Social Media Exposure, Global Consciousness, and Resiliency of Student Leaders

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ABSTRACT

One of the Sustainable Development Goals is to make resilient human settlements. Hence, this study explored what contributes to the resiliency of the builders of communities – the people, and it particularly investigated the resiliency of student leaders in the training grounds. This descriptive-correlational study was conducted at CAPSU Burias Campus during the Academic Year 2023-2024 to determine the social media exposure, global consciousness, and resiliency of student leaders, and ascertain significant relationships among the variables, and differences when grouped according to year level, academic course, number of student organizations joined, and type of leadership position. The study's respondents were 183 out of 350. The respondents' global consciousness and social media exposure were assessed using researcher-made questionnaires, which both passed content and construct validation by a jury of experts and yielded Cronbach's Alpha values of .923 and .900 respectively. The Brief Resilience Scale developed by Smith et al. (2008) was adapted to assess resiliency. Data were analyzed using descriptive and inferential statistics and results were interpreted at 0.05 level of significance. The study revealed that the respondents had a "high level" of social media exposure, a "high level" of global consciousness, and a "moderate level" of resiliency. The social media exposure levels of the respondents significantly vary when grouped according to year level. There are highly significant, positive correlations at different strengths among social media exposure, global consciousness, and resiliency of respondents. Student leaders' purposeful exposure to social media increases their global consciousness, allowing them to better adapt, respond accordingly and bounce back from difficult situations. These results imply that increasing purposeful social media exposure increases global consciousness, and improves resiliency of the student leaders.

Keywords: student leadership, social media exposure, global citizenship recognition

Introduction

One of the Sustainable development Goals that the United Nations adopted is to make resilient human settlements. Hence, a study exploring what contributes to the resiliency of the builders of communities – the people, is worthwhile. There is a need to particularly investigate the resiliency of student leaders in the training grounds.

Social media has revolutionized world connections among human settlements. The modern, complex, and interconnected human activities across the globe had involved a larger portion of the world populace including students. The globalization of human affairs calls for students to have global consciousness characterized by being updated about the latest world issues, understanding, and respecting cultural differences among nations, and the recognition of their roles as global citizens. Whitcomb (2022) stated that thinking about the world differently, adopting new perspectives, learning new ways of doing things, reflecting on worldviews, increased cognitive skills such as problem-solving.

Social media foster global consciousness. Abdullah et al. (2022) revealed that social media usage had influence on the lifestyles of youth, take part in the formation of of political perception (Alfaruqy et al, 2022), as well as values of young adults (Chua and Luyun, 2019). However, they also affect one's mental and psychological health leading to depression (Javed et al. (2019), self-esteem (Ward, 2018).

Social media serve several purposes (Alomari, 2019) and are channels of communication, entertainment, and education, which may be helpful or stressful, and quite challenging to students. However, the researcher has observed that there were students who led and helped others even in online communities- a demonstration of resiliency.

Zuill (2016) and Waide (2021) both agree that students' resilience significantly correlates with academic success. Bernardo et al. (2022) explored Filipino learners' current global competencies, and found out that concerns about pollution, feeling connected to people from other countries, beliefs about the importance of learning about other countries, how countries relate to each other, and how natural disasters in other countries affect the Philippines are variables that were associated with global competency indices.

The literatures, and the observations of the researcher led him to the identification of social media exposure, and global consciousness as interesting subjects for research that may have something to say about the resiliency of students who are leaders.

Thus, this study was conducted, and its main purpose was to describe the social media exposure, global consciousness, and resiliency of student leaders of CAPSU Buries, and find out if there were significant relationships among these variables. Specifically, this study sought to answer the following questions:

1. What is the level of social media exposure of student leaders, and in terms of variety-driven social media exposure, involvement-driven social media exposure, entertainment-driven social media exposure, academic-driven social media exposure, and relationship-driven social media?

2. What is the level of global consciousness of student leaders, and in terms of global issues consciousness, global cultures consciousness, and global citizen recognition?

