



**LEARNERS' LIVED EXPERIENCES ON SOCIAL MEDIA EXPOSURE:
BASES FOR INTERVENTION PROGRAM**

**ROSE ANN C. BRODETH
TEACHER IV**

Andres Bonifacio Integrated School
roseann.chavez001@deped.gov.ph

ABSTRACT

This qualitative study determined the learners' lived experiences on social media exposure as bases for intervention program in Andres Bonifacio Integrated School during the School Year 2025-2026. Using a phenomenological approach design, data were gathered through in-depth interviews and analyzed using thematic analysis. Finding showed that learners experienced both positive and negative experiences on social media exposure. Positive experiences were access to educational information, improved communication with various stakeholders, and recreational entertainment during leisure time. However, negative experiences were identified as social media addiction, health-related issues like eye strain and sleep disturbances, and emotional challenges including anxiety, stress, and exposure to cyberbullying. Learners also encountered misinformation and negative online content, which may influence their beliefs and behavior. These results form the basis of the "SmartScroll" Intervention Program, which aims to promote responsible social media use, enhance digital literacy, and foster collaboration among teachers, parents, and administrators to support learners' digital well-being.

Keywords: *Learners' Lived Experiences, Social Media Exposure, Intervention Program*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Background of the study

The rapid advancement of digital technology has made social media an integral part of learners' daily lives, particularly among adolescents and young adults. Platforms such as Facebook, Instagram, TikTok, and YouTube are widely used for communication, entertainment, information sharing, and academic purposes. From 2020 to 2025, the influence of social media intensified due to increased online engagement driven by remote learning and digital connectivity, leaving learners more exposed to online content than ever before (UNESCO, 2021).

Several studies have emphasized that social media exposure carries both positive and negative implications for learners. On the positive side, social media supports collaboration, access to learning resources, peer interaction, and the development of digital literacy skills when used for academic ends (Ansari & Khan, 2020; Al-Rahmi et al., 2022). Furthermore, learners who engage in educational discussions and content creation through these platforms tend to exhibit higher motivation and engagement in learning activities (Tess, 2021).

However, excessive and unregulated exposure has been linked to academic distraction, reduced concentration, poor time management, and declining performance. Studies conducted during this period indicated that constant notifications, entertainment-oriented content, and prolonged screen time negatively affected learners' focus and study habits (Karpinski et al., 2020; Gupta & Bashir, 2023). Moreover, excessive use was associated with emotional stress, anxiety, and decreased well-being, particularly when exposure involved

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



negative online interactions or social comparison (Twenge et al., 2021; Sampasa-Kanyinga & Lewis, 2022).

In the Philippine and Asian contexts, research revealed that learners' social media exposure significantly influenced their academic behavior and reading comprehension skills. While access to diverse digital texts enhanced information literacy, learners were also prone to superficial reading and shortened attention spans due to frequent social media use (Dizon et al., 2023). These findings highlighted the need to balance social media engagement with structured academic guidance.

Given these mixed effects, recent literature underscored the importance of developing intervention programs that promoted the responsible, purposeful, and critical use of social media. Intervention strategies, such as digital literacy programs, guided social media use, and self-regulation training, were found effective in improving academic engagement and online behavior (Livingstone et al., 2023). Understanding learners' lived experiences regarding social media exposure was, therefore, essential in designing context-appropriate and evidence-based interventions.

Hence, this study sought to explore learners' experiences with social media exposure as the basis for an intervention program. By examining how social media affected learners academically, socially, and emotionally, the study aimed to contribute to the development of targeted interventions that supported learners' well-being and academic success in the digital age.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study is to determine the learners' experience on social media exposure as a basis for intervention program in Andres Bonifacio Integrated School during the school year 2025-2026

Research Method

This study utilized a descriptive-qualitative research design to investigate the lived experiences of the participants. By employing in-depth interviews, this approach sought to systematically describe the phenomenon of social media exposure as it naturally occurs, avoiding any manipulation of variables.

As noted by Elliot (2025), this approach provides an accurate representation of current practices, conditions, or relationships within educational environments, enabling researchers to identify trends, patterns, and their practical implications. This method is particularly effective in educational research because it allows for the documentation and examination of real-world behaviors and perceptions without interfering with the participants' natural settings (Elliot, 2025).

