Research Article

Social Media Exposure and Civic Competencies of College Students in a State University: Basis for a Learning Enrichment Plan

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ABSTRACT

In the contemporary digitally interconnected society, social media exerts a pivotal influence on acquiring knowledge and skills, particularly among the youth. This research investigated the impact of social media exposure on the civic competencies of university students, aiming to develop an enrichment learning plan. Using a stratified sampling method, a survey questionnaire was administered to 100 students from the College of Teacher Education (CTE) BSED Department across all academic levels at a state university.

The study utilized Pearson correlation analysis, revealing a significant and strong positive relationship between social media exposure and civic competencies. Key contributors to civic competencies identified were civic knowledge, 21st-century skills, and political engagement. The findings indicated that increased engagement with social media enhances students' civic competencies, as shown by a strong positive correlation (r = 0.69, p < 0.05). These results underscore the potential of social media as a valuable educational tool, suggesting the need for its integration into curricula to foster informed and active citizenship among students.

Keywords: Social media exposure, Civic competencies, Civic knowledge, 21st-century skills, Political engagement

Introduction

Concerns have been expressed about the potential influence of social media platforms on students' civic competencies at a state university. As these platforms become more prevalent in everyday life, there is a rising worry that excessive exposure may influence students' sense of civic obligations and engagement.

The most important aspect of college is developing students into publicly involved, socially aware, and community-minded individuals. According to the National Association of Student Personnel Administrators and the American College Personnel Association (2004), civic engagement is one of the attributes that universities and colleges want to develop in their student. While students' paths to accomplish this aim may differ, they are all planned.

Social media has taken the spotlight in the lives of young adults all around the world. The widespread presence of cellphones enables youth to be constantly engaged with media, remaining continuously connected to social networks (Vorderer & Kohring, 2013). In truth, there is a substantial difference in media consumption habits between the current young and older people. While young people aged 16 to 25 are more likely to get their news from digital platforms such as Facebook, Instagram, and WhatsApp, the elderly tend to rely more on traditional sources like television or newspapers. Studies worldwide indicate that millennials are not as interested in politics as the elderly are (Carpini et al., 2017). Before social media, political organizations struggled to engage the younger generation, who are often seen as distant and indifferent, especially towards established institutions (Binder et al.,2020; Loader et al., 2014).

Young people with access to various information and news sources can stay informed about current events and topics. Social media supports the distribution of knowledge in politics and encourages youth to participate more in governance by providing a forum for political discussion (Alarqan, 2020). The youth of the Philippines have demonstrated a lack of interest in participating in civic life in recent years. Many young Filipinos are disengaged and uninterested in civic affairs despite the nation's long history of social and political movements. This leads to poor critical thinking, low voter turnout, and ineffective governance.

Methodology

This study employed a descriptive correlational research design, focusing on quantifying information related to Social Media Exposure and its correlation with Civic Competencies among students in a state university. The objective was to explore the connection between social media usage patterns and civic competencies development. Descriptive correlational studies have been widely utilized in the social sciences to explore relationships between variables.

A Survey Questionnaire was used as the instrument for the study. The instrument has three parts: the first part describes the profile of the respondents in terms of sex, age, year level, device/s used, hours spent, and types of internet connection. The second part measured the Social Media Exposure of the respondents according to indicators such as Accessibility and Browsing hours. The last part measured Civic Competencies regarding Civic knowledge, 21st-century Skills, and Political Engagement.

To assess the validity and reliability of the research instrument, the researchers presented the questionnaire to a panel of experts in social science and language, where every statement for the term used was examined. The panel of specialists provided feedback, revisions, and recommendations. The validation results of a mean of 3.93 showed that the instrument was good and appropriate to be used. After validation, the instrument was pilot-tested among 20 randomly selected BEED students; Cronbach's alpha values for accessibility, browsing hours, and civic knowledge range from 0. 71 to 0. 87, interpreted as good, while the Cronbach's alpha values for 21st-century skills and political engagement range from 0. 92 to 0. 94 interpreted as excellent based on the study of Ahmad and Safwan (2023).

The study profiled and surveyed the one hundred students of the College of Teacher Education, composed of seventy-five females and twenty-five males. The researchers administered a survey questionnaire to the first—to fourth-year BSED students. The researchers used the stratified sampling technique to select the respondents. The study was conducted at President Ramon Magsaysay State University, San Marcelino Campus, located at Nagbunga, San Marcelino, Zambales. The researchers asked for permission and provided a formal letter to the respondents before researching to ensure that full consent would be given before

the study and that participants could withdraw from the study if ethical standards were violated.

