

RESEARCH ARTICLE: Use of Social Media for Political Participation Among Junior High School Students at Hadji Butu School of Arts and Trades

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ABSTRACT. This study explored the utilization of social media for political participation among junior high school students at Hadji Butu School of Arts and Trades during School Year 2024-2025. Employing a descriptive-correlational research design, the investigation involved 100 purposively sampled respondents. Data analysis incorporated weighted mean, standard deviation, t-test for independent samples, one-way ANOVA, and Pearson's correlation test. The key findings revealed that: 1) The majority of respondents were female Grade 10 students with parents who attained high school education and earned an average monthly income of 5,001-10,000; 2) Students generally perceived a moderate impact of social media on their political participation; 3) Among the demographic variables examined, only parental educational attainment showed significant influence on students' assessment of social media's political impact, while gender, grade level, and parental income demonstrated no significant effects; 4) Strong correlations were identified between the types of social media platforms used, political activities engaged in, and the nature of social media's perceived impact; 5) The results provide empirical support for Mobilization Theory, Reinforcement Theory, and the Spiral of Silence Theory, affirming social media's potential as a political engagement tool, its role in reinforcing existing political behaviors, and its influence on self-censorship due to perceived social risks. These findings contribute to understanding how digital platforms shape political engagement among adolescent learners in educational contexts.

KEYWORDS: *Social Media, Political Participation, Junior High School Students*

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Introduction

In recent years, social media has emerged as a powerful tool for communication, information dissemination, and civic government, especially among the youth. Social media platforms, including Twitter, Facebook, Instagram, and TikTok, serve not merely as arenas for interpersonal engagement but have also evolved into significant domains for political discourse and collective action. As traditional forms of political engagement – such as voting, attending rallies or joining political parties – face a decline among younger generations, digital platforms offer new and dynamic opportunities for youth participation in political exercises (Alodat et al.,

2023; Said, 2019). These platforms necessitate many of the same persuasive strategies used in live online selling, such as audience-centered communication, flexibility to real-time feedback, and the use of verbal/nonverbal cues (e.g., tone, images) to generate trust and engagement (Cuilan et al., 2024). Youth engagement in these participatory mechanisms is vital for the sustenance of democratic systems, as it fosters citizen involvement in pivotal decision-making processes (Kaskazi & Kitzie, 2023, as cited in Alodat et al., 2023).

The incorporation of social media platforms into political communication has significantly reshaped electoral campaigns, collective activism, and the processes through which public attitudes are shaped (Alodat et al., 2023). While youth are digital natives at the forefront of this transformation, they often lack structured support for meaningful political engagement - mirroring challenges faced by teachers navigating unfamiliar subjects (Castro et al., 2024) and academic leaders developing public speaking competencies (Savellon et al., 2024). This parallel suggests that, like in these professional contexts, targeted support could enhance youth political participation. Such support could mirror the interventions used in campus journalism, where training in technical writing and exposure to public feedback gradually build students' self-efficacy (Chavez et al., 2024)—a potential model for fostering youth engagement in politically charged digital spaces.

Youth employ these platforms to access news, engage in discussions, and advocate for causes (Omotayo & Folorunso, 2020), often adopting improvisational methods similar to out-of-field teachers. For those excluded from traditional politics, social media becomes a crucial outlet for expression (Moon & Bai, 2020), though questions remain about the depth of this engagement. Thus, while celebrated as an innovative space for youth political action (Kenna & Hensley, 2019), social media also demands the same adaptability required in other complex skill domains like teaching and leadership communication.

This study investigated the influence of social media on fostering political participation among young individuals. This study looked into the impact of social media on increasing political participation among young people. It specifically looked at the level of youth engagement in political processes, the characteristics of their online political activities, and the factors that influence their participation (Chu & Yeo, 2019). The study's goal was to further scholarly discussions on digital democracy and youth empowerment in the realm of politics by examining these processes.

Research Questions

1. What is the demographic profile of the student-respondents in terms of:
 - 1.1 Gender;
 - 1.2 Year Level;
 - 1.3 Parent's educational attainment; and
 - 1.4 Parent's average monthly income?
2. What is the impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades in terms of;
 - 2.1 Types of social media platforms utilized;
 - 2.2 Political activities engaged in; and
 - 2.3 Nature of social media impact?
3. In there a significant difference in the impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades when data are grouped according to respondents' demographic profile in terms of:

- 3.1 Gender;
- 3.2 Year Level;
- 3.3 Parent's educational attainment; and
- 3.4 Parent's average monthly income?

4. Is there a significant correlations among the sub-categories subsumed under the impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades in terms of Types of social media platforms utilized, Political activities engaged in, and Nature of social media impact?

