

The Use of Social Media Platforms, Self-Efficacy and Participation of Senior High School Learners in the Politics

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Abstract— This study aimed to determine the relationship between the use of social media platforms and political self-efficacy on the political participation of senior high school learners. Specifically, it sought to examine the level of social media usage in terms of content creation, forums and communication, personal connection, photo/video sharing, and social networking; assess the level of political self-efficacy in terms of beliefs, political ideology, knowledge, skills, and activities; and evaluate the level of political participation in terms of voting criteria, campaigning, attending public forums, selection of candidates, and social cohesion. Moreover, this study focused to identify the significant relationship between students' use of social media and political participation. Lastly, this study addressed to identify the significant relationship between students' political self-efficacy and their political participation. The descriptive method was utilized in this study, employing a researcher-made, structured questionnaire distributed to one hundred (100) senior high school learners of San Isidro National High School for School Year 2024–2025 using purposive sampling. The instrument was validated and pilot-tested to ensure reliability. Quantitative data gathered were treated using frequency, percentage, weighted mean, and Pearson correlation. Findings revealed that the level of social media usage among senior high school learners was generally low, particularly in content creation and active engagement in political discourse. Meanwhile, students demonstrated moderate political self-efficacy and political participation, with higher scores in personal connection and emotional engagement with political content. Statistical analysis revealed a notable association between political participation and social media use, as well as between political self-efficacy and political participation. There is a significant relationship between students' social media use and political participation. Similarly, a significant link was found between political self-efficacy and political participation, leading to the rejection of both null hypotheses. It is concluded that different forms of social media engagement, content creation, and media sharing—were shown to support students' involvement in online political activities like campaigning and civic awareness. Students with greater confidence in their political knowledge, beliefs, and communication skills were more active in candidate selection, campaigning, and promoting social cohesion. These findings highlight the importance of both digital engagement and political competencies in encouraging youth civic participation. It recommended the development of a political education intervention program that integrates responsible social media use and digital literacy to enhance the civic engagement of senior high school students.

Keywords— Civil Engagement, Digital Literacy, Political Participation, Self-efficacy, Social Media Platforms.

I. INTRODUCTION

Social media has become a prominent forum for political activity, especially among the youth. Senior High School learners are among the most engaged on social media, regularly consuming political content that influences their comprehension and engagement in political dialogue. The use of social media platforms on political self-efficacy—defined as the belief in one's ability to impact political outcomes—is crucial in understanding the political behaviors of these learners. As these students approach the voting age, their interaction with social media plays a key role in shaping their political attitudes and participation.

The Philippine government promotes civic involvement among young people by enacting legislation like the Sangguniang Kabataan Reform Act of 2015 and Republic Act 10742, which both emphasize political participation. Through the provision of leadership and political involvement opportunities, this law seeks to encourage youngsters to engage in active political participation. Furthermore, the Youth Empowerment Act, also known as Republic Act 11293, highlights the need to encourage political engagement and understanding among young Filipinos. In this situation, social media can influence senior high school students' perceptions of their place in political processes, serving as both a tool and a problem.

In the education sector, the Department of Education (DepEd) also plays a significant role in promoting civic and political engagement through DepEd Order No. 52, s. 2016. This order encourages the integration of civic education into the basic education curriculum, promoting responsible citizenship, and fostering an understanding of democratic principles among learners. Social media serves as a medium where students can apply what they learn about civic responsibilities in school, further enhancing their political self-efficacy and participation.

Social media does, however, come with risks. These include the spread of false information and the development of echo chambers, even while it offers many chances for political activity. These elements may have a detrimental effect on political self-efficacy, which may result in disengagement or improper political engagement. The accessibility of both accurate and false information online requires critical thinking skills that must be fostered in educational settings. By

including media literacy in its curriculum, DepEd hopes to give students the skills they need to use social media responsibly and increase their political engagement.

This study seeks to examine how social media use and political self-efficacy affect the political engagement of senior high school students at San Isidro National High School. Through an examination of the relationship between these variables, the study will shed light on how political ideas and behaviors are influenced by digital platforms. Additionally, it will assess how DepEd programs and governmental legislation promote political engagement, which is essential for preparing seniors in high school for active civic engagement as they enter adulthood.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the influence of social media platforms and political self-efficacy on shaping political participation among senior high school learners of San Isidro National High School.

Specifically, it sought answer to the following questions:

1. What is the level of student’s use of social media platforms in terms of:
 - 1.1 Content Creation;
 - 1.2 Forums and Communication;
 - 1.3 Personal Connection;
 - 1.4 Photo/Video Sharing; and
 - 1.5 Social Networking?
2. What is the level of student’s political self-efficacy in terms of:
 - 2.1 Activities;
 - 2.2 Beliefs;
 - 2.3 Knowledge;
 - 2.4 Skills; and
 - 2.5 Political Ideology?
3. What is the level of student’s political participation in terms of:
 - 3.1 Attending Public Forums;
 - 3.2 Campaigning;
 - 3.3 Selection of Candidates;
 - 3.4 Social Cohesion; and
 - 3.5 Voting Criteria?
4. Is there any significant relationship between students’ use of social media and political participation?
5. Is there any significant relationship between students’ political efficacy and their political participation?

