

## Influence of Facebook Use on the Study Habits of Selected Grade 7 Learners in Mindanao State University - University Training Center



Minangoao P. Imam<sup>1</sup>, Jalal P. Samsodin<sup>2</sup>

<sup>1,2</sup>Mindanao State University – Lanao National College of Arts and Trades, Marawi City, Philippines

**ABSTRACT:** The study aimed to investigate the influence of using Facebook application on the study habits of selected fifty (50) Grade 7 learners in Mindanao State University- University Training Center, school year 2021-2022. The study adapted descriptive research design using survey-questionnaire to help researchers gain relevant information quickly and effectively. The instrument has two (2) parts: part one, the personal profile of the respondents, such are: age, gender, parents' occupation and parents' monthly income and part two, the perceptions on the influence of using Facebook application on the learners' study habits. The instrument has twenty-two (22) items, and the respondents was given choices to answer using a 4-point Likert scales such Strongly Disagree=4, Disagree = 3, Agree = (2) Strongly Agree = 1.

The gathered data result was treated using the statistical tools such are: frequency, percentage, mean and standard deviation using a Statistical Product and Service Solutions (SPSS) software. The statistical tools used are vital that enabling researchers to gain meaningful insights and interpret the results adequately. Moreover, based on the findings of the study, the demographic profile of the respondents revealed that 52% of the respondents were belonged to the age bracket of 12 to 15 years old, 72% were female. Additionally, many or 36% of the respondents' mothers' occupation were engaged in business, likewise 44% of the respondents' fathers' occupation were engaged in small businesses too. Moreover, on the respondents' parents' monthly income 54% of them assessed that around Php 5,001.00 to 10,000.00 as their parents' monthly income, and 72 % had one to two Facebook accounts registered and 72% answered that they spent three to five hours using Facebook application.

Meanwhile, the results also manifest that frequent used of Facebook application affects learners' study habit. The data showed average weighted mean is 2.568 and descriptively defined as "agree", this connotes that respondents use Facebook application for fun and popularity. This signified that the use of Facebook app affected the study habits of the learners. Thus, the major implication derived from the higher addiction to Facebook, where the study habit become poor and academic achievement reduced resulting to lower grades. It is highly recommended that to the learners to use Facebook as a tool for studying rather than using it unnecessarily. Likewise, the Facebook addiction resulted to learner-respondents' lower academic performance. Anent to this, the parents should set rules in using online applications.

**KEYWORDS:** Facebook addiction, study habits, academic performance, perceptions, influence

### I. INTRODUCTION

The fast changing of technologies had immense impact on students' academic performance and behaviors. Learners are very interactive in digital resources to online learning platforms. Surprisingly, learners in turn, have benefited from increased access to information, personalized learning experiences, and opportunities for collaboration like the use of online applications, one of these is the Facebook application. Facebook is a well-received social networking site for learners which allows them to registered to create profiles, upload photos and videos and sending messages to be able to keep in touch with classmates, family and peers. The application was created by Mark Zuckerberg on 2004. This site is intended to give power to build community and bring the world close together. Learners now take their part in engaging online activities through Facebook. This application has made communicating more easily for teachers and learners especially during the Covid-19 Pandemic.

The impact of Facebook can either be good or bad in every learner into their academic activities. Even though a closer look on the real influence of Facebook reveals that it leads to several problems among the university students' academic

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performances. The over use of Facebook maybe affecting the future and academic carrier of every student, but in spite of, spending time on Facebook also has a positive effect on their academic performance. Facebook application use by learners has specific pros and cons. particularly, the excessive use of online social media may contribute to misuse, dependence, and addictive behaviors. This case, it motivated the researchers to conduct an investigation on the significance usage of Facebook in every learner onto their academic success with the help of a survey conducted to gather data.

Furthermore, the study also used Gratification theory, Technological Determinism Theory and Concept Theory. These theories provide explanation to establish the relationship among the attributes, variables or data of the study. Moreover, the researchers were keen to inquire into the significance usage of Facebook for the grade 7 learners at Mindanao State University- University Training Center.

