STEP

Short Paper

Influence of Facebook Addiction on Study Habits of the Office Administration Students

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Abstract

This study determined the influence of Facebook addiction on study habits of the second year Bachelor of Science in Office Administration students during the second semester, Academic Year 2016-2017 in the College of Business Education of North Luzon Philippines State College, Candon City, Ilocos Sur. The descriptive-comparative-correlational method of research was utilized. The Bergen Facebook Addiction Scale (BFAS) and Study Habits Questionnaire (SHQ) were used as tools in gathering data. The mean, t-test, Pearson Product Moment Coefficient of Correlation, and Linear regression were utilized in the treatment of data. Results show that the respondents have a moderate degree of Facebook addiction; the male and female addiction to Facebook differ. There is a high study habit among the respondents and show no significant differences in their profile. Correlation analysis shows that the dimensions of Facebook addiction, namely: salience, tolerance, mood modification, relapse, withdrawal, and conflict are significantly correlated with overall study habits by the respondents which means that there is a direct yet positive correlation between the two variables. Hence, the higher the Facebook addiction, the higher the study habits among the second year BSOA students in the College of Business Education. Linear regression analysis reveals that addiction in using Facebook is a predictor of overall study habits among the BSOA second-year students. It is recommended that the result of this study should inform the students about the effects of Facebook addiction in their studies. An intervention program should be formulated as a means to strengthen the study habits of students.

Keywords – Facebook addiction, study habits, college students

INTRODUCTION

An empirical inquiry is providing a comprehensive result to be familiar with the habitual use of Facebook among students. This inquiry intent to bring awareness among office administration students regarding the use of Facebook influential to their study habits within their environment. The proliferation of information technology innovation paved the way for rapid changes in everyday living. Almost all ICT gadgets make anyone freely explore what happens in his environment such as meeting people, going to places among others. These daily activities perhaps make someone almost always using cellular phones or computers to fulfill his eagerness in updating himself the way technology changes the lives of people.

It is certainly through World Wide Web (WWW) or internet sites through Short Message Service (SMS); and also called "texting" or "text messaging" that might habituate people in dealing with different situations. It has been known of the impact of ICT dependence among us and it becomes so important. It is through Facebook that people certainly survive and contribute to one's daily life whether in the workplace, school, and many more.

In 2004, Facebook was introduced as a social networking website which was created by Mark Zuckerberg, a keen computer programmer; and a psychology student at Harvard University. It started as a social-networking website exclusively for Harvard University students. Due to its popularity, Facebook was extended to Boston universities, the Ivy League, and eventually all US universities; it became Facebook.com in August 2005. Soon after, US high schools could sign up, then Facebook began to spread worldwide, reaching UK universities. As of September 2006, the social networking website had extended beyond educational institutions to anyone with a registered email address; and the site remains free to join, and makes a profit through advertising revenue (Phillips, 2007). According to Yap (2014), Facebook can be used for a range of different purposes e.g. chatting with friends, posting status updates, uploading pictures, playing games, sending files, and the like. The social-networking site has become very popular among college students and is used in many different ways. The incorporation of Facebook into the busy lives of college students may have various effects on their study habits and consequently with their grades.

Students and teenagers cannot deny the fact that almost all are affectionate in connecting with other people entire the world through Facebook which might bring rapid changes in their growing lives. Accordingly Yap (2014), Facebook may have good and bad effects on the study habits of college students but the bad effects outweigh the good effects. A lot can indeed be done with Facebook to help with students' schoolwork. It can be used to send notes, chat with classmates about homework, do collaborative studies, and the like but none of the prior activities would matter if the student is constantly distracted from continuous posts of their friends. The students will constantly be diverted to check notifications and messages from their friends. The bad effects will

eventually terminate the good effects as the student wastes precious study time and continues to check status updates. Surfing Facebook can make a student lose track of time and eventually lead that student to cram. The lack of study time due to hours spent on Facebook shows a negative effect on the grades of students. Hence, the use of Facebook worsens the quality of college students' study habits.

