THE HELPING FACEBOOK?: A STUDY ON THE PREVALENCE OF FACEBOOK AMONG GRADE 12 STUDENTS WITH HONORS

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Abstract: In this era when social media have become indispensable to human interaction, especially the students, the issue of using social media sites, specifically Facebook, has brought curiosity among the researchers to investigate this phenomenon. The purpose of this study is to explore and determine the prevalence of using Facebook among the students with honors of Taytay Senior High School (TSHS). The study is anchored on Davis' Technology Acceptance Model. Ultimately, this research aims to challenge pessimistic clichés about Facebook and highlight the uncharted beneficial influences of Facebook as an educational experience. Mixed methods was utilized in the study to supplement the strengths and weaknesses of qualitative and quantitative designs. The respondents are comprised of 95 Grade 12 students from TSHS S.Y. 2019-2020 with honors and high honors. This study is participated by students from Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering, and Mathematics (STEM) and Technical-Vocational-Livelihood (TVL) strands in the aforementioned school. They were chosen through purposive sampling. Data were collected through semi-structured interview and survey questionnaire. Despite the high total in time spent (daily) in using Facebook, results expose the indecisiveness of the respondents in terms of the roles which Facebook play in their academic performance. The interview confirmed that Facebook has a rather significant role among the respondents, with reservation to some conditions. The study implicates that the Department of Education may consider a mechanism as to how Facebook can be utilized as an educational resource, knowing its prevalence and influence on the respondents.

Keywords: Facebook, prevalence, academic performance, Grade 12, students with honors

Introduction - The rise of technology in education has continued to raise debates as regards with its setbacks overpowering its gains (O'Dwyer, 2018). For instance, the use of authentic materials and experiences aided by technology such as posts from social media have proven to be beneficial in the teaching and learning process, but controversies such as data privacy, language appropriacy, etc., create complicated networks of guidelines and mechanisms to comply (Balalle, 2018; Rao, 2019). The interplay of these conflicting concepts in education has either resulted to minimizing or entirely shunning the use of a certain technology (Rao, 2018). A rather notable example is the prevalence of Facebook among students. It has a repertoire of authentic materials and a functionality of a para-classroom, but given its nature, educators hedge in utilizing it, thus, leading to the formation of negative stereotypes about it (Diaz & Martin, 2018). The most common among these prejudices is the predetermined association of low grades with high time consumption using it.

Given the technical and scientific definitions of "prevalence" in the medicinal field, which might confuse the readers, in this study, it will be operationally-defined as the dominant presence of Facebook in the personal perception and academic experiences of the respondents. "Dominance" in this regard pertains to the time allotted by the respondents in using Facebook, as well as the extent as to how Facebook affects the academic performance of the students. In addition, prevalence also discusses the perceptions that the respondents have towards Facebook uses in their daily lives. Researches have specified that more than two hours of using social media is considered excessive. This premise is taken into consideration by including it as one of the areas of

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concern in the survey-questionnaire. In the same manner, "academic performance" refers to the final grade average the respondents accumulated in the S.Y. 2019-2020. In relation to this, students with honors and high honors cover respondents whose final grade averages are 90 and above.

Studies have proven that academicians are now taking advantage of the use of the social media (O'Dwyer, 2018). Professors and teachers are using the social media as their partner in delivering knowledge to students. The rate of utilizing social media by faculty members is overwhelming, 90% of them are utilizing the social media in teaching their respective courses and careers outside their academic life (Moran, et.al, 2011). On the other hand, other exploratory studies (Canales et. al, 2009; Karpinski and Duberstein, 2009) also show that an extended presence of Facebook can have harmful effects on productivity and task performance. Long hours spent on Facebook seem to decrease student's academic performance and thus their grades. Students spend and average of 30-38 minutes per day surfing Facebook (Schulten, 2009); students note that they actually spend only 3-4 minutes on each visit to check updates but make several visits a day. Others acknowledge spending up to 8 hours a day on the website. Even though they consider the website distracting and time-consuming, these students note that they cannot quit visiting it. Results revealed that respondents liked and used it to keep in contact with their friends and family, whether they encounter them every day or not (Facebook, 2011; Adan, 2011).

