

LET'S TALK ABOUT TXT! UNDERSTANDING THE TEXTING CULTURE OF THE FILIPINO YOUTH

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The texting culture of the Filipino youth was investigated by looking at patterns of cellular phone ownership and usage across school (private and public) and gender (male and female). There exist high ownership and high usage regardless of school or gender. Significant differences were found in terms of length of ownership, frequency of use, use per feature, average texting rate and survival rate. Private school students were more frequent users of cost-incurring features, while public school students were more frequent users of the no-cost features of mobile phones. The former also have a higher texting rate than their public school counterparts. Survival rate (e.g., the number of days one can survive without a cellular phone) is higher among males and public school students. Factor analysis showed that there are underlying attitudes towards cellular phone usage, namely: degree of sensitivity to messages being sent or received, usage domain, degree of attachment to the phone, amount of intrusion on personal space and degree of need for connectivity. Significant correlations were found between usage and the underlying factors. Content analysis of reasons why adolescents like texting (explicit reasons) and stored messages (implicit reasons) showed significant differences in preferences.

Technology has changed the social features of our lives. It has altered the way we view the social dimension of relationships and dictated new ways for people to relate with one another (Plant, 2000); it has established social differences and is used to carry out various aspects of social life (Miller, nd). Moreover, newer forms of technology such as the Internet and the cellular phone have mediated the problem of the shift from an oral (face to face) culture to a teleliterate (Mezrach, 1999) culture, one where communication is conducted through electronic, audio-visual and

multimodal means. With the availability of interactivity without the sense of immediacy, these technologies have paved the way for a horizontal shift in communication. For instance, mobile phone users can avail of a short messaging system (SMS) which facilitates two-way interaction, not only with other mobile phones but also with older communication technologies such as the television and radio which were originally designed to be one-way.

Cellular phone technology and its mobile features have been in use since the late 1990s. However, it is only recently that this new form of communication has been acknowledged as a necessary tool for connectivity in the global world (Pertierra, Ugarte, Pingol, Hernandez, & Dacanay, 2002). For Filipinos, the primary reasons for this are the affordability of handsets, prepaid features and the aforementioned SMS capability (International Telecommunication Union [ITU], 2002). Nowadays, a brand new handset can be bought for as low as P2000.00. With the availability of prepaid services, mobile phone enthusiasts can now establish instant connections even without provision of the documents otherwise required such as one's latest income statement, certificate of employment or copies of utility bills. In addition, the cellphone's SMS feature (or more commonly called "texting", the term that will be used in this paper) allows users to simply type in their messages through the mobile phone's keypad. For speed and convenience, these text messages are usually shortened by the removal of vowels (e.g., "like" can be typed in as "lyk"). Emotions are added by using the usual punctuation marks (e.g., a telling phrase makes use of a period, an asking phrase makes use of a question mark, a phrase that needs to be emphasized makes use of an exclamation point). Others resort to emotion icons (emoticons) such as the smiley face for additional emotional meaning. Texting has made it easier for Filipinos to establish contact without the burden of space (one can text anywhere) and time (one can text anytime).

Furthermore, according to Pertierra et al. (2002), the cellular phone is now considered an extension of the self. Unlike other forms of communication mediated by technology such as telephones and electronic mail, mobile phone technology greatly enhances the non-confrontational nature of Filipinos. Face to face communication is no longer necessary for maintaining social relationships because of the mobile phone and the Filipinos' predilection for texting (ITU, 2002). As mentioned earlier, in texting, one can send a message to a person without thinking of where the person is, what the person is doing and who the person is with. The receiver, on the

other hand, has the option to respond immediately or to delay interaction. This has implications for the way social interactions are becoming less dependent on the spatio-temporal context. The mobile phone's predecessor, regular telephones (now more commonly referred to as landlines), require a fixed location for their use. When a person wants to establish a connection (call someone), the person would have to go to where the telephone is located. The person then decides where to call the other person (e.g., at home, in the office). But with the cellular phone being primarily mobile, people can now establish contact with another person, regardless of where both the caller and the "called" are. Aside from its mobility, the cellular phone carries with it technologies that allow messages and incoming calls to be stored. This implies that the sender knows that the message will always be delivered and that the receiver has the option to delay his or her response.

