



International Journal of Behavioral and Social Analytics

Volume I, Issue 3, August 2026

eISSN: 3116-4358

<https://journal.ijhba.com/index.php/ijbesa>

<https://slsiipress.com>

The Impact of Short-Form Digital Content on Social Awareness Among Nursing Students in a Private College

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Abstract

Short-form digital content has become an increasingly prominent mode of communication and information sharing among college students, particularly through platforms such as TikTok, Instagram Reels, and YouTube Shorts. This study examined whether exposure to short-form digital content was associated with changes in social awareness among nursing students. Using a quantitative pretest-posttest experimental approach, the study involved 30 second-year nursing students assigned to either an experimental group or a control group. The experimental group viewed short-form videos related to social issues, whereas the control group viewed neutral content over a five-day intervention period. Social awareness was measured through an online questionnaire administered before and after the intervention. The available descriptive findings indicated a modest increase in pooled social-awareness scores from pretest to posttest, accompanied by slightly lower variability at posttest. However, the reported inferential output did not directly test whether change over time differed between the experimental and control groups. Accordingly, the findings are interpreted as preliminary rather than as definitive evidence of a causal intervention effect. The study suggests that carefully selected short-form digital media may have potential as a supplementary resource for social-awareness learning, while also underscoring the need for group-specific analysis, documented measurement quality, and critical digital-media literacy.

Keywords: *short-form digital content; social awareness; nursing students; social media exposure; digital media; experimental study*

1. Introduction

Short-form digital content has become a major component of contemporary media consumption, particularly among college students who regularly use platforms such as TikTok, Instagram Reels, and YouTube Shorts. These platforms provide brief, visually engaging content through algorithm-driven recommendation systems that continuously adapt to users' viewing behavior. The rapid delivery, personalization, and accessibility of such content have increased its role not only in entertainment but also in information seeking, informal learning, and social engagement among young adults (Towpek & Suriani, 2025).

The growing influence of short-form digital media has generated interest in its possible behavioral and cognitive effects. Research has suggested that short-form video consumption may influence patterns of attention, engagement, information processing, and interaction with social content (Kim, 2024; Lopez & Chen, 2023). Because users encounter large amounts of information within relatively short periods, short-form platforms may expose students to social, political, cultural, and public-health concerns that they might not actively seek through traditional media. At the same time, the rapid and highly stimulating nature of these platforms has raised questions regarding the depth of information processing and the extent to which repeated exposure produces meaningful awareness rather than temporary attention.

Among university students, social media serves both academic and social purposes. Nursing students, in particular, use digital platforms for communication, information exchange, informal learning, professional networking, and engagement with issues related to health and society (Giroux & Moreau, 2022). Social media may also contribute to students' professional development by exposing them to discussions involving advocacy, ethical responsibility, community concerns, and professional values (Smith et al., 2021). These functions are particularly relevant in nursing education because future healthcare professionals are expected to understand not only clinical concerns but also the social conditions that affect individuals and communities.

Social awareness is therefore an important consideration in examining the behavioral consequences of digital media exposure. Within the context of nursing education, social awareness includes sensitivity to social conditions,

recognition of issues affecting communities, and awareness of circumstances that may influence health, well-being, and access to care. Nursing students operate within a profession in which empathy, ethical judgment, cultural sensitivity, and responsiveness to social conditions are important elements of professional practice. Developing awareness of social issues may consequently contribute to the broader preparation of students for socially responsive healthcare roles (Johnson et al., 2022).

Short-form digital content may provide one mechanism through which such awareness is developed. Its combination of visual storytelling, brief narratives, emotional cues, text overlays, and easily accessible information allows complex social issues to be presented in condensed formats. Studies involving digital storytelling and audiovisual materials have indicated that media-based learning experiences can promote engagement, empathy, and understanding among nursing students (Gómez-Ibáñez et al., 2021). Short-form content may therefore function as an accessible supplementary medium through which students encounter issues involving health disparities, social responsibility, community concerns, and other societal conditions relevant to professional and civic awareness.

