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Social Media Use and Learners' Social Education Awareness

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Index Terms:

social media use, social education awareness, civic responsibility, social ethics, community participation

Abstract. This study examined the relationship between social media use and learners' social education awareness among Grade 10 students in Kitaotao, Bukidnon, Philippines, during the School Year 2025–2026. Specifically, it assessed the level of social media use in terms of frequency, duration, and purpose, as well as the level of social education awareness in terms of civic responsibility, social ethics, and community participation. A descriptive-correlational research design was employed. The respondents consisted of 350 Grade 10 learners from Kitubo National High School, White Kulaman Integrated School, and South Dalurong Integrated School, selected through total enumeration sampling. Data were gathered using a validated survey questionnaire with a Cronbach's alpha of 0.954, indicating very high reliability. Statistical tools such as frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient were utilized in the analysis. The findings revealed that learners demonstrated a moderate level of social media use in terms of frequency and duration, while use based on purpose was high. In addition, learners exhibited a high level of social education awareness across civic responsibility, social ethics, and community participation. Furthermore, results indicated a strong, positive, and statistically significant relationship between social media use and social education awareness. The study concludes that social media use is significantly associated with learners' social education awareness. It is recommended that educators, parents, and school administrators promote responsible and purposeful engagement with social media to further enhance learners' civic responsibility, ethical behavior, and active participation in the community.

Introduction

In the current digital age, social media has been a part of the life of every student as it influences the way students communicate, get information and interact with society. Facebook, Tik Tok, and YouTube, among other platforms are not only sources of entertainment, but are also new platforms of learning, civic participation, and social awareness. However, as much as the social media provides avenues through which education can be enriched and the social values propagated, the social media also has its own challenges which pertain to information credibility, online ethics as well as responsible digital behavior. This is necessary to create responsible digital citizens among the young generation by understanding how learners utilize social media and the impact of these on their social education awareness especially regarding their civic responsibility, social ethics and community participation.

The 21st century has changed the manner in which individuals communicate, acquire information and social and educational activities due to social media. Facebook, Instagram, Tik Tok, and Youtube are applications that adolescents all over the world use regularly, which influences their behaviors, communication, and recognizing of societal problems. DataReportal (2025) reports that it is the number of 5.41 billion social media users in the world, which is 65.7 percent of the world. These platforms offer a learning opportunity, group work, and civic participation among adolescents.

The social education awareness among the youth is being influenced on both positive and negative ways through social media globally. Although it can make people more engaged in social causes, community discussions and learning, as indicated, overuse or uncontrolled use may result in misinformation, lack of critical thinking and superficial knowledge of

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civic duties as indicated by Kuss and Griffiths (2017) and Anderson (2018). This two-sidedness demonstrates the necessity to investigate the impact of social media on the social education awareness of learners in certain settings.

The use of social media by students in the Philippines has increased tremendously. According to the 2024 We Are Social report, more than 86 million Filipinos are active participants on social media, with adolescents spending 5-6 hours on the Internet every day (We Are Social, 2024). The most used ones are Facebook, Tik Tok, Instagram, and YouTube where people watch and learn. Although social media has the potential to increase learning and awareness, Tan (2021) has its concerns in the use of social media to foster a sense of real social responsibility in young learners.

The tendency toward the intensifying use of social media in Mindanao follows the pattern in the country. As more adolescents have access to mobile devices and is connected to the internet, adolescents are an active member of online communities, consumers of educational content, and communicators via social media. Nevertheless, current literature indicates that the knowledge of civic duties, social ethics, and community engagement can be considered unequal by learners, which implies that the simple access to social media cannot ensure the increase in social education awareness as Anderson, (2018) and Kuss & Griffiths, (2017) argue.

These wider Mindanaoan trends are reflected in region X which is the Northern Mindanao. The Philippine Statistics Authority (2023) reported that internet penetration and exposure to digital media are on the increase in the region, especially those areas that have a high number of high schools. Although the social media accessibility has improved among the learners in the region, there is a lack of study on how the social media affects their social educational awareness and this poses a challenge to the teacher that is trying to incorporate the use of these media in the teaching of civic and ethical value among the learners.

In Region X, Bukidnon province records a consistent increase in the use of social media among learners. Students usually visit platforms to talk to their peers, stay informed in the news, and engage in online debates. It is observed that, despite the digitally connected learners, their exposure to civic life, social ethics, and civic engagement is uneven, which is why a gap in research is present (Bukidnon Education Office, 2023).

