SELF-PUBLISHED IMAGE RATING ON FACEBOOK AND SELF-ESTEEM ASSESSMENT OF THE UNIVERSITY OF THE IMMACULATE CONCEPTION COLLEGE STUDENTS

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Abstract: *The idea that publicizing Facebook images of the users is a way of portraying themselves favorably to other users is not necessarily true. Studies have revealed that Facebook caters to both positive and negative effects on "self-esteem;" thus, the primary aims of the study were to determine the self-published image ratings on Facebook of the University of the Immaculate Conception college students and their levels of self-esteem assessment and to evaluate the significance of the relationship between these variables. Also, age, sex and curricular programs were considered as grouping variables to ascertain the study parameters. The researchers employed descriptive correlation and comparative designs involving 350 students chosen at stratified random sampling. This investigation made use of self-made Likert-scaled questionnaires measuring, self-published image (α=.86) and self-esteem (α=.88). Findings of the study revealed an average self-published image rating and high self-esteem assessment. Furthermore, self-published image rating did not significantly relate with the level of self-esteem assessment. Tests for significant differences failed to establish age, sex and program as critical grouping variables. Although insignificant, male students when compared to females were more concerned of their 'packaging' in terms of publishing themselves on Facebook but both groups showed equal self-esteem assessment.*

Keywords: *Communication arts, self-published image rating, self-assessment, Facebook, correlation, Pearson r, t-test, Philippines.*

INTRODUCTION

People today are more willing to express themselves digitally than in the usual face-to-face interaction (Walther, 1996). More individuals are now comfortable of letting other people know who they are through social media, specifically Facebook. Particularly, publicizing Facebook images including profile pictures and photo albums of the users are ways of portraying themselves in favorable images to the other users. A research about the use of photography on social networking sites demonstrates that the users deliberate the decision they make

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out of publishing themselves online (Siibak, 2009; Eliison, 2006). Further, people strategically "perform" identities that they admit others will accept. Our profile image in Facebook can be seen as "implicit" form of identity construction in which users display personal characteristics through image (Zhao, 2008). According to Fuchs and Lee (2013) as cited by Tagaytay (2014), social media sites like the popular Facebook have an urgent, important role in establishing and maintaining relationships through interaction with peers, school mates and family relatives as the larger connection becomes more accessible.

Facebook caters to both positive and negative effects on "self-esteem" of a person. It is established that individuals with low self-esteem feel it safer to share or disclose something about themselves on Facebook than in real life encounters. Many studies found that users with low self-esteem usually post updates that work against them (Wood & Forest, 2013). Being extremely critical and judgmental highlighting negative details of peoples' lives eventually would make them less likeable to their virtual friends. On the contrary, confident people who usually post more positive updates, receive more good responses. In addition, the extent of the user's self-validation and personality and his/her level of self-esteem are most likely rooted from his/her interest in sharing one's information and image portrayal online (Sundar, 2013).

Also, people who are concerned about what others may say about them on Facebook have low self-esteems and people who spend much time of managing their accounts every time they post about themselves have high self-esteems. Elliot (2013) revealed in his study that those who have low self-esteem and high self-esteem spend the same time in Facebook; people having low self-esteems delete unfavorable posts while those with high self-esteems post updates on positive things and activities in their lives. A recent study from Boston University (2012) explains that social network meets two primary human needs--- sense of belonging and self-presentation. It also asserts that self-worth and self-esteem are each linked closely to the basic social need--- to belong. On the other hand, a study in the Philippines (2013) has exposed that being in the social networking site, especially in Facebook, is one of the ways anyone can be in public. With Facebook, one can have personal gain by publishing himself in this social media.

The question now is how real is the virtual self? The enhanced self-published images or the efforts which the people put through to achieve or project them may have the power to influence how different people would interact among themselves. Among others, will the upper classmen college students be affected in a way? Therefore, there is a need to ascertain as to whether this opportunity to promote one's self in Facebook can still preserve the authenticity of the person in terms of how he/she sees himself/herself. There are many documented negative

effects of too much indulgence in Facebook, that it promotes narcissistic tendencies, and that it promotes alienation, but, in the final analysis, its impact to the self esteem of the young remains uncertain.

