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Research Article

The Role of Social Media in Enhancing Interactive Learning as Baseline Data for Policy Brief

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ABSTRACT

Social media has been in the academic world during a very short span, having transformed teaching and learning paradigms globally. There is international need for empirical scrutiny on pedagogical value of social media in higher education sector. The study aimed to show how social media help teachers and students in interactive learning by enhancing engagement and participation, motivation and interest, as well as creativity and critical thinking. Though the integration of social media platforms into educational settings is popular, there has been limited research that contextually investigates how demographic and professional variables shape perceptions of its pedagogical value when integrated within a formal classroom implementation. The results showed that teachers are mainly young female adult graduate students with sufficient teaching experience, who have frequently integrated social media in their instruction but use YouTube as the main teaching platform. Likewise, the group of students, primarily young adolescent females from economically limited but secure families, access media frequently and identify YouTube as their primary source of study. Where teachers rated social media maximally on learner motivation and interest, students ranked its contribution most highly in terms of creativity and critical thinking, but both groups had low perceptions related to engagement and participation. The results also showed that perceptions of teachers differed with teaching experience, social media usage (frequency) and exposure to training, while those of students differed mostly in the degree (level) of their social media utilization. These findings demonstrate the necessity of technological fluency and ongoing professional growth to leverage the pedagogical strength of digital tools. When used intelligently in the context of instruction, social media has the potential to become a transformative educational tool according to the study. Therefore, teachers should employ digital learning strategies that are collaborative and gamified as well as creativity-based, whereas educational leaders should provide differentiated training programs and set institutional policy guidelines to facilitate systematic social media integration in services and preserve innovative, learner-centered instructional practices.

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Introduction

The widespread digitization of the communication sector led to radical changes in education systems worldwide. Social media has become a key means of facilitating aspects of communication, collaboration, and access to learning materials in both formal and informal education. Globally, teachers are growing aware to the prospect of social media services underpinning interactive learning through real-time feedback, multimedia-sharing and peer-teaching (Greenhow & Lewin, 2016). In the 21st century, where education advocates through development through critical thinking and creativity in learner-centered environments, social media helps foster this.

Nowadays, thanks in a big part due to the COVID-19 pandemic, many countries are integrating digital technological tools into their education systems, creating new pedagogies that have transformed traditional approaches. For the last decade, schools implemented technology-based learning strategies to develop students for a digitally connected world. These trends underscore the need for active and participatory learning environments that involve students in knowledge construction. These goals are further supported through educational social media platforms including widely adopted sites like Facebook, YouTube and Twitter as well as education-focused tools such as Edmodo and Filprgid, which promote student engagement, collaboration and communication outside the confines of their classroom (Manca & Ranieri, 2016).

While social media platforms can have educational uses, they also come with their own set of challenges. Teachers voice concerns regarding distraction, overly variable access to technological tools, student privacy issues in and around the use of potential solutions as well as a deficit in pedagogical guidelines for effective implementation (Tess, 2013). These challenges result in hesitance on the part of educators, despite an ever-increasing presence of students within those same digital spaces as part of their lived experience.

Related articles: [Part 1] New versions of the digital modules have also been rolled out, and with limited face-to-face contact, new educators will have to be able to adapt their approaches using a plethora of learning tools available through digital platforms to help students focus on studies. Despite varying degrees of access to technology in different places, one of the digital resources that Filipino learners are common by Filipinos is social media. By being both readily available and familiar, it is a promising platform for supporting interactive learning, especially in communities where traditional avenues of learning may not be as feasible.

Locally, this user guide speaks to using social media in the Grade 6 classroom, emerging as a way to bridge differences in resources when allowing students opportunities for collaborative projects, communication with peers and teachers, as well as an array of multimedia learning materials. Yet there are still challenges to digital literacy, online safety, and responsible use of social media that must be addressed with thoughtful planning by educators and stakeholders alike.

With these opportunities and challenges, this study will primarily look into the influence of social media in facilitating the interactive learning process among Grade 6 learners from Zone 1. This research aims to contribute towards the development of improved educational strategies and policies that promote effective digital learning practices within the local context, particularly by exploring how these technology platforms can be utilized for enhancing student engagement, creativity, and collaboration.

Materials and Methods

This study used a descriptive research design to determine the influence of positive reinforcement in the behaviour and motivation of students in Zone I, Division of Zambales. This action research is descriptive because the desire to describe as much as possible the extent of positive reinforcement strategies influence

student behaviour and motivation. The research will therefore provide insights into how effective positive reinforcement works in the local context by studying current practices and outcomes. According to Phillips and Smith (2023), descriptive research is best when trying to understand the nature of something and not given a control variable but rather how it may impact student outcomes; basically, we have numbers. In this study, data is collected by using surveys, interviews, and observation, which will provide an insight into the behaviours of students, their levels of motivation, and teachers' reinforcement techniques.

Significance of the Descriptive Research Methodology This study adopts a descriptive research methodology, which is relevant to gain an in-depth analysis of teachers' use of the positive reinforcement strategies and their impact on student behaviour. It also provides insight into how reinforcement strategies influence motivation, which is essential for improving educational practices. Using descriptive research, researchers are able to gather and analyse data in order to identify whether positive reinforcement enhances student engagement, persistence, and behaviour with insights into areas that can be improved (Keller & Thompson, 2024). This study aims to provide insights into the interplay between teacher reinforcement techniques and student responses, elucidating whether and how reinforcement affects the trajectory of students' results.

