

Acceptability of a Facebook Page Among Grade 7 Learners and Teachers as a Medium for Reading ⁸¹⁸

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Abstract

This research study sought to identify the reading interests and habits of Grade 7 students of Paaralang Sekundarya ng Lucban Integrated School as the basis for the development of the Facebook page intended for evaluation. The acceptability of the Facebook page in terms of its content, relevance, organization, usefulness, and applicability was determined.

The researcher involved 111 Grade 7 students for the survey on reading interests and habits, 60 Grade 7 students, and 60 secondary language teachers for the evaluation of the Facebook Page. Quantitative and developmental approaches to research were employed in this study with surveys and questionnaires as the data gathering instruments.

Analysis of data revealed that out of 111 students asked about their reading interests and perception of reading, only 25% enjoyed reading a lot or had a habit of reading daily whereas the majority of them like to read text inspired by fantasy, adventure, and suspense. The teachers perceived that the level of acceptability of the developed Facebook Page was *Very High*, with an overall mean score of 3.64. Likewise, the overall mean score of 3.50 obtained from the students' remarks implied a *Very High* level of acceptability.

Based on the findings of the study, the following conclusions are drawn: 1) Grade 7 students tend to read a lot for personal and academic purposes only and not of their habit and interest. They are encouraged to read by themselves but find it difficult to share their reading experiences with other students. 2) Teachers recognize the importance and relationship of using social media and other platforms like Facebook and Facebook pages in education and in reading specifically since students are more engaged in this medium, whether for personal or academic purposes. 3) The developed Facebook page attained a *very high level* of acceptability for teachers, while students perceived its content, relevance, and organization as the *high level*, which indicates a need for further improvement. 4) Students pay much attention to the physical appeal and features of a specific social media site like Facebook and Facebook page.

Based on the conclusions drawn from the study, the following recommendations are offered: 1) Students must be oriented on the proper use of social media platforms and their integration into education to maximize its academic purpose. 2) Teachers may be given input on a Facebook page's salient features to cope with students' expectations. 3) A Facebook page developer must pay much attention to its content and appealing features to motivate users. 4) Layout artists or page developers may be consulted to come up with a more user-friendly design and features for a Facebook page. 5) The developed Facebook page may be evaluated using the wider scope of respondents to further test its validity, and 6) it is suggested that the page be used to its intended users to test its effectiveness after considering the content and features enhancement.

Keywords: Facebook Page; Medium for Reading; Reading for Students; Reading for Teachers

1. Main text

Introduction

Comprehensive reading is one of the macro skills, and it is crucial to acquiring language learning and fluency. Reading comprehension is a skill that students can continuously acquire in a variety of areas in the

education sector. Therefore, it is crucial to measure students' reading comprehension in order to systematically gather data and draw conclusions about a student's aptitude or the effectiveness of the teaching and learning process (Ida, Mantra, et al., 2020).

However, the majority of today's learners like watching television or playing electronic games, rather than reading a book. A reading habit requires time and commitment, just like any other skill. Anyone can find it difficult to foster a love of reading in learners, but by using the ideal techniques, you can swiftly improve your child's reading skills (Singh, 2020).

Since the advent of contemporary technology and the widespread usage of social media, students prefer engaging in online activities than reading books. Additionally, students' reading routines and habits were impacted and replaced by internet-wide social media site browsing for a variety of reasons.

Based on this viewpoint, the researcher hypothesized that the students' low reading habits and interests had a significant impact on their reading comprehension skills. In order to improve students' reading habits and interests, the researcher devises an online platform, specifically a Facebook Page.

By routinely visiting it like their personal Facebook account, the aforementioned Facebook page will give the students a way to start developing a reading habit. The students as readers will have access to this as a public page where a variety of reading assignments will be easily accessible with just a click. Additionally, by using an online platform, the teachers will be able to integrate and post their reading lessons for the students to learn and have on hand. This will give them a channel of connection with the students. This will increase the students' interest in reading activities, and teachers will have more creative freedom in how to present these activities to the students.

Additionally, students will develop the habit of visiting Facebook at their own pace for leisure and entertainment as well as to improve their reading skills.

Theoretical Framework

A well-known theory that focuses on behavior change through time is called behaviorism. This idea is the foundation of the study because it focuses on creating a Facebook profile as a tool to improve students' reading habits and interests. The central tenet of behaviorism is that every behavior is acquired through interaction with the environment. According to this learning theory, characteristics that are innate or inherited have relatively little impact on behavior and that behaviors are learnt from the environment (Western Governors University, 2022).

With this idea in mind, a medium that will work as a novel learning environment and help students improve their reading interests and habits by exposing them to a variety of reading experiences and activities is developed based on the identification of the students' reading preferences and habits.

Importantly, guided reading, direct instruction, practice, and the repeated reading techniques are examples of the most successful reading strategies stressed from a behaviorist perspective, according to Tracy and Morrow, who were mentioned in Aldhanhani (2020). Based on this viewpoint, a Facebook page was created to assist kids in improving their reading skills by immediately offering a variety of exercises that they could participate in whenever it suited them while browsing their personal Facebook accounts.