However, the potential influence of short-form content should not be regarded as uniformly beneficial. Existing literature also identifies possible concerns associated with frequent social media use, including information overload, superficial engagement, reduced attention to complex information, desensitization, and exposure to misleading or unverified content. These concerns are especially relevant when social awareness depends not merely on encountering information but on critically interpreting its meaning and evaluating its credibility. Thus, while short-form digital media may increase exposure to socially relevant topics, the relationship between exposure and meaningful social awareness remains an empirical question.

The available literature has examined social media use among nursing students, digital learning, professional development, and the broader cognitive and behavioral effects of short-form media. Nevertheless, comparatively limited attention has been given to whether controlled exposure to socially oriented short-form digital content corresponds with measurable changes in social awareness among nursing students. Much of the existing research examines general social media use or cross-sectional associations rather than pre-intervention and post-intervention changes following exposure to specific types of short-form content.

Addressing this gap is relevant to behavioral and social analytics because short-form platforms increasingly mediate how young adults encounter, interpret, and respond to social information. Understanding whether socially oriented digital content is associated with changes in awareness may provide insight into how algorithmically delivered media influences social cognition and behavioral engagement. It may also help educators determine whether short-form content has value as a supplementary learning resource when used deliberately rather than consumed incidentally.

Objectives of the Study

This study aimed to examine changes in social awareness among nursing students following exposure to short-form digital content. Specifically, it sought to:

1. describe the participants' social awareness scores before and after the intervention;
2. examine whether social awareness changed following exposure to short-form digital content addressing social issues; and
3. determine whether the observed pattern of change supports the potential use of socially oriented short-form digital content as a supplementary medium for promoting social awareness among nursing students.

2. Review of Related Literature

2.1 Short-Form Digital Content and Digital Engagement

Short-form digital content has emerged as a dominant form of online communication among university students. Characterized by brief duration, rapid visual transitions, algorithmic curation, text overlays, music, and continuous scrolling, this format is designed to sustain attention and facilitate repeated exposure to highly personalized content. Platforms such as TikTok, Instagram Reels, and YouTube Shorts differ from traditional social networking environments because users do not need to actively search for information; recommendation algorithms continuously introduce content based on previous viewing behavior and engagement patterns (Aalbers & Tang, 2025; Towpek & Suriani, 2025).

Within educational contexts, short-form digital content has increasingly been described as a form of microlearning. Its condensed format allows complex information to be presented through short visual sequences, potentially lowering the effort required to encounter new material and increasing opportunities for informal learning. Siddiqui and Al-Amri (2025) characterized TikTok-based learning as a high-engagement format that can function as a supplementary educational tool, particularly when short videos serve as introductory material for more detailed

discussion. Similarly, Li and Wang (2023) emphasized the accessibility of short-form video in communicating health-related information through concise and visually oriented presentation.

Bermido et al. (2025) provide a closely related health-professions education perspective, identifying Generation Z learning preferences and digital habits as part of the changing instructional environment that academic leaders must address.

Among college students, short-form digital content also functions as a participatory medium rather than merely a passive source of information. Users can comment, remix, share, and create responses to existing content, allowing information consumption to occur alongside social interaction. Studies included in the original manuscript suggest that these characteristics may increase students' exposure to educational, professional, civic, and social information while enabling rapid exchange of viewpoints across online communities (Almario & Dela Cruz, 2025; Castillo & Santos, 2024).

Engagement, however, is not necessarily participatory: among Generation Z college students in a Philippine study, passive watching was the dominant reported mode of social media use, underscoring the importance of distinguishing exposure style from time spent online (Dancel et al., 2026).

The same characteristics that make short-form content engaging may also present cognitive and behavioral concerns. High-frequency exposure to rapidly changing content has been associated in the reviewed literature with possible information overload, fragmented attention, and difficulty distinguishing meaningful information from highly stimulating but superficial material (Kim, 2024; Lopez & Chen, 2023). Short-form media should therefore be understood as an environment that can increase exposure to information while simultaneously raising questions about depth of processing and critical engagement.

2.2 Social Awareness, Empathy, and Social Consciousness

Social awareness broadly concerns the ability to recognize and understand social conditions, the experiences of others, and issues affecting communities. Within the literature reviewed in the original study, the construct extends beyond simple awareness of current events and includes empathy, social responsibility, recognition of inequality, and sensitivity to the broader social circumstances influencing human behavior and well-being.

