SMS L@NGU@GE: DIFFERENCES IN THE USE OF TEXT MESSAGING AND TEXTISMS

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Abstract

This study analyzed the use of text messaging and textisms of Grade 12 students of Baliuag University. Specifically, it describes their demographic profiles including the gender and academic strands, how often they use text messaging and textisms, and what features of textisms they are using, and the significant differences among the demographic profile, text messaging and textisms. This is a quantitative study that made use of the descriptive-inferential design. It was conducted at Baliuag University with 180 respondents who were from the different strands (STEM, ABM, HUMSS, and GA). Data were gathered using a modified-Likert questionnaire. Findings revealed that female Grade 12 students tend to send text messages and use textisms more often than male. For the academic strands, HUMSS more often use text messaging than the other three strands but these four strands use textistms similarly. Moreover, it was found that there is a significant difference between the male and female in the use of text messaging and textisms. Also, there was a significant difference among academic strands in the use of text messaging, but there is no significant difference in terms of textisms usage.

Keywords: text messaging, textisms, profiles

Today's generation of adolescents uses communication technologies more than any other generation (Junco & Cotton, 2010). As mobile phone's usage increases, texting becomes an even more popular activity. According to El-Saghir (2015), the use of text messaging (texting) in electronic communication is now the most popular form of communication around the globe. In connection with the rise of text messaging is also the

emergence of different texting styles. Through the use of these texting styles, people can communicate easily without spelling out whole word or phrases to convey their message. These styles are called textisms.

Textism is the language used in text messaging. It refers to the way in which individuals write in shorthand on mobile devices in order to save space or time (Waldron & Wood, 2015). Textism involves abbreviations and shortcuts of phrases and words to save space and time. Using shortcuts and abbreviations, people are able to communicate more easily without exerting so much effort.

Many studies looking at the texting phenomenon have used a person's profile like age, gender, among others, as their variables. In this study, the researchers used student's profile as one of their variables. According to McMahon (2016), the term *student's profile* is used in different ways in the education community. In all instances, a student profile supplies information about a student, but also, the information can be shown and used in different ways. It can include data submitted by a student, as well as information added by staff members at an educational institution to provide a complete picture of the student. Access to many types of student profiles is restricted due to concerns about security and privacy. In this study, the researchers included the following in the student's profile: gender, academic strand, and type of mobile phone.

According to studies, there are differences in using text messaging and textisms. In this study, gender is included because according to Rosen et al. (2010), females tend to send more text messages than males, and females' messages are longer and more complex. In this study by Rosen et al. (2010), it shows that there is a significant difference in the use of text messaging between male and female. This study is likewise supported by Lin and Tong (2007), Plester et al. (2009), Lenhart (2009), that there is a significant difference on how male and female use text messaging and textisms.

A study conducted by the University of Wisconsin in 2011, under the Department of Communication and Journalism

entitled *Gender Differences in Text Messaging Usage* suggests that there were no significant differences between male and females use of text messaging.

As people own mobile devices like cell phones, a few studies suggest a significant difference with the type of phones, particularly basic phone and smartphone, and the use of text messaging and textisms. In a survey conducted by Duke (2014), they found generational differences in the use of basic cell phones and smartphones. This study is likewise supported by Sinisalo and Karjaluoto (2009) stating that smartphone users are more active in using text messaging services than users with basic mobile/cell phones.

Additionally, people can't send text messages via SMS without any mobile plan. The mobile plan is relevant to this study to know if it can affect texting habits. But according to a study of Capistrano (2013), prepaid and postpaid plan users have less recognizable differences since the two focus more on the promotions and giveaways given by the different service providers.

There are few studies which tackle the differences of academic strands in using text messaging and textisms especially since academic strands as used in the Philippine senior high school system may not necessarily be similar to how senior high school is implemented in other countries. This is why the researchers included this variable to contribute to the already existing knowledge and to explore whether there are significant differences among the academic strands.

The researchers conducted this study because many studies focused on the profile differences in using text messaging, most especially the gender, but none so far on different academic strands and types of phone. This study concentrated on the differences of Grade 12 students of Baliuag University in terms of gender, academic strand and type of mobile phone in using text messaging and textisms, in order to contribute to the very limited knowledge on the field.

This study is important to teachers and students in

evaluating their own habits and how it affects the way they organize their thoughts and how they present ideas using the various styles and techniques and shortcuts. Media practitioners can also benefit from this study as it may help them how to communicate effectively and efficiently to the public. This is also helpful especially to advertising, broadcast, and public relations professionals who will need to do campaigns to reach out to the youth.

