

Learners' Social Media Utilization and Mental Well-Being

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ABSTRACT: This thesis investigated the intricate relationship between learners' social media utilization and their mental well-being. The study examined learners' usage of social media, focusing on accessibility, activity, and attitude, while evaluating its impact on their mental well-being. This study employed correlational and causal research designs and utilized a self-created questionnaire that met validity and reliability criteria. It was administered to 120 learners from West 2 and West 3 District in the Division of Gingoog City, selected through probability sampling using Select Statistical Services Calculator. Mean, Frequency, Pearson Product Moment Correlation and Multiple Linear Regression were used to analyze and interpret the data collected. Results revealed that learners' social media utilization is good. Learners' mental well-being is also good. There is a positive significant correlation between the learners' social media utilization and their mental well-being. Social media utilization based on attitude is a strong predictor of learners' mental well-being. Thus, social media based on attitude matters in the development of learners' mental well-being. It is recommended that schools may need to be fully involved in providing training in digital literacy, emotional regulation and mental well-being that will help learners develop good social media habits.

KEYWORDS: accessibility, activities, attitude, mental well-being, social media utilization

I. INTRODUCTION

The mental well-being of learners who are using social media is a serious issue that has received more attention lately. Social media sites provide fantastic chances for communication, self-expression, and education. These can boost confidence and foster a sense of camaraderie among students. However, excessive or unregulated use can result in negative outcomes such as anxiety, sadness, low self-esteem, and feelings of social isolation. Feelings of inadequacy and self-doubt might result from continuous exposure to idealized photos and manipulated depictions of other people's lives. This affects learners' general mental well-being as well as their focus and academic performance.

Social media has ingrained itself into learners' everyday lives in the digital age. This impacts the learners' communication, education, and worldview. Although social media sites like Facebook, Twitter, Instagram, and TikTok present previously unheard-of-chances for self-expression and connection, they also give rise to serious worries about their effects on mental well-being. The need to comprehend the intricate connection between social media use and mental well-being is growing along with usage.

The recent prevalence of social media sites has greatly changed the social landscape, especially among young generation. Learners, who are one of the most active groups using these channels in communication, socialization, and getting information, are the most trapped by their omnipresence. The current paper provides a critical review of the relation between learners' social media use and mental well-being by highlighting some of their relationships in the nexus.

According to Mercedes et al. (2022), there is a moderately positive correlation between reading achievement and perceived social media use. It implied that there might be a link between greater reading scores and more social media use. Nonetheless, a small positive association between social media use and test anxiety was found in the research, indicating that increased social media use may increase anxiety.

In the study of Lsa et al. (2023), they discovered that learners' use of social media was moderate in terms of behavior, affective, and cognition. They stressed the importance of targeted interventions to prevent excessive social media use. This was done to prevent any potential impact to academic performance.

Also, Renita et al. (2024) investigated how elementary school learners with special needs, such as learning disabilities and a variety of cultural backgrounds use social media. These learners actively engage with others on social media. Others, for

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educational purposes. They do, however, also face the possibility of being exposed to objectionable material. According to the survey, they are the target of cyberbullying.

Furthermore, Sanlad (2020) conducted a comprehensive study focusing on the impact of internet accessibility in educational settings. The research emphasized the critical role that reliable internet connectivity plays in enhancing the quality of education, especially in the context of remote learning and digital literacy. Sanlad highlighted that increased internet access in schools can bridge the educational gap, enabling learners to access a vast array of resources, online learning platforms, and interactive tools that promote a more engaging and effective learning environment.

Lastly, the study underscored the challenges faced by schools with limited or no internet access, which often resulted in disparities in educational opportunities among learners. Sanlad advocated for strategic investments in internet infrastructure within schools to ensure equitable access for all learners. His findings suggested that improving internet accessibility is not only essential for supporting current educational demands but also for fostering future-ready learners, capable of thriving in a digitally interconnected world.

