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The Impact of Influencers on Adolescent Behavior: Study of Attitudes and Decision-Making

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Abstract

This study examined the impact of social media influencers on the attitudes, values, and choices of 100 adolescents, addressing a gap in understanding adolescents' mental models regarding influencer content (Lajnef, 2023) [14]. A quantitative correlational design employing repeated measures ANOVA analyzed data from participants exhibiting diverse behaviors and decision-making patterns. The study utilized a survey instrument measuring perceptions across six dimensions: Intellectual, social, ethical, health, exposure to influencers, and decision-making. Results revealed a significant influencer impact ($F(5, 95) = 17.69, p < .001, \eta^2p = .15$), demonstrating a large effect size on purchasing decisions, promotion of unhealthy lifestyles, and the shaping of attitudes and decision-making processes. This influence carries significant mental health implications, underscoring the need for critical thinking and media literacy skills. Post-hoc tests using Bonferroni correction revealed significant differences among the dimensions. Intellectual engagement was rated most

positively, while ethical considerations elicited the most ambivalent responses. Specifically, participants perceived significant positive impacts on intellectual development and learning but expressed concerns about the ethical implications of influencer behavior and the potential for negative impacts on mental and physical health. Further research is needed to fully understand the underlying cognitive processes and long-term effects, considering cultural context and individual differences. The findings emphasize the urgent need for comprehensive media literacy programs, collaborative efforts among parents, educators, and policymakers, and the establishment of open dialogue platforms to promote healthy social media engagement and responsible decision-making among adolescents. The dual nature of influencer impact—positive contributions to intellectual growth alongside concerns about ethical behavior, health, and decision-making—requires further investigation.

Keywords: Influencers, ANOVA, SMIs, Philippines

Introduction

Social media has become an integral part of modern life, profoundly shaping communication, connectivity, and individual engagement with the world. Its influence extends to various aspects of society, including consumer behavior, particularly among young people. This paper examines the impact of social media influencers on adolescents, exploring both the potential benefits and drawbacks associated with their influence.

The initial platforms were developed during the early years of the commercial internet, and since then, the number of platforms and active users has dramatically increased, making social media a crucial component of internet applications (Aichner *et al.*, 2021). Social media encompasses a wide range of platforms, including blogs, professional networks, forums, microblogs, photo-sharing sites, and video-sharing platforms (Kaye, 2021).

Within this landscape, influencers have emerged as prominent figures, bridging the gap between products and their target audience. Their influence stems from their large followings and the trust they build with their audiences, allowing them to shape purchasing decisions, opinions, and even actions (De Castro *et al.*, 2021). Social media influencers (SMIs) create content, vlog about entertainment and art, play games online, and engage in various other social media activities. Their reach and engagement have a significant impact on social media platforms, influencing how people think and decide (Heliyon *et al.*, 2023).

Young people are particularly susceptible to the influence of social media influencers. They often use social media as their primary mode of communication and sharing experiences, making it an essential part of their youth and identity (Odgers *et al.*, 2020) ^[15]. Social media platforms allow adolescents to learn new things, meet new people, and express themselves, but constant exposure can also have negative consequences (Buda *et al.*, 2020) ^[2].

Influencers can motivate adolescents by sharing their own experiences, building community, and raising awareness about social issues (Engel *et al.*, 2024) ^[4]. They can also educate adolescents on areas such as fashion, health, and fitness, allowing them to make informed decisions. However, influencers frequently portray idealized versions of themselves, which can lead to unrealistic expectations and body image concerns in teenagers, resulting in low self-esteem and feelings of inadequacy (Allende *et al.*, 2024).

Furthermore, influencers often promote products and services that may not be necessary or beneficial for young people, but due to their large following and influence, these items often become "must-haves" in the eyes of children (Zozaya-Durazo *et al.*, 2023) ^[21]. This can contribute to materialism and consumerism, as well as feelings of "fear of missing out" (FOMO), which can lead to anxiety and social comparison. The pressure to meet these unattainable expectations, coupled with the potential for cyberbullying, can contribute to mental health difficulties (Alejandra Allende *et al.*, 2024).

Social media influencers have a significant impact on young people, both positive and negative. While they can be a force for good, promoting positive social change and raising awareness about important issues, their influence can also lead to unrealistic expectations, body image concerns, and unhealthy consumerism. It is crucial to encourage critical thinking and media literacy to help young people navigate the complex world of social media and its influencers responsibly.

Objectives of the Study

Understand how these online personalities shape the attitudes, values, and choices of young people.

