

Effects of Social Media to the Political Attitude that Counters Misinformation

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ABSTRACT: This study aimed to determine the effects of social media on the political attitude of senior high school learners, particularly in countering political misinformation.

Using a descriptive correlational study method, it involved 160 senior high school students from Felix Amante Senior High School, during the academic year 2022-2023. Adapted survey questionnaires were employed to measure the data and underwent internal and external validation through the help of a panel of examiners and a group of teachers.

Furthermore, the results revealed that social media plays a significant role in shaping students' political attitudes, with both affordances and misinformation contributing to their perception of politics.

Overall, the findings suggest that social media has a significant impact on the political attitudes of senior high school students, which underscores the importance of educating students on how to critically evaluate the information they encounter on social media.

KEYWORDS: social media affordances, misinformation, political attitude, political participation

INTRODUCTION

Social media has become increasingly important in today's generation. This new type of media, which is widely regarded as the most practical method of communication, has altered social and political discourse, communication patterns, and interpersonal interactions due to the rapid growth of technology (Subramanian, 2017). It helped to close the social gaps that existed between various societies and communities, and it played a significant role in creating a more interconnected globe.

According to Omotayo and Folorunso (2020), the interactive nature of social media makes them fit to be used for many purposes, and the field of politics is one of those. Over the years, the internet and the media have played a significant role in providing information about various political events. Ghani (2020), in his article "Social Media as a Tool for Political Awareness and Mobilization," explains how, at first, it served as a one-way communication where political parties reached out to the public to serve them information or for public knowledge and transparency alone. However, with the growth of technology, this media platform has turned into a two-way communication platform where the public can now engage and express themselves freely.

According to Baclig (2020), in the Philippines, where internet users spend an average of 10 hours and 27 minutes connected to the internet each day, with 4 hours and 6 minutes devoted to using social media alone, everyone engages themselves in political discussions. A survey conducted in 2020 by the media firm Hootsuite showed that the Philippines has 73 million active social media users out of its 109 million total population devoted to using social media alone, and everyone engages in political discussions. Thus, the Philippines is no doubt one of the world's social media capitals. Estella and Loffelholz (2021) identified the most used social media in the Philippines, which includes Facebook, Twitter, Instagram, YouTube, WhatsApp, and TikTok. Facebook and YouTube dominate the country, as of 2021, about 81 percent of the Philippine population is on Facebook, while 85 percent of Filipinos access the internet to watch YouTube.

According to Esguerra (2022), government agencies and public figures have social media accounts to disseminate information and advocate for causes. During the latest presidential election, lockdowns made it difficult for candidates to hold traditional campaign events. Therefore, most of them relied on social media to reach out to voters. Quitzon (2021) explains how social media becomes a fundamental source of convenient and accessible information. While it is doubtful for a candidate to win a position with a successful social media campaign, it still plays a large part, both in positive and negative ways. Its accessibility makes it a prime platform for swaying public opinion, and consequently, political actors are willing to do anything to capture the public's attention.

In past elections, political parties struggled to reach out to the younger generation, but with the emergence of social media, it has been argued that relationships between political actors and the youth enable social interaction about political topics and enhance political opinion and expression. Arugay (2022) states that the frequent use of social media is observed to have a positive relationship with the political attitude of the younger generation. Since involvement in politics sprung from a person's freedom to speak and

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express themselves, social media platforms are mostly utilized by society these days. However, it has also been observed that this platform has been widely abused in spreading false information and diluting the possibility of positive political engagement among the youth.

Although these platforms were not directly intended for political purposes, they fuel the initial potential for political involvement and mobilization. According to Amurao (2022), Facebook alone has been considered a modern-day public sphere, defined as a place wherein issues of importance to a political community are discussed and debated. Arugay (2022) further discussed how disinformation has become rampant because of its power to harness emotional reactions and therefore gain more engagement from social media users. Election campaigns so far have also exhibited a more intense and varied use of social media to sow disinformation and fake news to either support or undermine certain candidates.

Objectives of the Study

The research aimed to assess the effects of social media on the political attitude that counters misinformation, particularly it aims to;

1. To identify the significant relationship between the learner's political attitudes and their social media affordances.
2. To determine the significant relationship between learner's political attitudes and social media exposure to misinformation.
3. To identify the significant relationship between the students' social media affordances and misinformation and their political participation.

METHODOLOGY

The researcher used a descriptive correlational study method. This is a type of study in which information is collected without making any changes to the subject of the study. The descriptive design is utilized in this investigation, with questionnaires as the main tool for gathering data used to assess the effects of social media on the political attitudes and participation of learners.

Descriptive research is fact-finding with adequate interpretation. The descriptive method is something more and beyond just data gathering; the latter is not reflective thinking or research. The true meaning of the data collected should be reported from the point of view of the objectives and the basic assumption of the hypothesis.

The respondents of this study were Grade 12 Senior High School students at Felix Amante Senior High School, Division of San Pablo. This study was conducted during the academic year 2022–2023.

Upon the approval of the title and as part of the preparation of the questionnaires and formulation of questions, the researcher secured written permission to conduct the study from the Division Superintendent. The assistance of the school principal was requested to ensure the success of the distribution of the research instrument.

The teachers from the Social Science Department of Felix Amante SHS assisted the researcher with the face-to-face orientation and conduct of the study. To avoid class disruption the orientation was done during the schedule of the Homeroom Guidance Activity, which is Monday morning.

The questionnaires are distributed and administered by the researcher to the respondents. Then the learners properly and completely answer the questionnaire, after this, the researcher retrieved the instrument immediately after the respondent answered the questionnaire.

The data gathered were organized, tabulated, and treated statistically for analysis and interpretation of each result.

The collected data were subjected to statistical treatments to determine respondents' profiles such as age, sex, grade level, and civil status. As a result, the following statistical methods were used:

The Mean and Standard Deviation (SD) were used to assess the effects of social media on the political attitude and political participation of the learners. Pearson r. This tool was used to determine the significant relationship between social media and learners' political attitudes and participation.

RESULT AND DISCUSSION

Table 1. Perceived Level of Affordances on Social Media In Terms of Visibility.

Indicators	M	SD	VI
1. social media provides information to a large-scale audience.	4.61	.55	Always Observed
2. social media is accessible anytime and anywhere in the presence of the internet.	4.61	.57	Always Observed
3. social media reaches audiences with different economic statuses.	4.59	.56	Always Observed
4. social media makes available for audiences with different age levels, gender, culture, and race.	4.58	.60	Always Observed
5. social media outstretches to audiences with varying political views.	4.61	.56	Always Observed
6. social media reaches a large audience in a minimum amount of time.	4.59	.58	Always Observed
7. social media reaches a large audience in a cost-effective manner	4.51	.62	Always Observed
Overall	4.59	0.58	Always Observed

Legend: 4.50-5.00- Always Observed (AO); 3.50-4.49 -Frequently Observed (FO); 2.50-3.49 -Oftentimes Observed (OO); 1.50-2.49 -Sometimes Observed (SO); 1.00-1.49- Never Observed (NO)

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The result provided information on the perception of Grade 12 students from Felix Amante SHS towards the affordances of social media and the misinformation they encounter about their political attitude and participation.

Table 1 shows that the affordance of social media in terms of visibility is “always observed” with a total mean rating of 4.59.

It indicates that the Senior high school students of Felix Amante SHS perceive social media as a medium that effectively and efficiently reaches a vast audience with a variety of political viewpoints, socioeconomic statuses, and demographics, including age, sex, race, and culture.

According to Trottier (2016), social media can be a powerful tool for reaching a diverse audience with a range of political views, socioeconomic backgrounds, and demographic characteristics. Social media platforms allow for the easy sharing and dissemination of information, which can help to increase awareness and engagement around political issues and topics.

Furthermore, social media algorithms can help to target specific audiences based on their interests, behaviors, and other demographic information. This allows for more targeted messaging and outreach efforts, which can be particularly useful for political campaigns and advocacy organizations. (Jungherr, Jürgens, & Schoen, 2020)

However, according to Uldam (2017), social media also affords an unprecedented level of visibility that can be prone to the spread of misinformation and can sometimes reinforce existing biases and echo chambers. As with any communication medium, it is important to critically evaluate the information being shared and to consider multiple perspectives and viewpoints.

