Impact of Social Media on Grade 7 Students Well - Being: A Study at Guisguis National High School

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Abstract: *The rapid increase in social media use among young people has raised concerns about its impact on their psychosocial attributes. This study examines the effects of social media engagement on Grade 7 students psychosocial attributes at Guisguis National High School, highlighting the relationship between social media use and aspects like interpersonal relationships and life satisfaction. Employing the descriptive research method, data was collected through self - report questionnaires, and a modified survey was utilized for assessment. The study reveals that Grade 7 learners exhibit a moderate level of understanding and responsibility in their social media usage. The learners demonstrate a high level of interpersonal relationship skills, life satisfaction, responsible online socialization, and positive social interaction. Findings suggest a positive correlation between responsible social media engagement and psychosocial well - being, underscoring the importance of fostering healthy digital habits among young learners The findings hold implications for learners, teachers, and the school community in understanding the effects of social media use on psychosocial well - being and in developing guidelines to protect learners' mental health while benefiting from social media platforms.*

Keywords: Social Media, Psychosocial Attributes, Impact, Screentime, Content

1. Rationale

The use of social media among young people has increased rapidly in recent years (Boyd, 2014), with many spending several hours each day engaging with these platforms (Rideout et al., 2019). Social media has transformed how individuals interact with each other and the world and had become an integral part of modern communication (Duggan & Smith, 2013).

One of the most significant impacts of social media on young people is increased connectivity. Social media platforms such as Facebook, Instagram, and Twitter have enabled young people to connect with others in previously impossible ways (Boyd, 2014). They can communicate and share content with friends and family and meet new people who share their interests and hobbies. This increased connectivity has made social media integral to modern communication (Duggan & Smith, 2013).

In addition to increased connectivity, social media provides young people access to vast information on various topics (Boyd, 2014). They can stay up - to - date with news and events, learn new skills and hobbies, and access educational content (Rideout et al., 2019).

Moreover, using social media has been linked to the growth of significant psychological traits in students. For instance, it has been discovered that using social media can improve young people's sense of value and self - esteem (Rideout et al., 2019). This is so that people can curate their online profile and get approval and confirmation from their peers through social media.

Despite the many benefits of social media, concerns have been raised about the potential negative effects on the psychosocial well - being of young people. A growing body of research suggests that social media use may be associated with a range of negative outcomes, such as increased anxiety, depression, and social isolation. For example, social media can create unrealistic life expectations, leading to feelings of inadequacy and low self - esteem (Fardouly et al., 2017). It

can also lead to social comparison and the fear of missing out (FOMO), contributing to anxiety and depression (Przybylski et al., 2013). According to Rideout et al. (2019), excessive social media use has been linked to higher levels of anxiety, depression, and loneliness. Young individuals may have feelings of inadequacy and low self - esteem due to continual comparison and pressure to maintain a perfect online image (Boyd, 2014).

Furthermore, social media can also expose young people to cyberbullying, harassment, and other forms of online abuse. This can significantly negatively impact their mental health and well - being (Patchin & Hinduja, 2015).

Overall, while social media offers many benefits, it is important to be aware of the potential adverse effects it can have on the psychosocial well - being of young people. By understanding these effects, parents, educators, and policymakers can take steps to promote healthy social media use among young people and protect their mental health and well - being.

2. Statement of the Problem

The study aimed to determine the impact of social media engagement on the psychosocial attributes of Grade 7 learners of Guisguis National High School, Sta. Cruz District, Schools Division of Zambales for the School Year 2022 – 2023. Specifically, it sought answers to the following questions: (1) What is the status of Grade 7 Learners' Social Media Engagement as to Social Media Platform, Social Media Content and Screen Time? (2) How is the level of Grade 7 Learners' Psychosocial Attributes in terms of Interpersonal Relationship, Life Satisfaction, Online Socialization, and Social Interaction? (3) Is there a significant relationship between Grade 7 Learners' psychosocial attributes and social media engagement? (4) What plans of action could be conducted based on the results of this study?

This study tested the hypothesis:
There is no significant relationship between Grade 7 Learners' psychosocial attributes and social media engagement.

Significance of the study

This research is significant as it sheds light on the positive and negative effects of social media on young learners, providing evidence - based recommendations to foster a safer and more productive digital environment for students.

