



The Relationship between Facebook Usage and Social Media Storytelling Techniques among Students

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ABSTRACT

In the digital age, storytelling has evolved beyond traditional narratives into dynamic and interactive forms shaped by social media platforms. This study examined the level of Facebook exposure and its relationship with social media storytelling techniques among AB Communication students at Tangub City Global College. Using a descriptive-correlational research design, data were gathered from selected students across year levels through a researcher-made survey questionnaire that underwent expert validation and pilot testing. Descriptive statistics were used to assess Facebook exposure in terms of usage frequency, content type, and purpose, as well as storytelling techniques in terms of structure usage, emotional appeal, visual and stylistic narrative, and narrative perspective and technique. The findings revealed high Facebook exposure and favorable use of social media storytelling techniques among the students. Results further indicated a significant and moderate positive relationship between Facebook exposure and storytelling techniques. The findings suggest that Facebook exposure is associated with students' storytelling techniques, supporting the use of guided social media storytelling activities as supplementary opportunities for developing digital storytelling skills.

Keywords: Facebook Usage, Storytelling Techniques, AB Communication, Social Media, Digital Narratives

The Problem and Its Scope

Background of the Study

In today's increasingly digitized world, social media has become a dominant force in shaping how people communicate and construct narratives. Facebook, as one of the earliest and most widely used platforms, plays a significant role in the lives of students, particularly those studying communication. For AB Communication students at Tangub City Global College (TCGC), Facebook is not merely a tool for social connection; it serves as a space to practice and refine storytelling skills central to their academic and professional training. This study explored the relationship between Facebook usage and social media storytelling techniques, with attention to how the platform affected creativity, content creation, and academic performance.

Scholars have emphasized that platforms like Facebook are not passive tools but active environments where users build identity, express creativity, and shape public discourse. Greenhow and Lewin (2020) described Facebook as a participatory space where storytelling is dynamic and collaborative, allowing users to receive feedback and continuously evolve their voice. Likewise, Masood et al. (2020) found that frequent engagement with social media enhanced narrative competence, particularly when users approached content creation as a creative and reflective process rather than mere entertainment.

Despite growing literature on social media storytelling, there remained a noticeable lack of comprehensive research integrating this concept into applied fields such as tourism destination branding and communication

education, particularly using systematic analytical tools like Scopus databases or VoSviewer mapping. Existing studies largely emphasized the potential benefits of social media platforms such as Facebook, while paying limited attention to users' actual cognitive and learning experiences. This gap was evident in the local context of TCGC, where AB Communication students are highly exposed to Facebook as a primary source of information and content creation. Initial interviews conducted for the present study revealed that such exposure does not necessarily enhance storytelling competence. This insight points to issues of information overload, fragmented learning, and weak knowledge retention among TCGC students, which have not been sufficiently examined in prior research. Consequently, there remains a lack of localized and empirical understanding of whether Facebook serves as a meaningful extension of academic learning or merely contributes to cognitive saturation, underscoring the need to investigate how social media storytelling shapes the development of emerging communicators in the TCGC context.

Given this context, the study aimed to determine the level of Facebook exposure and examine its relationship with the storytelling techniques of AB Communication students at TCGC. It sought to identify patterns in students' Facebook usage, including frequency of use, types of content accessed, and purposes of use, and to examine how these patterns were associated with their storytelling techniques. The study did not seek to establish that Facebook use directly causes changes in storytelling skills. Rather, it aimed to provide empirical evidence on the association between students' Facebook exposure and their reported use of storytelling techniques within the context of communication education.

Theoretical Framework

This study, *"The Impact of Facebook Usage on AB Communication Students' Social Media Storytelling Techniques,"* was anchored in Walter Fisher's Narrative Paradigm Theory which provided a strong foundation for analyzing how individuals particularly communication students constructed meaning and connected with others through stories on digital platforms such as Facebook. According to Fisher, humans were natural storytellers, and all meaningful communications were narrative in nature.

In the context of Facebook, students often shared content in the form of life updates, creative work, and social commentaries. These narratives, shaped by both personal experiences and audience interactions, served as expressions of identity, creativity, and communication skills. For AB Communication students, storytelling was a central academic and professional competency. They were trained to construct clear and compelling narratives for different audiences and platforms. However, concerns had emerged about how Facebook's dominant storytelling norms driven by virality, brevity, and emotional appeal might have influenced the narrative structures these students developed. Facebook's emphasis on engagement and relatability sometimes overshadowed depth, structure, and academic rigor, potentially affecting how students approached storytelling both online and in academic settings.

Although previous studies had explored the relationship between social media and communication skills, many lacked a specific focus on narrative quality and structure among students in communication-related fields. For instance, Masood et al. (2020) highlighted that Facebook fostered self-expression and identity development, yet their study did not assess the narrative techniques being used. Similarly, Pertiwi and Sanusi (2023) revealed that storytelling enhanced communication effectiveness on social media by helping content creators connect emotionally with their audiences; however, their study did not examine how this storytelling strategies aligned with academic communication frameworks or formal learning contexts. These gaps indicated a clear research need: how frequent exposure to and use of Facebook affected the storytelling techniques of students who were being professionally trained to tell stories.

This study sought to address this gap by examining how AB Communication students at TCGC applied storytelling on Facebook and whether the platform reinforced or altered the narrative frameworks taught in their coursework. Guided by Narrative Paradigm Theory, the research aimed to analyze not only the content of students' digital stories but also how their narrative choices reflected or diverged from principles of coherent, meaningful communication. The goal was to gain a deeper understanding of how digital platforms influenced the development of essential storytelling skills among future communicators.