Table 2. Perceived Level of Affordances On Social Media In Terms of Persistence.

Indicators	M	SD	VI
1. social media has content that is accessible for a long period.	4.63	.60	Always Observed
2. social media stores large files of content that can be accessed anytime and anywhere in the presence of the internet.	4.64	.56	Always Observed
3. social media has content that stays the same after the original display has been presented by the creator.	4.57	.58	Always Observed
4. social media has a great amount of content that can remain permanently as default.	4.54	.60	Always Observed
5. has content that is subject to replicability.	4.60	.54	Always Observed
6. social media has content that can be shared multiple times.	4.68	.50	Always Observed
7. social media has downloadable content that can be re-uploaded by another user other than the original uploader.	4.58	.57	Always Observed
Overall	4.61	0.56	Always Observed

Legend: 4.50-5.00- Always Observed (AO); 3.50-4.49 -Frequently Observed (FO); 2.50-3.49 -Oftentimes Observed (OO); 1.50-2.49 -Sometimes Observed (SO) 1.00-1.49- Never Observed (NO)

Table 2 indicates the Grade 12 Senior high school students’ perception of the affordance of social media in terms of persistence.

It reveals that this affordance is “always observed” with a mean rating of 4.61. This is due to how social media has revolutionized the way we consume and share information. In Felix Amante SHS, all the learners have an active social media account.

With the rise of social media platforms, users are now able to access a vast amount of content that is available for a prolonged period and can be accessed anywhere and anytime with an internet connection. This has transformed the way we communicate, connect with others, and consume media. (Subramanian, 2017)

Neubaum and Lane (2023), explain that one of the unique features of social media content is that it can stay the same after the original display has been presented by the creator. This means that once content is uploaded to a social media platform, it can remain accessible for a lengthy period, providing a lasting record of events, conversations, and other forms of content. This also means that social media platforms can store large files of content that can be accessed anytime and anywhere in the presence of an internet connection.

According to Dewing (2015), in addition to the long-term accessibility of social media content, another key feature is its replicability. Social media content can be shared multiple times, downloaded, and re-uploaded by other users, allowing it to reach a vast audience and potentially go viral. This can have both positive and negative consequences, as it can lead to the rapid spread of information and ideas but can also result in the spread of misinformation and harmful content.

Furthermore, social media has a great amount of content that can remain permanently as default. This can include profile information, posts, comments, and other forms of user-generated content. While this can provide a rich and diverse source of information and media, it can also raise concerns about privacy and data protection.

The features of social media content have transformed the way we communicate and interact with media. The long-term accessibility, replicability, and permanent nature of social media content have created a new way of sharing information and ideas, with both positive and negative consequences. However, as social media continues to evolve and expand, it is important to consider the potential risks and challenges associated with the wide availability of digital content and to develop strategies for managing and mitigating these risks over time.

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Table 3. Perceived Level of Affordances on Social Media In Terms of Editability.

Indicators	M	SD	VI
1. social media has content that can be refined or crafted before it is viewed by others.	4.63	.52	Always Observed
2. social media has content that can be altered easily in a small amount of time	4.58	.60	Always Observed
3. social media has content that can be edited anytime and anywhere in the presence of the internet.	4.69	.54	Always Observed
4. social media has content that can be revised or changed collaboratively.	4.67	.54	Always Observed
5. social media has information that may not have a reliable source.	4.62	.58	Always Observed
6. social media has content that consolidates opinions and personal experiences.	4.71	.48	Always Observed
7. social media has content that is created by merging multiple sources.	4.66	.54	Always Observed
Overall	4.65	0.54	Always Observed

Legend: 4.50-5.00- Always Observed (AO); 3.50-4.49 -Frequently Observed (FO); 2.50-3.49 -Oftentimes Observed (OO); 1.50-2.49 -Sometimes Observed (SO) 1.00-1.49- Never Observed (NO)

Table 3 shows the perception of Grade 12 students toward the editability of social media. With a total mean rating of 4.65, it reveals that this social media affordance is “always observed”.

This implies that Grade 12 students consistently observe and experience the ability to make edits or changes on social media platforms. This perception suggests that the students feel empowered to modify or customize their social media content and settings according to their preferences. Additionally, students have a strong perception of control and agency over their social media presence. They likely feel comfortable and familiar with the various features and options available to them, allowing them to customize their profiles, posts, privacy settings, and other aspects of their social media experience.

Treem and Leonardi (2012) explained that one of the key affordances of social media is the ability to refine or craft content before it is viewed by others. This feature enables users to modify and tailor their content to best suit their intended audience and purpose. In Felix Amante SHS, learners have experienced the ease of altering content in social media, especially since most of the learners are inclined with much editing skills. This shows how social media acts as a tool wherein users can easily edit or modify their posts, comments, or messages in real time, often with just a few clicks. This feature allows users to quickly correct any errors or update information as needed, ensuring that their content remains relevant and accurate.

However, the open nature of social media means that not all content is reliable or trustworthy (De Angelis et al.,2022). While social media can be a valuable source of information and knowledge, users should be cautious about accepting all content at face value. There is always the risk that some information may be inaccurate, biased, or outright false.

The affordances of social media in terms of content refinement, easy editing, collaborative revision, and source consolidation provide users with a powerful platform for sharing ideas, opinions, and knowledge. However, users must also be aware of the risks and challenges associated with the open and unfiltered nature of social media and take steps to ensure that they are using the platform effectively and responsibly.

Table 4. Perceived Level of Affordances on Social Media In Terms of Association.

Indicators	M	SD	VI
1. social media serves as a platform that connects and builds relationships between persons.	4.72	.48	Always Observed
2. social media can sustain strong relationships between individuals.	4.57	.59	Always Observed
3. social media can build trust and a sense of accountability between individuals and a group or a party.	4.59	.58	Always Observed
4. social media serves as a platform where people can express freedom of speech.	4.72	.51	Always Observed
5. social media serves as a platform that influences public trust and opinions.	4.65	.54	Always Observed
6. social media links emotions between the user and the content.	4.59	.56	Always Observed
7. social media can create connections between strangers through content.	4.67	.51	Always Observed
Overall	4.64	0.54	Always Observed

Legend: 4.50-5.00- Always Observed (AO); 3.50-4.49 -Frequently Observed (FO); 2.50-3.49 -Oftentimes Observed (OO); 1.50-2.49 -Sometimes Observed (SO) 1.00-1.49- Never Observed (NO)

Table 4 indicates the perception of Grade 12 senior high school students regarding the affordance of social media in terms of association.

With a total mean rating of 4.64, “always observed”, it shows how social media has become an essential tool for building and connecting relationships between individuals as it provides a platform for people to share their thoughts, interests, and experiences, leading to the formation of new connections.

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Social media platforms offer individuals a space to freely express themselves, and share their thoughts, interests, and experiences. This ability to edit and customize their social media content allows Grade 12 students to create a digital presence that reflects their personality and interests, enabling them to connect with others who share similar views and hobbies. As a result, social media becomes a powerful tool for fostering new connections and expanding social networks, facilitating the formation of relationships that might not have been possible without these platforms.

According to Dijck and Poell (2018), social media platforms provide users with new opportunities to connect with others and form relationships based on shared interests, beliefs, or identities. These platforms allow individuals to transcend traditional barriers such as location, time zone, and social status, enabling them to engage in social interactions with people from different backgrounds and cultures. For instance, the active participation of some SHS learners of Felix Amante in campaign rallies from the previous election is highly influenced by the trends in social media.

According to Chadwick (2017), social media has the potential to build trust and foster accountability between individuals and their leaders, particularly in the realm of politics. Social media enables citizens to engage with political leaders and parties, express their opinions and demands, and hold them accountable for their actions. For instance, the #STOPtheKILLING that trended in the Philippines during the height of President Duterte's War on Drugs campaign in 2016 (Saunar, 2016), is largely organized and driven by social media, with individuals sharing their experiences and calling for an end to police brutality.

