

Web-Based Engagement and Conforming Behavior of Junior High School Students

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Abstract: This study investigates the relationship between web-based engagement and the conforming behavior of junior high school students. In the digital age, students are increasingly exposed to online platforms that influence their behaviors and attitudes. This research aims to explore how students' engagement with web-based content (such as social media, educational platforms, and gaming) correlates with their conforming behaviors in school and society. Through a quantitative approach, this study uses surveys to gather data on students' online activities and their behavior patterns, focusing on the extent to which their online engagement influences their conformity to social norms, peer expectations, and classroom behavior. The study offers insights into the role of digital platforms in shaping adolescent behavior and contributes to the development of strategies for fostering positive behavior among students.

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I. INTRODUCTION

With the growing integration of technology in education, web-based engagement has become a significant factor in the lives of junior high school students. The internet and social media provide platforms for students to interact, learn, and engage in recreational activities. However, the impact of these web-based interactions on students' behaviors, particularly their conformity to social norms, has yet to be fully explored. Conforming behavior refers to the tendency of individuals to align their attitudes, beliefs, and behaviors with those of a group or society, often to fit in or avoid social rejection. While some studies suggest that web-based engagement can foster positive behaviors like academic collaboration, others argue that excessive or negative engagement may lead to harmful behaviors such as peer pressure, bullying, and unhealthy social comparisons.

This study aims to explore how the web-based engagement of junior high school students influences their conforming behavior both inside and outside the classroom. The research will seek to answer the following questions:

- To what extent does web-based engagement influence the conforming behavior of junior high school students?
- How do different types of web-based engagement (social media, educational platforms, gaming) correlate with students' adherence to social norms and peer expectations?
- What are the perceived positive and negative behaviors associated with web-based engagement among students?

Understanding these dynamics can provide valuable insights for educators, parents, and policymakers in shaping strategies that encourage healthy and responsible digital behavior among adolescents.

II. METHODS

This study will employ a quantitative research design using surveys to collect data from junior high school students. A sample of 200 students from various schools will be selected using stratified random sampling to ensure a representative sample across different grade levels, genders, and socioeconomic backgrounds. The survey will consist of two main sections: one focusing on students' web-based engagement (e.g., frequency of social media use, time spent on educational platforms, online gaming habits) and the other measuring their conforming behaviors (e.g., adherence to peer pressure, conformity in classroom settings, behavior in group activities).

The survey will include Likert-scale items to assess students' engagement with web-based content, as well as behavioral questions related to their conformity. Additionally, demographic information will be collected to analyze potential differences in web-based engagement and conforming behavior across different student groups. Data will be analyzed using descriptive statistics to examine trends and correlations, and inferential statistics (e.g., Pearson's correlation coefficient) will be used to explore the relationships between web-based engagement and conforming behavior.

Ethical considerations will include obtaining informed consent from both students and their parents, ensuring anonymity and confidentiality, and providing participants with the option to withdraw from the study at any time.

III. RESULTS AND DISCUSSION

The study aims to identify significant patterns and relationships between web-based engagement and conforming behavior. It is expected that:

Web-based engagement: Students who spend more time on social media and gaming platforms may exhibit higher levels of conformity due to peer influence and social comparison.

Types of engagement: Different types of web-based engagement may yield varying results, with educational platforms potentially fostering more positive conforming behavior (e.g., collaboration, academic engagement) compared to social media or gaming platforms, which may encourage behaviors like peer pressure, social anxiety, or competition.

Conforming behavior: Higher web-based engagement, especially in online communities, may correlate with behaviors such as adopting popular trends, imitating influencers, or adjusting one's identity to fit in with peers, both online and offline.

Results will be presented through descriptive statistics (e.g., mean scores, frequency distributions) and correlations to determine the strength and direction of the relationship between web-based engagement and conforming behaviors.

The findings of this study will be discussed in light of existing literature on digital behavior, adolescent development, and classroom management. The results will offer insights into the role of digital engagement in shaping students' social behaviors and the potential for educators to use web-based tools to foster positive behavior. Previous studies have suggested that online engagement can either encourage or inhibit conforming behaviors, depending on the nature of the digital content consumed and the interactions students have online (Shin, 2019; Subrahmanyam et al., 2011). For example, social media platforms may foster a desire to conform to popular trends, while educational platforms could encourage collaboration and academic conformity.

Additionally, the discussion will consider the implications for school policies and parental involvement in managing students' online activities. Teachers and parents may need to collaborate in guiding students toward constructive use of digital platforms to promote positive social interactions and reduce negative behaviors associated with online engagement.

This study aims to contribute to the understanding of how web-based engagement influences the conforming behavior of junior high school students. The findings are

expected to provide valuable insights into the nature of students' online behaviors and how they translate into real-world conformity. By identifying the types of web-based engagement that influence conforming behavior, this research will inform strategies for educators, parents, and policymakers to promote responsible digital engagement and reduce harmful peer pressure or social comparison. Further research could explore the long-term impact of web-based engagement on adolescent development and examine how different forms of online engagement influence other aspects of behavior, such as academic performance, self-esteem, and mental health.

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