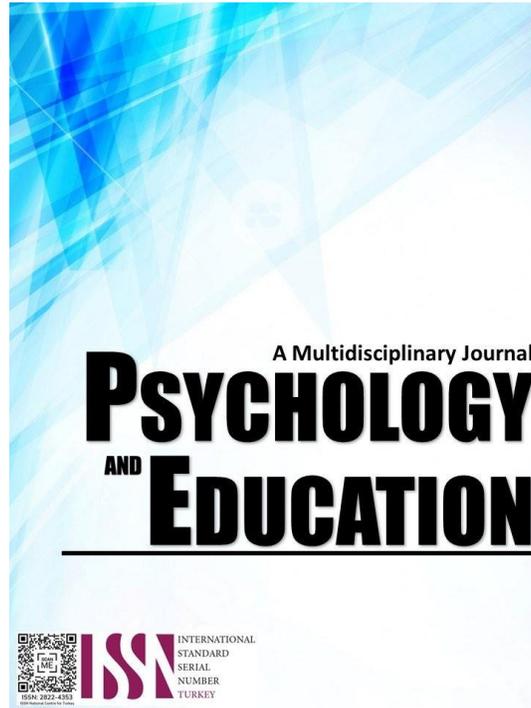


**PERCEIVED INFLUENCE OF SOCIAL MEDIA EXPOSURE AND
USAGE FREQUENCY ON THE SEXUAL BEHAVIOR OF
SENIOR HIGH SCHOOL STUDENTS AT
VALENCIA CITY HIGH SCHOOL**



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Perceived Influence of Social Media Exposure and Usage Frequency on the Sexual Behavior of Senior High School Students at Valencia City High School

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Abstract

This study aims to investigate the relationship between social media usage and sexual behavior among Senior High School students at Valencia City High School. Specifically, the study seeks to address the following objectives: (1) to identify the types of social media platforms used by the senior high school students of Valencia City High School, (2) To identify the frequency usage of exposure to sexual platforms among senior high school students of Valencia City High School, (3) To determine the perceived influence of social media platform on sexual behavior among senior high school students in Valencia City High School, and (4) To evaluate the correlation between social media usage exposure and the perceived influence of social media platform on sexual behavior among senior high school students in Valencia City High School.. The study employed a descriptive-correlational research design to collect the necessary data. The researcher surveyed to gather the participants' responses, and made an assessment based on their feedback. The results showed that students regularly connect with social media content related to entertainment, especially Facebook conversations, music, videos, and memes. Although exposure to connections to adult websites and sexual or suggestive content was less than that of general entertainment content, it was nonetheless significant. Students firmly believed that social media raises awareness about sex and relationships, normalizes and glamorizes dangerous sexual activity, and shapes cultural standards surrounding sexuality. Nevertheless, social media exposure and the perceived impact of social media on sexual behavior did not significantly correlate, according to correlation analysis. It implies that additional mediating elements, such as parental supervision, educational background, and personal convictions, can influence how pupils perceive and react to online sexual content.

Keywords: *frequency usage, exposure, perceived influence, social media platform, sexual behavior*

Introduction

Social media has become a crucial aspect of teenagers' life in the digital age, influencing their access to information, social connections, and even their opinions and behaviors. In addition to being important places for social interaction, social media sites like Facebook, Instagram, TikTok, and Twitter are also important information sources, including information on relationships and sexual health. Social media's pervasiveness has sparked worries about how it can affect adolescent behavior, especially in relation to teen pregnancy and sexual engagement.

Pregnancy among teens is a serious public health concern that affects young women, their children, and society as a whole in important social, economic, and health ways. Every year, around 16 million girls between the ages of 15 and 19 give birth worldwide; many of these pregnancies are unplanned and unintended (World Health Organization, 2020). With one of the highest rates of adolescent births in Southeast Asia, the Philippines continues to have concerningly high rates of teenage pregnancies (United Nations Population Fund, 2021).

