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## **Scroll and Shop: Exploring How Social Media Advertisements Influence the Purchasing Habits of Grade 11 Students at Noveleta Senior High School**

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### **Abstract**

This study explores the influence of social media advertisements on the purchasing habits of Grade 11 students at Noveleta Senior High School using a qualitative phenomenological approach. Data were collected through in-depth interviews with ten students to understand their perceptions and experiences with online advertising. The study aimed to examine how social media advertisements affect students' product awareness, decision-making, and their ability to distinguish between needs and wants, as well as to identify the elements that build trust and interest and influence post-purchase satisfaction or regret. Findings revealed that students are frequently exposed to social media advertisements, which contribute to their product awareness and initial interest, often driven by appealing visuals and

promotional strategies. While some participants demonstrated self-control by carefully evaluating products before purchasing, others reported being influenced by external factors such as reviews and online feedback, although they still applied personal judgment in making decisions. The study highlights the importance of media literacy in promoting responsible consumer behavior and recommends that schools and parents work together to foster more critical and informed online engagement among adolescents, while also providing insights for educators, policymakers, and advertisers in developing responsible advertising practices and safer digital environments for young consumers.

**Keywords:** Social Media Advertisements, Purchasing Behavior, Consumer Decision-Making, Media Literacy, Student Perceptions, Needs and Wants, Product Awareness

### **1. Introduction**

Social media advertisements have become a widespread feature on various online platforms. Numerous companies promote their products through short videos, engaging posts, or sponsored messages. These advertisements often appear as users scroll through their feeds, making them difficult to overlook. As a result, social media has emerged as a key tool for businesses to reach potential customers and build brand awareness.

These advertisements can significantly influence consumer behavior, particularly among teenagers. For instance, Grade 11 students frequently use social media platforms to watch videos, communicate with friends, and browse through posts. In the process, they encounter a wide range of product advertisements. Repeated exposure to the same advertisements can spark curiosity and, in some cases, create a desire to purchase the featured items. This highlights how social media advertisements play a role in shaping the buying habits of young people.

Despite this, there is limited understanding of how social media advertisements specifically affect Grade 11 students. Most existing research focuses on adults or general online shoppers, with little attention given to senior high school students in the Philippines. This gap shows the need for further research. Therefore, the purpose of this research is to investigate the ways in which social media advertisements impact the purchasing habits and choices of Grade 11 students.

This study is important because it helps fill a gap in understanding how teenagers behave as consumers in today's digital world. By focusing on Grade 11 students, who are at a stage where they are becoming more independent and starting to manage their own money, the study can help teachers, parents, and policymakers understand how advertisements influence them. The results may also guide businesses to create more responsible advertisements, help improve students' media awareness, and support efforts to protect young consumers from misleading ads. Moreover, this study aims to encourage safer online environments and smarter decision-making among students.

### Background of the Study

The advancement of Information and Communication Technology (ICT) has changed how businesses communicate with consumers, making social media a major platform for advertising. In the past, traditional media such as television, radio, and print were commonly used for promotion. However, with the rise of digital media, advertisers now focus more on social media to reach their target audiences. According to Vitalis *et al.* (2024) [20], digital platforms have become important because they allow advertisers to reach many people at any time and at a lower cost.

Social media also allows consumers to interact with others, gather information, and look for recommendations, which can influence their purchasing decisions. Shrestha *et al.* (2023) [17] explained that these activities play a significant role in shaping consumer behavior. In addition, Kar and Kushwaha (2021) [13] stated that many consumers use social media as a main source of information when learning about products and brands. Understanding purchasing behavior, such as what, where, and how often consumers buy, is important because it helps businesses create better marketing strategies (Toha & Supriyanto, 2023) [19].

Several studies show that different elements of social media advertisements affect consumers in different ways. Sriram *et al.* (2021) [18] found that emotional appeal can strongly influence purchase intention because it creates a connection between the advertisement and the consumer. Meanwhile, Hanaysha (2022) [11] explained that entertainment can help build trust in a brand, but it does not directly lead to buying decisions. Instead, relevance and informativeness are more important in influencing whether consumers decide to purchase a product.

In this context, it is important to study how social media advertisements influence students' buying behavior. For Grade 11 students at Noveleta Senior High School, frequent exposure to online advertisements may affect their product awareness, decision-making, and ability to distinguish between needs and wants. However, there is limited research that focuses on their personal experiences with social media advertising. Therefore, this study aims to explore how these advertisements influence students' purchasing habits and to promote a better understanding of responsible consumer behavior in the digital age.

### Objectives of the Study

The objectives of this study are:

1. To assess the perceptions and reactions of Grade 11 students toward the various advertisements they encounter on social media.

2. To examine the overall influence of social media advertisements on the purchasing habits of Grade 11 students.
3. To evaluate the impact of online marketing on the students' ability to distinguish between essential needs and discretionary wants.
4. To identify the specific elements or features of an advertisement that effectively build trust and capture the interest of student consumers.
5. To determine the level of satisfaction or regret students experience after making a purchase influenced by social media ads.

### Statement of the Problem

This study examines how social media advertisements influence the purchasing habits of Grade 11 students at Noveleta Senior High School. While most research focuses on adults, there is a clear gap in understanding high school students, who are frequently online and can be easily influenced by advertisements that encourage impulse buying. This issue is significant because students are currently forming financial habits that will last throughout their lives; if they are easily swayed now, they may overspend and struggle to distinguish between needs and wants. By identifying the factors that make students trust an advertisement, this research aims to help them become more cautious and informed consumers. Specifically, this study seeks to answer the following questions:

1. What are the perceptions of Grade 11 students regarding the advertisements they see on social media?
2. In what ways do these advertisements influence the specific products that students choose to buy?
3. How do social media ads affect a student's ability to distinguish between a necessity and a personal want?
4. Which specific elements of an advertisement make students feel interested in or trust a product?
5. How does social media advertising affect whether a student feels satisfied or regrets their purchase afterward?

### Hypothesis

**Null Hypothesis (H<sub>0</sub>):** There is no significant relationship between social media advertisements and the purchasing habits of Grade 11 students, since their buying decisions are influenced mainly by personal needs, financial considerations, and individual judgment rather than by the advertisements they encounter on social media platforms.

**Alternative Hypothesis (H<sub>1</sub>):** There is a significant relationship between social media advertisements and the purchasing habits of Grade 11 students, as repeated exposure to online advertisements can influence their preferences, interests, and eventual decisions when purchasing products.

