Critical Thinking Disposition and Stress as Predictors of Social Media Activities among Senior High School Students

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ABSTRACT

This research focused on the relationship between critical thinking disposition, stress levels, and social media activities among senior high school students. The main aim of the study was to evaluate the levels of critical thinking disposition, stress, and social media activities based on their specific indicators, examine the significant relationship between critical thinking disposition and social media activities, as well as the relationship between stress and social media activities, and identify which domains of critical thinking disposition and stress significantly influence students' social media activities. A quantitative-correlational research design was employed with 270 senior high school students involved in the study. The study applied statistical methods, including mean, Spearman's rho, and multiple regression analysis. Findings indicated that the level of critical thinking disposition was very high, the stress level was very high, and the social media activities level was very high; there was a significant relationship between critical thinking disposition and students' social media activities, as well as between stress and students' social media activities. Furthermore, one out of the seven domains of critical thinking disposition, two out of five domains of stress influenced the students' social media activities. Therefore, critical thinking disposition and stress played a crucial role in predicting patterns and engagement in social media activities among senior high school students.

Keywords: CSS, Critical Thinking Disposition, Stress, Students' Social Media Activities

INTRODUCTION

Social media has the potential to enhance critical thinking; however, an overreliance on these platforms can impede its growth, creating a complex challenge for both educators and students (Cheng et al., 2022). Frequent engagement with social media in the United States of America often promotes superficial information processing, hindering critical thinking and leading to a reliance on easily digestible content, which can negatively affect academic performance. (George, 2024). Moreover, the research title; "Problematic Attachment to Social Media: Lived Experience and Emotions," conducted in the United Kingdom, revealed that compulsive social media engagement to boost self-esteem can negatively impact well-being, underscoring the need for tools to promote healthier online interactions (Altuwairiqi et al., 2019).

In the Philippines, fostering students' critical thinking disposition is crucial, especially as they adapt to varying learning environments, including remote, in-person, and hybrid modes (Salviejo et al.,2024). The ability to think critically is increasingly essential as students encounter a high volume of information on social media, underscoring the need to cultivate this skill for better academic and personal decision-making (Benedicto & Andrade, 2022). Furthermore, there is a substantial proportion of students demonstrated "high" proficiency in applying critical thinking when interpreting and sharing content on social media platforms (Villanueva, 2021). A recent study in Luzon highlighted that strengthening students' critical thinking skills, particularly in how

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they use and interact with social media, could significantly improve their academic performance and promote more discerning online behavior across the country (Rivera & Dela Cruz, 2023). This ability is essential for distinguishing factual from misleading information in today's digital landscape (Balod et. al, 2021).

On the contrary, increased use of social media has been linked to rising levels of stress, anxiety, and depression among students (General, 2023). A recent study involving social working students found that spending more time on platforms like Facebook was associated with heightened academic stress (Giray et al., 2024). Similarly, research at Sacred Heart University indicated that while there was no direct correlation between social media usage and stress levels among student-athletes, academic factors such as homework hours and GPA were significant predictors of stress, suggesting that social media may indirectly influence mental health (Calmet, 2023). Furthermore, social media is bound to result in a social comparison factor among students, leading to unrealistic expectations and emotional distress (Chen & Xiao, 2022).

In Region XI, especially in Davao City, social media's impact on students has become a significant concern due to its dual role as both a learning tool and a source of distraction. While social media platforms promote collaboration and easy access to information, they also divert students' attention, reducing focus on academic tasks and weakening critical thinking skills (Deansin, 2021). Moreover, the pervasive use of social media in different activities among adolescents has raised significant concerns regarding its impact on body image and self-esteem (Carballo et al., 2024). In addition, in the educational context of Lorenzo S. Sarmiento Sr. National High School, it has been observed that some senior high school students experience stress, which undermines their ability to think critically and prioritize tasks effectively. This stress may not only hamper their academic performance but also may impact how they navigate social media platforms. Hence, the researchers were interested in determining whether critical thinking disposition and stress could influence students' social media activities.