The emergence of social media, according to another Bandura hypothesis, has altered the framework for social interaction and the human experience. Teachers have a special chance to put Bandura's Social Learning Theory ideas into practice by integrating social media into the classroom.

Furthermore, Bandura (1977) predicted the development of social media in the 2000s by arguing that individuals learn from one another through imitation, modeling, and observation. Then, in 2012–2013, social network analysis began to take off as researchers started looking at people in non-technological social networks such as clubs, families, friendship groups, hobby groups, professional associations, and political parties as well as online social communities like Facebook (Buchholz, 2019).

People are social beings, as Shannon points out in his 2015 study "*Social Learning Theory in the Age*

of Social Media: Implications for Educational Practitioners". With this knowledge, it is predictable that technology eventually gave rise to a platform for digitizing the subtleties of human experience. Facebook, Twitter, and a number of other platforms have become synonymous with daily social interaction, even though they were not the first of their sort. For the first time in human history, the entire planet is suddenly a stage. The boundaries of human connection and learning have substantially increased at that time, which includes men, women, and children.

Based on this fundamental idea supported by the social learning theory, social media as a digital platform can now be used to improve student learning and can also help students' reading comprehension.

The challenge for teachers is how to design or craft a model of instructions that will cater to the needs of the students and promoted maximum level of learning given the underlying principles of behaviorism and social learning theory, as well as the advent of social media and its integration into the teaching and learning process.

Guided by instructional design theory, the researcher came up with the development of Facebook Page as an instructional material to help students enhance their reading level inspired by ADDIE instructional design.

A. W. Bates (2019) established ADDIE as a design approach utilized by many professional instructional designers for technology-based teaching in his book "Teaching in a Digital Age." Whether print-based or online, it has nearly become a requirement for professionally created, top-notch distance education programs. It is also heavily used in corporate e-learning and training.

For many years now, educators and instructional designers alike have embraced the ADDIE Instructional Design (I.D.) method as a framework for building and implementing educational and training programs. "ADDIE" stands for Analyze, Design, Develop, Implement and Evaluate. While following this order, the steps are not necessarily followed in a precisely linear order (Kurt 2018).

The stages evident in 2011 ADDIE instructional design model termed as "phases" were referred upon in this study as framework for the development of Facebook Page specifically the model presented by Morgan were modified by Dr. Kurt on 2018.

The first stage in this model which is the (1) Analysis stage is the time to answer some questions on: What will be solved as a result? (*objectives and content of the material*); Who will be participating?; What is the learning environment?; What is the timeline?; and What is the end product? Following this stage is the (2) Design stage which involves the consideration on what needs to be done and the skeleton of the material to be designed as well as the strategies and resources. After adhering to the first two stages, next is the (3) Development or creation of the content and learning materials subject for the next stage which is (4) Implementation stage. Finally, the last stage is the (5) Evaluation which is either formative or summative.

With this framework on the Analysis, Design, Development, Implementation and Evaluation (ADDIE) as reference, the development of Facebook Page was carefully planned as a material to enhance students' reading interests and habits and for the Facebook Page to serve as the medium in reading both for students and teachers.

Research Objectives

This study intended to develop a Facebook page as the medium for reading to enhance students' reading interests and habits.

Specifically, it sought to:

1. Identify the reading interests and habits of Grade 7 students of PSLIS as to their:
 - 1.1. Perception in Reading
 - 1.1.1. Frequency
 - 1.1.2. Company

- 1.2. Time spent reading
- 1.3. Purpose of Reading and
- 1.4. Types of materials read.
2. Develop a Facebook page as a medium for learners and teachers to read.
3. Determine the level of acceptability of the developed Facebook page in terms of:
 - 3.1. Content
 - 3.2. Relevance
 - 3.3. Organization
 - 3.4. Usefulness and
 - 3.5. Applicability.

Research Methodology

This study focused on gathering existing reading interests and habits of Grade 7 students in Paaralang Sekundarya ng Lucban Integrated School in Lucban Quezon. It utilized the approach of quantitative research to collect pertinent information and data. To determine the reading interests and habits, a survey questionnaire was employed.

The development of the Facebook Page in the first phase of this study was guided by the stages of Developmental Research: Analysis, Design, Development, and Evaluation. Finally, another questionnaire was administered to test the level of acceptability of the developed Facebook Page based on the identified reading interests and habits.

The respondents of the study were selected from classes in Grade 7 consisting of 111 students of Paaralang Sekundarya ng Lucban Integrated School for the identification first survey on reading interests and habits. For the level of acceptability of the developed Facebook Page, selected classes of Grade 7 students from PSLIS consisting of 60 students and 60 selected secondary language teachers from private and public secondary schools in Lucban District, Division of Quezon were chosen as respondents for the prepared survey and questionnaires.

Results and Discussion

Figure 1 presents the reading interests and habits of Grade 7 students of PSLIS as to their perception in reading. Specifically, it answers the preference of the students as to how much they like reading.