### Theoretical Framework

The theoretical framework of this study is based on three key theories—Mere Exposure Theory by Robert Zajonc, the Theory of Planned Behavior by Icek Ajzen, and Social Learning Theory by Albert Bandura—to examine how social media advertisements affect the purchasing habits of Grade 11 students at Noveleta Senior High School. These theories explain the roles of repeated exposure to advertisements, individual decision-making processes, and learning through social interaction. Together, they show that

advertisements can influence students' preferences, intentions, and buying behavior beyond factors such as personal needs, financial capacity, or individual judgment. Mere Exposure Theory (Zajonc, 1968) <sup>[21]</sup> suggests that people develop a liking for things they encounter frequently. In this context, it describes how Grade 11 students, who often see the same advertisements while using social media, become familiar with products. This familiarity can create comfort and curiosity, encouraging them to consider purchases they had not planned. Furthermore, the theory also clarifies how repeated views of advertisements can build trust and draw interest, and it helps assess whether students feel satisfied or regretful after buying items influenced by these familiar advertisements.

The Theory of Planned Behavior (Ajzen, 1991) <sup>[2]</sup> states that a person's behavior is guided by their intention to perform it, which is influenced by three main factors: attitude toward the behavior, subjective norms, and perceived behavioral control. Attitude refers to how positively or negatively a person views a certain action, while subjective norms involve the influence of people around them, such as friends, family, or online personalities. Perceived behavioral control refers to how easy or difficult a person believes it is to perform the behavior, depending on their resources and opportunities. In the context of social media, students' decisions to purchase products may be influenced by their opinions about the product, the influence of peers or influencers, and their ability to afford or access the product. This theory helps explain how these factors work together to shape students' responses to advertisements and their buying behavior.

Social Learning Theory (Bandura, 1977) <sup>[6]</sup> explains that individuals learn behaviors by observing others. On social media, students watch influencers, friends, or peers using products, which can motivate them to adopt similar choices. This theory relates to students' reactions to advertisements based on these observations, shows how seeing others can turn optional products into perceived necessities, highlights elements such as peer endorsements that build trust and interest, and evaluates satisfaction or regret from purchases influenced by social examples.

Overall, these theories combine to support the study's goals. Mere Exposure Theory emphasizes the effect of repeated advertisement exposure, the Theory of Planned Behavior explains how attitudes, social influence, and perceived control shape purchasing intentions, and Social Learning Theory highlights the role of observing others on social media. Therefore, this integrated approach allows the study to examine students' perceptions of advertisements, their ability to distinguish between needs and wants, the factors that make advertisements effective, and their experiences after purchasing. As a result, it provides evidence that social media advertisements can significantly influence the thoughts, intentions, and purchasing behavior of Grade 11 students, allowing the study to explore these effects in a practical context.

### Scope and Delimitations

This study examines the influence of social media advertisements on the purchasing habits of students. It focuses solely on Grade 11 students at Noveleta Senior High School for the current school year. The student researchers aim to understand how platforms such as Facebook, TikTok,

and Instagram impact the decision-making processes of these students.

It will be conducted at Noveleta Senior High School, with the respondents being the selected Grade 11 students. Data will be collected through in-depth interviews exploring students' personal opinions and experiences, conducted during school breaks or after classes to avoid disrupting academic activities. The interviews will also assess whether elements like the design of an advertisement or its frequency of appearance affect a student's desire to purchase a product. The study is limited to the specified Grade 11 students at Noveleta Senior High School and excludes students from other grades or schools. It is focused strictly on social media advertisements and excludes traditional media, including television, radio, and billboards. Additionally, the study will concentrate only on students' perceptions and buying choices, without examining the marketing strategies or financial records of the companies that create the advertisements. However, since participation will be voluntary, there is a possibility that some students may decline to participate or fail to complete the interviews, which could result in limited data. Therefore, the findings and interpretations of this study will rely solely on the responses of participants who voluntarily engage in the interviews.

### Significance of the Study

This study aims to offer a better understanding of how social media advertisements affect the purchasing habits of Grade 11 students at Noveleta Senior High School. Hence, this study can benefit the following group of people.

**Students:** By exploring the effects of social media advertisement, this study allows students to recognize how these ads shape their buying decisions. This awareness can encourage them to make smarter choices when shopping online and handle their finances more effectively.

**Parents and Guardians:** The research offers parents and guardians a clearer view of how online advertisement influence students' preferences. This knowledge can assist them in guiding students toward better spending habits and providing helpful advice on managing money.

**Teachers:** Teachers can draw on the study's results to enrich discussions about the media's role in society. The information supports lessons that improve students' ability to think critically about online advertisement and build stronger media skills.

**Advertisers and Marketing Companies:** Through this study, advertisers and marketing companies can learn about the real impact of their social media campaigns on young consumers. This can lead them to develop more thoughtful advertisement that align with students' needs and promote ethical marketing.

**Policymakers:** The findings of this study may help policymakers in creating or improving guidelines and regulations related to social media advertising aimed at young consumers. It may also support the development of programs that promote media literacy and consumer protection among students.

**Future Researchers:** The study acts as a solid foundation for researchers interested in similar topics. It provides a starting point for examining how advertisement influence student behavior and can inspire new studies on media effects and consumer trends.

### Definition of Terms

For the purpose of clarification and understanding, the following terms are defined conceptually and operationally:

**Advertisement:** A paid announcement intended to capture attention and promote a specific brand. In this research, it refers to the promotional materials that appear on students' screens to encourage them to make a purchase.

**Feeds:** The sequence of posts that users encounter immediately upon opening an application. In this study, it refers to the blend of images, videos, and advertisements that Grade 11 students navigate through on a daily basis.

**Influence:** The capacity to modify an individual's thoughts or behaviors in a non-coercive manner. Operationally, it indicates the degree to which social media advertisements alter the buying decisions of students.

**Purchasing Habits:** The typical patterns of shopping that individuals follow based on their preferences. In this study, it refers to the frequency with which Grade 11 students acquire items they observe while scrolling through social media.

**Social Media:** Platforms where individuals engage in communication and content sharing online. Operationally, it refers to applications such as Facebook, Instagram, and TikTok that Grade 11 students utilize regularly.

**Social Media Advertising:** Paid promotional content that appears to users on social media platforms. In this research, it refers to sponsored posts and videos that display on students' social media accounts.