Furthermore, social media serves as a platform that influences public trust and opinions. Social media has become a powerful tool for political campaigns, with politicians and political parties leveraging social media to communicate with voters and influence public opinion.

Table 5. Summary of the Perceived Level of Affordances on Social Media.

Indicators	M	SD	VI
1. Visibility	4.59	0.58	Always Observed
2. Persistence	4.61	0.56	Always Observed
3. Editability	4.65	0.54	Always Observed
4. association	4.64	0.54	Always Observed
Overall	4.62	0.55	Always Observed

Legend: 4.50-5.00- Always Observed (AO); 3.50-4.49 -Frequently Observed (FO); 2.50-3.49 -Oftentimes Observed (OO); 1.50-2.49 -Sometimes Observed (SO) 1.00-1.49- Never Observed (NO)

Table 5 presents a comprehensive summary of the perceived level of affordances on social media as experienced by Grade 12 students from Felix Amante Senior High School. The table includes four indicators: visibility, persistence, editability, and association.

All indicators and the overall perception received high mean scores, ranging from 4.59 to 4.65, indicating that Grade 12 students consistently perceive these affordances as "always observed" on social media. This suggests that social media plays a significant role in the lives of these students, offering them various opportunities for self-expression, connection, and engagement. Let's delve into each indicator and discuss examples to gain a deeper understanding of their implications:

The mean score of 4.59 indicates that Grade 12 students perceive high visibility on social media platforms. This means that they believe their posts, activities, and overall presence on social media are easily noticed and accessible to others. For instance, when students share a photo or update their status, they expect their friends and followers to view and engage with their posts promptly. The perceived high visibility enables students to share their thoughts, experiences, and achievements with a wide audience, fostering connections and facilitating the exchange of information.

With a mean score of 4.61, the indicator of persistence suggests that Grade 12 students believe their social media content has a lasting presence. They perceive their posts, comments, and interactions to remain accessible over time. This perception enables students to revisit and reflect on their past posts, allowing for the construction of personal narratives and digital memories. Additionally, the persistence of social media content facilitates ongoing conversations and interactions among peers, promoting a sense of community and continuity within the digital space.

The high mean score of 4.65 for editability indicates that Grade 12 students feel a significant level of control over their social media content. They believe they can easily make changes, edits, or updates to their profiles, posts, and settings according to their preferences. For example, students can modify the captions, edit photos, or adjust privacy settings to curate their online presence and ensure alignment with their evolving interests and values. The perceived editability empowers students to customize their digital identity and tailor their social media experience to reflect their unique personalities and aspirations.

The mean score of 4.64 for association signifies that Grade 12 students perceive social media as a platform for connecting and associating with others. They believe it provides opportunities to form and maintain relationships, join groups or communities, and interact with peers and influencers who share similar interests or affiliations. For instance, students can join virtual communities

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centered around shared hobbies, academic interests, or social causes, enabling them to engage in meaningful conversations, seek support, and collaborate with like-minded individuals.

Overall, the high mean score of 4.62 for the perceived level of affordances on social media suggests that Grade 12 students at Felix Amante Senior High School have a positive and consistent perception of the capabilities offered by social media. They perceive social media platforms as highly visible, persistent, editable, and conducive to forming associations and connections. These perceptions highlight the students' sense of control, engagement, and comfort with social media platforms, indicating their proficiency in navigating and utilizing the various features and functionalities provided. The students' positive experiences with social media affordances may contribute to their personal growth, digital literacy, and social interaction skills in the digital age.

Table 6. Perceived Level of Misinformation Experienced on Social Media In Terms of Satirical Content.

Indicators	M	SD	VI
1. the learner has encountered satirical content about politics in social media.	4.41	.65	Frequently Experienced
2. the learner has responded, commented, or often engages himself or herself in satirical content.	4.35	.67	Frequently Experienced
3. the learner has easily identified satirical content about politics that are present in social media.	4.33	.68	Frequently Experienced
4. the learner has crafted and posted satirical content on social media.	4.32	.65	Frequently Experienced
5. the learner does fact-check after encountering satirical content on social media.	4.40	.68	Frequently Experienced
6. the learner has shared posts containing satirical content.	4.36	.67	Frequently Experienced
7. the learner has often ignored posts with satirical content.	4.31	.66	Frequently Experienced
Overall	4.35	0.67	Frequently Experienced

Legend:4.50-5.00-Always Experienced (AE) ;3.50-4.49-Frequently Experienced (FE);2.50-3.49-Oftentimes Experienced (OE);1.50-2.49-Sometimes Experienced (SE);1.00-1.49- Never Experienced (NE)

Table 6 shows the level of perception of misinformation experienced by the Grade 12 students of Felix Amante SHS in social media in terms of satirical content.

The overall mean rating is 4.35, which falls under the level of “Frequently Experienced.” This indicates that the SHS learners of Felix Amante have encountered satirical content about politics on social media, responded to or commented on it, easily identified it, crafted, and posted it, fact-checked it, shared posts containing it, and often ignored posts with it.

The highest mean rating is for indicator one, with a mean of 4.41. This suggests that the respondents have frequently come across satirical content related to politics in social media. According to Mavridis (2018) memes and satirical posts about politicians and political issues are often circulated on social media platforms like Facebook and Twitter.

On the other hand, the lowest mean rating is for indicator seven, with a mean of 4.31. This indicates that while the respondents do not completely ignore posts with satirical content, they still do not give as much attention to them as they do to other types of posts. In the Philippines, satirical posts about celebrities or viral trends that are not related to politics, may not be as engaging for the respondents.

According to Chen, Gan, and Sun (2017), satire has become an increasingly popular form of political communication on social media platforms. Satirical content which combines humor, irony, and criticism can be used to engage audiences, critique political leaders, and promote social and political change.

Overall, the high mean ratings for all indicators suggest that satirical content is a common occurrence in the social media landscape and that individuals engage with it in several ways. It also highlights the importance of being able to distinguish between satire and information.

Table 7. Perceived Level of Misinformation Experienced on Social Media In Terms of False Content.

Indicators	M	SD	VI
1. the learner has encountered false content about politics in social media.	4.40	.64	Frequently Experienced
2. the learner has responded, commented, or often engages himself or herself in false content.	4.38	.61	Frequently Experienced
3. the learner has easily identified false content about politics that is present in social media.	4.39	.64	Frequently Experienced
4. the learner has crafted and posted false content on social media	4.39	.65	Frequently Experienced
5. the learner does fact-check after encountering false content on social media.	4.40	.59	Frequently Experienced
6. the learner has shared posts containing false content.	4.40	.61	Frequently Experienced
7. the learner has often ignored posts with false content	4.45	.60	Frequently Experienced
Overall	4.40	0.62	Frequently Experienced

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Legend: 4.50-5.00-Always Experienced (AE) ;3.50-4.49-Frequently Experienced (FE);2.50-3.49-Oftentimes Experienced (OE);1.50-2.49-Sometimes Experienced (SE);1.00-1.49- Never Experienced (NE)

Table 7 shows the level of perception of misinformation experienced in social media in terms of false content. The overall mean rating for all indicators is 4.40, which falls under the level of “Frequently Experienced.” This means that the participants have encountered false content about politics in social media and have often engaged in them. The highest mean rating is 4.45, which is for indicator seven. This means that some participants have developed a habit of ignoring false content to avoid being misinformed or spreading misinformation.

The other indicators with high mean ratings are indicators 1, 3, 4, 5, and 6, with mean ratings ranging from 4.39 to 4.40. This indicates that the participants have encountered false content about politics in social media, have easily identified them, and have engaged in them through responses, comments, crafting and posting, fact-checking, and sharing.

According to Pasion (2022), misinformation in politics is a significant concern in the Philippines, especially during election season. False content can manipulate people's opinions, affect election results, and damage the credibility of politicians. For example, during the 2022 Philippine presidential elections, several false contents circulated on social media platforms, such as fake news, photoshopped images, and misleading propaganda. These false contents affected the voters' decision-making process and caused confusion and divisiveness in the country. In general, the results of Table 7 suggest that the participants have experienced false content about politics in social media and have engaged in them to some extent.

Table 8. Perceived Level of Misinformation Experienced on Social Media in Terms of Imposter Content.

