

The Influence of Social Media in Teaching Social Studies Subjects in the Division of Tanauan City

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THE PROBLEM AND ITS BACKGROUND

Introduction

The profound influence of social media on education is undeniable, shaping the landscape of learning in both positive and negative ways. In the digital age, social media has emerged as a powerful force that has redefined the way we communicate, share information, and connect with others. Initially designed as platforms for social interaction and networking, these digital spaces have permeated every aspect of our lives, including education. This diverse impact has led to widespread discussion and research, as educators, students, parents, and policymakers navigate the consequences of this technological shift.

The integration of social media into education is not a recent development. As early as the mid-2000s, educators began to recognize the potential of platforms like Facebook, Twitter, and YouTube as supplementary tools for teaching and learning. However, over the years, the scope and depth of this integration have evolved significantly, ushering in a new era of education that is characterized by digital connectivity, collaboration, and information accessibility. As we delve into this complex relationship between social media and education, it becomes evident that it is a double-edged sword, offering both opportunities and challenges (Saini, N. et al., 2023).

The education sector represents one of these areas, which has experienced a degree of change and influence on social networking sites. Moreover, not far from these effects, is the increasing use of these social networking sites such as Facebook, Twitter, WhatsApp, and other networks. They are deemed of the most important ways used and applied in the educational process, as they provide a flexible virtual environment and platform in which parties in the educational process communicate while providing educational models based on strategies that allow them to obtain information, knowledge, and exchange ideas. Additionally, they assist in preparing a generation of teachers and learners who own skills in dealing with modern technologies and their subsequent developments as well as helping to share these skills with the wider community and open the door for equal education. (Stewart, 2015).

This study aims to provide a comprehensive examination of the impacts of social media on education, exploring the ways in which these platforms have influenced various aspects of the educational experience. It is essential to acknowledge that while social media presents tremendous potential to enhance education, it also brings forth a set of concerns and drawbacks. To understand the nuanced dynamics at play, we must delve into both the positive and negative dimensions of social media's impact on education.

Social media impacts all aspects of society, transcending socio-economic status, religion, and culture (Rasheed et al., 2020). With a wide range of features, social media offers numerous networking platforms, each with distinct technological attributes (Srivastava, 2012). Some of the most widely used platforms today include

Facebook, Twitter, Instagram, YouTube, Dailymotion, Flickr, Photo Bucket, LinkedIn, Blogger.com, and WordPress (Statista, 2020). A report by We Are Social (2020) indicates that 49% of the global population, approximately 3.8 billion people, have engaged with at least one social media platform.

Moreover, from the study of Saimi, N. et al (2023), social media has permeated every aspect of modern life, transforming the way we communicate, share information, and interact with the world around us. While it is often criticized for its potential to distract and detract from meaningful pursuits, social media also holds immense potential for positive change, particularly in the realm of education. In this era of digital connectivity, social media platforms have emerged as powerful tools that can enhance the learning experience, foster collaboration, and expand access to educational resources.

Furthermore, this research explores the multifaceted ways in which social media positively impacts education, from facilitating global learning communities to promoting personalized and self-directed learning. One of the most significant contributions of social media to education is its ability to connect individuals across geographic and cultural boundaries. Social media platforms such as Twitter, Facebook, and Instagram enable educators and students worldwide to connect, exchange ideas, and discuss various topics. This level of global interaction helps eliminate traditional educational barriers, providing learners with access to diverse perspectives and resources.

While K-12 teachers frequently use social media for their professional development (Greenhow et al., 2020), integrating social media into formal K-12 education remains an emerging field that continues to grow in educational research and practice (Greenhow & Chapman, 2020; Greenhow et al., 2019). Social studies teachers, for instance, have used social media with their students in both beneficial and challenging ways. High school students who blogged about the 2012 presidential race for a class assignment reported increased engagement with, efficacy, and understanding of political issues, even as they reported disappointment with the lack of interaction with others over that medium (Levy et al., 2015). Krutka and Carpenter (2016) found that social studies teachers used Twitter specifically to communicate with students and parents; to offer a text-based space for discussion; to share projects and resources; and to connect students with information or activities outside of the classroom.

Previous studies by Balakrishnan et al., (2016) and Khan et al., (2016) have shown that social media holds significant potential for enhancing the learning experience by fostering active interaction and collaboration. However, there are two major gaps that need to be further investigated. First, users' (e.g. students) behavioral intention to use social media is unclear. Second, few studies have been conducted on social media and its acceptance/rejection in emerging countries such as the Philippines. The issue has grown importance in the light of the recent changes in the business environment (e.g. competitiveness) and advancement in technology in these emerging economies. For example, the Philippines has 48 million active social media users with a social media penetration of 47% in 2016 (Kemp, 2016). Therefore, to ensure successful adoption of social media, it can be argued that there is a need to investigate what drives users to accept or reject the use of social media particularly in these economies.

As technological advancements have compelled changes in teacher profile and role, as well as teaching methods (Gorgoretti, 2019), the use of social media can be regarded as a relatively new but potentially significant phenomenon for twenty-first century K-12 education and teacher training (Greenhow et al., 2017). The use of social media for educational purposes enables teachers to connect with students, share knowledge and experiences, and improve their skills (Mardiana, 2016). Social media is easy to use, is in a continuous state of development, has an extremely broad reach, and has a seemingly unlimited capacity to improve itself, full appreciation to a new software innovation.

Furthermore, social media can help students with their career development journeys (Wessels et al., 2017), create critical thinking and discussion environments outside of the classroom, encourage students to interact with one another, and facilitate active learning, cooperation, academic motivation, lesson interest, and participation. It falls on teachers to ensure that students effectively benefit from the educational content available

on social media. Since teachers are the initiators, developers, and practitioners of education, they should be able to follow technological developments and increase their professional competencies. Indeed, the literature emphasized that experience was important for the effective use of social media tools for class-based activities (Poore, 2016), as teachers could not be expected to present information to their students when they were not fully acquainted with the technology at hand.

Theoretical Framework

This study is grounded in theoretical frameworks that help researchers determine the factors affecting social studies teachers in their teaching practices.

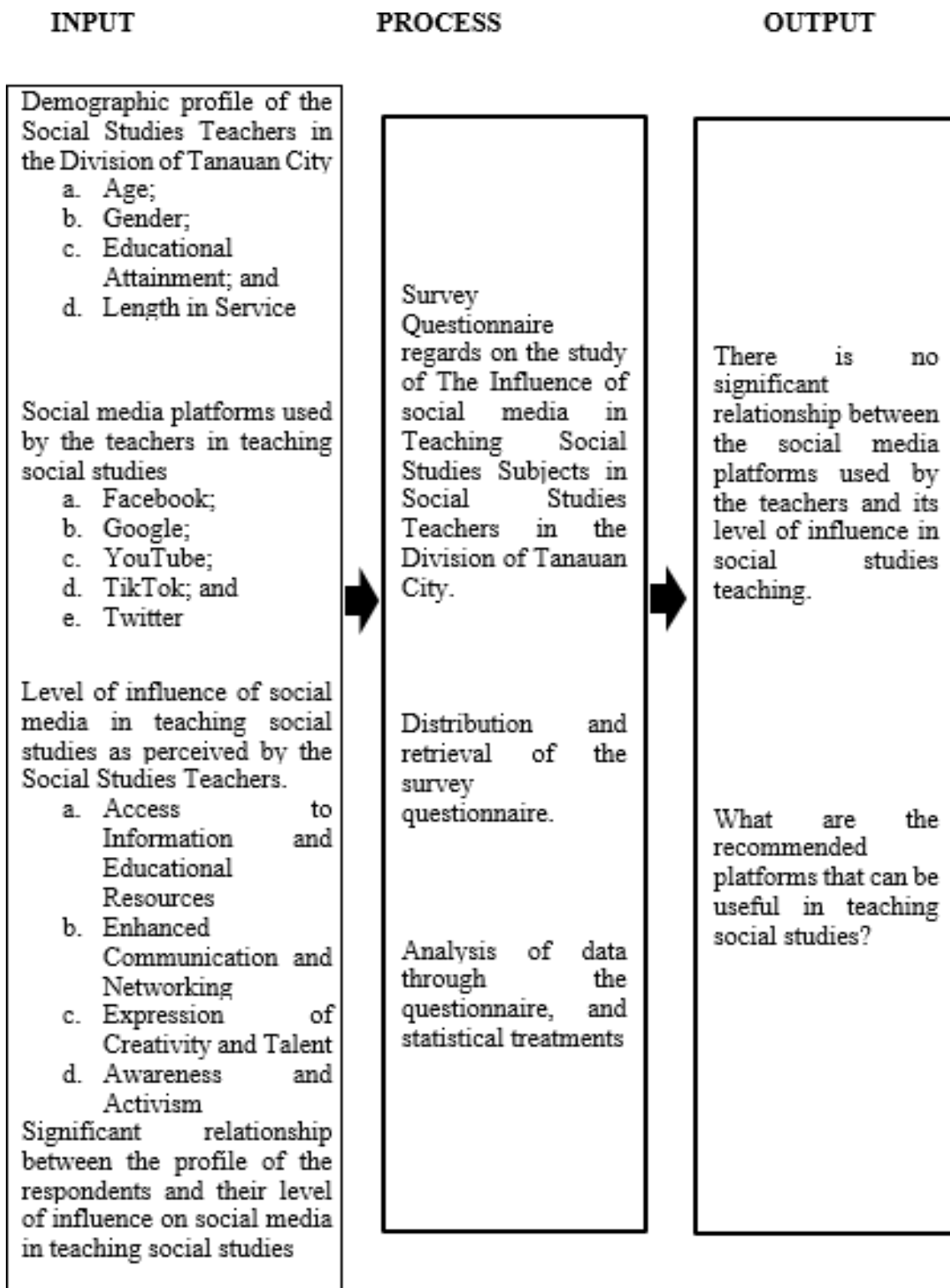
Konert (2015) used Jean Piaget's perspective of Socio-Constructivism to state that there was cognition and learning when a user used social media for learning. He stated that there were four aspects to Jean Piaget's model of cognitive development, namely maturation, physical influence, social environment, and assimilation/accommodation. In other words, knowledge is socially constructed and when one interacts with the environment in which he or she lives in, knowledge is produced. This could be through the Internet, using web portals, search engines, and more, thus through assimilation and accommodation.

Jean Piaget's theory addresses the phenomenon of learning and how cognitive development takes place for users of social media. Critically, it is important to examine whether the factors raised by Konert (2015) are enough to motivate individuals to learn using social media. Learning is driven by the learner's interaction with the environment, the Internet, or through apps. Jean Piaget's theory leaves out the socio-cultural perspective of the learner in an environment and fails to explain why some learners learn faster than other learners.

Social media and web 2.0 technologies are an attractive supplement to the higher education experience and are embraced as a way to foster intra-and extracurricular knowledge generation among a class community. However, these collaborative media require a rethinking of the theoretical framework through which we engage student communities of practice. This paper offers a social media-age rethinking of Vygotsky's (1978) conceptualization of social constructivism within learning communities by presenting two case studies of instructor uses of social media platforms through a Facebook community of practice and a wiki-based, student-generated exam. Each examines the pedagogical advantages and disadvantages of incorporating social media in course curricula through the development of social constructivist-based best practices in Web 2.0 course environments.

A widely recognized learning theory in the digital age is connectivism. According to connectivism, learning takes place when learners connect to knowledge via digital technologies and engage in learning communities to share and expand their understanding (Goldie, 2016). Participation in learning involves conversations between members of the learning communities as well as more knowledgeable beings (Goldie, 2016). Therefore, integrating social media into the curriculum can benefit students' engagement, critical thinking, collaboration, creativity, and innovation skills. Most students know how to use social media in their personal lives outside of the classroom. Growing up in a world where information is readily available, students need to be able to question and critically think about the information they are presented.

