

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2026, Vol. 7, No. 2, 706 – 724

<http://dx.doi.org/10.11594/ijmaber.07.02.18>

Research Article

The Impact of Social Media Platforms on Youth Civic and Political Engagement Among Senior High School Students in Zone 4, Division of Zambales

Lea C. Saldivar*

President Ramon Magsaysay State University, Iba, Zambales, Philippines

Article history:

Submission 25 January 2026

Revised 12 February 2026

Accepted 23 February 2026

*Corresponding author:

E-mail:

leasldvr@gmail.com

ABSTRACT

This study aimed to explore the impact of social media on civic and political engagement among senior high school students in Zone 4 of the Schools Division of the Province of Zambales, Philippines. This study randomly selected 681 student-respondents and how social media affects their civic and political engagement. Results show that the majority from this study respondents were typically Female, 17 years old, mostly from Senior High School Academic Track, from low-income class family, with gadgets and highly engaged in using social media. Findings revealed that Facebook was the most commonly used social media platform among the Senior High School students. It also shows that respondents demonstrated a high level of awareness regarding the impact of social media platforms on youth civic and political engagement. Meanwhile, statistical analysis showed a significant difference in the perceived impact of social media platforms on political issues engagement when students were grouped according to sex, monthly family income, and extent of social media usage. Further, significant differences were also found in the perceived impact of social media platforms on overall youth engagement in terms of social media usage. Meanwhile, there is no significant difference observed in the perceived impact of social media platforms on social issues engagement when students were grouped according to sex, age, Senior High School track, household income, gadgets used, and social media usage. Results from this study showed significant difference in terms of students' awareness of social media and political issues which influenced using social media platforms. These findings emphasize the significant role of social media as to Facebook, in shaping youth civic and political involvement. It further highlights how selected demographic characteristics and patterns of social media use influence students' perceptions and levels of awareness. To strengthen the positive role of social media platforms, an action plan was proposed to address their impact on youth civic and political engagement among Senior High School students.

How to cite:

Saldivar, L. C. (2026). The Impact of Social Media Platforms on Youth Civic and Political Engagement Among Senior High School Students in Zone 4, Division of Zambales. *International Journal of Multidisciplinary: Applied Business and Education Research*. 7(2), 706 – 724. doi: 10.11594/ijmaber.07.02.18

Keywords: Social Media Platforms, Youth Civic Engagement, Political Engagement, Senior High School students

Introduction

In a rapidly developing and advancing world, young internet users are increasingly using social media as a search engine to find out about the most recent issues in politics (Huang, 2022). Youth around the world use the internet to access news. The internet has become an essential part of our daily living, especially among teenagers from the Millennial Era and adults from the Generation X Era (Panicker & Sachdev, 2017). It provides a broad range of ideas, knowledge and information that can be used by students to improve learning. Social media platforms such as Facebook, Twitter, Instagram, and TikTok provide a space for individuals to connect, share information, and mobilize around causes they care about.

According to UNICEF, a recent global study examined internet use among 9–17-year-olds in 11 countries: Albania, Argentina, Brazil, Bulgaria, Chile, Ghana, Italy, Montenegro, the Philippines, South Africa and Uruguay and the study found that between 43 and 64 percent of children looked for news online. They use social media to stay informed about current events, express their opinions, and participate in online discussions related to social, political, and environmental issues. The impact of social media on civic participation among senior high school students is multifaceted. On the positive side, social media can enhance civic and political engagement by enabling students to engage in campaigns, join advocacy groups, and organize or participate in virtual and real-world events.

In the Philippines, youth participation in national development was mandated in The Youth in Nation-Building Act ('Republic Act 8044,' n.d.), which defines youth as those between the ages of 15 and 30 as a crucial period when they develop their own identities, philosophy, as well as personality, into adulthood (Pontes & Griffiths, 2017). As social media has become a central platform for communication, information sharing, and social interaction. It has profoundly influenced various aspects of modern life, including how individuals engage with civic and political processes. Likewise, it

has been suggested that the usage of internet could have play an empirical role for youth. They form the largest population in terms of age demographic, making them a driving force regardless of their engagement and participation (Castillo, Sierra & Tamondong, 2023).

For senior high school students, who are on the cusp of adulthood and becoming more aware of their societal roles, social media offers both opportunities and challenges in terms of civic participation. Young adults in their teens and 20s are less likely to become involved in formal political activities (such voting or joining political organizations) since they are primarily concerned with completing their education, finding a job, and navigating the move to maturity (Smets, 2017). As these students prepare to become active citizens, understanding the influence of social media on their civic and political engagement is crucial. However, concerns about younger people's decreasing engagement have led to greater investigation into this field. This study aimed to explore the impact of social media on the civic engagement of senior high school students by examining how usage of social media platforms influences their attitudes towards civic responsibilities, the types of civic activities they engage in, and the effectiveness of these platforms in promoting meaningful participation.

Purpose of the Study

Generally, this present study aimed to determine Social Media Platforms impact among youth civic and political involvement among Senior High School (SHS) in Zone 4 Schools Division of Zambales that will serve as baseline for training programs.

Specifically, the study aimed to answer the specific questions below:

1. Determine students-respondents' profile as to sex, age, SHS track, Family income, Gadgets use, and Extent of use of social media?
2. Determine the common social media platforms used among senior high school students?

3. Determine the impact of social media platforms on youth civic and political engagement among senior high school students in regards to Students' awareness on social issues, Students' awareness on political issues, and Students' engagement?
4. Is there a significant difference on the impact of social media platforms on youth civic and political engagement when grouped according to the student's respective profile?
5. Is there a significant difference on student's awareness in terms of social issues and political issues?

Impact of Social Media Platforms in students' Political Engagement

In this study, Political engagement refers to students' involvement in activities related to governance, public policy, and political processes. This includes voting intentions (for those of voting age), expressing political opinions online, participating in political discussions, following political news, supporting advocacy campaigns, and engaging in issue-based political actions facilitated through social media.