## 2. Review of Related Literature

This chapter presents related literature and studies relevant to the present research. The review focuses on existing discussions about social media advertising and its influence on consumer behavior, particularly among students. The literature is organized into thematic sections to provide a clearer understanding of how social media advertising is experienced and interpreted by young consumers. Both international and local studies are discussed to highlight key findings and research gaps that support the need for the present study.

### The Nature and Value of Social Media Advertising

Social media advertising has become an important marketing strategy in the digital era. Businesses use social media platforms such as Facebook, Instagram, and Twitter to promote products and communicate directly with consumers. According to Hussain *et al.* (2020) [12], social media advertising allows companies to present promotional messages within digital spaces where consumers spend significant time interacting with online content. Because advertisements appear alongside entertainment and social interactions, they often become part of users' everyday digital experiences.

Hussain *et al.* (2020) [12] explain that the value of social media advertising often depends on factors such as informativeness and entertainment. Advertisements that provide useful product information or engaging content are more likely to create positive consumer attitudes. These attitudes influence how individuals respond to advertisements, including their willingness to interact with or consider purchasing advertised products.

Similarly, Zhao *et al.* (2021) highlight the role of advertising in shaping brand awareness and consumer perceptions. Guided by the Theory of Reasoned Action (Fishbein &

Ajzen, 1975), the study suggests that individuals develop attitudes toward products based on their exposure to advertisements and their perceptions of product quality. These attitudes can influence how consumers evaluate products and whether they develop interest in purchasing them.

In addition, Lichy *et al.* (2023) [14] emphasize that social media engagement among young consumers is often influenced by psychological and social motivations. Young individuals frequently use social media to express their identity and maintain social relationships. Concepts such as the Fear of Missing Out (FoMO) encourage users to remain active on social media platforms, increasing their exposure to advertisements. As a result, advertisements encountered online may influence not only purchasing interest but also social participation and identity expression.

Although these studies provide valuable insights, most focus on measurable marketing outcomes rather than exploring how individuals personally experience and interpret social media advertising. This gap suggests the need for research that examines the lived experiences of young consumers in digital advertising environments.

### Influence of Social Media Advertisements on Student Purchasing Habits

Students represent an important segment of the digital consumer market because of their frequent use of social media and online technologies. Adebayo *et al.* (2024) [1] examined how online advertisements influence the purchasing habits of university students. Their study found that students regularly encounter advertisements while using websites, social media platforms, and mobile applications. These advertisements often introduce new products and encourage students to explore more information about them. The findings suggest that advertisements can increase product awareness and influence students' interest in certain products. Visual presentation, persuasive messages, and promotional offers were identified as factors that capture students' attention and influence their interest in purchasing advertised products.

However, Lalhimpuii (2025) [15] explains that economic considerations also play a major role in student purchasing behavior. Because students often have limited financial resources, they tend to prioritize affordability, discounts, and product value when making purchasing decisions. While advertisements may generate interest, students still evaluate whether a product is worth purchasing based on their financial capacity.

Furthermore, students frequently rely on online reviews and peer recommendations when evaluating products (Lalhimpuii, 2025) [15]. These sources provide additional information that helps students assess product credibility before making purchasing decisions.

Despite these findings, many studies focus mainly on university students and observable purchasing behavior. Limited research explores how younger students interpret advertising messages or how these experiences influence their decision-making processes.

### Social Media Advertising and Consumer Behavior in the Philippine Context

In the Philippines, social media plays a significant role in the daily lives of consumers, particularly among young people. Barroquillo *et al.* (2025) [4] examined the impact of

social media advertising frequency on consumer purchase intention and brand loyalty among college students in Metro Manila. The study explains that repeated exposure to advertisements increases brand familiarity and strengthens brand recall among consumers. This idea is supported by the Mere Exposure Theory, which suggests that individuals tend to develop positive attitudes toward stimuli they encounter frequently.

Sagairan *et al.* (2025) <sup>[16]</sup> also examined the influence of social media advertisements on consumer purchase intention. Their findings indicate that emotional appeal and celebrity endorsement are among the most effective elements in attracting consumer attention. Advertisements that include engaging visuals and persuasive messages are more likely to influence purchasing interest.

Marie (2024) <sup>[3]</sup> further highlights the importance of influencer marketing and user-generated content in the Philippine context. Filipino consumers often rely on influencers and online communities for product recommendations. Content endorsed by trusted individuals or shared within online communities can strengthen consumer trust and encourage purchasing behavior.

Although these studies demonstrate the strong influence of social media marketing in the Philippines, many focus on college students or specific demographic groups. There is limited research exploring how younger students, particularly senior high school students, experience and interpret social media advertising in their daily lives.

### Peer Influence and Online Reviews in Student Purchasing Behavior

Students' responses to advertisements are often shaped by peer interactions and online feedback within social media platforms. Diano *et al.* (2025) <sup>[9]</sup> examined the relationship between social media marketing and consumer buying behavior among ABM students in Davao City. The findings revealed a strong positive relationship between social media marketing and students' buying behavior, suggesting that frequent exposure to social media marketing increases students' awareness of products and interest in purchasing them.

Similarly, Gumahad and Reyes (2025) <sup>[10]</sup> explored the influence of social media marketing and online reviews on the purchase intentions of senior high school students. Their study found that students often rely on peer feedback and online reviews when evaluating products. Many students consider these sources more trustworthy than advertisements because they are based on the experiences of other consumers.

Together, these studies suggest that student purchasing behavior in digital environments is influenced not only by advertisements but also by peer opinions and online communities. Advertisements may attract attention, but peer feedback often helps students decide whether a product is worth purchasing.

However, existing studies mainly use quantitative methods that focus on measuring relationships between marketing exposure and purchasing behavior. As a result, there is limited understanding of how students personally interpret social media advertisements and peer feedback. This gap highlights the need for qualitative research that explores students' lived experiences with social media marketing.

Despite the increasing number of studies examining social media advertising and consumer behavior, several gaps

remain in the existing literature. Many previous studies concentrate on specific populations such as college students or particular academic groups, leaving younger consumers such as senior high school students relatively underexplored. In addition, most existing research relies on quantitative methods that focus on measuring relationships between marketing variables rather than exploring the personal perspectives of students.

As a result, there is limited understanding of how senior high school students perceive and interpret social media advertisements within their everyday online experiences, especially among senior high school students in Noveleta. The meanings students attach to advertisements, as well as how these experiences influence their purchasing decisions, remain insufficiently explored in current research.