3. What is the level of resiliency of student leaders of CAPSU Burias?

4. Is there a significant difference in the level social media exposure of respondents when they are grouped according to year level, course, number of student organizations joined, and type of leadership position held?

5. Is there a significant difference in the level of global consciousness of respondents when they are grouped according to year level, course, number of student organizations joined, and type of leadership position held?

6. Is there a significant difference in the level of resiliency of respondents when they are grouped according to year level, course, number of student organizations joined, and type of leadership position held?

7. Are there significant relationships among social media exposure, global consciousness, and resiliency of student leaders?

Materials and Methods

This study employed descriptive-correlational research. This study was conducted at CAPSU Burias Campus during the Academic Year 2023-2024. This study used the Cochran's formula to get the sample size. Then, using the formula for allocation, the sample size was determined to make sure that the student leaders enrolled for each curriculum program or course are proportionately represented.

The respondents of the study were the 183 out of 350 student leaders who were officers of the student organizations officially recognized by the Student of Affairs and Services Office of Capiz State University Burias Campus during the first semester of the said academic year. The were oriented of the objectives of the study including their roles and rights as respondents, and were provided opportunities to ask questions.

With consent from the respondents and authorities, quantitative data were gathered through the survey-method. The respondents' levels of global consciousness and social media exposure were assessed using researcher-made questionnaires, both passed content and construct validation by a jury of experts, and yielded a Cronbach's Alpha values of .923 and .900 respectively. The Brief Resilience Scale developed by Smith et al. (2008) was adapted for this study to assess the resiliency levels of the respondents. The descriptive interpretation of the scores measuring the three variables followed the five-scale levels namely "very low" (1.00 - 1.49), "low" (1.50-2.49), "moderate" (2.50-3.49), "high" (3.50-4.49), and "very high" (4.50- 5.00).

Data were analyzed using descriptive statistics such as mean, frequency and percentage, while Kruskal-Wallis and Spearman's rho for inferential statistics, and to test null hypotheses. Results were interpreted at 0.05 level of significance.

Results and Discussions

Profile of the Respondents

Year level. The result of the study revealed that most of the student leaders were third year college students (39.90%)

Academic Course. The student leadership body was composed mostly of students pursuing Bachelor of Secondary Education (40.40 %), followed by those pursuing Bachelor of Science in Agriculture (18 %), Bachelor of Science in Business Administration (15.30 %), Bachelor of Physical Education (9.30%), Bachelor of Science in Agricultural and

Biosystems Engineering (9.30 %), Bachelor of Public Administration (9 %) and Bachelor of Elementary Education (5 %).

Number of Student Organization Joined. Most of the respondents had singular affiliation or joined one student organization (46.50 %), followed by those who had dual affiliation or joined two student organization (32.20 %), and multiple affiliation or joined three or more student organizations (21.30 %).

Type of Leadership Role. Most of the respondents had Sole Subordinate Student Leadership (45.40 %), followed by those who had Multiple Subordinate Student Leadership (44.30 %), Mixed Superior-Subordinate Student Leadership (9.30 %), and Pure Superior Student Leadership (1.10 %).

Table 1. Profile of the respondents

VARIABLES	FREQUENCY	PERCENT
Year level		
I	25	13.70
II	64	35.00
III	73	39.90
IV	21	11.50
Total	**183**	**100.00**
Academic Course		
Bachelor of Elementary Education	5	2.70
Bachelor of Physical Education	17	9.30
Bachelor of Public Administration	9	4.90
Bachelor of Science in Agricultural and Biosystems Engineering	17	9.30
Bachelor of Science in Agriculture	33	18.00
Bachelor of Science in Business Administration	28	15.30
Bachelor of Secondary Education	74	40.40
Total	**183**	**100.00**
Number of Student Organization Joined		
Single	85	46.40
Dual	59	32.20
Multiple	39	21.30
Total	**183**	**100.00**
Type of Leadership Role		
Sole Subordinate Student Leadership	83	45.40
Multiple Subordinate Student Leadership	81	44.30
Mixed Superior-Subordinate Student Leadership	17	9.30
Pure Superior Student Leadership	2	1.10
Total	**183**	**100.00**