Methods and Materials

The researchers have chosen a quantitative research approach for their study. Quantitative research focuses on collecting and analyzing numerical data to describe, predict, or control variables of interest. This method is particularly useful for testing causal relationships between variables, making predictions, and generalizing results to broader populations. The primary goal of quantitative research is to test and potentially confirm or refute existing theories or hypotheses based on the collected data (kumar 2023).

To gather this data, the researchers have opted for a survey research design. Survey research, a fundamental design in research, relies primarily on surveys as the data collection method. Surveys offer a valuable tool for researchers, enabling respondents to easily share their opinions and perspectives. This approach allows organizations to quickly gauge public sentiment, identify trends within a population, and pinpoint areas needing improvement or attention (Mills 2024).

In this specific study, the researchers aim to utilize survey research to explore teenagers' perceptions of social media influencers and their potential impact. They are particularly

interested in understanding the positive effects these influencers might have on teenagers.

Table 1. Demographic Profile of the Respondents

Analysis of the 100 respondents shows an approximate mean age of 17.2 years, with most (ages 16-18) appearing to be of typical high school age, although outliers exist.

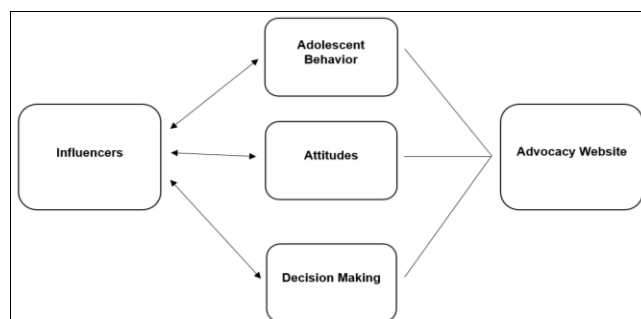


Fig 1: Conceptual Framework of the Study

The researchers are studying the relationship between influencers and adolescents. The researchers have introduced a program called the "Advocacy Website," which explores the impact of influencers on adolescent behavior by raising awareness. This program provides advice to adolescents, helping them enhance their decision-making, behavior, attitudes, and choices by encouraging them to think before acting.

Through this program, adolescents are assisted in making more informed decisions. It aims to address the impact of influencers on adolescents, ensuring that their behavior, attitudes, and choices are based on thoughtful consideration rather than immediate influence.

Results and Discussion

This chapter formally analyzes research findings on how influencers affect adolescent behavior. The study explores the multifaceted ways influencer content shapes adolescent attitudes, choices, and actions across various domains. A rigorous data examination illuminates the significant influence of these online personalities, providing insights into the complex interplay between social media, adolescent development, and behavioral patterns.

Table 1: Intellectual to Adolescents' Behavior

Items	Mean	Interpretation
Following social media stars helps me learn new words and ideas.	3.72	High
Following Social Media Influencers improved my conversation skills.	3.55	High
Social Media Influencers keep me updated on current events.	3.73	High
Social media celebrities broadened my knowledge.	3.62	High
Following online celebrities exposes me to different cultures and traditions.	3.68	High
Watching online celebrities helped me do better in school.	3.31	High
Total Average:	3.60	High

The data indicates a strong perception among respondents regarding the educational benefits of following social media influencers, with all items scoring above 3, thereby categorizing them as "High." Notably, the highest mean

score of 3.73 for the statement "Social Media Influencers keep me updated on current events" underscores the significant role these figures play in facilitating access to timely information, which is essential for informed citizenship (Pew Research Center, 2021). Additionally, a mean score of 3.72 for "Following social media stars helps me learn new words and ideas" highlights the potential of these platforms to enhance vocabulary and knowledge acquisition. This aligns with findings that suggest social media can serve as a valuable tool for learning (Sivakumar *et al.*, 2023).

Furthermore, the mean of 3.68 for "Following online celebrities exposes me to different cultures and traditions" indicates that influencers can promote cultural awareness and diversity, reinforcing research that emphasizes the role of social media in fostering cross-cultural understanding (Farivar & Wang, 2022)^[10]. The mean score of 3.31 for the statement regarding academic performance suggests that while the influence of social media on education may vary, it still correlates positively with improved learning outcomes. Overall, the total mean score of 3.60 reinforces the idea that social media influencers significantly contribute to the intellectual development of adolescents, bridging gaps in traditional education and enriching their learning experiences in the digital age.

