

**THE IMPACT OF SOCIAL MEDIA EXPOSURE ON SUICIDAL TENDENCIES
AMONG CRIMINOLOGY STUDENT**

A RESEARCH PAPER

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Of the Requirements for the Degree
BACHELOR OF SCIENCE IN CRIMINOLOGY

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ABSTRACT

The emergence of social media use has created increasing concern about its potential impacts on the mental health of students, particularly in demanding courses like criminology. This study investigated the relationship between social media exposure and suicidal tendencies among criminology students in a selected city in Misamis Occidental, Philippines. Using a quantitative descriptive-correlational research design, data from 120 randomly selected criminology students were collected. We utilized researcher-made questionnaires to measure social media exposure based on frequency of use, number of platforms engaged in, type of content, level of involvement, and time spent online, and suicidal tendencies based on ideation, plan, behavior, and associated emotional states. Descriptive statistics, Pearson correlations, and regression modeling were used in the analysis. The results indicated varying levels of social media exposure among the participants and suicidal tendencies among them. Interestingly, some measures of social media exposure significantly related to suicidal tendencies; this would mean that higher levels of exposure to social media might be associated with heightened emotional distress and suicidal ideation. This calls for a need for mental health screening, digital literacy and awareness, and targeted interventions within criminology training programs to support students' psychological well-being.

Keywords: *criminology education, quantitative correlational study, social media exposure, student mental health, suicidal tendencies.*

DEDICATION

The study is dedicated to the researcher's family for their steadfast support, encouragement, and understanding during this research work. Their sacrifices, guidance, and continuous motivation have provided a sound foundation upon which the researcher relied throughout the study.

Through their faith-filled prayers and trust in God's providence, they continually inspired the researcher to persevere with humility and hope. Their spiritual guidance reinforced the belief that every challenge encountered was part of a greater purpose.

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The Researchers

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INTRODUCTION

Rationale of the study

The increasing accessibility and popularity of social media platforms have transformed the way students interact, learn, and express themselves (Purnama & Asdlori 2023). Among criminology students, social media use is deeply embedded in their daily routines whether for academic purposes, social connection, or entertainment (Foroughi et al., 2022). However, the level of social media exposure, which includes the frequency of use, the type of content consumed, and the nature of interactions, has raised significant concerns regarding its impact on mental health (Gao et al., 2020). This growing dependence on social media has prompted researchers and educators to examine its potential influence on students' psychological well-being, particularly in high-stress academic fields like criminology. As a result, understanding the psychological effects of social media usage among criminology students has become crucial for developing effective mental health support strategies within academic institutions (Akrami et al., 2024).

As students spend more time engaging with various online platforms, they are often exposed to a range of experiences some positive, but many potentially harmful (Widdicks et al., 2022). These include exposure to violence-related content, unrealistic standards, negative social comparisons, cyberbullying, and online harassment (Alsawalqa, 2021). High levels of social media exposure, especially to negative or triggering content, can contribute to emotional distress and psychological strain (Zhang et al., 2021). Such exposure can be particularly detrimental for criminology students, who may already be dealing with academically induced stress and frequent engagement with disturbing subject matter. Consequently, prolonged interaction with distressing content on social media may exacerbate anxiety, depression, and

burnout among criminology students, further impacting their academic performance and overall well-being (Ajewumi et al., 2024).

This concern becomes more critical when viewed in the context of suicidal tendencies among students (Winsor & Mueller, 2020). Suicidal ideation, planning, and behaviors are often linked to underlying issues such as depression, loneliness, and a sense of hopelessness all of which may be amplified by negative experiences on social media (Kline et al., 2023). Criminology students may be vulnerable due to academic pressure, exposure to crime-related materials, and expectations tied to their future roles in law enforcement (Kim, 2023). Consequently, the interplay between academic stressors and harmful social media exposure may heighten the risk of mental health challenges, including suicidal thoughts, among criminology students.

Depression and suicidal tendencies among students have become growing concerns in both local and global contexts (Biswas et al., 2020). According to the World Health Organization (2023), suicide remains one of the leading causes of death among young people aged 15 to 29 years. In the Philippines, data from the Department of Health and National Center for Mental Health (NCMH) show a concerning increase in mental health-related consultations and suicide cases among youth, especially during and after the COVID-19 pandemic (Dela Peña et al., 2024). A 2021 study conducted by the University of the Philippines Population Institute revealed that 17% of Filipino youth had contemplated suicide, and 7% had attempted it at least once (Quintos, 2022). These figures point to a mental health crisis that demands immediate attention, particularly in educational settings where students face constant academic and social pressures (Talley, 2024).

Numerous studies have identified a strong connection between social media use and poor mental health outcomes, particularly depression, anxiety, and suicidal ideation (Lopes et al., 2022). The more time students spend on social media platforms especially those with algorithmic feeds that expose users to emotionally charged content the more likely they are to engage in harmful social comparisons, feel socially isolated, or become victims of cyberbullying (Swart, 2021). For instance, a study by Lin et al. (2016) found that individuals with high social media usage were more than twice as likely to experience symptoms of depression compared to those with lower usage. Moreover, exposure to suicide-related content or negative peer interactions online has been linked to increased risk of suicidal thoughts and behaviors among adolescents and young adults (Sumner et al., 2021).

Criminology students, while often overlooked in mental health studies, face unique challenges that may heighten their vulnerability to depression and suicidal tendencies (Limone & Toto, 2022). Their academic training immerses them in subjects involving criminal behavior, violence, human suffering, and social injustice topics that can be emotionally taxing when studied over long periods (Sanchez et al., 2020). Additionally, the pressure to meet the physical, psychological, and ethical standards expected of future law enforcement professionals can result in stress, burnout, and self-doubt (Baebenroth, 2023). Exposure to disturbing case studies, real-life crime scene footage, or simulations during forensic and criminal investigation courses may also trigger emotional responses that students are not always prepared to handle (Mayne & Green, 2020).

Despite the growing global literature linking social media use to mental health issues, there remains a noticeable lack of localized research in the Philippine context, particularly studies that focus on criminology students (Lim et al., 2022). Most existing studies on suicide

and depression among Filipino students are either general in scope or centered on medical and senior high school students, leaving criminology students who face distinct academic and psychological challenges largely underrepresented in mental health research (Serrano et al., 2023). Furthermore, many of the existing local studies are qualitative or exploratory in nature and rely heavily on anecdotal evidence or non-standardized measures of mental well-being (Younker & Radunovich, 2021). This creates a significant gap in generating empirical and quantitative data that could help guide interventions (Skivington et al., 2021).

There exists an empirical gap because there is limited quantitative data focusing on the correlation between social media exposure and suicidal behavior among criminology students in the Philippines. There is also a distinct population gap since most research studies on mental health have targeted general student populations or other disciplines, leaving criminology students, who have distinctive academic as well as emotional challenges, less studied (Ware et al., 2024). It also answers a methodological gap, as current local studies tend to use qualitative methods or anecdotal reporting instead of the standardized, quantitative tools such as the Beck Depression Inventory (BDI) to measure mental health outcomes (Fried et al., 2022). In addition, a geographical gap is present, as few studies have been made in the Philippine context, particularly when it comes to social media's psychological effects on this particular student population. Closing these gaps, the research seeks to offer rigorous, evidence-based findings that can inform directed mental health interventions for criminology students who are subject to social media (Kois et al., 2021).

This study seeks to measure and analyze the relationship between social media exposure and suicidal tendencies among criminology students using a quantitative research approach (Nesi et al., 2021). Treating social media exposure as the independent variable measured

through indicators such as frequency of use, type of content consumed, and engagement level and suicidal tendencies as the dependent variable quantified using a quantitative instrument. Through statistical analysis, the research will provide measurable insights into how varying degrees of social media use may influence or relate to the presence of suicidal thoughts, feelings of hopelessness, or depressive symptoms among students (Zachlod et al., 2022). This quantitative framework ensures objectivity and allows for more accurate interpretation of results that may inform targeted mental health interventions within criminology programs (Kraska & Neuman, 2020).