In this particular study, the self-published image has been conceptualized operationally and contemporarily to fit the characterizations, in terms of tendencies, of the young, specifically those who are university students. Collectively, this construct refers to the extent by which specific deliberate actions are done prior to the uploading of the social media images in Facebook, majority of which are photos, albums, or videos. More importantly, this study is built on a premise that the motive of self-publishing is to create an enhanced image of one's self in social media, not necessarily for any apparent reason. This construct may be described by the "actions" as listed herewith:

Editing the photo using filters for enhancement before posting it

Posting photo of self in fashionable or expensive clothes

Including some attractive or popular persons for photo groufie

Posting photos of new or "branded" gadgets

Posting photo of self with friends, family or loved ones at an expensive place

Preferring to post own status in English to express feelings

Erasing negative comments about own photos or status

Accepting only the friend request of an attractive person even if a stranger

Feeling glad when someone notices the self's status

Sharing own videos that show favorite hobby or activity

This stance of the researchers is supported strongly by Walther's Hyperpersonal Model Theory (1996) where interpersonal communication suggests that the computer-mediated communication can become hyperpersonal because it allows a person to host communicative advantages over traditional face-to-face interaction. Compared to ordinary face-to-face situations, a hyperpersonal model allows the user to have a greater idea and strategically develop and edit self-presentation of one's self to others.

In this investigation, the concept of self-esteem is quite limited only to the feeling of validation or disappointment by the Facebook user upon reading the responses to his/her posts. For simplistic approach, the researchers have the assumption that the user's previous actions would elicit a feedback from the 'virtual' friends making him/ her to either "feel good' or 'feel bad" about what he/she has done deliberately to enhance self-published image. Some of the manifestations to describe self-esteem are embedded in the following:

Feeling more popular when getting likes, comments, and friend requests

Feeling better for positive comments from others

Being more comfortable in talking to other people through Facebook

Being embarrassed if someone posts a funny photo of him/her

Feeling important if someone tags in his/her status

Initiating conversation to the people he/she likes

Changing profile picture if it did not receive that many likes

Feeling unhappy for the ignored status

Feeling irritated for not receiving comments on posts

Enjoying receiving compliments from people who appreciate his/her profile picture.

This stance of the researchers on self-esteem is anchored heavily on the Self-Concept theory of Carl Rogers (1959). Roger asserted that the self-concept has three different components namely, self image (the view one has of himself/herself), self esteem (the value one places on himself/herself) and ideal self (what one wishes he/she really likes). Accordingly, self esteem refers to the extent to which one likes, accepts, or approves of himself/herself. Self esteem always involves a degree of evaluation and he/she may have either a positive or negative view of himself/herself. In particular, not worrying about what others think is a manifestation of high self esteem and always worrying what others might think is a reflection of low self esteem.

Objectives of the Study

The primary aims of the study were to determine the self-published image ratings on Facebook of the University of the Immaculate Conception (UIC) college students and their levels of self-esteem assessment and to evaluate the significance of the relationship between these variables. Also, age, sex and curricular programs were considered as grouping variables to ascertain whether they would impress significant difference among the study parameters. Specifically, the following objectives were set:

1. To determine the self-published image rating on Facebook by the college students in the University of the Immaculate Conception.

2. To determine the level of self-esteem assessment of the college students in the University of the Immaculate Conception.

3. To ascertain as to whether there is a significant relationship between the self-published image rating and self-esteem assessment of the college students.

4. To ascertain as to whether there is a significant difference in the self-published image rating of the college students when grouped according to:

   4.1 age brackets;

   4.2 sex; and,

   4.3 program courses.