Studies have determined that the most affected population is the youth and Facebook's influence in their education. Researches on the correlation of time consumption using Facebook and academic performance have proven harmful effects on productivity and task performance (Canales et. al, 2009; Karpinski & Duberstein, 2009), but did not focus on students with a general average of 90% and above. In relation to this, the researchers aim to broaden its scope by conducting a research on Facebook's prevalence in the overall academic experience of students with honors and high honors in Taytay Senior High School.

Research Questions

On the premises of the stated objectives, three research questions were formed to guide this study:

1. What is the Level of the Prevalence of Facebook among the respondents in terms of:
   a. allocation of time;
   b. impression of impact; and
   c. influence in study habits?
2. How does Facebook reveal the prevalence of Facebook among the participants?

Literature Review

In this review, the researchers referred to Semantic Scholar as its database for references.

Facebook Domination

Serafimovska and Markovik (2011) claims that 21st Century is the network era. They pointed that this is characterized by the domination of social media in people's lives, in which Facebook is a part of. The study acknowledged the role of Facebook by using it as a medium in analyzing the psychology and multiculturalism on social networks. By establishing the incident at Skopje's Kale Fortress as the issue, the study revealed that a culture on war on words exists in Facebook, which extends to websites dedicated to the opposing party of which the participants sided with. The researchers analyzed how one loses his/her good side when his/her view is challenged. The reasons behind these behaviors were also discussed. On the other hand, Aurylaitė (2017) declares that Facebook in modern society plays a crucial role in allowing people to participate in decisions concerning politics. It was highlighted that this decentralized how policies are created. This was called for attention as scientific approaches appeared to neglect this phenomenon. Vries at al. (2015) emphasizes that Facebook can be a mobilizing agent for solidarity. The study was set during the Gaza War in Jerusalem. By analyzing 253 posts, the researchers were able to create themes revolving the war: calling for solidarity, maintaining engagement, and calling for protest. This led to taking these viewpoints through meaningful discussions among the parties and making appropriate actions. In the field of Medicines, Eichstaedt et al (2018) proves that facebook posts can aid in identifying patients who will eventually undergo depression. The study listed signs such as posts including typical symptoms, including sadness, loneliness, hostility, rumination, and increased self-reference.

Facebook and Education

Awidi, Paynter, and Vujosevic (2019) posits that peer learning through Facebook is beneficial among students. The study succeeded in integrating Facebook groups in the course. It focused on the elements which would improve the academic experience of the students in using using Facebook as its platform. It concluded that a sense of community, thus belongingness, is important in making Facebook as a learning channel. It also revealed that being conversational during Facebook sessions was not indicative of a pleasant learning experience. On the other hand, Ghanem et al., (2018) asserts that a closed Facebook™ group can be an avenue for students to earn Continuing Medical Education (CME) credit. The study was able to elucidate misconceptions about engaging students through Facebook by concluding that respondents were significantly engaged in the livestream (in the closed group) than other posts containing the same content. In the study of Nazir and Brouwer (2019), it argues that Community of Inquiry through Facebook can empower the school and community to create 'meaningful' educational experiences. In addition, the study revealed that using Facebook had favorable effects among respondents when it is incorporated in the course design. Moreover, it was pointed that the presence of a moderator is critical during class meetings. Additionally, Thai, Sheeran, and Cummings (2018) contests that by having an official Facebook group for a certain course results to better connection among the teachers and students. It was also pointed that stress can be alleviated among faculty members through Facebook groups. This specific notion is based on the premise that some subjects did not create course-related Facebook groups which is found to create more stress among students, as well as to the teachers.

