

# Social Media and Social Studies Education: Challenges and Opportunities

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## ABSTRACT

This study explored the integration of social media in enhancing the way social studies is taught in public schools in the Division of Tagum City, Philippines. Employing a phenomenological study design using purposive sampling technique, 14 social studies teachers participated in the in-depth interview and focus group discussion. Data gathered were analyzed through thematic analysis. The results revealed that while social media offers valuable opportunities for supplementing teaching methodologies and fostering student engagement, it also raises challenges such as digital literacy, accessibility and connectivity, and distraction among teachers and students alike. Nonetheless, teachers employed strategies such as ensuring information is true and correct, employing technological initiatives, setting clear guidelines, incorporating both traditional and digital methods and managing time effectively to address these challenges. The findings suggest that integrating social media responsibly can enrich the teaching of social studies while addressing potential risks and contribute to more interactive and meaningful learning experiences of students. This highlights the importance of continuous professional development for teachers, institutional support, and clear guidelines to maximize social media use in education.

**Keywords:** education, social studies, social media, phenomenology, Philippines

## INTRODUCTION

The fast pace of change in science and technology has created an evolution of media over time. Social media has taken over the world and influencing our daily lives. As social media continues to evolve, it has been fueled by the human impulse to communicate in various forms. In today's digital age, social media has now become one of the most significant tools for communication, serving as an open source of information and knowledge-sharing platform (Jain, 2019) with approximately 4.48 billion social media users worldwide (Dean, 2023). In education, social media fosters self-directed learning which aids in enhancing the teaching and learning process (University of Arizona Global Campus, 2021). Statistically, there are approximately 3.6 billion social media users worldwide, a figure is projected to increase at 0.81 billion by 2025. In fact, 96 percent of teachers utilize social media for educational purposes, and 83 percent of the students worldwide have access to social media for learning (Lindner, 2024). Thus, the effectiveness, challenges, and implications of utilizing social media platforms such as Facebook, TikTok, Instagram, YouTube, and Twitter as well as individual web and blogsites reveal a significant impact on the educational system, particularly, for teachers and students after examining potential benefits of technological efficiency in enriching both teaching and learning experience. However, social studies teachers encountered challenges related to digitalization in the modern classrooms. It posits while technology can enhance teaching effectiveness, many educators face hurdle of adapting teaching methods

particularly on the use of social media due to limited understanding of using digital platforms and lack of support (Salihu et al., 2023). Meanwhile, a significant number of teachers struggle to effectively incorporate this technology and evaluate its impact due to a lack of training, inadequate support systems and the fact that they are not digital natives (Burns, 2023 & Aydogmuş et al. 2023).

The emerging role of social media platform in teaching-learning process not only provide teachers, students, and others with access to valuable information but also connects them with learning groups and other educational systems, making the learning experience more engaging and interactive (Nasta, 2019). A study by Anderson (2019) found that teachers can leverage social media to create meaningful and innovative educational activities that blend both formal and informal contexts. In addition, a study conducted by Aydogmus et al. 2023, emphasize that while social media holds increasing potential in education, teachers must adeptly learn to navigate its complexities to maximize its effectiveness in the classroom.

Educators continue to explore social media to assess as a digital tool for teaching, learning and professional development. However, the study also stressed that the influence on academic performance may vary and depends how social media is utilized (Oguguo et al. 2020). Furthermore, the study of Prestridge (2019), highlights the advancement of online resources that prompted teachers to connect, share ideas and enhance their professional learning opportunities.

In the study conducted by the Faculty of Education, Ondokuz Mayıs University (2023), teachers utilized social media for various purposes, including professional development, preparing for the lessons, serves as communication with the parents, engaging students, improving curriculum, monitoring extracurricular activities, and assessment. In addition, teachers should enhance their experience to leverage social media for improving the quality education and their personal growth.

However, in the study of Al Rahmi et al. (2022), indicates that the use of social media platforms by teachers has raised concerns regarding accessibility, connectivity issues, source of distraction, and the necessity for effective pedagogical strategies to successfully harness these tools. In the study of Robles et al. (2022), while teachers view the internet as valuable reference tool for learning, they often overlook the importance of verifying the information found online, particularly social media. Moreover, despite the growing influence of social media, it is increasingly acknowledged as a vital educational resource. However, both teachers and students often become overly reliant on the information available on these platforms, which hampers their ability to critically evaluate the credibility of sources. In addition, teachers face challenges in fact-checking as many are not digital native. Hence, the existing problems that needs to be addressed include a limited understanding among teachers about the effective integration of social media to create more engaging and interactive learning experiences for their students. Furthermore, this issue also arises because many students are not adept at fact-checking which leads to collect misleading information (Hall et al., 2021).

While social media can be an advantage not just as a source of task activities but also as access to vital information in subject related discussions, teachers often struggle to distinguish the veracity of truth, resulting to information manipulation and disinformation for knowledge acquisition particularly in historical and current events in digital learning. As supported by the study of Luo et. al. (2021), there has been a lack of online supervision, especially to the teachers and students which misleads to access relevant information of the subject where they resorted to obtain unfiltered information. Thus, it undermines the purpose of learning through social media when individuals resort to fabricated information published by a non-expert of a particular field or discipline.

In a global setting, many universities and schools prohibit students from accessing social networks and download any learning materials such as educational videos which serve as their sources or references while inside the school premise. This is to let the students focus on their studies instead of spending time on social media (Talaue et al., 2018). Meanwhile, a study conducted by Liu et al. (2022) found out that social media and electronic devices offer the teachers and students valuable opportunities for collaborative learning and enabling them to utilize and share learning materials with others. On top of that, the use of social media to access learning materials, connect with study groups, and implement various educational methods in the classroom setting must be carefully monitored and assessed for any potential issues including parental reactions, privacy concerns, institutional regulations regarding social media, and a lack of resources (Nasta 2019). Despite the challenges, these tools provide benefits in terms of accessing course contents, video clips, and transfer of the instructional data which serve as a convenient or practical ways of finding senseful information (Ansari et al. 2020).

Meanwhile, a study conducted by Naidoo and Israel (2021) emphasized that learning in South Africa becomes challenging due lack of access to digital devices, internet connectivity and the high cost of data. This supports the study of Onun et al. 2023 conducted in North Central Nigeria which highlighted the challenges of leveraging social media for educational purposes due to limited access to technology and high cost of internet connectivity which greatly affect student's ability to effectively incorporate social media. Conversely, most young people in Zimbabwe are using social media platforms for leisure and social interaction. It discusses concerns related to antisocial behavior and productivity, and misusing resources for instruction (Mapuvire, 2022).

In the Philippine context, DepEd Undersecretary for Administration Alain Del Pascua emphasized that social media could defeat its purpose as a tool for collaboration and communication if not utilized properly. It is recognized as one of the easiest mediums for delivering information in today's era, creating a greater risk for young learners who may be exposed to various cyber threats and inappropriate content that can convey malicious messages and improper values (Sadongdong & Colina, 2019). Moreover, in the study of Adalakun (2023), highlighted that while students increasingly engage with social media platforms for social interaction and learning, there are some privacy issues that have emerged as a critical issue. Many students experience cyberbullying which can lead to psychological distress. In addition, research further highlights that victim of cyberbullying elevated level of anxiety, depression, and even suicidal thoughts, suggesting that the pervasive nature of online interactions exacerbates mental health issues (Mahanta, 2019). Hence, teachers must be cautious when utilizing the platforms for a social media-based activities to ensure the welfare of the students to create safe and conducive for learning while maximizing the benefits of social media as an educational tool.

On the other hand, the Department of Education has issued memorandum order no. 49 which mandates the teachers to establish a clear boundary between their professional roles and interaction with students through social media platforms to maintain the ethical standards (Gabieta, 2022).. This directive aims to prevent personal relationships, interactions, or communications with students outside the school environment unless they are relatives (Gabieta, 2022). Department of Education also encourages teachers to refrain from posting content such as rants, unprofessional language, confidential student information, personal complaints about the workplace, inappropriate photos or videos, and any material that could compromise their professional image. However, DepEd spokesman Atty. Michael puts an emphasis that the mandate does not prohibit the teachers from using social media, particularly for accessing learning materials in integrating them into the educational process.

In a local setting, a study conducted in the Division of Davao Del Norte explored the experiences of the teachers in remote areas on in relation to their utilization of social media to address challenges related to resource limitations and geographical isolation. In addition, they also highlighted the importance of social media for professional development among educators (Algonos et al. 2024). Meanwhile, in University of Southern Mindanao (USM) in Kabacan, Cotabato found that the students who utilized social media improved their academic performance (Kulidtod, 2017). Moreover, research by Refugio (2024) conducted in the University of Mindanao, emphasizes the necessities of students to learn digital technologies to enhance their studies, access information online, and connect with peers suggested that students must learn the advancement of digital technologies for their studies to access information online and connect with peers. This aligns with the findings from participants of Central Mindanao Laboratory High School department who highlighted several positive impacts of social media including safety, communication, information, and entertainment (Tan et al. 2021). Therefore, the study aims to investigate the existing challenges and opportunities associated with integrating social media in the teaching and learning process, particularly in social studies education. Moreover, in this study, it emphasizes the lived experiences, challenges, and insights of the teachers concerning the importance of leveraging social media in supplementing social studies instruction. These factors significantly influence the quality of instruction and the overall learning outcomes.

On the other hand, previous studies have highlighted the effectiveness and benefits of integrating the online platforms into educational settings, particularly as they offer teachers and students a space for informal learning through to instant access of educational materials. However, challenges have emerged, including concerns about the negative impact social media on teaching practices. Teachers often face challenges when students use these platforms from learning for non-subject related content which can greatly affect their academic performance. Furthermore, the prevalence of cyber threats adds another layer of concern, potentially resulting in profound negative implications of the educators including mental and physical health as well as increased burdens and time-consuming efforts to ensure a safe online learning environment. Teachers understand that cybersecurity is important in educational settings, but many are not fully aware of the specific threats they face or how to protect themselves. This lack of knowledge can lead to inconsistent practices, potentially putting both their own and students' data at risk (Chiu & Ho, 2019).

Moreover, this study is founded on Connectivism Learning theory proposed by George Siemens and Stephen Downes (2005) which supports the notion that learning occurs through digital technologies, including social media, forums, videos, and blogs. These perspectives view learning as a process of forming connections or interactions within a network of information, ideas, and people. Learners can acquire new skills, thoughts, ideas by integrating technology especially social media that offer opportunities to reinforce and address a certain issue or topic related to social studies in a learning process (Western Governors University, 2021). This integration might involve things like researching a question and answers, messaging friends, or browsing for applicable social media content (Siemens, 2004 & Downes, 2005). Hence, this theory promotes deeper learning experiences among the teachers and students (360Learning, 2021).

