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Social Media and the Levels of Stress of the Social Work Students in Misamis University

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ABSTRACT: A descriptive correlational study was conducted to determine the influence of social media use on the stress levels of the Social Work students of Misamis University. Using different modified standardized surveys on stress and social media use, one hundred and thirty-six (136) students enrolled in the first semester of S.Y. 2020-2021 in the BSSW program were surveyed online using Google Forms. A focus group discussion was also done among the faculty members and students to corroborate and validate survey results and to ask for their recommendations for the enhancement of the school's welfare programs. Findings showed that students exposed to social media use are more affected by academic stress. The most popular social media site used is Facebook. Students also spend about 2 to 5.3 hours per day on social media sites, mostly for informational, conversational, and phatic purposes. Students' social stress is also affected by their frequent use of Twitter. The length of time spent on Twitter, on the other hand, has an inverse effect on students' psychological stress.

KEYWORDS: social media use, levels of stress, social work students

I. INTRODUCTION

Technological advancements have drastically changed how people live, interact with each other, and even complete tasks with less effort and time but considerably more productivity. With this gift of knowledge, interactions with each other have also changed with the emergence of "social media." Socialization and communication share almost the same purpose: connecting with other people. It has never been this hassle-free with a finger touch through communication gadgets within the palm input and that makes the world closer and connected. That is how social media and technology have played a vital role in human interaction and how it has influenced our lives.

As of the second-quarter estimates of 2020, the Internet World Stats reported 79 million internet users in the Philippines, 72.1% of the penetrated population. Due to this high internet usage, the Philippines is one of Asia's top ten internet countries, with China leading the trend at 854 million users. Internet use in early 2000 was only at 2.6% of users, which jumpstarted and gained much popularity in 2008 (14.6%) to 52.6% in 2016 and now at more than 70%. In the 2017 Global Despite having the third-lowest fixed internet connection speed globally, the Philippines is the 23rd country with a 27% total penetrated population in Internet, social media, and mobile data records. In 2020, there was an 8.6% increase in social media users from January 2019 to January 2020. Globally, over 3 billion individuals used social media platforms in 2021, a significant rise from less than a billion users in 2010 (Kemp, 2020; Santora, 2021).

Although social media is a relatively new medium to older generations, this has been the common platform where adolescents can manage their mental well-being. As more young people frequently report using social media sites such as Facebook and Twitter to escape from the external pressures threatening their mental health (Boyd, 2014), several studies also suggested that adolescents perceive social media as a threat to mental well-being. In thematic analysis, three themes were identified that relate it to its negative impact among users: (1) it was believed to cause mood and anxiety disorders for some adolescents, (2) it was viewed as a platform for cyberbullying, and (3) the use of social media itself was often framed as a kind of addiction (O'Reilly, Dogra, Whiteman, Hughes, Eruyar & Reilly, 2018).

This technology is said to take over people's lives, creating time and social pressures that put people at risk for the negative and psychological health effects resulting in stress (Hampton, Lu & Shin, 2016). Stress could be observed because social media induces a lack of sleep or rest, social comparison, body dissatisfaction, and depression. Adding to more empirical findings, the excessive use of online social networking is addictive to young people showing similar symptoms to substance abuse and stress disorders as mentioned in the study by Henzel and Hakansson (2021). Moreover, social media intervention controls have an even more complex challenge because total abstinence can rarely be done or, not even impossible. Nevertheless, the Internet plays a vital role in

education. Thus, the ultimate aim of any therapy for those who likely suffer from the symptoms of a social media disorder is an effective control intervention on internet use through cognitive-behavioral therapies (Van den Eijnden, Lemmens & Valkenburg, 2016).

At the height of the global crisis, it was observed that internet usage doubled commencing the last quarter of 2019 as the education sector began to shift from the traditional face-to-face to online learning modality utilizing platforms accessible for students learning. Since the eruption of the global pandemic, the education sector was caught unprepared and unguarded by the challenge brought about by Covid-19. It has impacted the educational landscapes not only in the Philippines but around the globe.

While the education sector was in the process of transforming and adapting the new and challenging situations that tested the conventional learning method of classroom human interactions and capitalized on the online learning method (Cuaton, 2020), studies revealed that there was an increase in suicide cases involving students and teachers in the country amidst the present and challenging learning situations. Furthermore, an increase in the level of anxiety and stress likewise intensified due to heavy school-related workload, poor internet connection, power interruption, and buying of expensive gadgets to be far from others during online classes. Studies likewise recorded experiences of abuse, bullying, sexual harassment, and other forms of related violence during online class learning as reiterated by Cuaton (2020).

These particular concerns on social media concerning the stress level of social work students at Misamis University had generated a considerable body of research, especially during this pandemic. Considering the only available mode of communication and ease of access for support rested on digital platforms, more and more people, especially students, would resort to social media use. The researcher believes that social media induces stress in different ways and that factors such as the types of social media platforms used, frequency, and duration of use could trigger our stress levels.

Given the above-stated reasons, the study aimed to identify the level of stress among social work students of Misamis University across five areas: academic, physiological, social, environmental, and psychological stress in relation to their use of social media as the only learning platforms available at the height of the global health crisis. The study would serve as the basis for cause-oriented groups and individuals to increase awareness, determine areas for continuation and discontinuation, and create policies and programs to minimize the level of stress experienced among social work students of Misamis University. This would likewise help social workers, and psychologists determine the types of programs to be employed to help mitigate the continuing increase of online-related abuse and other forms of violence.

Social work is one of the most stressful professions; thus, there is a need to prepare students beforehand in identifying triggers of stress or stressors that might include social media exposure and to learn skills to handle these appropriately. As future social workers, social work students need to be physically and psychologically fit to carry out their roles and responsibilities toward their clients and agencies. The researcher is a social work educator. Hence, the research would help her, other social workers and psychologists to determine the types of programs to be employed to help social work students adjust to the stress due to academic pressures and job expectations. Moreover, the study would help mitigate the continuing increase of online related abuse and other forms of violence that social work students might experience from using social media.

II. METHOD

The utilization of a single data collection phase, during which both quantitative and qualitative data are collected concurrently, distinguishes the embedded mixed method approach. The second technique might address a different question than the primary approach or look for information at a different level of analysis as a result of this embedding. Information is routinely combined using the data from the two ways. If the researcher employed this method to assess multiple research questions or organizational levels, then this would be the case.

Finding contemporaneous or convergent evidence to support findings from several approaches, or correlating the findings by exploiting the advantages of many techniques, is the conventional objective of embedded mixed-method research designs. Quantitative procedures are the most effective method for comparing results that qualitative methods initially recorded. In a similar spirit, while establishing the investigation's scope, qualitative methodologies should come first and be used to complement or elaborate on quantitative findings. In conclusion, Yu and Khazanchi (2017) cites that it is essential for mixed-method researchers to be open to the idea of divergent findings, willing to revisit and/or modify their initial theoretical suppositions or hypotheses, or conclusions, and possibly open to drawing on additional theoretical ideas that have not yet been applied to the relevant domain.

In this study, the embedded mixed method design was used so that the researcher could gain broader perspectives as a result of using different methods rather than the dominant method alone. The qualitative design embedded with quantitative data to supplement the description of the sample participants was used. Similarly, qualitative data could be used to describe a nonquantifiable aspect of a quantitative study.

This study used a descriptive correlational design. Its primary interest was describing the relationships among various variables and the students' levels of stress to their social media use. The correlational design was appropriate for this nature of the inquiry. The tools used in this study also incorporated a mixed-method approach of taking quantitative data from test surveys and gathering qualitative data from the conduct of Focus Group Discussions or semi-structured interviews among faculty and students to

corroborate and to validate the survey results. The first phase of the study involved the deployment of the test surveys to derive quantitative measurements among the student population. In contrast, the second phase was a qualitative data collection for validation of the overview in the output of the test survey for the faculty and students to aid in developing the stress management and responsible use of social media programs.

III. RESULT AND DISCUSSION

Profile of the Social Work Students

A. Age of the Respondents

The data shown in Table 1 indicates that a majority (69.12%) of the respondents were in their twenties or young adulthood, while others were younger than 20 (27.94%), and four were in their thirties. The mean age was 21.4 with a standard deviation of 0.29, implying that most participating students had similar age levels not far from the age of 21. In the Philippines, as of March 2019 surveys, 86% of the social media users were from ages 18 to 24 (Sanchez, 2020), indicating that a large proportion of young adulthood students in this study were users of social media within the bracket of the mentioned survey.

Table 1: Age of the Respondents

Age (in years)	Frequency	Percentage (%)
30 years old and above	4	2.94
20-29 years old	94	69.12
19 years old and below	38	27.94
Total	136	100.00

B. Gender Profile of the Respondents

Table 2 reveals that female respondents made up the majority (77.94%) of the student respondents, outnumbering male respondents by just 22%. The higher percentage of females is not due to more women using social media. The reality is that the social work profession is dominated by women.

Table 2: Gender Profile of the Respondents

Gender	Frequency	Percentage (%)
Male	30	22.06
Female	106	77.94
Total	136	100.00

C. Year Level of the Respondents

According to year level, Table 3 shows roughly a similar percentage of representatives from the first, second, and fourth year levels, with only about nine from the third-year class. Even so, the retrieval rate for third-year social work students who responded to the survey already made up 64% of the total third-year population. In this level, the nine participants—out of a total of 14 students—are already more than enough to constitute a sufficient number of representatives. Due to the department's retention policy and the fact that third-year students were among the first to enroll in the new K–12 curriculum, they received the fewest responses.

Table 3: Year Level of the Respondents

Age (in years)	Frequency	Percentage (%)
First	43	31.62
Second	44	32.35
Third	9	6.62
Fourth	40	29.41
Total	136	100.0

D. Self-Esteem Levels of Respondents

Table 4.1 demonstrates that the respondents' overall levels of self-esteem were normal (M=1.5). According to the data, students thought that their overall sense of worth and worthiness was normal or at par with average. They were confident in themselves and believed that others should respect them.

Looking into the specific indicators, respondents had different ratings. Among the indicators, *"On the whole, I am satisfied with myself"* received the highest rating (M= 2.3) from the respondents. Students were highly satisfied with themselves in terms of their self-esteem. This was supported by the sharing of one student FGD participant:

> *Having high self-esteem made me more satisfied in my actions because I'm confident and rational in my decisions. I don't*
> *Doubt easily; I became happier and more participative in school or online classes. It can make the students more Participative and doesn't compare themselves to other students. (B2)*

According to Thompson and Verdino (2019), social self-efficacy, which people rely on for psychological adjustment, mental health, and emotional well-being, was correlated with people's self-esteem. One might feel more confident when these requirements are met. Their overall self-satisfaction results in a happy and healthy life, allowing them to interact with others effectively and freely fulfill social obligations. The fact that the students were socially competent as individuals and that their personal satisfaction boosted their self-esteem is encouraging evidence that Misamis University would produce future social workers of the highest caliber.

