

The impact of Facebook Groups on Senior High School learners' engagement in asynchronous Social Science learning

Riah G. Bulatao, LPT

University of Perpetual Help System DALTA

Las Piñas City, Philippines

Email: riah.bulatao001@deped.gov.ph

ABSTRACT

This study assessed the impact of Facebook Groups as a tool on the engagement during asynchronous learning in Social Science among senior high school learners. Utilizing a quantitative approach, the study employed descriptive, comparative, and correlational research designs to evaluate the level of utilization of Facebook Groups for communication, collaboration, feedback, and accessibility, as well as the extent of students' engagement in terms of knowledge, skill development, performance output, and resource utilization. The total population of 457 Grade 11 and Grade 12 students enrolled at San Rafael Technological and Vocational High School for the academic year 2024–2025 participated in this study. Findings revealed that Facebook Groups are highly utilized, especially by Grade 12 students, Technical and Vocational track learners, and those in the Home Economics strand. A significant relationship was found between the utilization of Facebook Groups and student engagement, with a "Very High Positive Correlation" ($r = 0.90$, $p < 0.00001$). Significant differences in utilization and engagement were observed across tracks and strands but not by grade level. Based on the results, a program was proposed to address engagement disparities and enhance asynchronous learning. Recommendations include maintaining the effective use of Facebook Groups, developing curriculum-specific strategies, and creating inclusive interventions to optimize engagement across various learner profiles. Future research should explore Facebook Groups' impact on other subjects and educational levels.

Keywords: asynchronous learning, Facebook Groups, student engagement, Social Science, Senior High School

Date Submitted: June 23, 2025

Date Accepted: July 28, 2025

Date Published: August 12, 2025

DOI: <http://doi.org/10.69651/PIJHSS0403409>

Recommended citation:

Bulatao, R. G. (2025). The impact of Facebook Groups on Senior High School learners' engagement in asynchronous Social Science learning. *Pantao (The International Journal of the Humanities and Social Sciences)* 4 (3), 4399-4406. <http://doi.org/10.69651/PIJHSS0403409>

INTRODUCTION

Social media as web-based services, has become a network of relationships and interactions among users from different countries. It was designed to allow users to share their content quickly and in real-time. According to Walsh (2024), popular social media platforms nowadays are Facebook, Youtube, Instagram, Twitter, Tiktok, etc. that are effective for communication. Facebook obtained the top position with 3 billion active users monthly. In fact, users comprise of 6 to 12 age range have their own Facebook account. There is still a possibility that this number will increase as the Department of Education sees Facebook as a viable medium for conducting classes. This trend started during the pandemic and continues at the present during emergency cases.

The Department of Education released DepEd Order No. 12, S. 2020 focusing on adoption of the Basic Education Learning Continuity Plan (BE-LCP) which stipulates the continuation of education in a safe manner during times of pandemic and emergency cases. Magsambol (2020) said that a flexible learning was implemented resulting in various learning modalities such as asynchronous learning. It is a type of modality where students and teachers have no direct interactions, instead, teachers facilitate learning by providing students with tasks or activities to be accomplished. Since face-to-face classes were prohibited during those times, teachers communicate with their students using social platforms or other learning management systems. Since many students are engaged with using Facebook, its use was maximized with many schools as a common place for conducting flexible learning.

While the Department considers this as an avenue for academic ease during pandemic, the body was not exempted with facing different concerns and issues using Facebook as an aid for conducting learning. The study of Lim (2022) has rich data on the use of Facebook as learning platform, based on the result, one concern in the Facebook platform is the excessiveness of advertisements and games that distract students' learning. Another issue that was identified was the lack of search engine that helps students to look for files uploaded in their pages or group. Other concerns involved students' socioeconomic factors such as, poor internet connection for accessing files and lack of gadgets for creating asynchronous tasks.

At present, Facebook remains significant in the educational setting as it helps teachers reach and communicate with their students in an easy and efficient way. It is a useful platform for sending and saving files, photos and links to record the learning processes. It enhances learning management system; chat functions, video, forums, live conferencing systems, webinar capability, share group review, blogs, and other lesson resources to help pupils be engaged in the learning system. Moreover, it is the frequently used platform for emergency cases. When conducting asynchronous classes, instead of providing printed copies of modules and activity sheets to students, Facebook play an important role for sending learning resources to students. Teachers can easily drop a message to prompt students' group sharing their independent learning task of the day. Although Facebook serves as aid for conducting educational modalities, Ingalls (2017) mentioned in her study that some faculty members still believed that social media like Facebook is more of a playground than a pedagogical setting where academic and professional endeavors should take place.