Level of Social Media Exposure
Figure 1 shows that more than majority (62%) of the respondents had "high level" of Social Media Exposure, followed by those who had "very low level of social media exposure (32%), and then by those who had "moderate level" of social media exposure (6%). The mean of 4.22 generally indicates that respondents had "high level" of social media exposure. The data imply that student leaders had highly exposed themselves in the conditions that subjected them to the influence of social media. The result of the study is parallel to the findings of Chua and Luyun (2019) that majority of the tertiary school students open social media accounts every day.
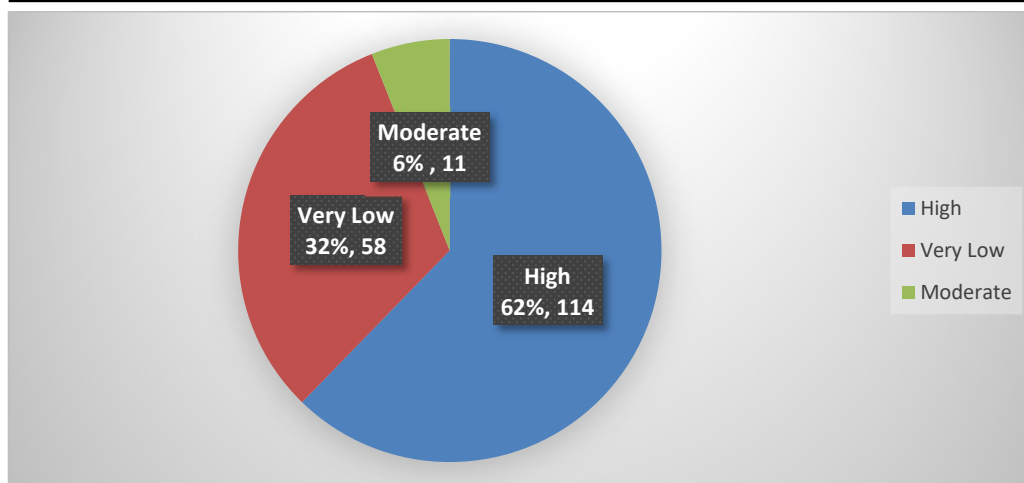
Figure 1. Level of Social Media Exposure of the respondents.

As shown in Table 2, the respondents had "high level" in terms of Academic-Driven Social Media Exposure. The data imply that the respondents had high level of being in the condition that subjected them to the influence of social media. This result may be attributed to the dominance of social media as means of communication and channel of getting information including in education.

In particular, the data imply that the respondents had "high" level of social media exposure that was academic-driven. This means that they used social media to communicate to teachers, to study and learn school lessons with friends and classmates, and to accomplish learning tasks and outputs. This can be attributed to the characteristics of student leaders of being responsible.

Also, the data imply that the respondents had "high level" of social media exposure that was variety-driven. This means they had access to more than one social media platform and multiple social media accounts, and they were updated of the latest social media applications. This result can be attributed to the need of student leaders to reach the students they lead through different social media platforms, that at the same time they also use in their studies.

Moreover, the data imply that the respondents had "high level" of social media exposure that was involvement-driven. This means they were personally, frequently, and actively involved, engaged, and connected in social media. This result can be attributed to the student leaders being socially active and involved.

Furthermore, the data imply that the respondents had "high level" of social media exposure that was entertainment-driven. This means that they were exposed and used social media for fun, entertainment, and pleasure. This result can be attributed to the need to entertain themselves and find outlet to distress due to their duties and responsibilities.

Finally, the data imply that the respondents had high level of social media exposure that was relationship-driven. This means that they used social media to be connected to friends, loved ones and families, and build, and maintain relationships. This result can be attributed to the social character of leaders that involved building relationships.