Synthesis

The aforementioned literatures had exposed the dominance of Facebook in the society (Serafimovska & Markovik (2011); Aurylaitė (2017); Vries at al. (2015)). This also includes how it affects education in certain situations (Awidi, Paynter, & Vujosevic (2019); Ghanem et al., (2018); Nazir & Brouwer (2019); Thai, Sheeran, & Cummings (2018)). While most of the cited references approve the utilization of Facebook in different fields and disciplines, one cannot deny the fact that a research's reliability and validity is context-dependent. Thus, testing its applicability to new respondents with different backgrounds appear to be logical. Specifically, the former resources were unable to shed light in consideration of what Facebook is in one's education,

practice, and perception. Most specifically, no study is yet to be conducted on its role on the academic performance of students who are achieving academically.

Theoretical Framework - According to Davis (1989), Technology Acceptance Model (TAM) posits that a certain technology is 'accepted' when the user recognizes its perceived usefulness (PU) and perceived ease of use (PEOU). This model claims that a potential user of technology disregards it when these premises are not met. PU entails a degree when a technology user acknowledges that it (technology) will result to an increase in his/her productivity, he/she will 'accept' it. In the same manner, PEOU is a degree which relates with the low exertion of effort in using the technology/system in focus.

Methodology
Design
The study utilized a mixed methods design. It is mainly characterized as the combination of both quantitative and qualitative research and methods. This allows the research to use the strengths of the two designs, while complementing each other's weaknesses. It acknowledges qualitative and quantitative designs in equal importance. Given this set-up, the phasing of the two designs is pivotal.
This study specifically referred to sequential explanatory mixed method design. This follows the protocol of interpreting quantitative data first, then using the results as springboard for a more focused and detailed follow-up in the qualitative phase.

Respondents
The participants of the study were the ninety-five (95) Grade 12 students with Honors (general average of 90%-94%) (86) and High Honors (general average of 95%-97%) (9) Taytay Senior High School of the School Year 2019-2020. The respondents were chosen using purposive sampling, with the general average as the main qualifier. They were gathered across the strands being offered in the said school (Accountancy, Business, and Management (ABM) (32); Humanities and Social Sciences (HUMSS) (26); Science, Technology, Engineering, and Mathematics (STEM) (12) and Technical-Vocational-Livelihood (TVL) (25).
Ethical considerations were followed in the study. It was ensured that the authors were able to secure informed consents among the respondents. This entailed that no respondents were forced to participate.

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Confidentiality with the participants' information were also considered, as well as their anonymity. The researchers were also mindful of concepts on misrepresentation and exploitation.

Originally, the researchers aimed to target all the students with honors (129), but given the deadline set, only 95 respondents were able to comply.

Instruments
The study used a modified survey-questionnaire (Rupok, 2016) (see Appendix A). It is comprised of 26 questions (5 demographical, 21 research-questions-related). The 21 questions is divided among three categories: Allotment of Time (1), Impression of Impact (7), and Influence in Study Habits (13). Thirteen of the questions from the survey were from the researchers. The questionnaire was validated by the research panel from the concerned school (TSHS) in which this paper was initially presented. In addition, a semi-structured interview was conducted to supplement and clarify the results from the questionnaire. The questions from interview were taken from the study of Patton (2015) (see Appendix B). It is composed of 8 questions, which can elaborated given the type of the interview. The instruments are aligned in the study given that the questionnaire aids answer RQ 1, while the interview assists RQ 2.

Data Gathering
Given the sequential explanatory mixed methods design, the study was comprised of two phases in which it was able to gather quantitative (Phase I) and qualitative data (Phase II).
Phase I
The survey-questionnaire (via Google Forms) was sent to the respondents through Facebook. The researchers allotted a week for the respondents to answer the given instrument. The results of the data analysis in the quantitative phase allowed the researchers to modify a questionnaire for the qualitative phase.
Phase II
This phase is dedicated to respondents who graduated with High Honors, in compliance with the design that fewer respondents are needed for the follow-up phase for qualitative data. In addition, the researchers decided to choose this set given that it is the ideal number in one group, as well as, it represent the samples given the academic standings. The researchers asked the participants their available schedule for the conduct of the interview.

Data Analysis
For the quantitative phase, in descriptive statistics, weighted mean and percentage distribution were used to interpret the data as embedded on the 5-Likert scale. On the other hand, thematic analysis was utilized in forming patterns to make sense of the qualitative data from Phase II.