During the data collection process, the researcher and the interviewees engaged in a reflective dialogue concerning specific digital issues. The primary goal was to capture the essential perspectives and social contexts of the participants through their personal responses.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Design

The study employed a phenomenological research design, a philosophical approach to qualitative inquiry. This method aims to understand how individuals perceive the world and how their personal viewpoints may diverge from common assumptions by focusing on their subjective interpretations of lived experiences. Primarily conducted through participant interviews to gain deep insights into human perception, phenomenology is a staple in fields such as psychology, sociology, and social work.

According to Smith, Flowers, and Larkin (2022), phenomenology examines the structures of consciousness from a first-person perspective. A core tenet of this approach is intentionality—the idea that consciousness is always directed toward something, making every experience an experience of an object. This relationship is mediated through the content or meaning that represents the object, supported by the specific conditions that allow the experience to occur.

Participants of the Study

The participants of this study consisted of sixteen (16) junior high school students officially enrolled during the School Year 2025–2026. Through the use of purposive sampling, the researcher selected four (4) learners from each grade level who were identified as being actively engaged in social media. This selection criteria ensured that the participants could offer the in-depth insights and lived experiences necessary to meet the study's objectives. By including representatives from every year level, the research captured a diverse range of perspectives across different stages of adolescent development.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Sampling Design

Purposive sampling design was used in the study. According to Nikolopoulou (2023), this refers to a category of non-probability sampling where participants are chosen specifically because they possess the particular traits required for the sample. Essentially, this approach involves the deliberate or intentional selection of units rather than a random process.

This method, often called judgmental sampling, relies on the researcher's professional discretion to identify and select individuals, cases, or events that offer the most pertinent data for the study's goals. While purposive sampling is a staple in qualitative and mixed-methods research—particularly when seeking information-rich cases under resource constraints—it does carry the potential for research bias, including observer bias.

Research Instrument

The research instrument used in the study was a researcher-made interview schedule, which was meticulously designed to collect substantive and relevant data in alignment with the research objectives. Specifically, the schedule featured a core question tailored to address the primary aim of the study.

To ensure accurate documentation and data gathering, the researcher utilized voice and video recording devices. The use of these tools was strictly contingent upon the formal consent provided by each participant.

Validity of the Research Instrument

Prior to establishing the validity of the researcher-made interview schedule, the researcher sought the expertise of the adviser, the Dean of the Graduate School, and a panel

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



of jurors. These individuals, selected for their proficiency in research, assessment, and the English language, evaluated each question to facilitate necessary reviews and modifications.

Validity, as defined in this context, concerns the appropriateness, accuracy, and utility of the inferences drawn by the researcher. Regarding content validity, Fraenkel and Wallen (2007) emphasize that both the instrument's content and format must align with the defined variables and the specific traits of the measured sample, providing a framework for validating questionnaire items.

To finalize the tool, the researcher carefully reviewed and integrated all comments, corrections, and suggestions provided by the validation panel. This process was documented using the standardized evaluation form based on the criteria of Good and Scates, which can be found in Appendix A.

Data Gathering Procedures

To authorize the study, the researcher secured official permits from several key offices, including the thesis adviser, the Dean of the Graduate School, the Schools Division Superintendent, and the District Supervisors. Permission was also obtained from school heads and the individual participants themselves. To facilitate the data collection process, the researcher personally visited schools, community centers, or other locations chosen by the participants for their convenience.

Before the interviews commenced, all participants were required to sign a formal waiver or informed consent form to signify their voluntary involvement. During these in-depth sessions, the researcher utilized voice and video recorders to ensure that every response was

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



captured with precision. Once the series of interviews concluded, the researcher systematically compiled all gathered data for further processing.

Data Analysis

The gathered information was analyzed using a thematic approach, a method that Braun and Clarke (2023) describe as a flexible yet systematic framework for examining qualitative data. This approach allowed the researcher to uncover both explicit and implicit meanings within the participants' narratives, making it particularly suitable for educational research aimed at understanding complex social and organizational relationships.

As noted by Nowell et al. (2021), thematic analysis enhances the transparency and credibility of qualitative studies by ensuring that the coding and interpretation of data remain systematic. By applying this method, the interpreted interview data were organized and categorized, a process that Braun and Clarke (2023) highlight as being exceptionally effective for identifying, analyzing, and reporting significant patterns or themes within qualitative datasets.

