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## The Impact of Cellular Phone Use on the Academic Performance of Secondary Students in Filipino

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### ABSTRACT

Nowadays, cellular phones have become an integral part of everyday life, particularly among young people. This study adopted a descriptive–correlational design to examine how mobile phone usage relates to students’ performance in Filipino. Data were gathered through a survey that asked about the frequency of phone use, the purposes for which it was used, and its perceived impact on learning. Students’ grades in Filipino were also collected to support the analysis. Findings revealed that secondary students in Grade Nine and Grade Ten are the most frequent users of mobile phones. When used responsibly, phones can enhance learning in the Philippines by providing quick access to information online, allowing students to study anytime and anywhere. However, excessive or improper use may lead learners to depend solely on the internet for answers, which can hinder the development of deeper understanding and independent thinking.

Keywords: Filipino, Grade, Cellular Phones, Internet, Impact, Survey

### 1. INTRODUCTION

In today’s world, the use of cellular phones has become widespread across all sectors of society, particularly among the youth. Mobile phones now serve as essential tools for communication, entertainment, and learning. According to Betihan (2025), students tend to rely more on their cellphones and computers for academic purposes, while only a few make use of tablets. Integrating technology with traditional teaching methods has been shown to strengthen students’ interest and comprehension (Ricardo & Eguia, 2025b).

However, excessive use of mobile phones can bring both positive and negative consequences, especially in relation to students’ academic performance. Within the context of Filipino as a subject, mobile phone usage may influence how students learn, interact with teachers and peers, and develop skills in reading, writing, and language comprehension. For instance, spending too much time on social media or mobile games can disrupt concentration. On the other hand, using phones as learning aids—such as watching educational videos or accessing Filipino learning apps—can support more effective learning.

This study aims to examine the impact of cellular phone usage among secondary students, focusing specifically on their performance and experiences in Filipino.

#### *Objectives of the Study*

- Identify the extent of cellular phone usage among secondary students.
- Assess the effects of mobile phone use on their performance in Filipino.
- Determine both the positive and negative impacts of mobile phone use on learning.
- Provide recommendations on how mobile phones can be better utilized for educational purposes.

#### *Significance of the Study*

For Students: Helps them understand how their phone usage influences their learning and performance in Filipino.

For Teachers: Offers insights on managing mobile phone use in the classroom to enhance learning outcomes.

For Parents: Guides how to support their children in using technology responsibly.

For Researchers and Educators: Serves as a foundation for further studies on the relationship between technology and education.

### ***Scope and Limitations***

Scope: The study focuses on secondary students (Grades 7–12) in a selected school, examining the effects of mobile phone use specifically in the subject of Filipino.

Limitations: The research does not cover the impact of mobile phone use in other subjects such as Mathematics or Science. It also excludes all types of phones and applications, limiting the analysis to those commonly used by students.

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## **METHODOLOGY**

### ***Research Design***

This study employed a descriptive–correlational design, which aims to describe and analyze the relationship between students' use of cellular phones and their academic performance in Filipino. The descriptive aspect provides a clear picture of how mobile phones are being used by learners, while the correlational component examines whether there is a significant link between phone usage and their achievement in the subject.

### ***Data Collection Procedure***

Data were gathered through a structured survey questionnaire administered to selected secondary students. The participants were chosen using purposive sampling, specifically targeting those who are active users of mobile phones. This approach ensured that the study focused on individuals whose experiences are most relevant to the research objectives.

### ***Research Instrument***

The main instrument was a survey form containing questions about the frequency of mobile phone use, the types of activities performed with the device, and the perceived effects on learning. In addition to self-reported data, students' grades in Filipino were collected to provide an objective measure of academic performance. Combining these two sources of information allowed for a more comprehensive analysis of the impact of mobile phone usage.

### ***Data Analysis***

The responses were processed using descriptive statistics such as mean, percentage, and frequency to summarize patterns of mobile phone use among students. To further explore the relationship between phone usage and academic performance, a correlation analysis was conducted. This statistical test helped determine whether variations in mobile phone use were associated with differences in students' grades in Filipino.

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## **RESULT AND DISCUSSION**

### **Level of Cellular Phone Usage among Secondary Students**

Based on the results of the conducted interviews, it was found that the grade levels most actively using cellular phones in secondary school are Grade Nine and Grade Ten. These students represent the group with the highest engagement in mobile phone use, making them the primary focus for understanding how technology influences learning in Filipino.

### **Effects of Cellular Phone Usage on Academic Performance in Filipino**

The interviews revealed that mobile phones play a significant role in shaping students' performance in Filipino. Many learners reported that phones help accelerate their learning process, as information can be accessed instantly through the internet and reviewed anytime, anywhere. When faced with lessons or concepts they do not fully understand, students often turn to their phones to conduct further research online, which allows them to gain deeper comprehension of the topics taught by their teachers. In this way, mobile phones serve not only as communication tools but also as supplementary learning resources that support independent study.

### **Positive and Negative Impacts of Cellular Phone Usage on Learning**

The findings also highlighted both the advantages and drawbacks of mobile phone use in education. On the positive side, students noted that when used responsibly, phones can enhance knowledge and broaden understanding, providing access to diverse learning materials and interactive resources. They can strengthen skills in reading, writing, and comprehension by offering immediate exposure to educational content.

However, the interviews also pointed out potential negative effects. If not managed properly, students may become overly dependent on their phones, using them merely to copy information from the internet and submit it as answers to assignments or tasks. This reliance can hinder the development of critical thinking and originality, as learners may prioritize convenience over genuine understanding.

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## 4. CONCLUSION AND RECOMMENDATION

### *Conclusion*

Based on the findings of the study, several conclusions were drawn:

1. Grade Nine and Grade Ten students were identified as the most active users of cellular phones in secondary school.
2. The use of mobile phones has been shown to accelerate the learning process, as students can easily access information online and review lessons anytime and anywhere.
3. Cellular phone usage in learning carries both positive and negative effects. When used responsibly, it enhances knowledge and supports independent study. However, when misused, it can foster overreliance on copying information from the internet, which may hinder critical thinking and originality.

### *Recommendations*

In light of the results, the following recommendations are offered:

1. Controlled use of mobile phones in the classroom should be permitted. Allowing students to use their devices under clear guidelines can maximize their educational benefits while minimizing distractions.
2. Teachers are encouraged to design activities that integrate mobile phone use in meaningful ways. Examples include research-based tasks, interactive quizzes, or educational apps that promote active engagement with the Filipino subject. By channeling students' natural inclination toward technology into structured learning experiences, mobile phones can become effective tools for academic growth.

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