**Chapter 1 - Introduction**

**1.1 - Statement of problem**

            Using Facebook is one of the favourite activities of youths and teens. It is one of the few activities that break all barriers of race, gender, education and culture.

            The popularity of Facebook has increased drastically as more and more youths and teens use Facebook to contact each other after school. However, although it is convenient to use Facebook on the computer or mobile phone, it may bring about problems without careful usage.

             For example, some teenagers’ addiction is getting from bad to worse and the consequences are the sharp decline in academic performances. Once there is addiction, teens tend to neglect their school work or do it sloppily. (P. Kirscher 2010).

            For instance, S.C. (2010) argues that they fail to hand in or complete their homework to their standards on time.

            Furthermore, the temptation to play Facebook games is difficult to resist and pupils may find it hard to concentrate on their studies.

**1.2 - Purpose of Study**

            From our research, we seek to identify if RI Year 2 students’ academic performances have dropped due to addiction to Facebook games. At the same time, we hope to highlight the dangers of such addiction to teens. Facebook games are addictive and have a huge impact on teens. We aim to create awareness not only among teens but people all around them. (Chan) argues that more preventive measures need to be taken as one needs more help to stop addiction.

**Chapter 2 - Methodology**

**2.1 - Survey Methodology**

A social survey was carried out to collect relevant data to our research between 14 February 2011 and 18 February 2011. The objectives were to assess the extent of addiction among RI Year 2’s students and to assess if there is a decline of academic performance due to addiction to Facebook games.

A structured questionnaire was designed and conducted among 20 RI Year 2 students. The reason for choosing Year 2 students were that they had GPA while Year 1 had none. Thus the Year 2 students can provide us with more accurate data. To add on, the respondents were selected based on random sampling, to ensure the results were the representative of the batch.

       The 10 questions in the survey form were structured with clarity, non-ambiguity and allowance to give comments by the respondents. A pilot survey was conducted with a few people to validate the questionnaire. As pupils are sensitive about their GPA scores, we decided to place that question to the last. We also assured the respondents that their responses would be kept anonymous and confidential.

**2.2 - Social Survey Respondents Statistics**

A response rate of 100% was achieved from the survey.

Age group: 13-14 (RI Secondary 2 students)

Gender: Male

Number of respondents: 20

**2.3 - Interview methodology**

An interview was carried out in the Chat Room in Raffles Institution at 1.45p.m. on 14 March 2011, Monday. Our interviewee was Mr. Leo, our school counsellor as he would have experienced counselling pupils who encounter addiction to Facebook games. We emailed him in order to get his consent and to find a proper time where we could all meet up for the interview. The objectives were to get a better understanding of why and how Facebook games is addictive to RI Year 2’s, to find out if there is a way to curb Facebook addiction for them and to have a more in-depth research if addiction to Facebook games cause a decline in academic results. Our questions were also clear-cut and non-ambiguous in order to receive more perspectives from Mr Leo and to receive answers answering gaps in our research topic.

**2.4 – Interview statistics**

Name of interviewee: Mr. Leo

Email: heekhian.leo@ri.edu.sg

Date of interview: 14/03/2011 Monday, 1.45pm.

Venue(s): Chat room

Number of questions in the interview: 10

**Chapter 3 – Result**

**3.1 - Participation in Facebook games**

        Overall 25% of the respondents reported that they played Facebook games for over 20 hours a week. In terms of participation by types of games, Mousehunt and Backyard Monsters were the most popular.