In summary, the respondents scored highest in Academic-Driven Social Media Exposure (M=4.38) followed by Variety-Driven Social Media Exposure (M=4.24), Involvement-Driven Social Media Exposure (M=4.23), Entertainment-Driven Social Media Exposure (M=4.15), and Relationship-Driven Social Media Exposure (M=4.11). This finding is different form the study Alomari (2019) who stated that student used social media more for socialization and entertainment rather than academic purposes.

Table 2. Level of Social Media Exposure and Its Components

VARIABLE	Mean	SD	Verbal Interpretation
Social Media Exposure	**4.22**	**0.46**	**High**
Academic-Driven Social Media Exposure	4.38	0.60	High
Variety-Driven Social Media Exposure	4.24	0.60	High
Involvement-Driven Social Media Exposure	4.23	0.50	High
Entertainment-Driven Social Media Exposure	4.15	0.59	High
Relationship-Driven Social Media Exposure	4.11	0.63	High

Level of Global Consciousness

Figure 2 shows that three-fourth (75%) of the respondents had "high level" of Global Consciousness, followed by those who had "very low level of global consciousness (15%), and then by those who had "moderate level" of global consciousness (10%). The mean of 4.02 generally indicates that respondents had "high level" of global consciousness. This finding implies that they had high awareness and understanding of global issues and cultures as well as high recognition their roles and capacities as global citizens. The results can be attributed to the current state of modern times that is characterized by high globalization of human activities accelerated by technologies, and the availability of world wide web that provides the student leaders a wide range of global information, thus, increasing their global consciousness.
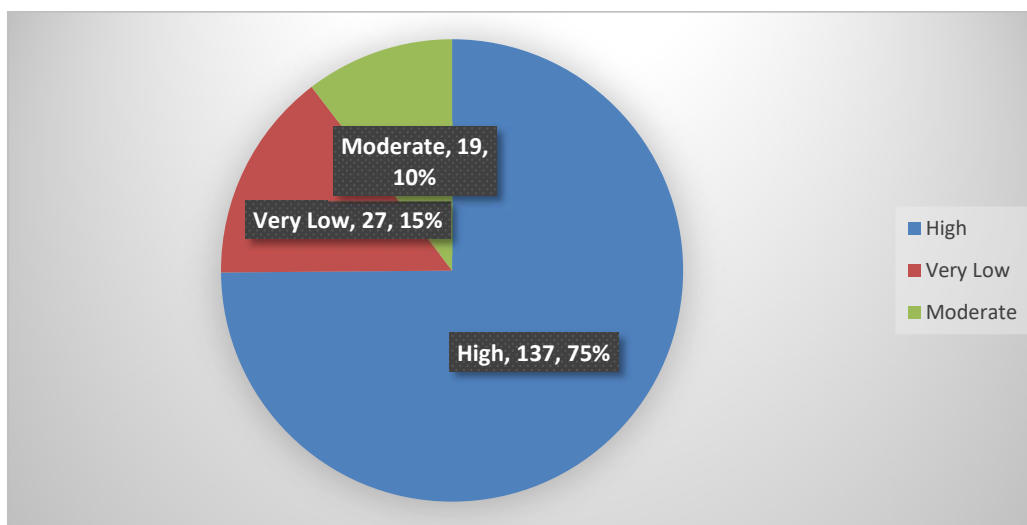
Figure
2. Level of Global Consciousness of the Respondents.

In terms of global consciousness components as shown in Table 3, the respondents had "high level" of global issues consciousness. The data imply that the respondents had "high" awareness and understanding of social problems and issues that affect multiple countries, and can "highly" identify, define, and discuss global concerns like poverty, wars, environmental issues, diseases and health issues, and educational issues. This result can be attributed to the unique characteristic of student leaders of being socially involved and active which may have allowed them be updated with the global issues.