This approach is particularly appropriate for this study because it seeks to clearly portray the role of positive reinforcement in the Zone I schools. We will systematically collect data using structured questionnaires and interviews with teachers, and by observing regular classroom activities to show real-time student behaviours/reactions. Describing the results will be achieved through descriptive statistics such as frequencies and averages. Using the descriptive method, this study will add value to existing literature on how positive reinforcement improves student behaviour and motivation in public schools. It can provide a foundation for further improvements to education within the region.

Respondents and Location

The study targeted Grade 6 teachers and their students from selected public elementary schools in Zone I, Schools Division of Zambales, Philippines, as the areas of the study covered during School Year 2025–2026. A total of 108 Grade 6 teachers and 108 Grade 6 students will be the respondents; these teachers and students are from Zone I: Masinloc, Candelaria, Sta. Cruz. Lucapon South Elementary School, Central Elementary School. To maintain equitable representation, a total of 12 teachers and 12 students will respond from each participating school. This study aims to explore the role of social media in promoting interactive learning of Grade 6 pupils through examining profiles, digital practices, and experiences of teachers and students in these identified schools.

For this study, two sampling techniques were used for the selection of teachers and students' responses: a universal population sampling method for teacher respondents and a stratified random sampling technique for student respondents. These methods make sure that both groups are well represented and accurately.

For the teacher-respondents, universal population sampling was used, since all Grade 6 teachers of nine selected public elementary schools in Zone I, Schools Division of Zambales were included in this study. Universal population sampling is appropriate because the total number of Grade 6 teachers (108) is manageable and accessible. Etikan and Bala (2017) describe this method as the most appropriate when you can study the entire population because having full representation eliminates sampling error, allowing researchers to obtain the total range of teacher experiences, training, and social media practices.

For the respondents (students), stratified random sampling was utilized to have a fair and balanced representation from each school included in the study. The nine schools will form stratums from which 12 Grade 6 students from each school will be randomly chosen, yielding a total of 108 student respondents. One benefit of using stratified random sampling is that during the sample selection process, each school has an equal opportunity

to be selected, which contributes towards any inherent differences a school population may have with respect to student attributes such as family income or number of times on social media platforms, etc. Stratified sampling increases representativeness by reducing sampling bias and ensuring that key subgroups are included in proportion to their prevalence (Creswell, 2014).

The study is comprehensive with universal population sampling for teachers and stratified random sampling for students, with a representative sample that makes its findings more generalizable. Overall, these means add strength to the validity and generalizability of the outcome with respect to the use of social media as a tool for developing interactive learning in Grade 6 students from Zone I.

The Instrument

The main instrument used in this study was a researcher-made survey questionnaire to collect data from Grade 6 teachers and students about the role of social media for functional learning. According to (Solanki, 2022), A questionnaire is the organization of questions designed to gather statistical information from respondents, and therefore this tool is used in quantitative research. A researcher-made questionnaire is used for this study because it can be specifically made based on the educational context of Zone I, Division of Zambales. Bhandari (2023) argues that tailored questionnaires allow researchers to obtain context-appropriate and specific information to address the study objectives.

We extracted factors based on a thorough literature review of social media integration, interactive learning, digital literacy, and student engagement. Castro Silva et al. support this approach. (2024) and Floman et al. (2024) argue that effective research instruments should be grounded in both theoretical evidence and educational practices to adequately prepare questions that are both theoretically valid and contextually relevant in classrooms. Also, we conducted informal consultations and discussions with both teachers and students in order to highlight relevant themes, which made the items of the questionnaire more appropriate. The instrument was drafted, refined, and organized by the variables listed in the Statement of the Problem.

The survey has three primary areas. The first part collects demographic information on teachers and students, such as sex, age, highest level of education, years taught, and family income. The second part gathers the frequency of social media utilization and platforms used like Facebook, Twitter (X), Youtube/Instagram/Tiktok/Messenger Apps/EdmodoFlipgrid/Etc The second portion evaluates the perceived influence of social media in optimizing interactive learning within three main dimensions: i.e., engagement and participation, motivation and interest, creativity, and critical thinking. All items in this section are graded with a four-point Likert scale: 4 – Highly Evident, 3 – Evident, 2 – Somewhat Evident, and 1 – Not Evident. This scale can provide a clear measure of the degree to which grade 6 learners' behaviour and learning outcomes are observed as being related to social media. The last section summarizes findings necessary for a policy brief, identifying perceived needs and challenges, as well as practical social media recommendations in the learning environment.

The questionnaire was conducted using both printed copies and Google Forms to make it accessible and easy to fill in. According to Lauren (2023), Google Forms is a quick and intuitive platform, involving minimal logistical effort that typically accompanies data collection. Prior to its administrative phase, the instrument will be validated for content by three experts in education and ICT integration. The expert reviewed measure will then be pilot tested with a small group of non-respondent teachers and students to determine the measure's clarity, usability, and item relevance. Then the evaluation of internal consistency of the instrument was done using Cronbach's Alpha coefficient, a coefficient ≥0.70 indicates an acceptable level of internal consistency [8]. This instrument underwent several steps of development and validation to make sure it is a valid, reliable, and appropriate measure of social media's contribution in promoting interactive learning among Grade-Six pupils at Zone I.

