

Original Paper

Frequency Use of Facebook and Academic Performance of Senior High School Students

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Abstract

This study examined the relationship between the frequency of Facebook use and the academic performance of Grade 11 STEM Senior High School students at Baliwasan Senior High School – Stand Alone in Zamboanga City. Employing a descriptive-correlational research design, the study involved 300 purposively selected students who were active Facebook users and willing to participate in the survey. Data were collected using a structured questionnaire measuring three sub-variables of Facebook use: frequency, intensity, and purpose. Reliability and validity of the instrument were ensured through expert review and pilot testing, with a Cronbach's alpha of ≥ 0.70 . Descriptive statistics, including weighted mean and standard deviation, summarized students' Facebook usage patterns, while the Pearson Product-Moment Correlation Coefficient was used to examine the association with first-semester academic performance. Findings revealed that students exhibited high frequency of Facebook use (mean = 4.14), moderate intensity (mean = 3.77), and moderate purpose of use (mean = 3.94). The general weighted average of participants was very satisfactory (mean = 89.37). Correlation analysis indicated a very weak, non-significant negative relationship between Facebook usage frequency and academic performance ($r = -0.082$, $p = 0.631$). These results suggest that although Facebook is integrated into students' daily routines, its frequency of use does not significantly impact academic outcomes. The study underscores the importance of balanced and purposeful social media engagement in supporting student learning.

Keywords

Facebook use, social media engagement, academic performance, Senior High School students, frequency of use, intensity of use, purpose of use, digital learning behavior

Introduction

The rapid expansion of digital technologies in the 21st century has significantly transformed how students communicate, access information, and engage with academic tasks. Among various social networking platforms, Facebook remains one of the most influential for adolescents and young adults due to its accessibility through mobile devices and its multiservice functions, including entertainment, communication, and informal information seeking (Muhamad, 2025). As Facebook use becomes habitual, concerns arise regarding its potential impact on academic engagement, particularly for senior high school students who are expected to demonstrate increasing independence, self-regulation, and academic responsibility.

Academic performance—reflecting students' comprehension of lessons, completion of academic tasks, and time management—remains a critical measure of educational success. Educators and researchers increasingly caution that unregulated social media exposure may lead to distractions, procrastination, weakened study habits, and diminished academic focus. Accordingly, the relationship between Facebook usage and academic outcomes has been the subject of extensive inquiry. However, existing results remain inconsistent. In the Philippines, Cabbigat (2019) noted that excessive Facebook use among Senior High School students at Maddela Comprehensive High School correlated with decreased classroom performance, while Mendoza and Panotes (2024) observed that students used Facebook primarily for communication, with minimal direct effects on academic outcomes. International studies further document both positive and negative effects: Facebook can enhance academic collaboration and information exchange (Putra et al., 2024), yet excessive use undermines concentration and study discipline (Lalitha Rani et al., 2024). Additionally, findings from Borongan City indicate that time management and usage patterns mediate Facebook's influence on academic performance (IJMABER, 2023).

Despite growing empirical attention, few studies have examined Facebook usage among senior high school learners in rural, coastal, or resource-limited contexts. This gap limits the applicability of previous findings to schools such as Baliwasan Senior High School – Stand Alone, where digital literacy exposure, parental supervision, and institutional monitoring differ from urban settings. Preliminary observations within the school reveal a high frequency of Facebook use among learners, often ranging from three to six hours daily and occurring before school, during breaks, and late at night. Teachers report declining attention spans, reduced classroom engagement, and increased fatigue among students who frequently access the platform. These observations suggest that Facebook may already be influencing academic behaviors, yet no formal study has been conducted to quantify this relationship.

Given the absence of localized evidence, a systematic investigation is necessary to determine whether the frequency of Facebook use is associated with academic performance among senior high school learners in Baliwasan Senior High School – Stand Alone. Addressing this gap will not only contribute to existing literature but will also support school-level decision-making related to digital citizenship, classroom management, and parental guidance. The findings of this study aim to provide empirical

insight into how Facebook shapes students' academic functioning within a specific educational environment, thereby informing targeted interventions that promote responsible and balanced social media use.