II. METHODOLOGY

The descriptive method was utilized in this study, employing a researcher-made, structured questionnaire distributed to one hundred (100) senior high school learners of San Isidro National High School for School Year 2024–2025 using purposive sampling. The instrument was validated and pilot-tested to ensure reliability. Quantitative data gathered were treated using frequency, percentage, weighted mean, and Pearson correlation.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected, highlighting a significant relationship between student’s use of social media and political self-efficacy on social participation.

Level of Using of Social Media Platforms

A social media platform is a digital service or website that allows users to create, share, and interact with content, as well as connect with others. In this study social media platform includes variables such as content creation, forms and connection, personal connection, photo video sharing and social interaction and was determine by mean and standard deviation.

Content creation activities such as posting original political materials, making videos or livestreams, editing visual content, and participating in discussions or podcasts were rarely practiced.

The use of streaming platforms to discuss political issues was the most evident, yet still rated as rarely done. This suggests that while opportunities for content generation are present, they are not fully utilized by the respondents. This indicates that political expression through content creation on social media is minimal. The results reflect a passive rather than active use of digital platforms for political engagement.

The low level of content creation may affect the broader discourse on social and political issues online, highlighting the need to encourage more active participation and digital citizenship among users. Furthermore, the results reflect insights from Kiran (2020) and Urs (2024), who noted that content creation—particularly political content—requires not only interest but also resources, technical skills, and a sense of political empowerment

As exhibited in Table 1, the level of using social media platforms in terms of content creation is low, as evidenced by the grand mean ($M=1.98$, $SD=0.99$). This indicates that the respondents seldom engage in the creation of political content on social media.

TABLE 1. Level of Using of Social Media Platforms in terms of Content Creation

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|---------|
| 1. I create and post my own political content (e.g., text posts, infographics, or videos) on social media. | 1.91 | 0.91 | Rarely |
| 2. I make videos or livestreams discussing political topics on social media platforms. | 1.75 | 0.83 | Rarely |
| 3. I use social media streaming platforms (e.g., Facebook Live, TikTok Live, YouTube Live) to talk about political issues. | 2.25 | 1.11 | Rarely |
| 4. I edit or design political content such as posters, infographics, or memes to share online. | 2.07 | 1.02 | Rarely |
| 5. I create or participate in podcasts or livestream discussions about political issues. | 1.94 | 0.99 | Rarely |
| Weighted Mean | 1.98 | | |
| SD | 0.99 | | |
| Verbal Interpretation | Low | | |

Furthermore, the results reflect insights from Kiran (2020) and Urs (2024), who noted that content creation—particularly political content—requires not only interest but also resources,

technical skills, and a sense of political empowerment. Urs emphasized that online creators play a significant role in influencing public opinion, but only a few individuals take on this role actively. Duffy and Fung (2024) add that while influencers wield power to shape political narratives, most youth may lack either the audience reach or motivation to contribute meaningfully in this way.

Moreover, Li and Chan (2016) and Mitchell et al. (2020) established that while many users consume political content on social media, a smaller percentage engage in sharing or creating it. This is reinforced by Prawira et al. (2024), who highlighted several barriers to content creation such as disinformation, algorithmic changes, and the threat of online backlash.

TABLE 2. Level of Using of Social Media Platforms in terms of Forums and Communication

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|---------|
| 1. I participate in online political forums or discussion groups on social media. | 2.32 | 0.87 | Rarely |
| 2. I comment on political posts or engage in discussions about political issues on social media. | 2.08 | 0.93 | Rarely |
| 3. I use social media to communicate my political opinions and beliefs. | 2.60 | 0.98 | Rarely |
| 4. I engage in debates about political topics with others on social media platforms. | 2.22 | 0.96 | Rarely |
| 5. I use social media messaging apps (e.g., Messenger, WhatsApp) to discuss political issues with friends or groups. | 2.45 | 0.97 | Rarely |
| Weighted Mean | 2.33 | | |
| SD | 0.96 | | |
| Verbal Interpretation | Low | | |

Table 2 shows that the level of using social media platforms in terms of forums and communication is low, as evidenced by the grand mean (M=2.33, SD=0.96). This indicates that the respondents rarely engage in political discussions and exchanges through social media platforms.

Participation in online forums and political discussion groups, commenting on political posts, and sharing political beliefs via messaging apps were all practiced infrequently. The act of using social media to communicate political opinions and beliefs was slightly more observed, yet still within the "Rarely" category. This suggests that social media, while accessible for communication, is not being maximized by the respondents for political dialogue. This indicates that active participation in political forums and discussions through social media remains limited. The low engagement in communicative political activities reflects a passive stance toward online political involvement. Encouraging discourse through these platforms may enhance civic awareness, promote political literacy, and strengthen democratic participation in digital spaces.

Algharabat et al. (2020) explain that while social media reduces barriers to political participation by facilitating expression and dialogue, many youths still refrain from engaging due to echo chambers and the fear of confrontation. Similarly, Pendry and Salvatorre (2015) suggest that although forums can foster civic action and psychological well-being,

many students do not fully identify with these communities, which reduces their engagement.

Level of Using of Social Media Platforms in terms of Personal Connection

Table 3 reveals that the level of using social media platforms in terms of personal connection is high, as evidenced by the grand mean (M=2.97, SD=0.75). This indicates that the respondents are moderately engaged in political content on social media on a more personal level.

Respondents sometimes follow political figures and organizations, engage with political posts and videos, and discuss political topics with friends or family based on what they encounter online. Social media is also sometimes relied upon as a primary source of political news and information.

