**An Assessment of Senior High School Students’ Digital Literacy and Social Media Netiquette**

**ABSTRACT**

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| --- |
| **Aims:** This study investigated the relationship between levels of digital literacy (data literacy, information literacy, media literacy, visual literacy, and meta literacy) and social media netiquette among Senior High School students.**Study design:** A descriptive-correlational research design was employed to explore the possible associations among the variables.**Place and Duration of Study:** The study was conducted at San Isidro College, Malaybalay City, Bukidnon, Philippines, during the academic year 2024–2025.**Methodology:** A total of 153 Senior High School students from Grades 11 to 12 were selected through stratified random sampling. Data were gathered using a researcher-made questionnaire that measured digital literacy in terms of data literacy, information literacy, media literacy, visual literacy, and meta literacy, as well as the students’ social media netiquette. Descriptive statistics were used to describe student levels, while Pearson correlation analysis was conducted to determine relationships among variables.**Results:** The results revealed that the students have high levels of digital literacy across the dimensions of data literacy *(M = 3.85, SD = 0.87), information* literacy *(M = 4.03, SD = 0.83), media* literacy *(M = 4.05, SD = 0.84), visual* literacy *(M = 3.98, SD = 0.82), and meta* literacy *(M = 3.98, SD = 0.83),* having an overall mean of 3.97 *(SD = 0.02).* Additionally, students social media netiquette also resulted as high *(M = 3.97, SD = 0.83).* However, the Correlation analysis revealed no significant relationship between digital literacy and social media netiquette, with data literacy *(r = -0.315, p = 0.253), information* literacy *(r = -0.281, p =* 2.273 *), media* literacy *(r = -*0.175*, p =* 0.501*), visual* literacy *(r = -*0.024*, p = 0.*927*), and meta* literacy *(r = -*0.413*, p = 0*876*)* all showing very weak and non-significant correlations. non-significant.**Conclusion:** The Senior High School students showed high levels of digital literacy and social media netiquette. However, these variables did not significantly correlate with each other. This implies that improvements in digital literacy do not necessarily lead to better adherence to social media netiquette among students, suggesting that there is no mutual influence between these two variables. Further research could expand the sample size or investigate other factors influencing digital literacy and social media netiquette, providing a more comprehensive understanding of how students carry themselves in this digital era. Additionally, this study offers a unique contribution by demonstrating understanding that teaching digital literacy alone may not be sufficient to cultivate appropriate social media conduct among the students, as high levels of digital literacy result does not equate to responsible social media use. While many studies concentrate on technical skills and information retrieval this research underscore the importance of ethical and respectful communication in digital environment. Moreover, this opens avenues for further research on to the factors that influence social media behavior among digitally literate students it raises question about what additional skills or knowledge might be necessary to ensure that students not only know how to use technology but also understand the implication of their online actions. These findings underscore the need for educators and policymakers to consider factors beyond digital literacy, such as emotional intelligence or personal values, when designing programs to improve online conduct. |

*Keywords: Descriptive-Correlation, Digital Literacy, Senior High School Students’, and Social Media Netiquette*

**1. INTRODUCTION**

In today's digital world, being digitally literate and practicing netiquette is important for building positive relationships online. With social media platforms becoming increasingly integrated into our daily lives, understanding and practicing how to use various applications can significantly improve our ability to communicate and adapt effectively (Kamsinah, 2024)

Being digitally literate is the ability to effectively use various technological applications (Haruman, 2024). This is composed of different aspects, which are data literacy which refers to one's ability to manage data; information literacy which refers to one's ability to find information; media literacy which refers to one's ability to use various media platforms, visual literacy refers to ones ability to create meaning inside their hide from what they see and meta literacy which refers to ones ability to evaluate credible sources (Mujahid, 2024). Each of these components plays a vital role in one's ability to adapt to this interconnected world (Siti, 2024).

When an individual is digitally literate, it's important for them to follow norms and rules to have a positive interaction online (Shams, 2024). Social media netiquette is a set of rules, norms, and guidelines that should be followed by users to ensure respectful, constructive, and appropriate behavior (Alieksieieva, 2023). Additionally, it fosters harmonious digital communication, reduces conflicts, and enhances the overall online experience for all social media users (Suerni, 2024).

It has been observed that the majority of social media users are aware of netiquette but do not consistently follow these guidelines. This disconnect between awareness and practice may prevent individuals from realizing the impact of their actions. In addition, some students remain unaware of how to effectively use various applications despite the widespread use of technology. As a result, they may have difficulty navigating these applications efficiently. Thus, the researchers are inspired to conduct this study by identifying specific areas where students may lack awareness or understanding of appropriate online behavior. Additionally, the researchers hope to create a comprehensive understanding of the student's readiness for navigating the complexities of the online world by assessing their digital literacy skills and netiquette awareness.