The difference between the Philippines and other countries in the use of the mobile phone is its wide acceptance and use of SMS technology. The Philippines has been labeled the number one user of texting technology with over a million messages being sent each day, making Filipinos the world champions in the use of SMS (ITU, 2002). Two of the top telecommunication providers, Smart and Globe Telecoms, have recently announced that they have 11 million and 10 million subscribers, respectively. This means that with the current population of 82 million, one out of every four Filipinos owns a cellular phone. Functions of texting for Filipinos include texting the unsayable, texting as meaning or intent, texting to avoid confrontations, texting as talk and texting as interlocutors (Pertierra et al., 2002). Other studies have cited that even major changes in the political structure (e.g., EDSA 2) would probably not have occurred without the cellular phone (ITU, 2002; Mangahas, 2001; Pertierra et al., 2002; Plant, 2000;).

Researches on the effects of the mobile phone on the person within the social realm have shown that usage has negative effects on personal space (Love, 2001) and is seen as disturbing (Ling, 2002); that it has allowed people to connect spontaneously and instantaneously without the burden of context (Pertierra et al., 2002); and that the ability to handle mobile calls has become an important social skill (Plant, 2000).

But while the literature on mobile phones and their effects on the person vary from one culture to another, the youth is not excluded from the possible effects of usage on their behavior and culture. A study of adolescents girls and young men in Norway (Ling, 2001) found a significant difference

between the use of the cellular phone between these two subcultures. Adolescent girls make use of the cellular phone to maintain social relationships. For the young men, cellular phone technology is more of a functional tool. A cross-cultural study by Plant (2000) shows that there are patterns of behavior emerging because of this new technology. What appears to be most apt in this mobile age is for a person to be other directed (instead of traditional directed or inner directed). Use of mobile phones amongst young people facilitate partial but deep interpersonal relationships (Igarashi, 2003). According to Abregana, Udarbe and Valbuena (2003), the mode of communication among the youth has shifted from computer-mediated technologies to cellular phones. In the same study, cellular phones were found to have been used only in maintaining relationships rather than creating relationships or disclosing one's self.

Various methodologies have been used to analyze the effects of cellular phone technology on people. Pertierra et al. (2000) used surveys, structured questionnaires, interviews and focus group discussions to gather data on texting usage among Filipinos. Abregana et al. (2003) also used questionnaires in their study. Igarashi (2003) employed a quasi-experimental design in comparing social networks in face to face communication versus mobile texting. Plant (2000) relied on observational methods, specifically ethnography, to understand the texting culture in various countries. Doering (2002) conducted a content analysis of stored text messages which resulted in five major content categories: contact, information, appeal, obligation and declaration.

Looking at patterns of cellular phone ownership, usage and functionality across schools and gender, examining underlying factors with regards to attitudes towards cellular phone use, and analyzing implicit and explicit reasons why adolescents like to text may well be good starting points for exploring the texting culture of the Filipino youth. These are the goals of the present study.

Being exploratory in nature, the research is divided into four parts. The first part explored differences in patterns of cellphone ownership, usage, and functionality between students in public and private schools and across gender. In this part, the level of ownership, years used, most widely used features, average texting rate and survival rate were measured.

The second part examined underlying factors with regards to cellular phone usage. The questions asked are: What are the factors that underlie

attitudes towards texting? Is there a relationship between these factors and the average texting rate?

The third part is a content analysis of stored text messages to look for themes and patterns that will provide clues as to the implicit reasons why adolescents like to text. The fourth part examined explicit reasons for texting and looked at significant differences in preferences across the comparison groups.

METHOD

Participants

A convenient and purposive sample of 215 Filipino high school seniors participated in the study. There were 112 students (43 males and 69 females) from a public school and 103 students (38 males and 65 females) from a private school. Both schools, located in Metro Manila, are co-educational. The total sample consisted of 81 males and 134 females with ages ranging from 15 to 19 years.

Instruments

The survey questionnaire method was used to gather data. The researcher-designed survey instrument consisted of four parts: (1) the demographic and ownership profile of participants, (2) a 41-item questionnaire regarding attitudes towards cellular phone use and texting, (3) sentence completion items on why they like texting ("I like texting because...") and (4) stored messages on the phone ("Kindly write down the stored messages that you have on your phone.").

