

SURVEY ON INTERNET ACCESS AND USE BY FILIPINO SCHOOLCHILDREN

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SURVEY ON INTERNET ACCESS AND USE BY FILIPINO CHILDREN

FINAL REPORT

I. OVERVIEW

The communication media virtually dominate every major activity of children and youth today – from play to leisure, family relations to schooling, socialization to education. Indeed, media have become so powerful that they can shape and influence the individual's attitudes, beliefs, values and lifestyles.

The communication media landscape for today's children and youth includes print, radio, television, video games, computers and the on-line technology of e-mail and various Internet applications.

The findings of the 2006 McCann-Erickson Intergenerational Youth Study corroborate the increased popularity among the youth of activities relating to virtual connectivity. The study found that top leisure activities for teens after school remain to be traditional media that is, watching TV and listening to the radio. However, there is an emerging prominence of technology-related activities like use of cell phones and Internet, indicating greater interest and participation in the so-called technocentric life.

New priorities among children and youth, therefore, are hinged on the popularity of technology and connectivity.

The coming of the Cyber Age in the Philippines has also brought a "digital divide." Only 7 percent of households owned personal computers, as of 2003 (FLEMMS). The 4As Media Factbook (2004) cited that computer ownership among households in Metro Manila was 17 percent and only 7 percent in Urban Philippines. Personal computer penetration is estimated at 1.9 for every 100 persons.

As of 2006, there were 408 Internet Service Providers and an estimated 2 million Internet subscribers (NTC 2006). In 2004, the International Data Corp. estimated that there were 11.8 million Internet users in the Philippines but this is expected to increase to 21.5 million users by this year. However, in April

2007, Yahoo estimated that there were 14 million Internet users in the Philippines (16% of population).

II. REVIEW OF RELATED STUDIES

As to the country's Internet population, an AC Nielsen 2002 survey described it as "urban, young and sophisticated." Almost half or 45 percent of total Internet users were the youngest group, aged 12 to 19. The same survey revealed that the ABC or upper and middle income groups were the ones who had access to the Internet.

Table 1. Number of Internet Users per Age Group in the Philippines (AC Nielsen 2002)

No. of Users	1.5 million
12 to 19 years old	45 percent
20 to 29 years old	36 percent
30 to 39 years old	12 percent
40 to 60 years old	8 percent

While surveys on Internet access and use by children and the youth are now being regularly conducted in many countries, particularly in developed ones, they are still relatively new in developing countries. In the United States of America (USA), the Corporation for Public Broadcasting (CPB) has already conducted two studies, in 2000 and 2002, which examined both the trends and implications of children connecting to the Internet. The CPB reported that 65 percent of American children aged 2 to 17 now use the Internet from home, school or some other location and that more children are logging on more often, and for longer periods of time. The 2002 Study noted that children from under-served populations still significantly lag behind more advantaged children.

While we do not have a similar study, the closest would be the McCann-Erickson (Philippines) Intergenerational Youth Study series mentioned earlier, which covered both mass media and new media. The envisioned UNICEF-sponsored Internet Access and Use by Filipino Children and Youth will therefore fill a gap.

In this Internet Study, we looked at Internet access and utilization particularly in terms of what is commonly referred to as Internet applications ,i.e. social networks, blogs, chats, and user-generated content, among others.

This study will also build on the pioneering work of Forrester Research which developed the concept of social technographic profile (Li and Bernoff, *groundswell*, 2008) which categorized individuals into the following: (a) creators, (b) critics, (c) collectors, (d) joiners, (e) spectators, and (f) inactives.

Online Social Networks

Online social networks present a new and growing environment wherein people exchange social information and manage impressions. It is a form of Internet application that helps connect individuals (Wikipedia, 2006).

Friendster (www.friendster.com), the most popular social network service in the Philippines, is estimated to be used by about 5 million Filipino “friendsters” as of end 2005. There are over 58 million registered Friendster users worldwide. The biggest percentage of users in Asia is from the Philippines with 39% of the sites traffic. Other social networks include My Space, Livejournal, Multiply, and Facebook. Friendster users upload photos and provide personal information, eg age, gender, hometown and interests. Users can also send messages to another Friendster, write a testimonial, and browse through profiles of the other Friendster’s own list of friends (Garcia 2006). On Friendster, users are given the tools to create their own identities outside the confines of social status and physical appearance.

A study by Garcia (2006) found that only heavy male users revealed more personal information over Friendster. Unlike their female counterparts, the heavy male users tried to project a desirable image of themselves through interesting write-ups and photos. The study further found that all user groups browsed through the profiles when seeking information about others online. More than anything else, they looked at the testimonials. All user groups considered photos contained in the profiles and testimonials as important in forming impressions of others.

Chatting

Chatting is another online activity engaged in by the youth. Chatting is defined as real-time conferencing between two or more users on the Internet. The conversation is actually a “text chat” as it is accomplished by typing on the keyboard, not speaking. Chat rooms on the Internet are available from major services such as AOL, individual web sites, and the Internet Relay Chat (IRC) system.

Chatting was found to be one of the top five online activities of Miriam College (MC) and Don Bosco Technical College (DBTC) students in a study by

Bernadette Christine Suba of Miriam College MC. At least 8 out of 10 MC and 6 out of 10 DBTC students chatted, primarily to communicate/keep in touch with individuals whom they had not seen or who were outside the country. Communicating with present friends was next because they used this for academic purposes.

Both MC and DBTC students chatted with strangers, with approximately one-fifth of MC students and one-third of DBTC students doing so to have/find/meet and gain more and new friends and to have fun. As to the discussion topics, the top conversation picks were love life, friends, school, family and sex.

Blogging

Wikipedia defines blog as a “website where entries are written in chronological order and commonly displayed in reverse chronological order.”

Blogs are regularly updated using a software that allows people with little or no technical background to update and maintain the blog. Perseus Development Corporation of Massachusetts estimated that in 2005 there were 31.6 million blogs created on such services as *BlogSpot*, *LiveJournal*, *Xanga* and *MSN Spaces*. Each had between 6.6 and 8.2 million accounts at the end of the first quarter of 2005.

Technorati.com estimates that a new blog is created every seven seconds! The number of blogs grows at about 70,000 a day and doubles every five months (Friedman 2006).

In terms of age range, bloggers under 19 years old comprised 58 percent of the total. Bloggers aged 20 to 29 came second as they made up 36 percent. The other age groups accounted for the remaining 5.8 percent.

As to gender, statistics from *LiveJournal* reveal that females (68 percent) account for more than twice as many bloggers as do males. This percentage does not include bloggers who remain anonymous and withhold their gender from the profile information.

According to *LiveJournal*, the Philippines ranks seventh among the top 15 countries where blog hosting is popularly used. There are presently 39,274 Filipino bloggers under this hosting site.

In November 2006, a group of Miriam College senior Communication Arts students content-analyzed blog entries of ten Metro Manila-based bloggers from *BlogSpot*. The study found that the most commonly found topics among

the selected blogsites pertained to personal experiences (*ie* daily life, work/school, hobbies and creative work); socio-cultural issues (*ie* beliefs, values, social pastimes); and entertainment and sports (*ie* movies, TV, sports).

On a personal level, the main motivations for blogging were: outlet for emotions, acknowledgement, affirmation, and means to update friends. Benefits cited from blogging included networking and enhancement of language skills, *ie* improvement of their English language, writing, and story-telling skills.

Online Gaming

Ronald James Panis (2007) quoted Joey Alaralla, founding president of the Asian Gaming Journalists Association, who observed that “teens and twenty-somethings tend to patronize online games more.” The same report noted that online gaming makes up 80 percent of the total Internet use in the country.

Online gaming subscribers in the Philippines increased from 60,000 in 1994 to 350,000 in 2003. The International Data Corporation predicted that by 2009, there would be 6.9 million Filipino gamers!

New Media and Child Development

New media offer tremendous possibilities for today’s children.

Child development specialist Feny de los Angeles-Bautista points out the essential elements in child development, which are growth and development in motor language, thinking and social skills. Development from early childhood through adolescence involves the development of children’s personality, their sense of self and autonomy, their intelligence and ability to think, reasoning and problem-solving ability, and their values (undated report).

Both real-life and media-related activities affect the development of children. While much emphasis has been placed on the perils of exposure to both mass and new media, the generation of today is also on the winning end of advances in technology worldwide. In cyberspace, children do as in the real world. Children use computers for most of the activities of traditional childhood. That is, they play, socialize, communicate, and learn in the course of their explorations (Bautista).

Cognitive Development

Liwag (2007) claimed that exposure to imagery in electronic technologies might have contributed to the selective increases in non-verbal intelligence scores during the past century. She cited the study by Flynn (1994) which compared the average scores of British respondents of comparable ages in the non-verbal test in 1942 versus 1992. The said test showed that there were significant increases for all age groups tested.

On the downside, Dr. Queena Lee-Chua of Ateneo de Manila University (2007) claimed that excessive TV watching is one reason why our youth cannot focus well or sustain attention. She cited the 2004 study by Dr. Dmitri Christakis, a pediatrician at the Children's Hospital and Medical Center in Seattle. He found that kids aged one to three who watched TV or videos regularly faced a 10 percent-increase in risk in attention deficit problems when they reached age seven.

Adolescents are not immune to attention problems as well. Another recent study by the Columbia University College of Physicians and Surgeons in New York followed 700 children for a decade, and found that 14-year-olds who watched TV for more than three hours daily were twice as likely not to finish school as those who watched for less than an hour. Watching too much TV has made activities such as homework and reading more boring and more difficult for them. Chua-Lee (2007) stressed that increased "tuning out" by media-blunted brains of children is one factor in the growing epidemic of attention problems.

Socio-emotional development

Media, especially the new media, have affected the social and emotional development of children and the youth.

How they relate to their parents and their peers are influenced largely by their exposure to these various media. For example, Liwag (2007) cited that equality in online communications among computer users of all ages tends to erode authority structures. This development means that children now may be less accepting of parental authority.

As to social connections, the Internet has become an instrument to keep up and maintain relationships with close friends and close family members. However, it also creates new online, virtual relationships with strangers and acquaintances, thus forming "weak ties" that provide less social support than real relationships with family and friends.

Physical growth and development of the child

The 2006 McCann-Erickson Intergenerational Youth Study underscored that technology has made an impact on youth lifestyle as indicated by a significant decline in 2005 in young people's involvement in physical activities like sports.

Sedentary pursuits like watching television and playing computer games have become preferred activities of children and youth. These activities expose them to a number of physical risks including vision problems, seizures, hand injuries, and other musculoskeletal complaints. Such sedentary activities have likewise been cited as a factor in the increasing number of obese children and adolescents.

Liwag (2007) cited recent studies that showed evidence that computers could have a negative impact on a child's vision. She said that about 25 to 30 percent of computer-using children need corrective eyewear to work comfortably and safely at the computer. She added that "flicker frequencies" or quickly flashing images in some video games could also trigger seizures.

In her paper presented during the July 2007 Philippine Association of Nutrition (PAN) Conference, Ms. Anna Jacob noted that many adolescents are engaged in health-compromising behavior including poor food habits and a sedentary lifestyle. According to Jacob, long hours of study combined with sedentary hobbies such as playing computer games and watching television increase sedentary periods in the day.

Jacob's observations were validated by Dr. Sioksoan Chan Cua. During the same forum, Chan Cua expressed concern over the growing prevalence of overweight and obesity as children in developing countries have been adopting Western lifestyle characterized by decreased physical activity and over-consumption of energy-dense food.

In 1999, the American Academy of Pediatrics issued a statement advising parents to limit their children's time spent with media (no more than one to two hours a day) and to emphasize alternative activities, such as sports and games, as well as imaginative play.

Family Relations

Contrary to the popular notion that media consumption has eroded family relations, the latest research conducted by OMD Philippines showed that media technologies in fact have helped many Filipino families keep their families intact. OMD Philippines said that 89 percent of the respondents

agreed that technology enabled them to remain in contact with other family members.

The study further showed that, with the emergence of a multi-tasking lifestyle, the Filipino family used 10.9 hours per day in the consumption of media and 14 hours in utilizing technology (OMD Philippines, 2007). About 4.8 hours were spent in surfing the Internet and 2.7 hours watching television. However, respondents said that they spent more than 6 hours with their families and almost 2 hours with their friends. The rest of the day was spent for routine activities like sleeping, school or work.

No less than the National Statistics Coordinating Board recognized these issues as it noted that *“there is a dearth of government-produced statistics on the usage of ICT.... Core e-Usage statistics such as the number of internet users, number of broadband internet subscribers, proportion of individuals using the internet by activity, location of individual use of computers and internet, household expenditures on Internet, number of websites, and number of internet hosts are not available”* (as cited by Lallana and Soriano in *Towards Universal Internet Access in the Philippines*, 2008).