## II. METHODOLOGY

This study applied descriptive research design. The design was used to provide a detailed and accurate picture of the characteristics and behaviors of the particular subject of the study. Due to the time constraints, the researchers used survey-questionnaire as primary tool of the study and it is believed to be fast, efficient and inexpensive means of gathering information and very effective for measuring the respondents' behavior, preferences, intentions and attitudes towards the use of Facebook applications.

The study was conducted to selected fifty (50) grade 7 learners of Mindanao State University- University Training Center through random sampling procedure. This method is used to ensure that different segments in a population of the respondents are equally represented the opinions of students from each department. The researchers used a self-constructed questionnaire, which was evaluated by experts before its distribution. The instrument has two (2) parts: part one, the personal profile of the respondents and part two, the learners' perceptions on the influence of Facebook on their study habits.

In the process of data collection, as soon as the researchers gets approval to gather data, the researchers approached each of the respondents who met the criteria set in this study and asked if they are willing to participate and upon their approval right away, the questionnaire had been distributed. To block ambiguity which the respondents encounter in answering the questionnaires, the researchers explained clearly the instructions in order for them to give appropriate answers to the situations used in the instrument. After the retrieval of the instruments, the questionnaires were compiled; sorted and classified after that it was tabulated. Moreover, frequency, percentage, mean and standard deviation was used as the statistical tools of the study. The data were treated through Statistical Product and Service Solutions (SPSS) software using the 0.05 level of significance.

## III. RESULTS AND DISCUSSION

This section presents the results of the gathered data and its interpretation. A total of 50 learner-respondents of the study were surveyed as shown on Table I, this presents their age range. The results amazingly revealed that twenty-six or 52% of the respondents aged from 12 to 15 years old. This implied that the respondents met the standard age of grade 7 learners. The results also exposed that three (3) from the respondents aged 18 to 21 years old. This implied that these learners delayed enrolled in school and often dropped and return in school.

**Table I. Age Range**

Age Range	Frequency	Percentage	Rank
12-15 years old	26	52%	1 <sup>st</sup>
15-18 years old	21	42%	2 <sup>nd</sup>
18-21 years old	3	6%	3 <sup>rd</sup>
Total	50	100%	

The Table II disclosed that majority of the learner-respondents were female with thirty-six or 72%; males are only fourteen or 28%. Nowadays, the ratio females over males is high. In relation to the study, according to Sheldon (2008) revealed that women were more likely to go to Facebook to maintain existing relationships, pass time, and be entertained whereas men were more likely to go to Facebook to develop new relationships or meet new people. The study confirmed that female learners have high interest using Facebook than male. The study disclosed that female learners using social networking site for getting information and remaining attached with their friends.

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**Table II. Gender**

Gender	Frequency	Percentage	Rank
Female	36	72%	1 <sup>st</sup>
Male	14	28%	2 <sup>nd</sup>
Total	50	100%	

On learners-respondents' parents' occupation, the table 3 disclosed that 34% of the mother's engaged in business as source of income and 34% were housewives.

**Table III. Frequency and Percentage Distribution on Mothers' Occupation**

Mother's Occupation	Frequency	Percentage	Rank
Government Employee	12	24%	3 <sup>rd</sup>
Business	18	36%	1 <sup>st</sup>
Housewife	17	34%	2 <sup>nd</sup>
Other Occupation	3	6%	4 <sup>th</sup>
Total	50	100%	

Moreover, the Table IV brings out that majority of respondents' fathers' occupation is engaged in business with a percentage of 44% and the indicator other occupation got the lowest rank and percentage. Surprisingly, the results revealed that it is the same the majority of the mothers' occupation were engaged in business to. It is important to note that the parents of all respondents earned the minimum income per day. The school itself is a public school where tuition fees is free. The results implied that parents' occupation is affecting the quality education of the respondents.