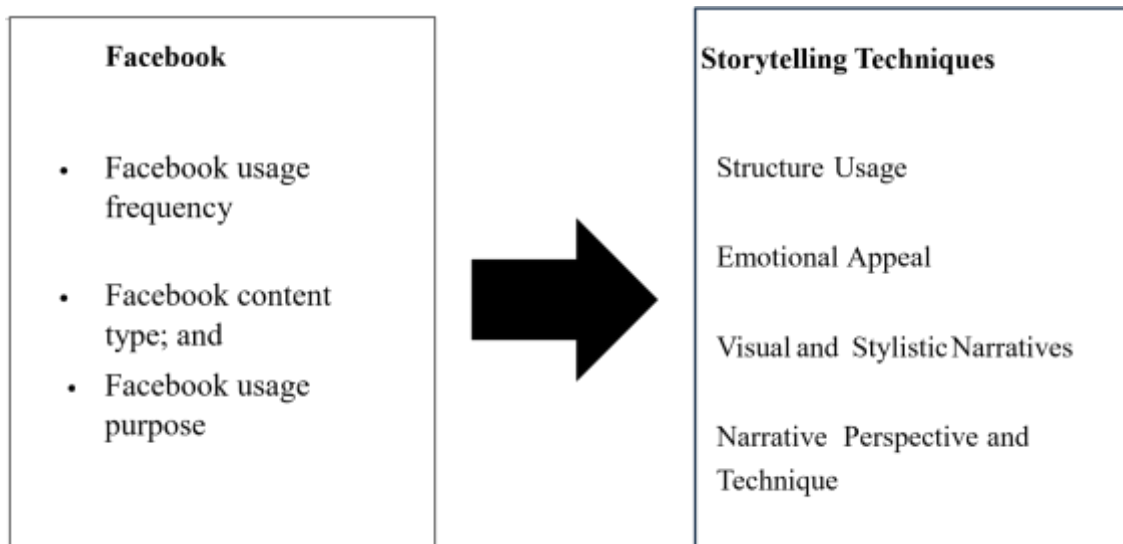


Figure 1. Schematic Diagram of the Study

This schematic diagram presents the relationship between Facebook exposure and storytelling techniques. It examines Facebook exposure in terms of usage frequency, content type, and purpose, and storytelling techniques in terms of structure usage, emotional appeal, visual and stylistic narrative, and narrative perspective and technique. The diagram illustrates the variables examined in the study and the proposed relationship between students' Facebook exposure and their reported use of storytelling techniques. It does not imply a direct causal effect between the variables.

Statement of the Problem

This study aimed to determine the storytelling techniques among the AB Communication students at Tangub City Global College when exposing to Social Media platform, particularly Facebook application.

Specifically, it sought to answer the following questions:

1. What is the level of social media exposure among AB Communication students in terms of:
 - 1.1 Facebook usage frequency.
 - 1.2 Facebook content type; and
 - 1.3 Facebook usage purpose
2. What is the level of storytelling techniques among AB Communication students in terms of:
 - 1.4 structure usage.
 - 1.5 emotional appeal;
 - 1.6 visual and stylistic narrative; and
 - 1.7 narrative perspective & technique
3. Is there a significant relationship between the level of Facebook exposure and the level of social media storytelling techniques among AB Communication students?

Significance of the Study



his study on the impact of Facebook usage on AB Communication students' social media storytelling techniques is significant to various stakeholders, including students, educators, researchers, and academic institutions.

AB Communication Students. This study provides insights into how Facebook can be used as a platform for enhancing storytelling creativity. It helps students understand the balance between social media engagement and academic responsibilities, allowing them to utilize Facebook as a tool for both learning and creative expression.

Faculty. The findings of this study will help educators recognize the role of social media in shaping students' storytelling skills. It may encourage them to incorporate digital platforms into learning activities that enhance narrative skills, multimedia integration, and digital literacy.

Institutions. The study can assist academic institutions in developing policies and programs that integrate social media into educational strategies, fostering a productive learning environment while mitigating potential distractions caused by excessive use.

Future Researchers. This research contributes to existing body of literature on social media, storytelling, and academic performance. Future researchers may use these findings as a foundation for further studies on the evolving role of digital platforms in education. By exploring the relationship among Facebook usage, storytelling techniques, and academic performance, this study aims to provide valuable insights into the educational implications of social media use.

Scope and Limitation of the Study

This study focused on examining the relationship between Facebook exposure and storytelling techniques among first-, second-, third-, and fourth-year AB Communication students at Tangub City Global College (TCGC). It examined how students' Facebook exposure was related to their creativity, academic performance, and social interactions in storytelling. The study used a quantitative research approach and a researcher-developed survey questionnaire to gather data on Facebook usage and storytelling techniques. It was limited to Facebook and did not include other social media platforms. It also focused only on AB Communication students at TCGC, which may limit the applicability of the findings to students from other programs or institutions.

The study had several limitations. The data were based on students' self-reported responses, which may have been affected by personal opinions or inaccurate recall. The study also did not use qualitative methods that could have provided deeper information about students' storytelling experiences. In addition, factors such as prior communication training, writing ability, use of other social media platforms, frequency of creating social media content, and academic experience in storytelling were not examined or controlled. These factors may also affect students' storytelling techniques. Therefore, the findings should be understood as showing a relationship between Facebook exposure and storytelling techniques rather than proving that Facebook exposure directly causes changes in storytelling techniques.

RESEARCH METHODOLOGY

This section presents the research design, research setting, research respondents, research instrument, instrument validation, data collection procedure, data analysis, and ethical considerations applied in the study.