By filling gaps in data, population, and methods, the findings will add valuable local information for the Philippines. This will help educational institutions, mental health professionals, and policymakers better understand the specific psychological challenges these students face (Wiedermann et al., 2023). Using standardized quantitative measures will improve the accuracy and reliability of the results. This will support the creation of focused mental health programs and support services tailored to the needs of criminology students. Ultimately, this research aims to raise awareness about mental health, improve prevention strategies, and enhance academic support services to help reduce suicide risks and create a healthier learning environment in criminology education (Yudistira, 2025).

Theoretical Frameworks

This study was anchored on Social Comparison Theory by Leon Festinger (1954) and Diathesis-Stress Model of Suicidal Behavior Theory by John Zubin and Bonnie Spring (1977).

Social Comparison Theory, developed by Leon Festinger in 1954, suggests that humans have a fundamental need to compare themselves with others in order to assess their own abilities, opinions, and performance (Wheeler & Suls, 2020). This comparative process enables

people to know where they are standing socially and personally, particularly in the absence of objective criteria (May & Perry, 2022). Festinger believed individuals compare themselves to those who are like them, and the comparisons can affect self-esteem, motivation, and behavior (Suls & Wills, 2024). Upward comparisons to someone who one believes is better may motivate one to become better but can result in feelings of inadequacy (Cohen & McKay, 2020). Downward comparisons to someone worse off can enhance self-esteem but promote complacency (Sharma, 2025). The theory is still applicable today, especially in the social media era, where there is constant exposure to other people's edited lives that heightens the propensity for social comparison (Qiu, 2024).

The significance of Social Comparison Theory to this research is the fact that it describes how social media exposure might affect the psychological well-being of criminology students (Agha & Kamran, 2024). Through constantly viewing and interacting with the content, which frequently presents idealized lifestyles, academic success, or physicality, users are likely to unconsciously compare themselves to others, thus resulting in negative self-appraisals (Razak, 2023). For students of criminology already struggling with academic demands and emotional issues related to their course of study, such persistent comparisons tend to heighten feelings of inadequacy, loneliness, or despair (Walsham et al., 2023). This tends to elevate the risk for the development of depressive symptoms or suicidal ideation (Gijzen et al., 2021). By basing the research on Social Comparison Theory, the study develops a better understanding of the psychological processes by which social media influences mental health, emphasizing the need to address comparison-based stress in student support interventions (Uban et al., 2021).

This research, based on Social Comparison Theory by Leon Festinger (1954), seeks to quantify the effect of social media exposure on suicidal behavior among criminology students

(Raguragui, 2023). The theory proposes that people assess themselves by comparing themselves with others, which, in the social media era, is mainly by way of exposure to idealized and filtered versions of life (Qiu, 2024). These comparisons can have a negative impact on self-esteem and emotional health, particularly among students who are already under psychological and academic stress (Jiang et al., 2021). Through the analysis of frequency, content type viewed, and engagement level on social media, this study aims to determine patterns that might be adding to the feelings of inadequacy, depression, or suicidal thoughts (Ramírez-Cifuentes et al., 2020). Using a quantitative method, the research will present empirical evidence on the correlation between social media usage and mental health outcomes, providing insights that can be used to inform specific mental health interventions and support programs for criminology students (Lu et al., 2021).

The Diathesis-Stress Model of Suicidal Behaviour, framed by John Zubin and Bonnie Spring in 1977, describes suicidal behaviour as a function of an interaction between internal vulnerabilities (diatheses) and external stressors (Kennedy, 2022). Individual differences exist in predispositions to psychological disorders or suicidality, and these can be due to genetic, biological, or psychological reasons (Lengvenyte et al., 2021). Yet such vulnerabilities do not automatically translate to suicidal behavior unless activated by strong stressors like trauma, school stress, social rejection, or in contemporary environments, toxic online encounters (Gay, 2025). Under the circumstances of social media, encountering cyberbullying, social comparison to another person unfavorably, or disturbing content can serve as powerful stressors that trigger a person's underlying vulnerabilities to become stretched to their limits and ultimately to emotional distress or suicidal thoughts (Lam et al., 2022). This theory provides a comprehensive framework for understanding how social media

exposure may not directly cause suicidal behavior but significantly contributes to it when combined with individual risk factors among criminology students (Massing-Schaffer & Nesi, 2020).

The Diathesis-Stress Model of Suicidal Behavior is particularly applicable to this research since it offers a model for understanding how exposure to social media can interact with personal vulnerabilities to shape suicidal behavior in criminology students (Massing-Schaffer & Nesi, 2020). Students may possess underlying risk factors such as emotional sensitivity, histories of trauma, or predispositions to mental health issues that are latent until they are triggered by external stressors (Limone & Toto, 2022). In the social media context, perpetual exposure to cyberbullying, explicit content, negative criticism, or unattainable comparisons can be these stressors that may induce psychological distress (Mahmood & Haider, 2023). The study highlights by using this theory that social media in itself may not necessarily induce suicidal behavior but, when combined with pre-existing vulnerabilities, may greatly enhance the risk (Macrynika et al., 2021). This theoretical perspective opens the door for a better grasp of the dynamic interplay between individual tendencies and environmental cues, supporting the requirement for early screenings for mental illness and intervention-specific training within criminology studies (Tepora, 2023).

This research, based on the Diathesis-Stress Model of Suicidal Behavior, seeks to analyze the role social media exposure plays in suicidal ideation among students of criminology (Hausmann-Stabile et al., 2022). According to the model, people who possess inherent vulnerabilities such as sensitivity or past psychological distress are predisposed to experiencing suicidal ideation upon exposure to considerable stressors (Bryan et al., 2020). For social media, stressors such as cyberbullying, negative social comparison, or viewing stressful

material can increase underlying vulnerabilities, resulting in emotional distress and heightened risk of suicidal thought (Massing-Schaffer & Nesi, 2020). Through the examination of the interplay between social media use and suicidal inclinations, the present research endeavors to pinpoint the manner in which these external stressors coalesce with predispositions in criminology students, gaining important insights into the multifaceted causes of mental illness and guiding focused interventions in academic environments (Leone, 2024).

Conceptual Framework

The *profile of the respondents* includes key demographic and personal background information that provides context for interpreting the findings of the study (Karunarathna et al., 2024). Specifically, the respondents will be described in terms of their age, gender, year level, and mental health history. These variables are essential in understanding how individual differences may influence the relationship between social media exposure and suicidal tendencies among criminology students. Age will help identify patterns of vulnerability across different age groups, while gender may reveal emotional or behavioral tendencies linked to social media use. The year level offers insight into how academic progression and related stress impact students' mental well-being. Additionally, knowledge of a respondent's mental health history serves as an important contextual factor, helping the researchers determine whether those with prior mental health issues show a heightened susceptibility to the negative effects of online content (Odgers & Jensen, 2020).

Age refers to the chronological number of years a respondent has lived, as self-reported at the time of data collection (Morselli et al., 2022). In this study, age will serve as a key demographic variable to determine if there are any significant differences in social media exposure and susceptibility to suicidal ideation, planning, and behavior among different age

groups. In analyzing age-related trends, the study aims to identify whether younger or older criminology students respond differently to social media content in terms of its impact on their mental health (Petrooulos Petalas et al., 2021).

Gender pertains to the respondent's self-identified gender identity, such as male, female, or others, as voluntarily disclosed in the survey (Jung & Moon, 2024). This variable will be used to explore whether there are significant differences in emotional responses and mental health outcomes between genders, especially in the context of social media use. Understanding gender-based variations will help determine if specific gender groups are more prone to developing suicidal thoughts or behaviors due to online exposure and engagement (Savoia et al., 2021).