TABLE 3. Level of Using of Social Media Platforms in terms of Personal Connection

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|-----------|
| 1. I follow politicians, government officials, or political organizations on social media. | 3.09 | 0.64 | Sometimes |
| 2. I engage with political content on social media by reading posts, watching videos, or reacting to political news. | 3.04 | 0.63 | Sometimes |
| 3. I discuss political topics with my friends or family based on what I see on social media. | 2.71 | 0.78 | Sometimes |
| 4. I rely on social media as my main source of political news and information. | 3.09 | 0.81 | Sometimes |
| 5. I feel emotionally affected (e.g., inspired, angered, or motivated) by the political content I see on social media. | 2.92 | 0.80 | Sometimes |
| Weighted Mean | 2.97 | | |
| SD | 0.75 | | |
| Verbal Interpretation | High | | |

Moreover, the respondents reported being emotionally affected whether inspired, angered, or motivated by the political content they see, reflecting a personal resonance with what they consume. This indicates that social media plays a significant role in shaping the respondents' personal connection to political content.

The frequent emotional and cognitive responses, coupled with interpersonal discussions, suggest that political content on social media influences not only information acquisition but also political attitudes and relational dynamics. This personal connection may serve as a starting point for deeper civic awareness and potential political participation.

This result corresponds with the findings of McClain et al. (2024) and Winslow (2023), who emphasize the role of social media in fostering digital connections that substitute, though do not fully replace, in-person political discourse. Social media platforms such as Facebook, Instagram, TikTok, and X (formerly Twitter) have become vital tools for engaging youth with political messages, candidates, and current events. settings.

Table 4 indicates that the level of using social media platforms in terms of photo/video sharing is low, as evidenced by the grand mean (M=2.19, SD=1.04). This indicates that the respondents rarely use visual media to express or share political content on social media..

TABLE 4. Level of Using of Social Media Platforms in terms of Photo/Video Sharing

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|---------|
| 1. I share political photos or videos on my social media accounts. | 2.41 | 0.99 | Rarely |
| 2. I post images or videos of political events, rallies, or protests on social media. | 2.09 | 1.01 | Rarely |
| 3. I use Instagram, TikTok, or Facebook Stories to share political content. | 2.34 | 1.11 | Rarely |
| 4. I record or upload videos expressing my views on political issues. | 1.93 | 0.99 | Rarely |
| 5. I share news clips or documentary videos about political topics on my social media. | 2.18 | 1.05 | Rarely |
| Weighted Mean | 2.19 | | |
| SD | 1.04 | | |
| Verbal Interpretation | Low | | |

Sharing political photos or videos, posting content from political events, and using features like Stories to highlight political views were all rated as rarely done.

The act of recording or uploading personal videos expressing political opinions had the lowest mean among the indicators. Although some respondents occasionally share news clips or documentaries, this behavior is still infrequent overall. This indicates that visual and multimedia forms of political expression are minimally utilized by the respondents. Despite the popularity and ease of photo and video sharing on platforms such as Facebook, Instagram, and TikTok, these tools are not being maximized for political engagement. Promoting digital creativity and confidence in political self-expression may encourage more active participation through visual media

Finally, Castells (2023) reminds us that social media’s true political power lies not merely in its reach, but in how individuals use it to shape discourse and mobilize communities. The current findings suggest that while SHS students consume political content, they underutilize these platforms for active civic engagement. To close this gap, educators must develop programs that empower students with both the technical skills and the political confidence to express themselves meaningfully and ethically in digital spaces.

Level of Using of Social Media Platforms in terms of Social Networking

Table 5 presents that the level of using social media platforms in terms of social networking is low, as evidenced by the grand mean (M=2.37, SD=0.90). This indicates that the respondents rarely use social media to build or expand political networks and connections.

While there is occasional interaction with political influencers, activists, or organizations—as reflected by a "Sometimes" rating—most behaviors such as connecting with officials, joining political groups, or adding individuals based on shared political views were rated as "Rarely." Engaging with political content through likes, shares, or comments showed slightly more activity but still remained inconsistent.

This suggests that the social media site's social networking capabilities are only partially utilized for political interaction. The respondents’ limited involvement in forming political connections online suggests a preference for passive interaction rather than active participation in digital political

communities. Enhancing awareness and digital civic engagement may encourage users to take advantage of these networking tools for broader political involvement.

TABLE 5. Level of Using of Social Media Platforms in terms of Social Networking

| STATEMENT | MEAN | SD | REMARKS |
|---|------|------|-----------|
| 1. I connect with politicians, government officials, or political groups on social media. | 2.24 | 0.94 | Rarely |
| 2. I follow and interact with political influencers, activists, or organizations on social media. | 2.54 | 0.81 | Sometimes |
| 3. I join online communities or groups that focus on political discussions and issues. | 2.18 | 0.89 | Rarely |
| 4. I add or follow new people on social media based on shared political views or interests. | 2.33 | 0.89 | Rarely |
| 5. I engage with political content by liking, sharing, or commenting on posts made by others. | 2.55 | 0.89 | Sometimes |
| Weighted Mean | 2.37 | | |
| SD | 0.90 | | |
| Verbal Interpretation | Low | | |

These trends highlight a critical need for educational interventions that strengthen students' digital citizenship and political efficacy. As Kahne and Bowyer (2022) argue, young people are more likely to engage in political discussions when they feel confident that their voices are valid and impactful. Schools can play a vital role in fostering this sense of self-efficacy by integrating media literacy, discussions on digital activism, and simulations of political engagement into the curriculum.