A number of studies have examined social media netiquette and digital literacy, including "Awareness on Social Media Etiquette among Senior High School Students" by Bellanas (2023), "Netiquette: Ethics, Education, and Behavior on the Internet" by Costa et al. (2021) "Digital Literacy and Netiquette: Awareness and Perception in EFL Learning Contexts" by Nia et al. (2014). These studies have investigated social media netiquette and digital literacy. However, the primary focus of these studies is netiquette. Despite the fact that Nia et al. (2014) addressed both digital literacy and netiquette, the study was conducted some time ago. Additionally, there are few studies on digital literacy, specifically on social media netiquette. Thus, this study aims to explore the relationship between students' digital literacy and their social media netiquette level.

The study sought to address the following questions:

1. How do the students assess their digital literacy?

1.1 Data Literacy;

1.2 Information Literacy;

1.3 Media Literacy;

1.4 Visual Literacy; and

1.5 Meta Literacy

2. What is the level of students’ social media netiquette?

3. Is there a significant relationship between senior high school students’ digital literacy and social media netiquette?

**1.1 Hypothesis**

HO1: There is no significant relationship between senior high school students' digital literacy and social media netiquette.

**1.2 Scope and Delimitation of the Study**

The scope of this study was to examine the relationship between senior high school students' levels of digital literacy (data literacy, information literacy, media literacy, visual literacy, and meta literacy) and social media netiquette. Among two hundred ninety-nine (299) Senior High School students enrolled for the school year 2024-2025 of San Isidro College, a total of one hundred fifty-three (153) students were selected randomly as participants based on the sample size calculated using the Cochran Sample Size Calculator. Additionally, the study was conducted at San Isidro College, Impalambong, Malaybalay City, Bukidnon, Philippines, with a time frame delimitation of seven months.

Prior to gathering final data, a pilot test was conducted involving forty (40) senior high school students in order to ensure the validity and reliability of the research instrument. The non-participants were excluded from the final data gathering to ensure the integrity of the study. Moreover, the researchers utilized a quantitative research design, employing a descriptive correlational analysis to explore the relationship between students' levels of digital literacy and social media netiquette.

The data was collected through a researcher-made questionnaire. It was analyzed and calculated using descriptive statistics, including mean, frequency, percentage, and standard deviation, and inferential statistics, such as the Pearson-Correlation Coefficient (r), to measure the relationship between levels of digital literacy (Data Literacy, Information Literacy, Media Literacy, Visual Literacy, and meta literacy) and students’ social media netiquette.

**2. material and methods**

**2.1 Research Design**

The study utilized a quantitative research design using descriptive correlational, which explains the relationship between two or more variables without making any claims about cause and effect. According to Pecoraro (2021), descriptive-correlational is searching for an explanation of the relationships among variables without implying causation. It involves collecting data on multiple variables to identify patterns and correlations. This design is usually used to answer questions about “what” exists in a given context and “how” variables are related rather than “why” they are related. Thus, this research design would help the researchers to assist the students' digital literacy and social media netiquette level.

**2.2 Research Participants**

This study involved a total of one hundred fifty-three (153) Senior High School students from different academic strands (STEM, HUMSS, ICT, and ABM) who are enrolled at San Isidro College for the academic year 2024-2025. The participants' involvement provided critical insights into the study's exploration of the relationships between the levels of digital literacy, in terms of data literacy, information literacy, media literacy, visual literacy, and meta literacy, in relation to senior high school students’ Social Media Netiquette. The data collected from the participants acts as the basis for analyzing the proposed key variables and understanding how they correlate with each other.

**2.3 Research Instrument**

The study utilized a validated researcher-made questionnaire to obtain the required data for its objectives. This was aligned to assess the participants' levels of digital literacy, which outlines five components: data literacy, information literacy, media literacy, visual literacy, and meta literacy. The researcher-made questionnaire assessed digital literacy in terms of data literacy, information literacy, media literacy, visual literacy, and meta literacy, as well as social media netiquette, with the objective of examining how these variables interact with each other.

Both the digital literacy and social media netiquette scales used a five-point Likert scale. The interpretation scale for the senior high school students’ levels of digital literacy, specifically data literacy, information literacy, media literacy, visual literacy, and meta literacy, as well as social media netiquette, are researcher questionnaires. The five-point Likert scale interprets 5 as Very High, 4 as High, 3 as Moderate, 2 as Low, and 1 as Very Low. It provides a structured and objective way to assess participants' responses, assigning scores and corresponding interpretations (Rensis, 1932). This system allows for a detailed and accurate analysis of students' digital literacy and social media netiquette, ensuring the integrity and reliability of the data.

**2.4 Validity and Reliability of the Instruments**

To ensure the validity of the research instruments, experts were consulted for validation. The researcher-made questionnaire was reviewed by experts to assess its clarity, relevance, and appropriateness in measuring the intended variables. The expert provided feedback and suggestions, which were used to refine and improve the questionnaire, ensuring its consistency and accuracy.

