

Mobile Device Exposure and Students' Socialization Skills

A Thesis

Bachelor of Elementary Education

Southern de Oro Philippines College

Cagayan de Oro City

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Approval Sheet

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Abstract

Since the advancement of technology in the 21st century, students have become more exposed to mobile devices, especially after the global crisis, this study examined how mobile device use relate to the socialization skills of College of Teacher Education students for Academic Year 2024–2025. It was conducted at Southern de Oro Philippines College of Cagayan de Oro City with an overall respondent of 132 College of Teacher Education Students from 1st to 4th year, both BEED and BSED Major in English. The questionnaire used was researcher-made, which was based from the review of related literature. This study made use of correlational design, Mean, and Standard Deviation and Pearson Product Moment Correlation (r). The findings show that the Mobile Device Exposure in terms of Frequency of Use as well as the Purpose resulted in High level, and the Socialization Skills resulted in the same outcome. The mobile device exposure greatly affects the socialization skills of the students. It is recommended that the CTE students know how to balance their use to mobile devices to improve their socialization skills.

Keywords: mobile device, socialization, technology

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The Researchers

Dedication

For the endless support that we received,

The triumph of this study is wholeheartedly dedicated to:

Our loving families, our parents, our siblings – we hope that this achievement shall pay off the amount of their utmost effort and support that they have contributed through this journey.

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The Researchers

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Chapter 1

Mobile Device Exposure and Students' Socialization Skills

Human communication has been replaced by virtual interaction thanks to technology. This created a new dynamic for socialization. Socialization skills involve communication and interaction with others, and it enables the individual to function competently at social tasks. It is essential in building relationship and understanding one another. As mobile technology advances, its impact on human interaction and social behavior becomes increasingly significant. This study aims to explore the ways in which mobile devices impact socialization and interpersonal relationships in modern society.

Smartphones are undergoing technical advancements that enable students to execute a variety of tasks in a highly easy manner, including texting, calling, talking, accessing documents, checking emails, browsing the internet, and downloading files (Cui, et. al., 2021). Among all the social purposes they may have, mobile devices—more especially, smartphones—become the preferred means of communication. According to reports, 80% of all Internet users will do it through a mobile device. At the university level, student-to-student relationships are constantly being formed and reformed through symbolic interactions, among other things. The technology of smartphones helps consumers access and share knowledge quickly, which has enormous benefits for them (Schitman, 2023). The majority of college students (57%) feel a strong need to be connected to the

internet at all times when the students are in class. As a result, mobile technology plays a significant role in the future of higher education, especially in terms of how it will be incorporated into instruction (Akhtar, 2024).

The rise of mobile technology in higher education is a recent development that has motivated researchers to look at how students' socializing abilities are affected by using mobile devices. The objective of this study is to examine the function of mobile devices for students in higher education, particularly in the area of socialization skills of college students. Thus, this study attempted to analyze the relationship between the use of mobile devices and the socialization skills of the college students, specifically the Teacher Education Program of Southern de Oro Philippines College.

Theoretical/Conceptual Framework

This study sought to study the connection between the mobile device use and how it affects the socialization skills of college students. This draws upon the Technology Acceptance Theory. Granic's study emphasized the idea that a user's motivation to use technology can be explained by three elements, specifically perceived utility, perceived ease of use, and mindset on usage. TAM thus identifies two beliefs: perceived utility and perceived usability, as factors influencing attitudes toward usage intentions and actual use of technology. The same study hypothesized a user's attitude toward the system (attitude toward usage) is a key factor in determining whether or not they would actually utilize the system. The two primary beliefs that are assumed to influence a user's attitude are perceived utility and perceived ease of use, with perceived ease of use having a direct impact on

perceived usefulness. Perceived usefulness is the degree to which an individual believes that using a certain system will enhance their performance at work, whereas perceived ease of use is the degree to which they believe that using the system will be simple. In connection to this, numerous theories and models of technology acceptance have been widely applied to predict and comprehend user behavior and intent in a range of domains, including technology, customer satisfaction, and purchasing behavior.

Furthermore, according to the Technology Acceptance Model, (1) a person's perception of the technology's utility and (2) their perception of its usability are direct predictors of these intents. The degree to which a person thinks that utilizing a specific technology would be advantageous is known as perceived utility. The model asserts that a person's intentions to use a technology directly influence their actual use of it. An individual's likelihood of actually using the technology increases with their level of intention to do so. Perceived ease of use is the degree to which a person believes using a particular technology would be simple. A person's intentions to use a certain technology rise in proportion to how easy they think it is to use.

Figure 1, on the next page, shows the Schematic Diagram of the relationship between the independent and dependent variables of the study. The independent variables are mobile device exposure focusing on frequency of use and purpose, and the dependent variable is the students' socialization skills.

