

Social media exposure and its correlation with the political perspectives of the students in Divine Word College of San Jose

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Received: 24 February 2026
Available Online: 2 April 2026

Revised: 27 March 2026
DOI: 10.5861/ijrsm.2026.26023

Accepted: 30 March 2026



ISSN: 2243-7770
Online ISSN: 2243-7789

OPEN ACCESS

Abstract

The emergence of social media has significantly influenced how youth participate in and engage with discussions of societal and political issues. Thus, it is crucial to develop information-media literacy and digital citizenship guidelines to promote safe and healthy political engagement and participation in the digital space. In this study, the impact of social media on the younger generation's political awareness, participation, and civic involvement was carefully assessed and analyzed. Using a descriptive-correlational design, 200 randomly selected senior high school respondents, aged 16-18 years old, were asked to answer the 30-item self-constructed questionnaire. The data were analyzed using weighted mean and Pearson product-moment correlation coefficient. The results revealed that the students spent more time on social media and were exposed to different types of content, which led them to become more aware of political issues. The students' political awareness and exposure to social media did not significantly differ with respect to their age, sex, and grade level. Students from the STEM strand made up the largest group and showed varying levels of exposure to social media. Moreover, the results affirmed the ideas propounded in the digital natives and participatory politics theory regarding social media not only as a source of information but also as a space for identity formation, civic expression, and political engagement of the younger generation. This study recommends that schools promote media and political literacy programs that address the effects of social media exposure on students' political perspectives, taking into account differences in student profiles and online behavior.

Keywords: social media exposure, political perspectives, civic involvement, youth participation, senior high school

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1. Introduction

In today's digital environment, platforms like Facebook, Instagram, TikTok, and X serve as spaces for political communication, giving young people opportunities to support various causes, participate in discussions, and make informed decisions, including voting in elections. As noted by Raza (2021), social media played a significant role in shaping how the youth engaged with political affairs. At the same time, these platforms spread misinformation, leading to confusion and a limited grasp of important issues. This is especially concerning for young people, since many have shaped their political perspectives based on online content, where biased or inaccurate information has influenced their views without adequate context or verification.

In the Philippines, Malasig (2025) reported that young people are some of the most active users of social media. Drawing from the Digital 2025 report, he adds that from January 2024 to January 2025, internet users in the Philippines grew by 792,000 (0.8%). Filipinos aged 16 and above spent an average of 3 hours and 22 minutes daily on social media, ranking 4th worldwide, and used around 8.36 platforms monthly, placing 2nd globally. These platforms are not only used for entertainment but also to follow the news, express opinions, and take part in political conversations. Social media held a crucial role during election periods, particularly in raising awareness and shaping how young Filipinos developed their political views. This was especially relevant for the upcoming BSKE (Barangay and Sangguniang Kabataan Elections) 2026, since the respondents included senior high school students who had reached the voting age of 18 and were thus eligible to participate in the Barangay and SK Elections (Francas, 2025). In addition, a study from Arugay and Baquisal (2022) emphasized that the Philippine national elections demonstrated the strong influence of social media on voter behavior, information sharing, and political engagement among Filipinos. Using several data sources, including a pre-election survey, the study revealed that social media played a central role in generating, sharing, and accessing election-related content. This involvement intensified political polarization while also contributing to voter mobilization both online and offline.

In this regard, the study aimed to determine the relationship between social media exposure and students' political perspectives at Divine Word College of San Jose. This is important because students in semi-rural areas are very active on social media and are often exposed to political content online. When students lack strong media literacy skills, they may form political opinions based on biased or misleading information they encounter on these platforms (Fajardo et al., 2025). As noted by Kops et al. (2025), this can lead to negative effects, including confusion and fear. Over time, these experiences may also result in a loss of interest in public issues and lower participation in political activities. In response to these concerns, the findings of this study were expected to benefit the school community, especially the students, by helping guide initiatives that strengthen media literacy and critical thinking. These efforts can help students develop more informed political views and become more engaged in public issues.

Statement of the Problem - The study sought to determine the correlation between social media exposure and students' political perspectives at Divine Word College of San Jose. Specifically, it sought to answer the following questions: (1) What is the profile of the students in terms of grade level, academic strand, cluster, and sex? (2) What is the level of social media exposure of the students in terms of time spent, type of content, and type of social media? (3) What is the level of political perspective of the students in terms of knowledge of political topics, expressed political views, and involvement in civic duties and political perspective? (4) Is there a significant correlation between social media exposure and the political perspective of the students?