In the Philippine context, social awareness has been associated with civic participation, digital citizenship, and engagement with social issues. Studies cited in the original paper suggest that social media can expose students to discussions involving poverty, inequality, human rights, environmental concerns, political participation, and community problems. Digital environments may therefore serve as spaces in which students encounter social narratives beyond their immediate physical surroundings and engage with issues at both local and global levels (Castillo & Santos, 2024).

For nursing students, social awareness has additional professional relevance. The reviewed literature links social awareness with recognition of social determinants of health, culturally responsive practice, empathy, patient advocacy, and sensitivity to the circumstances that shape health outcomes. Oducado (2025) associates awareness in nursing education with responsible digital engagement and professional judgment, while Gómez-Ibáñez et al. (2021) found that audiovisual digital storytelling can support empathy and deeper understanding of patient experiences among nursing students.

Related Philippine evidence among late adolescents treated prosocial behavior and empathy, together with social awareness and respect, as dimensions of personal-social competence, with both among the strongest endorsed domains in the sample (Balut et al., 2026).

The literature also indicates that awareness generated through digital environments may not automatically translate into deeper social engagement. Exposure to emotionally charged or highly simplified content may encourage temporary attention, superficial participation, or performative responses without necessarily producing sustained understanding. Al-Dwaikat et al. (2025), for example, present a more critical view of TikTok's social effects by suggesting that digital engagement can coexist with weakened interpersonal or prosocial orientations. Similarly, Tripathi and Farooqi (2024) raise concerns regarding desensitization following repeated exposure to distressing social media content.

These contrasting findings suggest that social awareness should not be treated simply as the amount of social information encountered online. Rather, meaningful awareness involves interpretation, empathy, critical evaluation, and the ability to connect information with broader social realities.

A parallel healthcare-analytics framework likewise argues that empathy-related information gains value only when interpretation and cultural context are preserved rather than reduced to decontextualized data signals (Atento et al., 2025).

2.3 Short-Form Digital Media as a Mechanism for Learning and Social Engagement

The relationship between digital media exposure and social awareness is increasingly relevant because social media platforms have become major channels through which young adults encounter information about communities, public issues, health concerns, and civic life. Research cited in the original manuscript suggests that social media participation can contribute to educational engagement, professional networking, information sharing, and the development of social and civic perspectives among students.

Among nursing students, social networking platforms have been found to support both formal and informal learning. Giroux and Moreau (2022) describe social media as a medium through which nursing students communicate, exchange knowledge, and participate in learning communities beyond the traditional classroom. The reviewed literature also suggests that students increasingly use digital platforms to obtain health information, follow developments in professional practice, and participate in discussions concerning public health and social responsibility (Lomibao & Sunga, 2025; Shah, 2025).

Evidence from AI-supported education similarly suggests that digital tools may be perceived as more useful for engagement, content relevance, and feedback than for direct academic-performance gains, reinforcing the distinction between an engaging medium and a demonstrated learning outcome (Rao et al., 2025).

Short-form audiovisual content may be especially relevant because it combines informational exposure with narrative and emotional elements. Gómez-Ibáñez et al. (2021) reported that the creation and use of audiovisual digital stories contributed to nursing students' empathy and understanding of sensitive patient conditions. Such findings support the proposition that visually mediated information can influence not only knowledge acquisition but also students' interpretation of social and human experiences.

The original literature also presents short-form media as a potential vehicle for civic engagement. Studies involving Filipino youth suggest that digital platforms may expose users to societal problems and provide interactive spaces where awareness is reinforced through commenting, sharing, and participation in online discussions (Almario & Dela Cruz, 2025; Castillo & Santos, 2024).

Nevertheless, educational or socially oriented effects appear to depend substantially on the nature of the content encountered. Neutral or entertainment-oriented videos may not generate the same cognitive or social response as material explicitly focused on public issues. Likewise, informational content does not necessarily guarantee critical understanding when viewers lack media literacy or when content is inaccurate, emotionally manipulative, or oversimplified. Oducado et al. (2019) emphasized responsible social media use and digital literacy in nursing education, highlighting the importance of ethical and critical engagement with online information.