The findings of this study can provide insights into how social media use affects the psychosocial well - being of learners in this age group. This information can be valuable to learners as they navigate their social media use and to teachers and parents who can use it to promote healthy social media habits among young learners.

This study can also help teachers understand how social media use may affect learners' academic performance and classroom behavior. By identifying the negative effects of social media use on psychosocial attributes such as self - esteem, motivation, and engagement, teachers can mitigate these effects and promote positive learning outcomes.

Finally, the findings of this study can benefit the whole school community. By understanding the potential impact of social media use on learners' psychosocial attributes, school administrators and policymakers can create guidelines that balance the benefits of social media use with the need to protect learners' mental health and well - being.

3. Definition of Terms

Social Media. It refers to web - based applications or platforms that allow users to create, share, and interact with content or other users in a virtual space.

Engagement. It refers to the extent to which individuals actively participate in or interact with social media content or other users.

Psychosocial Attributes. It refers to individuals' psychological and social characteristics, including self - esteem, motivation, engagement, social skills, and emotional well - being.

Impact. It is a powerful effect something, especially something new, has on a situation or person.

4. Research Methodology

The study utilized quantitative descriptive correlational research design to determine the impact of social media engagement on the psychosocial attributes of Grade 7 learners. Descriptive research is a type of research design that is used to observe and describe the characteristics of a particular phenomenon or group without attempting to explain or predict the relationships between variables (Creswell, 2014).

The respondents of the study are the 105 Grade 7 learners of Guisguis National High School for the SY 2022 - 2023. The participants were chosen through a simple random sampling technique. The data collected in this study were the participants' answers to the questionnaires on social media use and the level of their psychosocial attributes in several indicators. The first part of the questionnaire contains questions intended for the learners' engagement in social media, which include social media platforms, content and screen time. The second part of the questionnaire includes questions about learners' psychosocial attributes, including interpersonal relationships, life satisfaction, online socialization and social interaction. The questions were answered using the Likert rating scale of 1 - 5, which is as follows:

Rating	Scale	Remarks	Verbal Interpretation
5	4.20 - 5.00	Always	Very High
4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Moderate
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

The data collected were tabulated, computed the weighted mean and ranked the weighted mean of the responses. The study employed various statistical tools such as frequency and average count, weighted mean, standard deviation and Pearson r to quantify and analyze and interpret all numerical data comprehensively. The following Statistical treatments were used to analyze and interpret the collected data:

1) Weighted Mean, Standard Deviation - these were used to determine the status of social media engagement and the level of psychosocial attributes of the respondents based on their responses in the questionnaires given.
2) Pearson r was used to test the relationship between Grade 7 Learners' psychosocial attributes and social media engagement.

5. Results and Discussions

Based on the analysis and interpretation of the data gathered from the accomplished questionnaire of the respondents, the study revealed that there is a high level of engagement in terms of social media platform, particularly in terms of using them for educational purposes, prioritizing security and privacy, sharing positive content and seeking out platforms that promote well - being. This can be reflected in the overall weighted mean of 3.56. The study also found out that the engagement of the learners in social media content has an overall weighted mean of 3.30, which showed a moderate level of understanding and responsibility among the Grade 7 learners when it comes to consuming and producing social media content. This was indicated in their responses of understanding of the potential risks associated with oversharing online and level of awareness and sensitivity towards the impact of their online actions. The social media engagement in relation to screen time showed that the Grade 7 learners differ in their levels of self - control when it comes to social media usage. While there are statements indicating high levels of self - regulation, there are also statements that suggest the need for improvement in managing screen time and digital engagement. The study found out that some learners exhibited high levels of self - control and could engage with social media moderately, while others had low self - control and engaged excessively. The overall weighted mean of 3.39 showed a moderate level of social media engagement among the Grade 7 learners.