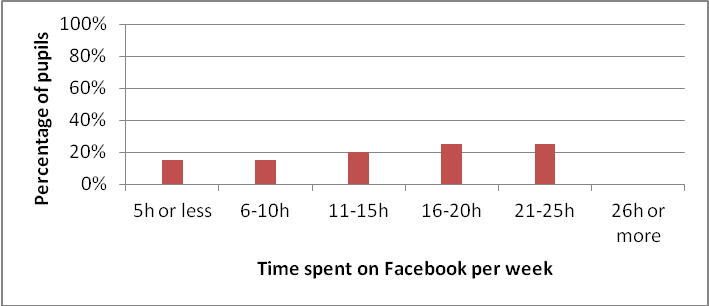
**3.2 – Analysis of Facebook games**

**Analysis of time spent on Facebook and Facebook games. (Q1and 2)**

**Table1---Time spent on Facebook**

|  |  |  |
| --- | --- | --- |
| Time spent on Facebook | Number of pupils | Percentage of pupils |
| 5h or less | 3 | 15% |
| 6-10h | 3 | 15% |
| 11-15h | 4 | 20% |
| 16-20h | 5 | 25% |
| 21-25h | 5 | 25% |
| 26h or more | 0 | 0% |

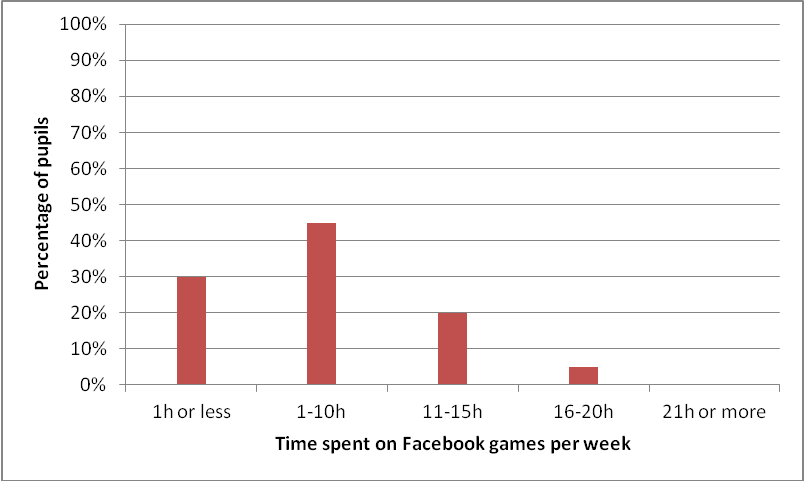
**Graph 1—Time spent on Facebook**



**Table 2---Time spent on Facebook Games**

|  |  |  |
| --- | --- | --- |
| Time spent on Facebook games | Number of pupils | Percentage of pupils |
| 1h or less | 6 | 30% |
| 1-10h | 9 | 45% |
| 11-15h | 4 | 20% |
| 16-20h | 1 | 5% |
| 21h or more | 0 | 0% |

**Graph 2—Time spent on Facebook Games**



Further analysis reported the majority of pupils used Facebook between 16 to 25 hours and played Facebook games between 1 to 10 h. We can infer that pupils spend almost half their time on Facebook playing Facebook games. After school, having to do homework, tuition, self-studying, co-curricular activities and having to rest and sleep, students do not have much time to play and we believe that as majority of the pupils play between 16-25 hours on Facebook a week, an average of about 3 hours a day, we believe that they are addicted to Facebook and its games.

**Usage of Facebook. (Q3)**

Next, the respondents were asked whether they agree to the general statements as to why they use Facebook.

**9 pupils do not use Facebook and their reasons are:**

1)    It gets boring after a while.

2)    I think it is very childish.

3)    Very lame.

The other 6 pupils did not provide any reasons.

**10 pupils use Facebook and their reasons are:**

1)    It has many games in it.

2)    (It has) Games and the ability to interact with each other.

3)    I like chatting.

4)    I can communicate with my friends.

5)    Got very nice applications.

6)    The games are nice and you can play with your friends.

7)    It is very cool.

8)    The applications are interesting.

9)    We can interact with our friends.

10)  Because it is fun.

The last pupil answered: think so. Very cool.

It was found that 5 out of the 10 positive answers (yes) were due to Facebook games and applications. This shows the popularity of Facebook games among Year 2 students.

**Pupils who are addicted to Facebook games. (Q4, 5 and 6)**

19 out of the 20 respondents discussed about games more than twice a week with their friends in class. 11 out of 20 respondents did their homework less because of Facebook games. 8 out of 20 respondents thought about Facebook during class.