At the institutional level, Philippine e-learning research also cautions that widespread digitalization does not by itself establish meaningful educational integration; value depends on deliberate alignment with curricular and pedagogical goals (Atento, 2025).

Short-form digital media may therefore be conceptualized as an exposure mechanism rather than an inherently educational or socially beneficial medium. Its effects depend on the content presented, the context in which exposure occurs, and the manner in which users process and interpret the information they encounter.

2.4 Synthesis and Research Gap

The reviewed literature collectively indicates that short-form digital content has become an important component of contemporary information consumption among university students. Its brevity, visual appeal, algorithmic distribution, and interactive features increase opportunities for repeated exposure to educational and socially relevant information (Siddiqui & Al-Amri, 2025; Towpek & Suriani, 2025). Studies involving nursing and other university students further suggest that digital media can support informal learning, empathy, professional development, civic engagement, and awareness of social concerns (Giroux & Moreau, 2022; Gómez-Ibáñez et al., 2021).

Related Philippine work further suggests that broad measures of social media use may conceal content-specific effects: in one college sample, general social media-use dimensions were not significantly associated with self-esteem or body image, highlighting the limits of treating exposure alone as a sufficient explanatory measure (Ruela et al., 2026).

At the same time, the literature does not establish uniformly positive effects. Frequent exposure to rapidly delivered content may also contribute to superficial engagement, cognitive overload, desensitization, or difficulty evaluating the credibility and depth of online information (Al-Dwaikat et al., 2025; Lopez & Chen, 2023; Tripathi & Farooqi, 2024). This tension suggests that the influence of short-form digital media cannot be inferred solely from the popularity or accessibility of the medium.

A further gap is evident in the limited experimental evidence examining whether targeted exposure to socially oriented short-form content corresponds with measurable changes in social awareness among nursing students. Much of the literature reviewed in the original paper focuses on general social media use, educational engagement, professional development, or cross-sectional associations rather than controlled exposure to different types of short-form content. The present study addresses this gap by examining social-awareness scores before and after a structured period of exposure to socially oriented versus neutral short-form digital content.

A useful methodological parallel is provided by San Juan et al. (2026), whose pilot pretest-posttest controlled study showed numerical improvement over time but a nonsignificant Group $\times$ Time interaction, illustrating why pooled or within-group change should not be treated as evidence of an intervention effect.

3. Methodology

3.1 Research Design

The study employed a quantitative pretest-posttest experimental design to examine changes in social awareness following exposure to short-form digital content. Participants were assigned to either an experimental group or a control group. Both groups completed a social-awareness pretest before the intervention and the same measure as a posttest after the intervention period.

The experimental group was exposed to short-form videos addressing social issues, whereas the control group viewed neutral short-form videos unrelated to social awareness. Both groups received comparable exposure in terms of platform, duration, and frequency. This design enabled comparison of social-awareness scores before and after exposure to different types of short-form digital content.

3.2 Participants

The study involved 30 second-year Bachelor of Science in Nursing students between 18 and 22 years of age. All participants were Filipino students enrolled in the same academic level.

Participants were recruited based on their availability and willingness to participate in the study. Following recruitment, they were divided into two groups consisting of 15 participants each. One group served as the experimental condition, while the other served as the control condition.

3.3 Sampling and Group Assignment

Convenience sampling was used to recruit the 30 participants. The source manuscript states that participants were subsequently randomly assigned to either the experimental group or the control group. However, the specific randomization procedure used to allocate participants between the two conditions was not documented in the manuscript.

The use of convenience recruitment limits the representativeness of the sample, while random allocation between conditions was intended to reduce systematic differences between the two groups during the intervention.

3.4 Research Instrument and Measures

Social awareness was measured using an online questionnaire administered through Google Forms. The same questionnaire was used during the pretest and posttest to measure changes in participants' social-awareness scores across the intervention period.