Additionally, incorporating social media into the educational environment enables students to learn how to use these digital tools critically and purposefully to enhance their learning experience. When integrating social media tools into the curriculum, educators should ensure that they model how to effectively use social media tools for educational means. Social media tools can support the process of critical thinking when it involves authentic and relevant learning experiences where students uncover, construct, and apply knowledge (Ministry of Education, 2016). Social media platforms allow students to consider the content they share with larger audiences and critically evaluate the information they encounter on digital platforms.



Research Paradigm

The researchers adopted the Input-Process-Output Model (IPO Model). It indicates all the materials and information that is required in the process, the specific process itself, and the guide on determining the influence of social media in teaching social studies subjects in the teachers in the Division of Tanauan City.

The first box (Input) consists of the details of the respondents' profile as well as details related to the researcher's dependent and independent variables. Details of which are specified in the researchers' statement of the problem.

The second box (Process) includes the survey questionnaires to be provided by the researchers to their respondents on the research. All of which are part of the data collection method to be executed by the researchers.

In developing the questionnaire, the researchers opted to divide it into two parts to determine the influence of social media in teaching social studies subjects in the teachers in the Division of Tanauan City.

The third box (Output) presents the significant relationship between the influence of social media in teaching social studies subjects in the teachers in the Division of Tanauan City.

The arrows that connect the boxes (input-process-output) shows the process in the influence of social media in teaching social studies subjects in the teachers in the Division of Tanauan City.

Statement of the Problem

The main objective of this study is to examine the influence of social media in Teaching Social Studies Subjects. Specifically, it sought answers to the following questions.

1. What is the demographic profile of the Social Studies Teachers in the Division of Tanauan City in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. educational attainment; and
 - 1.4. length in service?
2. What are the social media platforms used by the teachers in teaching social studies?
 - 2.1. Facebook;
 - 2.2. Google;
 - 2.3. YouTube;
 - 2.4. TikTok; and
 - 2.5. Twitter?
3. What is the level of influence of social media in teaching social studies as perceived by the Social Studies Teachers in terms of:
 - 3.1. access to information and educational resources;
 - 3.2. enhanced communication and networking;
 - 3.3. expression of creativity and talent; and
 - 3.4. awareness and activism?
4. Is there a significant relationship between the profile of the respondents and their level of influence on social media in teaching social studies?
5. Based on the result of the study, what is the recommended platforms that can be useful in teaching social studies?

Hypothesis

There is no significant correlation between the social media platforms used by the teachers and its level of influence in social studies teaching.

Significance of the Study

The study focuses on the influence of social media in teaching social studies subjects in the Division of Tanauan City. Moreover, the results of the study are beneficial to the following:

School Administrators. This study can provide evidence-based insights to school administrators, enabling them to improve teaching practices, facilitate professional development, and foster a productive learning environment that cultivates the development of teachers' necessary skills.

Future Researchers. By building upon existing knowledge of related topics, this study enabled them to identify and understand how social media can influence the teaching of social studies subjects.

Teachers. The results of this study may provide valuable insights for teachers, who are the primary participants, by focusing on how social media influences their teaching of social studies subjects.

Students. The results of this study are beneficial to the students, most importantly, the future educators on how can be the social media influence them in teaching social studies subjects. This information helped students enhance their technological skills and can this study can benefit them perfectly.

Parents. This study benefited parents by raising their awareness of their child's use of social media, particularly in the context of education.

The study's finding can influence the use of social media in teaching to address the identified factors and platforms, such as social media improvements, additional support or resources.

Scope and Delimitation of the Study

This study primarily focuses on the influence of social media on teaching Social Studies subjects in the Division of Tanauan City. The researchers selected 48 secondary-level social studies teachers from various schools within the division as the study's respondents.

The research examine the various identified factors that affect the teachers' ability of using social media to access information, enhanced communication, expression of creativity, and awareness and activism. The investigation was conducted during the academic year 2023-2024, ensuring that the data collected reflects the current educational and technological landscape impacting teachers' teaching experiences.

Definition of Terms

The following terms are defined operationally to facilitate easy understanding of the study:

Awareness and Activism. The terms refer to the use of social media to raise awareness and advocate for change on social or political issues.

Creativity. It refers to the use of the imagination or original ideas, especially in the production of an artistic work in education.

Educational Resources. It refers to course materials, textbooks, educational classifications, or any materials utilized to provide information and support access to knowledge in the concepts of the education process or lesson plans.

Facebook. It is a social networking site that makes it easier to connect and share with family and friends online.

Google. This is a streamline class management providing students with customized learning experiences.

Networking. It refers to the method of collaborative internet-based education whereby learners can connect with resources, teachers and other students. Learning methods that relays information from one person to groups of learners.

Social media. It refers to electronic communication platforms that enable interactive engagement based on shared interests.

Social Media Influence. It refers to an individual's capacity to impact the thoughts and opinions of others within an online social community.

Social Media Platforms. These are online platforms and tools that allow people to create, share, and exchange information and content with others.

Social Studies Teachers. They are teachers who teach history, political views, geography, economics, culture and help students make sense of the social world, both past and present.

TikTok. This is a social media platform that empowers students to articulate ideas and process concepts in ways that are both meaningful and engaging.

Twitter. This is a social media platform recognized as a 'microblogging' system, enabling users to send and receive brief posts known as "tweets."

YouTube. This is a platform that gives the ability to create playlists that are fully customizable. It can create a playlist for each subject of eLearning course so that learners can quickly access videos that helps them expand their comprehension or learn more about a topic.

REVIEW OF RELATED LITERATURE AND RELATED STUDY

This chapter provides an overview of previous research on knowledge sharing and networks. It introduces the framework of the study that comprises the main focus of the research described in this thesis.

The integrative use of social media among emerging adults is also inseparable from the context of education, in which emerging adults usually still undergo a certain level of education. Especially nowadays, technology, including social media, is implemented in the learning processes in the classroom (Al-Rahmi et al., 2022) and is perceived to have both positive and negative impacts, depending on the type of social media used (Xu et al., 2023). Various studies have explored the use of social media in educational contexts and found that the use of social media can improve the quality of learning in students (Al-Rahmi et al., 2022; Ansari & Khan, 2020; Chawinga, 2017; Van Den Beemt et al., 2020). Utilizing social media in collaborative learning allows students to become more creative, dynamic, and research-oriented (Ansari & Khan, 2020), and obtain better exam scores (Javaeed et al., 2020).

Scholars have also argued that teachers should incorporate social media into their teaching of civics because it provides students with the opportunity to engage in civic participation through tools they are already using (Gleason & von Gillern, 2018; Kenna & Hensley, 2019). Gleason and von Gillern (2018) supported their argument that teachers could use social media to increase students' civic engagement and participation with empirical data about students' out-of-school use of Twitter for these purposes. The students in this study used Twitter to share information about social issues, participated in political discourse, and engaged in "connective action" by channeling in- and out-of-school learning into online and offline civic participation.

Furthermore, scholars have argued in favor of teaching with social media as well as teaching about social media because of the importance of social media in the lives of young people and its power to manipulate behavior without users even knowing (Durham, 2019; Krutka & Carpenter, 2016). Durham argued for the incorporation of social media in education to teach critical citizenship specifically. As social media have been used for civic participation among youth, particularly in ways which are not often measured by traditional assessments of civic engagement (Chapman, 2019), teaching critical civic participation through social media takes on a heightened importance.

In addition to Durham (2019) theorized that the use of social media could support students' critical civic education and participation by increasing student voice, diminishing echo chambers, encouraging hashtag activism, and increasing networking. First, Durham argued that teachers could teach with social media to promote student voice. When students are invited to share their opinions and work on social media, they can find an authentic audience, which could be empowering.

Moreover, Knowles (2018), for instance, examined relationships between 735 U.S. middle or high school teachers' ideology and their self-reported instructional practices and found connections between teachers' beliefs and their preference for certain instructional strategies. Teachers' conservative civic education ideology was positively linked to their preference for traditional, teacher-centered, textbook-oriented instruction. Teachers' liberal civic education ideology related to, although not consistently, their preference for collaborative-research-based pedagogies. Teachers who strongly supported critical civic education ideologies were those most likely to prefer collaborative-research based pedagogies (e.g., debates, role-playing, and student-led discussions) deemed most likely to result in engaged citizens (Knowles & Di Stefano, 2015). The authors concluded, "Any assertion of what social studies teachers do, or do not do, in regards to instruction should include teacher identity and contextual considerations" (Knowles, 2018, p. 92).

Moreover, the attention in this report to the growing use of social media builds upon earlier work in the Australian VET sector where prior projects have conducted case studies on registered training organizations and various industries relating to the increased use of e-learning, as well as the challenges in providing valid and reliable online assessment (Johnston & Poulsen 2015). These studies report that e-learning on the one hand is seen by VET teachers, students and employers as providing more flexibility, better customization, reduced travel and related expenses, although it is recognized that there are also numerous challenges. On the other hand, quality online delivery is expensive to produce and requires considerable upfront development costs, associated with technology and training. Moreover, there are other issues that have yet to be fully resolved relating to how well assessment using e-learning meets the standards of assessment (Callan, Johnston & Poulsen 2015).

Social networking sites provide and increase the opportunities of communication between individuals from different countries, due to the information space that includes millions of people, and through social networking sites can expand the circle of social relations, they helped to create interactively, the reply sends, writes and shares information with others, the motives for using social media sites varied from individuals who use them for entertainment, access to information, or use it for educational purposes, due to factors that contributed to the increased spread of social networking sites such as the increased spread of the Internet and the expansion of its speed, and the lack of the costs of accessing social networking sites, their ease of dealing and the benefits and services provided by these sites (Abdul Ghaffar, 2015).

According to Dennen et al. (2020) examined 224 studies on the use of social media in their research and stated that almost half of these studies focused on the use of social media as a learning-teaching tool. Similar to Willems et al., (2020), they evinced that most of these studies covered high school and university levels, and those on the use of social media for educational purposes at the primary and secondary levels were in the minority. Manca (2020) revealed that most of the studies on the educational use of social media were related to language teaching, and there were relatively few studies on educational technologies (8.7%) and teacher education (4.3%). The research on social media highlighted the benefits of social media in the learning process, but most of these focused on student views (Stathopoulou et al., 2019).

Individuals utilize technological products that are updated constantly to meet their needs to relay information and communicate (Maden, 2018). In particular, the change in web 2.0 technology has offered individuals different alternatives on this issue. The Web 2.0 technology, which saw a transition from inert web platforms to more dynamic platforms like Facebook, YouTube, Twitter, and WhatsApp (Moodley, 2019) and information systems such as a smartphone, can support knowledge sharing and collaboration opportunities (Cheng & Chen, 2018). The high tendency of students to use social media tools provides a unique opportunity to create an information society (Pollara & Zhu, 2011). At this point, social media should not be considered as just an entertainment tool (Akbaş-Çoşar, 2019). As technological advancements have compelled changes in teacher profile and role, as well as teaching methods (Gorgoretti, 2019), the use of social media can be regarded as a relatively new but potentially significant phenomenon for twenty-first century K-12 education and teacher training (Greenhow & Askari, 2017).

The use of social media for educational purposes enables teachers to connect with students, share knowledge and experiences, and improve their skills (Mardiana, 2016). Social media is easy to use, is in a continuous state of development, has an extremely broad reach, and has a seemingly unlimited capacity to improve itself thanks to new software innovation. Furthermore, social media can help students with their career development journeys (Wessels & Diale, 2017), create critical thinking and discussion environments outside of the classroom, encourage students to interact with one another, and facilitate active learning, cooperation, academic motivation, lesson interest, and participation. It falls on teachers to ensure that students effectively benefit from the educational content available on social media. Since teachers are the initiators, developers, and practitioners of education, they should be able to follow technological developments and increase their professional competencies. Indeed, the literature emphasized that experience was important for the effective use of social media tools for class-based activities (Poore, 2016), as teachers could not be expected to present information to their students when they were not fully acquainted with the technology at hand.