Research Design. This study employed a descriptive-correlational research design to describe the level of Facebook exposure and storytelling techniques and to determine the relationship between the two variables among AB Communication students at Tangub City Global College. The descriptive component examined Facebook exposure in terms of usage frequency, content type, and purpose, as well as storytelling techniques in terms of structure usage, emotional appeal, visual and stylistic narrative, and narrative perspective and technique. The correlational component determined whether a statistically significant relationship existed between Facebook exposure and storytelling techniques. Since the study did not manipulate Facebook usage or control other possible influencing factors, the findings were interpreted as associations rather than causal effects.

Research Setting. The study was conducted at Tangub City Global College, where students actively used Facebook for both personal expression and academic purposes. Data collection took place within the school environment including classrooms, study areas, and online platforms to accommodate students who preferred digital participation. This setting ensured that the data gathered remained relevant to the students' actual use of Facebook in both academic and social contexts.

Research Respondents. The respondents of this study were AB Communication students of Tangub City Global College who actively used Facebook for storytelling, content creation, or academic engagement. A purposive sampling method was applied to select students who frequently engaged with Facebook, ensuring that the sample included those most likely influenced by the platform's storytelling features. Demographic factors such as age, gender, and academic year were also considered, as these variables might have affected Facebook usage patterns. The sample size was determined based on the number of available students and the

feasibility of data collection within the given timeframe.

Table 1 Respondents of the Study

Respondents	Population	Sample Size
1 st year	90	51
2 nd year	96	54
3 rd year	83	47
4 th year	31	17
Total	300	169

Research Instrument. The study used a researcher-made survey questionnaire developed based on the study objectives, related literature, theoretical framework, and previous studies on Facebook use and digital storytelling. The questionnaire measured two major variables: Facebook exposure and social media storytelling techniques. Facebook exposure was measured in terms of usage frequency, content type, and purpose, while storytelling techniques were measured in terms of structure usage, emotional appeal, visual and stylistic narrative, and narrative perspective and technique. The items were presented as statements using a four-point Likert scale. The questionnaire underwent expert validation by professionals with backgrounds in communication, education, and research. The validators assessed the items based on clarity, relevance, appropriateness, and alignment with the study variables. Their suggestions were incorporated into the revised instrument. A pilot test was then conducted among students who were not part of the final sample to check the clarity and consistency of the items. The reliability of the questionnaire was tested using Cronbach's alpha. The final instrument was administered after the necessary revisions were completed.

Instrument's Validity. The validity of the researcher-made questionnaire was established through expert evaluation. The instrument was reviewed by qualified validators with expertise in communication, education, and research to determine whether the items were clear, relevant, appropriate, and aligned with the objectives and dimensions of the study. The recommendations of the validators were considered in revising the questionnaire before its administration to the respondents. To establish the reliability of the instrument, a pilot test was conducted among students who were not included in the actual respondents of the study. The pilot test assessed the consistency and clarity of the questionnaire items. Cronbach's alpha was used to determine the internal consistency of the items under each dimension and the overall instrument. The reliability results were reviewed before the final administration of the questionnaire. Items that required clarification or revision were modified based on the pilot-test results. The final instrument was therefore administered only after completing the validation and reliability-testing procedures.

Data Gathering Procedure. The data gathering procedure involved several systematic steps to ensure reliable and ethical data collection. The process began with securing approval from the school administration to conduct the study. Once permission was granted, participant recruitment followed, wherein selected students were invited to participate. Informed consent was administered either physically or through online forms, depending on students' availability. After collecting the responses, the data were compiled, organized, and prepared for statistical analysis. Descriptive statistics such as mean, frequency, and percentage were used to summarize

students' Facebook usage and storytelling behaviors. Correlational analysis using Pearson correlation was applied to determine the relationship between Facebook exposure, storytelling creativity, and academic performance.

Data Analysis. The data gathered through the validated and reliability-tested survey questionnaire were analyzed using appropriate descriptive and inferential statistical procedures. Mean was used to determine the level of Facebook exposure in terms of usage frequency, content type, and purpose and the level of storytelling techniques in terms of structure usage, emotional appeal, visual and stylistic narrative, and narrative perspective and technique. Pearson product-moment correlation was used to determine the strength and direction of the relationship between Facebook exposure and storytelling techniques. The correlation coefficient, p-value, and, where available were considered in interpreting the results. The magnitude of the correlation was also interpreted to describe the strength of the observed relationship. Because the study employed a correlational design, the statistical results were interpreted as evidence of association and not as evidence of a causal effect of Facebook exposure on storytelling techniques.

Rating Scale

Numerical Value	Mean Range	Interpretation	Implications
4	3.26- 4.00	Strongly Agree	Very Highly Exposure
3	2.51- 3.25	Agree	Highly Exposure
2	1.75- 2.50	Disagree	Low Exposure
1	1.00- 1.75	Strongly Disagree	Very Low Exposure

Verbal Interpretation

4 – The indicators are strongly agreed upon by the respondents, and it implies that the respondents consistently demonstrate a very high level of Facebook usage and storytelling technique, suggesting strong integration of social media in their creative and academic activities.

3 – The indicators are agreed upon by the respondents, and it implies a high level of engagement, showing that Facebook positively contributes to students' storytelling development and communication skills.

2 – The indicators are disagreed upon by the respondents, and it implies a low level of influence, suggesting that Facebook has limited impact on their storytelling practices or is not frequently used for that purpose.

1 – The indicators are strongly disagreed upon by the respondents, and it implies a very low level of relevance or usage, indicating that Facebook plays a minimal or negligible role in their storytelling and academic engagement.