Moreover, to ensure the reliability of the research instrument, a pilot test was conducted involving forty (40) senior high school students. The responses of the non-participants were analyzed using Cronbach's alpha, which resulted in a reliability coefficient of *α = 0.950* for data literacy, *α = 0.962* for information literacy, *α = 0.962* for media literacy, *α = 0.958* for visual literacy, and *α = 0.957* for meta literacy in the digital literacy scale. For the social media netiquette scale, the coefficient was *α =* 0.888. These results indicate the reliability of the instruments in measuring the digital literacy and social media netiquette levels of the participants.

**2.5 Data Gathering Procedure**

Prior to gathering data, the researchers provided a letter for permission to conduct the study and then obtained approval from the IBED Principal, SHS Vice Principal for Academics and the senior high school students’ Class Advisers. Additionally, the researchers provided the participants with an informed consent form. The form contained an outline of the confidentiality measures that were taken to safeguard their privacy, and the form also provided information regarding the study's objectives, methodologies, and the rights of each participant, as well as allowing the participants to ask questions and address any concerns before consenting to participate. Consequently, the participants were requested to sign the consent form to signify their participation agreement.

**2.6 Scoring Procedure**

To evaluate the participants' levels of digital literacy and social media netiquette, the study utilized one scoring system. The study employs a five-point Likert scale adapted from Rensis (1932) to assess overall digital literacy and social media netiquette.

**2.6.1 list 1 : Interpretation of Likert Scale for Digital Literacy and Social Media Netiquette**

|  |  |  |
| --- | --- | --- |
| **Scale** | **Range** | **Interpretation** |
| 5 | 4.21 - 5.00  | Very High |
| 4 | 3.41 - 4.20 | High |
| 3 | 2.61 – 3.40 | Moderate |
| 2 | 1.81 – 2.60 | Low |
| 1 | 1.00 – 1.80 | Very Low |

*\*This table presents the scale, range, and corresponding interpretation used to score the students' responses regarding digital literacy (data literacy, information literacy, media literacy, visual literacy, and meta literacy), and social media netiquette. Adapted from Rensis (1932).*

**2.7 Statistical Treatment**

To obtain an extensive understanding of the data, the following statistical tools were used. For problems 1 to 2, descriptive statistics such as mean, standard deviation, frequency, and percentage were used in this study to assess the levels of digital literacy (data literacy, information literacy, media literacy, visual literacy, and meta literacy), and the level of Social Media Netiquette among senior high school students. For problem 3, inferential statistics, specifically the Pearson-Correlation Coefficient (r), were applied to determine if significant relationships exist between students’ data literacy, information literacy, media literacy, visual literacy, and meta literacy.

**3. results and discussion**

**3.1 Senior High School Students’ Level of Digital Literacy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Literacy** | **Mean** | **SD** | **Interpretation** |
| 1. I frequently use data to make decisions in my work. | 3.98 | 0.77 | High |
| 2. I am skilled at interpreting graphs, charts and data visualizations. | 3.98 | 0.77 | High |
| 3. I have created data visualizations like charts or graphs for projects before. | 3.42 | 0.86 | High |
| 4. I am confident in my ability to communicate data findings to others. | 3.73 | 0.94 | High |
| 5. I regularly use data to identify trends, patterns and insights. | 3.69 | 0.91 | High |
| 6. I can effectively use social media platforms to gather data on current events. | 3.78 | 0.87 | High |
| 7. I understand the importance of data management in my work or studies. | 4.07 | 0.9 | High |
| 8. I know how to collect data using various methods such as surveys, interviews, and observations | 4.08 | 0.92 | High |
| 9. I understand how to ensure the accuracy and reliability of the data I collect. | 3.93 | 0.86 | High |
| 10. I regularly analyze data to extract meaningful insights. | 3.99 | 0.85 | High |
| **Total**  | **3.84** | **0.87** | **High** |

## **Table 1. Mean, Standard Deviation, and Interpretation of the Extent of the Senior High School Students level of Digital Literacy (Data Literacy)**

*\*Students level of Digital Literacy in terms of Data Literacy*

The results expressed that the senior high school students at San Isidro College demonstrate a high level of data literacy. The overall mean of 3.84 indicates that the students have developed data literacy, reflecting a high but not very high level of proficiency. The highest-rated indicator, with a mean of 4.08, which indicates high, reflects that respondents not only recognize the importance of data management but also apply this knowledge in their decision-making. This is consistent with the study of González et al. (2023), which reveals that when an individual is data literate, they can use it to make good decisions and work efficiently. Their research suggests that when an individual knows how to manage their data, it will help them improve their decision-making process in their work. Similarly, Acker (2024) emphasizes that data literacy allows individuals to make evidence-based decisions rather than relying on intuition, reinforcing the importance of strong data skills.

