

The Role of Social Media and The Students' Self-Esteem: A Parental Assessment Toward A Proposed Guidance Program

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ABSTRACT: This study examined the perceived impact of social media on the emotional well-being, social interaction, academic behavior, and online behavior of Grade 6 pupils, as well as its relationship with students' level of self-esteem in terms of performance, social, and appearance dimensions. The study also determined whether significant differences exist when grouped according to selected demographic variables of parent-respondents. Results revealed that most parent-respondents belong to the lower-income bracket, are primarily employed full-time, have three children on average, and have first-born Grade 6 pupils. Facebook, Messenger, and TikTok were identified as the most commonly used social media platforms, with most children spending one to two hours daily on social media. Parents generally perceived social media as having a Low Impact on their children's emotional well-being ($M = 2.07$), social interaction ($M = 2.18$), academic behavior ($M = 2.04$), and online behavior ($M = 2.12$). However, moderate positive effects were noted in areas such as maintaining communication with friends and family and using social media to support learning. Emotional well-being was significantly influenced by the average daily time spent on social media. In terms of self-esteem, findings showed that students demonstrate positive levels of performance self-esteem ($M = 2.87$), social self-esteem ($M = 2.71$), and appearance self-esteem ($M = 2.56$), indicating generally healthy self-perceptions across domains.

Correlation analysis revealed that emotional well-being was significantly related to social and appearance self-esteem but not to performance self-esteem. Social interaction showed significant positive relationships across all domains of self-esteem, with the strongest association observed in appearance self-esteem. Academic behavior was significantly related to social and appearance self-esteem but not to performance self-esteem. Online behavior demonstrated significant relationships with performance and social self-esteem. Further analysis showed that most demographic variables—including income, employment status, family size, and type of social media platform used—did not produce significant differences in perceived social media impact or students' self-esteem. However, birth order significantly influenced performance self-esteem, and type of platform significantly affected social self-esteem. Additionally, average daily time spent on social media significantly affected emotional well-being. Overall, the findings suggest that while social media has a generally low perceived impact on Grade 6 pupils, certain aspects particularly social interaction and emotional experiences are significantly associated with students' self-esteem.

KEYWORDS: Social Media Use, Self-Esteem, Emotional Well-Being, Social Interaction, Academic Behavior.

I. INTRODUCTION

In today's digital age, social media has become a crucial component of students' everyday experiences. Platforms like Facebook, YouTube, TikTok, and Instagram are commonly used not just for fun but also for communication, self-expression, and social engagement. With the availability of smartphones and internet access, even young elementary school children encounter social media from a young age. Although these platforms provide avenues for education, creativity, and connection, they also pose challenges that can impact students' self-esteem.

Self-esteem is defined as the way individuals view and value themselves. For students, particularly those in elementary school, self-esteem is crucial for academic success, social interactions, and emotional health. Social media can enhance self-esteem by offering encouragement, social backing, and a feeling of belonging.

Chen (2025) found that social media feedback processes and self-esteem responses differ between adolescents and adults, indicating that adolescents are particularly vulnerable to negative self-appraisal in response to online feedback and comparisons.

Similarly, in the Philippines, Senator Panfilo "Ping" Lacson introduced a bill aimed at regulating minors' use of social media to protect youth from potential psychological harm. The proposed measure references research linking high levels of social media

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use to increased risks of anxiety, depression, and social isolation among young people, and notes that Filipino children are vulnerable to issues like cyberbullying and body image pressures. Together, these developments underscore the importance of investigating how parents assess the effects of social media on children's self-esteem, particularly at the elementary school level, where empirical research remains limited. (Senate Press Release, 2025).

At Bahay Pare Elementary School, the concerns and observations expressed by parents about students' online behavior became more pronounced during the transition to online and modular learning due to the COVID-19 pandemic. These issues underscored the necessity for effective guidance and intervention to assist students in managing their social media use in a constructive way. Although various studies have explored social media's impact on adolescents, few have concentrated on elementary students, and no previous research has been conducted at Bahay Pare Elementary School to examine the relationship between social media and students' self-esteem from the viewpoint of parents.

In this light, the researchers seek to evaluate the influence of social media on students' self-esteem according to parents' perspectives. The results of this study will provide a foundation for suggesting a guidance program aimed at assisting parents, teachers, and school administrators in supporting students to foster healthy self-esteem and responsible social media usage.

Research Question

Given the growing role of social media in everyday life, there is a lack of extensive research on its particular influence on the psychological and social growth of younger students, especially within public elementary schools. As social media platforms continue to proliferate, students in Grade 6 at Bahay Pare Elementary School are exposed to a variety of online interactions that may affect their confidence and social skills.

This study aimed to explore the following questions:

1. What is the demographic profile of the parent-respondents in terms of:
 - 1.1 Economic Status;
 - 1.2 Types of Social Media Used by their Child; and
 - 1.3 Average Daily Time Spent In Social Media Used by their Child?
2. What is the perceived impact of social media on their child in terms of:
 - 2.1. Emotional well-being;
 - 2.2. Social Interaction;
 - 2.3. Academic Behavior; and
 - 2.4. Online Behavior?
3. What is the level of the students' self-esteem in terms of:
 - 3.1. Performance self-esteem
 - 3.2. Social Self-Esteem
 - 3.3. Appearance Self-Esteem
4. Is there a significant relationship between the perceived impact of social media and the students' level of self-esteem?
5. Is there a significant relationship between the demographic profile of the parent-respondents and their perceived impact of social media on their child and the students' level of self-esteem?
6. Based on the findings of the study, what guidance program may be proposed to assist parents and students in managing social media use and enhancing student?

II. SCOPE AND LIMITATION OF THE STUDY

This study focused on examining the perceived impact of social media on Grade 6 pupils as assessed by parent-respondents. Specifically, it investigated the effects of social media use in terms of emotional well-being, social interaction, academic behavior, and online behavior, and determined the students' level of self-esteem in terms of performance self-esteem, social self-esteem, and appearance self-esteem. The study also examined the significant relationship between the perceived impact of social media and students' self-esteem, as well as differences when respondents were grouped according to demographic variables such as monthly income, employment status, number of siblings, birth order, types of social media platforms used, and average daily time spent on social media.

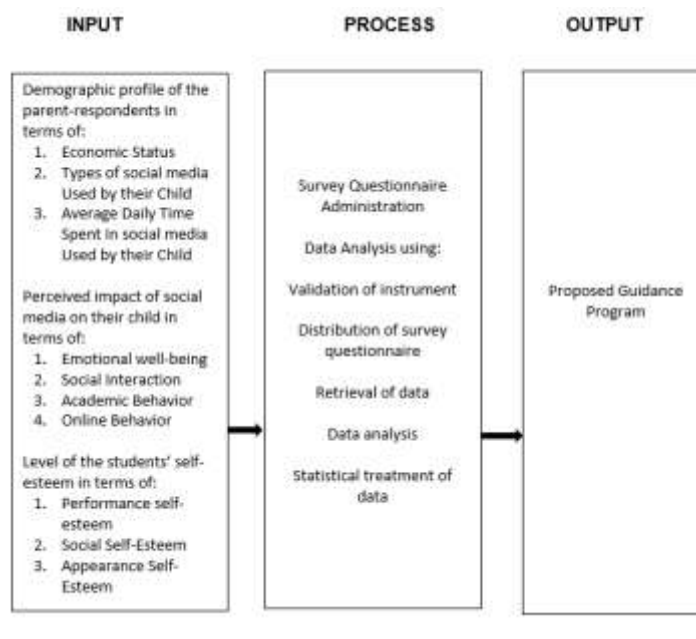
The respondents of the study consisted of 80 parents or guardians of Grade 6 pupils, whose perceptions served as the primary source of data. Data were collected using a structured survey questionnaire and analyzed using descriptive and inferential statistical methods to determine relationships and differences among variables.

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However, this study has several limitations. First, the findings relied solely on parental perceptions, which may not fully reflect the actual experiences, behaviors, or psychological conditions of the children. Second, the study was limited to a specific group of Grade 6 pupils within the selected research setting; therefore, the results may not be generalized to students from other grade levels, schools, or geographic locations. Third, the study used a cross-sectional design, meaning data were collected at one point in time and could not establish causal relationships between social media use and self-esteem. Additionally, variations in children's personal characteristics, peer influence, parenting styles, and school environment were not extensively examined, although these factors may also influence self-esteem and social media experiences.

Despite these limitations, the study provides valuable insights into how parents perceive social media's influence on children and contributes to understanding the relationship between social media engagement and self-esteem among elementary learners

FRAMEWORK



This study is anchored on the assumption that social media use plays a role in shaping children's psychological and behavioral development, particularly their self-esteem. The conceptual framework illustrates the relationship between the demographic profile of the parent-respondents, the perceived impact of social media on Grade 6 pupils, and the students' level of self-esteem, which collectively serve as the basis for developing a proposed guidance program.

The input variables include the demographic profile of the parent-respondents in terms of economic status, types of social media used by their child, and the average daily time spent on social media. These factors are considered relevant background characteristics that may influence how social media is accessed, monitored, and experienced by children. The framework also incorporates the perceived impact of social media on children across four dimensions: emotional well-being, social interaction, academic behavior, and online behavior. These domains represent the possible areas where social media engagement may affect children's daily functioning and development.

The study further examines the level of students' self-esteem, categorized into performance self-esteem, social self-esteem, and appearance self-esteem. These dimensions reflect children's confidence in their abilities, comfort in social relationships, and perception of their physical appearance. The framework assumes that children's experiences and behaviors associated with social media may influence these aspects of self-esteem either positively or negatively.

The process of the study involves survey questionnaire administration, including validation of the research instrument, distribution and retrieval of questionnaires, data organization, and statistical analysis to determine relationships and differences among variables. Through systematic data analysis, the study identifies patterns and significant associations between perceived social media impact and students' self-esteem.

The output of the framework is the development of a proposed guidance program designed to promote responsible social media use, support emotional and social development, and enhance students' self-esteem. The program is intended to provide practical interventions for schools, parents, and guidance counselors in helping children maintain balanced and healthy engagement with social media.