Data Collection

For the data gathering, the researcher asked permission from the Superintendent, Public Schools District Supervisors, Coordinating Principals, and heads of schools in Zone I, Schools Division of Zambales. Doing this makes sure that all the required approvals are obtained in order to perform this study of interest in those schools selected. The researcher will distribute the questionnaire after obtaining permission.

The researcher cooperates with the school heads in delivering the online stores link to their teaching personnel. This enables the distribution of the questionnaire to many schools in the Zone. Furthermore, the questionnaire is also available in print format for teachers who find it more convenient. Head teachers will play a central role in distributing these printed copies to ensure that all potential respondents have access to the survey, either online or in a physical copy. This combined approach should optimize participation and guarantee that reputable data will be collected from a heterogeneity of respondents.

A consent form was given so that teachers are knowledgeable and voluntarily agree to participate in the study. As noted by Manandhar and Joshi (2020), participants must be free to decide whether or not to participate in research according to their knowledge. For respondents who filled out the questionnaire online, the consent form was integrated within Google Forms, where respondents needed to click on a consent button before accessing the survey. By clicking on this statement, participants actively acknowledge their consent and desire to participate in the study. In the case of people completing in pen/paper format, a consent form will be attached to the questionnaire, and they will need to sign this document before answering any questions. This process ensures that individuals have given their informed consent before entering the data collection phase.

The Survey was performed (via Google Forms) using data up to October 2023, and the responses were collected, copied from Google Forms into an Excel file, while for Printed ones will be collected as well. Processing the data was conducted by a statistician who helped analyze the results in consultation with the researcher and thesis adviser. These shared data will take forward accurate interpretation from different angles to drive study-relevant insights.

Data Analysis

The Statistical Package for Social Sciences (SPSS) software and Microsoft Excel were employed for data analysis and interpretation. The following statistical tools will be utilized to analyse the data and test hypotheses:

1. Frequency Distribution and Percentage. This tool was used to describe the respondents' demographic variables. Frequency distribution and percentage provide a structured summary of data, facilitating the identification of the study patterns, trends, and proportions (Cooper & Schindler, 2024). These tools are very useful to get early telegrams into the sample.
2. Mean and Standard Deviation: Mean was computed to assess the average responses with respect to some agreements on school leadership practices and teacher well-being; standard deviation measures how spread out the responses are around the mean. The mean is a measure of central tendency, giving it an overall sense of the respondents' average sentiment. The standard deviation is a measure of dispersion, indicating the extent to which responses deviate from the mean. These metrics are essential for in-depth knowledge with regards to data and provide information concerning the response consistency (Arias et al., 2024; Bhandari, 2023).
3. Likert Scale — A Likert scale was used to measure the extent of agreement on responses related to school leadership and teacher well-being. This scale enables detailed quantitative analysis, identifying levels of agreement or disagreement with statements about leadership practices and their impact on teacher well-being (Thompson, 2023). The purpose of the questionnaire is used primarily as a research tool in education for measuring attitudes, perceptions, and satisfaction.
4. ANOVA: To determine whether there were significant differences in the effectiveness of positive reinforcement strategies on

student behaviour and motivation when grouped based on teacher profiles (e.g., years of teaching experience, grade level taught, educational attainment). Now with this in mind, ANOVA will assess whether there is an impact from the demographic variables on how well positive reinforcement works.

Result and Discussion

Profile of Teacher-Respondents

Sex

Based on one hundred eight (108) teacher-respondents, the female is dominant with sixty-seven (67) or 62.00% and forty-one (41) are male, equivalent to 38.00%.

More teachers participating in the conduct of the present study were female than male.

Most teacher-respondents in this survey were female respondents, indicative of the teaching workforce, which was generally comprised from proportionally during basic education, wherein caregiving and nurturing roles are conventionally perceived as culturally appropriate for women. If you look at registration to attend conferences, presentation subgenres in school improvement literature and participation rates you would see that females interact less with the studies exploring instructional practice and ideas around learning innovations; however these studies are not placed uniquely within experimental models. Indeed, observations in the classroom often indicate that female teachers are more likely to use interactive and student-centered methods that promote social interaction and emotional support (Eagly & Johnson, 1990), and this aligns with researchers' increasing focus on socio-interactive pedagogies. Another possibility is that they are fulfilling institutional expectations, where female educators are expected to [be more involved] (Becker et al., 2019) in initiatives for student welfare, mentoring, and academic coordination. Male teachers, though fewer in number, help broaden the instructional approach as well as classroom management strategies. This distribution pattern indicates that gender-specific dynamics of teaching profession may be playing a role in adapting to the research engagement, adoption of new instructional innovations, or responsiveness to new technologies in education which can ultimately influencing the overall interactive learning practice within schools.

Previous studies confirm the persistent gender imbalance in teaching and its effects on pedagogical engagement and professional involvement. In particular, Abulon and Balagtas (2021) reported that women still predominated in teaching roles and were engaged more often than males in instructional innovation and collaborative scholarly activity; this suggests patterns of professional engagement broadly like those evidenced in the present study. In particular, Yusuf and Sulaiman (2022) found that female teachers were more active in student-centered teaching approaches and were more willing to implement digital and interactive learning tools during lessons. Nguyen and Pham (2023) also found that female teachers were relatively more likely to adopt reflective teaching methods, participate in research, and otherwise engage with the broader academic community which helped explain this observed trend. Similarly, the work of Rahman et al. (2024) found women in education were more engaged than their male counterparts, participating more in professional development and institutional research; thus, the current findings reflect similar participation patterns. These studies together support the prevailing body of evidence that female educators consistently comprise a majority force in improving pedagogy and enhancing instruction through research.