However, the lowest-rated indicator, with a mean of 3.42, which indicates “high,” highlights concern regarding students' skills in interpreting graphs, charts, and data visualizations. This shows an urgent need for knowledge improvement, pointing to an area where further learning could enhance students’ data literacy. This result aligns with the study of Choi (2024), which highlights that being data literate is essential in this modern era, and improving interpretation skills will enable individuals to make better decisions based on evidence. Additionally, Griffin (2024) argues that data literacy plays a crucial role in effective communication, implying that strengthening students' ability to interpret and convey data will not only improve their academic performance but also enhance their ability to share information accurately.

## **Table 2. Mean, Standard Deviation, and Interpretation of the Extent of the Senior High School Students level of Digital Literacy (Information Literacy)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Information Literacy** | **Mean** | **SD** | **Interpretation** |
| 1. 1. I can effectively use various digital tools to find and organize information.
 | 4.01 | 0.858 | High |
| 1. 2. I am familiar with the concept of information overload and its impact on decision-making.
 | 3.92 | 0.878 | High |
| 1. 3. I can identify the types of information that are important to my projects or research.
 | 4.05 | 0.826 | High |
| 1. 4. I can effectively collaborate with others to analyze and interpret information.
 | 3.93 | 0.800 | High |
| 1. 5. I can identify misinformation and disinformation in digital content.
 | 3.88 | 0.814 | High |
| 6. I regularly update my knowledge about new digital tools and resources for information management. | 3.87 | 0.841 | High |
| 7. I regularly evaluate my information consumption habits to ensure they are effective and responsible. | 3.81 | 0.825 | High |
| 8. I understand the importance of personal privacy and data security in the context of information sharing. | 4.29 | 0.784 | Very High |
| 9. I understand the importance of verifying information before sharing it online. | 4.32 | 0.792 | Very High |
| 10. I can effectively search for information online. | 4.24 | 0.835 | Very High |
| **Total**  | **4.03** | **0.83** | **High** |

*\*Students level of Digital Literacy in terms of Information Literacy*

The table above represents the students' digital literacy in terms of information literacy; it shows that the senior high school students at San Isidro College express a high level of information literacy, with an overall mean of 4.03. The highest-rated item, with a mean of 4.32, meaning very high, suggests that respondents recognize the importance of verifying information before sharing it online. However, the lowest-rated indicator, with a mean of 3.81, meaning “high,” highlights concern regarding their ability to evaluate information consumption habits to ensure they are effective and responsible.

This result is correlated with the work of Griffin (2024), which emphasizes that information literacy is crucial for making informed decisions and engaging critically with content. This suggests that when individuals are adept at finding the information they need, they are better equipped to evaluate its reliability before sharing it. Additionally, the finding about the student's ability to share their findings and insights with others digitally is aligned with the study of Cekule (2022), which notes that effective information literacy allows individuals to critically evaluate and utilize information for decision-making and problem-solving. This implies that if students are not adept at assessing their consumption habits, they may find it challenging to make sound decisions based on the information they encounter, underscoring the need for improvements in this area.

Furthermore, these findings align with Trixa (2024), who found that information literacy skills enable students to effectively participate in digital environments by evaluating and utilizing information from various sources. The high mean score regarding verification before sharing reflects the students' awareness of information responsibility, a key component that Tayia (2022) identified as essential in developing robust information literacy competencies among adolescents. This implies that if students are not adept at assessing their consumption habits, they may find it challenging to make sound decisions based on the information they encounter, underscoring the need for improvements in this area. Additionally, the findings mirror Gulvara's (2023) research, where his students demonstrated proficiency in information searching but showed comparatively less confidence in critical evaluation of information sourc,es a pattern similar to the current study's results showing strong information-finding abilities but relatively weaker self-assessment of consumption habits

## **Table 3. Mean, Standard Deviation, and Interpretation of the Extent of the Senior High School Students level of Digital Literacy (Data Literacy)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Media Literacy** | **Mean** | **SD** | **Interpretation** |
| 1. I am comfortable sharing my findings and insights with others digitally. | 3.70 | 0.97 | High |
| 2. I understand how to create and share content responsibly in digital environments. | 4.12 | 0.79 | High |
| 3. I can effectively create and share original content using various digital platforms. | 3.96 | 0.87 | High |
| 4. I can identify the main purpose of different types of media such as news articles, advertisements, and social media posts | 4.18 | 0.76 | High |
| 5. I understand how to engage with media critically, rather than passively consuming it. | 4.07 | 0.75 | High |
| 1. 6. I am familiar with the different types of media formats available for online content such as videos, blogs, and podcasts.
 | 4.22 | 0.79 | Very High |
| 1. 7. I understand the role of sharing in engaging an audience through media.
 | 4.09 | 0.78 | High |
| 1. 8. I am aware of the ethical implications of the content I produce.
 | 4.13 | 0.83 | High |
| 1. 9. I regularly check the credibility of sources before using them in my media content.
 | 4.06 | 0.93 | High |
| 10. I regularly seek feedback on my media content from peers or trusted sources. | 3.95 | 0.91 | High |
| **Total**  | **4.05** | **0.84** | **High** |