Review of Related Literature

'Technology-conditioned Language Change and Use' (TELCU) was proposed by Bodomo and Lee (2002). This model implies that there is a causal relationship between the development of new tools and media of communication and the creation of new forms of language and literacy. Because of the development of new tools and media of communication, the creation of new forms and ways of communication begin to occur. These new forms of communication lead to changes in the way we use language in its various forms, including spoken and written forms (Bodomo & Lee, 2002).

As new technologies are presented, new concepts and ideas occur. In order to express these new concepts and ideas, together with the new tools and media of communication, new forms and ways of communication are needed. This implies that the means by which people use their language can change due to the emergence of new tools and media of communication.

This model deals with new technologies especially Information and Communications Technologies (ICTs). Blurton (1999) said that ICTs are characterized by flexibility, connectivity, affordability, and interactivity that other out-dated technologies lack. This implies that it is possible to have many-to-many, many-to-one, one-to-many, and one-to-one modes of communication with ICTs. These features allow a much stronger impact on the forms and uses of language.

Apart from these, Bodomo and Lee (2001) believed that the popularity of a particular tool or medium has a major impact on how ICTs introduce new forms and uses of language. As with

the products of the TeLCU model, new forms of language and literacy can be classified according to its use. With that, the TeLCU model also suggests that "the more of the above features a new technology carries, the more likely new forms of language and literacy will be introduced and the more widespread these new forms will be" (Bodomo & Lee 2002).

The emergence of new forms of language and their associated practices is one of the main "products" of the TeLCU model. An example is technobabble. Barry (1991) describes technobabble as "the gamut of languages that describe the area subsumed under the rubric of high technology: computers, biotechnology, aerospace, robotics, and the like" and is "a form of communication among people in the rapidly advancing computer and other high-technology industries." E-terminologies is one of the types of technobabble. The prefix *E* denotes all-electronic operation over a network, acronym and abbreviations used in cyber talk, and mobile phone language (Barry, 1991).

Another type of technobabble is that used for communication or discussion in cyberspace known as computer-mediated communication (CMC). It includes the use of emails and messaging services like ICQ (I Seek You). Bodomo and Lee (2001) also introduced other forms of CMC such as acronym, a shortening and abbreviation of words and phrases commonly used in real-life communications. Below are some examples of the most common acronyms used in emails and ICQ messaging which is based on the sample messages collected from CMC users in Hong Kong:

Acronym Examples:

ar/r	-	Are	I dunno	-	I don't know
Asap	-	As soon as possible	Thx	-	Thanks
Bcoz/coz/cos	-	Because/'cause	TTUL	-	Talk to you later
b4/be4	-	Before	Tomolo	-	Tomorrow
bb/bi bi/bi	-	Bye bye	u/ur	-	You/Your
BTW	-	By the way	Wt	-	What

Cu	-	See you	Y	-	Y es
ic/oic	-	I see/oh I see			

Bosco (2007) has found that there is no "fixed" set of acronyms in CMC. Some were only said to be prominent in Hong Kong but in other parts of the world, such as in Western countries, these may be different. Illustrated below are the different set of acronyms.

AFK	-	Away From Keyboard	DND	-	Do Not Disturb
ASAP	-	As Soon As Possible	GF	-	Girl Friend
BBL	-	Be Back Later	GFN	-	Gone For Now
BBN	-	Bye Bye Now	GTSY	-	Glad To See You
BF	-	Boy Friend	HAGN	-	Have A Good Night
BRB	-	Be Right Back	IC	-	I See
BTW	-	By The Way	IGP	-	I Gotta Pee
CU	-	See You	ILY	-	I Love You
CUL8R	-	See You Later	IMO	-	In My Opinion
KIT	-	Keep In Touch	POAHF	-	Put On A Happy Face
L8R	-	Later	Poof	-	Has left the chat room
LTNS	-	Long Time No See	QT	-	Cutie
LTS	-	Laughing To Self	SWAK	-	Sealed With A Kiss
LY	-	Love Ya	SYS	-	See You Soon
OIC	-	Oh, I See	TA	-	Thanks Again
PM	-	Private Message	TOY	-	Thinking Of You
PMFJI	-	Pardon Me For Jumping In	TTYL	-	Talk To You Later

Some of these acronyms are "universal," or widely used, such as CU for "see you," or BB for "bye-bye," but some might be foreign to other users. This only shows that the idea of the setting or context is crucial in every literacy event. (Bodomo & Lee, 2001).