The Schools Division Office of Navotas City supports the advocacy of the Department of Education to uphold quality education during emergency cases. Through the DepEd

Memorandum No. 071, series 2020, in the occurrence of COVID-19, the Division declares a no face-to-face classes until it is announced safe for the pupils. To cope up with the decision, schools will be holding synchronous and asynchronous classes. To promote, independent learning, the Division launched Schools-in-a-Box program, called Navobox. Each learner will receive a box containing textbooks, self-learning modules, activity sheets and school supplies that they can use during their asynchronous learning. Teachers also bring these supplies to students' residence if they can't visit schools.

Facebook became the official virtual classrooms of most schools during pandemic. It became the effective tool of communication for teachers and pupils to facilitate learning. To effectively maximize its use, the Department of Education said that pupils are encouraged to engage in their classes limited for 1-4 hours daily depending on their grade levels. The Department also reminded students regarding the guidelines of social media platforms for learning. For example, they are required to use their real names in their accounts. Facebook became also an aid for students who cannot claim their Navo-box-in-school. Teachers upload the learning resources in their Facebook page, or send it through messenger. At present time, asynchronous classes are still being conducted in response to emergency cases. On April 8, 15 and 16, the Department of Education announced an asynchronous class to all public schools nationwide to allow learners to complete their assignments, projects, and other requirements in schools. On April 29 and 30, 2024, another asynchronous class was implemented since nationwide strike and heat index was experienced by the country. Facebook was used again in response to this situation. Considering the continued use of Facebook, it is important to determine its effectiveness for conducting classes.

With the abovementioned circumstances, this study was conducted to explore on the impact of Facebook Group as a tool on the engagement during asynchronous learning in Social Science among Senior High School learners.

Statement of the problem

This study aimed to assess the impact of Facebook group as a tool on the engagement during asynchronous learning in social science among senior high school learners. Specifically, it sought answers to the following:

1. What is the profile of the respondents in terms of grade level, track, and strand?
2. What is the level of utilization of Facebook Group as a tool in aid to support asynchronous learning in terms of communication, collaboration and interaction, feedback and assessment, and accessibility?
3. What is the extent of students' engagement during asynchronous learning in terms of knowledge, skill development, performance output, and resource utilization?
4. Is there a significant difference in the level of utilization of Facebook Group as a tool in learning engagement when grouped according to profile?
5. Is there a significant difference in the extent of learning engagement when grouped according to profile?
6. Is there a significant relationship between the level of utilization of Facebook Group as a tool and the extent of learning engagement of students?

METHODOLOGY

This study employed a quantitative research approach, specifically using descriptive-correlational and comparative research designs. The descriptive-correlational design was used to determine the relationship between the utilization of Facebook Groups as a tool for asynchronous learning (in terms of communication, collaboration, instruction, feedback, assessment, and accessibility) and students' engagement (knowledge, skills, performance, and resource use). The comparative design was applied to test significant differences in the results when grouped according to student profiles.

The respondents were 457 Senior High School students (203 Grade 11 and 254 Grade 12) of San Rafael Technological and Vocational High School, SY 2024–2025, using total enumeration sampling. Data were gathered through a researcher-made survey questionnaire consisting of three parts: (1) profile of respondents, (2) assessment of Facebook Group utilization, and (3) assessment of student engagement. The instrument underwent expert validation, revisions, and pilot testing with a group of non-respondents to ensure reliability and validity.

For data collection, the researcher sought approval from the Schools Division Superintendent and the School Principal, and secured parental consent to guarantee voluntary participation. The survey was distributed electronically through Google Forms for accessibility and convenience.

For the statistical treatment, the study utilized frequency count and percentage to analyze demographic data, while the weighted mean was employed to interpret levels of Facebook Group utilization and engagement. To determine significant differences, a t-test was applied, while Pearson's r was used to examine correlations between the two main variables.

Ethical considerations were strictly observed throughout the study by obtaining parental consent, ensuring voluntary participation, and maintaining the confidentiality and anonymity of the respondents' information. The researcher also adhered to principles of integrity and honesty in reporting the findings, avoiding bias and misrepresentation of results.