*\*Students level of Digital Literacy in terms of Media Literacy*

The result indicates that the senior high school students at San Isidro College have a high level of media literacy, with an overall mean of 4.05. The highest-rated item with a mean of 4.22, meaning "high," shows that the respondents are familiar with the different types of media formats available for online content, such as videos, blogs, and podcasts. The lowest-rated indicator, with a mean of 3.70, meaning high, highlights concern regarding students' ability to share their findings and insights with others digitally. While this does not indicate an urgent need for knowledge improvement, it points to an area where improvements could enhance the students' media literacy.

This result is correlated with the work of Rozman (2023), which highlights that media literacy empowers individuals to critically analyze information, fostering responsible media citizenship that encourages caution in acquiring and sharing information. This study supports this, showing that the students know how to navigate different types of media formats available for online content, such as videos, blogs, and podcasts. Additionally, the finding about the students' ability to share their findings and insights with others digitally is aligned with the study of Gjerazi (2024) and underscores the vital role of media literacy in facilitating effective communication. Ciurel (2023) further supports that in order to enhance their communication skills, individuals need to be aided in understanding and utilizing different media platforms for effective message delivery. This suggests that improving students' ability to share insights digitally could enhance their overall communication skills and effectiveness. Furthermore, Čiuladienė (2023) emphasizes that media literacy is essential not only for critical understanding but also for active participation as both consumers and producers of media content - a finding that explains why students with strong media format recognition may still struggle with the production aspect of sharing their own insights digitally.

## **Table 4. Mean, Standard Deviation, and Interpretation of the Extent of the Senior High School Students level of Digital Literacy (Visual Literacy)**

|  |  |  |  |
| --- | --- | --- | --- |
| **VISUAL LITERACY** | **Mean** | **SD** | **Interpretation** |
| 1. I am comfortable interpreting images  | 3.86 | 0.82 | High |
| 2. I can easily identify the main message or theme of a visual image. | 3.98 | 0.70 | High |
| 3. I can differentiate between various types of visual media and their purposes. | 3.96 | 0.79 | High |
| 4. I understand how different visual styles can affect the interpretation of an image. | 4.01 | 0.82 | High |
| 5. I am comfortable discussing the meanings and implications of visual media with others. | 3.95 | 0.83 | High |
| 6. I understand how different cultures use visual symbols and imagery to convey meaning. | 4.11 | 0.78 | High |
| 7. I can analyze the composition and framing of an image and how it impacts the viewer's interpretation. | 4.00 | 0.74 | High |
| 8. I can identify the purpose and intended message of a visual work, whether it's informational, persuasive, or artistic. | 4.04 | 0.86 | High |
| 9. I can identify and analyze visual stereotypes, biases, and propaganda in media. | 3.91 | 0.88 | High |
| 10. I can effectively collaborate with others to create and analyze visual works. | 3.90 | 0.9 | High |
| **Overall** | **3.97** | **0.82** | **High** |

*\*Students level of Digital Literacy in terms of Visual Literacy*

The results expressed that the senior high school students at San Isidro College are visually literate achieving an overall mean of 3.97, which indicates high. The highest-rated item with a mean of 4.11, meaning “high” which reflects their ability to understand how different cultures use visual symbols and imagery to convey meaning. The lowest-rated item, with a mean of 3.86, meaning “high”, indicates that there is a need to improve the student's ability to interpret images.

These results correlate with the study of Häggström (2024), who emphasizes that visual literacy is essential for human communication, enabling individuals to create, understand, and analyze visual narratives effectively. Moreover, the concern about the student's ability to interpret images is supported by Narnaware (2023) states that visual literacy is crucial for understanding and expressing ideas through pictures, which enhances both learning and communication. This is further supported by Wang (2024) and Becker (2023), who found that students often have difficulties managing information from visual sources, especially with complex formats like line graphs.

## **Table 5. Mean, Standard Deviation, and Interpretation of the Extent of the Senior High School Students level of Digital Literacy (Meta Literacy)**

|  |  |  |  |
| --- | --- | --- | --- |
| **META LITERACY** | **Mean** | **SD** | **Interpretation** |
| 1. I understand the concept of meta-literacy and its importance in today's information environment. | 3.97 | 0.83 | High |
| 2. I feel confident in my ability to evaluate the credibility of information sources I encounter online. | 3.88 | 0.83 | High |
| 3. I regularly reflect on my own learning processes and strategies when engaging with information. | 4.00 | 0.79 | High |
| 4. I am aware of the ethical implications of using information from different sources. | 4.08 | 0.87 | High |
| 5. I actively seek out diverse perspectives when researching a topic. | 4.07 | 0.74 | High |
| 6. I regularly assess my own biases and assumptions when interpreting information. | 3.95 | 0.86 | High |
| 7. I always evaluate the reliability of the information I find online.  | 4.05 | 0.81 | High |
| 8. I often reflect on how my digital habits affect my learning and information consumption. | 3.90 | 0.85 | High |
| 9. I utilize various strategies to manage and filter the information I encounter online. | 3.87 | 0.86 | High |
| 10. I can effectively identify bias in the information I consume. | 3.92 | 0.89 | High |
| **Total** | **3.97** | **0.83** | **High** |