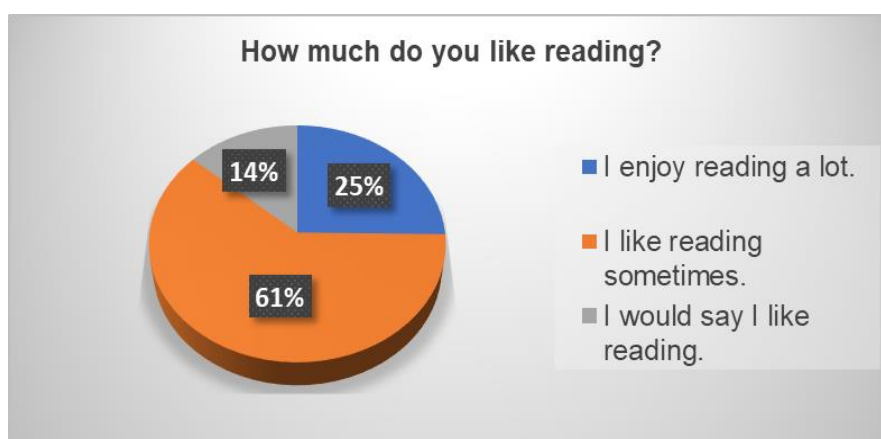


Fig. 1. Reading Interests and Habits of Grade 7 students of PSLIS as to their Perception in Reading (Frequency)

Out of one hundred eleven (111) respondents, sixty-eight (68) respondents or 61% of the population stated that they like reading sometimes. Twenty-eight (28) or 25% of the population state that they enjoy reading lot. The remaining of which stated that they would say they like reading to which fifteen (15) respondents or 14% of the population adhere to.

From the presented data, seemingly that the love for reading among students is becoming low for they like to read only for some time as presented by 68 respondents or 61% of the total population. Only 25% or 28 respondents enjoy reading a lot.

Figure 2 presents the reading interests and habits of Grade 7 students of PSLIS as to their perception in reading. Specifically, it answers the preference of the students as to what best describes them relative to company.

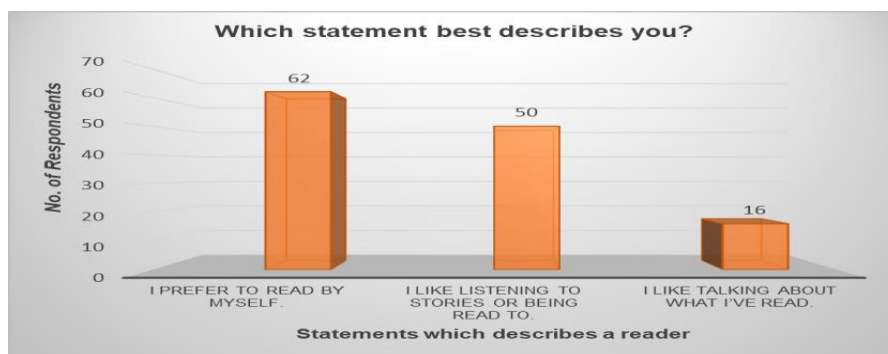


Figure 2. Reading Interests and Habits of Grade 7 students of PSLIS as to their Perception in Reading (Company)

Out of one hundred eleven (111) respondents, sixty-two (68) respondents stated that they prefer to read by themselves. Fifty (50) state that they like listening to stories or being read to. On the other hand, only sixteen (16) respondents say that they like to talk about what they have read.

The data reveals almost relative results on students' perception on reading alone and with company. However, very little response on the ability to share their experiences was observed with only 16 responses.

From the results on students' reading perception, it was evident that the reading interests of students to read whether by themselves or with a company is becoming low due to lack of reading habits.

Since the advent of modern technology and the widespread usage of social media, Singh (2020) has made the remark that students now choose to engage in activities linked to this platform to reading books. Additionally, social media site browsing for a variety of reasons and goals has supplanted and altered students' reading practices and routines.

Figure 3 presents the reading interests and habits of Grade 7 students of PSLIS as to their time spent in reading. Specifically, it answers how often the students read, view, and use picture books, novels, non-fiction books, magazines, newspapers, and the like.

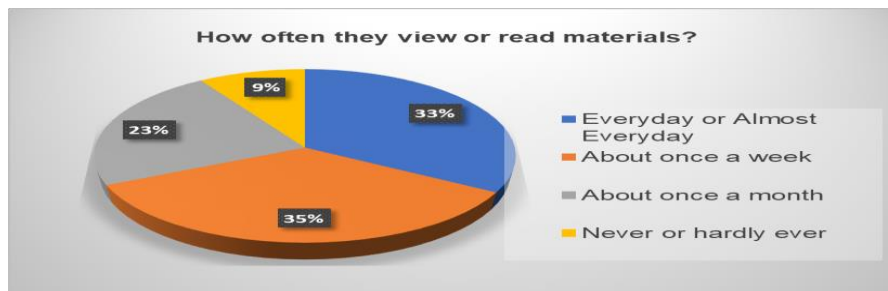


Figure 3. Reading Interests and Habits of Grade 7 students of PSLIS as to their Time Spent in Reading

Out of one hundred eleven (111) respondents, an average of thirty-eight (38) respondents stated that they read about once a week. An average of thirty-seven (34) state that they read every day or almost every day. On the other hand, an average of ten (10) students stated that they never or hardly ever read, view, or use the materials.

