SOCIAL MEDIA ENGAGEMENT: ITS RELATION TO THE PSYCHOSOCIAL ATTRIBUTES OF SELECTED JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study entitled Social Media Engagement: Its relation to the Psychosocial Attributes of Selected Junior High School Students was conducted to specifically answer the following questions: What is the status of Social Media Engagement as to; Social Media Platform; Social Media Content; and Screentime? What is the level of psychosocial attributes in terms of Interpersonal Relationship; Life Satisfaction; Online Socialization; and Social Interaction? Is there a significant relationship between social media engagement and psychosocial attributes of selected junior high school students of Masico National High School?

Based on the data gathered, the findings of the study were as follows: (1) the status of social media engagement as to social media platform, social media content and screentime were generally high, this means that students are using different social media platforms that are educational and value their privacy, also, they are very cautious on what they will post or follow online and they set limit on using different mobile devices; (2) the level of psychosocial attributes in terms of interpersonal relationship was high while in terms of life satisfaction, online socialization and social interaction were very high, this means that students build strong relationship within their peers with the use of social media. They collaborate and work together. Also, students use social media to be motivated and have a positive outlook in life. They communicate but with limitations and valuing one's privacy; and (3) the result revealed that social media engagement has a significant relationship to the psychosocial attributes of selected junior high school students, this means that by using different social media platform, students develop a strong interpersonal relationship through continuous communication. Students choose contents that will motivate and help them grow as a person. Social media exposure greatly influences different aspects of students' lives.

Based on the findings, social media engagement as to social media platform, social media content and screentime have a significant relationship to the psychosocial attributes of selected junior high school students in terms of interpersonal relationship, life satisfaction, online socialization and social interaction. Therefore, the null hypothesis stating that "Social media engagement has no significant relation to the psychosocial attributes of selected junior high school students" was rejected.

In view of the findings and conclusion of the study, the researcher recommends that teachers of Masico National High School may integrate the use of different social media platforms that promotes learning. There are a lot of social media

platforms that are intended for learning and fun for the students to explore.

1. Main text

Introduction

Social media is a tool that is popular these days thanks to its user-friendly features. Social media platforms like facebook, Instagram, youtube, twitter and more are giving everyone a chance to connect with each other despite distances. People of all ages uses social media to communicate, share, learn, raise awareness or to just simply be updated everyday. Social media applications and websites offers various contents that will surely catch the interest of netizens like vlogs, articles, ebooks, images, videos, etc. People can easily choose the social media content that they want whether it is educational, collaborative, interactive, inspirational, or entertaining.

Youth especially students today are hooked in using social media. They spend a lot of time browsing, searching, posting and watching on different social media platforms. Oberiri and Greg (2017) observed that most utilized social networking site was Facebook hence only very few students use the sites for academic progress or development. While the most encountered problems are receiving unwanted comments, pictures, and videos, however, the idea of social media was to keep this global world more connected, but it has done more than that, it has become the fourth meal of the day for the younger generations. With this instance, just as much as they are exposed to social media, they can be easily influenced with what's in it. Due to their curiosity, they want to explore and try what is new and trending to be able to fit into the "virtual society". Social media is now considered as part of our everyday life.

Like how there are always two sides to a coin, the same goes for social media. It has a good and bad side depending on how someone uses it. One thing that social media truly influenced is the psychosocial attributes of the user. Psychosocial attributes include the emotional, mental and social aspects. According to Vizzoto, A.D. et.al (2013), psychosocial characteristics is a term used to describe the influences of social factors on an individual's mental health and behavior. Social media offers a lot of things that become the contributing factors on the psychosocial attributes of a person. The psychosocial change of a person varies on how he/she uses social media and how he/she accepts and responds to what he/she saw or watch either be it is a positive or negative one.

The purpose of this study is to know the relation of social media engagement to the psychosocial attributes of junior high school students. Social media is very popular among students especially in this new normal in education that communication and exchange of information is usually done virtually or online. Thus, this study is

very relevant and timely. The relation of social media engagement to the psychosocial attributes of junior high school students may vary depending on the use of a certain person and how he/she manages and filters everything that is on social media platforms.

Background of the Study

Social media platforms have become common; giving young people a new way to interact with each other and communicate with the world. Social networking became popular between 2004 and 2006, after Facebook and MySpace were created. Facebook, for example has over 500 million members and it is still growing. This is not only true for Facebook, but numbers for YouTube users also closely follow as well.