Valencia City, located in Bukidnon, Philippines, is no exception to this trend. Local reports and school records from Valencia City High School indicate a worrying rise in teenage pregnancies among senior high school students. This situation underscores the need to investigate the contributing factors, with social media usage as a significant influence.

Teenagers may be exposed to a variety of things on social media, such as explicit content, peer behaviors, and cultural standards surrounding relationships and sexuality. According to studies, teens' views and behaviors can be influenced by sexual content they see on social media, which may result in an earlier start to sexual activity and a higher chance of teen pregnancy (Brown & L'Engle, 2009; Vandenbosch & Eggermont, 2013). Teenagers' choices and behaviors can also be influenced by social media, which can intensify peer pressure and mold ideas of acceptable behavior (Steinberg & Monahan, 2007).

Understanding the relationship between social media use and teenage sexual behavior is crucial for developing targeted interventions and educational programs. By examining how senior high school students in Valencia City High School use social media, the types of content they are exposed to, and the correlation between this exposure and their sexual behavior, this study aims to provide valuable insights that can inform policy and practice.

The findings of this research would contribute to the existing body of knowledge on the impact of social media on adolescent behavior and provide evidence-based recommendations for educators, parents, and policymakers. Addressing the influence of social media on teenage pregnancy is essential for reducing the incidence of teenage pregnancies and promoting the health and well-being of adolescents in Valencia City and beyond.

The rise in teenage pregnancy rates among senior high school students at Valencia City High School has become a significant concern.

As social media usage continues to grow among adolescents, there is a need to understand its potential impact on their sexual behavior. This study aims to investigate the relationship between social media usage and sexual behavior among Senior High School students of Valencia City High School. Specifically, the study seeks to address the following objectives: (1) to identify the profile of the respondents as to age, gender, grade level, and living conditions. (2) to identify the frequency usage of exposure to sexual platforms among senior high school students of Valencia City High School. (3) to determine the perceived influence of social media platforms on sexual behavior among senior high school students in Valencia City High School. (4) to evaluate the correlation between social media usage exposure and the perceived influence of social media platforms on sexual behavior among senior high school students in Valencia City High School.

Research Questions

The study focused on the Frequency of Usage and Exposure of the Perceived Influence of Social Media Platform on Sexual Behavior among Senior High School Students of Valencia City High School. Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents regarding age, gender, grade level, and living conditions?
2. What is the frequency usage of exposure to sexual platforms among senior high school students of Valencia City High School?
3. What is the perceived influence of social media platforms on sexual behavior among senior high school students in Valencia City High School?
4. Is there a correlation between social media exposure from usage and the perceived influence of social media platforms on sexual behavior among senior high school students in Valencia City High School?

Methodology

Research Design

This study employed a descriptive-correlational research design to investigate the effects of social media on sexual behavior among senior high school students at Valencia City High School. The descriptive aspect was focused on identifying the types of social media platforms used and assessing the level of exposure to sexual content. The correlational aspect will analyze the relationship between social media usage and the prevalence of teenage pregnancy among students.

Respondents

The study was conducted at Valencia City High School, located in Barangay San Isidro, Valencia City, Bukidnon. This site was selected for its relevance to the research objectives. San Isidro's population as determined by the 2020 Census was 2,481. Valencia City High School is a private institution funded by the Local Government Unit of Valencia located at the center of San Isidro, Valencia City, Bukidnon, there are 386 students from Grade 7 to Grade 12 in the school year 2024-2025.

The respondents for this study consisted of senior high school students of Valencia City High School, specifically students aged 16 to 19 years old. A sample size of 138 students was determined using population sampling to ensure unbiased across different grade levels (Grade 11 and Grade 12) and sections. The inclusion criteria for the study were: a.) Students currently enrolled in senior high school (Grade 11 or Grade 12); b.) Students who use social media platforms regularly (at least once a week); c.) Students willing to participate and provide informed consent (for participants under 18, parental consent was obtained).