In addition, connectivism is regarded as digital age learning theory because emphasizes the importance of personal networks through which learner can obtain the viewpoint and wide range of information to make informed choices. This approach ensures that learning occur through collaboration (Duke et al., 2013). Furthermore, Dede (2007) discussed how the nature of collaboration has evolved, where educators and

technologist have learned to apply these changes to maximize the essence of learning. As supported by Conrad and Donaldson (2004), collaboration is vital for promoting engaging and interactive in the learning community. In the study of Goldie (2016), this learning theory offers useful lens while employing digital technology to effectively facilitate a deeper exploration of concepts and enhancing instructional practices during teaching and learning process

In addition, this research is anchored on the Media Ecology theory which highlights about the media environments and examines how technology, techniques, methods of information dissemination, and communication codes significantly impact human affairs and interactions (Strate,1999). Media Ecology with an emphasis on how social media used in teaching social studies shapes and influences communication, cognition, and society. This can be useful for understanding how the characteristics of social media platforms impact learning, information dissemination, and social interactions (Ahmed & Zia, 2023). In addition, another sub-theory that can support this study is Heutagogy which supports the notion of self-determined learning as a student-centered approach of instructional strategy (Hase & Kenyon,2000). This emphasizes the ability of the learner to identify their personal learning needs and approaches for self-directed learning which is relevant when examining how students utilize social media to take control of their learning experiences, curate resources, and collaborate with others. Thus, this learning theory will enhance student engagement through absorbing the information relating to historical and current events through social media platforms.

Although, social media can improve the technological ability and student's engagement in studies (Sharna, 2023). However, literature indicates its use in learning can have negative effects on educational outcomes and psychological well-being. According to Ellis et al. (2024), the study emphasizes that excessive usage of social media can lead to distractions, decreased engagement academic activities, and an increased risk of cyberbullying and antisocial conduct. In the global study conducted by Kasperksy Lab, it showed that social media users are interacting less face-to-face compare in the past because of this greater opportunity to continually communicate and keep in touch online (Noble, 2020). On the other hand, the impact of misinformation and fake news in education, when people have increased access to social media, they could get more exposure to read and believe in fake news which they can be a victim on the spread of fabricated information (EduBirdie, 2021). These conditions can negatively influence of social media, leading to harmful effects such as islander among users, deception and misinformation, and a decline of societal engagement and responsibility. Furthermore, they can disrupt both physical and mental health. Ultimately, this undermines the true essence of sharing and accessing information for educational activity. However, in the study of Ferguson (2020), they highlight the significant strategies and techniques that the teachers can employ to teach the students how to combat the growing problem of fake news on social media. First, make the fake news teachable moment for both themselves and their students. This involves integrating social media into the classroom context, teaching students effective google search skills, demonstrating how to evaluate and filter sources of information and foster an environment that promotes open communication especially dealing fake news during teaching and learning process.

On the other hand, there are key concepts and terms that are utilized in the context of this study. As we are in the advent of science and technology, the definition of *social media* has continuously changed. In this study, it defines as an avenue to provide useful information that helps in connecting the learning groups to make education convenient. Next is, *social studies* which defines as an integrated study of *social sciences* that promotes civic competence and social responsibility. Through the help of social media as part of digital learning tools, the subject will become relevant as new information evolves over time which



develop students to be informed and make reasonable decisions that are beneficial to the culturally diverse society.

Previous studies of social media in learning have largely overlooked how to effectively integrate these platforms into the teaching social studies and related social sciences as well as the impact of such integration. For instance, a 2022 literature review by Alshalawi on social media networks in education revealed that while many studies focus on higher education, there remains a lack of comprehensive analysis addressing the integration of social media in K-12 settings and specific subjects like social studies. Moreover, no studies were conducted on leveraging social media in basic education particularly, with social studies curriculum. This gap represents a valuable opportunity to generate a new finding, given the increasing reliance on leveraging social media in learning as a powerful tool for engagement and collaboration among teachers and students. Furthermore, the schools Division of Tagum City has yet to develop and equip its educators the skills to be technologically advanced on the utilization of social media. This includes training on how to leverage social media as supplemental approach and conduct seminars for a social media-based learning. On the other hand, in recent findings suggest that while educators recognized the potential of social media to enhance learning experiences, many teachers failed to implement these tools effectively (Anderson,2019). Consequently, there is an urgency of need to study to fill the gap that needs to be addressed in understanding education by developing varied and interactive instructional strategies that can enhance learning outcomes since the students perceived social studies subject as boring and unengaging.

Moreover, this research seeks to examine the phenomenological experiences of the teachers who are teaching social studies or social science subject in the Division of Tagum City. In this regard, this study aims to address several key research questions. First, the study aims to explore the lived experiences of teachers while integrating social media into their social studies instruction. Second, it investigates how the study participants cope with the challenges they encounter while integrating social media platforms in their teaching practices. Finally, the study aims to gather insights from social studies teachers regarding their experiences and perspectives on teaching social studies through the integration of social media.

On the other hand, this study can benefit to the existing literature by investigating challenges and opportunities of the teachers regarding role of social media in teaching social studies, particularly in fostering global citizenship. By examining how social media can enhance teaching and learning process, this study can provide valuable insights into broader educational issues related to social studies instruction and the effective integration of social media. As social media transcends geographical boundaries, it empowers educators to connect their students with diverse perspectives and experiences from around the world. This not only enhances the learning experience but also promotes a more inclusive educational environment, while also fostering global citizenship among students by inspiring them to engage with global issues and develop a sense of responsibility towards their communities. Furthermore, the outcome of this study will provide the educators with a deeper understanding of the lived experiences of teachers, allowing them to develop teaching and learning strategies in utilizing social media for educational use. On the other hand, this study aligns with the university's Sustainable Development Goals (SDG). The Sustainable Development Goal (SDG) relevant to this is SDG 4: Quality Education which aspires to promote inclusive, and equitable access to quality education and promote lifelong learning opportunities for all. The incorporation of social media can both enhance the teaching and learning process particularly in social studies. Furthermore, these initiatives support the objectives of SDG'S 4 objectives particularly, the emphasis on employing technology and innovation to improve educational outcomes.

The study holds social relevance as it has the potential to contribute to the humanity and society by shedding light to the challenges and experiences of teachers regarding the viable use of social media in teaching social studies. This study specifically benefits various stakeholders within the educational community. The findings of this study will redound to the benefit of the teachers, students, school administrators, Department of Education personnel and the future researchers. For teachers, the findings will equip educators with the knowledge and skills necessary for effectively integrating social media into their teaching practices, enhancing their ability to engage with students in digital education. For students, as the center of the learning process, for the acquisition of profound knowledge and digital skills through social media platforms which thereby enriching educational experiences. In addition, the outcome of this study could also bring valuable insights to the school administrators about the challenges faced by the social studies teachers employing the emergence of social media and provide opportunities by providing trainings and SLAC sessions mandated by the DepEd to improve curriculum and instruction. Further, for the Department of Education personnel, to implement new policies or memorandums in the integration of social media into teaching practices in social studies to improve learning outcomes. Hence, the study can be a tool to develop and craft an interactive and innovative learning materials using technological advancements toward the improvement of teaching instructions in the Division of Tagum City and promoting equitable access to education throughout the entire country. Lastly, to the future researchers who will use this as a reference for further study. The information and insights gained from this study can serve as valuable guide for future scholar in framing their conceptual framework and research designs. In addition, it is hoped that this study encourages them to conduct related studies within their area of preferences.

## **METHOD**

This section outlines the discussions of study participants, material and instruments along with the design and procedures which will further elucidate the process.

### **Study Participants**

This qualitative study explored the perceptions and lived experiences of Social Studies (Araling Panlipunan) or Social Science public teachers in Division of Tagum City in integrating social media in teaching social studies. A total of fourteen (14) Social Studies public school teachers in the Division of Tagum City participated in the study. There were eight (8) selected participants for the individual in-depth-interview (IDI), the remaining 6 participants were chosen for the focus group discussion (FGD). Meanwhile, a study was conducted within the Schools Division of Tagum City, as the data from this division provided adequate number of participants. Teachers who were teaching Social Studies (Araling-Panlipunan) or any related Social Science subject from school year 2020-2021 up to present were selected. According to Anderson and Kim (2020), 15 to 20 participants were enough to participate in the phenomenological research. However, Ellis (2016), suggested that a sample of between 6 to 20 individuals were sufficient to facilitate the conduct of the study. Further, the researcher used a homogenous type of purposive sampling approach to provide comprehensive understanding of a certain group that shared the same phenomenological experience.

Moreover, the researcher utilized purposive sampling method during the selection process of the study participants. This is best to apply in a qualitative study since it promotes a contextually rich understanding of the phenomena being investigated. (Bisht, 2024). Purposive sampling seeks out people in the population who were most likely to have specific traits or experiences and were willing to share their lived

experiences and personal perspectives with the researcher. In this approach, the emphasis was narrowed to a relatively small sample size and choose the participants that fit the study (Nikolopoulou,2022).

Moreover, in a study of Nikolopoulou, 2022, an inclusion and exclusion criteria in a research study is deemed necessary to verify which members of the target population are eligible to participate and which are not. Hence, the participants featured in this study were public teachers who used social media in teaching in the Division of Tagum City, either a teacher earning his/her degree in social studies or graduated with a degree in social studies or any related social science programs in his/her bachelor years both teaching social studies in Junior High School or Social Science in Senior High School department. Furthermore, presurvey was initiated to verify the target participants who were utilizing social media for educational purposes as a proof of employing social media for learning, which was administered through printed materials. On the other hand, the participants who were excluded from this study included teachers who were not associated with the Division of Tagum City, excluding parents with children in middle to late adolescence and those with certain medical conditions. Additionally, teachers who had not been teaching Social Studies subject for less than three years were also disqualified. Furthermore, teachers who had not taken the presurvey as proof of using social media for learning were not eligible.

Furthermore, the participants who agreed to take part in the study were informed that they could withdraw from the study at any time without needing to explain or face any consequences if they felt uncomfortable discussing any of the requested information. In addition, if there were reported experiencing discomfort during the interview due to the sensitive nature of the study (Schaefer & Wertheimer, 2010). The researcher prioritized their welfare and valued their participation as their highest priority during the study, emphasizing their right to refuse to answer specific question(s) or continue with the interview if the found the interview misleading since the participation of the study was entirely voluntary especially if any ethical considerations were compromised (DePoy et al., 2016).

### **Materials and Instrument**

To conduct this study, the researcher developed interview guide questionnaires comprising open-ended questions designed to encourage participants to elaborate their contextual answers or responses to achieve desired outcome. The data gathered was served as a factual basis of analyzing and drawing conclusions aligned with the research objectives.

During the interview proper, the researcher employed an open-ended question that aims to create a meaningful and interactive interview experience. This approach sought to understand the lived experiences and personal insights of the participants regarding the advent of social media in teaching social studies, particularly focusing their challenges, coping mechanisms, and insights.