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Research Design

The study utilized a quantitative research approach with a descriptive-correlational research design. McCombes (2022) indicates that descriptive research entails a systematic examination of social processes through the use of statistical or numerical data. Since this approach is quantitative, it necessitates measurement and operates under the assumption that the phenomenon being examined can be quantified.

On the other hand, correlational research explores the relationships among two or more variables, seeking to determine if an association exists without any manipulation. Therefore, the aim of this design was to describe the data, identify trends, analyze potential correlations between the variables, and validate the measurements.

Research Instrument

The main instrument used in this study was a survey questionnaire, which will be developed by the researcher to gather data on the impact of social media on the self-esteem level of Grade 6 students in Bahay Pare Elementary School. The questionnaire will be divided into 3 parts: The first part is the demographic profile: economic status, types of social media used by their child and the average daily time spent in social media used by their child. The second part included inquiries about the perceived impact of social media on their child in terms of: Emotional well-being, Social Interaction, Academic Behavior, Online Behavior

The third part included questions that assessed Level of the students' self-esteem in terms of: Performance self-esteem, Social Self-Esteem, and Appearance Self-Esteem. This part is based on the questionnaire developed by Heatherton and Polivy(1991).

Data Gathering

The researchers will first secure approval from the Dean of the College of Education and the School Principal of Bahay Pare Elementary School before conducting the study. After obtaining permission, the research instrument will be validated by five (5) experts, and the suggested revisions will be incorporated. A pilot test will then be conducted among at least 20% of the target population who will not be included in the actual study. The reliability of the questionnaire will be determined using Cronbach's Alpha.

After the instrument is validated and found reliable, informed consent will be obtained from the selected parents or guardians. The survey questionnaires will then be distributed to the respondents through the assistance of the Grade 6 advisers. Upon completion, the questionnaires will be collected, checked for completeness, and encoded using SPSS version 24.0. The gathered data will then be analyzed using frequency and percentage distribution, mean, Pearson-r, and multiple regression to answer the research objectives.

Statistical Treatment

In this paper, the data from the answered questionnaire will be analyzed by using SPSS24.0 data software. The following are the statistical treatment that will be used:

Frequency and Percentage Distribution. This was used in the presentation of the respondents' profile

Mean. This was utilized to determine the degree of confidence among the Grade 6 students in utilizing social media.

Pearson-r will be used to determine the direct relationship between perceived social media impact and students' self-esteem.

Multiple Regression will be used to determine whether parent demographics influence both perceived social media impact and students' self-esteem.

III. RESULTS

This chapter presents a comprehensive presentation, analysis, and interpretation of the data collected from the respondents. Its primary purpose is to systematically organize and summarize the information obtained, provide both descriptive and inferential statistical analyses, and interpret the findings in alignment with the research objectives. To ensure clarity and facilitate understanding, tables, graphs, and charts are employed where appropriate to visually represent the results, highlight key trends, and support meaningful discussion.

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1. What is the demographic profile of the parent-respondents in terms of:

1.1 Economic Status

1.1.1 Income

Income	Frequency	Percentage
Below Php 10,000	29	36.25
Php 10,000-Php 19,999	16	20.00
Php 20,000-Php 29,999	11	13.75
Php 30,000-Php 39,999	3	3.75
Php 40,000-Php 49,999	5	6.25
Php 50,000 and above	3	3.75
Prefer not to say	13	16.25
Total	80	100%

The table shows the distribution of parent-respondents according to monthly income. The results reveal that the largest proportion of respondents belongs to the "Below Php 10,000" income bracket with 29 respondents or 36.25 percent, indicating that many of the families fall within the lower income group. This is followed by those earning Php 10,000 to Php 19,999 with 16 respondents (20.00 percent), while 13 respondents (16.25 percent) preferred not to disclose their income. Meanwhile, Php 20,000 to Php 29,999 accounts for 11 respondents (13.75 percent). The least represented income groups are Php 30,000 to Php 39,999 and Php 50,000 and above, each with 3 respondents or 3.75 percent, suggesting that only a small portion of the respondents belong to the higher income categories.

The distribution of parent-respondents according to monthly income indicates that a significant portion of the families belong to the lower-income group. The largest percentage of respondents reported earning below Php 10,000 per month, which suggests that many households represented in the study may be experiencing financial limitations. This is followed by those earning Php 10,000 to Php 19,999, while some respondents chose not to disclose their income. Meanwhile, fewer respondents fall within the Php 20,000 to Php 29,999 bracket, and only a very small proportion belong to the higher income groups such as Php 30,000 to Php 39,999 and Php 50,000 and above. These results show that the respondents are largely composed of families with limited financial capacity.

This finding implies that the socioeconomic status of parents may influence their ability to support their children's educational needs. Families with lower income may face challenges in providing adequate learning materials, internet access, school supplies, and other educational resources. Financial constraints may also affect parents' involvement in school-related activities due to work demands or limited time and resources. As a result, students from lower-income households may require additional support from schools and communities to ensure that they receive equal learning opportunities and academic assistance.

Recent studies highlight that family income plays a crucial role in shaping students' educational experiences and outcomes. According to UNESCO (2023), learners from low-income households often face barriers in accessing quality learning resources and academic support compared to those from higher-income families. This emphasizes the importance of implementing inclusive educational programs, financial assistance, and community support initiatives that can help bridge the gap and ensure that students from economically disadvantaged backgrounds are not left behind in their academic development.

1.1.2 Employment Status

Income	Frequency	Percentage
Employed (full-time)	23	28.75
Employed (part-time)	7	8.75
Self-employed	13	16.25
Unemployed	13	16.25
Homemaker	11	13.75
OFW	5	6.25
Other	5	6.25
Total	80	100%

In terms of employment status, the findings show that employed (full-time) parents comprise the largest group with 23 respondents or 28.75 percent. This indicates that many of the parent-respondents have stable full-time employment. This is followed by self-employed and unemployed parents, each with 13 respondents (16.25 percent). Additionally, 11 respondents (13.75 percent) identified themselves as homemakers, while 7 respondents (8.75 percent) are employed part-time. The smallest groups are Overseas Filipino Workers (OFW) and those categorized as Other employment types, each with 5 respondents or 6.25 percent, showing that these employment categories are less common among the respondents.

The findings on employment status reveal that the majority of parent-respondents are employed full-time, accounting for 28.75 percent of the sample. This suggests that a significant portion of parents have stable sources of income, which may positively influence their ability to provide for their families' needs and support their children's education. Full-time employment may also indicate regular working hours and financial predictability, which can affect family routines, time availability for parental involvement, and household stability.

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Following full-time employees, self-employed and unemployed parents each represent 16.25 percent of the respondents, indicating that a considerable number of families may experience variability in income or periods of financial uncertainty. Homemakers make up 13.75 percent, reflecting parents who dedicate their time primarily to household and caregiving responsibilities, which could allow more involvement in children's day-to-day learning but may also limit additional income generation. Part-time employed parents, although fewer at 8.75 percent, may face challenges balancing work schedules with family responsibilities.

The smallest groups include Overseas Filipino Workers (OFWs) and those in other employment types, each constituting 6.25 percent of the respondents, suggesting that these categories are less common within the surveyed population. This distribution implies that while most parents have traditional or stable employment arrangements, a minority engage in non-conventional or international work, which could influence family dynamics, childcare arrangements, and financial management. Studies indicate that parental employment status directly affects both the financial resources and the time parents can dedicate to supporting their children's academic development, highlighting the need for flexible school programs and support mechanisms that accommodate varied parental work situations (OECD, 2022).

1.1.3 Number of Siblings

Income	Frequency	Percentage
1	8	10.00
2	20	25.00
3	30	37.50
4	17	21.25
5 or more	5	6.25
Total	80	100%

The results regarding the number of siblings of the Grade 6 child indicate that the majority of the children have three siblings, with 30 respondents or 37.50 percent. This suggests that many of the children belong to moderately large families. This is followed by those with two siblings, accounting for 20 respondents (25.00 percent), and four siblings with 17 respondents (21.25 percent). Meanwhile, 8 respondents (10.00 percent) reported having only one sibling, while the smallest group consists of those with five or more siblings, with 5 respondents (6.25 percent). These findings suggest that most of the children come from families with multiple siblings.

The results on the number of siblings of Grade 6 children show that the largest group consists of children with three siblings, representing 37.50 percent of the respondents. This indicates that many students come from moderately large families, which may influence family dynamics, resource allocation, and the attention each child receives at home. Families of this size may experience both the benefits of sibling interaction, such as social and emotional support, and potential challenges related to dividing time, financial resources, and parental attention among multiple children.

Children with two siblings account for 25.00 percent of the respondents, while those with four siblings make up 21.25 percent, highlighting that a significant portion of the sample belongs to families with multiple children. Smaller families, with only one sibling, represent 10.00 percent of respondents, and those with five or more siblings are the least common at 6.25 percent. This distribution suggests that while very large families are relatively rare, most children in the study grow up in households with more than one sibling, which may shape their experiences in learning, cooperation, and household responsibilities.

The implication of these findings is that family size could affect the resources available to support a child's education, including time, financial capacity, and access to learning materials. Research shows that children in larger families may face challenges in receiving individualized attention, which can impact academic performance and parental involvement in schooling (Blake, 2021). Therefore, educators and policymakers may need to consider family size when designing programs or interventions to ensure that students from larger families receive adequate support both at home and in school.

1.1.4 Birth Order of the Grade 6 Child

Income	Frequency	Percentage
1 st	32	40.00
2 nd	19	23.75
3 rd	15	18.75
4 th	11	13.75
5 th or later	3	3.75
Total	80	100%

With respect to birth order, the findings show that first-born children represent the largest group with 32 respondents or 40.00 percent, indicating that a considerable number of the Grade 6 pupils are the eldest in their families. This is followed by second-born children with 19 respondents (23.75 percent) and third-born children with 15 respondents (18.75 percent). Meanwhile, 11 respondents (13.75 percent) are fourth-born, and the smallest group consists of fifth-born or later children with 3 respondents (3.75 percent). The results suggest that most of the Grade 6 children in the study occupy the earlier birth order positions within their families.

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The findings regarding birth order reveal that the largest group of Grade 6 pupils are first-born children, comprising 40.00 percent of the respondents. This indicates that a significant portion of the students are the eldest in their families, which may influence their responsibilities, parental expectations, and leadership roles within the household. Being first-born often comes with higher expectations for academic performance and behavior, which could shape the child's motivation, confidence, and approach to learning.