Indicators	M	SD	VI
1. the learner has encountered imposter content about politics in social media.	4.49	.60	Frequently Experienced
2. the learner has responded, commented, or often engages himself or herself in imposter content.	4.39	.65	Frequently Experienced
3. the learner has easily identified imposter content about politics that are present in social media.	4.42	.69	Frequently Experienced
4. the learner has experienced being a victim of imposter content.	4.31	.68	Frequently Experienced
5. the learner does fact-check after encountering imposter content on social media.	4.42	.63	Frequently Experienced
6. the learner has shared posts containing imposter content	4.38	.72	Frequently Experienced
7. the learner has often ignored posts with imposter content	4.41	.69	Frequently Experienced
Overall	4.40	0.67	Frequently Experienced

Legend:4.50-5.00-Always Experienced (AE) ;3.50-4.49-Frequently Experienced (FE);2.50-3.49-Oftentimes Experienced (OE);1.50-2.49-Sometimes Experienced (SE);1.00-1.49- Never Experienced (NE)

Table 8 shows the level of perception of misinformation experienced by Grade 12 students in social media in terms of false identity or impersonation.

With a mean rating of 4.40, it indicates that imposter content is “frequently experienced” by learners through social media.

The highest mean rating was recorded on indicator one with a score of 4.49, indicating that the participants frequently experienced encountering false identity or impersonation in social media. On the other hand, the lowest mean rating was recorded on indicator four with a score of 4.31, indicating that the participants less frequently experienced being victimized by imposter content.

In Philippine politics, imposter content in social media has been a prevalent issue during election periods. False identities or impersonations of candidates or their supporters are used to spread false information or to malign their opponents. For instance, in the 2022 elections, fake accounts were created to spread false information and manipulate public opinion.

Another notable case was the "Silent No More" blog, which was found to be operated by individuals linked to the opposition party. The blog was used to spread false information and to attack the administration's policies. (Quintos, 2017)

Moreover, according to Crismundo (2021), during the COVID-19 pandemic, imposter content in social media has also been a prevalent issue. False identities or impersonations of government officials or health experts are used to spread false information about the pandemic. For instance, there were fake social media accounts of Philippine health officials that were created to spread false information about the pandemic response, causing confusion and panic among the public.

In conclusion, imposter content in social media is a prevalent issue in Philippine politics, and it is important for individuals to be vigilant and to fact-check information before sharing or engaging with it.

Table 9. Perceived Level of Misinformation Experienced on Social Media In Terms of Manipulated Content.

Indicators	M	SD	VI
1. the learner has encountered manipulated content about politics in social media.	4.44	.61	Frequently Experienced
2. the learner has responded, commented, or often engages himself or herself in	4.39	.66	Frequently Experienced

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manipulated content.

3. the learner has easily identified manipulated content about politics that are present in social media.	4.42	.59	Frequently Experienced
4. the learner has crafted and posted manipulated content on social media.	4.38	.64	Frequently Experienced
5. the learner does fact-check after encountering manipulated content on social media.	4.35	.66	Frequently Experienced
6. the learner has shared posts containing manipulated content.	4.34	.66	Frequently Experienced
7. the learner has often ignored posts with manipulated content	4.35	.64	Frequently Experienced
Overall	4.38	0.64	Frequently Experienced

Legend:4.50-5.00-Always Experienced (AE) ;3.50-4.49-Frequently Experienced (FE);2.50-3.49-Oftentimes Experienced (OE);1.50-2.49-Sometimes Experienced (SE);1.00-1.49- Never Experienced (NE)

Table 9 shows the level of perception of the misinformation experienced by Grade 12 students of Felix Amante SHS in social media in terms of manipulated content.

The overall rating of 4.38 reveals that manipulated content is “frequently experienced” by the students.

The highest mean rating is for Indicator 1, with a mean score of 4.44, indicating that SHS learners frequently encounter manipulated content about politics in social media. This suggests that misinformation in the form of manipulated content is widespread in social media. This includes manipulated images, videos, or articles about political events or figures.

Indicator three has the next highest mean score of 4.42, which suggests that respondents can easily identify manipulated content about politics in social media. However, despite being able to identify such content, the mean scores for Indicators 2, 4, 5, 6, and 7 indicate that many learners still engage with, craft, and post, share, and fail to fact-check content that they encounter.

According to Feldstein (2021), the proliferation of manipulated content in Philippine politics is a critical concern as it can significantly influence public opinion and impact the outcome of elections. It is important for social media users to be vigilant and to fact-check information before sharing it on their platforms. Similarly, the government and other relevant stakeholders must take measures to combat the spread of manipulated content, including the implementation of laws and regulations that hold those responsible for creating and disseminating false information accountable.

Overall, the results suggest that misinformation in the form of manipulated content is prevalent in social media. While people can identify manipulated content, many still engage with it and fail to fact-check or ignore it. This highlights the need for greater awareness and education on how to combat misinformation in social media.

Table 10. Perceived Level of Misinformation Experienced on Social Media In Terms of Fabricated Content.

Indicators	M	SD	VI
1. the learner has encountered fabricated content about politics in social media.	4.47	.61	Frequently Experienced
2. the learner has responded, commented, or often engages himself or herself in fabricated content.	4.39	.64	Frequently Experienced
3. the learner has easily identified fabricated content about politics that are present in social media.	4.43	.61	Frequently Experienced
4. the learner has crafted and posted fabricated content on social media	4.38	.56	Frequently Experienced
5. the learner does a fact-checking after encountering fabricated content on social media	4.44	.57	Frequently Experienced
6. the learner has shared posts containing fabricated content	4.40	.56	Frequently Experienced
7. the learner has often ignored posts with fabricated content	4.44	.55	Frequently Experienced
Overall	4.42	0.59	Frequently Experienced

Legend:4.50-5.00-Always Experienced (AE) ;3.50-4.49-Frequently Experienced (FE);2.50-3.49-Oftentimes Experienced (OE);1.50-2.49-Sometimes Experienced (SE);1.00-1.49- Never Experienced (NE)

Table 10 shows the level of perception of the misinformation experienced by Grade 12 students in social media in terms of fabricated content. It further reveals that fabricated content is "frequently experienced" by the students with a total mean rating of 4.42.

The highest mean rating is for Indicator 1, with a mean score of 4.47, indicating that the learners frequently encounter fabricated content about politics in social media. This suggests that misinformation in the form of fabricated content is widespread in social media, particularly in the context of Philippine politics. This could include fake news stories, quotes, or statistics about political events or figures.

Indicator five has the next highest mean score of 4.44, which suggests that SHS learners frequently do fact-checking after encountering fabricated content on social media. This is a positive result, as fact-checking can help combat the spread of misinformation.

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The lowest mean score is for Indicator 4, which suggests that people frequently do not craft and post fabricated content on social media. This could be because crafting and posting fabricated content requires a certain level of skill and resources, which not everyone may possess.

Overall, the results suggest that misinformation in the form of fabricated content is prevalent in social media. While people frequently encounter fabricated content, many also frequently fact-check after encountering it, and few craft and post it themselves. This highlights the need for continued efforts to combat the spread of misinformation, including through fact-checking and media literacy education.

Table 11. Summary of the Perceived Level of Misinformation Experienced On Social Media.

Indicators	M	SD	VI
1. Satirical Content	4.35	0.67	Frequently Experienced
2. False Content	4.40	0.62	Frequently Experienced
3. Imposter Content	4.40	0.67	Frequently Experienced
4. Manipulated Content	4.38	0.64	Frequently Experienced
5. Fabricated Content	4.42	0.59	Frequently Experienced
Overall	4.39	0.64	Frequently Experienced

Legend:4.50-5.00-Always Experienced (AE) ;3.50-4.49-Frequently Experienced (FE);2.50-3.49-Oftentimes Experienced (OE);1.50-2.49-Sometimes Experienced (SE);1.00-1.49- Never Experienced (NE)

Table 11 presents the perceived level of misinformation experienced by students from Felix Amante Senior High School on social media, based on five indicators: satirical content, false content, imposter content, manipulated content, and fabricated content, as well as an overall score. The mean scores for each indicator and the overall score are high, ranging from 4.35 to 4.42 out of five, indicating that the students “frequently experienced” (FE) these types of misinformation on social media. These findings suggest that the students perceive a significant presence of misinformation in their online interactions.