The presented data shows that from 111 student respondents, more often than not, students tend to read or view specific reading materials. However, only 33% (37 students) of them had a habit of reading everyday while a greater percentage of 35% (39 students) among them read only once a week while 23% (26 students) read once a month and 9% (10 students) never or hardly never read.

Although students enjoy reading, Schoep and Wood (2015) note that they are easily distracted and may not have a history of reading frequently. Students must have consistent access to reading materials, time and a quiet place to read, and effective reading role models in order to have the best chance of developing into avid readers on a regular basis.

Figure 4 presents the reading interests and habits of Grade 7 students of PSLIS as to their purpose of reading. Specifically, it answers why the students read relative to personal and school reasons.

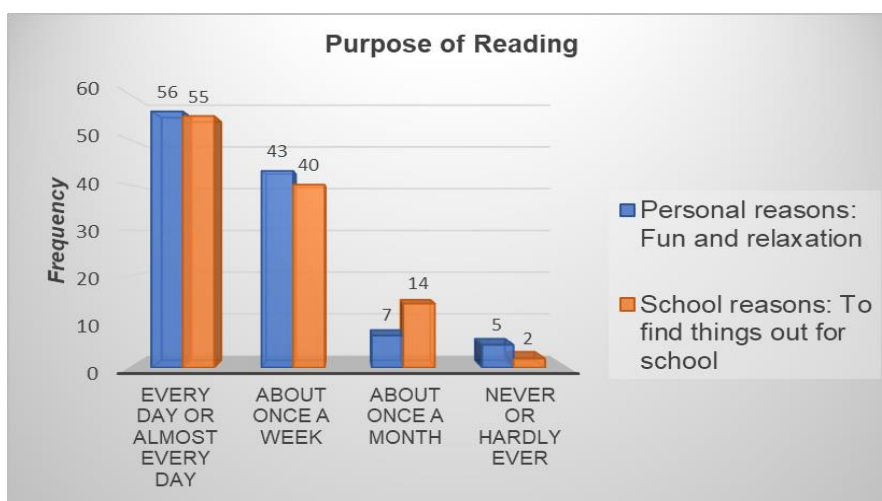


Figure 4. Reading Interests and Habits of Grade 7 students of PSLIS as to their Purpose of Reading

As per personal reasons, out of one hundred eleven (111) respondents, fifty-six (56) respondents stated that they read about every day or almost every day for fun and relaxation. Forty-three (43) state that they read for fun about once a week. On the other hand, only five (5) students stated that they never or hardly ever read for fun.

As per school reasons, out of one hundred eleven (111) respondents, fifty-five (55) respondents stated that they read about every day or almost every day to find things out for school. Forty (40) state that they read for school about once a week. On the other hand, only two (2) students stated that they never or hardly ever read for school.

When it comes to students' purpose in reading, the gathered data indicates that those students who had a habit of reading everyday read for fun and relaxation and apparently, they also read for school purposes only which shows a closely related number of responses. It is somehow frustrating that those students responded who responded that they read only once a month and for school reasons only which indicates that they only read not because they wanted to read or interested in reading but only to perform academic expectations for them in school.

However, many teachers and parents are concerned about their children's declining interest in reading. Singh (2020) said that effective reading abilities not only benefit pupils academically but are also a

skill essential for lifelong success. The main goal is to encourage them to read and to take pleasure in it.

Figure 5 presents the reading interests and habits of Grade 7 students of PSLIS as to type of materials they read. Specifically, it answers how many students read the different types of materials.

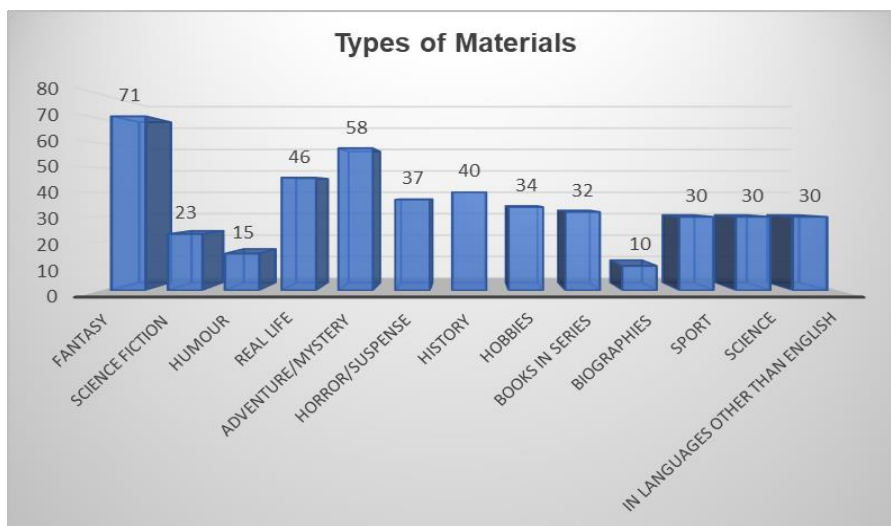


Figure 5. Reading Interests and Habits of Grade 7 students of PSLIS as to the Types of Materials Read