Body/Findings

Phase I

Table 1 *Mean and Standard Deviation on the Level of Prevalence of Facebook*

Questions		Mean	SD	VI
Allotment of Time				
1	How much time…	3.43	1.35	P
Impression of Impact				
2	Facebook has…	3.99	1.06	P
3	I lose track…	3.24	1.05	MP
4	Facebook is …	3.13	1.10	MP
5	Sometimes I go…	2.82	1.13	MP
6	It is a…	3.83	0.99	P
7	Particularly, I…	4.15	0.91	P
8	I think I…	2.62	1.09	MP
Influence in Study Habits				
9	I use Facebook…	3.61	0.91	P
10	The time I…	2.98	1.01	MP
11	I would still…	3.19	1.15	MP
12	Facebook does…	2.91	1.15	MP
13	I would be…	3.17	1.05	MP
14	I am able…	3.82	0.93	P
15	I use Facebook…	4.14	1.02	P
16	I use Facebook…	4.16	1.02	P
17	I join …	3.87	0.99	P
18	I watch…	3.80	0.89	P
19	Using Facebook…	3.66	0.97	P
20	I see the…	3.41	1.07	P
21	Facebook is **no**t…	2.68	1.05	MP

It can be gleaned from the table that in terms of Allotment of Time, it is revealed that the allocation of using Facebook among the participants was "Prevalent" ($\bar{x}$=3.43), as the verbal interpretation. This entails that the average time in using Facebook among the respondents ranges from 5-8 hours per day. Its SD is 1.35. In terms of the Impression of Impact, item number 7 has a weighted mean of 4.15 (VI=Prevalent; SD=0.91), which

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encapsulated about the respondents' preference of using Facebook as a means of communication. On the other hand, item number 8, has a weighted mean of 2.62(VI=Moderately Prevalent; SD=1.09), which encompassed the perception of the respondents about Facebook addiction. In terms of the Influence on Study Habits, the table signifies that Facebook as a communication tool overpowers text-messaging ($\bar{x}$=4.16; VI=Prevalent; SD=1.02). In reference to Facebook as a dangerous technology, the results ($\bar{x}$=2.68) expose that it is "Moderately Prevalent" (VI). Its SD is 1.05.

Table 2 *Percentage Distribution of the Responses per Question*

	Questions	5	4	3	2	1
1	*Allotment of Time*	12.63	54.61	32.63	0.07	0.07
	Impression of Impact					
2	Facebook has …	41.05	28.42	23.16	4.21	3.16
3	I lose track …	11.58	28.42	33.68	23.2	3.16
4	Facebook is …	10.53	27.37	31.58	23.2	7.37
5	Sometimes I go …	5.26	28.42	23.16	30.5	12.6
6	It is a …	25.26	41.05	27.37	2.11	4.41
7	Particularly, I …	36.84	51.58	5.26	3.16	3.16
8	I think I …	4.21	18.95	28.42	31.6	16.8
		19.25	**32.02**	**24.66**	**16.8**	**7.3**
	Influence in Study Habits					
9	I use …	15.79	43.16	31.58	7.37	2.11
10	The time …	8.42	20	36.84	30.5	4.21
11	I would …	14.74	23.16	32.63	23.2	6.32
12	Facebook…	13.68	13.68	34.74	29.5	8.42
13	I would …	11.58	24.21	36.84	23.2	4.21
14	I am …	21.05	49.47	22.11	4.21	3.16
15	I use …	45.26	34.74	10.53	7.37	2.11
16	I use …	46.32	37.89	9.47	4.21	2.11
17	I join …	31.58	35.79	23.16	8.42	1.05
18	I watch…	25.26	35.79	32.63	6.32	0
19	Using …	20	40	28.42	9.47	2.11
20	I see …	17.89	25.26	43.16	7.37	6.32
21	Facebook …	4.21	15.79	40	24.2	15.8
		21.21	**30.69**	**29.39**	**14.3**	**4.46**

The results reveal that in terms of "Time", the respondents have excessive allocation (6 hours and above) in using Facebook (45.26%). In reference to "Use", data (51.27%) reveal that the respondents have acknowledged the role which Facebook plays in their daily lives. For "Study", data (54.56%) divulges that Facebook has a positive influence in the learning experience of the respondents.