Social networking websites provide tools by which people can communicate, share information, and create new relationships. With the popularity of social networking websites on the rise, our social interaction is affected in multiple ways as we adapt to our increasingly technological world. The way web users interact and talk to each other has changed and continues to change. These users now socialize through the internet, and it takes away from the person socialization that has been around forever. Social networking websites have affected our social interaction by changing the way we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships.

The rapid advancement of media technology has a great impact on the way people communicate daily. The growing dimension of the use of social media among the youth of today cannot be over emphasized. Over the years, social networking among students has become more and more popular because of user-friendly applications and websites and easy access to cellphones, tablets and laptops. Social media is a way to make connections. Social networking is a way that helps people feel that they belong to a community or society.

Social media surely makes everything easy and accessible anytime anywhere. It can be use and such a great help in everything like researching, news update, current events, online shopping, food delivery and many other stuffs. While social media has a lot of advantages that netizens can surely enjoy, there are also negative aspects that every social media user must take note of. It is actually in the user's hand on how he/she uses social media, its good and bad effects all defend on his priority. Some of the negative effects of social media are cyberbullying, hacking of accounts or personal data, security and privacy issues, decreases face-to-face communication skills, spreading of fake news, ruining of one's reputation, addiction in using social media and

many more to mention.

It is very alarming to know that although social media helps in a lot of way, but also, it can produce negative effects instantly. It is a very timely study because in the new normal in education, it is very essential to use different social media platforms that helps the students undergoing different distance learning modalities. Also, different applications and websites are always updating and offering something new to the public that makes the netizens engaged even more to their social media platforms. The result of this study will show how much social media usage influences the psychosocial behavior of a junior high school students. On how social media affects different aspects of student's life. These effects are present because of how much students let social media affect their life on daily basis depending on how they use it.

Statement of the Problem

This study aimed to determine the relation of social media engagement to the psychosocial attributes of selected Junior High School students of Masico National High School.

Specifically, this study sought answers to the following questions:

1. What is the status of Students' Social Media Engagement as to:

    1.1 Social Media Platform;

    1.2 Social Media Content; and

    1.3 Screentime?

2. What is the level of Students' Psychosocial Attributes in terms of:

    2.1 Interpersonal Relationship;

    2.2 Life Satisfaction;

    2.3 Online Socialization; and

    2.4 Social Interaction?

3. Is there a significant relationship between social media engagement and psychosocial attributes of selected junior high school students of Masico National High School?

Research Methodology

I. Research Design

The study used the descriptive method of research to determine the relation of social media engagement to

the psychosocial attributes of selected junior high school students of Masico National High School, School Year 2021-2022.

As stated by McCombes (2019), descriptive research aims to describe a population, situation or phenomenon accurately and systematically. It can use a wide variety of research methods to investigate one or more variables. Descriptive research is an appropriate choice when the research's aim is to identify characteristics, frequencies, trends, and categories.

The junior high school students described their social media engagement and its relation to their psychosocial attributes by answering the survey questions related to different scenarios applicable to their experiences in using social media.

II. Respondents of the Study

The respondents of this study were one hundred forty-seven (147) Grades 7-10 students of Masico National High School, Pila District. The respondents were 20% of the population per year level which includes thirty-nine (39) Grade 7 students, thirty-nine (39) Grade 8 students, thirty-three (33) Grade 9 students and thirty-six Grade 10 students.

The researcher used the quota sampling technique which is a type of non-probability sampling where researchers will form a sample of individuals who are representative of a larger population. The population in Masico National has a total of 735 students from Grades 7-10. The researcher gets the 20% of the population per grade level using the quota sampling to serve as respondents of the study. A total of 147 students from Grades 7-10 students become the respondents of the study in which they are willing to share their opinion and experiences associated with their social media engagement.

III. Research Procedure

The researcher reviewed relevant theories and literature related to the study. After which, the researcher prepared research made questionnaire to elicit responses geared to answer the problems associated with the study.

For the assurance, validity and reliability of the major instrument, the researcher formally approached the Division Superintendent of the Schools Division Office of Laguna and the Principal of Masico National High School to ask permission for the distribution of questionnaires to the junior high school students.

The questionnaire was validated through content validation. According to Rusticus (2014), content

validation refers to the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure. The distribution of questionnaires was done online through chat, email, text message or phone call. The participants were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. The response of the respondents was sent the same way it was distributed. Then after the data gathering and analysis were conducted, it was the collated, summarized and analyzed. The results were presented in textual, tabular, and graphical form as necessary.