The psychosocial attributes of the learners in terms of interpersonal relationship demonstrated a high level of

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interpersonal relationship skills as reflected by the overall weighted mean of 3.84. Based on the findings, the learners perceived themselves to excel the most in promoting empathy and kindness towards others and finding new trends and communities. The study also revealed that the learners have a high level of life satisfaction as reflected in the high overall weighted mean of 3.59. The findings revealed that the learners actively engage in productive and positive behaviors, including intentional use of social media for learning, following and sharing positive stories, expressing themselves responsibly and seeking personal growth by trying new things. The study showed that the learners exhibited a high level of responsibility and mindfulness in their online socialization behaviors as reflected in the overall weighted mean of 3.64. Lastly, the assessment of learners on psychosocial attributes in relation to social interaction showed that the learners have a high level of social interaction skills in their online interactions as reflected in the high overall weighted mean of 3.66. They prioritized learning about privacy settings, utilized other people's post as inspirations, communicate actively with family and friends, monitor their screen time and provide support to others.

Finally, it was found out in the study that there is a very high positive correlation between the Grade 7 learners' psychosocial attributes and social media engagement manifested on the computed Pearson correlation value of 0.965. The computed Significant P - value (2 - Tailed test) of 0.000 which is less than (<) 0.05 Alpha Level of Significance, indicates that the null hypothesis is rejected. The research showed a significant positive correlation between learners' psychosocial attributes and social media engagement, indicating the need for promoting healthy social media habits and responsible usage among young learners.

6. Conclusion

Based on the findings, the following conclusions were drawn;
1) The study concludes that the learners have a high level of engagement with social media platforms particularly in terms of using them for educational purposes, prioritizing security and privacy, sharing positive content and seeking out platforms that promote well - being.
2) It can be concluded that the learners showed a moderate level of understanding and responsibility in consuming and producing social media content.
3) The study also concludes that the learners use social media with varied degrees of restraint and moderation on the use of screen time and digital engagement.
4) It can also be concluded that the learners have shown high levels of psychosocial attributes in terms of interpersonal relationship as indicated in their responses on working well with others, promoting kindness, empathy, positivity and finding new friends and communities.
5) The study also concludes that the learners have a high level of life satisfaction which indicates that the learners are actively engaged in productive and positive behavior in the use of social media for learning, personal growth and healthy mind set.
6) It can also be concluded that the learners showed a high - level degree of accountability and mindfulness in their online socialization actions and social interaction skills.

7) The study concludes that social media engagement has a significant positive impact on the psychosocial attributes of Grade 7 learners, advocating for educational strategies that incorporate responsible social media use to enhance students well - being.

7. Recommendations

Based on the conclusions drawn from the study, the following are hereby recommended:
1) Encourage and support the use of social media platforms for educational purposes: Since Grade 7 learners demonstrated a high level of engagement with social media platforms for educational purposes, it is important to encourage and support this usage. Educators can provide guidelines and resources for leveraging social media for learning.
2) Foster a balanced approach to social media content: The desire for a balance between educational and enjoyable material indicates that students appreciate a mix of informative and entertaining content. Educators can encourage learners to follow accounts and pages that provide a combination of educational resources and engaging content.
3) Promote security and privacy awareness: Given that learners prioritize security and privacy, it is crucial to continue educating them about the potential risks of oversharing personal information online. Schools and parents can teach best practices for maintaining privacy settings and encourage responsible online behavior.
4) Provide guidance on managing screen time and digital engagement: While learners demonstrate varying degrees of self - regulation, there is a need for improvement in managing screen time. Schools and parents can provide guidance on setting boundaries, establishing technology - free zones or periods, and promoting offline activities.
5) Foster empathy and kindness in online interactions: Since learners excel in promoting empathy and kindness towards others, it is important to continue fostering these attributes in online interactions. Schools can emphasize the importance of treating others with respect, avoid cyber - bullying, and being a positive influence online.
6) Encourage the intentional use of social media for personal growth: As learners actively engage in productive and positive behaviors on social media, it is important to encourage them to continue seeking personal growth by trying new things and exploring new interests. Schools can provide opportunities for learners to showcase their talents or passions online.
7) Continue promoting responsible online socialization behaviors: Given the high level of responsibility and mindfulness displayed in online socialization, it is important to continue promoting responsible behaviors. Emphasize the importance of thinking before posting or sharing, avoiding negative interactions, and promoting positive and uplifting content.
8) Encourage positive content sharing: Since learners value positive content, it is recommended to promote and support the sharing of uplifting and inspiring material on social media platforms. Schools can encourage students to showcase their achievements and share stories of kindness and positiveness.

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