Educational institutions must equip learners not only with technical digital skills, but also with the civic competencies and safe environments necessary to discuss, debate, and advocate for political issues confidently and responsibly.

Level of student’s Political self-Efficacy

Political self-efficacy is the confidence an individual has in their capacity to comprehend political matters and engage competently in political procedures. In this study student’s political self -efficacy includes variables such as activities, beliefs, knowledge, skill, political ideologist and was determine by mean and standard deviation.

Table 6 demonstrates that the level of students’ political self-efficacy in terms of activities is high, as evidenced by the grand mean (M=2.59, SD=0.92). This indicates that the respondents generally believe in their ability to engage in political activities and contribute meaningfully to political discourse within their communities.

Participation in school or community discussions, involvement in youth-led initiatives, and organizing activities that promote political awareness were generally agreed upon by the respondents.

However, attending political seminars or webinars and one unspecified item received a "Disagree" rating, indicating some variation in the respondents' level of engagement depending on the nature of the activity.

This indicates that while students show a strong sense of agency in grassroots or community-based political actions, they may be less inclined or have limited access to more formal educational events such as seminars or workshops. The

high level of political self-efficacy observed suggests a promising foundation for cultivating active, informed, and responsible youth citizens, especially when opportunities for engagement are made accessible and relevant to their immediate environments.

TABLE 6. Level of student's Political self-Efficacy in terms of Activities

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|----------|
| 1. I attend seminars, webinars, or workshops to learn more about politics and governance. | 2.48 | 1.03 | Disagree |
| 2. I help organize activities that promote political awareness in my school or community. | 2.70 | 0.92 | Agree |
| 3. I participate in youth-led initiatives that aim to influence political decision-making. | 2.58 | 0.94 | Agree |
| 4. I actively participate in school or community discussions about political issues. | 2.74 | 0.84 | Agree |
| 5. | 2.45 | 0.86 | Disagree |
| Weighted Mean | 2.59 | | |
| SD | 0.92 | | |
| Verbal Interpretation | High | | |

According to Kahne and Bowyer (2022), political self-efficacy can be cultivated through meaningful education that bridges the gap between knowledge and action. Schools should therefore provide platforms where students can participate in political simulations, lead campaigns, engage with public officials, and reflect critically on political issues in both online and offline settings.

Level of Student's Political Self-Efficacy in terms of Beliefs

Table 7 highlights that the level of students' political self-efficacy in terms of beliefs is high, as evidenced by the grand mean (M=2.92, SD=0.80). This indicates that the respondents generally hold strong beliefs in their capacity to understand, express, and influence political matters.

TABLE 7. Level of Student's Political Self-Efficacy in terms of Beliefs

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|---------|
| 1. I believe my opinions about political issues are important and worth expressing. | 2.93 | 0.77 | Agree |
| 2. I feel confident in my ability to understand political discussions and debates. | 2.91 | 0.77 | Agree |
| 3. I believe I can make informed political decisions based on the information I gather. | 2.91 | 0.83 | Agree |
| 4. I trust that my participation in political discussions can contribute to meaningful change. | 2.83 | 0.87 | Agree |
| 5. I believe that young people like me can influence political decisions in my country. | 3.03 | 0.77 | Agree |
| Weighted Mean | 2.92 | | |
| SD | 0.80 | | |
| Verbal Interpretation | High | | |

Respondents agreed that their opinions are important, that they feel confident in understanding political discussions, and that they can make informed decisions. There is also agreement in their belief that participation can lead to meaningful change and that youth, in general, have the power to influence political outcomes. This indicates that the students possess a positive self-perception of their role in political processes. Their belief in the value of their voice and the

effectiveness of their participation reflects a solid foundation for political empowerment. Strengthening this belief system through civic education and inclusive political platforms can further motivate youth to take active roles in shaping their communities and society at large.

As suggested by Kahne and Bowyer (2022), fostering political efficacy must go beyond theoretical belief; it requires experiential learning and real-world application to solidify democratic habits and encourage active participation.

Level of Student's Political Self-Efficacy in terms of Knowledge

Table 8 illustrates that the level of students' political self-efficacy in terms of knowledge is high, as evidenced by the grand mean (M=2.96, SD=0.77). This suggests that the respondents possess a solid understanding of political structures, processes, and current issues. Students agreed that they have a good grasp of how the government functions, the roles of elected officials, and the significance of voting in political outcomes. They also demonstrated familiarity with their country's constitution and the rights it provides, along with awareness of current political events.

TABLE 8. Level of Student's Political Self-Efficacy in terms of Knowledge

| STATEMENT | MEAN | SD | REMARKS |
|---|------|------|---------|
| 1. I have a good understanding of how the government works and its different branches. | 3.05 | 0.74 | Agree |
| 2. I can explain the key roles and responsibilities of elected officials in my country. | 2.74 | 0.72 | Agree |
| 3. I understand the process of elections and how voting impacts political outcomes. | 3.08 | 0.79 | Agree |
| 4. I am knowledgeable about current political issues affecting my country. | 2.86 | 0.79 | Agree |
| 5. I am familiar with my country's constitution and the rights it guarantees to citizens. | 3.06 | 0.74 | Agree |
| Weighted Mean | 2.96 | | |
| SD | 0.77 | | |
| Verbal Interpretation | High | | |

These responses reflect a well-rounded level of political knowledge among the respondents. This indicates that the students are not only confident in their beliefs and actions related to politics but are also grounded in factual and conceptual understanding.