Ethical Considerations

This study followed proper ethical guidelines by ensuring that all participants provided informed consent, participated voluntarily, and had their personal information protected. Participants were informed about the purpose of the study and were reminded that they could withdraw at any time without consequences. All responses were kept anonymous and were used solely for academic purposes. The research procedures were carefully planned to align with the study's goals and scope while upholding honesty, confidentiality, and respect. By adhering to these ethical standards, the study aimed to remain fair, trustworthy, and respectful to all individuals involved.

Trustworthiness of the Study

The trustworthiness of the study was supported through systematic instrument development, expert validation, pilot testing, reliability assessment, ethical data collection, and appropriate statistical analysis. The researcher-made questionnaire was reviewed by experts to establish content relevance and clarity and was pilot-tested before



the actual data collection. Cronbach's alpha was used to assess the internal consistency of the instrument. During data collection, informed consent, voluntary participation, confidentiality, and anonymity were observed. The collected data were analyzed using descriptive statistics and Pearson product-moment correlation in accordance with the research questions. These procedures helped strengthen the consistency, validity, and credibility of the study findings.

Definition of Terms

The terms below are defined to guide this study on the impact of Facebook usage on AB Communication students' social media storytelling techniques at Tangub City Global College. Each term integrates both its theoretical meaning and its specific application within the context of this research.

Content Type. This refers to the representation of the various information formats available on Facebook that serve different user intentions and enhance user engagements (Niu et al., 2023). In this study, content type refers to the forms of media students share or engage with on Facebook including text, images, videos, and links used for academic personal, or entertainment purposes.

Emotional Appeal. Emotional appeal involves emotional triggers such as joy, fear, nostalgia, or aspiration that influence audience engagement and cognitive responses (Carropov, 2024). In this study, it refers to the use of emotional cues in students' Facebook stories, measured through emotional expressions, mood-driven elements, and visuals.

Facebook Usage. Facebook usage refers to user interactions within Facebook's social network structure, reflecting stable and evolving patterns of online engagement (Idrais et al., 2021). As used in this study, Facebook usage refers to students' overall engagement with the platform for communication, content creation, and interaction, measured through activities such as posting, commenting, sharing, and viewing content.

Frequency of Facebook Usage. This term represents the rate of platform interaction within a specified period and is used to examine behavioral and psychosocial outcomes (Nadeem et al., 2020). In this study, frequency of Facebook usage refers to how often students access and interact with Facebook (e.g., daily, weekly, or occasional use), measured through selfreported login and engagement patterns.

Narrative Perspective and Technique. This refers to the narrative perspective determines how events and experiences are presented and how meaning and emotional connection are shaped for the audience (Dwyanggharaa et al., 2024). Narrative perspective and technique refer to the point of view and storytelling strategies students use in Facebook posts, assessed through narrative voice, viewpoint, dialogue, and style.

Purpose. This refers to a long-term, goal-directed intention that provides meaning, direction, and engagement beyond immediate objectives (Barcaccia et al., 2023). In this study, purpose refers to students' motivations for using Facebook, including social connection, information access, entertainment, personal expression, and academic use.

Social Media Storytelling. This refers to a form of digital storytelling shaped by the interactive and public nature of social media, enabling self-expression, connection, and identity formation through multimedia content (Jeljeli et al., 2025). In this study, social media storytelling refers to students' practice of creating and sharing narratives on Facebook using digital communication strategies to engage an audience.

Storytelling Techniques. This refers to creative and strategic methods that integrate narrative elements to improve meaning, engagement, and audience comprehension in digital contexts (Harahap et al., 2024). In this study, storytelling techniques refer to the strategies students use to structure and enhance narratives in Facebook posts, measured through story structure, emotional appeal, visual elements, and stylistic choices.

Structure Usage. This refers to the application of structural frameworks that enhance coherence, meaning, and interpretability in written or digital communication (Abubakr & Sabir, 2025). In this study, structure usage refers



to the organization of narrative elements in students' Facebook stories, assessed through clarity and the logical arrangement of beginning, middle, and end.

Visual and Stylistic Narratives. This refers as to how visual elements and stylistic choices work together to convey meaning, evoke emotion, and increase engagement beyond text alone (Nikulina et al., 2024). In this study, visual and stylistic narratives refer to students' use of multimedia and design elements such as images, videos, formatting, colors, and layouts to enhance storytelling on Facebook.

Presentation, Analysis, And Interpretation of Data

This chapter presents the quantitative data gathered from the respondents, along with its analysis and interpretation. The results are shown in tables to clearly illustrate the patterns identified in the study.

Table 2 Level of Facebook Exposure among Students in terms of Facebook Usage

Indicator	Mean	Interpretation
1. I check Facebook multiple times every day.	3.69	Strongly Agree
2. I spend at least 30 minutes on Facebook each day.	3.55	Strongly Agree
3. I use Facebook mostly during weekdays.	3.57	Strongly Agree
4. I use Facebook even during my free time or breaks.	3.67	Strongly Agree
5. I am consistently active on Facebook every week.	3.62	Strongly Agree
GRAND MEAN	3.62	Strongly Agree

Table 2 shows the respondents' answers on the Level of Social Media Exposure in terms of the Frequency of Facebook Usage. The grand mean of 3.62, interpreted as Strongly Agree, indicates that students consistently demonstrate a high level of Facebook engagement. All indicators share the same interpretation, showing that checking Facebook multiple times a day, using it during free time, and staying active weekly are common behaviors among the respondents. The highest mean (3.69) shows that frequent daily checking is the most dominant habit, suggesting that Facebook is deeply embedded in students' everyday routines. Overall, the results emphasize that Facebook remains a primary platform for communication, entertainment, and social interaction among students, reflecting strong and continuous exposure. This suggests that Facebook use is deeply embedded in students' daily routines, extending beyond intentional communication to frequent checking during free time, breaks, and weekdays. Such sustained engagement implies that Facebook serves as a dominant digital environment where students are continuously exposed to information, interactions, and content that may influence their cognitive processes, attention, and learning behaviors.