On top of that, admittedly, financial support is the premier concern for the respondents' education. The results unwrapped on Table V, that respondents are limited into financial support. It is exposed that at least 54% of the parents' monthly income were Php 6,000.00 to 10,000.00 which ranked 1. Obviously, since majority of the parents engaged in business, this proved that the family of respondents had minimum daily profits.

**Table IV. Frequency and Percentage Distribution of the Respondents' Father's Occupation**

Father's Occupation	Frequency	Percentage	Rank
Government Employee	9	18%	3 <sup>rd</sup>
Business	22	44%	1 <sup>st</sup>
Farmer	15	30%	2 <sup>nd</sup>
Other Occupation	4	8%	4 <sup>th</sup>
Total	50	100%	

Therefore, they cannot send their children into private schools or advanced schools because of the tuition fees. In relation to the respondents used of Facebook applications, it brings out that respondents addicted in this apps were demanding unto parents' financial support because they spent more money in connection with data or paying bills for the internet connection and their academic performance is also inconstant.

**Table V. Frequency and Percentage Distribution of the Respondents' Parents' monthly Income**

Father's Income	Frequency	Percentage	Rank
Less than 5,000	11	22%	2 <sup>nd</sup>
P 5,001-10,000	27	54%	1 <sup>st</sup>
P 10, 001- P 15,000	9	18%	3 <sup>rd</sup>
Others (please specify)	3	6%	4 <sup>th</sup>
Total	50	100%	

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On problem number two, the perceptions on the influence of using Facebook application on the learners' study habits. Table 6 unfold the number of Facebook accounts of respondents. The data shown that 48% of the respondents had one or two account and 30% had 2 to 3 accounts. This exposed that respondents are addicted to Facebook application. Therefore, their study habits were declining. According to Zayed A. (2022) that the effects of Facebook addiction are exhibited in the social, mental, and physical well-being of an individual which leads to various problems with relationships, decrease productivity at work or school, and worsening of underlying and mental issue.

Regarding the respondents' number of hours' access on Facebook, the Table VII revealed that Respondents' number of hours' access to Facebook, 72% spent 3 to 5 hours everyday which also ranked 1. The results implied that the respondents are Facebook addicted. It is noted that social media addiction is a behavioral addiction that cause of poor study habits and lower their academic achievements and disturbance of daily routine activities.

**Table VI. Frequency and Percentage Distribution of the Respondents' Registered Facebook account**

Registered Facebook account	Frequency	Percentage	Rank
1-2 Accounts registered	24	48%	1 <sup>st</sup>
2-3 Accounts registered	15	30%	2 <sup>nd</sup>
3-5 Accounts registered	10	20%	3 <sup>rd</sup>
Total	35	100%	

**Table VII. Frequency and Percentage Distribution of the Respondents' number of hours' access to Facebook**

Number of hour access to Facebook	Frequency	Percentage	Rank
3-5 hours	36	72.0	1 <sup>st</sup>
5- 8 ours	9	18.0	2 <sup>nd</sup>
8-10 hours	3	6.0	3 <sup>rd</sup>
Over a day	2	4.0	4 <sup>th</sup>
Total	35	100%	

The Table VIII manifest that frequent used of Facebook application affects learners' study habit. The data showed average weighted mean is 2.568 and descriptively defined as "agree", this connotes that respondents use Facebook application for fun and popularity. Moreover, using Facebook has significantly affecting the study habits of the learners-respondents, leading to poorer academic achievement and lower grades. The more learners spend on Facebook, the lower their grades tend to be. Indicators number 6, "because of using Facebook app, I cannot be able to finish my homework in school", number 7, "I am using Facebook while in the classroom", number 9, "I am using Facebook to entertain myself alone while the teacher is not around", agreed by the respondents. This further implied that truly using Facebook without proper guidance can disturb the learners' academic performance.