Their knowledge serves as a critical component of political self-efficacy, enabling them to engage more meaningfully in civic activities and discussions. Enhancing this knowledge base through accessible education and relevant political discourse can further strengthen their participation in democratic processes.

Itodo (2022) and Tomic (2022) point out, effective political participation requires not only general awareness, but also an understanding of institutional functions and the accountability of elected representatives. Addressing this knowledge gap is crucial in preparing students to assess political performance and policy decisions critically.

As Prior (2020) observed, youth increasingly rely on social media for political information, making platforms like TikTok, Facebook, and X (formerly Twitter) central to their political socialization. These tools offer immediacy and relatability,

contributing to students' political awareness. However, as Guess et al. (2022) caution, the same platforms can expose students to misinformation and political bias, potentially skewing their understanding.

Level of Student's Political Self-Efficacy in terms of Skills

Table 9 conveys that the level of students' political self-efficacy in terms of skills is high, as evidenced by the grand mean (M=2.73, SD=0.81). This indicates that respondents believe they possess the necessary skills to engage effectively in political discourse and activities.

Respondents agreed that they can express their opinions in discussions, critically analyze political news, and engage in conversations with people holding differing views. They also feel capable of researching political issues and presenting persuasive written arguments. These findings suggest a well-developed skill set that supports informed and articulate political participation.

This indicates that students not only understand political matters and believe in their capacity to make a difference, but also have the practical communication and analytical skills needed to take action. Fostering these abilities through school programs and community involvement initiatives can further empower youth to participate meaningfully in political processes and civic life.

TABLE 9. Level of Student's Political Self-Efficacy in terms of Skills

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|---------|
| 1. I can effectively express my political opinions in discussions or debates. | 2.77 | 0.80 | Agree |
| 2. I am able to critically analyze political news and identify misinformation. | 2.77 | 0.78 | Agree |
| 3. I can confidently engage in conversations with people who have different political views. | 2.75 | 0.82 | Agree |
| 4. I can research and gather reliable information about political issues. | 2.77 | 0.85 | Agree |
| 5. I can write a persuasive argument or essay about a political topic. | 2.59 | 0.82 | Agree |
| Weighted Mean | 2.73 | | |
| SD | 0.81 | | |
| Verbal Interpretation | | | High |

Interestingly, the lowest mean (2.58) still falls within the "Agree" range, indicating students' modest confidence in presenting political issues persuasively in writing and speaking. While this suggests a generally high level of self-efficacy, it also points to an area where students could benefit from further practice and structured learning, such as debate programs, writing workshops, or student journalism initiatives.

Level of Student's Political Self-Efficacy in terms of Political Ideologist

Table 10 reveals that the level of students' political self-efficacy in terms of political ideologist is high, as evidenced by the grand mean (M=2.78, SD=0.83). This implies that the respondents possess a sound understanding of political ideologies and feel confident in their ability to articulate and engage with ideological perspectives.

The students agreed that they understand the core principles of various political ideologies, can explain their own beliefs, and feel their views are based on critical thinking.

They also expressed confidence in discussing ideologies with others, including those with opposing perspectives. While the ability to differentiate between specific ideologies like conservative, liberal, or socialist received the lowest mean, it still fell within the "Agree" range, indicating general competency.

TABLE 10. Level of Student's Political Self-Efficacy in terms of Political Ideologist

| STATEMENT | MEAN | SD | REMARKS |
|---|------|------|---------|
| 1. I understand the core principles and beliefs of different political ideologies. | 3.00 | 0.78 | Agree |
| 2. I can explain my own political ideology and how it aligns with certain political parties or movements. | 2.69 | 0.73 | Agree |
| 3. I believe that my political beliefs are well-informed and based on critical thinking. | 2.93 | 0.86 | Agree |
| 4. I feel confident in discussing political ideologies with others, even if they have opposing views. | 2.74 | 0.80 | Agree |
| 5. I can differentiate between conservative, liberal, socialist, and other political ideologies. | 2.56 | 0.91 | Agree |
| Weighted Mean | 2.78 | | |
| SD | 0.83 | | |
| Verbal Interpretation | | | High |

This suggests that students are developing ideological awareness and critical engagement with political thought. Their self-efficacy in this domain reflects an important step toward becoming informed and reflective citizens. Continued support through classroom discourse, debates, and access to diverse political content can further sharpen their understanding and articulation of political ideologies.

Level of Student's Political Participation

Student's political participation refers to their involvement in activities related to politics, governance, and civic engagement. In this study student's political participation includes variables such as attending forum, campaigning, selection of candidates, social cohesion and voting criterion and was determined by mean and standard deviation.

Table 11 presents that the level of students' political self-efficacy in terms of attending public forums is high, as indicated by the grand mean (M=2.69, SD=0.69). This suggests that the respondents are actively involved or willing to be involved in public political discussions and forums.