Second-born and third-born children account for 23.75 percent and 18.75 percent, respectively, highlighting that a considerable number of students occupy the middle positions in their family hierarchy. Fourth-born children make up 13.75 percent of the respondents, while fifth-born or later children are the smallest group at 3.75 percent. This distribution suggests that most Grade 6 pupils fall within the earlier birth order positions, which may influence both the attention they receive from parents and their roles in sibling interactions.

The implication of these findings is that birth order can play a role in shaping a child's personality, academic behavior, and social development. Studies have shown that first-born children often receive more parental guidance and resources, which can positively impact their academic achievements, while later-born children may develop greater independence and social skills through interactions with older siblings (Salmon & Daly, 2020). Understanding the influence of birth order can help educators and parents tailor support strategies to address the unique needs of children based on their family position.

t.2 Types of Social Media Used by their Child

Income	Frequency	Percentage
Facebook	67	83.75
Messenger	59	73.75
Tiktok	53	66.25
X (Twitter)	1	1.25
Others	1	1.25
You Tube	40	50.00
Instagram	12	15.00
Snapchat	2	2.50
Discord	3	3.75
None	0	0.00
Total	80	100%

The table reveals that Facebook is the most commonly used social media platform among the children, with 67 respondents or 83.75 percent, indicating that it remains the most popular platform among the respondents' children. This is followed by Messenger with 59 respondents (73.75 percent) and TikTok with 53 respondents (66.25 percent), showing that these platforms are widely used for communication and entertainment. Additionally, YouTube is used by 40 respondents (50.00 percent), suggesting that half of the children also access video-sharing platforms. On the other hand, Instagram (12 respondents or 15.00 percent), Discord (3 respondents or 3.75 percent), Snapchat (2 respondents or 2.50 percent), X or Twitter (1 respondent or 1.25 percent), and Other platforms (1 respondent or 1.25 percent) are used by fewer children. Notably, none of the respondents indicated that their child does not use social media, suggesting widespread social media exposure among the Grade 6 pupils.

The table shows that Facebook is the most widely used social media platform among the Grade 6 children, with 83.75 percent of respondents reporting usage. This indicates that despite the emergence of newer platforms, Facebook continues to dominate as a primary medium for social interaction and entertainment among children. Messenger and TikTok follow closely, used by 73.75 percent and 66.25 percent of the children, respectively, highlighting the importance of both messaging apps and short-form video content in their daily digital routines. YouTube, accessed by half of the respondents, further emphasizes the role of video-sharing platforms in learning, entertainment, and content consumption.

In contrast, platforms such as Instagram, Discord, Snapchat, and X (Twitter) are less commonly used, each representing a small portion of the children's social media engagement. This suggests that while these platforms are available, they do not yet hold as significant a place in the digital habits of the respondents' children. The minimal use of these platforms may reflect parental restrictions, age appropriateness, or the children's preference for more familiar or accessible platforms.

The data also highlights that all children in the study engage with social media, suggesting near-universal exposure at this age. This widespread use has implications for both educational and social development, as children are increasingly interacting with peers and digital content online. Research indicates that early social media engagement can influence communication skills, social awareness, and even academic behavior, making it essential for parents and educators to guide and monitor online activities to ensure safe and balanced use (Livingstone & Third, 2021).

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1.3 Average Daily Time Spent in Social Media Used by their Child

Income	Frequency	Percentage
Less than 30 minutes	15	18.75
30 minutes to less than 1 hour	14	17.50
1 to less than 2 hours	18	22.50
2 to less than 3 hours	8	7.50
3 to less than 4 hours	7	8.75
4 hours or more	5	6.25
Total	80	100%

The results show that the largest proportion of children spend 1 to less than 2 hours on social media daily, with 18 respondents or 22.50 percent. This is followed by less than 30 minutes and an unspecified category, each with 15 respondents or 18.75 percent, as well as 30 minutes to less than 1 hour with 14 respondents (17.50 percent). Meanwhile, 7 respondents (8.75 percent) reported that their children spend 3 to less than 4 hours, and 6 respondents (7.50 percent) indicated 2 to less than 3 hours of social media use. The smallest group consists of those spending 4 hours or more, with 5 respondents or 6.25 percent. These findings suggest that most children use social media for one to two hours daily, indicating moderate levels of social media engagement. The results indicate that the majority of Grade 6 children spend between 1 to less than 2 hours on social media daily, with 22.50 percent of respondents reporting this duration. This suggests that most children engage with social media at a moderate level, balancing online activities with other daily responsibilities such as schoolwork, family time, and extracurricular activities. Moderate usage may provide opportunities for social interaction, learning, and entertainment without significantly interfering with other aspects of their daily routines.

Smaller proportions of children spend less than 30 minutes, 30 minutes to less than 1 hour, or fall into an unspecified category, each representing 17.50 to 18.75 percent of respondents. These groups suggest variability in social media habits, with some children engaging only briefly, possibly due to parental regulation, personal preference, or limited access to devices. On the other hand, a smaller number of children spend 2 to 4 hours daily, and the least number spend 4 hours or more, highlighting that extensive social media use is relatively uncommon among this sample.

The findings imply that while social media is an integral part of children's daily lives, most maintain a moderate level of engagement, which may reduce potential negative effects such as screen fatigue, sleep disruption, or decreased academic focus. Research supports that limiting social media use to moderate durations can enhance digital well-being, promote healthy online behavior, and allow children to benefit from online interactions without adverse consequences (Keles, McCrae, & Grealish, 2020).

2. What is the perceived impact of social media on their child in terms of:

2.1. Emotional well-being

Indicators	MEAN	VI
1. My child appears happier after using social media. <i>Mas masaya ang aking anak pagkatapos gumamit ng social media.</i>	2.48	LI
2. My child appears anxious or upset because of something seen or experienced on social media. <i>Nababalisa o nalulungkot ang aking anak dahil sa nakita o naranasan sa social media.</i>	1.85	LI
3. My child compares themselves negatively to others after viewing social media. <i>Ikinukumpara ng aking anak ang sarili sa iba sa paraang nakababata ng lingin sa sarili dahil sa social media.</i>	1.73	NI
4. My child becomes more moody or irritable after using social media. <i>Mas nagiging moody o madaling mainis ang aking anak pagkatapos gumamit ng social media.</i>	1.96	LI
5. My child shows signs of stress (e.g., poor sleep, irritability) that I associate with social media use. <i>Napapanin ko ang stress (hal. hirap matulog, madaling mainis) na iniuugnay ko sa paggamit ng social media.</i>	1.93	LI
6. My child becomes upset when unable to access social media. <i>Nawis o nalulungkot ang aking anak kapag hindi siya makagamit ng social media.</i>	2.13	LI
7. My child seems more worried about missing out when not online. <i>Mas nag-aalala ang aking anak na may mamiss kapag hindi siya online.</i>	1.85	LI
8. Positive likes/comments/messages on social media make my child feel more confident. <i>Mas nagiging kumpiyansa ang aking anak kapag nakakakuha ng positibong likes, komento, o mensahe sa social media.</i>	2.40	LI
9. Negative comments or reactions online affect my child's mood for the day. <i>Nakaaapekto sa mood ng aking anak ang negatibong komento o reaksiyon online.</i>	1.78	LI
10. My child appears more relaxed or calmer when their social media use is limited. <i>Mas kalmado o mas relax ang aking anak kapag nababawasan ang paggamit ng social media.</i>	2.65	MI
General Assessment	2.07	LI
Legend: 3.25 – 4.00 High Impact (HI) 2.50 – 3.24 Moderate Impact (MI) 1.75 – 2.49 Low Impact (LI) 1.00 – 1.74 No Impact (NI)		

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The table shows that the general assessment obtained a mean of 2.07 with a verbal interpretation of Low Impact, indicating that, overall, parents perceive social media as having a limited influence on their child's emotional well-being. The highest mean of 2.65 with a verbal interpretation of Moderate Impact was recorded for the indicator "My child appears more relaxed or calmer when their social media use is limited," suggesting that reduced exposure to social media may contribute to improved emotional calmness among children. Meanwhile, the lowest mean of 1.73 with a verbal interpretation of No Impact was obtained in the indicator "My child compares themselves negatively to others after viewing social media," implying that parents generally do not perceive social comparison on social media as a strong emotional concern for their child.

The table reveals that parents generally perceive social media as having a low impact on their child's emotional well-being, with a general mean score of 2.07 corresponding to a verbal interpretation of Low Impact. This suggests that, from the parents' perspective, social media use does not substantially affect their children's overall emotional state, reflecting either moderate usage, parental guidance, or resilience in the children's emotional responses to online content.

Among the specific indicators, the highest mean of 2.65, interpreted as Moderate Impact, was observed for "My child appears more relaxed or calmer when their social media use is limited." This finding implies that reducing social media exposure can positively influence children's emotional calmness, highlighting that even moderate restrictions may enhance their mood and reduce overstimulation. It suggests that parents notice tangible emotional benefits when their children spend less time online, reinforcing the importance of monitored or balanced social media engagement.

Conversely, the lowest mean of 1.73, interpreted as No Impact, was found in the indicator "My child compares themselves negatively to others after viewing social media." This indicates that parents do not generally perceive social comparison as a significant emotional concern for their children. This could reflect either the children's ability to process social content without detrimental effects or that parental awareness of negative social comparison is limited. Overall, the results suggest that while social media has minor emotional effects, careful monitoring and guidance by parents can help maintain children's emotional well-being (Odgers & Jensen, 2020).