In the same table, the data indicating "high level" of global cultures consciousness imply that respondents had high awareness and understanding of cultural values, beliefs, rituals and ceremonial activities, historical backgrounds, and practices as well as influences of other nations that can help them respect cultural differences. This result can be attributed to the condition that students also have high level of social media exposure that allowed them to discover the uniqueness of each nation's culture thus bringing them better understanding, and appreciation of global cultures.

Also, the data imply that the respondents had high recognition of their roles as global actors and can moderately communicate, and cooperate internationally, articulate global ideas, interpret global data, participate with programs and projects of international organizations, and perform global skills to innovate solutions towards sustainable development. The results can be attributed to the globalization activities such as the Commission on Higher Education promoting and implementing internationalization, and the Campus fostering international linkages.

Furthermore, the respondents scored highest in Global Issues Consciousness (M=4.16) followed by Global Cultures Consciousness (M=4.02), and Global Citizenship Consciousness (M=3.88). This result implies that student leaders are socially and politically aware and at the same time conscious of the diverse cultures of the world that leads them to recognizing that they play roles as global citizens. The results of the study support the results of the study of Alcaraz (2021) where students indicated high level of respect and acceptance of cultural differences, and of Bernardo et al. (2022) that there was already an emergence of some integrated global citizenship competencies among Filipino leaners.

Variable	Mean	SD	Verbal Interpretation
Global Issues Consciousness	**4.02**	**0.44**	**High**
Global Issues Consciousness	4.16	0.25	High
Global Cultures Consciousness	4.02	0.51	High
Global Citizenship Recognition	3.88	0.55	High

Table 3. Level of Global Consciousness and Its Components

Level of Resiliency

Figure 3 shows that more than majority (73%) of the respondents had "moderate level" of resiliency. Only about one-fourth (23%) had "high level" resiliency, and a very few (4 %) had "low level" of resiliency. The mean of 3.15 generally indicates that the respondents had "moderate level" of resiliency.

This finding means that they normally or moderately bounced back after hard times, setbacks in life, or when something bad happened, and made through and recovered stressful events. This result imply that student leaders demonstrate usual or basic level of resiliency, thus revealing room for improvement. This finding does not align to the conclusions of Avila and Acena (2020), and Addatu-Cambri (2020) that showed students' high or commendably strongly to exceptionally resiliency, nor to the studies of Matocinos, et al. (2019), Contante and De Villa (2022), and Legada et al. (2022) that revealed students have low resiliency.
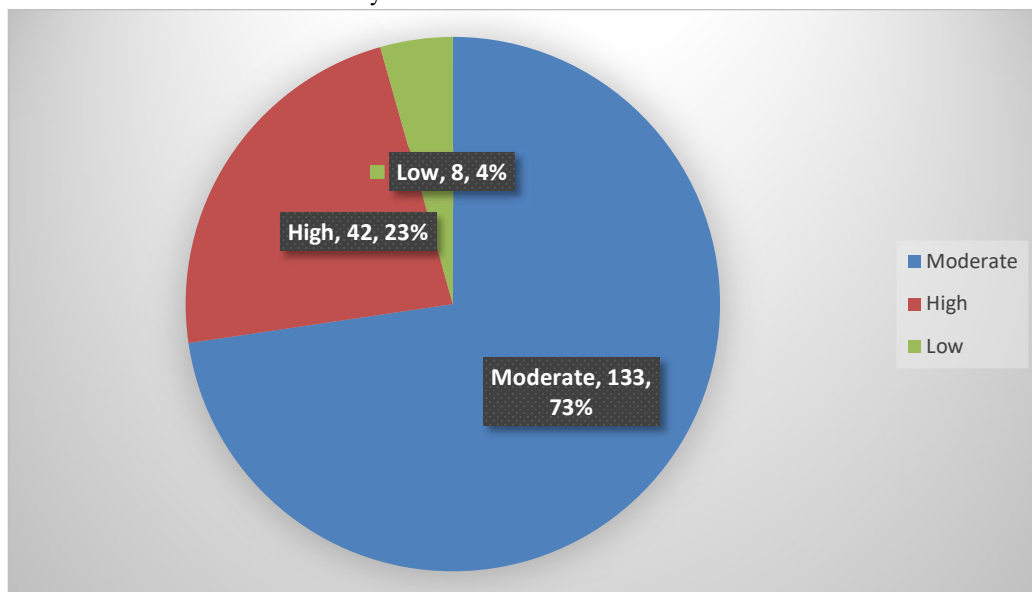

Figure 3. Level of Resiliency of the Respondents.