5. To ascertain as to whether there is a significant difference in the self-esteem assessment of students when analyzed according to:

   5.1 age brackets;

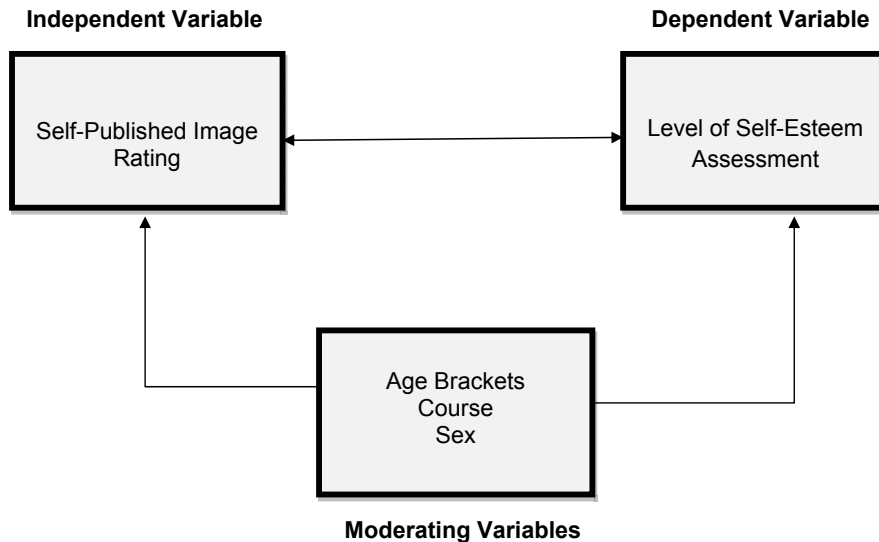   5.2 sex; and,

   5.3 program courses.

Theoretical Framework

This study is anchored first on Walther's Hyperpersonal Model Theory (1996) where interpersonal communication suggests that the computer-mediated communication can become hyperpersonal because it allows a person to host communicative advantages over traditional face-to-face interaction. Compared to ordinary face-to-face situations, a hyperpersonal model allows the user to have a greater idea and strategically develop and edit self-presentation of one's self to others. Walther set forth four elements that define Hyperpersonal communication which enables individuals to create how they want to publish themselves to other people online. He asserted that first, we can create an idea or image to the receiver. Second, because we are able to select what we reveal to the other individuals, we create an idealized image of ourselves for them. Third, the different kind of communication allows us to create a greater picture of who we are, or who we want to portray than on a usual face-to-face interaction. Finally, the fourth is a feedback loop that reinforces our image to them of ourselves. (Main, 2006).

The Hyperpersonal Theory was supported by the Identity Theory of Paul Gee (2000). This theory talks about a person being recognized as another kind of person; the differences based on social and cultural views of identity influenced by different forms of power. N-identity is one of the angles of his theory, an identity that only the sender can control what image they want to publish or send to the receiver, which come from the forces of nature. That other people cannot intervene of what another person wants to portray about the image they want to be seen by others. It is an avatar that we want to be who we are in a virtual world that we create. This avatar can be maximized by putting the details that we want to add to ourselves.

Conceptual Framework

Figure 1: The conceptual framework of the study

Independent Variable   **Dependent Variable**

Self-Published Image Rating ⟷ Level of Self-Esteem Assessment

Age Brackets
Course
Sex

Moderating Variables

As revealed by Figure 1, this study would measure how the self-published image rating of the University of the Immaculate Conception College students is related to their level of self-esteem assessment. As premised in the study, the self-esteem assessment which refers to the students' confidence and concept of self-identity is associated to certain Facebook-related activities as its antecedents. Also, Facebook profiles may provide sufficiently positively biased stimuli to counter the traditional effects of objective self-awareness, and instead prompt a positive change in self-esteem (Gonzalez & Hancock, 2008).

METHODOLOGY

Research Design

This quantitative study employed the descriptive-correlation and descriptive-comparative designs. It determines the statistical measures of a relationship between two or more variables, which give an indication of how one variable may predict another. The descriptive technique permits a statement in the form of correlations about that relationship. Specifically, correlation was used to determine the strength of the linear relationship between the two variables, namely, self-

published image rating in Facebook and the level of self-esteem assessment of the college students. Descriptive studies are usually the best methods for collecting information that will demonstrate relationships and describe the world as it exists and answer the questions such as "How" and "Why" (Elements of Research, 2009)

Research Locale

This study was conducted in the University of the Immaculate Conception College Department in both campuses of Bonifacio Street and Father Selga Street, Davao City. The university is an institution managed by the Religious of the Virgin Mary (RVM) congregation which was founded in 1905; the Main campus houses the Information Technology Education, Medical Laboratory Science, Music, Nursing, Nutrition & Dietetics/Hotel Restaurant Management, and Pharmacy/ Chemistry programs while the Annex campus supports the Accountancy & Business Administration, Education, Engineering & Architecture, and Liberal Arts programs.

