**Correlation between Social Media Usage and Civic Engagement among Students in St. Mary's College of Bansalan Inc.**



**ABSTRACT**

|  |
| --- |
| To investigate the correlation between social media and civic engagement among St. Mary’s College of Bansalan, Inc. students by determining how students' various facets of social media usage relate to their civic participation. A quantitative correlational research design was employed, and two methods were integrated into the study, one that looked into the use of social media and another aimed at establishing student's participation in civic events. The site of this study was St. Mary's College of Bansalan, Inc., based in Davao del Sur in the Philippines over four weeks. The study used stratified random sampling to select 200 undergraduate students from different academic programs and year levels. Data was collected through online surveys  distributed via Google Forms and complemented with semi-structured interviews with twenty (20) participants. The study investigated the three dimensions of social media use concerning participatory and associational aspects of students as active citizens and civic culture: academic, social, and information-based. The study revealed a strong positive correlation between social media usage and civic engagement, with a correlation coefficient of 0.967 (p < .001). Mean scores for social media usage were high across all dimensions, with academic usage at 4.31 (SD = 0.544). Statistical analysis showed significant relationships between social media usage and civic engagement, with each dimension (academics, socialization, and informativeness) demonstrating a statistically significant influence on civic participation. The research indicates that social media is a powerful platform for student civic engagement, highlighting its potential to foster academic collaboration, community involvement, and social awareness. The findings suggest that educational institutions can leverage social media to promote civic participation by implementing targeted digital literacy programs and creating opportunities for meaningful online interaction. |

***Keywords: Social Media Usage, Civic Engagement, Student Participation, Digital Literacy, Academic Community, Online Interaction, Youth Civic Involvement, Digital Citizenship***

**1. INTRODUCTION**

* 1. **Background of the Study**

         In the present digital society, social media dominates and drives the civic awareness of young people. As Riaz et al. (2023) point out, social media has helped youth after youth chip in on social matters. By 2023, global social media users topped 4.89 billion. At present, St. Mary's College of Bansalan, Inc., like most academic institutions, students are very active users of social media sites, not just using them for social networking as a way into the information age but rather making them a leading platform for exchange and spread of information, for all kinds public discussions and meeting to exchange views with others. In an ideal world, social networking sites foster citizen participation among college students.

     According to Akareem and Aslam (2024), social media usage encompasses various aspects, such as looking up information, socializing with others, and participating in public life. The sites should also be venues for critical consciousness toward social issues, community involvement, and participatory democracy. Research suggests properly using social media can significantly influence students' civil knowledge and social responsibilities. Thus, political awareness may be reduced through a second derivative effect. Types of methods include information transmission, aggregate communities (aggregates but also part of large communities), and organizing collective actions.

  This relationship between social media and civic engagement will be especially dramatic in the academic setting. (Kumar et al., 2022) social media platforms can reinforce civic participation by dispersing information, fostering community spirit, and promoting social causes. Schools should use these mechanisms to recast students ' online activities as a part of significant civic life. Research shows that undergraduate students who frequently read online public welfare news had a higher likelihood of participating in offline activities, beating for public salable advertisements, and showing a greater sense of social responsibility. However, while current research has looked at the effects of social media on civic engagement in various contexts, there is still a big gap between theory and practice when considering how this relationship works within schools situated in private educational institutions of the Philippines. They observed that most researchers focus their attention on public universities or urban areas – as a result, a noteworthy hiatus exists in our understanding of how particularly social media use patterns and civil engagement levels among students at private colleges relate More precisely, while there are studies which looked at general social media use, a dearth of research has been directed to exploring the life-style aspects and academic functions in a given population how these correlate with such things as civic engagement dimension respectively. Although there may be areas that remain uncovered or obscure points where investigation needs further work, it is hoped that this work and future research will decrease errors in socio-statistical assumptions by translating grade point averages into educational credits and services. To fill these gaps, therefore, this research establishes a particular relationship between the usage pattern of social media and the degree of civic engagement among students at St. Mary's College of Bansalan, Inc.