IV. Research Instrument

The researcher used a self-made questionnaire which was content validated by the panel of examiners. The first part of the questionnaire contains questions intended for the social media engagement of students that includes social media platform, social media content and screentime. The second part of the study includes questions regarding the psychosocial attributes of students which includes interpersonal relationship, life satisfaction, online socialization and social interaction. The questions were answered using a Likert rating scale of 1-5 which as follows:

Description	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

V. Statistical Treatment

Statistical treatment was used to analyze and interpret the data. After the questionnaire was administered to respondents, all the data were gathered, analyzed, tabulated and interpreted.

To determine such research problems, the following statistical treatments were used and implied.

Statement of the Problem	Statistical Treatment
1. To determine the status of social media engagement as to social media platform, social media content and screentime.	• Weighted Mean • Standard Deviation
2. To determine the level of psychosocial attributes in terms of interpersonal relationship, life satisfaction, online socialization and social interaction.	• Weighted Mean • Standard Deviation
3. To determine the significant relationship between social media engagement and	• Multiple Regression

psychosocial attributes of selected junior high school students.	

Theoretical Framework

There are various theories about human development and behavior that can serve as a basis for psychological attributes study. They give insight into how people interact, learn and more specifically, how they develop and adapt behavior. There were four theories that were considered in learning more about this study: the Social Learning Theory, Symbolic Interactionism, Structural Functionalism and Uses and Gratifications Theory.

Social Learning Theory (SLT) was increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioral change according to Muro & Jeffrey (2008). This theory is based on the idea that people learn from their interactions with one another in a social context. By observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. SLT has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory encompasses attention, memory, and motivation. However, Bandura (1977) believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviors by watching other people. According to the elements of this theory, there are three general principles for learning from each other: observation, imitation and modelling.

Based on these general principles, learning can occur without a change in behavior, people can learn through observation alone, their learning may not necessarily be shown in their performance.

Second theory was symbolic interactionism. According to Crossman (2020), it is a framework in sociological theory that relies on the symbolic meaning people develop and build upon in the process of social interaction. According to this framework, society is socially constructed through human interpretation. It is because symbolic interactionism examines society by analyzing subjective meanings humans impose on objects, behaviors, and events. Subjective meanings are important in this framework because humans behave not based on what is objectively true but based on what they believe. Moreover, it is these subjective meanings or interpretations that form the social bonds in symbolic interactionism. Thus, most research studies on symbolic interactionism are based

on individuals' observations.

As people acquire symbols, they become empowered to interact with each other using those symbols. They acquire symbols because of other people symbolically interacting with them. Through symbolic interactions, people acquire information and ideas, understand our own experiences and those of others, share feelings, and come to know other people. Because of the media's power, it can construct symbols on its own. Social media offers different symbols from its different users that it depends on the people on how they would like to interpret those symbols that they see on the internet. People acquire different symbols because they continuously communicate with one another. It is now on how people would interpret what they saw and how would they respond or react to it.

The third theory was structural functionalism. According to De La Ossa (2021), it is a framework for the sociological theory that sees society as a complex system whose parts work together to promote solidarity and stability. In other words, functionalism looks at each part of the society in terms of function and how it contributes to the stability of the whole society. According to this theory, all parts of society are dependent on each other. These different parts usually refer to various institutions in society, which fulfil different needs of people; each of these has a particular role and contribute to society.

Early sociologists used the analogy of a human body to describe society. According to these theorists, understanding any organ in the body involved an understanding of its relationship to other organs and its contribution towards the maintenance of the organism. Similarly, if people want to understand a particular part of society, they need to analyze its relationship to other parts as well as its contribution to the stability and solidarity of society.

Social media is a great tool to communicate and understand one other. Nowadays that technology is very relevant, people must use it at its best not only for themselves but also for the society. For example, in this new normal in our society because of the pandemic, social media makes it possible to connect with one another although it is impossible to meet personally. Social media makes it easy to comply with what our society needs anytime and anywhere.

The last theory in relation to social media engagement was uses and gratifications theory. According to Vinney (2019) this theory asserts that people use media to gratify specific wants and needs. Unlike many media

theories that view media users as passive, uses and gratifications sees users as active agents who have control over their media consumption. Uses and gratifications characterizes people as active and motivated in selecting the media they choose to consume.