To address these gaps, the present study adopts a qualitative phenomenological approach to explore the lived experiences of senior high school students regarding social media advertising. Through this approach, the study aims to gain deeper insights into how students interpret advertising messages encountered on social media and how these experiences influence their purchasing behavior.

### 3. Methodology

This chapter discusses the research design, sampling technique, study locale and participants, data collection and analysis procedures, and the ethical considerations implemented in the study. This research aims to explore the influence of social media advertisements on purchasing habits of Grade 11 students at Noveleta Senior High School. It details the selection of participants, the procedures for gathering qualitative data through interviews and observation and the systematic approach used to analyze and interpret the findings.

#### Research Design

This study used a qualitative phenomenological research design to explore how social media advertisements influence the purchasing habits of Grade 11 students at Noveleta Senior High School. This design allows researchers to examine and understand the lived experiences and perceptions of participants as they view and respond to advertisements during their normal social media use, without any changes or interference from the researchers. Rather than imposing predetermined categories or experimental conditions, the researcher collects and analyzes data through in-depth interactions with participants, which provides an authentic understanding of how adolescents interpret, internalize, and act upon advertising content they encounter daily (Creswell, 2023).

This design was appropriate for the study as it aimed to gain a deeper understanding of students' experiences when exposed to social media advertisements, rather than simply measuring how frequently these advertisements influence their purchasing decisions. The phenomenological approach allowed the researchers to understand the personal experiences of Grade 11 students in relation to social media advertisements. It helped examine their perceptions of advertisements, how these influence their product choices, their ability to distinguish between needs and wants, the elements that build trust, and their feelings after purchasing. By employing semi-structured interviews, the design facilitated an in-depth exploration of the phenomenon while ensuring that findings emerge organically from participant

narratives rather than from imposed theoretical frameworks (Braun & Clarke, 2021). This approach directly addresses the study's purpose of understanding how advertisements influence students' product choices, their ability to distinguish between needs and wants, the advertisement elements that build trust, and their post-purchase feelings of satisfaction or regret.

### **Participants of the Study**

The participants of this study were ten (10) Grade 11 students who were readily available and willingly agreed to take part. They were selected based on convenience and their ability to provide relevant insights regarding their experiences with social media advertisements.

### **Sampling Technique**

The study utilized convenience sampling, wherein participants were selected based on their accessibility and availability to the researchers. This method allowed the researchers to gather data efficiently from students who met the criteria of being active social media users and were willing to participate in the study. Although the study focused on students who use social media, purposive sampling was not employed because the participants were not deliberately selected based on highly specific behavioral characteristics but rather on their availability and willingness to take part during the data collection period. Since most students in the selected group were already active users of social media platforms, convenience sampling was considered appropriate for obtaining relevant insights into the influence of social media advertisements on students' purchasing behaviors while allowing the researchers to collect sufficient data within the available time and resources.

### **Time and Place (Locale) of the Study**

The study was conducted at Noveleta Senior High School, located in San Rafael III, Noveleta, Cavite. Data collection took place on the school campus during the Academic Year 2025–2026 to ensure accessibility and a controlled environment for gathering information.

### **Research Instrument**

The primary research instrument used in this study was a structured interview questionnaire designed to explore the lived experiences of Grade 11 students regarding the influence of social media advertisements on their purchasing habits. The interview guide was carefully developed based on the objectives and Statement of the Problem of the study. It contained open-ended questions that encouraged participants to share their personal experiences, perceptions, and insights about how social media advertisements affect their purchasing decisions.

The interview questions focused on several key areas, including students' exposure to social media advertisements, factors that influence their trust and interest, their decision-making process when purchasing products, their ability to distinguish needs from wants, and their post-purchase experiences such as satisfaction or regret. The questions were arranged logically to ensure a smooth flow of conversation and to allow participants to express their thoughts freely and honestly.

To ensure clarity, relevance, and alignment with the

objectives of the study, the interview questionnaire was reviewed and evaluated by the research adviser. A practice interview was conducted to test the effectiveness and comprehensibility of the questions. Necessary revisions were made based on the feedback received to improve the wording, sequencing, and overall quality of the instrument. This process helped strengthen the credibility and trustworthiness of the data gathered in the study.

### **Data Gathering**

This part presents the step-by-step process followed by the researchers in collecting the necessary data for the study. The procedure was divided into three phases to ensure an organized and systematic approach to gathering accurate and reliable information that addressed the objectives and Statement of the Problem of the study.

#### **Phase I**

The researchers prepared a structured interview questionnaire based on the main focus of the study, particularly the lived experiences of Grade 11 students regarding the influence of social media advertisements on their purchasing habits. The questions were aligned with the objectives and specific research questions stated in the Statement of the Problem.

A formal letter requesting permission to conduct the study at Noveleta Senior High School was also prepared. An informed consent form was created to ensure that participants were properly informed about the purpose of the study, the voluntary nature of their participation, their right to withdraw at any time, and the confidentiality of their responses.

#### **Phase II**

The prepared interview questionnaire, consent form, and permission letter were submitted to the research adviser for evaluation. During this stage, the adviser reviewed the contents to ensure that all questions were clear, relevant, and aligned with the study's objectives and Statement of the Problem.

A practice interview was conducted to pilot-test the instrument and assess the flow and clarity of the questions. Minor revisions were made based on the results of the pilot test before the actual data collection.

#### **Phase III**

After the approval of the interview questionnaire and permission letter, the researchers conducted the interviews among the selected Grade 11 students of Noveleta Senior High School. Before each interview, the purpose of the study was clearly explained, and informed consent was obtained from the participants.

The interviews were conducted in an organized manner, allowing participants sufficient time to share their experiences and perspectives regarding social media advertisements. Each interview lasted approximately 5-8 minutes, ensuring that participants were able to provide detailed responses to the questions asked. After all responses were gathered, all of the researchers carefully transcribed, organized, and coded the data. The collected responses were analyzed to identify significant statements, emerging themes, and common experiences that directly addressed the objectives and Statement of the Problem.

### Data Analysis

The method employed in this study is thematic analysis, a systematic approach in qualitative research used to categorize and interpret detailed data by assigning codes to significant statements and responses. This process allows for the identification of meaningful patterns and themes. Thematic analysis is highly flexible and can be applied across various theoretical frameworks, enabling researchers to actively engage with the data and construct themes grounded in participants' experiences (Braun & Clarke, 2022) [5]. By utilizing thematic analysis, the researchers were able to examine and interpret the experiences of the respondents, specifically focusing on the influence of social media advertisements on the purchasing habits of Grade 11 students.