The researcher studied "Frequency of Usage and Exposure to the Perceived Influence of Social Media Platform on Sexual Behavior among SHS Students of Valencia City High School", where the respondents were senior high school students. The school had 138 senior high students from the 2024-2025 list of officially enrolled senior high school students. Since the population is quite manageable, the researcher decided to include the total population. Thus, the researcher considered 138 senior high school students as respondents

Table 1 presents the 4 Sections of Senior High School in Valencia City High School with the total officially enrolled students in each section. This is to show the overall presentation of the respondents.

Table 1. Overall Respondents

Section	Number of Students
11- Newton	32
11- Mendel	32
12- Einstein	41
12- Darwin	33
Total	138

Procedure

The data collection process followed these steps: First, Formal permission was obtained from the school administration to conduct the study within Valencia City High School. Secondly, participants were provided with an informed consent form outlining the study's purpose, confidentiality measures, and their right to withdraw from the study at any time. To ensure a smooth and responsible experience for our younger participants, the researcher secured parental consent for anyone under 18. Next, the questionnaires were

distributed to participants during class hours, with assistance from teachers to ensure proper administration. Participants were given sufficient time to complete the questionnaire, and researchers were available to answer any questions or clarifications needed. Lastly, the researcher collected the completed questionnaires immediately after the students finished. All responses were kept confidential, and only aggregate data were used in the analysis to ensure participants' privacy.

Research Instruments

A structured questionnaire served as the primary instrument for data collection, organized into four distinct sections:

First: The initial section collected essential demographic information from the respondents, including their age, gender, grade level, and living situation.

Second: The second section aimed to identify the social media platforms utilized by students, detailing the frequency of their use and the types of activities they engage in on these platforms.

Third: The third section evaluated the extent of exposure to sexual content on social media, examining the frequency and nature of the content encountered.

Lastly: The final section investigated students' perceptions of how social media influences their views on relationships and sexual activity, as well as any direct or indirect experiences they may have had with teenage pregnancy.

The questionnaire was pre-tested to a small group of students not included in the respondents to ensure clarity and reliability. Revisions were carefully implemented in accordance with the pre-test results.

Ethical Considerations

This study adhered to the following ethical considerations: Participants were fully informed about the study's objectives, and their voluntary participation will be sought. They had the right to withdraw from the study without penalty. The privacy of the participants was strictly maintained. Personal information was not disclosed, and data was stored securely. The study ensured that no harm came to the participants for their participation.

Results and Discussion

This section analyzes and interprets data from students' quarterly grades, scores, and responses relevant to testing the research hypotheses. The order of the presentation follows the arrangement of the problems identified in the study.

Profile of the respondents as to age, gender, grade level, and living conditions.

The age distribution of the respondents is illustrated in Table 2. The majority of respondents are 17 years old, comprising 50.0% of the total. This is followed by those who are 18 years old at 25.4%, 16 years old at 17.4%, and 19 years old at 7.2%. In total, there are 138 respondents.

Table 2. Respondents' profiles in terms of Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
16	24	17.4	17.4	17.4
17	69	50.0	50.0	67.4
18	35	25.4	25.4	92.8
19	10	7.2	7.2	100.0
Total	138	100.0	100.0	

The average age of survey respondents is 17 years, with half of them within this age group. Only 7.2% of respondents are 19 years old, while more than 90% (92.8%) are between 16 and 18 years old. This suggests that the majority of participants are in senior high school.

The study represents the experiences of students in the 17-year-old age range because they make up the largest group. Only a few older students participated, as seen by the low number of 19-year-olds (7.2%). Many respondents fall into these two age groups, as seen by the cumulative percentages of 67.4% by age 17 and 92.8% by age 18. Due to their high level of digital involvement, studies indicate that teenagers between 16 and 18 are frequently exposed to social media (Valkenburg & Peter, 2011). This tendency is supported by the respondents' age distribution, which shows how important it is to examine how social media affects this demographic.