Social media can be a source of advanced adaptive learning. Since social media facilitates to be accessed anywhere, anytime, and by anyone connected. It makes it easier for users to use it (Surahman et al., 2020). Besides, social media is a media that can be accessed freely by all ages, thus attracting people's interest to use it. Given the freedom and tranquility, it possesses, social media has a significant impact in this modern world (Allcott et al., 2019). These reasons have allowed technology to bridge obstacles between students and teachers, create a more informal, collegial, and interactive learning environment. Particularly in the current era of internet sophistication, it is easier for individuals to communicate freely. The emergence of social media changes judgments about organizations produced and disseminated in the public domain into new information for the community (Etter, Ravasi, & Colleoni, 2019).

The interface between education and technology has become both inevitable and significant in today's digitally connected world. As a result, the current educational landscape is shifting toward using digital technologies for teaching and learning (Rautela, 2022). In higher education, for instance, an increasing number of teachers and students use social media for personal and educational purposes (Sabah, 2023). Education is undergoing tremendous modifications across academic disciplines, owing mainly to the integration of social media and web-based platforms (Chau and Bui, 2023). The use of social media and digital platforms in education is no longer a budding trend; it is an essential component of modern pedagogy when harnessed with purpose and prudence. The scholarly works included in this research topic show both the transformative power of this integration and its potential challenges. While several educators and students have experienced significant improvements in areas such as writing, speaking, and learning motivation, there are evident concerns, such as the potential psychological consequences of excessive social media use. As the educational world merges with digital technology, educators, policymakers, and stakeholders should create a balanced approach to ensure that the benefits of technology are realized without compromising learners' holistic wellbeing. (Bui et. Al 2023).

According to Khan et. Al, (2017) the creativity enhances through social media has also positive impact on teacher performance same as knowledge sharing through social media positively related to teachers' performance. These results helped the teachers to see which social media have used dominantly the past years and have mostly related to education sector so in future this study can get more benefit from them. These

outcomes are also beneficial for the Ministry of Education in making decisions related to teachers, students, and society, as well as for the overall economy of the country.

Social networks can be utilized to conduct research and assignments using new methods that encourage students to discuss questions and think outside the box. They can even allow students to swap books with one another. Social networks could increase the number of enrolled students by facilitating communication between teachers. Additionally, social networks promote technology culture and educate students by informing them of the latest advancements within their field of study. Social communication tools permit shy students to express their thoughts in writing rather than speaking up in front of the class, helping spark their imagination. (Eckel 2022).

Furthermore, the truthful learning requires daily social interactions between students and teachers from one side, and from the other side between students and the daily life events; “bridging the all-too-well-known gap between the classroom and the real world. The learning has meaning and relates to the real world because it is modeled on the systems of the real world”. Schools aim to develop and to support methods to improve the effectiveness and efficiency of interaction and collaboration among students, and with their teachers. Most of web social media tools have been developed in order to maintain, manage, and improve social interactions between people where people can easily access, reuse or comment on content that is authored by others. The evolving learning environments are allowing students to learn anytime and anywhere.

In a rapidly changing world, students need to develop skills that best prepare them for the workforce in the 21st century. Since the rise of technology in the digital age, the competencies students need to succeed in the workforce have evolved. Some of the most vital skills students need to develop are critical thinking, communication, collaboration, creativity, and innovation (Ministry of Education, 2016). Part of an educator’s job is to learn about and adapt to the new learning theories to prepare students to become global citizens. The increase of technology and social media has increased students’ access to information and the communication of knowledge with others. Students now need the skills to navigate and utilize digital resources provided by communities of people (Goldie, 2016).

It is possible to state that studies examining teachers’ opinions, attitudes, perceptions, and experiences towards social media are relatively limited. Some of these studies show that social media can be used by teachers to follow new developments and communicate with their colleagues (Akkaya et al., 2019), to follow course related resources (Çelik et al., 2018), and these kinds of uses may contribute to lessons positively (Korkmaz et al., 2017). Mart and Campbell-Barr (2020) found that the use of social media supported professional development opportunities in the early teaching years. Similar to the aims of our research, there were also studies examining teachers' experiences regarding social media use (Okumuş, 2019; Bommel et al., 2020).

A recent study by Weninger et al. (2017) suggests that incorporating thoughtfully designed educational activities focused on media literacy can positively impact preservice teachers. While these studies suggest potential benefits of incorporating media literacy into teacher education, others highlight limitations to teaching media literacy (Mason et al., 2018). These obstacles are compounded by other issues found in the teacher education literature, in general, including poor or weak content knowledge, perceived lack of time, limits from the standardized curriculum, unsupportive colleagues or mentors, and low self-efficacy. Efforts in teaching media literacy to preservice teachers have revealed some success in positively impacting teaching practice when instruction includes prolonged and sustained approaches to teaching media literacy across the teacher education program and thoughtful attention to a range of concepts related to media literacy (Weninger et al., 2017).

According to the study by Tut, Karadag, et al. (2023), teachers' perception of social media shifted in line with their purpose for using it. Thus, teachers mostly made sense of social media as a communication tool, a tool for receiving information, and a platform where they could follow developments related to their interests. Curro and Ainswroth (2018) affirm that social media is an important tool that could be used for pedagogical purposes for a successful communication process. However, despite frequently using social media, the teachers participating in this study did not consider it primarily as an educational tool and did not attribute mean to social media in this sense. In other words, social media was used primarily for communication, not educational

purposes, even by teachers who used social media habitually. Social media was not originally an instructional technology tool that was produced for educational purposes, but over time, uploading educational content added an educational value to these tools. For this reason, it is expected that teachers attribute meaning to social media based on their experiences in daily life rather than using them for educational purposes.

According to W.D Chawinga (2018), social media has taken many sectors including the higher education by storm. However, with wide spread fears that social media may be a distractor to pedagogy, this paper investigated how social media facilitates teaching and learning. Unlike most prior studies which relied much on soliciting mere views from students and lecturers about their intentions to use or not to use social media, this study incorporated Twitter and blogs into two undergraduate courses offered in the Department of Library and Information Science at Mzuzu University which is a public university in Malawi. Data were collected in two ways: first, analysis of blog and Twitter posts by students and second, a questionnaire was sent to 64 students to find out their perception towards the use of blogs and Twitter in a classroom environment. Results suggest that if appropriately deployed, Twitter and blogs are catalysts for the much-hyped learner-centered approach to teaching because using these technologies, it emerged that students shared and discussed course materials, posted their course reflections and interacted amongst themselves and with their lecturer 24/7. Challenges faced include cost of internet data bundles, inaccessible Wi-Fi, poor bandwidths and insufficient computers.

Moreover, Al Hashimi S. et al., (2019), rapidly growing technological advances in big data, cloud computing, social media, artificial intelligence, virtual reality and digital media have led many educators to embark upon the pursuit and deployment of various digital tools in the classroom. They started implementing a technology-centered educational system in order to expand their pedagogical approaches and increase the possibilities of creatively putting ideas together and innovatively conveying their knowledge to their students. In this paper, it explores the convergence of creativity, technology, with art and design education, and advocates the use of digital tools and repurposing of social media applications to support creative thinking. It discusses existing multimedia-based classroom practices that might encourage student creativity and suggest new forms and applications of technology aimed at providing the reflective teacher with more effective and efficient strategies to cultivate creativity while teaching art, design, and digital media courses.

Based on the study of Adams, B. et al. (2018), social media have become widely adopted by the current generation of students. Yet, not every social media tool is as popular as others; for instances in 2016, 74.4% of Flemings ever had an account on Facebook, only 34.1% were once active on the microblogging platform Twitter. However, Twitter might have advantages over Facebook as a didactic agent in higher education. To date, research results on the added value of Twitter as a learning and teaching tool are still ambiguous. Therefore, this paper describes two interventions, which are evaluated using a mixed methods approach, to determine higher education students' expectations and experiences about using Twitter for educational purposes. Results indicate that although students had moderate to high initial expectations about using Twitter in higher education, they were rather skeptical about this tool after using it. The results of both interventions are presented and discussed. This study also highlights practical implications regarding the educational use of Twitter as well as suggestions for further research.

In the study of Perez et al., (2023), the use of social media in higher education has been demonstrated in a number of studies to be an attractive and contemporary method of teaching and learning. However, further research and investigation are required in order to align social media's pedagogical benefits with the theoretical perspectives that inform educational practices. As indicated by the results, there is still a growing interest in this area of research, with recent studies still focusing on attitudes towards the use of social media in teaching and learning. According to the content analysis, technology acceptance theories and learning theories are the most commonly used reference theories. This field has yet to elaborate on pedagogical theory, and there is a tendency to rely primarily on technology acceptance models rather than pedagogical models. A discussion of future practice and research implications is also provided.

Social media and social networking sites have undeniably become a dominant trend and the most widely accessed means of communication today. These platforms have been linked not only to gender and academic performance but also to language learning. As Laborda and Litzler (2017) noted, the adoption of social networks

and Web 2.0 tools for language learning has proven to be motivating, facilitated collaboration within groups while completing tasks, and clearly differentiated from traditional university language courses, which often focused primarily on the instructor and syllabus content. Additionally, students believed that using these tools would benefit their future careers as business professionals. This assertion is confirmed by Mubarak (2016), who emphasized that collaborative learning integrated into social media may aid in improving learning activities and, in turn, lead to the success of learning English as a second language. This goal was to increase students' communication abilities. His research has demonstrated that pupils' learning outcomes were significantly and favorably impacted by utilizing social media.

Social media's role, use, and potential in teaching and learning are measured as advantageous and fascinating. According to Nasta (2019), social network platforms give students and institutions numerous options to enhance teaching strategies. These networks allow for integrating social media plugins that facilitate connection and sharing. Online lessons on YouTube, distance learning courses from other universities through Skype, and a wealth of information shared on social media are all helpful to students. Facebook, Twitter, and blogs have been mainly used for collaborative writing; that is, social media has been seen to facilitate the writing process in collaborative tasks. Further, it allows the students to express ideas and improve literacy (Hughes & Morrison, 2014, Stewart, 2015; Ahmed et al., 2021).

The impact of social media on teaching language and literature can be brought to the forefront, fundamentally, as suggested. Notably, informal language learning via social media or networks offers a valuable supplementary or replacement venue for language practice and use (Stewart, 2015). The use of social media, including Facebook, YouTube, Skype, WhatsApp, Twitter, and blogs, is currently regarded as a common way for students to connect. Teachers are even embracing this trend. Not surprising that there is a growing interest in using social media in classroom teaching (Stewart, 2015).

The rise of the digital age has opened up great opportunities for people worldwide to connect with each other and access a diverse range of information. The Internet provides rich information resources which are very useful for various purposes in education, work and business as well as in keeping up with world trends. This study was conducted to determine the use of social media in education based on the perceptions and practices of teachers enrolled in Pangasinan State University's Open University Systems. The ever-growing social media has the potential of improving the quality of instruction in education. Some basic features of social media could have a great impact on the development of the teaching-learning process. This study focuses on the role of social media in education for high school teachers in Pangasinan, specifically those enrolled in the educational management major at both master and doctoral levels. It sought to discover the use of social media in teaching by investigating the profile of the teachers, the role of social media in education in different school activities and the acceptance of the role and use of social media in education. The results of the study showed that social media contributes to learning but there are some disadvantages which users need to be aware of. It is recommended that teachers blend social media with other free learning management systems. (Orlanda-Ventayen C. and Magno-Ventayen R.J. 2018).