Significance of the Study - The purpose of this study was to determine whether there is a correlation between students' social media use and their political perspectives. It was centered on the students from Divine Word

College of San Jose. To highlight the relevance of this research, it was important to identify who may benefit from its findings. First, the findings of this study can help students gain a better understanding of how social media may influence their political perspectives and reflect on their own beliefs. In addition, the results of this study can help guide students in forming informed opinions through open discussions. Moreover, this study can help school administrators create programs that teach students to fact-check online news and to use social media responsibly and safely. Furthermore, this study can guide policymakers in developing regulations that include media literacy lessons in schools and ensure teachers are trained to help students analyze online content critically. Similarly, in Parents and Guardians, this study will help them become aware of the role social media plays in shaping their children's views and support them. Lastly, for future researchers, this study will serve as a basis for further research on related topics.

Scope and Delimitation of the Study - This study focused on the correlation between social media exposure and students' political perspectives at Divine Word College of San Jose during the 2025-2026 school year. The research was limited to enrolled students across various year levels, academic strands, clusters, and programs who actively used different social media platforms such as Facebook, TikTok, X, and Instagram. The scope of the study included identifying the types of political content that students were exposed to in social media and how this exposure influenced their knowledge of political topics, expressed political views, involvement in civic duties, and political perspective. The scope of this study was limited to one institution, the Divine Word College of San Jose, and it did not include students from other schools. Furthermore, the study did not aim to measure political correctness, party affiliation, or voting behavior. It also excluded exposure to political content from non-social media sources, such as newspapers, radio, and television.

2. Methodology

Research Design - This study employed a descriptive-correlational research design. A descriptive design was used to determine the profile of students by grade level, academic strand and cluster, sex, and type of social media and to assess their level of social media exposure in terms of time spent, content type, and frequency. It also described the students' political perspectives in terms of knowledge of political topics, their expressed political views, and their involvement in civic duties. The correlational aspect of the design was used to examine the relationship between respondents' profiles and students' political perspectives.

Respondents of the Study - The respondents of this study were the students from the senior high school department at Divine Word College of San Jose for the school year 2025-2026. Based on the record provided by the academic coordinator, the total population of the SHS department is 412. The researchers used the Raosoft sample size calculator with a 95% confidence level, a 5% margin of error, and a 50% population proportion to determine a required sample size of 200 respondents. To ensure an equitable and systematic representation of the student body, the researchers employed stratified random sampling by grade level, strand, and sex. This method was chosen to ensure that the data gathered reflected the diverse perspectives of the entire senior high school community at Divine Word College of San Jose, with a balanced distribution between Grade 11 and Grade 12 students.

Research Instrument - The self-constructed questionnaire used in this study served as the primary research instrument and was specifically designed to obtain the necessary data. The questionnaire was composed of three parts: the demographic profile of the respondents, the social media exposure in three aspects, such as the time spent, type of content, and type of social media, and the political perspectives of students in three aspects, which include their knowledge of political topics, expressed political views, and involvement in civic duties. The first part of the questionnaire addressed the demographic profile of the respondents, including their age, sex, and academic strand and cluster. This information was important for providing background details and categorizing the respondents into meaningful groups for comparative analysis. The second part focused on the respondents' social media exposure, which was examined in terms of the average number of hours they spent on social media daily, the type of content they usually accessed, such as news, entertainment, education, or political updates, and

the type of social media they were using, including Instagram, X, TikTok, and Facebook, since these factors collectively revealed the extent and nature of their social media engagement. The third part was centered on the political perspectives of the students, which were measured in terms of their knowledge of political topics that assessed their awareness of issues and policies, their expressed political views, which determined how openly they shared their opinions either online or offline, and their involvement in civic duties, which reflected their participation in political and social activities such as voting, discussions, or advocacy. The part of the questionnaire is composed of thirty (30) questions. In responding to this part of the questionnaire, respondents were asked to rate each statement by checking the box corresponding to their level of agreement on a 4-point scale: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Data Gathering Procedure - The researchers sent letters to the institution's principal and coordinators. The purpose of these letters was to request permission to include senior high school students as respondents. After this, the researchers worked with the teachers and advisers to set the schedule for distributing and collecting the questionnaires. The questionnaires were administered to the students under the supervision of their advisers to ensure the process was organized and conducted properly. Before answering, the study's purpose was clearly explained to the respondents. They were also told that joining the study was voluntary and that their responses would be kept confidential. These steps were followed to maintain ethical standards and protect the reliability of the collected data. It took 2 days to complete the data-gathering procedure.