The data gathered were recorded, tabulated, analyzed, and interpreted accordingly: Frequency Distribution was used for differing occurrences between the responses, when grouped according to profile variables, percent was used to determine the proportion of the respondents in a specific category. The mean was employed to ascertain the overall average of each indicator. The variance represents the average squared difference between each data point and the mean, T-test was used to test whether there is a significant difference in the respondents' social media use and civic competencies regarding sex, age, year level, the device used, hours spent, social media platform used, and type of internet/connection used.

Meanwhile, the Analysis of Variance (ANOVA) was used to test if there is a significant difference between the respondents in terms of sex, age, year level, the device used, hours spent, social media platform used, and type of internet/connection used. Finally, the Pearson r Pearson Correlation Coefficient was used to test the relationship between social media use and the students' civic competencies.

Results and Discussion

Table 1 shows that the female respondents outnumbered the males. The majority of the respondents were female, 75 (75%), and 25 (25%) male respondents in the study. It also reveals that out of 100 respondents, 36 (36%) are aged 17 to 19 years old, 60 (60%) are aged 20 to 22 years old, and 4 (4%) are aged between 23-25 years old. Furthermore, 20 (20%) of the respondents are in their first year, 29 (29%) are in their second year, 27 (27%) are in their third year, and 24 (24%) are currently in their fourth year of studies. Meanwhile, 24 (24%) of the respondents were using laptops, 1 (1%) were using tablets, 70 (70%) were using personal phones, and 5 (5%) were using desktop computers.

Table 1. Frequency and Percent Distribution of the Respondents

	Profile Variables	Frequency (f)	Percent (%)
Sex	Male	25	25%
	Female	75	75%
	Total	**100**	**100%**
Age	17-19	36	36%
	20-22	60	60%
	23-25	4	4%
	Total	**100**	**100%**
Year Level	1st year	20	20%
	2nd year	29	29%
	3rd year	27	27%
	4th year	24	24%
	Total	**100**	**100%**
Device Used	Laptop	24	24%
	Tablet	1	1%
	Personal Phone	70	70%
	Desktop computer	5	5%
	Total	**100**	**100%**
Hours Spent	Below 1 hour	6	6%
	1 Hour - 2 Hours	16	16%
	3 Hours - 4 Hours	37	37%
	5 Hours - 6 Hours	27	27%
	7 Hours- above	14	14%
	Total	**100**	**100%**

	Profile Variables	Frequency (f)	Percent (%)
Social Media Platforms Used	Facebook	36	36%
	TikTok	24	24%
	YouTube	11	11%
	Twitter/X	5	5%
	Instagram	22	22%
	WhatsApp	2	2%
	Total	**100**	**100%**
Internet Connection Used	Mobile Data	25	25%
	Wi-Fi/Router	73	73%
	Cable	2	2%
	Total	**100**	**100%**

On the other hand, in terms of hours spent, 6 (6%) are below 1 hour, 16 (16%) are 1 hour to 2 hours, 37 (37%) are 3 hours to 4 hours, and 27 (27%) are 5 hours to 6 hours. Furthermore, in terms of the social media platform used, 36 (36%) of the respondents were using Facebook, 24 (24%) used TikTok, 11 (11%) were using YouTube, 5 (5%) utilized Twitter/X, 22 (22%) are using Instagram, and 2 (2%) are using WhatsApp. Finally, most of the respondents are using an Internet Connection in their house, 25 (25%) of the respondents are using Mobile Data, 73 (73%) are utilizing Wi-Fi/routers, and 2 (2%) are relying on Cable.

Meanwhile, Table 2 shows the respondents' level of social media exposure based on accessibility and browsing hours.