Another form of CMC is punctuation which is used to separate units of grammar such as sentences, clauses, phrases and words from each other. New ways of using punctuation have been developed by users of online communication (Bodomo & Lee, 2001). Different punctuations that are included are ellipsis, exclamation marks, question marks and braces. The ellipsis is used not just to mark omission but also to indicate the end of a sentence.

On the other hand, there are ways by which exclamation marks and question marks can be made to increase their impact: (1) repetition of question mark: to emphasize that the message writer is curious and eager to know the truth; (2) repetition of exclamation mark: to emphasize the tone of utterance; and (3) combination of ? and ! (?! or !?): to show surprises and doubts at the same time (Bodomo & Lee, 2001). Last of all is the braces. When a name of someone is written inside the braces, it means that the sender is giving him a hug. The use of braces, however, is not very common. This implies that each punctuation differs from each other's functions.

The practice of using acronyms and other symbols in CMC has been noted in some works on the linguistic features or the rhetoric of electronic discourse (Coate, 1992; Davis & Brewer, 1997). Furthermore, Crystal (2001) provides a comprehensive overview across different modes of CMC while there are a large number of studies focusing on particular modes of CMC.

Text Messaging and Textisms as to Gender. Since text messaging is a form of interpersonal communication it seems likely that it will be relevant to an individual's expression of gender roles. For example, Rosen et al. (2010) found that women tended to send more text messages than men, and the messages were longer and more complex. In addition, Plester et al. (2009) found that girls (38%) used a significantly higher proportion of textisms than boys (28%) when producing their own text messages.

Moreover, Lenhart (2009) also found that girls, ages 15 to 17, frequently send and receive text messages than boys. Forty -two percent of the girls studied sent text messages to their friends daily whereas only 34% of the boys did the same. The same results were also found in Finland in which girls tended to send longer and more complex sentences (containing more than one clause) than male teens (Kasesniemi and Rautiainen, 2002). Likewise, Norwegian teenage girls sent far more complex and longer messages than their male counterparts (Ling 2005).

There are few studies that showed significant gender differences in the use of text messaging and textisms but the researchers did not include those studies because it did not fit to the required time frame.

Text messaging and textisms as to academic strand. There were very few related literature that discussed the significant differences of the academic strand in the use of text messaging and textisms. This is the reason why this variable is explored in this study. It hopes to add to the already existing body of knowledge.

Conceptual Framework

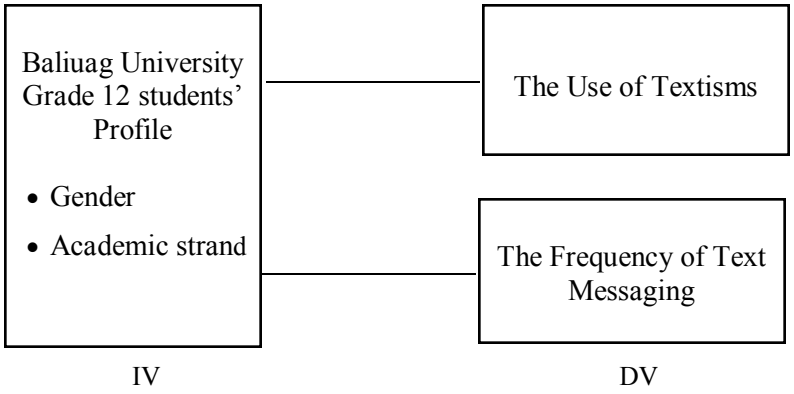

Figure 2. The conceptual paradigm of the profile difference of Baliuag University's Grade 12 students, the use of text messaging and textisms.

To further explain Figure 2, the researchers developed a conceptual framework to clearly discuss the profile differences of Baliuag University's Grade 12 students, text messaging and the use of textisms.

Statement of the Problem

This study sought answers to the following research questions:

1. What is the demographic profile of Baliuag University Grade 12 students in terms of:
    a) gender;
    b) academic strand;
    c) type of mobile plan (postpaid/prepaid); and
    d) type of cell phone (smartphone/feature phone)
2. How frequent is the Baliuag University Grade 12 students' use of text messaging?
3. How frequent is the Baliuag University Grade 12 students' use of textisms?
4. Is there a significant difference between the male and female use of text messaging and textisms?
5. Is there a significant difference with the use of text messaging and textisms among academic strands (STEM, ABM, HUMSS, and GA)?

Hypothesis of the Study

There is no significant difference among the profile of Baliuag University's Grade 12 students, text messaging and the use of textisms.

