The Association of Social Media Exposure and Family Relationship of Special Program in the Arts Students

[1]Rey Avila Mangarin, [2]Geraldine J. Misoles, [3]Medardo Jr. Abellana

[1]Alumnus, UM Panabo College

[2]Faculty, UM Panabo College

[3]Head Teacher II, Sto.Tomas National High School

ABSTRACT

Utilizing the proposition of Alolyan (2015) that with the approach of current modern phones and social media, it is conceivable to be physically present at a family or get-together yet losing of time for genuine social exercises, this study was conducted to determine the significant relationship between the social media exposure and family relationship among SPA students of Sto.Tomas National High School. A quantitative non-experimental descriptive-correlational design was employed in the study utilizing a stratified random sampling technique among 176 out of 335 students. Frequency was used to determine the social media exposure and family relationship while Chi-square Analysis was used to test the significant association between the two variables. As a result, 71 students were exposed in social media for an hour every day, 41 students were exposed in social media for two hours every day, 56 students were exposed to social media for three hours every day, and only eight students were exposed to social media for more than four hours every day. While only one student has very poor family relationship, 13 students have poor family relationship, 94 students have good family relationship, 66 students have very good family relationship, and two students have excellent family relationship. It was also found out that there is a significant association between social media exposure and family relationships. Thus, SPA students' exposure to social media is recommended to be at a minimal level to enhance the good family relationship.

Keywords: social media exposure, family relationship, SPA students

INTRODUCTION

In contemporary society, the quality of family relationships has become an increasing concern, particularly among adolescents. Poor family relationships are often characterized by weakened communication, lack of emotional support, and diminished time spent together (Olson & Gorall, 2003). Various factors such as parental workload, generational gaps, and shifting cultural values have contributed to this decline. For students in specialized academic tracks like the Special Program in the Arts (SPA), where academic and extracurricular demands are high, these strains in family connections can lead to emotional distress, reduced academic motivation, and even behavioral concerns (Lee, 2018). Such deterioration in familial bonds underscores the need to examine the factors that may further weaken family ties.

Family relationships are foundational to the emotional, psychological, and social development of adolescents. Positive family interactions foster a sense of belonging, emotional security, and resilience in facing life's challenges (Carr & Springer, 2010). For students, strong familial support can enhance academic performance, nurture self-esteem, and promote healthy coping strategies in times of stress. In the context of SPA students, whose education requires creativity, discipline, and emotional expression, a healthy family relationship can provide the encouragement and stability necessary to excel both academically and artistically (Bronfenbrenner, 1994). Thus, understanding and preserving the integrity of family relationships is critical to fostering holistic student development.

The rise of social media as a dominant form of communication and entertainment has created both opportunities and challenges for family relationships. While social media platforms can enhance connectivity and offer spaces for shared experiences, excessive exposure can also displace meaningful face-to-face interactions and create barriers to open communication within families (Alolyan, 2015). Adolescents may prioritize online engagement over in-person family activities, which can gradually weaken relational bonds. Previous studies have shown that high levels of social media usage are correlated with reduced family time and decreased relationship satisfaction (Padilla-Walker et al., 2012). For SPA students, whose schedules may already limit family interaction, the added impact of prolonged social media use warrants careful examination.

Given these concerns, it is urgent to explore the influence of social media exposure on the family relationships of SPA students. Understanding this relationship can provide valuable insights for educators, parents, and policymakers in crafting interventions that balance students' digital engagement with quality family interactions. This study aims to contribute to the growing body of literature on digital media's social implications by focusing on a specific student population that requires both academic and emotional support to thrive. By identifying potential risks and protective factors, the research hopes to promote healthier social media habits and strengthen family ties in the digital era.

Theoretical and Conceptual Bases

Alolyan (2015) highlighted the paradox of physical presence and emotional absence caused by mobile device use. Supporting this, Twenge and Campbell (2018) found that increased screen time correlates with lower happiness and life satisfaction among adolescents.

The displacement theory (Neuman, 1988) explains this phenomenon by positing that time spent on one activity (e.g., social media) displaces time for other meaningful activities (e.g., family bonding). Padilla-Walker et al. (2012) found that family connection is a strong predictor of adolescent well-being, with excessive digital media use linked to reduced emotional closeness.