TABLE 11. Level of Student's Political Self-Efficacy in terms of Attending Public Forums

| STATEMENT | MEAN | SD | REMARKS |
|---|------|------|---------|
| 1. I attend public forums or debates to learn more about political issues and candidates. | 2.54 | 0.96 | Agree |
| 2. I participate in school or community-organized political discussions. | 2.78 | 0.93 | Agree |
| 3. I actively listen to speakers and panelists during public forums about politics. | 2.86 | 0.88 | Agree |
| 4. I ask questions or express my opinions when attending political forums. | 2.61 | 0.86 | Agree |
| 5. I encourage my peers to attend public discussions on political and social issues. | 2.67 | 0.88 | Agree |
| Weighted Mean | 2.69 | | |
| SD | 0.69 | | |
| Verbal Interpretation | | | High |

The students agreed that they attend public forums and debates to learn more about political issues and engage with speakers or panelists by listening, asking questions, and sharing opinions. They also reported encouraging peers to participate in these discussions, reflecting a collective attitude toward civic engagement.

This indicates that the students recognize the importance of public forums as spaces his indicates that students recognize the importance of public forums as spaces for political learning, dialogue, and participation. Their willingness to engage in these settings points to a growing confidence in their role as active citizens. Enhancing access to such forums and promoting student involvement can further enrich their political awareness, critical thinking, and advocacy skills.

Given the accessibility and convenience of social media platforms, students may prefer engaging with political content digitally rather than attending in-person discussions. However, while online platforms offer opportunities for engagement, they also pose risks such as misinformation and political polarization (Guess et al., 2019).

Table 12 indicates that the level of students' political participation in terms of campaigning is high, as reflected by the grand mean (M=2.67, SD=0.71). This suggests that many students are actively involved in various campaign-related activities, particularly in digital and peer-based advocacy.

Respondents agreed that they support political candidates by promoting their platforms, participating in discussions, and sharing campaign information through social media. They also reported distributing campaign materials, although volunteering for campaigns, such as attending rallies or organizing events, received a lower mean, showing a slightly less active engagement in physical campaign activities.

This finding highlights the students' emerging role in political campaigns, primarily through informal and digital channels. Their participation reflects a meaningful level of political engagement, driven by accessibility and relevance. Strengthening opportunities for safe, inclusive, and informed campaign involvement especially through school-based civic programs can help encourage even greater participation in democratic processes.

TABLE 12. Level of Student's Political Participation in terms of Campaigning

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|----------|
| 1. I actively support political candidates by promoting their platforms to my peers. | 2.86 | 0.92 | Agree |
| 2. I participate in discussions or forums to advocate for the candidates I support. | 2.78 | 0.88 | Agree |
| 3. I use social media to share information about political campaigns. | 2.77 | 0.94 | Agree |
| 4. I distribute campaign materials such as posters, flyers, or digital content to raise awareness. | 2.57 | 0.97 | Agree |
| 5. I volunteer for political campaigns by attending rallies or organizing events. | 2.37 | 0.97 | Disagree |
| Weighted Mean | 2.67 | | |
| SD | 0.71 | | |
| Verbal Interpretation | | | High |

TABLE 13. Level of Student's Political Self-Efficacy in terms of Selection of Candidates

| STATEMENT | MEAN | SD | REMARKS |
|---|------|------|---------|
| 1. I research the background and qualifications of political candidates before supporting them. | 3.10 | 0.72 | Agree |
| 2. I consider a candidate's political platform and proposed policies before deciding to support them. | 3.17 | 0.71 | Agree |
| 3. I listen to debates, speeches, or interviews to evaluate political candidates. | 3.06 | 0.75 | Agree |
| 4. I discuss candidates' qualifications and platforms with my peers or family. | 2.81 | 0.79 | Agree |
| 5. I use social media to learn about and assess political candidates. | 3.05 | 0.76 | Agree |
| Weighted Mean | 3.04 | | |
| SD | 0.54 | | |
| Verbal Interpretation | | | High |

Table 13 demonstrates that the level of students' political self-efficacy in terms of selection of candidates is high, as supported by the grand mean (M=3.04, SD=0.54). This implies that the respondents are proactive and deliberate in their approach to evaluating political candidates.

Students agreed that they conduct research on candidates' backgrounds and qualifications, consider political platforms and proposed policies, and make use of debates, speeches, and interviews to inform their choices. They also discuss their evaluations with family or peers and rely on social media as a supplementary source of information. These results suggest a strong inclination among students toward informed and critical political decision-making. Their engagement in candidate evaluation processes signifies a maturing political consciousness, indicating that they value thoughtful and evidence-based support over passive participation. Encouraging continuous access to credible information and promoting discussions on political literacy can further cultivate their political discernment and democratic involvement. Table 14 reveals that the level of students' political self-efficacy in terms of social cohesion is high, as indicated by the weighted mean (M=3.04, SD=0.54). This suggests that respondents are actively fostering an inclusive and respectful environment when engaging in political discourse.

TABLE 14. Level of Student's Political Self-Efficacy in terms of Social Cohesion

| STATEMENT | MEAN | SD | REMARKS |
|---|------|------|---------|
| 1. I engage in political discussions that promote unity and understanding among my peers. | 3.10 | 0.72 | Agree |
| 2. I respect and consider different political opinions when participating in discussions. | 3.17 | 0.71 | Agree |
| 3. I collaborate with others to address political and social issues in my school or community. | 3.06 | 0.75 | Agree |
| 4. I participate in activities that bring people together despite differences in political beliefs. | 2.81 | 0.79 | Agree |
| 5. I encourage open dialogue to bridge gaps between individuals with opposing political views. | 3.05 | 0.76 | Agree |
| Weighted Mean | 3.04 | | |
| SD | 0.54 | | |
| Verbal Interpretation | | | High |

Students agreed that they engage in discussions aimed at promoting unity, demonstrate respect for differing political views, and collaborate to address political and social issues. They also acknowledged participating in inclusive activities and encouraging open dialogue among individuals with diverse political perspectives.