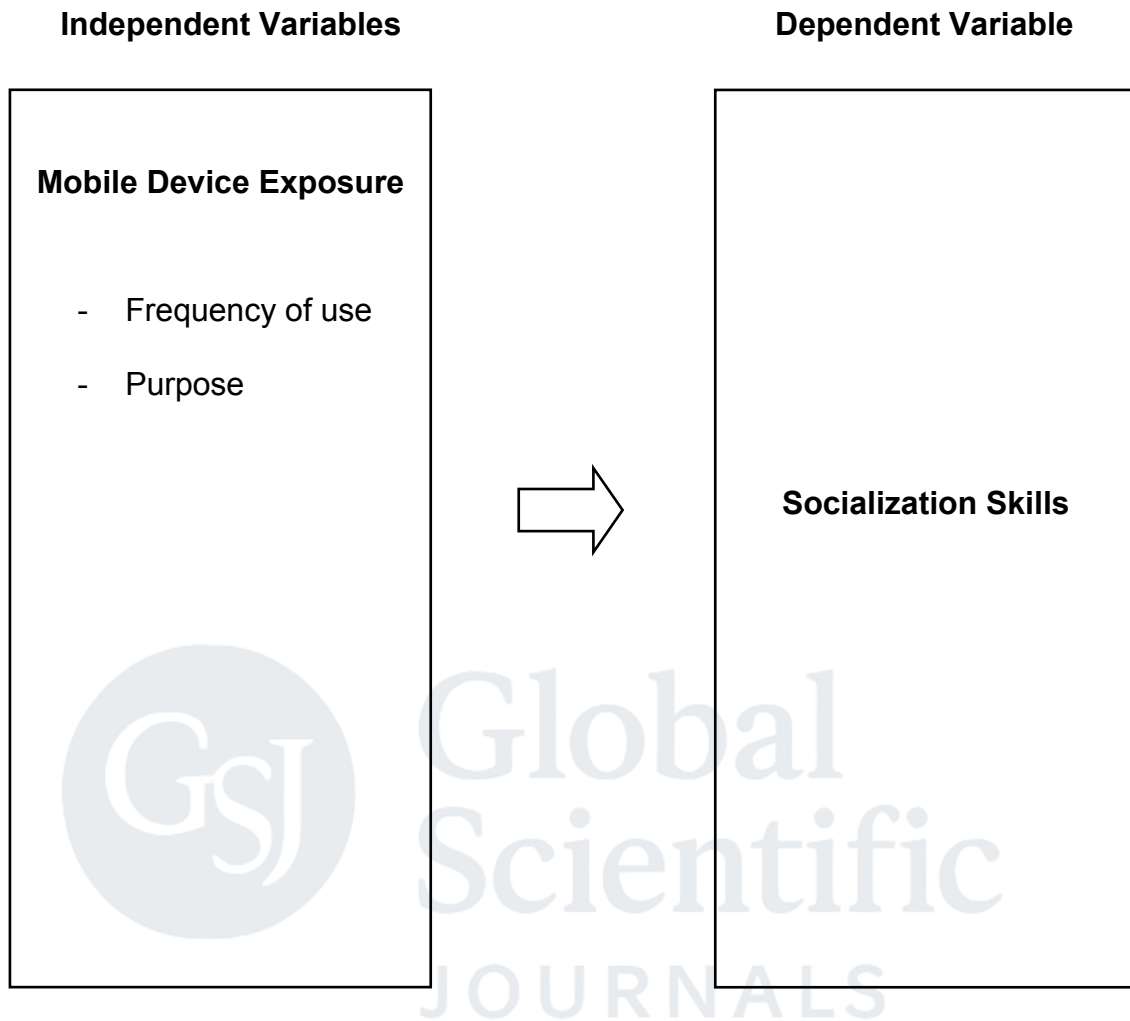


Figure 1

The Schematic Diagram Showing the Interplay of the Independent and Dependent Variables of the Study

Statement of the Problem

This study aimed to determine the relationship between mobile device exposure and the socialization skills of college students from the College of Teacher Education of Southern Philippines College during the School Year 2024-2025. Specifically, it looked to answer the following questions:

1. What is the extent of students' mobile device exposure in terms of:

1.1 frequency of use; and

1.2 purpose?

2. What is the respondents' level of socialization skills?

3. Is there a significant relationship between the extent of mobile device exposure and socialization skills?

Hypothesis

Problems 1 and 2 were hypotheses-free. Based on Problem 3, the null hypothesis was formulated and was tested at a 0.05 level of significance.

Ho1: There is no significant relationship between the extent of mobile device exposure and socialization skills.

Significance of the Study

This study will greatly benefit people in the education community, such as school administrators, teachers, students and future researchers. The research on how the use of mobile devices among students effects their socialization will have valid information that can empower all the stakeholders concerned.

For school administrators, the comprehension of how mobile devices affect students' social skills would be a bases to them in producing more efficient policies and programs. Introducing programs that allow students to reduce screentime and

communicate with each other in a more traditional way might be the alternative way to ensuring that students stay connected with each other.

Teachers will learn more about the connection between mobile device usage and interpersonal relationships among students. Gained understanding of the knowledge will allow them to incorporate technology into the classroom that enhances the students social binding and communication.

Students themselves will get the information that they need about how their mobile device use can affect their social life; with a better understanding of the effects, they can be more conscious of the way they use technology and its impact on their interactions and learning in school.

The future researchers will highly benefit from this study because it will act as a platform for further research on the relationship between mobile device and socialization. The results, methodologies, and insights from this research provide others with the foundation for them to expand their awareness toward technology and its impact on social skills in educational settings.

Scope and Limitations

The scope of this study focused on examining the relationship between mobile device exposure and the socialization skills of the College of Teacher Education students, both Bachelor of Elementary Education and Bachelor of Secondary Education – Major in English from first year to fourth year, at Southern Philippines College during the School Year 2024-2025. The study specifically explored two key aspects of mobile device exposure: frequency of use and

purpose. These independent variables were analyzed in relation to the students' socialization skills that serves as the dependent variable.

The limitations of this study included College of Teacher Education, first to fourth year level from the Bachelor of Elementary Education and Bachelor of Secondary Education - Major in English, at Southern de Oro Philippines College, Additionally, the study relied on self-reported data from the students, which could introduce bias or inaccuracies in reporting their mobile device use and socialization skills. The research was also confined to one academic year, 2024-2025. Furthermore, the study only focused on certain types of mobile device activities and did not explore other possible factors, such as parental control or the specific content accessed, which may also influence socialization skills.

Definition of Terms

In this study the following terms are defined operationally for clarity and understanding:

Frequency Of Use. This refers to the rate of use of mobile devices by the individual as documented by the number of times per day, week, or month, as appropriate, a supply is used by the individual.

Mobile Device Exposure. This refers to the amount of time and frequency a student spends using mobile devices and the potential effects this usage can have.

Socialization Skills. This refers to the skills used everyday to interact and communicate with others with the use of mobile devices.

Purpose. This refers to online forms of communication including email, text, online files, social media, pictures and videos that can be shared via websites, apps, and or through social networking platforms.



Chapter 2

Literature Review

This chapter examines current studies on the mobile device exposure on socialization skills of Education students. A summary of related literature and studies either directly or indirectly related to the present investigation is hereby presented.

Mobile Device Exposure

Students' interactions, communication, and social skills have changed dramatically as a result of the growing dependence on mobile devices. Students' capacity to build relationships with others has been significantly impacted by the transformation of social and academic settings brought about by the proliferation of mobile technologies.

Traditionally, socialization takes place in face-to-face interactions where people develop communication skills, emotional intelligence, and empathy. However, as mobile devices become more integrated into daily life, there are concerns that they may replace or interfere with face-to-face social interactions. Socialization is the process through which people, especially children and adolescents, learn the norms, behaviors, and values of their society.

Students who regularly utilized mobile devices for social communication demonstrated a decrease in their capacity to have impromptu, in-person conversations, according to a study by McGinnity et al. (2020). The richness of non-verbal communication, including body language, tone of voice, and eye contact, was diminished in younger teenagers, who were more likely to favor

texting and social media platforms for peer engagement. In the study by Best et al. (2020), the authors found that while mobile devices and social media platforms provide students with a means to connect with peers virtually, it increased social connection coupled with feelings of isolation. The constant comparison and need for validation on social media platforms can negatively affect students' self-esteem, which, in turn, impacts their offline social interactions.

Rosen et al. (2022) investigated the impact of mobile devices on students' social support and empathy. Mobile technology helps students stay in touch, but because it is more difficult to read emotional clues like body language or facial emotions in online interactions, it can impede the development of true empathy. Because of this, children find it challenging to reply in text-based communication with emotional nuance or comprehension. But according to the same study, when used appropriately like participating in encouraging online communities, instructive forums, or group chats that promote meaningful interaction, mobile devices may improve empathy.

