

RELATIONSHIPS AMONG SOCIAL MEDIA USAGE, VALIDATION-SEEKING BEHAVIOR, AND ACADEMIC FOCUS AMONG STUDENT-INFLUENCERS

ABSTRACT

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This study examined the relationships among social media usage, validation-seeking behavior, and academic focus among college student-influencers at Bestlink College of the Philippines. As student-influencers balance academic responsibilities with online content creation, the study sought to determine how these three variables were related. The research was anchored in Self-Determination Theory and Cognitive Absorption Theory and used a quantitative correlational design. A total of 100 student-influencers aged 18–25 years, each with at least 5,000 followers, were selected through purposive sampling. Data were collected using a validated researcher-made questionnaire measuring social media usage, validation-seeking behavior, including need for approval, social comparison, and self-presentation, and academic focus, including attention and concentration, time management, and academic performance. Statistical procedures included frequency distribution, weighted mean, Shapiro–Wilk test, Kruskal–Wallis H test, and Spearman’s rho correlation. The findings indicated high levels of social media usage and validation-seeking behavior, particularly in self-presentation and need for approval. Despite extensive online engagement, respondents also demonstrated a high level of academic focus. No significant relationship was found between social media usage and validation-seeking behavior or between social media usage and academic focus. However, a significant positive relationship was found between validation-seeking behavior and academic focus. The study interpreted this finding as indicating that validation-seeking behavior may function as a motivational factor rather than a barrier to academic focus among student-influencers.

RECOMMENDED CITATION

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