The theory relies on two principles: media users are active in their selection of the media they consume. From this perspective, people don't use media passively. They are engaged and motivated in their media selections Second, people are aware of their reasons for selecting different media options. They rely on their knowledge of their motivations to make media choices that will help them meet their specific wants and needs. People are usually in control of media and therefore are not particularly influenced by it. Taken together, uses and gratifications theory stresses the power of the individual over the power of the media. Individual differences mediate the relationship between media and their effects. This results in media effects being driven as much by the media user as by the media content itself. So, even if people take in the same media message, everyone will not be impacted by the message in the same way.

These theories were very relevant on the relation of social media engagement on the psychosocial attributes because students can learn behavior through their "virtual" environment. From the amount of exposure of students to different social media platforms, it will not be surprising if they will be influenced by it. Students can easily adopt what they saw and watch on different social media platforms. As students browse on different apps and sites, various contents may catch their attention and interest. Through this, they may adopt certain behaviors from the lifestyle and clothes to hobbies and trends. It is very easy to imitate and be influenced by such things on social media. Therefore, students must be very careful on the things that they will post online and who and what to follow online. They must set limitations and value their privacy.

Results and Discussion

Status of Students' Social Media Engagement

The first problem of this study focused on the social media engagement of selected junior high school students which includes social media platform, social media content and screentime.

Three variables were listed to measure the social media engagement of selected junior high school students. First variable is social media platform. There are different social media platforms that are very popular among students like facebook, instagram, tiktok, youtube, twitter, etc. Students can learn how to use every social

media platform right away because these platforms are user friendly. Second variable is social media content. There are various contents that students look into a social media platform whether it is for entertainment, educational, inspirational, etc. Students indulge on different social media platforms because different contents catch their interest and attention. Third variable is screentime, it is about the amount of time a person spends on using different social media platforms. Social media nowadays has a lot to offer that's why every user spends most of their time browsing and surfing these platforms.

The status of social media engagement was measured by considering the items in the questionnaire on the following indicators: social media platform, social media content and screentime.

Table 1. Status of Students' Social Media Engagement as to Social Media Platform

STATEMENT	MEAN	SD	REMARKS
1. I educate myself through installing applications and websites that help me to learn something.	4.05	0.82	Often
2. I manage my social media feed by filtering only content that I genuinely like or find useful.	3.96	0.81	Often
3. I share and send positive and motivational content to my friends and followers.	3.99	0.87	Often
4. I visit apps and websites that make me feel secure and value my privacy.	4.27	0.86	Always
5. I follow and join sites and apps that are good for my well-being.	4.16	0.83	Often

Overall Mean = 4.09
Standard Deviation = 0.84
Verbal Interpretation = High

Legend:

Description	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

Table 1 illustrates the status of social media engagement as to social media platform. Among the statements above, "I visit apps and websites that make me feel secure and value my privacy" yielded the highest mean score (M=4.27, SD=0.86) and was remarked as Always. This is followed by "I follow and join sites and apps that are good for my well-being" with a mean score (M=4.16, SD=0.83) and was remarked as Often. On the other hand, the statement "I manage my social media feed by filtering only content that I genuinely like or find useful" received the lowest mean score of responses with (M=3.96, SD=0.81) yet was also remarked Often.

Overall, the status of social media engagement as to social media platform attained a mean score of 4.09 and a standard deviation of 0.84 and interpreted High among the students.

This means that in terms of social media platform, students are using platforms that will educate them and

also promote positivity and value the user's privacy.

According to Bryant, A. (2018), today, media is connected to almost everything that humans interact with. Almost every week there is something new being discussed in the field of technological study field regarding media. Whether it is a new app, new phone, and a new song.

Table 2. Status of Students' Social Media Engagement as to Social Media Content

STATEMENT	MEAN	SD	REMARKS
1. I visit websites that contain only useful and appropriate content.	4.04	0.80	Often
2. I avoid posting embarrassing and hurtful content.	4.16	0.89	Often
3. I am cautious of sharing too much.	3.97	0.84	Often
4. I stay up to date with news and current events.	4.00	0.82	Often
5. I seek knowledgeable and entertaining content.	4.16	0.83	Often

Overall Mean = 4.07
Standard Deviation = 0.83
Verbal Interpretation = High

Legend:

Description	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

Table 2 illustrates the status of social media engagement as to social media content. Among the statements above, "I avoid posting embarrassing and hurtful content" and "I seek knowledgeable and entertaining content" yielded the highest mean score (M=4.16, SD=0.89) and (M=4.16, SD=0.83) respectively, and were remarked as Often. This is followed by "I visit websites that contain only useful and appropriate content" with a mean score (M=4.04, SD=0.80) and was also remarked as Often. On the other hand, the statement "I am cautious of sharing too much" received the lowest mean score of responses with (M=3.97, SD=0.84) yet was also remarked Often.