The pioneering research on Internet usage was conducted by Janette Toral in 2002 and 2003 and documented in the series **Filipino Internet User Report Part 1 and Part 2**. The initial report was issued in August 2002 and Part 2 in October 2003. More than 1000 Internet users from at least 10 regions of the country were randomly surveyed, face-to-face, from May to September 2003 to come up with this report.

Filipino Internet User Report Part 2 shows that there are now more women online than men in the Philippines.

Highlights of the report are as follows:

- There are now more women online than men in the Philippines.
- Majority of Internet users in the country are young people, the school and Internet cafe remains as the most popular access point especially among women. However, more male Internet users access the Internet from their homes.
- 31% of PC owners have more than one PC at home. 7% have local area network connections at home. The lead adopters of DSL Internet access are men.
- An average Internet user goes online at least 14 hours a week
- E-mailing, browsing, instant messaging, accessing entertainment information, and reading news are the most popular Internet activities of a Filipino Internet User

- Internet users who've been online for more than 6 years tend to read less printed newspapers and magazines than those who've been using the Internet for only a year.

A related study is the *2006 McCann Inter-generation Study* conducted by McCann Erickson Philippines. The 2006 Study was a follow-up of earlier studies conducted by the advertising agency in 1992 and 2000 using a similar base questionnaire design to facilitate comparison with the youth generation today and in the past. Among the areas of 2006 study were: usual activities done after school; amount of time spent on the computer; usual leisure activities; list of expenditures and spending patterns; study habits; home life (presence of parents at home, activities done with parents); and youth value systems.

There are also innovative and pioneering academic research studies conducted by undergraduate and graduate students from various schools in the country related to new media, specifically Internet applications, but many have limited scope and coverage. Among these are Garcia, M. D. (2006). *Social Information Exchange in Online Social Network Environment* (a masteral thesis submitted to the Asian Institute of Journalism and Communication); Suba, B. C. C. (2007). *Internet Chatting Profile of the College Students of Miriam College and Don Bosco Technical College* (an undergraduate thesis submitted to Miriam College), and Eclar, D., Golez, I., Gumapac, A., Mendoza, C., & Sarmiento K. (2007). *A Content Analysis of Ten Randomly Selected Metro Manila-Based Bloggers from Blogspot*. (an undergraduate thesis submitted to Miriam College).

III. STUDY OBJECTIVES

This research was designed to focus only on Internet access and utilization, habits, and practices and will not delve into socio-psychological and academic outcomes of Internet use on children and youth.

The specific objectives of the study are the following:

1. To describe access to computers and Internet by children including access points, age when first used the internet, the type of Internet connection, and cost of internet access;
2. To describe the demographic profile of users and non-users of internet;
3. To find out the reasons for non-usage of the internet;

4. To identify the purposes of using the internet;
5. To determine the incidence of utilization of various internet applications
 - (e.g. e-mailing, social networking, online gaming, online chatting, writing blogs,
 - Use of Wikipedia, and user-generated content);
6. To determine the practices of children related to the above-mentioned internet applications in terms of the following variables:
 - Objectives and motivations
 - Frequency and length of use
 - Type of participation or involvement in various Internet activities
 - Topics or contents of on-line chatting, chat rooms or forums and topics consulted in the Wikipedia
 - Sites used to upload and download materials
7. To propose policy options and action agenda on how to create a child-friendly virtual community.

IV. TECHNICAL DETAILS

A. Research Design

The study utilized the descriptive research design, specifically using the one-shot survey technique.

B. Survey Areas

The four areas for Metro Manila were identified using the fishbowl technique. For the regional areas, the research sites consisted of one urban and one rural (preferably a first class municipality) area.

The study was conducted in the following areas:

- | | | |
|-----------------|---|--|
| 1. Metro Manila | : | Cities of Manila, Mandaluyong, Pasay, and Quezon |
| 2. Luzon | : | Baguio City and Bokod, Benguet |
| 3. Visayas | : | Iloilo City and Oton, Iloilo |
| 4. Mindanao | : | Marawi City and Marantao, Lanao Del Sur |

The schools that participated in the study are listed below.

Metro Manila

Public Elementary

- Marcela Agoncillo Elementary School
- Filemon Javier Elementary School
- Jose Rizal Elementary School
- Pasong Tamo Elementary School

Private Elementary

- Claret Elementary School
- Arellano University (Apolinario Mabini Campus) Elementary School
- Arellano University (Legarda Campus) Elementary School
- St. Scholastica's College

Public High School

- Manila High School
- Sauyo High School
- Mandaluyong High School
- Pasay City West High School

Private High School

- Good Shepherd Christian School
- Colegio De San Juan De Letran
- Mirriam College
- Jose Abad Santos High School (Arellano University)

Luzon

Public Elementary

- Bonifacio Elementary School
- Daklan Elementary School

Private Elementary

- Easter College
- Cordillera Career Development College

Public High School

- Pines city National High School
- Bokod National High School

Private High School

- Immaculate Conception of Bokod
- Easter College

Visayas

Public Elementary

- Oton Central Elementary School
- Iloilo Central Elementary School

Private Elementary

- University of San Agustin
- Immaculate Conception Parochial School

Public High School

- Oton National High School
- Iloilo National High School

Private High School

- University of San Agustin
- South Coast International School

Mindanao

Public Elementary

- Cawayan Elementary School
- MSU Integrated Laboratory School

Private Elementary

- Philippine Integrated School Foundation, Inc.
- Jamiatu Marawi Al-Islamic Foundation

Public High School

- Sultan Guru Memorial National High School
- MSU Integrated Laboratory School

Private High School

- Philippine Integrated School Foundation Inc.
- Jamiatu Marawi Al-Islamic Foundation

C. Sample, Sample Size, Sampling Frame, and Sampling Design

The respondents of the study are school children who can independently answer the questionnaire. In particular, subjects of the study are children aged 10-12 years old (elementary school pupils) and 13-17 years old (high school students).

A total of 683 internet users and 235 non-users participated in the survey.

Several out-of-school children aged 10-17 years old were also interviewed.

Metro Manila

For Metro Manila, data on enrollment in both the public and elementary schools were obtained as basis for the distribution of the sample. A list of elementary and secondary public and private schools was used as the sampling frame.

A stratified proportional random sample of 418 school children was drawn using the data on enrolment from DepEd.

A total of 38 out-of-school (OSY) respondents were also interviewed.

Provincial

A total of 500 school children from Luzon, Visayas and Mindanao consist the provincial respondents. These are distributed as follows:

<u>Area</u>	<u>Total</u>	<u>User</u>	<u>Non-user</u>
Luzon	168	98	70
Visayas	146	132	14
Mindanao	186	87	99
TOTAL	500	317	183

Total Respondents

There are 989 total respondents for the study.

<u>Area</u>	<u>Total</u>	<u>User</u>	<u>Non-user</u>
In-school			
Metro Manila	418	366	52
Luzon	168	98	70
Visayas	146	132	14
Mindanao	186	87	99
Subtotal A	918	683	235
Out-of-school			
Metro Manila	38	26	12
Luzon	24	9	15
Visayas	9	3	6
Subtotal B	71	38	33
TOTAL	989	721	268

D. Data Collection Instrument

Two sets of structured questionnaire consisting of closed-ended and open-ended questions were prepared to obtain the needed information. The language used is English.

The questionnaires were translated to the local dialects as deemed necessary by interviewers.

The questionnaires were pre-tested among 20 respondents to test their understandability and workability.

A copy of the questionnaires is appended as Annex A1 and A2.

E. Data Collection Procedure

Two research associates of AIJC administered the questionnaires in the sample public and private schools located in Metro Manila.

In the provincial areas, local field interviewers supervised by regional coordinators of AIJC administered the questionnaires.

F. Data Collection Period

Fieldwork was conducted on the following dates:

Metro Manila:	February to April 2009
Provincial:	February and March 2009

VI. CONCLUSIONS

Filipino schoolchildren are computer literate as almost three-fourths (74%) have access to the Internet. But schoolchildren in the Visayas and Metro Manila have greater access than their counterparts in the Cordilleras and Mindanao as approximately 9 out of 10 schoolchildren in these areas are Internet users.

The latest Synovate Media Atlas study conducted nationwide from July 2008 to June 2009 reported that Internet access in the Philippines stands at 40 percent with the younger segment turned out to be the highest at 60 percent. In the Greater Manila area, 46 percent of respondents have access. Data was gathered from 8,028 respondents aged between 15 and 64 across all socioeconomic groups.

An earlier related study conducted October-November 2008, Yahoo-Nielsen Net Index 2008 covering 1,200 respondents with ages ranging from 10 to over 50 years old, from 22 major cities including Metro Manila reported that children and young people are among the heavy Internet users with 50 percent in this age bracket accessing the Internet. Another heavy user is the 20 to 29 year old bracket with 41 percent going online.

The Internet non-users are mostly female children enrolled in public elementary schools. This may be an indication of digital divide favoring children in urban areas and studying in private schools. The Yahoo-Nielsen study cited above also concluded that Internet use is skewed towards the more upscale and well-educated.

Schoolchildren from lower grades, i.e. elementary than high school students, have lesser access to Internet. Several reasons can be cited: while the Department of Education (DepED) has a program which provides computer packages to public high schools, this is not available to public elementary schools; elementary pupils are less mobile than older children, e.g. going to malls; parents have more control on their activities and whereabouts, etc.

Majority (51%) of schoolchildren reported “not knowing how to use the computer” as reason for not using the Internet, it is important that computer literacy should now be included in the school curriculum especially in public schools where computer illiteracy is more pronounced.

The high level of computer illiteracy should be a priority concern since “competitiveness” and “survival” of children in today’s Knowledge Society is to a great extent dependent on digital literacy. Computer classes are not available in public elementary schools compared with private schools.

That many schoolchildren cited not being allowed by their parents to use the Internet indicate that parental control is still a very important variable in child rearing and development. Parents themselves need computer literacy to know the value (and dangers) of computers (and Internet) and how to guide their children on responsible computer (Internet) use.

The non-use of Internet can be due to affordability. Computers may be accessible to all (especially through Internet cafes) but many may not have the money to pay computer rent in Internet cafes at P15 to P20 per hour.

There is no gender bias in access to Internet as there is an equal split, i.e., 50:50 of male and female Internet users in all areas except for Mindanao where more girls access the Internet than boys.

Our schoolchildren are quite “late” users as majority first used the Internet between 8-11 years old with Metro Manila and Visayas children as early users (2-9 years old) compared to Luzon and Mindanao school children. Access and appropriate use of the Internet can provide children a good head start in child development especially if they are exposed to child-friendly websites. In the United States of America, the more popular Internet sites aimed at preschool-age children are counterparts of popular TV programs such as NickJr.com, CTW.org from the Children’s Television Workshop that produces Sesame Street and PBS.org.

Boys are earlier users than girls. This may be because computers are considered also as toys and young boys are more attracted to gadgets than girls. Also, earlier versions of online games introduced were intended for boys/males.

Internet access is lowest among schoolchildren from Luzon (58%) and Mindanao (47%) particularly among the poorest regions and provinces. These areas also have least access to basic social services resulting in below national standard in terms of social development indicators.

Internet cafes provide the venue for bridging the digital divide as 8 of 10 Internet users access the Internet in Internet cafes. Seven of 10 said they also access Internet in their homes using broadband connection.

Grade schoolers access Internet at home than in Internet cafes because the former may be perceived by parents and guardians as safer and more secure. In contrast, high school boys go to Internet café probably because there are less restrictions and they are able to socialize more with their peer groups.

The Internet cafes perhaps provide a preferred venue for using the tool possibly because of limited parental guidance and control as when one uses it at home. Surfing the net at the ICafe is limited only by economic means, i.e. affordability of using Internet continuously. The ICafe has emerged as an important place for socialization --- children converge here to play together, link with cyber friends, etc.

The Synovate Media Atlas July 2008-June 2009 study revealed that more people access the web from an Internet café (54%) than at home (47%), followed by at work (17%). That higher percentage of children and young people access the Internet through Internet cafes can be explained by the fact that they have less options compared with their elders who can readily access the Internet at home, offices, malls, etc. Many adults own their computers which enables them to access the Internet anytime, anywhere.

Computers are becoming regular features in homes with 40 percent of Internet users reporting having at least one computer unit at home. Although this may not mean ownership, the increasing number of computer households is recognition of the importance of computers as tool for communication, education, entertainment, etc. Still, a significant proportion (42%) has no computer at home. The percentage of households of schoolchildren interviewed without a computer in Metro Manila, Luzon and Visayas is almost the same – from 35 percent to 36 percent. But the percentage is almost double in Mindanao, i.e. 63 percent.

The growing accessibility of broadband (70%) can be attributed to declining cost of broadband connection.

Schoolchildren are now allotting a significant amount of their *baon* or savings to Internet use. This can mean they scrimp on other items such as food and clothing to be able to visit their favorite Internet café. About a fifth spend from P100 to P300 monthly for their Internet habit.