Satirical Content is frequently experienced by the students, with a mean score of 4.35. This implies that students often encounter satirical content that may be intended as humor or parody but can be misleading if misinterpreted. For instance, a satirical news article might present false information disguised as genuine news, leading students to believe in inaccurate claims or spreading misinformation unknowingly.

The students also report frequent encounters with false content, as indicated by a mean score of 4.40. False content refers to information that is intentionally deceptive or incorrect. The spread of false content can have serious consequences, as it can mislead individuals, influence their opinions, and perpetuate misinformation cascades. For example, a false health claim shared on social media could lead students to make misguided decisions regarding their well-being.

Imposter Content, which involves the impersonation of individuals or organizations, is also frequently experienced by the student's mean score of 4.40. This type of misinformation can manifest as fake profiles or accounts pretending to be someone else, often with malicious intentions. Students may unknowingly interact with imposters, leading to potential privacy breaches, scams, or the dissemination of misinformation by individuals posing as reputable sources.

The mean score for Manipulated Content is 4.38, indicating that students frequently encounter media that has been altered or manipulated to deceive or misinform. Manipulated content can include doctored images, videos, or misleading audio recordings. When students are exposed to such content, they may unknowingly share or believe in misleading narratives, contributing to the spread of misinformation.

Fabricated Content, with a mean score of 4.42, suggests that students often come across completely made-up information. This type of misinformation can be particularly dangerous as it lacks any basis and is entirely fabricated to deceive or manipulate individuals. Students may find it challenging to distinguish fabricated content from genuine information, leading to a proliferation of false narratives and an erosion of trust in reliable sources.

The results presented in Table 11 shed light on the perceived level of misinformation experienced by senior high school students from Felix Amante Senior High School on social media. The findings highlight the prevalence of misinformation in various forms and the potential consequences it can have on students' beliefs, decisions, and overall understanding of the world. Addressing this issue requires collaborative efforts from educators, policymakers, and social media platforms to enhance digital literacy and promote critical thinking skills, ultimately equipping students with the tools to navigate the online environment responsibly. (Dijck & Poell, 2018)

According to Allcott and Gentzkow (2017), the concerns about the inaccuracy of information in social media are very alarming, with many stories being shared without verification. In addition, there are concerns about the impact of social media on the public's perception of news, with some suggesting that exposure to information on social media can lead to polarization and the spread of misinformation.

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Table 12. Perceived Level of Political Attitude Manifested in Terms of Radical.

Indicators	M	SD	VI
1. favors drastic political change and social reforms.	4.49	0.63	Frequently Manifested
2. believes that rapid change in the basic structure of the political, social, or economic system.	4.5	0.62	Always Manifested
3. promotes and advocates ideas for political change on social media.	4.48	0.60	Frequently Manifested
4. engages in debates and arguments about political change.	4.49	0.58	Frequently Manifested
5. participates in campaigns and rallies that promote political change.	4.53	0.53	Always Manifested
6. seeks to protect individual rights and freedom of speech.	4.55	0.55	Always Manifested
7. is willing to resort to extreme methods such as violence and revolution to promote political change.	4.48	0.56	Frequently Manifested
Overall	4.50	0.58	Always Manifested

Legend: 4.50-5.00- Always Manifested (AM); 3.50-4.49-Frequently Manifested (FM); 2.50-3.49-Oftentimes Manifested (OM); 1.50-2.49-Sometimes Manifested (SM); 1.00-1.49- Never Manifested (NM)

Table 12 shows the perceived level of political attitude manifested by Grade 12 students of Felix Amante SHS in terms of the Radical.

The mean scores for each indicator range from 4.48 to 4.55, indicating that the students “frequently or always manifest” this political attitude.

The highest mean rating of 4.55 was obtained by indicator six, which shows that the students have a strong inclination towards protecting individual rights and freedom of speech. This indicates that the students value democracy and human rights and are willing to defend them against any infringement. For instance, they may participate in peaceful protests or join organizations that advocate for human rights and democracy.

On the other hand, the lowest mean rating of 4.48 to 4.49 was obtained by indicators 1, 3, 4, and 7. These indicators show that the students are less likely to favor drastic political change and social reforms, promote and advocate ideas for political change on social media, engage in debates and arguments about political change, and resort to extreme methods such as violence and revolution to promote political change. However, these indicators still fall under the “frequently manifested” level of manifestation, which means that the students occasionally exhibit these attitudes.

It is important to note that the overall mean rating of 4.50 falls under the “always manifested” level of manifestation. This indicates that the students exhibit radical political attitudes frequently and consistently across all the indicators. This suggests that the students have a strong inclination towards radicalism and are more likely to engage in political activism that seeks to bring about a notable change in society.

Overall, the table suggests that the Grade 12 students of Felix Amante Senior High School have strong political attitudes, especially toward protecting individual rights and freedom of speech. Although they may not always favor drastic political change or resort to extreme methods to promote political change, they still exhibit a prominent level of radicalism.

Table 13. Perceived Level of Political Attitude Manifested In Terms of The Liberal.

Indicators	M	SD	VI
1. is encouraged to advocate gradual change based on the political issues encountered on social media.	4.51	0.53	Always Manifested
2. values individual rights but with government intervention.	4.5	0.55	Always Manifested
3. is influenced by the idea of equality through social media.	4.53	0.53	Always Manifested
4. believes that the government should promote social welfare.	4.53	0.58	Always Manifested
5. believes that the government should promote economic equality.	4.56	0.56	Always Manifested
6. believes that the government should provide more services to its citizens.	4.53	0.53	Always Manifested
7. rejects the idea of violent revolution in changing the way things are.	4.51	0.53	Always Manifested
Overall	4.52	0.54	Always Manifested

Table 13 presents the perceived level of political attitude manifested by Grade 12 students of Felix Amante Senior High School in terms of Liberal.

The overall mean rating of the students' perceived level of political attitude is 4.52, indicating that the students “always manifested” a liberal political attitude on the issues presented in the table.

The highest mean rating among the indicators is 4.56, which pertains to the belief that the government should promote economic equality. This means that the students strongly believe that the government should take measures to reduce economic inequality in society. For example, they may support progressive taxation, where the wealthy pay higher taxes to fund social programs that benefit the poor.

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On the other hand, the lowest mean rating is 4.50, which pertains to the value of individual rights but with government intervention. This means that the students recognize the importance of individual rights but also believe that government intervention is necessary to protect these rights. For example, they may support laws that regulate the use of firearms to prevent gun violence while still respecting the right to bear arms.

Overall, the table suggests that the Grade 12 students of Felix Amante Senior High School hold liberal political attitudes that are influenced by social media. They value equality, social welfare, and the provision of government services, and reject violent revolution as a means of effecting change. However, they also recognize the importance of individual rights and believe that government intervention is necessary to protect them.

Table 14. Perceived Level Of Political Attitude Manifested In Terms Of The Moderate.

Indicators	M	SD	VI
1. takes the idea of political change slowly.	4.51	0.58	Always Manifested
2. has an open mind when it comes to topics regarding political issues.	4.47	0.59	Frequently Manifested
3. views the different sides of the conflict in a political issue.	4.49	0.54	Frequently Manifested
4. values the ideas expressed by both liberals and conservatives.	4.49	0.57	Frequently Manifested
5. does not hold extreme views when it comes to politics.	4.49	0.56	Frequently Manifested
6. advocates a wait-and-see approach when it comes to political change.	4.47	0.56	Frequently Manifested
7. is willing to hear sides in case of a conflict to value fairness and equality.	4.49	0.54	Frequently Manifested
Overall	4.49	0.56	Frequently Manifested

Legend: 4.50-5.00- Always Manifested (AM); 3.50-4.49-Frequently Manifested (FM); 2.50-3.49-Oftentimes Manifested (OM); 1.50-2.49-Sometimes Manifested (SM); 1.00-1.49- Never Manifested (NM)

Table 14 shows the perceived level of political attitude manifested by Grade 12 students of Felix Amante Senior High School in terms of the moderate spectrum. The overall mean rating of 4.49 indicates that the students “frequently manifested” moderate political attitudes.