*\*Students level of Digital Literacy in terms of Visual Literacy*

The results show that the senior high school students at San Isidro College indicate a “high” level of meta literacy, with a mean of 3.97. The highest-rated indicator, with a mean of 4.08 (high), demonstrates that respondents are aware of the ethical implications of using information from different sources. This aligns with the findings of Pimentel (2024), who emphasizes the importance of locating trustworthy sources to mitigate the spread of misleading information and fake news. The results suggest that when students understand ethical considerations, they are more likely to seek out information supported by facts and evidence.

## Additionally, Hill (2024) highlights that meta-literacy helps individuals navigate how to find credible sources, ensuring they remain well-informed citizens. However, the lowest-rated indicator, with a mean of 3.87 indicates high, highlights an area for improvement in utilizing various strategies to manage and filter the information they encounter online. This is supported by Díaz (2023), who points out that individuals are often overwhelmed with information, making it difficult to distinguish between true and false content. This underscores the importance of teaching students how to be selective consumers of information. Furthermore, Fabiano (2024) emphasizes that students, especially those conducting research, must be meta-literate to find high-quality and reliable information, ensuring their work is trustworthy and clear.

## **Table 6. Summary table of the Extent of the Senior High School Students level of Digital Literacy (data literacy, information literacy, media literacy, visual literacy, and meta literacy)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dimensions** | **Mean** | **SD** | **Interpretation**  |
| Data Literacy | 3.85 | 0.87 | High |
| Information Literacy | 4.03 | 0.83 | High |
| Media Literacy | 4.05 | 0.84 | High |
| Visual Literacy | 3.98 | 0.82 | High |
| Meta Literacy | 3.98 | 0.83 | High |
|  | **Total** |  |  |
|  | **Overall Mean** | **3.97** |
|  | **Interpretation** | **High** |
|  | **SD** | **0.02** |

*\*Summary of Senior High School Students’ level of digital literacy in terms of data literacy, information literacy, media literacy, visual literacy, and meta-literacy*

The Senior High School students report “high” levels of digital literacy,  which aligns with studies demonstrating the significant impact of digital literacy on students' ability to navigate various digital applications. The high levels in areas such as media literacy, with a mean of 4.05, and information literacy, with a mean of 4.03, suggest that Senior High School students are proficient in both areas. These factors contribute positively to how they navigate various digital applications, echoing the findings of Nasib (2024), highlights that digital literacy enables students to access and evaluate information effectively. This foundational skill supports their ability to navigate various digital applications confidently.

However, there are areas that received lower mean scores within the high digital literacy category, such as visual literacy, with a mean of 3.97, and meta literacy, with a mean of 3.97, which indicates opportunities for improvement. Addressing these gaps could further enhance the students' digital literacy. According to Narnaware (2023), visual literacy skills allow individuals to create, understand, and analyze visual narratives, which are critical for effective communication in an era dominated by images and multimedia content, Sultahis (2024) further emphasizes that meta-literacy encompasses understanding digital ethics and safety, which are essential for using information appropriately and securely. Additionally, the high level of students' data literacy, with a mean of 3.85, is the lowest mean score within digital literacy, suggesting a need for more meaningful recognition, which aligns with Acker (2024), who emphasizes that data literacy is crucial for decision-making, suggesting that enhancing students' data literacy could lead to improve their ability to decide.

1. **Senior High School Students’ Level of Social Media Netiquette**

**Table 7 Mean, Standard Deviation, and Interpretation of the Extent of the Senior High School Students level of Social Media Netiquette**

