# The Use of Facebook and the Study Habits Among Students

## Abstract

Liezl A. Asucenas

Sheredan S. Jemina

Danica C. Wabe

Lalaine F. Oyao

Jecel Mae M. Raña

Bayani Roturas Jr., MAED

Study habits represent an essential factor influencing the learning of the students. Understanding the variables influencing students' learning is essential to resolve the underlying problem. Facebook has been one of the social media platforms where students spend most of their time. It was proved in previous studies that students who frequently use Facebook every day tend to be distracted and have lower GPAs. The study intended to investigate the relationship between the use of Facebook and study habits. The study used the descriptive survey method of research to identify the level of the use of Facebook and the study habits of the students. The data was collected from 30 students from a private college institution in Cagayan de Oro City. The analysis revealed a significant relationship between Facebook usage for academic purposes and study habits. This result implies that as the students' use of Facebook for academic purposes increases, there is a tendency for their study habits to improve as well. However, the use of Facebook for non-academic purposes and the study habits of the students were discovered not significant. It implies that using Facebook for personal reasons does not interfere with a student's ability to stay organized or prepare for assignments. The researchers recommend organizing seminars, symposiums, and discussions to inform the advantages and disadvantages of using Facebook. The researchers also encourage the student to use Facebook more for academic purposes.

*Keywords*: Facebook, study habits, organizing, preparing assignments

# Contents

**Page**

# Chapter 1

## The Use of Facebook and the Study Habits Among Students

Facebook ranked number one as the most popular social network worldwide by its monthly users as of January 2022, according to Statista (2022). Before it was known as Facebook, it was a site called Facemash. The whole concept was for the Harvard students to vote on which was more attractive between the two randomly selected women at Harvard (Clifford, 2019). On February 4, 2004, Facebook was launched. It was an idea of a Harvard sophomore, Mark Zuckerberg. Facebook was initially made to connect socially with the population of Harvard University. The following day, approximately a thousand people registered on the site. Due to its popularity, it even reached other universities such as Stanford, Yale, and Columbia. It marked the beginning of the platform to be globally known and to continually operate.

The possible reasons for Facebook's popularity and success are mainly its ability to form social bonds and communicate (Stieger, 2019). Aside from that, there more features are offered (Meta Platforms, 2021), such as watching videos, live streaming, following favorite artists, websites, and companies to get updated, joining groups, playing games with Facebook friends, sharing valuable photos with the public, expressing thoughts or feelings, and even buying and selling on Facebook Marketplace.

Students regularly use Facebook. They are observed to be experts on it as they use it daily (Avila & Cabrera, 2020). Various reasons are suspected to be the

reason why students keep using Facebook. Students mainly use Facebook for interpersonal communications (Simsek et al., 2020). Other reasons discovered were finding their old friends, leisure time activities, curiosity, environmental influence, following recent events, and learning new things.

Since students are actively engaging with Facebook, this platform has great potential to foster students' engagement and learning. Facebook has emerged in an educational setting and opened its functions to academics. It has been a platform where people of similar interests gathered. For instance, the teacher or instructor would create a private Facebook group for the students. The group includes activities but is not limited to sharing documents and resources (Giannikas, 2020). Also, it allows everyone to post announcements, activities, quizzes, assignments, and projects. It is a place where they can efficiently organize tutorial sessions and conduct online discussions at any time, especially when they encounter difficulties in studying.

Undeniably, studying is crucial for students. Students must cultivate their study habits since these are the most important predictor of academic performance (Jafari et al., 2019; Salcedo-Relucio, 2019; & Tus, 2020). Despite that, poor study habits remain one of the significant causes of today's problems in education (Almero, 2019). It is one of the problems teachers and administrators face every school year. For this reason, the researchers use' study habits' as the dependent variable for this study, unlike the previous studies that used "academic performance."

A research article by Rodriguez et al. (2018) discovered the students' strategies for studying. Most of the students do self-testing. Other strategies involve re-reading chapters, watching video lectures, condensing notes, making diagrams, studying with friends, highlighting/underlining text, flashcards, recopying notes, and recopying notes from memory. However, the research article by Feng et al. (2019) discovered that students with a high frequency of using Facebook daily tend to have academic distractions.

According to the survey by Statista (2022), Facebook is the leading social media platform in the Philippines (95.7%). For this reason, the researchers were interested in determining if the use of Facebook has a relation with study habits in terms of organizing and preparing assignments. The targeted respondents were Third-year Criminology students at Southern Philippines College in the school year 2022-2023.

**Theoretical Framework**

Two theories were adopted in this research study. These are the *Uses and Gratification Theory* and *Time Displacement theory* that Ezeji & Ezeji (2018) utilized in their study.

Uses and Gratification theory was applied to previous studies by researchers who studied the intention and motivation of an individual in using social networking sites (Bae, 2018; Munns & Cory, 2018; & Zhou & Leung, 2019). This theory, as explained by Katz et al. (1973), implies that users use specific media because of the two types of gratifications: sought and obtained. According

to the study by Munns & Cory (2018), the top two gratifications sought and obtained from Facebook were "Contacting with Friends" and "Contact with Family."

Another theory is the time displacement theory which signifies that people have limited time and attention to media. The more they spend on a medium, the less they spend on other mediums. When an individual increases time spent on social networking sites, other activities, such as studying or doing assignments, will take less time. For instance, the article of Manjur Kolhar et al. (2021) discovered that the use of social media reduces the time students spend on their academic activities. 52% of the respondents reported that social media affected their learning activities due to prolonged use of social media for non-academic purposes.

Furthermore, Obadara and Olaopa (2018) discovered a significant relationship between social media utilization and the study habits of the students. It emphasized that the study habits of the students at Tai Solarin University of Education in Nigeria tend to be affected by social media utilization, especially if used excessively. Ultimately, the effect would be on the academic performance of undergraduate students. Significantly, when social media such as Facebook can affect academic performance, probably the study habits can be affected as well since they are the major predictor of academic performance (Jafari et al., 2019 & Salcedo-Relucio, 2019.) As a matter of fact, Walck-Shannon et al. (2021), found that students who were distracted in studying tend to perform worse.