Likewise, table 9 demonstrated that respondents' academic performance truly affected by Facebook addiction. As the data showed that respondents perceived the indicators as "agree", such are: "sometimes I am more interested in reading Facebook than the lesson in class", "the time I spend on Facebook takes away from studying or school work time", "sometimes I go on Facebook while I am in class", and "Facebook is now my recent most time-consuming hobby". This implied that respondents sacrifice school requirements by using Facebook most of the time. Meanwhile, indicator number 6 "If Facebook did not exist, I would get a lot more studying and school work done" perceived as "strongly agree", this proved that using Facebook greatly influence the academic performance of the learner-respondents negatively.

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### VIII. Perceived Influence of Facebook on the Respondents' Study Habit

Statement	Mean	Standard Deviation	Interpretation
1. Facebook helps me to gain more knowledge in school activities.	2.40	0.629	Disagree
2. Facebook is like a habit to me in this age.	2.87	0.730	Agree
3. I am using Facebook for academic purposes.	3.11	0.681	Agree
4. I am using Facebook to contact my Family	3.63	5.586	Strongly Agree
5. I'm using Facebook to gain more information in school.	3.57	0.898	Disagree
6. Because of using Facebook app, I cannot be able to finish my homework in school.	1.71	1.098	Strongly Agree
7. I am using Facebook while in the classroom.	3.06	0.583	Agree
8. I am using Facebook while the teacher is discussing the lesson	2.22	5.586	Disagree
9. I am using Facebook to entertain myself alone while the teacher is not around.	2.83	0.834	Agree
10. Facebook can improve my reading skills.	2.63	1.217	Agree
Average Weighted Mean	2.568		Agree

Legend: 3.28-4.0 - Strongly Agree, 2.52-3.27 – Agree, 1.76-2.2.51-Disagree, 1.00-1.75 - Strongly Disagree

**Table IX. Perceived Influence of Facebook on the Respondents' Academic Performance**

Statement	Mean	Standard Deviation	Interpretation
1. Sometimes I go on Facebook while I am in class.	2.87	0.629	Agree
2. Facebook is now my recent most time-consuming hobby.	2.88	0.730	Agree
3. I lose track of time in class when I am on Facebook.	3.11	0.681	Agree
4. I am using Facebook while the teacher is discussing the lesson.	3.63	5.586	Strongly Agree

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5. The time I spend on Facebook takes away from studying or school work time.	3.12	0.898	Agree
6. If Facebook did not exist, I would get a lot more studying and school work done.	3.37	1.098	Strongly Agree
7. I would be getting better grades if I spent less time on Facebook	1.77	0.583	Disagree
8. I am able to control my use of Facebook so that it does not interfere with studying or doing school work.	1.66	5.586	Strongly Disagree
9. I gain unnecessary information in using Facebook.	2.44	0.834	Disagree
10. Sometimes I am more interested in reading Facebook than the lesson in class.	2.51	1.217	Agree
Average Weighted Mean	2.588		Agree

Legend: 3.28-4.0 - Strongly Agree, 2.52-3.27 – Agree, 1.76-2.2.51-Disagree, 1.00-1.75 - Strongly Disagree

### CONCLUSION

The gathered data signified that the use of Facebook app affected the study habits of the learners. Thus, the major implication derived is that the higher addiction to Facebook, the study habit become poor and academic achievement reduced resulting to lower grades. The learners may become so obsessed on scrolling through posts and chatting online that they overlook the time. This practice can hurt learner-respondents' mental health and negatively impact their focus and study habits. Persistent obstruction from Facebook is a major reason for lower grades and lessen academic achievement. Surprisingly, Facebook can improve the performance of the learner-respondents while at the same time it may impede their learning process as well.

With the data presented, tabulated, interpreted and formulated implications, the researchers manifest that the unlimited use of Facebook greatly affect the academic performance of the learners-respondents, thus is it required parents' constant check-up and observations on their children academic performance and set rules whenever they give technological gadgets for their children.

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