In the statements reflecting "Highly Prevalent" (5), results shows that the respondents have acknowledged the presence of Facebook in their everyday activities (Q2) (41.05%), the preference of Facebook over email for communicating for school-related concerns (Q15) (45.26%) and text messaging (Q16) (46.32%). In reference to "Prevalent" (4), students regard Facebook as a good tool for meeting and making new friends (Q6) (41.05%), as a means for keeping in touch with friends (Q7) (51.58%), as a form of break from studying (Q9) (43.16%), as a controllable technology (Q14) (49.47%), as an educational platform via educational groups (Q17) (35.79%), as an avenue to watch educational videos (Q18) (35.79%), and as a relaxation activity (Q19) (40%). In a rather "Moderately Prevalent" (3) remark, students show uncertainty about them losing track of time when using Facebook (Q2) (33.68%), regarding Facebook as their most time-consuming hobby (Q4) (31.58%), considering Facebook as a hindrance for studying (Q10) (36.84%) and Q11 (32.63%), associating Facebook as a distraction (Q12) (34.74 %) and Q13 (36.84%), considering Facebook as an educational platform (Q20) (43.16%), and regarding Facebook as a dangerous app/website (Q21) (40%). Responses on "Less Prevalent" grade include students being 'addicted to Facebook (Q8) (31.58%). Lastly, responses showing contradicting results include students going online during class (Q5).

Despite these results and in accordance to the research design, the researchers opted to explore the reasons behind the uncertainties as reflected in the data for Neutral.

Phase II

Themes with their codes and extracts were formed from the qualitative data (see Appendix C for the table).

Facebook as an Interference

This pertains to as to how Facebook serves as an agent of distraction among students in doing their school works. The result shows polarized responses, even conditions, as to how Facebook affects or not one's learning. A participant's capability to practice concepts such as multitasking, time management, and priority, nevertheless, appear to relate to one's tolerance in using Facebook while faced with schoolworks to be accomplished.

In reference to Davis' TAM (1989), when a certain technology is recognized to be useful (PU), it is meant to interfere: be included in one's routine, in this case, academically. The extracts from the interview reveals that this interference has varying degrees, though, among the participants. For instance, some regarded the presence of Facebook with the schoolwork as tolerable (one of the codes under the aforementioned theme), while some devised mechanisms to accommodate Facebook. The data revealed that some can innately handle the use of Facebook while doing assignments *("...despite the assignments, I still manage somehow..."; "...it (Facebook) doesn't affect that much even though I have school matters to do...")*. As a support to this, a participant mentioned that using Facebook was regarded a skill for them, in which one has to be 'good' *("...One must be good as to how to use Facebook...)*. This remark may explain why students tend to handle the interfering force of Facebook. In this regard, Davis' PEOU (1989) may be interjected as one's ease of using the technology may be connected with the qualitative remark 'good'. The mechanisms the participants shared were multitasking, time-managing, scheduling, priorities-setting, and self-disciplining. A participant admitted though that at times, he/she was bothered by Facebook. This condition may be attributed when a participant suggested that Facebook must be used in moderation (*...Using Facebook must be in moderation...")*.

As reflected in the study of Kirschner and Karpinski (2010), time has no major effect to the academic performance of the students.

Facebook and Reasons of Use

This theme speaks of the variety of the forms as to how the participants use Facebook. It can be gleaned from the table that Facebook encapsulates the diverse nature as to how social media cover almost every aspect of the human life. While the obvious reasons such as for communication, the findings open new angles as to how complicated Facebook is in terms of its scope. Perspective about freedom of expression, entertainment, information credibility, and platform expansion, to name some, can be taken as interesting topics from the responses. These miscellany though creates intricate interplay among controversial issues which might be tedious on the side of concerned individuals who will address such problems.