Literature Review

Foreign Studies and Literature

Social Media and the Formation of Echo Chambers. Research consistently demonstrates that social media platforms contribute to political polarization through echo chambers. Terren and Borge (2021) systematically reviewed 55 studies and found that methodological approaches significantly influence echo chamber detection, with digital trace data more likely to confirm their existence than self-reported data. This suggests a need for mixed-methods research to mitigate bias. Supporting this, Garimella et al. (2018) found that Twitter users predominantly engage with ideologically aligned content, and those sharing bipartisan content face reduced network centrality - a phenomenon they term the "price of bipartisanship." Bail et al. (2018) further complicate this narrative by showing that exposure to opposing views on Twitter actually increased polarization among Republicans, suggesting that mere exposure to diverse perspectives may not reduce ideological divides.

Platform-Specific Dynamics in Political Engagement. The impact of social media on political discourse varies significantly across platforms due to their distinct architectures and user behaviors. Shahbaznezhad et al. (2020) revealed that content format and platform type strongly influence user engagement patterns, with passive and active engagement being moderated by content context. Bossetta (2018) provided a comprehensive analysis of how the technical features of Facebook, Twitter, Instagram, and Snapchat shaped campaign strategies during the 2016 U.S. election. These platform-specific effects were further evidenced by Sebastian (2018), who found that German politicians emphasized different topics on Facebook versus Twitter, tailoring their communication strategies to each platform's unique audience.

Social Media as a Mobilization Tool. Several studies highlight social media's capacity to facilitate political mobilization by lowering the costs of collective action. Enikolopov et al. (2020) demonstrated this through their study of Russia's 2011 protests, showing that increased penetration of the VK social network raised protest likelihood by 4.6%. Margetts et al. (2019) introduced the concept of "tiny acts" of political participation (e.g., liking or sharing content), which can accumulate to create significant political turbulence. Case studies like Sinha's (2017) analysis of Modi's social media populism in India and Bonilla and Rosa's (2015) examination of #Ferguson activism demonstrates how platforms can serve as powerful tools for both electoral mobilization and social movements.

The Challenge of Misinformation and Potential Solutions. The spread of misinformation remains a critical challenge in digital political discourse. Allcott et al. (2019) tracked misinformation diffusion on Facebook and Twitter, noting a decline in Facebook engagements post-2016, suggesting that platform interventions may help mitigate fake news spread. Effective countermeasures were demonstrated by Bode and Vraga (2015), who found that Facebook's "related stories" feature could reduce misperceptions by providing corrective information. These

findings highlight the complex interplay between platform design, user behavior, and information integrity in digital spaces.

Digital Divides and Inequalities in Political Participation. Research continues to reveal how social media may exacerbate or mitigate existing inequalities in political participation. Van Dijk (2017) critiqued conventional understandings of the digital divide, emphasizing its dynamic and relative nature across different contexts. Van Deursen and Helsper (2015) expanded this discussion by showing how offline advantages predict online benefits, creating a "third-level" digital divide in political engagement. Simplican et al. (2015) contributed an ecological model of social inclusion that highlights systemic barriers faced by individuals with disabilities in digital political spaces.

Theoretical Frameworks for Understanding Social Media's Political Role. Several studies have developed theoretical frameworks to better understand social media's evolving role in politics. Carr and Hayes (2015) established foundational definitions for studying social media's communicative functions, while Dolan et al. (2015) applied uses and gratifications theory to explain political engagement behaviors. Feezell (2017) made major contributions by demonstrating that exposure to social media increases the perceived relevance of political problems, particularly among those with low political involvement. This research suggests that social media platforms may play an important role in the process of political socialization.

Local Studies and Literature

Social Media as a Platform for Political Awareness and Voting Behavior. Recent research underscores the increasing impact of social media on political participation among young Filipinos. According to Morales et al. (2025), digital platforms such as Facebook, Twitter, Instagram, TikTok, and YouTube play a substantial role in shaping the electoral preferences of university students ($r^*=0.304$, $p^*=0.000$). Their findings align with Rational Choice Theory (RCT), which posits that individuals systematically evaluate political content disseminated through these online channels. Similarly, Sale et al. (2025) observed that while social media increases historical consciousness among educators, misinformation remains a persistent challenge - a concern echoed by Chavez and Lamorinas' (2023) findings about quality control issues in online assessments and reflected in Chavez et al.'s (2024) documentation of how digital tools can simultaneously enable and compromise authentic engagement. This dual nature of technology demands media literacy interventions.

Velasco et al. (2024) expanded on this by analyzing Generation Z's political participation in Metro Manila, noting Instagram and TikTok's role in fostering latent (passive consumption), follower (joining movements), expressive (sharing views), and system (formal participation) engagement. Abbott et al. (2023) supported similar findings, emphasizing the substitutive role of social media in promoting protests in circumstances where traditional media is restricted.