Research Respondents and Sampling Technique

Three hundred fifty respondents were chosen through the stratified random sampling technique. These were the Third Year or Fourth Year college students from the different programs in UIC for the Academic Year 2014-2015. These students are active users of the social media, specifically Facebook.

Research Instrument

The researchers used self-made questionnaire as tool for gathering pertinent data and information from the respondents. The questionnaire determined the self-published image rating and level of self-esteem assessment of the Third Year and Fourth Year college students of the University of the Immaculate Conception. The survey questionnaire used 5.0 point Likert scale. Part 1 would elicit responses to describe how frequent the respondents publish themselves by posting photos, status, comments and likes on Facebook and Part 2 would measure how the respondents feel about themselves as indicators of their level of self-esteem assessment. The researcher reversed the scoring for items 3, 5, 9, 10, 11 and 13 in the second part of the questionnaire because they were stated negatively.

Both the first part and second part of the questionnaire were validated by experts. Instrument validation was also done by the Research and Publication Center (RPC). Reliability testing which yielded Cronbach's alpha coefficient of .861 for Part 1 and .879 for Part 2 established the instrument as good and applicable for the study. These values indicate that the questionnaire was reliable in attaining the relevant information from the respondents.

In determining the level of self-published image rating, the means were interpreted using the scale below.

Mean	Descriptive Level	Interpretation
3.25 – 4.00	Very High	This means that Facebook activities are always manifested
2.50 – 3.25	High	This means that Facebook activities are often manifested
1.75 – 2.49	Low	This means that Facebook activities are sometimes manifested.
1.30 – 1.74	Very Low	This means that Facebook activities are never manifested

On the other hand, in determining the level of self-esteem assessment, the means were interpreted using the scale below.

Mean	Descriptive level	Interpretation
4.20 – 5.00	Very High	This means that the students' level of self-esteem assessment is always true.
3.40 – 4.19	High	This means that the students' level of self-esteem assessment is often true.
2.60 – 3.39	Moderately High	This means that the students' level of self-esteem assessment is sometimes true.
1.80 – 2.59	Low	This means that the students' level of self-esteem assessment is rarely true.
1.00 – 1.79	Very low	This means that the students' level of self-esteem assessment is definitely not true.

Data Gathering Procedure

After the approval of the questionnaire from the RPC, the researchers sought the permission from the respective Dean's and the Registrar's Offices to conduct the study. The researchers then requested for the list of the Third Year and Fourth Year students from the said offices in order to choose who would qualify as respondents. The questionnaires were then administered and retrieved immediately.

After the survey, the researchers tabulated the data and submitted them to RPC for statistical analysis. The researchers interpreted the results and presented them in appropriate tables.

Statistical Treatment

The following statistical tools were implemented in the study:

1. Mean was used to determine the rating of self-published image and the level of self esteem assessment.

2. Pearson r coefficient was used to determine the significant relationship between the self-published image rating and self-esteem assessment of the study.

3. T-test was used in the study to determine the significant difference in the level of self-published image rating and level of self-esteem assessment when respondents were grouped according to the demographic profile.

4. Analysis of Variance (ANOVA) was used to determine more than two groups within the variables but, the researchers only used ANOVA to determine the overall result of the age brackets which were divided into four groups and the course which were divided into 10 groups as part of the moderating variables.

RESULTS AND DISCUSSION

Self-Published Image Rating

The self-published image has been conceptualized operationally and contemporarily to fit the characterizations, in terms of tendencies, of the young, specifically those who are university students. Shown in Table 1 are the data for the levels of self-published image ratings of the respondents.