Year Level refers to the respondent's current academic standing within the criminology program, categorized into first year, second year, third year, or fourth year (Refugia, 2021). This variable allows the researchers to examine whether students at different academic stages experience varying levels of social media exposure and mental health concerns. It is assumed that senior students may be more academically pressured and more exposed to criminology-related stressors, potentially influencing their emotional and psychological responses to social media content (Taya, 2025).

Social Media Exposure refers to how often the respondent accesses or uses social media platforms within a specific time frame, typically measured in terms of daily or weekly usage (Ernala et al., 2020). Respondents will self-report their frequency of use, such as multiple times per day, once daily, several times a week, or rarely. The frequency of use serves as a gauge for the extent of social media exposure. A higher frequency may indicate prolonged interaction with online content, which may lead to increased emotional sensitivity or vulnerability. This

can be crucial in understanding potential correlations between constant social media access and the development of suicidal thoughts, emotional distress, or behavioral risks (Nesi et al., 2021).

Social Media Platforms Used refer to the number and type of social media platforms that the respondents actively engage with, such as Facebook, TikTok, Instagram, Twitter (X), or YouTube (Stamenković & Mitrović, 2023). The number of platforms indicates the breadth of social media exposure, reflecting how diversified the respondent's online environment is. A greater number of platforms may increase exposure to varied content and communities, which can either provide emotional support or heighten risks for negative experiences such as cyberbullying, harmful comparisons, and exposure to distressing materials. Within this study, this indicator serves as a construct of Social Media Exposure, which will be examined for its potential relationship with Suicidal Tendencies among criminology students (Liu et al., 2022).

Type of Content Consumed refers to the nature of the material that respondents view or engage with while using social media (Pellegrino et al., 2022). This can include entertainment content, educational posts, motivational messages, crime-related media, news, or personal life updates. Different content types can trigger various emotional responses; for instance, frequent exposure to crime or tragic news might contribute to anxiety or hopelessness. In analyzing the content consumed, the study aims to identify whether particular types of online material are more likely to influence the emotional state or mental well-being of criminology students (Hayran & Anik, 2021).

Engagement level refers to how actively involved a respondent is while using social media (Ferreira et al., 2020). This includes actions such as liking, commenting, sharing posts, and posting personal content, as opposed to passively scrolling or browsing. Higher engagement may reflect deeper emotional involvement or a desire for social validation. This

indicator helps assess whether students who interact more actively with social media are more prone to emotional stress, feelings of inadequacy, or suicidal thoughts compared to those who engage less frequently or more passively (Robinson & Smith, 2020).

Suicidal tendencies in this study refer to the range of thoughts, plans, and behaviors related to suicide that may be influenced by social media exposure (Nesi et al., 2021). This variable encompasses four key indicators: suicidal ideation, suicidal planning, suicidal behavior, and emotional states. Suicidal ideation refers to the thoughts or fantasies of self-harm or death, and it is often the precursor to more severe suicidal tendencies (Gray et al., 2021).

Suicidal ideation refers to the presence of thoughts about ending one's own life, whether fleeting or persistent, passive or active (Harmer et al., 2020). In this study, it will be measured through self-reported thoughts or reflections about death, self-harm, or suicide, particularly in relation to social media use. The focus is on understanding whether exposure to certain types of content or frequent social comparisons online contribute to the development of these thoughts. This indicator is crucial in identifying early warning signs of suicidal tendencies and the potential mental health risks associated with prolonged social media engagement (Skaik & Inkpen, 2020).

Suicidal planning involves the formation of a method or strategy for committing suicide, including specific steps or preparations (Harmer et al., 2020). In this study, it refers to the extent to which a respondent has contemplated how, when, or where they might attempt suicide. The planning aspect may indicate a higher risk level than ideation alone. This indicator will help determine if frequent social media exposure especially to triggering content such as cyberbullying, self-harm groups, or stories of suicide correlates with respondents beginning to form concrete suicide plans (Alvarez, 2020).

Suicidal behavior pertains to the actions taken in response to suicidal thoughts or plans, including self-harm attempts or actual suicide attempts, regardless of the outcome (Macintyre et al., 2021). This study will assess whether any respondents have engaged in behaviors that reflect an intent to harm themselves, and whether these behaviors are influenced by online interactions or social media experiences (Susi et al., 2023). Understanding this indicator helps uncover the more serious manifestations of suicidal tendencies, offering insight into how social media might contribute to the transition from thought to action (Roy et al., 2020).

Emotional states refer to the prevailing moods or emotional conditions of respondents, such as feelings of sadness, loneliness, anxiety, worthlessness, or hopelessness. These emotional conditions will be assessed in relation to the respondents' social media experiences. Prolonged exposure to content that encourages comparison, isolation, or emotional manipulation may contribute to unstable or negative emotional states. This indicator is essential in evaluating the psychological impact of social media on criminology students and how their emotional responses may mediate or escalate suicidal ideation, planning, or behavior (Kim, 2024).

Schematic Diagram

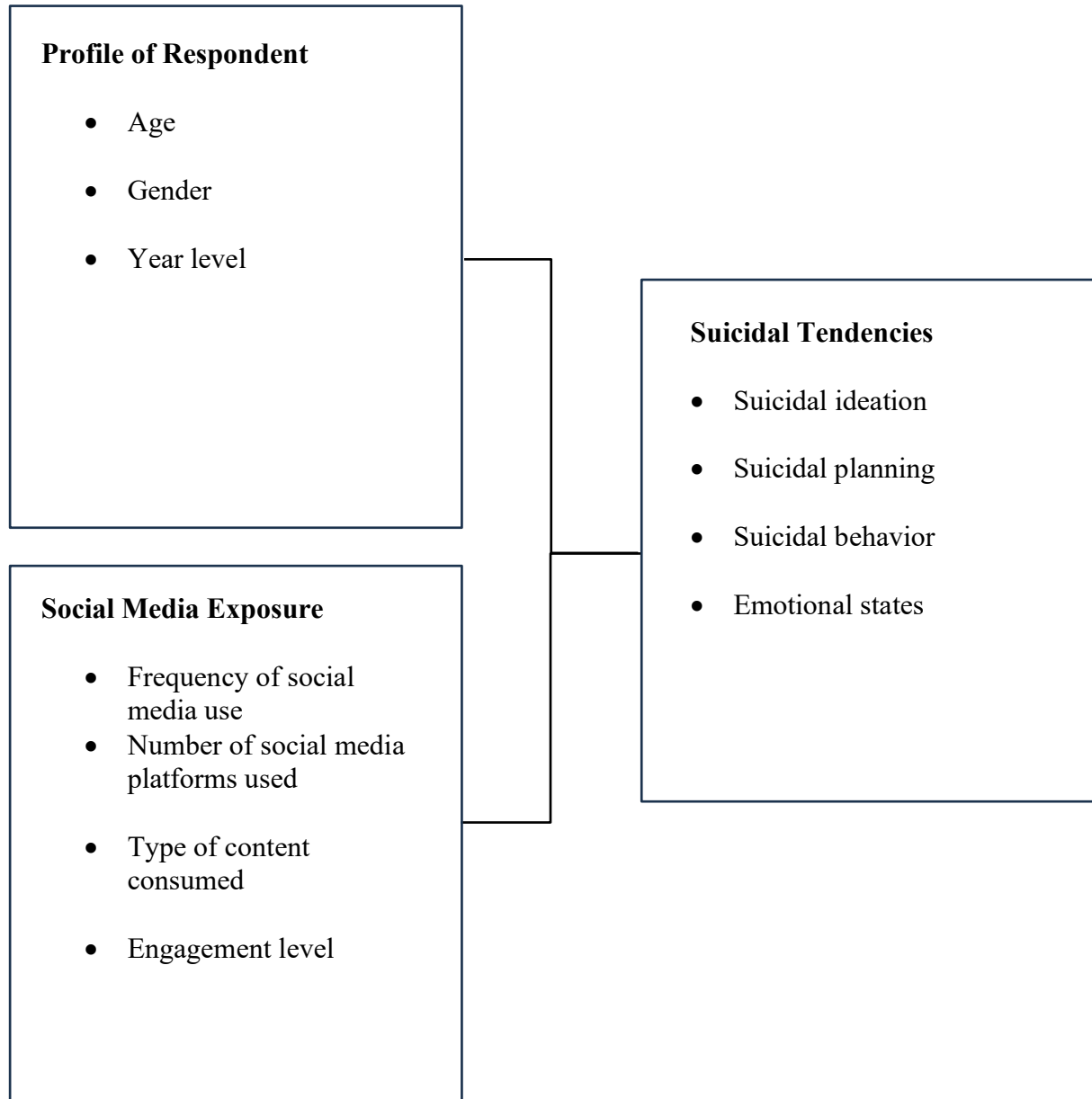


Figure 1. Schematic Diagram of the study

Statement of the Problem

This study will measure the impact of social media exposure on suicidal tendencies among criminology students.