Filipino youth engage in politics primarily through digital media and social networking platforms, which have become central sources of political information and participation. Social media platforms such as Facebook, Twitter (X), TikTok, and YouTube allow young people to access political news, express opinions, and participate in political discussions with minimal barriers. David et al. (2021) found that social media exposure significantly enhances political awareness and participation among Filipino youth by facilitating information sharing and peer discussion. Similarly, Arao and Clemencio (2024) emphasized that online political engagement enables Filipino youth to engage in expressive actions such as posting political content, joining online campaigns, and participating in issue-based discourse, which strengthens their sense of political efficacy. These findings suggest that digital spaces function as alternative arenas for political engagement, especially in a context where traditional political participation may feel inaccessible to young people.

Social media has become an integral part of the lives of young people, with a significant impact on their civic engagement (Ibardeloza et al., 2022). One key area of interest is the role of social media in bridging social relationships across high school social groups and the potential spill-over effects for civic participation and political involvement. Social media and the Internet give people an opportunity for political discourse through a variety of internet pages, accounts, and groups.

Social media has emerged as a powerful channel shaping political and civic engagement among Filipino youth by providing unmediated access to political information and interactive platforms for discussion. Research on Filipino college students shows that motivations for using social networking sites especially to communicate with others and access news — significantly influence both online and offline political participation (Rabaca & Butalid, 2025). This suggests that social media not only informs young users about political events and issues, but also cultivates political efficacy and expression, which are key drivers of civic engagement.

Among Generation Z voters in the Philippines, social media's widespread use plays a critical role in shaping political awareness and voting decisions. Cadayday, Jimenez, and Boiser (2024) found that a large majority of Filipino Gen Zs prefer social media as their primary source of political communication, with platforms enabling them to follow political campaigns, discuss issues, and learn about candidates. This reflects a broader trend where social networking platforms are used not just to consume political content, but to co-create narratives and mobilize others within digital spaces.

Moreover, the intensity and nature of social media usage influence how youth perceive their role in political life. Arabani et al. (2024) showed that greater engagement with social networking sites is associated with stronger involvement in politics, more positive attitudes toward voting, and increased confidence in electoral decision-making. Such findings indicate that social media can reduce traditional barriers to political participation by making

political information more accessible and relatable to young audiences.

The relationship between political awareness and active engagement on social media is further mediated by political efficacy and the belief in one's ability to influence political processes which enhances participation among youth. Obenza and Rabaca (2024) demonstrated that political efficacy strengthens the link between what young people know about politics and what they actually do online, suggesting that social media engagement can translate into meaningful civic action when youth feel empowered and informed.

From the cited studies, it illustrates that social media has a multifaceted impact on youth political engagement in the Philippines. It informs, motivates, and empowers young citizens to participate in both digital and real-world political arenas. However, this influence also emphasizes the importance of digital literacy and critical evaluation skills to ensure that engagement is thoughtful and constructive.

Students' Awareness of Social and Political Issues

Students' awareness of social and political issues in the Philippines has increasingly been shaped by their exposure to information through social media platforms. Social networking sites serve as primary sources of news and public discourse for students, enabling them to access information about governance, elections, social justice issues, and public policies. Rabaca and Butalid (2025) found that Filipino college students who frequently use social networking sites demonstrate higher levels of political awareness, as these platforms facilitate access to political information and discussions that are often absent from formal educational settings. This heightened awareness is largely driven by students' motivations to stay informed and socially connected, indicating that social media plays an essential role in contemporary political socialization.

Social media also enhances students' awareness by presenting political and social issues in formats that are relatable and engaging. Among Filipino Generation Z students, Cadayday et al. (2024) observed that platforms such as Facebook, TikTok, and Twitter are widely

used to follow political campaigns, discuss national issues, and interpret political events. The study highlights that students become more aware of political realities when issues are communicated through videos, infographics, and peer-generated content, which simplify complex political information. This mode of information consumption allows students to better understand current social concerns such as corruption, inequality, and governance, thereby increasing their political consciousness.

Furthermore, increased awareness is linked to students' growing sense of political efficacy and confidence in civic participation. Arabani et al. (2024) demonstrated that students who actively engage with political content on social networking sites exhibit stronger awareness of political issues and greater confidence in forming political opinions, particularly in relation to voting decisions. This suggests that social media does not merely expose students to political information but also helps them develop informed attitudes toward civic responsibilities. As students become more aware, they are more likely to view political participation as relevant to their personal and social lives.

The relationship between awareness and engagement is further reinforced by the mediating role of political efficacy. Obenza and Rabaca (2024) found that students' political awareness significantly influences their participation in social media-based political activities when they believe their actions can make a difference. This implies that awareness alone is insufficient; students must also feel empowered to translate knowledge into engagement. Overall, these studies demonstrate that social media has become a crucial mechanism in enhancing students' awareness of social and political issues, contributing to the development of informed, critical, and participatory young citizens in the Philippines.

Students' Civic Engagement

In this study, *civic engagement* refers to students' participation in community-oriented and socially beneficial activities that are not directly connected to government or electoral processes. This includes behaviors such as community volunteering, involvement in

school or neighborhood initiatives, participation in environmental or charity activities, and contributing to collective efforts that promote social welfare. Civic engagement among students in the Philippines has been increasingly influenced by social media, which provides accessible platforms for participation in public discourse and collective action. Social networking sites enable students to engage in civic activities such as sharing information on social issues, participating in online discussions, supporting advocacy campaigns, and expressing opinions on public concerns. Rabaca and Butalid (2025) found that Filipino college students who actively use social media for information and interaction are more likely to participate in both online and offline civic activities. This indicates that social media functions as a bridge between awareness and action, encouraging students to move beyond passive information consumption toward active civic involvement.

Social media also facilitates civic engagement by making participation more inclusive and less constrained by traditional barriers such as age, socioeconomic status, or geographic location. Among Filipino Generation Z students, Cadayday et al. (2024) observed that social media platforms are widely used to engage with social and political issues, particularly during election periods and national debates. Through liking, sharing, commenting, and creating content related to public issues, students participate in civic life in ways that align with their digital habits. These online civic practices help cultivate a sense of belonging and responsibility toward societal issues, reinforcing students' roles as active members of the community. Moreover, students' civic engagement is strengthened when social media use enhances their confidence and perceived ability to contribute meaningfully to society. Arabani et al. (2024) demonstrated that higher levels of social networking usage are associated with stronger civic attitudes, including a greater willingness to participate in voting and other forms of public involvement. This

suggests that civic engagement among students is not limited to formal political activities but also includes broader civic behaviors such as advocacy, public discussion, and issue-based participation facilitated by digital platforms.