RESULTS AND DISCUSSIONS

Summary

The study was conducted to explore the social media exposure experiences of learners as a foundation for an intervention program at Andres Bonifacio Integrated School during the 2025–2026 academic year.

The research method was descriptive in nature, utilizing in-depth interviews as the primary data collection technique.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The study adopted a phenomenological approach within a qualitative research design.

The participant group comprised sixteen (16) junior high school students selected from the 2025–2026 official enrollment list. Through purposive sampling, the researcher identified four (4) learners from each grade level who were active social media users to ensure the collection of detailed, relevant insights.

A researcher-developed interview schedule served as the study's primary research instrument. To facilitate thorough documentation and data gathering, voice and video recorders were employed, contingent upon the participants' explicit consent. The interview schedule underwent a rigorous validation process by a panel of experts, whose feedback and recommendations were meticulously integrated into the final version of the tool.

Formal permits were secured from all individual participants to authorize the conduct of the research. The researcher personally visited schools or other participant-preferred locations to conduct the sessions, and preliminary instructions were provided virtually prior to the actual interviews.

Through these in-depth interviews, audio and video recordings were used to capture the participants' responses in their entirety. Following the conclusion of the interview series, the researcher compiled all gathered data. This information was subsequently analyzed and interpreted using a thematic approach.

The following are the findings of the study:

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Based on the study's findings, junior high school learners reported several positive experiences from their social media exposure, highlighting how these platforms support various aspects of their lives when used appropriately.

These benefits primarily include the use of social media as an educational or informative resource, its role in being beneficial for communication, and its value as a source of entertainment.

Conversely, the findings also revealed significant negative experiences associated with excessive exposure, indicating that improper use can lead to addiction, health problems, and frequent encounters with misinformation and negative content.

These identified variables serve as the foundational evidence for the SmartScroll intervention program, which seeks to bridge the gap between these experiences by mitigating risks while amplifying the constructive potential of digital engagement.

Based on the findings, the following insights were drawn:

Junior high school learners' experiences with social media exposure are a combination of both positive and negative effects. While social media platforms such as Facebook, TikTok, Instagram, and YouTube are valuable tools for learning, communication, and entertainment, they can also pose challenges such as addiction, health problems, and exposure to misinformation. This highlights that social media is a double-edged sword; its benefits are maximized when used responsibly, while its risks increase when usage is excessive or unmonitored.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Regarding positive experiences, learners described how social media helps meet their educational and informative needs. It also provides a platform for better communication with their peers, teachers, and family, and serves as a source of entertainment and creativity. These positive experiences help students enhance their digital skills, become more knowledgeable, strengthen their social relationships, and express themselves in meaningful ways.

On the other hand, despite the benefits of social media, it can also present potential risks to learners. Many students experience addiction, which distracts them from schoolwork; health problems, such as headaches, eye strain, and sleep disturbances; and exposure to misinformation or inappropriate content. These negative experiences can impact learners' emotional well-being, academic performance, and social interactions.

Overall, these insights emphasize the importance of guiding junior high school learners in responsible social media use and implementing intervention programs that maximize benefits while minimizing risks.

CONCLUSIONS

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

Junior high school learners must be guided in using social media responsibly to maximize its benefits while minimizing its risks. Fostering proper awareness and education

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



regarding digital citizenship helps students develop discipline, critical thinking, and balanced habits.

To reinforce positive experiences, students should be encouraged to utilize social media as a constructive tool for education, communication, and creativity. Teachers can support this by integrating social media as a learning resource in classroom activities, which enhances digital literacy, peer collaboration, and information accessibility.

Regarding negative experiences, schools, teachers, and parents should provide consistent monitoring to prevent excessive use. Programs and discussions focused on digital well-being, cyberbullying prevention, and identifying misinformation are essential for cultivating mindful users. Furthermore, teachers should undergo specialized training, seminars, and workshops in online ethics and digital literacy to better equip themselves to guide learners toward safe engagement.

To address these needs, schools are encouraged to implement the “SmartScroll” Intervention Program. Through structured workshops and guided activities, this program may help students recognize the positive potential of social media while providing strategies to prevent addiction, health problems, and exposure to harmful content.