Trust, Credibility, and Gaps in Online Political Participation. The perceived credibility of online political content is a critical determinant in shaping the engagement patterns of millennial audiences. Hamid et al. (2022) cited political marketing and trust as significant drivers of political involvement among millennials, while Ebro (2021) underlined their reliance on television and social media for information, with integrity valued over gender or age—a finding supported by Chavez's (2023) emphasis on institutional strategies to cultivate ethical behavior through humanized teaching. However, Sacramento (2021) identified a gap in Cebu, where high online activity does not equate into offline participation. Velasco (2020) explains that millennials prefer to contribute personal or cultural content rather than engage in political conversation. To bridge

this gap, Chavez et al. (2024) argue for responsive and transparent leadership that promotes community-based communication, potentially linking digital engagement with active civic participation.

Digital Activism and Structural Limitations. While social media enables activism, its impact is contested. Marcaida (2020) found that students view digital activism (e.g., hashtag campaigns) as less substantive than traditional methods (e.g., rallies). Shtern et al. (2019) added that Filipino influencers often reduce political engagement to performative authenticity, exacerbating socioeconomic divides in access to meaningful participation—a divide further compounded by educational disparities, as Murro et al. (2023) revealed that parents with limited education face challenges in facilitating their children's digital learning, thereby restricting comprehensive participation in online environments.

These disparities extend to school settings where, as Bucoy et al. (2024) note, teachers' ability to cultivate political literacy depends on protected rights like academic freedom and professional development support—factors that are frequently disregarded in digital participation studies.

Roengtam et al. (2017) provided a structural perspective, showing that in ASEAN cities like Iligan, social media serves primarily for one-way information dissemination rather than interactive governance, limiting its democratic potential.

Methodology

This chapter outlines the methodological approach employed in the execution of this study. It specifically addresses the research design, study setting, participant selection, sampling methodology, data collection processes and instruments, research tools, validation and reliability measures, as well as the statistical techniques applied for data analysis.

1. Research Design

This study adopted a descriptive research design. As defined by Bless and Higson-Smith (1995, p. 63), a research design constitutes "a structured plan that directs the researcher in the systematic gathering, analysis, and interpretation of observed data." Similarly, Babbie and Mouton (2001, p. 75) conceptualize research design as "a methodological framework or strategic plan that outlines the procedures for conducting research and attaining its intended objectives." Accordingly, this study was designed to describe, quantify, and draw inferences regarding the phenomenon under investigation, with the aim of identifying significant variations and correlations among variables. Furthermore, the research sought to facilitate the prediction of future occurrences based on current empirical evidence, specifically examining the utilization of social media for political engagement among junior high school students at HBSAT.

2. Research Locale

This research was carried out at Hadji Butu School of Arts and Trades (HBSAT) during the academic year 2024–2025. The institution is situated in the mainland area of Jolo Municipality. HBSAT operates under the jurisdiction of the Ministry of Basic, Higher, and Technical Education (MBHTE) – Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), with direct administration and oversight provided by the Department of Education (DepEd)-Sulu Division.

3. Respondents of the Study

This study's participants comprised Grades 9 and 10 students from selected HBSAT institutions who were enrolled during the academic year 2024–2025. The demographic characteristics examined included age, civil status, religious affiliation, ethnicity, and geographical origin.

Figure 1. Distribution of the target samples among students of Grade 9 and 10 at HBSAT

Junior High School Students at HBSAT	Frequency
Grade 9	50
Grade 10	50
Total	100

4. Sampling Design

This study utilized a non-probability sampling approach, specifically employing the purposive sampling technique. A representative sample of one hundred (100) participants was purposefully chosen, based on the availability of Grade 9 and 10 students at HBSAT. Purposive sampling served to provide adequate representation of key demographic factors such as gender, grade level, parental educational attainment, and parental average monthly income.

5. Research Instrument

The primary data collection instrument for this study was a survey questionnaire designed to assess the extent of social media's impact on political participation among junior high school students at Hadji Butu School of Arts and Trades. The questionnaire examined key dimensions, including the types of social media platforms utilized, political activities engaged in, and the nature of social media's influence. The research instrument was adapted, with minor modifications, from Otomayo et al.'s (2020) study, "Use of Social Media for Political Participation by Youths in Oyo State, Nigeria," which is a standardized tool with established validity and reliability. To ensure its appropriateness for the local context, the questionnaire was reviewed by at least two expert faculty members from the School of Graduate Studies at Sulu State College.

The research instrument used in this study is divided into two components. Section I of the questionnaire was meant to collect demographic information from HBSAT students in grades 9 and 10, including characteristics such as gender, grade level, parental educational attainment, and average monthly household income. Section II sought to collect data on the extent of social media influence on political participation among junior high school students, focusing on three dimensions: (1) the types of social media platforms used (14 items), (2) political activities participated in (11 items), and (3) the perceived nature of social media impact (10 items). The responses obtained through this instrument were analyzed using a 4-point modified Likert Scale, with the following designations: 4 = Most Often, 3 = Sometimes (S), 2 = Seldom (SI), and 1 = Never (N).

6. Data Gathering Procedure

To ensure adherence to institutional protocols, the researcher obtained approvals from the Office of the Dean of Graduate Studies at Sulu State College, as well as the Superintendent and the head of the pertinent subject department at HBSAT, prior to the initiation of the study. Following approval, the researcher personally distributed the questionnaires to the participants to ensure uniformity in data collection processes. The researcher then retrieved the completed surveys to verify their completeness and accuracy.