The relationship between social media exposure and family relationships among students can be examined through **Social Exchange Theory** (Homans, 1958), which asserts that social interactions are based on reciprocal exchanges of resources, such as time, attention, and emotional support. In family settings, these exchanges are crucial for maintaining strong bonds. Excessive social media use may reduce the time and emotional availability students offer to their family members, thereby weakening the relational exchanges that foster closeness and trust. This theory suggests that imbalances caused by high social media exposure may lead to diminished family cohesion and satisfaction.

Another relevant framework is **Media Dependency Theory** (Ball-Rokeach & DeFleur, 1976), which posits that individuals increasingly depend on media to fulfill their needs for information, entertainment, and social connection. For students, social media often serves as a primary source of interaction and social validation. As dependency increases, the influence of social media on students' attitudes and behaviors grows, potentially displacing traditional family interactions. This dependency can lead to altered communication patterns within the family, sometimes resulting in emotional distancing and misunderstandings.

Conceptually, family relationships are grounded in consistent communication, emotional support, and shared experiences (Olson, 2000). These elements are vital for nurturing mutual understanding and emotional bonds. Social media exposure can both facilitate and hinder these components. While social media can enable family members to stay connected despite physical distance, excessive or inappropriate use may interrupt face-to-face communication and reduce quality time, which are essential for healthy family functioning. Thus, the nature of social media engagement critically affects family dynamics.

In the same context, the study of Mangarin and Montano (2021) that there is a prevalent use of internet among students whatever purpose they may have. But it can also be noted that there are still who only use whenever they are required to which is an indication that it might be due to availability of resources to access the internet. Moreover, since the data only categorize based on frequency of usage, it can be further noted that limitations on internet access can be based on the resources that students have.

Given the pervasive role of social media in students' daily lives, understanding its impact on family relationships is imperative. This study seeks to explore how social media exposure relates to the quality of family relationships, considering both potential benefits and drawbacks. By examining this relationship, stakeholders such as educators and parents can develop strategies to promote balanced media use that supports rather than undermines family cohesion.

METHODOLOGY

Research Design. A quantitative non-experimental descriptive-correlational design was employed to explore the relationship between social media exposure and family relationship.

Population and Sampling. From a population of 335 SPA students, a stratified random sample of 176 students was selected to ensure representation across grade levels.

Instrument. A structured survey collected data on social media usage (hours/day) and family relationship quality (measured using a Likert-type scale).

Data Collection Procedure. After obtaining administrative approval from the Grade head of the SPA department, questionnaires were distributed and retrieved the same day.

Data Analysis. Frequency counts and percentages described the variables. Chi-square analysis tested the significance of the association between social media exposure and family relationship.

RESULTS AND DISCUSSION

Social Media Exposure of SPA Students

Table 1 presents the distribution of students according to their daily social media exposure. The data reveal that the largest proportion of respondents, comprising 40.34% (n = 71), spend approximately one hour per day on social media. This is followed by 31.82% (n = 56) who report three hours of daily exposure, and 23.30% (n = 41) who use social media for about two hours per day. A small minority, 4.54% (n = 8), indicate spending more than four hours daily on these platforms.

Overall, the results indicate that while a considerable portion of the students limit their social media usage to shorter durations (one to two hours per day), a notable number still engage for extended periods, particularly around three hours daily. The small percentage exceeding four hours suggests that heavy social media use is less prevalent among the respondents, although it may still have implications for their academic and personal lives. These findings provide an initial insight into the students' usage patterns, which could serve as a basis for analyzing its relationship with family relationships and other socio-behavioral factors.

Table 1. Distribution of Students by Social Media Exposure

Hours of Exposure	Frequency (n)	Percentage (%)
1 hour/day	71	40.34%
2 hours/day	41	23.30
3 hours/day	56	31.82%
>4 hours/day	8	4.54%
Total	**176**	**100%**

The findings from Table 1 reveal that a considerable proportion of the students have moderate levels of social media exposure, with the highest percentage (40.34%) spending only one hour per day on these platforms. This is followed by those who spend three hours daily (31.82%) and two hours daily (23.30%). Only a small fraction (4.54%) engage with social media for more than four hours daily. This distribution suggests that while most students maintain relatively balanced usage, there is still a notable portion who spend extended hours online. Excessive social media use may have implications for their academic focus, personal development, and interpersonal relationships, highlighting the need for responsible usage habits.