Research Objectives

1. To determine the level of critical thinking disposition among senior high school students in terms of:
    1.1. truth-seeking;
    1.2. open-mindedness;
    1.3. analyticity;
    1.4. systematicity;
    1.5. critical thinking confidence;
    1.6. inquisitiveness; and
    1.7. cognitive maturity.
2. To determine the level of stress among senior high school students in terms of:
    2.1. physical;
    2.2. sleep;
    2.3. behavioral;
    2.4. emotional; and
    2.5. personal habits.

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3. To determine the level of student's social media activities among senior high school students in terms of:

   3.1. writing messages and critiques;

   3.2. watching and listening;

   3.3. participating in social networks and groups;

   3.4. content developing; and

   3.5. sharing notifications and tagging.

4. To determine the significant relationship between students' critical thinking disposition and social media activities among senior high school students.

5. To determine the significant relationship between students' stress and social media activities among senior high school students.

6. To determine which aspects of critical thinking disposition would significantly influence social media activities among senior high school students.

7. To determine which aspects of stress would significantly influence social media activities among senior high school students.

METHODOLOGY

This research employed a quantitative and non-experimental design that incorporates descriptive correlational methods to explore the potential relationship between two specified variables and assess the nature and intensity of that relationship if it is present. The descriptive correlation approach was deemed suitable when the goal is to illustrate the state of affairs as they were during the study while examining the underlying causes of a specific phenomenon (Priya, 2021). A correlational research design focuses on understanding relationships among variables without any manipulation or control by the researchers (Firdaus et al., 2021). Correlation indicates both the strength and direction of the relationship between multiple variables (Field, 2017). In correlational studies, data collection was essential to ascertain whether a measurable relationship exists between two or more quantifiable variables (Creswell, 2014).

This survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data used questionnaires. The focus of the study would be to determine the influence of critical thinking disposition and stress to the student’s social media activities among the Senior High School students in the Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

Simple random sampling was employed in selecting the respondents for this study. The subjects included 270 senior high school; male or female and currently enrolled in the first semester school year 2024-2025 at Lorenzo S. Sarmiento Sr. National High School. Moreover, all junior high school students were excluded. These individuals were considered ideal respondents due to their developmental stage and their increasing exposure to both academic challenges and social media usage. At this stage, students were expected to demonstrate higher levels of critical thinking as they prepare for college or vocational paths, making their critical thinking dispositions highly relevant. Additionally, senior high school students often face significant academic stress as they manage heavier workloads, future career planning, and societal expectations. This combination of stress and the frequent use of social media, both for personal and academic purposes, makes

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them a key demographic for examining how critical thinking disposition stress and influence social media activities.

According to Comrey and Lee (2013), a size of 270 respondents is generally considered sufficient for achieving reliable results in quantitative research. Given the total population of 905 individuals, a random sample of 270 respondents was selected. The sample size was computed using the Raosoft sample size calculator. To ensure a representative distribution of respondents across the various sections, this will employ stratified random sampling. Shown in Table 1 were the respondents of the study, which were include the Senior High School students from Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro, for the school year 2024-2025.

Table 1. Population and Sample size of Respondents

Sections	Population	Respondents
A	39	12
B	39	12
C	57	17
D	42	13
E	50	15
F	47	14
G	52	16
H	53	15
I	52	16
J	48	14
K	48	14
L	57	17
M	55	16
N	46	14
O	45	13
P	46	14
Q	45	13
R	46	14
S	38	11
TOTAL	**905**	**270**

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of critical thinking disposition, stress, and students' social media activities.

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Spearman's rho. This was applied to evaluate the significance of the relationship of critical thinking disposition and stress concerning the students' social media activities.

Multiple Regression Analysis. This statistical tool was used to determine the influence of critical thinking disposition and stress to the students' social media activities.