Method

This research used quantitative method and descriptive-inferential design. This study involves selecting groups which the three variables, namely: the profile of the Grade 12 Baliuag University's Senior High school students, text messaging and textisms will be tested. In this research, the Grade 12 Baliuag University Senior High School Students (SHS) were described

according to gender, academic strands, prepaid or postpaid plan and type of phone.

Participants

The respondents of this study were Grade 12 BU Senior High School students. They are from different strands: Science and Technology, Engineering and Mathematics (STEM), Accountancy, Business and Management (ABM) Humanities and Social Sciences (HUMSS) and General Academic Strands (GA). The researchers used Stratified Random Sampling by getting at least 20% of students from each strand.

Table 1. Number of participants per strand.

Participants	No. of Students	20% of participants
STEM	301	60
ABM	343	69
HUMMS	79	24
GA	137	27
Total	860	180

Research Instruments

This research adopted the instrument of Reinemann (2013). The researchers adopted questions 16-29 in the questionnaire of Reinemann (2013). Statements 15-16 in the second part of the questionnaire and 17-23 in the third part of the questionnaire of this study were made by the three researchers and were validated by three communication experts.

The first part of the survey instrument is about the demographic profile. It is composed of questions that ask the students about their gender, academic strand, if they use prepaid or postpaid plan and what type of cell phone they use in texting.

The second part is about frequency of texting behaviors and the last part is about frequency of using features of textisms. It is composed of 16 questions. The researchers did not modify

statements 1-14 from the study of Reinemann (2013) because they are all relevant in this study. Instead, the researchers added two questions that were modified by the three communication experts and placed in the last part of the second part of questionnaire survey as number 15 and 16. These questions are: "How often do you send complete sentences in your message/s?" and "How often do you use textisms?" as a transition to the third part of the questionnaire. This 16-item questionnaire began with its direction to put a check to their answer based on the given questions and to choose one with response options based on a 5-point scale ranging from *Always (1)* to *Never (5*).

The third part of the survey questionnaire asked about the frequency of using textisms of the students through the use of Likert scale as well. The researchers have decided to limit the scope of textisms that was in this research. They only chose the most common features of textisms according to Adam (2015). These include emoticons, acronyms, purposefully misused spelling and purposefully misused punctuation marks. The researchers also added the *jejemon words* as one of the common features of textisms since it was simplified, shortened and over decorated words in texting, chatting and e-mailing (Ibis & Sanchez, 2014).

Data Gathering Procedure

The researchers went to Grade 12 Senior High School building and asked for the official number list of the students. After getting the official number list, the researchers asked for the availability of the classes of the four academic strands. With the help of the secretary of the senior high school department, the researchers distributed 180 copies of the questionnaire to the following strands respectively: 69 copies for ABM strand, 60 copies for STEM, 27 copies for GA and 24 copies for HUMMS.

The data for this research was collected using a survey questionnaire. In the questionnaire, Likert scale was used to determine the frequency of texting behaviors and using textisms in the statements. The survey comprised 23 questions on demographic profiles, frequency of text messaging and frequency

of using textisms.

Before distributing the questionnaire surveys, the researchers presented a letter to their professor asking permission to distribute the copies of the validated questionnaire surveys. The participants were given 15 minutes to complete the survey. The researchers then collected the surveys within the day.

Data Processing and Statistical Treatment

The following statistical tools were used to analyze and interpret the data.

The researchers used the descriptive statistics to describe the respondents' demographic profile, and how often they use text messaging and textisms.

The researchers used the *T-test* to know the significant difference among the Grade 12 Baliuag University's Senior High School students' profile including the gender, prepaid and postpaid plan and type of phone, text messaging and textisms. The *T-test* is the most commonly used method to evaluate the differences in means between two groups.

The researchers used the one way ANOVA to know the significant difference among the Grade 12 Baliuag University's Senior High School's academic strands, text messaging and textisms.

Results and Discussion

Data were analyzed to identify, describe, and explore the significant differences among the Baliuag University Grade 12 students and the frequency of text messaging and the use of textisms.

Table 2. Demographic profiles of baliuag university grade 12 students.

Demographics	*f*	%
Gender		
Male	63	35.0
Female	117	65.0
Academic Strand		
STEM	60	33.3
ABM	69	38.3
HUMSS	24	13.3
GAS	27	15.0
Types of Cell Phone		
Feature phone	13	7.2
Smartphone	167	92.8
Types of Mobile Plan		
Prepaid	166	92.2
Postpaid	14	7.8

Table 2 shows the demographic profiles of BU Grade 12 students. As can be gleaned from the table, there were more females (65%) than males (35%). As for academic strand, ABM had the biggest population of students with 38.3% and the smallest population was HUMSS which had 13.3%.