It was found that majority of the respondents are addicted to Facebook games but it did not affect their concentration in class much.

**Table 3- Pupils who are affected in their studies due to Facebook and Facebook Games**

|  |  |  |  |
| --- | --- | --- | --- |
| No. of students who are affected by Facebook and Facebook Games in their studies |  | 13 | 65% |
| No. of students who are not affected by Facebook and Facebook Games in their studies | | 7 | 35% |

The results show that addiction to Facebook and its games is very bad for the RI Year 2’s as it will affect their studies and cause their results to drop rapidly. Thus we once again recommend others not to get addicted to Facebook games and we hope to raise awareness among them.

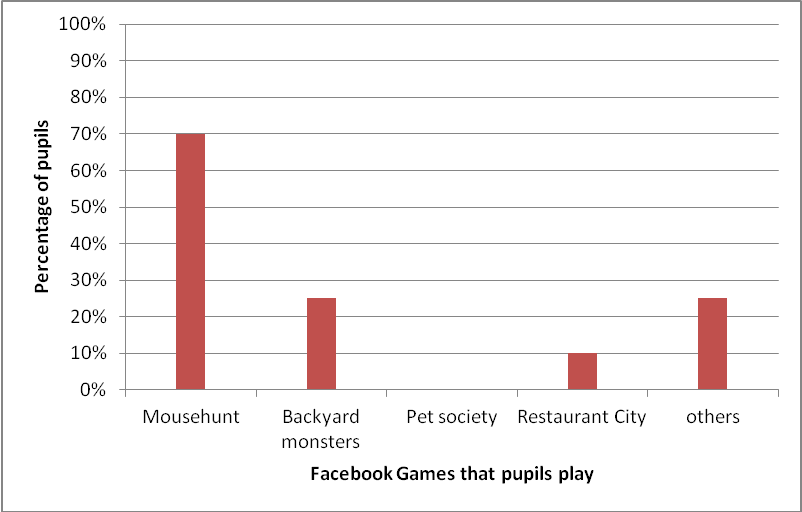
(For the next three questions (Q7,8 and 9), as respondents were able to give multiple answers, the results totaled to above 20.)

**Analysis of games that most pupils are addicted to. (Q7)**

**Table 4—The types of games that RI Year 2’s students like to play**

|  |  |
| --- | --- |
| Types of games | Number of pupils |
| Mousehunt | 14 |
| Backyard Monsters | 5 |
| Pet Society | 0 |
| Restaurant City | 2 |
| Other games | 5 |

**Graph 3- The types of games that RI Year 2’s students like to play**



Others consisted of none (3), Ninja Saga (1) and Wild Ones (1). It was found that Mousehunt was the main game that attracted pupils.

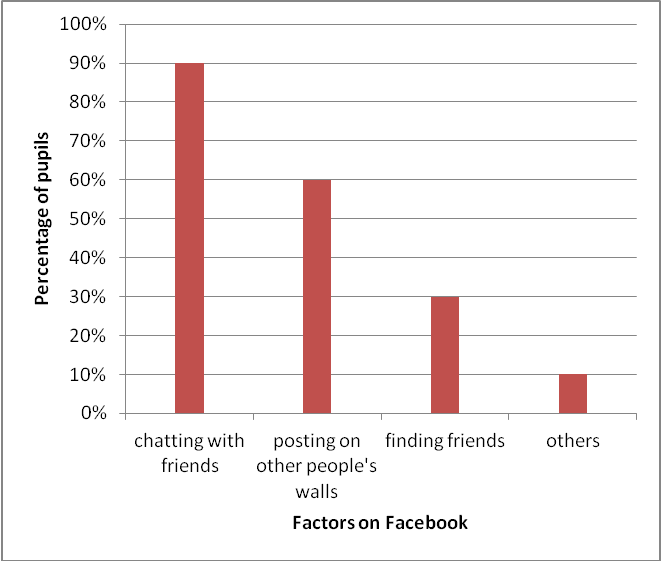
The graph shows that the games like Mousehunt and Backyard Monsters are most addictive to RI Year 2’s students. These games have functions like chatting and ‘team-fighting’ as these allow RI Year 2’s students to interact with their friends so that they don’t so feel lonely.