In relation to TAM, the participants regard Facebook as useful (PU) as a means of communication; as a source of information, entertainment; as a channel of expression; and as a multi-function site. It can also be deduced from the interview extracts that Facebook has an array of usefulness per area mentioned. As regards with Facebook as means of communication, the interviewees claims that they do not only use it for communication among friends, but also as an instrument for sending documents for projects, assignments, and lectures. In terms of it being a source of information, the participants echoed that Facebook helps them gather updated information on entertainment, news, environment, reality, facts, and research, and projects. In lieu of Facebook as a channel for self-expression, it was explicitly mentioned that these include related aspects such as feelings, thoughts, and opinions. In terms of the multitude of roles Facebook can play, the participants highlighted the variety of platforms (for information) in which it can lodge. This plethora of features and its culmination in Facebook relates to yet another aspect of TAM: PEOU. One's effort to use other means to have access to these media is eased through Facebook. One of the principles of TAM also emphasizes that one's PU influences his/her attitude and intention in using the certain technology.

Facebook and Student Opportunities

This theme covers the instances and perceptions in which students showed actions which can be improved in relation to the 'responsible' use of Facebook.

The analysis reflects that these opportunities stem from the manner as to how the participants use Facebook. In the study of Sharma (2011), she argues that Facebook could be a great tool to connect with friends and maintain relationships, there is a line that could be crossed in which adolescents utilize Facebook too much where they cross the limit from simply using the site to

devoting all of their time and energy to checking their news feeds.

- In relation to TAM, the opportunities identified may be attributed with the feedbacks from regarding Facebook as useful (PU) and easy to use (PEOU). These are concerns pertaining to misuse: time management and addiction. This misuse were specified by compromising one's study over the use of Facebook. Additionally, the participants demonstrated a preconceived notions about the negative and positive uses of Facebook. These negative actions on the use of Facebook were regarded as forms of misuse (excessive use of Facebook). Some participants have noted that a form of a responsible use of Facebook relates to a balanced time management and intention (*"...others who have the right time or the right use of Facebook."*).

On "Moderately" Prevalent Responses

It can be implied from the thematic analysis that students who showed uncertainty about them losing track of time when using Facebook (Q2) (33.68%), regarding Facebook as their most time-consuming hobby (Q3) (31.58%), considering Facebook as a hindrance for studying (Q9) (36.84%) and Q10 (32.63%), and regarding Facebook as a dangerous app/website (Q20) (40%), relate their uncertainties with regard to their Facebook's time management and misuse, which is under the theme "Facebook and Student Opportunities". With Q2, Q3, and Q9 as additional references which can be associated as well with the theme "Facebook and Reasons of Use". On the other hand, associating Facebook as a distraction (Q11) (34.74 %), may be explained in reference to theme "Facebook as an Interference".

Conclusions

Results have shown that the prevalence of Facebook, as reflected in the perception of the students with Honors and High Honors, is existent. This is evident in the time spent and roles identified that Facebook plays among the academic experiences and respondents' lives in general. In reference to TAM (Davis, 1989), the prevalence of Facebook may be both beneficial and detrimental.

The results illustrate that students with honors regard using Facebook as a normalized daily activity. In addition, most of the students appeared to accept Facebook as a supplement for their academic endeavors with noted reservations as regards with being 'responsible' in using the platform. Moreover, the thematic analysis elucidated the diverse nature of Facebook which made the data complex in terms of the aspects Facebook associate itself with. While mostly of the responses show favorable practices and perception of using Facebook, as the data discovered, Facebook and its role becomes more intricate and complicated when integrated with a role in which it is not originally designed for. Thus, mechanisms as to its relevance to a certain context must be sophisticatedly analyzed.

The research can be considered as a preliminary study as to how the Department of Education may devise a mechanism using Facebook as an alternative distance learning modality. The results confirm that Facebook remains to be one of the most-visited websites among the population, thus, the proposition to maximize its usage may be logical. In social studies-related disciplines, the findings may help in 'de-stigmatizing' how social media, in general, are impertinent among academic endeavors.