Most of the Grade 12 students used smartphones (92.8%) while some still used feature phones (7.2%). Lastly, as for types of mobile plans, most of the Grade 12 students were on prepaid plans (92.2%) and a noticeably small percentage were on post-paid (7.8%). This meant only 13 grade 12 students used postpaid plans.

Looking at the data, the researchers found that most of the students were using smart phones rather than feature phones. On the other hand, most of them were using prepaid plans compared to postpaid plans in text messaging.

Table 3. Baliuag University grade 12 students' use of text messaging.

Indicators	Mean	Interpretation	Overall Mean	Overall Interpretation
1. Frequency in doing household chores to spend more time in texting.	3.31	Sometimes	3.19	Sometimes
2. Frequency in finding that you text longer than you intended.	3.08	Sometimes	3.19	Sometimes
3. Frequency in complaining about the amount of time you spend texting.	3.45	Hardly Ever	3.19	Sometimes
4. Frequency in checking your texts before doing something else.	2.54	Sometimes	3.19	Sometimes
5. Frequency in becoming defensive or secretive when anyone asks you about your texting habits.	3.11	Sometimes	3.19	Sometimes
6. Frequency in finding yourself frustrated when you want to text but have to wait.	2.98	Sometimes	3.19	Sometimes
7. Frequency in fearing that life without texting would be boring or unhappy.	3.34	Sometimes	3.19	Sometimes

Table 3. Continuation

Indicators	Mean	Interpretation	Overall Mean	Overall Interpretation
8. Frequency in snapping, yelling, or acting annoyed if someone bothers you while you are texting.	3.54	Hardly Ever	3.19	Sometimes
9. Frequency in losing sleep due to texting.	3.42	Hardly Ever	3.19	Sometimes
10. Frequency in fantasizing about texting.	3.42	Hardly Ever	3.19	Sometimes
11. Frequency in finding yourself saying "just a few more minutes" to people who ask you to do something else.	3.21	Sometimes	3.19	Sometimes
12. How often do you try to cut down the amount of time you spend texting and fail?	3.47	Hardly Ever	3.19	Sometimes
13. How often do you try to hide how much you have been texting?	3.54	Hardly Ever	3.19	Sometimes
14. How often have you lied to others to cover up the amount of time you have been texting?	3.73	Hardly Ever	3.19	Sometimes

Table 3. Continuation

Indicators	Mean	Interpreta-tion	Overall Mean	Overall Interpreta-tion
15. Frequency in sending complete sentence/s when texting.	2.12	Most of the time	3.19	Sometimes
16. Frequency in using textisms when texting.	2.72	Sometimes	3.19	Sometimes

Table 3 illustrates the extent of students' use of text messaging. "Frequency of sending complete sentence/s when texting" was the only item to elicit a response of "most of the time" with a mean of 2.12 Furthermore, the overall interpretation of the frequency of text messaging part of the survey was "sometimes" with an overall mean of 3.19. This result shows that the frequency of using text messaging in Grade 12 students of Baliuag University was average. This shows that there was no significant use of textisms in the use of text messaging.

Looking at the results, the researchers found that the students' use of text messaging was average meaning they only used text messaging sometimes. However, this may indicate a flaw in the way the instrument was constructed or how the statements were phrased, so much so that the respondents were not able to clearly indicate just how much time they actually spent in using text messages.

Table 4. Baliuag University grade 12 students use of textisms.

Indicators	Mean	Interpreta-tion	Overall Mean	Overall Interpreta-tion
17. Frequency in the use of emoticons.	2.21	Most of the time	3.17	Sometimes
18. Frequency in the use of acronyms.	2.65	Sometimes	3.17	Sometimes
19. Frequency in the use of abbreviations.	3.76	Hardly Ever	3.17	Sometimes
20. Frequency in the use of purposely misused spelling.	3.02	Sometimes	3.17	Sometimes
21. Frequency in the use of purposely misused punctuations.	3.02	Sometimes	3.17	Sometimes
22. Frequency in the use of Jejemon words.	4.40	Never	3.17	Sometimes

Table 4 shows the students' use of textisms. "Frequency in the use of emoticons" was the only item to elicit a response of *Most of the time* with a mean of 2.21. "Frequency in the use abbreviations" was "*Hardly ever*" with a mean of 3.76. Moreover, the item "Frequency in the use jejemon words" was found to have an interpretation of *Never* with a mean of 4.40. Based on the data gathered, none of the grade 12 students answered jejemon words in the question "What textism do you use most frequently?" This means that most of the Baliuag University grade 12 students did not use the jejemon style of texting. However, in the overall interpretation, it was found to be *Sometimes* with a mean of 3.17. This result shows that the frequency of using textisms among Grade 12 students of Baliuag University was *average*, the same as with the results of the frequency in use of text messaging.