Moreover, respondents perceived themselves with normal self-esteem on six indicators with mean score range of 1.5 – 2.1. These indicators of self-esteem relates to their self-perception of viewing themselves as useful and important individuals, being able to do things with other people, having none to be proud of, being useful individuals, having equal worth with other people, and having the feeling of failure. The finding indicates that student respondents had an average perception of themselves regarding usefulness and importance. These might call the guidance counsellors and social work teachers to assist learners to see themselves as worthy individuals.

However, statements about "*I feel that I have a number of good qualities, I would like to give more respect for myself and I take a positive attitude toward myself*" revealed a low level of self-esteem, having 0.5 – 0.6 mean score. This indicates that the respondents viewed themselves with low self-esteem as to how they see their personal qualities. They had lower respect for themselves and lacked positive attitudes towards themselves. They might have focused on their perceived flaws and shortcomings while undervaluing their skills and abilities. Furthermore, they might have assumed that others were more capable or superior to them in certain areas or assertions. Hence, social workers or even teachers must help the students trace the factors or reasons that might contribute to the lower self-esteem. Students must be guided to see their good qualities and attitudes and that they are unique individuals who deserve respect.

Alt (2016) states that low self-esteem was related to maladjustment in college students, which further led to excessive social media engagement for leisure during class. In turn, maladjustment due to lower levels of self-esteem is linked to social media use only insofar as it is linked to fear of missing out on social trends.

Overall, the level of self-esteem of the social work students varies from one statement to another. Only statement number 1 obtained high level of self-esteem while statements 2, 4, 5, 6, 7 and 9 obtained normal level of self-esteem. On the other hand, statements 3, 8 and 10 obtained low level of self-esteem. This further implies that the respondents' self-esteem level varied from situation to situation.

The overall average or normal level of students' self- esteem can be elevated to high level when they do positive representations of themselves. Students need to see themselves as worthy individuals. Thus, social work teachers have to help students make noticeable progress by praising them in every positive action they make to increase self-esteem because a student with a healthy self is more likely to form positive relationships with peers, teachers, and others. They can perform at their best in school because of their high confidence. On the other hand, students with low self-esteem lack self-confidence and mistrust their skills to succeed, making them hesitant to engage in learning or take appropriate academic risks. Teachers are crucial in creating and maintaining healthy learning and growth environments for students. Teachers can assist students who lack confidence in themselves or are fearful of making mistakes in developing their confidence. Teachers can also help students who are feeling low self-esteem by introducing them to experts in the building who can be of assistance.

Table 4.1: Mean Score of Level of Self-Esteem of the Respondents

Statements in Self-Esteem	Mean	Interpretation
1. On the whole, I am satisfied with myself.	2.3	High
2. At times I think I am no good at all.	1.7	Normal
3. I feel that I have a number of good qualities.	0.9	Low
4. I am able to do things as well as most other people.	2.1	Normal
5. I feel I do not have much to be proud of.	1.6	Normal
6. I certainly feel useless at times.	1.5	Normal
7. I feel that I am a person of worth, at least on an equal plane with others.	2.1	Normal

8.	I would like to give more respect for myself.	0.5	Low
9.	All in all, I am inclined to feel I am a failure.	1.7	Normal
10.	I take a positive attitude toward myself.	0.6	Low
Overall Self-Esteem		**1.5**	**Normal**

Adjectival Rating: 0.5 – 1.24 Low; 1.25 – 2.24 Normal; 2.25 – 3.0 High

According to Table 4.2, the majority of the respondents had normal levels of self-esteem (68.38%) while only 31.62% had low levels. Compared to students who have a low sense of self-worth, more students have a higher sense of self-worth. No student had a strong sense of self. The average self-esteem among social work students was normal (M = 1.56). It denotes that the students' level of self-esteem was average. This may prompt social workers to develop initiatives that could help students develop their sense of self-worth, such as teachers and guidance counselors.

The researcher also conducted a focus group discussion to the identified participants to know their perceptions of their self-esteem. Three of the participants stated that:

> *The manifestations of low self-esteem, as I observed in myself and my classmates, sometimes, we are not able to manage with small levels of frustration sometimes. I observed from my classmates that some of them have negative things about me for being attentive and participative during classes. They see it as a competition. They perceived it as negative, and they hated me for that. I also have negative things to say about myself, my insecurities that made me overthink sometimes. I am insecure about being so thin, and I am struggling with how I can get fat. I also allow others to affect how I should live my life, which makes it unhealthy.* (B1)
>
> *The manifestations of low self-esteem, as I have observed in myself and my classmates, are comparing one's achievements to others, being anxious about what others would think, and not being able to decide confidently.* (G3)
>
> *The low self-esteem manifestations that I have are failure and embarrassment. I feel so annoyed every time I fail, and it doesn't only make me feel embarrassed, but it would also destroy my confidence. The same goes for my classmates. None of us wants to fail.* (B4)

Insecurities, comparing oneself to others, failures, and shame were displayed by the three participants who were assessed to have low self-esteem. These symptoms show that the participants in the study had poor self-perception. Insecure students are individuals who lack confidence and are hesitant to engage in learning or take proper academic risks.

Students who constantly compare themselves to other students, on the other hand, are likely to have low self-esteem. It can lead to self-doubt and jealousy as students believe their classmates are better and more successful.

The teachers should help students with unhealthy psychological manifestations, as they play a critical role in assisting students in improving their self-esteem. Teachers may refer students to specialists who can help and maintain positive interpersonal relationships with these students. Hence, students may develop a feeling of dignity and self-worth. Since students have different manifestations when they experience low self-esteem, social work teachers need to be vigilant on how they can extend help to the students. Proper assessment has to be made as to the triggers and intervention has to be properly conducted among students who have low self-esteem. The negative feelings of students towards themselves have to be corrected earlier at their stage since they would be mingling with other people in the long run as their profession demands them to have positive viewpoints about themselves. This claim was supported by Stockdale and Coyne (2020), they stated that psychosocial conditions such as self-efficacy and self-esteem are two factors associated with social media use. Since social reasons like connecting to others are the first motivation for using social networking sites, self-efficacy and self-esteem are indicators of social needs. Self-efficacy is the belief in one's ability to perform specific tasks whereas self-esteem evaluates one's self-worth. Dependence on a social environment is often affected by an individual's view of his worth, self-identity, and self-control. The imitation of others, social anxiety, and low self-esteem contribute to problematic social networking site use, financial stress, anxiety, and empathy.

Table 4.2: Summary Results of the Respondents' Level of Self-Esteem

Level of Self-Esteem	Frequency	Percentage (100%)
Low	43	31.62
Normal	93	68.38
High	0	0
Mean Self-Esteem	1.5	Normal

Adjectival Rating: 0.5 – 1.24 Low; 1.25 – 2.24 Normal; 2.25 – 3.0 High

E. Level of Self-efficacy of the Respondents

The respondents' average level of self-efficacy is displayed in Table 5.1. The aforementioned statements are all taken to be

true based on their mean scores, which range from 2.3 to 2.9. Statement number six, "If someone opposes me, I can find means and ways to get what I want," received the highest mean score, 2.9, which indicates a high level of self-esteem.

Moreover, statements about "It is easy for me to stick to my aims and accomplish my goals", "Thanks to my resourcefulness, I know how to handle unforeseen situations", "I can remain calm when facing difficulties because I can rely on my coping abilities", "I am confident that I would deal efficiently with unexpected events" and "If someone opposes me, I can find means and ways to get what I want" were also interpreted as high level of self-esteem as confirmed by the mean scores of 2.8 – 2.3. Overall, social work students showed high self-efficacy on all statements. This means that respondents felt better on each of the situation as they had shown high level of self-efficacy.

The high level of self-efficacy indicates that students believed that they would succeed despite the difficulties they encounter. They would continue even if their aims were not entirely realized, as long as they endeavored to achieve the goals they set for themselves. Moreover, they believed that everything was in control. This finding is supported the Theory of Self-efficacy (Lucas & Corpuz, 2014).

It states that students with high self-efficacy believe that they can perform tasks, fulfill role expectations, or successfully meet challenging situations.

To maintain the high level of self-efficacy, students have to be exposed to successful peers so they will be energized to succeed as well. Social work practitioners or even teachers in social work might guide the students to make noticeable progress on difficult tasks. It would help them see their progress as they work on difficult tasks.

Table 5.1 Mean Score of Level of Self-efficacy of the Respondents

Statements in Self-Efficacy	Mean	Interpretation
A. If someone opposes me, I can find means and ways to get what I want.	2.3	High
B. It is easy for me to stick to my aims and accomplish my goals.	2.8	High
C. I am confident that I would deal efficiently with unexpected events.	2.6	High
D. Thanks to my resourcefulness, I know how to handle unforeseen situations.	2.7	High
E. I can remain calm when facing difficulties because I can rely on my coping abilities.	2.7	High
F. No matter what comes my way, I'm usually able to handle it.	2.9	High
Overall Self-Efficacy	2.67	High

Adjectival Rating: 0.5 – 1.24 Low; 1.25 – 2.24 Normal; 2.25 – 3.0 High

Table 5.2 shows that the majority (56.62%) had average self-efficacy levels, with low self-efficacy levels at 11.76%, high self-efficacy levels at 31.62%, and in between. It is implied that most students had less problematic perspectives of their own worth and confidence if there were more respondents with high self-efficacy levels than poor self-efficacy levels and normal levels of self-esteem.

When social work teachers were asked how their students displayed inferiority or incompetence, or low self-esteem, responses were linked to their absence and poor interaction practices. One faculty said some showed self-pity behaviors:

They would behave and feel self-pity, while others do not attend virtual classes or do not turn on their cameras. They will not attend virtual classes, prefer to report without their cameras on, and do not interact or engage in group chat. (F1)

The account of the teacher interviewed was supported by student's claim, as one respondent held:

Struggles are always part of my daily journey. I often demonstrate my self-efficacy by managing my struggles and always feel confident that I can get back on track and improve myself by working hard and always pursuing self-growth. There will always be group activities in schools; sometimes it would fall as a competition. There is always a winner in every competition. Those who lose often felt like a failure, but I have noticed that my classmates have shown their self-efficacy by cheering their group and work as a team. They are demonstrating their positive behavior in dealing with failure. (B4)

The teacher also discovered that students were less engaged in an online class. According to F2, "*They frequently remain silent during online classes and exhibit little to no interest in class discussions*." Students that showed little or no interest in classroom conversations might not simply be uninterested in online classes. It could also imply that students regard online classes as a burden or a struggle. Poor internet connections, lack of laptops and hotspots, and the unpredictability of home situations are all problems that might have made it difficult for students to participate in online learning. Castelli and Sarvary (2021) identified other reasons in not turning on their camera which included being concerned about other people and the physical location being seen in the background and having a weak internet connection. Additionally, some students revealed that social norms also played a role in camera use.