Statistical Treatment of the Data - Frequencies and percentages were used to describe the profile of the respondents by grade level, academic strand, cluster, and sex. In addition, weighted means were used to analyze students' level of social media exposure in terms of time spent, type of content, and frequency, as well as their political perspective in terms of knowledge of political topics, expressed political views, and involvement in civic duties. Moreover, to determine the relationship between the students' social media exposure and their political perspective, Pearson's Product-Moment Correlation Coefficient was employed. The respondents' profiles were analyzed using frequency and percentage distribution. Weighted means were computed to describe the levels of social media exposure and political perspectives.

Ethical Considerations - The researchers strictly adhered to ethical standards in conducting the study, following the principles of the American Psychological Association (APA) 7th edition. Permission was obtained from the administration of Divine Word College of San Jose prior to data collection. The purpose of the study was clearly explained to all respondents, and their participation was voluntary. No names were required in the questionnaire to ensure confidentiality and anonymity. All data collected were treated with honesty and used solely for academic purposes. Throughout the process, the researchers showed respect and maintained professionalism toward all participants.

3. Results and Discussions

Table 1

Frequency and Percent Distribution of Students' Profiles by Grade Level & Academic Strand, and Cluster

	Grade level	Frequency	Percentage
Grade 11		95	47.50%
Grade 12		103	51.50%
Total		200	100%
Strand/Cluster			
STEM		121	60.5%
HUMSS/ASSH		38	20.5%
ABM/BAE		41	19.0%
Total		200	100%
Sex			
Male		68	34%
Female		98	49%
Prefer not to say		34	17%
Total		200	100%

The distribution of the respondents' grade level is presented in Table 1. Of the 200 respondents, Grade 12 respondents had the highest frequency, at 103 (51.50%). On the other hand, Grade 11 students comprise 95, or 47.50%, of the total population. The data indicate a nearly equal distribution across the two grade levels, with Grade 12 students slightly more represented. This suggests that the study collected comprehensive feedback from the senior high school student body at Divine Word College of San Jose, ensuring that both year levels are well represented in the data. In addition, of the 200 respondents, those from the STEM strand constitute the largest group, with a frequency of 121, accounting for 60.5% of the population. This is followed by the ABM/BAE cluster with 41 (20.5%), while the HUMSS/ASSH cluster has the lowest frequency, with 38 (19%). The data suggest that the study is predominantly composed of students from the STEM strand, though there is a fair distribution across other academic clusters. This variety of academic backgrounds is significant for analyzing how students consume information, as supported by Stechler et al. (2025). They emphasize that social media has become a primary platform for political engagement among youth, regardless of their specific field of study. According to their findings, the increased time students spend online across these strands directly facilitates greater access to political information and civic discourse. This suggests that academic strands do not limit a student's exposure to political content, as digital platforms provide a universal space for developing political perspectives. Moreover, the distribution of respondents by academic sex is presented in Table 1. Of the total respondents, 68 (34%) are male, and 98 (49%) are female. The remaining 34 respondents, representing 17%, chose "Prefer not to say" regarding their sex. The results indicate that female respondents comprise a larger proportion of the sample. This suggests that the study had greater female participation, which may influence the overall perspectives reflected in the research findings.

Table 2

Mean Level of Social Media Exposure of the students in terms of Time Spent, Type of Content, and Type of Social Media

Indicators (Time spent)	Weighted Mean	Verbal Description
1. I spend several hours daily browsing social media.	3.59	High
2. Social media is part of my everyday routine.	3.67	High
3. I use social media longer during weekends or free time.	3.62	High
4. I sometimes sacrifice sleep or study time just to stay active on social media.	3.05	Moderate High
5. The amount of time I spend on social media affects my productivity.	3.31	High
Composite Mean	3.45	High
Indicators (Type of content)		
1. I frequently watch or engage with entertainment-related content on social media.	3.57	High
2. I often use social media to access educational content.	3.39	High
3. I keep myself updated with news through social media.	3.25	High
4. I view or engage with political content online.	3.12	Moderate High
5. I prefer lifestyle, fashion, or leisure content when browsing social media.	3.49	High
Composite Mean	3.36	High
Indicators (Type of Social media)		
1. I frequently use Facebook to read or share information and news updates.	3.08	Moderate High
2. I use TikTok or Instagram mainly for entertainment and trends.	3.58	High
3. I use X (formerly Twitter) to express opinions or read about social and political issues.	2.45	Moderate Low
4. I watch YouTube videos that discuss current or political events.	2.88	Moderate High
5. I prefer social media platforms that allow me to express my thoughts and opinions freely.	3.3	High
Composite Mean	3.06	Moderate High
OVERALL MEAN	3.29	High