|  |  |  |  |
| --- | --- | --- | --- |
| **Social Media Netiquette** | **Mean** | **SD** | **Interpretation** |
| 1. I believe it is important to respect others' opinion on social media
 | 4.34 | 0.85 | Vey High |
| 1. I often think before posting comments or sharing content online
 | 4.45 | 0.74 | Very High |
| 1. I believe that sharing personal information about others without their consent is inappropriate.
 | 4.49 | 0.92 | Very High |
| 1. I make an effort to verify the information before sharing it on social media
 | 4.29 | 0.81 | Very High |
| 1. I feel comfortable reporting inappropriate behavior or content on social media platforms
 | 3.58 | 1.35 | High |
| 1. I regularly check my privacy settings on social media to protect my personal information
 | 4.31 | 0.92 | Very High |
| 1. I avoid arguments on social media
 | 4.07 | 1.09 | High |
| 1. I believe that it is important to be cautious about accepting friend requests from strangers
 | 4.40 | 0.89 | Very High |
| 1. I believe that sharing memes and jokes should be done in a way that respects others and avoids causing offense
 | 4.27 | 0.88 | Very High |
| 1. I believe that sharing screenshots of private conversations without permission is inappropriate and violates privacy.
 | 4.26 | 0.89 | Very High |
| 1. I believe that it is acceptable to unfollow or block someone if their content is upsetting
 | 4.38 | 0.84 | Very High |
| 1. I believe using all caps in a social media post is considered shouting and should be avoided.
 | 3.35 | 1.02 | Moderate |
| 1. I respect people’s privacy by not tagging them in photos or posts without their permission is important.
 | 4.11 | 0.89 | High |
| 1. I understand that sharing private information about someone without their consent is unacceptable, even if I think it’s important.
 | 4.25 | 0.79 | Very High |
| 1. Correcting spelling and grammar errors in others' social media posts should be done respectfully and only when appropriate.
 | 4.31 | 0.79 | Very High |
| 1. I understand the importance of citing sources and giving credit for my content.
 | 4.27 | 0.75 | Very High |
| 1. I only share appropriate content online.
 | 4.17 | 0.93 | High |
| **Total** | **4.19** | **0.90** | **High** |

*\*Students level of Social Media Netiquette*

As seen from the table, the overall results from the analysis of the students' social media netiquette show an average score of 4.19 means high, indicating that their social media netiquette level is above average. The three highest-rated indicators are that students believe sharing personal information about others without their consent is inappropriate, recording a mean score of 4.49. Students often think before posting comments or sharing content online, obtaining an average of 4.45. Students believe that it is important to be cautious about accepting friend requests from strangers, registering a mean of 4.40. These results suggest that students are knowledgeable about proper online behavior. This aligns with Ugur (2023), who emphasizes that acting appropriately online fosters a healthy digital environment.

Similarly, Madhavi et al. (2024) found that while many individuals are aware of netiquette, only a smaller percentage consistently apply proper online etiquette in their interactions, reinforcing the importance of continuous education on digital behavior. However, despite the high level of social media netiquette among students, certain aspects scored lower. Specifically, students avoid arguments on social media, scoring 4.00 on average. Students feel uncomfortable reporting inappropriate behavior or content on social media platforms, earning a mean of 3.58. Students believe that using all caps in a social media post is considered shouting and should be avoided, with an average rating of 3.35. This suggests that while students recognize appropriate online behavior, some may still struggle with conflict resolution and reporting misconduct. Assad et al. (2024) highlight that a lack of awareness regarding netiquette can lead to negative consequences such as cyberbullying and misinformation, which can harm individuals and online communities. Additionally, Fitrianti (2023)states that some individuals do not practice social media netiquette due to inhibitions in online communication and the absence of face-to-face cues, leading to misunderstandings and misinterpretations. These findings stress the need for further education on social media etiquette to ensure safe and more respectful online interactions.

## **3.7 Relationship between Level of Digital Literacy towards students’ Social Media Netiquette**

**Table 8. Mean, R-value, P-value, and Interpretation of the relationship between Senior High School students’ level of Digital Literacy (data literacy, information literacy, media literacy, visual literacy, and meta literacy) towards Social Media Netiquette**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dimensions** | **Mean** | ***r*** | ***P*** | **Interpretation** |
| Data Literacy | Social Media Netiquette | 3.85 | 0.315 | 0.253 | not significant |
| Information  Literacy | 4.03 | 0.281 | 2.273 | not significant |
| Media Literacy | 4.05 | -0.175 | 0.501 | not significant |
| Visual Literacy | 3.98 | -0.024 | 0.927 | not significant |
| Meta Literacy |  | 3.98 | -0.413 | 0.876 | not significant |

*\*Relationship between Digital Literacy and Social Media Netiquette*

This tables presents the relationship between the different dimensions of digital literacy (data literacy, information literacy, media literacy, visual literacy, and meta-literacy) and students' social media netiquette. The results show very weak correlations between digital literacy and netiquette across all dimensions. The correlation coefficients ranged from r = –0.024 (visual literacy) to r = –0.413 (meta-literacy), with none of the relationships reaching statistical significance. The corresponding p-values, all above the 0.05 level (p = 0.927 for visual literacy and p = 0.876 for meta-literacy), further confirm that there is no significant relationship between digital literacy and social media netiquette.

These findings support the null hypothesis, indicating that digital literacy does not significantly influence students’ online etiquette. While it is often assumed that students with higher digital literacy are more likely to behave responsibly online, the results suggest that digital competence does not necessarily translate into proper online conduct. It is possible that netiquette is shaped more by behavioral, emotional, or social factors than by technical skills or critical evaluation of digital content.