Other reasons why some students had less interaction in class were because some of their classmates as revealed by the students interviewed received less compliments, kept on comparing themselves from one another. As respondents revealed:

For me, I have a hard time accepting compliments. From what I observed to my classmates, they keep comparing themselves negatively to others. (G4)

Sometimes, I doubt myself. Some pity themselves, and they talk negatively about their selves. (B3)

Classrooms provide a comprehensive source of these social comparisons, whether virtual classrooms or traditional face-to-face classrooms. Because of academic performance-based reward systems, students worry about achievement and family pressure to perform well. The normal classroom provides an evaluative climate that encourages students to compare themselves socially. In a classroom; some claim it is difficult not to compare oneself to others.

Students are continuously exposed to peers who supply social comparison information about grades, physical beauty, and other accomplishments. According to Gosk, Dominiak-Kochanek, and Rutkowska (2019), comparison leads to improved performance but also negative impact and a weaker academic self-concept in pupils.

Although there were fewer incidents of students displaying low levels of self-esteem or self-confidence, the teachers associated their non-compliance to requirements and absence from classes related to self-perception problems.

When asked how the teachers dealt with demonstrated behaviors of low self-esteem or low self-efficacy of students, the identified themes that surfaced from the FGD were counselling, listening genuinely, offering encouragement, allowing them to ventilate and referring them to the guidance counsellor.

Yes! I just let them realize that failure is part of our life. Counselling can be applied to this situation. (F1)

Some students had ventilated negative emotions and experiences in an experience-based account, particularly about negative self-worth perspectives and suicidal thoughts. I was glad that the student approached me and opened up. One thing we could do about someone ventilating their feeling is genuinely listening. Give them encouragement and positive thoughts to cling to or hold on to. (F2)

Some students complained of being stressed by their inability to attend virtual classes because of weak or no internet connection. Others expressed frustration about not complying and submitting the many home-based requirements because of the short period given. Some even said that they would stop in the middle of the cycle or semester. I usually sound off my students' feeling and letting them chat freely to vent their concerns, and together we would agree on something: like extension period for the submission of their school work or refer them to their assigned guidance coaches/counselors if the case is beyond my competence as a teacher. (F3)

Self-efficacy can be related to social media use since it mediates the relationship between social media usage and intelligence to some extent (Chen & Cheng, 2019). Low self-efficacy was related to maladjustment in college students, which further led to excessive social media engagement for leisure during class. Hence, guidance counsellors could conduct webinars /seminars that might help students increase their level of self-efficacy. Parents could keep making follow-ups about their behaviours and activities related to how students view themselves as competent individuals.

Table 5.2: Summary Results of the Respondents' Level of Self-efficacy

Level of Self-Efficacy	Frequency	Percentage (100%)
Low	16	11.76
Normal	77	56.62
High	43	31.62
Total	136	100.00

F. Types of Social Media Platform Used

The data on Table 6 were obtained through multiple responses. Student respondents could choose different types of social media from the given platforms given as long as they used them. Table 6 shows that Facebook was the most popular social media platform used by students, having 100% registered accounts.

Facebook was the most popular social media platform used by students, having 100% registered accounts. The second most used social media platform was Instagram, and half of the surveyed students had TikTok accounts. Around one-third also had registered accounts on Twitter (37%) and a few on Pinterest (18%). This result is supported by Clement (2020) who states that Facebook remains the most widely used social media platform.

The data indicate that all social work respondents had Facebook which they used as a social media platform. The majority had Instagram while some had TikTok, Twitter, and Pinterest. Social work students were still using different types of social media platforms with varying degrees.

Moreover, this result is supported by the student's responses during the focus group discussions in which Facebook was the favorite social media platform of the students. The responses of the following participants supported this claim:

B1: My favorite social media platform is Facebook.

G4: My favorite social media platforms are Facebook and Messenger.

G1: FB and IG are my favorite because most of my friends, family, and classmate do have accounts on these apps.

B1: Facebook only because, aside from we can post comments, photos, create live videos and etc., we can also make use of it even without mobile data.

Additionally, from the responses gathered from the focus group discussion, findings revealed that the respondents saw the advantages of social media use which supported the long duration and high frequency use of social media. Respondents used social media to exercise freedom of expression, update family members' status, and be aware of the current happenings. The utterances of the respondents are followed:

G3: The use of social media gives everyone freedom to speak, freedom to inform, and freedom to connect with others in the world.

G4: These social media platforms are informative; I can be updated on what is trending. I can easily contact and reach out to my family, relatives, and friends living across the country.

G1: First is connectivity; it's a lot easier right now to connect with other people regardless of the location and region. The second is the fast flow of information and updates. The third is it brings awareness to us.

G2: Common reasons are for information and conversation. But personally, I find it a good platform for me to share my life story or express who I am.

Some participants also claimed that they can do business or work related activities because of social media use. These are uttered by B3, B4 and B1.

B3: Social media brought big help, especially in this time of the pandemic. Seminars, classes, meetings, etc., are conducted through social media. The thing here is that the availability and convenience of the applications, and as long as you have the internet with you, you're good to go.

B4: It can be used as a tool for entertainment, engagement, and business.

B1: The advantages of using social media are, it enables us to reach a larger audience. It will allow us to connect with other people and learned from their culture. Aside from it can build relationships with other people, we can also be able to share our expertise, educate ourselves and connect anytime. We can also use this platform to sell something for us to earn, especially at this time. We should be practical in that we didn't make use of our social media accounts just to socialize, but we can also make transactions through them.

Due to the variations in the type of social media used by students, social work teachers might have used the opportunity for learners in connecting with them for educational purposes. This also guided students to use wisely the different social media platforms. Students need to be responsible also when using different social media platforms. They have to think first many times and consider also the purpose of using them, making sure that the act benefits themselves and other users as well.

Table 6: Types of Social Media Platform Used

Social Media Used	Frequency	Percentage
Facebook	136	100.00
Twitter	50	36.76
Instagram	102	75.00
TikTok	68	50.00
Pinterest	25	18.38
Total	136	100.00

*(*multiple responses)*

G. Purpose of Social Media Use

Table 7 displays the respondents' social media usage goals. According to the data, students primarily used social media to gather information, whether it be Facebook (88%), Twitter (36%), Instagram (69%), Tiktok (46%), or Pinterest (19%). Less than the majority of Facebook users used it for unclassified purposes, such as publishing undirected shoutouts or online posts. Facebook users typically used it to gather information (88%), express phatic message (84%), and have conversations (81%).

As for Twitter users, high responses to using it were for informational (36%), phatic (32%), and conversational (30%) purposes. Instagram users' purposes were generally for informational (69%), phatic (62%), and conversational (62%) purposes as well. TikTok users were mostly informational (46%), phatic (44%), and conversational 42%). Pinterest users had the least percentage of

responses, with most of it for informational purposes (19%).

Data also indicate that social work students used Facebook for an average of 5.3 hours, which received the longest time that students spent using social media. For social work students, using Facebook was just for informational, phatic, and conversational purposes. Moreover, students used Instagram still for informational and phatic purposes with average mean hours of 2.9. The same purposes were noted in the student's use of TikTok and Twitter with varying mean hours of use for both social media platforms. Students also used Pinterest for similar reasons but with the shortest mean hours (M = 1.6).

This result was supported by the responses gathered from the focus group discussion of the students. The findings revealed that respondents used social media for entertainment, communication, source of information and recreational activities. The utterances of the respondents are the following:

G1: FB and IG are my favorite because by using these platforms, we can easily communicate with each other.

B1: Facebook only because, aside from we can post comments, photos, create live videos and etc., we can also make use of it even without mobile data. We can always post photos and send messages to our loved ones even without load. And Facebook also tends to have a wider audience than most social media sites, which I find very convenient and important, especially in this time of the pandemic. So we don't always need data just so we can connect with other people or loved ones. We can still continue to share good vibes and hopeful messages to our feeds that some of us needed the most in this time of uncertainty.

*B2: Being updated with the happenings in the world, communication is ea*sy and accessible. These are some of the advantages of using social media platforms.

G4: I find them entertaining and useful in contacting my loved ones. Also, I can freely join groups where I can watch Korean dramas conveniently.

B2: I like YouTube because I like watching vlogs and different kinds of videos.

Other respondents used social media to have privacy, share private life, and to express feelings and emotions. The following lines of the participants supported this:

G2: IG because the app or the platform is not that toxic compared to Twitter and Fb. On this platform, I get to post pictures and videos and still have some privacy.

B4: It allows me to connect with other professionals local and international, which would help me build my career profile.

G3: Twitter lets me share my private life without anyone judging me, even with my dirty little secrets.

B3: Though it has limited characters, on Twitter, I can express my anger, disappointments, ups and downs, and every little thing that happened to me day by day without people judging me. I only have 39 followers, and those followers who can see my tweets are whom I trust and whom I can say that they don't care.

Though many students use social media for educational purposes, social work teachers and parents have to constantly monitor the students since some of them also use social media for other related purposes like entertainment and other unclassified ones. They might get focused on other purposes not related to their role as students. Proper guidance and follow up should be made for concerned individuals in the academe as well.

Table 7: Purpose of Social Media Use

Purpose of Social Media Use	Facebook		Twitter		Instagram		TikTok		Pinterest		Total	%
	(f)	% of Total	(f)	% of Total	(f)	% of Total	(f)	% of Total	(f)	% of Total		
Conversational	109	80.7	41	30.4	83	61.5	56	41.5	23	17.0	312	19
Promotional	88	65.2	33	24.4	66	48.9	43	31.9	17	12.6	247	15
Informational	119	88.1	48	35.6	93	68.9	62	45.9	25	18.5	347	22
Status	89	65.9	34	25.2	67	49.6	48	35.6	16	11.9	254	16
Phatic	113	83.7	43	31.9	84	62.2	59	43.7	20	14.8	319	20
Unclassified	45	33.3	21	15.6	32	23.7	25	18.5	8	5.9	131	8
Mean (hours)	5.3		2.6		2.9		2.8		1.6			

H. Duration and Frequency of Social Media Use

Table 8 shows that most students spent four to five hours per day on Facebook, while only 11% spent an hour or less on it. The time spent using social media is quite comparable to estimates made in 2016 regarding the country's internet users' frequency of use, which indicated that the average daily use of social media was 3 hours and 42 minutes (Albert, 2016). Due to the increase in social media usage, the frequency of daily use by this point should have been higher, making the daily usage of Facebook of 5 hours seem quite reasonable. The data also reveal that, despite Twitter not being widely used by other students, the majority of the 50 students who used it used it for longer than five hours each day.