Differences in the Respondents'' Social Media Exposure when Grouped according to Year level, Academic Course, Number of Student Organizations Joined, and Type of Leadership Position Held

As shown in Table 4, statistical test of variance through Kruskal-Wallis test reveals that there is significant difference in the levels of social media exposure of the respondents when grouped according to year level with p = .014 at 5% alpha level. There are no significant differences among the levels of social media exposure of the respondents when grouped according to academic course (p=.443 at 5% alpha level), number of student organizations joined (p=.586 at 5% alpha level), and type of leadership position held (p=.085 at 5% alpha level).

Table 4. Differences in the Respondents' Social Media Exposure when Grouped according to Year level, Academic Course, Number of Student Organizations Joined, and Type of Leadership Position Held

VARIABLE	Kruskal-Wallis Test Values		
	Chi-Square	Df	Asymp. Sig.
Year Level	10.589	3	.014*
Academic Course	5.822	6	.443
Number of Student Organizations Joined	1.068	2	.586
Type of Leadership Position Held	6.616	3	.085

* significant at 0.05 level

The data imply that Social Media Exposure of student leaders significantly vary as they progress in year tenure as higher education students regardless of academic course number of student organizations joined, and type of leadership position held. Thus, the null hypothesis stating that there is no significant difference in the level social media exposure of respondents when they are grouped according to year level is rejected.

Closer examination of data in terms of year level, revealed that all groups of respondents indicated "high" level of Social Media Exposure. Respondents who were in their third year indicated higher level of Social Media Exposure (M=4.35, SD=.40) than any of the other groups, followed by those who were in their fourth year (M=4.17, SD=.49), second year (M=4.17, SD=.47), and first year (M=4.03, SD=.49).

Figure 4 clearly shows that the respondents' Social Media Exposure level peaks at their third year and decreases at fourth year. This result may be attributed to the condition that after having gained most social media connections and exposure at different purposes, third year students tend to decrease social media exposure at their last year due to performing internship roles at different settings.
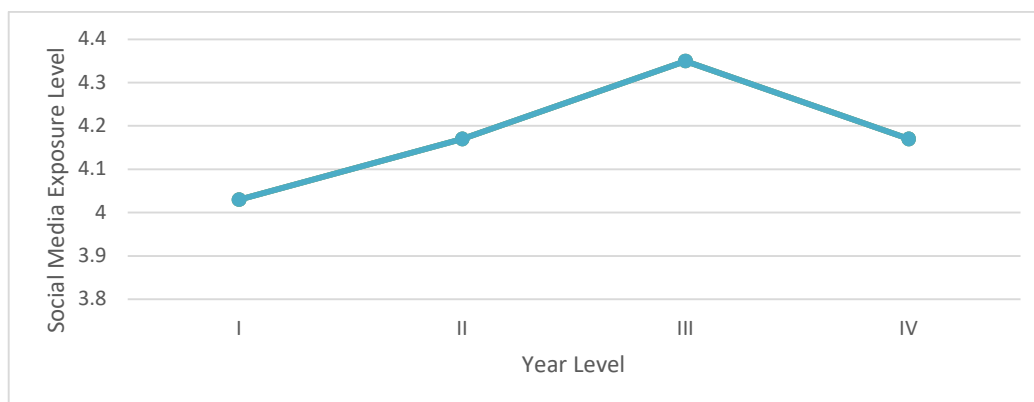

Figure 4. Social Media Exposure Levels when Grouped According to Year Level

Differences in the Respondents' Global Consciousness when Grouped according to Year Level, Academic Course, Number of Student Organizations Joined, and Type of Leadership Position Held

Table 5 reveals the results of statistical test of variance through Kruskal-Wallis test. When grouped according to year level, academic course, number of student organizations joined and type of leadership position held, the global consciousness of the respondents does not significantly vary.