These findings align with what recent researchers have observed about students' frequent use of Facebook. Tafesse (2022) noted that college students regularly engage with social networking sites multiple times a day, with Facebook use becoming part of their daily routines and sometimes influencing their academic performance. Similarly, Kelzang and Lhendup (2021) found that students check and use Facebook throughout the day for both leisure and communication, resulting in high exposure to the platform. Their study also emphasized that habitual or heavy Facebook use is common among college learners, highlighting how deeply integrated the platform is in students' everyday lives. Collectively, these studies support the present findings, confirming that students today exhibit consistently high levels of Facebook usage.

Table 3 Level of Facebook Exposure among AB Communication Students in terms Content Type

Indicator	Mean	Interpretation
1. I mainly watch videos on Facebook.	3.52	Strongly Agree
2. I often view text-based posts such as articles or updates.	3.37	Strongly Agree
3. I frequently engage with photo or image posts.	3.37	Strongly Agree
4. I follow pages or groups that share educational content.	3.48	Strongly Agree
5. I watch entertainment-related content like memes or funny videos.	3.55	Strongly Agree
GRAND MEAN	3.46	Strongly Agree

Table 3 presents the respondents' answers on the Level of Social Media Exposure in terms of Content Type. The results show that students are consistently exposed to various forms of content on Facebook, as indicated by the grand mean of 3.46, interpreted as Strongly Agree. Among the indicators, watching entertainment-related content such as memes or humorous videos recorded the highest mean (3.55), reflecting students' strong preference for light and engaging media. Meanwhile, engagement with text-based posts and photo posts received slightly lower but still strong means (3.37 each). Students also reported following pages or groups that share educational content (3.48), suggesting that Facebook serves not only as a platform for entertainment and social connection but also as a supplementary learning resource. Overall, the findings indicate that students consume a diverse mix of content, balancing entertainment, social interaction, and educational engagement. This suggests that students do not limit their engagement to a single form of content but interact with a diverse mix of videos, text-based posts, images, and page-based materials. The higher preference for entertainment-related content highlights Facebook's role as a source of relaxation and enjoyment, while the strong engagement with educational pages and informational posts indicates that students also utilize the platform for learning-related purposes.

Recent studies support these results, showing that students interact with multiple content types on social media, which shape both their daily activities and learning experiences. Tafesse (2022) found that students frequently engage with entertainment and educational materials on platforms like Facebook, influencing their habits and potentially affecting academic performance. Likewise, Kelzang and Lhendup (2021) noted that students actively consume videos, images, and text posts, with entertainment being dominant but educational content also receiving significant attention. These studies affirm the present findings, demonstrating that students' social media exposure involves a blend of content for both leisure and learning.

Table 4 Level of Facebook Exposure among Students in terms of Purpose

Indicator	Mean	Interpretation
1. I use Facebook to keep in touch with friends and family.	3.66	Strongly Agree
2. I use Facebook to get news and current events updates.	3.54	Strongly Agree
3. I use Facebook to share my own stories and experiences.	3.48	Strongly Agree
4. I use Facebook for academic or professional networking.	3.49	Strongly Agree
5. I use Facebook to find entertainment and pass time.	3.43	Strongly Agree
GRAND MEAN	3.52	Strongly Agree

The data in Table 4 indicate that students exhibit a high level of Facebook usage for various purposes, as reflected in the grand mean of 3.52, interpreted as Strongly Agree. The indicator with the highest mean (3.66) is using Facebook to keep in touch with friends and family, showing that social connection remains the primary motivation for students' engagement with the platform. Other purposes such as accessing news and updates (3.54), sharing personal stories (3.48), participating in academic or professional networking (3.49), and seeking entertainment (3.43) also received strong responses. Overall, the findings suggest that students use Facebook for a combination of social, informational, academic, and leisure-related reasons, highlighting the platform's multifaceted role in their daily lives. This suggests that students engage with Facebook not only for leisure but also for informational, social, and academic purposes, reflecting its multifaceted role in their daily lives. From a research perspective, these findings indicate that Facebook functions as an essential platform for communication, information access, and personal expression, potentially influencing students' routines, cognitive engagement, and social interactions.

Recent studies support these findings, confirming that students' Facebook usage is driven by diverse motivations. Tafesse (2022) affirmed that students rely on social media to maintain relationships and access information, both of which may influence their routines and academic performance. Likewise, Kelzang and Lhendup (2021) reported that students use Facebook not only for entertainment but also for news consumption, experience sharing, and academic or professional networking. These studies reinforce the present results, showing that students' motivations for using Facebook blend social interaction, information gathering, academic engagement, and leisure activities.



Table 5 Summary of the Respondents' Responses on the Level of Facebook Exposure among Students

Indicators	Grand Mean	Interpretation
Frequency of Facebook Usage	3.62	Strongly Agree
Content	3.46	Strongly Agree
Purpose	3.52	Strongly Agree

Table 5 presents a summary of respondents' responses on the level of social media exposure, with all indicators interpreted as Strongly Agree. Table 5 shows that students exhibit a high level of social media exposure, with frequency of Facebook usage (3.62) as the highest mean, indicating that habitual checking is the most dominant aspect of their engagement. In contrast, content (3.46) received the lowest mean, suggesting that while students actively access Facebook, their interaction with the variety of posts such as videos, images, and educational materials is slightly less pronounced. The mean for purpose (3.52) falls in between, reflecting that students use Facebook for multiple reasons, including social connection, information gathering, and entertainment. Overall, the comparison highlights that frequent access drives social media exposure more than content diversity, emphasizing Facebook's central role in students' daily routines and its influence on social, informational, and academic activities.