Instagram users spent mostly for more than 5 hours on daily use. This shows similar results in the daily use of the Twitter app. This result suggested that the students were addicted to this sort of social media site. This supported the study of Kharpal (2015) which cited that Instagram was one of the most popular social media platforms. This specific platform allows the users to interact mainly by posting and sharing photos. It is most popular among adolescent girls and young women and has played a significant role in their perception of their body image from the posts of "Influencer" that they follow.

The users of Tiktok mostly spent 4-5 hours. This shows similar or consistent results with the Facebook app. This result reveals that the students were also slightly addicted to this type of social media platform. However, considering the students' responses in focus group discussion, Tiktok was not mentioned as one of the favorite social media platforms.

Twenty-five students used Pinterest. They used it for at least one hour daily. In the focus group discussion among students, Pinterest was also not included as one of their favorites which suggests that Pinterest was an unpopular social media application.

Additionally, from the responses gathered from the focus group discussion, findings revealed that the respondents had different duration of using social media. For them, the frequency and duration in the use of social media depended on one's needs and purpose. The following utterances of the respondents support this:

> *B1: I think 1 hour is enough. To check the messages and what is new to our friends. It could not be good for us if we spend too much time on social media, especially if we can't manage ourselves not to be affected by what other people have posted because there might be a tendency that it will lower our self-esteem and increase our anxiety. We should not spend too much time on social media because it is not healthy anymore.*
>
> *B3: I think it depends on the situation because we cannot set hours and limitations for people who find social media their comfort zone. For example, after a weeklong work in a place without internet and during his day off, he spends his whole day on social media. And some people find social media as boring,*
>
> *G4: Before the pandemic, I only spend 5 hours per day because I tend to spend more time talking with my family and friends. But now, honestly, I can almost spend most of my time browsing and watching videos on Fb and chatting with friends.*
>
> *G2: For me, the appropriate number of hours using social media is 8 hours but not that straight. There should be an interval so that our eyes can rest to the radiation coming from our gadgets.*
>
> *B4: 1 hour each day because focusing on self-growth is better than wasting your time on social media.*
>
> *B2: For me, the appropriate number of hours surfing social media platforms every day is 3-4 hours because spending too much time on social media is not healthy for your eyes.*
>
> *G1: I think 4 hours is enough, but because of the current condition we are in, we spend more time on social media.*

Due to the varied length and number of times the students were exposed to social media, students should be guided properly as to the type of media they use. The prolong exposure to social media might affect the students' wellbeing. Students who are engaged more frequently with social media are vulnerable to the negative effects of social media use and addiction (Medrano & Rosalez, 2018; Alt, 2017).

Linetti (2019) mentions that social media addiction is said to be integrated with low-quality sleep which may affect ones' health. Hence, a schedule for social media use for students may be encouraged to prevent health related problems.

Table 8: Duration and Frequency of Social Media Use

Mean hours by Social Media Type			**Frequency of hours used for social media sites in a day**			
Social Media	**n**	**Mean(hrs)**	**1 hour or less**	**2-3 hours**	**4-5 hours**	**More than 5 hours**
Facebook	136	5.3	15	36	45	40
			11.03%	26.47%	33.09%	29.44%
Twitter	50	2.6	6	1	12	31
			12%	2%	24%	62%
Instagram	102	2.9	11	15	32	44
			10.8%	14.7%	31.4%	43.1%
Tiktok	68	2.8	9	8	27	24

			13.2%	11.8%	39.7%	35.3%
Pinterest	25	1.6	14	10	1	0
			-	4%	40%	56%

*(*multiple responses)*

Stress Level of the Social Work Students with Regards to the Use of Social Media

The social work students' level of stress with regard to media exposure was measured in terms of academic, physiological, social, environmental, and psychological. Data and discussion are presented in Tables 9, 10, 11, 12, and 13. Table 14 presents the summary of the stress levels of the social work students with regards to their use of social media.

I. Mean Scores for Academic Stress Level Relative to Social Media Use

The data and statements used to gauge the respondents' level of academic stress are shown in Table 9. The information reveals that the statement "Difficulty studying for extended periods" had the highest mean, 2.96, indicating a significant level of stress. Long-term study sessions could cause the body to experience high levels of stress, which could result in symptoms like headaches or digestive issues. The decrease in students' attention and retention caused by study fatigue, also known as mental exhaustion, related to social media use, could be challenging to manage.

The 50/10 rule, which permits breaks every 10 minutes after 50 minutes of study time, can be used by students. As it has been noted that after 50 minutes of studying, students' concentration begins to wane; it is advised to take a 5–10 minute break to regain focus. The student does not actually get a break from studying by scrolling through social media. Students may find it frustrating to study for longer periods of time for this reason.

For struggling vet students, the 50/10 Study Rule is a simple method. Every hour of study is divided into two parts: the 50-minute STUDY portion, which is dedicated only to on-task learning, and the 10-minute BREAK portion, which is a complete break from studying. The 50-minute STUDY segment is dedicated entirely to on-task studying, whereas the 10-minute BREAK segment is a complete break from studying. Multitasking, exercise, checking your phone, resting, eating a snack, texting your friends, calling your mom, and so on are all permitted, but be prepared to resume studying as soon as the 10 minutes are over as mentioned in the StatMed (2023).

In the table, the statement on "Pressure in daily studying" with a mean of 2.93 got the second highest rating among the five statements or stressful situations. Students who need to study, complete coursework, do reports, assignments, daily quizzes, and term examinations are stressed because they spend a lot of time on social media, putting them under pressure to fulfill all their obligations as a student.

As reflected in the table, social work students had an overall high level of stress (M = 2.70) in the academic aspect in relation to their social media exposure. This implies that students were highly stressed with their studies, academic workload and problems, and attendance in classes. The respondents felt stress on the pressures brought about by daily studying, and difficulty in dealing with academic problems. They also had a hard time in studying for long hours and doing academic workload. Additionally, they felt bored about attending classes daily.

The finding of this study is supported by the study of Cuaton (2020) which revealed that individual felt the increase level of anxiety and stress due to heavy school-related workload. Moreover, based on the response gathered from the focus group discussion of the students, findings revealed that some of respondents' stress was acquired from using social media through unprofessionalism, laziness and social media addiction.

B4: Yes, it happened recently. We were conducting a webinar, and this person expressed her feeling during that day through the messenger group chat where all of the guest speakers, teachers, and guests are there. I was stressed because it was really unprofessional to do that. It may have affected me, but I responded in a way that the person who did that and the audience were educated.

B4: It would develop a person into lazy and inauthentic in conveying their feelings or expression.

B1: Social media facilitates laziness, lacks emotional connection, and gives people a license to be hurtful. It could be better if we use this with great responsibility always to think before we click.

G1: Cyberbullying, Scams, and Addiction of using social media

Table 9: Mean Scores for Academic Stress Level Relative to Social Media Use

Statement Indicators	Mean	Interpretation
When I use social media, I experience…		
1. Pressure in daily studying	2.93	High
2. Difficulty in dealing with academic problems	2.72	High
3. Difficulty in studying for long hours	2.96	High
4. Too much academic workload	2.73	High

Statement Indicators	Mean	Interpretation
5. Boringness in attending classes regularly	2.15	Low
Mean Score	2.70	High

Scale: 1.00-1.75 = Very Low; 1.76-2.50 = Low; 2.51-3.25 = High; 3.26-4.00 = Very High

J. Mean Scores for Physiological Stress Level Relative to Social Media Use

The mean scores for physiological stress in relation to social media exposure are shown in Table 10. According to the data, there was little physiological stress among social work students (M = 2.10). Also, the mean score for unstable bodily temperature is in the very low category (M=1.75). This could indicate, as assessed in this study, that this particular aspect of physiological stress may not be a significant concern in the context of social media use for the surveyed population. However, they experienced high levels of stress related to sleeping problems (M = 2.60), back pain (2.52), and tiresomeness (M = 2.61) because of using social media. These show that the students' use of social media, especially prolonged use, had an impact on their physical health, particularly their backs, which led to back pain and fatigue. Additionally, because they used social media to stay up late or, worse, stay awake all night, students were unaware of the time.

The highest mean score of 2.61 fell under statement number 10 "*tiresomeness" and followed by statement number 3 "sleep problem".* The findings of the study is supported by the study of Linetti (2019) indicating that social media addiction is associated with poor sleep quality. People who have gotten active on social media would stay up later than normal to interact with their friends, ignoring the need of getting enough sleep and the reality that they still needed to get up early to attend to their life duties, work, or go to school resulting in tiresomeness.

Students supported the physiological stress they experienced through the lines they uttered during the FGD:

> *B1: Yes. Because, before, I am so thin, and whenever I post photos of mine, I always get rude comments from my friends about my body or appearance. Which really affected me a lot that made me deactivate my account before. It really affects my self-esteem.*
>
> *G2: Yes, I've experienced being stressed out, specifically Facebook, because there are many toxic people on the platform, and they use this platform to bash and discriminate against someone*
>
> *G3: Yes, I have been. Too much engagement in social media causes you to compare yourself to whatever you see on a certain platform. It destroys your confidence.*

Although the students rarely experienced physiological stress, suggesting a low level of stress, they must use healthy coping skills to minimize or prevent the development of potentially high-stress levels that might harm their bodies.

Table 10: Mean Scores for Physiological Stress Level Relative to Social Media Use

Statement Indicators	Mean	Adj. Rating
When I use social media, I experience…		
1. Daily headache	2.39	Low
2. Gastrointestinal problem	1.81	Low
3. Sleep problem	2.60	High
4. Breathing problem	1.46	Low
5. Increased heartbeat	1.79	Low
6. Poor appetite	2.04	Low
7. Back pain	2.52	High
8. Unstable bodily temperature	1.75	Very Low
9. Urinating	2.02	Low
10. Tiresomeness	2.61	High
Mean Score	2.10	Low

Scale: 1.00-1.75 = Very Low; 1.76-2.50 = Low; 2.51-3.25 = High; 3.26-4.00 = Very High

K. Mean Scores for Social Stress Level Relative to Social Media Use

The average social stress scores in relation to social media exposure are displayed in Table 11. Students generally reported feeling little stress (M = 2.09). The results show that students' use of social media had no impact on their interpersonal relationships. They still had good relationships with their co-workers, teachers, and even their relatives. All of the aforementioned claims about students' social stress levels are true, with the exception of the social work students' rating of getting into a fight with teachers, which they gave a very low (M= 1.63) rating. This indicates that getting along with teachers caused very little stress for the students. They got along well with the teachers.