The demographic profile of the participants included gender, age, occupation of mother and father, allowance per day and ownership of cellular phone. Questions on the ownership and usage of cellular phones included the following: how many years they have used a cellular phone; acquisition of cellular phone; how often they use the phone; what features and how many times they use these; where they use the phone; how many text messages they send in a day; and how many days they can survive without a cellular phone.

Attitudes toward cellular phone usage were assessed through situational items that the participants answered using a 10-point scale, 1 being "least like me" ("*hindi ako 'yan*") and 10 being "most like me" ("*akong ako 'yan*"). Items were generated according to the researcher's observations on the way people use cellular phones (please see Appendix). Items number 5, 11, 17, 20, 21, 26, 30, and 31 determined the reasons for texting (e.g., getting information, maintaining social contact, humor, etc.). Items number 1, 6, 8, 14, 24, 28, 35, 37, 38, and 41 assessed dependence on the cellular phone for emotional support. Items number 3, 4, 6, 7, 9, 12, 13, 18, 27, 28, 32, 39 and 41 measured attachment to one's cellular phone. Items number 2, 3, 6, 8, 10, 15, 16, 19, 22, 23, 25, 29, 33, 34, 36 and 40 determined how texting and cellular phone use affect an adolescent's personal space.

There was no pretest of the survey to determine reliability. However, the actual results yielded a coefficient alpha of .70.

Procedure

Prior to the distribution of the questionnaires, written requests and permits were obtained from the City Schools Superintendent and the principals of the respective schools. Upon approval, the questionnaires were distributed to the public school group and private school group on two separate occasions. The questionnaires were administered by the researcher herself in the public school. In the private school, the questionnaires were administered by classroom moderators who were provided with written instructions on questionnaire administration. Students in both schools answered the questionnaire in their classrooms, during the morning session.

Data Analysis

Respondents who did not own a cellular phone were disregarded from data analysis. T-test for significant differences between groups was used for ownership, usage and functionality. Principal factors extraction using varimax rotation was performed on the 41-item attitude questionnaire to determine underlying factors. Pearson's r was computed between rate of texting per day (e.g., number of messages sent each day) and the resulting factors. Content analysis of both implicit reasons (gleaned through the stored text messages) and explicit reasons (e.g., responses to the direct open-

ended questions) for texting was used to categorize results into themes. Chi-square tests for goodness of fit were performed to see whether there were significant differences in the students' reasons across the comparison groups.

RESULTS

Ownership, Usage, and Functionality

Out of 220 survey forms, only five indicated that the respondent did not own or have access to a cellular phone affirming that there is indeed a high level of cellphone ownership among high school students regardless of school and gender. Students in the private school have owned cellular phones significantly longer (between 3 to 4 years), $\chi^2(4, N = 213) = 107.97, p < .05$, and are more frequent users, $\chi^2(4, N = 215) = 34.103, p < .05$, compared to their public school counterparts. The two schools also differed significantly in the average number of text messages sent per day with private school students texting more ($M = 44.6$ text messages/day) than public school students ($M = 10.5$ text messages/day). The survival rate or the number of days one can survive without a cellular phone also differed significantly between the two schools: an average of 33.4 days for public school students versus only 15.5 days for private school students. Across gender, males had a significantly higher survival rate ($M = 33.3$ days) than females ($M = 19.8$ days).

Patterns of usage of four common features of a cellular phone varied significantly between schools. Those in the private school make use of texting and voice calls significantly more often ($M_{\text{text}} = 41.9$ texts/day and $M_{\text{voice}} = 4.8$ voice calls/day) than those in the public schools ($M_{\text{text}} = 10.6$ texts/day and $M_{\text{voice}} = 1.5$ voice calls/day). However, public school students play games and adjust the ringtones on their cellphones significantly more often ($M_{\text{game}} = 7.4$ times/day and $M_{\text{ringtones}} = 2.2$ adjustments/day) compared to private school students ($M_{\text{game}} = 2.1$ times/day and $M_{\text{ringtones}} = 1.3$ adjustments/day).