These findings reflect a strong sense of civic responsibility and interpersonal awareness among students. Their ability to navigate political differences constructively contributes to building a more cohesive and participatory democratic society. Promoting this form of engagement through education and school-based initiatives can help sustain healthy democratic dialogue and collective problem-solving among youth.

Table 15 indicates that the level of students' political self-efficacy in terms of voting criterion is high, as evidenced by the weighted mean (M=3.16, SD=0.57). This highlights the students' thoughtful and value-driven approach in making voting decisions.

This highlights the students' thoughtful and value-driven approach in making voting decisions. Respondents strongly agreed that leadership skills, experience, honesty, and integrity are crucial factors in evaluating candidates. They also affirmed that their decisions are guided more by policies and personal convictions rather than external influences such as popularity or peer pressure. These results suggest that students possess a discerning and principled perspective on voting, underscoring the importance of informed electoral participation.

Their ability to prioritize qualifications and character over superficial traits demonstrates political maturity and responsible citizenship. Encouraging this behavior through civic education can further reinforce democratic values and

prepare students for meaningful involvement in political processes.

Interestingly, the lowest-rated statement, "The students prioritize a candidate's proposed policies over their popularity when making voting decisions" (M = 3.00, SD = 0.82), suggests that some students may still be influenced by a candidate's public image rather than their policy agenda. The phenomenon of "celebrity politics" has been increasingly observed, where politicians leverage their online presence to gain support, sometimes at the expense of in-depth policy discourse.

TABLE 15. Level of Student's Political Self-Efficacy in terms of Voting Criterion

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|--------------|
| 1. I consider a candidate's leadership skills and experience before deciding to vote for them. | 3.29 | 0.73 | Strong Agree |
| 2. I prioritize a candidate's proposed policies over their popularity when making voting decisions. | 3.00 | 0.82 | Agree |
| 3. I evaluate a candidate's past achievements and contributions to the community before supporting them. | 3.10 | 0.86 | Agree |
| 4. I vote based on my personal beliefs and values rather than peer or family influence. | 3.11 | 0.86 | Agree |
| 5. I consider a candidate's honesty and integrity as key factors in my voting decision. | 3.30 | 0.81 | Strong Agree |
| Weighted Mean | 3.16 | | |
| SD | 0.57 | | |
| Verbal Interpretation | High | | |

Test of Relationships between Student's use of Social, Media and Political Participation

TABLE 16. Test of Relationships between Student's use of Social, Media and Political Participation

| Use of Social Media Platforms | | Political participation | | | | |
|-------------------------------|---------------------|-------------------------|--------|---------|-------------------------|-----------------|
| | | Selection | VC | C | Attending public forums | Social cohesion |
| Personal connections | Pearson Correlation | .436*** | .305** | .487*** | .458*** | .378*** |
| | Sig. (2-tailed) | <.001 | <.01 | <.001 | <.001 | <.001 |
| | N | 100 | 100 | 100 | 100 | 100 |
| Forums and communication | Pearson Correlation | .197* | 0.195 | .404*** | .394*** | 0.193 |
| | Sig. (2-tailed) | <.05 | 0.052 | <.001 | <.001 | 0.055 |
| | N | 100 | 100 | 100 | 100 | 100 |
| Content creation/ Streaming | Pearson Correlation | 0.064 | 0.055 | .346*** | .279** | 0.095 |
| | Sig. (2-tailed) | 0.525 | 0.584 | <.001 | <.01 | 0.348 |
| | N | 100 | 100 | 100 | 100 | 100 |
| Social networking | Pearson Correlation | .203* | 0.12 | .357*** | .356*** | .220* |
| | Sig. (2-tailed) | <.05 | 0.235 | <.001 | <.001 | 0.028 |
| | N | 100 | 100 | 100 | 100 | 100 |
| Photo/video sharing | Pearson Correlation | 0.141 | 0.029 | .418*** | .333*** | .199* |
| | Sig. (2-tailed) | 0.161 | 0.771 | <.001 | 0.001 | 0.047 |
| | N | 100 | 100 | 100 | 100 | 100 |

Note: *p<.05, **p<.01, ***p<.001

Table 16 exhibits the correlation between students' use of social media platforms and their level of political participation. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=100) for each relationship.

The data shows the existence of significant relationships between social media use and various aspects of political participation.

The correlations imply that the use of social media for personal connections, forums and communication, social networking, and photo/video sharing plays an essential role in enhancing students' engagement in activities such as selecting candidates, voting criteria, campaigning, attending public forums, and promoting social cohesion.

Consistent and strong influence of personal connections on political participation across all dimensions shows its key role in fostering political discussions, candidate selection, and

community cohesion. Similarly, social networking exhibits notable correlations with campaigning and attending public forums, demonstrating its importance in mobilizing political engagement and discourse among students. Forums and communication and photo/video sharing also show meaningful associations with campaigning and attending public forums, underscoring the impact of shared media content and active participation in online political discussions.

The findings emphasize how the various uses of social media, including networking, communication, and content sharing, significantly contribute to students' political

participation. These connections emphasize how social media might be a powerful instrument for promoting knowledgeable political participation and activism.