**Independent Variable**                                **Dependent Variable**

**Use of Facebook**

- Academic Purposes

- Non-academic Purposes

**Study Habits**

- Organizing

- Preparing assignment
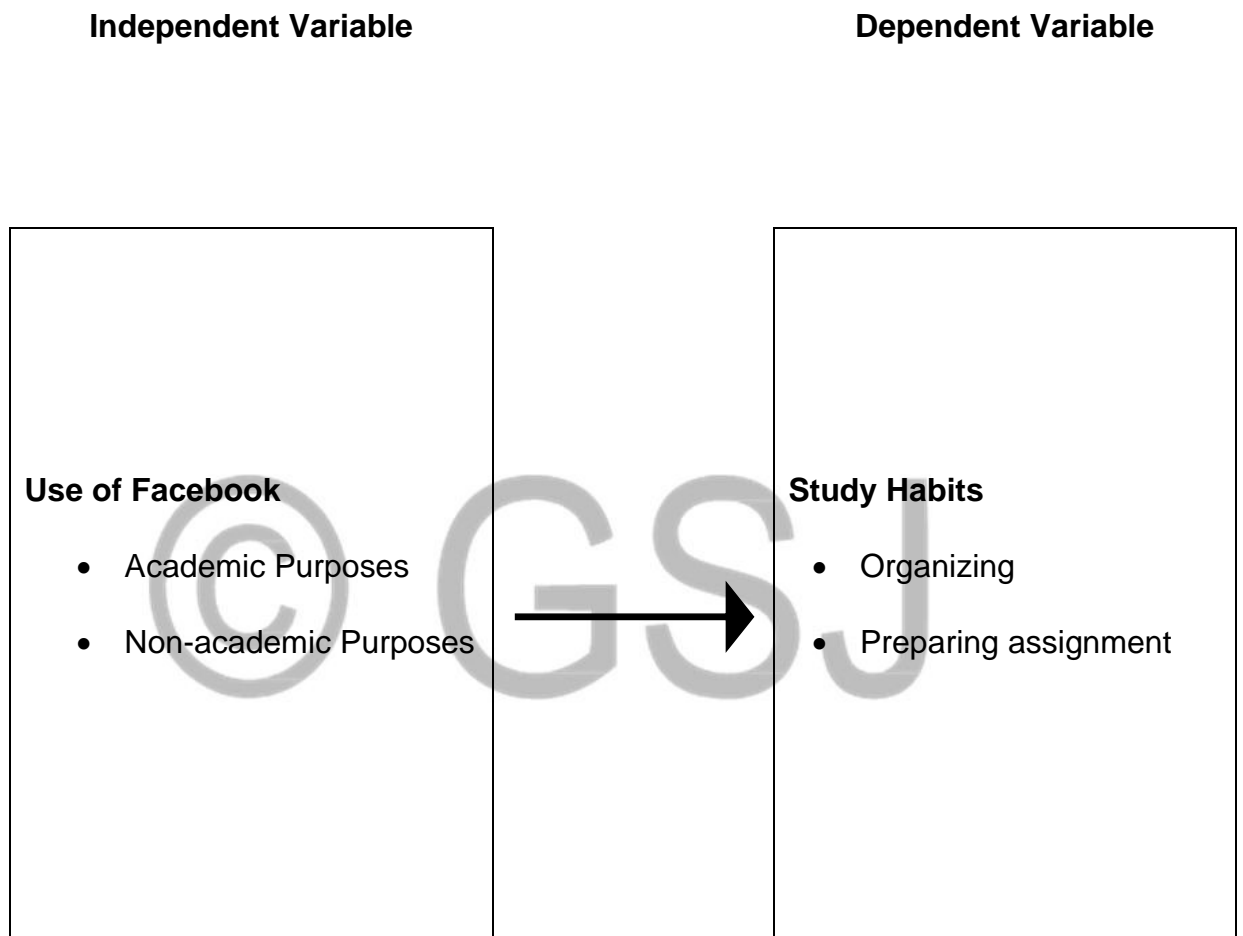
**Figure 1**

*Schematic Diagram showing the interplay between the Independent and Dependent Variables of the Study*

**Statement of the Problem**

This study investigated the use of Facebook and the study habits of Third-year Criminology students in the school year 2022-2023. Specifically, it sought to answer the following questions:

1. What is the level of Facebook use of Third-year Criminology students in terms of:

   1.1 Academic Purpose; and

   1.2 Non-academic Purpose?

2. What is the level of study habits of Third-year Criminology students in terms of:

   2.1 Organizing; and

   2.2 Preparing assignment?

3. Is there a significant relationship between the use of Facebook and the study habits among Third-year Criminology students?

**Hypothesis**

Problems 1 and 2 are hypothesis-free. Problem 3 was tested at a .05 level of significance stated as:

Ho 1:  There is no significant relationship between the use of Facebook and study habits among Third-year Criminology students.

## Significance of the study

This study investigated the use of Facebook and the study habits of Third-year Criminology students in Southern Philippines College in the Second Semester of the School Year 2022-2023. The finding of this study redounded to the benefit of the following:

**School Administrators**. The result of this study could be used as a starting point to create programs that assist students with their study habits.

**Instructors**. The result of this study could be used for developing a teaching technique that uses Facebook to help students improve their study habits.

**Parents**. The result of the study could help parents be wary of the effects of social media, specifically Facebook, on their children's study habits.

**Students**. The result of this study could help the students be aware of the effects of using Facebook. This will enlighten them on the responsible use of Facebook, so it will not affect their study habits.

**Future Researchers.** The result of this study can be used as a starting point for additional research on the use of Facebook and study habits. They may further utilize this study using the variables mentioned.

**Scope and Limitation**

This study focuses on the use of Facebook and the study habits of Third-year Criminology students of Southern de Oro Philippines College in the School Year 2022-2023.

The independent variable is the *use of Facebook*, which consists of *academic* and *non-academic purposes*, while the dependent variables are students' study habits in terms of *organizing* and *preparing assignments*.

**Definition of Terms**

For a clearer understanding of the different terminologies used in the study, the following are defined operationally.

**Academic Purpose.** This refers to using Facebook for educational use.

**Facebook.** This refers to a popular social networking platform that enables users to socialize and share information and photos for free virtually.

**Non-academic Purpose.** This refers to using Facebook for personal use.

**Organizing.** This refers to planning or preparations for studying.

**Preparing Assignments.** This refers to any preparation done by the student when making assignments.

**Study Habit.** This refers to the usual practices of the students in studying in terms of organizing and preparing assignments.

## Chapter 2

## Literature Review

In this chapter, a review of the literature and studies relevant to the use of Facebook and study habits are provided. The literature and studies are considered relevant by the researchers in strengthening the claim and importance of the present study.

## Facebook

Facebook garnered more users each day worldwide, from a Harvard-centered website to a phenomenal global application to this day. Facebook continually improves and widens its functions for users. A possible reason for Facebook's popularity and success is its ability to form social bonds and communicate (Stieger, 2019). Aside from that, there are more features, including watching videos, live streaming, following favorite artists, websites, and companies to get updated, joining groups, playing games with Facebook friends, sharing valuable photos with the public, expressing thoughts or feelings, and even buying and selling on Facebook Marketplace. Below are the literature and studies that discuss the use of Facebook in accordance with academic and non-academic purposes.

## Academic

Facebook has emerged as an educational setting and an educational tool. According to Murad et al. (2019), students who are aware of Facebook as a

learning tool gain more knowledge related to their studies. In fact, the use of Facebook positively influenced the students' academic performance.

Moreover, Al-rahmi and Othman (2018) also support the use of Facebook in education. They surveyed 320 undergraduate students and found that Facebook was the most commonly used social media platform in terms of academics. They concluded that Facebook is where students can conveniently and accessibly engage in online discussions and share academic resources.

One study by Hamat et al. (2018) found that using Facebook for academic purposes can positively impact student learning outcomes and engagement. The study surveyed 272 undergraduate students and found that using Facebook groups for discussions and sharing resources improved their academic performance and engagement with course materials. Additionally, the students in the article of Yotyodying et al. (2021) used Facebook for collaboration, resource sharing, and educational communication. Madge et al. (2019) similarly explored the potential benefits of using Facebook for academic purposes, such as improving student engagement and facilitating collaborative learning.

## Non-academic

Facebook was created to be a virtual social platform based at Harvard University, and its primary purpose has been continually performed up to these days. Facebook has emerged as a versatile platform that makes users keep using it. Mahesar et al. (2018) discovered the purposes of using Facebook among students. Most use Facebook for communication purposes, followed by news and

update purposes. Others use it for passing leisure time and entertainment purposes.

Some studies suggest that Facebook can also be beneficial for enhancing social support, motivation, and self-regulated learning among college students, especially when used in moderation and for non-academic purposes. Kim et al. (2019) found that Facebook use for social purposes was positively related to students' perceived social support, which, in turn, was positively associated with academic motivation and self-regulated learning strategies. Another study by Alalwan et al. (2020) also found that students use Facebook for non-academic purposes such as socializing and entertainment and that its use was associated with higher stress and anxiety levels.