Table 5. Differences in the Respondents' Global Consciousness when Grouped according to Year level, Academic Course, Number of Student Organizations Joined, and Type of Leadership Position Held

PROFILE VARIABLE	Kruskal-Wallis Test Values		
	Chi-Square	df	Asymp. Sig.
Year Level	.897	3	.826
Academic Course	3.225	6	.780
Number of Student Organizations Joined	.197	2	.906

Type of Leadership Position Held	.335	3	.953

* significant at 0.05 level

The result means that the year level, academic course, number of student organizations joined and type of leadership position did not significantly alter the student leaders' consciousness of global issues and cultures, as well as high recognition their roles and capacities as global citizens. This implies that whether joining single or multiple organizations, and performing whatever leadership role, the student leaders share the same global consciousness regardless of how long they had been pursuing any academic course. This result may be attributed to the condition that the student leaders belong to the same setting that allow them to the same resources.

Thus, the null hypothesis stating that there is no significant difference in the level of global consciousness of respondents when they are grouped according to year level, course, number of student organizations joined, and type of leadership position held is accepted.

Differences in the Respondents'' Resiliency when Grouped according to Year Level, Academic Course, Number of Student Organizations Joined, and Type of Leadership Position Held

Table 6 reveals that according to the results of statistical test of variance through Kruskal-Wallis test, resiliency of the respondents does not significantly vary when grouped according to year level, academic course, number of student organizations joined and type of leadership position.

Table 6. Differences in the Respondents'' Resiliency when Grouped according to Year Level, Academic Course, Number of Student Organizations Joined, and Type of Leadership Position Held

PROFILE VARIABLE	Kruskal-Wallis Test Values		
	Chi-Square	df	Asymp. Sig.
Year Level	2.171	3	.538
Academic Course	4.122	6	.660
Number of Student Organizations Joined	.579	2	.749
Type of Leadership Position Held	2.367	3	.500

* significant at 0.05 level

The result implies that that the year level, academic course, number of student organizations joined, and type of leadership position held by the student leaders do not significantly change their ability to bounce back after hard times, setbacks in life, or and recover from stressful events. This result may be attributed to the condition that resiliency is an intrinsic factor that adopts to extrinsic conditions.

Thus, the null hypothesis stating that there is no significant difference in the level of resiliency of respondents when they are grouped according to year, course, number of student organizations joined, and type of leadership position held is accepted.

Relationships Among Social Media Exposure, Global Consciousness and Resiliency

Shown in Table 7 are the data about the relationships among Social Media Exposure, Global Consciousness and Resiliency of the respondents. Statistical tests results revealed highly significant correlation among each of the three variables. As indicated by the Spearman's correlation coefficients, there is positive and moderate degree of relationship between Social Media Exposure and Global Consciousness of student leaders ($r = .438$, $p= 0.000$). Furthermore, there is positive and weak degree of relationship between Social Media Exposure and Resiliency ($r = .222$ $p= 0.003$), and between Global Consciousness and Resiliency ($r = .213$, $p= 0.004$) of student leaders.

Table 7. Relationships among Social Media Exposure, Global Consciousness and Resiliency

VARIABLES	TEST	r-value	Sig
Social Media Exposure and Global Consciousness	Spearman rho	0.438**	.000
Social Media Exposure and Resiliency	Spearman rho	0.222**	.003
Global Consciousness and Resiliency	Spearman rho	0.213**	.004

** highly significant at 0.05 level

The positive and moderate degree of significant relationship between social media exposure and global consciousness imply that increasing social media exposure results to having increased level of global consciousness. The result suggests that information and data about the global issues and cultures can be accessed through social media. Through purposeful social media exposure, student leaders become globally conscious, and recognize their roles as global citizens. Inversely, being globally conscious, they intend to expose themselves to social media to keep abreast of the global issues and cultures. This finding supports the conclusion of Tarman and Kilinc (2022) that social media usage positively correlates to global civic engagement, and of Al-Jarf (2022) blogging about current events proved to be effective in raising students' global awareness.