Table 5. Difference between male and female use of text messaging.

	T-test for Equality of Means						
	T	*df*	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	-2.747	178	.007	-.29643	.10789	-.50934	-.08351
Equal variances not assumed	-2.785	144.679	.006	-.29643	.10643	-.50678	-.08607

As shown in Table 5, an independent samples *T-test* was done to determine if there was a significant difference between the male and female students in their use of text messaging. It was found that $t(178) = -2.785$, $p = 0.006$. This means that there is a significant difference between the male and female students' use of text messaging.

After the analysis of the data, the researchers found that male and female students had different ways in using text messaging. This study were supported by similar studies which also showed a significant difference between male and female use of text messaging. Lenhart (2009) found that girls, aged 15 to 17, sent and received text messages more frequently than boys. Forty-two percent of the girls in the study sent text messages to their friends daily; whereas, 34% of the boys did the same. Furthermore, Rosen et al. (2010) found that females tended to send more text messages than males and their messages were longer and more complex. This means that this study also found differences between the sex in regard to habits, attitudes and the general use of text messaging.

Table 6. Difference between male and female use of textisms.

	T-test for Equality of Means						
	t	*df*	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	2.004	178	.047	.20950	.10452	.00324	.41576
Equal variances not assumed	1.966	88.243	.050	.20950	.10654	-.00222	.42122

In Table 6, another independent samples *T-test* was done to determine if there was a significant difference between the male and female students in their use of textisms. $t(178) = 2.004$, $p = 0.050$, showing a significant difference between male and female students' use of textisms.

The same with the results of the use of text messaging, the researchers found that there was a significant difference in the use of textisms between male and female students. Similar results were concluded in past studies which discovered a significant difference between male and female students' use of textisms. Baron (2004) reported that females used emoticons more than males. Also, he found that male texters used more contracted forms than females did.

Table 7. Difference among academic strands in the use of text messaging .

	SS	*DF*	*MS*	*F*	*P-value*
Between Groups	10.097	3	3.366	7.335	.000
Within Groups	80.754	176	.459		
Total	90.851	179			

Note: SS - "sum of squares"; DF – "degrees of freedom"; MS - "mean square"; P-value - "Sig." (or significance)

A one-way ANOVA was conducted to compare the use of text messaging from different academic strands. There was a significant difference as shown in Table 7 with $F(3, 176) = 7.335$, $p = 0.001$. This means that the four academic strands used text messaging differently. HUMSS students tended to send more messages than those from STEM, ABM, and GA in terms of socializing. In terms of information gathering, STEM, ABM, and GA sent more messages than HUMSS. This implies that HUMSS had a significantly different texting practice compared to other strands.

Table 8. Tukey post hoc test among the academic strands in the use of text messaging.

(I)	(J)	Mean Difference (I-J)	Std. Error	P-value	95% Confidence Interval	
					Lower Bound	Upper Bound
STEM	ABM	.19429	.11957	.367	-.1158	.5044
	HUMSS	-.48698*	.16360	.017	-.9113	-.0626
	GAS	.29282	.15697	.247	-.1143	.7000
ABM	STEM	-.19429	.11957	.367	-.5044	.1158
	HUMSS	-.68127*	.16052	.000	-1.0976	-.2649
	GAS	.09853	.15376	.919	-.3003	.4974
HUMSS	STEM	.48698*	.16360	.017	.0626	.9113
	ABM	.68127*	.16052	.000	.2649	1.0976
	GAS	.77980*	.19003	.000	.2869	1.2727
GAS	STEM	-.29282	.15697	.247	-.7000	.1143
	ABM	-.09853	.15376	.919	-.4974	.3003
	HUMSS	-.77980*	.19003	.000	-1.2727	-.2869

A Tukey Post Hoc test showed that there was a significant difference between the STEM and HUMSS students with $p = 0.017$. Moreover, there is also a significant difference between HUMSS and ABM students with $p = 0.001$. The same p-level was obtained in the comparison between HUMSS and GAS students, proving that there was also a significant difference

between the two groups. However, the STEM, ABM, and GAS had no significant difference with the use of text messaging.