Mobile devices permit peer communication and offer access to a range of media applications pertinent to students, such as social networking sites or mass media content, are regarded as metamedia (Schnauber-Stockmann et al. 2021). In particular, mobile messaging services and mobile communication are highly relevant in the developmental environment and play a significant role in mobile media use.

The significance of digital literacy programs that educate students how to balance online and offline relationships in addition to technology use has been

underlined by researchers such as Davis et al. (2022). These courses emphasize the development of abilities that can improve relationships both online and offline, such as identifying privacy issues, using social media responsibly, and creating efficient communication techniques.

Frequency of Use

The use of smartphones in classrooms is growing more common among college students. The study of Benden et al. (2021) shows that the majority of participants reported smartphones as their top technology choice at 64.0%, with the average daily time spent on smartphones was 4.4 hours. Students tended to assume unconventional work positions while using their devices, often opting to use them while sitting on the couch or in a chair without a desk. (Nikolopoulou, 2022) added that students primarily utilize their mobile devices for research purposes (for tasks like assignments, videos, photos, graphs, simulations, online dictionaries, and scientific papers), convenient and speedy access to online classes (such as course material/slides) and the school's website, and for interacting with classmates (like asking questions, sharing educational resources) and instructors.

While engaging in mobile learning, students encounter benefits in terms of convenience and fast searches, adaptability, getting to know digital technology. During remote learning when students had more freedom to use their phones, teachers struggled to deal with students' increased habit of constantly checking their phones. Nonetheless, these individual gadgets can also provide educational advantages by enabling students to participate in real-time surveys or access

material and information while in class. Certain parents worry that restrictions on cell phones could impede their children's ability to contact them in case of emergencies (Merod, 2023). Being overly reliant on smartphones can also be described as addicted. There are two main categories of addiction: substance addiction and behavioral addiction. Mobile phone addiction is classified as a type of behavioral addiction. (Advani et al., 2019)

The findings of Ahmad (2019) show that students consider mobile phones essential in both academic and non-academic settings. It was discovered that students in underdeveloped nations have comparable mobile phone uptake, usage, and perception tendencies to those in wealthy nations, despite certain socioeconomic distinctions. This has important ramifications for local educational policies.

Purpose

A wide range of activities involving mobile technology have drawn scholarly attention to how device use affects college students' social skills and interpersonal behavior. These activities can generally be grouped into four broad categories: academic work, digital collaboration, entertainment, and social media and communication. Each category offers distinct insights into how mobile devices shape students' relationships, everyday social interactions, and the broader development of their communicative competence.

Online communication and social media platform use account for a substantial proportion of college students' mobile-device exposure. Such platforms have become primary channels through which students interact with peers,

maintain personal relationships, and participate in larger social networks. A study by Kuss et al. (2021) investigated the impact of social media use on college students' interpersonal connections. The authors found that mobile devices enable students to stay in contact with a broader circle of acquaintances, which can be particularly helpful for those who have relocated for college or who are involved in long-distance relationships. At the same time, their findings suggest that excessive social media use may contribute to more superficial relationships, as students sometimes substitute in-person interactions with virtual communication.

Perrin et al. (2021) found that college students often connect with peers via platforms such as Facebook, Instagram, and TikTok. Yet, these digital exchanges typically miss the emotional and social richness of face-to-face encounters, hindering the development of key socialization abilities. Another popular mobile device pastime among college students is gaming. Despite the perception that gaming is a solitary pastime, mobile apps and educational games also provide cooperative social interactions. Kuss et al. (2020) studied the social benefits of multiplayer online games on college students. Their research showed that mobile gaming allows students to work together, coordinate actions, and strategize in real time, thus fostering collaboration, teamwork, and problem-solving skills. Such interactions can also improve communication skills, as students learn to give clear instructions and manage conflict within the game. Students that regularly play cooperative mobile games exhibit greater social cohesion and increased social trust with other players, according to Vasalou et al. (2021).

Exposure to mobile devices using online learning systems (such Zoom, Google Meet, Canvas, or Blackboard) has both beneficial and detrimental effects on social skills, according to Harris et al. (2021). On the one hand, students can create study groups, take part in class chats, and have group discussions, all of which help to build an academic community. However, the absence of nonverbal clues in online learning environments might reduce the likelihood of spontaneous face-to-face contacts with peers and teachers and makes socializing more challenging.

College students frequently turn to mobile devices for entertainment, despite their constant engagement with social media, work, and academics. This behavior affects their social skills in both direct and indirect ways. Their use of mobile devices to access entertainment content including Netflix, YouTube, and TikTok was examined by Bae et al. (2022). Such activities are usually more passive types of social engagement, but they can also promote common interests and serve as a foundation for social interactions (e.g., discussing a popular show or viral video). The opportunity to practice communication skills and form stronger social bonds. Both of which are frequently fostered through active, face-to-face conversation, which is not necessarily offered by these passive pursuits.

Socialization Skills

Socialization skills involves communication and interaction with others, it enable the individual to function competently at social tasks. It is essential in building relationship and understanding one another. Verbal and non-verbal are

part of socialization skills because it conveys a message like emotions, feelings and ideas. Verbal communication includes words, the ability to listen and respond. While nonverbal communication is an important part of human communication, including head nodding, eye gaze, proximity and body orientation. (Abutumman et al., 2022) It help to convey our emotions, feelings, and reaction, this is more powerful than words alone.

The development of digital technology, especially social media, has significantly changed the way humans communicate and interact. The shift from face-to-face communication to virtual interaction creates a new dynamic in interpersonal relationships that prioritizes speed and efficiency. (Susiang et al., 2024). Technology has transformed human communication to virtual interaction. This creates a new dynamic for socialization. Social media is the new way of communicating with someone and makes our lives convenient. It often brings challenges since most people depend on the gadgets. People forget how to socialize and are unaware of the interpretation of body language. Somewhat, they forget to actively engage in reality and become insincere to the person they are talking physically. Physical interaction should be prioritized since this is the only way we can see the emotions of a person and the way they deliver the message

The digital age has transformed socialization and the formation of second nature, presenting various challenges and offering new perspectives (Prusty et al., 2023). Most of us used social media to interact with our loved ones since it is easy and convenient, and also without any hindrances. If you want to contact an old friend from another country, you don't need to go there, you just need to get your

mobile devices, and you can communicate with them. Even if they are far away, they can still communicate through various social networking sites. On the other hand, they can experience challenges, such as hackers can track their digital footprints and misusing them. On the bright side, it helps us to be open, especially with other cultures.

Kurt (2024) describes sociovirtualization as the growing reliance on digital platforms and tools for social connections, spurred by physical distancing mandates and limits on in-person gatherings. This concept captures the shift of interactions, communities, and relationships into online spaces, replacing physical environments with virtual ones for communication. Our communities are slowly being replaced by virtual communities since most people utilize gadget to communicate. This concept captures how digital platforms such as social media, virtual meetings and online learning are becoming the main venues for connecting and maintain relationship.