Meanwhile, the respondents' sex distribution is shown in Table 3. 64, or 46.4 percent, of the 138 participants are male, and 74, or 53.6 percent, are female. This suggests that there were somewhat more female respondents in this research.

Table 3. Respondents' profiles in terms of sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	64	46.4	46.4	46.4
Female	74	53.6	53.6	100.0
Total	138	100.0	100.0	

With a slight majority of female answers, the 7.2 percent gap between male and female participants indicates an equal gender distribution. All responses fall into one of the two categories, as seen by the cumulative percentage, which reaches 100% when females are included.

The almost equal number of male and female respondents guarantees that both groups' viewpoints are considered. Males and females may react differently to social media effects, according to research by Vandebosch & Eggermont (2016), with women frequently internalizing societal norms and expectations more firmly.

Additionally, the respondents' grade level distribution is shown in Table 4. According to the findings, 46.4% of the participants are in Grade 11 (n=64), and 53.6% are in Grade 12 (n=74). There are a total of 138 respondents.

Table 4. Respondents' profile in terms of Grade Level

	Frequency	Percent	Valid Percent	Cumulative Percent
11	64	46.4	46.4	46.4
12	74	53.6	53.6	100.0
Total	138	100.0	100.0	

The distribution of students in Grades 11 and 12 is almost equal, according to the data, with Grade 12 students being somewhat more represented. With more responses from students in their senior high school, the study appears to capture perspectives from students at both levels, as evidenced by the cumulative percentages of 46.4% in Grade 11 and 100% in Grade 12.

Students at higher levels may be more exposed to social media influences, especially in behavior and decision-making, according to Vandebosch & Eggermont (2016). Students in Grade 12 may use social media in a different way than those in Grade 11 since they are closer to maturity. Studies such as those by Morillos & Felicen (2019) emphasize that as students' progress in their academic journey, online interactions may increasingly shape their perceptions and behaviors, particularly regarding relationships and social norms.

A more comprehensive understanding of the effects of social media on senior high school students is ensured by the respondents' distribution throughout both grade levels. Teachers and legislators can create focused interventions to address the impact of social media on teenage behavior by having a better understanding of these variances.

Additionally, the respondents' living situations are shown in Table 5. 30.4% live with guardians (n=42), but the majority (60.9%) live with both parents (n=84). Only one respondent (.7%) belongs to a "No parent at all" category, and a lower percentage (8.0%) lives with one parent (n=11). There are 138 responders in all.

Table 5. Respondents' profile in terms of Living Situation

	Frequency	Percent	Valid Percent	Cumulative Percent
No Parents at all	1	.7	.7	.7
With Both Parents	84	60.9	60.9	61.6
Valid With One Parent	11	8.0	8.0	69.6
With Guardians	42	30.4	30.4	100.0
Total	138	100.0	100.0	

According to the data, a sizable percentage of respondents live with guardians, while the majority of respondents live in a typical family structure with both parents. While 30.4% of people living with at least one parent need guardians for help, the majority receive direct parental direction, according to the cumulative percentage of 69.6%.

Adolescent behavior, particularly exposure to social media and decision-making, might be influenced by living conditions. According to research, teens' online behavior and their comprehension of social norms are greatly influenced by parental monitoring (Livingstone & Smith, 2014). Compared to adolescents living with their parents, adolescents living with guardians may get varying degrees of supervision and direction, which could have an impact on how they use social media and how they view relationships (Magno & Macale, 2019).

The different living situations of the respondents highlight the need for targeted interventions that consider family dynamics. By understanding how various home environments influence social behavior, teachers and legislators can develop effective strategies to encourage teens to use social media responsibly.

Most respondents (50.0%) are 17, and the majority (92.8%) are between 16 and 18. This suggests that the population is primarily made up of senior high school students in their late adolescence, a time when they are highly engaged with technology (Valkenburg & Peter, 2011). With women slightly outnumbering men, the gender distribution is almost equal, guaranteeing a balanced representation of viewpoints. Regarding the grade level, 46.4% are in Grade 11 and more than half (53.6%) are in Grade 12, indicating insights from both year levels. The majority of respondents (60.9%) live with both parents, followed by guardians (30.4%) and single parents (8.0%). These differences in parental supervision may have an impact on the actions of adolescents (Livingstone & Smith, 2014). These demographic characteristics provide a well-rounded understanding of the study population, particularly in examining social media's impact on adolescent sexual behavior.

