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SOCIAL MEDIA USE AND SOCIAL RELATIONSHIP AS PREDICTORS OF CIVIC ENGAGEMENT AMONG SENIOR HIGH SCHOOL LEARNERS

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ABSTRACT
Low civic engagement is a problem among youth today. This study determined the significance of the social media use, and social relationship as predictors of civic engagement among senior high school learners. A multiple linear regression analysis was utilized, involving 300 samples selected through stratified random sampling. It is concluded that social relationship variable, not the social media use is a significant predictor affirming the social capital theory. Together, the predictors account 32% variance in the criterion variable. Quantitative research using other variables not covered in this study to account the 32% variance in civic engagement, and qualitative research to explore emerging themes and sub-themes relevant to civic engagement are recommended.

KEYWORDS: *Social Media Use, Social Relationship, Predictors of Civic Engagement, Senior High School Learners.*

INTRODUCTION

Low civic engagement is a problem among youth today, where there is a decline in community wellbeing which leads to the reduce of trust and social cohesion (Brady et al., 2020). Research conducted in Nigeria reveals a negative level towards the level of secondary school students' attitude towards civic engagement and do not realize their duty to participate in community development, and take part in civic obligations (Abdu-Raheem & Olorunda, 2019). In addition, civic youth engagement in Japan found low and has demonstrated to be more conservative which leads to lower level of political and social efficacy (Endo, 2023). Also, research conducted in South Korea by Jang (2023) shows that students lacked to engage in civic activities, would lead to misunderstanding and limited opportunities in meeting and engaging in conversations, and not perceiving each other as partners in a symbiotic relationship.

Moreover, lack of interest in civic engagement resulting to low critical thinking, low voter turnout, and ineffective governance among the youth in the Philippines have shown (Balbin, et al., 2023). On the other hand, according to the case study conducted by Cadano (2023) in Leyte shows that among 548 youths residing in the Barangay Babatngon, District III, only 30 youth are focused in volunteer organization and the majority of youths do not partake in community activities and it resulted to lack of motivation to participate which involves the community youth activities.

Furthermore, research indicates that there has been a gradual decline, involving the youth's active involvement in civic activities over the years and have revealed gaps on how was the knowledge and engagement of youth about civic issues both across and within countries (Schulz et al., 2010, 2019, 2024). Also, it is continuously a significant challenge for educational policy and practice to further improve the student learning in this area in the future, in order to promote young people's commitment to civic engagement. (Schulz et al., 2010, 2019, 2024). In light of this decline, it is imperative to unravel the possible reasons for this dwindling enthusiasm and have a workable solution to collectively reclaim the youth's passion, energy, and empowering them to once again embrace their roles as architects of change. Thus, this research is conducted.

Statement of the Problem

This study determined the significance of the social media use, and social relationship as predictors of civic engagement among senior high school students. Specifically, it aims to achieve the following objectives;

1. To determine the extent of social media use in terms of social interaction, entertainment, information, and convenience. Social relationship in terms of; emotional support, instrumental support, and friendship. And, civic engagement in terms of attitudes and behaviors.
2. To determine the significance of the correlation between social media use, social relationship, and the civic engagement as perceived by the senior high school learners.
3. To determine whether social media use and social relationship influence senior high school students' civic engagement.

Hypotheses

This study was tested at a 0.05 level of significance.

H_{o1}: There is no significant relationship between social media use, and social relationship, and the civic engagement as perceived by the senior high school learners.

H_{o2}. There is no significant influence social media use, and social relationship, and the civic engagement as perceived by the senior high school learners.

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Theoretical Framework

The study is anchored on the Social Capital Theory by Bourdieu (1986). The theory suggests that the social networks and ties can be used in accomplishing social goals outcomes that will benefit people individually, in groups, and throughout society, much like physical or human capital, it involves networks and individual relationships which can be beneficial to a specific social action (Portes, 2000).

In line with this social media use was used instead of social networks, while social relationship was used instead of ties and civic engagement was used instead of social goals outcomes as it determines the civic engagement of a person.