RESULTS AND DISCUSSION

Results

This chapter presents the results of the study titled “The Impact of Facebook Group as a Tool on Engagement During Asynchronous Learning in Social Science Among Senior High School Learners.” Data were gathered from 457 respondents and analyzed according to the research objectives.

The profile of the respondents revealed that, in terms of grade level, 200 students (43.8%) were in Grade 11, while 257 students (56.2%) were in Grade 12. This shows that more than half of the respondents were in their final year of senior high school.

When grouped according to track, 79 students (17.3%) belonged to the Academic track, while a majority of 378 students (82.7%) were from the Technical-Vocational track.

In terms of strand, most of the respondents were from the Home Economics strand (306 students or 66.96%), followed by the STEM strand with 79 students (17.29%), and Industrial Arts with 72 students (15.75%).

The level of utilization of Facebook Groups in communication, the overall weighted mean was 4.18 (“Highly Utilized”), with the highest indicator being the sharing of announcements and deadlines (4.26, Extremely Utilized).

In collaboration and interaction, the overall weighted mean was 4.14 (“Highly Utilized”), with the highest-rated indicator being student engagement through comments (4.19, Highly Utilized).

For feedback and assessment, the overall weighted mean was 4.08 (“Highly Utilized”). The acknowledgment of other resources, such as Google Forms, received the highest mean (4.15), while the lowest was the prevention of cheating (3.95).

In accessibility, the overall weighted mean was 4.21 (“Extremely Utilized”). The top indicators were the use of post tagging and categorization (4.26) and the availability of learning materials in multiple formats (4.24).

When it comes to the extent of student engagement, specifically in terms of knowledge, the overall mean was 4.19 (“Great Extent”). The highest-rated item was answering modular activity sheets independently (4.23, Very Great Extent).

For skill development, the overall mean was 4.19 (“Great Extent”). The ability to apply historical knowledge to real-life scenarios received the highest score (4.21, Very Great Extent). In performance output, the overall mean was 4.17 (“Great Extent”). The highest indicator was portfolio development (4.22, Very Great Extent).

For resource utilization, the overall mean was 4.15 (“Great Extent”), with the use of multimedia elements in assignments scoring the highest (4.19).

In terms of differences according to profile, no significant difference was found in both utilization ($p = 0.24$) and engagement ($p = 0.41$), when grouped by grade level,

When grouped by track, significant differences were found in utilization ($t = -3.54$, $p = 0.00$) and engagement ($t = -3.56$, $p = 0.00$). When grouped by strand, significant differences were also found in utilization ($F = 8.43$, $p = 0.00$) and engagement ($F = 7.49$, $p = 0.00$).

A very high positive correlation was found between the level of utilization of Facebook Groups and the extent of learning engagement, with $r = 0.90$ and $p < .00001$. This indicates a strong and significant relationship.

Discussion

The results highlight several important findings regarding the use of Facebook Groups as a tool for asynchronous learning.

First, the profile of respondents indicates that most participants were Grade 12 and Technical-Vocational learners, particularly from the Home Economics strand. This suggests that students who are more exposed to applied and collaborative tasks rely more heavily on platforms like Facebook Groups. These learners value accessibility, peer collaboration, and the exchange of practical resources, all of which are strongly supported by the interactive features of Facebook.

Second, the results show that Facebook Groups are highly utilized across all dimensions, with accessibility even reaching “Extremely Utilized.” Students rely on the platform for announcements, discussions, resource sharing, assessment integration, and archiving. This confirms that Facebook Groups are not merely social platforms but also serve as structured learning management systems, especially in contexts where official LMS platforms may be limited.

Third, students' engagement in asynchronous learning is observed to a great extent across knowledge, skills, outputs, and resources. They reported being able to think independently, apply knowledge to real-life issues, create multimedia outputs, and seek additional resources. These results suggest that Facebook Groups foster not only passive engagement but also higher-order thinking, critical analysis, and creativity—skills essential for Social Science learning.

Fourth, the presence of significant differences by track and strand indicates that curriculum focus influences how students use and engage with Facebook Groups. For example, Technical-Vocational and Home Economics learners may find the platform more aligned with their practical and collaborative activities, compared to Academic track students who may prefer traditional approaches. The absence of differences by grade level suggests that both Grade 11 and 12 students use Facebook Groups similarly, likely due to shared learning needs.