Moreover, a study by Wang et al. (2018) found that Facebook was the most commonly used social media platform among college students in China for non-academic purposes, with 95.9% of participants reporting using the platform. Simsek et al. (2020) found that students used Facebook for interpersonal communications. Other reasons were finding their old friends, leisure time activities, curiosity, environmental influence, following recent events, and learning new things. A more recent study by Kumar and Dey (2021) found that college students in India used Facebook primarily for entertainment, socializing, and staying updated on news and current events.

## Study Habits

Study habits are the students' repeated actions to study from the beginning to the end of all academic programs (Islam, 2021). Similarly, Singh (2019) defined study habits as the patterns of students' behavior during their studies. Also, these can show the extent of students' involvement in their regular studying. Furthermore, according to Chen et al. (2020), student who developed good study habits earlier continues to maintain and increase learning gains in the future. It was discovered that improving study habits is the vital key to better studying. In the study of Jafari et al. (2019), the status of students' study habits was at a moderate level (M=45.7±11.36). Therefore, it was recommended in the same study to consider and assess students' study habits at the time of admission into the school. Specific training for the students was also mentioned to help them learn and improve their study habits.

Subsequently, Boholano and Cajes (2018) concluded in their study that college students at Cebu Normal University, Cebu City use Facebook during studies causes adverse effects on students' academic performance due to frequent use of such media. Obadara and Olaopa (2018) also highlighted the fact that the study habits of undergraduate students at Tai Solarin University of Education, Ogun State, Nigeria, tend to be affected by social media utilization, especially if abuse is encouraged and the long-run effect would be on the academic performance of undergraduate students.

However, Ezeji and Ezeji (2018) conducted a study on the effect of social media on the study habits of the students of Alvan Ikoku Federal College of

Education, Owerri. The study aims to examine the impact of social media on students' study habits and assess the extent of social media usage among students. The research design involved a survey technique using questionnaires to collect data from 372 students. The study revealed that though the social media rate of usage among students was very high, it did not negatively affect students' revision of their lecture notes daily or submitting and carrying out study assignments. Maureen (2018) posited that there was no significant relationship between social media use and the study habits of the students, as the findings revealed that though students use social media to a great extent, it did not affect most of the students' study habits.

Furthermore, the article of Sanne et al. (2018) discovered the students' learning strategy. The leading learning strategy was self-testing. Students also practiced summarizing, mental imagery, underlining/marking, questioning, self-explanation, re-reading, co-studying, and asking someone to test them. These were the students' responses, from highest to lowest mean.

Moreover, in an article by Silverrajoo & Hassan (2018), students practiced study habits, particularly underlining, outlining summaries, and note-taking methods. However, one of the students mentioned that he or she has never taken notes from what has been explained in class. Only some students admitted to writing the summary without underlining or outlining essential points. This instance occurred because they could not find the key points, or they most likely got the wrong key points.

# Chapter 3

# Methodology

This chapter presents the methodologies utilized to conduct the study. It includes information such as the targeted respondents, research setting, research design, and the sample. The instrument, the methods implemented to check its validity and reliability, and how the data was analyzed were discussed.

## Design

The study used the descriptive survey method of research to identify the level of the use of Facebook by Third-year Criminology students and students' study habits at Southern de Oro Philippines College. Descriptive statistics gather quantifiable information used for statistical reference on the target audience through data analysis. To select the data, the instrument was a questionnaire that provides a quantitative method of data gathering, such as evidence or information expressed in numerical terms.

## Setting

The study was conducted at Southern de Oro Philippines College (SPC), which is located at Julio Pacana Street Licuan, Cagayan de Oro City. SPC was established because of Engr. Apolinar Y. Garcia and Atty. Claudio M. Aguilar's proposal during their meeting of the Board of Directors of the Benito – Raymunda Realty Corporation in August 1981. The intention was to develop Don Benito R. Garcia and Dona Raymunda Yabut Garcia's conjugal real properties.

Previously, the school was registered as Southern Philippines Academy on October 19, 1981. Now, the school is called Southern de Oro Philippines College. The school has been known to be committed to providing affordable and quality education to its students.

SPC has offered various courses, including the Bachelor of Science in Criminology. The program was first offered in the school year 2005-2006. Since then, the students in this program have accomplished several achievements. For instance, they had *First Year Acceptance 2022-2023* on November 5, 2022*.* The students performed silent drills as well. Also, the *Mandaraglahi* class of 2022-2023 was the first batch to have a *Pass in Review and Internship Culmination Ceremony.*

In addition, criminology students from SPC performed well in the board examination. Based on the results from the four board examinations in April 2016, October 2016, June 2017, and December 2017, SPC had a passing rate for first-timers of 60%. These results made SPC rank number four in Misamis Oriental, ten in Northern Mindanao, and 93 in the Philippines. In the recent Criminologist Licensure Examination in April 2023, SPC got a passing rate for first-timers of 66.67%, an overall passing rate of 45.45%, and a National Passing Percentage of 31.84%.
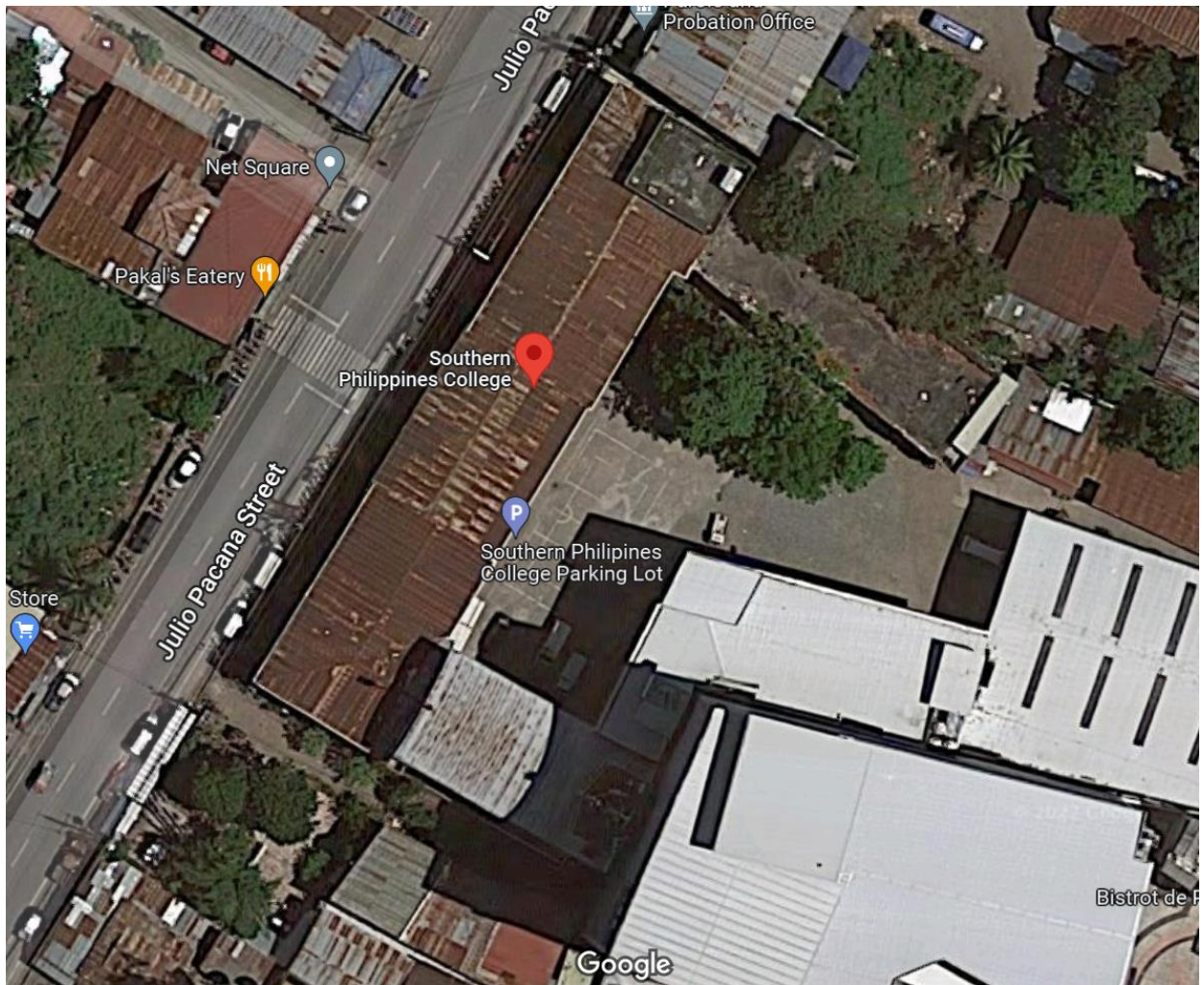
Source: www.google.com/maps/place/Southern+Philippines+College/