Parents also play a crucial role by supervising their children’s social media use to ensure a balance between online activities and academic responsibilities. Regular communication regarding appropriate content and time management can significantly reduce the negative effects of excessive exposure.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Finally, it is recommended that future studies be conducted to explore additional variables not covered in the present research, ensuring a continually evolving understanding of the digital landscape.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Ahmed, O., Walsh, E. I., Dawel, A., Alateeq, K., Espinoza Oyarce, D.A., & Cherbuin, N. (2024). Social Media Use, Mental Health and Sleep: A Systematic Review with Meta Analyses. *Journal of Affective Disorders*, 367, 701–712. Retrieved March 5, 2026.
- Alalwan, N. (2022). Actual Use of Social Media for Engagement to Enhance Students' Learning. *Education and Information Technologies*. Retrieved September 1, 2025.
- Al-Jubouri, A.M., Hameed, R.K., & Hamad, A.M. (2023). The Influence of Social Media on Students' Learning Motivation and Behavior. *International Journal of Emerging Technologies in Learning (IJET)*, 18(4), 120–132. Retrieved September 1, 2025.
- Al-Mosaiwi, M. & Bound, S. (2023). Social Media Use and Academic Engagement among Secondary Students: Opportunities and Challenges. *Computers & Education*. Retrieved September 1, 2025.
- Al-Rahmi, W.M., Aldraiweesh, A., Yahaya, N., Kamin, Y.B., & Zeki, A.M. (2022). Social Media Use in Higher Education: A Systematic Review of Effects on Learning. *Education and Information Technologies*, 27(1), 1–28. Retrieved January 19, 2025.
- Alluhidan, A., Akter, M., Alsoubai, A., Park, J., & Wisniewski, P. (2024). Teen Talk: The Good, the Bad, and the Neutral of Adolescent Social Media Use. Retrieved February 23, 2026.
- Amin, Z., Mansoor, A., Hussain, S.R., & Hashmat, S. (2021). Impact of Social Media Usage on Academic Performance and Motivation among Students. *Education and Information Technologies*. Retrieved September 1, 2025.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Ancheta, J.B. (2025). Students' Learning Behavior in Using Social Media: Junior High Teachers' Experiences. *EPRATrust Publishing*. Retrieved February 23, 2026, from <https://epratrustpublishing.com/ECCEM/2025/June/students-learning-behavior-in-using-social-media-junior-high-teachers-experiences/16550>. Retrieved March 1, 2026.

Ansari, J.A.N. & Khan, N.A. (2020). Exploring the Role of Social Media in Collaborative Learning: The New Domain of Learning. *Smart Learning Environments*, 7(1), 1–16. <https://doi.org/10.1186/s40561-020-00118-7>.

Asan, A. & Zwięglar, B. (2025). Social Media as a Tool for Student Learning. Accessed at www.jstor.org. Retrieved March 1, 2026.

Ashraf, M.A., Malik, M.A., & Rizwan, M. (2021). Social Media in Education: Opportunities and Challenges in the Digital Era. *Journal of Educational Technology and Online Learning*, 4(2), 85–97. <https://doi.org/10.31681/jetol.2021.425>. Retrieved October 1, 2025.

Azem, L. et al. (2023). Social Media Use and Depression in Adolescents: A Scoping Review. *Behavioral Sciences*, 13(6), 475. Accessed at <https://www.mdpi.com/2076-328X/13/6/475> Retrieved March 5, 2026.

Baria, G.T. (2021). Social Media Exposure of Students in Relation to Academic Performance. *International Journal of Advanced Engineering, Management and Science*. Retrieved September 5, 2025.

Baureh, G.A.D. & Neman, M.I.E. (2025). Learners' Perceptions of Social Media-based Vocabulary Learning: Insights from TikTok, Instagram, and YouTube Users in an EFL

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Context. *Journal of English Language and Education*, 10(6). Retrieved September 5, 2025.

Chukwuere, J.E. (2021). Social Media Usage and Academic Performance of Students. Accessed at www.tandfonline.com. Retrieved March 2, 2026.