Moreover, the interview guide questionnaire of this research instrument featured three research questions along with probing questions for gathering raw data from the study participants. Specifically, the same set of open-ended questions was asked during the individual in-depth interview (IDI) and focus group discussion (FGD) with every participant to avoid eliciting one-word responses or predetermined responses, allowing the participants to provide qualitative feedback and shared their insights freely. On the other hand, the content of the information obtained from the participants during the interview process was encrypted to protect the information to be disclosed by the participants. Furthermore, this instrument was examined by the expert validators of the University of Mindanao, Davao City, Professional Schools at the same time validators from the Schools Division of Tagum City. Additionally, the validators were required to be qualified individuals and equipped with an expertise in the research field for verification of this research paper. In this manner, the interview guide questionnaires were thoroughly evaluated and have



met the established criteria of ethics, artistic integrity, and methodological rigor which resulted in an overall good score.

### **Design and Procedure**

The design of this study is qualitative research particularly through phenomenological inquiry which aims to describe the lived experiences of the participants as the fundamental essence of this phenomenon (Creswell, 2007). Qualitative research provides an opportunity to ask a question in which numerical data is not necessary to understand human experience but data that can be observed and not measured (Cleland, 2017). Through this method, the researcher gained a deeper understanding of social media which can be leveraged in teaching social studies or social science subject, drawing on the experiences, challenges, and insights of the social studies educators.

Moreover, in a qualitative research method the interview focuses on asking questions to obtain data about a certain topic (George, 2022). The researcher utilized in-depth interview (IDI) and observation. An in-depth interview is the strategy to generate a detailed and rich insight of the participant's perspective employing conversational format on the research issue as highlighted by Rutledge and Hogg (2020). Moreover, Focus Group Discussion (FGD) is a qualitative research approach and data gathering strategy in which the identified group of people analyzes a certain topic or issue in an in-depth manner facilitated by a professional (Eeuwijk et. al., 2017). Consequently, the application of these two methods serves as an essential data reference for constructing narratives and organizing information before analyzing a certain phenomenon.

Furthermore, the researcher portrays an important role throughout the process. The job of a researcher seeks to verify and analyze data that is factual or evidence-based information that benefits the global community (Ulz, 2022). In this study, the researcher played various roles as an interviewer, ethical observer, moderator, recorder, transcriber, translator, and data experts/analyst.

During this phase of the study, the researcher in the role as interviewer played an integral role for data-gathering process. The collection of elicited data was guided by the research questions and a series of sub-questions incorporating an open-ended inquiry to facilitate engaging conversation with the participants. Moreover, during interviews and observations, the researcher had established rapport by being approachable, enthusiastic, and demonstrating genuine interest to the participants. This approach aimed to create a positive impression and foster harmonious relationships throughout the process.

In addition, the researcher of this study portrayed as an ethical observer. There were ethical considerations and concerns needed to consider to be addressed for safety and well-being of the participants during the study. The researcher needs to follow a particular code of conduct when collecting data from the participants (Bhandari, 2021). Further, the protection of human subjects through implementing ethical standards are salient in a research study (Arifin, 2018). To comply with the laws and principles of confidentiality, data was kept anonymous, and the identities of the participants remained confidential to protect them from any potential harm. Furthermore, all gathered data was securely sealed and stored to maintain privacy and confidentiality and can be accessed by the authorized research personnel in professional schools.

Likewise, the researcher acted as moderator. During the interview process, the researcher ensured that the participants were fully aware of the intentions of the study being conducted. In this manner, the researcher ensured transparency before commencing the interview process, highlighting its non-mandatory nature, thus the participants were given the right to refuse or withdraw in the study to protect their autonomy, as participations were entirely voluntary (Gertz, 2008).

Similarly, the researcher acted as recorder and ensured that the interview was recorded throughout the session for the reference in the study. The researcher obtained consent to record any information provided by the participants whether done in audio or video format. Further, the researcher ensured the confidentiality and security of the data to protect it from being accessed or used by individuals who were not authorized to utilize the research paper.

In the same way, recordings were transcribed into written document (Bailey, 2008). This marked the initial step in performing data analysis. Thus, the researcher acting as transcriber, ensured that the information from the interviews was transcribed in a verbatim manner capturing each word accurately. Furthermore, an iterative process of attentive listening (and/or watching) was employed to ensure that the spoken information was accurately transcribed into text documents. This process entails close observation to gather the detailed responses from the participants for analysis and interpretation of data associated with analytic notes and/or coding (Bailey, 2008).

In addition, the researcher refrained from paraphrasing or omitting any content for the purpose of altering some information to avoid risk misinterpretation or false evidence. Besides, this approach was adopted to evaluate the statements from sources to ensure accuracy in quotes and context which made it easier to analyze and understand the provided information.

Lastly, the researcher acted as a translator and took responsibility for decoding information into English to disseminate new ideas and knowledge for an effective communication across the world (Morel, 2019). In addition, researcher allowed the participants to freely choose their preferred medium of communication or dialect since language barriers could pose challenges during the interview. This process aimed to ensure comprehension and facilitate meaningful interview experience.

Furthermore, a research proposal was drafted, which was then presented to the research committee in the Professional Schools for approval and review if subject for any necessary revisions before proceeding. After making the required necessary changes to the research outline, the researcher generated the interview sheets to serve as a reference for data collection. To ensure highest quality of information, these interview sheets were approved by the official and certified research validators of the Professional Schools. Following this, the process of collecting necessary data, the researcher subjected the technicalities of the study to the approval of the Professional Schools. Subsequently, an endorsement letter was obtained and signed from the Office of the Dean of the Professional Schools which officially marked the beginning of the data gathering journey. This guideline was a prerequisite for filing the request to conduct this study in the specified research locale.

After which, the request letter was submitted to the Schools Division Superintendent of Tagum City to comply the needed documents for formal endorsement of the study. The researcher reached out to the Schools Division of Tagum City and secured a letter of approval to conduct the study. A separate letter, along with the attached approval from SDO addressed to the school heads. This was to facilitate the orientation and administration of the research questionnaire as sanctioned by the office of the SDS and as approved by the school principal before the data gathering procedure would officially commence. After securing the necessary approval, the researcher oriented the participants on the nature of the study and ensured that the letter of informed consent was handed over to the participants with an affixed signature to participate in the interview process.

The interview was done at the most convenient time of the participants. On the other hand, the data gathering interview were primarily conducted face-to-face however the researcher maximized the use of an online platform due to geographically distant or constraints on travel of the participants. As a token of

appreciation, participants received compensation in the form of school supplies like paper, pen, and other necessities.

On the other hand, there are various steps in examining qualitative data. According to Akinyode et al. (2018), these steps include features such as data logging, anecdotes, data coding and thematic analysis. Nonetheless, researcher employed data logging, a procedure that involved recording the raw data obtained from the conducted interviews, whether through personal interview, focus grouped discussion, observation, or other qualitative data collection into a recorded sheet. Hence, data logging is important as it aims to simultaneously capture the data gathered using all methods of data collection, researcher's description, thoughts and feelings, viewpoint, and insights, as well as assumptions and evolving ideas concerning the subject matter.

Moreover, the researcher used thematic analysis to review the collected data and draw conclusions from the study. Thematic coding is referred as a form of qualitative analysis that entailed classifying passages of text or images and documenting that were associated by a common theme or concepts to index the text into categories which led to establish a structure of thematic ideas (Gibbs, 2007). This technique involves examining and searching for themes by evaluating the meaning of the data for patterns for analyzing qualitative data (Villegas, 2023). In qualitative data analysis, thematic analysis, as outlined by Braun and Clarke (2006), involves several procedures: familiarization of data, coding to highlight sections of the text usually phrases or sentences, then generating themes to identify patterns and review, Finally, writing it up the findings to integrate themes into a coherent narrative. Researcher believed that thematic analysis was an effective tool for analyzing qualitative data, including interview transcripts, social media profiles, and survey results to gain deeper insights into people's beliefs, knowledge, experiences, or values (Caulfield, 2019). Moreover, the researcher administered this method to incorporate several practices, include familiarization, coding, reviewing themes, defining, and naming them, and writing up the findings. These processes corroborate the researcher to avoid confirmation bias in constructing analysis (Caulfield, 2019). Further, the researcher decided to use codes to analyze the participant's feedback, allowing the researcher to learn which themes were the most frequent responses. In addition, the intent of researcher of leveraging a code was to pinpoint and summarize key ideas covered within a collection of data, such as an interview transcript (Crosley, 2021). On the other hand, once data was collected and transcribed, the researcher proceeded the data analysis step from the study participants taken during the interview. The data from each of the instruments used in this study were systematically tallied and accurately recorded. Thus, researchers utilize research data analysis as a method of organizing data into a narrative and then interpreting it to draw conclusions (Bhat, 2023).

Besides, to establish trustworthiness of a qualitative data, the following were the criteria to assess the validity and reliability of the study. These are credibility, dependability, confirmability, and transferability (Lincoln & Guba as cited by Cope, 2019).

In addition, during the conduct of the study, data collection methods are important because they are determined by the methodology and analytical approach applied by the researcher on how the information collected is used and what explanations can be generated from it (Paradis et. al., 2016). Therefore, in facilitating the conduct of this study, the researcher used various instruments to verify the data collected from the participants. On the other hand, validity is the appropriateness of the tools applied, its processes and data while the essence reliability lies in consistency (Leung, 2015). The reliability and validity parameters help to distinguish between good and low-quality research. In addition, they guarantee the readers that the study's findings are credible and trustworthy (Thakur & Chetty, 2020).

Similarly, the significance of credibility in relation to the study was considered while conducting and crafting this research. According to the Statistics Solutions (2023, credibility is one the most important criteria in establishing trustworthiness and reliability in creating a research paper, ensuring that the findings are credible. These include triangulation, intensive familiarity with data, continuous observation, negative case analysis, member checks, and referential adequacy. In a qualitative study, dependability is the process of ensuring consistency of the data (Ilyana 2022). Thus, this criterion aims to establish uniformity in the collected data. In addition to the study of Ilyana, 2022, two strategies are implemented to verify consistency. The first one is the method, source, and data triangulation are carried out concurrently to address differences in data collection methods. Second, saturation and code are meaningfully applied. In this study, dependability was demonstrated by making sure that the result of the qualitative study was established despite some alterations within the research setting or participants during data collection. Moreover, rigorous data collection strategies were used to assure dependability of the final data set. On the other hand, in reference to the study, dependability was given greater emphasis to ensure that the findings derived were consistent and repeatable based from the data collected.

In conducting this investigation, the researcher abided the ethical research standards and procedures of the University of Mindanao Ethics and Review Committee to protect the safety, dignity, and welfare of the study participants. On the other hand, all sources of information including authors obtained from various sites were properly acknowledged and cited to avoid plagiarism. This approach ensures the researcher conformed the intellectual act property, the rights given to person over the creations of their minds. The researcher received UMEREC Protocol No.2024-275. This protocol included specific guidelines that were meant to be followed to conduct the study effectively and morally upright.

**RESULTS AND DISCUSSION**

This section presents the results and discussion of qualitative interviews conducted with social studies teachers about the role of social media in their teaching practices. The interviews explored on understanding the experiences, challenges, and insights of teachers who have integrated social media into their social studies instruction. Several key themes emerged from the data, providing valuable insights into the challenges and opportunities of using social media into the classroom.