**Figure 2**

*Map of the Study Setting, Southern de Oro Philippines College*

### Respondents and Sampling Procedure

The respondents of the study were thirty (30) third-year criminology students who were officially enrolled in Southern de Oro Philippines College in the School Year 2022-2023. Overall, there were 791 criminology students enrolled in the second semester of the school year 2022-2023. The researchers utilized convenience sampling. Only third-year criminology students who were available and willing had answered the survey questionnaires on the day of the distribution.

### Instrument

The research instrument contains the use of Facebook and the study habits of third-year criminology students with their organizing and preparing of the assignment.

### Validity and Reliability

The researcher-made questionnaire was tried out on SPC students who were not part of the population with similar characteristics to those of the actual respondents, but they did not participate in the actual study. This was to ensure that the instrument was simple, meaningful, easily administered, and adequate in collecting the needed data. All items in the questionnaire were processed through Statistical Package for the Social Sciences (SPSS), which calculated Cronbach's alpha to check its reliability. The self-made questionnaire had a Cronbach's alpha of 0.97. Eventually, the revision was made where each variable contained five

questions with thorough and careful consideration before the actual distribution of the instrument to the actual respondents.

## Data Gathering Procedure

Before the data gathering, a letter of request was presented to the Dean of the Education Department, asking permission to allow the researchers to conduct the study and administer the research instruments to the respondents. Once permitted, a formal letter was sent to the Vice-President of Academic Affairs for final approval.

Subsequently, the researchers gave the questionnaire after class of Third-year Criminology students where they were still gathered inside the classroom. The informed consent form also respects the right of the participant to withdraw such participation in the course of the study. Thus, the researchers distributed the hard-copy questionnaires only to those third-year criminology students who were willing and available to answer the survey. In administering the instruments, the researchers ensured that the directions were explained thoroughly for the respondents to understand each statement. Also, the researchers clarified some terms to the respondents so that they could answer the questionnaire with accuracy. They were given an ample amount of time to complete the questionnaires. Once completed, the researchers gathered the questionnaires. Then, the researchers compiled and secured them for the next phase of the procedure.

Additionally, the researchers guaranteed the respondents who participated in this study that their identities would remain confidential in order for them to respond honestly.

## Categorization of Variables

To facilitate the interpretation gathered and analysis of the data, the following were utilized:

## Use of Facebook and Study Habits

| Scale | Range | Description | Interpretation |
|---|---|---|---|
| 4 | 3.25 – 4.00 | Strongly Agree | Very High |
| 3 | 2.00 – 3.24 | Agree | High |
| 2 | 1.75 – 2.49 | Disagree | Low |
| 1 | 1.00 – 1.74 | Strongly Disagree | Very Low |

## Statistical Data Analysis

The collected data were tabulated, examined, and interpreted using descriptive statistics such as finding the mean and standard deviation for every construct. Pearson correlation was used to ascertain the correlation between the students' use of Facebook and study habits. The data were calculated using the data analysis function of Microsoft Excel.

# Chapter 4

## Presentation, Analysis, and Interpretation of Data

This chapter presents the analysis and interpretation of data gathered from the study, which aimed to investigate the use of Facebook and the study habits of Third-year Criminology students in the school year 2022-2023. The data found in this chapter were arranged according to the problems treated in this study.

**Problem 1.** What is the level of Facebook use of Third-year Criminology students in terms of:

1.1 Academic Purpose; and

1.2 Non-academic Purpose?

The level of student's use of Facebook for academic and non-academic purposes was determined by finding the mean to get the central tendency of the data, and standard deviation to know how much the data deviates from the mean.

**Table 1**

*Facebook Use for Academic Purposes*

| Indicator | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| 1.  I use Facebook to get information for my studies. | 3.27 | 0.45 | Strongly Agree | Very High |
| 2.  I use Facebook to seek help when I encountered difficulties with studying. | 3.20 | 0.71 | Agree | High |
| 3.  I use Facebook to watch educational videos. | 3.00 | 0.69 | Agree | High |
| 4.  I use Facebook to improve my reading and writing skills. | 3.13 | 0.78 | Agree | High |
| 5.  I use Facebook to cope up information related to my lesson. | 3.07 | 0.58 | Agree | High |
| Overall Mean | 3.13 | 0.13 | Agree | High |

*Note:*   3.25 – 4.00 Vey High      1.75 – 2.49 Low
2.50 – 3.24 High      1.00 – 1.74 Vey Low

Table 1 presents the level of Facebook use for academic purposes, with an overall mean rating of 3.13 (SD=0.13). This suggests that the level of Facebook use for academic purposes among students is considered *"High*," and the standard deviation conveyed a consistency in the students' perceptions and usage of Facebook for academic purposes. This means that students are actively using Facebook as it serves as a valuable resource for information gathering, seeking assistance, accessing educational videos, improving literacy skills, and staying informed about their lessons. It indicates that Facebook has become more than just a social networking site for students. It has evolved into a valuable educational resource for them. As stated by Murad et al. (2019), students who are aware of Facebook as a learning tool gain better knowledge as it serves as a valuable resource for obtaining information related to their studies.

It is clear from the table that the indicator "I use Facebook to get information for my studies." got the highest mean score of 3.27. This means that students strongly agree that they use Facebook to obtain information for their studies, suggesting that it is an effective tool for accessing educational resources. This "Very High" level of agreement highlights the significance of Facebook in providing students with information for their academic needs. Al-rahmi and Othman (2018) and Yotyodying et al. (2021) further support this notion by highlighting the usefulness of Facebook in sharing educational content and resources to support learning.

However, it can also be seen from the table that the indicator "I use Facebook to watch educational videos." got the lowest mean score of 3.00. While

this mean rating suggests agreement among the students regarding the usefulness of Facebook for accessing educational video content, it still suggests that students may not be using Facebook as frequently to access educational video content. This finding could indicate a gap in the availability of educational video content on Facebook or a preference for other video platforms.