As we get closer to the subject, the municipality of Kitaotao in Bukidnon offers a distinct local situation to this study. Digital distinctions have become a part of the activities in schools in Kitaotao, and learners now cannot imagine life without social media, as they collaborate, share information, and entertain using it. Nevertheless, anecdotal information and teacher observations indicate that the level of understanding about the social duties, morals, and involvement among students is not balanced and thus the necessity to explore the correlation between social media usage and social education awareness in this area.

Since no localized data is available, the proposed study will address the gap by addressing the learners of Kitaotao, Bukidnon. Although the global, national, regional, and provincial tendencies present the background of the social media use and the opportunities that social education may offer, the direct experience and awareness rates among the learners in Kitaotao are not the most properly documented. Knowing these community dynamics is essential in coming up with interventions and educational programs that are community-specific.

Methodology

A descriptive-correlational research design was used in the study. This design was suitable since it sought to explain the level of social media usage among the learners and establish the connection that exists between social media usage and their social education awareness. The descriptive dimension enabled the researcher to get a picture of the social media usage and the degree of social education awareness of the learners. Simultaneously, the correlational aspect helped the researcher to test whether and to which extent the use of social media was related to social education awareness, without controlling any variables by Creswell (2014).

The research was done in Kitaotao, a municipality in the province of Northern Mindanao, Philippines. The study narrowed down to the chosen secondary schools in the locality. The selection of Kitaotao was due to its increasing use of digital platforms in learning and the tendency of using social media as an academic, social, and leisure tool, which learners have already manifested. With this localized setting, the researcher would be able to study the connection between social media and social education awareness in an intensive and meaningful way.

Grade 10 learners enrolled in selected secondary schools in Kitaotao, Bukidnon, viz., Kitubo National High School, White Kulaman Integrated School, and South Dalurong Integrated School were the respondents of the study. The study was inclusive of all learners, users and non-users of social media who volunteered to take part in the study. The objection of both groups was to have a holistic perspective of the ways in which social media usage trends and social education

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awareness can be different among learners. The demographic data was gathered in terms of age, gender, the grade, and the availability of digital devices to create the profile of the respondents and analyze the potential factors that might impact the degree of their social education awareness.

The initial number of respondents to be used was the total population of Grade 10 learners in the sampled schools: 120 in the Kitubo National High School, 58 in the White Kulaman Integrated School, and 55 in the South Dalurong Integrated School. The respondents however reduced to 100, 50, and 50 respectively because some of the learners missed at the point of actual administration of the questionnaire. Nevertheless, the sample size received is sufficient to cover the population and guarantee the validity of research results. Besides, the study had a good response rate which is deemed acceptable in education research. A response rate of 80 percent or above is considered to be adequate to attain representativeness and reduce thepossibility of bias in responses. The response rate in this study was beyond this threshold hence enhancing validity and generalizability of the results.

The research used the method of total enumeration. This implies that Grade 10 students in all the schools located in Kitaotao, Bukidnon, such as Kitubo National High School, White Kulaman Integrated School, and South Dalurong Integrated School will be the respondents.

The users and non-users of social media took part in the study. The use of social media through a screening question in the questionnaire was employed in order to determine the type of learner who actively utilizes social media. The data I will use in the answers to this point will be the percentage of those who use and do not use social media and compare the results to analyze the level of awareness of social education among learners.

Informed assent consent form was given to Grade 10 learners and parental consent form was given where needed and those learners were included in the study. Students who failed to provide the necessary consent were locked out.

Total enumeration used will ensure that the information obtained will be broad and reflective of the whole population of the Grade 10 learners, and that the social media usage and its association with the social education awareness of the learners would be accurately determined, and the sampling bias would be held to a minimum.

The study utilized a structured questionnaire as the primary research instrument to gather data from learners of Kitubo National High School, White Kulaman Integrated School, and South Dalurong Integrated School. The questionnaire was adapted from previously validated instruments used in studies on social media use and learners' social education awareness by Kuss and Griffiths (2017), Tan (2021), and Valkenburg, Peter, and Schouten (2006). These sources were selected to ensure the validity, reliability, and relevance of the instrument to the present study and its local context.