Frequency usage of exposure to sexual platforms among SHS of Valencia City High School

The frequency of exposure to several online platforms, such as social media, entertainment, and sexual content, among Valencia City High School senior high school students is shown in Table 6.

Table 6. *Frequency usage of exposure to sexual platform among SHS of Valencia City High School*

<i>How often do you use....</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
Entertainment (Music, videos, memes)?	4.7971	.58146	Very Frequently
How often do you use Facebook?	4.7754	.49844	Very Frequently
Social (Friends' posts, chats, comments)?	4.6812	.62765	Very Frequently
TikTok?	4.6522	.59990	Very Frequently
YouTube?	4.5797	.73307	Very Frequently
Educational Apps (Tutorials, news, informative posts)?	4.5000	.89809	Very Frequently
Instagram?	4.2971	1.04922	Frequently
Videos?	4.2609	1.15452	Frequently
Discussions/Forums?	4.0290	1.04597	Frequently
Images/photos?	4.0145	1.24973	Frequently
Sexual/Suggestive content?	3.7391	1.39501	Frequently
Links to adult websites?	3.7029	1.33679	Frequently
Twitter?	3.6232	1.65315	Frequently
Over all Mean	4.2809	.29532	Frequently

Legend: 4.50 to 5.00, Very Frequent; 3.40 to 4.49, Frequently; 2.50 to 3.49, Occasionally; 1.50 to 2.49, Rarely; 1.00 to 1.49, Never

"Entertainment (Music, videos, memes)" has the highest mean score at 4.7971 (SD = .58), and "How often do you use Facebook" comes in second with a mean of 4.7754 (SD = .49). Other commonly utilized platforms are "How often do you use TikTok" (M = 4.65, SD = .59) and "Social (Friends' posts, chats, comments)" (M = 4.68, SD = .62). Indicators of sexual content, however, have mean scores that are lower but still significant. The mean score for "Sexual/Suggestive content" is 3.7391 (SD = 1.39), but the score for "Links to adult websites" is 3.7029 (SD = 1.33). "How often do you use Twitter" has the lowest frequency (M = 3.62, SD = 1.65) of all the platforms provided, yet it is still over the scale's midline. Many respondents use these online platforms frequently, as indicated by the total mean frequency of exposure across all platforms, which is 4.28 (SD = .29).

According to the data, Facebook, TikTok, and YouTube are among the most popular social media and entertainment platforms for senior high school students. This is consistent with other research showing that teenagers use social media more than other applications. (Valkenburg & Peter, 2011). The high frequency of social interaction (M = 4.68) supports the idea that digital platforms are vital for peer connection and indicates that online communication is part of students' everyday lives (Livingstone & Helsper, 2007). Despite being less common than overall social media use, exposure to sexual content is nonetheless considered moderate when mean scores are more substantial than 3.5. The presence of sexual/suggestive content (M = 3.73, SD = 1.39501) and links to adult websites (M = 3.70, SD = 1.33) suggests that students occasionally come across such materials, intentionally or inadvertently. These results are consistent with research showing that teens are more vulnerable to exposure to explicit content due to the ease with which it may be accessed on digital platforms (Ybarra & Mitchell, 2005).