Table 2. Level of Social Media Exposure of the Respondents

Accessibility Indicators	Mean	SD	VD	Rank
1. I use my device to connect to social media platforms.	3.37	0.75	M	2
2. I use social media to gather information.	3.52	0.6	VM	1
3. I use social media platforms to express my opinions through actions like 'liking', 'commenting' and 'sharing.'	2.84	0.9	M	5
4. I have a reliable internet connection to access social media.	3.29	0.74	M	3
5. I employ social media to be informed about political events.	2.78	0.87	M	6
6. I participate in online discussions about my interest in political topics.	2.16	0.84	NTM	9
7. I use social media platforms to share my knowledge and gain credibility in my chosen field(s) or specialization.	2.85	0.82	M	4
8. I utilize social media to communicate with others and practice civic and political engagement.	2.7	0.77	M	7
9. I engage in online advocacy for social or political issues.	2.31	0.86	NTM	8
10. I face financial constraints that limit my access to social media.	2.11	0.84	NTM	10
Overall	**2.79**	**0.43**	**MUCH**	
Browsing Hours Indicators	Mean	SD	VD	Rank
1. I agree/accept that my political engagement positively influences my time on social media.	2.28	0.75	NTM	9
2. I spend time on social media, significantly affecting my political engagement level.	2.39	0.80	NTM	8
3. I believe, that my exposure to social media positively contributes to my awareness of civic issues and political views.	3.05	0.72	M	3
4. I support and respect other people's opinions on the internet.	3.56	0.64	VM	2
5. I make sure that the information about political issues is reliable.	3.58	0.67	VM	1
6. I allocate specific daily hours for browsing social media platforms to find important information about 21st-century skills.	2.85	0.81	M	5
7. I have a flexible schedule for my social media browsing.	2.77	0.80	M	6
8. I consider my time on social media during designated hours essential for updating relevant information and events.	2.99	0.72	M	4

9. I designate specific hours for social media use to reinforce my civic competency.	2.67	0.82	M	7
10. I give my opinion on civic-related topics when browsing social media.	2.24	0.81	NTM	10
Overall	**2.84**	**0.45**	**MUCH**	
Composite	**2.82**	**0.40**	**MUCH**	

Legend: 3.50- 4.0-Very Much (VM), 2.50- 3.49- Much (M), 1.50- 2.49 Not that much (NTM), 1.0- 1.49- Not that all (NTA)

In Table 2, under Accessibility, the highest mean score of 3.52 (SD=0.6) is for indicator 2, "I use social media to gather information," while the lowest mean score of 2.11 (SD=0.84) is for indicator 10, "I face financial constraints that limit my access to social media." The overall mean score of 2.79 (SD=0.43) shows that the respondents have much exposure (ME) to social media. The study of Bruns et al. (2012) points out that information can easily be gathered through the use of Twitter.

Meanwhile, in terms of Browsing Hours, the respondents have the highest mean score in indicator 5, "I make sure that the information about political issues is reliable," with a mean of 3.58 (SD=0.67), while the lowest mean score of 2.24 (SD=0.81) in indicator 10 "I give my opinion on civic-related topics when browsing social media." The overall mean score of 2.84 (SD=0.45) shows that the respondents have much exposure (ME) time spent in browsing hours. The study of Wardle and Derakhshan (2017) emphasized a comprehensive understanding of the information they gather for politically misleading information; they make sure the information is reliable. The overall level of Social Media Exposure obtained a composite mean of 2.82 (SD=0.40), which was verbally interpreted as much. This indicates that the respondents are exposed to social media use.

The succeeding table shows the respondents' level of civic knowledge. Indicator 10, "I understand that I have to abide by the laws made in my country" obtained the highest mean of 3.76 (SD=0.51) verbally interpreted as very much, while indicator 3, "I participate in discussions about civic and political issues" obtained the lowest mean of 2.35 (SD=0.82) verbally interpreted as not that much.

Table 3. Level of Civic Knowledge of the Respondents

Civic Knowledge	Mean	SD	VD	Rank
1. I feel confident in understanding my rights and responsibilities as a citizen.	3.39	0.63	M	3
2. I seek out information about government structures and political views.	2.96	0.76	M	7
3. I participate in discussions about civic and political issues.	2.35	0.82	NTM	10
4. I believe my civic knowledge positively influences my decision-making.	2.98	0.72	M	6
5. I contribute to the betterment of my community.	3	0.75	M	5
6. I engage in local community events or projects to address social issues.	2.69	0.91	M	8
7. I inform myself about current events and their impacts on my civic life.	3.06	0.63	M	4
8. I express my opinions on civic matters through various media, such as social media or writing.	2.54	0.93	M	9
9. I know the importance of voting and regularly participate in elections.	3.65	0.59	VM	2
10. I understand that I have to abide by the laws made in my country.	3.76	0.51	VM	1
Overall	**3.04**	**0.49**	**MUCH**	

Legend: 3.50- 4.0- Very Much (VM), 2.50- 3.49- Much (M), 1.50- 2.49 Not that much (NTM), 1.0- 1.49- Not that all (NTA)

The above table shows that Civic Knowledge obtained a mean of 3.04 (SD=0.49). This indicates that the respondents demonstrated a high level of competency by adhering to the country's laws and participating in discussions about civic and political issues. According to Abdu-Raheem (2018), his study discovered that secondary school students' civic knowledge and engagement levels were moderate.