The questionnaire consisted of three parts. The first part included items on the respondents' profile. The second part focused on social media use in terms of frequency, duration, and purpose. The third part measured the level of learners' social education awareness. The internal consistency of the instrument was determined using Cronbach's alpha. The computed Cronbach's alpha coefficient was 0.70 or higher, indicating that the instrument demonstrated acceptable to high reliability and was appropriate for use in this study.

The responses from the questionnaire were scored numerically to facilitate quantitative analysis. A *five-point Likert scale* was used to measure the respondents' level of agreement with each statement. According **to** *Likert (1932)***,** this type of scale is effective in capturing attitudes, perceptions, A structured questionnaire was used as the main research tool in the study to collect data on learners of White Kulaman Integrated School, South Dalurong Integrated School and Kitubo National High School. The given questionnaire was based on already tested instruments that have been implemented in research concerning the usage of social media and social education awareness among learners in the works by Kuss and Griffiths (2017), Tan (2021), and Valkenburg, Peter, and Schouten (2006). The selection of these sources was aimed at making sure that the instrument is valid, reliable, and relevant to the current study and its local setting.

The questionnaire had three sections. The first section comprised the items regarding the profile of the respondents. The second section was concerned with social media usage and frequency, duration and purpose. The third section assessed social education awareness of the learners. Cronbach alpha was used to review the internal consistency of the tool. The value of the computed Cronbachs alpha coefficient was 0.70 and above and this means that the instrument has acceptable to high reliability and is fit to be used in this study.

The answers of the questionnaire were to be rated numerically to achieve quantitative analysis. The level of agreement that the respondents agreed with each statement was measured using a five-point Likert scale. Likert (1932) states that such a scale is useful in the measurement of attitudes, perceptions, anand behavioral tendencies since it enables the respondents to show the different levels of agreement.

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The mean scores of the questionnaire were interpreted using this table to compare the social media use with social education awareness, which would provide the same and consistent analysis of the respondents data.

Boone and Boone (2012) recommended that mean scores obtained using Likert-type scales can be considered interval data when several items are bundled and therefore can be utilized in making descriptive statistical inferences like the mean and standard deviation. Moreover, Creswell (2014) pointed out that giving every numerical range a verbal meaning contributes to the clarity and consistency of analyzing and interpreting survey data.

Therefore, such process of scoring guarantees the systematized, standardized and objective way of interpreting the responses of the learners in the context of their use of social media and their level of social education awareness.

A questionnaire was used to gather the data among the learners of Kitubo National high school, White Kulaman Integrated school and South Dalurong Integrated school. To make sure that the data was collected in an organized and ethical manner, the subsequent actions were taken: The researcher was able to clear the Schools Division Office of Bukidnon and the administrators of the three schools that were chosen to participate in the study. The parents or guardians of the learners signed informed consent. The consent to take part in the study was given by learners themselves. The researcher also had a short orientation with the respondents on what the study was about, how to answer the questionnaire and how to ensure confidentiality. The questionnaires were distributed to the respondents in school.

An adequate time was allowed to the respondents to answer on their own and this ensured honest and reflected answers. Once the research was complete, the questionnaires were collected by the researcher and then they were reviewed on the spot to ensure that the questionnaires were complete and readable. The data obtained were coded into a spreadsheet and grouped to be analyzed. Any unanswered or un-corroborated responses were filled out as per the research protocol. This process helped to make sure that data collection process is carried out in an ethical, systematic, and efficient way which will avail credible information to undertake the study of social media usage and social education awareness among students in the chosen schools.

The data of the learners in the respective institutions, the Kitubo National High School, White Kulaman Integrated School and South Dalurong Integrated School were evaluated by applying suitable statistical instruments to answer the research problems and tests to the hypothesis. Frequency and percentage data were used to describe the demographic profile of the respondents such as age and access to digital devices to give a general picture of the respondents. The weighted mean was applied to calculate the degree of social media use and the social education awareness of learners. The weighted mean measured the frequency, time, and the purpose of using social media, the knowledge of civic responsibility, social ethics, and engagement of learners in the community and was interpreted.

In order to determine the connection between the social media utilization and the social education awareness, Pearson Product-Moment Correlation Coefficient (r) will be used. This statistical test established the existence of significant relationship between the variables. The statistical processes were necessary because they offered valid results and ensured systematic, accurate, and reliable analysis of data collected to make conclusions and recommendations about the study.