The indicators in the table reveal that the students take the idea of political change slowly, indicating that they prefer gradual change rather than sudden or drastic shifts in the political landscape. They also have an open mind when it comes to topics regarding political issues and view the different sides of the conflict in a political issue. This suggests that they are willing to listen to different perspectives and consider various viewpoints before deciding.

Furthermore, the students value the ideas expressed by both liberals and conservatives and do not hold extreme views when it comes to politics. This indicates that they are politically moderate and are not strongly affiliated with one political ideology.

The students also advocate a wait-and-see approach when it comes to political change, suggesting that they prefer to evaluate the situation before making any significant changes. They are also willing to hear sides in case of a conflict to value fairness and equality, indicating that they are open-minded and fair in their approach to political issues.

In summary, the Grade 12 students of Felix Amante Senior High School tend to manifest moderate political attitudes, as evidenced by their open-mindedness, willingness to consider different viewpoints and preference for gradual change. These attitudes reflect a balanced and thoughtful approach to politics, which is essential for effective democratic citizenship.

Table 15. Perceived Level of Political Attitude Manifested In Terms of The Conservative.

Indicators	M	SD	VI
1. values tradition and is not fond of political and social change.	4.44	0.52	Frequently Manifested
2. prefers to stick to the ideas that are already tried and true.	4.42	0.54	Frequently Manifested
3. believes that people should be responsible for their actions.	4.45	0.55	Frequently Manifested
4. favors on keeping things the way they are	4.49	0.59	Frequently Manifested
5. keeps on maintaining the status quo	4.40	0.58	Frequently Manifested
6. hesitates or is cautious about adopting new policies, especially if they involve government activism	4.44	0.6	Frequently Manifested
7. feels that the less government there is, the better	4.38	0.56	Frequently Manifested
Overall	4.43	0.56	Frequently Manifested

Legend: 4.50-5.00- Always Manifested (AM); 3.50-4.49-Frequently Manifested (FM); 2.50-3.49-Oftentimes Manifested (OM); 1.50-2.49-Sometimes Manifested (SM); 1.00-1.49- Never Manifested (NM)

Table 15 presents the perceived level of political attitude of Grade 12 students from Felix Amante Senior High School, in terms of the conservative spectrum. The results further show that the conservative attitude is “frequently manifested” by the students, with a 4.43 overall mean rating.

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One of the key characteristics of the students' conservative attitudes is a strong preference for tradition and resistance to change. They prefer to stick with tried-and-true ideas and are cautious about adopting new policies, particularly those involving government intervention. This is reflected in the high mean scores for indicators 1, 2, 4, 5, and 6.

Another important aspect of the students' conservative attitudes is a belief in personal responsibility. They believe that individuals should be accountable for their actions and decisions, which is reflected in the high mean score for indicator three.

Additionally, the students tend to favor limited government intervention, as reflected in the high mean score for indicator seven. They feel that the less government there is, the better. This suggests a belief in free markets and individual freedom, which are core tenets of conservative political philosophy.

Overall, the results of the study indicate that the Grade 12 students from Felix Amante Senior High School have an important level of conservative political attitudes. These attitudes may manifest in their beliefs, values, and behaviors, such as a preference for traditional values, a reluctance to change, and a belief in personal responsibility and limited government intervention. Examples of these attitudes could include a preference for traditional gender roles, a reluctance to support progressive social policies or a belief in free market economics.

Table 16. Perceived level of political attitude manifested in terms of Reactionary.

Indicators	M	SD	VI
1. promotes the reverse political progress or change.	4.41	0.54	Frequently Manifested
2. believes that nothing should be changed when it comes to social and political policies.	4.37	0.56	Frequently Manifested
3. favors the use of extreme methods, such as repressive use of government power.	4.45	0.63	Frequently Manifested
4. promotes ideas that oppose policies for political transformation.	4.54	0.63	Always Manifested
5. disregards the social media content that contains contemporary transformation	4.43	0.61	Frequently Manifested
6. engages in discussions and debates that aim to restore the previous political state.	4.47	0.60	Frequently Manifested
7. participates in campaigns that promote restoration of the previous political state.	4.57	0.60	Always Manifested
Overall	4.46	0.60	Frequently Manifested

Legend: 4.50-5.00- Always Manifested (AM); 3.50-4.49-Frequently Manifested (FM); 2.50-3.49-Oftentimes Manifested (OM); 1.50-2.49-Sometimes Manifested (SM); 1.00-1.49- Never Manifested (NM)

Table 16 shows the perceived level of political attitude manifested by Grade 12 students of Felix Amante Senior High School in the Reactionary. The overall mean rating for the reactionary spectrum is 4.46, which is considered “frequently manifested.”

The highest mean rating in the table is for Indicator 4 which has a mean score of 4.54 and is considered as always manifested. This indicates that a considerable number of Grade 12 students in the school have a political attitude that is against any form of political transformation. They believe in maintaining the status quo and are opposed to any change in the political policies and systems in the country.

On the other hand, the lowest mean rating in the table is for Indicator 2, which has a mean score of 4.37 and is considered as frequently manifested. This suggests that although most of the students have a conservative and reactionary political attitude, they still recognize the need for some changes in the social and political policies of the country. They may not be entirely opposed to change but would prefer to stick to the traditional and tried methods.

For example, students who score high on Indicator 4 may be against any government policies that aim to promote social and political transformation, such as the passing of laws that promote gender equality, healthcare reform, or education reform. They may believe that these policies will harm the country's traditional values and systems.

Meanwhile, students who score low on Indicator 2 may be open to some changes in the political and social policies of the country, such as the adoption of innovative technologies in the educational system or the implementation of policies that address the country's environmental issues. However, they may still prefer to maintain some traditional aspects of society and the political system.

Overall, the perceived level of political attitude manifested by Grade 12 students of Felix Amante Senior High School in terms of the Reactionary spectrum suggests that most of the students have a conservative and resistant attitude toward change. However, there are still some students who recognize the need for changes in the social and political policies of the country.

Table 17. Summary Of The Perceived Level Of Political Attitude Manifested By Grade 12 Students Of Felix Amante Senior High School.

Indicators	M	SD	VI
1. Radical	4.50	0.58	Always Manifested

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2. Liberal	4.52	0.54	Always Manifested
3. Moderate	4.49	0.56	Frequently Manifested
4. Conservative	4.43	0.56	Frequently Manifested
5. Reactionary	4.46	0.60	Frequently Manifested
Overall	4.48	0.57	Frequently Manifested

Legend: 4.50-5.00- Always Manifested (AM); 3.50-4.49-Frequently Manifested (FM); 2.50-3.49-Oftentimes Manifested (OM); 1.50-2.49-Sometimes Manifested (SM); 1.00-1.49- Never Manifested (NM)

Table 17 provides a summary of the perceived level of political attitudes manifested by Grade 12 students of Felix Amante Senior High School.

The table shows that the highest mean rating is 4.52 for the Liberal spectrum. This indicates that the Grade 12 students of Felix Amante Senior High School tend to exhibit liberal political attitudes more frequently than other political attitudes. This means that they tend to support individual liberties and equality and may prioritize progressive policies and social justice. An example of a liberal political attitude might be supporting LGBTQ+ rights and advocating for policies that support marginalized communities.

The Radical spectrum on the other hand has a mean rating of 4.50. This indicates that the students also tend to exhibit radical political attitudes with a score that is remarkably close to that of liberalism. Radicalism is characterized by a desire to fundamentally change society or the status quo, often through more extreme means than those used by liberal or moderate activists. (Baradat & Phillips, 2019)

The Moderate spectrum is third with a mean rating of 4.49. The Grade 12 students also exhibit moderate political attitudes frequently. According to Harel (2021), moderate attitudes are characterized by a desire for compromise and practical solutions rather than extreme positions. An example of a moderate political attitude might be supporting policies that balance individual rights with the needs of society.