It is on this premise that this study determined the influence of Facebook addiction on study habits of the second year Bachelor of Science in Office Administration students during the second semester, Academic Year 2016-2017 in the College of Business Education of North Luzon Philippines State College, Candon City, Ilocos Sur. Specifically, it analyzed the respondent's extent of the addiction in using Facebook: salience, tolerance, mood modification, relapse, withdrawal, and conflict and the extent of study habits: time management, study environment, exam preparation, and test-taking skills, note-taking, reading skills, writing skills, and math skills. It also determined the Facebook addiction and study dimensions differ according to age, gender, civil status, and weekly allowance; and the relationship between Facebook addiction and study habits by the respondents.

HYPOTHESIS

The following hypotheses were tested at 0.05 level.

1. The extent of Facebook addiction of the respondents differs according to age, gender, civil status, and weekly allowance.
2. The level of study habits of the respondents differs according to age, gender, civil status, and weekly allowance.
3. There is no significant relationship between the extent of Facebook addiction and the level of study habits by the respondents.

CONCEPTUAL FRAMEWORK

In the conduct of this study, the researcher was guided with the research paradigm illustrated in Figure 1. The diagram shows that the extent of Facebook addition by the respondents has something to do with their level of study habits.

METHODOLOGY

This study utilized the descriptive-comparative-correlational method of research with the questionnaire as a data-gathering tool. The Bergen Facebook Addiction Scale (BFAS) determined the extent of Facebook addiction by the BSOA second-year students comprised of 18 items, three for each of the six dimensions of addiction: salience, tolerance, mood modification, relapse, withdrawal, and conflict. The Study Habits Questionnaire (SHQ) adapted from Abe (2016) analyzed and measured the study habits of the BSOA second-year students which composed of six parameters, namely: time

management, study environment, exam preparation, and test-taking skills, note-taking, reading skills, writing skills, and math skills. The first two parameters consisted of eight items while the other four parameters consisted of six items. The respondents were the 131 second year BSOA students enrolled during the second semester, Academic Year 2016-2017. The mean, t-test, Pearson Product Moment Coefficient of Correlation, and Simple Linear Regression were utilized in the treatment of data.
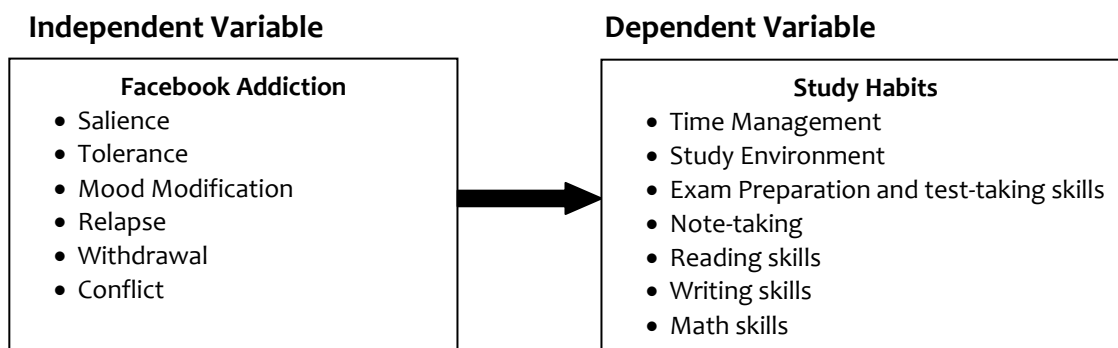
Independent Variable	**Dependent Variable**
Facebook Addiction • Salience • Tolerance • Mood Modification • Relapse • Withdrawal • Conflict	**Study Habits** • Time Management • Study Environment • Exam Preparation and test-taking skills • Note-taking • Reading skills • Writing skills • Math skills