Digital socialization of the younger generation is considered as a process aimed at developing social skills for effective interaction in the digital environment, relationships and identity through digital technologies (Irgaliyev, 2024). Younger generation aims to develop these social skills for effective communication in the digital environment. Many navigate the virtual spaces for entertainment, where they can express themselves, understand each other and discover their sense of self. The transformation of digital socialization reflects on the important role of technology in daily life.

Too much use of mobile devices can result in social isolation, a decline in social engagement, and reduced face-to-face contact, even if they can also help students build certain social skills and create support networks. Raising awareness of the value of offline social contacts and using technology in a balanced and thoughtful manner are the keys to reducing the negative consequences.



Chapter 3

Methodology

An overview of the research techniques used in this study is provided in this chapter. This outlined the research design, setting, respondents and sampling procedure, instruments, validity and reliability, data gathering procedure, categorization of variables/scoring procedure, and statistical treatment.

Design

The study used correlational method to investigate the relationship between students' mobile device exposure and their socialization skills among the BEED and BSED students at Southern de Oro Philippines College. Seram (2019) defines correlational research as a non-experimental approach that aids in predicting and explaining links between variables. In this study, it was used to assess the degree of association between students' mobile device usage and their socialization skills.

Setting

This research was conducted at Southern de Oro Philippines College, where BEED and BSED students from 1st to 4th year were the respondents. A total of one hundred and thirty-two (132) students were involved in the study for the 2024–2025 academic years. Southern de Oro Philippines College, situated at Julio Pacana Street Licuan area in Cagayan de Oro City Misamis Oriental, Philippines, was the designated research site for this study. The next page of this paper in figure 2 shows the map of Southern de Oro Philippines College.



Source: <https://maps.app.goo.gl/6dCy2FbKxvTw7pkw9>

Figure 2

Location Map

Respondents and Sampling Procedure

The primary participants in the study were the Education students of Southern de Oro Philippines College, totaling one hundred and thirty-two (132) respondents. By engaging the education students of Southern de Oro Philippines College in the research, the researchers aimed to acquire valuable insights on the subject. To guarantee the precision and inclusivity of the study's results, the researchers employed the method of stratified random sampling. This approach involves dividing the population into subgroups according to specific criteria (the course of study), and then selecting individuals at random from each subgroup. One of the crucial factors to keep in mind when deciding on the sample size for the study is the level of statistical accuracy. In this scenario, the researchers employed Raosoft Calculator, a statistical equation utilized to determine the minimum sample size necessary for a survey or experiment. By utilizing this formula, researchers guaranteed that the sample size is adequate for deriving meaningful conclusions about the whole population.

Table A

Respondents of the Study

Course of Education Students	Population	Sample	Percentage
Bachelor of Elementary Education	107	71	53.78%
Bachelor of Secondary Education	93	61	46.22%
Total	200	132	100

Instrument

In conducting research, the choice of research tools is crucial in obtaining accurate and reliable data. For this study, a questionnaire was employed as the primary research tool. A questionnaire is a systematic tool designed to collect information from respondents for the purpose of research. A questionnaire consists of a series of questions that are carefully crafted to obtain specific information from participants.

The researchers used a questionnaire checklist to gather information about the respondents' mobile device exposure, including frequency of use, purpose, and their socialization skills. The questionnaire was used to assess the relationship between mobile device exposure and the social skills of the students, respectively.

Validity and Reliability

A select panel of professionals and consultants did the face and content validity of the instrument before it is used in the study. The final version of the questionnaire included the experts' recommendations and ideas. Following validation, the questionnaire was pilot tested with 30 respondents who were not included in the final sample. The final survey did include corrected item-total correlations that are less than 0.20.

Data Gathering Procedure

The researchers asked permission from the Dean of the College of Teacher Education to conduct the study. The same letter was submitted to the Office of the Vice President for Academic Affairs to acquire the necessary data needed to conduct the research. Afterwards, another letter was made to address to the

instructors of the College of Teacher Education for permission to administer the questionnaire to the Education students of Southern de Oro Philippines College. The respondents were guaranteed that the data will only be utilized for the study and that the highest confidentiality will be rigorously adhered to. Additionally, this highlights their freedom to decline and stop taking part in the study, as well as their freedom to skip any questions on the survey. Following the respondents' completion of the questionnaire, the researcher promptly retrieves it, compiles it, tabulates it, and sends it to a statistician for statistical analysis.

Categorization of variables

The following illustrates the independent variables of the study and their corresponding category.

A. Mobile Device Exposure and Socialization Skills

Scale	Range Score	Response	Interpretation
5	4.21-5.0	Strongly Agree	Very Highly
4	3.41-4.20	Agree	High
3	2.61-3.40	Undecided	Moderate
2	1.81-2.60	Disagree	Low
1	1.0-1.80	Strongly Disagree	Very Low

Statistical Treatment

The following statistical procedures were used to interpret the data gathered from the respondents. They were assembled, gathering the required data, and the researcher recorded, organized, arranged, and tabulated the data. The data were statistically evaluated to determine the answers to the questions posed by the

study. The Mean and Standard Deviation for problems 1 and 2 were the statistical tools utilized in this inquiry. The Pearson Product Moment Correlation was used in Problem 3.

Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter covers the presentation, analysis, and interpretation of the data obtained from the respondents' survey questionnaires to determine the mobile device exposure and students' socialization skills.

Problem 1. What is the extent of mobile device exposure in terms of:

- 1.1 frequency of use; and
- 1.2 purpose?

Table 1 on the next page presents data on students' frequency of use of mobile device. It has an overall Mean of 3.56 with SD = 1.19, described as *Agree*, and interpreted as *High Frequency* toward using mobile device. This suggests that students typically utilize mobile devices on a regular basis. Although the majority of students use their gadgets frequently, there appears to be some variety for usage among individuals, as indicated by the comparatively large standard deviation. This high rate of student use of mobile devices is indicative of larger trends in technology. In the current digital era, mobile phones have become indispensable instruments for social interaction, education, entertainment, communication, and information access. Particularly, students are becoming more and more reliant on mobile devices for learning tasks like accessing online

materials, taking part in online courses, finishing homework, and working with classmates. Furthermore, smartphones are now widely available and reasonably priced, which has led to a rise in their use among a variety of demographic groups. The number of mobile phone users is still rising quickly, despite factors like age, geography, and economic standing, in the study by Fook et al. (2021). This infers a profound cultural change in which the use of mobile devices has permeated every aspect of daily life, particularly among younger people, such as students.