Meanwhile, Table 4 shows the respondents' level of 21st-century Skills. Indicator 2 "I analyze information critically before forming opinions or making decisions" obtained the highest mean of 3.49 (SD= 0.61) verbally interpreted as much, while indicator 1, "I collaborate with others with the same political views on social media" obtained the lowest mean of 2.61 (SD=0.83) with a verbal description of much.

Table 4. Level of 21st-century Skills of the Respondents

21st-century Skills	Mean	SD	VD	Rank
1. I collaborate with others with the same political views on social media.	2.61	0.83	M	10
2. I analyze information critically before forming opinions or making decisions.	3.49	0.61	M	1
3. I navigate and use social media effectively, especially when gathering political engagement information.	3.2	0.71	M	7
4. I identify biases by evaluating the credibility of information sources on social media platforms.	3.28	0.77	M	4.5
5. I seek and value diverse perspectives when using social media.	3.4	0.68	M	2
6. I find out the legitimate sources of the information I gathered about political issues.	3.28	0.71	M	4.5
7. I maintain a positive online presence, reflecting my commitment to cultivating a professional and responsible digital identity aligned with 21st-century norms.	3.22	0.70	M	6
8. I develop strong communication skills, enabling me to engage meaningfully in online conversations about political engagement.	3.01	0.77	M	9
9. I prioritize learning and applying online collaboration skills, recognizing their importance in fostering teamwork within the digital landscape of the 21st century.	3.1	0.81	M	8
10. I acknowledge the significance of ethical online behavior and commit to practicing responsible and respectful interactions in accordance with the evolving social norms of the 21st century.	3.39	0.72	M	3
Overall	**3.20**	**0.53**	**MUCH**	

Legend: 3.50- 4.0- Very Much (VM), 2.50- 3.49- Much (M), 1.50- 2.49 Not that much (NTM), 1.0- 1.49- Not that all (NTA)

The mean for 21st-century skills is 3.20 (SD=0.53), indicating that the respondents demonstrated a high level of competency. This study suggests that programs, digital classrooms, and in-class activities improve civic skills. Students demonstrate proficiency in critical thinking, innovation, creativity, and information literacy (Susilawati & Budimansyah, 2019). Furthermore, 2st-century skills also focus on life and career skills, comprised of flexibility, adaptability, cultural understanding, productivity, accountability, leadership, and responsibility (Imam Farisi, 2016, cited in Ebro, 2022).

Regarding respondents' level of political engagement, Table 5 shows that indicator 1 "I actively participate in voting, especially during elections, to voice my preferences" obtained the highest mean of 3.48 (SD=0.81) with a verbal description of much, while indicator 3 "I engage in political activities, such as attending rallies or joining advocacy groups" obtained the lowest mean of 2.07 (SD=1.05) verbally interpreted as not that.

Table 5. Level of Political Engagement of the Respondents

Political Engagement	Mean	SD	VD	Rank
1. I actively participate in voting, especially during elections, to voice my preferences.	3.48	0.81	M	1
2. I am responsible for staying informed about political issues.	3.26	0.75	M	2
3. I engage in political activities, such as attending rallies or joining advocacy groups.	2.07	1.05	NTM	10
4. I support political campaigns and initiatives that will benefit all citizens.	2.7	0.90	M	5
5. I share politically relevant information on my personal platforms or social media accounts to raise awareness.	2.56	0.94	M	6.5
6. I take part in civic education initiatives.	2.72	0.85	M	4
7. I encourage my preferred political perspectives in my social circles.	2.56	0.89	M	6.5
8. I encourage others to register and vote in the elections.	3.25	0.78	M	3
9. I join or support political advocacy groups.	2.36	0.89	NTM	9
10. I participate in community forums or town halls.	2.45	1	NTM	8
Overall	**2.74**	**0.59**	**MUCH**	

Legend: 3.50- 4.0-Very Much (VM), 2.50- 3.49- Much (M), 1.50- 2.49 Not that much (NTM), 1.0- 1.49- Not that all (NTA)

Regarding Political Engagement, the mean obtained is 2.74 (SD=0.59), which shows that the respondents demonstrated a high level of competency. The study about civic engagement participation shows that the 20-24 age group is the most engaged in all aspects of Political Engagement, such as voting and participating in demonstrations or marches (Turcotte, 2015).

