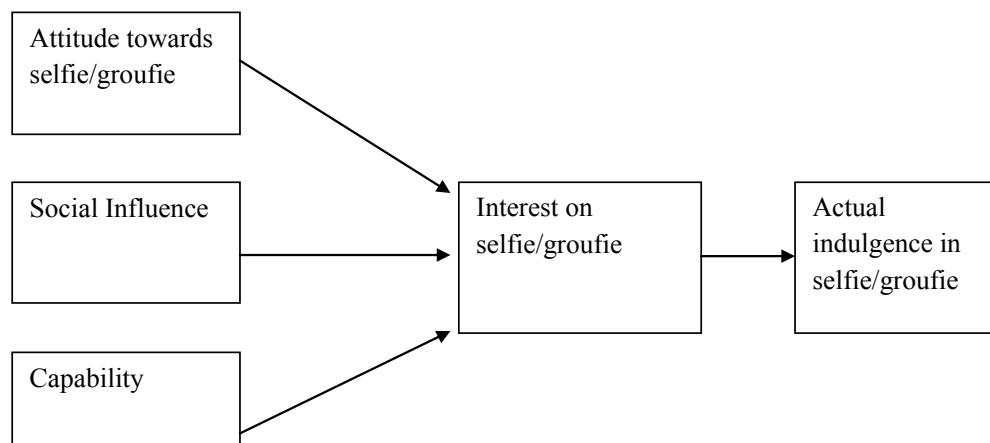
In order to counter the effect of the growing threat of indulgence to selfie and groupie, a school-based family counselling (SBFC) was established (Tisone and Goodell, 2012; Gerrard, 2008). This group was concerned on integration of school counseling and family counseling models to strengthen the connections and communications between the child and its environment to correct any bad behavioral pattern that is occurring. With technological devices and social media significantly influencing the youth today, SBFC had increased their awareness of the phenomena in order to effectively address the maladjusted behavior that might occur because of the youth’s liberal way of communicating with others, particularly, in expressing themselves towards their family. Despite the school-based family counseling interventions, there are still many people who engage in selfie due to their lack of awareness about the issues of possible behavioral abnormality.

The researchers of this study, however, are not centered on the effects of selfie, rather, this study aimed to seek for the factors that drives college students to indulge to the phenomena of selfie and groupie. In addition, this investigation focused to which of the three factors, namely, attitude, social influence, and capability, greatly contribute to levels of indulgence of the students engage in selfie and groupie.

This study is anchored on the decomposed theory of planned behavior (DTPB) to know the intent of the students to indulge in selfie and groupie behavior. The DTPB comes from a theory of planned behavior (TPB), which theorizes that actions are determined by a blend of people’s behavioral purposes and apparent behavioral control (Ajzen, 1991) Both theories can claim that behavior is a direct function of behavioral intention as a function of social influence, capability, and attitude. Social influence, capability, and attitude towards behavior are all decomposed into lower level belief constructs in DTPB. Such decomposition not only allows us to have a better understanding of the relationship of its precursors but it also permits us to disclose particular factors that impact the indulgence of the students to selfie/groupie or adoption or use of new technology. The decomposed theory of planned behavior was shown by Taylor and Todd (1995) to have a better ability to explain behavioral intention as compared to the theory of planned behavior. This is the reason why the model was chosen to explain the adoption intention and indulgence to selfie and groupie behavior of the students.

Framework

Figure 1: Conceptual Framework of the Study



As shown in Figure 1, this study, which is anchored on the Decomposed Theory of Planned Behavior (DTPB) model implemented by Ajzen and Hartshorne (2008), focused on the factors that influence college students to indulge in selfie and groufie. Levels of attitude, social influence, and capability are assumed to predict the level of interest of the students to engage in selfie and groufie, eventually leading to their actual usage of selfie/groufie. DTPB has an established built – in fact which is the manifestation of the person's behavioral interest that is reflected in this study as the actual indulgement in selfie and groufie. Attitude refers to a student's stance on the use of selfie/groufie; social influence as the environment of an individual that drives him/her to engage in selfie/groufie; and capability as the capacity of an individual to access and manipulate gadgets as their means of taking photographs and upload it instantly on social media platforms.

Objectives of the Study

This study determined and analyzed the behavioral intentions of the students to indulge in selfie/groufie. The investigation sought to assess the levels of the student's actual usage of selfie/ groufie, self interest to engage in selfie/ groufie, attitude towards selfie/ groufie among students in terms of perceived usefulness of selfie/groufie, ease of use of technology for selfie/groufie, and compatibility. Likewise, this endeavor also measured the level of social influence towards selfie/ groufie among students in terms of close friend influence, classmate influence, as well as teacher influence. Moreover, this research effort also dealt on the student's level of capability to indulge in selfie/groufie in terms of self-efficacy towards

taking selfie, technology, and resources. In particular, this study was done to ascertain whether the students interest to indulge in selfie/ groupie are positively affected by their attitude, social influence, and capability.