Objectives of the Study

This study aims to determine the frequency of Facebook use and its relationship to the academic performance of Grade 11 STEM students at Baliwasan Senior High School – Stand Alone. The respondents of this study will be purposively selected from the Grade 11 STEM strand only. Specifically, this study seeks to answer the following research questions:

1. What is the level of Facebook usage among Grade 11 STEM students in terms of:
 - 1.1 Frequency of use
 - 1.2 Intensity of use
 - 1.3 Purpose of use
2. What is the academic performance of Grade 11 STEM students as measured by their first semester grades?
3. Is there a significant relationship between the frequency of Facebook use and the academic performance of Grade 11 STEM students?

Literature Review

A growing body of research highlights Facebook as the most frequently used social media platform among high school and college students, underscoring its pervasive role in students' daily routines (Social Media Influence, 2025). In the Philippine context, Cabbigat (2019) reported that Senior High School students access Facebook multiple times throughout the day for varied purposes, with heavy users demonstrating noticeable declines in academic performance. Similar patterns appear globally. For instance, Manzoor and Ahmed (2024) found that students who logged in several times per day exhibited signs of addictive online behavior, which contributed to diminished focus, task avoidance, and reduced engagement in academic activities. These findings collectively suggest that frequent logins may impair students' ability to sustain attention on school-related responsibilities.

Beyond frequency, scholars emphasize the significance of usage intensity, characterized by the duration of time spent online per session. Salari et al. (2025) argue that prolonged daily screen exposure is more strongly associated with academic deterioration than login frequency alone. Extended use encourages procrastination, multitasking, and irregular sleep patterns—factors consistently linked to lower academic productivity (Manzoor & Ahmed, 2024). Local accounts from Borongan City corroborate these findings, noting that while Facebook aids communication, excessive late-night browsing adversely affects students' time management and attentiveness in class (Social Media Influence, 2025). This suggests that longer screen-time durations heighten the risk of academic difficulties.

The literature also identifies the purpose of Facebook engagement as a critical moderating variable. Academic-oriented use—such as accessing school announcements, collaborating in group chats, and

sharing learning materials—has been associated with improved academic support and enhanced communication among students (Abuzar & Hussain, 2024; Al-Samarraie et al., 2022). In contrast, non-academic or entertainment-driven activities, including passive scrolling, gaming links, and consumption of unrelated videos, tend to undermine study habits and reduce academic focus (Alexander, 2012; Mendoza & Panotes, 2024). These divergent findings indicate that Facebook's impact is neither exclusively positive nor negative; rather, it depends on how students use the platform. Synthesizing both local and international studies, three variables consistently emerge as determinants of Facebook's academic influence: frequency of access, intensity of use, and purpose of engagement. Moderate and academically oriented use may support collaboration and learning, whereas excessive, entertainment-focused use contributes to distraction, procrastination, and lower academic performance. Despite extensive literature, there remains a notable gap in research specifically examining Grade 11 Senior High School students in public-school environments such as Baliwasan Senior High School – Stand Alone. In particular, few studies simultaneously analyze frequency, intensity, and purpose in relation to academic performance, underscoring the need for localized empirical investigation.

A substantial body of international research has explored the relationship between Facebook usage patterns—particularly frequency and purpose—and students' academic performance. In one of the early large-scale studies in the United States, Alexander (2012) found that the intensity of Facebook use among high school students was associated with critical psychosocial factors such as academic discipline, time management, and self-confidence, all of which directly contribute to academic success. The study highlighted mixed effects: while moderate Facebook engagement promoted communication and social connectedness that support learning, excessive use was linked to lower grade point averages, weakened study habits, and reduced concentration on academic tasks.