Figure 1. The Research Paradigm

RESULTS AND DISCUSSION

Extent of Facebook Addiction by the Respondents

Table 1 reveals that the overall extent of Facebook addiction among the respondents is described as "moderate" ($\bar{X}$ = 3.06). Furthermore, all the dimensions of Facebook addiction: salience ($\bar{X}$ = 3.30), tolerance ($\bar{X}$ = 3.01), mood modification ($\bar{X}$ = 3.19), relapse ($\bar{X}$ = 3.106), withdrawal ($\bar{X}$ = 3.03), and conflict ($\bar{X}$ = 2.73) were rated as "moderately agree" by the respondents. It could be implied that the average extent of addiction on Facebook by second-year BSOA students thought of a lot about what is happening on Facebook lately; or how they could be free more time to spend on Facebook. But then, the addiction on Facebook by the BSOA students might describe them with an unhealthy desire to spend hours checking the social networking site now and then. Accordingly, Facebook is a popular free social networking website that allows registered users to create profiles, upload photos, and videos, send messages among others and keep in touch with friends, family, and colleagues whether they are living in the country or in abroad. The current finding is supported by Salih (2014) that high school students in Konya City, Turkey have a moderate degree of addiction on Facebook. However, the current findings are contrasting with Murcia and De Asis (2015) wherein the college students in Southeastern College in Davao del Sur have a predominantly low extent of addiction on Facebook. Whereas 47% among Malaysian students from Universiti Teknologi Malaysia was addicted to Facebook; the majority among Nigerian university undergraduate Facebook users were low addiction which is a clear indication that there are tendencies toward high addiction (Alabi, 2013) while a greater percentage among the

multi-cultural college students studying at a private university in Gujarat, India is a threat to get addicted or is already addicted to Facebook (Jafarkarimi et al., 2016). On another way around, Balci and Gölcü (2013) found that Facebook addictions among the college students at Selcuk University, Turkey differentiate from each other according to their Facebook usage purposes.

Table 1. The extent of Facebook Addiction by the Respondents

	INDICATORS	X̄	DL
a.	Salience	3.30	*Moderately Agree*
b.	Tolerance	3.01	*Moderately Agree*
c.	Mood Modification	3.19	*Moderately Agree*
d.	Relapse	3.10	*Moderately Agree*
e.	Withdrawal	3.03	*Moderately Agree*
f.	Conflict	2.73	*Moderately Agree*
	Grand Mean	**3.06**	**Moderately Agree**

Comparison of Facebook Addiction by the Respondents

Table 2 shows the result of the t-test analysis between Facebook addiction and the respondent's age, gender, civil status, and weekly allowance. The data concluded that there is a significant difference between males and females with regards to overall addition in using Facebook among the second year BSOA students as evidence by the computed t_{value} = 4.357 which is greater than the t_{value} = 1.729. This finding implies that male students are more addicted to using Facebook than female students.

Table 2. Comparison of Facebook Addiction by the Respondents

	INDICATORS	Age		Gender		Civil Status		Weekly Allowance	
		t	t_{value}	t	t_{value}	t	t_{value}	t	t_{value}
a.	Salience	-.944	1.725	2.451	1.729	.666	1.943	-.894	1.684
b.	Tolerance	-.916	1.725	2.852	1.729	.574	1.943	-.563	1.684
c.	Mood Modification	-.1.052	1.725	3.454	1.729	.804	1.943	.646	1.684
d.	Relapse	-1.607	1.725	2.238	1.729	.702	1.943	-.560	1.684
e.	Withdrawal	.996	1.725	0.813	1.729	2.580	1.943	.047	1.684
f.	Conflict	-.582	1.725	2.740	1.729	1.807	1.943	.603	1.684
g.	Overall	-.836	1.725	4.357	1.729	1.825	1.943	-.158	1.684

Ko et al. (2005) found those male Taiwanese adolescents who predominantly addicted online games, and gender differences were also found in the severity of online gaming addiction and motives for playing. Thompson and Lougheed (2012) studied the gender differences in social network communication among undergraduate men and women and found that females were more likely than males to report spending more

time on Facebook than intended. Roberts, Yaya and Manolis (2014) revealed that cell-phone activities that drive cell-phone addiction (CPA) were found to vary considerably across male and female cell-phone users. Although a strong social component drove CPA for both males and females, the specific activities associated with CPA differed markedly. 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. Although demographics were not the most important predictors of behavioral and attitudinal outcomes of Facebook use, the multivariate analysis of variance showed that female respondents had more Facebook friends, was more satisfied with the job Facebook is doing, would miss it more if it disappeared, and spent more hours on Facebook than male respondents. Irshad, Saleem, and Kausar (2015)concluded that the majority of the male students are using Facebook on average, whereas, female students are more prone to develop a Facebook addiction as compared to male students. Hoy and Milne (2010) examined the gender differences in young adults' privacy beliefs, their reactions to behavioral advertising, personal information-sharing behaviors, and privacy protection behaviors on social networks. Results reveal several gender differences in these areas. Also, women engage in noticeably more proactive privacy protection behavior compared with a decade ago. The authors conclude with a discussion of implications for behavioral advertising.