Figure 1 shows the variable of the study. The independent variable social media use with four dimensions developed by Lin, Wang, and Chen (2016) which are social interaction, entertainment, information, and convenience; and social relationship with three (3) indicators as stated in the study Cyranowski et al., (2013) which are emotional support, instrumental support, and friendship. The dependent variable is civic engagement with two (2) indicators as stated by Doolittle and Faul (2013) which are attitudes and behavior.

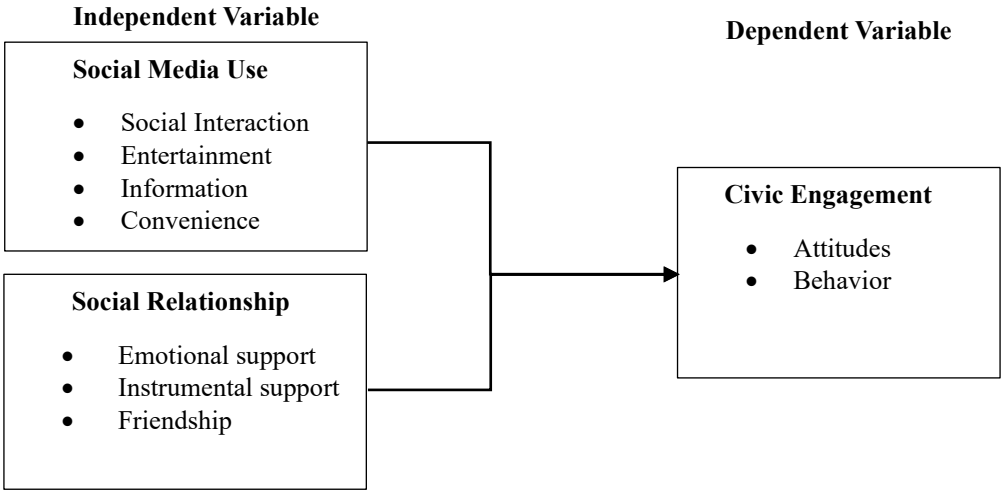


Fig 1. Conceptual Framework of the Study

Materials and Methods

This chapter sets out the methods and processes that the researcher employed to carry out the study. Its topics include the research design, locale of the study, sample and sampling technique of the study, research instrument, data gathering procedure, data analysis, and ethical considerations.

Research Design

This study used a quantitative predictive research design using multiple linear regression analysis, a methodology that seeks to forecast results or patterns using current data and analytic methods (Witteloostuijn, et al., 2022). Also, as cited predictive research entails finding the relationships between several variables and calculating the degree to which one variable may be predicted by another using statistical analysis. This design is to determine the variables, therefore quantitative method was used to accurately and analyze key factors.

Research Locale

The respondents of this study were senior high school learners of Davao City, specifically the senior high school students of the five (5) secondary schools which belong to a chosen Cluster in the Division of Davao City, Region XI. The first school was considered as a large school in Davao City; the three schools were considered as medium schools and the remaining school was considered as a small school. All chosen schools were public learning institutions in Davao City, specifically Davao City Special Education National High School, Langub National High School, Ma-a National High School, Mabini National High School, and Magtuod National High School. Moreover, these schools implemented the K to 12 basic education programs, offering both junior and senior high school programs.

Sample and Sampling Technique

The researcher utilized a stratified random sampling, it entails dividing the target population into uniform, mutually exclusive segment, a basic random sampling is taken from each part selected (Etikan & Iliyasu, 2021). The chosen sample from several strata is integrated to produce just one example. Each stratum is similar to the other key survey-relevant criteria like income or national attainment.

To determine the estimator accuracy and survey expenses, the researcher utilized the data stratification method to improve the efficiency of sample design. This approach was the most effective way for the study since it yields the best findings and reduces bias. By using stratified sampling, the researcher chose and randomly selected 300 senior high school students from five (5) schools that

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belong to cluster 3 for the school year 2024-2025 to serve as a respondent of this study. The 300 samples are the appropriate population to statistically analyze. To analyzed the data gathered in answering the research problems of the study, 300 samples were the appropriate population to address the research problems.