Complementing these findings, Al-Samarraie et al. (2022) examined university students in Jordan and demonstrated that Facebook can be an effective platform for academic communication, resource sharing, and peer collaboration. Their study revealed that when students engaged with Facebook for academic purposes, their GPA and learning outcomes improved. However, they cautioned that multitasking and excessive use during study periods diminished these positive effects, primarily by impairing students' focus and time-management skills. Similarly, cross-national research by Salari et al. (2025) emphasized the detrimental effects of Facebook addiction, noting that compulsive usage patterns foster distraction, procrastination, and reduced study efficiency, ultimately lowering academic performance. Collectively, these international studies underscore that both the frequency and quality of Facebook use critically shape students' academic outcomes.

Parallel results have emerged in Philippine contexts. A descriptive-correlational study conducted in Borongan City identified Facebook as the most frequently used platform for both academic and social purposes among Senior High School students. The study reported a significant positive relationship between the degree of social media influence and academic performance, particularly in the areas of communication and social skills. However, the impact on time management was only moderate,

suggesting that while Facebook supports academic interaction, it may also pose challenges when used excessively (Social Media Influence, 2025).

Corroborating these findings, Dangdang and Abarquez (2024) investigated Facebook's effects on reading habits and academic performance among secondary learners in Lanao del Norte. Although the platform had a moderately positive influence on reading motivation and academic outcomes, it did not substantially enhance students' reading attitudes. These results indicate that Facebook's educational benefits are most evident when usage is intentional and academically oriented, rather than habitual or purely recreational.

Methodology

This study employed a descriptive-correlational research design to examine the relationship between the frequency of Facebook use and academic performance among Senior High School students. This design allowed the researchers to describe students' Facebook usage patterns—including frequency, duration, and purpose—and investigate potential associations with academic outcomes without manipulating any variables (Creswell, 2014).

The research was conducted at Baliwasan Senior High School – Stand Alone, located in Barangay Baliwasan, Zamboanga City, approximately 2–3 kilometers from the city center. Established in 2016 under the K–12 Basic Education Program, the school serves approximately 3,000 Senior High School students, comprising 1,760 males and 1,340 females. The campus includes 48 functional classrooms and 10 gender-segregated comfort rooms, and it implements programs promoting holistic student development, such as WINS, PROJECT W.A.T.C.H., feeding programs, and literacy and numeracy interventions.

The school is administered by a School Head, supported by 10 head teachers, 110 teaching personnel, and 4 non-teaching staff. Participants were selected through purposive sampling to ensure inclusion of students with direct experience using Facebook. From a total population of 1,518 Grade 11 students across STEM, HUMSS, ABM, and TVL strands, 300 students were selected based on their active Facebook use, willingness to participate, and availability during the data-gathering period.

Data were collected using a structured survey questionnaire designed to measure the frequency of use, intensity of use, and purpose of use (academic, social, or entertainment-oriented). Academic performance was assessed through self-reported grades, study habits, and engagement in academic tasks. The instrument was evaluated by educational research experts to ensure content validity and clarity, and a pilot test confirmed reliability with Cronbach's Alpha ≥ 0.70 . Ethical approval was secured from the School Head and the Division Office of Zamboanga City prior to data collection. Coordination with STEM class advisers and subject teachers facilitated the distribution of questionnaires, which were personally administered by the researchers.

Respondents were informed of the study objectives, voluntary participation, and confidentiality of responses, and written informed consent was obtained. Questionnaires were completed in a quiet,

supervised setting, collected immediately upon completion, and reviewed for completeness before data encoding and analysis.

Data were analyzed using descriptive statistics, including frequency counts, percentages, weighted means, and standard deviations, to summarize respondents' profiles and Facebook usage patterns. The Pearson Product–Moment Correlation Coefficient (Pearson r) was used to examine the relationship between Facebook usage frequency and academic performance, providing a measure of both the direction and significance of the association.