Attitudes Towards Cellular Phone Use and Texting

Principal component analysis using varimax rotation with Kaiser normalization suppressing absolute values less than 0.5 was performed on the 41-item attitude scale to produce five factors. Table 1 shows the listing of the five factors with their corresponding items.

The first factor describes how sensitive the adolescent is when it comes to sending and receiving text messages. The set of items here expresses the degree of emotionality associated with sending or receiving text messages (e.g., "I feel sad when I do not receive text messages in a day."). The second factor describes the degree of locality or usage domain. The set of items that fall under this category describes places where young people usually use their cellular phone (e.g., "I text my friends when I am at the mall."). The third factor refers to the degree of attachment to one's cellphone (e.g., "I can not live without a cellular phone."). The fourth factor describes the amount of intrusion that cellular phone use or texting has on personal space (e.g., "I am not bothered by people who text in front of me."). The fifth factor captures the amount of social connectivity that adolescents seek to maintain through their cellular phone (e.g., "I carry an extra battery pack or charger so that my cellular phone will never be turned off.>").

Of the five factors, three had significant correlations with usage. There is a significant but negative and low correlation between the amount of texting (usage) and sensitivity to emotions when sending and receiving messages ($r = -.19^{**}$). There is also a significant but low correlation between usage and depth of usage domain ($r = .30^{**}$). A significant but low correlation was also found between usage and the degree of attachment to the cellular phone ($r = .24^{**}$).

Implicit Reasons Why the Youth Like to Text

Content analysis of stored messages revealed that adolescents text for a variety of reasons. A total of 196 messages were classified into the following themes: declaration, greeting, humor, inquiry, quotation, request, well-wishing, giving of information, expressing gratitude, setting appointments and expression of agreement. Table 2 shows the frequency and examples for each category.

Sending of quotations on various themes such as God, love and relationships was most prevalent (26.5%) followed by inquiries (16.3%) and declarations on love and relationships (14.8%).

Table 1. Factors on Attitude towards Cellular Phone Usage and Texting

Factor	Item
Factor 1** Sensitivity (Emotionality) in sending/receiving messages	#11 I send inspirational text messages. #05 I text someone when I want to send a joke. #14 I feel happy when I receive text messages in a day. #01 I feel sad when I do not receive text messages in a day. #13 I compare text messages I receive with those of my friends. #24 I feel bad when the message I send fails. #30 I forward all chain messages I receive. #31 I text my friends greetings everyday.
Factor 2** Depth of usage domain (locality of use of cellphone)	#16 I text my friends when I am at the mall. #33 I text my friends when I am at clubs/discos. #08 I text my friends when I am in the car/ bus/jeep on my way to school. #15 I text my friends when I am at church services. #03 When I dine out, I place my phone on the table so that I will know if someone wants to contact me. #06 When someone calls me on the phone, I answer it right away, anywhere I am.
Factor 3** Degree of attachment to cellphone	#07 (-) I can live without a cellular phone. #32 I can not live without a cellular phone. #41 I check my phone every hour for messages and missed calls. #04 (-) I can live without my cellular phone for a day. #28 I get irritated when I find out that I forgot my cellular phone at home.
Factor 4 Amount of intrusion on personal space	#10 It is ok with me when people use their phones in front of me. #19 I am not bothered by people who text in front of me. #02 (-) When someone is texting in front of me, I feel awkward. #29 (-) I feel insulted when someone uses the cellphone in front of me.
Factor 5 Connectivity	#18 I carry an extra battery pack or charger so that my cellular phone will never be turned off.

Note. **Correlation with amount of texting significant at $p < 0.01$ (2 - tailed)