Education in the 21st century highlights globalization and internationalization. Pre-service teachers in the 21st century technology savvy. To effectively engage and teach generation Z students, pre-service teachers helped the educational system meet this requirement. The educational systems must be outfitted with a prerequisite of ICT resources both hardware and software, and curricula must be designed to promote a collaborative learner-centered environment to which students can relate and respond. This study determines the 21st century skills possessed by the pre-service teachers in terms of social networking. Pre-service teachers use computers in very advanced ways, but educators must remember that they still need guidance to use technology safely and effectively. Through social media, the pre-service teachers can use a multitude of applications including Web 2.0 for their projects. Smart social networking requires critical-thinking skills and the ability to integrate and evaluate real-world scenarios and authentic learning skills for validation (Boholano, 2017).

Based on the study of Orlanda-Ventayen C, et al., (2021) generally, all of the teachers do not have any significant problem when it comes to technological skills. While the installation of application and software might be a minor problem since it is the lowest among all statements, the practice may be outsourced. The only

problem that educators may encounter is connectivity to the Internet. While it is evident that teachers must accept the various technologies provided by different platforms, the Pandemic provided them opportunities to improve their knowledge and expertise in utilizing technological tools in teaching.

According to Orlanda-Ventayen C.C, and Ventayen R.J.M. (2017), the born of the digital age opens the wide opportunity for users explore varied kinds of information and get connected through the use of Internet. The Internet provides rich resources of information and data that could be very vital for users' whatever purpose they have either in business, work, education and for staying connected to the world trends. As it continuously grows, born of different kinds of websites such as web 2.0, could have the possible potential to improve the quality of instruction in education. Some basic feature of social media could have a great impact on the development of teaching learning process. Connectivity or interactivity offered by social media is an enormous attribute that attracts an audience to their websites. The key concept of sharing and posting in social media may serve as an instructor and facilitator of learning one's' topics are being posted, shared and worked out. Though these attributes, how does the internet or the social media being utilize to facilitate learning and to instruction? This study is focus on the role of social media in education for teachers teaching in high school in Lingayen, Pangasinan. It sought to answer and discover the use of social media in teaching by providing the profile of the teachers in Lingayen, Pangasinan. The role of social media in education in different school activities and acceptability for the Role and usage of social media in education.

According to Vilbar A. (2018), despite the importance of offering Research courses in the curriculum, there is a dearth of research on how to teach Research methods or courses. This study presents the attitudes and perceptions of the students towards using Facebook (FB) Group in teaching Research. It was conducted for one semester to 75 secondary students at the University of the Philippines High School Cebu, Cebu City, Philippines. Employing descriptive research, this study used the Student Attitudes and Perceptions of Using FB Survey by Pollara & Zhu (2011) which was validated through focus group discussion. Findings show that students "Somewhat agree" that using FB Group in teaching Research developed their content learning, motivation to learn and collaborative skills to achieve research tasks. The instant messaging promotes collaborative learning and direct interaction among co-students and teachers. Despite the distractions in the FB Group environment and the lack of internet connection among the students' homes, the respondents still suggested to continue using FB Groups as an alternative e-learning system. They further suggested that teachers must monitor their students' behaviors when using FB during class hours. This study further suggested on conducting a correlation on the impact of using FB Groups on the students' academic performance.

As stated by Lagos et al. (2023), a study explored the digital competencies and experiences of public elementary and secondary school teachers in using digital technologies for teaching tasks. It assessed teachers' competencies in areas such as information and digital literacy, communication and collaboration, digital content creation, online safety, and problem-solving. Teachers frequently used digital devices, productivity software, and social media, but less often utilized learning management systems and online meeting platforms. They demonstrated high competence in creating digital materials, moderate competence in information literacy, online safety, and problem-solving, but lower competence in communication and collaboration. Significant differences were noted between elementary and secondary teachers' competencies in communication, collaboration, and content development, while no difference was found in literacy, safety, and problem-solving. Teachers frequently used digital technologies for lesson preparation, instruction, student assessment, and administrative tasks.

The growing interest in online teaching has pushed educational institutions to revisit their organizational, academic, and pedagogical practices. While academic institutions around the world are becoming more involved in online learning delivery, faculty acceptance, involvement, and development related to online teaching have remained modest (Scherer et al., 2021). Consequently, teachers face increasing demand and pressure to reflect on their conception of effective teaching and their roles as agents of learning as teaching online requires the development of a new set of skills and pedagogies (Sánchez-Cruzado et al., 2021). Alternatively, Badia et al. (2017) suggested that teachers' roles in teaching online involve instructional design, managing learning activities, learning assessment, managing social interactions, and design and use of educational technology.

While there has been a gamut of studies that examined teachers' practices and experience in a fully online teaching space (Kebritchi et al., 2017; Martin et al., 2020; Moore-Adams et al., 2016), information on how they navigate SNS (social networking sites) to facilitate instructional delivery in this pedagogical space remains limited. Teachers also reported that they navigated various SNS affordances, such as posting and commenting features and online videos, to facilitate online classes. Despite the overwhelming support for the use of SNS, the teachers raised concerns about the privacy and integrity of student submissions. As a quantitative descriptive study, their work did not look into teachers' specific experiences and practices in greater depth. To address this gap, Kamalodeen's (2016) participatory action research looked into the ways secondary teachers navigated SNS to determine their readiness for this new digital learning space. Using the mixed-methods approach, the findings revealed 11 ways of how teachers explored SNS: lesson plan file sharing, blog posting, online course enrolment, forum discussion, online chatting, creating a user profile, adding new participants/colleagues, collaborating, participating in opinion polls, media sharing, and Google doc collaboration. Although their data pointed to teachers' readiness for this digital learning space, the study also revealed differences in their participation and the challenges they faced, such as Internet access, workload, difficulties in using Web 2.0 technologies, limited opportunity to express themselves, and technical complexity. Since the challenges and strategies were not Kamalodeen's focus, her study did not attempt to explain the nature of these challenges and why such differences exist.

Moreover, teachers may make the most of the new norm by getting themselves and their classrooms ready for online instruction. As a result, teachers have more control over the class period and can cover all the material. In order to capture the attention of their students, online teachers must use methods that differ significantly from those used in traditional classroom settings. In order to make the most of each session, the teacher typically assigns homework ahead of time, such as watching and discussing a lecture video or reading and discussing supplemental materials (Moorhouse, 2020).

Students from low-income backgrounds, which is highly evident in the Philippines, often lack familiarity with common online learning tools, so it is incumbent upon teachers to develop novel web class platforms that are both accessible and user-friendly. Teachers need to make interesting and relevant presentations on the subject matter if they want to impart knowledge to their students (Lobo, 2023). When educators master the tools they'll use in the classroom, they feel confident in their ability to instruct. Hence, teachers who have a high level of confidence in their ability to integrate technology into the classroom have clearly shown a commitment to doing the necessary research and training (Guerrero-Ortiz & Huincahue, 2020).

Furthermore, due to several factors, online classrooms have a far lower likelihood of contact, leading to a sense of isolation for teachers and an increase in their workload, which contribute indirectly to teachers' stress levels (Chitra, 2020). Online classes are stressful for many experienced educators because they reduce student-teacher interaction. One of the concerns of educators is the likelihood that they were not be able to successfully teach their students due to an increased workload. As a result of the difficulties they've encountered, online educators are being assessed on their ability to deal with stress on the job.

In terms of age in the influence of social media in teaching, the shift from traditional classroom instruction to online learning has far-reaching consequences for both. In order to adapt to the new norm, senior teachers are required to participate in webinars and training sessions. Teachers in an online setting need to be comfortable using the information and communication technology (ICT) technologies that serve as the course's fundamental medium. Thus, baby boomers require instruction in the selection and use of appropriate ICT tools and online learning platforms, as well as methods for optimizing the allocation of time to specific learning goals in order to maximize the efficacy of online instruction and ensure that their goals are met (Puspitasari et al., 2021).

Additionally, this abrupt shift has presented new obstacles to senior teachers they had never faced before. Because of their lack of technical knowledge, senior educators are unable to swiftly address these issues. Problems with technology can range from being unable to download or install an app to having trouble logging in or hearing an audio or video transmission clearly, among other things (Sangeeta & Tandon, 2021). Most senior educators are really not tech-savvy and therefore are not able to troubleshoot and fix any issues that may

arise with classroom technology. They're worried about accidentally opening new tabs or visiting unwanted websites (Aliyyah et al., 2020).

In terms of gender in the influence of social media in teaching, the role of gender in teaching can be extrapolated in the context of gender differences that set binaries and stereotypical conceptions in aspects of pedagogy and its related underpinnings (Kollmayer et al., 2020). Many studies have been conducted relating gender differences to teaching. For one, compared girls and boys as regards motivation, ability, performance, and self-regulation, where they found that the former scored higher than boys. Similarly, girls fared at a higher level than boys regarding grades. Recent studies have angled investigation on gender and social media, such as Karatsoli and Nathanail's (2020) study on the influence of social media on activity planning and travel arrangements of men and women; and Ali et al. (2021) and Alnjadat et al. (2019) social media usage and academic performance.

In terms of educational attainment in the influence of social media in teaching, based in the written study of Manning M. et al., (2017), the meta-analysis has drawn on a wide range of literature from 1980 onwards to provide statistically significant results on the relationship of qualification to the quality of the early childhood learning environment. The learning environment consists of program structure, activities, language and reasoning, parent and staff, space and furnishing, interactions and personal care routines. In a two way-factor classification, the meta-analysis also reflects a positive correlation between teacher qualifications and ratings on language and interactions and provision for learning within ECEC settings. This means that higher teacher qualifications are related to improvements in supporting children's development, including supporting language-reasoning experience, supervision and the scheduling of activities, organization and arrangement of the room, providing varied social experiences for children, and creating a warm and friendly environment for interactions.

The study conducted by Fischer C. et al., (2018) calls to provide teachers with high-quality professional learning opportunities, to retain experienced teachers in schools, and to guide teachers toward classroom practices that enhance student learning. Furthermore, this study also motivates and illustrates the importance for advancing research in at least two directions. The first set of future is conceptualization that teacher professional learning is embedded in the complex system of schooling with its numerous dynamics, interdependent relationships. The second set of studies is motivated by the detected weak relationship of instructional practices with students' AP scores, which suggests to further analyze immediate influences of specific teaching practices on student learning in more depth. In particular, further research should attempt to identify sets of instructional practices that relate to increased student learning, which in turn should inform future teacher PD activities.

In terms of length in service in the influence of social media in teaching, despite the claims about the benefits that social media tools bring in terms of opportunities for educational innovation, many teachers are not adopting new technologies in educational settings. Numerous reasons are given to explain the low take-up rates, including the view that many new technologies are generally 'oversold and so underused' (Manca & Ranieri 2016). Teachers in schools and tertiary institutions have access to information technologies at home and on campus, and many make intensive use of these technologies for their research, but not to deliver instruction. Their reluctance is not a simple case of technophobic attitudes or a lack of confidence. Rather, it is linked to a range of beliefs and attitudes about teaching and learning, including the learning practices of their students. The majority of teaching staff have a positive attitude towards the adoption of social media as a teaching tool, but only a minority are using or planning to use these tools (Manca & Ranieri 2016). A major reason is that the purported benefits of social media do not emerge easily in practice. The introduction and integration of social media into any form of education and training can be a very challenging task, with the successful integration needing time, training, ongoing technical support, and changes to teachers' attitudes and their organizational cultures.

In terms of the influence of using Facebook as social media platform in teaching, according to Al-Dheleai et al., (2016), students highly believe that Facebook can facilitate and enable the instructors to achieve their online roles of instructional design and organization, facilitating students' discourse and providing direct instructions. This finding is considered as encouraging for the idea of using Facebook for learning purposes. Therefore, to encourage students to interact more with the instructors, Al Dheleai and Tasir (2015) recommended

the use of Facebook group as interaction medium as students and instructor can interact through Facebook group without being Facebook friends; this can reduce students' concern about invading their privacy. From the findings of those studies, it is obvious that students are trying to gain benefits from Facebook for their learning activities.