Scale: 3.25-4.00 High; 2.50-3.24 Moderate High; 1.75-2.49 Moderate Low; 1.00-1.74 Low

Students in Divine Word College of San Jose were asked to know their level of social media exposure in terms of time spent. As shown in Table 2, the level of social media exposure, measured by time spent, yielded a composite mean of 3.45, described as "High." This high level of exposure suggests that social media is no longer just a leisure

activity for students but a deeply integrated part of their lifestyle that consistently occupies a significant portion of their daily schedule. Among the indicators, indicator 2 (“Social media is part of my everyday routine”) garnered the highest weighted mean of 3.67 (High), followed closely by indicator 3 (“I use social media longer during weekends or free time”) with 3.62 (High). Meanwhile, indicator 4 (“I sometimes sacrifice sleep or study time just to stay active on social media”) had the lowest weighted mean of 3.05, which is described as “Moderate High.” This is supported by Stechler et al. (2025), who emphasize that social media has become a primary platform for political engagement among youth. According to them, the increased duration of time spent online directly facilitates greater access to political information and civic discourse, allowing students to be more aware of current societal issues. The results suggest that social media is a dominant component of the students’ daily lives. While students dedicate a significant amount of time to these platforms, the relatively low mean for sacrificing sleep or study time suggests that a segment of the student population still attempts to manage their screen time in line with their academic and health responsibilities. In the context of digital engagement, Vromen et al. (2016) emphasized that the type of content students interact with, whether entertainment, educational, or political, shapes the extent to which social media affects their civic awareness and real-world political participation.

As presented in the table, the level of social media exposure of students by type of content had a composite mean of 3.36, described as "high." This high result indicates that students do not just use social media for fun, but also rely on it as a main source for getting different kinds of information every day. Among the indicators, indicator 1 (“I frequently watch or engage with entertainment-related content on social media”) had the highest weighted mean of 3.57 (high). In contrast, indicator 4 (“I view or engage with political content online”) gained 3.12, acquired as “Moderate High,” which suggests that the students may be politically aware based on the type of content they encounter on social media. However, with respect to indicator 4, students demonstrate limited engagement with and minimal attention to political content online. Students at Divine Word College of San Jose were asked to identify their level of social media exposure by type. In the study by Vromen et al. (2016), different platforms, such as Facebook's networking focus versus X's microblogging nature, significantly shape how young people engage with social and political issues. In addition, the type of social media students often use can shape how they think about politics (Arias & Montalbo, 2024). Every platform has its own way of showing information, which affects how people understand issues and form opinions.

As presented, the level of social media exposure in terms of social media yielded a composite mean of 3.06, which is described as “Moderate High.” Even though their usage is high, this suggests that students are still selective and prefer to use specific platforms that are more popular or easier for them to navigate. Among the indicators, indicator 2 (“I use TikTok or Instagram mainly for entertainment and trends.”) garnered the highest weighted mean of 3.58, implying that the respondents have a high level of exposure to these specific platforms. This is followed by indicator 5 (“I use TikTok or Instagram mainly for entertainment and trends.”) with a mean of 3.30 (high). In addition, indicator 3 (“I use X (formerly Twitter) to express opinions or read about social and political issues.”) received the lowest weighted mean of 2.45, described as “Moderate Low.” The result suggests that students at Divine Word College of San Jose primarily use visually driven platforms such as TikTok and Instagram for their daily digital consumption. While they maintain a “Moderate High” overall exposure across various platforms, their engagement with text-heavy or opinion-based platforms like X remains relatively lower, indicating a preference for entertainment-centric social media environments.