Table 2: Social

Items	Mean	Interpretation
Following some Social Media Influencers showed me mean and violent behavior.	3.24	High
I look up to some Social Media Influencers as role models.	3.39	High
I copy celebrities' style and what they own.	3.17	High
I compare myself to my favorite celebrities.	3.28	High
I spend less time with my family because I'm always online.	3.35	High
Total Average:	3.24	High

The data presented reflects a significant influence of social media on individual behaviors and perceptions, particularly among younger audiences. The high mean scores indicate that respondents frequently observe mean and violent behavior from social media influencers (mean = 3.24) and often regard these figures as role models (mean = 3.39). This duality suggests a complex relationship where individuals may admire influencers while simultaneously being exposed to negative behaviors that could affect their own conduct (Frison & Eggermont, 2020)^[9].

Moreover, the tendency to emulate celebrities, as evidenced by the mean score of 3.17 for copying their style and possessions, highlights the pervasive nature of social comparison in the digital age (Perloff, 2021). This is further underscored by a mean score of 3.22 relating to self-comparison with favorite celebrities, indicating that individuals may experience feelings of inadequacy or aspiration based on these comparisons (Fardouly *et al.*, 2020).

Additionally, the finding that individuals spend less time with family due to online engagement (mean = 3.35) raises concerns about the impact of social media on personal relationships and family dynamics (Twenge, 2020). Overall, the total mean score of 3.24 points to a concerning trend where social media not only shapes personal identity and behavior but may also detract from vital family interactions

and relationships.

Table 3: Ethical

Items	Mean	Interpretation
Some celebrities use bad language, and it influences me.	2.97	Moderate
Following celebrities online makes me want to bully others.	2.64	Moderate
I feel anxious when I can't get online.	3.14	High
Following celebrities online distracts me from my work	2.97	Moderate
Following celebrities online exposes me to rumors and unrealistic ideas.	3.07	High
Following celebrities online makes me less likely to practice my religion.	2.97	Moderate
Following Social Media Influencers weakens my family relationships.	2.81	Moderate
Total Average:	2.94	Moderate

The data presented highlights the nuanced impact of celebrity culture and social media on individual behavior and mental health, revealing both moderate and high levels of influence. The mean score of 2.97 regarding the use of bad language by celebrities suggests that while it is recognized as a factor, its influence may not be overwhelmingly strong (De Veirman *et al.*, 2020). Similarly, the moderate score of 2.64 for the desire to bully others after following celebrities indicates that while there is some correlation, it may not be a primary motivator for aggressive behavior among users (Kowert & Oldmeadow, 2021).

However, the higher mean score of 3.14 for feeling anxious when unable to access online platforms points to a significant dependence on social media for emotional well-being, which aligns with research indicating that social media can foster anxiety and compulsive behaviors (Andreassen *et al.*, 2020). Additionally, the mean score of 3.07 for exposure to rumors and unrealistic ideals underscores the pervasive nature of misinformation and the pressure to conform to unattainable standards often propagated by celebrity culture (Tiggemann & Slater, 2021). The total mean score of 2.94 reflects a moderate overall impact of social media on personal relationships and religious practices. While the scores indicate a recognition of potential negative effects, they also suggest a mixed relationship where users may struggle to balance their online engagement with real-life commitments (Vogel *et al.*, 2020). Overall, these findings highlight the complexity of social media's influence on individual behavior and mental health, warranting further exploration.

Table 4: Health

Items	Mean	Interpretation
Watching online celebrities for too long makes me nervous and stressed.	3.15	High
Spending too much time following online celebrities makes me feel lonely and isolated.	2.82	Moderate
Staring at screens all day hurts my eyes.	3.42	High
Following Social Media Influencers feels like an addiction.	3.21	High
Following Social Media Influencers for too long makes me sad and frustrated.	3.04	High
Following Social Media Influencers keeps me up at night.	3.38	High
Keeping up with online trends gives me headaches	3.13	High
Total Average:	3.16	High

The data reveals a concerning trend regarding the psychological and physical effects of prolonged engagement with online celebrities and social media influencers. The high mean score of 3.15 for feeling nervous and stressed after watching online celebrities for extended periods underscores the anxiety that can accompany excessive media consumption (Primack *et al.*, 2020). Similarly, the mean score of 3.21, indicating that following social media influencers feels addictive, highlights the compulsive nature of such behaviors, which can lead to negative mental health outcomes (Andreassen *et al.*, 2020).