In terms of discussions on Facebook as being one of the types of students' interaction, students strongly believe that they can participate in course-related discussions via Facebook. Discussions on Facebook can be conducted based on a student's own initiative with or without the presence of the instructor. Nevertheless, students still believe their discussions on Facebook are related to the course content. Moreover, students still agree that their discussions on Facebook can help them to better understand the course content. This perception indicates that students are willing to be given the chance to work more independently and to have more control over their online learning environment. This finding is in contradiction with other studies which found that only five percent (5%) of undergraduates and graduates agreed about the use of Facebook mainly for purposes of collaboration with classmates (Manasijević, D., Živković, D., et al., 2016).

In terms of the influence of using Google as social media platform in teaching, under Google, one of the most complete and integrated learning media platforms is Google Classroom. Google Classroom is a mixed studying platform evolved using Google for schools that objectives to simplify the introduction, distribution, and project of assignments in a paperless manner. Using Google classroom, the trainer can create digital instructions, invite college students to enroll in the class, offer information associated with the coaching and getting-to-know process, provide coaching substances that scholars can research in the shape of publicity files and gain knowledge of films, supply assignments to students, make assignments collection schedules and others. Further, Google lecture room is likewise used to engage instructors and students, collaborate, percentage, and compare homework, grades, elegance discussions, notifications, and evaluations (Ahmad Azhari Yunus & Ahmad Syafi'i, 2020). Furthermore, Google classroom is a platform that is widely known by teachers and students, one of the learning processes achieved with google classroom is to combine learning styles, blended learning is one of the teaching processes that is carried out not only in the classroom (offline) but also outside the classroom (online) (Suhroh & Cahyono, 2021).

Google Classroom is a free and versatile application for online education, accessible through an Apps for Education Google Account. It supports collaborative learning, is user-friendly, and enables iterative learning anytime and anywhere (Syakur et al., 2020; Huda et al., 2019; Salamah, 2020). Key advantages include intuitive settings, time-saving features, improved collaboration, secure centralized storage, and quick resource sharing, making it ideal for enhancing teacher and student performance in teaching and learning activities (Syakur et al., 2020; Laili & Muflihah, 2020). Additionally, the integration of audio-visual media in Google Classroom significantly impacts learning outcomes (Setiawan & Oka, 2020), simplifying assignments, fostering communication, and promoting meaningful, productive learning experiences (Atikah et al., 2021; Thahir, 2021).

In terms of the influence of using YouTube as social media platform in teaching, as stated by Dagohoy D. (2023), the Philippines is considered one of the most significant social media users, particularly YouTube. Filipinos use the platform for many purposes, but one is mainly due to entertainment. However, when the pandemic hit, YouTube videos started to play a vital role in the academe. Despite the majority of its users, it was found that only a few data on its utilization in the Philippine classroom exist. Thus, this review was carried out to examine the variables influencing YouTube usage in Philippine classrooms. Nine papers were qualified and selected using the inclusion and exclusion criteria. The following are the results: 1.) YouTube videos as an enhancement tool, and 2.) YouTube videos utilization as a pandemic effect. Moreover, this review helped the teachers in planning and employing strategies to use YouTube videos for the student's performance and other skills. Future research may look at different methods and disciplines.

It is linked to numerous motivations associated with seeking entertainment by not only viewing videos but also reading comments, by liking and disliking content, and by being able to share information (Kahn 2017). YouTube's functionalities of uploading and video viewing encourage both active and passive user engagement. By comparison with Facebook, YouTube, with its focus on viewing videos, is linked to empowering users to be more creative, including seeking out new business opportunities (Kahn 2017).

In terms of the influence of using TikTok as social media platform in teaching, according to the study of Millin S. (2022), TikTok can be used for research. Students can look for information about certain topics and write a paragraph describing what they have learned. We can all agree that using TikTok and other social media nowadays is a life skill, and you are encouraging students and teaching them to filter all the information they receive. For instance, it is very good to teach critical thinking to our students. Teachers can collect many videos about a certain topic and use them for discussion or debate in the classroom. This platform has an algorithm, and if you tell students to look for certain videos that teach them something, more of these types of videos shows on their TikTok, and their feed won't be all about silly dances, but instead, useful suggestions appear on their page.

Based on Norhailawati M. et al., (2019) students who use social media in their courses increase their communication skills, are more creative, and are more open to diverse ideas. They can also master the course content more efficiently. Another great advantage of social media in education is distance learning opportunities. There are many disadvantaged students who are not able to acquire formal education by attending regular classes in an educational institution. With the help of TikTok, modern educators are able to attract students through distance learning programs. Today, hosting live lectures is the way forward to allowing students who live in remote areas of the world to access education.

In terms of the influence of using Twitter (known as X) as social media platform in teaching, according to Carpenter et al., (2015) not surprisingly, researchers have indicated that studies of social networking sites, including Twitter, used in different contexts offer differing results. Social media activities have encouraged collaboration and communication, reflection, participation by introverted students, higher grades, increases in students' class engagement and engagement with experts and professionals among other benefits.

In terms of the influence of social media in the access to information and educational resources, Fundamentally, learning resources are the foundation of knowledge in learning. In this era of efficiency, learning resources are very abundant and easily found. The internet is one of the learning resources that is inseparable from the search for knowledge (Lau et al., 2018). Consequently, it creates a change in learning resources that used to be physical forms, such as books, magazines, and others, to become non-physical, such as internet, applications, and, most importantly, social media (Kilpatrick, Sengchanh, Namvongsa, & Gray, 2019). The current technological developments induce the emergence of e-learning which can be perceived as an innovative approach to providing a well-designed learning environment, student-centered, interactive, and accessible to anyone, anywhere, anytime by utilizing various attributes and digital technology resources together with other forms of learning materials suitable to be discovered, flexible and well-distributed learning environments. Hence, according to Karampiperis & Sampson (2020), the selection and the sequence of adaptive learning resources are acknowledged as one of the most interesting research questions.

In terms of the influence of social media in enhanced communication and networking, the use of social media sites gives students who are ashamed when confronting the teacher to express their opinions in writing, and expands the circle of learners by providing easy communication between them and the teacher. In addition to spreading the technical culture and expanding students' knowledge by looking at all that is new in their field of study (Hantosh, 2017).

According to Vural (2015), one of the most significant uses of social media in education is email, which helps teachers manage mailing lists for the semester. This allows students to use mailing lists for sharing information, engaging in dialogue, and exchanging messages. Mailing lists, with a single address, support the educational process, and one key application is creating "a list of students in one class as a mediator for dialogue." Social networking sites can also be utilized in educational news groups to exchange opinions, ideas, make public announcements, or seek assistance, all of which are organized hierarchically for easy access. Additionally, online chat rooms provide a platform for communication, where teachers, students, and school staff frequently use free chat programs to interact.

In terms of the influence of social media in the expression of creativity and talent, based on the study of Abu Al-Nasr, (2016) the spread of social networking sites and the ease of use of social media sites have contributed to increased student demand for the use of these sites for multiple purposes, and this opens the way

for the use of these sites and their use in the development and improvement of the educational process, because of their impact in creating a creative and innovative generation, and as they contribute to the Students have new skills, develop their scientific and practical skills, and think tanks and solve problems in a realistic way, through the applications provided by these sites that increase interaction between students and their teachers and reduce the gap between them.

Qneifi (2018) points out that social networking sites have educational characteristics that make them an important tool in the development and improvement of the educational process, and these educational characteristics are that social networking sites are characterized by self-treatment, which is based on construction, dialogue, production and cooperation, and stimulates creativity, Students can combine more than one teaching tool, share information, discussion and commentary, and this helps to stimulate students' skills by learning activities, in addition to the fact that social networking sites combine individual and social learning and this is a form of collaborative learning.

In terms of the influence of social media in awareness and activism, based on the study of Awaj and Samia, (2016) social networking sites have expanded and entered all areas of social, economic, political and educational life, where these sites can be used in the educational field, and the National Research Foundation conducted in the United States of America noted that many American citizens, they found that the use of social media sites in the educational process has a positive impact on the life of the individual, contributes to increased interaction between students and their teachers, and through the sites can dispense with books and traditional methods in the educational process.

Synthesis

Based on the data and information gathered from different literature and studies both local and foreign, the researcher found some similarities and differences from the previous researchers to the present study.

Teacher Proficiency and ICT Infrastructure

Recent scholarship highlights a significant level of digital literacy among modern educators. According to Boholano (2017) and Lagos et al. (2023), 21st-century teachers demonstrate high proficiency in technology utilization. To maintain this momentum and engage Generation Z students effectively, pre-service teachers play a vital role in bridging pedagogical gaps. However, for this proficiency to translate into classroom success, Boholano (2017) and Lagos et al. (2023) emphasize that educational systems must provide necessary ICT hardware, software, and curricula designed for collaborative, learner-centered environments. Furthermore, Lagos et al. (2023) notes that teacher experiences with digital tools now span across lesson preparation, instructional delivery, student assessment, and administrative tasks.

Challenges in Technological Integration

Despite general proficiency, specific barriers remain. Orlanda-Ventayen et al. (2021) and Aliyyah et al. (2020) suggest that while core technological skills are present, minor technical hurdles like software installation persist, though these are often outsourced. The primary systemic obstacle identified by Orlanda-Ventayen et al. (2021) is inconsistent internet connectivity. Additionally, a generational gap exists; Aliyyah et al. (2020) observes that some senior educators struggle with troubleshooting classroom technology and express anxiety regarding navigating unfamiliar digital interfaces or unwanted websites.

Instructional Software and Online Pedagogical Spaces

The transition to digital environments has necessitated a diverse toolkit. Sangeeta et al. (2021), Kamalodeen (2016), and Dagohoy (2023) explain that platforms such as Zoom, Google Meet, and Microsoft Teams have become essential for instructional delivery. This shift requires faculty to possess higher levels of technical proficiency and professional digital communication skills. Kamalodeen (2016) and Dagohoy (2023) further highlight that while teachers utilize Social Networking Sites (SNS) for posting content and sharing videos, concerns regarding data privacy and the integrity of student submissions remain prevalent. Specifically

in the Philippine context, Dagohoy (2023) points out that despite high YouTube consumption, there is a scarcity of data regarding its formal utilization in local classrooms.

Local vs. Foreign Perspectives on Social Media

Research into social media integration reveals distinct focus areas between local and international studies. Foreign research by Knowles (2018) and Durham (2019) emphasizes the role of social media in fostering collaborative learning and critical citizenship. Conversely, local studies by Orlanda-Ventayen and Magno-Ventayen (2018) and Vilbar (2018) focus on the logistical challenges of integrating these platforms into existing frameworks and managing student perceptions. Both contexts, however, agree on the necessity of targeted training to move beyond casual use toward intentional pedagogical application.

The Impact of Social Media on Student Outcomes

The literature presents a complex view of social media's efficacy. Lagos et al. (2023) and Abu Al-Nasr (2016) emphasize positive outcomes such as increased student engagement, creativity, and information access. Al-Rahmi et al. (2022) and Ansari & Khan (2020) further argue that social media facilitates collaborative learning that can lead to improved academic performance and research-oriented mindsets. Supporting this, Gleason and von Gillern (2018) provide empirical evidence that platforms like Twitter can enhance civic engagement by connecting in-school learning with real-world social discourse.

In contrast, Manca & Ranieri (2016) and Tut, Karadag, et al. (2023) warn that these benefits are not automatic. They argue that successful integration is a challenging task requiring significant time, technical support, and shifts in organizational culture. As Carpenter et al. (2015) notes, results often differ based on the specific context of use, suggesting that while social media can encourage participation among introverted students and improve grades, it also demands careful implementation to avoid distractions and address the digital divide.