**1.2 Theoretical framework**

    Based on Albert Bandura's (1977) Social Learning Theory, it is the theoretical framework to be used for research into the meaning of social media in the dimensions of academics, socialization and informativeness. According to this theory, people learn by making observations, mimicking others and modeling themselves in social situations. Within the social media environment, students are able to study through the Academic Dimension; as Otuson noted in his study of Filipino students that participated in SNS usage groups explores how they engage collaboratively for learning, exchange of resources or help on difficult questions within group members but still along(within) its discussion forum; How Students Acquire Academic Content The theory suggests that students learn academic content not through direct instruction but by exchange of information and dialogue with peers on social media platforms.

  Different Dimensions of Social Life: Socialization Theory explains how students learn dress, behaviorisms and what is acceptable through social media interactions between different users.tanal·4 such interactions tend to make friends of acquaintances brought together as strangers both struggle together to survive in a new environment. Informativity dimension: The social learning theory argues that students take in information from social media platforms where there is formal educational content available to them even though it may most accurately be categorized in terms of peer-shared knowledge (those that learn from peers). A second theoretical foundation, Social Cognitive Theory, provides a perspective on how civic participation of students can be understood as civic engagement (CVE), students as partners in education (SAP) or voice, and campus traditions (CUL). The idea is that personal, behavioral and environmental factors all work together to influence human behavior and learning. In particular, In the specific context of Civic Education (CE), the theory explains how students' encounter with civically related content and information through social media affects their participation in civic life.  Student as Partners (sap), building upon Social Cognitive Theory, helps us understand how students will create agency and partnership roles via their social media behavior and civic involvement. Civic Culture (cul), the theory helps explain that students get civic awareness and cultural awareness from their social media interaction and interaction with the community.

**1.3 Conceptual Framework**

Social Media Usage

Academics

Socialization

Informativeness

Civic Engagement

CVE - Civic Engagement

SAP - Students as Partners

CUL - Civic Culture

**Figure 1. Conceptual Framework of the study**

**1.4. Research Question**

This study aims to investigate the correlation between social media usage and civic engagement among students of St. Mary's College of Bansalan, Inc. Specifically, it seeks to answer the following questions:

RQ1: What is the level of the respondents' perception towards their social media usage in terms of: a. Social Media Usage in terms of Academics b. Social Media Usage in terms of Socialization c. Social Media Usage in terms of Informativeness

RQ2: What factors influence the development of students' interest and participation in civic activities in terms of: a. CVE - Civic Engagement b. SAP - Students as Partners c. CUL - Civic Culture

RQ3: What is the relationship between social media usage and civic participation among students of St. Mary's College of Bansalan, Inc.?

**1.5 Null Hypothesis**

There is no significant relationship between social media usage in terms of academics and civic engagement (CVE) among students of St. Mary's College of Bansalan INC.

**2. methodology**

**2.1 Research Design**

 This study uses a quantitative correlational design to explore the link between social media usage and civic engagement among students at St. Mary's College of Bansalan INC. this study aims to understand how social media use and being involved in community activities—might relate to each other, without trying to change or influence them.

**2.2 Research Locale**

The study takes place at St. Mary’s College of Bansalan INC., a college in Bansalan, Davao del Sur, Philippines. This research site is an ideal because it provides the researchers access to a diverse group of students who use social media in different ways and engage in their communities at varying levels.

**2.3 Participants of the Study**

We’ll focus on undergraduate students from different programs and year levels at St. Mary’s College. By including students from all across the college, we can get a more complete picture of how different social media habits and community involvement might connect.

**2.4 Sampling Techniques**

This study focuses on undergraduate students at St. Mary’s College of Bansalan INC., who come from various academic programs and year levels. To select the sample, we will use a combination of stratified random sampling and simple random sampling. First, we will divide the students into groups based on their program and year level. This stratified random sampling ensures that each group is represented, helping us understand how social media usage and civic engagement differ among them.

     Next, within each group, we will choose participants using simple random sampling, which gives every student an equal chance of being selected. This approach reduces bias and allows us to generalize our findings to the entire student population. We aim to include about 200 students in our sample, which is enough to provide meaningful insights into the relationship between social media use and civic engagement. By using these sampling techniques, we can ensure a representative sample that reflects the diverse student body at St. Mary’s College.