De Guzman, M.F. & Dela Cruz, J.P. (2021). Socioeconomic Factors and Students' Motivation in Science Learning in Philippine Public Schools. *Journal of Science Education and Research*, 5(2), 44–56. Retrieved October 5, 2025.

Dizon, G., Valdez, P.N., & Morales, M.P. (2023). Social Media Exposure and Reading Behavior of Secondary Students. *Asia Pacific Journal of Education*. Retrieved October 5, 2025.

Duckworth, A.L. (2016). *Grit: The power of passion and perseverance*. Scribner. Retrieved October 6, 2025.

Effect of Social Media on Student's Academic Performance in ABU Zaria (2025). *ScienceOpen Preprint*. https://www.scienceopen.com/document_file/40c4fac4-39fd-4e89-9594-ff6cf93cdaa5 Retrieved September 4, 2025.

Encyclopedia Britannica (2025). Learners definition and meaning. <https://www.britannica.com/dictionary/learner> Retrieved September 4, 2025.

Examining the Negative Impacts of Social Media on Adolescents: A Literature Review. (2025). *ERIC*. <https://eric.ed.gov/?q=effect+of+social+media&id=EJ1438768> Retrieved September 4, 2025.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Falcón-Linares, C., González-Yubero, S., Mauri-Medrano, M., & Cardoso-Moreno, M.J. (2023).

Impact of Social Media on Adolescence: Mapping emerging needs to build resilient skills. *MDPI*. Retrieved February 23, 2026.

Farhi, M. et al. (2025). The Effects of Social Media on Students' Academic Engagement. Accessed at www.springer.com. Retrieved February 23, 2026.

Fraenkel, J.R. & Wallen, N.E. (2007). How to design and evaluate research in education. McGraw-Hill.

Retrieved September 5, 2025.

Gupta, S. & Bashir, L. (2023). Impact of Social Media on Academic Performance and Attention Span of Students. *International Journal of Educational Research*, 118, 102150. <https://doi.org/10.1016/j.ijer.2023.102150> Retrieved January 19, 2026.

Hudd, S.S., Dumlao, J., Erdmann-Sager, D., Murray, D., Phan, E., Soukas, N., & Yokozuka, N. (2000). Stress at College: Effects on Health Habits, Health Status, and Self-esteem. *College Student Journal*, 34(2), 217–227. Retrieved October 1, 2025.

Impact of Social Media in Academic Performance (2025). *European Journal of Medical and Educational Technologies*. <https://www.ej-med.org/index.php/ejmed/article/view/> Retrieved September 1, 2025.

Isaal, J. & Alderite, T. (2023). Social Media Exposure and Study Habits of Grade 6 Students in Nonsectarian Private Schools in Davao City. *International Journal of Multidisciplinary Studies*. Retrieved September 1, 2025.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Juel, E.K., Etkin, R.G., Lebowitz, E.R., Pettit, J.W., & Silverman, W.K. (2025). Positive and Negative Experiences of Social Media Use in Early Adolescents with Social Anxiety. *Child Psychiatry & Human Development*. Retrieved February 23, 2026.

Karpinski, A.C., Kirschner, P.A., Ozer, I., Mellott, J.A., & Ochwo, P. (2020). An Exploration of Social Media Use and Academic Performance. *Computers in Human Behavior*. Retrieved January 19, 2026.

Lin, Y. (2025). The Impact of Social Media Use on Social Anxiety in Junior High School Students. *Interdisciplinary Humanities and Communication Studies*. Retrieved February 23, 2026.

Livingstone, S., Stoilova, M., & Nandagiri, R. (2023). Children's and Adolescents' Experiences with Social Media: Benefits, Risks, and Opportunities. *New Media & Society*. Retrieved October 6, 2025.

Maya, I.M. (2024). The Influence of Social Media on Seventh Grade Students' Happiness. *Bryan House Publishing*. Retrieved February 23, 2026.

Media Influence on the Academic Performance of Senior High School Students in Borongan City (2025). *International Journal of Multidisciplinary: Applied Business and Education Research*. <https://ijmaberjournal.org/index.php/ijmaber/article/view/2541> Retrieved September 3, 2025.