The original manuscript states that the questionnaire was adapted from a pre-existing scale obtained online and was selected because its items addressed awareness of one's actions, social responsibility, and engagement in community and social activities. However, the manuscript does not identify the original scale, its developer, the number of questionnaire items, response options, scoring procedure, dimensional structure, or psychometric properties.

No reliability coefficient for the instrument in the present sample is reported in the available manuscript. Consequently, no additional claim regarding the instrument's reliability or validity is made in this article beyond the information documented in the original study.

The intervention materials consisted of short-form TikTok videos compiled for two conditions. The experimental condition included videos addressing informational and social issues. The control condition included neutral or general-interest videos, including lifestyle-oriented content unrelated to social awareness.

3.5 Experimental Procedure

Before the intervention, participants were informed about the purpose and procedures of the study and completed the informed-consent process. All participants then answered the social-awareness questionnaire as a pretest to establish baseline scores.

The intervention was conducted over five days. Participants in the experimental group watched approximately five minutes of short-form TikTok videos each day containing informational and social-issue content. Participants in the control group watched approximately five minutes of neutral TikTok content daily during the same five-day period.

The two groups were exposed under comparable conditions in terms of duration, platform, and frequency. The principal experimental difference was therefore the nature of the content presented to each group.

At the end of the five-day intervention, all participants completed the same social-awareness questionnaire as a posttest. Pretest and posttest scores were subsequently used to examine changes in social awareness following the intervention.

3.6 Data Analysis

The available manuscript reports descriptive statistics for the pretest and posttest scores, including the mean, median, standard deviation, and standard error. The Shapiro-Wilk test was also used to examine the normality of the score distributions.

The reported analysis additionally contains one-sample Student's *t* tests and Wilcoxon *W* tests for the overall pretest and posttest scores. The reported Shapiro-Wilk results indicated significant departures from normality for both the pretest ($W = .870, p = .002$) and posttest ($W = .910, p = .015$) distributions.

Because the study involved two groups measured at two time points, the principal inferential question concerns whether change over time differed between the experimental and control conditions. The available statistical output does not directly test this group-by-time intervention effect. Accordingly, the inferential analysis requires further review before a causal effect of the intervention can be established.

3.7 Ethical Considerations

Participation in the study was voluntary. Before data collection, participants received information concerning the purpose, procedures, expected duration, potential risks and benefits, confidentiality of responses, and their right to withdraw without penalty. Written informed consent was obtained before participation.

Personal identifiers were excluded from the reported data, and the information collected was used for academic research purposes. Participants were informed that they could discontinue participation at any point during the study.

The source manuscript contains documentation indicating that the research protocol was reviewed and approved by the course instructor. However, it does not provide information regarding approval by a formal institutional research ethics committee, an ethics-review protocol number, or an official exemption. Accordingly, no claim of institutional ethics-board approval is made in the present manuscript.

4. Results and Discussion

4.1 Pretest and Posttest Social Awareness Scores

The available descriptive results indicate a modest increase in the participants' overall social-awareness scores from pretest to posttest. As shown in Table 1, the reported mean increased from 3.20 before the intervention to 3.31 after the five-day exposure period. The median similarly increased from 3.05 to 3.20. The standard deviation decreased from 0.615 to 0.522, indicating slightly less variability in participants' posttest scores.

Table 1 Descriptive Statistics for Pretest and Posttest Social Awareness Scores

Measure	N	Mean	Median	SD	SE
Pretest	30	3.20	3.05	0.615	0.112
Posttest	30	3.31	3.20	0.522	0.095

The descriptive pattern suggests that social-awareness scores were somewhat higher following the intervention period. The absolute increase in the reported pooled mean was 0.11 points. The reduction in standard deviation further suggests that participants' scores became slightly more concentrated around the posttest mean.

These findings should nevertheless be interpreted cautiously. The statistics in Table 1 combine all 30 participants and do not provide separate pretest and posttest means for the experimental and control groups. Consequently, the

observed overall increase cannot by itself be attributed specifically to exposure to socially oriented short-form digital content.

4.2 Distribution of Social Awareness Scores

The manuscript also reports Shapiro-Wilk tests for the pretest and posttest scores. Results are presented in Table 2.