Therefore, HUMSS differed among the academic strands in the use of text messaging while the three remaining strands, STEM, ABM, and GAS, had no significant difference.

Table 9. Difference among academic strand in the use of textisms.

	SS	*DF*	*MS*	*F*	*P-value*
Between Groups	2.497	3	.832	2.088	.104
Within Groups	70.180	176	.399		
Total	72.678	179			

Note: SS - "sum of squares"; DF – "degrees of freedom"; MS - "mean square"; P-value - "Sig." (or significance)

As shown in Table 9, a one-way ANOVA was conducted to compare the use of textisms from different academic strands. There was no significant difference among the academic strands in the use of textisms with $F(3, 176) = 2.088$, $p = 0.104$. So the researchers find that according to the results, the four academic strands (STEM, ABM, HUMSS, and GA) used textisms similarly. The results enabled the researchers to find that there was no significant difference among the academic strands' use of textisms.

Table 10. Tukey post hoc test among the academic strands in the use of textisms.

(I)	(J)	Mean Difference (I-J)	Std. Error	P-value	95% Confidence Interval	
					Lower Bound	Upper Bound
STEM	ABM	.27081	.11147	.075	-.0183	.5599
	HUMSS	.18929	.15251	.602	-.2063	.5849
	GAS	.21905	.14634	.442	-.1605	.5986

Table 10. Continuation

(I)	(J)	Mean Difference (I-J)	Std. Error	P-value	95% Confidence Interval	
					Lower Bound	Upper Bound
ABM	STEM	-.27081	.11147	.075	-.5599	.0183
	HUMSS	-.08152	.14965	.948	-.4697	.3066
	GAS	-.05176	.14334	.984	-.4236	.3200
HUMSS	STEM	-.18929	.15251	.602	-.5849	.2063
	ABM	.08152	.14965	.948	-.3066	.4697
	GAS	.02976	.17715	.998	-.4297	.4893
GAS	STEM	-.21905	.14634	.442	-.5986	.1605
	ABM	.05176	.14334	.984	-.3200	.4236
	HUMSS	-.02976	.17715	.998	-.4893	.4297

A Tukey Post Hoc test showed that there is no significant difference among the academic strands in the use of textisms.

Summary, Conclusion, Recommendation

The main objective of the study was to find out if there were significant differences in the use of text messaging and textisms among Grade 12 students of Baliuag University.

The study utilized the descriptive-inferential method of research and stratified random sampling technique to get the samples of the study. Slovin's formula was used to determine the population of the needed respondents. The instrument used was a questionnaire that was formulated and distributed among 180 Grade 12 students of Baliuag University based on the computation that Slovin's Formula provided.

The findings revealed that female Grade 12 students tended to send text messages and use textisms more often than males. For the academic strands, students from HUMSS were observed to use text messaging more often than the other three strands but these four strands were seen to use textisms similarly. Moreover, it was found that there was a significant difference between males and females in the use of text messaging and

textisms, while there was no significant difference between the type of phone and type of mobile plan in the use of text messaging and textisms. Also, there was a significant difference among academic strands in the use of text messaging, but there was no significant difference in terms of textisms usage.

The following are the summary of the findings based on the data gathered:

1. **Profile of the Respondents**

   The respondents consisted of 117 females and 63 males. All respondents came from the four strands of the Grade 12 Baliuag University Senior High School: STEM, ABM, HUMSS, and GAS. Based on the survey, 92.8% of the respondents used smartphones while 7.2% of the respondents used feature phones. In terms of prepaid users, there were 92.2% while 7.8% were postpaid users.

2. **Frequency of Grade 12 of Baliuag University Use of Text Messaging**

   The "Frequency in sending complete sentence/s when texting" was the only one to have elicited a response of *Most of the time*. Seven other indicators were found to have an interpretation of *Hardly ever*. These include the questions of frequency in complaining the amount of time you spend texting, frequency in snapping, yelling, or acting annoyed if someone bothers you while texting, frequency in losing sleep due to texting, frequency in fantasizing about texting, frequency in trying to cut down the amount of time spent in texting and failed, frequency in hiding how much you have been texting, and frequency in lying to others to cover up the amount of time of texting. Furthermore, the overall interpretation was *Sometimes* which means the Grade 12 students' use of text messaging was *Average*.

3. **Frequency of Grade 12 of Baliuag University Use of Textisms**

Based on the statistics gathered, the "Frequency in the use emoticons" was the only one to have an interpretation of "most of the time". Also, an indicator "Frequency in the use abbreviations" was found to have an interpretation of "hardly ever." Moreover, "Frequency in the use jejemon words" was found to have an interpretation of "never." However, in the overall interpretation, result falls to *Sometimes* which means the Grade 12 students' use of textisms was *Average*.