The connection between civic engagement and political efficacy further explains how students translate online interaction into meaningful participation. Obenza and Rabaca (2024) found that political efficacy mediates the relationship between awareness and social media participation, indicating that students are more civically engaged when they believe their actions can influence social or political outcomes. This highlights the importance of empowerment in sustaining civic engagement, as informed and confident students are more likely to engage consistently in civic activities. Overall, social media has become a crucial avenue for fostering civic engagement among Filipino students by promoting participation, dialogue, and collective responsibility in contemporary civic life.

Conceptual Framework

Social media platforms offer instruments that facilitate the exchange of ideas and communication. Additionally, tools such as liking, sharing, and commenting on Facebook posts may be beneficial for conveying support or opposition to a specific political stance or contentious subject. Social media has the capacity to facilitate the interaction between youthful individuals and the identification and participation in pre-existing social movements. This can enable young people to become more aware and involved citizens as well as to get a better knowledge of political concerns (Vraga and Tully 2021). The conceptual framework for this study is centered on understanding the impact of social media to the political and civic engagement of senior high school students. This framework is based on the Input-Process-Output (IPO) Model, which provides a systematic representation of the components and relationships within the study.

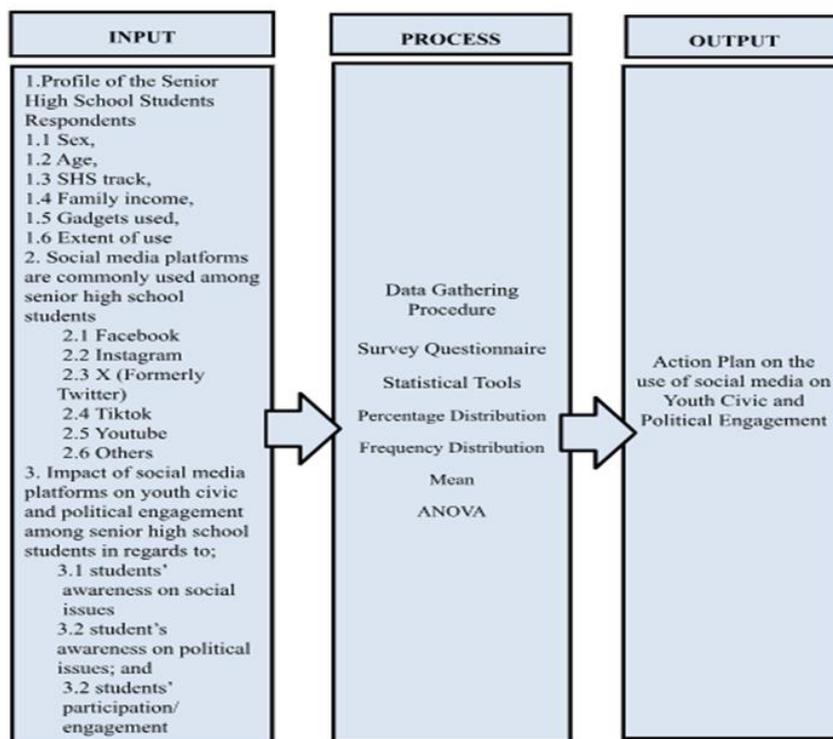


Figure 1. Paradigm of the Study

The IPO model is widely used in educational research to outline how various factors contribute to desired educational outcomes (Mukherjee, 2020). This study conceptualizes social media as a critical environment through which senior high school students develop political awareness and civic engagement. Social media platforms provide interactive tools—such as liking, sharing, commenting, and content creation—that enable students to participate in discussions on social and political issues. These affordances allow young users to express opinions, align with causes, and interact with civic narratives beyond traditional political spaces. Earlier research emphasizes that digital platforms lower barriers to participation and create new opportunities for civic engagement, particularly among youth who may otherwise be excluded from formal political processes (Dayrit et al., 2022). Thus, social media serves as an enabling structure for early political socialization and civic learning.

The conceptual framework is anchored on the Input–Process–Output (IPO) Model, which explains how social media use translates into political and civic outcomes. In this framework, the *input* consists of students' exposure to social media platforms and their interaction with

political and civic content. The *process* involves cognitive and attitudinal mechanisms such as political awareness, critical reflection, and political efficacy. Mukherjee (2020) emphasizes that the IPO model is particularly effective in educational research because it systematically explains how inputs are transformed through internal processes into observable outcomes. Supporting this, Obenza and Rabaca (2024) found that political awareness alone does not automatically lead to participation; rather, political efficacy plays a mediating role in transforming awareness into active social media-based political engagement among Filipino youth.

Methodology

This outlines the steps necessary to achieve the study's objectives.

Research Design

This study employed a quantitative survey research design, which involved collecting standardized data from a large group of senior high school students in Zone 4, Division of Zambales through structured questionnaires to obtain measurable information on the impact of

social media platforms on youth civic and political engagement. The survey assessed students' awareness of social and political issues, as well as their participation in related activities, providing insights into their perceptions and experiences regarding the role of social media in shaping civic responsibilities and political involvement. This approach enabled the analysis of trends, attitudes, behaviors, and relationships between social media use and engagement. Consistent with Fowler (2016), the survey design effectively reached a broad population, and in line with Creswell (2016), it was appropriate for examining the "what" and "how" of social media engagement without manipulating variables, thereby ensuring the integrity of the data collected.

Respondents and Location

The respondents of the study were 681 senior high school students from public secondary schools in Zone 4, Division of Zambales, during the academic year 2024–2025. They represented diverse characteristics in terms of age,

sex, academic track, family income, gadgets used, and extent of social media usage. Participants from all strands were purposely selected using total sampling technique based on their relevance to the study, with population data obtained from the Division of Zambales and the sample size determined by a statistician to ensure validity and reliability.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel for data computation and interpretation, in line with the aim of the study to determine the impact of social media platforms on youth civic and political engagement and students' awareness of social and political issues. Frequency distribution was used to describe the respondents' profile variables, while the mean measured students' perceptions of the impact of social media in terms of awareness of social issues, awareness of political issues, and level of engagement.