Overall, the status of social media engagement as to social media content attained a mean score of 4.07 and a standard deviation of 0.83 and interpreted High among the students.

This means that in terms of social media content students are very cautious on what they will post or follow online. They seek for content that is valuable and educational for them rather than what is always in trend.

In a study by Bryant, A. (2018) social media is connected to almost everything that humans interact with. It can be used in education, finance, entertainment, and social interactions. Almost every week there is something new being discussed in the field of technological study field regarding media.

Table 3. Status of Students' Social Media Engagement as to Screen time

STATEMENT	MEAN	SD	REMARKS
1. I get myself busy when I don't use my phone or other gadgets.	4.12	0.83	Often

2. I make sure that I set a time limit on playing games.	4.14	0.82	Often
3. I take time to unplug. I put my phone away during meals and family time.	4.44	0.81	Always
4. I put my phone away an hour before I go to bed.	4.06	0.86	Often
5. I turn off or limit notifications on my phone to less likely reach for it.	4.06	0.82	Often

Overall Mean = 4.16
Standard Deviation = 0.84
Verbal Interpretation = High

Legend:

Description	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

Table 3 illustrates the status of social media engagement as to screen time. Among the statements above, "I take time to unplug. I put my phone away during meals and family time" yielded the highest mean score (M=4.44, SD=0.81) and was remarked as Always. This is followed by "I make sure that I set a time limit on playing games" with a mean score (M=4.14, SD=0.82) and was remarked as Often. On the other hand, the statements "I put my phone away an hour before I go to bed" and "I turn off or limit notifications on my phone to less likely reach for it" received the lowest mean score of responses with (M=4.06, SD=0.86) and (M=4.06, SD=0.82) respectively, yet were also remarked Often.

Overall, the status of social media engagement as to screen time attained a mean score of 4.16 and a standard deviation of 0.84 and interpreted High among the students.

This means that in terms of screentime, students can manage when to unplug. They set limit on using different mobile devices.

In an article by Forbes (2020), even as states have loosened restrictions and people have started to get back "out into the world," screen time including the use of social media, has continued to rise among children and teens. While much of this has resulted from the novel coronavirus pandemic, which has forced young people into isolation, there are still calls for parents to balance screen time due to its impact on kids' mental health and general wellbeing. One of the concerns isn't just more screen time, but how much more.

Level of Students' Psychosocial Attributes

The level of psychosocial attributes of selected junior high school students was measured by considering the items in the questionnaire on the following indicators: interpersonal relationship, life satisfaction, online

socialization and social interaction.

Table 4. Level of Students' Psychosocial Attributes in terms of Interpersonal Relationship

STATEMENT	MEAN	SD	REMARKS
1. I collaborate and work well together with others.	3.99	0.81	Often
2. I motivate other people by sharing things that promote positivity.	4.10	0.82	Often
3. I promote empathy and kindness towards other people.	4.35	0.75	Always
4. I join worthwhile causes; raise awareness on important issues.	3.92	0.78	Often
5. I found new friends and communities; network with other people who share similar interests or ambitions.	4.08	0.86	Often

Overall Mean = 4.09
Standard Deviation = 0.81
Verbal Interpretation = High

Legend:

Description	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

Table 4 illustrates the level of psychosocial attributes in terms of interpersonal relationship. Among the statements above, "I promote empathy and kindness towards other people" yielded the highest mean score (M=4.35, SD=0.75) and was remarked as Always. This is followed by "I motivate other people by sharing things that promote positivity" with a mean score (M=4.10, SD=0.82) and was remarked as Often. On the other hand, the statement "I join worthwhile causes; raise awareness on important issues" received the lowest mean score of responses with (M=3.92, SD=0.78) yet was also remarked Often.

Overall, the level of psychosocial attributes in terms of interpersonal relationship attained a mean score of 4.09 and a standard deviation of 0.81 and interpreted High among the students.

It means that in terms of interpersonal relationship, students build strong relationship within their peers with the use of social media. They collaborate and work well together.