Out of one hundred eleven (111) respondents, seventy-one (71) respondents stated that they read or prefer reading fantasy books. Fifty-eight (58) state that they read adventure/mystery themed materials. On the other hand, only ten (10) students stated that they prefer to read biographies.

This survey projects the preference of the student respondents on the types of materials they are fond of reading. It reveals that from the varied options of the types of reading materials, fantasy, adventure and horror had obtained the highest number of responses. For this reason, the types of reading text posted in the developed Facebook Page are highlighting the characteristics of the said types of reading materials.

Table 1 illustrates the level of acceptability of the developed Facebook page in terms of Content.

Table 1. Level of Acceptability of the Developed Facebook Page in terms of Content

STATEMENT	TEACHERS		REMARKS	STUDENTS		REMARKS
	M	SD		M	SD	
1. The amount of information presented is adequate to promote the habitual reading experience.	3.62	0.56	Highly Acceptable	3.49	0.59	Acceptable
2. The features presented are related to enhancing reading interests and habits among the students.	3.68	0.47	Highly Acceptable	3.50	0.54	Highly Acceptable
3. The featured text, including background and other features, are clear and concise.	3.73	0.45	Highly Acceptable	3.37	0.52	Acceptable
4. The reading experiences are varied and engaging for the students.	3.68	0.54	Highly Acceptable	3.57	0.53	Highly Acceptable

5. The Facebook page is student/reader centered.	3.68	0.47	Highly Acceptable	3.45	0.57	Acceptable
Overall Mean	3.68 (Very High)			3.48 (High)		

Legend:

Scale	Range	Remark	Verbal Interpretation
4	3.50-5.00	Highly Acceptable	Very High
3	2.50-3.49	Acceptable	High
2	1.50-2.49	Slightly Acceptable	Low
1	1.00-1.49	Not Acceptable	Not Acceptable

The teachers perceived that the content of the developed Facebook page is *Highly Acceptable* because of its featured texts ($M = 3.73$, $SD = 0.45$) that expose students to varied and engaging activities ($M = 3.68$, $S = 0.54$).

The content of the developed Facebook page is *highly acceptable* for teachers since adequate amount of information was presented ($M = 3.62$, $SD = 0.56$) and has features that enhance reading interests among the students ($M = 3.68$, $SD = 0.47$) making the Facebook page student centered ($M = 3.68$, $SD = 0.47$).

Meanwhile, students observed that the features of the Facebook page were *Highly Acceptable* and adequate to promote habitual reading experience ($M = 3.49$, $SD = 0.59$) which are engaging for the students ($M = 3.57$, $SD = 0.53$) and related to the enhancement of students' interests and habits ($M = 3.50$, $SD = 0.54$). However, the students marked the content of the Facebook page as *Acceptable* because of its background and other features ($M = 3.37$, $SD = 0.52$) and student centeredness ($M = 3.45$, $SD = 0.57$).

Overall, the developed Facebook page attained a mean score of 3.68 and a standard deviation of 0.50 in terms of content as perceived by the teachers interpreted as *Very High* level of acceptability and a mean score of 3.48 and standard deviation of 0.55 for the students as *High* level of acceptability interpretation.

Han Wang, et al. published a study in which users are now largely reliant on social learning in 2019 due to the abundance and accessibility of social media content. This has led to a significant shift in consumers' reading motivation from conventional reading to digital reading to social reading.

This was corroborated by Ryan and Sleeman's (2015) action research, which found that Facebook reading groups provided students with extra authentic reading material outside of the classroom. All of the children had the Facebook app and were using their smartphones to visit the reading page. The majority of participants in focus groups thought that this was an engaging way to teach reading among the students.

Table 2 illustrates the level of acceptability of the developed Facebook page in terms of Relevance.

Table 2. Level of Acceptability of the Developed Facebook Page in terms of Relevance

STATEMENT	TEACHERS		REMARKS	STUDENTS		REMARKS
	M	SD		M	SD	
1. The content/subject matter for reading is relevant to the target learners/readers.	3.75	0.44	Highly Acceptable	3.58	0.53	Highly Acceptable
2. The texts featured on the Facebook page are related to the topics prescribed on the learners' curriculum level.	3.82	0.44	Highly Acceptable	3.45	0.57	Acceptable
3. The Facebook page presents enough, helpful information relevant to students' needs as readers.	3.70	0.46	Highly Acceptable	3.43	0.56	Acceptable
4. The sequence of reading activities is relevant to enhancing students' reading	3.62	0.56	Highly Acceptable	3.45	0.65	Acceptable

habits.