<b>Study Group</b>	<b>No. of Years in Teaching</b>	<b>Specialization</b>	<b>Social Media Applications Used</b>
IDI-1	8	SOCIAL STUDIES	Facebook, Youtube and Tiktok
IDI-2	4	SOCIAL STUDIES	Facebook, Instagram, Youtube and Tiktok
IDI-3	5	SOCIAL STUDIES	Facebook, Youtube and Tiktok
IDI-4	7	SOCIAL STUDIES	Facebook, Youtube and Tiktok
IDI-5	11	SOCIAL STUDIES	Facebook, Youtube and Tiktok
IDI-6	8	SOCIAL STUDIES	Facebook, Youtube and Tiktok
IDI-7	3	SOCIAL STUDIES	Facebook, Youtube, Tiktok and Pinterest
IDI-8	3	SOCIAL STUDIES	Facebook, Instagram, Youtube, Tiktok and Messenger
FGD-1	4	SOCIAL STUDIES	Facebook, Youtube and Tiktok
FGD-2	3	SOCIAL STUDIES	Facebook, Youtube and Tiktok

FGD-3	3	SOCIAL STUDIES	Facebook, Twitter, Youtube and Tiktok
FGD-4	6	SOCIAL STUDIES	Facebook, Instagram, Youtube and Tiktok
FGD-5	10	SOCIAL STUDIES	Facebook, Youtube and Tiktok
FGD-6	11	SOCIAL STUDIES	Facebook, Youtube and Tiktok

**Table 1 Study Participants Information**

**Experiences of the Teachers in Teaching Social Studies Using Social Media**

The conducted FGD and In-depth interviews were essential in gathering the responses of the participants as they shared their experiences and insights in the use of social media. The participants in the in-depth interview and FGD expressed their thoughts in terms of their experience in teaching social studies while integrating a social media-based instruction. Responses were thoroughly analyzed, and the following themes were formulated: *Supplemental access to resources; Accessibility and Connectivity Issues; Unreliable Information; and Distractions.*

**Table 2 Themes on the experiences of teachers in teaching social studies with the integration of social media**

Themes	Significant Statement
Supplemental access to resources	I prefer with video clip or videos related to my lesson (IDI-1)
	Download power points and slide shares (IDI-6)
	I utilize youtube for additional or supplement idea (FGD-2)
	We can benchmark there of video lessons to engage more our students (IDI-3)
	I gave supplemental activity (IDI-7)
Accessibility and Connectivity Issues	Internet is not that accessible (IDI-1)
	Slow connection hinders the integration of social media during class (IDI-4)
	The internet is school is lag (IDI-5)
	Not all students have connectivity to utilize social media (IDI-7)
	Inequality of access of students due to socio economic background (FGD-2)
Unreliable Information	Facts are altered (IDI-2)
	There is proliferation of misinformation (IDI-3)
	Students extract unreliable information in social media (IDI-4)
	Not all information in social media is true (IDI-6)
	Digital literacy of my students (FGD-5)
Distractions	It diverts your attention (IDI-3)
	Potential off-task behavior (IDI-8)
	It leads to loss of focus (IDI-4)



	Divert their attention to non-subject related contents (IDI-7)
	Social Media can be a source of distraction (FGD-1)

*Supplemental access to resources.* As the first theme, the participants in the in-depth interview and FGD were very particular and have expressed their eagerness to share on the active use of social media and how it supplements to access and enhance learning materials aligned with the objectives for the social studies subject. They highlighted the importance of utilizing social media as a valuable resource for teaching and learning as it provides supplemental access to a wide range of instructional materials which supported in the study of Sivakumar et al. (2023). This shows that social media can make learning be more engaging and accessible for students.

A participant was explicitly emphasizing the best practices for maximizing online materials such as downloading videos as she shared,

*“I prefer talaga with video clip or videos na related sa lesson Sir no, Ginasend naku through their GC nga pwde nila mareview sa ilang balay or labi na sa kanang kung naa na silay net (internet) or naa silay assignment Mas lalo nilang maunawaan if they can ahh kanang makasend ko sa ila through GC then balik-balikon nila ug tan-aw as long as that is ahmm mu-supplement lang jud kag mas nindot nga kanang ilahang iview(s) nga dali ra masabtan po.” IDI-1*

I really prefer using video clips or videos related to the lesson, Sir. I send these through their group chat (GC) so they can review them at home, especially if they have internet access or if they have assignments. They will understand better if I can send it to them through the GC, allowing them to watch it repeatedly, as it serves as a supplement.

Another participant concurred the convenience of extracting learning materials as he shared,

*“Naa man koy ginasaligan nga link. For example, akong powerpoints – Slideshares. Mag-download ko tapos video sa YouTube.” IDI-6*

I have a reliable link. For example, my PowerPoints – Slideshares. I will download them along with videos from YouTube.

Similar statement was also expressed from FGD,

*“I usually most of the time gumagamit po ako ng youTube para makakuha ng additional or mga supplement na mga ano mga--idea or mga video lesson.” FGD-6*

I usually use YouTube most of the time to get additional ideas or supplemental video lessons.

In addition, one participant shared how delightful she was on the available existing video lessons that could support as reference of their learning materials.

*“We can benchmark there ng mga lessons--mga existing ah video lessons para mas ma-engage natin more yung mga students natin, Sir.” IDI-3*

We can benchmark existing video lessons there to better engage our students, Sir.

Further, one participant added,

*“So, if may aim naman ahm is I want to ahm use the social media platform para ma-supplement ang akoang teaching and learning process then I will go to YouTube, and you know search for mga materials didtoa na in line sa akoang topics para naman mas rich ang akoang information nga mahatag sa bata.” IDI-4*

So, if my aim is to use social media platforms to supplement my teaching and learning process, then I will go to YouTube and search for materials related to my topics so that the information I provide to the stud-

ents is richer.

Meanwhile, a participant,

*“I gave ahmm activity like ahmm work--gawain or supplemental activity I used example in-- I search example in tiktok at the same time in pinterest so those are just examples that I do in my teaching especially in the use or the role of social media in my teaching.” IDI-7*

I gave an activity, like a task or supplemental activity. I searched for examples on TikTok and Pinterest, which are just a couple of resources I use in my teaching, especially regarding the role of social media in my instruction.

*Accessibility and connectivity issues.* As technology evolves, social media has become a powerful learning tool in teaching social studies subject providing a vital access to information which crucial for students to stay updated on the current events and social issues. This supported in the study of Crisolo et al. (2021), as social studies teachers, it is crucial to stay updated with current trends and issues, including historical events through the emergence of social media in this contemporary world.

However, issues of accessibility and connectivity can hinder or limit the teachers and students to fully utilize this digital approach of learning. This aligns with the study of Lowenthal and Lomellini (2022), which revealed how accessibility and connectivity issues can impact the effectiveness of digital learning for both students and students. On the other hand, during the in-depth interview and focus group discussion (FGD), participants shared a range of feelings and reactions regarding these challenges.

Mostly, the participants have expressed their frustration with internet connectivity issues, citing unstable mobile data or Wi-Fi connections, which are often impacted by demographic factors or low internet speeds. One participant expressed,

*“There is a tendency nag nagpa ahmmm nagpa-pa-search ako just like sa youtube if merong mas madali or mag ahh ilahang kinahanglan kanang need nila, the ahmm integration to social media kay basig naa silay na-na mas dali sa ilaha tan awon ahhm kuang lang is kanang walay--walay cellphone or walay internet nya dili kaayu accessible kay hinay ang data depende sa location sa eskwelahan po.” IDI-1*

There is a tendency for me to search, just like on YouTube, if there are easier options or what they need. The integration of social media is important because they might find something easier to watch. The only issue is that some students do not have cell phones or internet access, and connectivity can be slow depending on the school's location.

One participant similarly noted,

*“Pero ang data connection sometimes ahmm maka-hinder pud siya sa pag-integrate sa social media kay for example ahh naa naka sa imuhang kanang classroom tapos nawala ang internet or kanang na—kanang hinay kaayu ang connection so ma—ma-disrupt ang imuhang kuan flow sa imung lesson so isa na siya sa mga challenges Sir.” IDI-4*

However, the data connection can sometimes hinder the integration of social media. For example, if you are in the classroom and the internet suddenly goes down or the connection is very slow, it can disrupt the flow of your lesson. This is one of the challenges we face, Sir.

In addition, a participant also pointed out the same sentiment,

*“Yes, kay mugamit kog internet diri sa school lag. Na'y mga time ba nga mu gamit ko ug.. online kay magresearch ko para i-lesson unta advance ugma di naku ka-access kay hinay man diria sa school.” IDI-5*

Yes, because when I use the internet here at school, there is lag. There are times when I use online resources to research for my lessons in advance for tomorrow, but I can't access them because the connec-

tion here at school is slow.

On the other hand, another participant expressed empathy for students who lack access to mobile phones which raised concerns about educational equity in terms of digital learning,

*“Dili tanan makaaccess noh. Not all the students have the capacity to access social media. Not all students have the access to internet connection so with that ahm-- accessibility sa mga bata dili tanan, not all.”* IDI-7

Not all students have the capacity to access social media. Not all students have access to an internet connection, so in terms of accessibility for the children, not everyone has it.

Participant from FGD further added as he emotionally shared,

Yes, not all students have phones and access to social media because also of their socio-economic background. Just like in my regular class, not all have access to the phone. So, it can really affect their output in submitting their output, there will be delays and there would be ah concerns. FGD-2

It was revealed that students do not have an equal access to social media or internet connections which discourages them to participate in a social media-based activities. Hence, their socio-economic conditions affect their academic performance as supported by the study of Munir et al. (2023), which provides evidence that not all students have the equal opportunity to access resources in various social media platforms due to socio-economic status.

*Unreliable Information.* For this theme, the participants of the interview session have openly expressed their reactions in relation to digital literacy and responsibility as a teacher in delivering right information to the students.

In the study of Tinmaz et al. (2022), digital literacy and responsibility are critical elements in this technologically advanced era. As supported by the study of Romi (2024), social studies teachers play a vital role in promoting digital literacy, which is essential for the holistic development of both their teaching methods and their students particularly in the context of social media-based learning. On the other hand, the spread of misinformation and disinformation in social media has become rampant, creating formidable challenges for teachers in equipping students with necessary skills to critically evaluate sources or filter the right information and understand the veracity of truth in this 21st century learning. This is supported by one of theories gleaned on this study which is Media Ecology theory which supported the notion how technology impacts social interactions, information dissemination in the teaching and learning process (Strate, 1999, Ahmed & Zia, 2023).

A participant genuinely shared her concern feeling how facts can be easily fabricated,

*“So, knowing na social studies involves social issues, it's very easy lang jud na ma-alter gud ang facts especially na rampant kayo ang mga fake news.”* IDI-2

So, knowing that social studies involve social issues, it's very easy for facts to be altered, especially since fake news is rampant.

Another participant similarly added,

*“The second one is ahm yun dahil sa naglilipana na information with the social media hindi natin maiiwasan ang fakenews, mga misinformation.”* IDI-3

The second one is because of the proliferation of information on social media, we cannot avoid fake news and misinformation.