Merriam-Webster (n.d.). Social Media Definition & Meaning. <https://www.google.com/search?q=social+media+definition+meriam+webster> Retrieved September 4, 2025.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Nikolopoulou, K. (2023). Purposive Sampling in Qualitative Educational Research: Benefits and Limitations. *Educational Research Review*, 14(1), 12–20. Downloaded from <https://journals.elsevier.com/educational-research-review>. Retrieved September 25, 2025.

Ningtyas, P.K. (2024). The Use of Social Media in Science Learning: A Systematic Literature Review. *International Journal of Instructional Media*, 51(1), 100–118. Retrieved October 8, 2025.

Owusu-Acheaw, M. & Larson, A.G. (2015). Use of Social Media and Its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*. <https://eric.ed.gov/?id=EJ1083595> Retrieved September 4, 2025.

Palma, E.T., Tabangay, J., & Jerunggay, M.S. (2024). Levels of Social Media Engagement and Academic Performance among Intermediate Grade Learners of Jolo Elementary School. *International Journal of Education and Teaching Zone*. Retrieved September 4, 2025.

Patricy, A.N. & Dewi, C.K. (2025). Social Media and Planned Behaviour: Impact on TikTok Purchase Intentions. *Indonesian Journal of Business Analytics*, September 4, 2025.

Perez, J. et al. (2023). Social Media Exposure among Students and Its Effects on Learning Behavior. Downloaded from <https://www.researchgate.net> Retrieved March 5, 2026.

Rahardjo, W., Juneman, & Setiani, Y. (2022). Social Media Intensity, Academic Procrastination, and Motivation to Learn Science among Adolescents. *Education and*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Information Technologies, 27(3), 3735–3750. [https://doi.org/10.1007/s10639-021-](https://doi.org/10.1007/s10639-021-10788-2)

10788-2 Retrieved October 8, 2025.

Samari, E., Chang, S., Seow, E., Chua, Y.C., Subramaniam, M., van Dam, R.M., & Vaingankar, J.A. (2022). A Qualitative Study on Negative Experiences of Social Media Use and Harm Reduction Strategies among Youths in a Multi-ethnic Asian Society. Retrieved October 8, 2025.

Sampasa-Kanyinga, H. & Lewis, R.F. (2022). Frequent Use of Social Networking Sites is Associated with Poor Psychological Functioning among Adolescents. *Cyberpsychology, Behavior, and Social Networking*. Retrieved September 5, 2025.

Sanchez, G. & Jenkins, J. (2024). Social Media & Subjectivity: Adolescent Lived Experiences with Social Media in a Southern California Middle School. *Social Science & Medicine*. Retrieved February 23, 2026.

Smith, J.A., Flowers, P., & Larkin, M. (2022). Interpretative phenomenological analysis: theory, method and research (2nd ed.). SAGE Publications.

Soqueña, A.B. (2021). The Criteria for the Content Validation by Good and Scates (1972).

Tess, P.A. (2013). The Role of Social Media in Higher Education Classes (real and virtual): A Literature Review. *Computers in Human Behavior*. Retrieved October 8, 2025.

The Impact of Social Media on the Academic Performance of University Students in Nigeria (2025). *Academia.edu*. <https://www.academia.edu/51396937>, retrieved September 4, 2025.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The Theory of Planned Behavior (2025). *ScienceDirect*.

<https://www.sciencedirect.com/science/article/abs/pii/S074959789190020T> Retrieved September 5, 2025.

Twenge, J.M., Martin, G.N., & Spitzberg, B.H. (2021). Trends in U.S. Adolescents' Media Use, 1976–2016: The Rise of Digital Media, the Decline of Television, and the (near) Demise of Print. *Psychology of Popular Media, 10*(4), 329–345. Retrieved September 6, 2025.

UNESCO (2021). Education in a Post-COVID World: Digital Learning and Social Media. UNESCO Publishing. <https://unesdoc.unesco.org> Retrieved January 19, 2026.

Vaterlaus, J.M. et al. (2023). Adolescents and Social Media: Implications for Learning. Accessed at www.frontiersin.org. Retrieved January 29, 2026.

Wardani, A.D., Gunawan, I., Kusumaningrum, D.E., Benty, D. D.N., Sumarsono, R.B., Nurabadi, A., & Handayani, L. (2020). Student Learning Motivation: A Conceptual Paper. In *Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE 2020)*. Atlantis Press. Retrieved September 4, 2025.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