2.2. Social Interaction

Indicators	MEAN	VI
1. Social media helps my child stay connected with friends and family. <i>Nakatutulong ang social media para makipag-ugnayan ang aking anak sa kaibigan at pamilya.</i>	3.16	MI
2. My child prefers online communication rather than face-to-face interaction. <i>Mas gusto ng aking anak ang online kaysa harapang pakikipag-usap.</i>	2.18	LI
3. My child spends less time talking with family members because of social media use. <i>Nababawasan ang oras ng pakikipag-usap ng aking anak sa pamilya dahil sa social media.</i>	2.26	LI
4. My child participates less in offline activities (sports, play, hobbies) because of social media. <i>Nababawasan ang pagsali ng aking anak sa mga offline na gawain (laro, sports, hobby) dahil sa social media.</i>	1.98	LI
5. My child finds it easier to start or maintain friendships through social media. <i>Mas napapadali ng social media ang pagsisimula o pagpapanatili ng pagkakaibigan ng aking anak.</i>	2.40	LI
6. My child avoids some social gatherings because they feel more comfortable online. <i>Umiwas ang aking anak sa ilang pagtitipon dahil mas komportable siyang online.</i>	1.93	LI
7. My child has had conflicts with peers that started from social media posts or chats. <i>Nagkaroon ng alitan ang aking anak at kaibigan na nagmula sa post o chat sa social media.</i>	1.79	LI
8. Positive online influence makes my child more respectful or helpful to others. <i>Mas nagiging magalang o matutungan ang aking anak dahil sa mabuting impluwensya na nakikita online.</i>	2.28	LI
9. My child becomes distracted during conversations because they want to check social media. <i>Madaling mawalan ng atensyon ang aking anak sa usapan dahil gusto niyana mag-check na social media.</i>	2.06	LI
10. My child's confidence in joining group activities is affected by social media experiences. <i>Naaapektuhan ang kumpiyansa ng aking anak sa pagsali sa grupo dahil sa karanasan niya sa social media.</i>	1.80	LI
General Assessment	2.18	LI
Legend: 3.25 – 4.00 High Impact (HI) 2.50 – 3.24 Moderate Impact (MI) 1.75 – 2.49 Low Impact (LI) 1.00 – 1.74 No Impact (NI)		

The results indicate that the general assessment obtained a mean of 2.18 with a verbal interpretation of Low Impact, suggesting that social media has only a limited influence on the children's social interaction according to the parent-respondents. The highest mean of 3.16 with a verbal interpretation of Moderate Impact corresponds to the indicator "Social media helps my child stay connected with friends and family," indicating that parents recognize the role of social media in maintaining

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communication and relationships. On the other hand, the lowest mean of 1.79 with a verbal interpretation of Low Impact was observed in the indicator “My child has had conflicts with peers that started from social media posts or chats,” which suggests that social media-related conflicts among peers are not commonly perceived by parents as a significant issue.

The results show that, overall, parents perceive social media as having a low impact on their child’s social interactions, with a general mean of 2.18 and a verbal interpretation of Low Impact. This suggests that while children are active on social media, parents generally believe it does not greatly affect their ability to engage with peers or participate in social activities outside the digital space. Social media, therefore, appears to play a limited role in altering children’s overall social behavior according to the respondents.

Among the indicators, the highest mean of 3.16, interpreted as Moderate Impact, was recorded for “Social media helps my child stay connected with friends and family.” This indicates that parents recognize the positive function of social media in maintaining relationships and communication, particularly in facilitating social bonds that might otherwise be limited by distance or time. It highlights that, despite low overall impact, social media can serve as a supportive tool for sustaining friendships and family connections.

Conversely, the lowest mean of 1.79, interpreted as Low Impact, was observed in the indicator “My child has had conflicts with peers that started from social media posts or chats.” This suggests that parents do not commonly perceive social media as a source of interpersonal conflicts among their children. These findings imply that while social media may enhance connectivity, it is not widely viewed as a major cause of social friction at this age. Research supports that guided social media use can promote positive social interactions while minimizing risks of conflict or negative peer influence (Best, Manktelow, & Taylor, 2024).

2.3. Academic Behavior

Indicators	MEAN	VI
1. Social media distracts my child from homework and study time. <i>Naisitorbo ng social media ang aking anak sa takdang-aralin at oras ng pag-aaral.</i>	2.21	LI
2. My child delays homework because they choose to use social media first. <i>Nadedo-delay ang takdang-aralin dahil inuuna ng aking anak ang social media.</i>	1.93	LI
3. My child has difficulty focusing on school tasks after using social media. <i>Nahirapan ang aking anak mag-focus sa gawain sa paaralan pagkatapos gumamit ng social media.</i>	1.94	LI
4. My child multitasks (social media while studying) which reduces study quality. <i>Sabay na gumagamit ng social media habang nag-aaral ang aking anak kaya bumababa ang kalidad ng pag-aaral.</i>	1.88	LI
5. My child stays up late using social media and feels tired the next school day. <i>Nagpapuyal ang aking anak sa social media at napapagod kinabukasan sa paaralan.</i>	2.03	LI
6. My child forgets or fails to complete some school requirements because of social media use. <i>Nakakalimot o hindi natatapos ng aking anak ang ilang requirements dahil sa social media.</i>	1.81	LI
7. My child's study schedule or routine is disrupted by social media use. <i>Nasira ang iskedyul o routine sa pag-aaral ng aking anak dahil sa social media.</i>	1.78	LI
8. My child uses social media to support learning (e.g., class group chats/pages, educational videos). <i>Ginagamit ng aking anak ang social media para sa pagkatuto (hal., GC o page ng klase, educational videos).</i>	2.95	MI
9. My child becomes less motivated to study because social media is more enjoyable. <i>Nababawasan ang gana ng aking anak sa pag-aaral dahil mas naaalaw siya sa social media.</i>	1.78	LI
10. Teachers' feedback (if applicable) indicates reduced attention or study habits linked to social media. <i>Kung naaangkop, may puna ang guro tungkol sa pagbawas ng atensyon o study habits na inuugnay sa social media.</i>	2.11	LI
General Assessment	2.04	LI

Legend:	
3.25 – 4.00 High Impact (HI)	2.50 – 3.24 Moderate Impact (MI)
1.75 – 2.49 Low Impact (LI)	1.00 – 1.74 No Impact (NI)

The table reveals that the general assessment has a mean of 2.04 with a verbal interpretation of Low Impact, indicating that parents perceive social media as having only a minimal effect on their child’s academic behavior. The highest mean of 2.95 with a verbal interpretation of Moderate Impact was found in the indicator “My child uses social media to support learning (e.g., class group chats/pages, educational videos),” which suggests that parents acknowledge the educational benefits of social media when used as a learning resource. Conversely, the lowest mean of 1.76 with a verbal interpretation of Low Impact was recorded for the indicator “My child becomes less motivated to study because social media is more enjoyable,” indicating that parents generally do not strongly perceive social media as significantly reducing their child’s motivation to study.

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The table indicates that, overall, parents perceive social media as having a low impact on their child's academic behavior, with a general mean of 2.04 and a verbal interpretation of Low Impact. This suggests that, in the view of parents, social media does not substantially interfere with their children's study habits, learning routines, or overall academic engagement. Children may be using social media in ways that coexist with, rather than hinder, their educational responsibilities.

Among the indicators, the highest mean of 2.95, interpreted as Moderate Impact, was observed for "My child uses social media to support learning (e.g., class group chats/pages, educational videos)." This suggests that parents recognize the potential educational benefits of social media when it is used as a learning resource. It highlights that social media can serve as a tool for academic support, facilitating access to information, collaborative learning, and participation in class-related discussions.

Conversely, the lowest mean of 1.76, interpreted as Low Impact, was found in the indicator "My child becomes less motivated to study because social media is more enjoyable." This implies that parents do not generally perceive social media as a major distraction that diminishes academic motivation. Overall, the findings suggest that with proper guidance, social media can enhance learning opportunities while exerting minimal negative influence on academic behavior. Studies have shown that when children use social media intentionally for educational purposes, it can positively contribute to engagement and learning outcomes without significantly reducing motivation (Junco, 2022).

2.4. Online Behavior

Indicators	MEAN	VI
1. My child shares personal information (name, school, photos, location) without considering risks. Ibinabahagi ng aking anak ang personal na impormasyon (pangalan, paaralan, larawan, lokasyon) nang hindi iniisap ang pangarap.	1.88	LI
2. My child receives messages or friend requests from people they do not know personally. Nakakatanggap ang aking anak ng mensahe o friend request mula sa mga taong hindi niya personal na kilala.	2.04	LI
3. My child uses privacy settings and thinks carefully before posting or sharing. Mangap ang aking anak gumagamit ng privacy settings at nag-iisip muna bago mag-post o magbahagi.	2.74	MI
4. My child has experienced online bullying (hurtful messages/comments). Nakakaranas ang aking anak ng online bullying (masasakit na mensahe o komento).	1.73	NI
5. My child has sent hurtful messages/comments to others online. Nakakapagpapadala ang aking anak ng masasakit na mensahe o komento online.	1.48	NI
6. My child has seen inappropriate content online (e.g., violence, sexual content, gambling). Nakainila ang aking anak ng hindi angkop na content online (hal., karahasan, seksual, zugal).	1.88	LI
7. My child copies or tries unsafe online trends or challenges. Ginagaya o sinusubukan ng aking anak ang mapanganib na online trends o challenges.	1.45	NI
8. My child uses respectful language and avoids insulting others online. Gumagamit ng magalang na pananalita ang aking anak at iniiwasan ang pang-insulto online.	2.61	MI
9. My child follows rules set by parents/guardians about social media use. Sinusuod ng aking anak ang mga alituntunin ng magulang o guardian tungkol sa social media.	2.92	MI
10. My child tells a parent/guardian when something online makes them uncomfortable or scared. Sinasaad ng aking anak sa magulang o guardian kapag may online na nakakatake o nakakaisip.	2.59	MI
General Assessment	2.12	LI
Legend: 3.25 – 4.00 High Impact (HI) 2.50 – 3.24 Moderate Impact (MI) 1.75 – 2.49 Low Impact (LI) 1.00 – 1.74 No Impact (NI)		

The results show that the general assessment obtained a mean of 2.12 with a verbal interpretation of Low Impact, indicating that social media has a relatively limited perceived effect on the children's online behavior. The highest mean of 2.92 with a verbal interpretation of Moderate Impact was recorded for the indicator "My child follows rules set by parents/guardians about social media use," suggesting that parents perceive their children as generally compliant with established guidelines regarding social media usage. Meanwhile, the lowest mean of 1.48 with a verbal interpretation of No Impact was obtained in the indicator "My child has sent hurtful messages/comments to others online," implying that parents generally do not perceive their children as engaging in harmful online communication.