As stated by Arnold and Paulus (2010), the fast advancement of information and communication technology has prompted the innovative integration of social media into contemporary instructional applications and procedures. Social media refers to a set of web-based tools and services aimed at fostering community growth via cooperation and sharing of information. These technologies allow users to express themselves while also interacting with other people. Blogs, media (audio, photo, video, text), sharing tools, networking platforms and virtual worlds are examples of social media.

Table 5. Level of Students' Psychosocial Attributes in terms of Life Satisfaction

STATEMENT	MEAN	SD	REMARKS
1. I use social media intentionally and focus on valuable information and learning.	4.22	0.81	Always
2. I follow and share positive stories that make me confident and positive about life.	4.27	0.82	Always
3. I avoid comparing myself to others.	4.02	0.90	Often
4. I try new things and break out of my routine to improve myself.	4.21	0.79	Always
5. I express myself but with limitations.	4.27	0.81	Always

Overall Mean = 4.20
Standard Deviation = 0.83
Verbal Interpretation = Very High

Legend:

Description	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

Table 5 illustrates the level of psychosocial attributes in terms of life satisfaction. Among the statements above, "I follow and share positive stories that make me confident and positive about life" and "I express myself but with limitations" yielded the highest mean score (M=4.27, SD=0.82) and (M=4.27, SD=0.82) respectively, and were remarked as Always. This is followed by "I use social media intentionally and focus on valuable information and learning" with a mean score (M=4.22, SD=0.81) and was also remarked as Always. On the other hand, the statement "I avoid comparing myself to others" received the lowest mean score of responses with (M=4.02, SD=0.90) yet was remarked Often.

Overall, the level of psychosocial attributes in terms of life satisfaction attained a mean score of 4.20 and a standard deviation of 0.83 and interpreted Very High among the students.

This means that in terms of life satisfaction, students don't set the standards based on what they saw on social media apps/sites, instead, they use social media to be motivated and have a positive outlook on life.

According to Talatu et.al (2018), today's younger generation is hooked on social media, and this digital landscape has put increased pressure on teenagers. Formerly, communication and free sharing of thoughts between individuals was limited due to distances, but now even with the barriers of nationality or religion, the flow of information and knowledge is still continuing through the new globalization of social media.

Social networking platforms provide students with new chances and challenges for self-expression (their

likes and dislikes) as well as instant feedback. Most students share their opinions with both known and unknown recipients. They openly communicate their opinions, which were formerly secret or held for a select few, with various degrees of correctness, honesty, and openness. Students can also join online or social groups that mirror areas of their personality that they want to learn more about or develop.

Table 6. Level of Students' Psychosocial Attributes in terms of Online Socialization

STATEMENT	MEAN	SD	REMARKS
1. I protect myself and others by being mindful of everything I do online.	4.46	0.74	Always
2. I avoid falling into the negativity trap of social media by controlling my social media feeds.	4.29	0.79	Always
3. I keep my social media profile private to limit others from accessing my personal information.	4.16	0.86	Often
4. I think before posting or sharing anything online.	4.45	0.77	Always
5. I share things that can motivate and inspire other people.	4.29	0.82	Always

Overall Mean = 4.33
Standard Deviation = 0.80
Verbal Interpretation = Very High

Legend:

Description	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

Table 6 illustrates the level of psychosocial attributes in terms of online socialization. Among the statements above, "I protect myself and others by being mindful of everything I do online" yielded the highest mean score (M=4.46, SD=0.74) and was remarked as Always. This is followed by "I think before posting or sharing anything online" with a mean score (M=4.45, SD=0.77) and was also remarked as Always. On the other hand, the statement "I keep my social media profile private to limit others from accessing my personal information" received the lowest mean score of responses with (M=4.16, SD=0.86) yet was remarked Often.

Overall, the level of psychosocial attributes in terms of online socialization attained a mean score of 4.33 and a standard deviation of 0.80 and interpreted Very High among the students.

In terms of online socialization, the students secured bond with other people through the use of different social media platforms, but they make sure that it has limitations, and they are secured and protected.

Boateng and Amankwaa (2016) defined social media as the application that allows users to converse and interact with each other. It is an online space that is used by people to connect, share, communicate or maintain connection with others. Social media is an online platform which enables people to build social networks or

relations with other people.