The responses provided by the participants were collected through structured interviews conducted by the researchers. The data were recorded using audio recordings to ensure accuracy and completeness. After gathering all responses, the researchers transcribed and organized the data for analysis.

To analyze the data, the researchers used coding to identify patterns in the responses. After the initial coding process, themes were developed for each research question. To refine the analysis, similar themes were combined based on shared characteristics and recurring patterns. Finally, the researchers summarized the themes, ensuring a clear and comprehensive understanding of the lived experiences and perspectives of Grade 11 students regarding the influence of social media advertisements on their purchasing behavior.

### Ethical Consideration

The researchers ensured that all participants willingly took part in the study by obtaining informed consent. Before the interviews, the purpose, objectives, and procedures of the study were clearly explained to the participants. They were informed that participation was voluntary and that they had the right to ask questions or clarify any concerns regarding the study before agreeing to take part.

To protect the participants' privacy and confidentiality, all personal information was treated with care and kept secure. Participants' anonymity was maintained by not including names or any identifying details in the study or in the presentation of results. Additionally, the participants were reminded of their right to withdraw from the study at any time without any negative consequences, ensuring that their involvement remained completely voluntary throughout the research process.

All data collected, including audio recordings and transcribed responses, were stored safely to prevent unauthorized access and to maintain data protection. Only the researchers had access to the data, which was used solely for the purpose of this study. By following these ethical guidelines, the researchers ensured that the study was conducted responsibly, respectfully, and with full consideration for the rights and welfare of the participants.

### 4. Results and Discussion

This chapter presents the findings of the study based on interviews conducted with Grade 11 students at Noveleta Senior High School. It discusses the key ideas and common responses related to the study's objectives. Selected quotations from the participants are presented to support and explain the findings.

### Frequency and Perception of Social Media Advertisements

Students demonstrate varying perceptions toward social media advertisements based on their experiences while encountering promotional content online. While some students perceive advertisements as repetitive or intrusive, others consider them helpful sources of product information and entertainment. These differing perceptions reflect how students interpret and respond to promotional messages within their everyday online interactions.

Hussain *et al.* (2020) [12] found that consumers' attitudes toward social media advertisements are largely influenced by their perceived advertising value, particularly when advertisements provide useful information or engaging content. The study further emphasized that the effectiveness of advertisements depends on how users evaluate their relevance and usefulness while browsing online platforms. Some participants expressed that advertisements sometimes interrupt their browsing experience and can become inconvenient when they appear unexpectedly.

*"I feel that advertisements that I see on social media is too many, madami siya tapos naramdaman ko na kailangan talaga siya sa social media. Pero minsan nakakainis siya minsan pag nagmamadali ka na tapos meron maga-appear na ads. Pero 'yong ads kasi kailangan siya no'ng nag-upload ng ads para kumita siya."*

(Alex)

*"Minsan naaalih ako pero madalas kasi nakakaabala kapag nag-i-iscroll ka or nanonood."*

(Sam)

These responses indicate that some participants perceive advertisements as interruptions to their online activities. While they acknowledge that advertisements serve an economic purpose for content creators and businesses, their presence may still create frustration when advertisements appear during moments of urgency or while consuming digital content. This suggests that although students understand the function of advertisements, excessive or poorly timed promotional content may negatively affect their browsing experience.

Some participants perceived advertisements as a common and expected element of online environments.

*"Wala, parang normal lang na patalastas ganon."*

(Lexi)

*"Ayos lang, kasi nakakapag-benefit siya para manghikayat ng tao."*

(Jess)

These responses suggest that some students have become used to seeing advertisements while browsing online platforms. Their statements reflect an understanding that advertisements are an integral part of digital platforms and serve as a means for businesses to promote their products and services. This perspective indicates that repeated exposure may normalize advertisements in students' online experiences.

Some participants indicated that advertisements can generate interest and curiosity toward certain products.

*“Nakaka-udyok na bumili ng products tsaka mga pagkain.”*

(Ella)

*“Naging interesado ako sa mga produkto.”*

(Joy)

*“Minsan nae-excite mag-add to cart or minsan hindi.”*

(Sai)

These responses demonstrate that advertisements are capable of capturing students' attention and stimulating curiosity toward advertised products. Visually appealing presentations and persuasive marketing strategies may encourage students to explore items that they might not have previously considered. This highlights the ability of advertisements to influence students' awareness and interest in various products.

Meanwhile, one participant expressed skepticism toward advertisements that appear unrealistic.

*“Minsan ano.. too good to be true siya lalo na 'yong mga piso tablet hindi ako naniniwala.”*

(Nina)

This response reflects the participant's critical evaluation of advertisements that appear exaggerated or unrealistic. The statement suggests that some students approach advertisements with caution and question the credibility of promotional claims. Such skepticism indicates that not all students immediately accept advertising messages, particularly when the claims appear too good to be true.

### **Influence of Advertisements on Purchase Decisions**

Advertisements encountered in online environments may influence students' purchasing decisions by increasing their awareness and interest in different products. Exposure to appealing product presentations and persuasive promotional content may encourage students to explore products and consider making purchases.

Diano *et al.* (2025) <sup>[9]</sup> found that social media marketing has a significant relationship with consumer buying behavior among students. Their study indicated that frequent exposure to promotional content can strengthen students' awareness of products and influence their intentions to purchase them.

Some participants shared that advertisements help them gather information about products and understand their features before deciding whether to purchase them.

*“Pag meron advertisements sa social media tapos meron akong gustong bilhin, 'yong advertisements nakakatulong siya para sakin na makita kung ano 'yong bibilhin ko, ano 'yong meron sa product na 'yon tapos ano 'yong makukuha ko kapag bumili ako.”*

(Alex)

*“Parang mas nakaka help siya na.. uh.. mapag-isipan ko kung dapat ko ba talaga siya bilhin.”*

(Lexi)

*“Ano... kapag nagrereview ako ng mga ano.. feedbacks ng customer”*

(Ella)

These responses suggest that advertisements can serve as a source of product information that helps students evaluate whether a product is worth purchasing. By presenting details about product features, benefits, and customer feedback, advertisements assist students in making more informed purchasing decisions.