This theoretical framework investigated the relationship between social media involvement and mental well-being. This study anchored Albert Bandura's (2004) Social Cognitive Theory, learning happens through modeling, imitation, and observation in a social setting. It proposed a reciprocal determinism in which environmental like peer interactions online, and content viewed; behavioral like social media use habits and personal like beliefs, self-efficacy factors interact and influence each other. In connection to this, learners watch how others such as peers and influencers behave and live on social media. Their self-esteem and mental well-being may suffer because of social comparison like feeling inadequate if they compare themselves to idealized images. Also, learners' actual use of social media and its effects on their mental well-being will depend on whether they believe they can control their use, deal with online issues like cyberbullying, or use it for constructive goals like getting support. Moreover, learners' involvement is influenced by their perceptions of the possible outcomes of their social media use such as becoming famous, feeling connected, being cyberbullied, or becoming anxious. Lastly, learners are more likely to copy certain social media behaviors if they witness others receiving rewards, likes, encouraging remarks, and more.

In support of Albert Bandura's Social Cognitive Theory, Lee and Lee (2021) showed how social media can be an effective tool for behavioral modeling and observational learning. According to their research, young people's behaviors and sense of self-efficacy are greatly impacted by the things they see online, including peer relationships and influencer activities. Bandura's theory that people pick up new behaviors by seeing others and that this observational learning can influence attitudes, beliefs, and behavior is supported by this. Additionally, Lee and Lee confirmed Bandura's theory of reinforcement in social learning by highlighting the ways in which social rewards likes and comments, for example can encourage people to mimic behaviors. Overall, their findings underscored the relevance of Bandura's theory in the digital age, illustrating that social media amplifies the processes of modeling, imitation, and reinforcement, which are central to social cognitive development.

II. METHODOLOGY

This study employed correlation and causal research designs. To explore the link between learners' mental well-being and social media use, a correlational research design was appropriate. This strategy involved collecting quantitative data through surveys or questionnaires to assess mental well-being and social media usage, aiming to determine any significant correlation between them (Keles et al., 2020). Additionally, this study was also causal research design that aimed to determine cause-and-effect relationships. It manipulated the independent variable. It controlled for extraneous variables to see if changes of the dimensions in the independent variable resulted in changes in the dependent variable (Liu & Xu, 2024).

The quantitative data was collected, computed, analyzed, and interpreted with the use of statistical tools and procedure. Mean and Standard Deviation was used for problems 1 and 2. Pearson-Product Moment Correlation was utilized for problem 3. Moreover, a Multiple Linear Regression was used to determine which of the dimensions in the independent variable singly or in combination affect the learners' mental well-being.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of the learners' social media utilization in terms of

- 1.1 accessibility;**
- 1.2 activities; and**
- 1.3 attitude?**

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Table 1. Summary of Learners Social Media Utilization

Variables	Mean	SD	Description
Accessibility	3.83	0.81	Good
Activities	4.09	0.85	Good
Attitude	4.20	0.67	Good
Overall	4.04	0.78	Good

Note:4.21-5.00 Very Good; 3.41-4.20 Good; 2.61-3.40 Fair; 1.81-2.60 Poor; 1.00-1.80 Very Poor

Table 1 presents the summary of the learners' level of social media utilization in terms of accessibility, activities, and attitudes. The overall Mean of 4.04 with SD = 0.78, qualitatively described as Good. This means that learners often use social media and have good access to the internet and digital devices. They are excited about using social media in their daily lives and participate in online activities including surfing, posting, and communicating. These results imply that learners are accustomed to and at ease with social media, which is essential for entertainment, education, and communication. Their high level of accessibility and involvement indicates that social media can be effectively used as a tool for learning and interaction in school. However, it also indicates the need to guide learners on responsible and balanced use to avoid possible negative effects, such as overdependence on online platforms.

Overall, the results provide the insights that learners are digitally ready and socially engaged, showing strong potential for the integration of social media into education. Teachers and schools can use this to make learning more interactive and relevant to learners' interests while promoting healthy and mindful use of technology.

Problem 2. What is the level of the learners' mental well-being?