Table 7. Level of Students' Psychosocial Attributes in terms of Social Interaction

STATEMENT	MEAN	SD	REMARKS
1. I use other people's posts as an inspiration rather than a comparison.	3.99	0.82	Often
2. I learn about privacy settings and review them often.	4.31	0.78	Always
3. I monitor my screen time and make sure that I set limits in using apps/websites.	4.16	0.86	Often
4. I seek and give support to others.	4.31	0.82	Always
5. I communicate and stay up to date with family and friends around the world.	4.37	0.81	Always

Overall Mean = 4.23
Standard Deviation = 0.83
Verbal Interpretation = Very High

Legend:

Description	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

Table 7 illustrates the level of psychosocial attributes in terms of social interaction. Among the statements above, "I communicate and stay up to date with family and friends around the world" yielded the highest mean score (M=4.37, SD=0.81) and was remarked as Always. This is followed by "I learn about privacy settings and review them often" and "I seek and give support to others" with a mean score (M=4.31, SD=0.78) and (M=4.31, SD=0.81) respectively, and were also remarked as Always. On the other hand, the statement "I use other people's posts as an inspiration rather than a comparison" received the lowest mean score of responses with (M=3.99, SD=0.82) yet was remarked Often.

Overall, the level of psychosocial attributes in terms of social interaction attained a mean score of 4.23 and a standard deviation of 0.83 and was Very High among the students.

Based on the result, students communicate with other people every day. Social media is a great help in making it possible. Communication but with limitations and valuing one's privacy.

As stated by to Brailovskaia et al. (2020) the rapid development of Web technologies has caused increased usage of OSN sites among individuals. OSNs allow individuals to present themselves via virtual communities, interact with their social networks, and maintain connections with others. Therefore, the use of OSNs has continually attracted young adults, especially students. Given the popularity of OSNs and the increased number of

students of different ages, many education institutions (e.g., universities) have used them to market their educational programs and to communicate with students. The popularity and ubiquity of OSNs have radically changed education systems and motivated students to engage in the educational process. The children of the twenty-first century are technology-oriented, and thus their learning style differs from previous generations. Students in this era have alternatives to how and where they spend time learning. OSNs enable students to share knowledge and seek help from other students.

Table 8. Significant Relationship between Social Media Engagement and Psychosocial Attributes of Selected Junior High School Students

Social Media Engagement	Psychosocial Attributes	Computed r value	Strength	Critical r value	p-value	Analysis
Social Media Application/ Website	Interpersonal Relationship	0.599	Strong	0.197	0.000	Significant
	Life Satisfaction	0.576	Moderate	0.197	0.000	Significant
	Online Socialization	0.424	Moderate	0.197	0.000	Significant
	Social Interaction	0.524	Moderate	0.197	0.000	Significant
Social Media Content	Interpersonal Relationship	0.572	Moderate	0.197	0.000	Significant
	Life Satisfaction	0.563	Moderate	0.197	0.000	Significant
	Online Socialization	0.552	Moderate	0.197	0.000	Significant
	Social Interaction	0.588	Moderate	0.197	0.000	Significant
Screen time	Interpersonal Relationship	0.608	Strong	0.197	0.000	Significant
	Life Satisfaction	0.680	Strong	0.197	0.000	Significant
	Online Socialization	0.625	Strong	0.197	0.000	Significant
	Social Interaction	0.583	Moderate	0.197	0.000	Significant

Legend:

Range	Verbal Interpretation
±0.80 - ±1.00	Very Strong
±0.60 - ± 0.79	Strong
±0.40 - ±0.59	Moderate
±0.20 - ±0.39	Weak
±0.00 - ±0.19	Very Weak

Table 8 presents the significant relationship between the social media engagement and psychosocial attributes of selected junior high school students.

Social Media Platform is observed to have a significant strong relationship with Interpersonal Relationship (r=0.599) and a moderate relationship with Life Satisfaction (r=0.576), Online Socialization (r=0.424), and Social Interaction (r=0.524). This is evident from the computed r values that are greater than the critical r values and from the p-values of 0.000 which are less than the significance alpha of 0.05.

Based on the result, by using different social media platform, students develop a strong interpersonal relationship with one another through continuous communication. Also, social media platforms give students some sort of life satisfaction and engaged them on online socialization and interaction.

Similarly, Social Media Content is observed to have a significant moderate relationship with Interpersonal Relationship (r=0.572), Life Satisfaction (r=0.563), Online Socialization (r=0.552), and Social Interaction (r=0.588). This is also suggested from the computed r values that are greater than the critical r values and from the p-values which are less than the significance alpha.

Based on the result, students choose contents that will motivate them to have satisfaction in life also, content that boost students' relationship with other people that help them grow as a person.