7. Statistical Treatment of Data

This study employed appropriate descriptive and inferential statistical methods to analyze the collected data, as outlined below:

- a. For Research Question 1, which examines the demographic profile of the student-respondents—including gender, year level, parental educational attainment, and parental average monthly income—the analysis utilized frequency counts and percentages.
- b. For Research Question 2, which assesses the extent of social media's impact on political participation among junior high school students at Hadji Butu School of Arts and Trade—

specifically concerning the types of social media platforms used, political activities engaged in, and the nature of social media's influence—the study applied mean and standard deviation for analysis.

- c. For Research Question 3, which examines the significant differences in the impact of social media on political participation when the data are grouped according to demographic variables—namely, gender, year level, parental educational attainment, and parental average monthly income—the study utilized appropriate statistical tests. An independent sample t-test was applied to assess significant differences based on gender and grade level, while a one-way Analysis of Variance (ANOVA) was employed to analyze significant differences based on parental educational attainment and parental average monthly income.
- d. For Research Question 4, which explores significant correlations among the subcategories related to social media's impact on political participation—namely, types of social media platforms utilized, political activities engaged in, and the nature of social media's influence—the study employed the Pearson Product Moment Correlation Coefficient (Pearson's *r*).

8. *Ethical Considerations*

Ethical considerations were critical in establishing study reliability and validity. It was critical to guarantee that all data gathered for processing and interpretation followed established ethical norms. To respect these principles, the researcher followed the following standards throughout the study: First, no physical, psychological, or other harm was inflicted on the respondents in any way. Second, all participants' dignity and rights were scrupulously protected. Third, great effort was taken to maintain a high level of confidentiality regarding the acquired data, as well as the respondents' anonymity. Fourth, to avoid bias, the researcher maintained the utmost level of objectivity during all talks, interpretations, and analyses. Fifth, all respondents provided voluntary consent, ensuring informed and uncoerced participation. Finally, ethical clearance was granted after meeting all of the ethical Committee's conditions. These safeguards were put in place to maintain ethical integrity and credibility in the study.

Results and Discussion

Question 1. What is the demographic profile of the student-respondents in terms of 1.1 Gender, 1.2 Year Level, 1.3 Parent's educational attainment, and 1.4 Parent's average monthly income?

1.1 Gender

Table 1.1 Demographic profile of the teacher-respondents in terms of gender.

Gender	Number of Respondents	Percent
Male	28	28.0
Female	72	72.0
Total	100	100.0

Table 1.1 displays the gender distribution of the student-respondents. The data indicate that among the 100 participants, 28 (28.0%) identified as male, while 72 (72.0%) identified as female. This reveals that a substantial majority—nearly three-fourths—of the respondents were female, significantly outnumbering their male counterparts. This finding suggests a pronounced gender disparity, with female students constituting the predominant segment of the Grade 9 and Grade 10 junior high school population at HBSAT for the 2024-2025 academic year.

1.2 Grade Level

Table 1.2 Demographic profile of the student-respondents in terms of grade level.

Grade Level	Number of Respondents	Percent
Grade 9	35	35.0

Grade 10	65	65.0
Total	100	100.0

Table 1.2 outlines the grade-level composition of the student-respondents. Of the 100 participants, 35 (35.0%) were enrolled in Grade 9, whereas 65 (65.0%) were in Grade 10. This distribution indicates that nearly two-thirds of the respondents were Grade 10 students. The predominance of Grade 10 participants implies that most respondents possessed relatively extensive exposure to social media applications and heightened awareness of political activities and civic engagement.

1.3 Parent’s Educational Attainment

Table 1.3 Demographic profile of the student-respondents in terms of parent’s educational attainment.

Parent’s Educational Attainment	Number of Respondents	Percent
No formal education	6	6.0
Elementary level	41	41.0
High school level	53	53.0
Master’s degree	0	0
Doctorate degree	0	0
Vocational degree	0	0
Total	100	100.0

Table 1.3 details the educational attainment of the respondents' parents. Among the 100 student-respondents, 6 (6.0%) had parents with no formal education, 41 (41.0%) had parents who completed elementary education, and 53 (53.0%) had parents with a high school education. Notably, none of the respondents had parents with master’s, doctoral, or vocational qualifications. This demonstrates that over half of the participants had parents whose highest educational attainment was at the high school level.

1.4 Occupation

Table 1.4 Demographic profile of the student-respondents in terms of parent’s average monthly income.