Level of Study Habits by the Respondents

It could be seen in Table 3 that the overall level of study habits respondents are described as "high" ($\bar{X}$ = 3.58). Moreover, all the dimensions of study habits, namely: time management ($\bar{X}$ = 3.72), study environment ($\bar{X}$ = 3.54), exam preparation and test-taking skills ($\bar{X}$ = 3.66), note-taking ($\bar{X}$ = 3.74), reading skills ($\bar{X}$ = 3.42), and writing skills ($\bar{X}$ = 3.73) except math skills ($\bar{X}$ = 3.27), were rated "high" by the respondents. This is an indication that the BSOA second-year students in the College of Business Education are dedicated to their studies leading to their academic achievement. The current finding is parallel from Murcia and De Asis (2015), Siahi and Maiyo (2015), and Bocar and Tizon (2017). Mashayekhi et al. (2014) concluded relatively desirable study habits among undergraduate students of Islamic Azad University Jiroft Branch. In contrast, the university students do not have favorable study habits such as inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test-taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help (Mendezabal, 2013). Also, Kumar (2015) found that most of the undergraduate students at Rajdhani College, Delhi University, Raja Garden, New Delhi, Indiado not ideally follow effective study habits.

Comparison of Study Habits by the Respondents

Table 4 shows the result of the t-test analysis showing the comparison of the study habits by the respondents in terms of age, sex, civil status, and weekly allowance.

Data revealed that the study habits along with math skills (t = -1.189, tv = 1.729) show a significant difference between the young and old second year BSOA students. It could be an indication that older students might succeed more in studying mathematics than the young. Comparisons between US-born and foreign-born students showed no differences in their average age though US-born had more whites (Eliasson, Eliasson & Lettieri, 2017).

Table 3. Level of Study Habits by the Respondents

INDICATORS		$\bar{X}$	DL
a.	Time Management	3.72	High
b.	Study Environment	3.54	High
c.	Exam Preparation and test-taking skills	3.66	High
d.	Note-taking	3.74	High
e.	Reading Skills	3.42	High
f.	Writing Skills	3.73	High
g.	Math Skills	3.27	Moderate
Grand Mean		**3.58**	**High**

It could have been in the table that the study habits along study environment (t = -2.363, tv = 1.729); reading skills (t = -2.283, tv = 1.729); and math skills (t = -3.103, tv = 1.729) differ between male and female second-year BSOA students may be because the male's study habits are slightly higher than the female. It implies that the male might succeed more in their academic endeavor than the female. This finding may not concur with Illahi and Khandai (2015) wherein the male and female college students of District Pulwama do not show any significant difference in their study habits. Radha and Muthukumar (2015) further revealed that the study habit of college students of sub-samples viz. male and female, students studying in government, and students studying in private colleges do not differ significantly in their study habits. Sharma (2017) concluded *no significant difference between male and female student teachers' study habits from the self-financed B.Ed. colleges of Ghaziabad District of C.C.S. University, Meerut (U.P.).*

Relationship between Facebook Addiction and Study Habits

Table 5 reveals the result of correlation analysis between the extent of Facebook addiction and the level of study habits by the respondents. As gleaned in the table that the correlation coefficient among the dimensions of Facebook addiction, namely: salience; tolerance; mood modification; relapse; withdrawal; and conflict were generally significantly correlated with overall study habits by the respondents.   The overall coefficient between the two variables was evident to be r_{xy} = .356, p< 0.05, which means that there is a direct yet positive correlation between the two variables, hence, the higher the Facebook addiction, the higher the study habits among the second year BSOA students in the College of Business Education. Murcia and De Asis (2015) did not concur with the current findings wherein they revealed significant yet negative coefficient values

of the six Facebook addiction elements with the overall study habits of college students. Regression estimation revealed that higher Facebook addiction tendencies of college students decrease the extent of studying, yet the degree of the relationship was found to be negligible.