Table 2. Types of Stored Messages

Theme	Percent	Example
Quotation	26.5	<p>God: God hides from us the things that we are not yet ready to receive, that's why when we try to get it ourselves, we end up with the second best ... just pray and wait.</p> <p>Love: Bakit naman ngayon ka lang? Bakit ngayon-kung kelan ang puso ko'y may laman sana nalaman ko na darating ka sa buhay ko di sana'y naghintay ako</p> <p>Relationships: true friends don't speak aloud, just a soft whispers enaf, coz its not d mouth dat rily talks, its d heart</p>
Inquiry	16.3	Gising ka pa ba?
Declaration	14.8	<p>Love: I love you</p> <p>Relationship: I want to be your girlfriend</p>
Greeting	11.2	<p>Standard: Good Evening</p> <p>Special Event: Merry Christmas</p>
Giving information	9.2	<p>Event: Hi, hello tin, may reunion tayo.</p> <p>General: On my way home</p>
Request	8.2	<p>Standard: Do nt 4get 2 pck up d dog on d way hme</p> <p>Relationship: Pls col ☺</p>
Humor	4.6	Whats d diff btwn a friend & a pest? A friend is always there when you need one... a pest is always there even when you don't need one..cn I b ur pest?
Well-wishing	4.6	Have a nice day! God bless.
Expressing gratitude	2.0	Thx
Agreement	1.5	Sige, text ko si rani!
Setting appointment	1.0	Let's see each other later.
Number of messages	196	

Based on the content of these stored messages, there were significant differences in implicit reasons for texting. Adolescents from the public school text for quotations and humor while those in the private school text for inquiry, greetings and well-wishing (Table 3). Gender differences on implicit reasons for texting were also significant in that males text to inquire while females text to send quotations (Table 4).

Table 3. Comparison by School on Implicit Reasons for Texting

Theme	Type of School	
	Public(%)	Private (%)
Quotation*	41.5	15.8
Inquiry*	2.4	26.3
Declaration	15.9	14.0
Greeting*	4.9	15.8
Information-giving	4.9	12.3
Request	11.0	6.1
Humor*	9.8	0.9
Well-wishing*	9.8	11.1
Gratitude		3.5
Agreement		2.6
Appointment setting		1.8
Number of messages	82	114

Note. * Significant on χ^2 test of independence at $p < .05$

Table 4. Comparison by Gender on Implicit Reasons for Texting

Theme	Gender	
	Male (%)	Female (%)
Quotation*	15.2	34.2
Inquiry*	24.1	11.1
Declaration	19.0	12.0
Greeting	13.9	9.4
Information-giving	7.6	10.3
Request	6.3	9.4
Humor	5.1	4.3
Well-wishing	3.8	5.1
Gratitude	2.5	1.7
Agreement	1.3	1.7
Appointment setting	1.3	0.9
Number of messages	79	117

Note. * Significant on χ^2 test of independence at $p < .05$

Explicit Reasons Why the Youth Like to Text

Content analysis of explicit reasons why adolescents like texting revealed that they text primarily for communication (22.2%), relationship maintenance (19.9%) and enjoyment (17.7%) (see Table 5).

Table 5. Explicit Reasons for Liking Texting

Reason	Percent
Communication	22.2
Relationship maintenance	19.9
Enjoyment	17.7
Information	13.5
Convenience	7.5
Low cost	6.4
Alleviation of boredom	5.6
Ease	4.1
Expression of feelings	1.5
Character building	0.8
Addiction	0.4
Humor	0.4
N	266

Significant differences were found between schools. Public school students text to maintain relationships, for enjoyment and information. Those in the private school text for convenience and because it is cheap (see Table 6). No significant differences were found between genders.

CONCLUSION AND IMPLICATIONS

With the high level of ownership of cellular phones among the youth, regardless of social class (as represented by the school they go to) and gender, this new form of communication may facilitate the removal of the digital divide. Acceptance of the use of this technology by the youth can also be seen in newly-laid rules in schools that take into account this technology component (e.g., no use of cellular phones during class hours) and new physical structures such as cellular phone pigeon holes/lockers in schools where mobile phones surrendered by students in the morning are kept, to be claimed after class hours.

Table 6. Comparison by School on Explicit Reasons for Texting

Theme	Type of School	
	Public(%)	Private (%)
Communication	18.2	26.4
Relationship maintenance*	24.8	14.7
Enjoyment*	24.1	10.9
Information*	17.5	9.3
Convenience*	2.9	12.4
Low cost*	1.5	11.6
Alleviation of boredom	5.1	6.2
Ease	2.2	6.2
Expression of feelings	2.2	0.8
Character building	0.7	0.8
Addiction	—	0.8
Humor	0.7	—
Number of reasons	137	129

Note. *Significant on χ^2 test of independence at $p < .05$

Private school students have owned cellular phones longer, an indicator that they had first access to this technology. Cost does not seem to be a primary issue for them, either. As a consequence, they are more frequent users of the cost-incurring features of this technology (such as text and voice) while public school youth avail more frequently of the no-cost incurring features (games and adjustment of ringtones). Higher texting rate and lower survival rate for private school students and females also suggest that these groups are more dependent on their cellular phones than other adolescents.