5. The opportunity for students' engagement in sharing their comments and reading experiences is pertinent to developing their interests in reading.	3.70	0.46	Highly Acceptable	3.38	0.64	Acceptable
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Overall Mean			3.72 (Very High)		3.46 (High)	
Legend:						
Scale	Range	Remark	Verbal Interpretation			
4	3.50-5.00	Highly Acceptable	Very High			
3	2.50-3.49	Acceptable	High			
2	1.50-2.49	Slightly Acceptable	Low			
1	1.00-1.49	Not Acceptable	Not Acceptable			

The teachers marked the developed Facebook page as *Highly Acceptable* in terms of its featured texts relevant to the topics prescribed on the learners' curriculum level ($M=3.82$, $SD=0.44$).

The content/subject matter for reading was *highly acceptable* for it is relevant to the target learners/readers ($M= 3.75$, $SD= 0.44$) which presents enough and helpful information to support students' needs as readers ($M= 3.70$, $SD= 0.46$). The reading activities also provide opportunities for student engagement in sharing their comments and reading experiences ($M= 3.70$, $SD= 0.46$) which are properly sequenced to enhance reading habits of students ($M= 3.62$, $SD= 0.56$).

Meanwhile, students marked the relevance of the developed Facebook page as *highly acceptable* on the relevance of content/subject matter for the target learners/readers ($M= 3.58$, $SD=0.53$) and *Acceptable* in its relationship with learners' curriculum level ($M= 3.45$, $SD= 0.57$); adequate information presented ($M= 3.43$, $SD= 0.56$) sequence of reading activities ($M= 3.45$, $SD= 0.65$) and opportunity for student engagement ($M= 3.38$, $SD= 0.64$).

Over all the teachers marked the developed Facebook page in terms of relevance as *Very High* level of acceptability which attained a mean score of 3.72 and standard deviation of 0.47. The FB page attained an overall mean score of 3.46 and standard deviation of 0.59 which was interpreted as *high level* of acceptability as perceived by the students.

Regarding the advantages of incorporating Facebook into their teaching and learning strategies, the biggest advantage was communication because students regularly utilized and accessed Facebook, making it a simpler and much quicker way to get in touch with them. It also made it possible for class discussions to continue outside of the classroom, which was another advantage. Additionally, because it was a platform that students were already using, it was seen as advantageous. (Prescott et al., 2015)

Table 3 illustrates the level of acceptability of the developed Facebook page in terms of Organization.

Table 3. Level of Acceptability of the Developed Facebook Page in terms of Organization

STATEMENT	TEACHERS		REMARKS	STUDENTS		REMARKS
	M	SD		M	SD	
1. The featured information and concepts are systematically arranged.	3.68	0.50	Highly Acceptable	3.48	0.57	Acceptable
2. The sequence of contents is appropriate for a worthwhile reading experience.	3.68	0.50	Highly Acceptable	3.43	0.62	Acceptable
3. The features are orderly and consistently presented.	3.73	0.45	Highly Acceptable	3.45	0.57	Acceptable
4. The font style, font size, and other	3.67	0.51	Highly	3.55	0.50	Highly

graphical features are readable.					Acceptable		Acceptable
5. The instructions and other related information are free from grammatical errors.	3.77	0.43	Highly Acceptable	3.38	0.67	Acceptable	

Overall Mean	3.71 (Very High)			3.46 (High)			
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Legend:

Scale	Range	Remark	Verbal Interpretation
4	3.50-5.00	Highly Acceptable	Very High
3	2.50-3.49	Acceptable	High
2	1.50-2.49	Slightly Acceptable	Low
1	1.00-1.49	Not Acceptable	Not Acceptable

The teachers perceived that the organization of the developed FB page is *Highly Acceptable* since the featured information and concepts are systematically arranged ($M= 3.68$, $SD= 0.50$) and the sequence is appropriate for a worthwhile reading experience for students ($M= 3.68$, $SD= 0.50$).

The organization of the FB page is *highly acceptable* because the features are orderly and consistently presented ($M= 3.73$, $SD= 0.45$) with readable font style, font size and other graphical attributions ($M= 3.67$, $SD= 0.51$); the instructions are free from grammatical errors ($M= 3.77$, $SD= 0.43$).

Students marked the organization of the FB page as *Highly Acceptable* in terms of its graphical features ($M= 3.55$, $SD= 0.50$) while *Acceptable* in terms of arrangement of concepts ($M= 3.48$, $SD= 0.57$); sequence ($M= 3.43$, $SD= 0.62$); order and consistency ($M= 3.45$, $SD= 0.57$) and grammatical correctness ($M= 3.38$, $SD= 0.67$).

Overall, the organization of the developed FB page was *Highly Acceptable* for teachers with a mean score of 3.71 and standard deviation of 0.48 which was interpreted as *Very High* level of acceptability. Students marked its organization as *High* level of acceptability with a mean score of 3.46 and standard deviation of 0.59.