Table 4. Comparison of Study Habits by the Respondents in terms of Profile

INDICATORS		Age		Gender		Civil Status		Weekly Allowance	
		t	t_{value}	t	t_{value}	t	t_{value}	t	t_{value}
a.	Time Management	.684	1.725	.139	1.729	.092	1.943	1.040	1.684
b.	Study Environment	-1.330	1.725	-2.363	1.729	-.197	1.943	.784	1.684
c.	Exam Preparation and test-taking skills	-.158	1.725	-.882	1.729	-.706	1.943	.346	1.684
d.	Note-taking	-1.125	1.725	.740	1.729	-1.427	1.943	.841	1.684
e.	Reading Skills	-.401	1.725	-2.283	1.729	-.476	1.943	.261	1.684
f.	Writing Skills	-.773	1.725	.700	1.729	-1.887	1.943	.953	1.684
g.	Math Skills	-1.794	1.725	-3.103	1.729	-1.939	1.943	1.090	1.684
h.	Overall	-1.189	1.725	-1.101	1.729	-1.931	1.943	.991	1.684

It could also be seen in the table that time management reveals a direct correlation to Facebook addiction (r_{xy} = .232, $p<0.05$) as supported by the three dimensions' mood modification (r_{xy} = .203, $p<0.05$); withdrawal (r_{xy} = .292, $p<0.05$); and conflict (r_{xy} = .183, $p<0.05$). It could be then stated that as the addiction on Facebook along with mood modification, withdrawal, and conflict by the second year BSOA students is high, it might be beneficial to their time management study skills.

Study environment shows a positive correlation to Facebook addiction (r_{xy} = .385, $p<0.05$) since all the six dimensions of Facebook addiction were significantly correlated: salience (r_{xy} = .229, $p<0.05$); tolerance (r_{xy} = .309, $p<0.05$); mood modification (r_{xy} = .213, $p<0.05$); relapse (r_{xy} = .285, $p<0.05$); withdrawal (r_{xy} = .326, $p<0.05$); and conflict (r_{xy} = .348, $p<0.05$). It is very clear that as the second year BSOA students had great time in using Facebook, it may be a positive effect on their study environment.

Along exam preparation and test taking skills reveals a direct yet positive correlation to Facebook addiction (r_{xy} = .337, $p<0.05$) because five among the six dimensions significantly correlated, namely: tolerance (r_{xy} = .239, $p<0.05$); mood modification (r_{xy} = .274, $p<0.05$); relapse (r_{xy} = .291, $p<0.05$); withdrawal (r_{xy} = .275, $p<0.05$); and conflict (r_{xy} = .273, $p<0.05$). This means that as the second year BSOA students are more addicted in Facebook in terms of tolerance, mood modification, and conflict might end to a well-prepared exam and test taking skills among the students.

Similarly, reading skills discloses a direct yet positive correlation to Facebook addiction (r_{xy} = .311, $p<0.05$) as evidence five out of the six dimensions significantly

correlated, namely: tolerance (r_{xy} = .217, *p*<0.05); mood modification (r_{xy} = .206, *p*<0.05); relapse (r_{xy} = .270, *p*<0.05); withdrawal (r_{xy} = .281, *p*<0.05); and conflict (r_{xy} = .370, *p*<0.05). It implied that the endless addiction in using Facebook along with tolerance, mood modification, relapse, withdrawal, and conflict by the students might result in a positive effect on their reading skills. Owusu-Acheaw (2016) revealed that there is a relationship between time spent on social media and reading habits and that constant use of social media leads to low reading habits.