Parent’s Average Monthly Income	Number of Respondents	Percent
5,000 & below	22	22.0
5,001-10,000	41	41.0
10,001-15,000	30	30.0
15,001-20,000	2	2.0
20,001 & above	5	5.0
Total	100	100.0

Table 1.4 presents the average monthly income of the respondents' parents. The data reveal that out of 100 participants, 22 (22.0%) had parents earning ₱5,000 or below monthly, 41 (41.0%) had parents earning between ₱5,001 and ₱10,000, 30 (30.0%) had parents earning between ₱10,001 and ₱15,000, 2 (2.0%) had parents earning between ₱15,001 and ₱20,000, and 5 (5.0%) had parents earning ₱20,001 or above. This indicates that nearly half of the respondents belonged to households with a monthly income within the ₱5,001–₱10,000 range. Consequently, the financial capacity of most parents at HBSAT may be insufficient to fully support their children's educational needs, given the prevailing income levels.

Question 2. What is the impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades in terms of; 2.1 Types of social media platforms utilized; 2.2 Political activities engaged in; and 2.3 Nature of social media impact?

2.1 Types of Social Media Platforms Utilized

Table 2.1 Extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trade in terms of types of social media platforms utilized.

Types of Social Media Platforms Utilized	Mean	S.D.	Rating
1. Facebook	3.1600	1.0798	Sometimes
2. Snapchat	3.1700	.96457	Sometimes
3. Pinterest	3.1000	.93744	Sometimes
4. Google	3.0200	1.0247	Sometimes
5. Messenger	3.0800	.96064	Sometimes
6. Instagram	3.1500	1.0187	Sometimes
7. LinkedIn	3.1500	.98857	Sometimes
8. Tumblr	3.1400	.98494	Sometimes
9. Youtube	3.1400	1.0152	Sometimes
10. Tiktok	3.1000	1.0396	Sometimes
11. Whatsapp	3.2200	.79874	Sometimes
12. X	3.1500	.92524	Sometimes
13. Telegram	3.0900	1.0258	Sometimes
14. Others	2.8800	1.2249	Sometimes
Total Weighted Mean	3.1107	.72085	Sometimes

Legend: (4) 3.50 – 4.00=Most of the time (M); (3) 2.50 – 3.49=Sometimes (S); (2) 1.50 – 2.49=Seldom (SI); (1) 1.00 – 1.49=Never (N)

Table 2.1 presents the measured impact of social media usage on political participation among junior high school students at Hadji Butu School of Arts and Trades (HBSAT), specifically concerning the types of social media platforms utilized. The data reveals a weighted mean score of 3.1107 with a standard deviation of .72085, corresponding to a rating of "Sometimes" or "Moderate Extent." This suggests that the student respondents exhibited moderate agreement regarding the influence of social media platforms on their political engagement.

Students in Grades 9 and 10 at HBSAT reported occasional use of social media for political participation, facilitating activities such as opinion-sharing, protest organization, and support mobilization. These platforms also enabled them to connect with peers, articulate their viewpoints, and engage in public discourse in ways previously unattainable. Notably, platforms such as Facebook, Snapchat, Pinterest, Google+, Messenger, Instagram, LinkedIn, Tumblr, YouTube, TikTok, and WhatsApp were frequently cited as being used to a moderate or high extent.

2.2 Political Activities Engaged In

Table 2.2 Extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades in terms of political activities engaged in.

Political Activities Engage In	Mean	S.D.	Rating
1. Political discussion	2.7900	1.1127	Sometimes
2. Political campaigns	3.0600	.96211	Sometimes
3. Political advocacy	2.9400	1.0427	Sometimes
4. Voter's registration	3.1900	.97125	Sometimes
5. Donating money towards election	2.8500	1.1135	Sometimes
6. Communicating with politicians	3.1300	1.1069	Sometimes
7. Writing letters to public officials	3.0300	1.0584	Sometimes
8. Public consultations	2.8100	1.0796	Sometimes
9. Blogging about political issues	2.9300	1.1033	Sometimes
10. Monitoring and reporting electoral mal practices such as frauds , rigging, intimidation, violence, monetary inducements , underage voting, etc.	2.8800	1.0850	Sometimes
11. Others	2.5700	1.1997	Sometimes
Total Weighted Mean	2.9255	.74164	Sometimes

Legend: (4) 3.50 – 4.00=Most of the time (M); (3) 2.50 – 3.49=Sometimes (S); (2) 1.50 – 2.49=Seldom (SI); (1) 1.00 – 1.49=Never (N)

Table 2.2 illustrates the extent of social media's impact on political participation among HBSAT junior high school students, focusing on the political activities they engage in. The findings indicate a weighted mean score of 2.9255 (SD = .74164), also rated as "Sometimes" or "Moderate Extent." This reflects a moderate level of agreement among respondents regarding their involvement in political activities facilitated by social media.

Students acknowledged occasional participation in political discussions, campaigns, advocacy efforts, voter registration, financial contributions to electoral causes, communication with political figures, correspondence with public officials, attendance at public consultations, and blogging on political matters. These activities demonstrate their intermittent yet discernible engagement in socio-political processes through digital platforms.

2.3 Nature of Social Media Impact

Table 2.3 Extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades in terms of nature of social media impact.