METHOD

The researchers employed descriptive-correlational survey to investigate the behavioral intentions of the participants to indulge in selfie/groupie activities. Structural Equation Modeling (SEM), specifically path analysis was utilized to find out which of the three factors, namely, attitude, social influence and capacity were likely to significantly affect college students' intention to indulge in selfie/groupie.

This investigation was conducted in four higher educational institutions, both sectarian and non-sectarian inclusive, in Davao City, namely, Ateneo de Davao University, University of the Immaculate Conception, Davao Doctors College and Holy Cross of Davao College. The researchers chose these four schools in consideration of the students' population in active involvement in the use of technology specifically for taking and uploading photos in social networking sites (SNS).

The researchers selected 400 respondents, that is, 100 per school from each school using purposive-quota sampling technique based on the criteria as follows--- those with social networking site accounts like Facebook, Twitter, Instagram and the likes and those with gadgets which can facilitate taking a selfie/groupie activities.

A 36-item Likert-scaled researcher-made survey questionnaire with a Cronbach alpha coefficient of .958 adapted and framed from Ajjan and Hartshorne's (2008) Decomposed Theory of Planned Behavior (DTPB) was employed by the researchers to collect data pertinent to the objectives of the study. The instrument implemented following scales 5- Always; 4- Very Often; 3- Sometimes; 2- Rarely; 1- Never. There are 14 research constructs to be measured in this investigation and were represented by the following dimensions in specific number of items: 2 for Actual Usage of taking Selfie/groupie, 2 for Self-interest to engage in selfie/groupie, 3 for Attitude towards selfie/groupie, 5 for Social influence and 2 for Capability to take selfie/groupie. The respondents answered the questionnaire by checking the corresponding scale equivalent in every item. To provide better predictive outcome, the researchers added multidimensional items in the questionnaire are as follows, 5 for Perceived Usefulness, and 2 for the Ease of use of technology for selfie/groupie, 2 for Compatibility, 2 for Close friends influence, 2 for Classmate influence, 2 for Teacher influence, 3 for Self-

efficacy and 1 each for Technology and Resources. To assure the accuracy of the instrument, the researchers facilitated the validation in UIC and consequently, pilot testing was done at the University of Mindanao- Matina Campus to determine the questionnaires' reliability.

Through the letter signed by the Director of Research and Publication Center of UIC, the researchers sought permission from the respective heads of the selected institutions. Informed consents were secured from the participants who were assured of privacy of their identities and confidentiality of their responses. The respondents were also given the right to withdraw their participation in this study and were granted the right to deny the researchers the use of the gathered data in any event of discomfort about the process.

Statistical tools which were used included mean, standard deviation, Pearson r coefficient, and path analysis.

To facilitate meaningful comparison of descriptive data by the researcher, the questionnaire adopted the following transmutation: scale, mean range, descriptive rating, and interpretation.

<i>Range</i>	<i>Descriptive Rating</i>	<i>Interpretation</i>
4.50-5.00	Very High	The behavior is always manifested
3.50-4.49	High	The behavior is often manifested
2.50-3.49	Moderate	The behavior is sometimes manifested
1.50-2.49	Low	The behavior is rarely manifested
1.00-1.49	Very Low	The behavior is never manifested

RESULTS AND DISCUSSION

Results

The concrete actions or behavioral manifestations that describe the thirteen variables for this investigation are revealed as specific and measurable items in the attached Appendices. The 400 respondents did self-assessments by answering the questionnaires containing all these specific evident actions belonging under a particular variable or construct. All the characterizations are anchored strongly on the Decomposed Theory of Planned Behavior (DTPB) model implemented by Ajjen and Hartsshorne (2008), which the researchers tailored-fit for this study by contextualizing the behavioral manifestations into selfie/groufie activities.

Table 1
Levels of actual usage/indulgence of taking selfie/groufie

<i>Variable</i>	<i>Mean</i>	<i>Descriptive rating</i>
Actual usage of taking selfie/groufie	3.15	Moderate
Self interest to engage in selfie/groufie	2.02	Low

Contrary to the popular notion for the youth today, there is a moderate level of actual usage of selfie/groufie activities among university and college students who participated in the survey. Self-interest is reported low. The data describe that behavioral manifestation of “doing” or “intending” is sometimes or rarely expressed (Table 1 Full Version in Appendices).

