

Students' Study Habits, Attitude and Level of Usage of Facebook

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Abstract— This study was an investigation of the study habits exhibited by forty-one (41) Grade 8 students in learning the English language and of the attitude toward Facebook use and level of Facebook usage among forty-two (42) First Year Bachelor of Arts in English Language Studies (ABELS) students. The first set of respondents answered a survey questionnaire adopted from Retes and Salapang (2013) regarding study habits. The second set of respondents answered a survey questionnaire adopted from Galado (2012) regarding attitude toward Facebook use and level of Facebook usage. The study followed a descriptive survey design. Data were analyzed using descriptive statistics. T-test, F-test, and Spearman's r correlation were also employed to compare various variables. Regarding Grade 8 students' study habits according to their study techniques, results showed that many of the respondents always practice taking down notes during their teacher's discussion, and they love to study than making unnecessary things because they know that studying is more important than spending in nonsense things. However, results showed that there is no significant difference in the respondents' Study Habits when grouped according to Learning Styles. This implies that although one's Learning Style is innate of an individual, and Time Management and Study Techniques are exclusive in a person, the students have basically the same Learning Styles as to how they respond to the kind of lessons presented by their teacher. Results further showed that there are significant differences in Study Habits in the aspects of Time Management and Study Techniques when grouped according to Teacher's Personality. This result implies that students always get attracted to teachers with good personalities and characteristics which lead to better communication and minimize intimidation, thus facilitating the learners to be interested in the lessons presented. On the other hand, with regards to the students' Facebook use, findings revealed that respondents differed in their attitude toward Facebook use depending upon the attitude items indicated in the survey. Findings further revealed that the respondents are not so addicted in Facebook usage thinking that this might affect their studies. Consequently, there is a positive but weak correlation between the respondents' attitude toward Facebook use and their level of Facebook usage which implies that if respondents have high level of attitude toward Facebook use, he or she tends to find it useful on a daily basis but not to the extent of being addicted to Facebook. The outcomes of this research can greatly add knowledge of the online literacy of the students to check the exposure status since it is understandable that Facebook has potential effects to students.

Keywords— Study habits, learning styles, teacher's personality, attitude, level of Facebook usage.

I. INTRODUCTION

Study habit is the daily routine of students with regards to their academic duties and responsibilities (Retes and Salapang (2013). Studying not only prepares a student to excel in a class but reinforces the lessons already taught. With good study habits, students are able to balance social activities (Thompson, 2005) especially if they are efficient in time management. It is important to consider the study habits of the students based on how they manage their time efficiently, and how to have effective varied study techniques to keep them afloat. Meanwhile, the social media plays an important role in spreading messages for social awareness (Mistii, 2006). It opens and introduces new ideas to the public to let them be aware, prepared, and knowledgeable of the things going on around them especially on events that occur far from them. Among the social media, Facebook earned a vast acceptance in the Philippines (Alexa, 2015). The total number of Facebook users is reaching to 26,752,000 with which the average user visits the site 20 times in a month and spends an average of 28 minutes per visit. Facebook also ranked first among the top sites in the Philippines. This research focused on the study habits, attitude toward Facebook use and the level of Facebook usage. The Grade 8 students have already established their study habits. If ever they need improvement, they can probably develop their study habits through the findings of this study. Moreover, there are no previous studies

concerning on the correlation of attitude toward Facebook use and level of Facebook usage among First Year college students, thus, the researchers aimed to explore, investigate, and analyze the determining factors concerning Facebook use because most of the respondents tend to use the social media not just to communicate but also to research.

Objectives of the Study

This study was on the students' study habits, attitude toward Facebook use and level of Facebook usage. Specifically, it aimed to:

1. Determine the students' learning styles;
2. Determine the students' perceptions on their teacher's personality;
3. Determine the difference between the students' study habits in terms of their time management and study techniques;
4. Determine the differences in the students' study habits (time management and study techniques) when grouped according to learning styles and teacher's personality;
5. Determine the students' attitude toward Facebook use and level of Facebook usage; and
6. Determine the relationship between the students' attitude toward Facebook use and their level of Facebook usage.

II. MATERIALS AND METHODS

The study followed a descriptive survey design. The first set of respondents composed of forty-one (41) Grade 8 students answered a survey questionnaire regarding study habits adopted from Retes and Salapang (2013). The second set of respondents composed of forty-two (42) ABELS students answered a survey questionnaire regarding attitude toward Facebook use and level of Facebook usage adopted from Galado (2012). Data were analyzed using descriptive statistics. T-test, F-test, and Spearman's Rho correlation were also employed to compare various variables.

III. RESULTS AND DISCUSSION

Among the Grade 8 students, nearly half of them resulted to be visual learners regarding to their learning styles. This is because the students used to learn by seeing the instructional materials used by their teachers or understanding the lessons through writing or anything that involves vision. On the respondents' perceptions to their teacher's personality, results showed that their teacher uses varied instructional materials to provide for their learning needs. Moreover, they have a good impression on their teacher's personality, and that they have a high regard on their teacher because they believe that their teacher does what is expected on his or her teaching inside the classroom. With regards to their study habits according to their study techniques, findings revealed that most of the respondents always practice taking down notes during their teacher's discussion, and that they love to study than making nonsense things. However, results showed that there is no significant difference in the students' Study Habits when grouped according to Learning Styles. This implies that although one's learning style is innate of an individual and Time Management and Study Techniques are exclusive in a person, the students have basically the same Learning Styles as to how they respond to the kind of lessons presented by their teacher. Nonetheless, there are significant differences in Study Habits in the aspects of Time Management and Study Techniques when grouped according to Teacher's Personality. Students always get attracted to teachers with good personalities and characteristics which lead to better communication and minimize intimidation, thus facilitating the learners to be interested in the lessons being presented. On the other hand, regarding the students' Facebook use, findings revealed that the respondents differed in their attitudes toward Facebook use depending upon the attitude items found in the list. Findings further revealed that majority of the respondents are not so addicted in Facebook usage because of some disadvantages indicated in the questionnaire. Finally, results showed that there is a statistically positive but weak significant linear relationship between the students' attitudes toward Facebook use and their level of Facebook usage which implies that if a respondent has high level of attitude toward Facebook use, he or she tends to find it useful on a daily basis and in longer duration of time. This result is in consonance with the findings of Mazer (2007) which established that if the students are motivated to watch videos, posts, and other hedonistic pleasure on Facebook, they would think that it is very useful in their language learning.

IV. CONCLUSION AND RECOMMENDATIONS

This research has come to conclude that assessment of learning styles can help the teachers know what study techniques can best fit to certain types of learners, and that the teacher's personality is one factor that could motivate the students to be interested to achieve good or higher academic performance while learning the English language. Moreover, externalities like Facebook can greatly affect the students, thus giving them insights on the advantages and disadvantages of using Facebook helping them become cautious when dealing with this kind of a social networking site especially when it comes to learning the target language which is English.

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