Ethical standards were observed in the study in order to protect, maintain privacy, and safeguard the rights of all the participants. The researcher obtained the formal permission of the Schools Division Office of Bukidnon and the administrators of the Kitubo National High School, White Kulaman Integrated School, and South Dalurong Integrated School, before the data are collected. The parents or guardians of the learners were given an informed consent form and the learner themselves were given assent and it was made clear that their participation was voluntary and they can opt out of the study at any time with no penalty. All the data collected by the researcher was made confidential. The presentation of results did not reveal any personal identifiers like names and personal details. Any kind of response was handled with utmost confidentiality and the data was utilized solely with academic purposes in regard to this study.

Moreover, the researcher maintains the concepts of honesty, integrity, and respect in the course of the research. Any data borrowed off earlier studies was referenced accordingly to prevent any occurrence of plagiarism. The research was conducted in accordance to the ethical principles laid down by the Department of Education and the accepted research ethics boards such that the interests of the respondents will be considered a priority in the research

Results and Discussion

The reliability test established a Cronbach, alpha of 0.954 and standardized alpha of 0.961 which is high internal consistency. This proves that the items are always able to assess the constructs of social media use and social education awareness of the learners. Lee Cronbach (1951) indicated that high alpha coefficient indicates high consistency of scale items, whilst Tavakol and Dennick (2011) gave reasons that anything above 0.90 is excellent reliability. The outcome thus,

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increases the reliability and validity of the data obtained. This implies that the frequency, duration, purpose and civic responsibility, social ethics and the community participation constructs are stable and measurable in the context of learners in Kitaotao, Bukidnon. High reliability also positively includes the operationalization of the theories of Social Learning Theory (1977) and the Uses and Gratifications Theory of Katz, Blumler, and Gurevitch (1973) as the instrument is a good measure to capture both behavioral exposure on social media and awareness products based on the theories (Junco, 2012; Valkenburg, Peter, and Schouten, 2006).

In addition, the instrument is well supporting as shown by the high degree of reliability, showing that it is effective in eliciting responses among the learners, both social media users and those who were not users. This implies that, the statistics obtained are based on different level of engagement whereby, the results obtain a holistic view of the learners irrespective of their social media exposure. The findings, therefore, give a more inclusive and balanced point of analysis regarding the use of social media and how it correlates with the social education awareness of learners (Livingstone, 2016; Ribble, 2015).

The level of social media use among learners in Kitaotao, Bukidnon, in terms of frequency.

	Indicator	Mean	SD	Interpretation
1	I spend time on social media daily.	3.52	0.990	High
2	I check my social media accounts several times a day..	3.39	0.990	Moderate
3	I feel that social media is part of my everyday life.	3.09	0.986	Moderate
4	I open social media as part of my daily routine.	2.92	1.079	Moderate
5	I use social media even during school days.	2.28	1.759	Low
	Overall	**3.04**	**0.796**	**Moderate**

Table 2 Level of Social Media Use among learners in Kitaotao, Bukidnon, in terms of Frequency.

Table 2 reveals the frequency of use of social media among the learners in relation to their level of use is moderate with the overall mean of 3.04 and standard deviation of 0.796. Out of all the indicators, the highest mean was obtained when answering the question, I spend time on social media daily (Mean = 3.52, SD = 0.990). It is followed by the use of social media with several times a day (Mean = 3.39, SD = 0.990). Other pronounced ones are I feel that social media is part of my everyday life (Mean = 3.09, SD = 0.986) and I open social media as part of my daily routine (Mean = 2.92, SD = 1.079). Conversely, the lowest mean was (Mean = 2.28, SD = 1.759) which was the value of, I use social media even during school days.

The results indicate that although the social media has become part of the life of the learners, the usage is rather controlled especially on the academic days. The average overall score indicates a participatory use without apparent excessive and disabling use. The implication of this tendency is that students are subjected to online communication on a regular basis, but they can always practice situational control of their usage, particularly at school (Lenhart, 2015; Twenge, 2019). This outcome is in line with those of Junco (2012), who said that social media has been integrated into the daily lives of students who view it as one of their main communication and interaction platforms. Nevertheless, the average rate in this paper is in contrast to the studies that pointed to high-frequency dependency in adolescents (Kuss and Griffiths, 2017) and argues that learners in Kitaotao might have more balanced digital habits.