Table 2
Levels of attitude towards the use of selfie/groufie

<i>Variables</i>	<i>Mean</i>	<i>Descriptive Rating</i>
Attitude towards selfie/groufie	2.30	Low
Perceived usefulness of selfie/groufie	2.53	Moderate
The ease of use of technology for the indulgence in selfie/groufie	3.14	Moderate
Compatibility	2.53	Moderate

According to context as explicated by Ajzen and Hartsshorne (2008), attitude, with its antecedents, namely, perceived usefulness, ease of use, and compatibility, as self-assessed by the university or college students are correspondingly low or moderate. The data suggest that the evident actions which illustrate these characteristics are rarely or sometimes indicated (Table 2 Full Version in Appendices).

Table 3
Levels of influence towards the use of selfie/groufie and its indicators

<i>Variables</i>	<i>Mean</i>	<i>Descriptive Rating</i>
Social Influence for the use of selfie/groufie	2.32	Low
Close friends Influence	2.56	Moderate
Classmate influence	2.48	Moderate
Teacher Influence	2.04	Low

Constructs or variables assessing the social influences among the respondents to engage in the use of selfie/groufie due to close friends', classmates', or teachers' endorsements, reveal low or moderate levels. The survey data reveal that the tendencies to influence the university or college students to indulge in selfie/groufie activities are rarely or sometimes manifested (Table 3 Full Version in Appendices).

Table 4
Levels of capability towards the use of selfie/groufie

<i>Variables</i>	<i>Mean</i>	<i>Descriptive Rating</i>
Capability	3.14	Moderate
Self-Efficacy towards taking selfie/groufie	3.10	Moderate
Technology	3.71	High
Resources	3.68	High

Evidently, data on capability and its antecedents, such as self-efficacy, technology, and resources, are reported at moderate or high level. As opposed to the directions of attitude and influence (i.e. usually assessed rarely or sometimes), capability is manifested sometimes or often among the college and university students. As revealed by the mean values of 3.71 and 3.68, technology and resources are more likely to determine capability of the respondents to indulge in selfie/groufie activities (Table 4 Full Version in Appendices).

Table 5
Influence of students interest on taking and posting selfie/groufie

<i>Measured Outcome</i>	<i>Indicators</i>	β	<i>p-value</i>	<i>Interpretation Regarding Predictive Influence</i>	R^2	<i>p-value (model)</i>	<i>Interpretation Regarding the Significance of the Prediction Equation</i>
Interest	Attitude	.413	.000	SIGNIFICANT	.511	.000	SIGNIFICANT
	Social Influence	.412	.000	SIGNIFICANT			
	Capability	-.094	.014	SIGNIFICANT			

It is shown that the three indicators of interest to indulge in selfie/groufie, namely attitude ($\beta = .413$, $p < .05$), social influence ($\beta = .412$, $p < .05$) and capability ($\beta = -.094$, $p < .05$) have all significant influence to it, and eventually, to the usage of the students of selfie/groufie. Among the three predictors, attitude possesses

the highest beta coefficient which means that the interest of the student to take and post selfie/groufie depends mostly on it, with social influence, very closely following (Table 5).

Ruppenthal (2013) found that attitude, social influence and perceived behavioral control were identified as significant individual predictors of intention. In line with this, Pelling et al. (2009) also revealed that one of the predictors of high-level social networking use is attitude. These studies advocate that attitude can be used to inform strategies that aim to modify young people's high level of use and addictive tendencies to use social networking sites.

DISCUSSION

A path analysis, as shown by Figure 2, reveals that 18.2 percent of the variation of the actual usage/indulgence of selfie or groufie can be attributed to its linear relationship with the interest to engage in selfie or groufie. Furthermore, 51.1 percent of the variation in the interest to engage in selfie or groufie can be attributed to the combined effects of attitude, social influence and capability, with attitude ($\beta = .413$) and social influence ($\beta = .412$) as equally significant determinants.

Also, 55.9 percent in the variation of attitude can be attributed to the combined effects of perceived usefulness, ease of use, and compatibility, with perceived usefulness ($\beta = .572$) as the more dominant significant predictor among the three.