Students' Awareness on Social Issues and Political Issues

Point	Point Scale	Qualitative Interpretation	Symbol
4	3.25-4.00	Fully Aware	FA
3	2.50-3.24	Aware	A
2	1.75-2.49	Not Aware	NA
1	1.00-1.74	Fully Not Aware	FNA

Students' Engagement

Point	Point Scale	Qualitative Interpretation	Symbol
4	3.25-4.00	Always	A
3	2.50-3.24	Sometimes	S
2	1.75-2.49	Rarely	R
1	1.00-1.74	Never	N

Lastly, One-way Analysis of Variance (ANOVA) was employed to test significant differences in the perceived impact of social media platforms and students' awareness when respondents were grouped according to selected profile variables.

Results and Discussions

Demographic Profile of the Respondents

Table 1 shows the frequency and percentage distribution of the Senior High School student-respondents' demographic profile in terms of their sex, age, and grade level.

Table 1. Frequency and Percentage Distribution on the Student-respondents Profile Variable

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	240	35.20
	Female	441	64.80
Total		681	100.00
Age (Years) Mean = 17.38 or 17 years old	20 & above	15	2.20
	19	39	5.70
	18	237	34.80
	17	290	42.60
	16	100	14.70
	15	0	0.00
Total		681	100.00
SHS Track	Academic	588	86.30
	Technical-Vocational Livelihood	93	13.70
	Sports	0	0.00
	Arts & Design	0	0.00
Total		681	100.00

Table 1. Frequency and Percentage Distribution on the Student-respondents Profile Variable (Continuation)

Profile Variables		Frequency (f)	Percentage (%)
Monthly Family Income Mean = Php 17,794.38	I prefer not to say	236	34.70
	75,000 pesos & above	0	0.00
	50,000 – 75,000 pesos	18	2.60
	30,000 – 50,000 pesos	48	7.00
	15,000 – 30,000 pesos	127	18.60
	Less than 15,000 pesos	252	37.00
Total		681	100.00
Gadgets Used	Cellphone	681	100.00
	Computer	0	0.00
	Tablet	0	0.00
	Others	0	0.00
Total		681	100.00
Usage of social media Mean = 3.95 or 4 hours	5-6 hours	236	34.70
	4-5 hours	134	19.70
	3-4 hours	132	19.40
	2-3 hours	82	12.00
	1-2 hours	75	11.00
	Less than 1 hour	22	3.20
Total		681	100.00

Table 2 shows the frequency and percentage distribution of the student-respondents according to selected profile variables. In terms of sex, most respondents were female (64.80%), while 35.20% were male. The respondents had a mean age of 17.38 years, with the majority

aged 17 (42.60%) and 18 (34.80%), indicating that most participants were within the typical senior high school age range. With regard to the Senior High School track, a large majority were enrolled in the Academic track (86.30%), while only 13.70% belonged to the Technical-

Vocational Livelihood track. In terms of monthly family income, the respondents had a mean income of Php 17,794.38, with most reporting less than Php 15,000 (37.00%) or preferring not to disclose their income (34.70%). All respondents (100.00%) used cellphones as their primary gadget for accessing social media. Regarding social media usage, students spent an average of 3.95 hours per day, or approximately 4 hours, with the largest proportion using social media for 5–6 hours daily (34.70%), followed by those who spent 4–5 hours (19.70%) and 3–4 hours (19.40%).

While the demographic findings show that most respondents are female, 17 years old, enrolled in the Academic Track, and from low-income families, it is important to consider how these characteristics may influence their responses, particularly regarding political awareness and engagement. Students from low-income households may rely more heavily on social media as their primary and most accessible source of information, which can increase their

exposure to political content but also heighten vulnerability to misinformation or curated algorithmic feeds. Additionally, because respondents reported being highly engaged in using social media, their answers may reflect social desirability bias, especially when discussing political awareness or civic involvement. Students may feel pressured to appear socially informed or politically aware because such traits are viewed positively among peers online. This combination of heavy social media use and socio-economic limitations may have shaped how respondents perceived and reported their political engagement, making it important to interpret the findings with caution.

Social Media Platforms Commonly Used by Senior High School Students

The frequency and percentage distribution on the social media platforms commonly used by senior high school students’ profile of social media platforms is shown in table 2.

Table 2. Frequency and Percentage Distribution on Social Media Platforms Commonly Used by Senior High School Students

	Profile Variables	Frequency (f)	Percentage (%)
Social Media platform	Facebook	649	95.30
	Instagram	562	85.53
	X (Twitter)	282	41.41
	TikTok	630	92.51
	YouTube	485	71.22
	Other	126	18.50

It can be noted that out of six hundred eighty-one (681) Senior High School student-respondents, six hundred forty-nine (649) or 95.30% are using Facebook as social media platform; six hundred thirty (630) or 92.51% are using Tiktok as social media platform; five hundred sixty-two (562) or 85.53% are using Instagram as social media platform; four hundred eighty-five (485) or 71.22% are using YouTube as social media platform; two hundred eighty-two (282) or 41.41% are using X (Twitter) as social media platform; while one hundred twenty-six (126) or 18.50% are using other social media platforms.

The findings reveal that Facebook is the most dominant social media platform among

senior high school students in Zone 4, Division of Zambales, with 95.30% of respondents reporting its use. This dominance reflects the broader Philippine context, where Facebook has long functioned not only as a social networking site but also as a primary gateway to news, public discourse, and political information. For many Filipino students, Facebook serves as an all-in-one platform for communication, entertainment, and information consumption, often replacing traditional news media. The prominence of Facebook has important implications for students’ civic and political awareness.

Regular exposure to issue-based content, advocacy campaigns, and public discussions on

Facebook likely contributes to students' familiarity with current social and political concerns. On the other hand, Facebook's role as a primary source of information also raises concerns regarding misinformation and unverified content. The platform's algorithm-driven news feed may amplify sensationalized or misleading information, which can influence students' perceptions of social and political issues.

Overall, Facebook's dominance in the digital lives of students in Zambales underscores its powerful influence in shaping civic and political awareness. The platform contributes significantly to students' high levels of awareness, yet it also emphasizes the need for stronger digital literacy and critical thinking skills to ensure that awareness is based on accurate, credible, and balanced information.

Similar trends have been observed in other studies. For instance, a 2020 survey of U.S. teenagers aged 13–18 reported that YouTube

was the most popular platform, used by 86% of respondents, followed by Instagram at 69% and Snapchat at 68%. TikTok usage stood at 47%, reflecting its rapid growth among younger audiences.