RESEARCH METHODOLOGY AND PROCEDURES

This chapter presents a description of the research design selection, respondents of the study, research instrument, data gathering procedure, and the statistical treatment of data. Methodologies have been used in this study to determine the influence of social media in teaching Social Studies.

Research Design

This study employs a descriptive research design to collect data and view relationships among two or more variables. In this design, it reveals the significant relationship of the variables. In this study, the researchers cannot manipulate the gathered data of each variable. Each study included in a descriptive review is treated as the unity of analysis and the published literature provides a database from which the authors attempt to identify any interpretable trends or draw overall conclusion about the merits of existing conceptualizations, proposition, methods, or finding.

This study employed a quantitative approach and utilized a descriptive research design. Baht (2020) defines descriptive research as a “research method that describes the characteristics of the population or the phenomena that are studied. It focuses more on the “what” of the research subject rather than the “why” of the research subject”. This research designed is used to determine the influence of social media in teaching social studies subjects in the Division of Tanauan City. The nature of descriptive research is to describe what is found in the data collected through questionnaires and statistical treatment. It is also used to describe profiles, frequency distribution, describe characteristics of people, situation, phenomena, or relationship variables. In short, it describes “what is” about the data, cited by (Abun et al., 2019).

This study tested the hypotheses to identify the influence of social media in teaching social studies subjects in the Division of Tanauan City.

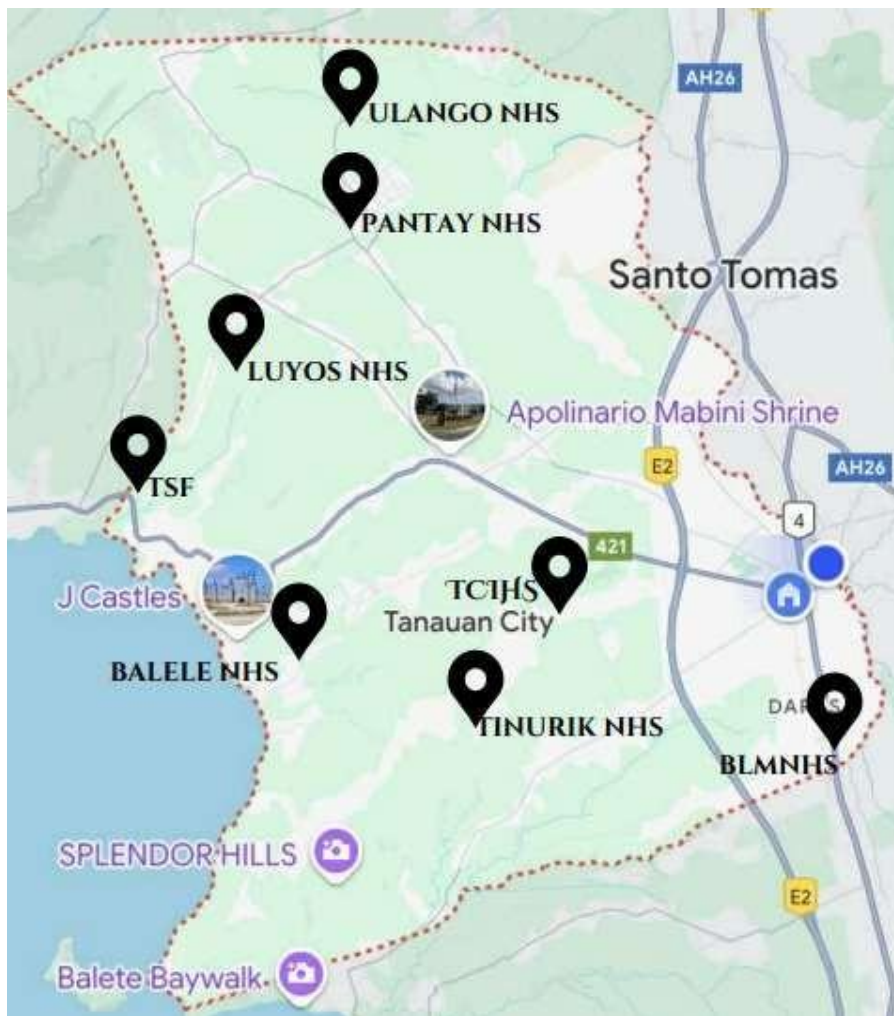
Respondents of the Study

The respondents of this study consist of 48 high school teachers who teach Social Studies in the Division of Tanauan during the 2023-2024 academic year. This selection is a crucial step in ensuring the study's success. All participants were selected using random sampling, a method in which each member of the population has an equal chance of being included in the sample. The researchers chose the respondents and schools based on their relevance and suitability for the study.

Random sampling is commonly used in surveys and quantitative research designs (Rahi, 2017). This method ensures that individuals have an equal opportunity to participate in the study. It is particularly beneficial in research where the population is homogeneous and evenly distributed.

Locale of the Study

This study was carried out in selected secondary schools within the Division of Tanauan City, located in Tanauan City, Batangas. The schools involved include Tanauan City Integrated High School (TCIHS), Bernardo Lirio Memorial National High School (BLMNHS), Tinurik National High School (TNHS), Tanauan School of Fisheries (TSF), Ulango National High School (UNHS), Pantay National High School (PNHS), Luyos National High School (LNHS), and Balele National High School (BNHS).



Sampling Technique

The respondents of this study are teachers who teach Social Studies in the Division of Tanauan City. The purpose of the research is to investigate the influence of social media on the teaching of Social Studies subjects within this region, specifically in how it affects instructional methods and student engagement. In choosing the respondents, probability sampling is used and systematic random sampling technique using Cochran's Formula.

The Cochran formula is used to determine an optimal sample size based on a specified level of precision, desired confidence level, and the estimated proportion of the attribute within the population. It helps ensure that the sample accurately reflects the population characteristics while minimizing errors. It is considered especially appropriate in situations with large populations. A sample of any given size provides more information about a smaller population than a larger one, so there's a 'correction' through which the number given by Cochran's formula can be reduced if the whole population is relatively small. (Al-Hemyari, Z. 2018).

Research Instrument

The survey-questionnaire and checklist are used as the main data-gathering instrument. The instrument was designed to address the research question regarding the influence of social media on teaching Social Studies subjects in the Division of Tanauan City. The questionnaire consists of forty (40) questions, which were distributed to the respondents for completion.

Part one (1) of the questionnaire included a checklist of questions aimed at identifying the respondents' demographic profile, including their age, gender, educational attainment, and years of service. Part two (2) of the questionnaire aimed to identify the social media platforms most commonly used by the respondents. Part three (3) consisted of survey questions designed to assess the influence of social media on teaching Social Studies, directly relating to the focus of the study. The data gathering instrument are structured as a likert scale ranging from 1-4. Where (1) is strongly disagree, (2) is disagree, (3) is agree and the last one is (4) strongly agree. This legend helped the researchers to analyze the result of conducting data-gathering.

Validity of the Questionnaire

The researchers created the updated questionnaire draft, which is sent to the adviser for feedback and validated by other three teachers of Tanauan Institute.

The questionnaire's draft was examined considering its objectives, organization and contents. It is expected that certain items may require revision as the final version of the instrument is developed, in order to enhance clarity and ensure that the questionnaire effectively addresses the study's objectives.

The researchers asked three experts to validate their questions. The final revised version of the questionnaire is crafted to identify the respondents' perspectives based on the survey, focusing on the influence of social media in teaching Social Studies subjects in the Division of Tanauan City. After establishing the validity and reliability of the research instrument and approval of the thesis proposal by the pre-dissertation participants, the researchers sent a letter to the school teachers asking them to forward the research questionnaires to the respondents.

The respondents were given enough time to answer all the questions in the questionnaire and taken personally by the researchers. The researchers carefully tallied and tabulated the respondents' answers to ensure precise and accurate data analysis.

Reliability

The reliability of the research instrument was established to ensure consistency and accuracy in measuring the intended variables. Reliability testing was conducted to assess the internal consistency of the survey questionnaire, which is critical for verifying the dependability of the data collected. This process involved calculating Cronbach's Alpha for each subscale to determine their level of reliability.

Table 1. Level of Internal Consistency of the Survey Questionnaire

| Subscales | No. of Items | Cronbach's Alpha | Internal Consistency |
|-------------------------------|--------------|------------------|----------------------|
| Social Media Influence | | | |
| Access to Information | 10 | .828 | Good |

| | | | |
|--------------------------|----|------|------------|
| Enhance Community | 10 | .867 | Good |
| Expression of Creativity | 10 | .915 | Excellent |
| Awareness and Activism | 10 | .734 | Acceptable |

Statistical Treatment of the Data

To ensure meaningful interpretation of the data, the following statistical treatments were applied: These statistical methods were used to analyze the data in the study.

- 1. Mean.** This method is applied to analyze the responses of teachers who teach Social Studies subjects in selected secondary schools within the Division of Tanauan City.
- 2. Standard Deviation.** This is used to calculate the dispersion of all respondent’s replies in the indicators given in the variables from the mean.
- 3. Percentage.** It utilized to describe the respondents’ age distribution and gender.
- 4. Pearson’s Correlation Coefficient.** It is used to know the strength and direction of the relationship between the two variables.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the study’s findings and the data gathered from the respondents’ responses after the conduct of the study. It also provides the researcher’s analysis and interpretation of data in conjunction with their corresponding implications. Likewise, presentation of the different tables was based on the stated objectives in the study.

Part I: Profile of the Respondents

Table 1. Distribution of Respondents as to Age, Gender, Educational Attainment, and Length in Service

| Age | Frequency | Percent |
|-------------------------------|-----------|---------|
| 20-24 | 28 | 58.33% |
| 25-30 | 12 | 25.00% |
| 31-35 | 5 | 10.42% |
| 36-40 | 2 | 4.17% |
| 41-45 | 1 | 2.08% |
| Gender | | |
| Male | 18 | 37.50% |
| Female | 30 | 62.50% |
| Educational Attainment | | |
| College Student | 6 | 12.50% |
| Bachelor’s Degree | 21 | 43.75% |
| Master’s Degree | 21 | 43.75% |

| Length in Service | | |
|-------------------|----|--------|
| 1-4 years | 7 | 14.58% |
| 5-7 years | 26 | 54.17% |
| 8-9 years | 11 | 22.92% |
| 10-12 years | 4 | 8.33% |

As shown in the table 1, most of the social studies teachers in the Division of Tanauan fall within the 20-24 age range. This age group comprises 28 social studies teachers, representing 58.33% of the total respondents. This demographic is generally known for being highly tech-wavy and open to new technologies. The next large group is the 25-30 age range which includes 12 respondents, making up 25% of the population. Notably, the least in the range in terms of age is 41-45 with 2.08%.

This indicates that the majority of the social studies teachers and pre service teachers are in the 20–24-year-old age range. According to Sebulen (2023) pre service teachers find social media moderately useful in entertainment, academics, socialization and information, indicating an increase in the use of social media during their training for personal and professional development.

Table 1 also presents the distribution of respondents by gender, revealing that the majority of Social Studies teachers are female, accounting for 62.50% of the selected respondents. On the other hand, males make up 37.50% of the total workforce. This gender distribution suggests that the workforce is predominantly female, which may influence the perspective toward using social media.

The over presentation of female in teaching sectors can indeed be explain in several historical and social factors. According to Sebastian, M., Banate, R., & Saquin, M. (2022), teaching is often seen as a natural job for women because it reflects traditional gender roles and the idea that women are better suited to teaching positions.

The respondents' educational attainment, as shown in Table 1, is analyzed and interpreted using frequency and percentage. The data reveals that the majority of respondents hold either a Bachelor's Degree or a Master's Degree, each with a frequency of 21 and a percentage of 43.75%. The remaining respondents, with a frequency of 6 and a percentage of 12.50%, are college students. This educational distribution suggests that the workforce is predominantly well- educated, with a significant portion having advanced knowledge through postgraduate studies.