Table 1
Frequency of Use

	Indicators	Mean	SD	Description	Interpretation
1.	I use my mobile device while eating.	3.68	1.24	Agree	High
2.	I use my mobile device during class hours.	3.19	1.16	Undecided	Moderate
3.	I use my mobile device before sleeping at night.	4.29	1.01	Strongly Agree	Very High
4.	I have a schedule when to use mobile device weekly.	3.03	1.25	Undecided	Moderate
5.	I spend more than 7 hours of using mobile device weekly.	3.77	1.22	Agree	High
6.	I spend hours on using my mobile device for gaming daily.	2.56	1.42	Disagree	Low
7.	I use my mobile device in searching the internet during class hours.	3.89	1.01	Agree	High
8.	I use mobile device more than an hour in one sitting on day-to-day basis.	3.79	1.12	Agree	High
9.	I only use my mobile device in texting or contacting my family members, classmates, friends, and teachers.	3.83	1.29	Agree	High
	Overall	3.56	1.19	Agree	High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Indicator 3 topped the list with the highest mean: *I use my mobile device before sleeping at night*. It scored a mean of 4.29 (SD = 1.01), which falls under *Strongly Agree* and rates as *Very High*. This suggests phones have wormed their way deep into students' bedtime habits, often edging out quieter wind-down activities like reading a book, reflecting, or chatting with family face-to-face. It's concerning because scrolling right before bed could mess with sleep quality, mental health, and overall well-being. Joshi et al. (2021) back this up, noting that about 83% of college students fiddle with their phones within an hour of lights out, and over 66% check notifications first thing upon waking—before even rolling out of bed. These habits highlight just how glued students are to their devices around key daily transitions, pointing to a real need for better digital wellness strategies.

In the same table, the lowest Mean is on indicator 6, *I spend hours on using mobile device for gaming daily* obtained 2.56 with SD = 1.42, described as *Disagree* and, interpreted as *Low*. This indicator received the lowest score. Out of all the variables that were examined, this item obtained the lowest grade, indicating that most students do not prioritize or dominate leisure gaming. This finding suggests that rather than using their mobile devices for extended gaming sessions, students may be more likely to utilize them for communication, academic work, or information-related activities. Additionally, it might indicate a deliberate inclination towards productivity-oriented or utility-based mobile applications. Additionally, students who do play video games may do so selectively, selecting games that are instructive, soothing, or intellectually challenging. Furthermore, the low score can be a reflection of the respondents' choices and demographics. The lower overall

mean would be expected if the majority of participants are not serious gamers or do not consider gaming to be a regular pastime. This supports the notion that, despite the fact that mobile devices have multiple uses, many students in the group under study do not primarily utilize them for gaming.

According to the table presented, mobile devices are widely used by students, with the most usage taking place right before bed. This suggests that the gadgets may be incorporated into daily routines and may have an impact on students' sleep patterns. Even with high overall usage, prolonged mobile gaming comes in last, suggesting that students value communication, academic work, and information access more than they do leisure gaming. These results underline the need of encouraging students to use mobile devices in a balanced and thoughtful manner and are consistent with larger digital trends.

Table 2

Purpose

	Indicators	Mean	SD	Description	Interpretation
1.	I have an online study group.	3.00	1.30	Undecided	Moderate
2.	I am updated with the latest Tiktok trends.	3.00	1.33	Undecided	Moderate
3.	I use my mobile device in online shopping.	3.89	1.21	Strongly Agree	Very High
4.	I watch videos and movies in my mobile device.	4.38	0.69	Strongly Agree	Very High
5.	I mostly communicate with my friends through social media.	4.48	0.63	Strongly Agree	Very High
6.	I use Artificial Intelligence (AI) websites for my school activities.	3.83	1.00	Agree	High
7.	I like to read, watch, and engage in Facebook posts of my friends.	4.00	0.97	Agree	High
8.	I often message, call, and video-chat with my family and	4.21	0.91	Strongly Agree	Very High

	loved ones that live far away.				
9.	I have multiple social media applications in my mobile device (Facebook, Twitter, Instagram, Tiktok, etc.)	4.41	0.79	Strongly Agree	Very High
Overall		3.96	0.98	Agree	High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

When examining the purpose of mobile device usage, the data analysis shows a comparatively high mean score of 3.96, described as *Agree* and interpreted as *Very High*, is suggesting that students use their mobile devices regularly and with a clear and intentional purpose. Given this high utilization rate, it appears that mobile phones are actively used to meet certain requirements rather than being passive instruments. Keeping up social ties and getting information are two of the main goals noted; these are essential for both the academic and personal facets of student life. Students' use of mobile devices seems to be influenced by both situational demands and personal preference. These results line up with earlier studies showing that students aren't just mindlessly glued to their phones; they actually choose to use them purposefully, bucking the old idea that mobile tech is mostly a distraction. Aina (2025) makes this clear, pointing out how students lean on phones for group projects, hunting down study resources, and keeping social connections alive.

What drives their device habits often boils down to personal outlooks, daily needs, and lifestyle quirks. Out of everything we measured, indicator 5 stood out: *I mostly communicate with my friends through social media*, hitting a mean of 4.48 *Strongly Agree* and rated *Very High*. It really drives home how central phones are for staying linked with peers and keeping social vibes going. This isn't casual;

it's baked into their everyday rhythm, making social apps feel like a must-have for friendships.

It's part of a bigger shift where digital natives treat social media as both a social lifeline and fun escape. Phones keep them connected, especially now when online chats often fill in for or boost real-life hangouts. Alakurt and Yilmaz (2021) nail this, explaining how mobiles handle everything from networking and texting to calls, video, and even school apps, making them super versatile and hard to put down for social or learning needs

On the other hand, the indicators, *I have an online study group and I am updated with the latest Tiktok trends*, were linked to the lowest-rated reasons for using mobile devices. These indications each had a mean score of 3.00, with standard deviations of 1.30 and 1.33, respectively. These scores are classified as *Undecided* and are thought to indicate a modest level of involvement. This implies that although students use their devices for pop culture content and educational collaboration, these purposes are not as common or given as much priority as social networking and communication.

The findings indicate that students' use of mobile devices tends to be more socially and personally driven, with academic collaboration and trending content occupying a less central role. This moderate engagement with study groups may point to varying preferences in how students manage their learning—some may favor independent study or in-person collaboration over digital group interaction. Similarly, while platforms like TikTok are widely popular, not all students

actively follow or prioritize keeping up with the latest trends, indicating diverse media consumption behaviors within the group. According to Bhagyasri (2024), the younger generation must navigate a changing environment where cell phones are ingrained in everyday life. Their ability to adapt to the digital age is seen in the way that mobile devices are used to combine education and enjoyment. However, it is becoming more and more crucial to promote sensible and balanced use of mobile technology as it develops. Promoting practices that encourage both instructional and recreational use—while reducing any potential negative effects—can assist kids in making the most of mobile technology.

Table 3
Summary Table of Mobile Device Exposure

Variables	Mean	SD	Description	Interpretation
Frequency of Use	3.56	1.19	Agree	High
Purpose	3.96	0.98	Agree	High
Overall	3.76	1.08	Agree	High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.