Age

Most of the teacher-respondents aged 30-39 years (40 or 37.00%); twenty-eight (28) or 25.90% belong to age group of 20-29 years old; twenty-seven (27) or 25.00% belong to age group of 40-49 years old; twelve (12) or 11.10% belong to age bracket of, while only one (1) or 0.90% belongs to population aged sixty and above.

They calculated a mean age of 36.89 or 37 years old for teachers. The findings suggest that the teachers are young adults.

With the majority of teachers in the young adult stage, we have a workforce that is likely going to be in a phase of life where they are typically growing professionally, advancing their careers and trying new instruction.

Teachers with this (age) bracket of development have quickly got accustomed to the new teaching methodologies, namely the use of technology, collaborative learning strategies, and peer-assisted learning. Teachers in this age group are commonly seen taking leadership positions with technology-driven instruction, curriculum implementations, and some school improvement efforts, as they have the benefit of years worth of classroom experience to work with but still possess enough youthfulness to be open to change. Thus, processional development across faculties is evidenced through positive evolution in training workshops, post-graduate type studies and action research initiatives that improve with respect to instructional l competence and diverse learner sensitivity. Teachers in this age group also appear to show a degree of enthusiasm and resilience when faced with classroom challenges, stemming from their desire to overcome these barriers to gain professional credibility and maintain productivity at work. Finally, older teachers also help to stabilize institutions; they have more classroom management experience and serve as mentors for younger colleagues or staff members.

A little bit of recent empirical work backs the idea that young adult teachers are well represented in the education workforce, and they play an important role in improving classroom instruction. The study of Dayagbil et al. (2021) support these findings in that teachers at both early and middle career levels were highly engaged in professional learning and adaptable to alternative, flexible, technology-supported instructional modalities, aligning with the current impacts found regarding workforce dynamism. In a similar way, Rasmitadila et al. (2020) mentioned the nature of generative teachers was to be increasingly open with new and innovative teaching methods alongside newer forms of learning platforms further reinforcing the observed trend[In-text citation]. Nguyen et al. (2022) performed an investigation that uncovered that teachers in the young adult range maintained high motivation to engage in continued professional development and were much more likely to implement learner-centered teaching methods, similar to those discovered in the current results. In addition, Tondeur et al. We found this in line with Cord et al. (2021) which also described that the early and middle-age group of teachers were more confident to integrate educational technologies as well as collaborative learning tools, hence aligning with modern pedagogical practices. Together, these studies confirm that it is primarily the young adult stage teachers who contribute to sustaining the educational innovations and manipulating them for better learning in classrooms.

Highest Educational Attainment

The highest number of responses, forty-two (42) or 38.90% are teacher respondents earned units in Masters; twenty-three (23) or 21.30% are graduated with Master's degree; sixteen (16) or 14.80% earned units in EdD/PhD; twelve (12) or 11.10% are Education Graduates; ten (10) or 9.30% are College Graduates that earned education units; while five (5) or 4.60% graduated from their respective courses of EdD/PhD.]

Teacher-respondents are more educated than the general population and have more student experience after high school. Such a high proportion of educators pursuing/achieving their graduate studies speaks to an understanding in the workforce that advanced training greatly enhances pedagogical and research capacity as well as instructional leadership. Moreover, in many academic environments, the return of teachers to graduate programs tends to improve lesson plan designs, procedures, and assessment methods as well as provide a higher degree of confidence in applying innovative teaching [4]. Because of their involvement in higher education, they are familiar with contemporary educational theories, technology integration and evidence-based instructional method practices, which can improve their classroom delivery and hence create better learner outcomes. Teachers who are pursuing an advanced degree, for example, are also often appointed to hold key and leadership positions in the institution such as working as subject coordinators, research supervisors and program facilitators which further signifies that the institutions place trust in their professional competency to perform better. Teachers who stay on in undergraduate or post baccalaureate preparation pathways echo continuing professional development

sequences toward active participation in capacity building initiatives. This general trend indicates that the academic quality of teachers constantly improves educational processes and a healthy life culture.

However, recent research suggests that earning advanced degrees can really improve teachers' professional skills and what they do in their classrooms. Intriguingly, the research contribution of Salazar and Salazar (2021) indicated that participants from graduate programs showed a better development of skills for instructional planning and greater participation in reflective teaching practices, which seems to corroborate the professional development observed in this study. Similarly, a study conducted by Khasawneh et al. A study conducted by Lbiyn V (2022) shows that teachers who received postgraduate academic preparation had high confidence in adopting innovative pedagogical strategies and incorporated digital tools into classroom teaching. The study of Prasojo et al. (2020) established that correlating advanced educational background with the research activity and engagement of teachers in school-based development programs resulted in both positive professional growth trajectories, consistent with those mentioned above, common among holders of higher degrees.