Research Instrument

The researcher has undergone to a validation committee and conducted a pilot testing in order to get the data and to test the reliability of the study. The researcher used the adapted survey questionnaire, which consisted three (3) sections. The first section is adapted, modified and paraphrased of the Social Media Use Questionnaire from Lin, Wang, and Chen (2016) which comprises of 15 items to fit on the study. The questionnaire had undergone expert validity with mean score of 4.05 or Average, and pilot testing of Cronbach Alpha of .648 or Acceptable. Each item from this questionnaire was scored using four-point Likert Scale which range from Strongly Agree to Strongly Disagree. The following range of means was used in describing the level of social media use.

Range of Means	Descriptive Level	Interpretation
3.50 – 4.00	Very High	The social media use is very extensive.
2.50 – 3.49	High	The social media use is extensive.
1.50 – 2.49	Low	The social media use is limited.
1.00 – 1.49	Very Low	The social media use is very limited.

The second part of the survey was the Social Relationship Questionnaire by Cyranowski et al, (2013). Each item was scored using a four-point Likert Scale ranging from, Strongly Agree to Strongly Disagree. The original questionnaire was modified, paraphrased and was updated in order to fit the school setting. Experts verified the updated questionnaire with an average mean of 4.05 or better, and pilot testing was conducted with Cronbach Alpha of .870 or Very Good. The respective range of means was used in describing the level of social relationship which students evaluated.

Range of Means	Descriptive Level	Interpretation
3.50 – 4.00	Very High	The social relationship is very strong.
2.50 – 3.49	High	The social relationship is strong.
1.50 – 2.49	Low	The social relationship is weak.
1.00 – 1.49	Very Low	The social relationship is very weak.

Further, the last part of the questionnaire was the Civic Engagement Questionnaire, which pertained to students' individual attitudes and behavior that was affected by service-learning experience, it was made of ten (10) items adapted, modified and paraphrased from Doolittle and Faul (2013). The original questionnaire was adapted, revised and paraphrased to reflect the school environment. In responding the questionnaire, a Likert Scale with four possible responses ranging from Strongly Agree to Strongly Disagree was used in responding to the questionnaire. Just like Part 1 and Part 2, experts verified the updated questionnaire with a probability mean percent of 4.05 of Average and was pilot tested it with a Cronbach Alpha of 0.781 or Good, confirming the validity of the original questionnaire. Civic engagement will be described using the range means below.

Range of Means	Descriptive Level	Interpretation
3.50 – 4.00	Very High	The civic engagement is very good.
2.50 – 3.49	High	The civic engagement is good.

Moreover, after administering the pilot testing to the thirty (30) respondents who were not part of the subject of the study as respondents, it was found out to be reliable, with the coefficient of reliability being very good. This designed test was examined the consistency of respondent responses in the given items reflected in the questionnaire.

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Therefore, the overall reliability test rating with Cronbach's Alpha of 0.851 with an equivalent internal consistency rating of very good.

Data Gathering Procedures

The researcher has conducted the following steps and procedures in gathering the data for this study:

Asking for Permission to Conduct the Study. The researcher secured and valued the importance and guidelines of ethical standards set by Society for Moral Integrity and Legal Ethics (SMILE) approval first and foremost, after the successful proposal defense. The researcher asked for an endorsement letter from the Dean of the Graduate School of Holy Cross of Davao College, with the consent of the research adviser in conducting the study. With the endorsement letter, the researcher sent a request letter to the Department of Education, Division Office of Davao City through the Schools Division Superintendent (SDS) to conduct the study together with the researcher manuscript and Society for Moral Integrity and Legal Ethics (SMILE) certificate. Then, the researcher asked first for the consent of the school principal in the said school.

Administration and Retrieval of Questionnaires. With the approval and full support of the School Division Superintendent (SDS) of Davao City, the School Principal and School Head, the researcher managed the actual administration of the survey questionnaires, the researcher translated each question from the indicators to their dialect to ensure that the respondents understood each question well and that their answers were accurate. The identified learners in the school were requested to answer the instrument. After the respondents completely answered and provided all the necessary data needed in the questionnaire, the researcher retrieved all the answered questionnaires.