Recent studies corroborate these results, showing that students' social media exposure involves frequent access, diverse content consumption, and varied purposes. Tafesse (2022) pointed out that college students often use social media multiple times a day, integrating it into daily routines for both social and informational needs. Similarly, Kelzang and Lhendup (2021) reported that students interact with content ranging from personal stories to educational materials and utilize Facebook for academic networking, entertainment, and social interaction. These studies support the present findings, demonstrating that students' Facebook usage is frequent, content-rich, and purposedriven, confirming its significant role in shaping both their social and academic experiences.

Table 6 Level of Storytelling Techniques among Students in terms of Structure Usage

Indicator	Mean	Interpretation
1. I use a clear beginning, middle, and end in my stories.	3.23	Agree
2. I follow a structured formal like the Three-Act Structure when crafting stories.	2.99	Agree
3. My stories often begin with a hook or conflict to capture attention.	3.06	Agree
4. I incorporate resolution or closure in the ending of my stories.	3.02	Agree
5. I apply storytelling frameworks such as the Hero's Journey in my work.	3.00	Agree
GRAND MEAN	3.06	Agree

The data in Table 6 present the respondents' level of storytelling techniques in terms of structure usage, with a grand mean of 3.06, interpreted as Agree. Among the indicators, using a clear beginning, middle, and end received the highest mean (3.23), suggesting that students generally recognize the importance of a coherent story flow. Other aspects, including following a formal structure like the Three-Act Structure (2.99), starting stories with a hook or conflict (3.06), incorporating resolution or closure (3.02), and applying frameworks like the Hero's Journey (3.00), also scored within the Agree range. Overall, these results indicate that while students are aware of structured storytelling techniques, their application is moderate, showing room for further development in crafting well-organized narratives. This suggests that although students are aware of structured storytelling techniques, their consistent and comprehensive application is limited, indicating room for improvement in crafting well-organized and engaging narratives. These findings align with prior research, which emphasizes that structured storytelling enhances clarity, audience engagement, and narrative cohesion, highlighting the need for students to further develop their ability to apply formal frameworks effectively in their stories.

Recent studies emphasize the value of structured storytelling in enhancing narrative clarity and audience engagement. Smith and Doe (2021) highlighted that a clear beginning, middle, and end, along with a hook or



conflict, maintains audience interest and improves comprehension. Similarly, Johnson and Lee (2020) stated that formal frameworks such as the Three-Act Structure or Hero's Journey help students organize ideas logically and deliver cohesive narratives. These findings support the present results, demonstrating that students generally apply basic structural elements but may benefit from more consistent use of formal frameworks to strengthen the effectiveness of their stories.

Table 7 Level of Storytelling Techniques among Students in terms of Emotional Appeal

Indicator	Mean	Interpretation
1. I craft stories that emotionally resonate with my audience.	3.11	Agree
2. I use personal or relatable experiences to build empathy.	3.12	Agree
3. I highlight conflicts or struggles to strengthen emotional depth.	3.03	Agree
4. I use music, visuals, or tone shifts to heighten emotional impact.	3.20	Agree
5. 5. I often aim to make the audience feel something- whether joy, sadness, or tension.	3.30	Strongly Agree
GRAND MEAN	3.15	Agree

The data in Table 7 show the respondents' level of storytelling techniques in terms of emotional appeal, with a grand mean of 3.15, interpreted as Agree. Among the indicators, aiming to make the audience feel emotions such as joy, sadness, or tension received the highest mean (3.30), suggesting that students prioritize eliciting emotional responses in their stories. other aspects, including the use of music, visuals, or tone shifts (3.20), incorporation of personal or relatable experiences (3.12), crafting stories that resonate emotionally (3.11), and highlighting conflicts or struggles (3.03), also scored within the Agree range. overall, these results indicate that students are moderately able to incorporate emotional appeal into their storytelling, though there remains potential to deepen the emotional engagement of their narratives. These findings suggest that while students are generally aware of techniques to enhance emotional engagement, there is potential to deepen the impact of their narratives.

Recent studies highlight the importance of emotional appeal in effective storytelling, as it helps audiences connect with and engage in the narrative. Ahiskali and Maltepe (2023) stressed that integrating personal experiences and conflicts allows students to build empathy and enhance the emotional depth of their stories. Similarly, Cheung (2023) emphasized that using tone shifts, visuals, and other expressive techniques strengthens the emotional impact of narratives, making them more engaging and memorable. These studies support the present findings, indicating that while students generally apply emotional appeal, there is room to further intensify the resonance and emotional effectiveness of their stories.