Years of Teaching Experience

Out of the twenty-five (25) teachers who have 0–5 years of teaching experience, twenty-two (22) or 20.40% were having 15–19 and also 5–10 years of teaching experience; sixteen (16) or 14.80% have taught for an average of ten to fourteen years; thirteen (13) that is, twelve percent (12%) have been teaching for more than twenty-five years while just only ten teacher percentages nine point three (9.30%) were those with a range of twenty to twenty-four-year long services in teaching career.

Teacher mean years of teaching experience was 12.63 or 13 years. The results reflect the teachers possess solid experience in the teaching profession.

The data on years of teaching experience within the responders show a reasonable combination of new and seasoned workers, indicative of a relatively stable environment with plenty of staff turnover. With years of training and experience in the classroom, seasoned teachers have a better command of strategies for managing a classroom, organising lessons, and engaging learners who are native to them. In practice, seasoned educators are commonly seen to have poise when addressing different learner practices, adjusting pedagogic methods, and employing diverse teaching skills in order to cater for a wide range of needs. The professional maturity of many seasoned teachers often puts them in a position to mentor beginning teachers, support the refinement of school curricula, and facilitate training programs at their schools. Simultaneously, teachers in their initial phases are often more likely to introduce new instructional techniques and express greater enthusiasm toward integrating educational technologies and learner-centered pedagogies. The rich mix of novice and veteran teachers encourages sharing of knowledge, collaborative problem solving, and continuous improvement in instruction.) Collectively, this combination of professional exposure and progressive teaching perspectives develops institutional capacity to meet the demands for educational change and implement learning experiences that are impactful.

New literature highlights the differential effects of teaching experience on both instructional effectiveness and engagement in work. Cabero-Almenara et al.'s study is in line with (2021) as it identified some high-exposure teachers who were more skilled at managing the learning environment and adjusting pedagogical approaches, corresponding to professional maturity. In the same way, a study by Rasmitadila et al. If you need the same sentence in a different style, here is another version: (2020) found that more experienced teachers showed greater flexibility to changes in teaching delivery and adjusting alternative modes of teaching. Nguyen et al.'s investigation of Teachers with greater years of service found to have a more improved reflective teaching practice, as well as better ability in implementing student-centered learning (2022), which substantiates the described trend that the longer a professional engages in instructional methods, the greater expertise they acquire. In addition, the study conducted by Sumintono et al. (2021) further underlined

the importance of experienced teachers in sustaining educational quality by taking on key roles such as mentoring, curriculum implementation, and collaborative professional learning communities. These studies collectively reaffirm that the experience of teaching is still a key aspect in improving instructional effectiveness and institutional educational development

Frequency of Social Media Use

The majority of the teacher-respondents, ninety-three (93) or 86.10% use social media every day; eight (8) or 7.40% suggested to have used social media at least once a week; four (4) or 3.70% use social media occasionally, while three (3) or 2.80% never or rarely use social media.

Given this, it is no surprise that alongside the high proportion of teachers who had professional social media accounts, with a third using them daily, digital communication platforms have now become deeply rooted in professional and instructional routines. For teachers, being on social media is not just about keeping up with trends — it allows them to receive teaching resources, share lesson plans, connect with students and parents and engage in professional development. In real classroom practice, teachers who use social media regularly are observed sending notifications, initiating class discussions and sharing learning resources through familiar online spaces. This doesn't just facilitate the timely sharing of information; it also ensures that learners in the classroom continue to be engaged since they are able to interact with each other both inside and outside class. Furthermore, consistent engagement with social media enables educators to remain informed about prevailing educational trends, novel teaching methodologies, and collaborative ventures with fellow professionals. Teachers who intentionally use digital platforms regularly are more likely to feel confident in using technology when delivering a lesson, conduct interactive learning, and address learners' academic problems quickly. While the fact that some teachers use social media infrequently and others not at all may indicate differing degrees of digital literacy, potentially lacking institutional facilitation or simply preference, in general, social media is becoming an increasingly important tool to complement instruction and communicate with various stakeholders in education today.

Recent studies clarify the pervasiveness of social media as a professional practice for educators and its shaping of teaching practice and collaboration. The study of Barrot et al. (2021) found that teachers relied heavily on social media platforms for instructional communication and resource sharing, supporting the current findings related to frequent digital engagement. Like they said, research conducted by Rasmitadila et al. (2020), which indicated that educators resorted to social media and online platforms as a way of supporting remote and blended learning environments, showcasing continuous patterns of digital engagement in line with the above results. Annamalai (2021) conducted an analysis that reported teachers who actively integrated with social media experienced better professional networking and collaborative knowledge exchange, further supporting the visible trend of digitized involvement among educational personnel. Moreover, the study of Nguyen and Tran (2022) indicated that teachers' usage of social media facilitated communication with students about both personal and professional issues (figure decisions, study materials, and sharing resources or articles), resulting in a significant improvement in efficiency on student engagement, which is comparable to findings presented in this research focusing on teaching and professional development being embedded into daily work. Together, these studies provide evidence that teachers who regularly use social media help to reinforce instructional communication, collaborative learning, and professional development practices.

No. of Trainings in Social Media Use

When it comes to the Number of trainings in Social Media Use, most of the teacher-respondents forty (40) or 37.00% recorded had 1-3 trainings in social media use followed by twenty-seven (27) or 25.00% with ten and above while four-six trainings in social media use as that fourteen (14) or 13.00% have seven-nine trainings when it comes to social media use.

The estimated average number of trainings in social media use of the teachers was 5.78 or 6 trainings. The results mean that the teachers had little training in using social media.