Theoretically, the conclusions can be explained in line with the Social Learning Theory (1977) by Albert Bandura, according to which learning takes place when one observes and interacts within the societal contexts. Moderate exposure rates give the learners the chance to view the behaviors, social norms and civic outshouts online. Nevertheless, the theory also states that exposure is not the only way to ensure internalization of values; the character of the observed material, as well as the cognitive processing of the learner, have significant influences (Ribble, 2015; Hobbs, 2010). This finding suggests that frequency of use though significant may not be the most influential factor of social education awareness. Instead, the activities of learners in online content can be a more effective factor than the frequency of log-in (Katz et al., 1973; Valkenburg et al., 2006).

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The level of social media use among learners in Kitaotao, Bukidnon, in terms of duration.

	Indicator	Mean	SD	Interpretation
6	I lose track of time when using social media.	3.35	1.100	Moderqte
7	I use social media for many hours during weekends	3.30	1.162	Moderate
8	I spend a long time scrolling through social media content.	3.13	1.133	Moderate
9	I spend more than 2 hours per day on social media..	3.12	1.216	Moderate
10	I stay on social media longer than I plan to.	3.02	1.093	Moderate
	Overall	**3.19**	**0.794**	**Moderate**

Table 3 Level of Social Media Use among learners in Kitaotao, Bukidnon, in terms of Duration.

Table 3 shows the amount of time learners at Kitaotao use social media which is mostly regarded as a moderate degree where there is a mean of 3.19 with a standard deviation of 0.794. Of the indicators, the mean of I lose track of time when using social media (Mean = 3.35, SD = 1.100) got the highest mean. It is followed by I spend many hours on social media on weekends (Mean = 3.30, SD = 1.162). Other significant statistics are I spend a long time being on the content of social media (Mean = 3.13, SD = 1.133) and I spend more than 2 hours a day on social media (Mean = 3.12, SD = 1.216), both under the moderate level. The lowest-mean indicator is implemented as I stay on social media longer than I intend to (Mean = 3.02, SD = 1.093).

This implies that learners do not have to waste a lot of time on social media, although they use it fairly often. The most indicative one was the loss of time and the least one was longer stay. It implies that learners are occupied yet they still partially observe their hours of use (Kaplan and Haenlein, 2010; Kuss and Griffiths, 2017). In the context of the Uses and Gratifications Theory (Katz et al., 1973), the amount of time using it is not as big a factor as the purpose of usage. Online spending does not necessarily reflect the increased social awareness; instead, it is the purposeful interaction with content that defines the results (Junco, 2012; Valkenburg et al., 2006).

The level of social media use among learners in Kitaotao, Bukidnon, in terms of purpose.

	Indicator	Mean	SD	Interpretation
1	I use social media to communicate with friends or classmates.	3.79	1.161	High
2	I use social media to get updates about news or current events.	3.68	1.068	High
3	I use social media for entertainment (videos, games, memes).	3.67	1.176	High
4	I follow educational pages or watch educational videos online.	3.40	1.064	High
5	I use social media to share ideas, opinions, or information with others.	3.27	1.019	Moderate
	Overall	**3.56**	**0.773**	**High**

Table 4 Level of Social Media Use among learners in Kitaotao, Bukidnon, in terms of Purpose.

The level of social media use among learners in Kitaotao in terms of purpose is illustrated by table 4 and the overall mean is 3.56 with a standard deviation of 0.773. Of the indicators, the highest mean was recorded when the respondents were asked to use social media to communicate with friends or classmates (Mean = 3.79, SD = 1.161). Next is closely followed by the use of social media to receive news or current events updates (Mean = 3.68, SD = 1.068) and the use of social media to be entertained (videos, games, memes) (Mean = 3.67, SD = 1.176), which are both interpreted as high. One more significant

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predictor is the following: I follow educational pages or watch educational videos online (Mean = 3.40, SD = 1.064), as well, the indicator is also in the high category. Conversely, the mean of I use social media to share ideas, opinions, or information with others (Mean = 3.27, SD = 1.019) was the lowest and has been considered as moderate.