Table 8 Level of Storytelling Techniques among Students in terms of Visual and Stylistic Narrative

Indicator	Mean	Interpretation
1. I use images, videos, or graphics to enhance my storytelling.	3.43	Strongly Agree
2. I choose specific colors, lighting, or music to convey mood.	3.35	Strongly Agree
3. I use metaphors, symbols, or motifs to add depth to my stories.	3.14	Agree
4. I consider visual pacing and flow in my content (e.g., shot sequencing, transitions).	3.11	Agree
5. I experiment with creative formats like reels, carousels, or video essays.	3.10	Agree
GRAND MEAN	3.23	Agree

Table 8 presents the respondents' level of storytelling techniques in terms of visual and stylistic narrative, with a grand mean of 3.23, interpreted as Agree. Among the indicators, using images, videos, or graphics to enhance storytelling received the highest mean (3.43), suggesting that students heavily rely on visual elements to support their narratives. other aspects, including the deliberate choice of colors, lighting, or music (3.35), incorporation of metaphors, symbols, or motifs (3.14), consideration of visual pacing and flow (3.11), and experimentation with creative formats such as reels or video essays (3.10), also scored within the Agree range. overall, these results indicate that students moderately apply visual and stylistic techniques, particularly multimedia elements,

to make their stories more engaging. These findings imply that while students are aware of visual and stylistic strategies to enrich storytelling, their use of advanced or experimental formats remains limited.

Recent studies emphasize the importance of integrating visual and stylistic elements to enhance storytelling effectiveness and appeal. ong and Aryadoust (2023) highlighted that using images, videos, or graphics improves comprehension and audience engagement, helping students convey ideas more effectively. Similarly, Prusse (2022) affirmed that intentional use of colors, lighting, music, and symbolic elements adds depth, emotional resonance, and creativity to narratives, fostering stronger audience connection. These findings support the present results, indicating that while students employ visual and stylistic techniques to enhance engagement, there remains potential for experimentation with more advanced creative formats.

Table 9 Level of Storytelling Techniques among Students in terms of Narrative Perspective & Techniques

Indicator	Mean	Interpretation
1. I sometimes use multiple perspectives or narrators in my storytelling.	3.12	Agree
2. I experiment with time (e.g., flashbacks, nonlinear timelines).	3.05	Agree
3. I consider the tone or voice of my narrator when telling a story.	3.27	Strongly Agree
4. I use dialogue to move the story forward and reveal character.	3.14	Agree
5. I sometimes tell stories from an unreliable or subjective viewpoint to add depth.	3.06	Agree
GRAND MEAN	3.13	Agree

Table 9 presents the respondents' level of storytelling techniques in terms of narrative perspective and technique, with a grand mean of 3.13, interpreted as Agree. Among the indicators, considering the tone or voice of the narrator received the highest mean (3.27), indicating that students pay particular attention to how the narrator's voice shapes the story. other aspects, including using dialogue to advance the plot (3.14), employing multiple perspectives or narrators (3.12), experimenting with time through flashbacks or nonlinear timelines (3.05), and using unreliable or subjective viewpoints (3.06), also scored within the Agree range. These results suggest that students moderately apply diverse narrative techniques, demonstrating awareness of how perspective, voice, and temporal structure can enhance storytelling depth. These findings suggest that while students are aware of various narrative techniques that can enhance story depth and complexity, their consistent and innovative use is limited.

Recent studies highlight the importance of narrative perspective and technique in engaging audiences and adding complexity to stories. ong and Aryadoust (2023) emphasized that varying the narrator's voice, tone, and dialogue strengthens audience engagement and clarifies story progression. Likewise, Prusse (2022) noted that experimenting with multiple perspectives, unreliable narrators, and nonlinear timelines allows students to create richer, more layered narratives that encourage audience interpretation. These studies support the present findings, indicating that while students incorporate narrative perspective and techniques moderately, there is potential to further enhance narrative depth and engagement.

Table 10 Summary of the Respondents' Responses on the Level of Storytelling Techniques among Students

Indicators	Grand Mean	Interpretation
Structure Usage	3.06	Strongly Agree
Emotional Appeal	3.15	Strongly Agree
Visual and Stylistic Narrative	3.23	Strongly Agree
Narrative Perspective & Technique	3.13	Strongly Agree

Table 10 presents a summary of respondents' responses on the level of storytelling techniques among students, with all indicators interpreted as Strongly Agree. Among the components, visual and stylistic narrative received the highest grand mean (3.23), followed by emotional appeal (3.15), narrative perspective and technique (3.13), and structure usage

(3.06). These results suggest that students moderately to strongly apply various storytelling techniques, with particular emphasis on visual elements and stylistic creativity. Overall, the findings indicate that students are aware of and utilize key storytelling elements including structure, emotional engagement, narrative perspective, and stylistic choices to craft more engaging and effective narratives. These findings suggest that students are generally aware of and utilize key storytelling component's structure, emotional engagement, narrative perspective, and stylistic choices to craft more engaging and effective narratives. Supporting literature emphasizes that combining structural coherence, emotional resonance, visual and stylistic elements, and diverse narrative techniques strengthens audience engagement, comprehension, and the overall impact of stories.

Recent studies highlight that effective storytelling among students relies on a combination of structural organization, emotional resonance, visual elements, and narrative techniques. Ahıskalı and Maltepe (2023) pointed out that applying structured frameworks, such as clear beginnings, conflicts, and resolutions, enhances narrative coherence and audience comprehension. Cheung (2023) noted that visual and stylistic element, including images, tone, and pacing, improve engagement and overall story quality. Ong and Aryadoust (2023) further reported that using multiple perspectives, narrative voice, and emotional appeal strengthens students' ability to connect with audiences and deliver layered, meaningful narratives. These studies support the present findings, demonstrating that students employ a variety of storytelling techniques to enhance the clarity, depth, and impact of their narratives.