Many teachers are now using social media, but according to the National Centre for Education Statistics (2014), most of them have had little training in what has been termed instructional video design. Self-directed learning, peer support and experiential practice may be applied heavily when integrating social media into teaching (36), something that this pattern indicates. Real-world teachers embrace the use of social media as a tool for communicating, sharing content, and engaging with learners in surprisingly creative and adaptable ways, even if formal structured training is far less common. However, the lack of training can create inconsistency and variability in pedagogical implementation, such as crafting structured online learning activities, ensuring digital safety, and assessing learner outcomes through social media platforms. It's been repeatedly seen that instructors with greater exposure to training tend to use more structured digital learning methods, incorporate various interactive features, and use ethical measures in online teaching. In contrast, those with little training experience will see social media more as an avenue for communication, information sharing, and academic dissemination rather than a channel through which teaching professionals innovate. The results highlight the importance of systematic professional development programs that emphasize pedagogically sound and responsible use of social media, so that teachers can more effectively adopt digital platforms for interactive and meaningful learning experiences.

Types of Social Media Used for Teaching

Profile of Student-Respondents

To that end, the teachers-respondents who use Youtube for teaching took the highest number of responses with a total of one hundred (100) or 31.45%; eighty (80) or 25.16% went on to using Facebook; seventy-nine (79) or 24.84% are using Messenger Apps; nineteen (19) or 5.97% are using Instagram; seventeen (17) or 5.35% are using Telegram; eight (8) or 2.52% said they are using Edmodo and Flipgrid for teaching, respectively; while seven (7) respondents gave Twitter as their social media used for teaching which had the least number of responses given by teachers when asked what apps do they use for their students during online classes.

Teachers use YouTube most, followed by Facebook and messaging apps — a preference for platforms that are more accessible to all learners, rich in multimedia content and interactivity (either synchronous or asynchronous). This leads to the conclusion that in practice, it has been shown that teachers use YouTube for presenting educational videos, demonstrations and tutorials to improve understanding of concepts and show visual references. They spent a lot of time using Facebook and messaging apps for communication, sharing study materials, and letting other students know about their activities. This way, they would keep interacting with each other even after school. More niche platforms like Instagram and Telegram have potential for creative projects, collaborative assignments, and group chat formats. We would have expected to see more Edmodo, Flipgrid, and Twitter but the low use may simply reflect limited familiarity or lack of institutional support for these tools, whose seamless integration into everyday classroom teaching is perceived as difficult. These usage patterns indicate that teachers prefer social media tools that are both broadly accessible for students and can facilitate interactive, adaptable, and learner-centered pedagogies. These findings underscore the necessity of broadening teachers' awareness and training on how to use the pedagogical potential of diverse platforms for maximizing not only instructional outcomes but also uptake in the digital learning experience.

Recent studies would seem to confirm that multimedia and social networking platforms are mostly used in the teaching and learning process. The study by Barrot et al. (2021) found that educators used YouTube and social networking applications widely in instructional delivery and engaging students, which are indeed the current observations regarding the preference of educational use from different platforms. Similarly, Rasmitadila et al. The reliance on widely used and

recognisable social media tools for lesson sharing and student engagement is consistent with widespread usage made of familiar digital platforms to deliver remote learning (Teräs et al., 2020). Specifically, the study by Annamalai (2021) addressed that multimedia-rich platforms facilitated collaborative learning and assisted innovative pedagogical methods, corresponding to the previously established pattern of utilizing YouTube and messaging applications for interactive instruction. In addition, Nguyen and Tran (2022) found that teachers using popular social media platforms made their communication better, increased learner engagement, and provided flexibility in delivering instruction, a result consistent with the present findings about platform selection and use. These studies collectively suggest that teachers strategically adopt social media tools with features of accessibility, multimedia possibilities, and interactivity for effective teaching and learning processes.

Sex

Among one hundred eight (108) student-respondents, most of them are female with seventy-five (75) or 69.40%; thirty-three (33) or 30.60% are male.

As in the conduct of the present study, female students outnumbered male participants.

Student-respondents: powered by female students. In many disciplines, the response of survey data is a bias such that female students are more proactive in responding to surveys and participating in classroom discussions or with learning technologies, so there is a chance for less representation across research activities, including studies leading to MS and PhD. In classroom situations, especially, girls are known to have better attendance, work with others more frequently, and follow directions more closely (Patterson et al 2010), as is partly the issue. It may also indicate sociocultural differences where female students are more likely to be expected to conform and respond positively in education settings. And even though male students are few, that can also provide alternative learning behaviors and keep classrooms diverse when collaborating on problem-solving. Researchers should take note of potential gendered trends in the data in terms of ways that students approach learning, how they engage with digital applications, and which instructional strategies elicit the best curricular outcomes.

Other studies, too, draw attention to patterns of gendered representation in educational research and learning engagement. The study of Barrot et al. In particular, previous studies (2021) found that female students consistently had higher participation rates in both surveys and online learning activities than male students, indicating greater engagement levels of female students during the study period—similar to the present findings. Rasmitadila et al. (2020); summarized that female learners demonstrated higher levels of attentiveness and responsiveness in online learning environments, which provided a basis for the predominance of female respondents. Another study showed that female students tend to more collaboratively in academic tasks and show higher levels of interaction with peers and instructors during the learning process (Annamalai, 2021), which may further validate the present finding about active participation. Furthermore, Nguyen and Tran (2022) reported that female learners displayed greater commitment towards completing learning tasks and utilizing digital tools for academic purposes, which coincides with the current findings with respect to gender-typed engagement. Overall, these studies imply that an engagement gap between female and male students often leads to more gradually growing attendances in universities for female students, corroborating the gender distribution trends using data from this study.