The Reactionary spectrum has a mean rating of 4.46. It indicates that the students also tend to exhibit reactionary political attitudes frequently. Furthermore, it shows the students' desire to return to traditional values and ways of life, often in response to perceived threats or changes in society.

Lastly, the Conservative spectrum has a mean rating of 4.43, which means that the Grade 12 students exhibit conservative political attitudes least frequently, but still frequently enough to be classified as "frequently manifested." Conservative attitudes are characterized by a preference for maintaining the status quo or traditional values, and a resistance to change or social experimentation.

With an overall mean rating of 4.48, the Grade 12 students of Felix Amante Senior High School exhibit a range of political attitudes, with liberalism and radicalism being the most frequently manifested. These results have several implications. It indicates that Grade 12 students at Felix Amante Senior High School actively engage with and manifest political attitudes, showcasing their interest and involvement in political matters. The variety of political attitudes expressed suggests a diverse range of perspectives and ideological stances within the student body. This diversity presents opportunities for constructive dialogue, debate, and the exploration of different political ideologies.

Furthermore, these findings highlight the importance of fostering a respectful and inclusive environment that encourages open-mindedness and critical thinking. By promoting dialogue and understanding among students with differing political attitudes, educators can help cultivate a culture of political literacy, empathy, and active citizenship.

Table 18. Perceived Level Of Political Participation Manifested In Terms Of Awareness.

Indicators	M	SD	VI
1. knows the current trend of politics in the Philippines.	4.63	0.61	Always Manifested
2. is active on content that deals with political issues.	4.63	0.64	Always Manifested
3. knows the value of being aware of political matters.	4.63	0.65	Always Manifested
4. enjoys being updated on information concerning political issues.	4.58	0.58	Always Manifested
5. often encounters content that includes political issues.	4.64	0.59	Always Manifested
6. becomes confident with political institutions by being updated through social media.	4.64	0.59	Always Manifested
7. develops trust with the government by engaging himself in information regarding politics.	4.62	0.56	Always Manifested
Overall	4.62	0.60	Always Manifested

Legend: 4.50-5.00- Always Manifested (AM); 3.50-4.49-Frequently Manifested (FM); 2.50-3.49-Oftentimes Manifested (OM); 1.50-2.49-Sometimes Manifested (SM); 1.00-1.49- Never Manifested (NM)

Table 18 shows the perceived level of political participation of Grade 12 students of Felix Amante Senior High School in terms of awareness. The table reveals that awareness is "always manifested" by the students, with a total mean rating of 4.62. The highest mean rating of 4.64 is shared by indicators 5 and 6. Indicator 5 refers to the frequency of encountering content that includes political

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issues, while indicator six relates to becoming confident with political institutions by being updated through social media. These results suggest that the students are highly engaged with political content and find social media as an effective tool for staying informed about political issues. For example, they may follow political news accounts on Twitter or Facebook or participate in online discussions about political topics. The lowest mean rating of 4.58 is on indicator four. Although this indicator still reflects a prominent level of political participation, it suggests that some students may not find keeping up with political news to be as enjoyable as others. This could be due to distinct reasons, such as a lack of interest or finding political news to be overwhelming or confusing.

Overall, the students' perceived level of political participation in terms of awareness is high, with an overall mean rating of 4.62. This suggests that the students have a strong awareness and interest in political issues, which could lead to greater political engagement and participation in the future.

Table 19. Perceived Level Of Political Participation Manifested In Terms Of Involvement.

Indicators	M	SD	VI
1. exercises his/her rights in politics through the process of suffrage even in a school organizational setting.	4.73	0.53	Always Manifested
2. knows the importance of exercising the rights of suffrage.	4.61	0.51	Always Manifested
3. engages himself in a discussion about politics on social media.	4.70	0.48	Always Manifested
4. supports advocacies concerning politics in social media.	4.69	0.55	Always Manifested
5. trust in authorities based on the available information concerning politics.	4.68	0.57	Always Manifested
6. engages in debates and talks regarding political issues.	4.69	0.5	Always Manifested
7. actively participates in campaigns or rallies concerning politics.	4.72	0.54	Always Manifested
Overall	4.69	0.53	Always Manifested

Legend: 4.50-5.00- Always Manifested (AM); 3.50-4.49-Frequently Manifested (FM); 2.50-3.49-Ofentimes Manifested (OM); 1.50-2.49-Sometimes Manifested (SM); 1.00-1.49- Never Manifested (NM)

Table 19 shows the perceived level of political participation of Grade 12 students of Felix Amante Senior High School in terms of involvement. The total mean rating of 4.69 reveals that involvement is “always manifested” by the students.

The highest mean rating of 4.73 is visible in indicator one, which refers to the students exercising their right to vote in a school organizational setting. This suggests that the students are active in participating in their school's decision-making processes and exercising their democratic rights. For example, they may vote for the student council members or participate in surveys or polls to voice their opinions on various issues.

Indicator two, which inquires as to whether the students are aware of the significance of exercising their right to vote, receives a mean rating of 4.61. Even though this indicator still shows an important level of political engagement, it raises the possibility that some students may not completely comprehend the importance of voting and how it affects their lives and communities, or that this may be the case simply because most of them are not yet registered voters. However, it is crucial to teach kids the value of voting and how it might affect the political system.

Overall, the students' perceived level of political participation in terms of involvement is high, with an overall mean rating of 4.69. This suggests that the students are actively involved in various political activities, such as engaging in discussions about politics on social media, supporting political advocacies, participating in debates and talks, and actively participating in campaigns or rallies concerning politics. These activities reflect the students' interest in politics and their willingness to participate in shaping their communities future.

Table 20. Summary Of The Perceived Level Of Political Participation Manifested By Grade 12 Students Of Felix Amante Senior High School.

Indicators	M	SD	VI
1. Awareness	4.62	0.60	Always Manifested
2. Involvement	4.69	0.53	Always Manifested
Overall	4.66	0.57	Always Manifested

Legend: 4.50-5.00- Always Manifested (AM); 3.50-4.49-Frequently Manifested (FM); 2.50-3.49-Ofentimes Manifested (OM); 1.50-2.49-Sometimes Manifested (SM); 1.00-1.49- Never Manifested (NM)

Table 20 provides a summary of the perceived level of political participation manifested by Grade 12 students of Felix Amante Senior High School.

The Awareness indicator has a mean rating of 4.62, indicating that the students are highly aware of political issues and trends in the Philippines. This suggests that they have a good understanding of the importance of staying informed about political matters, which could motivate them to participate more actively in the political process in the future.

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The Involvement indicator on the other hand has a mean rating of 4.69, indicating that the students are highly involved in political activities such as engaging in discussions, participating in campaigns or rallies, and supporting political advocacy. This suggests that the students have a strong interest in participating in the political process and are motivated to take an active role in shaping political outcomes.

Overall, the students' perceived level of political participation has a mean rating of 4.66, which indicates a prominent level of political participation. This suggests that the students are actively engaged in political activities, and they have a strong interest in participating in the political process. The prominent level of political participation could lead to greater political engagement and participation in the future, both in school and in broader political contexts.

Table 21. Level Of Correlation Between Learners' Political Attitude Based On Their Exposure To Social Media In Terms Of Affordances.

Affordances	Political Attitude				
	radical	liberal	moderate	conservative	reactionaries
visibility	.082	.089	.056	.001	-.018
persistence	.082	.127	.043	-.097	-.079
editability	.170*	.172*	.102	.044	.077
association	.214**	.205**	.141	.097	.034

Legend: **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 21 displays the level of correlation between learners' political attitudes and their exposure to social media based on affordances.

The results indicate that there is a moderate correlation between learners' political attitudes and visibility and persistence affordances, except for the conservative and reactionary political spectrums, where the correlation is close to zero or negative.

The results also reveal that editability affordance has a significant correlation with radical and liberal political attitudes but with a low correlation for the moderate, conservative, and reactionary groups.

Furthermore, association affordance has a significant correlation with learners' political attitudes, with higher correlation values for learners with more radical and liberal political attitudes.

This finding suggests that learners with radical and liberal political attitudes are more likely to use social media for political purposes, as they perceive that their political opinions are more visible and persistent on social media platforms. On the other hand, learners with moderate, conservative, or reactionary political attitudes may perceive that their political opinions are less visible and persistent on social media, leading to a weaker correlation.