Gathering and Tabulation of Data. After the survey questionnaires were successfully administered and retrieved, the data was collated and tabulated. Then, appropriate statistical tools were administered to obtain the necessary data for analysis and interpretation and further analysis.

Data Analysis

To analyze the result of the study, the researcher utilized the following statistical tools:

Mean. This was used to answer the first three statement of the problem of the study. More specifically, it was used to describe the level of influence of social media use to social relation and civic engagement of the senior high school learners in Davao City, Cluster III.

Standard Deviation. This statistical tool was used to determine the significance of the relationship between social media use to social relationship and civic engagement among the Senior High Learners in Davao City, Cluster III.

Pearson Product Moment Correlation of Coefficient. This statistical tool was used to determine the significance of the relationship between social media use to social relationship and civic engagement among the Senior High Learners in Davao City, Cluster III.

Multiple Linear Regression. This was used to determine the level of influence of between social media use and social relationship to civic engagement, and to predicts a response variable's result using a number of explanatory variables.

Ethical Considerations

Following the guidelines of ethical standards set by Society for Moral Integrity and Legal Ethics, the researcher has secured informed consent from the students before data gathering. Informed consent procedure was ensured that the respondents participated voluntarily, and was not be coerced, and in any time could withdraw at whatever the reason. Also, the privacy of the respondents and were dealt with the utmost consideration by the researcher. The researcher has protected the respondent's identification by keeping their names anonymous and their information confidential with adherence to Data Privacy Act of 2012, reiterating that the data subject would be freely given a specific, informed indication of will, whereby the data subject agrees in collecting and processing personal information and relating to him or her. Additionally, the researcher ensured that the conduct of the study is transparent, honest, and objective for the welfare of the research respondents. No conflict of interest was experienced during the study. The researcher submitted a copy of the study to the Dean of the Graduate School and the Commission on Higher Education. If possible, this will be presented at research congresses, forums, and conferences for scientific discussion.

Results

Presented in this chapter outlines the findings and narrative presentation derived from the data gathered. The discussion is presented, specifically descriptive analysis, correlational analysis, regression analysis, and the summary of findings.

Descriptive Analysis

Table 1 is the descriptive table. It indicates the descriptive analysis providing insights into the levels of social media use, social relationship, and civic engagement, along with their corresponding indicators. Moreover, it contains standard deviation, means, and the descriptive level. Lastly, the interpretation is based on the mean scores, which determine the descriptive level, and the standard deviation, which reflects the variability of responses.

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Table 1. Descriptive Table.

Variables	SD	Mean	Descriptive Level
Social Media Use	***0.278***	***3.34***	***Very High***
Social Interaction	0.400	3.29	Very High
Entertainment	0.411	3.29	Very High
Information Seeking	0.425	3.38	Very High
Convenience	0.386	3.39	Very High
Social Relationship	***0.619***	***3.26***	***Very High***
Emotional Support	0.782	3.22	High
Instrumental Support	0.663	3.18	High
Friendship	0.731	3.37	Very High
Civic Engagement	***0.409***	***3.05***	***High***
Attitudes	0.325	3.22	High
Behaviors	0.580	2.89	High

First, the social media use variable obtained an overall mean of 3.34, the result described as very high, indicating the social media use among senior high school learners is very extensive. Moreover, all of the indicators of social media use obtained very high, which means that the respondents used social media very extensively.

Secondly, the social relationship variable obtained an overall mean of 3.26, and was rated as very high, which indicates that the level of social relationship of the senior high school learners was very strong. Among the indicators, friendship received a very high rating, while other indicators which is emotional support and instrumental support rated at a high level.

Lastly, the civic engagement of senior high school student's variable obtained overall mean of 3.05, and it was rated as high, which means that the level of respondents in civic engagement was good. Additionally, all of the indicators, which was attitudes and behavior was described as high.