The data in the table demonstrated that students rarely suffered social stress, indicating that they were not suffering from stressful social situations. The study of Boyd (2008) might explain the reason why. According to his study, social media provides an avenue for students to remain in touch with their loved ones and friends, to make new acquaintances across the world via shared interest, to engage in discussions and share videos and pictures. Even some are encouraged to be involved with community programs and activities through online shared advocacies.

The participants in the study had good interpersonal connections with those around them. Additionally, the outcome suggests that the respondents' loved ones were sufficiently supportive. By maintaining positive social media habits, students could continue to build positive relationships with their family, teachers, peers, and other people.

Table 11: Mean Scores for Social Stress Level Relative to Social Media Use

Statement Indicators	Mean	Adj. Rating
When I use social media, I experience…		
1. Lack of good relationship with family	2.01	Low
2. Unable to enjoy meeting people personally	2.22	Low
3. Lack of good relationships with others	1.89	Low
4. Conflict with others	1.95	Low
5. Preferring to be alone	2.41	Low
6. Insisting others on my opinion	2.18	Low
7. Difficulty in dealing with others	2.13	Low
8. Dealing with others nervously when they try to provoke me	2.25	Low
9. Poor conflict resolution skill	2.23	Low
10. Getting into a conflict with teachers	1.63	Very Low
Mean Score	2.09	Low

Scale: 1.00-1.75 = Very Low; 1.76-2.50 = Low; 2.51-3.25 = High; 3.26-4.00 = Very High

L. Mean Scores for Environmental Stress Level Relative to Social Media Exposure

The information used to assess the respondents' level of environmental stress brought on by social media exposure is shown in Table 12. With a mean score of 2.31, the respondents believed they experienced a low level of environmental stress, as shown in the table. Overall, the environment was less stressful for the social work students. According to the data, they appeared to be happy with the online learning environment.

However, due to inadequate internet facilities (M = 2.70), social work students experienced high levels of environmental stress. Students were extremely stressed when there were limited internet access because they relied on the internet for online learning. It could be linked to the students' living conditions while they were pursuing their online education. A study revealed that lack of internet facilities and slow internet connections could stress students (Rotas & Cahapay, 2020). Increased stress could harm work effectiveness and also result in poor academic achievement. In addition, stressful life situations might have an impact on student's mental health.

G4: Too much execution of freedom of speech is always toxic, degrading, and can be misleading.

G3: Too much freedom creates chaos, madness, and disorganization not just for yourself but also for the people surrounding you. Some opinions and information may be right for you but to others, it's not, and that's why it creates disarray in society.

Platforms for social media play a significant role in mind diversion and obstruction. For today's students, social media is where they prefer to spend their time rather than on their studies. But regrettably, all of this just ends up being a waste of time. In conclusion, social media can be used for three different stress-reduction strategies. They can be employed as resources, coping mechanisms, or stressors. We need coping strategies that are productive and healthy, including social media use. Additionally, teachers and guidance counselors ought to teach students how to use social media in a way that reduces stress and prevents it.

Table 12: Mean Scores for Environmental Stress Level Relative to Social Media Exposure

Statement Indicators	**Mean**	**Adj. Rating**
When I use social media, I experience…	1.99	Low
1. Unable to enjoy the food dining services in school or off-campus		
2. Disappointment due to the inadequate internet facilities	2.70	High
3. No interest in recreational programs offered on campus	2.01	Low

Statement Indicators	Mean	Adj. Rating
4. Anger due to power interruptions	2.50	Low
5. Disappointment due to poorly equipped home facilities	2.34	Low
Mean Score	2.31	Low

Scale: 1.00-1.75 = Very Low; 1.76-2.50 = Low; 2.51-3.25 = High; 3.26-4.00 = Very High

M. Mean Scores for Psychological Stress Relative to Social Media Use

Table 13 shows the respondents' psychological stress levels due to social media exposure. The overall mean score is 2.42 indicating low psychological stress due to social media exposure. The findings suggest that the students who took part in the survey were mentally and psychologically sound because they did not find social media burdensome. As a result, students were less stressed and had better psychological health.

The respondents considered two statements in the table to cause them a high level of stress. The following statements signifies high level of stress: "Everything done is an effort" with a mean score of 3.04 and "Poor memory power and concentration" with a mean score of 2.57. The statement "everything is an effort" might have an implication that students believed everything required work in real and in social media world. One factor could be social comparison. Students that have social comparison orientation are more prone to suffer mentally. Students might experience psychological and physical exhaustion from exerting so much effort to compete with what others have and achieve and conform to the unrealistic life depicted on social media. As a result, they regard it as highly stressful. On the other hand, "poor memory power and concentration" implies that students' attention, perceptual power, and attentiveness were typically low because they were more focused on what was going on in the social media world, which diverted their attention away from other important things.

Taking stress for granted could result in adverse effects such as difficulties concentrating, impatience, and lack of energy. Chronic stress could lead to mental health issues like depression, anxiety, and personality disorders. Furthermore, psychological stress could impact how students think, feel, and carry out their daily tasks, as well as their ability to make sensible decisions. Long-term psychological stress might lead the students abusing illegal drugs and alcohol. Teachers can assist students by directing them to mental health professionals or the guidance counselor at their school.

Table 13: Mean Scores for Psychological Stress Relative to Social Media Use

Statement Indicators	Mean	Adj. Rating
When I use social media, I experience…		
1. Feeling of inferiority	2.15	Low
2. Everything done is an effort	3.04	High
3. Lack of clear vision	2.32	Low
4. Feeling of incompetence	2.37	Low
5. Low self-esteem and self-concept	2.46	Low
6. Poor memory power and concentration	2.57	High
7. Pessimistic or negative thoughts	2.46	Low
8. Lack of motivation	2.30	Low
9. Dissatisfaction with college learnings	2.19	Low
10. Irrational thinking	2.33	Low
Mean Score	2.42	Low

Scale: 1.00-1.75 = Very Low; 1.76-2.50 = Low; 2.51-3.25 = High; 3.26-4.00 = Very High

N. Summary of the Social Work Students' Level of Stress

The summary of the social work students' level of stress is presented in Table 14. Data show that the highest stress experienced by students is on academic aspect. All other aspects of stress are rated low by themselves. These are psychological stress (M = 2.42); environmental stress (M = 2.31); physiological stress (M = 2.10); and social stress (M = 2.09). Data indicate that the students were highly stressed in their learning. However, they were less stressed about their feelings towards themselves, internet connection and facilities, the physical aspect and needs, and relations toward family members, teachers, and other people that surround them.

Since the respondents were students, normally they were prone to explore and use online platforms when they found them useful and convenient for their learning. Online and digital resources are preferable compared to traditional paper-form resources. Students are highly exposed to internet applications, including social media sites, both for educational and entertainment purposes. Due to such continuous exposure, relative stress brought by social media is more likely to occur when the habit is coupled with a negative effect. Hence, self-regulation strengthens social media dependence (Wang et al., 2015).

Learners need to regulate their exposure to social media. They may just use social media when necessary. Social work teachers have to provide assignments and activities more on tasks that involve reflection. With this, their exposure to social media maybe regulated since making reflections is somewhat personal.

Table 14: Summary of Stress Level of the Social Work Students

Constructs	Mean	Interpretation
Academic Stress	2.70	High
Physiological Stress	2.10	Low
Social Stress	2.09	Low
Environmental Stress	2.31	Low
Psychological Stress	2.42	Low
Overall Stress Level	2.32	Low

Scale: 1.00-1.75 = Very Low; 1.76-2.50 = Low; 2.51-3.25 = High; 3.26-4.00 = Very High

Relationship of student profile, levels of self-esteem, and self-efficacy to levels of stress relative to social media use

To determine if a relationship can be established between profile variables and levels of stress due to social media use, correlation analysis was conducted. Pearson product correlation coefficient was used to determine if a relationship exists between student profile (age, gender, year, self-esteem and self-efficacy) to various types of stress.

Tables 15 to 17 present the correlations of student profile, levels of self-esteem, and self-efficacy to stress relative to social media use.

O. Correlations of Students' Profile and Their Level of Stress Relative to Social Media Use

Table 15 shows the relationships between the profile of the students and their stress levels in relation to their use of social media. The results show that only two variables were significantly correlated with the students' level of stress relative to social media use. It reveals that age is significantly correlated with psychological stress, as evidenced by the r-value of 0.1695 and a p-value of 0.049. Moreover, there is a significant relationship between year and social stress, with an r-value of 0.1889 and a p-value of 0.028.

There were insufficient data in the gender profile of the students to establish a conclusive link between their levels of stress and their use of social media. Gender did not significantly influence students' stress levels related to social media use because these variables had no significant values. The total amount of stress did not produce any notable outcomes either. Psychological stress has evidence of a significant positive relationship to age, with an r-value at 0.17, implying a small correlation but significant at a 95% confidence level. Although the relationship is quite weak, this indicates that the higher the student's age, the more likely they might experience psychological stress. Understanding this association can assist in developing targeted interventions and support systems to address and manage stress among students with different age groups. Also, social stress has evidence of a significant positive relationship to year level ($r= 0.1889$; $p < 0.05$). It implies a small correlation but significant at 95% confidence level. This indicates that the higher the students' year level got, the more likely they might experience social stress. Understanding this relationship can help educational institutions and policymakers develop strategies to promote student well-being and create a supportive social environment.

Matures are closest to bringing their stress in high levels (Zvauya, Oyebode, Day, Thomas & Jones, 2017) since in this age there were many identified contributing factors that could lead to stress like problems at work, peers, personal or even family.

The Social Work department has to conduct more seminar/webinars for students for second year to fourth year levels since as they get older and into the higher year levels, the more likely they experience social and psychological stress. This might help them manage the stress and cope with social and psychological stress. Furthermore, based on the responses gathered from the focus group discussion of the students, they gave advice and tips like using the social media wisely for them to become responsible in using social media. These are mentioned by the lines of the following respondents:

G3: Cliché as it sounds but, think before you click.