The results indicate that, overall, parents perceive social media as having a low impact on their children's online behavior, with a general mean of 2.12 and a verbal interpretation of Low Impact. This suggests that, from the parents' perspective, social media use does not significantly influence their children's conduct in the digital environment, reflecting either responsible online habits or effective parental monitoring.

Among the indicators, the highest mean of 2.92, interpreted as Moderate Impact, was observed for "My child follows rules set by parents/guardians about social media use." This suggests that parents perceive their children as generally compliant with guidelines and boundaries set for online activities. Compliance with these rules may reflect parental supervision, established household norms, or the child's understanding of responsible social media behavior, which can contribute to safer and more controlled online interactions.

In contrast, the lowest mean of 1.48, interpreted as No Impact, was found for "My child has sent hurtful messages/comments to others online." This indicates that parents generally do not view their children as engaging in harmful or aggressive online

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communication. Overall, the findings suggest that children's online behavior is largely responsible and guided, with minimal involvement in negative interactions. Research supports that clear rules, parental monitoring, and open communication about social media use can significantly reduce risky online behaviors among children (Livingstone & Haddon, 2020).

3. What is the level of the students' self-esteem in terms of:

3.1. Performance self-esteem

Indicators	MEAN	VI
1. My child shows confidence when starting school tasks. Nagapapakita ng kumpiyansa ang aking anak sa pagsimula ng gawain sa paaralan.	3.05	A
2. My child believes they can improve when tasks are difficult. Naniniwala ang aking anak na kaya niyang gumaling kahit mahirap ang gawain.	3.18	A
3. My child continues trying even after making mistakes. Nagpapatuloy ang aking anak na subukan kahit nagkakamali.	3.21	A
4. My child is proud of completing tasks or responsibilities. Ipinagmamalaki ng aking anak kapag natatapos niya ang gawain o responsibilidad.	3.08	A
5. My child avoids tasks because they think they will fail. Iniwasan ng aking anak ang gawain dahil iniisip niyang babagsak siya.	2.24	D
6. My child feels as capable as classmates when doing school activities. Pakiramdaman ng aking anak ay kasing-kakayahan siya ng mga kaklase sa gawain sa paaralan.	2.54	A
7. My child accepts corrections without feeling worthless. Tinatanggap ng aking anak ang pagwawasto nang hindi bumababa ang pagtingin sa sarili.	2.91	A
8. My child can explain what they did well after finishing a task. Kayang sabihin ng aking anak kung ano ang nagawa niyang mabuti matapos ang gawain.	3.00	A
9. My child asks for help when needed without shame. Humingi ng tulong ang aking anak kapag kailangan nang hindi nahahiya.	3.08	A
10. My child often says negative things about their abilities. Madalas magsabi ang aking anak ng negatibo tungkol sa kanyang kakayahan.	2.40	D
General Assessment	2.87	A
Legend: 3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A) 1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)		

The table indicates that the general assessment obtained a mean of 2.87 with a verbal interpretation of Agree, suggesting that parents generally perceive their children as having a positive level of performance self-esteem. The highest mean of 3.21 with a verbal interpretation of Agree corresponds to the indicator "My child continues trying even after making mistakes," indicating that children tend to show persistence and resilience when facing academic challenges. In contrast, the lowest mean of 2.24 with a verbal interpretation of Disagree was recorded for the indicator "My child avoids tasks because they think they will fail," suggesting that parents generally do not perceive their children as frequently avoiding tasks due to fear of failure.

The table shows that, overall, parents perceive their children as having a positive level of performance self-esteem, with a general mean of 2.87 and a verbal interpretation of Agree. This indicates that, in the parents' view, Grade 6 pupils generally feel confident in their abilities and approach tasks with a sense of competence, reflecting healthy self-perceptions related to academic performance and personal achievement.

Among the specific indicators, the highest mean of 3.21, also interpreted as Agree, was observed for "My child continues trying even after making mistakes." This suggests that parents recognize persistence and resilience in their children, highlighting their willingness to overcome challenges and learn from errors. Such behavior reflects a growth mindset, which is important for academic success and long-term personal development.

Conversely, the lowest mean of 2.24, interpreted as Disagree, was recorded for "My child avoids tasks because they think they will fail." This indicates that parents generally do not perceive their children as being discouraged or withdrawing from tasks due to fear of failure. Overall, the findings suggest that the children exhibit positive academic confidence and perseverance, which are crucial traits for learning and achieving goals. Research emphasizes that strong performance self-esteem in children is associated with greater motivation, resilience, and academic achievement (Zimmerman, 2020).

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3.2. Social Self-Esteem

Indicators	MEAN	VI
1. My child feels accepted by classmates or friends. <i>Pakiramdam ng aking anak ay tanggap siya ng kaklase o kaibigan.</i>	3.01	A
2. My child can start conversations with peers. <i>Kaya ng aking anak magsimula ng usapan sa mga kaedad.</i>	3.10	A
3. My child is comfortable joining group activities. <i>Komportable ang aking anak sumali sa mga gawain ng grupo.</i>	3.20	A
4. My child worries a lot about what others think of them. <i>Sobrang nag-aalala ang aking anak sa inisip ng iba tungkol sa kanya.</i>	2.41	D
5. My child feels inferior compared with other children. <i>Pakiramdam ng aking anak ay mas mababa siya kaysa sa iba.</i>	2.09	D
6. My child can express opinions respectfully even if others disagree. <i>Kaya ng aking anak magpahayag ng opinyon nang magalang kahit may hindi sumasang-ayon.</i>	2.79	A
7. My child can say no to peers without fear of losing friends. <i>Kaya ng aking anak tumanggi sa kaibigan nang hindi natatakot mawalan ng kaibigan.</i>	2.80	A
8. My child feels respected or valued by others. <i>Pakiramdam ng aking anak ay nirerespeto o pinahalagahan siya ng iba.</i>	2.98	A
9. My child avoids social situations because they feel embarrassed. <i>Iniwasan ng aking anak ang pakikihalubilo dahil nahihiya siya.</i>	2.29	D
10. My child can recover emotionally after teasing or rejection. <i>Nakakabawi ang aking anak kapag natukso o naranasan ang pagtanggì.</i>	2.48	D
General Assessment	2.71	A
Legend: 3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A) 1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)		

The findings show that the general assessment obtained a mean of 2.71 with a verbal interpretation of Agree, indicating that children generally demonstrate a positive level of social self-esteem according to their parents. The highest mean of 3.20 with a verbal interpretation of Agree was found in the indicator “My child is comfortable joining group activities,” suggesting that children tend to feel confident and comfortable participating in group interactions. Meanwhile, the lowest mean of 2.09 with a verbal interpretation of Disagree was recorded for the indicator “My child feels inferior compared with other children,” indicating that parents generally do not perceive their children as frequently experiencing feelings of inferiority in social contexts.

The findings indicate that, overall, parents perceive their children as having a positive level of social self-esteem, with a general mean of 2.71 and a verbal interpretation of Agree. This suggests that Grade 6 pupils generally feel confident and secure in social interactions, reflecting healthy social adjustment and the ability to engage comfortably with peers.

Among the indicators, the highest mean of 3.20, interpreted as Agree, was observed for “My child is comfortable joining group activities.” This suggests that children are generally confident in participating in collaborative and social settings, demonstrating ease in engaging with peers and contributing to group dynamics. Such confidence is essential for developing communication skills, teamwork, and positive peer relationships.

Conversely, the lowest mean of 2.09, interpreted as Disagree, was found for “My child feels inferior compared with other children.” This indicates that parents generally do not perceive their children as experiencing frequent feelings of social inferiority. Overall, the findings suggest that the children maintain a healthy sense of self in social contexts, with positive interactions and minimal social anxiety or comparison. Research supports that strong social self-esteem in children contributes to better peer relationships, emotional well-being, and collaborative learning experiences (Harter, 2020).

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3.3. Appearance Self-Esteem

Indicators	MEAN	VI
1. My child seems satisfied with their appearance. <i>Masaya ang aking anak sa kanyang itsura.</i>	3.36	SA
2. My child feels comfortable being in photos or videos. <i>Komportable ang aking anak sa pagkuha ng litrato o video.</i>	3.06	A
3. My child compares their looks with others and feels bad. <i>Madalas ikumpara ng aking anak ang itsura niya sa iba at nasasaktan.</i>	2.06	D
4. My child avoids mirrors or photos because they feel unhappy with their looks. <i>Iniwasan ng aking anak ang salamin o litrato dahil hindi siya masaya sa kanyang itsura.</i>	1.85	D
5. My child says negative comments about their body or face. <i>Nagsasabi ang aking anak ng negatibo tungkol sa kanyang katawan o mukha.</i>	2.08	D
6. My child accepts compliments about appearance without rejecting them. <i>Tinatanggap ng aking anak ang papuri tungkol sa itsura nang hindi ito itinatanggì.</i>	2.93	A
7. My child shows confidence in wearing school clothes/uniform in public. <i>Kumpiyansa ang aking anak sa pagsusuot ng damit o uniporme sa publiko.</i>	3.20	A
8. My child practices basic self-care (hygiene/grooming) and feels good afterward. <i>Inaayos ng aking anak ang sarili (kalinisan o ayus) at maganda ang pakiramdam pagkatapos.</i>	3.31	SA
9. My child feels ashamed of their appearance. <i>Nahihiya ang aking anak sa kanyang itsura.</i>	1.81	D
10. My child feels pressured to change appearance to match what they see online. <i>Nakakaramdam ang aking anak ng pressure na baguhin ang itsura para tumugma sa nakikita online.</i>	1.98	D
General Assessment	2.56	A
Legend: 3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A) 1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)		

The table shows that the general assessment obtained a mean of 2.56 with a verbal interpretation of Agree, indicating that parents generally perceive their children as having a positive perception of their physical appearance. The highest mean of 3.36 with a verbal interpretation of Strongly Agree corresponds to the indicator “My child seems satisfied with their appearance,” suggesting that children generally feel confident and content with how they look. On the other hand, the lowest mean of 1.81 with a verbal interpretation of Disagree was recorded for the indicator “My child feels ashamed of their appearance,” indicating that parents generally do not perceive their children as feeling embarrassed or ashamed about their physical appearance.