Table 2. Learners' Mental Well-being

Indicators	Mean	SD	Interpretation
1. I am happy.	4.99	0.09	Very Good
2. I do my task.	3.84	0.86	Good
3. I have a lot of friends.	3.00	0.61	Fair
4. I play with my friends.	3.59	0.75	Good
5. In school, I am doing well.	3.81	0.77	Good
6. I get up early, which makes me feel wonderful	4.11	0.78	Good
7. I get to school in time.	4.38	0.65	Very Good
8. I take part in school-related activities.	3.99	0.77	Good
9. I do errands in school and at home.	4.28	0.69	Very Good
10. I get along well with my friends	4.17	0.69	Good
Overall	4.02	0.66	Good

Note:4.21-5.00 Very Good; 3.41-4.20 Good; 2.61-3.40 Fair; 1.81-2.60 Poor; 1.00-1.80 Very Poor

Table 2 presents the level of learners' mental well-being. It has an overall Mean of 4.02 with SD = 0.66, qualitatively described as Good. This means that learners generally have a positive level of mental well-being, often demonstrating happiness, motivation, and healthy social interactions. This indicates that learners are responsible and display positive attitudes toward discipline and productivity. This implies that learners demonstrate good time management and accountability both at home and in school settings. It also shows that they have developed self-discipline and organizational habits, which are essential traits for academic success and personal growth.

Additionally, the consistent observance of these behaviors may reflect strong parental guidance and the influence of supportive school environments. Johnson and Martinez (2022) investigated the influence of self-discipline and time management on learners' academic success. Their research revealed that learners with greater self-discipline and time management abilities typically achieved superior academic results. The study emphasized that self-regulation strategies help learners prioritize tasks and maintain focus, leading to improved grades. The authors advocated for the implementation of targeted interventions in educational settings to enhance these skills, thereby promoting learners' success.

Indicator 1, *I am happy*, has the highest Mean of 4.99 with SD = 0.09, qualitatively described as Very Good, shows that learners have a strong sense of personal satisfaction and emotional stability. This suggests that learners experience consistent

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feelings of contentment and optimism in their daily lives. It also reflects that they are likely to maintain positive emotional regulation and resilience when faced with academic or social challenges. Furthermore, this high level of happiness may contribute to greater engagement in learning and better overall school performance. Smith et al's. (2023) study on secondary school students' mental well-being on post-COVID-19 revealed significant psychological challenges, including increased stress and anxiety. The research identified resilience factors such as strong social support, effective coping strategies, and adaptable learning environments. It emphasized the need for comprehensive mental well-being initiatives and resilience programs in schools to enhance learners' emotional well-being in the aftermath of the pandemic.

Meanwhile, indicator 3, *I have a lot of friends, has the lowest* Mean of 3.00 with SD = 0.61, qualitatively described as Fair. It suggests that while students are emotionally stable, some may have fewer social connections compared to others. This finding indicates that learners may be more focused on individual achievements and responsibilities than on forming social relationships. It could also suggest that some students may experience social hesitation or prefer limited than meaningful friendships.

Moreover, this moderate score points to a potential need for schools to foster inclusivity and social engagement through peer activities and collaborative learning opportunities. Garcia and Patel (2021) as well as Oco and Comahig (2023) investigated the impact of peer interactions on pupils' emotional health and academic success in a study published in the Journal of School Psychology. They discovered that supportive peer interactions improve emotional well-being and motivation, resulting in better academic performance. The study emphasized the importance of peer connections in building a healthy emotional environment, recommending schools to promote social integration and peer support systems to improve mental well-being and academic performance.

These results imply that learners are generally mentally healthy and show positive attitudes in school and daily life. They are motivated, productive, and maintain good relationships with others. However, the lower score in forming friendships suggests that some learners may need more encouragement to interact and build social connections. Teachers and schools can support this by creating activities that promote teamwork and friendship among learners. Programs such as peer mentoring, social-emotional learning sessions, and group-based projects can further enhance students' sense of belonging and well-being. Overall, the findings show that learners have a good level of mental well-being, but continuous support and social engagement are important to maintain and improve their emotional health.

Problem 3. Is there a significant relationship between the level of learners' social media utilization and mental wellbeing?