Schoolchildren use the Internet for communication purposes specifically for sending/receiving emails, connecting with friends, and participating in e-groups and networks. Yahoo is the most frequently used email account. The top website often visited is the Friendster while Google and Yahoo are the most frequently used for web search because they are the first and older search engines.

Internet is recognized as potent education tool especially among elementary schoolchildren. They do recognize the educational value of the Internet as reflected in their use of Internet for school work. This recognition should be

reinforced both by parents and teachers through appropriate motivational approaches, including rewards.

Our children are becoming more “independent” in terms of their content needs as uploading and downloading are popular activities although the latter enjoys slight advantage. Among online schoolchildren, the incidence of uploading images and music is 71 percent and 69 percent, respectively compared with downloading at 77 percent and 70 percent. In addition to being techno-literate, many uploading/downloading sites are very user-friendly even for young children.

Greater capability to upload and download materials enhances self-expression and creativity, enables them to link with others who share the same interests and therefore widens opportunities for sharing and networking. Our children are no longer just consumers but producers as well – now referred to as “prosumers.”

Friendster is the most frequently used site for uploading music and images while YouTube is the choice for videos. On the other hand, IMEEM and MP3 are the favorite sites for downloading music; Friendster, Google and Yahoo for images, Y8.com and Yahoo for games; and YouTube and Lime Wire for videos.

Maintaining one’s social networking site (SNS) and visiting others’ social network sites are emerging as the Number 1 online activity of Filipino school children. Almost 9 of 10 respondents who connect to the Net are members of Friendster. It is simply, “you are not in without a Friendster.” That Filipinos are among the highest SNS membership in the world attest to their high “social quotient.” Children and young people want to be part of a social group, need approval, etc. The reasons cited by the respondents why they participate in online social networking are “to meet new people,” “to keep in touch with relatives/friends,” and “to search for old friends.”

As expected, SNS membership is highest in Metro Manila recorded at 88 percent for both elementary and high school students. More males than females visit their accounts – they seem to be excited in keeping track of how many new “friends” are added to their account.

Friendster is most popular because it was the pioneer in social networking and is very user-friendly. The percentage of Friendster users in Metro Manila is lower compared to the other survey areas. Lately, some are migrating to other networks as Friendster is perceived as the SNS of the so-called “jologs.” Curiously, while Friendster requires 14 years old as minimum age for membership, a number of children less than this age reported owning a

Friendster account. Over one-third (34%) of those who own Friendster accounts are grade school pupils. Among the possible explanations are they lied about their age, older relatives and friends (e.g., siblings and possibly even parents) created the account for them.

Online gaming is another favorite with almost 8 of 10 elementary and high school students who connect to the Net playing online games. This can be attributed to visual and interactive characteristics of online games. There are more grade school pupils than high school students who play online. This is probably because high school respondents have other social activities besides playing online games. Surprisingly, there are more girls than boys in elementary grade playing online games as the latter may have other social activities outside the house while girls may opt to play online at home. But as schoolchildren grow old, there are more boys than girls playing online. Incidence of online gaming is highest for Luzon and lowest for Mindanao. In Metro Manila, Visayas and Mindanao, more males play online games than females.

A little over one-third (35%) online gamers play 2 -3 times a week. Four of 10 online gamers spend at least an hour.

The top five favorite online games are Audition, Cabal Online, Ran/Ran Online, DOTA and Counter Strike. Audition is the top choice for Metro Manila where there are more girl children players. DOTA and Counter Strike are in the top three in two survey areas.

There are more public school students who play online games than those enrolled in private schools. Possible explanations are that they have more leisure time as private school students mostly stay whole day in schools unlike in many public schools. In some areas, public schools are in three shifts! Students enrolled in private schools come from relatively economically well-off families. They can afford to provide their children other digital toys for their entertainment such as iPods, MP3/MP4, PlayStation, Internet-capable cellphones, etc.

Many of the favorite online games identified involve “violence” This is an area of concern. While playing online games contributes to visual-spatial skills, some psychosocial researches confirm that violent games can increase children’s aggression.

Email is not as attractive as the other web applications to both elementary and high school children as they are not frequently used. Email may be seen as “too formal” compared to SMS messaging (texting), Yahoo messenger, etc. Respondents interviewed said they use it only for school-related activities.

Schoolchildren (3 out of 5) also go online chatting with friends and family/relatives. The highest incidence of chatting online is highest in Metro Manila and lowest in Mindanao. Over one-third (37%) of online chatters chat online 2-3 times a week. Fortunately, most do not chat with strangers, perhaps aware of the dangers of doing so. The high incidence of online chatting among elementary and high school students can be attributed to the availability of online chatting in many web applications. Online chatting is now facilitated by online games, chat rooms, instant messaging clients such as Yahoo Messenger, Google Talk, Skype, and Window Live Messenger.

Private school students chat more than their counterparts from public schools. This can be attributed to affordability. Online chatters said they chat with relatives and friends. It is possible that students from private schools chat with their relatives abroad (parents and siblings) who support their schooling.

Less than half (43%) of online chatters use gadgets such as webcam and headset mic although these gadgets are now found in many Internet cafes. However, availing of these gadgets would mean additional cost.

Incidence of accessing chatrooms is still low as nearly a half (46%) of respondents access or join chatrooms/forums which seems to have served as venue for bonding among family members and friends as reflected in topics discussed, e.g., family, movies and celebrities, love and relationship, and education. Metro Manila and Visayas respondents put movies and celebrities and education among their top choices in terms of topics discussed. Yahoo/Yahoo Chat/Yahoo Messenger obtained the highest mention as chatroom accessed most frequently.

The high percentage of children into emailing, social networking, online gaming, and uploading/downloading among Filipino schoolchildren seem to indicate that computer use is more of a social activity than a solitary activity.

Wikipedia is popular among elementary and high school students although it is more pronounced among the latter. A little over two-third (68%) of respondents are using the Wiki. It is used primarily for education purposes whether for school work or to research for information not related to schooling. The site complements textbooks and other printed references. A possible reason for its popularity among students is ease in getting

information on almost any topic which makes doing assignments (research) less tedious. The online format makes it better option than print -- Online is visual, interactive.

While the use of Wikipedia for school-related tasks is welcome, children have to be educated on how best to validate content or verify accuracy. There are other risks related to online content in general. These include age inappropriate content, violent content, incorrect content, illegal content (e.g., pornography), copyright infringement, etc.

Blogging is relatively less attractive to schoolchildren than the other Internet applications. This is unfortunate as “responsible” blogging can have many positive impacts on child development – enhance writing skills, reasoning, self-expression and even critical thinking. As expected, high school students blog more often than elementary students. The few who blog cited the following as reasons for blogging: “to share my experiences,” “to express my thoughts,” “it is fun,” and “to improve my writing skills.”

In terms of frequency of engaging in various Internet activities, e.g., sending/receiving email, visiting/updating one’s SNS account, visiting sites of friends, playing online, chatting online, and writing/commenting on blogs , more respondents claimed 2 to 3 x a week for all these activities, an indication of heavy use among the young netizens.

VI. Policy and Action Program Options

A. Executive Action

■ Universal Internet Access Policy

The Philippines should adopt a Universal Internet Access Policy consistent with the WSIS goal of providing easy, affordable, and usable access to information goods and services that promote a just, democratic and inclusive society

Special attention should also be provided to special children, e.g., the physically disabled who should also be provided access to new technologies. Access to technologies by these special children should be promoted by ICT companies in cooperation with national and local government agencies and NGOs. An example of an initiative promoting access to computers by disabled children is the Adaptive Technology for Rehabilitation, Integration and Empowerment of the Visually Impaired (ATRIEV). The school makes use of a screen reader or

■ Public Online Networking and Community e-Centers

The CICT and local government units should expand but, at the same time, rationalize the introduction of Community e-Centers (telecenters) nationwide. CeC operations have to be rationalized in terms of the following: local content development, capability building for CeC staff, and adoption and implementation of manual of operations and business plans. Community e-centers are structures that are necessary to balance the influence of commercialism in mainstream media.

■ Private Sector Involvement in Internet Deployment

Portion of income taxes of telecommunications companies should not be turned over to the government but instead be converted into units of CeCs (Lallana, 2009). Telcos will deploy and manage the CeCs in marginalized communities similar to the SAS model adopted in the 1990s. But the CeCs will not roll out voice but Internet service only. Telcos will develop a business model suitable for CeCs and determine the best technology option to roll out.

■ **Alternative Content Development Fund**

Content development initiatives should be given priority support vis-à-vis infrastructure development and capability building (training). Content development should focus on the use of public domain information, open content and open source software.

To encourage groups to continue producing alternative (content) programs, the government, in cooperation with the private sector, may provide either seed money or a counterpart fund for these independent producers

The proposed development fund may be managed by the National Commission on Culture and the Arts (NCCA) and Commission on ICT (CICT).

■ **Promotion of Public Domain Information and Free and Open Source Software**

The CICT should adopt a program which will promote the use of public domain information (PDI) particularly those related to child development and child rights. Related to the promotion of PDI is the promotion of free and open source software (FOSS).

■ **Continuing Education on Proprietary Rights**

There is a need to educate children on copyright and other proprietary rights especially since children tend to be oblivious with these rights in downloading and sharing electronic content.

B. Legislative Action

■ **Enactment of Freedom of Information Act**

Democratizing access to information technology should be complemented by the right to access information. It is not enough to provide physical access. Policies must address the elimination of all forms of barriers to information – economic, social, technical, illiteracy. Congress should immediately pass the Freedom of Information Act (Right to Information Law).

■ **Proposed Laws on Child Pornography and Cyber Crimes**

The Philippines should immediately pass an anti-child pornography law. There are several bills filed in both houses of Congress defining what constitutes child pornography and child abuse materials using various media format/platforms such as mobile phones and digital cameras, pirated VCDs and DVDs, etc.

■ **Amendment to the National Council for Children's Television Mandate**

The Council's present mandate has been limited to television. With technological convergence and growing preference for new media channels among children, there is a need to amend the coverage of the law creating NCCTV. The aim is not for the Council to "regulate" new media channels but rather to promote the use of new media as platforms for child development and child participation through an appropriate incentive system.

■ **Enactment of Privacy Law**

There is need for legislation related to the protection of privacy or a comprehensive data protection law that governs the collection, use and dissemination of personal information by both the public and private sectors. In the United States of America, the Children's Online Privacy Protection Act was enacted in 1998. The law requires websites aimed at children 13 and under must (a) give parents notice about their data collection practices; (b) obtain verifiable parental content before collecting information from children, and (c) provide parents with access to the collected information and the opportunity to curtail any further uses of collected information.

C. The Role of Family and Community

■ **Parents as Responsible Internet Users**

Parents and other adults can only "guide" their children on responsible Internet use if they themselves have adequate digital literacy. Parents who are online (computer literate) are more likely to encourage their children to enhance their IT skills and reap the benefits of Internet. Parents and adults should endeavor to continuously upgrade their own digital literacy.

■ Reasonable Guidelines on the Use of the Internet

Rule or guidelines on responsible use of the Internet can be agreed upon by parents (guardians) and children. For example, families can be encouraged to place computers in shared rooms (such as living rooms, dining rooms, offices or libraries), where children will not be isolated and will use the Internet with others around them. Also, schools and parents should teach children never to share personal information (name, address, telephone) online.

Parental “control” may still be a key in keeping very young children safe on the Internet. Parents, especially of elementary children, can impose time limitation and websites that can be visited by their children especially in home Internet use.

But guidelines on Internet use should recognize such rights as right expression and privacy of individuals including children. Guidelines should not lead to curtailment of creative expressions by children.

The use of filtering or blocking software for Internet sites that contain unwanted content for children may be explored by schools, homes, and even public Internet cafes. However, no blocking system is foolproof as even computer savvy children can find codes to break through filters.

■ Responsible Social Networking

Adults should be reminded that when they create Friendster accounts for their under-aged children/siblings, they are teaching them the wrong values of lying (Note: Children must be at least 18 years old to have a Friendster account). They should also be encouraged to check the websites that their children visit and be aware of the people that their children communicate with online.

■ Use of Filter Software

Parents and guardians should consider the use of filter software that can protect children and young people from stumbling over or deliberately accessing harmful, illegal and inappropriate websites and online content. Filter software could be installed at the following locations: end-user’s PC, at a local server, at the Internet Service Provider, and proxy-server based Internet filtering service. According to the Youth Protection Roundtable Toolkit (YPRT), filter software is

estimated to block about half of all websites with age inappropriate and violent content and slightly higher effectiveness for illegal content.

D. Role of Business and Industry

■ Role of Internet Cafes

Public Internet cafes may consider separating children's computers from adult computers. Partitions will also help avoid children viewing objectionable content from adult computers.