The results mean that the learners consistently use social media, serving as both a functional and a relational tool and not merely on the passive consumption side. Their usage patterns are dominated by communication and information-seeking behaviors that imply social media is used as both an interactive and informational environment more than it is used as an entertainment source (Boyd, 2014; Ellison, Steinfield, and Lampe, 2007; Junco, 2012). The moderate score in content sharing suggests that during the participation of the learners in the processes of consumption and communication, they might not be keen on producing or showing their views publicly. The findings are an effective indication of the Uses and Gratifications Theory (Katz et al., 1973) that postulates human choice with regard to media channels in order to meet certain needs including social interaction, entertainment, and information acquisition.

With regard to the Social Learning Theory (1977) by Bandura, deliberate interactions increase the chances of observational learning. Students choose the news, educational resources, or other types of content that allow them to be more proactive consumers tend to be more exposed to the examples of responsible behavior, social norms, and civic participation (Hobbs, 2010; Ribble, 2015). Such exposure can be linked to increased social educational preconsciousness as this would be affirmed at a later point by the correlational results.

	Indicator	Mean	SD	Interpretation
1	I know my rights and responsibilities as a student..	4.16	0.903	High
2	I obey community rules and respect authority figures.	4.13	0.997	High
3	I understand my civic responsibilities in my school and community.	4.05	1.023	High
4	I help maintain peace and order in my school and community.	3.80	0.981	High
5	I follow school rules and regulations at all times.	3.73	0.943	High
	Overall	**3.97**	**0.750**	**High**

Table 5 Level of Learners' Social Education Awareness with respect to Civic Responsibility.

The socially-educated awareness of learners concerning civic responsibility in Kitaotao, Bukidnon is in general high with an average measurement of 3.97 and a standard deviation of 0.750. Out of the indicators, the learners had the highest score in "I know my rights and responsibilities as a student" (Mean = 4.16, SD = 0.903) meaning that they have a strong idea about their personal and academic responsibilities. Close to the order of rank the next one is I obey community rules and respect authority figures (Mean = 4.13, SD = 0.997), and then I know my civic responsibilities at school and in my community (Mean = 4.05, SD = 1.023), which indicates regular participation in social responsible activities. In indicators of ensuring peace and order in school and community (Mean = 3.80, SD = 0.981) and in adhering to school rules and regulations at all times (Mean = 3.73, SD = 0.943), the indicators were slightly lower, yet were still taken to refer to high indicators showing that learners tend to follow the expected norms, however there are instances of non-observance of the norms consistently.

The implication of these findings is that learners will have a high level of adherence to civic roles and social regulations especially in the knowledge of their rights, duties and adherence to regulations. This is in line with the claims of Berkowitz and Bier (2005), who point out that civic education inculcate the notion of responsibility to the society in learners, and Torney-Purta, Lehmann, Oswald, and Schulz (2001), who point out that active participation and observance or rule being the indication of internalisation of civic norms. Theoretically these behaviors can be attributed to the Social Learning Theory (1977) by Bandura, who proposed that social norms and values acquire by observing, modeling and communicating with constructive social surroundings. Moreover, social media can be viewed as an additional platform that reinforces civic behaviors as they expose learners to educational, community-driven, and participatory information and make them more active in their civic chores (Junco, 2012; Ribble, 2015). All in all, the strong civic responsibility among the learners can be determined as the learners are not only familiar with their rights and responsibilities but are taking social responsible measures that indicate both the learning process in school and the exposure to digital socialization.

The level of learners' social education awareness with respect to social ethics.

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	Indicator	Mean	SD	Interpretation
1	*I respect different opinions, beliefs, and cultures.*	4.00	1.020	High
2	*I think before posting or sharing information online.*	3.89	1.095	High
3	*I avoid spreading rumors or harmful content online.*	3.70	1.285	High
4	*I share helpful and truthful information on social media.*	3.39	1.039	Moderate
5	*I act ethically and responsibly in my online interactions.*	3.36	1.021	Moderate
	Overall	**3.67**	**0.814**	**High**

Table 6 Level of Learners' Social Education Awareness with respect to Social Ethics.

Table 6 shows the degree of social education awareness of the learners in regard to social ethics in Kitaotao, Bukidnon which is usually high with an average of 3.67 and standard deviation of 0.814. Among the indicators, learners had the highest scores on "I respect different opinions, beliefs, and cultures" (Mean = 4.00, SD= 1.020), then there was "I think before posting or sharing information online" (Mean = 3.89, SD= 1.095) and "I do not share rumors or harmful information online" (Mean = 3.70, SD= 1.285). On the other hand, the rating on the lowest indicators was the mean of the statements that indicated that I share helpful and truthful information on the social media (Mean = 3.39, SD = 1.039) and that I am ethical and responsible in my interactions over the internet (Mean = 3.36, SD = 1.021), which can be classified as moderate. Such findings point to the conclusion that although the learners are perceived to be aware of the social ethics generally, it is evident that more should be done on the application of the ethical behaviors in practice, especially in creation and correction of the content on the Internet.