**2.5 Data Collection Procedure**

 This study used a mixed-methods approach to investigate the correlation between social media usage and civic engagement among students at St. Mary's College of Bansalan INC. The data collection involved two main phases: quantitative surveys and qualitative interviews. A structured questionnaire, developed with validated scales for measuring social media usage and civic engagement, was distributed online via Google Forms. To ensure diverse representation, a stratified random sampling technique was applied, targeting 200 respondents across different academic programs and year levels, with recruitment carried out through class announcements and social media. Data collection occurred over four weeks, during which follow-up reminders were sent to boost response rates. Additionally, semi-structured interviews were conducted with 20 survey participants to gain deeper insights into their experiences. These interviews took place in a quiet campus setting, were audio-recorded with consent, and subsequently transcribed for analysis..

**2.6  Data Collection Procedure**

      Ethical integrity was a core focus of this study on the correlation between social media usage and civic engagement among students at St. Mary's College of Bansalan Inc. To ensure the rights and welfare of respondents were prioritized, several key actions were implemented. Confidentiality was maintained by anonymizing all data; personal identifiers were removed, and unique codes were assigned to participants, ensuring results were reported in aggregate form to prevent individual identification. Participation was entirely voluntary, and respondents were informed of their right to withdraw at any time without repercussions, a point clearly communicated in both the survey introduction and during interviews.

   An informed consent procedure was established prior to data collection, providing participants with detailed information about the study's purpose, their involvement, potential risks, and benefits. They were required to read and sign an informed consent form before participating in the survey or interviews. Data security was also prioritized; all collected data were stored on a password-protected computer and backed up on an encrypted external drive, with access limited to the research team. Following the completion of the study, data will be retained for a specified period for verification and auditing before secure deletion. Through these measures, the study aimed to uphold ethical standards, protect the rights of all participants, and ensure the reliability of findings that contribute valuable insights into the relationship between social media usage and civic engagement among students.

**3. RESULTS AND DISCUSSIONS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 1. Level of Social Media Usage** | | | | | |  |
|  | | **Mean** | | **SD** | | **Descriptive Equivalent** |
| Academics |  | 4.31 |  | 0.544 |  |  |
| Socialization |  | 4.26 |  | 0.584 |  |  |
| Informativeness |  | 4.27 |  | 0.595 |  |  |
| Social Media Usage |  | 4.28 |  | 0.560 |  |  |
| Civic Engagement (2) |  | 4.29 |  | 0.576 |  |  |

Table 1 Social usage was highest for academics (M = 4.31, SD = 0.544) followed by civic engagement (M = 4.29, SD = 0.576) and overall (M = 4.28, SD = 0.560) (see Table 1). Usage for informativeness (M = 4.27, SD = 0.595) and socialization (M = 4.26, SD = 0.584) is marginally lower, but high nonetheless. These results underscore the profound influence social media also plays in all areas of life, including for educational and civic purposes.

**Descriptives**

| **Table 2. Level of Civic Engagement** | | | | | |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **Mean** | | **SD** | | **Descriptive Equivalent** |
| Civic Engagement |  | 4.30 |  | 0.607 |  |  |
| Student as Partners |  | 4.29 |  | 0.583 |  |  |
| Civic Culture |  | 4.29 |  | 0.587 |  |  |
| Overall |  | 4.29 |  | 0.576 |  |  |
|  | | | | | |  |