Internet cafes, individually or as a group, should consider adopting a Code of Ethics (Conduct) that may contain provisions which explicitly protect and promote child rights. The Internet Café Association of Cebu (ICAC) is one of the pioneers in adopting such a code.

Internet cafes and other public access points should also install filter software.

■ Code of Ethics

Businesses engaged in online marketing should be encouraged to adhere to the Internet and Mobile Advertising Code of Ethics adopted by the Internet and Mobile Marketing Association of the Philippines. The Code aims to create a standard for practitioners and as a means for self-regulation. While the Code already contains some provisions affecting children, e.g. Ads directed to children; Sexual, Violence and Illegal Content; additional child-friendly provisions can still be included.

E. Multisectoral Initiatives on Content Development

A major lesson learned in ICT for Development (ICT4D) of the United Nations is that investment in content and capability building should be significantly larger than investment in infrastructure. For every dollar invested in ICT4D, 10 cents should go to infrastructure, another 10 cents to software, and still another 10 cents to training. But the remaining 70 cents should be spent on content development.

Various sectors and groups involved in content development should be encouraged to highlight positive values that would enable the child to develop the following:

- A sense of individual and cultural identity
- Integrity and honesty
- Patriotism
- Excellence
- Tolerance
- Flexibility
- Effective negotiation skills
- Compassion
- Sharing, caring
- Cooperation

Content producers should be more sensitive to children's rights, as media audiences are now predominantly children and young people. Sensitivity means not only providing more child-oriented programs but, more important, being sensitive in language use and visual images. There are words and images that are not sensitive to socio-economic class, ethnic background, religion, or gender. Also, many words or images used in digital media reinforce conflict, violence, controversy, divisiveness and consumerism or materialism.

Children themselves should be at the forefront of producing and sharing digital content which address holistic development of children. Schools which offer courses on multimedia (digital) arts should be mobilized to encourage their students to produce programs on child development concerns.

Since online gaming is quite popular among children and youth, online games that promote Filipino culture and values should be developed. To illustrate, a Filipino-made video game *Anito* features a unique gameplay system which makes heavy use of Philippine folklore and mythos.

Child rights organizations, particularly UNICEF and CWC, should advocate and partner with new media creative industries (e.g., game development, software and computer services, electronic publishing) and telecommunication companies to ensure that they co-create child-related content. Related industry associations, e.g., Animation Council of the Philippines, should also be mobilized to support child-friendly digital content.

There is also a need for these children and women rights advocates to establish linkage with schools offering multimedia arts programs, just as many of these advocacy groups have established relationships with communication schools. Graduates of these multimedia arts programs are

the content providers of the future. At an early age, digital arts and animé producers should be made child rights sensitive.

Awards and recognition of outstanding (child-friendly) digital content, blogs and websites, eg Tutubi Patrol, a values-oriented animation show for children ages 3-7 should now be institutionalized. The Philippine Web Awards should be encouraged to include child-friendliness as criteria and if possible, a distinct category. Cinemalaya should be encouraged to include child-friendly digital film category in its annual awards.

■ **The Education Sector (Department of Education, Public and Private Schools)**

Computer Facilities in All Schools

While we recognize that even basic needs are still wanting in many public elementary and high schools, there is a need to address the digital divide between public and private schools. Still, many private schools in the regions also lack computer facilities. The Department of Education and other government agencies should come up with more “innovative” approaches in mobilizing resources for investing in computer acquisition. Some proposals have already been forwarded recently, e.g. tax on texting the revenue to be used in acquiring computers for all public schools nationwide. Computer acquisition should be complemented by Internet connectivity.

Media and Information Literacy

Considering that children and the youth constitute the bulk of new media users (either as producers or consumers), a sustained and systematic media and information literacy program should be instituted in all elementary and high schools. MIL develops critical awareness among media users of the value and quality of new media programs. It will enable users to identify content which not only is of technical quality, but more important, helps develop appropriate values and behavior. Media and information literacy also includes enabling children to become socially responsible and ethical media producers.

Media literacy should empower children and the youth to demand or advocate for and produce content or programs which will promote their total development and meet their social, cultural, political and spiritual needs.

Advocacy on integrating new media education in basic education curriculum should be given priority.

Capability Building for Teachers

School teachers also need training in media and information literacy. This will equip them with skills needed in making their students critical media producers and consumers and at the same time provide teachers competencies in using media as teaching-learning tools. UNESCO has produced a model curriculum on Media and Information Literacy for Secondary School Teachers which can be adapted in local setting.

The Internet has emerged as an important teaching-learning tool as learners better appreciate the learning process when it is mediated. Teachers should be provided with professional development opportunities to help them model effective use of the Internet as a tool for students' learning, including integrating Internet learning with regular classroom learning.

Schools should encourage blogging among students since it enhances creativity and writing skills.

Research Agenda

This study can serve as baseline for future related studies necessary to track changes (improvements) in Internet access and utilization by children.

The results of this study have raised many issues (questions) as we look for explanations on some observed attitudes and behaviors vis a vis Internet use or practices. These issues can be the focus on follow-up research by academic and research institutions.

The Philippine Association of Communication Educators (PACE) should encourage member-schools to include research on new media access, utilization and effects/impact in their research agenda.

A more in-depth and multi-disciplinary research on socio-cultural impact of new media applications on children and youth is recommended. Areas for research may include impact of Internet on cognitive, behavioral, social and physical aspects of children's development including impact of the Internet in school performance, impact of online media socialization (participation in social networks) to communication behavior and social skills. Another research area is effects/impact of interactive digital advertising and marketing

directed at children which is becoming more pervasive with the advent of e-commerce especially as children can be more susceptible or vulnerable to persuasive messages.

Researchers need to look into media convergence and the interrelationships among the different media platforms as the child's diverse activities become dominated by virtual rather than real-world experiences.

Future research studies must also consider attitude, behavior and practices of parents (adults) towards Internet access and use by children. Motivations and constraints (including guidelines) imposed by adults determine whether Internet use will enable children reap the benefits of technology or become victims of undesirable behaviors and practices.

There is also greater realization among social scientists for more multi-disciplinary (and in some cases trans-disciplinary) inquiry into the relationship of new media and children's holistic development. Scholars are challenged to think beyond disciplinal theories and traditional research methods to develop innovative and fresh approaches to the study of children and digital media. Long-term tracking impact studies are long overdue.

VII. GUIDE TO READING OF FINDINGS

The study findings are presented in three parts:

Part 1: Summary of Findings

This presents the findings obtained from the four survey areas

Part 2: Metro Manila Findings

The study findings in Metro Manila are presented in one or more tables for each item in the questionnaire.

The first set of tables labeled 1.1.1 to 57.1.1 presents the findings obtained from both the grade school pupil and high school respondents and a breakdown of the responses of the high school students by age groups.

The second set of tables labeled as 1.1.2 to 57.1.2 presents the findings obtained from the grade school pupils and high school students showing cross tabulations by gender and type of school (i.e. public and private)

The third set of tables labeled as 1.1.3 to 57.1.3 presents the findings obtained from the out-of-school youth sample.

Part 3: Provincial Findings

The tables obtained from the three provincial areas labeled as follows:

Luzon	: Tables 1.2 to 57.2
Visayas	: Tables 1.3 to 57.3
Mindanao	: Tables 1.4 to 57.4

SUMMARY OF NATIONWIDE FINDINGS

PART 1: INTERNET ACCESS

Incidence of Internet Usage

Internet usage is 74 percent for all four areas, higher in both the Visayas area (90%) and Metro Manila (88%). The lowest incidence of usage is in Mindanao (47%).

Mindanao and Luzon (particularly the Cordilleras which is survey site) are historically among the disadvantaged areas in the country. They have least access to social services, infrastructure and facilities, and economic opportunities. Adding difficulty to Internet access in the Cordilleras is its topography which consists of mountain ranges. It makes Internet dependent on availability (and affordability) of cell sites and cables.

Table 1. Incidence of Internet Usage

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(918)	(418)	(168)	(146)	(186)
	%	%	%	%	%
Use the Internet	74	88	58	90	47
Do not use the Internet	26	12	42	10	53

The latest Synovate Media Atlas study conducted nationwide from July 2008 to June 2009 reported that Internet access in the Philippines stands at 40 percent with the younger segment turned out to be the highest at 60 percent. In the Greater Manila area, 46 percent of respondents have access. Data was gathered from 8,028 respondents aged between 15 and 64 across all socioeconomic groups.

An earlier related study conducted October-November 2008 by Yahoo-Nielsen Net Index 2008 covering 1,200 respondents with ages ranging from 10 to over 50 years old, from 22 major cities including Metro Manila reported that children and young people are among the heavy Internet users with 50 percent in this age bracket accessing the Internet. Another heavy user is the 20 to 29 year old bracket with 41 percent going online.

Profile of Non-Users

Majority of the non-users of Internet are female (55%), between nine to 12 years old (51%), are in grades four to six (52%) and studying in the public schools (66%).

The findings that most non-users are from public elementary schools and females validate the existence of digital divide. While the Department of Education (DepED) has a program which provides computer packages to public high schools, this is not available to public elementary schools. Since access to Internet is mostly through Internet cafes, it is possible that girl children may find it less accessible or even secure to go to public Internet cafes than boy children.

Table 2. Profile of Non-Users

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(235)	(52)	(70)	(14)	(99)
	%	%	%	#	%
Gender					
Male	45	46	47	(6)	41
Female	55	54	53	(8)	59
Age Group					
9-12	51	73	49	(8)	39
13-15	30	23	33	(3)	33
16-17	19	4	19	(3)	28
Grade Level					
4	26	47	24	(5)	16
5	15	17	11	(3)	15
6	11	13	11	(1)	10
Year Level					
1	15	10	14	(1)	19
2	16	13	20	(1)	16
3	7	-	9	-	11
4	10	-	11	(3)	13
Type of School					
Public	66	100	67	(9)	55
Private	34	-	33	(5)	45

Reasons for Not Using the Internet

Reasons for not using the Internet centered mainly on the absence of Internet connection at home/school (61%) and computer illiteracy (51%). Lack of Internet connection at home may be due to economic reasons as well as parents' low educational background, since 83 percent of the non-users are public school students.

The high level of computer illiteracy should be a priority concern since "competitiveness" and "survival" of children in today's Knowledge Society is to a great extent dependent on digital literacy. Computer classes are not available in public elementary schools compared with private schools.

Table 3. Reasons for Not Using the Internet

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(232)	(52)	(70)	(14)	(96)
	%	%	%	#	%
No Internet connection at home/school	58	73	70	(5)	46
I don't know how to use the computers	51	65	39	(9)	48
I have no time	32	75	33	(5)	8
I cannot afford Internet café fees	26	44	34	(1)	13
My parents do not allow me to use the Internet	26	63	20	(7)	8
Limited number of computer w/Internet connection in big schools	17	48	4	-	11

N.B. Totals exceed 100 percent due to multiple responses.

Profile of Internet Users

Among the 683 Internet users, there is an equal split of 50 percent each of the male and female. Most of them (45%) are 13-15 years old. Majority are high school students (61%) enrolled in private schools (54%).

The data indicate a comparative advantage for schoolchildren enrolled in private schools as they are likely to have computer competencies and have access to the Internet. Considering that computer skills can be a “gateway” to other competencies, the government should endeavor to give public school children equal opportunities.

Table 4. Profile of Internet Users

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Gender					
Male	50	51	52	51	44
Female	50	49	48	49	56
Age Group					
9-12	41	44	41	42	30
13-15	45	44	46	45	47
16-18	14	12	13	13	23
Grade Level					
4	11	13	7	13	9
5	15	14	16	13	15
6	14	12	16	15	13
Year Level					
1	14	15	13	16	11
2	14	14	11	14	16
3	17	17	19	14	20
4	16	15	17	16	16
Type of School					
Public	46	61	38	45	21
Private	54	39	62	55	79

Age When Respondents First Used the Internet

Majority (60%) of the Internet users first used the Internet between eight to 11 years old. There are more early users (two to nine years old) in Metro Manila and Luzon compared to Visayas and Mindanao respondents. There are more late users (10-13 years old) in Visayas and Mindanao.

More grade school pupils than high school respondents first used the Internet at a young age, i.e. less than 11 years old. This can be partly attributed to possibly having more computer savvy parents who are of younger age compared with parents of high school students. The former, therefore, were possibly exposed to more computer/Internet use at home by their young parents.

Starting the use of computer/Internet at a young age gives children a head start on child development, provided computer use is appropriately guided by parents and/or guardians.

Table 5. Age When Respondents First Used the Internet

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	
<u>In Years</u>					
2-3	*	1	-	-	-
4-5	3	6	2	2	-
6-7	9	14	5	6	12
8-9	22	22	27	22	17
10-11	38	35	40	38	39
12-13	21	19	16	29	24
14-15	7	3	10	-	7
17	*			-	1
Can't recall	*	-	-	3	-

Place Where Internet is Accessed

Most (84%) of the respondent access the Internet at Internet cafes. Majority (59%) of respondents have their Internet connections in their homes. Metro Manila (65%) and Visayas (62%) respondents access the Internet in their homes. The Internet access of Luzon and Mindanao is low because of the location of the sample provinces. eg. Cordillera and Baguio and Marawi city.