RESULTS

Level of Critical Thinking Disposition

Table 2 shows the level of critical thinking disposition in terms of truth-seeking, open-mindedness, analyticity, systematicity, critical thinking confidence, inquisitiveness, and cognitive maturity. The overall mean is 4.23, which is described as very high, with a standard deviation of 0.30. The very high level could be attributed to the high ratings given by the respondents in all indicators. This entails that the respondents' responses to the level of critical thinking disposition is much positive in terms of truth-seeking, open-mindedness, analyticity, systematicity, critical thinking confidence, inquisitiveness, and cognitive maturity.

The cited overall mean score is the result obtained from the following computed means scores from the highest to lowest: 4.30 or very high for open-mindedness with a standard deviation of 0.48; 4.25 or very high for cognitive maturity with a standard deviation of 0.52; 4.23 or very high for critical thinking confidence with a standard deviation of 0.56; 4.21 or very high for systematicity with a standard deviation of 0.57; 4.20 or high for truth-seeking with a standard deviation of 0.56; 4.19 or high for analyticity with a standard deviation of 0.60; and 4.11 or high for inquisitiveness with a standard deviation of 0.64.

Table 2. Level of Critical Thinking Disposition

Indicators	Mean	SD	Descriptive Equivalent
Truth-Seeking	4.20	0.56	Very High
Open-mindedness	4.30	0.48	Very High
Analyticity	4.19	0.60	High
Systematicity	4.21	0.57	Very High
Critical Thinking confidence	4.23	0.5	Very High
Inquisitiveness	4.11	0.64	Very High
Cognitive Maturity	4.25	0.52	High
OVERALL	4.23	0.30	Very High

Level of Stress

Shown in Table 3 are the mean scores for the indicators of students' stress, with an overall mean of 4.29 and described as very high with a standard deviation of 0.34. The very high level could be attributed to the very high rating given by the respondents in all the indicators. This indicates that the respondent's responses to the level of stress are very much positive in terms of physical, sleep, behavioral, emotional, and personal habits.

The cited overall mean score is the result obtained from the following computed mean scores from highest to lowest: 4.33 or very high for emotional with a standard deviation of 0.53; 4.30 or very high for sleep with a

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standard deviation of 0.57; 4.29 or very high for personal habits with a standard deviation of 0.53; 4.28 or very high for behavioral with a standard deviation of 0.60; and 4.26 or very high for physical with a standard deviation of 0.57.

Table 3. Level of Stress

Indicators	**Mean**	**SD**	**Descriptive Equivalent**
Physical	4.26	0.57	Very High
Sleep	4.30	0.57	Very High
Behavioral	4.28	0.60	Very High
Emotional	4.33	0.53	Very High
Personal Habits	4.29	0.53	Very High
Overall	4.29	0.34	Very High

Level of Social Media Activities

Table 4 presents the mean scores of students' social media activities in terms of writing messages and critiques, watching and listening, participating in social networks and groups, content developing, and sharing notifications and tagging. The overall mean is 4.20 with an equivalent description of high and with a standard deviation of 0.30. This implies that the respondents' responses to the level of students' social media activities are positive in terms of writing messages and critiques, watching and listening, participating in social networks and groups, content developing, and sharing notifications and tagging.

The cited overall mean score is the result obtained from the following computed mean scores from highest to lowest: 4.27 or very high for watching and listening with a standard deviation of 0.48; 4.26 or very high for sharing notifications and tagging with a standard deviation of 0.47; 4.16 or high for content developing with a standard deviation of 0.58; 4.15 or high for writing messages and critiques with a standard deviation of 0.61; and 4.14 or high for participating to social networks and groups with a standard deviation of 0.60.

Table 4. Level of Social Media Activities

Indicators	**Mean**	**SD**	**Descriptive Equivalent**
Writing Messages and Critiques	4.15	0.61	High
Watching and Listening	4.27	0.48	Very High
Participating in Social Networks and Groups	4.14	0.60	High
Content Developing	4.16	0.58	High
Sharing Notifications and Tagging	4.26	0.47	Very High
OVERALL	4.20	0.30	Very High

Significance Relationship Between Critical Thinking Disposition and Social Media Activities

One crucial purpose of this study is to determine whether or not critical thinking disposition has a significant relationship with social media activities. The appended table 5.1 shows that the Shapiro-Wilk Test for

Bivariate Normality has a p-value of <.001, indicating that the distribution is not normal. Hence, a parametric test, Spearman's rho correlation, is suited for this contribution and it was used to determine the correlation between the two variables. The results of the computation are shown in Table 5.