Interestingly, the amount of texting is negatively correlated to sensitivity to emotions in sending and receiving text messages. This implies that the more one sends text messages, the more one becomes desensitized to the emotions that are relayed through the messages sent and received. This might have implications for the way the next generation will communicate in the future, away from face to face communication towards technology-mediated forms. The adoption of punctuation marks and emoticons or emotion icons such as the smiley face (J) from chat rooms are helpful in expressing emotions in text messages. This might prevent misunderstandings that occur when one tries to put emotional meaning into the text messages received.

Other significant correlations between usage, depth of usage domain and degree of attachment to one's mobile phone indicate that for young people, it does not matter anymore where they use their mobile phones as long as they have their phones with them all the time. For the Filipino youth, the use of the cellular phone breaks temporal and spatial barriers in communication and relationships. Texting provides the option of removing immediacy in replying to another person. The mobility of the cellphone also allows young people to communicate anywhere and everywhere. With parents allowing their children to own mobile phones, such has become a convenient tool that facilitates increased social networks among the youth. As they search for their own identities, they are armed with a communication device, independent of filtered and censored messages, that has given them freedom to express their feelings in whatever textual form they prefer. Peer approval is also immediately established (or not).

Implicit reasons why adolescents like to text indicate that texting is indeed a means for maintaining relationships, more than it being simply a communication tool. The explicit reasons given for texting also showed that there are some adolescents, e.g., males, who give importance to its functionality (mobility and low cost). These young people are inward directed in that they continue to use the mobile phone according to its original intent. An inward directed person still depends on himself to establish and maintain interpersonal relationships. Those who give importance to the ability of the mobile phone in maintaining relationships are considered outward directed because the dependence of the self is towards the other person. With female adolescents sending more quotations than inquiries (unlike male adolescents), the mobile phone appears to satisfy the need of females to establish connections and maintain relationships. However, following the idea of Plant (2000), because of mobile technology, the trend of the youth, especially female adolescents, may be towards outward directedness (there is a greater need for others in maintaining relationships) which might eventually lead to increased social networks thereby creating multiple relationships that are loose and transient.

Although the study confirms that the accessibility of mobile phones is no longer an issue among the urban youth, the very small minority of adolescents who still do not own such devices run the risk of being isolated from their peers. Despite its wide usage, thereby breaking communication barriers, cellphones can also act as a deterrent to social networking, especially for those who have no direct access to the tool.

However, the mobile phone may not be the only technology that affects the Filipino adolescent. Further research should be done on how newer forms of communications technology such as the Internet, convergent technologies such as texting with television and radio, and possibly wireless tools such as personal digital assistants, affect the behavior and culture of the Filipino adolescent.

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APPENDIX

Questionnaire Items on Attitudes towards Cellular Phone Use and Texting

- 1 I feel sad when I do not receive text messages in a day.
Malungkot ako kapag hindi ako nakakatanggap ng text messages sa isang araw.
- 2 When someone is text-ing in front of me, I feel awkward.
Naiilang ako kapag may nag-tetext sa aking harapan.
- 3 When I dine out, I place my phone on the table so that I will know if someone wants to contact me.
Kapag ako ay nasa kainan, nakalapag ang aking cellphone sa mesa para malaman ko kung may gustong kumausap sa akin.
- 4 I can live without my cellphone for a day.
Kaya kong mabuhay ng walang cell phone sa isang araw.
- 5 I text someone when I want to send a joke.
Nag-tetext ako ng jokes.
- 6 When someone calls me on the phone, I answer it right away, anywhere I am.
Kapag may tumawag sa akin, sinasagot ko kaagad, kahit nasaan ako.
- 7 I can live without a cell phone.
Kaya kong mabuhay ng walang cell phone.
- 8 I text my friends when I am in the car/bus/jeep on my way to school.