It is interesting to note that some 14 percent of respondents access Internet using a mobile phone; the highest incidence is in Metro Manila and Visayas.

Table 6. Place Where Internet is Accessed

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Internet café	84	83	72	90	91
Home	59	65	56	62	34
School	32	44	8	36	10
House of relatives/friends	31	38	14	36	9
Anywhere using a mobile phone	14	17	-	17	10
Parents' office	13	19	4	11	5
Hotspot/WiFi zone	9	13	-	7	5
Public library	5	7	-	6	2

N.B. Totals exceed 100 percent due to multiple responses.

The Synovate Media Atlas July 2008-June 2009 study revealed that more people access the web from an Internet café (54%) than at home (47%), followed by at work place (17%).

That higher percentage of children and young people access the Internet through Internet cafes can be explained by the fact that they have less options compared with their elders who can readily access the Internet at home, offices, malls, etc. The fact that many adults own their computers enables them to access the Internet anytime, anywhere.

Number of Computer(s) at Home

About two out of five (38%) respondents have one computer in their homes. A significant proportion (42%) have no computers in their homes, with Mindanao respondents reporting the highest percentage (63%) of zero computer. This could be due to economic reasons.

A few (6%) reported having three computers in their homes could mean that they have the economic means, and possibly with many children being provided with one computer each.

Availability of computers at home does not necessarily mean ownership. It is possible that these computers are owned by offices of parents and elder siblings who bring home computers to do work-related activities at home.

A brand new desktop computer unit with modem for Internet connection costs at least Php15,000 while laptops cost at least Php 20,000.00.

Table 7. Number of Computer(s) at Home

		S U R V E Y A R E A			
	TOTAL	M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Zero	42	35	34	35	63
One	40	40	51	43	25
Two	11	12	11	13	7
Three	6	9	2	8	5
Five	2	4	2	1	-
Six	*	*	-	-	-

* N.B. Less than one percent.

Type of Internet Connection Used at Home

Seven out of ten (70%) respondents are using the broadband and WIFI (23%) Internet connections in their homes. This is not surprising since the broadband companies invest heavily on TV advertisement, hence its popularity among the respondents.

Broadband is becoming more affordable due to the growing competition among telecommunication service providers like PLDT, Smart, Globe, Bayantel and Sun Cellular. Broadband connectivity can now be availed for as low as Php 699.00 per month.

Table 8. Type of Internet Connection Used at Home

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(405)	(238)	(55)	(82)	(30)
	%	%	%	%	%
Broadband (PLDT DSL, Smart Bro, Globe Broadband, Bayantel DSL, etc.)	70	74	65	67	63
WiFi	23	23	25	18	33
Dial-up access	19	25	7	15	13
Not reported	2	-	18	-	-

N.B. Totals exceed 100 percent due to multiple responses.

Meanwhile, the Synovate Media Atlas Survey also revealed a shift toward broadband away from dial-up as connection to the Internet from home. Wired broadband/hi-speed showed a 12 percent increase to 48 percent in 2008/2009 study.

How Much Money Respondents Spend for Internet Use

The monthly expenditures of most of the 683 Internet users are as follows: P900 or more (27%), P101-300 (21%) and less than P100 (24%). Majority (53%) of the Luzon and 33 percent of the Mindanao respondents reported spending less than P100. This comprises card users.

Those spending P901 or more, with Metro Manila respondents reporting the highest (36%) consist mostly of the broadband users. In Metro Manila, respondents were reminded by the interviewers about the cost of broadband fees.

The cost of connectivity is becoming a significant expense item in individual/family budget. This has implications on the amount to be spent on basic necessities like food, education, health care, etc.

Table 9. Average Monthly Expenditure for Internet Use

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Less than P 100	30	17	53	16	33
P 101 to 300	24	19	28	10	38
P 301 to 600	9	14	9	5	7
P 601 to 900	8	12	5	8	7
P 901 or more	21	38	5	23	15
Not reported	7	-	-	38	-

Purposes of Using the Internet

Most of the respondents use the Internet for communication, particularly for sending/receiving e-mail messages (89%), connecting with friends (88%) and participating in e-groups and networks (88%).

The low usage of the Internet for news and information confirms the findings of past studies that children are not generally interested in news.

Following communication is school work (83%). Students use the Internet to search for answers to their assignments. Some private schools even give their students online quizzes, thus requiring their students to use the Internet.

Entertainment marked third with online gaming (77%), and downloading/uploading audio (72%) obtaining highest mention.

Usage of the Internet for e-commerce is very low since the study respondents are schoolchildren.

The results of the AIJC study validates the Yahoo-Nielsen Net Index 2008 which found out that among Internet-related activities, staying in touch via email and instant messaging is paramount as 63 percent of respondents access the Internet for these two communication activities.

Table 10. Purposes of Using the Internet

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Education and Information					
School work	83	79	84	94	83
Non-school related needs	54	50	45	74	53
News and information	41	47	22	51	23
Current events	32	32	26	45	17
Communication					
Sending/receiving e-mail messages	89	91	88	80	94
Connecting with friends	88	100	65	79	79
Participating in e-groups and networks	88	92	76	89	89
Connecting with relatives	67	74	51	69	55
Sending/receiving messages	59	69	47	63	24
E-Commerce					
Buying products and services	26	9	3	-	10
Selling (advertising) products and services	3	3	-	2	3
Entertainment					
Online gaming	77	75	91	86	66
Downloading/uploading images	69	80	4	86	66
Downloading/uploading video	67	75	63	62	49
Listening to podcasts	29	39	4	36	3

N.B. Totals exceed 100 percent due to multiple responses.

Websites Most Often Visited

The top five websites most often visited by respondents are Friendster (76%), Google (45%), YouTube (46 %), Yahoo/Yahoo Mail (48%) and Wikipedia (25%).

A study released by Universal McCann indicated that Friendster has been the most visited website in the Philippines and Indonesia. The study further added that in March 2008 alone, Friendster recorded 39 million visitors, where 13.2 million were from the Philippines.

Friendster is the most frequently visited perhaps because it is a website where one can do almost everything from socializing to sending emails, sharing photos, viewing/uploading/downloading images, and even gaming.

This also shows that social networking is indeed a top activity for young Internet users.

Table 11. Websites Often Visited by Respondents

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Friendster	76	77	58	83	79
YouTube	46	48	36	62	22
Google	45	54	33	36	34
Yahoo/Yahoo Mail	48	51	33	55	42
Wikipedia	25	42	-	10	5
Multiply	8	14	-	2	-
Y8	8	-	20	22	8
IMEEM	6	8	7	6	-
MP3 Code	5	7	4	7	-
Photobucket	2	-	-	8	-

N.B. Totals exceed 100 percent due to multiple responses.

Web Search Engines Used

Google (85%) and Yahoo (83%) are the most frequently used web search designs by the respondents, with highest usage of Google in Metro Manila (94%). Yahoo's usage is highest (98%) in the Visayas and lowest in Luzon. Wikipedia obtained a low usage perhaps because it was not listed in the options in the questionnaire.

Table 12. Web Search Engines Used

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Google	85	94	64	78	76
Yahoo	83	87	63	98	66
Microsoft (MSN)	23	30	28	26	11
Ask.com	13	16	4	11	15
Wikipedia	10	17	4	-	-

N.B. Totals exceed 100 percent due to multiple responses.

PART 2: USE OF EMAIL

How Often Respondents Use the Internet to Send/Receive E-mail

About two out of five (40%) respondents use the Internet for e-mails two to three times a week with Mindanao respondents citing the highest incidence for this frequency. There is an almost equal proportion of the once a week (22%) and the daily (19%) users. Metro Manila and Luzon respondents registered the highest daily e-mailers.

Table 13. Frequency of Using the Internet to Send/Receive E-mail

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(606)	(332)	(86)	(106)	(82)
	%	%	%	%	%
Everyday	19	25	22	15	14
Two to three times a week	40	39	36	34	49
Once a week	22	22	24	28	13
Three times a month	8	7	6	11	6
Once a month or less frequently	12	7	12	12	18

Average Time Spent Every Time One Uses/Opens E-Mail

Most (43%) of respondents spend less than one hour using the Internet. Being children, interest in emailing is not that high, hence the shorter hours spend on this Internet activity. Close to two out of five (38%) respondents spend one hour to less than three hours doing their emails.

Table 14. Average Time Spent Every Time One Uses/Opens E-Mail

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(606)	(332)	(86)	(106)	(82)
	%	%	%	%	%
Less than 1 hour	42	46	45	30	45
1 hour to less than 3 hours	38	36	31	49	37
3 hours to less than 5 hours	13	10	17	15	11
5 hours or more	7	8	7	6	7

E-Mail Accounts Used

Almost all (94%) of the 683 respondents use Yahoo for their e-mail accounts. This is consistently true across all four areas.

This can be attributed to the fact that Yahoo was the first e-mail domain to become popular in the Philippines. Furthermore, Yahoo mail accounts do not expire even if users do not log in for a long time. According to a recent Yahoo!-Nielsen study, Yahoo is the dominant web-based email in the country and Yahoo! Philippines is said to have an 85 percent market reach in the Philippines.

Table 15. E-Mail Accounts Used

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(606)	(332)	(86)	(106)	(82)
	%	%	%	%	%
Yahoo	94	97	92	88	97
Gmail	10	15	8	5	1
Hotmail	8	10	9	6	1
MSN	5	6	3	5	-
PLDT DSL	1	2	-	1	1
Organization account (e.g. school)	1	2	1	1	-

N.B. Totals exceed 100 percent due to multiple responses.

PART 3: SOCIAL NETWORKING

Membership in Online Social Network

Social networking sites provide a place for children to get together online with existing and new friends. Social networking is a form of entertainment, a way to meet people with similar interests and a good technique for people to promote their business. The culture of “if you don’t have one, you’re an outcast” seems to apply also in social networking. Inquirer.net even reported that Filipinos make up the biggest population of Friendster users in the world.

A high incidence (88%) of membership in online social networks was reported by respondents. Luzon respondents indicated the lowest (76%) incidence of membership probably because being located in mountainous areas give them limited access to the Internet.

Table 16. Incidence of Membership in Online Social Network

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Member of an online social network	88	88	76	88	89
Not a member of a social network	12	12	24	12	11

Social Network Sites Hosting Respondents' Account

Friendster obtained the highest (96%) usage as the social network site hosting respondents' account. Visayas reported the highest (98%) usage and Metro Manila (91%) the lowest usage. Friendster have more subscribers because it is user-friendly and was also the first SNS introduced in the country. Facebook is more difficult to use. Multiply can be used for shopping online.

The October-November 2008 Yahoo-Nielsen Net Index reported that Friendster is the number one social networking site used by 92 percent of those in the Net Index poll.

Meanwhile, Multiply president and founder Peter Pezaris acknowledged that Filipinos are among the heavy SNS users. According to Pezaris, Filipino users of their site comprised the largest and most active group in terms of number of subscribers and photographs being uploaded daily. About 2.2 million out of more than nine million registered users of Multiply are Filipinos (Source: abs-cbnNEWS.com, June 2008).

Table 17. Social Network Sites Hosting Respondents' Account

		S U R V E Y A R E A			
	TOTAL	M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(604)	(336)	(74)	(117)	(77)
	%	%	%	%	%
Friendster	96	91	97	98	97
Multiply	15	34	12	10	5
Facebook	19	27	19	20	10
My Space	11	16	7	10	9
Net Log	1	2	-	1	-

N.B. Totals exceed 100 percent due to multiple responses.

How Respondents Participate in a Social Network

Most respondents participate in an online social network mainly to visit their accounts (85%) and to maintain/update their own profiles (64%). This is logical since the high school students are at an age when they are egoistic and love to see and talk about themselves.

Viewing other profiles is highest in the Visayas and lowest in Metro Manila and Luzon.

Many studies have shown that the main reason why people participate in a social network is to be a part of a group where they can share experiences and to fulfill the need for recognition. This finding is substantiated by the present study.

Table 18. Ways of Participating in a Social Network

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(604)	(336)	(74)	(117)	(77)
	%	%	%	%	%
Visit own account	85	77	89	100	75
Maintain/update own profile	64	61	54	92	49
Invite/refer friends	60	54	53	81	52
View other profiles/accounts	58	41	42	92	55
Post announcements	46	64	19	32	14
Add comments/ testimonials to someone's page on an SMS	39	32	30	71	29
Use/forward applications	32	40	23	35	5
Join interest groups/campaigns	29	35	8	36	12

N.B. Totals exceed 100 percent due to multiple responses.