Correlation Analysis

Table 2 is the correlation table. This section describes the correlation analysis that examines the relationships between social media use, social relationship skills, and civic engagement among senior high school learners. The table contains the r-value, p-value, level of significance, and the interpretation.

Table 2. Correlation Table.

	Civic Engagement			
	R	**p-value**	**Decision on Ho @ 0.05 level of significance**	**Interpretation**
Social Media Use	-0.023	0.666	Failed to Reject Ho	Not Significant
Social Relationship	0.218	0.000	Reject Ho	Significant

The table 2 specifically reveals that the correlation analysis of social media use and civic engagement obtained a p-value of 0.666 which is greater than 0.05 degree of confidence. Hence, the correlation failed to reject the null hypothesis. It further indicates that the correlation between the social media use and civic engagement is not significant. Additionally, an obtained r-value of -0.023 suggests an inverse but negligible relationship, meaning that variations in social media usage do not substantially influence levels of civic participation among senior high school learners.

Moreover, the correlation between social relationship and civic engagement variables obtained a p-value of 0.000 which is less than 0.05. With a p-value below 0.05, the null hypothesis is rejected, confirming that social relationship significantly influences civic engagement. Furthermore, an analysis of r-value obtaining 0.218, reveals high positive correlation between social relationship and civic engagement among senior high school learners.

Regression Analysis

Table 3 is the regression table. This section depicts the regression analysis examining the predictive relationship between social media use, social relationship, and civic engagement. The table presents the unstandardized (B) and standardized (Beta) coefficients, which indicate the strength and direction of the relationships, along with the t-values and significance levels (p-values) to determine statistical significance.

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Table 3. Regression Table

	Civic Engagement						
	Unstandardized Coefficients		**Standardized Coefficients**				
	B	**Std. Error**	**Beta**	**T**	**Sig.**	**Decision on Ho**	**interpretation**
Constant	3.225	0.267		12.086	0.000		
Social Media Use	-0.243	0.091	-0.165	-2.677	0.008	Reject Ho	Significant
Social Relationship	0.196	0.041	0.297	4.821	0.000	Reject Ho	Significant

$R = 0.261$; $R^2 = 0.068$; F-value = 11.707; p-value = 0.000

Table 3 reveals that the social media use variable obtained a coefficient beta of -0.165, indicating that it has 1.65% degree of influence on the level of civic engagement of the respondents. As indicated by the p-value of 0.008 which is the p-value is less than 0.05, confirming that social media use has significantly negative degree of influence towards civic engagement. Additionally, the negative Beta coefficient for every 0.165 increase in social media use, there is a corresponding units increase in civic engagement variables. This implies that while these factors influence civic engagement, other variables not included in the model may also play a significant role.

In contrast, the social relationship variables yield different results. It obtained a positive coefficient beta of 0.297, indicating that it has 2.97% degree of influence on the level of civic engagement of the respondents, the data suggests that individuals with stronger social relationship are more likely to be actively involved in civic activities. Also, the Beta coefficient for every 0.297 increases in social relationship, there is 0.297 corresponding units increase in civic engagement variables. Moreover, with a p-value below 0.05, the null hypothesis is rejected, indicating that social relationship significantly predicts civic engagement.

Furthermore, table 3 reveals that the two predictive variables obtained an R^2 value of 0.068 suggests that only 6.8% of the variance in civic engagement can be explained by social media use and social relationship. This combined degree of influence is significant as indicated by the p-value of 0.000, which is less than the 0.05 degree of confidence.

Summary of Findings

1. The social media use is very extensive, and social relationship is very good, while the civic engagement of the respondents is very good.
2. The social media use negatively correlates with civic engagement, while social relationship indicate a positive high level of correlation with civic engagement.
3. The social media use does not significantly influence the student's civic engagement. On the other hand, social relationship significantly influences the criterion variable.

DISCUSSION

This chapter provides detailed discussion of the key findings of the study conclusions and recommendations that was derived from the research conducted. This specifically includes of previous published studies that either supported or denied by the results of this study.