The findings of the study indicate that students exhibit a high level of mobile device exposure, both in terms of frequency of use and the purpose for which they use these devices. With an overall mean score of 3.76, students generally agree that mobile devices are a significant part of their daily routines.

Regarding mobile device exposure, indicator 2, which deals with the *purpose* for using a mobile device, had the highest Mean score. This indication was classified as Agree and interpreted as High, with a mean score of 3.96 and a

standard deviation of 0.98. This shows a significant engagement with technology for intentional interaction, as students actively utilize their mobile devices with specific intents, especially for communication and social connectivity. Rosen et al. (2022) examined how mobile device use influences high school students' experiences of social support and empathy. Their findings suggest that while mobile technology can effectively help students maintain social contact, it also presents limitations in fostering emotional understanding. Text-based and online communication often lacks nonverbal cues such as facial expressions and body language, which are essential for interpreting emotions and developing empathetic responses. As a result, students may struggle to convey or interpret emotional nuance in digital interactions. But according to the same study, when used responsibly, mobile devices have the potential to improve empathy, according to the same study. Social awareness and emotional bonds can be developed by participation in encouraging online communities, learning environments, or group chats that promote deliberate and meaningful communication. Therefore, while excessive use of mobile devices for intentional purposes can have complicated social repercussions, the issue is how the technology is used: either passively, which could impede empathy, or actively and mindfully, which could foster it.

The lowest mean score among the indicators of mobile device exposure was *Indicator 1*, which pertains to the *frequency of use*. This indicator received a mean score of 3.56 with a standard deviation of 1.19. Although this score is still described as *Agree* and interpreted as *High*, it ranks lower in comparison to other indicators, such as purpose-driven usage. This suggests that while students do

frequently use their mobile devices, the frequency itself is not as emphasized as the specific intentions behind their usage. The relatively high standard deviation (1.19) further indicates variability in students' frequency of use, reflecting differences in personal habits, academic demands, and lifestyle choices. Some students may engage with their devices throughout the day, while others may limit their use to specific times or functions. The fact that frequency, although high, is rated lower than purpose implies that students may be more conscious of *why* they use their devices rather than simply *how often* they do so. This distinction highlights a trend in which digital behavior is becoming more intentional and context-driven, rather than merely habitual.

These results have been verified by the study by Benden et al. (2021), which found that most participants chose smartphones as their preferred technology (64.0%), followed by laptops and tablets (53.2%) and desktop computers (46.4%). 4.4 hours were spent on smartphones on a daily average. When utilizing their gadgets, students frequently chose to sit on the sofa or in a chair rather than at a desk, adopting unusual work positions. According to Nikolopoulou (2022), students use their mobile devices mainly for research (for assignments, videos, photos, graphs, simulations, online dictionaries, and scientific papers), quick and easy access to online courses (including course materials and slides) and the school website, and communication with teachers and classmates (such as exchanging educational resources and asking questions).

Problem 2. What is the respondents’ level of socialization skills?

Table 4

Level of Socialization Skills

	Indicators	Mean	SD	Description	Interpretation
1.	I have long-term friends online.	3.89	1.30	Agree	High
2.	I often contact my family members.	4.01	1.05	Agree	High
3.	I stay in touch with my friends regularly.	3.77	1.00	Agree	High
4.	I make friends and acquaintance online.	3.35	1.25	Undecided	Moderate
5.	I find it easier to text or video-chat when resolving conflicts.	3.32	1.34	Undecided	Moderate
6.	I am more comfortable asking help with the use of mobile device.	3.71	1.14	Agree	High
7.	I often contact my elementary/high school friends via Messenger.	3.48	1.30	Agree	High
8.	I am comfortable in sharing my personal thoughts and feelings online.	2.56	1.43	Disagree	Low
9.	I find it easier to maintain long-term friendships through mobile device.	3.04	1.26	Undecided	Moderate
10.	I find using mobile device easier to provide academic help to my classmates.	3.90	0.93	Agree	High
	Overall	3.50	1.20	Agree	High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Students often exhibit a high degree of social competence when it comes to socialization skills, as seen by their total mean score of 3.50. This implies that even in a digital setting, kids are able to maintain deep human connections. According to the research, online resources and mobile devices may help students maintain their social engagement and connection, particularly in situations where in-person interaction is difficult or impossible. In particular, social media is a major

factor in improving socializing. According to Ayuban et al. (2024), students can communicate, exchange ideas, and obtain information through digital platforms, which promotes a feeling of community and interconnectedness. Students can create wider social networks and preserve intimate ties by using social networking sites, group chats, and messaging apps. Constructive use of these digital tools can strengthen emotional ties and social skills, highlighting the significance of responsible and intentional technology use in promoting social development.

The highest Mean score of socialization skills is the indicator 2, *I often contact my family members*. It was described as Agree and interpreted as high. The indicator 2 had 4.01 mean with SD= 1.05. The digital age has transformed socialization and the formation of second nature, presenting various challenges and offering new perspectives (Prusty et al., 2023). Most of us used social media to interact with our loved ones since it is easy and convenient, and also without any hindrances. If you want to contact an old friend from another country, you don't need to go there, you just need to get your mobile devices, and you can communicate with them. Even if they are far away, they can still communicate through various social networking sites.

A notable limitation emerged in the emotional dimension of socialization: students expressed discomfort in sharing personal thoughts and feelings online (M = 2.56), the lowest in this category, which may reflect a boundary or lack of depth in digital interactions. This could be influenced by privacy concerns, fear of judgment, or a preference for face-to-face emotional expression. Additionally,

responses related to resolving conflicts or maintaining long-term friendships through mobile devices were only rated as moderate, suggesting that while technology facilitates basic communication, it may not fully replicate the richness or depth of in-person interactions. The lowest mean score of socialization skills is the indicator 8. Which is I am comfortable in sharing my personal thoughts and feelings online. It was describe as disagree and interpreted as low. The indicator 8 had 2.55 mean with SD= 1.43.

Digital socialization of the younger generation is considered as a process aimed at developing social skills for effective interaction in the digital environment, relationships and identity through digital technologies (Irgaliyev, 2024). Younger generation aims to develop these social skills for effective communication in the digital environment. Many navigate the virtual spaces for entertainment, where they can express themselves, understand each other and discover their sense of self. The transformation of digital socialization reflects on the important role of technology in daily life.

Problem 3. Is there a significant relationship between the extent of mobile device exposure and socialization skills?

The degree of exposure to mobile devices and students' socialization skills are significantly correlated, according to the correlation analysis in Table 5. In particular, there was a moderately favorable link between socializing skills and the frequency of mobile device use ($r = 0.537$, $p = 0.000$). The results demonstrate that students' high mobile device usage greatly enhanced their socializing abilities.

This suggests that students who use their mobile devices more often are more likely to be socially competent, especially when it comes to interacting with others and preserving relationships.