How long Respondents Have Been Participating in Online Social Network(s)

Three out of ten (29%) respondents have been members of social networks for less than one year, and one-fifth (20%) of respondents from one year to less than two years. Most (40%) of the Mindanao respondents have participated in social networks for less than one year because they are late Internet users.

Table 19. Length of Participation in Online Social Network(s)

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(604)	(336)	(74)	(117)	(77)
	%	%	%	%	%
Less than one year	29	24	28	23	40
One year to less than two years	30	17	36	35	34
Two years to less than three years	20	18	30	26	8
Three years to less than five years	15	28	5	11	15
Five years or more	6	13	1	5	3

Frequency of Visiting One's Account

Half (50%) of the respondents visit their accounts two to three times a week and about one-fourth (25%) do their visiting daily. The highest incidence of daily visiting was reported by the Metro Manila (32%) respondents.

Table 20. Frequency of Visiting One's Account

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(552)	(311)	(66)	(117)	(58)
	%	%	%	%	%
Everyday	25	32	24	19	23
Two to three times a week	50	42	49	50	58
Once a week	15	13	15	19	13
Three times a month	5	6	4	5	4
Once a month	3	4	4	3	1
Less frequently than once a month	3	3	4	4	1

Frequency of Updating One's Profile/Page

A little over one-third (37%) update their profiles two to three times a week and close to one-fourth (23%) do their updating once a week. Only 15 percent update their profiles daily.

Table 21. Frequency of Updating One's Profile/Page

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(408)	(222)	(40)	(108)	(38)
	%	%	%	%	%
Everyday	15	13	19	7	21
Two to three times a week	37	35	35	29	47
Once a week	23	19	20	35	18
Three times a month	9	13	8	7	9
Once a month	8	11	4	11	4
Less frequently than once a month	9	9	14	11	1

How Often Respondents Visit the Sites of Friends'/Networks

Majority (52%) of respondents visit the site of their friends two to three times a week. Less than a fifth (16 %) are daily visitors of the site of their friends.

Respondents' responses to the question on frequency of engaging in the Internet activity is consistent, "two to three times a week". This could mean that they are dividing their time equally among the various Internet activities of interest to them.

Table 22. Frequency of Visiting the Sites of Friends'/Networks

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(604)	(336)	(74)	(117)	(77)
	%	%	%	%	%
Everyday	16	19	16	17	12
Two to three times a week	52	48	53	52	53
Once a week	18	15	16	18	21
Three times a month	7	7	4	9	9
Once a month	5	6	6	2	4
Less frequently than once a month	3	5	5	2	1

How Often Respondents Make Comment on the Sites of Friends'/Networks

Again, consistent with their responses, most (42%) respondents comment on the site of friends' network two to three times a week. One fifth (21%) of respondents comment on the site of their friends daily.

Table 23. How Often Respondents Make Comment on the Sites of Friends'/Networks

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(604)	(336)	(74)	(117)	(77)
	%	%	%	%	%
Everyday	13	9	12	17	13
Two to three times a week	42	42	38	45	43
Once a week	21	22	27	20	16
Three times a month	6	8	5	5	4
Once a month	9	9	11	4	10
Less frequently than once a month	10	10	7	9	14

Number of Friends Accumulated in One's Social Network Site(s)

Majority (53%) of the Friendster users have accumulated from 01-100 friends in their site. Almost half (49%) of users of Multiply (49%), and two out of five users of Facebook (40%), and MySpace (42%) indicated accumulating from 01-20 friends in their respective networks.

Table 24. Number of Friends Accumulated in One's Social Network Site(s)

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: No. Answering					
Friendster	(589)	(327)	(72)	(115)	(75)
	%	%	%	%	%
01-50	38	33	49	36	35
51-100	15	21	14	19	13
101-150	12	14	6	15	14
151-200	7	6	6	10	8
201-250	8	4	14	5	9
251-300	4	1	7	3	4
301-350	3	2	-	3	3
351-400	3	3	3	2	4
401-450	2	2	-	2	-
451-500	3	5	-	2	-
Over 500	4	8	1	3	5
Not reported	2	1	1	-	5
Multiply	(138)	(113)	(9)	(12)	(4)
	%	%	#	#	#
01-20	49	51	(4)	(5)	(1)
21-30	8	8	(3)	-	-
31-40	4	3	-	(1)	(2)
41-50	5	5	-	(1)	-
51-60	1	2	-	-	-
61-70	1	1	-	-	-
91-100	2	2	-	(1)	-
Over 100	12	14	-	-	-
Not reported	18	14	(2)	(4)	(1)

Table 24. Number of Friends Accumulated in One's Social Network Site(s) (Continued)

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering					
Facebook	(134)	(89)	(14)	(23)	(8)
	%	%	#	%	#
None	2	3	-		-
01-20	40	36	(6)	48	(4)
21-30	10	13	(2)	-	-
31-40	2	4	-	-	-
41-50	6	7	-	9	-
51-60	4	3	-	9	-
71-80	4	3	-	9	-
91-100	3	4	-	-	(1)
Over 100	8	9	-	9	(1)
Not reported	22	19	(6)	16	(2)
My Space	(77)	(53)	(5)	(12)	(7)
	%	%	#	#	#
None	1	1	-	-	-
01-20	42	45	(3)	(2)	(3)
21-30	14	20	-	-	-
31-40	4	-	-	(2)	(1)
41-50	1	-	-	(1)	-
51-60	3	-	-	(1)	(1)
71-80	4	7	-	-	-
91-100	3	4	-	-	-
Over 100	8	7	-	(1)	(1)
Not reported	21	16	(2)	(5)	(1)

Why Respondents Participate in Online Social Networking

“To meet new people” (77%), “to keep in touch with relatives/friends” (74%), and “to search for old friends” (67%) are the most frequently mentioned reasons for participating in online social networks.

The sociable nature of the Visayans is reflected in their reason “to meet new people” for participating in social networks. Posting of pictures in Mindanao obtained a low response because some religions in this area prohibit the use of pictures.

Table 25. Reasons for Participating in Online Social Network

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(604)	(336)	(74)	(117)	(77)
	%	%	%	%	%
To meet new people	77	75	73	85	84
To keep in touch with relatives/friends	74	80	73	78	48
To search for old friends	67	70	45	74	68
To post my pictures/videos	40	46	36	43	18
To publish my profile/blogs	23	34	23	24	12

N.B. Totals exceed 100 percent due to multiple responses.

PART 4: ONLINE GAMING

Incidence of Playing Online Games

A little over three-fourth (77%) play online games, with Luzon respondents reporting the highest (91%) incidence and Mindanao the lowest (66%) incidence. The low incidence of online gaming in this area could be due to the fact that children are already sick and tired of “real wars” as most of the male online games are war games.

Metro Manila respondents reported least incidence of online gaming. This can be attributed to other options for games and recreation such as iPods, MP3/MP4, PlayStation, Internet-capable cellphones, etc.

Table 26. Incidence of Playing Online Games

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Play online games	77	73	91	86	66
Do not play online games	23	27	9	14	34

The Yahoo-Nielsen Net Index 2008 which covered wider age bracket of 10 to over 50 years old reported that around 53 percent of local Internet users play online games with males below the age 20 among the key players.

Frequency of Playing Online Games

About two out of five (41%) respondents play online games two to three times a week. Online gaming takes time, hence it entails more expenses if respondents do this more frequently. A little over one-fifth (22%) are daily online game players. These are the children who have computers in their homes and they play with their “barkada.”

Table 27. Frequency of Playing Online Games

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(529)	(269)	(89)	(114)	(57)
	%	%	%	%	%
Everyday	22	28	17	25	15
Two to three times a week	41	32	39	45	47
Once a week	18	22	19	16	16
Three times a month	7	6	11	6	5
Once a month	7	6	2	5	15
Less frequently than once a month	6	6	12	3	2

Time Spent Every Time One Plays Online Games

An almost equal proportion spend less than an hour (43%) and one hour to less than three hours (40%) every time they engage in online gaming. The high percentage of respondents spending shorter hours can be related to economic reasons.

Public Internet cafes on the average charge P15 to P20 per hour. Those located in malls and other commercial areas usually charge more while those located in barangays charge as low as P10 per hour. Oftentimes, these cafes offer promo rates such as P50.00 or less for three hours. This somehow attracts Internet users to spend more time in using the Internet.

Most online games, especially role-playing games (RPG) require many hours to finish even just for single conquests. Thus, players tend to lose track of time. It is good to know that children still regulate their time spent in playing and that only a few spend more than three hours playing online games. Less time for gaming may mean more time for other activities like studying.

Table 28. Average Time Spent Every Time One Plays Online Games

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(529)	(269)	(89)	(114)	(57)
	%	%	%	%	%
Less than 1 hour	43	45	43	30	56
1 hour to less than 3 hours	40	42	37	44	33
3 hours to less than 5 hours	11	9	11	18	4
5 hours or more	6	4	9	8	7

Favorite Online Games

The top five favorite online games among the 528 online games are the following: Audition (17%), Cabal Online (12%), Ran/Ran Online (12%), DOTA (Defense of the Ancient) (11%), Counter Strike (9%). The top three best liked online games varied from area to area.

Metro Manila	:	Audition	33 percent
		DOTA	22
		Ran/Ran Online	17
Luzon	:	Aveyond	14 percent
		Y8.com	14
		Special Forces Online	12
Visayas	:	Counter Strike	25 percent
		High Street 5	18
		Cabal Online	17
Mindanao	:	Conquer Online	23 percent
		DOTA	15
		Counter Strike	14

Note that DOTA and Counter Strike are in the top three in the two survey areas.

Perhaps younger children are drawn to war games because they get satisfaction/gratification from winning conquests in battlefields. Another reason may be the influence of anime shows with fight scenes that are shown on television.

A brief description of these games is found in Annex B.

Table 29. Favorite Online Games

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(529)	(269)	(89)	(114)	(57)
	%	%	%	%	%
Audition	17	33	-	-	-
DOTA (Defense of the Ancient)	11	22	-	-	18
Ran/Ran Online	12	17	7	6	10
Cabal Online	12	12	10	17	3
Counter Strike	9	-	11	25	17
Special Forces Online	8	12	12	-	-
O2 Jam	8	16	-	-	-
Hotdog Bush	7	13	-	-	-
Text Twist Online	7	13	-	-	-
Crazy Cart	5	10	-	-	-
High Street 5	5	-	8	18	-
Diner Dash	4	6	-	5	-
Y8.com	4	-	14	4	9
Grand Chase	3	-	11	4	-
Aveyond	2	-	14	-	-
Command and Conquer Online	2	-	-	-	23
Warcraft	2	-	-	9	-
Ragnarok Online	1	-	-	5	-
Roller Coaster	1	-	-	5	-
Defense of the Ancients	1	-	-	5	-
GTA	1	-	-	4	-
Hangaroo	1	-	-	4	-
Tantra	1	-	-	-	6
Bookworm	*	-	-	-	3
Gara Online	*	-	-	-	3

*N.B. *Less than one percent*

N.B. Totals exceed 100 percent due to multiple responses.

PART 5: ONLINE CHATTING

Incidence of Online Chatting

The questions on online chatting were asked only among high school students.

Online chatting is not limited to using instant messengers like Yahoo Messenger. It can also be done while being engaged in online gaming when allies and enemies converse with one another by sending verbal messages. The high incidence of online chatting may also be because Filipino children love to talk and share their thoughts.

About three out of five (63%) of respondents chat online. The highest incidence of chatting online is highest in Metro Manila (70%) and lowest in Mindanao (40%). This could be due to economic reasons, with more poor children in Mindanao.

Table 30. Incidence of Online Chatting

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Chat online	63	70	59	61	40
Do not chat online	37	30	41	39	60

Frequency of Online Chatting

Majority of the online chatters are chatting online two to three times a week (38%) and daily (28%). Highest incidence of daily online chatting was reported by the respondents in Metro Manila, and the lowest in the Visayas. Two to three times a week is highest in Luzon, possibly because of lesser mobility to go the Internet cafes among the respondents in the mountainous areas.

Table 31. Frequency of Online Chatting

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(431)	(257)	(58)	(81)	(35)
	%	%	%	%	%
Everyday	27	37	17	7	26
Two to three times a week	37	33	50	43	43
Once a week	19	12	17	26	11
Three times a month	7	7	2	14	-
Once a month	8	7	12	7	20
Less frequently than once a month	3	4	2	3	-

With Whom Respondents Chat Online

Most (85%) respondents chat with their friends and 70 percent chat with their family/relatives. Metro Manila, Mindanao and Visayas respondents tend to chat more with friends. The Luzon respondents chat more with their family/relatives.

Chatting online has provided a mechanism and venue by which family members are able to connect with relatives working abroad. This is a much needed platform considering that there are about eight million overseas Filipino workers who need to keep an open communication line with their families in the Philippines.