Specifically, the study will answer the following research questions:

1. What is the profile of the respondent in terms of age, gender, and year level?
2. What is the level of social media exposure in terms of frequency of social media use, number of social media platforms used, type of content consumed, and engagement level?
3. What is the level of suicidal tendencies in terms of suicidal ideation, suicidal planning, suicidal behavior and emotional states?
4. Is there significant relationship between the respondent's profile and level of suicidal tendencies?
5. Is there significant relationship between the level of social media exposure and level of suicidal tendencies?

Null Hypothesis

HO₁: There is no significant relationship between the respondent's profile and level of suicidal tendencies.

HO₂: There is no significant relationship between the level of social media exposure and level of suicidal tendencies.

Significance of the Study

This study is significant as it seeks to provide empirical evidence on the relationship between social media exposure and suicidal tendencies among criminology students in the Philippines a population that remains underrepresented in mental health research. By addressing existing data, population, methodological, and geographical gaps, the findings of this study are expected to contribute meaningfully to academic knowledge, institutional practices, and mental health interventions.

RESEARCH METHODOLOGY

Design

The study employed a descriptive-correlational design, which was commonly used to examine relationships between variables and make predictions based on existing data (Stangor & Walinga, 2014). This research design allowed for the identification of correlations, or statistical associations, between different factors without establishing cause-and-effect relationships. While correlation revealed patterns, it did not imply causation. In the context of the present study, this design was particularly appropriate for examining the relationship between social media exposure and suicidal tendencies among criminology students. Using this approach, the study aimed to identify potential links between the frequency and type of social media use and the presence of depressive symptoms or suicidal ideation among students, without suggesting that social media exposure directly caused these mental health outcomes. The use of this design enabled the exploration of underlying patterns and trends that could inform future interventions or preventive measures within academic settings.

Setting

This study was conducted in one of the cities of Misamis Occidental, Northern Mindanao. The region exhibited a blend of urban and rural characteristics, providing a unique environment for students. The city was home to various public and private educational institutions that served a diverse student population, particularly in fields related to criminal justice, law, and other professional programs. Its developing infrastructure provided students with convenient access to essential amenities such as transportation, healthcare, and recreational facilities, all of which contributed to a balanced student life.

Respondents

The respondents of the study were 120 students currently enrolled in the criminology program during the school year 2024–2025. They were selected regardless of age, sex, and year level through random sampling. The criteria for selecting the participants were: (1) being officially enrolled in the criminology program, and (2) willingness to participate in the study.

Instruments

The following instruments were used in this study:

A. Social Media Exposure. A researcher-made questionnaire was used for data collection. It determined the respondents’ exposure to social media in terms of frequency of social media use, number of social media platforms used, type of content consumed, engagement level, and time of use. The pilot test yielded a Cronbach’s Alpha of .870. Frequency and percentage were used in interpreting the level of social media exposure.

B. Suicidal Tendencies. A researcher-made questionnaire was used for data collection. It determined the respondents’ suicidal tendencies in terms of suicidal ideation, suicidal planning, suicidal behavior, and emotional states. To ensure the validity and reliability of the test, it was pilot tested on respondents who were not included as part of the actual respondents of the study. The pilot test yielded a Cronbach’s Alpha of .765. In interpreting the level of suicidal tendencies, the following scales were used:

Responses	Continuum	Interpretation
5- Always (A)	4.21-5.00	Very High (VH)
4- Very Often (VO)	3.41-4.20	High (H)
3- Sometimes (S)	2.61-3.40	Moderate (M)
2- Rarely (R)	1.81-2.60	Low (L)
1- Never (N)	1.00-1.80	Very Low (VL)

Data-Gathering Procedure

Data gathering commenced after the approval and certification to conduct the study was obtained from the Dean of the College of Criminology. The researcher met with the intended respondents to explain the purpose and protocol of the study. Furthermore, the researcher sought the consent of the stakeholders as part of the study. Once the respondents confirmed their participation, the researcher distributed the survey questionnaires. The expected duration of participation in the study was 20–30 minutes. After the instruments were retrieved, the researcher reviewed the responses to ensure the completeness of the data. The data were then tallied and tabulated for statistical analysis and interpretation.

Ethical Consideration

The researchers complied with the institution's ethical guidelines and obtained formal approval from the university and the Dean of the College of Criminology prior to data collection. No respondent was coerced or compelled to participate in the survey; instead, the researchers obtained their express consent and voluntary agreement to participate in the data-gathering process. Informed consent served as the foundation for respondents' participation. In accordance with this principle, the researchers provided sufficient information and assurance regarding the nature and purpose of the study, allowing participants to fully understand the implications of their involvement and make a free, deliberate, and informed decision without any form of coercion.

The identities of the respondents were kept strictly confidential unless disclosure was required by law. There were no known or anticipated risks associated with participation in this study. Participation was entirely voluntary, and no form of compensation was provided.

Respondents had the right to refuse participation or withdraw from the study at any time without penalty. In compliance with Republic Act No. 10173, also known as the “Data Privacy Act of 2012,” the researchers ensured the confidentiality and privacy of all data gathered throughout the course of the quantitative research.

Data Analysis

The following statistical tools were used in the study:

Frequency and Percentage were used to determine social media exposure (frequency of use, type of content consumed, and engagement level)

Mean and Standard Deviation were used to determine the respondents’ level of suicidal tendencies (ideation, planning, and behavior).

Pearson Product Moment Correlation Coefficient was applied to examine the significant relationship between social media exposure and suicidal tendencies among criminology students.

RESULT AND DISCUSSION

This study examines the impact of social media exposure on suicidal tendencies among criminology students (Swedo et al.,2021). It explores the respondents' usage patterns, content engagement, and platform diversity, and how these factors relate to cognitive, behavioral, and emotional aspects of suicidal tendencies (Haime et al.,2024). The findings provide insights into the potential influence of social media on students' mental health and overall well-being.

Profile of the Respondents

Table 1 presents the demographic profile of the respondents by age, gender, and year level. In terms of age, most respondents belong to the 19–21 years old group, with 76 respondents, or 63.00% of the total population. Meanwhile, 44 respondents, or 37.00%, fall into the 22–24 years old category. This distribution indicates that most participants are in the typical age range of undergraduate students, suggesting that the data gathered largely reflect the perspectives of younger learners who are still in the early stages of their higher education journey (Saddler & Sundin, 2020).

Regarding gender, the findings show a higher proportion of male respondents than female respondents. Specifically, 79 respondents (66.00%) are male, while 41 respondents (34.00%) are female. This imbalance may be attributed to enrolment trends in the program where the study was conducted, which may have been traditionally male dominated (Feniger et al.,2022). Nevertheless, the presence of both genders allows for meaningful analysis of gender-related differences, if any, in the variables examined in the study.