Nature of Social Media Impact	Mean	S.D.	Rating
1. Social Media is my primary source of information.	2.7000	1.1236	Sometimes
2. The information provided by social networking sites is predominantly political.	2.9300	1.0754	Sometimes
3. Social media contributes to spreading rumors and inciting strife.	2.9600	1.0910	Sometimes
4. Social Media has a role in promoting political knowledge.	3.0100	1.0870	Sometimes
5. I trust the information I get from social media.	3.1500	.94682	Sometimes
6. Provide social networking sites a space to express opinion freely without a security threat.	2.9200	1.0413	Sometimes
7. I share in party rallies and symposia that are announced on social media.	2.8600	1.0542	Sometimes
8. Fear of harm and security problems are the reasons why I stay away from political participation.	2.8800	1.1306	Sometimes
9. I accept criticism from others when discussing political matters.	3.0400	1.1363	Sometimes
10. I always put forward the opinion of the politician on social media.	2.8400	1.2037	Sometimes
Total Weighted Mean	2.9290	.80382	Sometimes

Legend: (4) 3.50 – 4.00=Most of the time (M); (3) 2.50 – 3.49=Sometimes (S); (2) 1.50 – 2.49=Seldom (SI); (1) 1.00 – 1.49=Never (N)

Table 2.3 presents the measured influence of social media on political engagement among junior high school students at Hadji Butu School of Arts and Trades (HBSAT), specifically examining the nature of its impact. The analysis yielded a weighted mean score of 2.9290 (SD = 0.80382), indicating a "Sometimes" or "Moderate Extent" of influence. These findings demonstrate that Grades 9 and 10 respondents moderately acknowledge social media's role in enhancing their political awareness and knowledge. The results further suggest that students occasionally utilize these platforms to access political information, connect with politically-aligned peers, and facilitate various forms of civic participation. This moderate level of engagement reflects the nuanced relationship between social media use and political involvement among adolescent learners.

Analysis of student responses revealed particular items that were consistently rated as having moderate to high levels of engagement: “Social Media is my primary source of information”, “The information provided by social networking sites is predominantly political”, “Social media contributes to spreading rumors and inciting strife”, “Social Media has a role in

promoting political knowledge”, “I trust the information I get from social media”, “Provide social networking sites a space to express opinion freely without a security threat”, and “I share in party rallies and symposia that are announced on social media.”

Question 3. In there a significant difference in the impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades when data are grouped according to respondents’ demographic profile in terms of: 3.1 Gender; 3.2 Year Level; 3.3 Parent’s educational attainment; and 3.4 Parent’s average monthly income?

3.1 Gender

Table 3.1 Differences in the extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades when data are grouped according to respondents’ demographic profile in terms of gender.

VARIABLES	Groupings	Mean	S.D.	Mean Difference	t	Sig.	Description
Types of social media platforms utilized	Male	3.2934	.64808	.25368	1.592	.115	Not Significant
	Female	3.0397	.73929				
Political activities engaged in	Male	3.1006	.60825	.24333	1.482	.142	Not significant
	Female	2.8573	.78066				
Nature of social media impact	Male	3.2286	.68845	.41607	2.378	.019	Significant
	Female	2.8125	.81947				

*Significant alpha .05

Table 3.1 presents the variations in the perceived impact of social media usage on political participation among junior high school students at Hadji Butu School of Arts and Trades (HBSAT), categorized by gender. The data reveal that, with the exception of the "Nature of social media impact" subcategory, the mean differences for all other subcategories under the extent of social media's influence on political participation are statistically insignificant at $\alpha = .05$. This indicates that male and female student respondents generally do not differ significantly in their evaluations of social media's impact on political engagement among Grades 9 and 10 students at HBSAT.

The findings suggest that gender does not confer a distinct advantage or disadvantage in assessing the extent of social media's influence on political participation within this student population. Consequently, it can be concluded that gender does not exert a significant effect on students' perceptions of this relationship. As a result, the null hypothesis—"There is no significant difference in the extent of impact of social media use on political participation among Grade 9 and 10 junior high school students at HBSAT when data are grouped by gender"—is accepted.

3.2 Grade Level

Table 3.2 Differences in the extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades when data are grouped according to respondents’ demographic profile in terms of grade level.

VARIABLES	Groupings	Mean	S.D.	Mean Difference	t	Sig.	Description
Types of social media platforms utilized	Grade 9	3.1735	.81114	.09655	.637	.526	Not Significant
	Grade 10	3.0769	.67152				
Political activities engaged in	Grade 9	2.9636	.80446	.05874	.376	.708	Not significant
	Grade 10	2.9049	.71119				
Nature of social media impact	Grade 9	2.8771	.91268	-.07978	-.472	.638	Not Significant
	Grade 10	2.9569	.74477				

*Significant alpha .05

Table 3.2 presents the comparative analysis of the perceived impact of social media usage on political participation among junior high school students at Hadji Butu School of Arts and Trades (HBSAT), categorized by grade level. The data reveal that the computed mean differences and corresponding p-values across all subcategories pertaining to the influence of social media on political participation are statistically non-significant at the .05 alpha level. This indicates that while the student-respondents represent distinct grade levels (Grade 9 and Grade 10), their evaluations of social media's role in political participation demonstrate no substantial variation.