That less than one-fifth chat of children with strangers is a good indicator that young people are aware of the dangers of doing so because of the high incidence of cybercrimes especially pedophilia. This may also be explained by the Filipino values of *hiya*, *pag-iingat* and conservatism which are ingrained at child-rearing stage.

Table 32. With Whom Respondents Chat Online

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(431)	(257)	(58)	(81)	(35)
	%	%	%	%	%
Family/relatives	70	75	76	60	49
Friends	85	91	60	85	77
Strangers	15	18	7	10	17

N.B. Totals exceed 100 percent due to multiple responses.

Reasons for Chatting Online

The reasons for chatting online centered mainly on the following:

“ to make new friends”	71 percent
“to share experiences”	60
“to experience talking with friends online”	61

The desire to share with friends and to make new friends is a strong need among children and adolescents.

The Mindanao respondents reported the lowest response to the reason “to experience talking with friends online”. This may be attributed to their limited access to Internet cafes due to the peace and order situation in this area.

Table 33. Reasons for Chatting Online

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(431)	(257)	(58)	(81)	(35)
	%	%	%	%	%
To experience 'talking' with friends online	61	75	64	67	40
To share experiences	60	78	64	58	40
To make new friends	71	65	69	75	74
To know what is going on	51	67	53	54	31
To seek help/advice about my problems	41	60	40	51	14
To give help/advice about other people's problems	41	59	29	46	31
To know what others think	31	50	31	36	6

N.B. Totals exceed 100 percent due to multiple responses.

Additional Gadgets Used When Chatting Online

Online chatters use the following additional gadgets when chatting online: webcam and headset mic (43%), headset mic (audio) only (36%) and webcam only (21%).

These gadgets are sometimes found in some Internet shops, but the customer need to pay an additional amount. Installing these gadgets in one's computer at home will entail expenses, hence the low incidence of usage.

Table 34. Additional Gadgets Used When Chatting Online

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(431)	(257)	(58)	(81)	(35)
	%	%	%	%	%
Webcam and headset with mic	43	40	58	41	32
Headset with mic only	36	37	26	28	54
Webcam only	21	23	16	31	14

Features Used When Chatting Online

Besides sending instant messages, respondents use the following features when chatting online: share photos (62%), view webcam (49%), play games (49%), send files (45%), and send SMS (30%). Share photos obtained the highest mention in Metro Manila because many young people have the capabilities to do this.

Table 35. Features Used When Chatting Online

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(431)	(257)	(58)	(81)	(35)
	%	%	%	%	%
Share photos	62	65	50	48	31
View webcam	49	49	53	52	37
Play games	49	52	34	33	31
Send file	45	56	26	35	17
Send SMS	30	39	16	17	23
Make voice mail	26	27	33	28	9
Join conference	23	33	10	9	3

N.B. Totals exceed 100 percent due to multiple responses.

Topics Discussed During Online Chatting

Topics discussed during online chatting centered on the following: school related (50%), friends (29%), love and relationships (23%), personal life (19%), family (16%), entertainment (9%), and life today (2%). These topics are relevant to the interests and needs of respondents.

The dominance of school-related concerns as topic for online discussion highlights the educational value of computers/Internet which should be maximized. This also indicates the feasibility of distance and online learning as a learning delivery mode for young learners.

Table 36. Topics Discussed During Online Chatting

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(431)	(257)	(58)	(81)	(35)
	%	%	%	%	%
School related	50	85	51	29	36
Friends	29	36	32	32	15
Love and Relationship	23	31	22	14	23
Personal life/ stuff	19	10	29	-	-
Family	16	13	16	19	15
Entertainment	9	12	6	11	-
Life today	2	-	-	-	29
Others	9	10	5	11	15

N.B. Totals exceed 100 percent due to multiple responses.

Incidence of Meeting (Eyeball) with Strangers Respondents Have Met Online

Among the 431 online chatters, a low incidence (7%) of meeting eyeball with strangers met online was reported, with the lowest incidence of 3 percent in Luzon. This finding is gratifying as it indicates awareness of the dangers lurking in the Internet particularly with the growing incidence of cybercrimes especially those victimizing children.

Table 37. Incidence of Meeting (Eyeball) with Strangers Respondents Have Met Online

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(431)	(257)	(58)	(81)	(35)
	%	%	%	%	%
Meet eyeball	7	6	3	10	14
Do not meet eyeball	93	94	97	90	86

Incidence of Accessing or Joining Chat Rooms/Forums

Chat rooms are venues for people with similar interests to discuss their views about certain topics. In a chat room, more often than not, participants keep their animosity and are strangers to one another. Chat rooms usually have rules that they require users to follow in order to maintain integrity and safety for their users. Sometimes chat room venues are moderated but most commonly used chat rooms are not and users may type what they personally want to send, sometimes even containing foul language or hate messages.

Less than one-half (46%) of respondents access or join chat rooms/forums, with the highest incidence in Luzon (59%) and lowest in Metro Manila (18%). It could mean that Metro Manila respondents are more egoistic, since they avoid joining chat rooms where they are anonymous.

The low incidence of joining chat rooms is perhaps because talking with strangers does not appeal to children. This coincides with their earlier response where very few respondents said they chat with strangers.

Table 38. Incidence of Accessing or Joining Chat Rooms/Forums

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(353)	(162)	(59)	(77)	(55)
	%	%	%	%	%
Access or join chat rooms/forums	46	18	59	64	41
Do not access or join chat rooms/forums	54	82	41	36	59

Topics Discussed in Chat Rooms/Forums

The topics most frequently discussed in chat rooms/forums are the following: love and relationships (43%), family (39%) education (39%), movies and celebrities (36%) and games (34%). Respondents in Metro Manila and Visayas are more “showbiz.”

Since the respondents are high school students and are in their adolescence stage, they are inclined to talk about their experiences and views about love and relationships. It is good to know that they also talk about their education, perhaps about their school subjects.

Table 39. Topics Discussed in Chat Rooms/Forums

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(129)	(29)	(35)	(49)	(16)
	%	%	%	%	#
Love and relationships	43	59	29	59	26
Family	39	45	34	49	26
Education	39	55	26	54	21
Movies and celebrities	36	48	14	59	21
Games	34	52	26	39	17
Environment	32	45	14	37	-
Arts and fashion	30	41	9	40	-
Health	20	14	14	40	13
Religion	29	31	-	27	26
Sex	11	14	-	8	-

N.B. Totals exceed 100 percent due to multiple responses.

Chat Rooms/Forums Accessed Most Frequently

Yahoo/Yahoo Chat/Yahoo Messenger obtained the highest mention (35%) as the chat rooms accessed most frequently by 138 respondents. Other chat rooms/forums identified are Crunchy roll (31%), Friendster (14%), Pinoy Chat rooms (10%), Metro Manila Barkada (9%), MIRC (7%), and MP3 Codes (7%).

Table 40. Chat Rooms/Forums Accessed Most Frequently

	TOTAL	M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(129)	(29)	(35)	(49)	(16)
	%	%	%	%	#
Yahoo Messenger	35	21	14	76	2
Crunchy roll	31	-	6	-	-
Friendster talk	14	15	34	20	-
Pinoy Chat rooms	10	17	3	-	-
Metro Manila Barkada	9	40	-	-	-
MIRC	7	-	-	9	-
MP3 Code	7	-	-	5	-
Games online	2	3	-	12	-
Google	1	-	6	-	-
Clan war	2	10	-	-	-
Youtube	1	-	6	-	-
Facebook	1	-	6	-	-
Tagged	1	-	-	-	2
Gaia online	1	-	-	-	2
Regional	1	3	-	-	2
Jazz	1	-	-	-	1
Skype	1	-	3	-	-
RNB	1	-	-	-	1
Music Lobby	1	-	-	-	1
20 & 35 Love	1	-	-	-	1
Channel Lost Love	1	-	-	-	1
Teen Chat	1	-	3	-	-
RSP Forum	2	-	6	-	-
Yat box	1	-	3	-	-
Manila NO. 3	1	6	-	-	-

Table 40. Chat Rooms/Forums Accessed Most Frequently (continued)

	TOTAL	M/MANILA	LUZON	VISAYAS	MDANAO
		%	%	%	%
Megway	1	3	-	-	-
Classroom/Classcoat	1	6	-	-	-
Chatneck	1	3	-	-	-
Candy Forum	1	3	-	-	-
Cristiu yahoo	1	3	-	-	-
RP Spikers	1	3	-	-	-
Ran online	1	3	-	-	-
Eisley	1	3	-	-	-
Daily life chat rooms	1	3	-	-	-

N.B. Totals exceed 100 percent due to multiple responses.

PART 6: BLOGGING

Incidence of Writing Blogs

A little over one-fourth (27%) of respondents indicated they are engaged in blogging. The highest incidence was reported by Metro Manila (34%) and Luzon (32%). Mindanao respondents reported the lowest incidence of 8 percent.

Encouraging “responsible” blogging has many advantages especially to young people who are described as the “visual culture” generation. Blogging can rekindle love or passion for writing and further self expression. Blogging enables young children to express their views on diverse issues and topics of interest to them, including socio-political issues, and therefore promotes children’s right to participate.

Table 41. Incidence of Writing Blogs

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Write blogs	27	34	32	19	8
Do not write blogs	73	66	68	81	92

Reasons for Writing Blogs

Reasons for writing blogs centered mostly on the following:

“to share my experiences”	71 percent
“to express my thoughts”	67
“its fun”	60
“to improve my writing skills”	44
“to get feedback from people who read my blog”	39

These are the top three reasons in all four areas.

Table 42. Reasons for Writing Blogs

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(186)	(123)	(31)	(25)	(7)
	%	%	%	%	#
To share my experiences	71	78	48	76	(2)
To express my thoughts	67	71	61	72	(1)
Because its fun	60	61	52	60	(6)
To improve my writing skills	44	48	13	72	(1)
To get feedback from people who read my blog	39	43	23	48	-
Because everybody else doing it	24	24	23	24	(1)
To start a conversation	22	24	6	32	(1)
To be known	9	10	6	8	-

N.B. Totals exceed 100 percent due to multiple responses.

Frequency of Writing Blogs

Most (35%) bloggers write blogs two to three times a week. Less than one-fifth (17%) of respondents write their blogs once a month. Only nine percent of respondents are daily bloggers.

Writing blogs is time consuming and it takes patience and some writing skills to maintain and update a blog site. Since children have many other activities like doing their assignments or helping in household chores, their time to write blogs becomes limited.

Table 43. Frequency of Writing Blogs

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(186)	(123)	(31)	(25)	(7)
	%	%	%	%	#
Everyday	9	6	19	16	-
Two to three times a week	35	40	19	32	(3)
Once a week	16	15	23	16	-
Three times a month	12	12	10	12	(2)
Once a month	17	15	29	16	-
Less frequently than once a month	11	12	-	8	(2)

Common Topics Written In Blogs

The 186 bloggers most frequently write blogs on the following topics: personal experiences (72%), family and friends (68%), hobbies (49%), school subjects (41%), and movies and celebrities (32%).

Table 44. Common Topics Written In Blogs

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(186)	(123)	(31)	(25)	(7)
	%	%	%	%	#
Personal experiences	72	69	71	88	(4)
Family and friends	68	68	71	76	(2)
Hobbies	49	45	74	48	(1)
School subjects	41	41	48	40	(1)
Movies and celebrities	32	33	42	44	(2)
Books	25	24	26	36	(1)
Religion	15	14	3	36	(1)

N.B. Totals exceed 100 percent due to multiple responses.

Incidence of Commenting on Blogs of Other People

A low proportion (14%) of total respondents indicated they make comments on the blogs of other people. Respondents in the Metro Manila reported the highest incidence of commenting on other peoples' blogs.

Table 45. Incidence of Commenting on Blogs of Other People

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Comment on blogs of other people	14	18	15	16	5
Do not comment on blogs of other people	86	82	85	84	95

Frequency of Commenting on Blogs of Other People

Less than half (48%) comment on the blogs of other people two to three times a week. Respondents in the Visayas and Metro Manila reported the highest percentage.

Table 46. Frequency of Commenting on Blogs of Other People

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(111)	(64)	(15)	(21)	(11)
	%	%	#	%	#
Everyday	5	3	-	10	(1)
Two to three times a week	48	46	(7)	52	(4)
Once a week	13	14	(1)	19	(1)
Three times a month	10	9	(2)	10	-
Once a month	15	17	(5)	-	(2)
Less frequently than once month	9	11	-	10	(3)

PART 7: USER-GENERATED CONTENT

Incidence of Uploading Music, Images, and Videos

Images (71%) is the most uploaded materials with the highest incidence in Visayas (80%) and the lowest incidence in Luzon (51%). Music followed next, with 69 percent, highest in Metro Manila (78%) and lowest in Luzon (51%). Videos are uploaded by less than half (46%), with the lowest incidence in Luzon and Mindanao.