Moreover, Table 6 presents a summary of ratings on the respondents' civic competencies. The 21st-century skills, as a competent obtained the highest mean of 3.20 (SD=0.53), verbally interpreted as much competent, while political engagement obtained the lowest mean of 2.74 (SD=0.59) with a verbal description of much competent.

Table 6. Summary of Ratings on Civic Competencies of the Respondents

Components	Mean	SD	VD	Rank
Civic Knowledge	3.04	0.49	MC	2
21st-Century Skills	3.20	0.53	MC	1
Political Engagement	2.74	0.59	MC	3
Composite	**2.99**	**0.47**	**MUCH COMPETENT**	

Legend: 3.50- 4.0-Very Much Competent (VMC), 2.50- 3.49- Much Competent (MC), 1.50- 2.49 Not that much Competent (NMC), 1.0- 1.49- Not all Competent (NAC)

The respondents' overall level of civic competencies is relatively high, as indicated by the composite mean of 2.99 (SD = 0.47).

The succeeding table presents the difference in respondents' level of Social Media Exposure in terms of sex. According to Baria (2021), males and females have similar levels of social media exposure. It also implies that students likely engage with the same types of social media, share similar interests, and follow the same trends and practices.

The computed t-value of 1.05 is less than the critical value of 1.98, and the p-value is more significant than the 0.05 significance level with 98 degrees of freedom. This indicates that the difference between the variables is not significant. Women spend more time on Facebook than men, feel addicted to it at times, post more public messages and photos, write more private messages, follow trends, and use Facebook as a teaching tool. They also view Facebook as an essential part of their lives, are more conscious of self-presentation, and seek information more than men (Biernatowska et al., 2017).

Table 7. Difference in the Level of Social Media Exposure of the Respondents according to Sex

	Male	**Female**	***p*-value**	***t*-computed**	***df***	***t*-critical**
Mean	2.74	2.84	0.29	1.05	98	1.98
Standard Deviation	0.40	0.40				
Sample Size	25	75				
Mean Difference	0.1					

Table 8 presents the differences in the level of social media exposure according to age, year level, device used, hours spent, social media platform used, and internet type used through the analysis of variance (ANOVA).

Table 8. Analysis of Variance in the Level of Social Media Exposure According to Age, Year Level, Device Used, Hours Spent, Social Media Platform Used, and Internet Type Used

	Source of Variation	**Sum of Squares**	***df***	**MSS**	**F**	***p*-value**	**F critical**
Age	Between Groups	0.33	2	0.16	0.94	0.39	3.09
	Within Groups	16.82	97	0.17			
	Total	**17.15**	**99**				
Year Level	Between Groups	0.17	3	0.06	0.34	0.79	2.70
	Within Groups	16.27	96	0.17			
	Total	**16.44**	**99**				
Device Used	Between Groups	0.30	3	0.10	0.57	0.64	2.70
	Within Groups	16.60	96	0.17			
	Total	**16.89**	**99**				
Hour Spent	Between Groups	0.76	4	0.19	0.27	0.29	2.47
	Within Groups	14.28	95	0.15			
	Total	**15.05**	**99**				
Social Media Platforms Used	Between Groups	0.31	4	0.08	0.48	0.75	2.47
	Within Groups	15.30	95	0.16			
	Total	**15.61**	**99**				
Internet Type Used	Between Groups	0.05	2	0.02	0.14	0.87	3.09
	Within Groups	16.03	97	0.17			
	Total	**16.08**	**99**				

As shown in the table above, the computed F-value in terms of (0.94) age, (0.34) year level, (0.57) device used, (0.27) hours spent, (0.48) social media platform used, and (0.14) internet type used is less than the F-critical values at the significance level of 0.05 and 99 degrees of freedom. In contrast, the computed p-values are more significant than the significance level of 0.05, which indicates there is no significant difference in social media exposure of the respondents when grouped according to age, year level, device used, hours spent, social media platform used, and internet type used.