**Table 2**

*Facebook Use for Non-Academic Purposes*

| Indicator | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| 1.   I use Facebook to entertain myself. | 3.30 | 0.60 | Agree | High |
| 2.   I use Facebook to keep in touch with my friends. | 3.03 | 0.56 | Agree | High |
| 3.   I use Facebook to relieve stress. | 3.37 | 0.67 | Strongly Agree | Very High |
| 4.   I use Facebook to post my thoughts. | 2.80 | 0.85 | Agree | High |
| 5.   I use Facebook to watch videos. | 3.53 | 0.57 | Strongly Agree | Very High |
| Overall Mean | 3.21 | 0.12 | Agree | High |

*Note:*   3.25 – 4.00 Vey High     1.75 – 2.49 Low
2.50 – 3.24 High     1.00 – 1.74 Vey Low

Table 2 presents the level of Facebook use for non-academic purposes, with an overall mean of 3.21 (SD=0.12). This suggests that the level of Facebook use for non-academic purposes among students is considered *"High,"* and the standard deviation conveyed that their answers to the indicators were consistently similar. It means that Facebook is perceived as a platform that provides various benefits to its users, like entertainment, social connection, and stress relief. This indicates that Facebook provides a virtual space for students to unwind and relax during their non-academic times. As stated by Kumar and Dey (2021), students' Facebook use is driven by entertainment, passing time, social interaction, and self-expression.

It can be gleaned from the table that the indicator with the highest mean score of 3.53 is "I use Facebook to watch videos." This finding highlights the potential of the platform to provide a source of entertainment for its users. Undoubtedly, Facebook has become one of the popular platforms for watching videos, entertainment, and leisure purposes. This was explained by the survey of Statista (2021), a leading provider of market and consumer data. The survey found that Facebook was the second most popular platform for watching videos after YouTube, with over 1.8 billion active users watching videos on the platform. The study also found that the average daily time spent by users watching videos on Facebook was 40 minutes.

Moreover, it is also shown in this table that the students strongly agreed that they use Facebook to relieve stress. This finding highlights the potential of Facebook to provide a form of emotional support for its users. One of the studies which support this claim is by Lin et al. (2019), a study published in the Medical Internet Research journal. It indicated that students who used Facebook reported lower levels of stress. Brewer and Palmer (2018) also agreed with this. Their study published in the Journal of Health Psychology found that individuals who engaged in expressive writing on Facebook experienced decreased stress levels and improved mental health outcomes compared to those who did not engage in expressive writing on the platform.

However, the indicator with the lowest mean score of 2.80 is "I use Facebook to post my thoughts." This finding could suggest that individuals may be less likely to express their thoughts and opinions on Facebook. Anderson and

Jiang (2018) supported this in their study published in the Pew Research Center journal. It indicated that teens and young adults may engage in self-censorship on social media platforms, including Facebook, and may not share all of their thoughts and feelings online.

**Problem 2.** What is the level of study habits of Third-year Criminology students in terms of:

2.1 Organizing; and

2.2 Preparing assignment?

The student's level of study habits was analyzed through a descriptive analysis process by determining the mean and standard deviation. The mean is the average of all the values in a dataset, while the standard deviation is the measure of the spread of the data.

**Table 3**

*Study Habits in terms of Organizing*

| Indicator | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| 1. I make up daily activity and study schedules. | 3.17 | 0.59 | Agree | High |
| 2. I review lecture notes. | 2.97 | 0.81 | Agree | High |
| 3. I organize my study materials. | 2.97 | 0.67 | Agree | High |
| 4. I try to organize facts in a systematic way. | 3.20 | 0.41 | Agree | High |
| 5. I allow sufficient time to collect information and organize material. | 3.13 | 0.57 | Agree | High |
| Overall Mean | 3.09 | 0.15 | Agree | High |

*Note:*  3.25 – 4.00 Very High    1.75 – 2.49 Low
2.50 – 3.24 High    1.00 – 1.74 Very Low

Table 3 presents the level of study habits in terms of organizing, with an overall mean of 3.09 (SD=0.15). The mean rating indicates a generally *"High"* level of agreement with the statements related to study habits in terms of organizing. Meanwhile, the standard deviation conveyed that the respondents' answers were relatively consistent. It means that students actively employ strategies such as scheduling, material organization, and systematic information processing to optimize their learning experience. This indicates that the students place a high value on being organized in their approach to studying and are making an effort to implement them.

As revealed in the data, the indicator with the highest mean of 3.20 (SD=0.41) was "I try to organize facts in a systematic way." This suggests that students are aware of the importance of organizing information in a logical and structured manner, which can help with retention and comprehension. In a study by Weinstein and Mayer (2018), the researchers investigated the impact of organizing information on learning outcomes. The findings revealed that when students actively organized systematic facts by categorizing and connecting related concepts, they demonstrated better comprehension, improved recall, and higher overall academic achievement. Additionally, Jääskeläinen, Hirvonen, and Lindblom-Ylänne (2021) examined the relationship between study habits and academic performance among university students. The research indicated that students who employed systematic organization techniques, such as creating outlines, concept maps, or summaries, showed improved understanding and retention of facts, leading to higher grades.

On the other hand, the indicators "I review lecture notes." and "I organize my study materials." received the lowest mean rating of 2.97. This suggests that students may need to pay more attention to reviewing lecture notes and organizing their study materials effectively. Kiewra (2019) discusses the importance of reviewing lecture notes and provides specific strategies for organizing them. He suggests using headings and subheadings, highlighting essential information, and summarizing the main points in a separate document. In this meta-analytic review of homework research, the authors found that the organization and management of study materials are critical factors in homework effectiveness. Specifically, they found that students with better organizational skills tended to perform better academically.

**Table 4**

*Study Habits in terms of Preparing Assignments*

| Indicator | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| 1. I start first with the most difficult assignment. | 3.30 | 0.60 | Agree | High |
| 2. I break assignments into manageable parts. | 3.00 | 0.59 | Agree | High |
| 3. I review notes and books before answering assignments. | 3.43 | 0.57 | Strongly Agree | Very High |
| 4. Write assignments on a calendar according to when they are due. | 2.93 | 0.74 | Agree | High |
| 5. I keep myself updated with my assignments. | 3.43 | 0.68 | Strongly Agree | Very High |
| Overall Mean | 3.22 | 0.07 | Agree | High |

*Note:* 3.25 – 4.00 Very High     1.75 – 2.49 Low
2.50 – 3.24 High     1.00 – 1.74 Very Low

Table 4 presents the level of study habits in terms of preparing assignments, with an overall mean of 3.22 (SD=0.07). The mean rating is described as a "*High*" level, which means that the respondents have exhibited good study habits in managing their assignments. More so, the standard deviation indicates that the

student's responses to each indicator were consistently alike. This means that students prioritize effective assignment preparation strategies such as staying updated with assignments, reviewing relevant materials, and starting with the most difficult assignment first. It indicates that students recognize the importance of being well-prepared to manage their assignments effectively. According to the findings of the National Survey of Student Engagement (2020), an average student spends 15 hours per week preparing for class, including doing homework.

As reflected on the data, the indicator "I review notes and books before answering assignments." and "I keep myself updated with my assignments." got the highest mean score of 3.43. This indicates that the students value the preparation and understanding of course content to provide well-informed responses, which can lead to better comprehension and accuracy in their assignments. As stated by Clement (2019), one of the ten tips for the perfect assignment is not to avoid essential reading. Then, for the students to keep updated with their assignments, one of the suggested helpful strategies by Sikowski (2019) is to make to-do lists. This helps the students to keep track of their assignments. When making a list, writing it down on paper is more beneficial, as the study of Umejima et al. (2021) revealed that this is an effective way of retrieving information compared to an electronic document.

However, the indicator "Write assignments on a calendar according to when they are due" received the lowest mean score of 2.93. It indicates that students may not effectively utilize calendars to stay on top of their assignment due dates. Thus, an article from EHL Insights (2023) encouraged students to write the

deadlines of assignments in a calendar or planner, as this makes it easier to prepare and keep track of the deadlines.

**Problem 3.** Is there a significant relationship between Facebook usage and study habits among Third Year Criminology students?