The table indicates that, overall, parents perceive their children as having a positive perception of their physical appearance, with a general mean of 2.56 and a verbal interpretation of Agree. This suggests that Grade 6 pupils generally feel confident and comfortable with how they look, reflecting healthy body image and self-acceptance at this stage of development.

Among the indicators, the highest mean of 3.36, interpreted as Strongly Agree, was found for “My child seems satisfied with their appearance.” This highlights that children generally feel content and confident in their physical attributes, which can positively influence their overall self-esteem, social interactions, and willingness to engage in activities without self-consciousness.

Conversely, the lowest mean of 1.81, interpreted as Disagree, was observed for “My child feels ashamed of their appearance.” This suggests that parents do not generally perceive their children as experiencing embarrassment or shame regarding their looks. Overall, these findings indicate that children maintain a healthy perception of their physical appearance, which is an important component of overall self-esteem and emotional well-being. Research emphasizes that positive body image in children is linked to higher self-confidence, better social adjustment, and reduced risk of anxiety or depressive symptoms (Tiggemann & Slater, 2020).

4. Is there a significant relationship between the perceived impact of social media and the students' level of self-esteem?						
Perceived Impact of social media	Students' Level of Self-esteem	R-value	N	p-value	Remarks	Decision
Emotional Well-being	Performance Self-Esteem	0.2139	78	0.0568	Not Significant	Accept the Ho
	Social Self-Esteem	0.3870	78	0.0004	Significant	Reject the Ho
	Appearance Self-Esteem	0.2650	78	0.0175	Significant	Reject the Ho

The results indicate that the perceived impact of social media on emotional well-being has no significant relationship with performance self-esteem ($r = 0.2139$, $p = 0.0568$), leading to the acceptance of the null hypothesis. However, emotional well-being shows a significant relationship with social self-esteem ($r = 0.3870$, $p = 0.0004$) and appearance self-esteem ($r = 0.2650$, $p =$

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0.0175), suggesting that emotional experiences associated with social media may influence how children perceive themselves socially and physically.

The results reveal that the perceived impact of social media on emotional well-being does not have a statistically significant relationship with performance self-esteem ($r = 0.2139$, $p = 0.0568$), leading to the acceptance of the null hypothesis. This suggests that, according to parent perceptions, the emotional effects of social media do not strongly influence children's confidence in their academic or task-related abilities. Children's persistence, motivation, and academic self-perceptions appear relatively unaffected by social media-related emotional experiences.

In contrast, emotional well-being shows a significant positive relationship with social self-esteem ($r = 0.3870$, $p = 0.0004$), indicating that children who experience positive emotional states are more likely to feel confident and comfortable in social interactions. Similarly, a significant relationship is observed with appearance self-esteem ($r = 0.2650$, $p = 0.0175$), suggesting that children's emotional well-being is associated with how they perceive and feel about their physical appearance. These findings imply that emotional experiences, whether influenced by social media or other factors, play a more prominent role in shaping social confidence and body image than in affecting academic self-perceptions.

Overall, the results highlight that while social media may not directly affect performance-related self-esteem, it can still influence important aspects of personal development, particularly in social and physical self-perception. This underscores the importance of supporting children's emotional well-being through guidance, balanced social media use, and positive reinforcement, as these emotional experiences are linked to broader aspects of self-esteem (Best, Manktelow, & Taylor, 2024; Tiggemann & Slater, 2024).

Perceived Impact of social media	Students' Level of Self-esteem	R-value	N	p-value	Remarks	Decision
Social Interaction	Performance Self-Esteem	0.2861	78	0.0101	Significant	Reject the Ho
	Social Self-Esteem	0.3236	78	0.0034	Significant	Reject the Ho
	Appearance Self-Esteem	0.4337	78	0.0001	Significant	Reject the Ho

In terms of social interaction, significant relationships were observed across all domains of self-esteem, including performance self-esteem ($r = 0.2861$, $p = 0.0101$), social self-esteem ($r = 0.3236$, $p = 0.0034$), and appearance self-esteem ($r = 0.4337$, $p = 0.0001$), indicating that children's online and offline interactions through social media may contribute to their confidence in abilities, relationships, and physical self-perception.

The results indicate that social interaction shows significant positive relationships with all domains of self-esteem among Grade 6 children. Specifically, performance self-esteem is significantly related to social interaction ($r = 0.2861$, $p = 0.0101$), suggesting that children who engage more in online and offline social activities tend to feel more confident in their abilities and task-related skills. This implies that social engagement can foster a sense of competence and motivation in academic and practical tasks.

Similarly, social self-esteem is significantly associated with social interaction ($r = 0.3236$, $p = 0.0034$), indicating that children who actively participate in social networks, both online and offline, are likely to feel more comfortable, confident, and effective in interacting with peers. This emphasizes the role of social interaction in promoting positive peer relationships and social confidence.

The strongest relationship is observed with appearance self-esteem ($r = 0.4337$, $p = 0.0001$), suggesting that children who engage in social interaction through social media may also feel more confident about their physical appearance. Overall, these findings highlight that social interaction, facilitated or complemented by social media use, can contribute positively to children's confidence across multiple aspects of self-esteem, including abilities, social relationships, and body image (Valkenburg, et al 2023).

Perceived Impact of Social Media	Students' Level of Self-esteem	R-value	N	p-value	Remarks	Decision
Academic Behavior	Performance Self-Esteem	0.1628	78	0.1491	Not Significant	Accept the Ho
	Social Self-Esteem	0.3001	78	0.0901	Significant	Reject the Ho
	Appearance Self-Esteem	0.4139	78	0.0001	Significant	Reject the Ho

For academic behavior, no significant relationship was found with performance self-esteem ($r = 0.1628$, $p = 0.1491$), but significant relationships were observed with social self-esteem ($r = 0.3001$) and appearance self-esteem ($r = 0.4139$), suggesting that academic-related behaviors linked to social media may still influence children's social and physical self-perceptions.

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The results indicate that academic behavior related to social media does not have a significant relationship with performance self-esteem ($r = 0.1628$, $p = 0.1491$), suggesting that children's engagement in academic tasks, even when supported or influenced by social media, does not strongly affect their confidence in their abilities or task-related competence. This implies that academic self-perceptions may be shaped more by direct learning experiences rather than by social media-facilitated academic behaviors.

In contrast, significant relationships were observed between academic behavior and both social self-esteem ($r = 0.3001$) and appearance self-esteem ($r = 0.4139$). These findings suggest that children's academic-related activities, including collaborative or interactive learning through social media, may positively influence how they perceive themselves socially and physically. Engagement in academic discussions, group tasks, or educational content online may reinforce social confidence and even affect perceptions of competence and presentation in peer contexts.

Overall, while social media-facilitated academic behavior may not directly enhance children's performance self-esteem, it appears to contribute meaningfully to their social and appearance-related self-perceptions. This highlights the multidimensional role of social media in supporting aspects of self-esteem beyond purely academic confidence, emphasizing the importance of guided and purposeful online engagement (Junco, 2025).

Perceived Impact of social media	Students' Level of Self-esteem	R-value	N	p-value	Remarks	Decision
Online Behavior	Performance Self-Esteem	0.3274	78	0.0030	Significant	Reject the Ho
	Social Self-Esteem	0.3359	78	0.0023	Significant	Reject the Ho
	Appearance Self-Esteem	0.3196	78	0.0039	Not Significant	Accept the Ho

Meanwhile, online behavior showed significant relationships with performance self-esteem ($r = 0.3274$, $p = 0.0030$) and social self-esteem ($r = 0.3359$, $p = 0.0023$), while its relationship with appearance self-esteem ($r = 0.3196$, $p = 0.0039$) was reported as not significant, leading to the acceptance of the null hypothesis in that domain.

The results indicate that children's online behavior shows significant positive relationships with both performance self-esteem ($r = 0.3274$, $p = 0.0030$) and social self-esteem ($r = 0.3359$, $p = 0.0023$). This suggests that responsible and engaged online activities may enhance children's confidence in their abilities and support positive social interactions. Participation in online communities, educational discussions, or collaborative digital tasks may help children develop skills, receive feedback, and strengthen their social competence, thereby positively influencing these domains of self-esteem.

In contrast, the relationship between online behavior and appearance self-esteem ($r = 0.3196$, $p = 0.0039$) was reported as not significant, leading to the acceptance of the null hypothesis in this domain. This indicates that children's online habits are not strongly associated with how they perceive their physical appearance, suggesting that social media use in this context does not noticeably affect body image or physical self-perception according to parent-reported observations.

Overall, the findings highlight that online behavior can play a constructive role in supporting children's academic confidence and social self-esteem, even if it does not significantly impact appearance-related perceptions. This underscores the importance of guiding children toward positive and purposeful online engagement, which can strengthen skills and social confidence without necessarily influencing physical self-perception (Best, Manktelow, & Taylor, 202).

5. Is there a significant difference between the demographic profile of the parent-respondents and their perceived impact of social media on their child and the students' level of self-esteem?

The analysis reveals that household monthly income does not significantly influence the perceived impact of social media or the students' level of self-esteem, as all computed significance values were greater than the 0.05 level. Specifically, emotional well-being ($p = 0.562$), social interaction ($p = 0.396$), academic behavior ($p = 0.326$), and online behavior ($p = 0.879$) all yielded not significant results, indicating that parents' income levels do not appear to shape their perceptions of how social media affects their children. Similarly, the domains of performance self-esteem ($p = 0.124$), social self-esteem ($p = 0.615$), and appearance self-esteem ($p = 0.056$) also showed no significant differences across income groups. These findings suggest that children's experiences with social media and their levels of self-esteem are relatively consistent regardless of the economic status of the parent-respondents.

The analysis indicates that household monthly income does not significantly influence either the perceived impact of social media or the students' level of self-esteem, as all computed significance values exceeded the 0.05 threshold. Specifically, the perceived effects of social media on emotional well-being ($p = 0.562$), social interaction ($p = 0.396$), academic behavior ($p = 0.326$), and online behavior ($p = 0.879$) were not significantly different across income groups. This suggests that parents' income levels do not appear to shape their perceptions of how social media affects their children's emotional or behavioral experiences.

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Similarly, no significant differences were observed across income groups in the domains of self-esteem. Performance self-esteem ($p = 0.124$), social self-esteem ($p = 0.615$), and appearance self-esteem ($p = 0.056$) all showed non-significant results, indicating that children's confidence in their abilities, social interactions, and perceptions of physical appearance remain relatively stable regardless of family income.