The data indicates that all respondents are professionals, equipped with the skills and knowledge associated with their educational qualifications. The highest frequency reflects the respondents' consideration of pursuing higher levels of education.

The distribution of respondents based on their length of service shows that the majority of teachers have been teaching for 5-7 years, with 26 employees, or 54.17% of the total respondents, falling into this category. The second group consists of employees with 8 to 9 years of service, accounting for a frequency of 11 and a percentage of 22.92%. The second to the least in the range of length in service are the respondents with 1-4 years in service with a frequency of 7 and percentage of 14.58%, while the least are the respondents with 10-12 years in service with a 4 in frequency and 8.33% in percentage.

Teachers with longer service are more committed to their service. Ga bold et al. (2021) found that length of service enhances employees’ engagement and innovation, which in turn promotes their likelihood to stay with the organization.

Based on the study of Andreassen et al., (n. d.) shown that socio-demographic variables have some influence or relatedness on them. Socio-demographic factors are the dynamic characteristics of a population that continue to change within a given period of time and in a given place. They include age, gender, residence, religion, educational level, household, occupation and marital status. The impact of demographic,

socioeconomic and educational patterns on the academic performance is a relevant issue in developing countries where major inequality in the distribution of wealth is a serious social concern (Salahuddin & Talukder, 2017).

Part II. Social Media Platforms

Table 2. Social Media Platforms Used by the Respondents

| | Frequency | Percentage |
|-------------|-----------|------------|
| 1. Facebook | 46 | 96.00% |
| 2. Google | 45 | 93.75% |
| 3. YouTube | 44 | 91.62% |
| 4. TikTok | 33 | 68.75% |
| 5. Twitter | 9 | 18.75% |

The data showed that out of 48 total respondents, 46, or 96%, ranked Facebook as the most commonly used social media platform. The next highest platform is Google, with a frequency of 45 and a percentage of 93.75%. YouTube follows with a frequency of 44 and a percentage of 91.62%. TikTok ranks fourth, with a frequency of 33 and a percentage of 68.75%. Lastly, Twitter ranks fifth, with a frequency of 9 and a percentage of 18.75%.

According to Gorgoretti (2019), as technological advancements have compelled changes in teacher profile and role, as well as teaching methods, the use of social media can be regarded as a relatively new but potentially significant phenomenon for twenty-first century K-12 education and teacher training (Greenhow & Askari, 2017). The use of social media for educational purposes enables teachers to connect with students, share knowledge and experiences, and improve their skills (Mardiana, 2016). Social media is easy to use, is in a continuous state of development, has an extremely broad reach, and has a seemingly unlimited capacity to improve itself thanks to new software innovation.

Part III. Level of Influence of Social Media in Teaching Social Studies

Table 3. Access to Information and Educational Resources

| Indicators | Mean | SD | Interpretation |
|---|------|------|----------------|
| As a social studies teacher...using social media in teaching... | | | |
| 1. I use social media to provide a wider range of social studies resources than traditional textbooks. | 3.42 | 0.50 | Strongly Agree |
| 2. I find it easy to locate reliable and accurate information on Google for my lessons. | 3.33 | 0.63 | Strongly Agree |
| 3. I find that social media enables me to access current events and news related to social studies topics more readily. | 3.52 | 0.62 | Strongly Agree |
| 4. I am able to find free or low-cost educational resources on Google and YouTube. | 3.48 | 0.55 | Strongly Agree |
| 5. I rely on social media to keep myself informed about the recent research and advancements in social studies. | 3.35 | 0.60 | Strongly Agree |
| 6. I can access a variety of perspectives on social studies topics through social media. | 3.13 | 0.59 | Agree |

| | | | |
|--|------|------|----------------|
| 7. I use social media to connect with other social studies educators, enabling us to collaborate and exchange resources. | 3.48 | 0.50 | Strongly Agree |
| 8. I am able to find interactive and engaging social studies resources on social media platforms. | 3.56 | 0.50 | Strongly Agree |
| 9. I use Facebook to interact with my students. | 3.38 | 0.61 | Strongly Agree |
| 10. I find YouTube and TikTok easier to provide access to educational videos and documentaries related to lessons. | 3.44 | 0.58 | Strongly Agree |
| Overall | 3.43 | 0.57 | Strongly Agree |

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00- (Strongly Agree/Very High Level)

Table 3 reveals the overall mean of 3.43, interpreted as “strongly agree” that the respondents influenced in access to information and educational resources in social media teaching. Indicator eight (8) stating that “I am able to find interactive and engaging social studies resources on social media platforms”, got the highest mean of 3.56 with a verbal interpretation of strongly agree. The respondents considered social media as a resource tool for their teaching to be more engaging.

While indicator six (6) stated “I can access a variety of perspectives on social studies topics through social media”, got the lowest mean of 3.13 and a verbal interpretation of agree. Most teachers do not totally like to use some information on social media as a fact basis for their social studies topics.

Generally, the respondents can understand, connect, and work through social media. Though social media have different influence, the respondents can obtain or adapt in the new technological style in teaching. The teachers can adjust for the betterment of their teaching.

In this era of efficiency, learning resources are very abundant and easily found. The internet is one of the learning resources that is inseparable from the search for knowledge (Lau et al., 2018). Consequently, it creates a change in learning resources that used to be physical forms, such as books, magazines, and others, to become non-physical, such as internet, applications, and, most importantly, social media (Kilpatrick et al., 2019).

Table 4. Enhanced Communication and Networking

| Indicators | Mean | SD | Interpretation |
|---|------|------|----------------|
| As a social studies teacher...using social media in teaching... | | | |
| 1. I use my Facebook to share educational topics. | 3.19 | 0.61 | Agree |
| 2. I use my social media account to share some teaching ideas. | 3.33 | 0.60 | Strongly Agree |
| 3. I find TikTok as a tool to share some educational videos. | 3.17 | 0.60 | Agree |
| 4. I find that social media platforms are effective in providing me with opportunities to participate in online discussions and debates about social studies education. | 3.31 | 0.47 | Strongly Agree |
| 5. I use Facebook for class updates. | 3.23 | 0.63 | Agree |
| 6. I make a YouTube and Facebook page for educational content. | 3.06 | 0.70 | Agree |
| 7. I use social media to collaborate with other educators. | 3.40 | 0.49 | Strongly Agree |
| 8. I'm updated to share current social issues and events ethically on social media. | 3.27 | 0.54 | Strongly Agree |

| | | | |
|---|------|------|----------------|
| 9. I encourage my students to watch more documentaries and educational content on YouTube and Facebook. | 3.29 | 0.65 | Strongly Agree |
| 10. I share website links to my students that are related to lessons. | 3.40 | 0.61 | Strongly Agree |
| Overall | 3.26 | 0.59 | Strongly Agree |

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00- (Strongly Agree/Very High Level)

The overall mean of 3.26 is categorized as "strongly agree" in this table, indicating the respondents' belief in the positive influence of social media on enhanced communication and networking. Indicator numbers 7 and 10 received the highest mean of 3.40, with the statements: (7) "I use social media to collaborate with other educators" and (10) "I share website links to my students that are related to lessons," both interpreted as "strongly agree." In contrast, indicator 6, which states "I create a YouTube and Facebook page for educational content," had the lowest mean of 3.06, with a verbal interpretation of "agree." This suggests that respondents are less likely to create dedicated educational pages and instead prefer sharing posts or website links related to their lessons.

The results show that in terms of influence in enhanced communication and networking, most respondents still strongly agreed in every indicator that are stated above. Additionally, the respondents depend on their skills in using social media as a teaching tool, and it is also convenient to them to use it with sharing related lessons with students.

According to Vural (2015) one of the most important uses of social media sites in education is the use of e-mail that helps the teacher for using the mailing lists of one semester, allowing students to use mailing lists in information and education, dialogue, exchange messages which consist of addresses.

Table 5: Expression and Creativity of Talent

| Indicators | Mean | SD | Interpretation |
|---|------|------|----------------|
| As a social studies teacher...using social media in teaching... | | | |
| 1. I liked my teaching ideas can be more innovative by browsing in social media. | 3.27 | 0.57 | Strongly Agree |
| 2. I can think creatively for my presentations inspired by YouTube, TikTok and Facebook. | 3.44 | 0.54 | Strongly Agree |
| 3. I understand how social media can easily improve my outputs. | 3.40 | 0.64 | Strongly Agree |
| 4. I can create new, unique, and surprising ideas came from TikTok and Facebook. | 3.35 | 0.60 | Strongly Agree |
| 5. I am able to improvise video learning materials gathered from YouTube. | 3.35 | 0.48 | Strongly Agree |
| 6. I can design my power points with cute clip arts came from Google. | 3.33 | 0.60 | Strongly Agree |
| 7. I can use idea generating online techniques such as brainstorming to develop several genius ideas. | 3.35 | 0.48 | Strongly Agree |
| 8. I think broadly for my fun and amazing visual presentations. | 3.42 | 0.54 | Strongly Agree |
| 9. I liked editing my power points artistically. | 3.40 | 0.57 | Strongly Agree |
| 10. I can create amazing online activities using Google. | 3.46 | 0.54 | Strongly Agree |
| Overall | 3.38 | 0.56 | Strongly Agree |

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00- (Strongly Agree/Very High Level)

Table 5 shows an overall mean of 3.38, which is interpreted as a very high level of expression and creativity in showcasing talent. Indicator 10 received the highest mean of 3.46, indicating that teachers strongly agree with their ability to demonstrate their talents by using Google to create activities for teaching.

The lowest mean of 3.27 was obtained by indicator 1, which suggests that teachers are not entirely inclined to base their teaching ideas on content found on social media. This indicates that teachers are more comfortable using social media to create instructional materials rather than relying on it for their teaching style. Overall, in terms of influence in expression and creativity of talent, most respondents still strongly agreed that using online platforms to create activities and presentations is effective for giving students amazing visuals for instructional teaching.

According to Khan et. Al, (2017) the creativity enhances through social media has also positive impact on teacher performance same as knowledge sharing through social media positively related to teachers' performance.

Table 6. Awareness and Activism

| Indicators | Mean | SD | Interpretation |
|---|------|------|----------------|
| As a social studies teacher...using social media in teaching... | | | |
| 1. I use Facebook to spread awareness regarding on social matters. | 3.33 | 0.60 | Strongly Agree |
| 2. I use Twitter to communicate and be updated with social trends and issues. | 3.08 | 0.77 | Agree |
| 3. I am posting updates and awareness through Facebook for my students' perception in social issues. | 3.23 | 0.56 | Agree |
| 4. I am encouraging my students to watch social debates and hearings in YouTube and TikTok. | 3.29 | 0.58 | Strongly Agree |
| 5. I publish my learning files in Google. | 3.17 | 0.69 | Agree |
| 6. I find relevant issues that are social related in Facebook. | 3.25 | 0.64 | Agree |
| 7. I am uploading digital materials that connects me and my student's engagement in learning by using Google. | 3.21 | 0.65 | Agree |
| 8. I find updated news about society by searching and engaging in online platforms like Google, TikTok, YouTube, Facebook, and Twitter. | 3.29 | 0.65 | Strongly Agree |
| 9. I engage with other educators in Twitter in social studies, issues, information and learning by hash tagging some articles. | 3.08 | 0.68 | Agree |
| 10. I browse articles about current social problems with the use of Google. | 3.40 | 0.49 | Strongly Agree |
| Overall | 3.23 | 0.63 | Agree |

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00- (Strongly Agree/Very High Level)

The data in Table 6 shows an overall mean of 3.23, which is interpreted as a high level. This suggests that teachers actively engage in social media to raise awareness about current and social issues.

The highest mean is 3.40, received by indicator 10, with a verbal interpretation of "strongly agree." This indicates that teachers frequently browse articles about current social issues. Teachers reflect that they primarily use social media to stay informed about current issues, especially those related to education.