Table 3

Mean Level of Political Perspective of the students in terms of Knowledge of Political Topics, Expressed political views, Participation in civic duties, and political perspective

Indicators (Knowledge of Political Topics)	Weighted Mean	Verbal Description
1. I am aware of current political issues in the Philippines.	3.42	High
2. I know about the roles and responsibilities of government leaders.	3.34	High
3. I keep track of political developments through social media.	3.12	Moderate High
4. I understand the importance of government policies in everyday life.	3.41	High
5. I feel knowledgeable when discussing political topics with others.	3.19	Moderate High
Composite Mean	3.3	High

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Indicators (Expressed political views)		
1. I express my personal political opinions on social media.	2.67	Moderate High
2. I openly discuss political issues with my classmates or peers.	2.8	Moderate High
3. I share or react to political posts on my social media accounts.	2.86	Moderate High
4. I feel confident in voicing my stance on political matters.	2.92	Moderate High
5. I encourage others to be more politically aware through my views.	3.06	Moderate High
Composite Mean	2.86	Moderate High
Indicators (Participation in civic duties and political perspective)		
1. I participate in school or community civic-related activities (e.g., campaigns, forums).	3.01	Moderate High
2. Social media influences me to get involved in political or civic issues.	3.03	Moderate High
3. I believe students like me have a role in shaping political awareness.	3.13	Moderate High
4. I consider voting and civic participation important in society.	3.31	High
5. I am willing to take part in future civic or political activities.	3.1	Moderate High
Composite Mean	3.12	Moderate High
OVERALL MEAN	3.09	High

Scale: 3.25-4.00 High; 2.50-3.24 Moderate High; 1.75-2.49 Moderate Low; 1.00-1.74 Low

In relation to Boulianne (2015), online news and social media help students learn more about political issues and understand the roles of government leaders and policies. However, using these sources does not always make students feel confident talking about politics. Table 3 shows that students have high political knowledge, with an overall score of 3.30, indicating they generally know a great deal about political issues. This high result shows that students are paying close attention to current events, which means they are well-informed and aware of the political issues happening around them. Overall, the table shows that students have a solid understanding of politics, which may be influenced by the news and social media they follow.

Students at Divine Word College of San Jose were asked to identify their political perspectives based on their expressed political views. The way individuals express their political opinions online is a vital part of modern civic engagement. In conformity with Vromen et al.'s (2016) research, social media platforms have provided a "connective" space where young people can transition from passive consumers of information to active participants who express their own political identities and viewpoints. Table 3 presents a composite mean of 2.86, which is indicated as "moderately high." Even though students are knowledgeable, the moderate high result suggests that they are still a bit careful or hesitant when it comes to publicly sharing their own political opinions with others. Even though all indicators were described as "moderately high," Indicator 5 ("I encourage others to be more politically aware through my views.") obtained the highest weighted mean of 3.06. In contrast, Indicator 1 ("I express my personal political opinions on social media.") recorded the lowest weighted mean at 2.67.

The results indicate that students generally exhibit a moderate level of political engagement on social media. While all indicators fall within the "Moderate High" range, the higher mean score of Indicator 5 suggests that students are more inclined to influence or encourage political awareness among others rather than openly express their own political opinions. Conversely, the lower mean of Indicator 1 implies a degree of hesitation or restraint in directly sharing personal political views online. Students at Divine Word College of San Jose were asked to identify their level of political involvement in civic duties. Active engagement in civic activities is a fundamental aspect of a student's political development. As Kahne and Bowyer (2018) note, the digital age has reshaped how youth perceive their civic duties, moving beyond traditional voting to include online advocacy and community-based civic participation. As presented, Table 3 acquired a composite mean of 3.12, which is indicated as "moderate high." This indicates that while students value the importance of being a good citizen, there is still room for them to become more actively involved in actual community or school-related activities. Among these indicators, indicator 4 ("I consider voting and civic participation important in society.") gained the highest weighted mean of 3.31, denoted in verbal description as "high." This implies that students are aware of the importance of participating in society and the electoral process. It is then followed by indicator 1 ("I participate in school or community civic-related activities (e.g., campaigns, forums)."), which only gained a weighted mean of 3.1, specified as "moderate high." This indicates that although students acknowledge the importance of civic engagement, their participation in school- or community-based civic activities is only moderate, suggesting a gap

between awareness and actual involvement.