Additionally, research indicates that Generation Z's social media preferences are influenced by the desire for quick, engaging content and platforms that facilitate creative expression. These findings align with the current data, highlighting a global pattern of high engagement with platforms like Facebook, TikTok, and Instagram among high school students.

Impact of Social Media Platforms on Youth Civic and Political Engagement among Senior High School Students

Table 3 presents the impact of social media platforms on youth civic and political engagement among senior high school students.

Table 3. S Impact of Social Media Platforms on Youth Civic and Political Engagement among Senior High School Students

	Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Students' Awareness on Social Issues	3.32	Fully Aware	1
2	Students Awareness on Political Issues	3.24	Aware	3
3	Students' Engagement	2.28	Rarely	2
	Grand Mean	2.95	Aware	

The result noted that the Senior High School student-respondents were fully aware of the impact of social media platforms on social issues, as manifested with the highest overall weighted mean of 3.32 (rank 1). This suggests that, on average, these students are fully aware of the impact of social media platforms on youth civic and political engagement concerning their awareness of social issues. This data implies that while students are generally informed about social issues, there is variability in their awareness levels, potentially influenced by the prominence of these issues in media coverage and public discourse.

Similar patterns have been observed in other studies. For instance, a study by Tambo and Umali (2019) found that Filipino high school students demonstrated high awareness of societal issues like crime and violence, but

exhibited lower awareness regarding child labor and its implications. Additionally, research by Smith and Anderson (2020) in the United States revealed that while teenagers are generally aware of major social issues, their depth of understanding varies, often influenced by the extent of exposure these topics receive on social media platforms. These studies align with the current findings, highlighting that while social media enhances youth awareness of certain social issues, the level of awareness is uneven across different topics.

On the other hand, the study showed that students have a rare engagement on youth civic and political issues as impacted by social media platforms in general as it gathered an overall weighted mean of 2.28 (rank 2). This result suggests that, on average, these students are rarely engaged in civic and political activities,

highlighting a preference for informal discussions over formal participation.

Similar patterns have been observed in other studies. For instance, the emergence of organizations like Gen-Z for Change demonstrates how youth leverage social media platforms to engage in political discourse and activism, often favoring digital engagement over traditional political participation. Additionally, recent protests in Kenya led by Gen Z activists utilized social media to educate and mobilize citizens, reflecting a shift towards informal, technology-driven political engagement among youth. These studies align with the current findings, suggesting that while youth are willing to discuss political issues, their engagement often occurs in less formal settings, facilitated by digital platforms.

Lastly, their awareness on political issues, had the lowest overall weighted mean of 3.24 (rank 3). This indicated that, on average, these students are aware of the impact of social media platforms on youth civic and political engagement concerning their awareness of political issues. This data implies that while students are generally informed about political issues, there is variability in their awareness levels, potentially influenced by the prominence of these issues in media coverage and public discourse.

Similar patterns have been observed in other studies. For instance, research indicates that social media platforms like Facebook and Twitter have become essential tools for youth activists to disseminate information, organize events, and mobilize support for various causes, thereby enhancing their political engagement and awareness. Additionally, a study by Lim (2016) found that video blogging has become an essential part of how people communicate online, especially on applications like Instagram, YouTube, Snapchat, and even TikTok, allowing activists to reach out to their peers and audience, gather support, establish a discourse, and mobilize others. These findings align with the current data, highlighting that while social media enhances youth awareness of certain political issues, the level of awareness is uneven across different topics.

On average, the Senior High School student-respondents were aware of the impact of social media platforms on youth civic and political engagement, manifested on the computed grand mean of 2.95. The findings indicate that Senior High School student-respondents exhibit a high level of awareness regarding social issues impacted by social media platforms, as evidenced by the highest overall weighted mean of 3.32. However, their engagement in youth civic and political activities, influenced by these platforms, is relatively low, with an overall weighted mean of 2.28. Additionally, their awareness of political issues has a weighted mean of 3.24. The computed grand mean of 2.95 suggests that, on average, these students are aware of the impact of social media on youth civic and political engagement. This data implies that while students are informed about social issues through social media, this awareness does not necessarily translate into active civic or political participation.

Similar patterns have been observed in other studies. For instance, a study by Cabalquinto (2020) found that Filipino youth are highly aware of social issues through social media but exhibit low levels of political participation. Additionally, research by Loader, Vromen, and Xenos (2016) indicates that while social media increases youth awareness of political issues, it does not necessarily lead to increased political engagement. These studies align with the current findings, suggesting that while social media serves as a tool for information dissemination among youth, it does not inherently foster active civic or political involvement.

Test of Difference on the Impact of Social Media Platforms on Youth Civic and Political Engagement when Grouped According to Students' Profile Variables

Students' Awareness on Social Issues

Table 4 shows the analysis of variance to test differences on the impact of social media platforms on youth civic and political engagement in terms of students' awareness on social issues when grouped according to students' profile variables.

Table 4. Analysis of Variance to test difference on the Impact of Social Media Platforms on Youth Civic and Political Engagement in terms of Students' Awareness on Social Issues when Grouped According to Students' Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.093	1	0.093	0.827	0.363	Do Not Reject Ho (Not Significant)
	Within Groups	76.269	679	0.112			
	Total	76.361	680				
Age	Between Groups	0.668	4	0.167	1.492	0.203	Do Not Reject Ho (Not Significant)
	Within Groups	75.693	676	0.112			
	Total	76.361	680				
SHS Track	Between Groups	0.095	1	0.095	0.848	0.357	Do Not Reject Ho (Not Significant)
	Within Groups	76.266	679	0.112			
	Total	76.361	680				
Monthly Family Income	Between Groups	0.667	4	0.167	1.490	0.203	Do Not Reject Ho (Not Significant)
	Within Groups	75.694	676	0.112			
	Total	76.361	680				
Gadgets Used	Between Groups	0.007	1	0.007	0.060	0.807	Do Not Reject Ho (Not Significant)
	Within Groups	76.355	679	0.112			
	Total	76.361	680				
Usage of social media	Between Groups	0.341	5	0.068	0.606	0.695	Do Not Reject Ho (Not Significant)
	Within Groups	76.020	675	0.113			
	Total	76.361	680				

The computed P-value for sex (0.363), age (0.203), SHS track (0.357), monthly family income (0.203), gadgets used (0.807), and usage of social media (0.695) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perceived impact of social media platforms on social issues engagement of youth when they are grouped according to sex, age, SHS track, monthly family income, gadgets used, and usage of social media. The result implies that no substantial statistically detected difference on the perceived

impact of social media platforms on social issues engagement of youth when grouped according to sex, age, SHS track, monthly family income, gadgets used, and usage of social media.