By year level, respondents are distributed across all academic levels, with the largest representation in the upper years. The first-year students comprise 7 respondents (6.00%),

while second-year students comprise 12 respondents (10.00%). In contrast, third-year students comprise 49 respondents (41.00%), and fourth-year students comprise 52 respondents (43.00%) of the total sample. This distribution indicates that a substantial portion of respondents is already in advanced stages of their academic program (Deb, 2021).

Overall, the respondent profile implies that the study’s findings are particularly applicable to young, male, upper-year criminology students who face heightened academic pressure and psychological challenges. This demographic context strengthens the significance of the study by providing a clearer understanding of which student groups may be most vulnerable to the negative mental health effects of social media exposure. As a result, the findings can guide educational institutions, mental health professionals, and policymakers in developing focused prevention strategies, support services, and intervention programs that address the specific needs of criminology students.

Table 1

Respondent’s Profile

Profile	Frequency	Percentage
<i>Age</i>		
19-21 years old	76	63.00
22-24 years old	44	37.00
<i>Gender</i>		
Male	79	66.00
Female	41	34.00
<i>Year Level</i>		
First Year	7	6.00
Second Year	12	10.00
Third Year	49	41.00
Fourth Year	52	43.00

Social Media Exposure

Table 2 presents the level of social media exposure of the respondents in terms of frequency of use, number of platforms, type of content consumed, level of engagement, and implied time of use. The findings indicate a high level of social media exposure among respondents, as reflected by frequent usage patterns, engagement across multiple platforms, and diverse content consumption (Arora et al.,2022).

In terms of frequency of use, the majority of respondents were very frequent users (37.50%), followed by frequent users (28.23%). This indicates that over two-thirds of the participants engaged with social media on a regular basis, suggesting that it is a central component of their daily routines. Only a smaller portion reported occasional (20.83%) or rare use (13.33%), reflecting limited exposure among these groups (Scharkow et al., 2020).

Regarding the number of platforms used, the largest proportion of respondents accessed two to three platforms (34.17%), followed by four to five platforms (27.50%), while 25.00% used only a single platform. This shows that most respondents navigate multiple social media environments, increasing the breadth of their exposure, whereas a smaller group limits their interactions to a single platform (Olecká et al.,2022).

In terms of type of content consumed, entertainment content was the most frequent, with 27.50% of respondents primarily engaging with it. News and current events were consumed by 18.33%, educational or academic content by 17.50%, crime or violence-related content by 16.67%, and personal updates and mental health-related content were the least consumed at 10.00% each. These percentages indicate that while leisure and entertainment dominate social media activity, informational and sensitive content is also accessed by a significant portion of students (Ahmed & Gil-Lopez, 2022).

Regarding level of engagement, the majority of respondents were passive users (53.33%), followed by active users (30.00%) and highly interactive users (16.67%). This suggests that most students primarily consume content without engaging directly through posting, commenting, or sharing, highlighting a prevalence of passive social media behavior.

The percentages show that most criminology students are highly exposed to social media, engaging frequently across multiple platforms, predominantly consuming entertainment content, and primarily using social media passively. These patterns indicate that social media is an integral part of their daily routines, which is critical for understanding its potential influence on emotional and behavioral outcomes, including its impact on suicidal tendencies.

Table 2

Social Media Exposure

Exposure	Frequency	Percentage
<i>Social Media Use</i>		
Very Frequent	45	37.50
Frequent	34	28.23
Occasionally	25	20.83
Rarely	16	13.33
<i>Number of Social Media Platforms</i>		
Only 1	30	25.00
2-3 platforms	41	34.17
4-5 platforms	33	27.50
More than 5 platforms	16	13.33
<i>Type of Content</i>		
News and current events	22	18.33
Entertainment (memes, videos, shows)	33	27.50
Personal updates from friends/family	12	10.00
Educational or academic content	21	17.50
Mental health-related content	12	10.00
Crime or violence-related content	20	16.67
<i>Level of Engagement</i>		
Passive	64	53.33
Active	36	30.00
Highly Interactive	20	16.67

Suicidal Tendencies

Table 3 presents the level of suicidal tendencies of the respondents in terms of suicidal ideation, suicidal planning, suicidal behavior, and emotional states. Across all four dimensions, results revealed that respondents generally exhibited *low* levels of suicidal tendencies, indicating minimal prevalence of thoughts, intentions, behaviors, and affective disturbances related to suicide. These findings provide a baseline understanding of how suicidal tendencies manifest among criminology students and allow for examination of how social media exposure may interact with these tendencies (Baker et al., 2021).

In terms of suicidal ideation, the respondents obtained a mean score of 2.58, falling within the low range. This suggests that participants seldom experienced persistent or intrusive thoughts about self-harm or ending their lives. Low levels of suicidal ideation are consistent with research demonstrating that strong psychosocial support, adaptive coping strategies, and positive affect regulation are associated with reduced frequency of suicidal thinking (Liu et al., 2021). In the context of this study, while social media exposure is prevalent among students, it appears that it does not directly translate into high suicidal ideation, suggesting that protective factors such as peer support, family networks, and resilience may buffer potential negative influences from online interactions (Hill et al., 2023).

Similarly, the mean score for suicidal planning (2.17) indicates that respondents rarely engaged in deliberate or concrete plans for suicide. This finding aligns with evidence suggesting that transient suicidal thoughts do not necessarily progress into planning unless compounded by stressors, emotional dysregulation, or mental health challenges (Turecki & Brent, 2021). Despite high social media use among criminology students, the low planning scores reflect that online exposure alone may not drive the transition from ideation to action, supporting the idea that other moderating factors such as coping strategies and emotional stability play a critical role.

The dimension of suicidal behavior, with a mean of 2.25, was also low, indicating that respondents infrequently engaged in self-harm or attempts. This aligns with studies emphasizing that the presence of protective influences such as social connectedness and access to mental health resources reduces the risk of acting on suicidal thoughts (O'Connor & Nock, 2022). Within the context of this research, it suggests that although criminology

students are highly active on social media, this exposure does not appear to increase engagement in self-injurious behaviors, reinforcing the notion that social media's impact is likely indirect affecting emotional states rather than directly prompting suicidal actions.

Additionally, emotional states were assessed with a mean score of 2.46, indicating generally stable emotional well-being. Emotional distress is a known correlate of suicidal tendencies, with heightened negative affect increasing vulnerability to both ideation and attempts (Miranda et al., 2020). The low emotional disturbance observed in this study suggests that students maintain affective stability that likely buffers against the potential emotional risks of social media, such as exposure to sensitive content, cyberbullying, or comparison stress.

The overall mean score of 2.37 further corroborates that the general level of suicidal tendencies among criminology students is low, signifying that while occasional distress may be present, it does not escalate into chronic ideation, planning, or behavior. These findings are consistent with research showing that when emotional states are regulated and coping resources are accessible, individuals are less prone to develop severe suicidal patterns even in the presence of stressors like online content (World Health Organization, 2021; Ribeiro et al., 2021).

The findings implied that criminology students exhibit low levels of suicidal ideation, planning, behavior, and emotional instability, despite frequent social media use. This suggests that social media exposure alone does not inherently increase suicidal tendencies, but its impact may be mediated through emotional states or behavioral responses. These results underscore the importance of promoting mental health support,

emotional resilience programs, and responsible social media use, ensuring that students can engage with online platforms without heightened risk of negative psychological outcomes.

Table 3

Level of Suicidal Tendencies

Variable	Mean	SD	Interpretation
Suicidal Ideation	2.58	0.33	L
Suicidal Planning	2.17	0.13	L
Suicidal Behavior	2.25	0.10	L
Emotional States	2.46	0.11	L
Overall Weighted Mean	2.37		L

Note: 1.00-1.80 - Very Low (VL); 1.81-2.60- Low (L); 2.61-3.40- Moderate(M); 3.41-4.20- High (H); 4.21-5.00- Very High.