According to previous findings, students' digital experiences are dominated by social media and entertainment platforms, which emphasize their use for communication, entertainment, and information consumption. The children are digital natives, as seen by their high exposure to entertainment content (M = 4.79) and social media platforms like Facebook (M = 4.77). According to these results, teenagers use the Internet for social contact and pleasure, which might affect their digital literacy and general well-being (Boyd, 2014). The modest mean ratings for exposure to sexual content suggest that students do come across explicit items online, even though it is not their emphasis. According to research by Brown & L'Engle (2009), teenagers' attitudes toward relationships and intimacy may be impacted by frequent exposure to such content, which may also influence their sexuality-related behaviors and beliefs. Furthermore, the accessibility of social media algorithms, which can sometimes push suggestive content, may contribute to these findings (Uhls et al., 2017).

According to earlier studies, teenagers between 16 and 18 have a high level of digital engagement and frequently use social media for communication, entertainment, and self-expression (Valkenburg & Peter, 2011). Facebook, TikTok, and YouTube's dominance in this study is consistent with worldwide patterns in teenage internet use (Anderson & Jiang, 2018). Furthermore, rather than intentional consumption, exposure to online sexual content has been associated with curiosity-driven inquiry (Ybarra & Mitchell, 2005). These viewpoints are supported by the study's findings and emphasize the necessity of digital literacy initiatives that teach students to use social media.

The findings show that senior high school students often use social media and entertainment websites, and they are exposed to a modest amount of sexual content. These results emphasize how crucial it is to teach students digital literacy so they can responsibly use the internet. Future research could examine the effects of content exposure on students' views and decision-making processes, given the possible influence of social media on teenage behavior.

Level of Perceived Influence of Social Media Platform on Sexual Behavior

Valencia City High School senior high school student's perceptions of the impact of social media on sexual behavior are shown in Table 7. The overall mean of 4.17 indicates a high degree of agreement with the claims about how social media influences students' sexuality-related attitudes and actions. The statement, "I believe that social media often glamorizes risky sexual behavior, making it seem more acceptable," notably had the highest mean score (4.57), suggesting that students strongly believe social media to be a platform that normalizes and popularizes potentially harmful sexual behaviors.

The idea that exposure to online content may desensitize students to behaviors that would otherwise be deemed socially or morally questionable is further supported by the significant percentage of respondents who agreed with the statement, "I believe that social media normalizes risky sexual behavior" ($M = 4.37$, $SD = 0.93$).

Table 7. Level of Perceived Influence of Social Media Platform on Sexual Behavior

	<i>Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
I believe that social media often glamorizes risky sexual behavior, making it seem more acceptable.	4.5725	.90326	Very Agree
I believe that social media normalizes risky sexual behavior.	4.3768	.93748	Agree
Social media increases the likelihood of teenage pregnancy.	4.2899	1.08206	Agree
Social media provides me with more information about sex and relationships than traditional education.	4.2391	.95562	Agree
I believe social media is a positive influence on how I view sexual health and responsibility.	4.2319	1.06907	Agree
Social media has made me more open to exploring different sexual practices or identities.	4.0652	1.25102	Agree
Social media platforms make it seem normal to engage in casual sexual relationships.	4.0580	1.16373	Agree
I believe that social media plays a significant role in shaping societal norms around sexuality.	4.0507	1.08286	Agree
I believe that social media influences my peers' views on relationships and sexual activity.	4.0507	1.08958	Agree
Social media influences my views on relationships and sexual behaviour.	3.8261	1.16464	Agree
Mean Perceived	4.1761	.34122	Agree

Students should also be aware of the possible undesirable effects of uncontrolled exposure to sexual content on the internet, according to the statement "Social media increases the likelihood of teenage pregnancy" ($M = 4.28$, $SD = 1.08$). These results are consistent with earlier research, like that conducted by Brown and L'Engle (2009), which contends that early sexual behavior is more likely to occur among teenagers who are exposed to sexualized media content regularly.

Additionally, the data shows that students receive more information about sex and relationships than traditional education ($M = 4.23$, $SD = 0.95$). Although research suggests that digital platforms are the main places to learn about sexuality, it also raises questions regarding the veracity and quality of such material. While social media can provide available sexual health education, studies by Collins et al. (2011) highlight that it frequently lacks the direction and accuracy of formal education, which could result in misunderstandings and dangerous actions.