In addition, one participant expressed the threat brought by becoming dependent on information found on social media, *“Isa sa mga challenges is kanang misinformation na mabasa nila or makita nila sa social media kay siyempre ahmm tanan information naa na didtua so tendency mag-depend ang student,*

*n but also the teachers in the information given by the—by the people, sa social media without cross checking if it's true or not.” IDI-4*

One of the challenges is the misinformation that students read or see on social media because, of course, all information is available there. This leads both students and teachers to depend on the information provided by people on social media without cross-checking whether it's true or not.

This supports the study of Luo (2021), which underscore the relevance of the users in distinguishing the true or false information which highlighting the need for critical evaluation skills among students and educators. This is crucial to avoid misleading information that could potentially affect the mental health, academic performance, and social interactions for both students and teachers.

Further, one of the participants was upset in the process on how much she struggled due to her lack of capacity to filter available information found on social media.

*“The most difficult jud sir nga nachallenge nako is . . . kana jud mga misinformation and disinformation. Lisud gihapon hangtod karun kay naa man gud mga ing-ana.” IDI-6*

The most difficult challenge I have faced, Sir, is misinformation and disinformation. It is still difficult up to now because there are still instances of these.

This corroborates the study of Leviste et al. (2024), about the information literacy of the secondary teachers which emphasized the struggles to effectively use and evaluate credible sources which can lead to challenges in teaching the students how to navigate online information.

In addition, other participant was disappointed and felt dismayed at the same time because of the lack of ability of the students to utilize the platforms effectively and responsibly while leveraging it in the classroom setting, despite being exposed to advanced technology particularly since they are into social media.

*“So, one of my challenges that I--that I encountered during sa pag integrate sa social media during my class is that the digital literacy of my students kay daghan—naa puy mga students na walay—wala pa nakabalo about digital use, kanang pag-use sa mga digital or mga social media usage—because kay daghan jud students ang di kabalo maggamit ug tarung, or they may have this--, they may not have the skills to use social media effectively and responsibly.” FGD-5*

So, one of the challenges I encountered while integrating social media into my class is the digital literacy of my students. Many students are not yet knowledgeable about digital use, particularly regarding the use of digital tools or social media. This is because many students do not know how to use these platforms properly, or they may lack the skills to use social media effectively and responsibly.

*Distractions.* While social media offers numerous opportunities for engagement and access to a variety of information. However, participants in this study have described their experiences about employing social media-based learning as a double-edged sword; although, it enhances learning, but it often leads to moments of disengagement and lost focus which aligns with the study of Chen (2022) which presents potential distractions of using social media for both teachers and the students.

A participant was very genuine with her response as she laughed while expressing the guilt felt when searching for educational videos or extract information on social media but find herself redirected by some unrelated contents which defeats the original purpose of using the platforms as she shared,

*“There are times na murag gani ahm kana bang malingaw ka with the other information nga imung makita didto, say for example, mangita ka Sir ug ahm kanang some short videos from the tiktok about a certain topic and then tungod sa kadaghan ug mga videos didtua Sir murag dili na dayun ka maka-adtu kung unsa jud imuhang purpose nga tan-awon sa tikTok. So, there are times na hala dili nalang nimu mamalayan*

*nga dako na kayo ang time nga imung gi-spend sa pag—kanang pag-scroll-scroll sa mga social media platforms.” IDI-3*

There are times when you get entertained by the other information you see there. For example, if you are looking for some short videos on TikTok about a certain topic, because there are so many videos available, you might lose sight of your original purpose for watching TikTok. So, there are times when you don’t even realize how much time you’ve spent scrolling through social media platforms.

Similarly, one participant was felt embarrassed as he honestly shared,

*“Then panagsa makalangan pud ang social media Sir . . . sa atung mga trabahuon labi na ang Facebook during makakita ta na naay mga friends o tsismis na makitsismis pud ta. Ing-ana Sir ang mga makit-an Sir.” IDI-8*

Sometimes social media can also distract us, Sir, especially Facebook, when we see friends or gossip that we end up getting caught up in. That’s what we often encounter, Sir.

Furthermore, one participant expressed,

*“Akoang napansin in integrating social media social studies nga subject kay it creates distraction sa mga students for example naa kay ipabuhat sa ilaha so dugay--dugay na mabuhat it's because ma-distract man sila sa ubang butang sa mga unrelated content, sa mga kanang mga other things na makita nila sa social media.” IDI-4*

I noticed that integrating social media into the social studies subject creates distractions for students. For example, when you assign them a task, it takes them a long time to complete it because they get distracted by unrelated content and other things they see on social media.

Another participant pointed out,

*“Makuan nato mga bata naa siyay pause of distraction, additional distraction sa mga hunahuna sa mga bata especially if tagaan nimu sila time mu-browse sa social media and then by... by just giving a link or instruction there are tendency na they will be ahm--distracted -- other.” IDI-7*

We can say that for the students, there is a pause for distraction—an additional distraction in their thoughts, especially if you give them time to browse social media. Even by just providing a link or instruction, there is a tendency for them to get distracted.

Moreover, one participant from focus group discussions shared his displeasure—though not surprise—regarding the off-task behavior of the students made when utilizing social media-based activities as they often become focused instead on entertaining unrelated activities like playing e-games.

Sometimes using social media could be a source of distraction. Because when you utilize social media, you cannot really guarantee that 100% of the students are really using that for learning. Some of them are playing games and that you cannot really like to look out at the back. FGD-2

### Coping Strategies of Social Studies Teachers in the Integrating of Social Media in Teaching Social Studies

**Table 3 Themes on how the study participants cope with the challenges encountered in teaching social studies using social media**

Themes	Significant Statement
Ensuring information is true and correct.	I do check the facts (IDI-1)
	It is your responsibility to make sure that all information are correct (IDI-2)



	I really need or we really need to cross-check the information (IDI-3)
	as a teacher, we really need to ahm cross check everything (IDI-4)
	Making sure that information is correct (IDI-5)
	You always check the information(FGD-1)
Observing time management	We really need to manage our time. (IDI-3)
	We always set time (IDI-4)
	Number 1 is time management (IDI-6)
	I employ time management (IDI-8)
	I usually balance online and offline activities(FGD-4)
Establishing clear guidelines	Setting guidelines and expectation also minimizes distractions (FGD-4)
	I give them structured and specific guide outlining the procedures (IDI-7)
	You guide them what is the positive or negative in the social media (IDI-1)
	To have really good classroom management and setting rules and regulations (FGD-3)
	I provide explicit instructions (FGD-5)
Employing technological initiatives	Be ready for back up internet and downloaded files (IDI-4)
	I give both the soft and hard copies of the materials (IDI-7)_
	I secure files to avoid virus on it (IDI-8)
	Making group activity to access social media (FGD-2)
	Download in advance to filter information (FGD-6)

During the interview, the social studies teachers among Junior High School and Senior High School teacher teaching Social Sciences shared their coping strategies for integrating of social media through social studies. This section outlines four coping strategies identified by the participants. The following themes were drawn from their actual responses: *ensuring that information is true and correct, observing time management, establishing clear guidelines, and employing technological initiatives.*

*Ensuring information is true and correct.* The first theme derived from the viewpoint of the participants about verifying the accuracy of information is critical in delivering lessons to our learners to established authenticity and truthfulness. While observing participants during the interview, it was evident that they were concerned and afraid about relaying inaccurate information to the students from various social media sources, it could be challenging for students making it difficult for them to unlearn for what they have be-

en learned already if you were able to provide incorrect information.

Particularly, participant mentioned,

*“It should be ahh checked the ahh the resources kung ahh it is co-incide or tama ba and you should ahmm naa siyay iyahang sa iyang giingon nga legitimacy Sir sa users kay naa ba’y uban kanang murag makuan ka nga oyy nganung gigamit mani nimu ing-ana nga something like that.” IDI-1*

It should be checked the resources to see if they coincide or if they are correct, and you should consider the legitimacy of the users because there are some that make you think, 'Why are you using this?' or something like that.

One participant responsibly added about conducting legitimate check of the information in social media as she shared,

*“As a teacher, imu jud nang responsibility to make sure na all information are kuan correct and relevant sa competency that you should follow for that certain period of time. So, aside from that, make sure jud nga ang source of information from the social media platform is credible and legit jud siya. So, mag-legit check sa jud siya ana.” IDI-2*

As a teacher, it is your responsibility to ensure that all information is correct and relevant to the competencies you are expected to follow during that certain period of time. So, aside from that, make sure that the sources of information from social media platforms are credible and legitimate. Therefore, you should conduct a legitimacy check on them.

On the other hand, participant expressed a strong commitment to always filter the right information before presenting it to our learners.

*“We need, really need or we really need to cross-check the information na nakukuha natin Sir. So, ibangga-bangga gud nimo siya with other sources, para makashare ka ug kanang ahm ah-- legit na mga information sa imung mga students.” IDI-3*

We really need to cross-check the information we gather, Sir. So, you should compare it with other sources to ensure that you can share legitimate information with your students

Then participant further added,

*“So, it's very important to parang cross check especially kanang mga--mga current na mga information. So, di lang ta pataka ug kuha ug—kanang mga videos sa youtube or tiktok so it's also important na--nga i-check jud siya kung tama ba ang information kay basin ma-mislead ang mga bata.” IDI-4*

So, it's very important to cross-check, especially current information. We shouldn't just randomly take videos from YouTube or TikTok; it's also important to verify if the information is accurate because it could mislead the students.

Meanwhile, participant showed a strong feeling to be cautious and extra careful of extracting information online,

*“Kuan najud ko karun kanang Mag-segurista najud ko when it comes sa magkuha ug mga information. Segurista najud ko kanang dili naku magpataka magtuto-tuo anang nga unsa na diha information.” IDI-5*

I'm really going to be cautious now when it comes to gathering information. I'm going to be careful and not just believe anything that's out there.

Then another participant similarly remarked,

*“When it comes to misinformation to avoid that, I situated and facilitate my learners in information-checking so, ano yung mga reliable sources.” FGD-1.*

When it comes to, misinformation, to avoid that, I guide and facilitate my learners through information-checking, if what are the reliable sources.

In this regard, this supported the study of Tkacova et al. (2022) stating that utilizing social media in teaching equates responsibility of validating the credibility of the sources while teachers extracting a vast amount of information before sharing these contents with the students. Hence, as further elaborated by the study of Weninger et al. (2017) about the need of imposing guidelines for cross checking of the information that are available on social media before delivering such information to our students. Thus, as a social studies teacher, it is our responsibility to guide our students to be cautious particularly in an age where misinformation can easily mislead the learners.

*Observing time management.* Participants believed that time management is the key to cope with the potential distractions, and other challenges that may arise through the utilization of social media in teaching. In this interview, participants appeared to be predominantly positive and proactive. They demonstrate the importance of setting specific time limits for social media use to manage online and offline activities and to ensure that it does not overshadow classroom activities.

This supports the study of Chukwu et al. (2022) which highlights the importance of implementing time management strategies to enhance learning and engagement in using social media as a digital resource. Thus, effective time management is important to overcome arising distractions and challenges in connection with the utilization of social media for learning.