A Pearson Correlation analysis was conducted to analyze the strength and direction of the linear relationship between the use of Facebook for academic and non-academic purposes with the study habits. On the other hand, the p-value was computed using the Quick P Value from Pearson (R) Score Calculator to determine whether there is a statistically significant relationship between the two variables.

**Table 5**

*Correlation Analysis Between Facebook Usage and Study Habits*

| Use of Facebook | r-value | p-value | Interpretation | Decision |
|---|---|---|---|---|
| Academic Purposes | 0.490 | 0.006 | Significant | Reject null hypothesis |
| Non-academic Purposes | 0.201 | 0.287 | Not Significant | Accept null hypothesis |

*Note:* *significant at p<0.05 alpha level          S – Significant   NS – Not Significant

Presented in Table 5 is the correlation analysis between the use of Facebook for academic and non-academic purposes and the study habits among third-year criminology students at Southern de Oro Philippines College in the school year 2022-2023. The findings of the test revealed that there is a significant relationship between the use of Facebook for academic purposes and study habits

(r=0.489, p<0.05). It means that as the students incorporate Facebook for academic purposes, it may help them improve their study habits, such as staying organized and prepared for their assignments. Therefore, the null hypothesis is rejected.

This finding is in line with Obadara and Olaopa (2018), who confirmed that social media utilization has a significant relationship with the study habits of the students. This corroborates the findings of Al-rahmi and Othman (2018) also support the use of Facebook in education due to the fact that Facebook is where students can conveniently and accessibly engage in online discussions and share academic resources. This is further supported by the findings of Boholano and Cajes (2021), who conducted a study to determine the reasons and feedback of students using Facebook. The study revealed that Facebook benefits students as they can share and exchange information through brainstorming and collaborating on the group page or group chat.

On the other hand, the findings of the test also revealed that there is no significant relationship, yet there is a weak positive correlation between the use of Facebook for non-academic purposes and study habits (r=0.201, p>0.05). It means that the relationship between the use of Facebook for non-academic purposes is slightly connected to having good study habits, yet the connection is not strong enough. Therefore, the null hypothesis is accepted. This finding is in agreement with Maureen (2018), who conducted a study to find out the relationship between social media use (e.g., Facebook, Whatsapp, Yahoo) and study habits.

The study reported that whether the students access social media or not, it does not have a significant relationship with their study habits.

However, the use of Facebook for non-academic purposes may still have some impact on study habits, even if it is not significant. For instance, Angcoy (2019) stated in an article published in the *Ascendens Asia Journal of Multidisciplinary Research Abstracts* journal, that Facebook is a big distraction to students' study habits because it serves as entertainment. As a result, they fail to study their lessons and do their schoolwork. This conforms to the study conducted by Ezeji & Ezeji (2018) that social media usage negatively affected students' revision of their lecture notes daily, as well as the submission and carrying out of study assignments. It is also evident in an article by Bacarisas et al. (2019), which showed that most students agreed that the overuse of social media has a bad effect on their study habits, yet the extent of this impact may depend on individual differences such as one's ability to multitask or manage distractions. Thus, still, according to Bacarisas et al., students should know how to control themselves in using any social media for them to concentrate on their studies and to reach their highest dreams in life.

## Chapter 5

## Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary of the data gathered, followed by the findings. Moreover, it formulates the conclusions based on the analyses and interpretation of data and offers some recommendations regarding the study.

### Summary

This study sought to determine the significant relationship between the use of Facebook for Academic Purposes and Non-Academic Purposes to the study habits of the students. This study used the descriptive survey method of research and Pearson Product Moment Correlation. The instrument used to gather data was tested and validated by the reliability test of Cronbach's Alpha. The respondents of the study were the selected 30 third-year criminology students who are enrolled in Southern Philippines College for the School Year 2022-2023. In treating the data, mean and standard deviation were used to determine the level of the use of Facebook and study habits.

### Findings

Based on the data gathered and their subsequent analysis, this study found the following:

1. The third-year criminology students gave high-level ratings for using Facebook for academic and non-academic purposes.

2. The third-year criminology students gave high-level ratings to their study habits in terms of organizing and preparing assignments.

3. There is a significant relationship between the use of Facebook for academic purposes and study habits among third-year criminology students. Thus, the null hypothesis is rejected.

4. There is no significant relationship between the use of Facebook for non-academic purposes and study habits among third-year criminology students. Thus, the null hypothesis is accepted.

## Conclusions

Based on the findings, the following conclusions were drawn:

1. Students perceived Facebook as a valuable tool for their academic activities. This positive perception of using Facebook for academic purposes suggests that integrating Facebook into the learning environment can enhance student engagement, facilitate communication and collaboration, and provide additional resources for academic success. Meanwhile, regarding the use of Facebook for non-academic purposes, it is primarily used by students as a preferred platform for personal activities and social interactions. Recognizing that students widely use Facebook for non-academic purposes, it is important to acknowledge its potential influence on their time management and potential distractions from academic responsibilities.

2. As regards study habits, the students placed a high value on organizing and preparing assignments. They exhibited a strong sense of satisfaction with their ability to structure and manage their study materials effectively. More so, students feel confident and well-prepared when completing their assignments. It indicates that they possess the necessary organization strategies and assignment management skills to handle their academic work successfully. This suggests that the students have a strong sense of responsibility toward their academic work.

3. The significant relationship that exists between the use of Facebook for academic purposes and study habits implies that as the students' use of Facebook for academic purposes increases, there is a tendency for their study habits to improve as well. It indicates that incorporating Facebook as a tool for educational purposes can be beneficial for their study routines. This could be explained by the fact that students use Facebook as a tool for collaboration and communication, as it may help them stay connected with their peers and teachers.

4. Moreover, the study also indicates that using Facebook for non-academic purposes has no significant relationship with study habits. It implies that the use of Facebook for personal reasons does not necessarily interfere with a student's ability to stay organized or prepare for assignments. This means that students who spend more time on Facebook for non-academic purposes may not necessarily have worse

study habits than those who spend less time on this social media platform. Similarly, students who use Facebook less frequently may not necessarily have better study habits than those who use it more often.

Overall, the researchers concluded that Facebook could be a valuable tool for academic purposes and that using it in this way may even promote good study habits among students. Although no significant relationship was found between non-academic use of Facebook and study habits, excessive use of this social media can be a distraction and interfere with their studies. Thus, students need to use Facebook responsibly and in moderation.

**Recommendations**

Given the findings of this study, the researchers make several recommendations to the concerned individuals are enumerated in the following paragraphs.

The school administrators can organize seminars, symposiums, and discussions to inform students about how Facebook usage can affect their study habits. They can also offer workshops or resources on time management, task prioritization, and effective assignment-tracking techniques. These can lead to improved study habits and overall success in their academic pursuits.

The researchers recommend instructors to encourage the use of Facebook for academic purposes. They can create dedicated Facebook groups or pages to encourage discussions, share relevant materials or resources like educational videos, and foster online collaboration among students. This can help foster a

collaborative learning environment and aid in student success. They can also provide guidance on effective note-taking techniques, time-management strategies, and assignment planning.

Parents are encouraged to promote responsible social media use. While there was no significant relationship found between non-academic use of Facebook and study habits, too much use of Facebook can potentially disrupt students' focus and adversely affect their study habits. Parents can encourage responsible social media use, including setting time limits and prioritizing academic work.

Students are encouraged to become more aware of the time they spend on Facebook and be mindful of its potential distractions. It is recommended to set boundaries and allocate specific time slots for non-academic activities on Facebook to maintain focus on academic responsibilities.

Future researchers can explore the use of other social media platforms beyond Facebook to understand their potential impact on study habits and academic performance. This can provide a comprehensive understanding of the role of various platforms in education.