The lowest mean of 3.08 was obtained for indicators 2 and 9, indicating that teachers do not extensively use Twitter to communicate and stay informed about social trends and issues. Furthermore, they are not fully engaged with other educators on Twitter when it comes to discussing Social Studies topics, sharing information, or using hashtags to promote educational content and articles. This means that in terms of influence in awareness and activism, majority of the respondents are strongly agreed that their actively engage and updated in current issues with the use of social media.

Based on the study of Awaj and Samia, (2016) social networking sites have expanded and entered all areas of social, economic, political and educational life, where these sites can be used in the educational field.

Table 7. Test of Correlation Between Demographic Profile of the Respondents and Their Level of Influence in Social Media in Teaching Social Studies Subjects

| Demographic Profile | Level of Influence of social media | | | |
|------------------------|---|---------------------------------------|-------------------------------------|------------------------|
| | Access to Information and Educational Resources | Enhanced Communication and Networking | Expression of Creativity and Talent | Awareness and Activism |
| Age | -0.047 | 0.039 | 0.039 | -0.157 |
| | 0.753 | 0.790 | 0.790 | 0.288 |
| Gender | -0.038 | -0.037 | -0.037 | 0.266 |
| | 0.799 | 0.802 | 0.802 | 0.067 |
| Educational Attainment | -0.129 | -0.086 | -0.086 | -0.126 |
| | 0.318 | 0.561 | 0.561 | 0.392 |
| Length in Service | -0.206 | -0.107 | -0.107 | -0.178 |
| | 0.160 | 0.471 | 0.471 | 0.226 |

Legend: ** Correlation is significant at 0.05 level (two-tailed)

There is no relationship between the profile of the respondents and their level of influence of social media in teaching social studies. (Accept H_0)

H_0 : There is no significant relationship between the profile and influences among Social Studies Teachers in the Division of Tanauan City.

Table 7 shows the Pearson Product Moment Correlation between the profile of the respondents and their level of influence in social media in teaching social studies subjects among high school teachers in the selected secondary schools in the Division of Tanauan City.

Age and Gender

The correlation between access to information and educational resources and the age of the respondents ($r = 0.047$, $p < 0.753$) indicates that age does not significantly affect the influence of social media in teaching. Similarly, in terms of gender, the correlation ($r = -0.038$, $p < 0.799$) shows no significant relationship between gender and the influence of social media in teaching. Despite in the differences of respondents in terms of age and gender, there are still respondents that can make up with accessing in information and educational resources to use in their teaching no matter what their age is.

Zyad (2016) whose study of Moroccan secondary school teachers also showed a correlation between attitude to ICT and age, revealing that younger teachers are more likely to use ICT in their teaching. Likewise, in their research of upper secondary school teachers Krumsvik et al. (2016) found that teachers who are 50 or older have less digital competence. In contrast to these studies, Semerci and Aydin's (2018) study of Turkish

secondary school teachers' use of ICT did not detect any significant differences between teachers in terms of age.

Adopting gender-inclusiveness and sensitive teaching techniques in early teacher education and in-service teacher training is crucial to teacher development by alleviating gender disparity (Abrha et al., 2023; Núñez-Román et al., 2023). Gender disparity in education often begins in the early years, largely due to the lack of gender-responsive instruction. Girls are often steered toward lower-status subjects and are discouraged from speaking, while boys tend to dominate classroom discussions, consuming a disproportionate amount of the teacher's attention and energy. Also, education materials frequently reinforce low expectations of women and girls, thus a scarcity of female students in disciplines like math and science (Chapin & Warne, 2020).

The correlation for Enhanced Communication and Networking ($r = 0.039$, $p < 0.790$) shows that age does not significantly affect the influence of social media in teaching. Similarly, regarding gender, the correlation ($r = -0.037$, $p < 0.802$) indicates that both male and female respondents are equally effective in using social media for communication and networking. It shows that in every variance of age and gender, they still have the knowledge and skills to communicate through online or social media platforms.

Zafer and Aslihan (n.d.) found older teachers of age 41 years old and above are more effective in teaching and good in classroom management skills than younger teachers in high school. This view is supported by Aloka and Bojuwoye (n.d.) who found that younger teachers often end up making more risky decisions, did not analyze the context carefully when dealing with students' disciplinary problems due to the lacked of experience and immaturity compared to the older teachers.

Expression of Creativity and Talent ($r=0.039$, $p<0.790$), just like in the previous influence, it also got the same p value which is less than 0.005. It basically explains that there is still no significance in age even in expressing their creativity and talent in making online teaching tools and using it in their teaching. Additionally, in terms of the respondents' gender in this same influence ($r=-0.037$, $p<0.802$), explains the same result in the respondents' age, that there is still no significance of the age even in the expressing their creativity and talent in teaching.\

Sivasakthi and Muthumanickam (n. d.) found that younger teachers of age 30 years old and below, mature or middle age teachers of between 30 to 40 years old and older teachers of above 40 years old do not differ significantly in their teacher effectiveness which indicates that age, regardless of young, mature or older teachers does not make any difference to teacher effectiveness

Awareness and Activism ($r=-0.157$, $p<0.288$), indicates that in terms of the age of the respondents, there is still no difference or significance of it in being aware and as an activism in online platforms. Additionally, in terms of gender of the respondents in the same influence ($r=0.266$, $p<0.067$), shows that even in terms of gender of the respondents, the state of being aware and being an activism in online or social media platforms specially in teaching has still no significance. The age and gender of the respondents has no correlation with this influence.

Alufohai and Ibhafidon (2015) conducted a study in Edo State, Nigeria using proportionate sampling technique on selected public senior secondary schools showed middle-aged teachers of between the ages of 36 to 48 years old were more effective to produce higher students' score than younger and older teachers. Their findings also found that the younger teachers of between the ages of 21 and 34 years old were more effective, produced higher student scores than the older ones of between the age of 49 years and above.

Educational Attainment and Length in Service

The correlation for Access to Information and Educational Resources in terms of the respondents' educational attainment ($r = -0.129$, $p < 0.318$) indicates that their level of education does not significantly impact their ability to access information and educational resources. Similarly, regarding the respondents' years of service ($r = -0.206$, $p < 0.160$), there is no significant relationship. In general, whether the respondents are still students or have yet to begin their service, they are still able to easily access various information and educational resources, much like the current generation of students. With the availability of online and social media platforms, everyone has access to information.

A teacher who communicates effectively can also activate this skill in the classroom and ensure that his students are included in the teaching and learning process. In such a classroom environment, the quality of education increases; students are able to gain the desired behavior; and the level of success increases. On the other hand, in an environment where there is no effective and healthy communication between teachers and students, students may lose their interest in the course, and, in turn, academic achievement will be negatively affected (Aksungur, 2018).

The correlation for Enhanced Communication and Networking in terms of the respondents' educational attainment ($r = -0.086$, $p < 0.561$) shows that their level of education does not significantly influence their ability to engage in communication and networking. Similarly, in terms of length of service ($r = -0.107$, $p < 0.471$), it indicates that there is no significant impact of years of service on the respondents' engagement in communication and networking, consistent with other influences and respondent profiles. Even the respondents are not in service, they still can communicate through online social media platforms. There are no cases that there are chances to have relationships.

For Fatma and Tugay (2015), teachers with a minimum of ten years of teaching experience are more effective in teaching and good in classroom management skills.

Furthermore, the correlation for Expression of Creativity and Talent in relation to the respondents' educational attainment ($r = -0.086$, $p < 0.561$) shows that there is no significant relationship between the two variables. Similarly, in terms of the respondents' length of service ($r = -0.107$, $p < 0.471$), the results indicate no significant correlation, aligning with the findings for other variables. These results suggest that both educational attainment and years of service do not have a significant impact on the expression of creativity and talent through social media. Both in terms of educational attainment and length in service of the respondents, there is no significant relationship or correlation between the profiles of the respondents and the influence of social media in teaching.

Teachers' ability to impart knowledge contributes significantly on students' achievements in schools (Alufohai & Ibhafidon, 2015). Studies have shown that teachers' variables such as age and teaching experiences has a certain impact on teacher effectiveness.

Awareness and Activism in terms of respondents' educational attainment ($r = -0.126$, $p < 0.392$), shows that there is no significant relationship between the two variables. Meanwhile, in terms of the respondents' length in service ($r = -0.178$, $p < 0.226$) explains the same results of other profiles and influences. Stating that despite in differences in profiles of the respondents, there are no relationship between the influences of social media in teaching.

In general, the respondents' profile doesn't have the relationship with the influence of social media in teaching social studies subjects among the high school teachers in selected secondary schools in the Division of Tanauan City. Thus, the null hypothesis of the study that states the study has no significant relationship between the variables is accepted.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion, and corresponding recommendations based on the result of the study.

Summary

This study examined the influence of social media on teaching Social Studies subjects, involving 48 high school teachers from selected schools in the Division of Tanauan City. The research employed a descriptive research design, using a survey questionnaire and a checklist as the primary instruments for data collection. The statistical analysis of the data was conducted using the mean and Pearson Product Moment Correlation Coefficient.

Summary of Findings

The salient findings of the study are summarized as follows:

1. Out of 48 respondents, the majority are female at 20-24 ranging of age. Most of them have Bachelor's Degree and Master's Degree in educational attainment and most are in 5-7 years in service.
2. The data gathered in the influence of social media in teaching social studies subjects in terms of demographic profile which are age, gender, educational attainment are perceived in the influences of social media in teaching; access to educational resources, communication and networking, expression of creativity and talent, and awareness and activism remarked strongly agreed in every query that is made by the researchers.
3. There is no relationship between the profile of the respondents and their level of influence of social media in teaching social studies

Conclusion

The findings gathered in the study led to the formulation of the conclusion that the hypothesis being tested states that there is no significant relationship between the profile of the respondents and their level of influence in social media in teaching social studies among high school teachers in the selected secondary schools in the Division of Tanauan City. Therefore, the null hypothesis in the study is accepted.

Recommendations

In light of the findings and conclusion of the study, the following recommendations are offered:

1. Students may directly share their educational concerns and connect with their teachers online using different social media platforms. They may also learn how to address well the concerns and feel more connected to their teachers even through online.
2. Teachers may foster and create a supportive environment that can strengthen their resources and connections through social media platforms especially with other educators. They can share their learning tools for their students.
3. Parents are encouraged to support their children and be a partner with the school to uplift their educators' will and hard work. Their cooperation are essential to the diligent and committed state in work.
4. The administrators may continue to support the needs of the teachers when it comes to the technological skills and knowledge which influences the way they teach and leads to academic success. Strengthening the teachers-educator-student connectedness even through online reassures the quality of learning.
5. Guidance counselors are encouraged to guide teachers in dealing with problems with their technicality in using social media for teaching. May they suggest or provide orientations, seminars, and programs which help them monitor their skills in using social media in teaching which also benefits everyone for learning.
6. For future researchers, it is recommended that when conducting a similar study, other variables may be included, such as the respondents' age, gender, year in service, their level in education and the platforms they commonly used.

The researchers recommend Google for teaching social studies in terms of engagement, learning integration and interaction of students and teachers about educational purposes and concerns.

In terms of the influence of using Google as social media platform in teaching, under Google, one of the most complete and integrated learning media platforms is Google Classroom. Google Classroom is a mixed studying platform evolved using Google for schools that objectives to simplify the introduction, distribution, and project of assignments in a paperless manner. Google lecture room is likewise used to engage instructors and students, collaborate, percentage, and compare . homework, grades, elegance discussions, notifications, and evaluation. Furthermore, Google classroom is a platform that is widely known by teachers and students, one of the learning processes achieved with google classroom is to combine learning styles, blended learning is one of

the teaching processes that is carried out not only in the classroom (offline) but also outside the classroom (online) (Suhroh et al. 2021).

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