Uploading images and videos has been facilitated by the accessibility and affordability of cell phones that have camera and video capabilities. Likewise, digital cameras, which have lately become affordable, have made picture taking user-friendly and popular especially among children.

Table 47. Incidence of Uploading Music, Images, and Videos

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents Yes To:	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Images	71	76	51	80	63
Music	69	78	51	66	59
Videos	46	52	36	42	39

N.B. Totals exceed 100 percent due to multiple responses.

Frequency of Uploading Music, Images, and Videos

Majority of respondents upload music (61%), and images (56%) frequently/very frequently. Majority (57%) of respondents seldom/very seldom upload videos.

Table 48. Frequency of Uploading Music, Images, and Videos

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering					
Images	(487)	(277)	(50)	(105)	(55)
	%	%	%	%	%
Very Frequently	20	25	20	18	14
Frequently	36	38	58	34	28
Seldom	28	24	20	37	34
Very seldom	16	13	2	12	24
Music	(473)	(285)	(50)	(87)	(51)
	%	%	%	%	%
Very Frequently	22	27	24	16	12
Frequently	39	39	44	33	27
Seldom	27	23	18	36	35
Very seldom	12	11	14	15	26
Videos	(316)	(191)	(35)	(56)	(34)
	%	%	%	%	%
Very Frequently	9	14	14	4	3
Frequently	34	34	31	34	35
Seldom	40	36	35	50	38
Very seldom	17	15	20	12	24

Sites Used to Upload Music, Images, and Videos

The top three sites most frequently used by respondents to upload music, images, and Videos are shown below.

MUSIC	[473]
Friendster.com	22%
IMEEM.com	15
MP3code.com	14

IMAGES	[487]
Friendster.com	50%
Google.com	9
Photobucket.com	8

VIDEOS	[316]
YouTube.com	59%
Friendster.com	5
Limewire.com	5

Friendster is used to upload all three materials because it is a user-friendly website.

Table 49. Sites Used to Upload Music, Images, and Videos

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering					
Images	(494)	(284)	(50)	(105)	(55)
	%	%	%	%	%
Friendster	50	44	64	70	31
Google	9	9	8	6	18
Photo Bucket	8	5	8	13	20
Yahoo	7	8	10	6	-
Multiply	3	5	-	-	-
Facebook	3	-	6	13	-
Youtube	1	-	6	-	-
Flickers	1	-	-	3	-
Glitter Graphics	1	-	-	3	4
Music	(499)	(311)	(50)	(87)	(51)
	%	%	%	%	%
Friendster	22	19	18	32	4
IMEEM	15	17	-	25	4
MP3 Code	14	17	12	8	8
Youtube	12	13	14	13	-
Limewire	8	9	10	7	4
Music.com	4	-	20	-	18
Videokeman	2	-	-	-	20
Music Dumper	1	-	10	-	-
Facebook	1	-	-	7	-
I Music	*	-	-	-	4

N.B. Totals exceed 100 percent due to multiple responses.

Table 49. Sites Used to Upload Music, Images, and Videos (Continued)

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering					
Videos	(316)	(191)	(35)	(56)	(34)
	%	%	%	%	%
Youtube	59	55	49	82	56
Friendster	15	11	20	32	6
Limewire	5	8	-	-	-
IMEEM	4	6	-	2	-
Multiply	3	6	-	-	-
Facebook	3	5	-	-	-
Music.com	1	-	6	-	-
Demonoid	1	-	6	-	-
Yahoo	1	-	6	2	-
Google	*	-	-	2	3
My Space	*	-	-	2	-
BT Junkie	*	-	-	2	-
Cupash.com	*	-	-	-	3
4 Shared	*	-	-	-	3

N.B. Totals exceed 100 percent due to multiple responses.

Incidence of Downloading Music, Images, Videos, Games, Documents, and Drivers/Installers

The most downloaded material are music (77%), images (70%), videos (56%), and games (53%) across all four survey areas. This could be because these materials are easily downloaded, especially music. Also, these materials have a special appeal to children who love to play games, watch videos or listen to music. Such activities also give them topics enabling them to share their thoughts and feelings on these downloadable materials with other friends via the Internet. Drivers/installers (14%) is the least downloaded material.

Because of the ease in downloading online materials, there is need to educate children of corresponding duties and responsibilities in doing so such as respect for privacy, copyright, etc.

Table 50. Incidence of Downloading Music, Images, Videos, Games, Documents, and Drivers/Installers

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Music	77	85	73	76	53
Images	70	78	54	71	52
Videos	56	59	50	61	45
Games	53	58	58	67	30
Documents	35	42	20	35	20
Drivers/Installers	11	21	7	8	6

N.B. Totals exceed 100 percent due to multiple responses.

Frequency of Downloading Music, Images, Videos, Games, and Documents

Majority of respondents download music (65%), documents (45%), images (57%), games (49%), and videos (49%) frequently/very frequently. The popularity of downloading music may be due to children's inclination to pop culture and anything new in the music scene. It helps them relate to other children through the language of pop music.

Table 51. Frequency of Downloading Music, Images, Videos, Games, and Documents

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering					
Music	(529)	(311)	(72)	(100)	(46)
	%	%	%	%	%
Very frequently	26	31	11	24	13
Frequently	39	39	49	38	28
Seldom	22	20	22	28	28
Very seldom	12	10	18	10	20
Not reported	1	-	-	-	11
Videos	(384)	(215)	(49)	(81)	(39)
	%	%	%	%	%
Very frequently	14	15	12	23	5
Frequently	35	37	45	30	28
Seldom	29	33	16	37	28
Very seldom	21	15	27	10	28
Not reported	1	-	-	-	11
Images	(476)	(284)	(53)	(94)	(45)
	%	%	%	%	%
Very frequently	18	23	9	15	13
Frequently	39	36	40	48	36
Seldom	32	31	40	28	36
Very seldom	11	10	11	9	15

Table 51. Frequency of Downloading Music, Images, Videos, Games, and Documents (Continued)

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering					
Documents	(237)	(154)	(20)	(46)	(17)
	%	%	%	%	#
Very frequently	12	30	5	7	(1)
Frequently	33	43	30	35	(4)
Seldom	33	16	45	41	(5)
Very seldom	18	11	20	17	(5)
Not reported	5	-	-	-	(2)
Games	(384)	(213)	(57)	(89)	(25)
	%	%	%	%	%
Very frequently	16	21	12	20	12
Frequently	33	34	46	26	24
Seldom	27	30	28	30	20
Very seldom	24	15	14	24	40
Not reported	*	-	-	-	4

Sites Used to Download Music, Images, Videos, Games, and Documents

The top three or four sites used most frequently to download materials are seen on table below:

MUSIC	(529)
IMEEM.com	17%
MP3Code.com	17
LimeWire.com	16
Youtube.com	15
IMAGES	(476)
Friendster.com	24%
Google.com	22
Yahoo.com	22
Photobucket.com	11
GAMES	(384)
Y8.com	22%
Yahoo.com	11
Kedgeo.com	4
VIDEOS	(384)
YouTube.com	70%
LimeWire.com	5
Aimini.com	3
Yahoo.com	3
DOCUMENTS	(237)
Yahoo.com	37%
Google.com	29
Wikipedia.com	11

Table 52. Sites Used to Download Music, Images, Videos, Games, and Documents

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering					
Music	(529)	(311)	(72)	(100)	(46)
	%	%	%	%	%
MP3 Code	17	18	13	18	15
IMEEM	17	20	4	24	4
Limewire	16	19	17	12	4
Youtube	15	10	39	19	-
Playlist	3	3	-	8	-
I Tunes	2	3	-	-	-
Yahoo	2	-	-	10	-
Music.com	2	-	-	-	20
Videokeman	2	-	-	-	17
Music Dumper	1	-	4	-	-
MP3 Raid	1	-	4	-	-
Friendster	*	-	-	-	4
Not reported	22	27	19	9	36
Images	(476)	(284)	(53)	(94)	(45)
	%	%	%	%	%
Friendster	24	28	19	20	16
Google	22	32	17	-	13
Yahoo	22	21	26	32	4
Photobucket	11	10	-	16	22
Youtube	5	6	9	4	-
Limewire	1	-	6	-	-
Facebook	1	-	-	5	-
IMEEM	*	-	4	-	-
PS Piso	*	-	4	-	-
Friendster Layout	*	-	-	-	2
Not reported	14	3	15	23	43

N.B. Totals exceed 100 percent due to multiple responses.

Table 52. Sites Used to Download Music, Images, Videos, Games, and Documents (Continued)

	TOTAL	M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering					
Videos	(360)	(191)	(49)	(81)	(39)
	%	%	%	%	%
Youtube	70	72	80	68	46
Limewire	5	5	4	5	3
Aimini	3	5	-	-	-
Yahoo	3	4	-	6	-
Friendster	2	3	-	-	-
Demonoid	1	-	4	-	-
IMEEM	1	-	4	-	5
BT Junkie	1	-	-	3	-
Google	*	-	-	-	3
MP3 Code	*	-	-	-	3
Media Converter	*	-	-	-	3
Frostwire	*	-	-	-	3
Not reported	14	11	8	18	34
Games	(384)	(213)	(57)	(89)	(25)
Y8.com	22	23	25	22	16
Yahoo	11	10	21	9	-
Kidsgeo	4	8	-	-	-
Friendster	3	6	-	-	-
E-games	2	4	-	-	-
DOTA Portal	1	-	-	-	8
Igg.com	1	-	5	-	-
Heavy games	1	-	5	-	-
New Ground	1	-	-	5	-
Zedge	1	-	-	3	-
CD 91	1	-	-	3	-
Level Up Games	1	-	-	3	-
Google	1	-	-	3	12
Conquer Online	1	-	-	-	12
Youtube	1	-	-	3	-
Not reported	48	49	44	49	52

N.B. Totals exceed 100 percent due to multiple responses.

Table 52. Sites Used to Download Music, Images, Videos, Games, and Documents (Continued)

Base: Number Answering					
	TOTAL	M.MANILA	LUZON	VISAYAS	MINDANAO
Documents	(237)	(154)	(20)	(46)	(17)
	%	%	%	%	%
Yahoo	37	32	20	74	-
Google	29	32	30	17	(6)
Wikipedia	11	16	-	7	-
Friendster	5	6	-	-	(3)
Yahoo Mail	3	4	-	4	-
Youtube	1	-	10	-	-
MSN	1	-	10	-	-
Documents.com	*	-	-	-	(1)
Not reported	13	10	30	-	(7)

N.B. Totals exceed 100 percent due to multiple responses.

PART 8: USE OF WIKIPEDIA

Incidence of Using the Wikipedia

A little over two-third (68%) of respondents are using the Wikipedia. The highest usage was reported by Metro Manila respondents (80%) and the lowest is Mindanao (38%). The low usage in Mindanao can be due perhaps to low exposure of respondents to this site and/or the lack of knowledge of how the site could help in acquiring information or new knowledge. The increase in the proportion of Wikipedia in the Visayas could be due to the fact that on this part of the questionnaire, the question was directly posed.

Table 53. Incidence of Using the Wikipedia

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: All Respondents	(683)	(366)	(98)	(132)	(87)
	%	%	%	%	%
Use the Wikipedia	68	80	40	74	38
Do not use the Wikipedia	32	20	60	26	62

Purposes of Using the Wikipedia

Since study respondents are schoolchildren, almost all (97%) respondents use the Wikipedia for school purposes. Metro Manila respondents reported the highest incidence of 100 percent.

While the use of Wikidepedia for school-related tasks is welcome, children have to be educated on how best to validate content or verify accuracy. There are other risks related to online content in general. These include age inappropriate content, violent content, incorrect content, illegal content (e.g., pornography), copyright infringement, etc.

Table 54. Purposes of Using the Wikipedia

	TOTAL	S U R V E Y A R E A			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(462)	(292)	(39)	(98)	(33)
	%	%	%	%	%
Consult for school work	97	97	97	100	92
Research for information but not school related	52	58	31	52	29
Edit articles	4	-	3	8	-

N.B. Totals exceed 100 percent due to multiple responses.

Topics Consulted in the Wikipedia

The topics consulted most often in the Wikipedia can be categorized into the following:

School related	61 percent
Specific school subjects	48
Science and health/technology	32
Entertainment	21

As expected, schoolchildren will use the Wikipedia for school-related matter and assignment on specific school subjects. These two major areas obtained the highest mention in all four areas.

Table 55. Topics Consulted in the Wikipedia

	TOTAL	SURVEY AREA			
		M.MANILA	LUZON	VISAYAS	MINDANAO
Base: Number Answering	(462)	(292)	(39)	(98)	(33)
	%	%	%	%	%
School related	61	66	54	49	81
Specific school subjects	48	59	59	38	-
Science and Health	32	34	21	30	42
Entertainment	21	16	26	15	24
Others	-	12	-	5	12

N.B. Totals exceed 100 percent due to multiple responses.