# References

Alalwan, A. A., Baabdullah, A. M., Rana, N. P., & Dwivedi, Y. K. (2020). Social media in higher education: A literature review of Facebook. *Telematics and Informatics*, 54, 101438.

Almero, E. (2019). Factors Affecting Poor Study Habits and Academic Performance among Grade VI Pupils in Putingkahoy Elementary School. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2M). https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/8015

Al-rahmi, W. M., & Othman, M. S. (2018). The role of social media for collaborative learning to improve academic performance of students and researchers in Malaysian higher education. *International Journal of Interactive Mobile Technologies*, 12(6), 142-155. doi:10.3991/ijim.v12i6.8946

Anderson, M. & Jiang, J. (2018). Teens, Social Media & Technology 2018. Pew Research Center. https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/

Angcoy, D. C., (2019). I'd Rather Use Facebook than Facing My Book: Impacts of Facebook Usage to the Study Habits of the Senior High School Students. *Ascendens Asia Journal of Multidisciplinary Research Abstracts.* Vol. 3, No. 2E. https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/5926

Angkarini, T. (2021). Study Habits of Undergraduate Students During Pandemic of Covid-19. *Journal of Learning and Instructional Studies*, 1(1), 37–51. https://doi.org/10.46637/jlis.v1i1.5

Avila, E. C. (2020). The Use of Facebook Group in Distance Learning During The Time of Covid-19 Pandemic. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(6), 1859–1871. https://archives.palarch.nl/index.php/jae/article/view/1069

Bacarisas, J. N., Dinero, C., Baldespinosa, C., & Andador, J. (2019). The Effects of Social Media to the Study Habit of the Selected Junior High School Students of ETTMNHS SY 2018-2019. *Ascendens Asia Journal of Multidisciplinary Research Abstracts.* Vol. 3, No. 2J https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/9389

Bae, M. (2018). Understanding the effect of the discrepancy between sought and obtained gratification on social networking site users' satisfaction and continuance intention. *Computers in Human Behavior*, 79, 137–153. https://doi.org/10.1016/j.chb.2017.10.026

Boholano, H. B. & Cajes, R. (2021). The Utilization of Facebook During Covid-19 Pandemic by First-Year College Students. *International Journal of Social Learning* (IJSL), 1(2), 163–173. https://doi.org/10.47134/ijsl.v1i2.52

Brewer, L. C., & Palmer, R. (2018). The effects of expressive writing on Facebook on perceived stress, psychological well-being, and cortisol. *Journal of Health Psychology*, 23(12), 1573-1583. doi: 10.1177/1359105316675433

Chartered City of Cagayan de Oro, Philippines. (2013). Geoview.info. https://ph.geoview.info/julio_pacana,88317168w

Chen, W., Chan, T.-W., Wong, L.-H., Chee-Kit Looi, Calvin C.Y. Liao, Hercy N.H. Cheng, Su Luan Wong, Mason, J., So, H.-J., Murthy, S., Gu, X., & Pi, Z. (2020). IDC theory: habit and the habit loop. *Research and Practice in Technology Enhanced Learning*, 15(1). https://doi.org/10.1186/s41039-020-00127-7

City of Treasure — GRID Hometown Stories. (2021). Gridmagazine.ph. https://www.gridmagazine.ph/story/a-city-of-gold-cagayan-de-oro

Clement, E. (2019). Ten Top Tips for The Perfect Assignment. Leedsbeckett.ac.uk; Leeds Beckett University. https://www.leedsbeckett.ac.uk/blogs/library/2018/09/top-tips-for-the-perfect-assignment/

Clifford, C. (2019). 19-year-old Mark Zuckerberg: "Issues about violating people's privacy don't seem to be surmountable." CNBC; CNBC. https://www.cnbc.com/2019/10/24/19-year-old-mark-zuckerberg-on-privacy-issues-versus-today.html

Ezeji, P., & Ezeji, K. (2018). Effect of Social Media on the Study Habits of Students of Alvan Ikoku Federal College of Education, Owerri. *World Academy of Science, Engineering and Technology International Journal of Educational and Pedagogical Sciences* Vol:12, No:1. https://zenodo.org/record/1316686/files/10008995.pdf

Feng, S., Yip Fong Wong, Lai Mun Wong, & Hossain, L. (2019). The Internet and Facebook Usage on Academic Distraction of College Students. *Computers & Education*, 134, 41–49. https://doi.org/10.1016/j.compedu.2019.02.005

Giannikas, C. (2020). Facebook in tertiary education: The impact of social media in e- Facebook in tertiary education: The impact of social media in e-Learning Learning. *Journal of University Teaching & Learning Practice* https://files.eric.ed.gov/fulltext/EJ1247596.pdf

Hamat, M. F., Embi, M. A., & Hassan, H. (2018). Impact of Facebook usage on students' academic achievement: Roles of self-regulation and trust. *Computers & Education,* 117, 129-147. https://doi.org/10.1016/j.compedu.2017.09.010

How To Stay on Top of Your Assignments in College. (2023). Ehl.edu. https://hospitalityinsights.ehl.edu/how-stay-top-your-assignments

Islam, N. (2021). Study Habits, Self-Esteem, and Academic Achievement Among Public and Private Secondary School Students in Bangladesh. *International Journal of Psychology and Education Studies*, 8(3). https://doi.org/10.52380/ijpes.2021.8.3.214

Jääskeläinen, A., Hirvonen, J., & Lindblom-Ylänne, S. (2021). Study habits and academic performance: A comparison between two student cohorts. *Higher Education*, 82(3), 579-595.

Jafari, H., Aghaei, A., & Khatony, A. (2019). Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran. *Advances in Medical Education and Practice,* Volume 10, 637–643. https://doi.org/10.2147/amep.s208874

Kadri, N. (2021). Social Intelligence as Shaped by Facebook Use. *UICELL Conference Proceedings.* No. 5, 317-327. https://journal.uhamka.ac.id/index.php/uicell/article/view/8358

Kiewra, K. A. (2019). Developing better study skills. In J. C. Smart & E. A. Luchsinger (Eds.), The handbook of student affairs administration (pp. 529-545). John Wiley & Sons. doi: 10.1002/9781119433669

Kim, Y., Park, H., & Choi, J. (2019). The effects of social media use on academic performance among university students: A Korean case study. *The Asian Journal of Education and Pedagogy*, 2(2), 1-12.

Kumar, A., & Dey, A. K. (2021). Use of Facebook among college students in India: A study of socializing behavior. *International Journal of Web Based Communities,* 17(1), 46-64.

Kumar, P. (2018). Time management strategies for academic success. *Journal of Education and Practice*, 9(11), 18-24. doi: 10.7176/JEP/9-11-03

Lin, L. Y., Sidani, J. E., Shensa, A., Radovic, A., Miller, E., Colditz, J. B., & Primack, B. A. (2019). Social Media Use, Loneliness, and Mental Health among College Students: Examining the Impacts of Using Facebook, Twitter, Instagram, and Snapchat. *Journal of Medical Internet Research*, 21(3), e10863. https://doi.org/10.2196/10863

Lirola, M. M. (2021). Approaching the Use of Facebook to Improve Academic Writing and to Acquire Social Competencies In English In Higher Education. https://files.eric.ed.gov/fulltext/EJ1331640.pdf

Madge, C., Meek, J., Wellens, J., & Hooley, T. (2019). Facebook, social integration and informal learning at university: 'It is more for socialising and talking to friends about work than for actually doing work'. *Learning, Media and Technology*, 44(1), 1-17.