G4: Use social media wisely, like instead of just waiting for trending issues, use it for job hunting. Don't easily believe what you've seen or heard; better to double-check it. Most importantly, don't let your time be spent alone in using some platforms. Try to talk to your family and do something fun and creative together, and also pray.

B4: Always use your social media platforms in education. It should not be a place to rant or express your anger, but it should be a place where others can gain knowledge and positivity. It should be a platform where others can boost their self-esteem and confidence.

B3: First, when you have assignments, do not allow yourself to copy and paste everything that answers the question you are looking for. It's your loss and not the teacher. So read, comprehend, and write your own answer…Lastly, do not post everything on social media.

G1: Know what you should absorb, absorb information that is healthy for your mental health, and make sure to use social media responsibly.

B2: The only advice I can give to them is don't allow social media platforms to control them. Instead, they control it responsibly.

B1: I can advise students who use social media platforms to be responsible and choose their platforms wisely. It is important to be safe on social media platforms, so set up your security. .. Remember to always think before you click.

The Social Work department staff must conduct seminars for students in the higher level because the higher the students' year level gets and the older they are, the more likely it is that they experience social and psychological stress. Students who participate in the activity learn how to effectively cope with social and psychological stress. In order to ensure proper intervention, students must also be guided by social work guidance personnel.

Table 15: Correlations of Students' Profile and Their Level of Stress Relative to Social Media Use

Variables	*r-value*	*p-value*	*Decision*	*Interpretation*
Age and :				
Academic stress	-0.045	0.605	Not Reject	Not Significant
Physiological stress	-0.031	0.724	Not Reject	Not Significant
Social stress	0.041	0.638	Not Reject	Not Significant
Environmental stress	0.020	0.814	Not Reject	Not Significant
Psychological stress	0.1695*	0.049	Reject	Significant
Overall Stress	0.058	0.506	Not Reject	Not Significant
Gender and :				
Academic stress	-0.059	0.496	Not Reject	Not Significant
Physiological stress	-0.105	0.225	Not Reject	Not Significant
Social stress	-0.127	0.141	Not Reject	Not Significant
Environmental stress	-0.080	0.355	Not Reject	Not Significant
Psychological stress	-0.056	0.515	Not Reject	Not Significant
Overall Stress	-0.123	0.154	Not Reject	Not Significant
Year and :				
Academic stress	0.013	0.879	Not Reject	Not Significant
Physiological stress	-0.040	0.641	Not Reject	Not Significant
Social stress	0.1889*	0.028	Reject	Significant
Environmental stress	-0.058	0.505	Not Reject	Not Significant
Psychological stress	0.155	0.072	Not Reject	Not Significant
Overall Stress	0.100	0.248	Not Reject	Not Significant

**Significant at 0.05 level of significance*

P. Correlations of Students' Level of Self-Esteem and Their Level of Stress Relative to Social Media Use

The correlations between students' stress levels and their level of self-esteem in relation to their use of social media are displayed in Table 16. The correlation between social media use and students' self-esteem and stress levels was examined using the Pearson Product Moment Correlations Coefficient. Based on their p-values greater than the 5 percent level of significance or the 95 percent confidence interval, all the variables relating to students' self-esteem and stress levels in relation to social media use were not correlated. The correlation coefficients (r) for various domains of stress such as academic (-0.021), physiological (-0.160), social (-0.101), environmental (0.088), psychological (-0.061) and overall stress (r= -0.101), and self-esteem were all weak or very weak, indicating a lack of significant relationship. Additionally, the p-values for these correlations were greater than the threshold of significance ($p < 0.05$), confirming that there is no statistically significant correlation between social media use and students' self-esteem or stress levels. Therefore, the result supports the finding that social media use does not appear to have a significant impact on students' self-esteem or stress levels. In other words, the study did not find any evidence to suggest that social media use had an impact on students' self-esteem, regardless of the type of stress they were experiencing. The lack of correlation, as indicated by the weak correlation coefficients and the p-values above the threshold of significance, suggests that other factors may be more influential in determining students' self-esteem and stress levels. These findings challenge the common assumption that social media use directly affects self-esteem and stress among students. It highlights the need to consider additional factors such as academic pressure, personal circumstances, or individual coping strategies when examining the determinants of self-esteem and stress levels in students.

The results show that the stress social media use caused the students of social work did not correlate with their sense of self-worth. Their level of stress was unaffected as their level of self-esteem rose. In contrast, the students' self-esteem was unaffected by

how stressed out they became on social media. Students who have a high sense of self-worth are capable of overcoming obstacles and are resilient. They are self-sufficient, accountable, and content with their deeds. The statements of the following participants corroborated these:

B2: Having high self-esteem made me more satisfied in my actions because I'm confident and rational in my decisions. I don't doubt easily; I became happier and more participative in school or online classes. It can make the students more participative and doesn't compare themselves to other students.

G1: From what I've observed, those who have high self-esteem are confident and assertive in expressing their opinions.

B1: The manifestation of high self-esteem, as I observed in myself and my classmates, is that we display positive behavioral characteristics despite the difficulty that happened. At this time, I know we've been through a lot, and things get tougher. But despite that, we should learn how to be resilient and stout-hearted enough to face life's challenges. It's very important to always look for the brighter side of life, most especially in this trying time. I observed how resilient I and my classmates are during these days when we have this new mode of learning called online class. Despite the difficulty we face, we learned to accept frustrations and manage them responsibly. We are able to connect and talk about life.

The development of social work stress in relation to the use of social media does not depend on the student's sense of self-worth. Students believe they are content, contented, and happy. As a result, stress is not created. Teachers in the social work department must take into account additional factors that can cause stress in students who use social media.

On the other hand, as the use of social media continues to grow in popularity, its effects have become more obvious. Researchers are aware that while social media can have a variety of beneficial effects, it can also have negative effects that can have a lasting negative impact on student's mental health and general well-being. For instance, a number of studies have discovered a connection between social media and online networking sites and students' self-esteem. Young people with low self-esteem are drawn to social networking sites like Facebook in particular, which makes the problem worse because they engage in more social comparison and develop distorted self-images (Bergman, 2020).

Table 16: Correlations of Students' Level of Self-Esteem and Their Level of Stress Relative to Social Media Use

Variables	*r-value*	*p-value*	*Decision*	*Interpretation*
Self-Esteem and :				
Academic stress	-0.021	0.805	Not Reject	Not Significant
Physiological stress	-0.160	0.063	Not Reject	Not Significant
Social stress	-0.101	0.244	Not Reject	Not Significant
Environmental stress	0.088	0.308	Not Reject	Not Significant
Psychological stress	-0.061	0.482	Not Reject	Not Significant
Overall Stress	-0.101	0.243	Not Reject	Not Significant

**Significant at 0.05 level of significance*

Q. Correlations of Students' Level of Self-Efficacy and Their Level of Stress Relative to Social Media Use

Table 17 shows the students' stress levels and their level of self-efficacy in relation to social media use. The results suggest that there is no significant correlation between students' self-efficacy and their levels of stress (academic, physiological, social, environmental, psychological, and overall) in relation to their social media use. The correlation coefficients of academic stress (r=0.113), physiological stress (r= -0.107), social stress (r= 0.111), environmental stress (r= -0.010), psychological stress (r= 0.129) and overall stress (r= 0.062)) relative to social media use indicate weak associations, but these associations are not statistically significant, as indicated by the p-values (academic stress=0.191, physiological=0.214, social=0.199, environmental= 0.912, psychological= 0.134, and overall stress= 0.472).

These findings suggest that students' confidence in their abilities is not linked to the stress they feel when engaging with social media platforms. The students' self-efficacy was not correlated with their level of stress relative to social media use implies that social media use may not have a significant impact on students' perceived ability to achieve academic success, cope with stress, and manage their environment. Self-efficacy is the belief in one's ability to achieve goals and overcome challenges, and it's an important predictor of academic and personal success. The finding suggests that social media use may not undermine or enhance students' sense of self-efficacy in the face of various stressors. It becomes evident that self-efficacy and stress levels are multifaceted and influenced by numerous factors beyond social media use alone.

Selected participants stated that being optimistic about life rather than being stressed out at work encouraged them to succeed in their endeavors despite challenges. They had hope for a better future because of their sense of self-efficacy. These were supported by the lines of the participants, to wit:

G3: Self-efficacy is being hopeful, optimistic, and confident regardless of society's negative energy. And I think that is how we demonstrate self-efficacy.

G2: I can show my self-efficacy by reminding myself to be happy with my little achievements and be proud of them. Even if sometimes we are not that productive that day, there is still tomorrow when I can do better things and improve myself during this time.

B2: For me, I just work hard and study hard to boost my self-confidence. I have this mentality that I need to be a step ahead of others because I'm competent.

B1: In a way that we always believe in our capacity that we can get through it despite how to struggle it is to face. Regardless of how difficult things are right now, we always have this positive outlook that there's a brighter tomorrow that awaits in the becoming. Keep moving, and take it one step at a time. We will get what we prayed for soon.

Since the level of stress that students experience is not correlated with their sense of self-efficacy, social workers and even teachers must consider other variables that might be. To close this gap, additional research might be done.

However, it has been found that a higher level of life satisfaction is associated with a higher level of self-efficacy (Vecchio, Gerbino, Pastorelli, Bove & Caprara, 2007). Given how heavily engaged students are in academic activities, there is a good chance that this connection will also hold true for a more specialized context, namely academic self-efficacy. Their actual or perceived academic performance and talents will be closely correlated with their feelings of success or failure at this point in their lives. According to Hassell and Sukalich (2016), students who believe they can or are capable of doing well in their academics will feel more satisfied with their lives because academics play such a significant role in students' lives.

Table 17: Correlations of Students' Level of Self-Efficacy and Their Level of Stress Relative to Social Media Use

Variables	*r-value*	*p-value*	*Decision*	*Interpretation*
Self-Efficacy and:				
Academic stress	0.113	0.191	Not Reject	Not Significant
Physiological stress	-0.107	0.214	Not Reject	Not Significant
Social stress	0.111	0.199	Not Reject	Not Significant
Environmental stress	-0.010	0.912	Not Reject	Not Significant
Psychological stress	0.129	0.134	Not Reject	Not Significant
Overall Stress	0.062	0.472	Not Reject	Not Significant

**Significant at 0.05 level of significance*

Relationship of the nature of social media activity and the levels of students' stress relative to social media use

For identifying the existence of a relationship between the nature of social media activity and the levels of stress, three separate correlation analysis is presented representing the nature of social media activity.