Table 5 shows that critical thinking disposition and social media activities have a Spearman's rho value of 0.263, indicating a low relationship. This result is due to a p-value of <.001, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis, which stated that there is no significant relationship between critical thinking disposition and social media activities, is rejected. Moreover, Spearman's rho value, which is 0.263, further means that there is a low correlation between critical thinking disposition and social media activities.

Table 5: Significance Relationship Between Critical Thinking Disposition and Social Media Activities

		Critical Thinking Disposition
Social Media Activities	Spearman's rho p-value	0.263 <.001

Significance Relationship Between Stress and Social Media Activities

Another crucial purpose of this study is to determine whether or not stress has a significant relationship with social media activities. The appended table 6 shows that the Shapiro-Wilk Test for Bivariate Normality has a p-value of <.001, indicating that the distribution is not normal. That is why Spearman's rho was used to determine the correlation between the two variables. The results of the computation are shown in Table 6.

Table 6 shows that stress and social media activities have a Spearman's rho value of 0.250, indicating a low relationship. This result is due to a p-value of <.001, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis, which stated that there is no significant relationship between stress and social media activities, is rejected. Moreover, Spearman's rho value, which is 0.250, further means that there is low correlation between stress and social media activities.

Table 6. Significance Relationship Between Stress and Social Media Activities

		Stress
Social Media Activities	Spearman's rho p-value	0.250 <.001

Multiple Regression Analysis on the influence of the Domain of Critical Thinking Disposition on Social Media Activities

The data shown in Table 7 are the regression coefficients to test the significant influence of critical thinking disposition and social media among senior high school students. Using the Multiple Regression Analysis, the data revealed that the influence of critical thinking disposition and social media among senior high school students has a f-value of 4.748 and a corresponding significance p-value of <.001, which is significant.

This means that the level of critical thinking disposition influences the social media activities since the probability is less than 0.05. The coefficient of determination (R^2), which is 0.113, connotes that 11.3% of the variation in the level of critical thinking disposition influences the social media activities. The remaining 88.7% is chance variation, which suggests that other factors beyond the scope of this study may also be attributed to social media activities.

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Table 7: Multiple Regression Analysis on the Influence of the Domain of Critical Thinking Disposition on Social Media Activities

Critical Thinking Disposition	**Coefficient**	**t-value**	**p-value**	**Decision α = 0.05**
Truth-seeking	0.176	2.922	0.004	*H0* is rejected
Open-mindedness	0.037	0.585	0.559	*H0* is not rejected
Analyticity	0.056	0.906	0.366	*H0* is not rejected
Systematicity	0.093	1.474	0.142	*H0* is not rejected
Critical Thinking Confidence	0.067	1.076	0.283	*H0* is not rejected
Inquisitiveness	0.063	1.025	0.306	*H0* is not rejected
Cognitive Maturity	0.102	1.584	0.114	*H0* is not rejected
Dependent Variable: Social Media Activities				

*p < 0.05 R = 0.336 R^2 = 0.113 F-value = 4.748 p-value <.001

Multiple Regression Analysis on the influence of the Domain of Stress on Social Media Activities

Data shown in Table 8 are the regression coefficients to test the significant influence of stress and social media activities. Using the Multiple Regression Analysis, the data revealed that the influence of stress and social media activities has f-value of 9.518 and corresponding significance p-value of <.001 which was significant.

This means that the level of stress influences the social media activities since the probability is less than 0.05. The coefficient of determination (R^2) which is 0.153 indicates that 15.3% of the variation in the level of stress influences the social media activities. The remaining 84.7% is chance variation which suggests that other factors beyond the scope of this study may also be attributed to social media activities.

