Facebook Usage in Academic Purposes and Academic Performance

of STEM Students on CNHS-SHS

RHACEL COMPUESTO

JOCELYN ASOY

ANGELA GONZAGA

A Quantitave research presented to the Senior High School faculty of

Congressional National High School,

Via Verde Village, San Agustin II, Dasmariñas City, Cavite

In Partial Fulfillment of the Requirements for Practical Research I

July 2017

**CHAPTER I**

**THE PROBLEM AND ITS BACKGROUND**

**Introduction**

In our modern world, many people especially students are plagued with computers, small or big it doesn’t matter as it connects to the internet, the so called information superhighway. When you talk about what is really trending in internet, the answer for that is Social Networking Sites. Currently, Facebook is used by many people to connect with their friends and relatives around the globe (Brdolf, 2007). The use of Facebook platforms had grown tremendously that it has attracted the attention of the students and they are so fond of this site that they can completely forgot about their academic assignments/works.

The increased use of Social Networking Websites has become an international phenomenon in the past several years. What started out as hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007).

With the increase of technology used for communicating with others and popularity of the internet, “Social Networking” has become an activity that is done primarily on the internet, with sites like MySpace, Facebook, Bebo, Friendster, and Xanga (Coyle et al., 2008).

Teenagers now use the internet for the majority their daily activities and information gathering, as opposed to the older generations who used resources like the television or newspaper (Lewis, 2008).

Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as internet is one of the most important factor that can influence educational performance of students positively or adversely. Shah et al. (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Also, Oskouei (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination.

Several studies have been done regarding Social Networking and Grades. Whittmore School of Business and Economics recently conducted a survey of over 1,000 students. They asked questions regarding which social networking sites were used, how much time they spent on a site, what their grade point average (GPA) was, and what they were going to school for. It was concluded that there is no correlation between how much time spent f a social networking site and grades (Martin, 2009).

Kirshnera exposed that student who multi-task between social networking sites and homework are likely to have lower grades than a student who does not have social networking site in visual range. Kirshnera believes that even running a social networking site on the background on the student’s PC while studying or doing homework could lower a students grade. He believes that “ the problem is that most people have Facebook or other social networking sites, their emails and maybe instant messaging constantly running in the background while they are carrying out their tasks” ( Enriquez, 2010).

American Educational Research association conducted a research and it was declared on its annual conference in San Diego, California (2009) that SNS (Social Networking sites) users study less and generate lower grades eventually (21stcenturyscholar.org). Similarly, Banquil et al. (2009) found a continuing drop of grades among student users of social networking sites. However, many researchers also found a positive association between use of internet and SNS and academic performance of the student users. Students, using internet frequently, scored higher on reading skills test and had higher grades as well (Linda et al., 2006)

**Statement of the Problem**

This research aims to assess the correlation of Facebook usage in Academic Purposes and the Academic Performance of STEM students. Specifically, the researchers will seek answers to the following questions:

1. To what extent do STEM students use Facebook for:

* Information Gathering (Downloading/Learning Material Sharing)
* Collaboration through Communication with classmates
* Communication (with their teachers)

2. What are the 1st quarter grades of STEM students in CNHS-SHS?

3. Is there a significant relationship between Facebook usage in Academic Purposes and each student’s academic performance?

**Research Hypotheses**

* Facebook usage in academic purposes significantly correlates to the academic performance of STEM students in CNHS-SHS.

**Significance of the Study**

The use of Facebook platforms had grown tremendously that it has attracted the attention of the students and they are so fond of this site that they can completely forgot about their academic assignments/works. The goal of this study is to assess the correlation of Facebook usage and academic performance of STEM students. It is expected to offer additional data about the impact or what is the correlation of Facebook usage to students’ academic performance. By reading this research, students will be informed about the possible effects of excessive using of Facebook on other purposes that are not related to academic works. It will raise their awareness so that they will be cautious on spending their time online. If they are responsible enough, they will be convinced to minimize their time on using Facebook for entertainment purposes and maximize on using it for academic purposes.

**Scope and Limitation of the Study**

CNHS STEM students are exposed to Facebook, with different purposes of usage of Facebook, this study assess the correlation of using Facebook for different purposes (Academic, Entertainment, and Communication) to the academic performance of STEM students in CNHS. Facebook usage for different purposes as the independent variables and Academic performance as the dependent variable.

Limitation of this study primarily was the time allotment, if given a longer time for the study until the end of second quarter then more feasible results would be obtained and clarity in the correlation would be assessed.

**CHAPTER II  
CONCEPTUAL FRAMEWORK**

This chapter aims to cite related literature and studies to this research, provide a conceptual framework and define the key terms used. Those cited literature and studies will be synthesized base on its vital role in this study.

**Review of Related Literature**

***Facebook***

Teenagers of this generation are using Social Networking Sites especially Facebook for a substitute to what the past teenagers do. Just like when the teenagers on the past go to shopping malls or when they are meeting, teenagers now are capable of gathering although not physically through Social Networking Sites for a variety of purposes. SNS have been a new environment where we can observe youth’s development and learning. **(**Ahn, 2011)

***How Facebook affect grades and learning***

A conference paper made by Karpinski became one of the milestones into finding out Facebook’s effects towards academic performance of the students. Karpinski came up with the findings which revealed that college students who were engaging on using Facebook have lower GPAs compared to the one’s who were not Facebook users during that time. (Ahn, 2011)

**Related Studies**

In a study conducted by Akyildiz and Argan (n.d.) on the University of Turkey, they just used Facebook as a variable because they know that Facebook is a social networking site popular among students. Not all are using other social networking sites but they are sure that students who will be their respondents use Facebook. In this study questionnaires were distributed so that they will be able to know how many students are engaging on using Facebook and describe the purposes of their participants upon using Facebook. The results they obtained shown that there were only 6.2 % of their respondents on the university who does not have a Facebook account and 40.7% of those who does not have Facebook answered that they are not interested on having an account on Facebook that is why they does not have a Facebook account. Students have various purposes which became a reason for them to use Facebook. Purposes include social factors and even school related works. The researchers concluded that the students’ main purpose on using Facebook are just to have fun and to contact friends which is a part of social factors. It came out that school related activities as a purpose for students is just a minimal purpose because they answered “sometimes” and “seldom”. They also came up with a conclusion that:

“For chatting purpose statement, mean scores of students with lower education levels were found to be higher than students with higher educational levels.” (Akyildiz, M., n.d.)

A study conducted by Mehmood and Taswir (2013) shown that students’ main purpose in using Social Networking Sites (SNS) like Facebook is for entertainment. 72% of the participants of their study answered that they are using any of the SNS for answering their assignments while 28% do not. 80% also said that they are using SNS to find job opportunities. In the language aspect, 58% said that there was a change on their use of language as they engage on using SNS. Participants had also listed popular English abbreviated or short words they used on SNS like brb which means be right back and GTG or gotta go/got to go. When it comes to study habits, 55% said that their study habits changed as they started to engage in SNS. They assert that this changes were not merely caused by the time spent online but also because of multitasking factor. Participants are capable of doing things which are school related online and offline. 64% denied that their study timing was affected because of SNS. 72% said that SNS are effective tool for learning.