In indicating the self-published image rating of the respondents, Table 1 reveals an overall mean of 2.08 with the descriptive rating of Low which is interpreted as Sometimes. The level of self-published image rating of the UIC college students were low because it means that those items the researchers used in assessing the self-published image rating were just manifested or observed only at certain times. Only Item 3 *Posting good photos of special occasions*, has a High rating with a mean of 2.67. It was asserted that the respondents chose specifically the place or venue for memorable and important occasions or events to photograph and share to make them look classy or to create a good impression to other persons, based on high standard of lifestyle as captured by the images being posted and these, the respondents most likely do most of the time. Some items have Very Low descriptive ratings, specifically for items *Including some attractive or popular persons for photo groufies*; *Posting photos of new or "branded" gadgets*; and *Sharing videos or advertisements of the "branded" products being used* which yield means of 1.71, 1.66 and 1.65, respectively. These findings denote that the respondents do not engage

or participate in such kinds of activities in Facebook, in order to probably protect themselves or their image to others. This is supported by the Hyperpersonal Theory, particularly the Identity Theory of Paul Gee (2000) which asserts that only the sender can control what image he or she want to portray or publish to the receiver.

Table 1
Level of self-published image rating of the respondents

Items	Mean	Descriptive Rating	Interpretation
1. Editing the photo using filters for enhancement before posting it	2.36	Low	Sometimes
2. Posting photo of self in fashionable or expensive clothes	2.45	Low	Sometimes
3. Posting good photos of special occasions.	2.67	High	Often
4. Including some attractive or popular persons for photo groufies	1.71	Very Low	Never
5. Posting photos of new or "branded" gadgets	1.66	Very Low	Never
6. Sharing videos or advertisements of the "branded" products being used	1.65	Very Low	Never
7. Posting photo of self with friends, family or loved ones at an expensive place	2.04	Low	Sometimes
8. Preferring to post own status in English to express feelings	2.27	Low	Sometimes
9. Erasing negative comments about own photos or status	2.18	Low	Sometimes
10. Posting a photo of the expensive food about to be consumed	1.89	Low	Sometimes
11. Posting a status and turning the location service on when in a famous or expensive place	1.81	Low	Sometimes
12. Sharing school activity photos or videos	2.39	Low	Sometimes
13. Accepting only the friend request of an attractive person even if a stranger	1.90	Low	Sometimes
14. Posting photos with catchy captions or trendy hash tags	2.11	Low	Sometimes

15. Feeling glad when someone notices the self's status.	2.41	Low	Sometimes
16. Sharing own videos that show favorite hobby or activity	1.96	Low	Sometimes
17. Posting about school achievements and bragging about it	1.97	Low	Sometimes
Overall Mean	2.08	Low	Sometimes

Table 2
Level of self-esteem assessment of the respondents

Items	Mean	Descriptive Rating	Interpretation
1. Feeling more popular when getting likes, comments, and friend requests	3.29	Moderately High	Sometimes
2. Feeling better for positive comments from others	4.18	High	Often
3. Feeling deeply low when receiving negative comments	2.80	Moderately High	Sometimes
4. Being more comfortable in talking to other people through Facebook	2.97	Moderately High	Sometimes
5. Being embarrassed if someone posts a funny photo of him/her	2.76	Moderately High	Sometimes
6. Feeling important if someone tags in his/her status	3.40	High	Often
7. Becoming happy if someone posts a positive status referring to him/her	3.88	High	Often
8. Initiating conversation to the people he/she likes	2.78	Moderately High	Sometimes
9. Changing profile picture if it did not receive that many likes	3.79	High	Often
10. Being discouraged when a friend does not invite him/her to an event or group other friends created in Facebook	3.73	High	Often
11. Feeling unhappy for the ignored status.	3.66	High	Often
12. Liking the feeling of having many friends in Facebook	2.83	Moderately High	Sometimes

13. Feeling irritated for not receiving comments on posts	3.79	High	Often
14. Enjoying receiving compliments from people who appreciate his/her profile picture	3.64	High	Often
Overall Mean	3.39	High	Often

Self Esteem Assessment

Self-esteem pertains only to the feeling of validation or disappointment by the Facebook user due to the response to of "virtual" friends to his/her posts. For simplistic approach, this construct is associated to the elicited feedback from the 'virtual' friends making him/ her, the sender, to either "feel good' or 'feel bad" about what he/she has done deliberately to enhance self-published image.