Table 8: Regression Analysis on the Influence of the Domain of Stress on Social Media Activities

Stress	**Coefficients**	**t-value**	**p-value**	**Decision A=0.05**
Physical	0.089*	1.489	0.138	*H0* is not rejected
Sleep	0.241*	3.933	<.001	*H0* is rejected
Behavioral	0.072*	1.204	0.229	*H0* is not rejected
Emotional	-0.009	-0.156	0.876	*H0* is not rejected
Personal Habits	0.182*	3.017	0.003	*Ho* is Rejected
Dependent Variable: Social Media Activities				

*p < 0.05 R = 0.391 R^2 = 0.153 F-value = 9.518 p-value <.001

DISCUSSIONS

Level of Critical Thinking Disposition

The respondents' level of critical thinking disposition in Lorenzo S. Sarmiento Sr. National High School is high. This means that the critical thinking disposition among Senior High School students in Lorenzo S. Sarmiento Sr. National High School was very evident. This further means that while the overall critical thinking disposition of the students is considered very evident, it leans towards being positive. Critical thinking disposition plays a crucial role in how students engage with and process information, particularly in their social media activities. With a high level of critical thinking disposition, students are likely to exhibit better judgment, analytical skills, and discernment when navigating social media content, which can greatly contribute to their information literacy and digital citizenship (Al-Zou'bi, 2021). It is encouraging to see that the students in Lorenzo S. Sarmiento Sr. National High School demonstrate strong critical thinking dispositions in their approach to social media.

This result is in relation to the proposition of Stanovich and Toplak (2023), suggesting that open-minded individuals are more likely to engage thoughtfully with diverse content on social media and less likely to fall prey to misinformation. The importance of cognitive maturity in digital spaces is emphasized by Li et al. (2023), as it enables students to demonstrate better judgment in evaluating online content, resulting in more responsible social media usage. Guo et al. (2023) further emphasize that students with higher confidence in their critical thinking abilities are more likely to question sources, verify information, and make informed decisions about their social media consumption. In line with these perspectives, critical thinking disposition may be defined as a collection of attitudes, habits of mind, and intellectual virtues that influence how individuals approach problems and make decisions, as supported by Bean and Melzer (2021). Understanding and addressing students' critical thinking dispositions in these areas can contribute to creating more discerning and responsible social media users among high school students.

Level of Stress

The respondents' level of stress in Lorenzo S. Sarmiento Sr. National High School is high. This means that the different stress factors among Senior High School students in Lorenzo S. Sarmiento Sr. National High School were very evident. The high level of stress among Senior High School students indicates a significant presence of stress factors affecting their social media activities. This concerning level of stress is reflected across emotional, sleep, personal habits, behavioral, and physical dimensions, demonstrating how academic pressures and personal challenges manifest in students' online behaviors. With elevated stress levels, students are likely to exhibit altered social media engagement patterns, which can greatly impact their digital wellness and information processing abilities.

This result is in relation to the proposition of Nakshine et al. (2022), who emphasize how emotional stress directly influences adolescents' social media usage patterns, often leading to increased screen time as a coping mechanism. The importance of sleep-related stress is highlighted by Pundir et al. (2022), as stress-induced sleep disturbances often lead to late-night social media usage, creating a cyclic pattern of poor sleep quality and increased online activity. Kolhar et al. (2021) further emphasize that stress significantly alters students' personal habits, particularly their social media usage patterns and time management. In line with these perspectives, Kumar and Nanda (2024) noted that stress-induced behavioral changes often manifest in students' social media posting frequency and content type. Additionally, Vornholt and De Choudhury (2021) assert that physical manifestations of stress often drive students to seek comfort through increased social media use. Understanding and addressing students' stress levels in these areas can contribute to healthier social media engagement patterns and improved overall well-being among high school students.

Level of Students’ Social Media Activities

The respondents' level of social media activities at Lorenzo S. Sarmiento Sr. National High School is very high. This means that the different social media activities among Senior High School students in Lorenzo S.