As expressed by one of the participants,

*“Time management lang yun Sir, so you need to manage your time in scrolling the social media platforms.” IDI-3*

It's just time management, Sir, so you need to manage your time while scrolling through social media platforms.

On similar manner, participant pointed out that,

*“We always set time, we always schedule time for social media use. Diba ahm--, it's good na mag-gamit ug social media mga bata after school or as well as the teachers diba kay para mag-extract ug information or para mag-upload pa sila ana gud or mag-research pa sila. But we really need to kanang schedule specific time for these activities in social media para ma-ensure nato nga bilang –murag dili ma-dominate sa class Sir ba ang pag-gamit lang sa social media.” IDI-4*

We always set time; we always schedule time for social media use. It's good for the students to use social media after school, as well as for the teachers, so they can extract information or upload content or do research. But we really need to schedule specific times for these activities on social media to ensure that it doesn't dominate the class, Sir.

In addition,

Number 1 is time management then control. IDI-6

Another participant agreeably mentioned,

*“Pag set ug time limit para ma-prevent ang distraction.” IDI-8*

Set a time limit to prevent distractions

Lastly, participant emphasized the importance of integrating both traditional method and social media-based learning,

*“I usually balance ah--online and offline activities. So, I usually combine social media-based tasks with traditional teaching methods.” FGD-4*

I usually balance online and offline activities. So, I usually combine social media-based tasks with traditional teaching methods.

In essence, combining traditional methods with modern educational approaches such as social media-based learning can lead to be more enhanced educational outcomes and facilitate inclusive learning environments (Javaee et al. 2022).

*Establishing clear guidelines.* To effectively integrate social media into social studies education, we need to consider in establishing clear guidelines as it provides direction and structure for the teachers and students. Participants during this interview were very particular about their critical role as a teacher in implementing rules and regulations. This approach ensures that students are guided appropriately while navigating these platforms for learning. This supported by the study of Manfra (2020) which highlighted the necessity of a framework that the educators in adopting social media as an active tool for learning. Hence, setting an explicit expectations and procedures can help the teachers to promote a purposeful learning environment in incorporating social media for an interactive and responsible engagement with digital resources such as social media.

The participant mentioned specifically that:

*“Dapat naa jud kay clear guidelines and expectation when it comes to integrating social media sa imung classroom classroom. Dapat naa kay Plan A, Plan B ana gud kay ahmm that's –that's an indication that you are focused, and you know what you are doing.” IDI-4*

You should have clear guidelines and expectations when it comes to integrating social media into your classroom. You should have a Plan A and a Plan B, because um, that's an indication that you are focused and know what you are doing.

In similar way, participant added,

*“Akong tagaan ug structured nga specific nga guide noh mga ahmm procedure kung unsa jud ilaha himuon at the same time by putting a timeline kung kanus-a nila isubmit nila ang activity para ma-encourage sila dili ma-divert ang information sa lahi nga butang.” IDI-7*

I give them a structured, specific guide, you know, procedures on exactly what they should do, and at the same time, by putting a timeline on when they should submit the activity, to encourage them not to be diverted to other information or things.

On the other hand, this participant was very particular on pointing out the influence of social media.

*“You have ahh you guide them noh, what is the positive or negative in the social media so ahmm through this it is easy also for them as araling panlipunan to.. ahmm to watch what is the ahh real event during ancient time until now, what is the correct issue is.” IDI-1*

You guide them, you know, about the positive and negative aspects of social media, so, through this, it is also easy for them, as social studies students, to watch what the real events are from ancient times until now and to understand what the correct issues are.

Further, one participant from FGD also shared,

*“I provide an explicit instruction on my students relating to digital literacy skills, including how to evaluate kanang mga sources, and maka-detect sila ug misinformation and engage responsibly sa mga kuan-- mga resources.” FGD-4*

I provide explicit instruction to my students regarding digital literacy skills, including how to evaluate sources, detect misinformation, and engage responsibly with resources.

Then another participant added,

“For me, it's better to have really a good classroom management and setting rules and regulations first noh para talagang alam nila ano yung bawal at hindi ah bawal na dapat gawin.” FGD-2

For me, it's better to have really good classroom management and to set rules and regulations first, you know, so that they truly understand what is allowed and what is not allowed.

*Employing technological initiatives.* Employing technological initiatives is crucial to expand access to resources in enriching the instructional experience in social studies. Meanwhile, the participants were very proactive emphasizing the importance of downloading digital resources and printed materials in advance from various social media sources and while also being cautious about potential risks such as viruses. The study of Tarman et al. (2019), supported that incorporating technological initiative is crucial in to enhance the access of resources available online while addressing proactive measures.

In this interview, participant shared to always prepare for contingency in teaching instruction as she shared,

*“Naa jud kay back up—dapat naa jud kay mga backup na mga internet like kanang dapat nga kanang dapat naa kay kanang backup internet connection or para makuan siya, kanang i-download daan ang imong mga resources bago nag—bago nimu ipakita sa mga bata para dili ma-distract ah—para dili ma-distrapt ang imuhang lesson.”* IDI-4

You should have a backup - you should have alternative internet options, like you should have a backup internet connection, or you should download your resources in advance before showing them to the students, so that you don't get distracted - so that your lesson doesn't get disrupted.

Meanwhile, another participant pointed out,

*“I utilized both printed and ahmm para naa siyay kapilian sa mga bata so kung dili nila ma-access ang material so padala naku sila ug module or printan naku sila ug any material nga noh-- naa pud didto ang mga necessary information or makatabang sa pag-enhance sa ilahang pagtuon.”* IDI-7

I utilized both printed materials and digital resources to provide students with options. If they are unable to access the online materials, I send them modules or print any necessary resources that contain essential information to help enhance their learning.

While this participant was cautious as she said,

*“Careful jud ko sa pagdownload sa kaning link naa may gud link Sir nga nagahatag ug virus nga possible makadaut sa atua mga . . . mga gadgets.”* IDI-7

I am very careful when downloading from links because there are links online, Sir, that can give viruses which may harm our gadgets.

On the other hand, participant from FGD was very considerate as he showed deep understanding in acknowledging the learning needs of the students since not all students have access in technological aspect by implementing group activities,

*“The thing that I have done is I assign groups, so, I make it group activity para hindi para ma-lesse yung burden ng mga students so if ever walang device yung isa o walang connection at least meron siyang mga kasama.”* FGD-2

What I have done is assign groups, making it a group activity to lessen the burden on the students. So, if one person doesn't have a device or connection, at least they have others with them.

Moreover, this participant also shared,

*“Download it in advance para mayroon akong enough time to filter the information na hindi naman masyadong factual or yung feeling ko hindi masyadong ano -nakakatulong sa aking ahm-- sa instruction.”* FGD-6



Download it in advance so that I have enough time to filter out information that isn't very factual or that I feel isn't particularly helpful for my instruction.

**Insights of Experience of Social Studies Teachers in the Integrating of Social Media in Teaching Social Studies**

**Table 4 Themes on the Insights of Social Studies Teachers in teaching social studies through Social Media**

THEMES	SIGNIFICANT STATEMENT
Social media improves engagement strategies	Social media plays a crucial role in developing students' engagement (FGD-1)
	Social media is a platform that can make my lessons more interactive, engaging to my students (FGD-5)
	Students are more involved in the lesson (IDI-1)
	This can increase their engagement and motivation in the lesson (IDI-7)
	It engaged my students well (IDI-3)
Use of social media offers varied learning materials	Expands students' imagination through examples (FGD-2)
	Social media provides varied examples (IDI-2)
	It is convenient to find materials online (FGD-6)
	Designing lesson is more convenient (IDI-4)
	Social media enhances understanding beyond textbooks (FGD-1)
Social media promotes collaboration and real-world connections	It promotes collaboration during group activities (ID-8)
	Real-life experiences and collaborative learning from both teachers and students (IDI-2)
	Brings real world issues into the classroom. (FGD-4)
	It promotes learning with one another (IDI-7)
	Easy connect to real world scenarios (IDI-4)
	Collaborative learning from both teachers and students (IDI-2)
Teachers' technological knowledge must be updated	Attend workshops or trainings about digital literacy (IDI-4)
	Develop digital literacy skills (FGD-4)

	SLAC Session for social media-based learning (FGD-3)
	Enhance ICT skills (FGD-1)
	Memorandum on how to use social media (IDI-2)
Integrate social media-based learning in the curriculum	DepEd should implement memorandums aligned with the learning objectives or learning competencies (IDI-2)
	Prepare or design a plan or provide a learning resource or material (IDI-7)
	It must be part of our curriculum then the DepEd should recommend legitimate social media accounts (IDI-5)
	It can be incorporated in class observation for social media-based activities as one of the indicators (FGD-6)
	Prepare or design a plan or provide a learning resource or material that could be used to enhance teaching (IDI-7)

The participants emphasized the significant role of social media in the realm of social studies. In response to the final research question about sharing some insights, the participants provided valuable ideas based on their experiences. These are the following themes emerged: *social media improves engagement strategies, offers varied learning materials, promotes collaboration and real-life connections, teachers' technological knowledge must be updated and integrate social media-based learning in the curriculum. Social media improves engagement strategies.* The role of social media promotes engagement through teaching social studies as it provides different platforms to catch the interest of the students. As a social studies teacher, you must prepare differentiated activities for your instructional strategies. So, by utilizing social media platforms in learning such as YouTube and TikTok, educators can create interactive and innovative lessons suitable for our diverse learners to cater their multiple intelligences which will lead the teaching and learning process adaptable to more engaging and participatory in the process. When one of the participants mentioned that before they were relying heavily on textbooks which was very tradition but the transitions to more interactive digital platforms not only help to captivate the attentions of the students but also inspires our learners to create a meaningful discussion with the subject matter. Consequently, employing social media platforms in the educational setting serves as an impactful strategy to develop both the student engagement and digital literacy among teachers, aligning with the needs of 21st-century learners.

This supports the study Annetta et al. (2009), which posited that incorporating social media in the class increases engagement of the students which allow the learners to express their creativity and enable them to learn independently through social media-based activities and real time discussions which favor the sub-theory of this study as well which is Heutagogy that supports the notion of self-determined learning as a student-centered approach of instructional strategy (Hase & Kenyon,2000). When I conducted this

interview, I witnessed in the eyes of the participants as they overwhelmingly expressed how happy they were upon sharing those experiences.

Participant was confidently expressed how these social media brought a positive impact to enhance engagement level which made the class more interactive in teaching social studies as she shared, *“Social media as a great reinforcer of both the student engagement and as well as their skills kasi using social media can actually attract the interest of our students as well as it can also it could be a good avenue for them to show their skills, especially when it comes to ahm creating media or videos like that.” FGD-1*

Social media as a great reinforcer of both the student engagement and as well as their skills kasi using social media can actually attract the interest of our students as well as it can also it could be a good avenue for them to show their skills, especially when it comes to creating media or videos like that.