Test of Relationships between Student's Political Efficacy and Social Participation

Table 17 exhibits the correlation between student's political efficacy and social participation. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N = 100) for each relationship.

TABLE 17. Test of Relationships between Student's Political Efficacy and Social Participatio

| Political self-efficacy | Political participation | | | | | |
|-------------------------|-------------------------|---------|---------|---------|-----------------|---------|
| | Selection of candidates | VC | C | A | Social cohesion | |
| Beliefs | Pearson Correlation | .515*** | .353*** | .320** | .417*** | .420*** |
| | Sig. (2-tailed) | <.001 | <.001 | <.01 | <.001 | <.001 |
| | N | 100 | 100 | 100 | 100 | 100 |
| Political ideologist | Pearson Correlation | .480*** | .421*** | .377*** | .376*** | .465*** |
| | Sig. (2-tailed) | <.001 | <.001 | <.001 | <.001 | <.001 |
| | N | 100 | 100 | 100 | 100 | 100 |
| Knowledge | Pearson Correlation | .478*** | .435*** | .311** | .358*** | .372*** |
| | Sig. (2-tailed) | <.001 | <.001 | <.01 | <.001 | <.001 |
| | N | 100 | 100 | 100 | 100 | 100 |
| Skills | Pearson Correlation | .420*** | .197* | .345*** | .327** | .364*** |
| | Sig. (2-tailed) | <.001 | <.05 | <.001 | <.01 | <.001 |
| | N | 100 | 100 | 100 | 100 | 100 |
| Activities | Pearson Correlation | .291** | 0.163 | .526*** | .586*** | .375*** |
| | Sig. (2-tailed) | <.01 | 0.106 | <.001 | <.001 | <.001 |
| | N | 100 | 100 | 100 | 100 | 100 |

Note: *p<.05, **p<.01, ***p<.001

The data shows the existence of a significant relationship between students' political efficacy and their political participation. The correlations imply that students who possess strong political beliefs, a clear understanding of political ideologies, and comprehensive knowledge and skills in political matters are more likely to engage in activities such as selecting candidates, voting, campaigning, attending public forums, and fostering social cohesion.

A consistent influence of Beliefs across all areas of political participation indicates its importance in driving students' involvement in political activities. Similarly, the strong correlation of Political Ideology with Voting Criterion and Social Cohesion demonstrates how a well-defined political stance aids in evaluating candidates and promoting unity despite political differences. Additionally, Knowledge showed a significant relationship with Campaigning, highlighting that students with strong political knowledge are more actively involved in political advocacy. Furthermore, Skills in political engagement are notably correlated with Attending Public Forums, showing the role of confidence and expertise in encouraging students to participate in discussions about political issues.

These findings emphasize how various aspects of political efficacy beliefs, political ideologies, knowledge, skills, and activities enhance student engagement in political participation, demonstrating their active role in shaping political discourse and social harmony.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the gathered data and study findings, the researcher arrived at the following conclusions:

There exists a significant relationship between students' use of social media platforms and their level of political participation, which led to the rejection of the null hypothesis. This confirms that various forms of social media engagement such as personal connections, forums, content creation, social networking, and photo/video sharing meaningfully contribute to students' involvement in online political activities such as campaigning, attending forums virtually, and promoting civic awareness.

Furthermore, there is a significant relationship between students' political self-efficacy and their political participation, also resulting in the rejection of the null hypothesis. This implies that students' confidence in their political knowledge, beliefs, ideological understanding, and communication skills positively influences their actions in selecting candidates, engaging in campaigns, and fostering social cohesion, demonstrating that political competencies are crucial in motivating and sustaining civic engagement among the youth.

In the light of the above findings and conclusions, the researcher recommends that:

Senior High School Learners may participate actively online and in school debates/forums to improve critical thinking. Use social media responsibly, and promote respectful democratic dialogue. Last, develop critical research

skills wherein analyze multiple sources to form balanced opinions, avoiding reliance solely on social media trends.

Teachers may integrate media literacy into lessons, focusing on fact-checking and recognizing bias, to help students navigate online political content responsibly. Use debates, mock elections, and structured discussions to give students hands-on experience in expressing opinions and making informed decisions. Last, emphasize ethical discourse, teaching students to present evidence-based arguments and avoid personal attacks or misinformation.

Schools administrators may integrate lessons on government, media literacy, and fact-checking into the curriculum, so students can understand and participate in democracy. They may establish student-led clubs, forums, and town halls where students can share diverse opinions without fear of judgment. And last one, they may partner with local governments and organizations to provide students with practical political experience.

The school may launch a political awareness campaign titled “Youth for Democracy: Political Engagement Starts Now” to educate and empower students on the importance of civic responsibility and participation. This campaign may include activities such as forums with local leaders, student debates, mock elections, social media advocacy, and film viewings followed by guided discussions. Through these initiatives, students will gain a deeper understanding of political systems, develop critical thinking and self-efficacy, and be inspired to take active roles in nation-building. Partnering with organizations like COMELEC, DepEd, and local youth groups can further strengthen the program’s impact and relevance.

Future Researchers may explore how social media actually affects students' votes and policy views, not just online discussions. They may investigate how fake news and biased information affect students' confidence and involvement in political activities. Last is to explore if online political engagement leads to actual participation in community projects, protests, or voting.

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