Moreover, the positive significant relationship between Social Media Exposure and Resiliency implies that student leaders who increase their social media exposure increase their resiliency as well. Their purposeful exposure to social media allows them to gain knowledge and better understanding of issues, get support system and formulate purposes that help them better adapt and respond accordingly to challenging situations. This finding supports the study of Chua and Luyun (2019) that social media benefit the young adults.

Finally, the positive significant relationship between Global Consciousness and Resiliency implies that the student leaders' increased awareness and understanding of the issues and cultures of the worlds and their recognition of their roles and capacities as global citizens contributed to their resiliency or ability to bounce back after hard times after gaining knowledge that help them become better thinker. Inversely, increase in resiliency results to increase in global consciousness. With the ability to adapt and bounce back from difficult situations, the student leaders enabled themselves to increase their ability to better understand and gain richer consciousness of global issues and cultures, and take greater responsibility as global citizens. This finding aligns to the contentions of Whitcomb (2022) that adopting new perspectives, learning new ways of doing things, reflecting on worldviews, increased cognitive skills such as problem-solving. Thus, the findings of the study lead to the rejection of the null hypothesis stating that there are no significant relationships among Social Media Exposure, Global Consciousness and Resiliency of the respondents.

In conclusion, the student leaders of CAPSU Burias can be described to be generally in their third-year level, pursuing Bachelor of Secondary education course, and performing either sole or multiple subordinate (lower level) leadership role. They indicated "high level" of social media exposure with academics as topmost driver, followed by variety, involvement, entertainment, and relationship; "high level" of global consciousness characterized by having higher level global issues consciousness, global culture consciousness and global citizenship consciousness; and demonstrated moderate resiliency level which can further be improved.

There is significant difference in the level social media exposure of respondents when they are grouped according to year level. There is no significant difference in the levels of global consciousness, and resiliency of respondents when they are grouped according to year level, course, number of student organizations joined, and type of leadership position held. There are highly significant and positive correlations among social media exposure, global consciousness, resiliency of student leaders.

Implications and Recommendations

Data imply that whether joining single or multiple organizations, and performing whatever leadership role, student leaders share the same levels of social media exposure, global consciousness, and resiliency. Hence, researchers may consider identifying additional variables that may reveal significant variances in the studied variables.

Data imply that academics primarily drives of student leaders' Social Media Exposure. Educators may use social media platform to drive students to maximize academic performance.

Data imply that student leaders are socially and politically aware, and at the same time conscious of the diverse cultures of the world that lead them to recognizing that they play roles as global citizens. Students and stakeholders may establish

linkages to better promote global consciousness by working together to improve and raise awareness in the areas of global issues consciousness, global cultures consciousness, and global citizenship recognition.

Data imply that student leaders demonstrate moderate resiliency, thus revealing room for improvement. Students may consider improving their resiliency by increasing purposeful social media exposure, and improving global consciousness. Results indicate that student leaders' social media exposure level significantly vary according to year level, and that this level peaks at third year. Educators and administrators may develop training and support programs to help graduating students refocus their social media exposure to purposeful interactions.

Results indicate that the student leaders' social media exposure, and global consciousness levels significantly correlate to their resiliency level. Thus, a leadership training program may be designed and developed to improve resiliency of student leaders by targeting improvement in the areas of purposeful exposure to social media, and global consciousness.

Finally, in designing and developing student leadership training programs to improve resiliency of student leaders, those who are in their fourth year maybe prioritized to help them refocus their social media exposure to purposeful activities, as well as improve their global consciousness. In that way, they are better prepared and equipped as builders of resilient human settlements.

Acknowledgment

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