Table 2 shows the overall mean of 3.39 with a descriptive rating of High. It implies that the actions such as receiving positive comments, appreciation of one's profile picture by other people and tagging of various individuals to the user's photos and videos are some of the self esteem-related manifestations that they often experience. The descriptive rating of Moderately High was attributed to the following items: *Feeling more popular when getting likes, comments, and friend requests* has a mean of 3.29; *Feeling deeply low when receiving negative comments* has a mean of 2.80, *Being more comfortable in talking to other people through Facebook* has a mean of 2.97; *Being embarrassed if someone posts a funny photo of him/her* has a mean of 2.76; *Initiating conversation to the people he/she likes* has a mean of 2.78 and *Liking the feeling of having many friends in Facebook* has a mean of 2.83, respectively. The rest of the items registered High, which implies that the user's level of self-esteem assessment is often true in many instances.

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Table 3
Significance of the relationship between self-published image rating
and level of self-esteem assessment

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Variables Being Correlated	Pearson r (r^2)	Interpretation	p-value	Decision a=0.05
Self-Published Image Rating and Self-Esteem Assessment	.044 (.00194)	Negligible Correlation; absence of any linear relationship	.413	Accept Ho, not significant

As shown in Table 3, the computed Pearson r between the self-published image rating and level of self-esteem assessment is .044. There is no significant relationship between self-published image rating and the level of self-esteem assessment because the p-value of these two variables being correlated is .413 which is greater than the p-value of .05. This means that the self-published image rating has nothing to do with the level of self-esteem assessment. It implies that one can have his/her self-esteem assessment high or low without supposedly associating it with the self-published image rating because the Pearson r is so small (.044) and the coefficient of determination is .00194. Any activity that the respondents have participated in and published an image in Facebook that can either be expressive or even deemed as discreet does not affect their level of self-esteem.

Table 4.
Test of the significance of the difference in the self-published image rating of the respondents according to age bracket, sex and program course

Age Brackets	n	x	S	Statistical Test Value	p-value	Decision
18-20 yrs. old	288	2.08	.56	F = 1.57	.198	Not significant
21-23 yrs. old	50	2.05	.64			
24-26 yrs. old	8	2.18	.73			
27 yrs. old - up	4	2.68	.86			
Sex	**n**	**x**	**S**	**Statistical Test Value**	**p-value**	**Decision**
Male	116	2.19	.66	t = 2.368	.018	Significant
Female	234	2.03	.52			
Program Course	**n**	**x**	**S**	**Statistical Test Value**	**p-value**	**Decision**
Accountancy and Business Administration	83	2.06	.54	F= 1.34	.213	Not significant
Education	19	2.08	.67			
Engineering and Architecture	23	2.42	.83			
Information Technology Education	35	2.20	.60			
Liberal Arts	28	1.93	.45			

Medical Laboratory Science	58	2.02	.60
Music	20	2.07	.77
Nursing	11	1.99	.37
Nutrition and Dietetics/Hotel And Restaurant Management	28	2.09	.42
Pharmacy	45	2.08	.47

Table 4 shows the data to test the significance of the difference in the self-published image rating of the UIC college students when grouped according to age brackets, sex and course.

Age and self-published image rating

There is no significant difference in the self-published image rating of the respondents when grouped according to their age brackets (p-value > 0.05) This means that age is not a factor to affect the extent by which Facebook users boast or make themselves beautiful or handsome or generally attractive before other users of the social media. Notably however, respondents below 27 years obtain High ratings for engaging in certain activities in Facebook as expressed in this investigation. The rest of the age brackets reflect a Low level, which tells us that young students from 18 to 27 years old or young adults' self-published image ratings do not have any significant relationship with their ages. According to Neal (2014), Facebook users are getting older as teens left social media for easier communication to other people and application like Snapchats and other messaging applications, meanwhile the adult age category of 25-34 years old have quickly grown with a 32.6% where they were able to understand the actions they are going to do or think before interacting in any Facebook-related activities.