Age

As to the student-respondents, the majority with sixty-eight (68) or 63.00% are 12 years old; thirty-four (34) or 31.50% are 11 years old; three (3) or 2.80% are 13 years old; two (2) or 1.90%are14years old, and one(1)or0.90 % is15yearsoldandabove

The average age of the students was 11.78 or 12 years old. The results suggest the students are beginning adolescents.

The fact that most of the students who participated in the study were early adolescents suggests that the majority of

learners are going through a critical period in development marked by rapid cognitive, social, and emotional growth. This age of students is usually characterized by an increasing curiosity, a budding sense of self, and shifting ostracization which impact how we learn as well as our involvement in classroom tasks. Research indicates that adolescents between the ages of 10-14 years tend to benefit more from activity-oriented, guided methods such as cooperative group work, multimedia classes and exploratory exercises within a technological framework. They are still figuring out how to self-regulate and make decisions, so their developmental stage calls for the provision of structure, instructions, and supportive feedback. It has been observed by many teachers that learners of this age often risk becoming too free in their exploration of learning materials, emphasizing the importance of guided instruction to help with misunderstanding or misinterpretation. These findings highlight the critical role of understanding how age and development affect student learning through practices that can create motivation and foster critical thinking and participation in what students are learning.[38]

Also, several recent studies echo this and highlight the importance of early adolescent learners' developmental characteristics in influencing learning engagement and instructional responsiveness. Barrot et al. (2021) also reported that early adolescents exhibited greater engagement with interactive digital tools and collaborative tasks integrated into instructional strategies, consistent with the current findings on these learning needs among twelve-year-olds. Rasmitadila et al. (2020), as students at this age showed positive responsiveness to structured guidance and scaffolding, particularly in online and blended learning environments, lending credence to evidence that provided instructional practitioners with a principled guideline on how they could support early adolescents selectively. Annamalai (2021) emphasized in his study that learners who are at this phase are often curious and motivated towards the learning activities when a multimedia resource and participatory tasks can be part of it; also demonstrating engagement patterns with current findings. Moreover, Nguyen and Tran (2022) found that the early adolescent learners were more engaged with digital learning platforms which fostered interaction and autonomy among students; this is consistent with the implications of the current study that suggests a balance between guided exploration and independent inquiry serves students best. Together, these studies provide ample evidence that early adolescent learners benefit from pedagogical approaches built around their developmental identities to maximize engagement and learning.

Family Income

The data shows that most of the student-respondents belongs to a family whose monthly income range is below ₱10,000 with fifty-one (51) responses or 47.20%; twenty (20) or 18.50% belong to a family whose monthly income range is ₱10,000-₱19,999; fourteen (14) or 13.00 % belong to a family whose monthly income range is ₱20,000-₱29,999; thirteen (13) or 12.00 % belong to a family whose monthly income range is ₱40,000 and above; while ten (10) or 9.30% belong a family whose monthly income range is ₱30,000-₱39,999.

The average family income of the student-respondents was ₱19,101.41. The findings suggest that the students came from a low-income but not a poor family.

The results demonstrate that a large number of student-respondents belong to low-income families, which have important consequences for students' access to educational resources, learning opportunities, and instructional technologies. For example, in real classroom situations, students from this income bracket can struggle with the availability of devices, constant connectivity, and/or learning materials that correlate to their needs. All these factors do affect how often a student engages with online or technology-enhanced learning activities. Despite these restrictions, students like him tend to be resilient, resourceful and motivated enough to make the most of whatever learning tools he can get a hand on at home — whether that means using school resources to jump-start an academic routine well before class time, regularly collaborating with other

friends or creatively pivoting his game plan with what he has access to on digital platforms. Teachers often note that students from low-income families need more help with these strategies and are able to benefit less from interactive, multimedia-type instructional techniques. The implications of these findings are significant as they highlight the need to ensure not only equitable learning environments and access to educational technologies, but also equal opportunity for participation, engagement, and achievement that income level should never present a barrier to learning opportunities when low-income individuals have shown an ability to engage in active learning behaviors successfully given appropriate contexts[6].

Recent research has likewise pointed to the effect of household income on student use of educational technologies and participation in learning. The study of Barrot et al. (2021) continues to provide a valuable lens for interpreting the current findings regarding limited household financial capacity in terms of students from lower-income homes relying heavily on school and community resources to participate in either online or blended learning. Rasmitadila et al. Economic barriers restricted students' access to devices and internet connectivity, limiting their engagement with digital learning tools in ways similar to the present study (Gonzales et al. Annamalai (2021) noted that despite constraints related to income, students had high motivation and (%2438b2d;_adaptive strategies were used to modify material learning activities with the help of collaborative as well as multimedia-based approaches, which potentially relates to the resilience seen in the ongoing research associated with respondents. As Nguyen and Tran (2022) emphasized, equitable access to learning technologies and tailored support systems for students from low-income households improved engagement and participation, aligning well with current insights into the role of inclusive strategies in reducing socioeconomic disparities. Together, these studies provide evidence that low-income students can actively engage with educational interventions and experience returns on such engagement, given the right access to resources and infrastructure.