Table 5

Correlation Analysis

Independent Variables	r-value	p-value	Description	Decision on Ho	Interpretation
Frequency of Use	0.537**	0.000	Moderate Positive	Reject	Significant
Purpose	0.612**	0.000	Moderate Positive	Reject	Significant

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

Due to the exponential growth of the media possibilities offered by social networks and their integration in education, business, and other areas, Sharov et al. (2021) determined the structure of a university of teacher education in terms of interaction with students and sketched directions demonstrating the deficiency of students' social competence. Additionally, in an era where the Internet and information and communication technologies (ICTs) are developing at a rapid pace, it is pertinent to provide effective communication, interrelationships, and social support between participants in communication through virtual social networks (VSNs).

Similarly, socialization skills and the reason for using a mobile device were found to be moderately positively correlated ($r = 0.612$, $p = 0.000$). This implies that students are more likely to have higher social skills if they utilize their gadgets

for certain purposes, such communication, information access, or social connectivity. The null hypothesis was rejected due to the significance of both correlations, which were validated at the 0.01 level. This revealed that students' social development is significantly impacted by their exposure to mobile devices.

In recent years, smartphones evolved to be multitasking and have displaced electronic devices such as a computer, camera, and many others which have made us to use them more often. Excessive use of such technologies may put one at the risk of adverse effects such as isolation and feeling of loneliness, decreased interpersonal relationships, and social interactions in them. (Gangadharan et al., 2022)

All things considered, our results emphasize the significance of understanding students' motivations for using mobile devices as well as how frequently they do so. When used properly, mobile technology can improve socializing by promoting peer interaction and communication. This emphasizes how useful mobile devices may be as instruments for promoting social skills in the digital era. Taken together, these findings suggest that mobile devices are deeply embedded in the students' social and daily lives, serving primarily as tools for communication and media consumption rather than educational or emotional engagement. While students are clearly adept at using mobile technology to maintain social contact, the emotional and developmental aspects of socialization may not be as strongly supported by digital interactions. These patterns are especially relevant in a correlational study, as they hint at possible associations

between high mobile exposure and the nature (not just the extent) of students' socialization skills. The data imply that while mobile devices contribute positively to connectivity, they may simultaneously pose challenges to deeper forms of interpersonal engagement and emotional expression.



Chapter 5

Summary of Findings, Conclusions, and Recommendations

This chapter outlines the study's key implications. It pulls together crucial insights and details to explain the conclusions drawn from the research findings, which aim to determine the mobile device exposure and socialization skills of the College of Teacher Education Students of Southern de Oro Philippines College, Academic Year 2024-2025.

Summary

This study aimed to determine the relationship between students' mobile device exposure and the socialization skills of the College of Teacher Education students of Southern de Oro Philippines College, for School Year 2024-2025. Specifically, this study sought to assess the frequency of mobile device use and socialization skills linking them to students' interpersonal communication skills. The respondents were one hundred thirty-two (132) college students. Slovin' s Formula was used to identify the number of qualified respondents from its total population. The questionnaire was researcher-made using the variables as basis. This study made use of the correlational research design. The statistical treatment used were frequency distribution, Mean and Standard Deviation and Pearson Product Moment Correlation to answer the problems in this study.

Findings

Findings on the problem of this study are as follows:

1. Students were found to have a high level of exposure to mobile devices, indicating that the use of mobile device is already common among college students in their daily academic and personal activities.
2. The socialization skills of the college students were also found to be high, showing that they are generally able to interact well with others and maintain positive relationships.
3. There was a significant relationship between mobile device exposure and the students' socialization skills, suggesting that the level of device use may influence how students communicate and socialize with other people.

Conclusion

Based on the summary of findings, the following conclusions were derived from this study:

1. Mobile device exposure is related to the socialization skills of college students, which means that the use of mobile devices may have an influence on how they communicate, interact, and build relationships with others.
2. College students commonly use mobile devices for communication and socialization because this help them stay connected with their family, friends, and classmates, especially when direct interaction is not possible.
3. Mobile devices are useful in maintaining communication and social connection, but they should be used in moderation and should not completely replace face-to-face interaction, since personal communication is still important in developing healthy socialization skills.

Recommendations

Based on the above findings and conclusion, the following recommendation are presented:

1. Students may regulate their use of mobile devices so they can maintain more opportunities for face-to-face interaction and build stronger personal connections with others.
2. Students may also improve their socialization skills by spending more time in direct, in-person communication with family, friends, and classmates.
3. Students should balance their time in using mobile devices and avoid depending on them alone for communication so they can develop healthier and more meaningful relationships.
4. Future researchers may study a larger and more diverse group of students from different schools and year levels, and they may also examine other factors such as the amount of time spent using mobile devices, the type of apps used, and the frequency of face-to-face interaction to gain a clearer understanding of how mobile device use affects socialization skills.

Appendix A.1

Letter to the Vice President



COLLEGE OF TEACHER EDUCATION
SOUTHERN DE ORO PHILIPPINES COLLEGE
Julio Pacana St., Licuan, Cagayan de Oro City



March, 7, 2025

Dr. Ingrid G. Racoma, PhD
Vice President
This Institution

Dear Dr. Racoma,

We, the researchers, Cabasan, Clarisse Allyza F., Armero, Rachael, Baculanta, Monique, and Constatin, Nhiecel B., are taking up Bachelor of Elementary Education, who are currently enrolled in Research in Education 2. At present, the students mentioned above are conducting research entitled **"MOBILE DEVICE EXPOSURE AND STUDENTS' SOCIALIZATION SKILLS"** as part of the requirements in Research in Education.

In this connection, the researchers ask permission to conduct a research study in the campus. Rest assured that the data will be kept confidential. Your favorable action on this request will be much appreciated. Thank you!

Respectfully yours,

Clarisse Allyza F. Cabasan
Research Team Leader

Noted by:

Azel M. Valle, EdD
Research Professor/ Adviser

Endorsed by:

Azel M. Valle, EdD
College Dean

Approved by:

Ingrid G. Racoma, PhD
Vice President

Appendix A.2

Letter to the Dean



**COLLEGE OF TEACHER EDUCATION
SOUTHERN DE ORO PHILIPPINES COLLEGE**
Julio Pacana St., Licuan, Cagayan de Oro City



March, 7, 2025

Dr. Azel M. Valle, EdD
College Dean
This Institution

Dear Dr. Valle,

We, the researchers, Cabasan, Clarisse Allyza F., Armero, Rachael, Baculanta, Monique, and Constatin, Nhiecel B., are taking up Bachelor of Elementary Education, who are currently enrolled in Research in Education 2. At present, the students mentioned above are conducting research entitled **"MOBILE DEVICE EXPOSURE AND STUDENTS' SOCIALIZATION SKILLS"** as part of the requirements in Research in Education.