This result corroborates the study by Dumford et al. (2023), which reveals a statistically significant gender disparity in social media usage among college students. Females spend more time every day compared to just over time spent by males, contradicting the notion of no significant difference in social media exposure based on hours spent. Also, Hruska and Maresova's (2020) study on social media habits among US adults shows that older

people use social media less. This suggests that differences in social media use based on age and platform might not be significant.

Tables 9 and 10 present the differences in respondents' level of Civic Competencies in terms of profile variables such as sex, Age, Year Level, Device Used, Hours Spent, Social Media Platform Used, and Internet Type Used.

Table 9. Difference in the Level of Civic Competencies of the Respondents According to Sex

	Male	Female	*p*-value	*t*-computed	*df*	*t*-critical
Mean	2.87	3.03	0.14	1.50	98	1.98
Standard Deviation	0.47	0.44				
Sample Size	25	75				
Mean Difference	0.16					

The computed t-value of 1.50 is less than the critical value of 1.98, while the p-value is greater than the given significance level of alpha 0.05 and 98 degrees of freedom. Thus, the variable's difference is not significant.

On the other hand, this contradicts the study by Adetoro and Omiyefa (2017), which found that male and female citizens differ in political participation and civic competence. Males are more involved in politics and more conscious of civic engagement than females.

According to Stefani et al. (2021), female participants are more inclined to report and engage in civic participation, such as voting and volunteering, than their male counterparts. This indicates higher levels of engagement in civic activities among females.

The following table presents the analysis of the significant differences of civic competencies as respondents are grouped based on their profile variables other than se.

Table 10. Analysis of Variance in the Level of Civic Competencies According to Age, Year Level, and Device Used, Hours Spent, Social Media Platform Used, and Internet Type Used

	Source of Variation	Sum of Squares	*df*	MSS	F	*p*-value	F critical
Age	Between Groups	0.63	2	0.32	1.47	0.24	3.09
	Within Groups	20.83	97	0.21			
	Total	**21.46**	**99**				
Year Level	Between Groups	0.97	3	0.32	1.51	0.22	2.70
	Within Groups	20.49	96	0.21			
	Total	**21.46**	**99**				
Device Used	Between Groups	0.63	3	0.21	0.98	0.40	2.70
	Within Groups	20.50	96	0.21			
	Total	**21.13**	**99**				
Hour Spent	Between Groups	0.33	4	0.08	0.36	0.84	2.47
	Within Groups	21.67	95	0.23			
	Total	**22.00**	**99**				
Social Media Platforms Used	Between Groups	0.76	4	0.19	0.86	0.49	2.47
	Within Groups	20.67	94	0.22			
	Total	**21.43**	**98**				
Internet Type Used	Between Groups	0.06	2	0.03	0.14	0.87	3.09
	Within Groups	21.81	97	0.22			
	Total	**21.87**	**99**				

Table 10 shows the computed F-value in terms of (1.47) age, (1.51) year level, (0.98) device used, (0.36) hours spent, (0.86) social media platform used and (0.14) internet type

used are less than the F- critical values at the significance level of 0.05 and 99 degrees of freedom, while the computed p- values are more significant than the significance level of 0.05 which indicated there is no significant difference in Civic Competencies of the respondents when group according to age, year level, a device used, hours spent, social media platform used and internet type used.

Finally, the next table presents the relationship between Social Media Exposure and Civic Competencies. As observed in Table 11, linking Accessibility under Social Media Exposure and Civic Knowledge under Civic Competencies obtained a correlation value of 0.53, which indicates a moderate correlation. This shows that civic knowledge is developed through access to social media. The statement contradicts findings suggesting social media increases youth political interest and information sharing (Baumgartner and Morris, 2010, as cited in Ibardeloza et al., 2022).

As shown in this table, Accessibility under Social Media Exposure and 21st-century Skills under Civic Competencies obtained a correlation value of 0.52, which indicates a moderate correlation. This shows that through access to social media, the 21st-century skills are developing. Students' Critical Thinking skills can be improved using Facebook and WhatsApp to analyze, assess, apply, generate, and express ideas (Kustijono and Zuhri, 2018, as cited in Cheng et al., 2022). The statement opposes the claim made by Mapenko Marchenico et al. (2018), as cited in Hidir et al. (2023), that educational technology is not about technology but rather about how it is used to help students learn. As a result, efforts to develop learning media must be increased to equip students with the skills they will need to succeed in the 21st century, including technological know-how and problem-solving abilities.