Sarmiento Sr. National High School was very evident. The very high level of social media activities observed among Senior High School students indicates a significant prevalence of digital engagement across various platforms. This comprehensive engagement pattern reflects the integral role of social media in contemporary student life, spanning from passive consumption to active participation and content creation. With extremely high levels of social media activities, students are demonstrating substantial involvement in their online presence, which can greatly impact their information consumption, social interactions, and digital identity formation.

This result is in relation to the proposition of Shahbaznezhad et al. (2021), who assert that passive consumption of social media content, particularly through watching videos and listening to audio content, represents the most common form of social media engagement among contemporary students. The importance of sharing notifications and tagging is highlighted by Sivakumar et al. (2023), as modern students utilize social media as a tool for information dissemination and peer connection. Szymkowiak et al. (2021) further emphasize that Generation Z students are not merely consumers but active creators of digital content. In line with these perspectives, Lu et al. (2021) noted that students increasingly use social media platforms as spaces for discourse and critical engagement. Additionally, Hosen et al. (2021) highlight that students use social media platforms to form and participate in virtual communities aligned with their interests and academic needs. Understanding and addressing students' social media activities in these areas can contribute to developing more effective educational strategies that leverage digital engagement while promoting responsible online behavior among high school students.

Significant Relationship Between Students' Critical Thinking Disposition and Students' Social Media Activities

The result of the study revealed that there was a significant relationship between students' critical thinking disposition and their social media activities. The computed p-value indicated a correlation between the two variables. This correlation implies that as students' critical thinking disposition changes, their social media activities also change.

Similarly, the study by Kumar and Nanda (2024) reveals how social media platforms can serve as informal learning environments that foster critical thinking skills when used intentionally. It is very evident that critical thinking disposition influences how students interact with and process information on social media. Students with stronger critical thinking dispositions are more likely to verify sources, cross-reference information, and engage in thoughtful digital discourse. These findings emphasize the importance of critical thinking disposition in creating a more discerning and responsible social media engagement. When students possess strong critical thinking skills, it enhances their ability to identify misinformation, fact-check claims, and engage in meaningful online discourse. By incorporating media literacy as a key mediating factor between critical thinking disposition and social media engagement, as emphasized by Lo et al. (2024), students can develop better information processing abilities. Striking a balance between social media consumption and critical evaluation, students can create an environment that encourages intellectual growth and digital citizenship.

Significant Relationship Between Students' Stress and Students' Social Media Activities

The results of the study revealed a significant relationship between students' stress levels and their social media activities. The computed correlation indicated a substantial association between these two variables. This correlation suggests that as students' stress levels change, their social media activities also change significantly.

This statement is supported by Yang et al. (2021), who emphasize the dual nature of social media's impact on student stress, highlighting how different patterns of usage can lead to varied psychological outcomes. The Digital Wellbeing and Technostress Framework also posits that persistent digital connectivity and social media engagement create unique psychological pressures on young users. These findings, supported by the framework proposed by Abeele & Nguyen (2022), underscore the importance of understanding how social

media consumption, interaction patterns, and digital behavior impact students' psychological well-being and stress management.

In addition, Sun (2023) also found that students who engage in mindful and purposeful social media use report lower stress levels compared to those who exhibit compulsive checking behaviors. This suggests that by adjusting and improving social media habits, students can potentially reduce stress levels, thereby enhancing their mental well-being. The study by Foroughi et al. (2022) further supports this by demonstrating how social comparison on social media platforms significantly influences students' stress levels and academic anxiety. These findings particularly resonate with Stress Buffer Theory (Dean & Lin, 1977), which suggests that while social media can serve as a stress buffer through social support networks, it can also amplify stressors through increased exposure to negative content and social pressure.