In this connection, the researchers ask permission to conduct a research study in the College of Teacher Education. Rest assured that the data will be kept confidential. Your favorable action on this request will be much appreciated. Thank you!

Respectfully yours,

Clarisse Allyza F. Cabasan
Research Team Leader

Noted by:

Azel M. Valle, EdD
Research Professor/ Adviser

Endorsed by:

Azel M. Valle, EdD
College Dean

Approved by:

Ingrid G. Racoma, PhD
Vice President

Appendix B.1

Certificate of Similarity / Plagiarism Report




SOUTHERN DE ORO PHILIPPINES COLLEGE
Julio Pacana St., Licuan, Cagayan de Oro City

CERTIFICATE OF SIMILARITY / PLAGIARISM SCANNING


This is to certify that the thesis detailed below has been evaluated for similarity/plagiarism. The result shows that the content's similarity is below the set permissible limit. The details are as follows:

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Program	:	Bachelor of Elementary Education (BEd)
Thesis Title	:	Mobile Device Exposure and Students' Socialization Skills
Adviser	:	Azel M. Valle, EdD
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Acceptable Max Limit	:	90%
Similarity Percentage	:	2.67%
Date of Scanning	:	March 24, 2026

Given this 24th of March 2026 at Cagayan de Oro City, Philippines.


CYNDY T. TAGALOGUIN
Scanning In-Charge


AZEL M. VALLE, EdD
Director, Research/ Adviser


INGRID G. RACOMA, PhD
Vice President

Appendix B.2

Plagiarism Detector Report



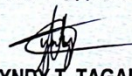
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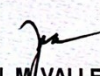
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	Percentage
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Referenced	0.00%
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Plagiarism is the unauthorized use of another author's literary work, including excerpts, ideas, or passages, without proper attribution. It is regarded as a form of intellectual theft and is legally recognized as a violation of copyright law, particularly in cases involving the misappropriation of protected material (The Free Dictionary, Legal Dictionary by Farlex; West's Encyclopedia of American Law, 2005). Plagiarism manifests in various forms, ranging from direct duplication to improper paraphrasing, and it carries significant ethical and legal repercussions across academic, professional, and creative domains (American Heritage Dictionary, 2016).

The institution has set an allowable plagiarism standard of 8-10%. This emphasizes ethical practices in academic writing, advocating for limited and properly acknowledged use of others' ideas and words. The standard for originality is 90% original and higher as followed by the Teacher Education Program in Southern De Oro Philippines College.


CYNDY T. TAGALOGUIN
 Scanning In-Charge


AZEL M. VALLE, EdD
 Director, Research/ Adviser


INGRID G. RACOMA, PhD
 Vice President



**RESEARCH AND EXTENSION OFFICE
SOUTHERN DE ORO PHILIPPINES COLLEGE
Julio Pacana St., Licuan, Cagayan de Oro
Informed Consent for Research Participants**



Dear Participants,

Praise be to God!

I would like to request your participation in our study, *Mobile Device Exposure and Students' Socialization Skills*. Your department has been chosen as one of the participants in this research. The students of the College of Teacher Education often integrates the use of mobile devices in academics and are practicing good socialization that will benefit your performance as future educators. Hence, you are in the best position to answer the items in the questionnaire.

Voluntary Participation

Your participation to this study is voluntary; utmost confidentiality will be observed strictly, and the data will only be used solely for this study. Moreover, you are free to refuse your participation in this endeavor and not to answer any items in the questionnaire.

Duration

The approximate amount of time that you will finish answering the questionnaire is around 10-12 minutes. You can answer the questionnaire during your free time and right after answering the questions, your participation is done.

Risks

There are no foreseeable risks to participate in this study.

Benefits

Results of this study will generate relevant data on the students' socialization skills in relation to the use of mobile devices. The data that will be gathered will help the department to improve better integration of mobile device among learners.

Confidentiality

The researcher is aware of the Data Privacy Act of 2012; rest assured the data will be kept with utmost confidentiality and anonymity.

Right to Refuse or Withdraw

Your participation in this study is entirely voluntary. You may withdraw your participation and not to answer the questionnaire.

Contact Persons

If you have any questions or concerns, please feel free to contact *Clarisse Allyza F. Cabasan*, 09958147406, email address @ ccllyzzcbsn@gmail.com or *Azel M. Valle*, 098888812, email address @ amvalle@gmail.com

Certificate of Consent

I am aware that this survey only asks to determine the mobile device use on socialization skills of the College of Teacher Education students. Most importantly, I have read the statements above and agree to participate in the conduct of this study. A copy of this Form will be given to you, the participant.

Print Name & Signature of Participant

Date: _____

Print Name & Signature of Researcher or Person Taking the Consent

Date: _____

**Questionnaire on
Mobile Device Exposure of Socialization Skill**

Part 1. Mobile Device Exposure

Directions: Read each item carefully. Then rate how much you agree with each item, using the five-point scale below by checking the appropriate column that comes close to what you have experienced. Please use the scaling below.

5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree

Indicators	5	4	3	2	1
Frequency of Use					
1. I use my mobile device while eating.					
2. I use my mobile device during class hours.					
3. I use my mobile device before sleeping at night.					
4. I have a schedule when to use mobile device in a day.					
5. I spend more than 7 hours of using mobile device weekly.					
6. I spend hours on using my mobile device for gaming daily.					
7. I use my mobile device in searching the internet during class hours.					
8. I use mobile device more than an hour in one sitting on day-to day basis.					
9. I only use my mobile device in texting or contacting my family members, classmates, friends and teachers.					
Purpose					
1. I have an online study group.					
2. I am updated with the latest Tiktok trends.					
3. I use my mobile device in online shopping.					
4. I watch videos and movies in my mobile devices.					
5. I mostly communicate with my friends through social media.					
6. I use Artificial Intelligence (AI) websites for my school activities.					
7. I like to read, watch, and engage in Facebook posts of my friends.					
8. I often message, call, and video-chat with my family and loved ones that live far away.					

9. I have multiple social media applications in my mobile device (Facebook, Twitter, Instagram, Tiktok, etc.)					
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Part II. Socialization Skills

Socialization Skills					
1. I have long-term friends online.					
2. I often contact my family members.					
3. I stay in touch with my friends regularly.					
4. I make friends and acquaintances online.					
5. I find it easier to text or video-chat when resolving conflicts.					
6. I am more comfortable asking help with the use of mobile device					
7. I often contact my elementary/high school friends via Messenger.					
8. I am comfortable in sharing my personal thoughts and feelings online.					
9. I find it easier to maintain long-term friendships through mobile device.					
10. I find using mobile device easier to provide academic help to my classmates.					

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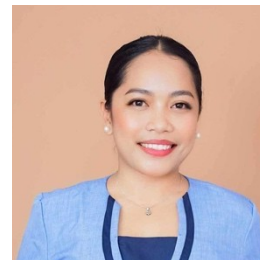
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