Recommendations

Based on the results, the researchers recommend:

- replicating this study for other sets of students (those without honors, and/or other classifications that the school has);
- considering other factors which influence the use of Facebook (*e.g.* parents (Mahaguay, & Mahaguay, 2020)
- using another tool to measure the preparedness of future respondents in using Facebook as an alternative educational platform;
- making a case study given the complicated nature of the topic;
- involving the parents, teachers, and other stakeholders in identifying the stereotypes in association with Facebook and/or other social media and addressing these through seminars, symposia, and other related forms;
- devising a mechanism to incorporate Facebook as a supplementary measure for learning when cases like pandemic, flooding, etc. arise

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APPENDIX A

Interview Questions

1. What things do you usually do when you use Facebook?

2. For you, what is the purpose of Facebook?

3. Some claim that Facebook can be used as an educational tool, what's your opinion about it?

4. Narrate what usually happens when you have to finish a school-related matter to do like assignments, take home quiz, etc., and you like to go online to check your Facebook. For instance, what goes in your mind why you'll open Facebook?

5. Some go to Facebook to gather information, what's your take about it?

6. Did you ever have a realization that Facebook somehow affects your academic performance? Why? Why not?

7. What is your perspective on those individuals who considerably use (6 hours and above per day) Facebook but still maintain their grades?

8. What can you say about the relation between academic learning and using Facebook?

9. What are the instances/examples in which you consider Facebook as a dangerous app/website as a student?

10. What are the instances/examples in which you consider Facebook as a dangerous app/website personally?

APPENDIX B

Themes with their Codes and Extracts

THEMES	CODES	EXTRACTS
Facebook as an Interference	Schoolworks and Facebook	• *"...despite the assignments, I still manage somehow..."* • *"...it (Facebook) doesn't affect that much even though I have school matters to do..."* • *"...it (Facebook) does interfere but I multitask..."* • *"...it's a matter of how you manage your time in using Facebook while doing your assignments..."* • *..."it (on using Facebook while doing assignments) bothers me at times..."* • *…there's time for Facebook and I have time for studies.* • *...it always requires discipline in using it.* • *"...prioritizing Facebook before my assignments..."*
	Tolerance of Using Facebook	• *"No, it does not affect me..."* • *"...Using Facebook must be in moderation..."* • *"...One must be good as to how to use Facebook..."*
Facebook and Reasons of Use	Facebook as a means for communication	• *"...to connect with friends..."* • *"...to communicate to other people..."* • *"...something even used to communicating others..."* • *"...then communication with people you do not see."* • *"... for communication..."* • *"...for communicating...* • *"...chatting with friends..."*
	Facebook as a source of information (general)	• *"...to gather some information..."* • *...using Facebook for me is an eye-opener..."* • *"...I am able to see important news..."* • *"...To be updated.* • *"...gathering news..."* • *"……in the environment and reality..."* • *"…you're getting information."* • *"...helps to get the needed factual information..."* • *...you can get topic for the research..."*
	Facebook as a source of information (one's learning)	• *"On Facebook you'll find ideas that will help to make the projects..."*

		• *"...the documents were passed on to my groupmates."* • *"...Facebook pages that promotes study habits or even school life hacks..."* • *"...sending assignments like lecture..."* • *"...when you have no load you can search...."*
	Facebook as a source of entertainment	• *"...it serves as past time, sometimes even entertainment..."* • *"...I use it for entertainment..."* • *"...It is ah, entertainment..."*
	Facebook as a channel for self-expression	• *"To express your feelings, to share..."* • *"... to communicate my thoughts, at times..."* • *"...I am comfortable in sharing my opinions..."*
	Facebook as a multi-function site	• *"...but also for information..."* • *"...but also for gathering information because you can read a lot of news articles and a lot more..."*
Facebook and Student Opportunities	Misuse of Facebook	• *"...other students they misuse the use of Facebook..."* • *"...neglect their studies because of Facebook..."* • *"...some use it in a negative way instead of the positive way..."*
	Facebook and Time Management	• *...others who have the right time or the right use of Facebook."* • *"...if they have time management on Facebook at the same time they study..."*
	"Too Much" Facebook	• *"...there are students who excessively use Facebook..."* • *"...because of overusing the Facebook..."*