Significant relationship between the respondent's profile and level of suicidal tendencies

Table 4 presents the results of the chi-square analysis examining the relationship between demographic variables (age, gender, and year level) and suicidal tendencies across four dimensions: suicidal ideation, planning, behavior, and emotional states. The findings indicate that most demographic variables showed no significant relationship with suicidal tendencies, as reflected by p-values greater than 0.05. Specifically, age was not significantly related to suicidal ideation ($p = 0.06$) or planning ($p = 0.11$), gender was not associated with suicidal ideation ($p = 0.10$), planning ($p = 0.13$), or behavior ($p = 0.16$), and year level showed no significant relationship with any dimension of suicidal tendencies (p-values ranging from 0.09 to 0.14). These results suggest that suicidal tendencies, in terms of ideation, planning, behavior, and emotional states, are generally independent of the respondents' age, gender, and academic year.

However, there were notable exceptions. Age was significantly associated with suicidal behavior ($p = 0.02$) and emotional states ($p = 0.04$), indicating that differences in age may influence specific dimensions of suicidal tendencies. This suggests that certain age groups may experience emotional distress or behavioral responses differently, even if they do not differ significantly in suicidal ideation or planning. Additionally, gender was significantly related to emotional states ($p = 0.02$), implying that male and female respondents may differ in emotional regulation, affective experiences, or vulnerability to stress. These findings are consistent with current literature demonstrating that age and gender can serve as important moderators of emotional health and suicide risk. For instance, adolescents and young adults often exhibit higher levels of emotional distress and risk behaviors in response to stressors compared to older individuals, reflecting age-specific vulnerabilities in emotional regulation and coping strategies (O'Connor & Nock, 2022).

Likewise, gender differences in emotional experiences have been documented, with females typically reporting greater internalizing symptoms and emotional reactivity, while males often exhibit externalizing behaviors, both of which can influence suicide risk (Mok et al., 2021). Longitudinal studies also indicate that emotional states such as anxiety and depression a known correlate of suicidal behavior vary by age and gender, with adolescent girls showing higher internal distress and adult males displaying a stronger link between stress and behavioral risk (Miranda et al., 2020; Klonsky et al., 2021). These studies support the present findings that, although demographic factors may not uniformly affect all dimensions of suicidal tendencies, they are significantly associated with emotional states and certain behavioral patterns, underscoring the need for age- and gender-sensitive interventions in suicide prevention.

The findings of this study, showing generally low levels of suicidal ideation, planning, behavior, and emotional disturbances, can be interpreted through the Diathesis-Stress Model of Suicidal Behavior. According to this theory, suicidal behavior does not arise solely from demographic characteristics or personal profiles; rather, it emerges from the interaction between individual vulnerabilities (diathesis) and external stressors (Zubin & Spring, 1977; O'Connor & Nock, 2022). In the present study, most respondents exhibited minimal suicidal tendencies, suggesting that latent vulnerability existed but was not activated by sufficient stress. This aligns with the chi-square results showing that age, gender, and year level were largely unrelated to ideation and planning, though age and gender influenced emotional states and behavior to a small degree.

The low overall suicidal tendencies among respondents imply the presence of protective factors, such as social support, adaptive coping strategies, or emotional resilience, which buffer the effects of stressors. The Diathesis-Stress Model explains that in the absence of significant stress, individuals with potential vulnerabilities may remain psychologically stable, consistent with the low means observed for suicidal ideation (2.58), planning (2.17), behavior (2.25), and emotional states (2.46). However, the significant relationships between age and suicidal behavior/emotional states and gender and emotional states suggest that certain demographic groups may experience stress differently or possess varying thresholds for vulnerability, leading to minor fluctuations in emotional regulation and behavior.

These results indicate that suicidal tendencies are not inherently determined by age, gender, or year level, but rather emerge when individual vulnerabilities interact with significant stressors. This underscores the importance of proactive mental health

interventions, stress management programs, and targeted support strategies tailored to specific demographic groups to maintain low suicide risk among criminology students.

Overall, the implications of these significant relationships emphasize the importance of early, targeted, and emotionally focused interventions. By addressing emotional distress across age and gender groups before it progresses into suicidal behavior, educational institutions can sustain the low levels of suicidal tendencies observed in this study and promote long-term psychological well-being among students.

Table 4

Test of significant relationship between the respondent's profile and level of suicidal tendencies

Variables	χ^2	<i>p-value/ level of significance</i>	Remarks
Age and Suicidal Ideation	2.19	0.06**	Accept Ho
Age and Suicidal Planning	2.15	0.11**	Accept Ho
Age and Suicidal Behavior	2.16	0.02***	Reject Ho
Age and Emotional States	2.18	0.04***	Reject Ho
Gender and Suicidal Ideation	2.17	0.10**	Accept Ho
Gender and Suicidal Planning	2.19	0.13**	Accept Ho
Gender and Suicidal Behavior	2.10	0.16**	Accept Ho
Gender and Emotional States	2.16	0.02***	Reject Ho
Year Level and Suicidal Ideation	2.18	0.12**	Accept Ho
Year Level and Suicidal Planning	2.19	0.14**	Accept Ho
Year Level and Suicidal Behavior	2.10	0.09**	Accept Ho
Year Level and Emotional States	2.17	0.10**	Accept Ho

Ho: There is no significant relationship between the respondent's profile and level of suicidal tendencies.

*Note: p-value: 0.00-0.01*Highly Significant 0.02-0.05**Significant above 0.05*** Not Significant*

Significant relationship between the level of social media exposure and level of suicidal tendencies

Table 5 presents the results of the chi-square test examining whether different aspects of social media exposure including frequency of use, number of platforms, type of content consumed, and level of engagement are significantly related to respondents' suicidal ideation, planning, behavior, and emotional states.

It shows that, majority, there was no significant relationship between social media variables and suicidal tendencies. Specifically, social media use frequency was not significantly related to suicidal ideation ($p = 0.06$), planning ($p = 0.11$), or behavior ($p = 0.10$), although it was significantly associated with emotional states ($p = 0.02$). Similarly, the number of social media platforms used did not show significant relationships with any dimension of suicidal tendencies (p -values ranging from 0.10 to 0.18), and the type of content consumed was mostly not significantly related, except for its association with suicidal behavior ($p = 0.02$). Finally, the level of engagement on social media was not significantly associated with suicidal ideation, planning, or behavior, nor with emotional states (p -values ranging from 0.07 to 0.18).

These results suggest that while overall social media exposure may not directly influence suicidal thoughts or planning, specific dimensions namely emotional states and suicidal behavior can be affected under certain conditions. The significant relationship between social media use and emotional states indicates that high exposure or passive consumption may influence users' affective responses, potentially increasing vulnerability to negative emotional experiences. Similarly, the association between the type of content consumed and suicidal behavior suggests that exposure to certain materials, such as violent

content, mental health discussions, or sensitive topics, may be linked to behavioral risk patterns.

These findings are consistent with contemporary research indicating that social media often exerts its influence indirectly, through mechanisms such as emotional dysregulation, heightened stress perception, and maladaptive coping strategies, rather than directly causing suicidal thoughts or planning. For instance, found that excessive screen time and social media use were associated with increased depressive symptoms and emotional distress among adolescents, which can elevate vulnerability to suicidal ideation (Twenge et al., 2020). Similarly, emphasize that individual risk for suicide emerges from the interaction of preexisting vulnerabilities and stressors, highlighting that social media can act as a contributing factor by affecting emotional and behavioral responses rather than serving as a direct trigger.

Recent studies also support these findings, showing that problematic social media use and exposure to emotionally provocative content can exacerbate emotional dysregulation and stress, which in turn may increase suicidal behavior risk among susceptible individuals (Zhang et al., 2025; Hidayah Mohamad Farok & Mahmud, 2024). These studies reinforce the notion that social media's impact on suicidal tendencies is mediated by emotional and behavioral pathways, highlighting the importance of monitoring online activity and promoting adaptive coping mechanisms to reduce risk.