Sex and self-published image rating

The respondents' self-published image rating has a significant difference when respondents are grouped according to sex (p-value < 0.05). The males get the higher mean of 2.19 as compared to the female with a mean of 2.03. Distinctively, this means that student male respondents are more dominant in publishing themselves by participating to the specified activities in the Facebook for this study. They also have more concerns about the 'packaging' of looks that they want to share

or express on Facebook. This is supported by the study of Kelly (2012) which states that men are aggressive on promoting themselves on Facebook by putting a package on "about me" description while the women do the same. However, they focus more on physical appearance and not on the 'packaging' idea. Kelly (2012) asserted that men focus more on creating the ideal picture of themselves which they wanted other people to see. It is an act of promoting themselves as evidenced by the use of a first person pronoun such as "I" and "me" on the social media. This finding is also supported by Walther's Hyperpersonal Model Theory, which implies that users are able to select what and how they want to reveal to the other individuals by creating an idealized image of themselves in social media.

Program course and self-published image rating

There is no significant difference in self-published image rating of the respondents when grouped according to program course (p-value > 0.05). However, Engineering has the greatest mean of 2.42 followed by that of the Information Technology Education at 2.20, which imply that the respondents from these program courses are more adept in technology enabling them to perform many Facebook-related activities such as posting of status, sharing of photos and participating to group communications. Their accessibilities to computers, tablets, i-Pad and cellular phones give them the opportunities to self-publish images of themselves. With this finding, it is easy to understand why male student Facebook users dominate in self-publishing in social media. In contrast, the respondents from the Liberal Arts obtain the lowest rating for self-published image rating with a mean of 1.93. This is probably due to the more number of females and lesser exposure to technology.

Table 5
Test of the significance of the difference in the self-esteem of the respondents according to age bracket, sex and program course

Age Brackets	N	x	S	Statistical Test Value	p-value	Decision
18-20 yrs. old	288	3.04	.32	F = .381	.767	Not significant
21-23 yrs. old	50	3.36	.28			
24-26 yrs. old	8	3.31	.26			
27 yrs. old - up	4	3.41	.24			
Sex	**N**	**x**	**s**	**Statistical Test Value**	**p-value**	**Decision**
Male	116	3.35	.31	t = -1.817	.070	Not significant
Female	234	3.41	.31			
Program Course	**N**	**x**	**s**	**Statistical Test Value**	**p-value**	**Decision**

Accountancy and Business Administration	83	3.41	.32	F = .584	.810	Not significant
Education	19	3.44	.31			
Engineering and Architecture	23	3.34	.27			
Information Technology Education	35	3.45	.29			
Liberal Arts	28	3.37	.27			
Medical Laboratory Science	58	3.37	.25			
Music	20	3.31	.23			
Nursing	11	3.32	.21			
Nutrition and Dietetics/Hotel And Restaurant Management	28	3.34	.31			
Pharmacy	45	3.42	.28			

Table 5 shows the self-esteem assessment has no significant difference when grouped according to age brackets, sex and course.

Age and self esteem

In terms of age, there is no significant difference in the self-esteem assessment (p-value > 0.05). However, data revealed that the age bracket of 27 yrs old and up obtains a higher mean of 3.41 among the other age brackets. This finding reveals that the students who are matured in age truly understand the meaning of having self-worth; they are comfortable participating and interacting in any sort of self-publishing activity on Facebook.

Sex and self esteem

Also, the self-esteem assessment when respondents are grouped according to sex shows no significant difference (p-value > 0.05). Male and female alike have the same levels of self-esteem regardless of their self-publishing activities.

Program course and self esteem

Lastly, the level of self-esteem assessment of the respondents when grouped according to program course shows no significant difference (p-value > .05).

However, the Information Technology Education group registers the highest level of self-esteem rating at a mean of 3.45 while the lowest is the Nursing program with a mean of 3.32. These results imply that even before interacting or participating in Facebook-related activities, these respondents have already established high self-worth.

CONCLUSION

Most of the students do not mind the feedback from other people to every post that they do on Facebook. Some of them just wanted to maintain their privacy while others do not participate at all in these commonly identified Facebook-related activities. In terms of self-publishing of image and its corresponding impact to self esteem, college students are not mindful of the way they show or create images of themselves in Facebook; much more so to the intentions of the other users of social media as expressed in their reactions to user's posts. The assessment on self-esteem provided a perception that whatever students portray or publish online speaks little of the real image they possess and on what they wanted to impose. The self-published image rating of the college students is independent of their self-esteem assessment. The activities, in which the students engaged in social media like Facebook, do not influence their self-esteem or self-worth as individuals.

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