Finally, Screen Time is observed to have a significant strong relationship with Interpersonal Relationship (r=0.608), Life Satisfaction (r=0.680), and Online Socialization (r=0.625) and a moderate relationship with Social Interaction (r=0.583). This is also implied from the computed r values that are greater than the 0.197 and from the p-values which are 0.000 and are less than the significance alpha.

Based on the result, the amount of time that students allocate on using social media plays a vital role on how they view life and how they will interact with other people. Social media exposure greatly influences different aspects of students' lives.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "Social media has no significant relation to the psychosocial attributes of junior high school students" is rejected.

In a study by Talatu, et.al. (2018), the increase in internet usage and advancement in technology, social media networking will continue to be reckon with as part and parcel of everyday life. Social media is a vast field of communication where barriers are fast fading while the growing need for access to data is now of great

significance. This will continue to influence activities of adolescents and youths within this global world. This unfortunately has become detrimental to students' academic performance and psychosocial behaviour, hence on the other hand when put to proper use will enhance both.

Summary of Findings

This study determined the relation of social media to the psychosocial attributes of selected junior high school students of Masico National High School. Specifically, the study sought answers to the following questions: What is the status of Social Media Engagement as to 1.1 Social media application/website, 1.2 Social Media Content and 1.3 Screentime? What is the level of psychosocial attributes in terms of: 2.1 Interpersonal Relationship, 2.2 Life Satisfaction, 2.3 Online Socialization and 2.4 Social Interaction? Is there a significant relationship between social media engagement and psychosocial attributes of selected junior high school students of Masico National High School?

The researcher used the descriptive method of research to find out the necessary data and information, by the process of collection, collections and records needed and reliable sources of information. Unstructured type of questions was the instrument used in collecting data. Statistically, the researcher used mean and standard deviation to determine the social media engagement and the level of psychosocial attributes of selected junior high school students. Also, multiple regression was used to determine the significant relationship of social media to the psychosocial attributes of selected junior high school students of Masico National High School.

One hundred forty-seven (147) junior high school students of Masico National High School were the respondents of this study.

Based on the data gathered, the findings of the study were as follows: (1) the status of social media engagement as to social media platform, social media content and screentime were generally high, this means that students are using different social media platforms that are educational and value their privacy, also, they are very cautious on what they will post or follow online and they set limit on using different mobile devices; (2) the level of psychosocial attributes in terms of interpersonal relationship was high while in terms of life satisfaction, online socialization and social interaction were very high, this means that students build strong relationship within their peers with the use of social media. They collaborate and work together. Also, students use social media to be motivated and have a positive outlook in life. They communicate but with limitations and valuing one's privacy;

and (3) the result revealed that social media engagement has a significant relationship to the psychosocial attributes of selected junior high school students, this means that by using different social media platform, students develop a strong interpersonal relationship through continuous communication. Students choose contents that will motivate and help them grow as a person. Social media exposure greatly influences different aspects of students' lives.

Conclusion

Social media engagement as to social media platform, social media content and screentime have a significant relationship to the psychosocial attributes of selected junior high school students in terms of interpersonal relationship, life satisfaction, online socialization and social interaction. Therefore, the null hypothesis stating that "Social media engagement has no significant relation to the psychosocial attributes of selected junior high school students" was rejected.

Recommendations

Based on the conclusion drawn from the study, the following were hereby recommended:

1. Students may choose social media platforms that will help them learn and have a positive impact on their lives and also be aware of what they will post on social media to secure their privacy.

2. Parents may supervise the applications and websites that their child is visiting or using. Also, monitor the things their child is doing on every social media platform and the amount of time or screentime intended for using mobile devices.

3. Teachers may integrate the use of applications and websites that promotes learning. There are a lot of social media applications and websites that are intended for learning and fun for the students to explore.

4. Content creators and influencers may choose or create contents that are suited for every user. They may create content that will help their viewer learn something or to have a positive outlook in life. Content creators may be very careful on what content they will choose to upload because it can affect their viewers and followers knowing how accessible social media is nowadays.

5. ICT programmers and software industry may produce user-friendly applications and websites. Create platforms that are useful to all users and have a positive impact on them.

6. Masico National High School may use the result of the study to promote social media engagement in a positive way and explain how it affects the psychosocial attributes of the users especially students.

7. To the Future Researchers, a parallel study could be done to negate, confirm or improve the result of the present study.

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