Furthermore, the lack of significant relationships for most variables suggests that demographic, psychological, and environmental factors likely moderate the impact of social media on suicidal tendencies, supporting the idea that social media alone is insufficient to predict suicidal risk. This aligns with the Diathesis-Stress Model of Suicidal Behavior,

which posits that suicidal tendencies emerge primarily when underlying vulnerabilities interact with stressors or risk factors (Miranda et al., 2020). In this context, social media may act as a contributing stressor, but its effect depends on the individual's existing vulnerabilities, coping mechanisms, and emotional resilience.

The results implies that most aspects of social media exposure are not significantly associated with suicidal ideation, planning, or general behavior, but they can influence emotional states and specific behavioral patterns. These findings underscore the need for mindful social media engagement and content moderation, as well as interventions that enhance emotional resilience and digital well-being among users.

Table 5

Test of significant relationship between the social media exposure and level of suicidal tendencies

Variables	χ^2	<i>p-value/ level of significance</i>	Remarks
Social Media Use and Suicidal Ideation	2.24	0.06**	Accept Ho
Social Media Use and Suicidal Planning	2.28	0.11**	Accept Ho
Social Media Use and Suicidal Behavior	2.15	0.10**	Accept Ho
Social Media Use and Emotional States	2.11	0.02***	Reject Ho
Social Media Platforms and Suicidal Ideation	2.23	0.18**	Accept Ho
Social Media Platforms and Suicidal Planning	2.27	0.10**	Accept Ho
Social Media Platforms and Suicidal Behavior	2.32	0.10**	Accept Ho
Social Media Platforms and Emotional States	2.10	0.06**	Accept Ho
Type of Content and Suicidal Ideation	2.12	0.09**	Accept Ho
Type of Content and Suicidal Planning	2.11	0.10**	Accept Ho
Type of Content and Suicidal Behavior	2.09	0.02***	Reject Ho
Type of Content and Emotional States	2.16	0.11**	Accept Ho
Level of Engagement and Suicidal Ideation	2.22	0.15**	Accept Ho
Level of Engagement and Suicidal Planning	2.29	0.18**	Accept Ho
Level of Engagement and Suicidal Behavior	2.35	0.10**	Accept Ho
Level of Engagement and Emotional States	2.38	0.07**	Accept Ho
Ho: There is no significant relationship between the level of social media exposure and level of suicidal tendencies.			
<i>Note: p-value: 0.00-0.01*Highly Significant 0.02-0.05**Significant above 0.05*** Not Significant</i>			

CONCLUSION AND RECOMMENDATIONS

This paper demonstrates that criminology students in general tend to demonstrate low levels of suicidal traits in terms of ideation, planning, behavior, and in affective experiences. Students tend to be young, mostly male, and in the latter stages of their course. Few non-social profile variables demonstrate significant relationships with suicidal traits except for age and gender in terms of affective experiences, with age significant in both affective experiences and behavior. Looking at social media factors: some rather than all matter to suicidal traits. Students' frequency of use is significant in affective experiences, with content exposure significant to behavior. Platform numbers and level of use contribute little to preventing harm. This means that general exposure to social media is not a significant determinant of suicidal thoughts or actions but that some aspects are significant in increasing risk.

From these findings, it can be recommended that criminology programs should adopt mental health interventions for digital literacy and emotional resiliency. There should also be awareness creation for possible emotional impacts of social media use, as well as mental health counseling that covers age and gender-based emotional needs of students. The training should focus on emotional responses to social media use and should also create an ambience that protects students against possible suicidal conducts.

DECLARATION OF THE AI TOOLS

I acknowledge the use of **ChatGPT** <https://chatgpt.com/> and **HumanizeAI** <https://www.humanizeai.pro/>.

I acknowledge the use of HumanizeAI <https://www.humanizeai.pro/> to help text sound more natural, relatable, and easier to read

I acknowledge the use of ChatGPT <https://chatgpt.com/> to help create the background of my study.

I used the output as a starting point for generating ideas in my introduction.

I entered the following prompt:

List 2 theories that can support this study with author and year

Create 3 paragraph discussion of (Theory) add 1 paragraph stating the significance of the theory

Create list of topic from broad to specific

Revise this based on the current study

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APPENDIX A

RESEARCH QUESTIONNAIRE

PART I – Profile of the Respondents

Please provide the following information. Your responses will be kept strictly confidential.

1. Age:

_____ years old

2. Gender:

☐ Male

☐ Female

☐ Prefer not to say

☐ Others: _____

3. Year Level:

☐ 1st Year

☐ 2nd Year

☐ 3rd Year

☐ 4th Year

PART II – Social Media Exposure

Please respond to the following questions about your social media exposure.

1. How often do you use social media?

- ☐ Rarely (once or twice a week)
- ☐ Occasionally (a few times per week)
- ☐ Frequently (daily use)
- ☐ Very frequently (multiple times a day)

2. How many social media platforms do you actively use?

- ☐ 1
- ☐ 2–3
- ☐ 4–5
- ☐ More than 5

3. What type of content do you usually consume on social media? (Check all that apply)

- ☐ News and current events
- ☐ Entertainment (memes, videos, shows)
- ☐ Personal updates from friends/family
- ☐ Educational or academic content
- ☐ Mental health-related content
- ☐ Crime or violence-related content
- ☐ Other: _____

4. How would you describe your level of engagement on social media?

- ☐ Passive (mostly scrolling/viewing)
- ☐ Active (liking, commenting, sharing)

☐ Highly interactive (posting, joining live sessions, creating content)

RESEARCH QUESTIONNAIRE

Suicidal Tendencies

INSTRUCTIONS: Below is the 5 point scale, indicate your beliefs in your capability in each of the content area specified below by simply checking (✓) the corresponding box that corresponds to your preference based on the following responses:

5 – Always ; 4 – Very Often ; 3 – Sometimes ; 2 – Rarely ; 1 – Never

Statements	Responses				
	5	4	3	2	1
Suicidal Ideation					
1. After using social media, I made a question if life is worth living.					
2. Exposure to sad or triggering content on social media has made me think about ending my life.					
3. I have had intrusive thoughts about dying after reading negative or harmful comments online.					
4. Comparing myself to others on social media makes me feel worthless or hopeless.					
5. When overwhelmed by what I see on social media, I sometimes wish I no longer existed.					
Suicidal Planning					
1. There were times after using social media that I thought of specific ways to end my life.					
2. Social media posts related to self-harm or suicide have influenced me to think about methods of ending my life.					
3. After online experiences that made me feel rejected or alone, I thought about how I might harm myself.					
4. Seeing suicide-related stories or discussions on					

social media has led me to imagine my own plans.					
5. I have explored or searched online for information on suicide methods after being emotionally affected by social media.					
Suicidal Behavior					
1. I have stopped caring about my safety or well-being after feeling emotionally triggered by social media.					
2. I have deliberately isolated myself after negative experiences on social media, even when needing support.					
3. I engaged in risky or harmful behavior after being cyberbullied or emotionally overwhelmed by social media.					
4. I have deleted or deactivated my social media accounts due to feelings of self-harm or suicidal thoughts.					
5. I have posted or shared content that indirectly expressed a desire to hurt myself or disappear.					
Emotional States					
1. Using social media often leaves me feeling sad, anxious, or emotionally drained.					
2. I feel lonely or left out when I see others having fun or achieving things online.					
3. I become angry or irritated after reading negative or judgmental comments on social media.					
4. Social media increases my anxiety about how others perceive me or my life.					
5. After scrolling through social media, I feel					

emotionally numb or disconnected from the real world.					
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APPENDIX B

Sample of the Filled out Questionnaire

RESEARCH QUESTIONNAIRE

PART I – Profile of the Respondents

Please provide the following information. Your responses will be kept strictly confidential.

1. Age:

20 years old

2. Gender:

☒ Male ☐ Female

☐ Prefer not to say ☐ Others: _____

3. Year Level:

☐ 1st Year ☐ 2nd Year

☐ 3rd Year ☒ 4th Year

4. Social Media Channels:

☒ Facebook

☒ TikTok

☒ Instagram

☐ Twitter (X)

☐ YouTube

PART II – Social Media Exposure

Please respond to the following questions about your social media exposure.