The results indicate that students are very aware of ethical norms both in the real world and in digital space which shows that they make responsible choices when it comes to social interactions. This is in line with Ribble (2015) who points out the importance of ethical awareness including how to respect others and behave responsibly online as an important factor to transform learners into socially responsible citizens. Also, Hobbs (2010) emphasizes on the significance of ethical literacy, which involves a critical grasping of information and its ability to respond in a given manner to information. Theoretically speaking, such-like actions correlate with the Uses and Gratifications Theory (Katz, Blumler, and Gurevitch, 1973), that states that learner purposefully chooses media to meet personal and social needs, including learning of ethical nature and socialization. Social media consequently acts as a means of engagement, as well as a set-up where mob actions are exercised in applying ethical decision-making, and in which learners are able to observe, reflect, and put ethical norms into practice in actual life contexts. In general, the positive level of social ethics awareness means that learners can acquire the basic knowledge of what can make them responsible citizen online and off.

The level of learners' social education awareness with respect to community participation.

	Indicator	Mean	SD	Interpretation
1	*I join community programs or events when possible.*	3.90	0.922	High
2	*I participate in school activities when invited.*	3.88	1.067	High
3	*I encourage others to take part in school or community activities.*	3.85	0.980	High
4	*I cooperate with others during school or community activities.*	3.75	0.959	High
5	*I volunteer to help in activities that benefit my school or community.*	3.67	1.002	High
	Overall	**3.81**	**0.788**	**High**

Table 7*Level of Learners' Social Education Awareness with respect to Community Participation*.
As indicated in Table 7, social education awareness of learners in regard to community participation in Kitaotao, Bukidnon is generally high, the overall mean of the community participation being 3.81 with a standard deviation of 0.788. The indicators with maximum score among the learners were found in I join community programs or events when possible (Mean = 3.90, SD = 0.922) and I participate in school activities when invited (Mean = 3.88, SD = 1.067), which showed active participation in organized community and school-related activities. It is then followed by "I invite other people to participate in activities in school or community life" (Mean = 3.85, SD = 0.980) and "I cooperate with others in activities in school or community life" (Mean = 3.75, SD = 0.959) which showed a collaborative attitude between learners. The lowest rated indicator, "I volunteer to help in activities that can benefit my school or community" (Mean = 3.67, SD = 1.002), but anyway is high, could be taken to mean that learners might give in where programs are offered by the institution rather than instituting actions on their own.

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The implication of these results is that learners have the understanding of what they can do to facilitate development in the school and the community, and they are practically engaged in socially beneficial actions. The current finding is consistent with Putnam (2000) observation on the importance of social capital and civic engagement in creating cohesive societies. Theoretically, the behaviors of the learners indicate the Social Learning Theory by Bandura (1977) where it is stated that social behaviors are learned through the process of observation, modeling and through interaction in social places. Moreover, the social media can serve as an additional platform, which supports the process of engagement by giving the learners access to information, opportunities to mobilize, and collaborate with peers and the community members (Junco, 2012; Boyd, 2014). The fact that the community participation awareness is high generally suggests that learners are not merely informed on issues pertaining civic responsibility, but they are also actively engaged in enhancing collective welfare not only in their schools, but also in the community in general.
Significant relationship between learners' social media use and their social education awareness in Kitaotao, Bukidnon.