This merely serves to demonstrate the necessity of organizing the content according to its topic or theme in all instructional materials. In a similar vein, Sinsuat (2022) reported in her research that the use of online reading activities as an intervention resulted in a small improvement in the students' reading competency level. The intervention is therefore only marginally successful. In light of this idea, Facebook reading assignments and related tasks may be a useful tool for raising students' skill levels over time.

Table 4 illustrates the level of acceptability of the developed Facebook page in terms of Usefulness.

Table 4. Level of Acceptability of the Developed Facebook Page in terms of Usefulness

STATEMENT	TEACHERS		REMARKS	STUDENTS		REMARKS
	M	SD		M	SD	
1. The FB page may serve as an avenue for the students to enhance their reading habits.	3.78	0.45	Highly Acceptable	3.58	0.56	Highly Acceptable
2. The FB page can help the reader to browse reading materials at their own pace.	3.82	0.43	Highly Acceptable	3.58	0.50	Highly Acceptable
3. The features presented encourage Facebook as a tool for lifelong learning.	3.63	0.52	Highly Acceptable	3.38	0.58	Acceptable
4. The FB page motivates open communication for the readers.	3.78	0.49	Highly Acceptable	3.62	0.56	Highly Acceptable
5. The FB page allows the student readers to express their reading experiences.	3.65	0.55	Highly Acceptable	3.63	0.52	Highly Acceptable

Overall Mean		3.73 (Very High)	3.56 (Very High)
Legend:			
Scale	Range	Remark	Verbal Interpretation
4	3.50-5.00	Highly Acceptable	Very High
3	2.50-3.49	Acceptable	High
2	1.50-2.49	Slightly Acceptable	Low
1	1.00-1.49	Not Acceptable	Not Acceptable

As perceived by the teachers, the usefulness of the developed FB page is *Highly Acceptable* for it can help the readers to browse the content at their own pace ($M= 3.82$, $SD= 0.43$) which serve as an avenue for the students to enhance their reading habits ($M= 3.78$, $SD= 0.45$).

The usefulness of the developed FB page is *highly acceptable* because it allows the students to express their reading experiences to other users ($M= 3.65$, $SD= 0.55$) which motivates open communication ($M= 3.78$, $SD= 0.49$) and encourages lifelong learning ($M= 3.63$, $SD= 0.52$).

Students on the other hand perceived the usefulness of the developed FB page as *Highly Acceptable* in enhancing reading habits ($M= 3.58$, $SD= 0.56$) allowing them to express their thoughts ($M= 3.63$, $SD= 0.52$) since they can browse the FB page at their own pace ($M= 3.58$, $SD= 0.50$) which elicits open communication ($M= 3.62$, $SD= 0.56$). As a tool for lifelong learning, students marked the FB page as *acceptable* ($M= 3.38$, $SD= 0.58$).

Overall, the usefulness of the developed FB page was interpreted as *Very High* level of acceptability both for the teachers ($M= 3.73$, $SD= 0.49$) and students ($M= 3.56$, $SD= 0.55$).

Since the developed Facebook Page is intended to cater students' needs to develop their reading interests and habits, the presented data reveals that it has a *Very High* level of usefulness both for the students and teachers which is the primary goal of this study.

In the article by Karen Laderer, it is also claimed that social media enhances learning by enabling students and teachers to connect and participate in novel, engaging ways. Websites like Facebook, Twitter, and LinkedIn offer a forum for conversation, idea exchange, and question-answering. These websites are made to encourage conversation and teamwork. (2012).

Table 5 illustrates the level of acceptability of the developed Facebook page in terms of Applicability.

Table 5. Level of Acceptability of the Developed Facebook Page in terms of Applicability

STATEMENT	TEACHERS		REMARKS	STUDENTS		REMARKS
	M	SD		M	SD	
1. The tasks and activities indicated are appropriate to the intended reader.	3.75	0.44	Highly Acceptable	3.55	0.50	Highly Acceptable
2. The Facebook page is well-suited to the capabilities of the target students/users.	3.70	0.50	Highly Acceptable	3.53	0.57	Highly Acceptable
3. The Facebook page is adaptive to the experience and interest of the students as readers.	3.68	0.50	Highly Acceptable	3.48	0.54	Acceptable
4. The featured texts are within the target comprehension level of the students.	3.83	0.42	Highly Acceptable	3.49	0.49	Acceptable
5. The Facebook page is generally applicable in reading enhancement and intervention.	3.78	0.45	Highly Acceptable	3.60	0.56	Highly Acceptable
Overall Mean	3.75 (Very High)			3.53 (Very High)		

Legend:

Scale	Range	Remark	Verbal Interpretation
4	3.50-5.00	Highly Acceptable	Very High
3	2.50-3.49	Acceptable	High
2	1.50-2.49	Slightly Acceptable	Low
1	1.00-1.49	Not Acceptable	Not Acceptable

The teachers perceived the applicability of the developed FB page as *Highly Acceptable* because it is adaptive to the experiences and interests of the intended readers ($M= 3.68$, $SD= 0.50$) and well-suited to their capabilities as students ($M= 3.70$, $SD= 0.50$).