1. How often do you use social media?

- ☐ Rarely (once or twice a week)
- ☐ Occasionally (a few times per week)
- ☒ Frequently (daily use)
- ☐ Very frequently (multiple times a day)

2. How many social media platforms do you actively use?

- ☐ 1
- ☒ 2–3
- ☐ 4–5
- ☐ More than 5

3. What type of content do you usually consume on social media? (Check all that apply)

- ☐ News and current events
- ☒ Entertainment (memes, videos, shows)
- ☒ Personal updates from friends/family
- ☒ Educational or academic content
- ☐ Mental health-related content
- ☐ Crime or violence-related content
- ☐ Other: _____

4. How would you describe your level of engagement on social media?

- ☒ Passive (mostly scrolling/viewing)
- ☐ Active (liking, commenting, sharing)
- ☐ Highly interactive (posting, joining live sessions, creating content)

5. When do you usually spend the most time on social media?

- ☐ Morning
- ☐ Afternoon
- ☒ Evening
- ☐ Late at night
- ☐ Throughout the day

RESEARCH QUESTIONNAIRE

Suicidal Tendencies

INSTRUCTIONS: Below is the 5 point scale, indicate your beliefs in your capability in each of the content area specified below by simply checking (✓) the corresponding box that corresponds to your preference based on the following responses:

5 – Always ; 4 – Very Often ; 3 – Sometimes ; 2 – Rarely ; 1 – Never

Statements	Responses				
	5	4	3	2	1
Suicidal Ideation			✓		
1. After using social media, I made a question if life is worth living.			✓		
2. Exposure to sad or triggering content on social media has made me think about ending my life.		✓			
3. I have had intrusive thoughts about dying after reading negative or harmful comments online.			✓		
4. Comparing myself to others on social media makes me feel worthless or hopeless.		✓			
5. When overwhelmed by what I see on social media, I sometimes wish I no longer existed.		✓			
Suicidal Planning					
1. There were times after using social media that I thought of specific ways to end my life.		✓			
2. Social media posts related to self-harm or suicide have influenced me to think about methods of ending my life.			✓		
3. After online experiences that made me feel rejected or alone, I thought about how I might harm myself.		✓			

4. Seeing suicide-related stories or discussions on social media has led me to imagine my own plans.			✓		
5. I have explored or searched online for information on suicide methods after being emotionally affected by social media.			✓		
Suicidal Behavior					
1. I have stopped caring about my safety or well-being after feeling emotionally triggered by social media.		✓			
2. I have deliberately isolated myself after negative experiences on social media, even when needing support.		✓			
3. I engaged in risky or harmful behavior after being cyberbullied or emotionally overwhelmed by social media.			✓		
4. I have deleted or deactivated my social media accounts due to feelings of self-harm or suicidal thoughts.		✓			
5. I have posted or shared content that indirectly expressed a desire to hurt myself or disappear.		✓			
Emotional States					
1. Using social media often leaves me feeling sad, anxious, or emotionally drained.		✓			
2. I feel lonely or left out when I see others having fun or achieving things online.			✓		
3. I become angry or irritated after reading negative or judgmental comments on social media.			✓		
4. Social media increases my anxiety about how others perceive me or my life.		✓			
5. After scrolling through social media, I feel emotionally numb or disconnected from the real world.			✓		

APPENDIX C

Sampling Computation

APPENDIX D

TRANSMITTAL LETTER



Misamis University
Ozamiz City
College of Criminology



August 23, 2025

JOSE F. CUEVAS JR. RCrim, PhD
Dean, College of Criminology
Misamis University
Ozamiz City

Dear Dr. Cuevas,

Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, *"The Impact of Social Media Exposure on Suicidal Tendencies among Criminology Students"* as a requirement for the course *Criminological Research 1 and 2*.

In this regard, we humbly request your good office to allow us to conduct face-to-face survey with the Criminology Student in the Misamis University. Be assured that informed consent will be secured from the respondents before the actual survey and the data to be gathered will be used solely for research purposes.

Your approval to this request will contribute to the success of our educational endeavors. For more inquiry you may contact this number +63 970 874 3065. God bless and more power.

Respectfully yours,


GHELME ARBALOS
Team Leader

Noted:


MARKDY Y. DORONG, DIT
Instructor

Approved by:


JOSE F. CUEVAS JR. RCrim, PhD
College Dean

APPENDIX E

THESIS/RESEARCH DATA GATHERING APPROVAL FORM

APPENDIX F

INFORMED CONSENT



Misamis University
H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS BOARD
Phone: +6388 521 0367 | Fax: +6388 521 2917
Email: muresearchethics@mu.edu.ph

MU-REB-010/03 March 2022

PART II. CERTIFICATE OF CONSENT

This research entitled "The Impact of Social Media Exposure on Suicidal Tendencies Among Criminology Students" by Ghelme A. Raballos with the aim of gathering information and data pertaining to the relationship between social media exposure and suicidal tendencies among Criminology students, has been presented and explained to me clearly. Since the study involves the participation of Criminology students through surveys, I am chosen as one of the participants.

(Kini nga pagtuon gititulohan, "Ang Epekto sa Pagkaladlad sa Social Media sa mga Tendensya sa Pagpakamatay sa mga Estudyante sa Criminology" ni Ghelme A. Rabalos, nga adunay tumong sa pagkuha og impormasyon ug datos kabahin relasyon tali sa pagkaladlad sa social media ug mga tendensya sa pagpakamatay sa mga estudyante sa Criminology, gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa partisipasyon sa mga estudyante sa Criminology pinaagi sa survey, ako napilian isip usa sa mga partisipante.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako masugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante): Tulic S. Vira
Signature of Participant (Pirma sa Partisipante): [Signature]
Date: [MM/DD/YYYY] _____

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamlà (thumb print)].

Name and Signature of the Witness
(Ngalan ug Firma sa Testigo)

Thumb mark

APPENDIX G

PARENTS CONSENT

	MISAMIS UNIVERSITY Ozamiz City Department of Student Affairs & Services
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MU-DSAS-006/02 June 2023

PARENT'S CONSENT

Sponsoring Group/Organization

I am allowing my son/daughter/ward, GHELHE A. RABALO, to join
the RESEARCH (activity) to be held on
September 2025 at Misamis University under the supervision of
(Adviser/Faculty).

I understand that Misamis University exercises the necessary safety precautions in this activity.

In consideration of the benefits to be derived from the above activity, I expressly waive any and all claims against the administration or any member of the faculty and staff of the Misamis University on account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with the aforementioned activity.


RAMILYN A. RABALO
Signature over printed name of
Parent/Guardian

09-09-25
Date


GHELHE A. RABALO
Signature over printed name of
Student

09-09-25
Date

Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.

SUBSCRIBED AND SWORN to before me, this ____ day of _____ at _____,
Philippines, that the herein affiant personally came and appeared with his/her _____, as evidence of
his/her personal identity.

Doc. No. _____
Page No. _____
Book No. _____
Series of 20 _____

Notary Public
Until _____
PTR No. _____
IBP No. _____
TIN No. _____
Roll No. _____

(For DSAS Personnel only)

Attested by:

RODEL L. BALDADO, MHist, MAEd
OIC, Department of Student Affairs & Services

Date: _____

APPENDIX H

DOCUMENTATION



The photos depicted the actual data-gathering process of the study, where groups of criminology students were observed accomplishing the research questionnaires in an open campus setting. The respondents completed the forms individually, and we guided and supervised them to ensure proper understanding and accurate responses. The activity took place in a casual yet orderly environment, reflecting voluntary participation and active engagement during the survey administration

APPENDIX I

CERTIFICATE OF PUBLICATION

APPENDIX J

GRAMMARLY AND TURNIT IN RESULT