Some students also explained that advertisements create interest and encourage them to purchase products, especially when the products appear appealing or are trending online.

*“Ayun, parang nagbibigay siya ng mga interest sa tao tapos kapag nag.. Kapag nagustuhan mo 'yong product nila mas mag...mas mag-e-enjoy ka na bumili doon sa mga products nila. Kasi nanghikayat nga.”*

(Jess)

*“Dahil nga sa mga trends din na nag-e-evolve sa social media parang gusto ko sum.. parang gusto ko ding makisabay sa mga ganon.”*

(Mia)

*“nagsho-show sila ng ano.. mga.. new.. like new trends ganon para maconsider siya ano.. buying.”*

(Sam)

These responses indicate that advertisements may stimulate curiosity and interest among students, especially when they highlight trending products or present persuasive promotional messages. Exposure to these advertisements may motivate students to explore products and consider purchasing them.

Other participants mentioned that endorsements and advertisements can influence their decisions by making products appear more appealing or beneficial.

*“Ano.. 'yong.. mismong kunyari artist or uhm.. Influencer 'yong nagamit non then maganda naman sa kanila kaya napapa-buy ako.”*

(Sai)

*“Naaakit ako nito para bilhin kasi siguro ano.. uhm.. makakatulong siya sakin. I mean hindi lang sakin kundi pati sa mga pamilya ko, sa friends ko.”*

(Ben)

*“Nagiging pabago-bago ang mga desisyon ko sa pagbili dahil sa iba't ibang advertisement ng mga produkto.”*

(Joy)

These responses demonstrate that advertisements may shape students' purchasing preferences by presenting products through influencers, appealing messages, or perceived benefits. As a result, advertisements can influence how students evaluate products and sometimes lead them to change their purchasing decisions.

Meanwhile, one participant emphasized the importance of verifying advertisements before making a purchase.

*“Siguro ano.. mi-minsan kasi 'yong mga ina-advertise nila peke doon sa link mismo kaya dapat double check kung credible ba or sa mga shopee mall ganon. Double check.”*

(Nina)

This response shows that while advertisements can influence purchasing decisions, some students remain cautious and critically evaluate the credibility of promotional content. This suggests that students may not always rely solely on advertisements and may take additional steps to verify the authenticity of products before making a purchase.

### Difficulty Distinguishing Between Needs and Wants

Exposure to persuasive advertisements may affect how students distinguish between their needs and wants. Promotional strategies and attractive product presentations may create the perception that certain items are necessary even if they are not essential.

Adebayo (2024) found that online advertisements can encourage impulse buying behavior among students. The study of Adebayo explained that persuasive messages and visually appealing advertisements may influence consumers to purchase products even when these items were not initially part of their planned purchases.

Some participants explained that they assess advertisements carefully to determine whether a product truly meets their needs before purchasing it.

*“Nalalaman ko na kailangan ko 'yong isang bagay pag dating sa social media na advertisements syempre pag nakita ko okay 'yong sa ads niya, okay 'yong price and affordable naman siya, tapos pasok pa siya sa pangangailangan ko edi bibilhin ko siya.”*

(Alex)

*“Kapag na-i-identify mo kung kailangan mo ba talaga 'yong isang bagay na 'yon or interested ka lang doon.”*

(Jess)

*“Kapag sa social media kasi minsan parang overhyped lang 'yong mga products so sa mga products na di naman kailangan parang na-o-overhyped lang siya kaya minsan na di-distinguish ko 'yong difference ng need ko doon. Parang pag di ko naman talaga kailangan di ko naman siya binibili.”*

(Mia)

*“Tinitignan ko 'yong bagay na wala ako tapos lalo na kailangan ko or para mas mapadali 'yong mga bagay.”*

(Nina)

These responses suggest that some students practice careful evaluation when encountering advertisements on social media. By considering factors such as affordability, necessity, and practicality, they attempt to differentiate between products they truly require and those that merely capture their interest. This indicates that although advertisements may attract attention, some students remain

mindful of their actual needs before making purchasing decisions.

Some participants emphasized that advertisements can sometimes blur the boundary between needs and wants by presenting products in persuasive ways.

*“Parang inaano nila... they make wants look like needs through persuasive language.”*

(Sam)

*“Minsan kasi kapag kailangan ko 'yong isang bagay talagang nagse-search ako ng affordable talaga and talagang magagamit ko. Pero minsan kasi kapag gusto ko lang siya kahit anong dumaan lang sa FYP ko binibili ko kasi gusto ko lang siya pero hindi ko siya kailangan.”*

(Lexi)

These responses indicate that advertising techniques may influence how students interpret their desires. Persuasive messages, product presentation, and repeated exposure may create the impression that certain items are necessary even when they are not essential. This suggests that advertisements may shape students' perception of importance, making it more difficult at times to clearly distinguish between needs and wants.

Some participants also demonstrated an understanding of the conceptual difference between needs and wants when making purchasing decisions.

*“Kasi 'yong needs is 'yong usually talaga na kailangan mo talaga. Kunwari may mga kailangan ka na bilhin like ballpen, notebooks. Then 'yong wants, 'yon 'yong mga bagay na gusto mo lang like make up, accessories.”*

(Sai)

*“Siguro kapag 'yong mga advertisements is 'yong mga needs talaga as in 'yon talaga 'yong pinaprioritize, pero kapag wants naman something na bagay na for your everyday use lang pero hindi naman talaga kailangan.”*

(Ben)

*“Inaalam ko 'yong mga kailangan ko bilhin and sometimes binibili ko lang 'yong mga wants and needs.”*

(Ella)

*“Sa pamamagitan ng pagpapakilala o pag-endorso na pagpapakita ng mga ebidensya kapag ginamit ang mga ito.”*

(Joy)

These responses suggest that students are generally aware of the distinction between needs and wants when evaluating products presented in advertisements. While advertisements may introduce appealing products, students still demonstrate the ability to recognize which items are necessary and which are primarily based on personal preference. This indicates that students' purchasing considerations involve both practical evaluation and personal interest when encountering promotional content on social media platforms.

### Elements of Advertisements that Influence Trust or Interest

Students often evaluate advertisements based on certain elements that influence their level of trust and interest in the promoted products. Features such as product demonstrations, reviews, and feedback from other consumers may affect how students perceive the credibility of advertisements.