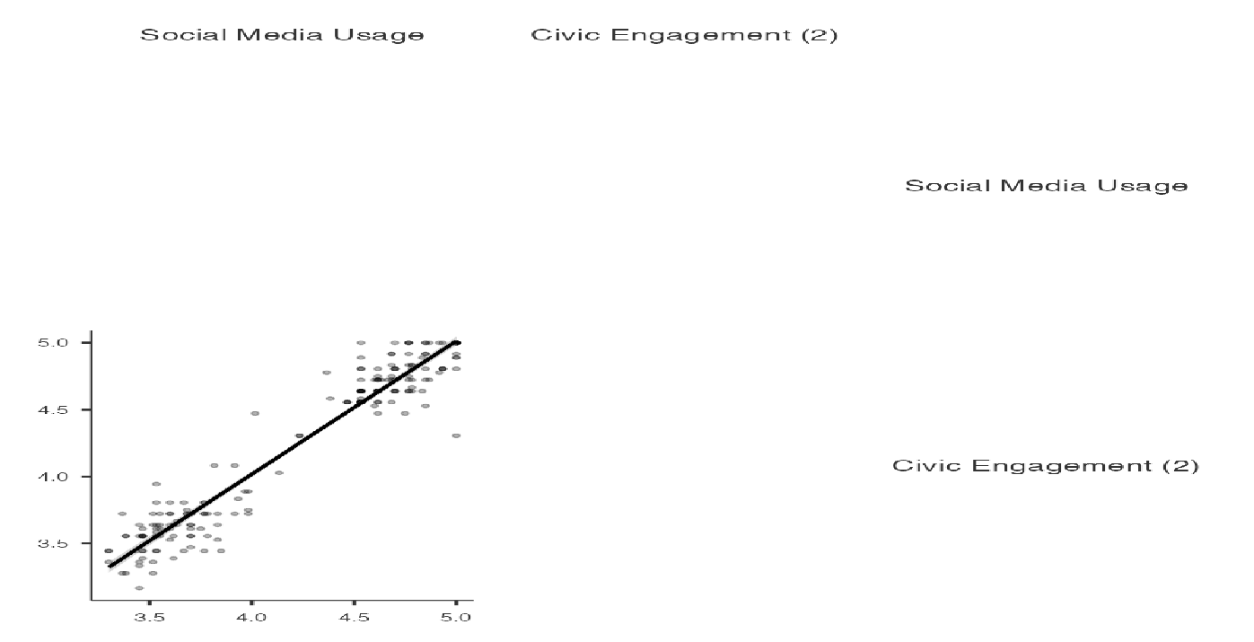
Table 2 For social usage, academic (M = 4.31, SD = 0.544) was highest followed by civic engagement (M = 4.29, SD = 0.576) and overall (M = 4.28, SD = 0.560) (see Table 1). Usage for informativeness (M = 4.27, SD = 0.595) and socialization (M = 4.26, SD = 0.584) is slightly lower but still high. These findings were a reminder of the dangerously encouraging impact social media has had in every aspect of individual life, and certainly the civic and educational sphere, as well.

|  |  |  |
| --- | --- | --- |
| **Table 3. Correlation between Social Media Usage and Civic Engagement** | | |
|  | **Social Media Usage** | **Decision** |
| **Civic Engagement** | **0.967**  **(<.001)** | **Reject Ho** |

    Table 3 The scatter plot below depicts the relationship between social media usage and civic involvement. The correlation coefficient is 0.967, meaning these variables have a strong positive relationship. The p-value is below 0.001; thus, it is statistically significant at the 0.05 level. This means that H0-that there is no significant relationship between social media usage and civic engagement rejected based on this result. This finding would, therefore, mean that increased utilization of social media greatly correlates with higher levels of civic engagement among the respondents.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 4. Significant Influence of Social Media Usage to Civic Engagement** | | | | | | | | | |  |
| **Predictor** | | **Estimate** | | **SE** | | **t** | | **p** | | **Decision** |
| **Intercept** |  | **0.0290** |  | **0.0790** |  | **0.368** |  | **0.713** |  |  |
| **Academics** |  | **0.3509** |  | **0.0557** |  | **6.296** |  | **< .001** |  | **Reject Ho** |
| **Socialization** |  | **0.3450** |  | **0.0484** |  | **7.120** |  | **< .001** |  | **Reject Ho** |
| **Informativeness** |  | **0.3011** |  | **0.0501** |  | **6.008** |  | **< .001** |  | **Reject Ho** |

**Plot**



|  |
| --- |
|  |

Fig 2- Scatter plot showing Social media usage

The latter graph seems to indicate a positive linear relationship between the use of social media and civic engagement; in other words, the more frequent the use of social media, the greater the civic engagement. These findings provide further confirmation of the premise that these social media platforms serve as a forum for debate, advocacy, and community work that will motivate users to become more civically engaged.