It's interesting to note that although students accepted social media's impact on risky conduct, they also observed how it shapes sexuality norms in society ($M = 4.05$, $SD = 1.08$) and how it affects their peers' opinions on relationships and sexual activity ($M = 4.05$, $SD = 1.08$).

According to these results, teenagers view social media as a two-edged sword that may be used for both educational purposes and to normalize informal and occasionally dangerous sexual behavior. Adolescent actions are greatly influenced by observational learning via digital media, which supports the notion that ongoing exposure to particular representations of sexuality shapes adolescents' perceptions and choices (Bandura, 2001).

The research shows that social media has a significant impact on senior high school student's sexual beliefs and practices. Although it provides information, its function in normalizing risky sexual conduct and influencing peer views raises questions about the possible repercussions of uncontrolled exposure. These results highlight the necessity of comprehensive sexuality education and digital literacy programs to give children critical thinking abilities through online content.

Correlation Analysis on Social Media Usage and Perceived Influence

The correlation analysis in Table 8 looks at how senior high school students at Valencia City High School view the impact of social media platforms on their sexual behavior in connection to their exposure to and usage of these platforms. Usage and perceived impact have a Pearson correlation coefficient of $r = -0.087$ and a significance level of $p = 0.309$

Table 8. *Correlation Analysis on Social Media Usage and Perceived Influence*

	<i>P-value</i>	<i>R-value</i>	<i>Decision</i>
Mean Usage	.309	-0.087	Not Significant
	.309	-0.087	Not Significant

The unfavorable association between social media use and its perceived impact on sexual behavior is indicated by the negative correlation value ($r = -0.087$). There is no meaningful relationship between the two variables, though, as the correlation is weak and statistically insignificant ($p > 0.05$). This suggests that students' perceptions of social media's impact on their sexual behavior are not substantially correlated with how frequently they use it.

The observed connection is not statistically significant, as shown by the significance value of $p = 0.309$, which is higher than the traditional cutoff of 0.05. This implies that any correlation between these factors may be of chance rather than a significant relationship.

According to the material currently in publication, social media influences attitudes and views of sexuality, although its direct effects may be mitigated by other elements like education, parental guidance, and individual values. Research indicates that exposure to sexual content on social media can influence attitudes and perceptions, although the extent of this impact varies by population and context. The results of this study are consistent with studies that indicate some changes in sexual views are not strongly predicted by social media use alone.

Overall, the findings show that senior high school students' perceptions of social media's impact on sexual conduct are not substantially correlated with their exposure to social media. This implies that although sexual information is available on social media, students' opinions and attitudes regarding sexual activity are probably impacted by a variety of outside variables in addition to their exposure to social media.

Conclusion

The study concluded that senior high school students at Valencia City High School are frequently exposed to various forms of social media content, primarily for entertainment, with Facebook, YouTube, and TikTok being the most commonly used platforms. Although exposure to sexual or suggestive content was reported less frequently than general entertainment, it remains a significant concern. Students overwhelmingly acknowledged the influence of social media in shaping perceptions about sex, normalizing risky sexual behaviors, and providing more accessible information about relationships than traditional education. However, statistical analysis revealed no significant correlation between the frequency of exposure and the perceived influence of social media on sexual behavior, suggesting that other factors—such as personal values, parental guidance, and educational background—may mediate the impact of such exposure.

In light of these findings, it is recommended that schools integrate digital and media literacy into the curriculum to help students critically assess the sexual content they encounter online. Comprehensive sex education should also be strengthened, emphasizing consent, healthy relationships, and media awareness. Parents must play an active role by engaging in open conversations with their children about online content and accessing resources on responsible digital parenting. Collaborative efforts among educators, parents, policymakers, and social media platforms are vital in creating a safer and more informed online environment for adolescents. Future research should investigate mediating variables such as peer influence, cultural context, and self-efficacy using mixed-methods approaches to gain a deeper understanding of how students process and respond to sexual content on social media.

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