- Nagtetext ako kapag nasa daan ako papunta sa eskwela.
- 9 I check my cell phone for messages every hour.
Madalas kong tingnan ang cell phone ko kung may messages, kada-oras.
 - 10 It is ok with me when people use their phones in front of me.
Ok lang sa akin kapag may gumagamit ng cell phone sa aking harapan.
 - 11 I send inspirational text messages.
Nagpapadala ako ng inspirational text messages.
 - 12 I count the number of text messages I receive everyday.
Binibilang ko kung ilang text messages ang natatanggap ko araw-araw.
 - 13 I compare text messages I receive with those of my friends.
Nagkukumpara kami ng text messages ng aking kaibigan.
 - 14 I feel happy when I receive text messages in a day.
Masaya ako kapag nakakatanggap ng text messages sa isang araw.
 - 15 I text my friends when I am at church services.
Nagtetext ako kapag ako ay nasa simbahan.
 - 16 I text my friends when I am at the mall.
Nagtetext ako kapag ako ay nasa mall.
 - 17 When I need to inform someone, I text the person.
Kapag kailangan kong magbigay ng impormasyon, tinetext ko.
 - 18 I carry an extra battery pack or charger so that my cellphone will never be turned off.
Nagdadala ako ng extra battery o charger para laging naka-on ang cell phone ko.
 - 19 I am not bothered by people who text in front of me.
Ok lang sa akin kapag may nagtetext sa aking harapan.
 - 20 I use texting to tell other people what I feel.
Ginagamit ko ang text kapag gusto kong sabihin aking nararamdaman.
 - 21 When I am angry with someone, I text him/her to let him/her know what I feel.
Kapag galit ako sa isang tao, tinetext ko siya para malaman niya ang aking nararamdaman.

- 22 When I am with my friends, I do not use my cell phone.
Hindi ako gumagamit ng cell phone kapag kasama ko ang mga kaibigan ko.
- 23 When I eat out, I place my phone in my bag or pocket.
Kapag ako ay kumakain sa labas, nakatago ang cell phone ko sa bag o bulsa.
- 24 I feel bad when the message I send fails.
Masama ang loob ko kapag hindi na-isend ang message.
- 25 I text people when I am in the restroom/ comfort room.
Nagtetext ako sa CR.
- 26 When I need information on my homework, I text someone.
Kapag may tanong ako tungkol sa aking homework, tinetext ko ang aking classmate.
- 27 I leave my cellular phone on even when I am asleep.
Nakabukas ang cell phone ko kahit ako ay tulog.
- 28 I get irritated when I find out that I forgot my cellphone at home.
Naiinis ako kapag nalaman kong naiwan ko ang cellphone ko sa bahay.
- 29 I feel insulted when someone uses the cellphone in front of me.
Naiinis ako kapag may gumagamit ng cellphone sa aking harapan.
- 30 I forward all chain messages I receive.
Nag-fo-forward ako ng chain messages sa iba.
- 31 I text my friends greetings everyday.
Nagtetext ako ng greetings araw-araw.
- 32 I can not live without a cellphone.
Hindi ako mabubuhay ng walang cell phone.
- 33 I text my friend when I am at clubs/ discos.
Nagtetext ako sa clubs at discos.
- 34 I ignore my phone when I am at church.
Hindi ko pinapansin ang cell phone ko kapag ako ay nasa simbahan.
- 35 I do not show my friends text messages I receive.
Hindi ko pinapakita ang text messages ko sa aking kaibigan.
- 36 I text when I am in school.
Nagtetext ako sa eskwela.

- 37 I reply to all my text messages.
Sinasantog ko lahat ng text messages ko.
- 38 I feel bad when people do not reply to my text messages.
Masama ang loob ko kapag hindi ako sinasantog ng mga tinetext ko.
- 39 I feel bad when I find out that my phone is discharged.
Malungkot ako kapag nalaman kong discharged ang phone ko.
- 40 When someone is using his/her phone, I check on my phone too.
Kapag may gumagamit ng cellphone sa aking harapan, tinitingnan ko rin ang cellphone ko.
- 41 I check my phone every hour for messages and missed calls.
Tinitingnan ko ang cellphone ko kada oras para malaman ko kung may gustong kumausap o magkipagtext sa akin.