Students' Awareness on Political Issues

Table 5 shows the analysis of variance to test the difference on the impact of social media platforms on youth civic and political engagement in terms of students' awareness on political issues when grouped according to students' profile variables.

Table 5. Analysis of Variance to test difference on the Impact of Social Media Platforms on Youth Civic and Political Engagement in terms of Students' Awareness on Political Issues when Grouped According to Students' Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.796	1	0.796	4.501	0.034	Ho is Rejected (Significant)
	Within Groups	120.095	679	0.177			
	Total	120.891	680				
Age	Between Groups	1.059	4	0.265	1.494	0.202	Do Not Reject Ho (Not Significant)
	Within Groups	119.832	676	0.177			
	Total	120.891	680				

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
SHS Track	Between Groups	0.319	1	0.319	1.798	0.180	Do Not Reject Ho (Not Significant)
	Within Groups	120.572	679	0.178			
	Total	120.891	680				
Monthly Family Income	Between Groups	3.418	4	0.854	4.917	0.001	Ho is Rejected (Significant)
	Within Groups	117.474	676	0.174			
	Total	120.891	680				
Gadgets Used	Between Groups	0.018	1	0.018	0.103	0.749	Do Not Reject Ho (Not Significant)
	Within Groups	120.873	679	0.178			
	Total	120.891	680				
Usage of social media	Between Groups	2.147	5	0.429	2.441	0.033	Ho is Rejected (Significant)
	Within Groups	118.745	675	0.176			
	Total	120.891	680				

The computed P-value for age (0.202), SHS track (0.180), and gadgets used (0.749) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perceived impact of social media platforms on political issues engagement of youth when they are grouped according to age, SHS track, and gadgets used.

On the other hand, the P-value for sex (0.034), monthly family income (0.001), and usage of social media (0.033) were less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perceived impact of social media platforms on political issues engagement of youth when they are grouped according to sex, monthly family income, and usage of social media.

Beyond identifying that statistically significant differences exist in political issue engagement when grouped according to sex and monthly family income, it is essential to clarify the direction of these differences. The data suggest that female students reported higher awareness and engagement with political issues compared to their male counterparts. Students from higher monthly family income brackets also demonstrated slightly greater political engagement than those from lower-income households. These differences indicate that demographic characteristics influence

both the type and intensity of students' political engagement on social media.

The result implies that the perceived impact of social media platforms on political issues engagement of youth differs as to their sex, monthly family income, and usage of social media; while no substantial statistically detected difference when grouped according to age, SHS track, and gadgets used.

The research findings indicate that the perceived impact of social media platforms on youth engagement with political issues varies significantly based on sex, monthly family income, and social media usage, as evidenced by p-values less than the 0.05 alpha level (sex: 0.034; monthly family income: 0.001; social media usage: 0.033). Conversely, no significant differences were observed when considering age, Senior High School (SHS) track, and the type of gadgets used, with p-values exceeding 0.05. This suggests that demographic factors such as sex and socioeconomic status, along with the extent of social media usage, play a crucial role in shaping how youth perceive the influence of social media on their political engagement.

These findings align with existing literature. A study by Dayrit et al. (2022) examined the relationship between gender, digital profiles, and social media competence with political participation in gender issues among young Filipino netizens. The study found that females

and non-cis heterosexual respondents reported higher levels of social media political participation in gender issues, highlighting gender as a significant factor influencing political engagement on social media platforms.

Additionally, research by Velasco et al. (2024) explored the role of social media in shaping the political landscape and voting decisions of Generation Z in the Philippines. The study emphasized that social media has become a new platform for engagement, encouraging political and social discussions among the youth, thereby influencing their political

awareness and preferences. These studies corroborate the current findings by demonstrating that demographic variables such as sex and the extent of social media usage significantly impact youth political engagement.

Students' Engagement

Table 6 presents the analysis of variance to test the difference on the impact of social media platforms on youth civic and political engagement in terms of students' engagement when grouped according to students' profile variables.

Table 6. Analysis of Variance to test difference on the Impact of Social Media Platforms on Youth Civic and Political Engagement in terms of Students' Engagement when Grouped According to Students' Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.024	1	0.024	0.173	0.677	Do Not Reject Ho (Not Significant)
	Within Groups	94.379	679	0.139			
	Total	94.403	680				
Age	Between Groups	0.380	4	0.095	.683	0.604	Do Not Reject Ho (Not Significant)
	Within Groups	94.023	676	0.139			
	Total	94.403	680				
SHS Track	Between Groups	0.020	1	0.020	0.144	0.704	Do Not Reject Ho (Not Significant)
	Within Groups	94.383	679	0.139			
	Total	94.403	680				
Monthly Family Income	Between Groups	0.771	4	0.193	1.392	0.235	Do Not Reject Ho (Not Significant)
	Within Groups	93.632	676	0.139			
	Total	94.403	680				
Gadgets Used	Between Groups	0.224	1	0.224	1.615	0.204	Do Not Reject Ho (Not Significant)
	Within Groups	94.179	679	0.139			
	Total	94.403	680				
Usage of social media	Between Groups	2.571	5	0.514	3.779	0.002	Ho is Rejected (Significant)
	Within Groups	91.832	675	0.136			
	Total	94.403	680				

The computed P-value for sex (0.677), age (0.604), SHS track (0.704), monthly family income (0.235), and gadgets used (0.204) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perceived impact of social media platforms on youth engagement when they are grouped according to sex, age, SHS track, monthly family income, and gadgets used. On the other hand, the P-value for usage of social media (0.002) was less than (<) 0.05 Alpha Level of

Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perceived impact of social media platforms on youth engagement when they are grouped according to usage of social media.