This finding also suggests that learners who have radical, liberal, or moderate political attitudes are more likely to edit and modify their political opinions on social media platforms. However, the lack of correlation between conservative and reactionary learners could suggest that they are less likely to change their political opinions or to have a more fixed set of beliefs.

This result further implies that learners with radical and liberal political attitudes are more likely to associate with like-minded individuals or groups on social media platforms, while learners with more moderate, conservative, or reactionary political attitudes may be less likely to do so.

A study conducted by Barberá et al. (2015) examined the relationship between political ideology and social media use among Twitter users during the 2012 US presidential election. The study found that liberals were more likely to follow political accounts and discuss politics on Twitter than conservatives. This was attributed to the fact that Twitter is a more open platform that is conducive to discussion and dissent, which aligns with liberal values.

Similarly, a study conducted by Bode and Dalrymple (2018) explored the relationship between political ideology and the use of social media for political information. The study found that individuals with more liberal political attitudes were more likely to use social media to consume political news and information than those with more conservative political attitudes.

In conclusion, the results of Table 21 suggest that the relationship between learners' political attitudes and their exposure to social media is complex and multifaceted, with different affordances showing varying levels of correlation with learners' political attitudes across different political spectrums. These findings have important implications for educators, policymakers, and social media companies, as they highlight the need to better understand how social media affordances impact learners' political attitudes and behaviors.

Table 22. Level Of Correlation Between Learners' Political Attitudes Based On Their Exposure To Social Media In Terms Of Misinformation.

Misinformation	Political Attitude
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	radical	liberal	moderate	conservative	reactionaries
Satire	.427**	.368**	.458**	.482**	.481**
False content	.321**	.312**	.436**	.427**	.494**
Imposter content	.416**	.416**	.537**	.518**	.604**
Manipulated content	.495**	.433**	.523**	.409**	.496**
Fabricated content	.543**	.420**	.582**	.549**	.553**

Legend **. Correlation is significant at the 0.01 level (2-tailed).

Table 22 presents the level of correlation between learners' political attitudes and exposure to social media in terms of misinformation. The table shows the R-value, which measures the strength of the correlation between learners' political attitudes and different political spectrums based on their exposure to several types of misinformation.

The table indicates that there is a “significant correlation” between exposure to all types of misinformation and learners' political attitudes across all political spectrums, indicating that misinformation affects individuals' political beliefs, regardless of their political leaning.

A study conducted by Guess, Nyhan, and Reifler (2020) investigated the relationship between exposure to misinformation on social media and political attitudes. The study found that exposure to misinformation on social media was associated with a decrease in trust in mainstream news sources and an increase in political polarization. Specifically, individuals who were exposed to misinformation on social media were more likely to express more extreme political attitudes, both on the left and the right of the political spectrum.

Pennycook et al. (2019) explored the relationship between exposure to misinformation on social media and susceptibility to believing misinformation. The study found that individuals who regularly consume news on social media platforms were more likely to believe false information, even when it contradicts their prior beliefs. Additionally, the study found that individuals who have a greater tendency to believe in conspiracy theories were more likely to be susceptible to misinformation on social media. In addition, the study found that individuals with more extreme political attitudes, both liberal and conservative, were more likely to believe and share misinformation on social media. These individuals were also less likely to fact-check the information they received and more likely to rely on their political biases when evaluating the credibility of information.

Overall, the findings presented in Table 22 suggest that exposure to misinformation on social media has a significant impact on an individual's political beliefs, regardless of their political leaning. The table underscores the importance of addressing the issue of misinformation on social media platforms to ensure that users are not misled and to promote a healthy and informed democratic discourse.

Table 23. Level Of The Correlation Between The Students’ Social Media Exposure In Terms Of Affordances To The Learners’ Political Participation

Affordances	Political Participation	
	awareness	involvement
visibility	-.022	.064
persistence	.025	-.025
editability	.111	.043
association	.122	.096

Legend: **. Correlation is significant at the 0.01 level (2-tailed).

Table 23 presents the level of correlation between students' social media exposure in terms of affordances and their political participation. The table indicates that there is no significant relationship between social media affordances and political participation. A study by Carpini and Keeter (1997) found that although social media was positively associated with political knowledge, it had no significant impact on political participation. Furthermore, the researchers found that while the Internet had the potential to increase political participation, its impact was limited by factors such as access and education levels. The authors suggest that social media may have similar limitations, particularly if its use is concentrated among certain demographic groups.

In Felix Amante SHS, although most of the students are engaged in social media, the results suggest that social media may have different effects on several types of political participation. For example, social media may be more effective at mobilizing students for protests and demonstrations than for voting in elections. Another possibility is that the effects of social media may be mediated by other factors, such as age, education, and political ideology.

Similarly, a study by Putnam (2000) found that although the Internet and other forms of new media had the potential to promote political participation, there was little evidence to suggest that they had done so.

Another study by Anderson and Jiang (2018) found that social media use had no significant effect on political participation, as measured by voting and participation in political rallies. This suggests that social media may have a limited impact on political

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engagement, as it may primarily serve to reinforce existing political beliefs and attitudes rather than encourage new political behavior.

Table 24. Level Of The Correlation Between The Students' Social Media Exposure In Terms Of Misinformation To The Learners' Political Participation

Misinformation	Political Participation	
	awareness	involvement
Satire	.303**	.370**
False content	.465**	.410**
Imposter content	.440**	.451**
Manipulated content	.412**	.390**
Fabricated content	.550**	.455**

Legend: **. Correlation is significant at the 0.01 level (2-tailed).

Table 24 indicates that there is a significant level of correlation between students' social media exposure to several types of misinformation and their political participation in terms of awareness and involvement.

Furthermore, the strongest correlation is observed between exposure to fabricated content and political participation (awareness and involvement), followed by false content, imposter content, manipulated content, and satire. This suggests that fabricated content has a stronger relationship with political participation than other types of misinformation on social media.

The table also suggests that social media has become an increasingly important source of news and information among the students of Felix Amante SHS, which means that exposure to misinformation on social media has a significant impact on their political participation.

A study by Allcott and Gentzkow (2017) found that exposure to fake news stories on Facebook during the 2016 US Presidential election was associated with a decrease in political knowledge and an increase in support for the winning candidate, Donald Trump. Similarly, a study by Guess et al. (2020) found that exposure to misinformation about COVID-19 on social media was associated with a decrease in political participation.

The effects of misinformation on political participation may depend on individual characteristics and the specific context in which the misinformation is encountered. For example, some people may be more susceptible to misinformation than others, depending on their political beliefs, education level, and cognitive biases. Several studies have suggested that efforts to correct misinformation can be effective in reducing its impact on public opinion and political participation (Pennycook & Rand, 2019).

Nonetheless, the findings suggest that exposure to misinformation on social media can have a significant impact on students' political participation, and therefore efforts to promote media literacy and critical thinking skills are necessary to combat the negative effects of misinformation on democracy.

CONCLUSIONS

Based on the abovementioned findings, the following conclusions were formulated: The learners' social media exposure is significantly related to their political attitudes. However, there is no correlation between exposure to social media in terms of affordances and learners' political participation.

Thus, the hypothesis stating that:

1. There is no significant relationship between the learner's political attitudes and their social media affordances is **rejected**.
2. There is no significant relationship between learner's political attitudes and social media exposure to misinformation is **rejected**.
3. There is no significant relationship between the students' social media affordances and misinformation and their political participation is **accepted**.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were suggested:

1. Educational institutions may prioritize media literacy education for senior high school students, with a focus on critical thinking skills to help them distinguish between fact and fiction in social media content.
2. Policymakers may regulate the spread of misinformation in social media, particularly during election periods, to minimize its impact on the political attitudes and behaviors of students.
3. Teachers and parents may monitor students' social media use and guide them in responsible online behavior. They should also encourage healthy political discourse and expose students to diverse political perspectives.

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4. Further research may be conducted to explore the relationship between social media use, misinformation, and political attitudes and participation among other age groups, particularly collegiate level.

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