Table 2. *Shapiro-Wilk Tests of Pretest and Posttest Scores*

Measure	Shapiro-Wilk W	p
Pretest	0.870	.002
Posttest	0.910	.015

Both tests were statistically significant at the .05 level. The pretest distribution yielded $W = .870$, $p = .002$, while the posttest distribution yielded $W = .910$, $p = .015$. These results indicate departures from normality in both distributions.

The original manuscript also contains Q-Q plots in which several observations visually approximate the theoretical reference line. However, the graphical pattern does not override the statistically significant Shapiro-Wilk results. Given the relatively small sample of 30 participants and the detected deviations from normality, inferential interpretation should be undertaken cautiously.

4.3 Limits of the Available Inferential Results

The original statistical output includes one-sample Student's *t* tests and one-sample Wilcoxon tests for the pretest and posttest scores. These analyses produced statistically significant results and very large reported effect sizes. However, these tests assess whether the observed scores differ from a specified test value rather than whether the experimental group changed differently from the control group.

Accordingly, the reported one-sample *t* statistics, Wilcoxon statistics, and associated effect sizes should not be interpreted as evidence of the effect of socially oriented short-form digital content.

The experimental design described in the methodology involves two conditions—an experimental group and a control group—and two measurement points—pretest and posttest. The central analytical question is therefore whether the change in social awareness from pretest to posttest was greater in the experimental group than in the control group. The available statistical tables do not report this comparison.

Because group-specific pretest and posttest scores are not presented in the source manuscript, the magnitude and statistical significance of the intervention effect cannot be determined from the currently available results.

4.4 Discussion

The descriptive findings show that pooled social-awareness scores were slightly higher after the intervention period than before it. The increase from a mean of 3.20 to 3.31 suggests a possible movement toward greater social awareness during the period in which participants engaged with short-form digital content. This descriptive pattern is broadly compatible with literature suggesting that digitally mediated audiovisual content can facilitate engagement with educational and socially relevant information.

Short-form digital platforms are designed to present information through concise, visually stimulating, and readily accessible formats. Such characteristics may support rapid exposure to unfamiliar topics and provide students with opportunities to encounter public, social, and health-related concerns outside conventional instructional settings (Siddiqui & Al-Amri, 2025; Towpek & Suriani, 2025). For nursing students, these forms of digital interaction may be particularly relevant because social awareness intersects with empathy, professional responsibility, social determinants of health, and sensitivity to diverse community conditions.

The descriptive increase is also consistent with research suggesting that audiovisual storytelling can support understanding and empathy among nursing students. Gómez-Ibáñez et al. (2021), for example, reported that digital storytelling activities contributed to students' engagement with sensitive patient experiences. Similarly, Giroux and Moreau (2022) highlighted the role of social media in supporting informal learning and communication among nursing students.

However, the present findings do not permit the conclusion that socially oriented short-form videos produced the observed increase. Because the reported statistics pool the experimental and control participants, it remains possible that both groups changed similarly over time. Changes may also reflect repeated exposure to the questionnaire, general engagement with digital content, characteristics of the participants, or other factors not captured by the available analysis.

This distinction is particularly important given that the study included a control condition. In an experimental study, evidence of effectiveness requires demonstrating that the pattern of change in the experimental group differs meaningfully from the pattern observed in the control group. An overall pretest-posttest increase, without a group-specific comparison, is insufficient to establish this.

The findings should also be considered alongside literature presenting more cautious interpretations of short-form media. Digital exposure may increase contact with socially relevant information without necessarily generating deeper or sustained understanding. Studies included in the literature review have raised concerns regarding superficial engagement, information overload, desensitization, and the quality of users' interpretation of online content (Al-Dwaikat et al., 2025; Lopez & Chen, 2023; Tripathi & Farooqi, 2024). Thus, the educational significance of short-form media may depend not only on exposure but also on content quality, media literacy, critical reflection, and the context in which the material is consumed.

From a behavioral and social perspective, the present study contributes preliminary evidence that social-awareness scores may shift during structured exposure to short-form digital media. Its principal contribution lies in examining this phenomenon through an experimental framework rather than through general measures of social media usage alone. Nevertheless, the available statistical output should be regarded as descriptive and preliminary until the experimental and control groups are directly compared.