Moreover, it is *highly acceptable* since the tasks and activities provided are appropriate to the intended readers ($M= 3.75$, $SD= 0.44$) and the featured texts are within the target comprehension level of the students ($M= 3.83$, $SD= 0.42$) which is generally applicable for reading enhancement and intervention ($M= 3.78$, $SD= 0.45$).

The students perceived the applicability of the FB page as *highly acceptable* because the featured tasks are appropriate ($M= 3.55$, $SD= 0.50$) and suited to their capabilities as users ($M= 3.53$, $SD= 0.57$) making it suitable for reading interventions ($M= 3.60$, $SD= 0.56$). The FB page is *acceptable* as to adaptability to students' interests ($M= 3.48$, $SD= 0.54$) and comprehension level ($M= 3.49$, $SD= 0.49$).

The developed FB page attained an overall mean score of 3.75 and standard deviation of 0.46 as marked by the teachers and an overall mean score of 3.53 and standard deviation of 0.53 as for students which are both interpreted as *Very High* level of acceptability in terms of applicability.

It further supports the study of Cain (2008) which states that "social networking sites such as Facebook provide individuals with a way of maintaining and strengthening social ties, which can be beneficial in both social and academic settings".

In addition, Hassan (2015) found in his study that many students responded to teachers' posts immediately, sent tutorials on time, and shared helpful material. The survey results from Hassan's study on using Facebook for teaching and learning show that majority of respondents concur that the benefits of Facebook include simple interaction, comfort in acquiring information, ease of usage, and simplicity in sharing information.

Alhajj, et al. (2020) also go through the findings of their study done at Khartoum University in Sudan, which showed that Facebook had a significant impact on improving English students' reading comprehension skills and allowing them to achieve a satisfactory level of proficiency.

Summary of Findings

From the pertinent data gathered, the researcher found out the results and generally, the study led to as follows:

1. Out of one hundred eleven (111) students asked about their perception of reading, twenty-eight (28) or 25% enjoyed reading a lot or had a habit of reading daily, whereas 61% or sixty-eight (68) students like reading sometimes.
2. Regarding the presence of company during reading, most of them, or sixty-two (62), prefer to read by themselves and find it difficult to share their reading experiences. For students who read a lot, the perceived data reveals that they tend to read for personal and academic reasons. Moreover, most students like to read texts inspired by fantasy, adventure, and suspense.
3. On the level of acceptability of the developed Facebook Page, the teachers marked the acceptability level of the developed Facebook page with an overall mean score of 3.68 in terms of content; 3.72 for relevance; 3.71 for organization; 3.56 for usefulness, and 3.51 for its applicability. All of which are interpreted as a *Very High* level of acceptability.
4. Meanwhile, students perceived the level of acceptability of the developed Facebook page as *High* in terms of its content, relevance, and organization, which obtained an overall mean score of 3.48, 3.46, and 3.46, respectively, and *Very High* in terms of usefulness and applicability with

an overall mean score of 3.56 and 3.53 respectively.

5. With an overall mean score of 3.64, the teachers perceived that the level of acceptability of the developed Facebook Page was Very High; similarly, an overall mean score of 3.50 as obtained on students' remarks, implies a Very High level of acceptability.

Conclusions

Based on the different findings of the study, the following are with this concluded based on the statement of the problem:

Grade 7 students tend to read a lot for personal and academic purposes only, not for their habits and interests. Moreover, students are encouraged to read independently and find it difficult to share their reading experiences with other students. Students also prefer limited kinds of text materials when they read, depending on their interests. For example, the majority of the respondents answered that they prefer stories with an adventurous theme and those which are fantasy.

Teachers recognize the importance and relationship of using social media and other platforms like Facebook and Facebook pages in education and reading specifically since students are more engaged in this medium, whether for personal or academic purposes.

Although the developed Facebook page attained a very high level of acceptability for teachers, students perceived its content, relevance, and organization as high level, indicating that further features must be improved.

Lastly, the obtained data on students' perception of the Facebook page implies they pay much attention to the physical appeal and features of a specific social media like Facebook and Facebook page for them to be motivated to visit it more frequently.

Recommendations

Based on the conclusions drawn from the study, the following recommendations are as a result of this offered:

1. Students must be oriented on the proper use of social media platforms and their integration into education to maximize their academic purpose. Likewise, they should be aware of the importance of having good reading habits for lifelong learning.
2. In developing a Facebook page, a developer must pay much attention to the content and appealing features to motivate users. Layout artists or page developers may be consulted to develop a more user-friendly design and features of a Facebook page relevant to reading as a medium for learners and teachers.
3. Teachers may be given input on the salient features of a Facebook page to cope with students' expectations.
4. The developed Facebook page may be evaluated using a broader scope of respondents to test its validity further.
5. Future researchers may administer the developed Facebook page to intended users/readers to test its effectiveness in enhancing reading habits and interests. However, further enhancement of its featured content and appeal may be considered prior to administration and testing.

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