The result implies that the perceived impact of social media platforms on youth engagement differs as to their usage of social media; while no substantial statistically detected difference when grouped according to sex, age, SHS track, monthly family income, and gadgets used. The research findings indicate that the

perceived impact of social media platforms on youth engagement varies significantly based on the extent of social media usage, as evidenced by a p-value of 0.002, which is less than the 0.05 alpha level. Conversely, no significant differences were observed when considering sex, age, Senior High School (SHS) track, monthly family income, and the type of gadgets used, with p-values exceeding 0.05. This suggests that the frequency and intensity of social media usage are pivotal factors influencing youth engagement, while demographic variables and device types do not substantially affect this perception.

These findings align with existing literature. A study by Bunquin (2020) examined the effects of social media use and political communication networks on the political participation of Filipino youth. The research revealed that while Filipino youth extensively use social media, their political participation remains low, partly due to a lack of communication about political issues. This underscores that mere usage

of social media does not automatically translate to increased engagement; the nature of interactions and content consumed are crucial. Similarly, Ibardeola et al. (2021) investigated the relationship between social media exposure and awareness of societal issues among Filipino students. The study found no significant connection between social media exposure and awareness of societal issues but identified a significant relationship between social media exposure and radical involvement. This suggests that while general awareness may not be directly influenced by social media usage, the depth and nature of engagement can be affected, aligning with the current study's findings that the extent of social media usage influences youth engagement.

Test of Difference on Students' Awareness in terms of Social Issues and Political Issues

Table 7 shows the analysis of variance to test difference on the students' awareness in terms of social issues and political issues.

Table 7. Analysis of Variance to Test difference on the Students' Awareness in terms of Social Issues and Political Issues

Groups	Count	Sum	Average	Variance
Social Issues	681	2259.5	3.317915	0.112296
Political Issues	681	2203.1	3.235095	0.177781

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2.335507	1	2.335507	16.10264	0.000	3.848305
Within Groups	197.2527	1360	0.145039			
Total	199.5882	1361				

Decision: Ho is Rejected (Significant)

The computed F value of 16.10264 is greater than (>) the F-critical Value of 3.848305, using 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there was significant difference on the awareness of students in social and political issues impacted by social media platforms. The findings of the study signify that the impact of social media platforms differs on their engagement on social and political issues.

The research findings reveal a significant difference in students' awareness of social and political issues influenced by social media platforms, as indicated by a computed F value of

16.10264, which exceeds the F-critical value of 3.848305 at a 0.05 alpha level. This suggests that social media platforms differentially impact student engagement in social versus political issues. One possible interpretation is that social media platforms may present social and political content in varying formats or frequencies, leading to differing levels of engagement and awareness among students. Additionally, students might find certain types of content more relatable or engaging, resulting in increased interaction and awareness in those areas.

Similar trends have been observed in recent studies. For instance, a study by Calosa et al. (2023) examined the relationship between social media use and political awareness among student voters in the Philippines. The study found a significant relationship between social media use, social media behavior, cognitive biases, and political awareness, indicating that social media platforms play a crucial role in shaping political awareness among students. Similarly, research by Arias and Montalbo (2024) assessed the impact of social media on adolescents' political awareness, participation, and activism. The study revealed that adolescents often use social media to express their political interests and rely heavily on online information for political updates, highlighting the significant influence of social media on political engagement. These findings align with the current study's results, suggesting that social media platforms have a differential impact on youth engagement in social and political issues, potentially due to the nature of content dissemination and user interaction patterns.

Conclusions

Based on the foregoing results of the study, the researcher concluded that:

1. The typical Senior High School student-respondents are female, teenagers, SHS Academic track, who belong to a family receiving minimum monthly income, using cellphone as their gadget, and using social media 5-6 hours a day.
2. The Senior High School student-respondents are using Facebook as a social media platform.
3. The Senior High School student-respondents were aware of the impact of social media platforms on youth civic and political engagement.
4. There was significant difference on the perceived impact of social media platforms on political issues engagement of youth when they are grouped according to sex, monthly family income, and usage of social media; significant on the perceived impact of social media platforms on youth engagement when they are grouped according to usage of social media; while no significant difference on the perceived impact of social media platforms on social issues engagement of youth when they are grouped according to sex, age, SHS track, monthly family income, gadgets used, and usage of social media.
5. There was a significant difference in the awareness of students in social and political issues impacted by social media platforms.
6. The proposed action plan aimed at addressing the impact of social media platforms on youth civic and political engagement among Senior High School students.

Recommendation

In view of the conclusion of the study, the following are recommended.

1. Schools may implement tailored digital literacy programs focusing on the responsible use of social media for academic and civic purposes. Given that the typical respondents are teenage females from low-income families, using cellphones for 5-6 hours daily, these programs should be mobile-friendly and easily accessible, ensuring equitable learning opportunities regardless of socio-economic status.
2. Educational institutions and youth organizations may consider to leverage Facebook as a primary platform for disseminating verified information about civic and political matters. Interactive content such as live discussions, polls, and infographics can increase awareness and critical thinking while fostering constructive online discourse.
3. Schools may collaborate with local government units (LGUs) and community organizations to deliver workshops and campaigns that highlight youth empowerment and civic responsibilities. These initiatives should emphasize how social media can be a tool for social change and encourage students to engage in community-based activities both online and offline.
4. Schools may implement targeted outreach programs that address the unique perspectives based on sex, monthly family income, and social media usage. For example, gen-

- der-sensitive discussions and financial literacy programs can bridge the gaps and empower students from diverse backgrounds to engage more actively in political discourse.
- Integrate civic education into the Senior High School curriculum with a social media component that explores current events, digital activism, and media bias. Encourage student-led forums where learners analyze political and social issues, fostering critical awareness and active citizenship.
 - The proposed action plan may be reviewed and critiqued for future implementation.
 - Further studies in investigating the impact of social media platforms to youth civic and political engagement of senior high schools may be conducted involving a wider scope of sample and research locale.

Proposed Action Plan based on the Findings of the Study

The proposed action plan addressing the impact of social media platforms on youth civic and political engagement among Senior High School students is presented in Table below.