Variable	r	p-value	Interpretation
Frequency	.504	.000	Significant
Duration	.520	.000	Significant
Purpose	.667	.000	Significant
Overall	**.670**	**.000**	**Significant**

Table 8 Test of the significant relationship between Learners' Social Media Use and their Social Education Awareness in Kitao tao, Bukidnon

Table 8 demonstrates a correlation analysis of the variables using correlation analysis to measure the relationship between the social media use among learners and their awareness of social education in Kitaotao, Bukidnon, as indicated in Table 8. The general results are that there is a strong and significant positive relationship ($r = 0.670$, $p = 0.001$) between the frequency, intention, and meaningfully of interacting with social media and the end result, which is a higher score on civic responsibility, social ethics, and community participation. A more detailed examination of the dimensions shows the frequency of use to have a moderate positive relationship ($r = 0.504$), and the duration of use also shows it to have a moderate positive relationship ($r = 0.520$). Notably, purpose of use, demonstrates the highest level of correlation ($r = 0.667$) meaning that the intentional and functional use of social media, whether it be communication purpose, or information-seeking, or even educational purpose is more indirectly related with social education awareness than either exposure or online time.

The theoretical frameworks on which this study was built also are supported by the strong positive relationship. Social Learning Theory (1977) by Bandura introduces the idea that behaviors, attitudes and awareness are based on the observed interactions and the Uses and Gratifications Theory (Katz et al., 1973) that introduces the idea of the purposive engagement with the media to increase knowledge acquisition and personal development. Students who willingly choose civic, ethical or educational information on the internet will address it more easily and obtain these values more likely, which results in social education awareness (Hobbs, 2010; Livingstone, 2016). Social media is hence not just a tool of communication but an important tool of developing socially responsible and ethical learners.

All in all, the social education awareness demonstrates a positive and significant relationship with social media usage ($r = 0.670$, $p < 0.001$). The null hypothesis according to the unimportant relationships between the social media use of learners and their social education awareness are rejected since the p-values are lower than the level of significant ($a = 0.05$). Thus, it can be assessed that the variables have a great correlation.

A more detailed analysis of the dimensions reveals that there are differences in the degree of association. Frequency of use was positively correlated with a moderate relationship ($r = 0.504$), as well as with duration of use which showed a moderate relationship ($r = 0.520$). Interestingly, intent of use provided the highest level of correlation ($r = 0.667$) meaning that the intentional and functional motives of engagement in social media have high levels of association with social education awareness compared to the exposure or length of time spent at the online location.

The close association shown on the purpose dimension implies that those learners who use social media in their communication process, accessing information and education are more likely to record high levels of civic responsibility as well as social ethics and community participation. This observation is not new considering that Elihu Katz, Jay Blumler, and Michael Gurevich in the Uses and Gratifications Theory (1973) hypothesized that people possess the power to choose media always in the preference of gratifying certain needs. When the learners are forced to search informative and socially relevant materials with a specific purpose, the chances of attaining social awareness are high.

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Moreover, the positive correlations via all dimensions can also be explained by means of the Social Learning Theory (1977) introduced by Albert Bandura, who describes that people learn the behaviors, norms, and values based on observations in the social settings. Social media can serve as a modern observatory where students are exposed to civic conversation, ethical exchange and community patterns of engagement. Greater involvement, especially the intentional involvement, can thus be linked with greater self-reported awareness levels.

Nevertheless, it is worth pointing out that the correlational design of the present study does not conform causality. Although the findings prove that there are strict relationships with the social media use, it does not prove that social education awareness is directly caused by the use of the social media. Associations may also be caused by other contextual factors including school instruction, parental guidance, and community influence.

The implication of this finding is that the use of social media, but in a sense that is purposely intended, can be used as a supplemental tool in strengthening social and civic awareness among learners. Educational stakeholders can then refer to directing the students into positive and informational digital work instead of only targeting the frequency or length of usage. The attenuation of the relationship witnessed in the purpose dimension is an example of the significance of digital intentionality in defining social outcomes.

Conclusion and Recommendations

The results of the research indicate that the use of social media has become significant in the daily life of the learned as seen by their moderately high to high rate of usage. Social media are being utilized by learners in an entertainment sense as well as communication and education. This is in line with the views of Greenhow and Lewin, (2016) that social media is an effective educational and communication tool among learners.

It is also implied that the learners have a high degree of social education awareness with regard to civic responsibility, social ethics and community involvement. This confirms Vygotsky (1978) who has emphasized that learning and awareness grows in the process of social interaction.

Most importantly, the research concludes that the use of social media is positively linked with the social education awareness of the learners. This validates the Social Learning Theory proposed by Bandura (1977) who opines that learner acquire awareness and behavior through interactions and observation in their social environment.

Thus, in addressing the issue, social media can be a useful resource in instilling civic responsibility, ethical conduct and civic participation among learners when done in the right manner.

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Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.

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