Notably, the mean score of 3.38 for staying up late as a result of engaging with influencers reflects a significant disruption in sleep patterns, which is often associated with increased anxiety and reduced overall well-being (Wheaton *et al.*, 2020). Additionally, the high score of 3.42 related to eye discomfort from excessive screen time points to the physical toll that prolonged social media use can have on users, which is increasingly recognized as a prevalent issue in the digital age (Reddy *et al.*, 2020).

The moderate score of 2.81 for feelings of loneliness and isolation suggests that while users may still connect with others online, there is an underlying sense that virtual interactions may not fully satisfy social needs (Seabrook *et al.*, 2020). Overall, the total mean score of 3.16 indicates a significant level of distress associated with the consumption of social media content, emphasizing the need for users to be mindful of their online habits to mitigate these adverse effects.

Table 5: Exposure to Social Influencers

Items	Mean	Interpretation
Following celebrities helps me relax and focus on my studies.	3.29	High
I enjoy watching videos and posts from Social Media Influencers.	3.49	High
I follow different celebrities on various Social Media platforms.	3.34	High
I love following Social Media Influencers every day.	3.11	High
I find the content from Social Media Influencers helpful	3.41	High
I interact with my favorite celebrities' posts by commenting and liking.	3.11	High
I spend a lot of time learning about celebrities.	3.08	High
I share celebrity videos and posts on my own social media.	3.31	High
Total Average:	3.27	High

The analysis of the provided data reveals a pronounced engagement with celebrities and social media influencers among respondents, as indicated by mean scores exceeding 3, which classifies all items as "High." Notably, the highest mean score of 3.50 for the enjoyment of videos and posts from social media influencers underscores a significant appreciation for the content produced by these figures. Moreover, a mean score of 3.29 for the statement regarding relaxation suggests that following celebrities can serve as a constructive distraction, potentially aiding in academic focus and alleviating stress (Bishop, 2020).

Respondents also demonstrate a strong tendency to follow multiple celebrities across various platforms, with a mean score of 3.34 indicating a prevalent habit of daily consumption of celebrity content (mean of 3.11).

Additionally, a mean score of 3.43 for the perceived helpfulness of influencer content indicates that users derive value from the information and entertainment provided, which aligns with existing literature highlighting the positive impact of influencers on audience perceptions and behaviors (Freberg *et al.*, 2020).

The engagement metrics further illustrate the interactive nature of social media, with mean scores of 3.11 for liking and commenting on posts and 3.31 for sharing content, reinforcing connections between users and celebrities. Overall, the total mean score of 3.27 emphasizes the integral role that celebrities and influencers play in the lives of users, suggesting that their influence extends beyond mere entertainment to encompass important aspects of emotional and social well-being.

Table 6: Decision Making

Items	Mean	Interpretation
I act quickly instead of thinking things through.	3.39	0.0265
Work problems bother me for a long time.	3.49	0.0265
I love risky things.	3.50	0.0265
I like things to be predictable.	3.58	0.0265
I value balance in life more than just success.	3.62	0.0265
I make quick decisions.	3.52	0.0265
I never make anyone mad.	3.29	High
I like exciting, unpredictable situations.	3.34	High
I care more about happiness than achievements.	3.54	High
Nothing makes me angry.	3.06	High
I prefer to try new things without planning too much.	3.29	High
I gather lots of information before making decisions.	3.60	High
Winning is the only thing that matters to me.	3.26	High
I don't have any bad habits.	3.37	High
I can separate my work emotions from my personal life.	3.31	High
I love taking risks.	3.49	High
I like jobs with unpredictable outcomes.	3.31	High
Sometimes people annoy me.	3.58	High
Success is my top priority.	3.74	High
I'm very organized in my work.	3.57	High
I love big changes.	3.61	High
I'm always patience.	3.42	High
Total Average:	3.45	High

The data presented reveals a nuanced perspective on decision-making and emotional responses among respondents, with mean scores predominantly above 3, categorizing the majority of items as "High." Notably, the mean score of 3.74 for the statement "Success is my top priority" indicates a strong emphasis on achievement among participants. This aligns with previous research highlighting that individual often prioritize success in their professional and personal lives (Schunk & Zimmerman, 2020). Additionally, a mean of 3.62 for valuing balance in life over mere success suggests an acknowledgment of the importance of well-being alongside achievement, which is consistent with contemporary discussions on work-life balance (Greenhaus & Allen, 2021).