R. Correlations of Types of Social Media Platforms and Stress Relative to Social Media Use

Based on the given data in Table 18, there are no significant relationships between any of the social media platforms (Twitter, Instagram, Tiktok, and Pinterest) and the stress variables. However, for Twitter, there is a significant positive relationship between Twitter usage and social stress, as indicated by an r-value of 0.203 and a p-value of 0.018. This suggests that higher Twitter usage is associated with increased social stress. The result entails that the frequent use of Twitter social media platform among the students have a direct effect towards social stress among the students. The more the students engage into using Twitter, the more it causes them to increase their social stress. This may be attributed to the type of platform they used since Twitter is more private compared to other social media platforms, this encourages them to express their sufferings and heartaches because they believe they are anonymous on that platform. Nonetheless, there are no significant relationships between Twitter usage and the other stress variables.

A study supported this finding revealed that users experience stress as a result of social networking sites (SNS), which is known as technostress from social media (Lancaster University, 2019). When faced with such stress, instead of switching off or using them less, people move from one aspect of the social media platforms to another -- escaping the causes of their stress without leaving the medium on which it originated (Lancaster University, 2019). Twitter allows the respondents to reveal their anger, disappointments, ups and downs, and all other social issues towards others. This is supported by the lines of the respondents:

G3: Twitter lets me share my private life without anyone judging me, even with my dirty little secrets.

B3: Though it has limited characters, on Twitter, I can express my anger, disappointments, ups and downs, and every little thing that happened to me day by day without people judging me. I only have 39 followers, and those followers who can see my tweets are whom I trust and whom I can say that they don't care about my tweets. I like Twitter because Twitter is a diary for me because, in Facebook, you cannot filter your friends, especially your relatives, and they will say, "why did you unfriend me, why are you not accepting my friend request?" and when you express something but is not good for them they will comment or send you a private message "what happened to you? What is all about your post?" It's so hypocritical to read.

According to Boyd (2014) as more young people frequently report using social media sites such as Facebook and Twitter to escape from the external pressures threatening their mental health, however, several studies of O'Reilly, Dogra, Whiteman, Hughes, Eruyar and Reilly (2018) suggested that adolescents perceived social media as a threat to mental well-being. In thematic analysis, three themes were identified that relates it to negative impact among users: it was believed to cause mood and anxiety disorders for some adolescents, it was viewed as a platform for cyberbullying, and the use of social media itself was often framed as a kind of addiction.

On the other hand, there was no evidence of significant relationships to student stress relative to other social media use in terms of the types of social media accounts owned except Twitter. Thus, it can be construed that there is no significant relationship between the types of social media accounts such as Instagram, Tiktok and Pinterest by the students to the stress levels relative to social media use.

Table 18 makes clear that there is a strong association between social stress and the use of social media, particularly Twitter. The conclusion is that students' social stress is directly impacted by their frequent use of the Twitter social media platform. The more actively the students use Twitter, the more social pressure it puts on them. Since Twitter is more private than other social media platforms, this might be attributed to the platform they used, which encourages them to express their sufferings and heartaches because they feel anonymous there.

The use of Twitter by students must be governed by certain policies because it adds to their social anxiety, according to the Social Work Department. Twitter is more private than any other social media account, but students still need to be given the right instructions when using it. This is done to ensure the welfare of the social work students, especially in terms of their social aspects.

Table 18: Correlations of Types of Social Media Platforms and Stress Relative to Social Media Use

Variables	*r-value*	*p-value*	*Decision*	*Interpretation*
Twitter and :				
Academic stress	.039	.650	Not Reject	Not Significant
Physiological stress	.037	.669	Not Reject	Not Significant
Social stress	**.203***	**.018**	Reject	Significant
Environmental stress	.037	.669	Not Reject	Not Significant
Psychological stress	.016	.853	Not Reject	Not Significant
Overall Stress	.104	.227	Not Reject	Not Significant
Instagram and :				
Academic stress	.088	.311	Not Reject	Not Significant
Physiological stress	.130	.130	Not Reject	Not Significant
Social stress	.068	.432	Not Reject	Not Significant
Environmental stress	.133	.124	Not Reject	Not Significant
Psychological stress	.062	.470	Not Reject	Not Significant
Overall Stress	.125	.147	Not Reject	Not Significant
Tiktok and :				
Academic stress	.009	.918	Not Reject	Not Significant
Physiological stress	.093	.279	Not Reject	Not Significant
Social stress	.004	.966	Not Reject	Not Significant
Environmental stress	-.055	.527	Not Reject	Not Significant
Psychological stress	-.009	.914	Not Reject	Not Significant
Overall Stress	.023	.793	Not Reject	Not Significant
Pinterest and :				
Academic stress	-.048	.575	Not Reject	Not Significant
Physiological stress	.028	.746	Not Reject	Not Significant
Social stress	.090	.297	Not Reject	Not Significant
Environmental stress	.034	.698	Not Reject	Not Significant
Psychological stress	.070	.416	Not Reject	Not Significant
Overall Stress	.064	.457	Not Reject	Not Significant

**Significant at 0.05 level of significance (Facebook not included due to zero variability)*

S. Correlations on the Purpose and Stress Relative to Social Media Use

Table 19 shows that only two purposes and types of stress showed significant relationships; these are social stress and

unclassified purpose of use and environmental stress and conversational purpose. The correlation value of social stress was at 0.25, with a p-value of 0.003, highly significant at 0.01 level of significance. At the same rate, social stress with 0.25 strength of the correlation is highlight significant at 99% confidence level, implying that social stress is higher for those who use social media for unclassified purposes. Also the correlation value of environment stress was at 0.208, with a p value of 0.015, highly significant at 0.05 level of significance. It implies that the environment stress is higher for those who use social media for conversational purpose.

The finding was also supported by the utterances of the following students:

B4: Yes, it happened recently. We were conducting a webinar, and this person expressed her feeling during that day through the messenger group chat where all of the guest speakers, teachers, and guests are there. I was stressed because it was really unprofessional to do that. It may have affected me, but I responded in a way that the person who did that and the audience were educated.

G3: Yes, I have been. Too much engagement in social media causes you to compare yourself to whatever you see on a certain platform. It destroys your confidence.

The above findings can be linked to the factors mentioned by (Kuss, Harkin, Kanjo, & Billieux, 2018), which include a problematic internet connection, impulsivity, from the limited capacity of self-control and emotional regulation, relationship maintenance, obtaining or maintaining affective relationships due to low self-esteem, extraversion, associating excessive use of sociability and intense desire to maintain relationships, cyber addiction, allowing access to diverse utilities, and online addiction.

Too much use of social media with unspecified purpose is related to social media addiction. This was gauged using the following main constituents of this technological addiction: salience, mood modification, tolerance, withdrawal, conflict, and relapse (Griffiths, Pontes & Kuss, 2016). Hence, relations with other individuals are affected. To avoid this scenario to happen, students have to set their purpose for using social media making sure that it will be intended for their welfare. Proper guidance has to be implemented by parents, teachers, and even significant others in the community like Social workers.

To lessen environmental stress for students as they use social media for information seeking, stable internet connection and well-functional facilities needed for learning must be provided in the areas where students are staying. This is in line with the idea that students primarily use online resources and digital media services to study. Most preferred to study and do research on their own, on their computers, and over the Internet rather than at the library or in groups (Rodrigo, Grosch & Andres, 2013).

Table 19: Correlations on the Purpose and Stress Relative to Social Media Use

Variables	*r-value*	*p-value*	*Decision*	*Interpretation*
Conversational and :				
Academic stress	-.035	.686	Not Reject	Not Significant
Physiological stress	.064	.461	Not Reject	Not Significant
Social stress	.131	.129	Not Reject	Not Significant
Environmental stress	**.208***	**.015**	Reject	Significant
Psychological stress	.047	.589	Not Reject	Not Significant
Overall Stress	.114	.186	Not Reject	Not Significant
Promotional and :				
Academic stress	.004	.963	Not Reject	Not Significant
Physiological stress	-.037	.667	Not Reject	Not Significant
Social stress	.078	.367	Not Reject	Not Significant
Environmental stress	.048	.578	Not Reject	Not Significant
Psychological stress	.044	.609	Not Reject	Not Significant
Overall Stress	.039	.652	Not Reject	Not Significant
Informational and :				
Academic stress	-.113	.188	Not Reject	Not Significant
Physiological stress	-.009	.919	Not Reject	Not Significant
Social stress	-.011	.903	Not Reject	Not Significant
Environmental stress	-.025	.774	Not Reject	Not Significant
Psychological stress	.013	.884	Not Reject	Not Significant
Overall Stress	-.024	.784	Not Reject	Not Significant
Status and :				
Academic stress	-.099	.251	Not Reject	Not Significant
Physiological stress	-.035	.689	Not Reject	Not Significant
Social stress	-.087	.313	Not Reject	Not Significant
Environmental stress	.017	.848	Not Reject	Not Significant

Psychological stress	.019	.830	Not Reject	Not Significant
Overall Stress	-.050	.565	Not Reject	Not Significant
Phatic and :				
Academic stress	.018	.831	Not Reject	Not Significant
Physiological stress	.092	.285	Not Reject	Not Significant
Social stress	.147	.087	Not Reject	Not Significant
Environmental stress	.038	.663	Not Reject	Not Significant
Psychological stress	.076	.382	Not Reject	Not Significant
Overall Stress	.120	.165	Not Reject	Not Significant
Unclassified and :				
Academic stress	.018	.836	Not Reject	Not Significant
Physiological stress	-.059	.496	Not Reject	Not Significant
Social stress	**.250****	**.003**	Reject	Significant
Environmental stress	.077	.376	Not Reject	Not Significant
Psychological stress	.087	.313	Not Reject	Not Significant
Overall Stress	.116	.180	Not Reject	Not Significant

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

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

T. Correlations of Frequency and Duration of Social Media Use and Stress Relative to Social Media Use

Table 20 conveys that as for relationships between stress from social media use and duration of weekly use, no significant relationships were noted. However, in terms of daily hours per use, significant relationships were found between physiological stress and daily hours of use in Instagram (p-value = 0.03), psychological stress and daily hours of use in Twitter (p-value = 0.03), and overall stress scores and daily hours of use in Twitter (p-value = 0.04).

A positive correlation was found between physiologic stress and daily hours use of Instagram with a small correlation of 0.22. It implies that as the physiologic stress among students becomes higher, the more likely their average daily use for Instagram, will extend to as much as 24 hours.