Similarly, participant from FGD was enthusiastic of expressing as she further added, *“Use of social media and teaching social studies is that ah-- social media is a platforms that can make my lessons kanang more interactive, engaging to my students, like using youtube mga videos or tiktok for real time discussions, for visual storytelling kay maka—ang mga bata man gud karun is very visual, ang audio murag di-- nana sila maminaw magsige rag kuhit-kuhit sa mga classmate so, ganahan jud na sila kaayu na sila kanang ug visual.” FGD-5*

The use of social media in teaching social studies is that social media is a platform that can make my lessons more interactive and engaging for my students, like using YouTube videos or TikTok for real-time discussions and visual storytelling. Students nowadays are very visual; they don't really listen much and tend to just doodle with their classmates, so they really prefer visual content.

On the other hand, sense of relief was felt by one of the participants stating that, before they were struggling as students became bored while utilizing traditional method during class discussion.

*“Tapos dati we are more on bookish so that's why some of our learners are getting bored and parang naghahanap sila or nahahati yung attention nila so that was my experience compare nowadays using the social media is nagkakaroon ng kumbaga mas madali or more engaging and they are more participated then compared to ahmm before nga mga learners since we are engage in the 21st century.” IDI-1*

Before, we were more focused on books, which is why some of our learners were getting bored and were looking for something else or their attention was divided. That was my experience compared to nowadays using social media. It has become easier or more engaging, and the learners are more participative compared to before. The learners are more engaged now because we are in the 21st century.

In addition, participant also shared,

*“Increase ang ilahang engagement and ahmm engagement in the lesson in terms--it makes more interactive and then they are motivated to listen to you or, I mean they more motivated to learn the subject.” IDI-7*

Using social media increases their engagement in the lesson which it makes more interactive, and then they are motivated to listen to you or, I mean, they are more motivated to learn the subject.

Another participant added,

*“It engaged my students well sa akoang klase so dili naku maglisud ug connect sa ilaha.” IDI-3*

It engaged my students well in my class, so I don't have a hard time connecting with them.

Overall, the participants in this study displayed a strong feeling of optimism and satisfaction while leveraging social media to be more interactive, engaging, and participatory learning experiences that connect with today's 21st-century learners.

*Use of social media offers varied learning materials.* Learning is inclusive; thus, it is essential to adapt varied learning materials to meet the educational needs of our students. As social media emerges, the teaching of social media enhances have immensely enhanced due to availability of the digital materials in various social media platforms, which in return it promotes student engagement and to be aware not just socially involved in contemporary issues but including historical events. This aligns with the study conducted by the Faculty of Education, Ondokuz Mayıs University, Samsun, Türkiye (2023), on how the teachers incorporate the social media platforms to extract available materials online for different instructional purposes to supplement for lesson preparation and more interactive learning environment and the theory of Howard Gardner about the Multiple Intelligences of the learners. So, we must develop differentiated learning instructions to meet the learning needs of our diverse learners.

Specifically, participant described the effectiveness of social media as he shared.

Integrating social media in our instruction really has a great help in improving our students' engagement level, especially when it comes to our discussion. It also makes our students become aware of the current events, especially when we ask them to, you know, search for social issues. FGD-1

Moreover, one participant was thrilled because of the variation offers by the social media in terms of materials available.

*“Kung murag ma-ma-bore na ang students, kanang dili na sila engaged towards that ano instruction. For example, if you always use YouTube videos, always nalang pud jud, wala nay-variation, murag ma-bore ang mga students, dili na kaayo sila into that ahm instruction, mode of instruction. So, pwede ka mag-shift into other social media platforms. Like, you can use TikTok videos kasi mas ano siya interactive. So, maybe you can try that one if the other ones are no longer ano ahm working in the class.” IDI-2*

If students seem to be getting bored and disengaged with the instruction, for example, if you always rely on YouTube videos without any variation, they may lose interest. To address this, consider shifting to other social media platforms. Using TikTok videos, for instance, can be more interactive and might re-engage the students. If previous social media-based methods are no longer effective in class, trying something new like this could help maintain their interest and enthusiasm.

A participant from FGD expressed as he felt at ease and confident on using the platforms, stating:

*“Social media really helps me kanang ah mapagaan yung work kasi you can just instruct the students what to do then, they can ahm they can search sa mga information sa social media na nakakatulong sayo na kanang di mo na kailangan pang mag--yung ikaw talaga yung mag-ano sa mag—bigay sa kanila—mag-feed sa kanila ng mga information ngunit nandiyan na yung social media na nakakatulong sayo para gawin yun.” FGD-6*

Social media really helps me lighten my teaching task because I can just instruct the students on what to do, and then they can search for information on social media that helps you, so you don't need to be the one to provide them with the information. The social media is already there to help you do that.

One participant concurrently added,

*“If you want parang rich resources—ah parang rich na information so I will go to ahm-- YouTube, tapos yun, I will parang search for a video and then yun yung ipapakita ko sa students and then sa mga activities naman, ahm I would, I would parang group them and then parang may--may ipapagawa ako sa kanila like for example, slogan or video presentation. And then, they would upload that one sa facebook, not just for, you know ahmm, paramihan ng likes but also to--to create awareness ahm-- in relation sa competency ng—na binibigay ng DepEd.” IDI-4*

If you want rich resources or detailed information, I would go to YouTube, then search for a video that I can show to the students. For the activities, I would group them and assign tasks, like creating a slogan or a video presentation. They would then upload that to Facebook, not just for getting likes, but also to create awareness related to the competencies provided by DepEd.

Similarly, one participant highlighted the convenience that the social media offers to the teachers in effectively delivering the lessons.

*“Social media actually gives convenience to teachers and, you know, in delivering the the lesson effectively kasi sometimes, for example, if there are topics na parang—parang ano siya complex, sometimes when I use ahm-- videos coming from YouTube para siyang magiging, it will actually gina-cut-break down into simpler terms or parang mas nagiging ano na yung topic na mas mas grasp—ma—ma-ano na yun-- maintindihan ng mga students.” FGD-1*

Social media actually gives convenience to teachers in delivering lessons effectively. For example, when there are complex topics, I sometimes use videos from YouTube, which help break down the material into simpler terms. This makes it easier for students to grasp and understand the topics.

*Social media promotes collaboration and real-world connections.* The advent of social media in teaching and learning process promotes collaboration and facilitates real-world connections, particularly in social studies subject. Integrating social media-based learning enables us to connect with one another which is pivotal to create meaningful discussions towards our students for them to engage with diverse perspectives and collaborate with group projects. This supports with the theory of connectivism by George Siemens and Stephen Downes (2005) that learning takes place through digital channels which includes social media by building relationships through interactions and connecting one another in the form of collaboration. For this theme, the participants were very much appreciative during this interview as they shared collective responses. They were just grateful as they generously expressed on how social media aids them to facilitates collaboration and real-life connections in the context of social studies subject.

As participant expressed,

*“Maka-ingon ko Sir gamit jud kaayu ang social media is especially sa students engage engagement or naga-interact na sila sa klase then collaboration during group activities and doing classroom discussion.” IDI-8*

I can say, Sir, that social media is very useful, especially for student engagement or when they interact in class, and for collaboration during group activities and doing class discussion.

Then, another participant detailed,

*“So, mga real-life experiences, maka-learn pud sila from that. Kanang helpful pud-- helpful jud ang social media kay wala ka kabalo ani kay wala diay ni natudlo sa school before school before when you were a student. As a teacher. So, kuan, maka-learn ka ang mga something, new information. So, dili lang ikaw -- dili lang ang students ang maka-learn but as well as ang teacher pod, maka-learn pud sug new information. So, naa jud siyay, ohh collaborative learning from both teachers and students from the social media platform.” IDI-2*

So, they can learn from real-life experiences. Social media is really helpful because it provides access to information that may not have been available or taught before in school when you were a student. As a teacher, you can learn new information. So, not only the students can learn, but the teachers can also learn new information. There is a collaborative learning from both teachers and students through the social media platform.

It was also further elaborated by one participant,



*“The utilization of social media for education use is a great help, especially, it could ahm social media brings real world issues into the classroom. So, by following current events, especially, I'm teaching ahm ah history. So, for example, mga industry trends, so students can learn how their academic studies apply to the real world. So as a teacher, I can also use this social media to connect lessons to current events and also to make learning more ahm relevant and dynamic.” FGD-4*

The utilization of social media for educational use is a great help, especially, the social media brings real-world issues into the classroom. So, by following current events, especially, I'm teaching history. So, for example, industry trends, so students can learn how their academic studies apply to the real world. So as a teacher, I can also use this social media to connect lessons to current events and also to make learning more relevant and dynamic.

In addition, one of the participants remarked how amazed he was pertaining to the nature of collaborative learning where the teachers can also learn new information from the students. Below is the related response drawn from this participant:

*“Nakapromote siya ug collaboration and effective communication with one another with every student since in social media it allows them to communicate with one another and ahh react with one another. With that, it promotes ahh learning with one another.” IDI-7*

It promotes collaboration and effective communication with one another with every student since in social media it allows them to communicate with one another and react with one another. With that, it promotes ahh learning with one another.

While this participant agreeably added,

*“So, mga real-life experiences, maka-learn pud sila from that. Kanang helpful pud-- helpful jud ang social media kay wala ka kabalo ani kay wala diay ni natudlo sa school before when you were a student. As a teacher. So, kuan, maka-learn ka ang mga something, new information. So, dili lang ikaw --dili lang ang students ang maka-learn but as well as ang teacher pod, maka-learn pud sug new information. So, naa jud siyay, ohh collaborative learning from both teachers and students from the social media platform.” IDI-2*

So, in real-life experiences, they can also learn from that. Social media is helpful because you might not know about these things since they were not taught in school when you were a student. As a teacher, you can learn something new information. So, it is not just the students who learn, but also the teachers who can gain new information. There is collaborative learning happening between both teachers and students on social media platforms.

In addition, this participant illustrated,

*“Mas dali lang namu ma-connect ang real world scenario based sa mga lessons na naa sa libro because kung unsa ang naa sa libro sa DepEd, it is outdated dili jud siya ahm current jud. So kuan, ang mga examples na for example imung itudlo sa mga bata so dali nalang . para sa ilaha maka—maconnect ang lesson, dali nalang sila makarelate.” IDI-4*

"It's easier for us to connect real-world scenarios to the lessons in the books because what is in the DepEd books is outdated and not current at all. So, for example, when you teach the students, it's much easier for them to connect with the lesson and relate to it."

*Teachers' technological knowledge must be updated.* The theme of this study highlights the importance of technological advancement where teachers need to regularly update their skills more particularly in utilizing social media for learning as technology continuously evolves over time. This is to ensure that educators are well-equipped to incorporate social media in the classroom setting. The study of

Manca(2020), revealed that teachers who are using social media for educational purposes are beneficial and useful on their pedagogical practices and student's interactions. The researcher stated that social media can be a resource to bridge the gaps in traditional educational resources. The participants expressed the crucial need for ongoing professional development in digital literacy to effectively integrate social media in the curriculum.