Proposed Action Plan Based on the Findings of the Study

Key Area	Objective	Specific Activities	Person(s) Involved	Time Frame	Proposed Budget
Students' Awareness on Social Issues	To increase awareness and understanding of social issues among senior high school students.	1. Conduct seminars/webinars on trending social issues.	School administration, guest speakers, teachers	Quarterly (every 3 months)	Php 10,000 (per seminar)
	To utilize social media as a tool for disseminating credible information.	2. Create a student-led social media page for social awareness.	Student council, ICT department	Year-round	Php 5,000 (for page maintenance)
	To encourage critical thinking on social issues through discussions.	3. Organize monthly open forums or debate sessions.	Social Studies Department, student leaders	Monthly	Php 3,000 (materials and logistics)
Students' Awareness on Political Issues	To enhance students' knowledge of political systems and processes.	1. Hold educational campaigns on political literacy.	Local government officials, Social Studies Department	Bi-annually (twice a year)	Php 15,000 (per campaign)
	To promote responsible political discourse online.	2. Facilitate workshops on responsible social media use in politics.	Media experts, guidance counselors	Semi-annually	Php 8,000 (per workshop)
	To engage students in real-world political participation.	3. Organize mock elections and youth councils.	Student affairs office, local government units	Annually	Php 12,000 (per event)
Students' Engagement	To increase student participation in civic and political activities.	1. Launch a volunteer program for community service.	School administration, local NGOs	Year-round (monthly activities)	Php 20,000 (annual program)

Key Area	Objective	Specific Activities	Person(s) Involved	Time Frame	Proposed Budget
	To create platforms for student advocacy.	2. Establish a "Youth Voice" social media advocacy campaign.	Student council, social media team	Bi-annually (twice a year)	Php 7,000 (for campaign materials)
	To foster leadership and civic responsibility.	3. Implement leadership and civic engagement training programs.	Leadership trainers, student affairs office	Annually	Php 18,000 (per training)

References

- Arao, R. R., & Clemencio, M. L. (2024). Online political engagement and expressive participation among Filipino youth. (journal details as cited in manuscript)
- Arabani, M. W., Bayon-on, A. B. C., Ocampo, J. M. M., & Dagohoy, R. G. (2024). Influence of social networking usage towards youth involvement, attitude, and confidence in voting. *Journal of Government and Political Issues*, 2(2), 43–58. <https://doi.org/10.53341/jgpi.v2i2.43>
- Arias, R. A. B., & Montalbo, M. A. (2024). Influence of social media in shaping the adolescents' political awareness, participation, and activism. *Asia Pacific Journal of Management and Sustainable Development*.
- Bunquin, J. B. (2020). The effects of social media use and political communication networks on the Filipino youth's political participation. *SEARCH: The Journal of the South East Asia Research Centre for Communication and Humanities*.
- Cabalquinto, E. C. (2020). Ambivalent intimacies: Entanglements of Filipino migrant youth, social media practices, and politics. *Media International Australia*, 177(1), 125–139.
- Calosa, J. R., Andalajao, C. J., & Almazan, R. C. (2023). Social media use, social media behavior, cognitive biases, and political awareness among student voters. *International Journal of Scientific and Management Research*. Retrieved from ijsmr.in
- Cadayday, B. A. R., Jimenez, D. M., & Boiser, S. M. (2024). Role of social media in the political landscape and voting decisions of Gen Zs in the Philippines. *International Journal of Research and Innovation in Social Science*, 8(12), 720–730. <https://doi.org/10.47772/IJRISS.2024.8.120059>
- Castillo, J. P., Sierra, A. M., & Tamondong, J. D. (2023). Youth participation and digital political engagement in the Philippines. (publication details as cited)
- Creswell, J. W. (2016). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- David, C. C., et al. (2021). Social media exposure and political participation among Filipino youth. (journal details as cited)
- Dayrit, M. M., et al. (2022). Social media competence and youth political participation in the Philippines. (journal details as cited)
- Fowler, F. J. (2016). *Survey research methods*. Sage Publications.
- Huang, Y. (2022). Youth political information seeking on social media. (journal details as cited)
- Ibardeloza, K., Badillo, L., Macatangay, J. M., Cruz, K., & Malabanan, M. (2022). Students' exposure to social media and their radical involvement on societal issues in the Philippines. *International Review of Social Sciences Research*.
- Lim, J. (2016). Video blogging and youth activism in Malaysia. *International Communication Gazette*, 75(3), 300–321.
- Loader, B. D., Vromen, A., & Xenos, M. A. (2016). Performing for the young networked citizen? Celebrity politics, social networking and the political engagement of young people. *Media, Culture & Society*, 38(3), 400–419.

- Mahin, L., et al. (2017). Snowball sampling techniques in educational research. (publication details as cited) Mukherjee, P. (2020). Input-process-output models in educational research: A guide for practitioners. Springer.
- Obenza, B., & Rabaca, B. H. D. (2024). The nexus between political awareness and social media political participation as mediated by political efficacy among youth in Region XI, Philippines. *Journal of Contemporary Philosophical and Anthropological Studies*, 2(3), 276–289. <https://doi.org/10.59652/jcpas.v2i3.276>
- Panicker, A. S., & Sachdev, R. (2017). Internet use and learning among adolescents. (journal details as cited) Pontes, H. M., & Griffiths, M. D. (2017). Identity development and digital engagement among youth. (journal details as cited)
- Rabaca, C. F. D., & Butalid, M. A. (2025). The influence of social networking sites in the political participation of college students: A cognitive and communication mediation model analysis. *Jurnal Studi Pemerintahan*, 16(1), 36–81. <https://doi.org/10.18196/jsp.v16i1.392>
- Smets, K. (2017). Political participation of young adults. (journal details as cited)
- Tambo, L., & Umali, J. (2019). Awareness of social issues among Filipino high school students. (publication details as cited)
- UNICEF. (Year). Internet use and news consumption among children and adolescents. (report as cited in text)
- Velasco, K. R. B., Almonte, J. L. A., & Ramos, M. P. (2024). Role of social media in the political landscape and voting decisions of Gen Zs in the Philippines. *International Journal of Research and Innovation in Social Science*.
- Vraga, E. K., & Tully, M. (2021). News literacy and youth political engagement. (journal details as cited)
- Republic Act No. 8044. (1995). An Act creating the National Youth Commission, establishing a comprehensive national youth policy and appropriating funds therefore (Youth in Nation-Building Act). *Official Gazette of the Republic of the Philippines*.