**Analysis of factors that affects pupils’ studies. (Q8 and 9)**

**Table 5—Factors that affect pupil’s studies**

|  |  |
| --- | --- |
| Factors | Number of pupils |
| Chatting with friends | 18 |
| Posting on other people’s walls | 12 |
| Finding friends | 9 |
| Other factors | 2 |

**Graph 4—Factors on Facebook that affect pupil’s studies**

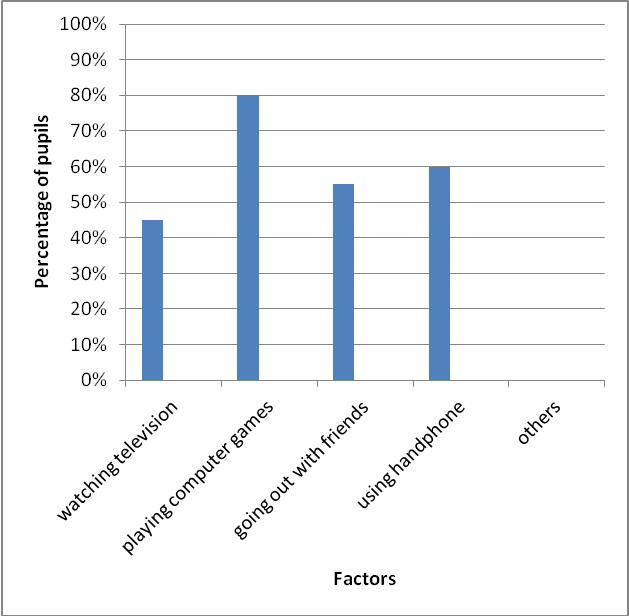


It was found that majority of the pupils’ reasons that affected their studies in Facebook was due to chatting with friends. We can infer that the decline in RI Year 2’s students’ academic performance is not solely due to Facebook games. This also tells us that as long as the applications enable the students to interact and chat with one another they will be addicted to it.

**Table 6—Other factors that affect pupils’ studies**

|  |  |
| --- | --- |
| Factors | Number of pupils |
| Watching television | 9 |
| Playing computer games | 16 |
| Going out with friends | 11 |
| Using handphone | 12 |
| Other factors | 0 |

**Graph 5 – Other factors that affect pupils’ studies**



Although decline in academic performance was not due solely to Facebook games, majority of the other reasons were due to computer games. This shows that RI Year 2’s student also use other technologies to interact with their friends.

**Analysis of pupils’ GPA score according to time spent on Facebook games. (Q10)**

Those who scored a GPA of 2.8 to 3.2 spent around 21-25 hours on Facebook average a week.

Those who scored a GPA of 3.3 to 3.6 spent around 11-20 hours on Facebook average a week.

Those who scored a GPA of 3.7 to 4.0 spent around 1-10 hours on Facebook average a week.

**Table 7--RI Year 2’s students’ GPA for End-of-year examintations**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Time RI Year 2's students spent on Facebook |  |  |  | 21—25hrs | 11—20hrs | 1—10hrs |
| RI Year 2's students' Grade Point Average for Year one End-of-Year Examinations | | | | 2.8-3.2 | 3.3-3.6 | 3.7-4.0 |

Generally, less amount of time spent on Facebook games resulted in a general increment in Grade Point Average (GPA) scores. It can be inferred that Facebook games cause a decline in academic performance. The main causes are: addiction, games, friends to interact with.

**3.3 - Analysis and Evaluation of interview**

Main Findings

From this interview, we have found out that the main factor that causes addiction to facebook is due to the high level of attraction that certain games possess which cause people to be drawn to them thus as time passes by, addicted to them. To add on, if the pleasure that derived from playing Facebook games is higher than what they are experiencing in their lives, they are bound to be addicted to games, especially those in Facebook as they are considered extremely fun.

