**Interview Transcript**

Date and Time of Interview: 7th July 2010 (due to busy schedule during the holidays)

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| Darren: | Our topic is, whether the amount of time spent on Facebook affects exam results. |
| Mrs Chua: | We do not know whether the amount of time people spend on Facebook actually affects exam results, because no one has actually done a detailed research on it. So, what are your questions? |
| Darren: | The first question is, do you think the amount of time spent on Facebook will affect pupils’ studies and why or how? |
| Mrs. Chua: | It’s not just the amount of time on Facebook but if you are talking about computer time or surfing time and time away from your studies then obviously yes right, because you only have twelve hours a day, assuming, and if ten hours are taken up, then you’ll only have two hours for studying and what are you going to do? Right? So yes that would be logical. |
| Darren: | Our next question is, according to our survey that we conducted on RI Sec 4 students, the results show that the amount of time spent on Facebook does not affect the GPA of the pupils significantly. Do you have a possible explanation for this? |
| Mrs. Chua: | Are they using their time effectively maybe? Maybe time on Facebook per say may not be long. So if you are talking about maybe a short like half an hour on it, maybe no. But if you are talking about other uses, then yes. |
| Darren:  Musawwir: | Okay.  So are there any specific applications on Facebook that pupils might spend more time on? |
| Mrs. Chua: | The chat, the games, those two probably take quite a bit. Updating your own statuses and stuff, having conversations with each other on your message boards, yeah. |
| Musawwir:  Musawwir: | Okay.  So what are the possible reasons why pupils spend a lot of time on Facebook? |
| Mrs. Chua: | Because it’s fun, right, and there’s a conversation that you are having and in the past, you would only have to talk to one person at a time but now you can talk to like everybody at one go. Right? |
| Andrew: | What kind of advice would you give pupils on how to manage their time better and not to spend too much time on Facebook? |
| Mrs. Chua: | You must find other alternatives, I mean like, besides Facebook, go and do other things, like read a book, spend some time with other people in the real world as opposed to just having virtual conversations with people. |
| Andrew: | What do you think are the possible ways for pupils to cut down their time spent on Facebook? |
| Mrs. Chua: | Cutting down on your actual internet usage, having your parents to cut that broadband access. |
| Ze Yuan: | As the Head of Character Education, have you counselled any RI students about this problem? |
| Mrs. Chua: | Not for Facebook directly, but for computer usage, yes. |
| Ze Yuan:  Ze Yuan: | Okay.  So, with the new generation being more technologically advanced, do you see more RI Sec 4 students getting addicted to Facebook? And what are your views on it? |
| Mrs. Chua: | Use you will see, yes you will see more people using Facebook, but I’m not sure how the pair up maybe like MSN? You have conversations, we have talked about it. I’m not sure how far it will go to become an addiction. |
| Giresh: | Are there any other online networking sites that might also be a source of addiction to pupils to the extent of causing their grades to drop? |
| Mrs. Chua: | Computer games, World of Warcraft, things like that, the MMORPG games, those are the ones that would really suck up your time. If you ask me Facebook then probably not, but because you can switch it off, and you can go and do other things, but it’s a problem when your games run into real time and you’re doing things that’s addictive. Then that prevents you from doing other things. Because like Facebook, after you reply one chat, you can go back and do your work, then you come back and then reply another chat, right? It’s not like when you’re on a quest and you have to kill 20 people in a certain time limit. |
| Giresh: | That is the end of our questions. Thank you so much for your time. |
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End of transcript