These results are consistent with existing studies. For instance, Niurka (2023) found that frequent social media users did not always show strong digital competence, suggesting that experience in digital environments does not equate to responsible behavior. Similarly, Budi (2024) reported that students with high digital literacy were not always aware of proper netiquette practices. These studies reinforce the idea that digital literacy and netiquette are separate constructs that function independently in many cases.

**4. Conclusion**

Senior High School students at San Isidro College are generally digitally literate, particularly in information and media literacy, which helps them navigate digital applications effectively. However, areas like data literacy, visual literacy, and meta-literacy need improvement to enhance their overall digital literacy. Additionally, this study discovered that there is no significant relationship between digital literacy and social media netiquette, indicating that even digitally literate students do not necessarily adhere to proper online behavior.

Moreover, this study offers a unique contribution by demonstrating understanding that teaching digital literacy alone may not be sufficient to cultivate appropriate social media conduct among the students, as high levels of digital literacy result does not equate to responsible social media use. While many studies concentrate on technical skills and information retrieval this research underscore the importance of ethical and respectful communication in digital environment. Moreover, this opens avenues for further research on to the factors that influence social media behavior among digitally literate students it raises question about what additional skills or knowledge might be necessary to ensure that students not only know how to use technology but also understand the implication of their online actions. These findings underscore the need for educators and policymakers to consider factors beyond digital literacy, such as emotional intelligence or personal values, when designing programs to improve online conduct.

**Consent**

All authors declare that written informed consent was obtained from the participants. A copy of the written consent is available for review by the Editorial Board members of this journal.

**Ethical approval**

The authors adhered to ethical standards in order to ensure the privacy and well-being of all participants while collecting the data required for this study. In order to conduct the study, the authors obtained permission and approval from the IBED Principal, SHS Vice Principal for Academics, and the Class Advisers. The authors issued informed consent letters to all participants prior to the collection of any data. The consent letters provided a comprehensive explanation of the study's objectives, the procedures that would be employed, and the rights of the participants. Moreover, the consent forms provided assurance that all responses would be kept confidential and that no identifiable information would be disclosed in the study's results. The authors also guaranteed that the data collected would be used entirely for the study's purposes.

# Definitions, Acronyms, Abbreviations

To better understand the various terminologies that are used in this study, the following terms are conceptually and operationally defined:

**Digital Literacy.** Digital literacy refers to the ability to effectively access, manage, evaluate, and create information using digital technologies (Woo, 2018). In this study, it refers to student’s ability to use various applications. Such as Microsoft, Messenger, Telegram, Twitter or X, Facebook, Tiktok, Spotify, Instagram, Canva, and PicsArts.

**Data Literacy.** Refers to the ability to explore, understand, and communicate with data in a meaningful way (Chabot, 2003). In this study, it refers to ones ability to collect and manage data.

**Information Literacy.** Refers to ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (Rice, 2016). In this study, it refers to ones ability to find information that they need.

**Media Literacy.** Ability to access, analyze, evaluate, create, and act using various forms of communication (Lipkin, 2007). In this study, it refers to ones ability to use media such as making videos, taking pictures, getting and sharing information online in a responsible and thoughtful way.

**Visual Literacy.** The ability to interpret, negotiate, and make meaning from information presented in the form of images (Debes, 1969). In this study it refers to students' ability to interpret what they see.

**Meta Literacy.** The ability to evaluate information for its bias, reliability, and credibility, especially useful in the context of the internet and social media (Jacobson, 2011). In this study, it refers to students ability to investigate reliable and credible sources.

**Netiquette.** The term "netiquette" is a blend of "internet" and "etiquette," referring to the set of guidelines that govern respectful and appropriate behavior online (Heitmayer, 2022). In this study, it refers to social media rules as such be ethical, think before you click, communicate concisely and relevantly, practice kindness and courtesy.

**DECLARATION OF GENERATIVE AI IN SCIENTIFIC WRITING**

The authors hereby declare that generative AI technologies such as Grammarly Premium, Quillbot Premium, and ChatGPT Pro (GPT -4o) has been used during the writing or editing of the manuscript. All content modified and assisted of these tools was carefully reviewed, revised, and verified for accuracy. The authors maintain full responsibility for the final version of this manuscript.

Details of the AI usage are given below:

1. Grammarly Premium – The manuscript was input into Grammarly for grammar checking, tone suggestions, and clarity improvement suggestions.

2. WordTune Premium – Specific sentences and paragraphs were entered into wordtune to generate alternative phrasing and enhance sentence flow.

3. ChatGPT Pro (GPT-4o) – ChatGPT were used to support the evaluation and refinement of discussions and to clarify concepts when needed. This tools were used as a supplementary aid to enhance understanding and ensure clarity in writing, while all final analyses, interpretations, and conclusions were made by the researchers.

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**Details of the AI usage are given below:**

**1.**

**2.**

**3.**

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