A more appropriate inferential analysis using the original participant-level data would allow the study to determine whether the observed change reflects a genuine group-by-time effect. Until such analysis is available, the findings support the possibility that short-form digital content may have educational and social-awareness value, but they do not establish a causal intervention effect.

5. Conclusions, Recommendations, and Implications

5.1 Conclusions

The study examined changes in social awareness among nursing students following a five-day period of exposure to short-form digital content. The descriptive results showed that the pooled mean social-awareness score increased from 3.20 at pretest to 3.31 at posttest, while the median increased from 3.05 to 3.20. The posttest scores also showed slightly lower variability than the pretest scores.

These findings indicate a modest upward shift in social-awareness scores during the intervention period. The pattern suggests that structured exposure to short-form digital media may have potential value in promoting awareness of social issues among nursing students.

However, the available statistical analysis does not establish that the experimental group improved significantly more than the control group. Because the reported results combine both groups, the observed increase cannot be attributed conclusively to the socially oriented short-form videos. The present findings should therefore be interpreted as preliminary evidence of change rather than definitive evidence of an intervention effect.

The study nonetheless highlights the relevance of short-form digital media as a contemporary environment through which students encounter social information. Given the growing role of algorithmically delivered media in shaping information exposure, further investigation of its relationship with social awareness remains warranted.

5.2 Recommendations

Based on the findings and limitations of the study, nursing educators may consider using carefully selected short-form digital materials as supplementary resources when discussing social issues, social determinants of health, ethical responsibility, patient advocacy, and culturally responsive care. Such materials should be integrated with guided discussion, reflection, or other learning activities rather than used as stand-alone instructional substitutes.

Educators and institutions should also emphasize critical digital and media literacy. Students should be encouraged to evaluate the credibility, context, and potential bias of short-form content before accepting or sharing information. This is particularly important because high-engagement digital formats can rapidly disseminate both accurate and misleading information.

Future studies should involve larger and more diverse samples drawn from different institutions, academic levels, or disciplinary backgrounds. A larger sample would provide greater statistical power and improve the generalizability of the findings.

Future research should also retain clear group-specific pretest and posttest data and employ statistical procedures that directly test whether change over time differs between experimental and control conditions. This would allow

researchers to determine more precisely whether socially oriented short-form digital content produces an effect beyond that associated with neutral content or repeated measurement.

The social-awareness instrument should also be fully documented in subsequent research. Future studies should identify the original scale, its dimensions, response format, scoring procedure, validity evidence, and reliability. If an adapted instrument is used, the adaptation and validation process should be reported clearly.

Longitudinal research may further examine whether any changes in social awareness persist beyond the immediate post-intervention period. Other related outcomes, including empathy, digital citizenship, civic engagement, professional values, ethical judgment, or awareness of social determinants of health, may also be examined.

5.3 Implications of the Study

The study has implications for behavioral and social research on digital media exposure. Short-form platforms increasingly influence the manner in which young adults encounter social information, and the findings suggest that structured exposure to this form of content may be associated with changes in social-awareness scores. This reinforces the need to examine short-form media not only as an entertainment medium but also as a behavioral and informational environment.

For education, the study suggests that short-form digital content may have potential as a supplementary instructional resource when used intentionally and accompanied by critical reflection. The format may help introduce socially relevant topics in a manner familiar to contemporary students, but its educational value depends on the quality of the content and the manner in which students are encouraged to interpret it.

For nursing education specifically, increased attention to social awareness may support broader preparation for socially responsive practice. Exposure to issues involving social conditions, inequality, community concerns, and health-related challenges may complement the development of empathy, ethical awareness, and sensitivity to the social context of patient care.

Methodologically, the study also demonstrates the importance of aligning statistical analysis with experimental design. When participants are assigned to experimental and control conditions and measured at multiple time points, analysis should directly evaluate whether the groups change differently over time. This is necessary before causal conclusions concerning the intervention can be made.

Overall, the study provides a preliminary empirical basis for further investigation into how short-form digital content may influence social awareness among young adults and students in professional education.

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