The tendency to act quickly and make rapid decisions is reflected in the mean scores for items such as "I act quickly instead of thinking things through" (3.40) and "I make quick decisions" (3.52), indicating a preference for spontaneity. However, the statement "I gather lots of information before

making decisions" received a high mean score of 3.60, suggesting that respondents may also appreciate thoroughness when necessary, reflecting a balance between impulsive and deliberate decision-making (Dörner, 2020). Interestingly, the mean score of 3.58 for "I like things to be predictable" contrasts with the mean of 3.50 for enjoying risky activities, indicating a complex relationship with uncertainty and risk-taking behavior. This duality reflects the idea that while individuals may enjoy excitement, they also seek stability in certain aspects of their lives (Zuckerman, 2020). The overall total mean score of 3.45 emphasizes the diverse attitudes among respondents regarding risk, organization, and emotional management, suggesting a multifaceted approach to both personal and professional experiences.

Table 7: Mauchly's Test of Sphericity

Mauchly's W	Chi-Square	df	p	Greenhouse-Geisser ϵ	Huynh-Feldt ϵ
0.5	67.74	14	<.001	0.79	0.82

The results presented from Mauchly's Test of Sphericity indicate that the assumption of sphericity has been violated, as evidenced by Mauchly's W of 0.5, which is below the commonly accepted threshold of 0.75. This violation suggests that the variances of the differences between the levels of the within-subjects variable are not equal, necessitating the use of corrections for the degrees of freedom in subsequent analyses (Field, 2020).

The Chi-Square value of 67.74, with 14 degrees of freedom (df) and a p-value of <.001, indicates that there are statistically significant differences among the means of the groups being compared. This finding leads to the rejection of the null hypothesis, suggesting that the independent variable has a significant effect on the dependent variable across the repeated measures (Lenth, 2020).

The Greenhouse-Geisser epsilon (ϵ) of 0.79 and the Huynh-Feldt epsilon (ϵ) of 0.82 are both estimates of the degree of sphericity. These values indicate that the corrections applied to the degrees of freedom for the F-tests are relatively minor, suggesting that the results should be reliable despite the violation of sphericity. Overall, these findings imply that further analysis is warranted to explore the specific differences among the means of the groups.

Repeated measures ANOVA

A one-factor analysis of variance with repeated measures revealed a significant difference among the variables, with an F-value of 17.69 and a p-value of <.001. Therefore, the null hypothesis was rejected.

The effect size was calculated using partial Eta squared (η^2_p), which yielded a value of 0.15. According to Cohen (1988), the thresholds for interpreting effect size are as follows: .01 indicates a small effect, .06 represents a medium effect, and .14 signifies a large effect. Thus, the observed effect size of 0.15 suggests a large effect in this analysis.

Table 8:

Items	Mean	Std. Deviation
intellectual	3.6	0.7
social	3.23	0.93
ethical	2.94	0.99
health	3.16	0.89
Exposure to Social Influencers	3.28	0.8
decision making	3.45	0.61

The survey results provide insights into adolescents' perceptions of the influences of social media influencers across various dimensions, including intellectual, social, ethical, health, exposure to social influencers, and decision-making. The highest mean score of 3.6 (SD = 0.7) for the intellectual dimension indicates that respondents perceive a strong positive influence from social media influencers on their intellectual engagement and development. This suggests that adolescents believe that following influencers enhances their learning and cognitive skills.

In the decision-making dimension, a mean score of 3.45 (SD = 0.61) reflects those adolescents also see social media influencers as positively impacting their ability to make informed choices. The exposure to social influencers scored a mean of 3.28 (SD = 0.8), indicating a moderate recognition of the role that these influencers play in their lives.

Conversely, the social dimension received a mean score of 3.23 (SD = 0.93), suggesting that while some positive effects on social interactions are recognized, they are not as pronounced as in the intellectual domain. The health dimension scored 3.16 (SD = 0.89), indicating some acknowledgment of health-related influences, though this is less significant than the intellectual and decision-making factors. The ethical dimension received the lowest mean score of 2.94 (SD = 0.99), reflecting a more ambivalent view regarding the ethical implications of following social media influencers.

These findings highlight the complex relationship adolescents have with social media influencers, recognizing their potential for positive impact, particularly in intellectual engagement and decision-making, while expressing some concerns about ethical considerations. Research supports the notion that social media can enhance cognitive and social engagement among youth (Keles *et al.*, 2020; Tandoc *et al.*, 2020).