Overall, these findings imply that children's experiences with social media and their levels of self-esteem are consistent across different socioeconomic backgrounds. This suggests that factors other than household income—such as parental guidance, peer influence, or personal temperament—may play a more critical role in shaping both social media experiences and self-esteem development in children (Odgers & Jensen, 2020).

Employment Status		Sum of Squares	df	Mean Square	F	Sig.	Remarks	Decision
Emotional well-being	Between Groups	1.745	6	.291	.632	.549	Not Significant	Accept the Ho
	Within Groups	25.571	73	.350				
	Total	27.320	79					
Social Interaction	Between Groups	3.701	6	.617	1.681	.138	Not Significant	Accept the Ho
	Within Groups	26.794	73	.367				
	Total	30.495	79					
Academic Behavior	Between Groups	1.929	6	.322	.754	.608	Not Significant	Accept the Ho
	Within Groups	31.125	73	.426				
	Total	33.054	79					
Online Behavior	Between Groups	2.026	6	.338	1.240	.296	Not Significant	Accept the Ho
	Within Groups	19.885	73	.272				
	Total	21.911	79					
Performance self-esteem	Between Groups	.486	6	.081	.251	.957	Not Significant	Accept the Ho
	Within Groups	23.592	73	.323				
	Total	24.079	79					
Social Self-Esteem	Between Groups	1.855	6	.309	1.610	.157	Not Significant	Accept the Ho
	Within Groups	14.020	73	.192				
	Total	15.875	79					
Appearance Self-Esteem	Between Groups	1.264	6	.211	1.361	.242	Not Significant	Accept the Ho
	Within Groups	11.301	73	.155				
	Total	12.565	79					

The findings show that employment status of the parent-respondents does not significantly affect the perceived impact of social media on their children nor the students' level of self-esteem, as all p-values were greater than the 0.05 significance level. Emotional well-being ($p = 0.549$), social interaction ($p = 0.138$), academic behavior ($p = 0.608$), and online behavior ($p = 0.296$) all resulted in not significant outcomes, indicating that whether parents are employed full-time, part-time, self-employed, unemployed, or engaged in other forms of work does not significantly alter their perceptions of social media's influence. Furthermore, the levels of performance self-esteem ($p = 0.957$), social self-esteem ($p = 0.157$), and appearance self-esteem ($p = 0.242$) also showed no significant differences across employment categories, suggesting that children's self-esteem levels are not strongly associated with the employment conditions of their parents.

The findings indicate that the employment status of parent-respondents does not significantly affect either the perceived impact of social media on their children or the students' level of self-esteem, as all p-values exceeded the 0.05 significance threshold. Specifically, the perceived effects of social media on emotional well-being ($p = 0.549$), social interaction ($p = 0.138$), academic behavior ($p = 0.608$), and online behavior ($p = 0.296$) were all not significant. This suggests that whether parents are employed full-time, part-time, self-employed, unemployed, or engaged in other forms of work does not meaningfully influence how they perceive social media's impact on their children.

Similarly, no significant differences were observed in children's self-esteem across different parental employment statuses. Performance self-esteem ($p = 0.957$), social self-esteem ($p = 0.157$), and appearance self-esteem ($p = 0.242$) all yielded non-significant results, indicating that children's confidence in their abilities, social interactions, and perception of physical appearance remain relatively stable regardless of the employment situation of their parents.

Overall, these results suggest that children's experiences with social media and their levels of self-esteem are largely independent of their parents' employment conditions. This implies that other factors—such as parental guidance, peer influence, or personal temperament—may play a more significant role in shaping both the effects of social media and the development of self-esteem in children (Livingstone & Third, 2021).

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Number of children		Sum of Squares	df	Mean Square	F	Sig.	Remarks	Decision
Emotional well-being	Between Groups	1.748	6	.291	.832	.549	Not Significant	Accept the Ho
	Within Groups	25.571	73	.350				
	Total	27.320	79					
Social Interaction	Between Groups	3.701	6	.617	1.681	.138	Not Significant	Accept the Ho
	Within Groups	26.794	73	.367				
	Total	30.495	79					
Academic Behavior	Between Groups	1.929	6	.322	.754	.608	Not Significant	Accept the Ho
	Within Groups	31.125	73	.428				
	Total	33.054	79					
Online Behavior	Between Groups	2.626	6	.338	1.240	.296	Not Significant	Accept the Ho
	Within Groups	19.885	73	.272				
	Total	21.911	79					
Performance self-esteem	Between Groups	.488	6	.081	.251	.957	Not Significant	Accept the Ho
	Within Groups	23.592	73	.323				
	Total	24.079	79					
Social Self-Esteem	Between Groups	1.855	6	.309	1.610	.157	Not Significant	Accept the Ho
	Within Groups	14.020	73	.192				
	Total	15.875	79					
Appearance Self-Esteem	Between Groups	1.264	6	.211	1.361	.242	Not Significant	Accept the Ho
	Within Groups	11.301	73	.155				
	Total	12.565	79					

The analysis indicates that the number of children in the family does not significantly influence the perceived impact of social media nor the level of self-esteem among students, as reflected by p-values greater than 0.05 in all measured variables. Emotional well-being ($p = 0.549$), social interaction ($p = 0.138$), academic behavior ($p = 0.608$), and online behavior ($p = 0.296$) all showed not significant differences, implying that family size does not appear to shape how parents perceive the effects of social media on their children. Similarly, performance self-esteem ($p = 0.957$), social self-esteem ($p = 0.157$), and appearance self-esteem ($p = 0.242$) also yielded not significant results, suggesting that the number of siblings in the household does not significantly affect the self-esteem levels of the students.

The analysis indicates that the number of children in the family does not significantly influence either the perceived impact of social media or the level of self-esteem among students, as all p-values for the measured variables exceeded the 0.05 significance threshold. Specifically, the perceived effects of social media on emotional well-being ($p = 0.549$), social interaction ($p = 0.138$), academic behavior ($p = 0.608$), and online behavior ($p = 0.296$) were all not significant. This suggests that family size does not meaningfully shape how parents perceive social media's influence on their children's emotional or social experiences.

Similarly, no significant differences were observed in the children's self-esteem across varying family sizes. Performance self-esteem ($p = 0.957$), social self-esteem ($p = 0.157$), and appearance self-esteem ($p = 0.242$) all yielded non-significant results, indicating that children's confidence in their abilities, social interactions, and perceptions of physical appearance remain consistent regardless of the number of siblings in the household.

Overall, these findings suggest that children's experiences with social media and their levels of self-esteem are largely independent of family size. This implies that other factors—such as parental guidance, peer influence, or individual temperament—may play a more significant role in shaping both the impact of social media and the development of self-esteem in children (Odgers & Jensen, 2020).

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Birth order of the Grade 6 child		Sum of Squares	df	Mean Square	F	Sig.	Remarks	Decision
Emotional well-being	Between Groups	.331	4	.083	.231	.920	Not Significant	Accept the Ho
	Within Groups	26.453	74	.357				
	Total	26.784	78					
Social Interaction	Between Groups	.224	4	.056	.138	.967	Not Significant	Accept the Ho
	Within Groups	29.886	74	.404				
	Total	30.109	78					
Academic Behavior	Between Groups	.577	4	.144	.329	.857	Not Significant	Accept the Ho
	Within Groups	32.420	74	.438				
	Total	32.997	78					
Online Behavior	Between Groups	.907	4	.227	.799	.529	Not Significant	Accept the Ho
	Within Groups	20.989	74	.284				
	Total	21.896	78					
Performance self-esteem	Between Groups	3.590	4	.898	3.272	.016	Significant	Reject the Ho
	Within Groups	20.298	74	.274				
	Total	23.888	78					
Social Self-Esteem	Between Groups	.535	4	.134	.666	.618	Not Significant	Accept the Ho
	Within Groups	14.863	74	.201				
	Total	15.398	78					
Appearance Self-Esteem	Between Groups	1.007	4	.252	1.620	.178	Not Significant	Accept the Ho
	Within Groups	11.501	74	.155				
	Total	12.508	78					

The results reveal that birth order generally does not produce significant differences in the perceived impact of social media and most aspects of self-esteem, as emotional well-being ($p = 0.920$), social interaction ($p = 0.967$), academic behavior ($p = 0.857$), and online behavior ($p = 0.529$) were all found to be not significant. Likewise, social self-esteem ($p = 0.618$) and appearance self-esteem ($p = 0.178$) also did not show significant differences across birth-order groups. However, a significant difference was observed in performance self-esteem ($F = 3.272$, $p = 0.016$), leading to the rejection of the null hypothesis for this domain. This indicates that the birth order of the Grade 6 child may influence how confident students feel about their abilities and performance-related tasks.

The results indicate that birth order generally does not produce significant differences in the perceived impact of social media or in most domains of self-esteem. Specifically, emotional well-being ($p = 0.920$), social interaction ($p = 0.967$), academic behavior ($p = 0.857$), and online behavior ($p = 0.529$) were all not significant, suggesting that children's experiences with social media are largely consistent regardless of whether they are first-born, middle, or later-born. Similarly, social self-esteem ($p = 0.618$) and appearance self-esteem ($p = 0.178$) did not show significant differences across birth-order groups, indicating that social confidence and perceptions of physical appearance are not strongly influenced by a child's position among siblings.

However, a significant difference was observed in performance self-esteem ($F = 3.272$, $p = 0.016$), leading to the rejection of the null hypothesis for this domain. This suggests that birth order may have a meaningful influence on how confident children feel about their abilities and performance-related tasks. First-born or earlier-born children may receive more parental attention or responsibility, which could contribute to higher levels of performance self-esteem compared with later-born siblings. Overall, these findings imply that while most aspects of self-esteem and social media impact are not affected by birth order, the child's position within the family may play a role in shaping confidence in abilities and academic performance. This aligns with research indicating that first-born children often exhibit greater achievement motivation and self-efficacy, likely due to early responsibilities and parental expectations (Salmon & Daly, 2020).