Table 11 Relationship between Students Facebook Exposure and the Storytelling Techniques

Pearson r	Interpretation	p-value	Decision
0.512	Moderate Positive Correlation	< .001	With Significant Relationship

Table 11 presents the results of the Pearson correlation analysis examining the relationship between students' social media exposure and their level of storytelling techniques. The correlation coefficient ($r = 0.512$) indicates a moderate positive correlation, suggesting that as students' social media exposure increases, their use of storytelling techniques also tends to improve. The p-value ($< .001$) demonstrates that this relationship is statistically significant, indicating that the observed correlation is unlikely due to chance. These results imply that frequent engagement with social media may support the development of skills in structuring narratives, employing emotional appeal, integrating visual elements, and using varied narrative perspectives.

The results in Table 11 reveal a moderate positive correlation ($r = 0.512$) between students' Facebook exposure and their storytelling techniques, which is statistically significant ($p < .001$). This indicates that as students engage more frequently with Facebook, their application of storytelling techniques such as structuring narratives, incorporating emotional appeal, utilizing visual and stylistic elements, and experimenting with narrative perspectives tends to improve. The findings suggest that frequent social media use may provide students with greater exposure to diverse story formats, content types, and communication styles, which can serve as informal models for crafting more effective and engaging narratives. In practical terms, this implies that Facebook, as a platform rich in multimedia and narrative content, may positively influence students' storytelling skills by offering opportunities to observe, analyze, and emulate various storytelling strategies in everyday online interactions.

Recent studies corroborate these findings, highlighting that social media exposure can positively influence students' storytelling abilities by offering opportunities for content creation, narrative experimentation, and audience interaction. Tafesse (2022) found that frequent social media use enables students to engage with diverse content, fostering creativity and narrative skills. Similarly, Kelzang and Lhendup (2021) reported that students who actively use platforms like Facebook enhance their communication and storytelling capabilities through regular interaction with multimedia, personal expression, and peer engagement. These studies support the present finding, confirming that higher social media exposure is associated with stronger application of storytelling techniques among students.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusion made, and the recommendation endorsed.

Summary of Findings

This study explored the impact of Facebook usage on the storytelling techniques of AB Communication students at Tangub City Global College. Data collected through a researcher-made survey revealed that students are highly engaged on Facebook, frequently checking posts throughout the day and using the platform during free time. They interact with a variety of content, including videos, images, articles, and educational materials, and use Facebook for multiple purposes such as maintaining social connections, accessing news, sharing personal stories, academic networking, and entertainment. These findings highlight that Facebook serves as a central and multifaceted platform in students' daily lives.

In terms of storytelling techniques, students moderately to strongly apply narrative skills, with particular emphasis on visual and stylistic elements, followed by emotional appeal, narrative perspective, and structure usage. While students generally employ clear story structures, multimedia, and emotional engagement, the consistent use of formal frameworks like the Three-Act Structure or Hero's Journey is less pronounced. The analysis also revealed a significant positive relationship between social media exposure and storytelling techniques, indicating that increased Facebook use is associated with stronger narrative skills and more creative expression.

Overall, the study demonstrates that Facebook functions as both a learning and creative platform, enhancing students' ability to craft structured, visually engaging, and emotionally resonant stories. The findings suggest that purposeful social media use can support the development of storytelling skills, and it is recommended that educators integrate social media-based storytelling activities into communication curricula. Future research may further explore the long-term and cross-platform effects of social media on narrative competence, confirming that mindful engagement with digital platforms can effectively foster both creative and academic outcomes.

Conclusion

Based on the findings, the study concludes that AB Communication students at Tangub City Global College reported high levels of Facebook exposure in terms of usage frequency, content type, and purpose. The students also reported generally positive levels of storytelling techniques, particularly in visual and stylistic narrative, followed by emotional appeal, narrative perspective and technique, and structure usage. These findings indicate that students regularly engage with Facebook and use various storytelling strategies in their social media practices.

The study also found a statistically significant moderate positive relationship between Facebook exposure and storytelling techniques. This indicates that students with higher reported Facebook exposure also tended to report greater use of storytelling techniques. However, the finding did not establish a causal relationship. Other factors, such as prior communication training, writing ability, use of other social media platforms, frequency of content creation, and academic exposure to storytelling, were not controlled in the study and may also be associated with students' storytelling techniques. Thus, Facebook exposure should be understood as one factor associated with students' reported storytelling practices rather than as a demonstrated cause of their storytelling skills.

Recommendations

Based on the results, findings, and conclusion, the researchers recommend ways for students, teachers, and future researchers to enhance storytelling through social media.

1. **Students.** They may use Facebook more purposefully as an opportunity to observe, explore, and practice digital storytelling. They may experiment with clear story structures, emotional appeal, visual and stylistic elements, and different narrative perspectives when creating or analyzing social media content. However,

students should also develop these storytelling skills through formal communication activities, writing exercises, and other learning experiences rather than relying solely on exposure to Facebook.

2. **Faculty.** They may provide guided activities that strengthen students' use of narrative structure while maintaining their existing strengths in visual and stylistic storytelling. They may also incorporate selected social media content into classroom activities for analysis, critique, and storytelling practice. These activities may help students develop their storytelling skills while treating Facebook content as a supplementary learning resource rather than as evidence that Facebook use directly improves storytelling skills.
3. **Institution.** This may consider providing digital storytelling and media literacy activities that promote responsible and purposeful social media use. Such activities may help students critically evaluate online content, recognize effective storytelling techniques, and apply appropriate narrative strategies in academic and professional communication contexts.
4. **Future Researchers.** They may replicate the study using larger and more diverse samples and include students from other academic programs or institutions. Future studies may also examine potential confounding factors such as prior communication training, writing ability, use of other social media platforms, frequency of content creation, and academic exposure to storytelling. Experimental, longitudinal, or mixed-methods designs may also be considered to provide stronger evidence regarding how digital media experiences relate to the development of storytelling skills.

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