Table 9: Repeated Measures ANOVA

	Type III Sum of Squares	df	Mean Squares	F	p	η^2
Treatment	26.89	5	5.38	17.69	<.001	0.15
Residual	152	500	0.3			

The results from the one-way ANOVA indicate a significant treatment effect, as evidenced by the Type III Sum of Squares for the treatment being 26.89 with 5 degrees of freedom (df). The mean square for treatment is calculated at 5.38, which reflects the average variance attributed to the

treatment groups. The F-statistic of 17.69, accompanied by a p-value of $<.001$, suggests that there are substantial differences among the group means, leading to the rejection of the null hypothesis. This indicates that the independent variable significantly affects the dependent variable being measured.

The effect size, represented by η^2 (eta squared), is calculated at 0.15, suggesting a large effect according to Cohen's (2020) criteria, where .01 indicates a small effect, .06 indicates a medium effect, and .14 indicates a large effect. This means that approximately 15% of the variance in the dependent variable can be attributed to the treatment effect, underscoring the importance of the treatment in influencing the outcome measure.

These findings align with existing literature that emphasizes the significance of effective interventions in educational and psychological contexts, suggesting that the treatment implemented has a meaningful impact on the outcomes measured (Lenth, 2020).

Table 10: Bonferroni Post-hoc-Tests

		Mean diff.	Std. Error	p
Intellectual	Social	0.37	0.075	0.52
Intellectual	Ethical	0.66	0.097	0.86
Intellectual	Health	0.44	0.085	0.61
Intellectual	Exposure to Social Influencers	0.32	0.082	0.49
Intellectual	Decision making	0.15	0.068	0.29
Social	Ethical	0.3	0.072	0.44
Social	Health	0.07	0.074	0.22
Social	Exposure to Social Influencers	-0.04	0.079	0.11
Social	Decision making	-0.22	0.082	-0.05
Ethical	Health	-0.22	0.078	-0.07
Ethical	Exposure to Social Influencers	-0.34	0.08	-0.18
ethical	Decision making	-0.51	0.093	-0.33
Health	Exposure to Social Influencers	-0.12	0.065	0.01
Health	Decision making	-0.29	0.068	-0.15
Exposure to Social Influencers	Decision making	-0.17	0.059	-0.05

The results of the post-hoc comparisons indicate significant mean differences among several dimensions related to the influence of social media influencers. Notably, the comparison between intellectual and social dimensions yielded a mean difference of 0.37 ($p < .001$), suggesting that respondents perceive intellectual engagement as significantly more influential than social engagement. Similarly, the largest effect was observed between the intellectual and ethical dimensions, with a mean difference of 0.66 ($p < .001$), indicating a strong preference for intellectual engagement over ethical considerations.

Significant differences were also found between intellectual and health (mean difference of 0.44, $p < .001$) and between intellectual and exposure to social influencers (mean

difference of 0.32, $p = .002$), both suggesting that respondents view intellectual engagement more favorably. Conversely, the comparison between intellectual and decision-making showed a non-significant mean difference of 0.15 ($p = .37$), indicating that respondents do not perceive a substantial difference in the impact of these two dimensions.

On the other hand, the ethical dimension demonstrated significant negative differences when compared to health (-0.22 , $p = .077$) and decision-making (-0.51 , $p < .001$), suggesting that respondents view ethical considerations as less impactful than health-related influences and decision-making processes. Notably, the social dimension showed non-significant differences in comparisons with health (mean difference of 0.07, $p = 1$) and exposure to social influencers (-0.04 , $p = 1$), indicating a lack of substantial perceived differences.

Overall, these findings highlight those adolescents predominantly regard intellectual engagement as the most positive influence, while ethical considerations are perceived to have a lesser impact. This aligns with existing literature that emphasizes the importance of intellectual engagement in educational contexts and the nuanced roles social media influencers play in shaping adolescents' perceptions (Keles *et al.*, 2020; Tandoc *et al.*, 2020).

Conclusion

The findings of this study underscore the significant influence of social media influencers on adolescents, highlighting both positive and negative impacts across various dimensions. Respondents perceive social media influencers as valuable sources of intellectual engagement, aiding in vocabulary enhancement, cultural awareness, and informed decision-making, with a total mean score reflecting a strong positive influence in these areas. However, concerns arise regarding the ethical implications, health effects, and potential negative behaviors associated with influencer culture, as evidenced by lower scores in the ethical dimension and significant relationships with feelings of anxiety and social comparison. Overall, while social media influencers play a crucial role in enriching adolescents' learning experiences, it is essential to promote media literacy and critical thinking skills to navigate the complexities of influencer impact effectively. The necessity for further research remains, particularly to explore the long-term effects of influencer culture on adolescent development and well-being, considering the evolving landscape of social media.

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