Table 11. Relationship of Social Media Exposure and Civic Competencies

Variables Civic Competencies	Social Media Exposure (Accessibility)	Social Media Exposure (Browsing Hours)	Social Media Exposure (Overall)
Civic Knowledge	0.53	0.49	0.57
21st-century Skills	0.52	0.61	0.62
Political Engagement	0.59	0.52	0.61
Overall	0.63	0.63	0.69

	Level of Social Media Exposure	Level of Civic Competencies	*p*-value	Pearson Correlation Coefficient
Mean	**2.82**	**2.99**	1.91849E-15	0.69
Standard Deviation	0.40	0.59		**Strong Correlation**

As per this table, relating Accessibility under social media exposure and Political Engagement under Civic Competencies obtained a correlation value of 0.59, which indicates a moderate correlation. This shows that political engagement is developed through access to social media. In political science, participation typically includes electoral actions like voting and party affiliation. Others have incorporated endeavors like volunteering and attending protests, realizing that involvement extends beyond. There are now more ways than ever for citizens to get involved in politics and public affairs as a result of the growing influence of

Internet use (Chadwick & Howard, 2008, as cited in Zúñiga et al., 2012).

It is observed in the above table relating Browsing Hours under Social Media Exposure and Civic Knowledge under Civic Competencies obtained a correlation value of 0.49, which indicates a moderate correlation. This shows that through browsing social media, Civic Knowledge is developed. According to the study of Martens and Hobbs (2015) the media and digital literacy skills include the ability to identify and communicate resources, understand information and ideas, and make responsible decisions; assess the quality and

authenticity of the content; produce content in a range of formats using words, pictures, music, and new digital tools and technology; consider one's own behavior and communication practices by putting ethical and social responsibility into practice; and take social action by sharing knowledge and solving problems both independently and collaboratively issues in the neighborhood, at work, and in the country, as well as by taking part in it.

As shown in the table above, the Browsing Hours under Social Media Exposure and the 21st century Skills under Civic Competencies obtained a correlation value of 0.61, which indicates a strong correlation. This shows that through browsing social media, the 21st-century skills are developed. Engaging with new technologies enhances students' familiarity with computers and electronic devices, equipping them with essential skills for success in education and the professional world (Dunn 2011 as cited in Mardiana, 2016). The study by Yebowaah (2018), as cited in Gadia and Tudy (2020), noted a positive correlation between students' internet access abilities and academic performance, highlighting the importance of these skills in education. Browsing and navigation skills, essential for effectively accessing online information, empower individuals to use the internet and its tools skillfully.

Browsing Hours under Social Media Exposure and Political Engagement under Civic Competencies obtained a correlation value of 0.52, which indicates a moderate correlation. This shows that through browsing social media, political engagement is developed. Social media platforms, websites, and text channels now play a dual role: they serve as channels for political details and as significant community forums where individuals exchange ideas, raise funds, and mobilize for political action such as voting, protesting, and addressing public issues (Kahne et al., 2014).

In Table 11, the overall mean under Social Media Exposure and Civic Knowledge under Civic Competencies obtained a correlation value of 0.57, which indicates a moderate correlation. This shows that civic knowledge is developed through social media. Social media platforms are increasingly vital for accessing public information and expressing opinions. Users consume news and actively engage by sharing their thoughts, reflecting a growing trend in social media usage (Bhagat & Kim, 2022).

As shown in the above table, relating to the overall mean under Social Media Exposure and the 21st Century Skills under Civic Competencies, has obtained a correlation value of 0.62, which indicates a strong correlation. This shows that through social media, the 21st Century Skills are developed. In today's education, students master technological fluency, digital citizenship, and other vital 21st century skills. Yet, learning quality varies widely among schools. Internet social network sites provide promising supplementary learning avenues to traditional schooling. Furthermore, they explore how integrating learning through these technologies into students' overall educational environments can help mitigate educational disparities (Greenhow & Robelia, 2009).

The overall mean for Social Media Exposure and Political Engagement under Civic Competencies yielded a correlation value of 0.61, indicating a strong correlation. This shows that political engagement is developed through access to social media. This study by Zúñiga et al. (2012) examines how social media usage for social interaction influences political expression and participation. Findings reveal that engaging with social media news directly impacts offline political engagement and indirectly influences both offline and online participation through political expression.