Table 4

Path Coefficients and p-values for Hypothesis Testing

Paths	Correlation Coefficients	Effect size	T-value	P-value	Interpretation
Social Media exposure → Political Perspective	0.637	0.406	11.61	0.001	Significant
Social Media exposure → Profile of respondents	0.089	0.008	1.262	0.05	Significant
Political Perspective → Profile of respondents	-0.08	0.007	-1.17	0.242	Not Significant

Significant at $p < 0.05$

The relationship between media consumption and personal outlook is a key area of study in digital sociology. In Boulianne's (2015) study, social media use has a significant, positive relationship with various forms of engagement, suggesting that increased exposure to digital content can lead to higher levels of civic and political participation. In this study, social media exposure refers to the level of students' interaction with digital platforms, including time spent, content type, and social media type, and political perspective refers to students' knowledge, expressed views, and involvement in civic duties. As shown in Table 4, the path from social media exposure to political perspective had a correlation coefficient of 0.637. Based on the scale provided, this indicates a moderate positive correlation. The statistical analysis further reveals a T-value of 11.61 and a P-value of 0.001. Since the p-value is less than the alpha level of 0.05, the relationship is interpreted as significant. This is supported by an effect size of 0.406, indicating that social media exposure has a substantial impact on the students' political perspective.

Furthermore, the path from social media exposure to respondents' profiles shows a correlation coefficient of 0.089 and a P-value of 0.05, which is considered significant. However, the relationship between political perspective and respondents' profiles yielded a correlation coefficient of -0.08 and a P-value of 0.242, indicating that this relationship is not significant. The findings suggest that social media exposure is a strong predictor of students' political perspectives at Divine Word College of San Jose. As students spend more time on social media and engage with diverse content, their political knowledge and involvement tend to increase significantly, regardless of their specific demographic profile.

4. Conclusions

Based on the findings, the following conclusions are drawn: Social Media Exposure and Its Correlation with the Political Perspective of Students. The findings indicate that social media exposure significantly influences the political perspectives of students at Divine Word College of San Jose. Students who spend more time on social media and are exposed to different types of content tend to become more aware of political issues. The demographic profile of the respondents: The study found that most respondents were Senior High School students, with Grade 12 students and those from the STEM strand comprising the largest groups. Students from the STEM strand comprised the highest proportion of respondents, followed by those from the ABM/BAE cluster, while the HUMSS/ASSH cluster had the lowest frequency. The respondents included both male and female students, as well as those who preferred not to disclose their sex. Level of Social Media Exposure of the Students in Divine Word College of San Jose: The level of social media exposure, in terms of time spent, was high, suggesting that social media is a dominant part of their daily routines. The type of content encountered by the students also resulted in a high level, which indicates frequent exposure to politically relevant information.

The students tended to use social media at a moderate-to-high level, showing a clear preference for visually focused platforms such as TikTok and Instagram. Level of Political Perspectives of Students in Divine Word College of San Jose: The findings suggest that students demonstrate a developing level of political perspective, particularly in terms of knowledge of political topics, expression of political views, and involvement in civic duties, which may be influenced by their exposure to social media. There is a significant relationship between social media exposure and students' political perspectives. The results of the study showed a clear connection between

the students' social media use and their political views. Students who spent more time online and engaged with diverse content, especially on platforms like TikTok and Instagram, and became more aware of political issues. This also shaped how they formed opinions and shared their political views. The study found that a student's grade and school strand make a difference. For example, Grade 12 students and STEM strand students spend more time on social media. Because they spend more time online, they are more aware of political issues and more likely to join the conversation. The findings suggested that social media is a major factor in how students form their political opinions. It is not just a place to scroll through photos or videos anymore. For many, it has become the main place to catch up on the news and talk with others about what is happening in the world.

Recommendations - In light of the significant findings and their conclusions, the following recommendations are presented. Students may become more critical in evaluating information on social media by considering their grade level, academic strand, and sex, as these factors may influence how they interpret and engage with political content online. Students may manage their level of social media exposure by being mindful of the time spent online, the types of content they consume, and the social media platforms they use, thereby supporting informed political awareness. Students may enhance their political perspective by strengthening their knowledge of political topics, responsibly expressing their political views, and actively participating in civic duties both online and offline. School administrators may promote media and political literacy programs that address the effects of social media use on students' political perspectives, while accounting for differences in student profiles and online behavior. Future researchers may include a wider range of student profiles and further examine the relationship between social media exposure and political perspective to understand the significant correlation between these variables.

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