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Social media platforms used by the child		Sum of Squares	df	Mean Square	F	Sig.	Remarks	Decision
Emotional well-being	Between Groups	2.059	5	.412	1.206	.315	Not Significant	Accept the Ho
	Within Groups	25.261	74	.341				
	Total	27.320	79					
Social Interaction	Between Groups	.868	5	.174	.433	.824	Not Significant	Accept the Ho
	Within Groups	29.628	74	.400				
	Total	30.496	79					
Academic Behavior	Between Groups	1.579	5	.305	.792	.559	Not Significant	Accept the Ho
	Within Groups	31.376	74	.424				
	Total	33.054	79					
Online Behavior	Between Groups	.950	5	.190	.671	.647	Not Significant	Accept the Ho
	Within Groups	20.961	74	.283				
	Total	21.911	79					
Performance self-esteem	Between Groups	3.270	5	.654	2.326	.051	Not Significant	Accept the Ho
	Within Groups	20.809	74	.281				
	Total	24.079	79					
Social Self-Esteem	Between Groups	2.721	5	.544	3.062	.014	Significant	Reject the Ho
	Within Groups	13.154	74	.178				
	Total	15.875	79					
Appearance Self-Esteem	Between Groups	.742	5	.148	.928	.468	Not Significant	Accept the Ho
	Within Groups	11.823	74	.160				
	Total	12.565	79					

The findings indicate that the type of social media platforms used by the child does not significantly affect most aspects of perceived social media impact and students' self-esteem, as emotional well-being ($p = 0.315$), social interaction ($p = 0.824$), academic behavior ($p = 0.559$), online behavior ($p = 0.647$), performance self-esteem ($p = 0.051$), and appearance self-esteem ($p = 0.468$) were all found to be not significant. However, a significant difference was observed in social self-esteem ($F = 3.062$, $p = 0.014$), suggesting that the specific social media platforms children use may influence their social confidence and interactions with peers.

The findings reveal that the type of social media platforms used by children does not significantly affect most aspects of the perceived impact of social media or students' self-esteem. Specifically, emotional well-being ($p = 0.315$), social interaction ($p = 0.824$), academic behavior ($p = 0.559$), online behavior ($p = 0.647$), performance self-esteem ($p = 0.051$), and appearance self-esteem ($p = 0.468$) all yielded non-significant results. This suggests that, in general, children's experiences with social media and their confidence in abilities or perceptions of appearance are relatively consistent regardless of whether they use Facebook, TikTok, YouTube, or other platforms.

However, a significant difference was observed in social self-esteem ($F = 3.062$, $p = 0.014$), indicating that the specific social media platforms children engage with may influence their social confidence and interactions with peers. Certain platforms, particularly those emphasizing communication, networking, or collaborative engagement, may provide opportunities for children to build social skills, maintain friendships, and enhance confidence in peer interactions. Overall, these findings suggest that while platform choice does not strongly affect most aspects of self-esteem or perceived social media impact, it can play a meaningful role in shaping children's social self-esteem. This highlights the importance of guiding children toward platforms that foster positive social engagement and safe online interactions, as social experiences in digital spaces can influence interpersonal confidence and peer relationships (Valkenburg, Piotrowski, Hermanns, & de Leeuw, 2023).

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Estimated average daily time spent on social media		Sum of Squares	df	Mean Square	F	Sig.	Remarks	Decision
Emotional well-being	Between Groups	.065	6	.844	2.769	.018	Significant	Reject the Ho
	Within Groups	22.255	73	.305				
	Total	27.319	79					
Social Interaction	Between Groups	2.552	6	.425	1.111	.364	Not Significant	Accept the Ho
	Within Groups	27.943	73	.383				
	Total	30.496	79					
Academic Behavior	Between Groups	2.348	6	.391	.930	.478	Not Significant	Accept the Ho
	Within Groups	30.706	73	.421				
	Total	33.054	79					
Online Behavior	Between Groups	.955	6	.159	.555	.765	Not Significant	Accept the Ho
	Within Groups	20.956	73	.287				
	Total	21.911	79					
Performance self-esteem	Between Groups	.505	6	.084	.261	.953	Not Significant	Accept the Ho
	Within Groups	23.574	73	.323				
	Total	24.079	79					
Social Self-Esteem	Between Groups	.895	6	.149	.727	.630	Not Significant	Accept the Ho
	Within Groups	14.980	73	.205				
	Total	15.875	79					
Appearance Self-Esteem	Between Groups	.254	6	.042	.251	.957	Not Significant	Accept the Ho
	Within Groups	12.311	73	.169				
	Total	12.565	79					

The analysis shows that the estimated average daily time spent on social media has a significant effect only on emotional well-being ($F = 2.769$, $p = 0.018$), indicating that longer or shorter durations of social media use may influence the emotional condition of children. However, no significant differences were found in social interaction ($p = 0.364$), academic behavior ($p = 0.478$), online behavior ($p = 0.765$), performance self-esteem ($p = 0.953$), social self-esteem ($p = 0.630$), and appearance self-esteem ($p = 0.957$). These results suggest that while time spent on social media may affect emotional experiences, it does not necessarily lead to measurable differences in children's academic behavior, online behavior, or overall self-esteem levels.

The analysis indicates that the estimated average daily time spent on social media has a significant effect only on emotional well-being ($F = 2.769$, $p = 0.018$). This suggests that variations in the duration of social media use may influence children's emotional states, with longer or shorter usage potentially affecting mood, stress levels, or overall emotional stability. It highlights that time spent online can play a role in shaping children's emotional experiences, even if other areas remain unaffected.

In contrast, no significant differences were observed in social interaction ($p = 0.364$), academic behavior ($p = 0.478$), online behavior ($p = 0.765$), performance self-esteem ($p = 0.953$), social self-esteem ($p = 0.630$), or appearance self-esteem ($p = 0.957$). This indicates that the amount of time children spend on social media does not appear to meaningfully affect their ability to interact with peers, engage in academic tasks, manage online behavior, or maintain confidence in their abilities, social relationships, or physical appearance.

Overall, these findings suggest that while the duration of social media use may influence emotional well-being, it does not necessarily translate into differences in self-esteem or behavioral outcomes. This underscores the importance of monitoring not just the content but also the time children spend on social media to support healthy emotional development, while recognizing that moderate usage may not inherently harm other aspects of growth and self-perception (Keles, McCrae, & Grealish, 2020).

Rationale

With the increasing exposure of young learners to social media platforms, it is essential to guide students in developing responsible digital behavior and maintaining healthy self-esteem. While social media can provide opportunities for communication and learning, excessive or unmanaged use may influence students' emotional well-being and self-perception. This guidance program aims to equip students, parents, and teachers with knowledge and strategies that promote responsible social media use and strengthen students' self-confidence and self-worth.

This chapter presents a comprehensive summary of the study's findings, drawing insights from the analysis and interpretation of data presented in the previous chapters.

This study aimed to determine the perceived impact of social media on the self-esteem of Grade 6 pupils at Bahay Pare Elementary School as assessed by parents. It examined the effects of social media in terms of emotional well-being, social

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interaction, academic behavior, and online behavior, and also determined the level of students' self-esteem in terms of performance, social, and appearance dimensions.

The findings revealed that most of the parent-respondents belonged to the lower-income bracket and were employed full-time. Most families had an average of three children, and the majority of the Grade 6 pupils were first-born. In terms of social media usage, Facebook, Messenger, and TikTok were the most commonly used platforms among the pupils. Most students spent one to two hours per day using social media.

Parents generally perceived that social media had a low level of impact on their children's emotional well-being, social interaction, academic behavior, and online behavior. However, it also showed moderate positive effects in terms of communication with peers and family members and in supporting certain learning activities.

With regard to self-esteem, the results indicated that Grade 6 pupils generally demonstrated positive levels of self-esteem. This was evident in the areas of performance self-esteem, social self-esteem, and appearance self-esteem, suggesting that most students maintain a healthy perception of themselves.

The study also found significant relationships between some aspects of social media impact and students' self-esteem. Emotional well-being was significantly related to social and appearance self-esteem, while social interaction was significantly associated with all three domains of self-esteem. Academic behavior showed significant relationships with social and appearance self-esteem, while online behavior was significantly related to performance and social self-esteem.

In terms of demographic variables, most factors such as family income, employment status, number of children, and type of social media platform did not show significant differences in the perceived impact of social media or the level of self-esteem. However, birth order showed a significant difference in performance self-esteem, while the type of social media platform significantly affected social self-esteem. Furthermore, the average daily time spent on social media showed a significant difference in emotional well-being.

Based on the findings of the study, it can be concluded that social media is commonly used among Grade 6 pupils, particularly through platforms such as Facebook, Messenger, and TikTok. Despite their exposure to social media, parents generally perceive that its overall impact on their children's emotional well-being, social interaction, academic behavior, and online behavior is relatively low.

The results also indicate that Grade 6 pupils maintain generally positive levels of self-esteem in terms of performance, social relationships, and physical appearance. This suggests that social media use does not necessarily lead to negative self-perceptions among the students when properly managed and monitored.

However, certain aspects of social media engagement, particularly those related to emotional experiences and social interaction, are significantly associated with students' self-esteem. This implies that while social media may offer opportunities for communication and self-expression, it may also influence how students perceive themselves and interact with others.

Furthermore, most demographic factors do not significantly affect the perceived impact of social media or students' self-esteem. Nonetheless, factors such as birth order, type of social media platform used, and the amount of time spent online may influence specific aspects of students' emotional well-being and self-esteem.

Therefore, it is important for schools, parents, and guidance counselors to provide proper supervision, guidance, and educational programs that promote responsible social media use and help students maintain positive self-esteem and healthy social relationships.

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. School administrators may support the implementation of guidance programs that promote responsible social media use and strengthen students' self-esteem.
2. Guidance counselors may develop intervention programs, seminars, and workshops that educate students about healthy digital behavior and positive self-image.
3. Teachers may integrate discussions on digital responsibility, online safety, and self-esteem development within classroom activities.
4. Parents may monitor their children's social media usage and encourage balanced digital habits to ensure that online activities do not negatively affect emotional well-being and self-esteem.
5. Students may be encouraged to practice responsible social media use and focus on activities that promote self-confidence, academic engagement, and healthy peer relationships.
6. Future researchers may conduct similar studies using larger samples or different grade levels to further explore the relationship between social media use and students' self-esteem.

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