Descriptive Analysis

Social Media Use among Senior High School Learners

The findings of results indicates that there is a very extensive social media use among senior high school learners for various activities such as for convenience and information seeking, and social interaction. This signifies that social media is a valuable tool for accessing information efficiently. Similarly, it implies that social media plays a crucial role in maintaining connections and providing leisure activities. The results concluded the studies of Danso, et. al. (2023) that online flatform may become a very effective tool for civic engagement and social contact, they assert that it might opened up new channels for advocacy and connection as the data it shows that there is a high level of social media use.

Moreover, the results showed that there is a relatively low standard deviations suggest a consistent agreement among respondents regarding their high engagement in these activities. However, Bonsaksen, et al. (2023) asserts that overuse or shallow social media use may impede the growth of more profound social skills or cause disengagement from worthwhile community activities (Bonsaksen, et al. 2023). Data provided it is necessary to carefully examine both the advantages and disadvantages of digital communication in order to comprehend how social media affects civic involvement and social connection.

Social Relationship among Senior High School Learners

The results of social relationship among senior high school learners revealed very good, and it indicates that the respondents generally perceived themselves as socially competent. However, the analysis of its components shows some variation. *Friendship* received a very high rating, emphasizing the decisive role of social connections in their interactions. Meanwhile, *emotional support* and *instrumental support* were rated at a high level, indicating that while respondents provide and receive support, there is room for further development in these areas. The higher

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standard deviations for these indicators suggest greater variability in respondents' emotional and instrumental support perceptions.

Research conducted by Albus and colleagues (2020), encouraging help-seeking behavior is crucial for creating support networks that work. Many people put off getting help because they feel independent or because they are afraid of being stigmatized by others. Because of this, people frequently neglect their needs, which can worsen social isolation and mental health problems. Bendau, Plag, & Hering, (2020) emphasized that enhancing the quality of support exchanges, expanding social support networks, encouraging help-seeking behaviors, and refining digital support systems are all key areas for development. Addressing these gaps can lead to stronger, more resilient support networks that better meet the emotional and practical needs of individuals, ultimately fostering greater well-being in both personal and community settings (Shevellar, & Westoby, 2018)

Civic Engagement among Senior High School Learners

The high level of attitudes towards civic engagement supported the study Sagiv et al. (2022) that people can feel good about themselves, that they matter, and that they have contributed when they adopt an attitude that encourages them to engage in meaningful, purposeful, and constructive behaviors. However, behavior towards civic engagement shows lower score due to some constraints such as parental civic behaviors and socioeconomic status (Fliaguine et al. 2024).

Research conducted by Boulianne (2021) investigated how some respondents reported high levels of engagement without partaking in more time-consuming or significant activities like voting or volunteering because of digital activism might seem like a sufficient substitute for participation. On the other hand, Mitchelstein et al. (2021) discovered that although people mobilized on social media, they frequently resisted converting this online activism into real-world activities like volunteering in person or going to marches.

Correlation Analysis

Social Media Use and Civic Engagement among Senior High School Learners.

The result implies that while respondents frequently use social media for social interaction, entertainment, and information-seeking, this engagement does not necessarily translate into active participation in civic-related activities. This finding aligns with research suggesting that while social media can expose individuals to civic discussions, it does not always lead to direct involvement in community or political activities. Study conducted by Boulianne, & Theocharis, (2020) stated that internet use affects civic and political engagement. The study comes to the conclusion that although internet use raises political awareness and promotes some online activism, it does not always result in offline engagement, such as going to protests or having in-person conversations. Thus, merely engaging with civic content online may not be sufficient to drive meaningful civic action.

Moreover, merely engaging with civic content online may not be sufficient to drive meaningful civic action. Research conducted Barberá (2020) stated that those younger generation even though they are quite active online, they frequently find it difficult to convert their online activism into real, outside civic engagement.

Hence, the findings suggested that social media use alone is not a reliable predictor of civic engagement, indicating that mere online interactions do not necessarily lead to active community involvement. This emphasizes the need for structured initiatives encouraging meaningful civic participation beyond online platforms, such as community-based projects, civic education, and outreach programs.