Another important factor is the physical interaction and sociability between students and their families and friends. If they lack these, they will not have friendly and healthy relationship and they are more exposed to Facebook games when they log on to Facebook which creates a sense of contentment and delight for them and provides opportunities for them to feel superior and wanted in their lives, so their interaction with online gamers increases.

Besides, from this interview with Mr Leo, we have found out that addiction to Facebook games have a lot of impact on their academic performances. That is because sometimes they cannot control themselves and thus play computer, especially Facebook games, whenever they want and also play them for long periods of time. Thus, this adversely affects them by reducing their revision time and lowering their GPA and academic results. However, if students play them for recreational purposes, like after exam time or perhaps for fifteen minutes to distress themselves, their studies are less likely to be affected by Facebook games, and sometimes their results do not drop at all. As RI students are busy and purposefully engaged in project meetings, CCA, interviews even during the holidays and they have their plate full in a smorgasbord of activities, thus they do not have much time to do other things, especially indulging in Facebook games. Hence Facebook addiction is less common in RI Year 2 students.

**Chapter 4 - CONCLUSIONS**

Our research on RI Year 2 students’ academic performance dropping due to playing Facebook games and evaluating the degree of addiction to Facebook, the games that they are addicted to and why Facebook is addictive has enabled us to draw many meaningful inferences.

Facebook games cause a decline in academic performance. Pupils were addicted to Facebook games because of the games and applications, while some were because of chatting.

Mousehunt was the main game in Facebook that pupils played, but playing computer games were also the reason that their academic performance had declined.

            Learning of the social networking site is by word of mouth so prevention programs should not only be concentrated on addicted students but also in organizations, schools and parents. “Prevention is better than cure”, these programs should also focus more on preventive measures but on the same time, helping addicted students.

            Lastly, we hope that from this research, we are able to highlight the importance of research in this field of social networking sites and the effects of social networking sites in many ways.

**Chapter 5 - Discussion and Analysis**

**5.1 - Review and Implications of Findings**

The objectives of the research are to investigate if RI Year 2 students’ academic performances have dropped due playing Facebook games and to evaluate the degree of addiction to Facebook, the games that they are addicted to and why Facebook is addictive.

The results have shown that Facebook games cause a decline in academic performance. (Banquil, Chua, Bruce, Matienzo, & Timog, 2009)Majority of the respondents were addicted to Facebook games as reasons were the games and applications, while some were because of chatting. Most people would associate low academic performance with playing games, mostly electronic games such as MouseHunt on the computer. It was proven by our research that was conducted.

Further analysis revealed that although Mousehunt was the main game in Facebook that pupils play and Facebook games were not the sole reason that their academic performance dropped.

Furthermore, Facebook, which was launched seven years ago, but only became popular one year after in 2005 is still popular now and is still attracting more pupils to join this social networking site. (Harvey, 2010)

The implications of this finding suggests that parents or even pupils themselves should restrain themselves from playing too much of Facebook games and also computer games.

From the interview, we can also infer that addiction to Facebook games do have some impact on RI Year 2 students’ academic performances. But if they use them for recreational purposes, Facebook games will not be addictive to them and may in fact affect them positively by creating a happy environment for them. This interview has showed us the main factors effectively and allowed us to provide effective solutions like educating them about cyber wellness and raising awareness among RI Year 2 students. We have also successfully suggested ways to tackle the crucial reasons for addiction to Facebook games.

**5.2 - Further research**

We believe that no research is perfect and there is indeed room for improvement. Suggestions for further research could include or specifically aim on another social networking site and to find out where should students go to for help if they realize that they are addicted to Facebook games or computer games. (John, 2010) Furthermore, we can find out if students that have similarities such as coming from the same background provide similar answers. Government’s effort to help curb addiction could also be evaluated. Further research could also be done on why pupils usually do not consult the counselor even if they know that they are addicted to computer games. From the results of the research preventive initiatives may be implemented in order to curb computer addiction to prevent numbers from rising.

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