Conversely, a negative correlation was significant for psychological stress and overall stress across daily hours of use for Twitter. The scores for psychological stress had *r* value of -0.32 having a moderate correlation significant at 0.05 level (p-value of 0.03). This implies that as the scores in the students' psychological stress increases, there is a lesser duration of daily hours of use for Twitter. This means that those with a lesser time of Twitter use have higher psychological stress levels, whereas those with a greater time of daily Twitter use have lower psychological stress levels. This relatively new dimension of reduced psychological stress levels and the hours per day of Twitter use offers an interesting outcome. Since the items related to the psychological effect of social media use refer to issues of behavioral perceptions such as feelings of inferiority, incompetence, self-concepts, and the like, Twitter must-have factors that significantly reduce these self-perspectives of negative feelings.

This result contradicts the study of increasing psychological stress and Twitter use, specifically having survey-based stress measurements of user-and country-level Twitter use in the US with associations to high-stress levels (Guntuku et al., 2019). This might indicate that the population sampled might have indicators for variability.

A negative correlation also was found between the overall stress scores and daily hours of use in Twitter of students with a correlation of .287. It implies that as overall stress scores increase, the time of daily Twitter use is also reduced. Yet there are also erratic behaviors of scores spiking increases in daily hours of use, but the overall trend is still decreasing in terms of daily hours.

Thus, there is a significant relationship between the hours of daily use of Twitter and the total stress scores. This negative relationship implies that the lesser daily hours of use on Twitter increase overall stress levels, but greater hours of daily use show lower stress scores. A similar point can be construed in the negative correlation between psychological stress and Twitter uses. Although most literature suggests that the higher use of social media sites increases the stress of social media users, most of these Social Work students may find Twitter more beneficial to their own stress outcomes, contrary to other population groups. This is true from the advice of the students through the focused group discussion conducted:

> *B4: Always use your social media platforms in education. It should not be a place to rent or express your anger, but it should be a place where others can gain knowledge and positivity. It should be a platform where others can boost their self-esteem and confidence.*

Since the student' overall stress level becomes lower when they used Twitter for a long period of time, students have to be held responsible in using the Twitter as a social media making sure that it really helps them and nobody is harmed in the activity. In general, the nature of social media use is positively correlated with social media stress in terms of Twitter and social stress, daily hours of use in Instagram and physiological stress, social stress, and use of social media for unclassified purpose; as well as environmental stress and use of social media for the conversational purpose.

Validating these results among the teachers and students, questions related to teachers' and students' perception if social media can contribute stress. While one faculty did not agree that it can contribute to stress, attributing its use only due to boredom. Students see the social media as an avenue for entertainment, awareness, and engagement.

F1: ..used as an outlet to their boredom and besides this online class is also made possible through social media.

B4: It can be used as a tool for entertainment, engagement, and business.

G1: First is connectivity; it's a lot easier right now to connect with other people regardless of the location and region. The second is the fast flow of information and updates. The third is it brings awareness to us.

Most of the faculty affirmed that social media could contribute to stress with a reason related to peer influence and inability to regulate the duration of its use. Students also supported the ideas of the faculty:

F2: ..students are not able to focus on their studies, for it may divide their attention, or they may become distracted because there are a lot of activities that can be done in social media, like wasting their time in endlessly scrolling on FB, IG, and other social media apps.

F3: ... tendency to spend much time on social media may reduce one's ability to control, making them addicted to it. Students may either be stressed by misinformation about news or fear losing connectivity or missing some group events. Eventually, students may be stressed by the need to control their social media (indirectly referring to reputation in social media).

G2: I've experienced being stressed out, specifically Facebook, because there are many toxic people on the platform, and they use this platform to bash and discriminate against someone.

G4: Before the pandemic, I only spend 5 hours per day because I tend to spend more time talking with my family and friends. But now, honestly, I can almost spend most of my time browsing and watching videos on Fb and chatting with friends.

G3: I think the number of hours to spend on social media won't matter as long as you use it to your advantage.

G1: I think 4 hours is enough, but because of the current condition we are in, we spend more time on social media.

Since social media has the potential to distract students from focusing on their studies, and due to its highly addictive features, students can be hooked to problematic use with psychological effects on one's self-worth.

The follow-up question to this issue, shows that faculty and students affirmed that social media could worsen the feeling of self-worth and is not an appropriate platform for school use.

F3: For shy and introverted students, social media can help them muster the courage to air out their concerns because they do not have to face a person. When the student received answers to their queries and complaints through social media, they would feel a sense of belongingness, acceptance, and value.

G4: Too much execution of freedom of speech is always toxic, degrading, and can be misleading.

G3: ... Too much engagement in social media causes you to compare yourself to whatever you see on a certain platform. It destroys your confidence.

B4: ... We were conducting a webinar, and this person expressed her feeling during that day through the messenger group chat where all of the guest speakers, teachers, and guests are there. I was stressed because it was really unprofessional to do that. It may have affected me…

Teachers and students believe that social media worsens the feeling of self-worth because it can be a source of bullying and increases the chance of comparing their worth to the outward appearance of others. Hence, an information drive dissemination about proper and responsible social media usage is necessary.

Nonetheless, some responses of faculty believed that it could also improve the student's well-being if used to find a sense of belongingness, acceptance, and value or if it is used to express one's feelings. These are also supported by the lines of the students.

I think social media could not help because an individual experiencing low self-worth needs a physically present individual to boost his self-esteem. Social media could worsen their condition because, in this platform, bullying usually happened, especially to this kind of individual. (F1)

In general, as per observation, people who are hooked on social media become comparative to other life. They tend to compare their life to others which could foster self-pity, jealousy, and other negative emotions. (F2)

However, when one vented on social media and bashed by other social media users, this could worsen feelings of low self-worth. It would be helpful for the school to provide and use the authorized platform as a medium to facilitate the concern of the student to the right school personnel, usually the guidance counselor or other helping professionals. (F3)

These social media platforms are informative; I can be updated on what is trending. I can easily contact and reach out to my family, relatives, and friends living across the country. (G4)

The use of social media gives everyone freedom to speak, freedom to inform, and freedom to connect with others in the world. (G3)

Common reasons are for information and conversation. But personally, I find it a good platform for me to share my

life story or express who I am. (G2)

Social media play an important role in tones' lives. It may bring positive and negative effects to some. Regardless the type of media platform, and the duration of time spent in using it, still the decisions rely to the end users. Thus, students as users have to be responsible enough while using the social media. Well-being and welfare of many have to be the prioritized**.**

Table 20: Correlations of Frequency and Duration of Social Media Use and Stress Relative to Social Media Use

Variables	*r-value*	*p-value*	*Decision*	*Interpretation*
Frequency of Weekly Use and:				
Academic stress	.129	.134	Not Reject	Not Significant
Physiological stress	.033	.702	Not Reject	Not Significant
Social stress	.156	.069	Not Reject	Not Significant
Environmental stress	-.065	.453	Not Reject	Not Significant
Psychological stress	.070	.421	Not Reject	Not Significant
Overall Stress	.101	.244	Not Reject	Not Significant
No. of Hours Use per Day on Facebook and:				
Academic stress	.072	.406	Not Reject	Not Significant
Physiological stress	.149	.083	Not Reject	Not Significant
Social stress	.020	.821	Not Reject	Not Significant
Environmental stress	-.013	.885	Not Reject	Not Significant
Psychological stress	-.089	.305	Not Reject	Not Significant
Overall Stress	.037	.665	Not Reject	Not Significant
No. of Hours Use per Day on Twitter and:				
Academic stress	-.276	.053	Not Reject	Not Significant
Physiological stress	.-135	.350	Not Reject	Not Significant
Social stress	.155	.284	Not Reject	Not Significant
Environmental stress	.229	.110	Not Reject	Not Significant
Psychological stress	**-.316**	**.025**	Reject	Significant
Overall Stress	**-.287***	**.044**	Reject	Significant
No. of Hours Use per Day on Instagram and:				
Academic stress	.086	.392	Not Reject	Not Significant
Physiological stress	**.220***	**.026**	Reject	Significant
Social stress	.105	.295	Not Reject	Not Significant
Environmental stress	.040	.688	Not Reject	Not Significant
Psychological stress	.076	.450	Not Reject	Not Significant
Overall Stress	.160	.109	Not Reject	Not Significant
No. of Hours Use per Day on Tiktok and:				
Academic stress	.084	.497	Not Reject	Not Significant
Physiological stress	.237	.051	Not Reject	Not Significant
Social stress	.149	.224	Not Reject	Not Significant
Environmental stress	.216	.077	Not Reject	Not Significant
Psychological stress	.125	.310	Not Reject	Not Significant
Overall Stress	.226	.064	Not Reject	Not Significant
No. of Hours Use per Day on Pinteresr and:				
Academic stress	-.367	.071	Not Reject	Not Significant
Physiological stress	-.166	.429	Not Reject	Not Significant
Social stress	-.294	.153	Not Reject	Not Significant
Environmental stress	-.177	.398	Not Reject	Not Significant
Psychological stress	-.302	.142	Not Reject	Not Significant
Overall Stress	-.353	.084	Not Reject	Not Significant

**Significant at 0.05 level of significance*

IV. CONCLUSION

- The social work student body is primarily composed of young adult women who hold typical psychosocial perspectives of their own self-esteem and confidence. There is a need to promote self-esteem and confidence-building activities to empower and support students in their social work journey.
- Among popular social media platforms, Facebook and Instagram are more commonly used by students, with higher daily usage rates. These platforms are frequently utilized by students to share information.
- Social media usage is associated with higher levels of academic stress and it signifies that students may experience pressures and challenges related to their educational endeavors when engaging with social media. This underscores the importance of promoting digital well-being and providing resources for students to develop healthy habits and effective time management skills to minimize the negative impact of social media on their academic performance.
- The likelihood of students experiencing higher psychological stress increases with age. The relationship between age and psychological stress implies that as individuals grow older, they may be more susceptible to experiencing higher levels of psychological stress. However, compared to students at lower year levels, students at higher year levels tend to experience more social stress. Recognizing the increased social stress among higher year-level students highlights the importance of creating a supportive and inclusive environment, fostering strong social connections, and providing resources for navigating interpersonal dynamics and academic demands.
- Students' levels of social stress are directly impacted by how frequently they use the Twitter social media platform. It emphasizes the need for students, educators, and parents to be aware of how social media platforms like Twitter can contribute to social stress. The number of hours per day that students used Twitter, however, indicated lower levels of psychological stress. When social media sites are used for conversational purposes and for unclassified purposes, students often produce social stress as well as environmental stress.
- The suggestions for online counseling, consultations, and workshops are viewed favorably by teachers as being beneficial for their students.

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