Results and Discussion

1. What is the level of Frequency Use of Facebook of Grade 11-STEM Senior High School Students?

Table 1. Frequency Use of Facebook

Frequency Use	Mean responses	Descriptive equivalent
Frequency Use	4.14	High Frequency use
Overall Mean	4.14	High Frequency Use

Legends: (1.00-2.00) Very Low Frequency use, (2.01-3.00) Low Frequency Use, (3.01- 4.00) Moderate Frequency Use, (4.01- 5.00) High Frequency Use

The study revealed that Grade 11 STEM students exhibit a high frequency of Facebook use. As shown in Table 1, the respondents obtained a mean score of 4.14, corresponding to "High Frequency Use," indicating that students access Facebook multiple times daily for communication, entertainment, academic coordination, and social interaction. This high frequency underscores the central role of Facebook in students' daily routines and suggests that social media has become a habitual tool integrated into both personal and academic contexts. The findings align with previous studies by Cabbigat (2019) and Manzoor and Ahmed (2024), who reported that frequent Facebook engagement is common among secondary and tertiary students and can influence attention and task management. The implication is that while frequent usage may facilitate social connectivity and academic coordination, it could also compete with study time if not properly managed, emphasizing the need for balanced digital engagement (Ellison et al., 2007).

Table 2. Intensity Use of Facebook

Intensity Use	Mean Responses	Descriptive equivalent
Intensity Use	3.77	Moderate Intensity Use
Overall Mean	3.77	Moderate Intensity Use

Legends: (1.00-2.00) Very Low Intensity Use, (2.01-3.00) Low Intensity Use, (3.01- 4.00) Moderate Intensity Use, (4.01- 5.00) High Intensity Use

Table 2 shows that students reported a mean score of 3.77, interpreted as “Moderate Intensity Use.” This indicates that while students regularly access Facebook, the duration of each session is moderate, reflecting measured engagement. This finding is consistent with Junco (2012), who noted that students maintain consistent but variable engagement with social media for both academic and non-academic purposes. Similarly, Kirschner and Karpinski (2010) emphasized that moderate social media use does not necessarily disrupt academic performance, provided students employ effective time management. The moderate intensity observed suggests that students are capable of balancing Facebook engagement with other responsibilities, which may mitigate potential negative effects on learning outcomes.

2. What is the level of Purpose Use of Facebook of Grade 11-Stem Senior High School Students?

Table 3. Purpose Use of Facebook

Purpose Use	Mean responses	Descriptive equivalent
Purpose Use	3.94	Moderate Frequency use
Overall Mean	3.94	Moderate Frequency Use

Legends: (1.00-2.00) Very Low Purpose use,(2.01-3.00) Low Purpose Use,(3.01- 4.00) Moderate Purpose Use, (4.01- 5.00) High Purpose Use

Table 3 indicates a mean score of 3.94 for the purpose of Facebook use, interpreted as “Moderate Purpose Use.” Students use Facebook for a combination of academic communication, socialization, information-seeking, and entertainment. This multifaceted use reflects findings by Ainin et al. (2015) and Ellison et al. (2007), who highlighted that Facebook serves both social and functional roles for students, facilitating academic collaboration and peer support. The moderate purpose use suggests that while students employ Facebook as a versatile tool, they do not rely exclusively on it for academic or personal tasks, which may support balanced learning habits.

3. What is the First Semester General Weighted Average of Grade 11-Stem Senior High School Students?

Table 4. General Weighted Average

General Weighted Average	Mean Average	Descriptive equivalent
GWA	89.37	Very Satisfactory
Overall Mean	89.37	Very Satisfactory

Legends: (75 Below) Did Not Meet Expectations, (75-79) Fairly Satisfactory, (80-84) Satisfactory (85-89) Very Satisfactory , (90-100) Outstanding

Table 4 shows the academic performance of the respondents, measured by their first semester General Weighted Average (GWA), is reported in Table 4. The mean GWA was 89.37, interpreted as “Very Satisfactory,” indicating that students generally demonstrate strong academic competence. This level of performance provides a baseline for examining the relationship between social media engagement and academic outcomes, suggesting that despite high Facebook frequency, students maintain satisfactory achievement levels. These findings echo Dangdang and Abarquez (2024), who observed that moderate social media engagement does not necessarily hinder academic performance when usage is purposeful and time managed.