Gumahad (2025) found that online reviews and peer-generated feedback significantly influence students' purchase intentions. The study of Gumahad highlighted that consumers tend to trust advertisements more when they are supported by authentic reviews, demonstrations, and experiences shared by other users.

Some participants emphasized that reviews and feedback from other users increase their trust in advertised products.

*"Siguro 'yong isang factor na naka-influence na bilhin 'yong isang product is merong supporting evidence. Mga feedbacks."*

(Alex)

*"Review saka 'yong mga vids na pinapakita nila about sa product."*

(Ella)

*"Kapag maraming reviews ganon. Maraming comments, feedbacks. Mga good, positive."*

(Sam)

These responses reveal that students often rely on product reviews and feedback from other consumers when evaluating advertisements. The presence of demonstrations, reviews, and testimonials increases students' confidence in the credibility of the product. This suggests that students do not rely solely on the advertisement itself but also consider the experiences of other consumers before making purchasing decisions.

Some participants also highlighted the influence of endorsements and persuasive presentation in attracting their interest in advertised products.

*"Pag pinapakita nila ang ebidensya na ang produkto ay totoo at epektibo kapag ginamit."*

(Joy)

*"Siguro editing skills 'tsaka 'yong mga nagpo-promote kasi kung pangit 'yong editing hindi ka rin makukuha."*

(Ben)

*"'Yong mismong kunyari artist or influencer 'yong nagamit non then maganda naman sa kanila kaya napapa-buy ako."*

(Sai)

These responses suggest that the way advertisements are presented can significantly influence students' interest in a product. Visual quality, product demonstrations, and endorsements from influencers or public figures may enhance the perceived credibility of advertisements. This indicates that both informational and visual elements

contribute to how students evaluate and respond to promotional content.

### Effect of Advertisements on Spending Habits

Advertisements may influence students' spending habits by encouraging them to purchase products that appear attractive, popular, or widely promoted. Continuous exposure to promotional content may shape students' purchasing patterns and financial decisions.

Lalhlimpui (2025) <sup>[15]</sup> found that marketing and promotional activities can significantly influence students' purchasing behavior. The study of Lalhlimpui emphasized that repeated exposure to advertising content can shape consumer spending patterns and influence how individuals allocate their financial resources.

Some participants explained that advertisements often tempt them to buy products even when the items were not part of their original plans.

*"Pano nakakaapekto? Sobra kasi parang every scroll ko merong mga advertisement so parang natetempt ako na bumili."*

(Mia)

*"Nakakaramdam ako ng interes at kahit hindi ko ito kailangan naaakit ako at binibili ito kaya nasasayang ang pera."*

(Joy)

*"Minsan kasi habit ko talaga mag add to cart... parang napapadala siya."*

(Sai)

These responses suggest that frequent exposure to advertisements can create temptation and increase students' likelihood of making impulsive purchasing decisions. The convenience of online platforms and the appealing presentation of products may contribute to students' tendency to explore and add items to their online shopping carts.

Other participants mentioned that advertisements influence how they manage their spending, particularly considering their limited budget as students.

*"Pag nakita ko na mura lang siya ta's kaya ng budget ko bibilhin ko siya lalo na kapag related sa school."*

(Alex)

*"Siguro dapat mas double check pag-iingat kasi limited lang ang budget ng student."*

(Nina)

*"Puwede siyang makatulong sa pag-i-spend pero puwede rin siyang maging sagabal kung adik talaga ako sa apps."*

(Jess)

These responses indicate that students remain aware of their financial limitations while encountering advertisements. Although advertisements may encourage spending, some students attempt to manage their budget by evaluating whether a product is affordable or necessary before

purchasing it.

### Emotional Responses After Purchasing Advertised Products

Students may experience different emotional responses after purchasing products influenced by advertisements. These responses may include satisfaction when the product meets their expectations or disappointment when the product does not match what was presented in the advertisement.

Sagairan (2025) found that advertising strategies often rely on emotional appeal to influence consumer purchasing behavior. The study of Sagairan explained that emotional responses play an important role in how consumers evaluate their purchasing decisions after being exposed to advertising messages.

Some participants expressed satisfaction when the products they purchased matched the expectations created by the advertisement.

*“Okay naman kasi syempre ikaw, ikaw 'yong bumili e.”*

(Ben)

*“Okay naman kasi minsan 'yong mga nabili ko sa social media sakin it turns out to be good naman.”*

(Mia)

*“Okay naman kapag 'yong nabili ko syempre hindi scam at na-fulfill naman 'yong needs ko.”*

(Nina)

These responses indicate that students feel satisfied when the product they receive matches the description or quality presented in the advertisement. Positive experiences strengthen students' confidence in advertisements and may encourage them to trust similar promotional content in the future.

However, some participants reported feelings of disappointment or regret when products failed to meet their expectations.

*“Minsan nakakasisi kasi hindi mo naman talaga siya kailangan tas napabili ka lang.”*

(Sam)

*“Minsan regret kasi kala mo need mo talaga 'yon pero ano parang nadidismaya ka.”*

(Sai)

These responses suggest that students may experience regret when purchases influenced by advertisements do not meet their expectations or when they realize that the product was unnecessary. Such experiences highlight the potential consequences of persuasive advertising, particularly when the advertised product does not deliver the expected value.

Meanwhile some participants expressed mixed feelings or neutral perspective.

*“50/50 kasi e. Minsan masaya, minsan nanghihinayang dahil nga sa don sa mga sinasagot ko na masaya ako kasi minsan kailangan ko and medyo nanghihinayang kasi minsan gusto ko lang siya pero hindi ko siya kailangan.”*

(Lexi)

*“Minsan kapag maganda 'yong item syempre masaya ka. Pero minsan nakakasisi kasi hindi mo naman talaga siya kailangan ta's napabili ka lang kasi nga nagustuhan mo, nagustuhan mo lang.”*

(Sam)

*“Minsan masaya ako dahil epektibo ito at minsan hindi dahil ito totoo o hindi tulad ng inaasahan kong matatanggap”*

(Joy)

*“Pag tama 'yong nabili ko, pag dumating sakin 'yong nakalagay sa ads, syempre I will feel better—magiginhawaan ako kasi it matches what is designed doon sa advertisements. Pero kapag hindi siya match doon sa nakuha ko syempre I will feel sad and angry. 'Di ako magiging masaya kasi di siya 'yong match na biniging sakin.”*

(Alex)

This response suggests that participants may experience both satisfaction and regret after purchasing products influenced by social media advertisements. While some purchases meet their expectations and bring positive feelings, others may lead to disappointment when the product is not necessary or does not fully satisfy their needs. This indicates that advertisements can create uncertainty in purchasing decisions, as students may realize afterward that the product was either beneficial or unnecessary.