Multiple Regression Analysis on the Influence of Students' Critical Thinking Disposition on Students' Social Media Activities

The regression coefficient is to test the significant influence of the domains of students' critical thinking disposition on students' social media activities among Senior High School students. Using the Multiple Regression in JASP Software, the data reveal that among the seven domains of critical thinking disposition, only truth-seeking and cognitive maturity have a significant influence on students' social media activities. The other domains - open-mindedness, analyticity, systematicity, critical thinking confidence, and inquisitiveness - were found to be insignificant in influencing the social media activities of students. Therefore, the significance level of the hypothesis regarding the influence of all domains of critical thinking disposition on students' social media activities in Senior High School students is partially accepted.

The findings of the study further support the analysis that truth-seeking behavior fundamentally shapes how students interact with social media content. Research conducted by Snow (2021) points out that students with strong truth-seeking dispositions demonstrate a heightened awareness of information accuracy, regularly fact-checking content before sharing and engaging critically with online information. This behavior leads to more thoughtful social media engagement, where students actively seek verified sources and resist spreading unverified information. Similarly, the research of Hosen et al. (2021) highlights that cognitive maturity significantly influences social media behavior among students. Their study reveals that students with higher cognitive maturity demonstrate superior judgment in managing their digital presence, showing greater awareness of their digital footprint and making more considered decisions about their online interactions. By understanding and addressing these specific critical thinking domains, educators can enhance students' ability to engage more thoughtfully with social media content, promoting digital literacy and responsible online behavior where students can better evaluate information and make informed decisions about their digital interactions.

Multiple Regression Analysis on the Influence of Students' Stress on Students' Social Media Activities

The regression coefficient is to test the significant influence of the domains of students' stress on students' social media activities among Senior High School students. Using the Multiple Regression in JASP Software, the data reveal that among the five domains of student stress, only sleep and personal habits have a significant influence on students' social media activities. The other domains - physical, behavioral, and emotional stress - were found to be insignificant in influencing the social media activities of students. Therefore, the significance level of the hypothesis regarding the influence of all domains of student stress on students' social media activities in Senior High School students is partially accepted.

Research conducted by Kolhar et al. (2021) emphasizes that sleep patterns significantly influence how students engage with social media platforms. Students experiencing sleep-related stress, such as insomnia or irregular sleep schedules, demonstrate increased nighttime social media usage, often engaging in endless scrolling and passive content consumption. The study reveals that sleep-deprived students are more likely to use social media as a coping mechanism during late hours, creating a cycle where social media usage further disrupts

their sleep patterns. Similarly, Bou-Hamad (2020) research highlights that personal habits, particularly those related to time management and daily routines, substantially impact students' social media behavior. Their study shows that students with disrupted personal habits, such as irregular meal times or inconsistent study schedules, tend to use social media more frequently as a form of escapism. These students often report using social media as a procrastination tool, which in turn leads to more stress about uncompleted tasks. By understanding and addressing these specific stress domains, educators can help students develop healthier sleep patterns and personal habits, potentially reducing problematic social media usage and promoting better overall well-being where students can better manage their online engagement and focus on academic responsibilities.

CONCLUSION

Conclusions are drawn based on the results of the study. The study concludes that the level of influence of students' critical thinking disposition was very high, as well as its indicators, namely, truth-seeking, open-mindedness, analyticity, systematicity, critical thinking confidence, inquisitiveness, cognitive maturity. Furthermore, the study also concludes that the level of influence of students' stress was very high, along with its indicators, namely, physical sleep, behavioral, emotional, and personal habits. Moreover, the overall level of students' social media activities was very high, encompassing the five domains: writing messages and inquiry, watching and listening, participating in social networks and groups, content developing and sharing notifications, and tagging. Furthermore, the findings contradict the theoretical assumption of no significant relationship between the influence of students' critical thinking disposition and stress on students' social media activities. Moreover, it was analyzed through Spearman's rho product moment correlation that students' critical thinking disposition has a low correlation with the students' social media activities, while students' stress shows a moderate correlation with the students' social media activities.

Contrary to the assumption, the study concludes that students' critical thinking disposition and stress have a significant relationship and influence to the students' social media activities.

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