Finally, the very high positive correlation ($r = 0.90$) underscores the strong link between utilization and engagement. The more students maximize the platform for communication, collaboration, and accessibility, the more engaged they become in asynchronous learning. This finding validates previous studies on the role of social media in education, showing that proper integration of familiar platforms like Facebook can significantly enhance student learning outcomes.

In summary, the results demonstrate that Facebook Groups serve as an effective tool for asynchronous learning in Social Science. Its strength lies in accessibility, collaboration, and interactivity, which directly influence the engagement and performance of learners. However, differences by track and strand highlight the need for tailored approaches to maximize its potential across diverse student profiles.

CONCLUSION

Based on the findings of the study, several conclusions can be drawn. Grade 12 students, those in the Technical-Vocational track, and particularly learners from the Home Economics strand are more actively engaged with Facebook Groups. Their stronger engagement can be attributed to their heavier academic responsibilities, the collaborative demands of their coursework, and the practical requirements of their curriculum. Moreover, Facebook Groups proved to be the primary platform for conducting asynchronous classes, serving as an effective tool for both students and teachers. The platform enables non-real-time classes where communication flows smoothly, collaboration becomes possible, feedback remains consistent, and accessibility is exceptional. These features affirm that Facebook Groups are highly effective tools for remote learning, sustaining the teaching-learning process even under flexible learning arrangements.

The study further revealed that students demonstrate a “Great Extent” of engagement in asynchronous learning, excelling in knowledge acquisition, skill development, performance

output, and resource utilization. They have shown the ability to apply knowledge to real-life contexts, produce quality outputs such as portfolios and multimedia projects, and maximize available resources effectively. This finding confirms that students can learn independently in asynchronous environments, developing not only their knowledge but also their skills and performance while meeting academic requirements.

Additionally, no significant difference was found in the utilization of Facebook Groups when respondents were grouped according to grade level, suggesting that both Grade 11 and Grade 12 students use the platform in similar ways and for similar purposes. However, significant differences were observed when grouped by track and strand, indicating that students from different curriculum pathways engage with Facebook Groups differently. These variations may be influenced by the distinct focus and nature of their learning areas, with some strands fostering more active participation than others.

Finally, the study established a “Very High Positive Correlation” between the utilization of Facebook Groups and student engagement, signifying that increased use of the platform directly enhances learners’ participation and performance in asynchronous Social Science learning. This strong correlation underscores the role of Facebook Groups as a powerful educational tool that not only sustains remote instruction but also enriches students’ engagement and overall learning experience.

REFERENCES

Department of Education. (2020). DepEd Order No. 12, s. 2020: Adoption of the Basic Education Learning Continuity Plan for school year 2020–2021 in light of the COVID-19 public health emergency. https://www.deped.gov.ph/wp-content/uploads/2020/06/DO_s2020_012.pdf

Department of Education. (2020). DepEd Memorandum No. 071, s. 2020: Guidelines for the conduct of classes during the COVID-19 pandemic. Department of Education. <https://www.deped.gov.ph>

Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*, 58(1), 162–171. <https://doi.org/10.1016/j.compedu.2011.08.004>

Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education? *The Internet and Higher Education*, 13(4), 179–187. <https://doi.org/10.1016/j.iheduc.2010.07.003>

Manca, S., & Ranieri, M. (2016). Facebook and the others. Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216–230. <https://doi.org/10.1016/j.compedu.2016.01.012>

Tess, P. A. (2013). The role of social media in higher education classes (real and virtual): A literature review. *Computers in Human Behavior*, 29(5), A60–A68.
<https://doi.org/10.1016/j.chb.2012.12.032>

Ingalls, A. (2017). Facebook as a learning-management system in developmental writing. *Research & Teaching in Developmental Education*, 33(2), 42–56.
<https://files.eric.ed.gov/fulltext/EJ1168762.pdf>

Lim, R. A. (2022). The use of Facebook as an alternative learning platform: Perspectives from transactional distance theory. ResearchGate.
https://www.researchgate.net/publication/362124649_The_Use_of_Facebook_as_an_Alternative_Learning_Platform_Perspectives_from_Transactional_Distance_Theory

Magsambol, B., & Tadalán, J. (2020, May 13). Fast facts: CHED's flexible learning. *Rappler*.
<https://www.rappler.com/newsbreak/iq/things-to-know-ched-flexible-learning>

Walsh, S. (2024, July 4). The top 10 social media sites & platforms. *Search Engine Journal*.
<https://www.searchenginejournal.com/social-media/social-media-platforms/>