    Findings have shown a high level of involvement expressed by participants in both academic and civic spheres, revealing a strong relationship between social media usage and civic participation. This agrees with findings by Lee Rainie et al. (2012), which explain that social media platforms increase political and civic participation by allowing users to discuss it, advocate voting, and join social movements. These studies show that social media effectively encourages academic and civic participation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Descriptives** | | | | | |
|  | | **Mean** | | **SD** | |
| AC1 |  | 4.51 |  | 0.671 |  |
| AC2 |  | 4.09 |  | 0.664 |  |
| AC3 |  | 4.32 |  | 0.820 |  |
| AC4 |  | 4.28 |  | 0.613 |  |
| AC5 |  | 4.32 |  | 0.798 |  |
| SO1 |  | 4.34 |  | 0.685 |  |
| SO2 |  | 4.17 |  | 0.729 |  |
|  |  |  |  |  |  |
| SO3 |  | 4.23 |  | 0.827 |  |
| SO4 |  | 4.30 |  | 0.732 |  |
| IN1 |  | 4.32 |  | 0.705 |  |
| IN2 |  | 4.18 |  | 0.753 |  |
| IN3 |  | 4.23 |  | 0.792 |  |
| IN4 |  | 4.35 |  | 0.745 |  |
| CE1 |  | 4.48 |  | 0.684 |  |
| CE2 |  | 4.08 |  | 0.665 |  |
| CE3 |  | 4.34 |  | 0.835 |  |
| SP1 |  | 4.30 |  | 0.707 |  |
| SP2 |  | 4.27 |  | 0.724 |  |
| SP3 |  | 4.17 |  | 0.806 |  |
| SP4 |  | 4.43 |  | 0.732 |  |
| CC1 |  | 4.40 |  | 0.683 |  |
| CC2 |  | 4.18 |  | 0.750 |  |
| CC3 |  | 4.31 |  | 0.795 |  |
| CC4 |  | 4.29 |  | 0.704 |  |
| Academics |  | 4.31 |  | 0.544 |  |
| Socialization |  | 4.26 |  | 0.584 |  |
| Informativeness |  | 4.27 |  | 0.595 |  |
| Civic Engagement |  | 4.30 |  | 0.607 |  |
| Student as Partners |  | 4.29 |  | 0.583 |  |
| Civic Culture |  | 4.29 |  | 0.587 |  |
| Social Media Usage |  | 4.28 |  | 0.560 |  |
| Civic Engagement (2) |  | 4.29 |  | 0.576 |  |
|  | | | | | |

**4. CONCLUSIONS**

     To enhance the positive influence of social media on civic engagement, St. Mary's College of Bansalan, Inc. should implement programs emphasizing responsible and meaningful social media usage. This could involve organizing digital literacy and citizenship workshops to teach students how to engage with social media thoughtfully while contributing to constructive conversations. Faculty members can also incorporate social media into academic activities, encouraging students to participate in collaborative online discussions that foster awareness and engagement. These initiatives would help students view social media as a platform for personal development and active societal participation, rather than merely a source of entertainment.

     Moreover, the college can facilitate student involvement in community-oriented projects through social media campaigns. These campaigns could address critical issues such as environmental conservation, voter education, or public health awareness. Collaborations with civic organizations and local government units can offer students practical opportunities to use social media for advocacy and problem-solving, bridging the gap between online engagement and real-world impact. Such initiatives would nurture a stronger sense of social responsibility among students.

    Lastly, the college should empower student organizations to lead social media-driven civic engagement efforts. Hosting competitions, forums, or events utilizing social media to mobilize participants can help students build leadership and advocacy skills. The administration can support and recognize impactful initiatives that demonstrate significant community contributions. These strategies ensure that students use social media effectively while cultivating habits of active civic participation that extend beyond their academic years.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

**References**

Nabi, R. L., & Prestin, A. (2017). Social Learning Theory and Social Cognitive Theory. The International Encyclopedia of Media Effects, 1–13. [https://doi.org/10.1002/9781118783764.wbieme0073‌](https://doi.org/10.1002/9781118783764.wbieme0073%E2%80%8C)

Shao, L., Goli, M., Sewagegn, A. A., & Sahu, A. K. (2022). Impact of Social Media Usage on Civic Engagement towards Societal Problems: Qualitative Modelling Approach. Discrete Dynamics in Nature and Society, 2022, 1–10. <https://doi.org/10.1155/2022/1121215>

Thompson, M., None Samuel Danso, & Wise, N. (2023). Social media usage and civic engagement among communication students. World Journal of Advanced Research and Reviews, 19(1), 1382–1390. <https://doi.org/10.30574/wjarr.2023.19.1.1494>

Tus, J. (2021, November). The social media usage and its impact on the filipino learners’ academic performance amidst the online education. ResearchGate. <https://www.researchgate.net/publication/356161965_The_Social_Media_Usage_and_Its_Impact_on_the_Filipino_Learners>

Owusu-Agyeman, Y., & Fourie-Malherbe, M. (2019). Students as partners in the promotion of civic engagement in higher education. Studies in Higher Education, 1–15. https://doi.org/10.1080/03075079.2019.1666263