While I was conducting study, I could feel the eagerness of the participants on how interested they were to immerse themselves on workshops and training sessions to keep up with the trends of technology and stay updated on the best practices and challenges that arise.

Participant from this interview expressed her keen desire as she shared,

*"We--we really need to attend workshops ana jud, mga trainings about digital literacy para maging updated ta sa mga best practices ug sa mga emerging challenges when it comes to, you know, integrating social media para we know how to kanang conquer them or we know how to address them." IDI-4*

We really need to attend workshops and training on digital literacy so that we can stay updated on best practices and emerging challenges when it comes to integrating social media. This way, we will know how to conquer them or how to address them.

On the other hand, participant shared,

*"It does not mean that available ang mga ahh video sa youtube dili lang ta naga-cross check. So, of course, atu na siyang gina-validate ang mga information nga nasulod sa youtube basta mga videos atung ginahatag nato sa mga bata una nato ipatan-aw nato sa mga bata so i-check jud ang validity sa ahmm content nga naa sa youtube or sa video nga imung ihatag sa mga bata. " IDI-7*

It does not mean that just because there are videos available on YouTube, we should not cross-check them. So, of course, we need to validate the information that is found on YouTube, especially the videos we provide to the students. Before we let them watch, we must check the validity of the content that is on YouTube or in the videos we give to the learners.

An IDI participant also shared,

*"I think they also develop essential digital literacy skills. And I think ahm this includes understanding online etiquette, ahm recognizing mga credible resources, and also managing digital identities." FGD-4*

I think they also develop essential digital literacy skills. And I think, this includes understanding online etiquette, recognizing credible resources, and managing digital identities.

Moreover, it was also suggested in the FGD, as one of the participants noted,

I think the DepEd will suggest that every school, every faculty will have a SLAC session and the topic it's all about the social media platform and how to use it or manipulate it. FGD-3

Then , one participant also advised as she shared,

*"When it comes to the utilization among all of the teachers in the department kasi diba--we are all in the ano—so and, meron tayong age gaps, meron din tayong digital gaps especially pag—pag-use ng ahm--ICT. So, I think that the DepEd also should provide trainings and seminars for our teachers to enhance their ICT skills kasi diba teachers are the prime movers, if wala silang idea, how could we enhance learning outcome when using social media if ang teachers wala silang enough knowledge?" FGD-1*

When it comes to the utilization among all the teachers in the department , we are all in this together. We have age gaps and digital gaps, especially when it comes to using ICT. So, I think that the Department of Education (DepEd) should also provide training and seminars for our teachers to enhance their ICT skills because teachers are the prime movers. If they don't have any idea, how can we enhance learning outcomes when using social media if the teachers lack sufficient knowledge?

In line with the responses of the participants above, participant also said,

*“Dapat, ahh nay juy mga memorandum pud, dili lang kay personal, but sa school mismo supported by your school heads, how to use social media and engaging interactive activities, sa imuhang klase with the use of social media.”* IDI-2

There should be memorandums, not just personal ones, but also from the school itself, supported by your school heads, on how to use social media and engage in interactive activities in your class with the use of social media.

*Integrate social media-based learning in the curriculum.* Social media-based learning can be part of the curriculum to improve teaching instructions in teaching social studies and prepares students for active participation in a digitally connected world. This supports the existing study of Fortuna (2022) on how e-learning such as social media can improve educational practices to integrate social media into the curriculum effectively. Thus, the relevance and potential benefits of social media can enhance the teaching and learning experiences.

Below is the insightful response of the participant as she suggested,

*“Dapat, ahh nay juy mga memorandum pud, dili lang kay personal, but sa school mismo supported by your school heads, how to use social media and engaging interactive activities.”* IDI-2

There should be memorandums, not just personal ones, but also from the school itself, supported by your school heads, on how to use social media and other engaging interactive activities.

In addition, one participant from IDI shared in including social media as part of indicators during classroom observation,

Prepare or design a plan or provide a learning resource or material that could be used to enhance teaching with the use of social media. IDI-7

Meanwhile, one participant recommended,

Social media must be part of our curriculum then the DepEd should recommend legitimate social media accounts. IDI-5

In addition, one participant implied as she openly expressed

Integrating social media can be included also in the or it can be incorporated in class observation for social media-based activities as one of the indicators aligned with the learning. FGD-6

Then, another participant corresponded as he shared,

Design a curriculum or design a program or curriculum wherein we can integrate social media in teaching. IDI-7

## **IMPLICATION AND CONCLUDING REMARKS**

### **Implication for Practice**

This portion presents the implications based on the significant findings of the study. The interviews investigated to understand the experiences, challenges, and insights of teachers who have adopted social media into their social studies instruction. Furthermore, recommendations are suggested. Lastly, the researcher also shares personal insights and reflections through their concluding remarks.

The findings of this study will provide profound insights and benefit all the teachers particularly social studies teachers, inspiring, motivating, and equipping them through the shared experiences of the participants in this study in addressing challenges including distractions, accessibility and connectivity issues, and the digital literacy. Moreover, this study emphasized the importance of ongoing professional development for teachers to stay updated with emerging technologies and pedagogical approaches.

Workshops and training sessions focused on effectively leveraging social media in the classroom. Additionally, it advocates for collaboration among educators to share best practices and resources related to social media integration.

This is particularly relevant as the Department of Education emphasizes the need for innovative teaching strategies that adapt to modern educational demands. By integrating social media-based learning into their practices, educators can better manage these challenges and enhance their overall teaching effectiveness. Consequently, this study aims to foster a more dynamic and inclusive learning environment that supports the diverse needs of all students across various subjects.

### **Implication for Future Research**

The integration of social media in teaching social studies bring significant opportunities for teachers to enhance student engagement and promote collaborative learning. By utilizing platforms like YouTube, Facebook, TikTok, and other social media platforms, educators can craft interactive and meaningful experiences that connect students with current events and historical topics, allowing their diverse perspectives to be shared, encouraging critical thinking, and cultivating socially responsible, informed citizens. However, this approach necessitates strategic educational planning to address challenges. By prioritizing a safe online environment for discussion, teachers can transform social studies classrooms into more engaging, inclusive, and dynamic that empower students to navigate the complexities of the modern world while fostering active citizenship.

Future researchers planning may utilize this study as a resource for further or subsequent investigations, it is crucial to consider and adapt a range of study designs for a broader scope including longitudinal and experimental approaches to assess the long-term effects of social media on the student engagement and academic performance particularly dealing social studies subject that focuses historical and current events. Furthermore, enlarging the population size to include educators in the Department of Education from different geographical regions is advisable and employing various methods for data instruments such as surveys, interviews, and observation can provide deeper insights into the challenges and coping mechanisms encountered by the social studies teachers. Thus, future scholars should deliberately consider targeting prospect participants in various Divisions in their regions, not only within public secondary education but across the entire educational spectrum, including primary and private institutions to share their lived experiences while integrating social media in education to cater the learning needs of the students. Additionally, researchers should explore a variety of qualitative methodologies, such as case studies and grounded theory, alongside quantitative studies that utilize surveys and statistical analyses. By employing a mixed-methods approach, future research can provide a more comprehensive view of how social media impacts education, leading to improved practices that cater to diverse learning environments. Thereupon, this will deepen our understanding of the impact of social media impact and the opportunities on education and guide the development of best practices for its effective use in the classroom setting.

### **Concluding Remarks**

As I conducted this research, I, the researcher, I observed that teachers were genuinely committed in serving and delivering quality instruction despite the constant changes in the curriculum that affect the quality of their teaching. I was reminded of the bible verse in Mathew 22:14 that says "many are called but few are chosen" which emphasizing that teaching is truly a vocation. On the other hand, I discovered the lived experiences of the social studies teachers through social media-based learning, related to the accessibility and connectivity, distractions, and digital literacy issues. Hence, despite the challenges

associated with social media integration, it does play a big role in enriching the mind of the learners especially in the 21st century.

In summary of the research results, I observed through my interviews that participants have successfully managed to cope with their struggles and challenges of leveraging social media in teaching and learning process, particularly in the field of social studies.

I learned that social media is a vital component in teaching social studies as it provides supplemental access to digital resources and offers varied learning materials that enhance student engagement and capture students' interest-- especially social studies subject is often perceived as a boring subject. Also, in addressing challenges related to accessibility and connectivity issues, I found out that adopting technological initiatives such as downloading learning materials in advance and having back up internet connections like mobile data is essential to avoid class disruptions. Since not all students have access to technology, employing group activities can help meet the learning needs of the students. As what FGD4 noted, we should combine social media-based tasks with traditional teaching methods ensures that all students can participate, regardless of their access to technology. In addition, we must manage our time of utilizing social since it only aids our teaching instructions while minimizing potential distractions. When conducting social media-based activities in the classroom, I learned that establishing clear guidelines to highlight both the positive and negative effects of social media integration is important.

Furthermore, as a social studies teacher, we always cope with the trends and issues including historical events, it is our responsibility to provide accurate information from various social media sources thus, we must ensure that the information provided to the students are true and correct. As IDI2 noted, it is difficult to unlearn for what the students have already learned. So, we need to be cautious and validate sources promptly to relay factual information. As a social studies educator, we bear the responsibility to provide rightful information from credible sources to our learners . Therefore, it is crucial for us to be knowledgeable and equipped with a digital literacy skill. This proficiency is not only necessary for teachers but also essential for students, who must learn how to fact-check the information they encounter on social media. By fostering these skills, we can create a more informed learning environment in the 21st century learning since our goal as social studies teacher is to make our students and the people be socially responsible and being a civic competent. Therefore, it would be beneficial for social studies teachers to undergo training or workshops, including SLAC sessions, that focus on digital learning and the effective use of social media platform for teaching . Moreover, it would be best to integrate social media-based learning in the curriculum aligned with the objectives. However, as IDI5 pointed out, before making such recommendations, the Department of Education must invest first a stable and sustainable internet connectivity and provide equal technological access not only for teachers but also for our diverse learners to foster holistic development within the educational landscape.

Essentially, social media plays an integral role not only in the field of social studies education but across all academic disciplines. Social media can be powerful tool for learning to facilitate communication, collaboration, engagement to our students in the classroom setting. However, it also presents potential risks and challenges that can be harmful if not utilized properly; therefore, we must be cautious in our method to utilize the social media platforms. I have learned that to enhance innovation in digital learning, educators can leverage social media to create engaging, interactive, and fun learning activities. This approach provides students an avenue to share ideas, collaborate and establish real-world connections in the educational setting. Not only do students collaborate with one another and learn from one another, but teachers also engage with students and learn new information from them.



While social media offers varied learning materials and opportunities, we should not be over reliant or dependent in using the platforms. It is essential to consider differentiated teaching strategies to cater our diverse learners. Moreover, to maximize the benefits of social media in education, we must establish clear guidelines and maintain a balanced approach. Remember, social media only supplements our lesson rather than replacing traditional teaching methods.

Hence, integrating social media is crucial, as it has become a fundamental part of people's way of life. Ultimately, if we want to be relatable with our students, one of the best strategies is to connect with them through integrating social media to enhance learning experience. Because 21st century learning is a social media-based learning.

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