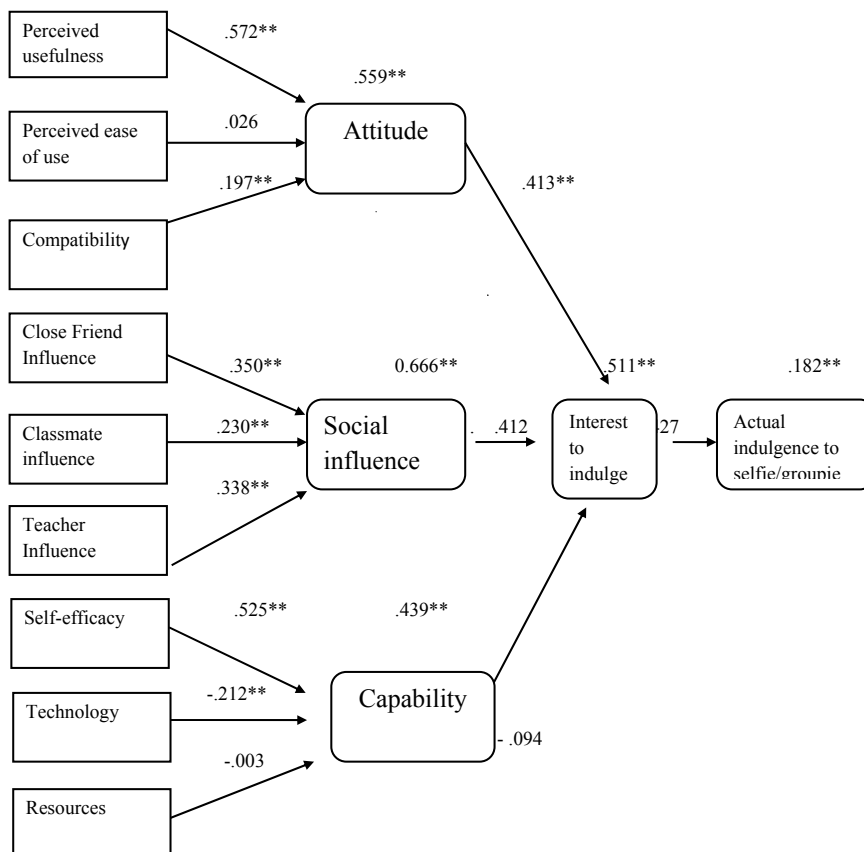
Meanwhile, 66.6 percent of the variation in social influence can be attributed to the combined effects of the close friend, classmate, and teacher influence, all the three being significant predictors.

Lastly, 43.9 percent of the variation in capability can also be attributed to the combined effects of self-efficacy, technology, and resources, but with self efficacy ($\beta = .572$) as the only significantly strong determinant.

Results of this study jibe with the findings of two other investigations in terms of data fitness with the Decomposed Theory of Planned Behavior (DTPB) model implemented by Ajzen and Hartsshorne (2008). Specifically, in a study done by Castillo (2013) entitled Faculty Behavioral Intention to Adopt Web 2.0 Technologies: A Path Analysis, it was shown that the faculty's attitude is described by their perceptions of how useful Web 2.0 technologies are in delivering their instruction. Further, their attitude significantly influences their interest to adopt Web 2.0 technologies. Perceived usefulness and compatibility were the significant predictors of attitude, while workplace influence is strongly and positively affected by self-efficacy. On the other hand, Papasin's (2015), work on A Path Analysis for the Enactment of Science as Inquiry among Philippine Science High School Teachers: Basis for Professional Development Program, has shown that path

analysis is able to establish a strong correlation between attitude towards inquiry and workplace influence, between attitude and perceived capacity, and between workplace influence and perceived capacity.

Figure 2: Student's behavioral intention to indulge in selfie: A path analysis



Consistencies of these three studies have validated the soundness of the Decomposed Theory of Planned Behavior (DTPB), even in explaining the relationship among variables interplaying in the analysis of students' behavioral intentions to indulge in selfie and groupie activities in the higher level of learning institutions.

In summary, for this investigation, attitude and social influence almost comparably and significantly influence the interest of the students to indulge in selfie/groupie activities. In particular, attitude is largely represented by the perceived usefulness while social influence is greatly determined by close friend

influence. On the other hand, capability is largely dependent on self-efficacy. This research endeavor has shed light on this ubiquitous behavior of the students prevailing everywhere, academic environment included.