Table 5. Correlation Analysis between Facebook Addiction and Study Habits

INDEPENDENT VARIABLE	DEPENDENT VARIABLE							
	Time Management	Study Environment	Preparation& Test-taking skills	Note-Taking	Reading Skills	Writing Skills	Math Skills	OVERALL
Salience	.128	.229**	.152	.020	.043	-.004	.173*	**.140**
Tolerance	.131	.309**	.239**	.075	.217*	.102	.321**	**.267****
Mood Modification	.203*	.213*	.274**	.180*	.206*	.122	.234**	**.269****
Relapse	.101	.285**	.291**	.141	.270**	.116	.267**	**.279****
Withdrawal	.292**	.326**	.275**	.127	.281**	.088	.232**	**.303****
Conflict	.183*	.348**	.273**	.213**	.370**	.131	.245**	**.331****
OVERALL	**.232****	**.385****	**.337****	**.170**	**.311****	**.124**	**.330****	**.356****

Finally, math skills shows a significant yet positive correlation with Facebook addiction (r_{xy} = .330, *p*<0.05). All the six dimensions of Facebook addiction are found significantly correlated with math skills: salience (r_{xy} = .173, *p*<0.05); tolerance (r_{xy} = .321, *p*<0.05); mood modification (r_{xy} = .234, *p*<0.05); relapse (r_{xy} = .267, *p*<0.05); withdrawal (r_{xy} = .232, *p*<0.05); and conflict (r_{xy} = .245, *p*<0.05). Malubay (2014) concluded that the negative effect of using Facebook is high and therefore has an impact on the study habits of the second year BSAT students enrolled during the first semester; school year 2014-2015 in UMTC.

Likewise, the study determined the magnitude of the relationship between Facebook addiction and the study habits of the second year BSOA students. Using simple linear regression analysis where overall Facebook use was utilized as the predictor variable, the relationship was found to be at a negligible level as evidenced on the value of the R^2 = .127. This is an indication that Facebook addiction accounts for 12.7 percent of the variance of study habits among the second year BSOA students. The beta coefficient of Facebook addiction (β = 0.246, t = 15.922, *p* = 0.000) towards overall study habits indicate that an increase of Facebook addiction by one percent of the mean scale score

increases the study habits of the second year BSOA students by approximately 0.246 of the mean scale score.

Table 6. Multiple Linear Regression Analysis Showing the Degree of Facebook Addiction as a Predictor of Study Habits of the Respondents

Predictor	Unstandardized Coefficients		t	Significance
	β	Std. Error		
Constant	2.829*	0.178	15.922	0.000
Facebook Addiction	0.246*	0.057	4.333	0.000
F = 18.778	p = 0.000	R^2 = 0.127		

The findings contradict with Murcia & de Asis (2015) wherein a significant yet negative correlation between Facebook addiction elements with overall study habits among the college students in Southeastern College, Padada, Davao del Sur during SY 2014-2015. Hence, regression estimated higher Facebook addiction tends to decrease the extent of studying, yet the degree of the relationship was found to be negligible. Abdulahi, Samadi and Gharleghi (2014) concluded that Facebook affects the performance of students. Moreover, the impact of social network sites on academic performance also raised another major concern which is health. Social network sites were only an electronic connection between users, but unfortunately, it has become an addiction for students. Suhail & Bargees (2006) found some positive associations between time spent among undergraduate students on the Internet and various dimensions of the Internet Effect Scale (IES) indicating that excessive Internet use can lead to a host of problems of educational, physical, psychological, and interpersonal nature. However, a greater number of students reported positive than negative effects of Internet use.

CONCLUSIONS AND RECOMMENDATIONS

The study concluded that the Facebook addiction of the respondents is moderate; the male and female addiction to Facebook differs. There is a high study habit among the respondents and show no significant differences in their profile. Correlation analysis shows that among the dimensions of Facebook addiction, namely: salience, tolerance, mood modification, relapse, withdrawal, and conflict were significantly correlated with overall study habits by the respondents; which means that there is a direct yet positive correlation between the two variables. The higher the Facebook addiction, the higher the study habits among the second year BSOA students in the College of Business Education. Linear regression analysis reveals that addiction in using Facebook is a predictor of overall study habits among the BSOA second-year students.

It is recommended that the result of this study should inform the students about the effects of Facebook addiction in their studies. An intervention program should be formulated as a means to strengthen the study habits of students. It considers other courses to be used in future studies to grasp a wider picture of Facebook addiction.

Future studies may consider other variables such as time spend and purposes in using Facebook.

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