4. **Male and Female Use of Text Messaging**

An independent samples *T-test* was done to determine if there was a significant difference between male and female students in their use of text messaging. Based on the statistical results, there was a significant difference between male and female students' use of text messaging.

5. **Male and Female Use of Textisms**

Another independent samples *T-test* was done to determine if there was a significant difference between male and female students in their use of textisms. Based on the statistical results, there was also a significant difference found between male and female students' use of textisms.

6. **Academic Strands Use of Text Messaging**

A one-way ANOVA was conducted to compare the use of text messaging from different academic strands. Based on the survey results, there was a significant difference among the academic strands in their use of text messaging. HUMSS students tended to send more messages than STEM, ABM, and GAS in terms of socializing. In terms of information gathering, STEM, ABM, and GAS students sent more messages than HUMSS. This implies that HUMSS students had a significant difference from other strands.

7. **Academic Strands Use of Textisms**

A one-way ANOVA was conducted to compare the use of textisms from different academic strands. Based on the survey results, there was no significant difference among the academic strands in the use of textisms. The results clearly showed that the students from the four academic strands (STEM, ABM, HUMSS, and GA) use textisms similarly.

Conclusions

After analyzing and interpreting the data, the researchers arrived at the following conclusions:

1. **Frequency of Grade 12 of Baliuag University Use of Text Messaging**

Based on the survey, the overall interpretation in the frequency of Grade 12 students use of text messaging is *Average*.

2. **Frequency of Grade 12 of Baliuag University Use of Textisms**

The overall interpretation in the frequency of Grade 12 students' use of textisms is *Average*.

3. **Male and Female Use of Text Messaging**

There is a significant difference between the male and female students' use of text messaging. The researchers, therefore, rejected the null hypothesis and concluded that there was a significant difference between the male and female use of text messaging.

4. **Male and Female Use of Textisms**

There was also a significant difference between the male and female students' use of textisms. The researchers, therefore, rejected the null hypothesis and concluded that there was a significant difference between the male and female use of textisms.

5. Academic Strands Use of Text Messaging

HUMSS students tended to send more messages than those from STEM, ABM, and GA in terms of socializing. However, in terms of information gathering, STEM, ABM, and GA students sent more messages than those from HUMSS. This implies that HUMSS students was significantly different from the other groups. Therefore, there was a significant difference among the academic strands of Grade 12 students of Baliuag University.

6. Academic Strands Use of Textisms

Based on the survey results, it can be said that there was no significant difference among the academic strands in the use of textisms. The results clearly showed that students from the four academic strands (STEM, ABM, HUMSS, and GA) used textisms similarly.

Recommendations

Based on the above conclusions, the following recommendations have been formulated:

1. Due to the findings of the survey, it can be said that those from the HUMMS strand can be reached via text messaging rather effectively if this is done using a more social approach. Any communication or even perhaps advertising, public announcement, or public relations campaigns targeted to them for such purposes will, most likely, achieve a good amount of success. It can also be said that, conversely, any communication attempt towards the other strands (AGM, STEM, GA) will be effective if a more information-laden approach is used.

2. Telecommunication companies should have similar promos for their pre-paid and post paid subscribers since any campaign will likely have an equal impact regardless of plan. However, it is also recommended that telcos make good use of the knowledge that there exists a significant difference between females and males in their use of text messaging with females having been observed to use text messaging more and with much greater detail.

3. Any channeling of information such as campaigns or public service announcements should be done in complete sentence form since most people now communicate using more complete statements.

4. For future researchers, any study regarding the use of text messaging between male and female should look more deeply into their other habits that may have a bearing on their text messaging habits. Also, it is recommended that a deeper study into the texting habits of females be done considering that there seems to be a significantly larger number of females using text messaging.

5. Also for future researchers, there seems to be a need to employ other research methods especially focused group discussions as the limitations of the survey method were revealed in this study. A good point to mention here is that it is not entirely certain if the subjects of the study had a very good appreciation of what textisms really were or if the subjects had, indeed, responded truthfully or were just reacting as they thought they were expected to.

6. For the verification of the results, the future researchers could have another testing method which is to stimulate actual SMS sending situations to see how they actually send messages.

7. Future researchers could also use Facebook Messenger as the subject of their study as it is the next most used tool in sending text messages in order to know how people communicate through this platform.

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