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APPENDICES

Table 1
Levels of Actual Usage of taking Selfie/Groufie

<i>Variable</i>	<i>Mean</i>	<i>Descriptive rating</i>
Actual usage of taking selfie/groufie		
Believing that I could represent my unique self to others by taking and posting selfie/groufie in social networking sites.	3.10	Moderate
Not experiencing any discomfort or doubt in taking and posting selfie/ groufie in social networking sites.	3.09	Moderate
Not feeling the need to explain my taking and posting selfie/groufie in social networking sites	3.27	Moderate
OVERALL MEAN	3.15	Moderate
Self interest to engage in selfie/groufie		
Planning to take and post selfie/groufie everyday.	2.11	Low
Intending to take and post selfie/groufie within the next hour or day as the case maybe.	2.04	Low
Adding taking and posting selfie/groufie to my everyday routine.	1.93	Low
OVERALL MEAN	2.02	Low

Table 2
Levels of Attitude towards the use of Selfie/Groufie

<i>Variable</i>	<i>Mean</i>	<i>Descriptive Rating</i>
Attitude towards Selfie/groufie		
Believing that taking selfie/groufie is useful to get the attention of my parents, friends and other people.	2.06	Low
Believing that taking and posting selfie/groufie outweighs the disadvantage of not engaging to it.	2.32	Low
Taking and posting selfie/groufie in social networking sites provides a favorable exposure of his/her self.	2.53	Moderate
OVERALL MEAN	2.30	Low
Perceived usefulness of selfie/groufie		
Feeling that taking and posting selfie/groufie will make the people understand me more.	2.45	Low

Feeling that taking and posting selfie/groufie will improve the way I see myself.	2.61	Moderate
Taking and posting selfie/groufie will improve my relationship with the people who know me.	2.60	Moderate
Feeling that taking and posting selfie/groufie will improve the way people see me.	2.61	Moderate
Feeling that I have to take and post selfie/groufie more often for people to see the real me.	2.37	Low
OVERALL MEAN	2.53	Moderate
The ease of use of technology for the indulgence in selfie/groufie		
Believing that using a technology for taking and posting selfie/groufie is easy.	3.52	High
Feeling that using technology for taking and posting selfie/groufie can be easily incorporated with his/her routine activities.	2.76	Moderate
OVERALL MEAN	3.14	Moderate
Compatibility		
Taking and posting selfie/groufie is compatible with his/her unique personality.	2.62	Moderate
Taking and posting selfie/groufie fits with his/her character.	2.44	Moderate
OVERALL MEAN	2.53	Moderate

Table 3
Levels of Influence towards the use of Selfie/Groufie and its indicators

<i>Variable Items</i>	<i>Mean</i>	<i>Descriptive Rating</i>
Social Influence for the use of selfie/groufie		
Having peers who are important to me thinking that he/she should take a selfie/groufie.	2.48	Low
Having teacher affirming my inclination and interest in taking and posting selfie/groufie.	2.18	Low
Having peers thinking that I could benefit from taking and posting selfie/groufie.	2.43	Low
Having teachers thinking that it is important to take and post selfie/groufie in social networking sites.	2.06	Low

Having close friends thinking that it is important I should take and post selfie/groufie.	2.43	Low
OVERALL MEAN	2.32	Low
Close friends Influence		
Having close friends who are important to me thinking that I should take and post selfie/groufie.	2.56	Moderate
Having close friends who influence my behavior thinking that I should take and post selfie/groufie.	2.56	Moderate
OVERALL MEAN	2.56	Moderate
Classmate influence		
Having classmates who influence my behavior thinking that I should take and post selfie/groufie.	2.50	Moderate
Having classmates who are important to me thinking that I should take and post selfie/groufie.	2.46	Moderate
OVERALL MEAN	2.48	Moderate
Teacher Influence		
Having teacher who influences my behavior thinking that I should take and post selfie/groufie.	2.08	Low
Having teacher by whom I directly supervised thinking that I should take and post selfie/groufie.	2.00	Low
Overall Mean	2.04	Low

Table 4
Levels of Capability towards the use of Selfie/Groufie

<i>Capability to take Selfie/groufie</i>	<i>Mean</i>	<i>Descriptive Rating</i>
Taking and posting selfie/groufie is entirely within his/her control as far as technology (e.g. iPad, smartphones and tablets) use is concerned.	3.13	Moderate
Having the knowledge and ability in using technology (e.g. iPad, smartphones and tablets) to take and post selfie/groufie.	3.16	Moderate
OVERALL MEAN	3.14	Moderate
Self-Efficacy towards taking selfie/groufie		

Feeling comfortable when I am taking and posting selfie/groufie.	3.01	Moderate
He/she easily take and post selfie/groufie anytime.	3.02	Moderate
He/she know enough to take and post selfie/groufie.	3.26	Moderate
OVERALL MEAN	3.10	Moderate
Technology		
Taking and posting selfie/groufie is made easy by the technology (e.g. Ipad, smartphones and tablets) with the gadgets that he/she use.	3.71	High
OVERALL MEAN	3.71	High
Resources		
He/she can take and post selfie/groupie using any available technology (e.g. iPad, smart phones and tablets)	3.68	High
OVERALL MEAN	3.68	High