Social Relationship and Civic Engagement among Senior High School Learners

This result indicates that the ability to build and maintain friendships, provide emotional and instrumental support, and engage in social interactions contributes to increased civic participation. Results shows that social relationship and civic engagement corelates to each other, according to Dahlgren, & Hill, (2020) social connections act as conduits for political engagement, and improving interpersonal empathy and communication that can result to increased civic engagement.

Moreover, socially connected and supportive individuals are more likely to engage in volunteering, community service, and civic activities, reinforcing the importance of interpersonal relationships in fostering civic responsibility. Research conducted by Boulianne (2021) discovered that people are more inclined to take part in civic-related activities if they regularly interact with others and participate in community-building activities.

Furthermore, this finding highlights the need for programs that enhance social relationship, as they can serve as a pathway for strengthening civic engagement. Conversely, the significant relationship between social relationship and civic engagement underscores the importance of social connections in fostering civic responsibility. Encouraging interpersonal relationships through collaborative activities, group discussions, and mentorship programs may enhance individuals' willingness to engage in civic-related activities. Institutions should consider integrating social skills development programs to strengthen civic participation, especially among younger individuals.

Regression Analysis

Social Media Use to Civic Engagement among Senior High School Learners.

Based on the findings of the study, the correlation analysis highlights that social media use does not significantly impact civic engagement among senior high school learners, suggesting that online interactions do not automatically translate into active civic participation. This finding implies that while individuals may engage with civic-related content on social media, it does not necessarily lead to real-world participation in civic activities.

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Moreover, excessive social media use might contribute to passive engagement, where individuals consume information rather than actively participate in civic responsibilities (Robertson, 2018). Additionally, this aligns with concerns that social media can create a sense of "*slacktivism*," where users express support online but do not engage in tangible civic actions (Piat, 2019).

Furthermore, Sharot et al. (2020) argue that people were led to an illusion of activism in which people feel pressured to support issues just because it is the dominant opinion in their online communities, without actually implementing those sentiments in their offline endeavors. And, this "bandwagon effects" may draw people who are already enthusiastic about the cause, indicating that although social media can inspire current activists, it might not be as successful at involving those who are oblivious or uninterested (Foos et. al 2021).

Social Relationship to Civic Engagement among Senior High School Learners

Social relationship positively influences civic engagement, suggesting that interpersonal connections play a significant role in fostering community involvement. This finding reinforces the study of Dolan (2022) that interpersonal relationships foster friendships and offer emotional and practical support, critical drivers of civic participation.

Moreover, Individuals who engage in meaningful social interactions and support networks are more inclined to participate in community activities, volunteer work, and other forms of civic engagement (Dang L, et al. 2021). This emphasizes the role of strong social ties in fostering a sense of responsibility toward civic and community involvement.

Hence, social relationship is crucial in promoting civic engagement, indicating that the learners with strong interpersonal skills are likelier to be involved in civic activities. These findings suggest the need for targeted interventions which foster social connections and community engagement to enhance civic participation.

Conclusion

Based on the findings, it is concluded that social relationship variable, not the social media use, significantly determines the civic engagement among senior high school learners. The predictors obtained 68% combined degree of influence. This finding partially aligns with the Social Capital Theory stating that social networks and ties can be used in accomplishing social goals and outcomes that will benefit people individually, which can be beneficial to a specific social action.

Recommendations

Based on the conclusion, further quantitative research maybe pursued using other variables not covered in this study in order to account the 68% variance in civic engagement, and qualitative research to explore other themes and sub-themes that maybe used as variables and indicators to further support or deny the theory. The following is strongly recommended in the context of United Nation' eleventh sustainable development goals: include social media use activities which foster civic engagement in the curriculum to foster a learning environment for civic duty and social interaction. Additionally, instruct students on how to work with community organizations in order to carry out outreach and community engagement programs, support peer education initiatives, and foster cooperation and knowledge exchange.

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