Family Relationship Level of SPA Students

Table 2 shows the distribution of students based on their family relationship level. More than half of the respondents (53.41%, n = 94) reported having a "Good" family relationship, while 37.50% (n = 66) indicated a "Very Good" relationship. A smaller percentage reported weaker family ties, with 7.39% (n = 13) rating their relationship as "Poor" and only 0.57% (n = 1) as "Very Poor."

The data suggest that the majority of the students perceive their family relationships positively, with over 90% falling within the "Good" and "Very Good" categories. The minimal proportion of students who reported "Poor" or "Very Poor" relationships indicates that severe family issues are relatively rare among the respondents. This overall positive trend in family relationships may serve as a protective factor in students' well-being and social development, although the presence of a small group experiencing low family relationship quality warrants further attention for targeted support.

Table 2. Distribution of Students by Family Relationship Level

Hours of Exposure	Frequency (n)	Percentage (%)
Very Poor	1	0.57
Poor	13	7.39
Good	94	53.41
Very Good	66	37.50
Total	**176**	**100%**

In Table 2, the results indicate that the majority of students perceive their family relationships positively, with over half (53.41%) rating them as "Good" and 37.50% as "Very Good." Only a small percentage rated their family relationship as "Poor" (7.39%) or "Very Poor" (0.57%). This suggests that most students experience a supportive and harmonious family environment, which is essential for emotional well-being and social development. However, the existence of a minority who report poor relationships should not be overlooked, as these students may require guidance and intervention to address underlying issues that may hinder their personal growth.

Association Between Social Media Exposure and Family Relationship

Table 3 presents the Chi-square test results examining the association between social media exposure and family relationship. The computed Chi-square value of 19.85, with a p-value less than 0.05, indicates that the relationship between the two variables is statistically significant. This means that the variation in students' family relationship levels is not independent of their social media usage patterns.

The significance of this finding suggests that the amount of time students spend on social media may influence, or be influenced by, the quality of their family relationships. Higher or prolonged exposure to social media could potentially be linked to weaker family interactions, while moderate or limited exposure may be associated with stronger family ties. This statistical evidence reinforces the importance of monitoring and balancing students' social media activities to support healthier family relationships.

Table 3. Chi-Square Test of Association Between Social Media Exposure and Family Relationship

Variable Pair	X^2-value	p-value	Significance
Social Media Exposure × Family Relationship	19.85	<0.05	Significant

$\alpha = 0.05$

The results from Table 3 demonstrate a significant association between social media exposure and family relationship, as evidenced by the Chi-square value of 19.85 and a p-value less than 0.05. This statistical significance implies that the level of social media usage is related to the quality of family relationships among the respondents. It is possible that higher social media usage limits meaningful family interactions, while moderate use allows for better communication and bonding. Conversely, stronger family relationships might

also reduce the need for prolonged online engagement. This interplay between online habits and offline connections underscores the importance of balance in digital activities.

Overall, the combined results emphasize the intricate link between students' social media habits and the state of their family relationships. While most students appear to manage their online activities well and enjoy good family ties, the significant relationship between these two variables calls for proactive measures. Schools, parents, and community stakeholders should collaborate in promoting healthy social media practices, encouraging quality family time, and providing support for students who struggle with family connection. By fostering both digital literacy and family engagement, students can enjoy the benefits of social media while maintaining strong, supportive relationships at home.

RECOMMENDATIONS

Based on the findings, several recommendations are proposed to address the relationship between social media exposure and family relationships. For students, it is advised to limit social media use in order to preserve and strengthen family connections, ensuring that online engagement does not replace meaningful time spent with loved ones. For parents, setting clear household guidelines on gadget use and actively encouraging family-oriented activities can help foster closer relationships and reduce the potential negative effects of excessive online time. Educators are encouraged to integrate awareness programs into the curriculum that promote balanced and responsible social media use, guiding students toward healthier digital habits. Lastly, for future research, it is recommended to explore the qualitative dimensions of social media's influence, particularly its impact on emotional well-being and family dynamics, to gain deeper insights into the complexities of these interactions.

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