This finding suggests that enrollment in Grade 10 does not confer a discernible advantage in assessing the extent of social media's impact on political participation compared to Grade 9, or vice versa. Consequently, it can be concluded that grade level does not exert a significant influence on students' perceptions regarding the relationship between social media use and political engagement at HBSAT. As a result, the null hypothesis which states that, "There is no significant difference in the extent of the use of social media on political participation among junior high school students at HBSAT when data are grouped according to their demographic profile in terms of grade level," is accepted.

3.3 Parent's Educational Attainment

Table 3.3 Differences in the extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades when data are grouped according to respondents' demographic profile in terms of parent's educational attainment.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Types of social media platforms utilized	Between Groups	7.045	2	3.522	7.696	.001	Significant
	Within Groups	44.398	97	.458			
	Total	51.443	99				
Political activities engaged in	Between Groups	7.604	2	3.802	7.872	.001	Significant
	Within Groups	46.848	97	.483			
	Total	54.453	99				
Nature of social media impact	Between Groups	7.615	2	3.808	6.554	.002	Significant
	Within Groups	56.351	97	.581			
	Total	63.966	99				

*Significant alpha .05

Table 3.3 presents variations in the perceived impact of social media usage on political participation among junior high school students at Hadji Butu School of Arts and Trades (HBSAT), categorized by respondents' parental educational attainment. The data reveal that the computed F-values and P-values for all subcategories under the extent of social media's influence on political participation are statistically significant at an alpha level of .05. This indicates that despite differences in parental educational backgrounds, student respondents exhibit divergent assessments regarding the role of social media in political engagement at HBSAT.

The findings suggest that students whose parents have attained a high school education may possess a distinct perspective in evaluating the extent of social media's impact on political participation compared to those whose parents have no formal education or only elementary-level schooling, or vice versa. This disparity underscores the potential influence of parental education on students' perceptions of social media's role in political involvement.

Consequently, it can be concluded that parental educational attainment significantly influences student-respondents' perceptions regarding the extent to which social media impacts political participation among junior high school students at HBSAT. Consequently, the null hypothesis, which posits that "There is no significant difference in the extent of social media's

influence on political participation among junior high school students at HBSAT when categorized by demographic profiles, specifically parental educational attainment," is rejected.

Table 3.3.1 Post Hoc Analysis: Differences in the means among the groups subsumed under the extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades when data are grouped according to respondents' demographic profile in terms of parent's educational attainment.

Variables	(I) Grouping by Parent's Educational Attainment	(J) Grouping by Parent's Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.
Types of social media platforms utilized	Elementary level	No Formal Education	-.58827	.29572	.120
		High School graduate	-.53346	.14071	.001
Political activities engaged in	Elementary level	No Formal Education	-.71951	.30377	.051
		High School graduate	-.53512	.14454	.001
Nature of social media impact	Elementary level	No Formal Education	-.82358	.33315	.040
		High School graduate	-.50911	.15852	.005

*The mean difference is significant at the 0.05 level.

A post-hoc analysis using the Tukey Test was conducted to discover significant differences in the perceived influence of social media usage on political participation among junior high school students at Hadji Butu School of Arts and Trades based on age. This analysis investigated whether these disparities continued when the data were stratified based on the respondents' demographic profiles, with a particular emphasis on parental educational attainment.

The result of the analysis which is shown in Table 3.3.1 indicates that the difference in the means of Types of social media platforms utilized, Political activities engaged in, and Nature of social media impact is generated by subtracting the lower group mean from the higher group mean.

- a. **On Types of Social Media Platforms Utilized:** The analysis showed a statistically significant mean difference of $-.53346$ ($p = .001$, $SE = .14071$) between student-respondents whose parents attained a high school education and those who attained just an elementary-level education, at a significance level of $\alpha = .05$. This shows that, within this sub-category, junior high school students at Hadji Butu School of Arts and Trades with higher-education parents had a more pronounced evaluation of the impact of social media platforms on political engagement. No other subgroup had a greater influence in this regard.
- b. **On Political Activities Engaged In:** A significant mean difference of $-.53512$ ($p = .001$, $SE = .14454$) was detected between students whose parents completed high school and those whose parents only received elementary education ($\alpha = .05$). This suggests that children with parents who have completed high school have a more discernible assessment of the impact of social media on political activity than their counterparts with less educated parents. This assessment was surpassed by no other respondent group in the specified sub-category.
- c. **On Nature of Social Media impact:** The study found a significant mean difference of $-.50911$ ($p = .005$, $SE = .15852$) between students with high school-educated parents and those with only elementary education ($\alpha = .05$). As a result, in this sub-category, students with higher educational attainment parents have a more significant assessment of social media's influence on political engagement. No other respondent group earned higher in this domain.