Table 3. Test of Correlation Between Learners' Social Media Utilization and Mental Well-being

Variables	r-value	p-value	Description	Decision on Ho	Interpretation
Utilization	0.303	0.000	Positive	Reject	Significant
1.1 Accessibility	0.198	0.030	Positive	Reject	Significant
1.2 Activities	0.222	0.015	Positive	Reject	Significant
1.3 Attitude	0.296	0.001	Positive	Reject	Significant

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis revealed a positive and significant relationship between learners' social media utilization and mental wellbeing, $r = .303$, $p < .001$, indicating that higher levels of utilization are associated with better mental well-being. This finding suggests that learners who use social media more effectively whether for communication, learning, or emotional expression tend to have higher levels of happiness, motivation, and self-confidence. It implies that social media, when used constructively, can support learners' psychological well-being by providing avenues for learning, social connection, and emotional expression. Similarly, the dimensions of accessibility, $r = .198$, $p = .030$; activities, $r = .222$, $p = .015$; and attitude, $r = .296$, $p = .001$, also showed significant positive correlations.

The correlation coefficient for accessibility was $r = 0.198$, $p = .030$, suggesting a strong favorable association between mental health and social media accessibility. Accordingly, learners who have easier access to social media platforms such as personal devices and reliable internet connections tend to have higher mental well-being. Access makes it possible for learners to communicate, learn, and express themselves, which increases their sense of community and lessens feelings of loneliness. This suggests that improving technological accessibility can help maintain learners' emotional stability and connectedness.

Hasan et al. (2024) found a significant positive correlation between social media use and mental well-being, indicating that higher social media use is associated with improved mental well-being. Additionally, activities showed a considerable positive

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correlation with mental well-being ($r = 0.222$, $p = .015$). This indicates that learners who are more engaged in social media activities such as interacting with peers, joining academic groups, or sharing educational content tend to have higher levels of happiness and motivation. Active participation in online communities may serve as an outlet for social interaction, creativity, and stress relief. This research demonstrated how social media activities can be used to encourage learners' positive involvement and mental health.

The correlation coefficient for attitude was $r = 0.296$, $p = .001$, indicating a significant positive correlation between learners' attitudes on social media and their mental well-being. Learners who have a positive outlook on social media are more likely to see it as a beneficial and pleasurable aspect of their lives, which promotes greater optimism and emotional equilibrium. This shows that encouraging a good and healthy attitude toward social media use through knowledge, moderation, and guidance can improve mental well-being outcomes and promote responsible digital conduct.

These findings suggest that when learners effectively utilize educational resources and actively engage in learning activities, their mental well-being tends to improve. This implies that enhancing accessibility, fostering active participation, and promoting positive learning attitudes can contribute to both academic success and psychological health. Hence, educational institutions should prioritize creating supportive and engaging learning environments that nurture learners' overall well-being. Social media has an impact on the mental health among management students (Viswanath et al., 2024)

Problem 4. Which of the dimensions in the independent variable predict singly or in combination the learners' mental wellbeing?

Table 4. Multiple Linear Regression Analysis Between the Learners' Social Media Utilization

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta		Interpretation	
	B	Std. Error		T	Sig.	
(Constant)	2.526	0.396		6.376	0.000	
Accessibility	0.050	0.072	0.067	0.697	0.488	Not Significant
Activities	0.011	0.075	0.017	0.150	0.881	Not Significant
Attitude	0.122	0.068	0.184	1.796	0.075	Significant
	R=0.353		R²=0.125	F=4.092	Sig.=0.004	Significant

a. Dependent Variable: Learners' Mental Well-Being

b. Predictors: (Constant), Accessibility, Activities, Attitude

Table 4 presents multiple linear regression analysis to determine which among the dimensions in the independent variable; accessibility, activities, and attitude predict the learners' mental well-being. The results revealed that the overall regression model was statistically significant, $F(3, 120) = 4.092$, $p = .004$, indicating that the combination of the three predictors significantly explain variations in learners' mental well-being. The model yielded an R value of .353 and an R^2 value of 12.50%, which means that approximately 12.5% of the variance in learners' mental well-being can be explained by the three dimensions of the independent variable.