Table 5. Correlation: Frequency of Facebook Use and the Academic Performance of Grade 11 STEM Students?

Variables	Coefficient r	P-Value	Interpretation
Academic Performance	-0.082	0.631	Not significant

* Significant at alpha .05; Low Correlation= .3 and below; Moderate Correlation = .4 to .7; High Correlation= .8 and above (Downie & Heath, 1984).

Finally, Table 5 presents the correlation between the frequency of Facebook use and academic performance. The Pearson correlation coefficient of -0.082, with a p-value of 0.631, indicates a very weak and non-significant inverse relationship. This suggests that while increased Facebook frequency shows a slight tendency toward lower academic performance, the effect is negligible and statistically insignificant. These results align with research by Kirschner and Karpinski (2010), highlighting that social media usage alone is not a primary determinant of academic outcomes. The implication is that other factors—such as study habits, motivation, family support, and learning strategies—may play a more significant role in shaping students’ academic success.

In addition, the findings suggest that Grade 11 STEM students exhibit high frequency, moderate intensity, and moderate-purpose Facebook use, yet their academic performance remains very satisfactory. While social media is deeply integrated into daily routines, its frequency alone does not significantly affect academic outcomes. These results underscore the importance of fostering self-regulation, purposeful use, and time management to ensure that social media engagement supports rather than detracts from learning.

Conclusion

The present study investigated the relationship between Facebook usage and the academic performance of Grade 11 STEM Senior High School students at Baliwasan Senior High School – Stand Alone. Findings indicate that students exhibit high frequency, moderate intensity, and moderate-purpose use of Facebook. Specifically, students access the platform multiple times daily, engage in moderate-duration sessions, and utilize it for both academic and social purposes. Despite this substantial engagement, the analysis revealed no significant correlation between the frequency of Facebook use and students' academic performance, as measured by their first semester General Weighted Average (GWA). These results suggest that, while Facebook is an integral component of students' daily routines, its usage alone does not significantly influence academic outcomes. Rather, students appear capable of maintaining satisfactory academic performance, likely due to effective self-regulation, time management, and purposeful engagement with academic tasks. This underscores the importance of considering both the quality and purpose of social media use, rather than frequency alone, when evaluating its potential impact on learning outcomes (Ellison et al., 2007; Junco, 2012; Kirschner & Karpinski, 2010).

Recommendations

Based on the findings and interpretations, the study proposes the following recommendations:

1. **For Students:** Senior High School students should continue to use Facebook in moderation, prioritizing academic and collaborative purposes. Strategies such as scheduled usage, self-imposed limits, and task-oriented engagement can help ensure that social media serves as a supportive tool rather than a distraction from learning.
2. **For Teachers:** Educators are encouraged to integrate Facebook and other social media platforms purposefully within the learning environment. By designing interactive assignments, discussion groups, and academic communities online, teachers can leverage social media as a resource for peer collaboration, knowledge sharing, and engagement enhancement.
3. **For School Administrators:** School administrators should develop and implement guidelines for responsible social media use, emphasizing the balance between academic tasks and online activities. Programs promoting digital literacy, self-regulation, and time management can help students harness social media effectively while minimizing potential distractions.
4. **For Parents and Guardians:** Parents should monitor and guide their children's social media use, encouraging activities that complement academic responsibilities. Creating structured schedules and fostering awareness of digital wellness can enhance both educational and personal development.
5. **For Future Research:** Subsequent studies should explore additional mediating factors such as study habits, motivation, psychological well-being, and parental influence, which may interact with social media use to impact academic performance. Comparative analyses across different strands, grade levels, or school types could provide a broader understanding of the role of social media in educational contexts.

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