Mahesar, R. A., Chandio, S., Tunio, G. A., & Qazi, S. (2018). Pattern and The Purpose of Facebook Usage By University Students: A Case Study of Sindh University, Jamshoro. *Applied and Social Sciences International Research Journal* Volume.1, No.1. https://www.researchgate.net/publication/328041308_Pattern_and_The_Purpose_of_Facebook_Usage_By_University_Students_A_Case_Study_of_Sindh_University_Jamshoro

Manjur Kolhar, Kazi, R. N., & Abdalla Alameen. (2021). Effect of social media use on learning, social interactions, and sleep duration among university

students. *Saudi Journal of Biological Sciences*, 28(4), 2216–2222. https://doi.org/10.1016/j.sjbs.2021.01.010

Masrom, M. B., Busalim, A. H., & Abuhassna, H. (2021). Understanding Students' Behavior in Online Social Networks: A Systematic Literature Review. *International Journal of Educational Journey in Higher Education.* 18(6):1-27 https://doi.org/10.1186/s41239-021-00240-7

Maureen, C. (2018). Social Media and Study Habits of Secondary School Students in Anambra State, Nigeria. *Library Philosophy and Practice.* 2160. http://digitalcommons.unl.edu/libphilprac/2160

McCoy, J. (2020, July 12). 25 Amazing Facts About Facebook. Search Engine Journal. https://www.searchenginejournal.com/facebook-facts/359408/#close

Meta Platforms. (2021). Google Play. Play.google.com. https://play.google.com/store/apps/details?id=com.facebook.katana&hl=en&gl=US&pli=1

Mpundu, N. (2022). The Effects of Facebook Usage on Students' Academic Performance in Lusaka, Munich, GRIN Verlag, https://www.grin.com/document/1278144

Munns, C., & Cory, E. (2018). Why Use Facebook? A Uses & Gratifications Study of Generation X in the UK. https://www.diva-portal.org/smash/get/diva2:1482186/FULLTEXT01.pdf

Murad, A., Gul, A., Changezi, R., Naz, A., & Khan, N. (2019). Effects of Facebook Usage on the Academic Performance on the Undergraduate Students of Quetta City. *Clinical Social Work and Health Intervention*, 10(2), 70–79. https://doi.org/10.22359/cswhi_10_2_10

National Survey of Student Engagement. (2020). Engagement Insights: Survey Findings on the Quality of Undergraduate Education– Annual Results 2019. Bloomington, IN: Indiana University Center for Postsecondary Research.

Obadara, E. & Olaopa, S. (2018). Social Media Utilisation, Study Habit and Undergraduate Students' Academic Performance in a University of Education in Nigeria". *Library Philosophy and Practice*. 2082. http://digitalcommons.unl.edu/libphilprac/2082

Putri, N. & Aminatun, D. (2021). Using Facebook to practice writing skill: What do the students think? *Journal of English Language Teaching and Learning*, 2(1), 45-50. https://doi.org/10.33365/jeltl.v2i1.852

Raghavendra, R., & Rangaswamy, R. (2019). Impact of time management on academic performance among undergraduate students. *International Journal of Indian Psychology*, 7(1), 380-386. doi: 10.25215/0701.155

Rodriguez, F., Mariela Janet Rivas, Matsumura, L. H., Warschauer, M., & Sato, B. K. (2018). How do students study in STEM courses? Findings from a light-touch intervention and its relevance for underrepresented students. *PLOS*

*ONE*, 13(7), e0200767–e0200767. https://doi.org/10.1371/journal.pone.0200767

Salcedo-Relucio, M. A. (2019). Factors affecting the study habits of Grade Eleven students in One National High School in Pangasinan, Philippines. *Southeast Asian Journal of Science and Technology*, 4(1), 89-97. https://sajst.org/online/index.php/sajst/article/view/99

Sanne, Stalmeijer, R. E., Merriënboer, van, Hans H.C.M. Savelberg, & de, H. (2018). How and Why Do Students Use Learning Strategies? A Mixed Methods Study on Learning Strategies and Desirable Difficulties With Effective Strategy Users. *Frontiers in Psychology*, 9. https://doi.org/10.3389/fpsyg.2018.02501

Sikowski, S. (2019). How to stay on top of your assignments in college. Herzing University. https://www.herzing.edu/blog/how-stay-top-your-assignments-college

Silverrajoo, P., & Hassan, A. (2018). Relationship between Study Habits and Academic Achievement among Health Science Students. *International Journal of Academic Research in Business and Social Sciences*, 8(7). https://doi.org/10.6007/ijarbss/v8-i7/4418

Simsek, A., Dabaj, F., & Simsek, E. (2020). Why and How Do University Students Use Facebook in Everyday Life? - ProQuest. Proquest.com.

https://www.proquest.com/openview/e900f697f4bb22ace121b941b2ee2ba

a/1?pq-origsite=gscholar&cbl=2031098

Singh, A. (2019). A Study of Study Habits of Senior Secondary School Students.

*International Journal of Humanities and Social Science Invention*, 8(6).

https://www.ijhssi.org/papers/vol8(6)/Series-3/E0806032328.pdf

Southern Philippines College. (2021). About Southern Philippines College.

https://southphilcollege.com/about/

Statista. (2021). Leading social networks worldwide as of January 2021, ranked by

number of active users (in millions). *Statista.*

https://www.statista.com/statistics/272014/global-social-networks-ranked-

by-number-of-users/

Statista. (2021). Most used social media 2021.

https://www.statista.com/statistics/272014/global-social-networks-ranked-

by-number-of-users/

Statista. (2022). Most used social media in the Philippines 2022 | Statista. Statista;

Statista. https://www.statista.com/statistics/1127983/philippines-leading-

social-media-platforms/

Stieger, S. (2019). Facebook usage and life satisfaction. *Frontiers in Psychology*,

10. https://doi.org/10.3389/fpsyg.2019.02711

Tus, J. (2020). The Influence of Study Attitudes and Study Habits on the Academic Performance of the Students. In ResearchGate. https://www.researchgate.net/publication/344659816_The_Influence_of_Study_Attitudes_and_Study_Habits_on_the_Academic_Performance_of_the_Students

Umejima, K., Ibaraki, T., Yamazaki, T., & Sakai, K. L. (2021). Paper Notebooks vs. Mobile Devices: Brain Activation Differences During Memory Retrieval. *Frontiers in Behavioral Neuroscience,* 15. https://doi.org/10.3389/fnbeh.2021.634158

Vinney, Cynthia (2021). What is Uses and Gratifications Theory? Definition and Examples. ThoughtCo. thoughtco.com/uses-and-gratifications-theory-4628333.

Walck-Shannon, E., Rowell, S., & Frey, R. (2021). To What Extent Do Study Habits Relate to Performance? *CBE—Life Sciences Education*, 20. https://www.lifescied.org/doi/10.1187/cbe.20-05-0091

Wang, Y., Chen, R., Liang, Y., Wang, H., & Xie, X. (2018). Social media use and non-academic behaviors among college students in China. *Telematics and Informatics,* 35(4), 962-971.

Weinstein, Y., & Mayer, R. E. (2018). The effect of an instructional intervention to improve story comprehension and use of cognitive strategies for children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(4), 1135-1151.

Yotyodying, S., Dettmers, S., Erdal, K., & Jonkmann, K. (2021). Educational usage of Facebook and academic achievement in distance university students: Mediated by basic needs satisfaction. *Education and Information Technologies*. https://doi.org/10.1007/s10639-021-10804-9

Zhou, S.X., & Leung, L. (2019). Gratification, loneliness, leisure boredom, and self-esteem as predictors of SNS-game addiction and usage pattern among Chinese college students. *Internet and technology addiction: Breakthroughs in research and practice*, pp. 613-629, 10.4018/978-1-5225-8900-6.ch034