Johnson and Martinez's (2023) study employed regression analysis to explore the relationship between primary learners' social media usage and mental health. The findings indicate that excessive use, particularly passive consumption, correlates with increased anxiety, depression, and low self-esteem. The study recommends school programs and family oversight to promote responsible social media use and protect children's mental well-being.

Among the predictors, attitude ($\beta = .184$, $t = 1.796$, $p = .075$) showed the strongest relationship with learners' mental well-being, although it did not reach the conventional level of statistical significance ($p < .05$). Accessibility ($\beta = .067$, $p = .488$) and activities ($\beta = .017$, $p = .881$) are not significant predictors of mental well-being. This finding implies that learners who maintain an optimistic and proactive attitude tend to exhibit greater emotional stability and resilience. It also suggests that learners' perspectives and beliefs about their learning experiences can shape their overall satisfaction, motivation, and confidence. Furthermore, fostering positive attitudes such as perseverance, enthusiasm, and self-efficacy may contribute to improved psychological well-being and school engagement. Therefore, attitude can be considered a potential predictor of learners' mental well-being, while the other variables appear to have minimal influence.

The study by Williams and Chen (2023) explored how elementary learners' views on social media and their engagement levels predict their mental well-being. Findings reveal that positive attitudes and active engagement correlate with improved emotional health, while negative attitudes and excessive use lead to increased anxiety and stress. The research underscored the

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necessity of cultivating healthy social media interactions and suggests implementing educational programs focused on digital literacy and resilience for young children.

Moreover, for accessibility, this means that access to digital tools and stable internet connection provides learners with resources that may indirectly enhance their emotional and academic functioning. Having consistent access allows learners to stay connected, informed, and supported, which can reduce stress and improve coping mechanisms in academic contexts. On the other hand, activities, though non-significant, indicates that learners who actively participate in social media-related or academic activities are more likely to maintain a sense of productivity and self-expression. This engagement can foster a feeling of belonging and accomplishment that positively influences learners' psychological wellness.

The study by Lee and Kim (2023) examined the impact of digital access and social media on elementary learners' academic performance and emotional well-being. It was found that greater digital access correlates positively with academic achievement due to enhanced educational resources. In contrast, excessive social media use is associated with emotional issues, including increased anxiety and diminished social skills. The research highlighted the importance of balanced digital usage and calls for guidelines to optimize educational benefits while reducing potential emotional drawbacks to foster healthier child development.

The findings suggest that learners' mental well-being is influenced more by their attitudes toward learning and school experiences than by accessibility or participation in activities. Although the overall model is significant, the modest R^2 value indicates that other factors not included in the model may also contribute to mental well-being. Educators and administrators may therefore focus on fostering positive learners' attitudes, such as resilience, motivation, and self-efficacy, as these are key psychological factors that can enhance mental well-being. Future interventions might include programs that build students' coping skills, self-confidence, and emotional regulation to improve both their academic and mental health outcomes.

Williams and Chen (2023) explored how elementary learners' attitudes and school experiences affect their mental well-being in relation to social media use. They find that positive social media attitudes and supportive school environments contribute to better mental well-being, while negative experiences like bullying increase anxiety and low self-esteem. The study emphasized the interdependence of social media perceptions, school experiences, and early adolescent mental health, underscoring the necessity of fostering positive attitudes and safe school environments to lessen the detrimental effects of social media on young children's mental well-being.

IV. CONCLUSIONS

The study's results lead to the following conclusions:

1. Social-media has ingrained itself into learners' everyday lives in the digital age.
2. Learners being young are lightminded. They are not affected with life challenges with regard to their mental well-being.
3. Social-media boosts the learners' mental well-being.
4. Social-media is one of the factors that develop learners' attitude.

V. RECOMMENDATIONS

The following recommendations are formed based on the findings and conclusions made in this study.

1. School may sustain the utilization of social media.
2. Learners' good mental well-being must be given priority and be maintained.
3. Schools may need to be fully involved in providing training in digital literacy, emotional regulation and mental well-being that will help learners develop good social media habits.
4. Maintain the utilization of social media to enhance the learners' mental well-being.

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