## 5. Summary of Findings, Conclusion and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations derived from the study which explored the influence of social media advertisements on the purchasing habits of Grade 11 students at Noveleta Senior High School. The study focused on understanding students' perceptions of advertisements encountered on social media, how these advertisements influence the products they choose to purchase, the way advertisements affect their ability to distinguish between needs and wants, the elements that influence their trust or interest in a product, and their emotional responses after purchasing advertised items.

The study was conducted at Noveleta Senior High School with ten Grade 11 students who were selected through convenience sampling based on their availability and willingness to participate. A qualitative research approach using a phenomenological design was employed to explore the participants' experiences with social media advertisements. Data were collected through semi-structured interviews and analyzed using thematic analysis to identify the common themes related to the influence of social media advertisements on students' purchasing habits.

### Summary of Findings

The findings of the study are presented in relation to the research objectives and the key questions addressed.

#### 1. Students' Perceptions of Social Media Advertisements

Students generally perceive social media advertisements as an integrated part of their daily online activities. Their responses reflect a balanced perspective, recognizing advertisements as both informative and, at times, disruptive,

indicating an awareness of their dual role in digital platforms.

## 2. Influence on Product Choice

Advertisements contribute to students' product awareness and initial interest by introducing options and highlighting trends. However, these do not solely determine purchasing decisions, as students consider additional factors before making final choices.

## 3. Distinction Between Needs and Wants

While advertisements may enhance the appeal of certain products, students demonstrate the ability to distinguish between needs and wants. Their responses suggest that personal judgment, including considerations of necessity and affordability, plays a role in moderating the influence of promotional content.

## 4. Advertisement Elements Influencing Trust and Interest

Students' level of trust and interest is influenced more by credibility-related elements than by advertisements alone. Features such as reviews, demonstrations, and endorsements serve as key factors in evaluating products, reflecting a tendency to rely on validated and relatable sources of information.

## 5. Post-Purchase Evaluation and Emotional Response

Students' post-purchase responses vary depending on how closely the product meets their expectations. Experiences range from satisfaction to disappointment, with some expressing neutral reactions, indicating differing evaluations of purchased products.

Overall, the findings of the study show that social media advertisements play a significant role in shaping students' awareness and interest in various products, while purchasing decisions continue to be guided by practical considerations such as necessity and financial capacity. Although advertisements play a role in shaping consumer behavior, students demonstrate the ability to evaluate products, rely on credible sources, and make informed decisions. These results suggest that social media advertising is influential but not the sole factor in students' purchasing behavior.

## Conclusion

Based on the findings presented in Chapter IV, it can be concluded that social media advertisements have become a normal and expected part of the daily digital lives of Grade 11 students. While many students perceive these advertisements as repetitive or sometimes disruptive to their browsing activities, they still rely on them as a source of information for discovering new products and staying updated on current trends. This indicates that advertisements play a significant role in shaping students' product awareness and choices.

Furthermore, the study concludes that the effectiveness of advertisements is largely influenced by credibility and trust. Students are not solely influenced by promotional claims; rather, their purchasing decisions are guided by customer reviews, product demonstrations, and influencer endorsements. This suggests that the presence of relatable and authentic experiences strengthens the impact of advertisements.

It can also be concluded that advertisements may influence how students perceive certain products, making non-essential items appear necessary. However, students demonstrate the ability to apply personal judgment, considering factors such as affordability and usefulness before making decisions. In addition, students' post-purchase experiences vary depending on how accurately the product reflects the claims presented in advertisements.

These findings align with previous studies on social media marketing and consumer behavior, which indicate that digital advertisements play a significant role in shaping consumer awareness, interest, and evaluation processes among young users, while individual judgment remains a critical factor in decision-making.

Overall, the findings suggest that while social media advertisements effectively capture students' attention and generate interest, purchasing decisions and satisfaction are ultimately influenced by practical considerations and the perceived authenticity of the product.

## Recommendations

Based on the findings and conclusions of the study on the influence of social media advertisements on the purchasing habits of Grade 11 students at Noveleta Senior High School, the following recommendations are presented.

**Students:** Students are encouraged to practice responsible purchasing behavior when encountering advertisements on social media. Before making purchases, they may consider verifying product information, checking reviews, and evaluating whether the product is practical or necessary to avoid impulsive buying decisions.

**Teachers:** Teachers may incorporate short and practical activities within existing lessons to help students better understand the influence of social media advertisements. They may also include simple reflection tasks, such as asking students to think about whether a recent purchase was influenced by an advertisement.

**Parents and Guardians:** Parents and guardians are encouraged to guide their children's social media use by having simple, regular conversations about the advertisements they see online. They can help their children distinguish between needs and wants by asking questions before purchases and setting small spending limits or budgets. Occasionally checking online activity and encouraging thoughtful decision-making can help students develop more responsible buying habits.

**School Administrators:** School administrators may support students' awareness by promoting simple and low-cost initiatives within the school. This can include sharing short tips through bulletin boards, announcements, or the school's social media pages about handling advertisements and making wise purchasing decisions. They may also encourage student organizations to create relatable content based on real experiences.

**Advertisers and Content Creators:** Advertisers and social media content creators are encouraged to provide clear, accurate, and transparent information when promoting products online. Ensuring that advertisements present realistic product descriptions may help build trust and reduce dissatisfaction among consumers.

**Policymakers:** Policymakers are encouraged to strengthen existing guidelines on social media advertising by focusing on youth-centered protections, such as requiring clearer ad

disclosures and promoting age-appropriate content standards. They may also collaborate with schools and digital platforms to support short, practical media literacy campaigns that help students recognize persuasive advertising techniques. These efforts can enhance responsible online behavior while remaining feasible within current systems.

**Future Researchers:** Future researchers may conduct similar studies involving a larger group of participants or different student populations to broaden the understanding of how social media advertisements influence consumer behavior. Further studies may also explore additional factors that affect students' purchasing habits in digital environments.

## 6. Dedication

With the dedication and effort of the student researchers, this study is offered to:

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**To future researchers**, may this study serve as a guide and source of inspiration. It is hoped that this work will help make future research journeys easier and more meaningful, offering useful examples and ideas for those who follow.

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