Finally, relating social media exposure to civic competencies yielded a Pearson Correlation Coefficient of 0.69, indicating a strong correlation. Moreover, the computed p-value is less than the level of significance of 0.05, which means a significant relationship between social media exposure and civic competencies. Wihbey (2015) states that academic research consistently demonstrates a positive correlation: individuals who consume news media are more likely to be civically involved. As public attention increasingly shifts to platforms like Facebook and Twitter, scholars are evaluating the emerging connection between social media use and civic engagement.

Rainie et al. (2012) substantiates the study's results and indicates that social media is a significant feature of civic engagement in the U.S. A Pew Research Center survey found that more American adults use social networking sites like Facebook, and more of these users have participated in at least one political activity via social media.

Proposed Learning Enrichment Plan

The Learning Enrichment Plan (LEP) serves as the output of this study, outlining a comprehensive and practical plan to enhance civic competencies through strategic Social Media Exposure.

Table 12. Proposed Learning Enhancement Plan

Objectives	Intervention	Time Frame	Resources Needed	Person/s responsible
Encourage students to develop critical thinking skills when accessing online information.	Develop an online information literacy program to enhance students' critical thinking skills when accessing online information.	1 month	Printed handbook containing practical tips, strategies, and examples to help students develop critical thinking skills when accessing online information.	Instructional designers, librarians, faculty teachers, student leaders, and assessment coordinators
Facilitate students' utilization of social media platforms for enhanced communication.	Create a Digital Communication Skills enhancement program for students to learn how to use social media platforms better.	2 months	Online resource hub containing articles, infographics, and downloadable resources on digital communication skills, accessible to students for self-paced learning and reference.	Student leaders, faculty advisors, and IT experts
Empower students to develop civic competencies through active engagement on social media platforms.	Create a Civic Engagement Challenge on social media platforms specifically to targeting students.	1 month	Promotional materials, including posters, flyers, and digital graphics, to raise awareness and encourage participation in the challenge.	Student leaders, faculty advisors, and social media experts
Foster technology use to develop digital skills at the same time increase political engagement through online platforms.	Organize workshops or webinars that focused on digital literacy and technology use for political engagement of students.	1 month	Compilation of online resources, including articles, tutorials, and videos, to supplement workshop content and encourage further exploration of digital skills for political engagement.	Student leaders, faculty advisors, and digital experts
Support students in increasing online browsing time for a better grasp of civic topics.	Allot civic study hours where students can devote time to browsing and studying civic-related materials.	1 month	Study guides or reading lists to help students navigate through civic-related materials efficiently and focus on key concepts and themes.	Student leaders, faculty advisors, and academic support staff

The Learning Enrichment Plan (LEP) includes interventions such as an online information literacy program, comprehensive civic engagement, social media political dialogue, community engagement initiative, digital communication skills program, workshops or webinars focused on digital literacy, civic study hours, and social media platforms as tools for learning. The recommendations for the proposed enrichment learning plan serve as a guide for the student leaders, advisers, faculty, and academic support staff who are the target of this study.

Conclusions

Most respondents were young adult females, third-year students, using personal phones for 3-4 hours daily on Facebook via WI-FI/router. The respondents are exposed to social media in terms of accessibility. On the other hand, the respondents are exposed to social media during their browsing hours. Overall, the respondents are exposed to social media. The respondents are very civically competent in terms of civic knowledge, 21st-century skills, political engagement, and overall civic competence.

This result suggests no statistically significant difference in social media exposure between the sexes. In addition, the data show no significant difference in social media exposure among the respondents, regardless of age, year level, device used, hours spent, social media platform used, or internet type. The study found no significant difference in civic competencies when the respondents were grouped by sex, age, year level, device, hours spent, social media platform used, and internet type used. There is a clear relationship between exposure to social media and civic competencies.

The proposed Learning Enrichment Plan (LEP) is the output of the study and reflects the study's results and will serve as a guide for those who will benefit from this study.

Recommendations

The students are encouraged to submit a qualification for a local and/or national scholarship to subsidize their need for an extra allowance for internet-ready devices and engage responsibly in social media platforms using internet-based devices to develop civic awareness, civic competencies, and political engagement.

The students are encouraged to participate in civic organizations more than school-based organizations, through social media platforms. The College of Teacher Education is encouraged to adopt the proposed Enrichment Learning Plan to develop civic competencies using social media. Finally, future researchers are encouraged to conduct a parallel study that explores qualitatively the relationship between social media and civic competencies across colleges and programs.

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