3.4 Parent's Average Monthly Income

Table 3.4 Differences in the extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades when data are grouped according to respondents' demographic profile in terms of parent's average monthly income.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Types of social media platforms utilized	Between Groups	3.471	4	.868	1.718	.152	Not Significant
	Within Groups	47.972	95	.505			
	Total	51.443	99				
Political activities engaged in	Between Groups	2.269	4	.567	1.033	.395	Not Significant
	Within Groups	52.183	95	.549			
	Total	54.453	99				
Nature of social media impact	Between Groups	5.989	4	1.497	2.453	.051	Not Significant
	Within Groups	57.977	95	.610			
	Total	63.966	99				

*Significant alpha .05

Table 3.4 presents the variations in the perceived impact of social media usage on political participation among junior high school students at Hadji Butu School of Arts and Trades (HBSAT), categorized by respondents' demographic profiles based on parental average monthly income. The data reveal that the computed F-values and P-values for all subcategories under the extent of social media's influence on political participation are statistically insignificant at an alpha level of .05. This indicates that, despite differences in parental income levels, student respondents do not exhibit divergent assessments regarding the role of social media in political engagement at HBSAT.

The findings suggest that students whose parents earn an average monthly income of 20,001 PHP and above do not hold a significantly different perspective on the impact of social media compared to those in lower income brackets (5,000 PHP and below, 5,001–10,000 PHP, 10,001–15,000 PHP, and 15,001–20,000 PHP). Consequently, higher parental income does not confer a distinct advantage—or disadvantage—in shaping students' evaluations of social media's role in political participation.

As a result, it can be reasonably concluded that the variable of parents' average monthly income does not exert a statistically significant influence on student respondents' perceptions regarding the extent of social media's impact on political participation among junior high school students at HBSAT. As a result, the hypothesis positing that “There is no significant difference in the extent of the use of social media on political participation among junior high school students at HBSAT when data are grouped according to their demographic profile in terms of parent’s average monthly income” is accepted.

Question 4. Is there a significant correlations among the sub-categories subsumed under the impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades in terms of Types of social media platforms utilized, Political activities engaged in, and Nature of social media impact?

Table 4. Correlations among the sub-categories subsumed under the impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades in terms of Types of social media platforms utilized, Political activities engaged in, and Nature of social media impact.

Variables		Pearson r	Sig.	N	Description
Dependent	Independent				
Types of Social Platforms Utilized	Political Activities Engaged In	.784*	.000	100	Very High
	Nature of Social media impact	.775*	.000	100	Very High

*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Table 4 presents the intercorrelations among the subcategories comprising the measured impact of social media usage on political participation among junior high school students at Hadji Butu School of Arts and Trades, specifically examining the types of social media platforms used, political activities engaged in, and the nature of social media influence. The data reveal statistically significant Pearson Correlation Coefficients (Pearson's r) at the .05 alpha level.

Furthermore, the strength of associations among the subcategories under the extent of gender role conflict is delineated as follows:

1. Very High positive correlation between Types of social media platforms utilized and Political activities engaged in, and Nature of social media impact;
2. Very High positive correlation between Political activities engaged in, and Nature of social media impact.

The findings suggest that the student-respondents who rated the extent of Types of social media platforms utilized as Sometimes or Moderate Extent are likely the same group who similarly assessed the extent of Political activities engaged in and Nature of social media impact as Sometimes or Moderate Extent.

At present, it can be reasonably concluded that, in general, the subcategories under the extent of social media's impact on political participation—specifically Types of social media platforms utilized, Political activities engaged in, and Nature of social media impact—exhibit a strong correlation among junior high school students at Hadji Butu School of Arts and Trades.

Therefore, the hypothesis which states that, "There is no significant correlation among the sub-categories subsumed under the extent of impact of the use of social media on political participation among junior high school students at Hadji Butu School of Arts and Trades in terms of Types of social media platforms utilized, Political activities engaged in, and Nature of social media impact" is rejected.

Conclusion

Drawing upon the aforementioned findings, the present investigation arrives at the following conclusions:

1. The study sample comprised Grade 9 and 10 junior high school students from Hadji Butu School of Arts and Trades, with proportional representation across gender, grade level, parental educational attainment, and parental average monthly income.
2. On average, junior high school students reported a moderate perceived impact of social media usage on their political participation.
3. With the exception of parental educational attainment, variables such as gender, grade level, and parental average monthly income exhibited no statistically significant influence on students' assessment of social media's impact on political participation.
4. Overall, there was a very high correlation among key factors, including the types of social media platforms used, political activities engaged in, and the perceived nature of social media's impact.
5. The findings align with Mobilization Theory, Reinforcement Theory, and the Spiral of Silence Theory, which posit, respectively, that social media can serve as a significant facilitator of political engagement; that it often reinforces pre-existing political attitudes rather than mobilizing individuals toward new forms of participation; and that individuals may suppress their political opinions due to fear of social isolation or negative consequences.

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