Frequency of Social Media Use

The majority of student-respondents are using social media daily, where seventy-four (74) responses or 68.50%; twenty-seven (27) or 25.00% are using social media every week; six (6) oras 5.60% occasionally use social media, while one (1) or0.90% never use or rarely use social media

Results show that the majority of student-respondents use social media every day, indicating these features have almost become integrated into their daily habits and learning behavior. Social media allows students to connect with their peers, access educational material, work on assignments collaboratively, and join in interactive activities to effectively extend learning outside the classroom. The positive outcome from students who frequently use the social network in a real school situation is recognized as being more experienced in orienting themselves with digital tools, resource-sharing, and help-seeking behavior (with peers or teachers), which can lead to academic involvement and knowledge transition. It also supports cross-curriculum development of digital literacy, critical thinking, and self-directed learning as students learn to assess information, engage in content creation, and manage online interactions. Only a very small number of students use social media ever or rarely- this may indicate restrictions in access, level of technology literacy, or simply personal choice. By utilizing social media in education, however, it can help improve and supplement existing practices while guiding responsible use to ensure productive gains are made.

Several recent studies concluded that students can also enhance learning engagement and interaction by frequently engaging in social media. Barrot et al. (2021), reported that students who frequently engaged with social media in their day-to-day lives participated more in online learning discussions, sharing of learning materials, and collaborative efforts amongst peers, which further supports the current findings on daily usage. Rasmitadila et al. (2020): They found that using social media consistently helped

facilitate communication and information exchange, as well as collaborative learning across students, similar to those seen in this study. Inspired by findings showing daily use of social media platforms supported collaborative learning and motivated students to interact academically (Annamalai, 2021), the current study's observations reflect similar effects of social media in educational contexts. Moreover, Nguyen and Tran (2022) claimed that by connecting on social media often, students could improve their digital literacy skills as well as their engagement levels and autonomy in performing learning tasks which coincides with the current findings regarding students' integrating social media into their daily learning practices. Indeed, these studies suggest that periodic use of social media leads to active involvement and a B+©AB%5EБ1-EB6½B5throughasjQCB1Dfollowing up activity designs through collaborative and self-instructional approaches, positively benefiting. shared activities as shown in this study.

Types of Social Media Used for Learning

The most commonly used platform for learning among the student-respondents is Youtube, which had eighty-seven (87) responses or 33.59%; among their peers fifty-five (55) or 21.24% responded to using Facebook for learning; fifty-four (54) students or around 20.85% were using Messenger Apps as a platform for learning; twenty-two (22), representing 8.49%, reported using Instagram as a to the learning process; fifteen (15), accounted as 5.79 % of respondents stated that they were using Twitter as an educational means; eleven respondents or up to 4.25% of these respondents reported that they are using Telegram with Edmodo recorded at only nine (9) times responding providing only a score of around 3.47%), whereas Flipgrid was rated six (6), equivalently low in scoring showing another final choices between students on social media use for studying purpose.

These results suggest that among the student-respondents, YouTube is the most used platform in relation to learning—followed by Facebook and Messenger apps—which demonstrates a tendency toward multimedia-rich and interactive tools that enable students greater support for understanding of content, engagement with peers, and knowledge development. Real-life classroom and home situations show students utilize YouTube for instructional videos, tutorials, and demonstrations that help explain abstract concepts or visually reinforce lessons. Social networking tools like Facebook and messaging apps are often employed to share learning resources, interact with colleagues, and organize group work — thereby supporting collaborative learning and immediate feedback. The less usage of Instagram, Twitter, Telegram, Edmodo and Flipgrid was possibly due to limited familiarity with their use for learning purposes or the perception that they are not as relevant for formal learning actions. Students' use of grounded, rich environments such as these is not surprising; from the results we can see that students prefer systems which offer them ease of access to multimedia problems with learning opportunities for individual discovery and peer support. The results underscore the benefit of incorporating widely used social media tools into the instructional design as a means to align with students' digital behaviors while promoting active engagement, collaboration, and meaningful learning outcomes.

Previous research, in the same way, emphasizes the influence of public social media platforms in fostering student learning. Barrot et al. (2021) found that students had high dependence on multimedia platforms (YouTube, in particular), both for content understanding and concept reinforcement—aligning with the current findings around platform preference. Rasmitadila et al. (2020), social networking and messaging applications facilitated peer collaboration, resource sharing, and communication with educators, paralleling themes present in the current study. Supporting the aforementioned trend, Annamalai (2021) suggests that students used mediums they were already familiar with and adapted social media tools into collaborative learning exercises, in addition to continuing coursework across social media lest it become a passive action. Furthermore, this study is consistent with Nguyen and Tran (2022), who reported that the use of popular social media

platforms fostered learner autonomy, digital literacy, and sustained engagement. Together, they affirm that students are drawn to social media platforms supporting multimedia learning plus interaction and collaboration; further validating the current study's conclusions regarding digital learning behaviors.

Summary: The Role of Social Media in Enhancing Learning of Learners as Perceived by the Two (2) Groups of Respondents

Table 1shows the summary on the role of social media in enhancing interactive learning of learners as perceived by both (2) groups of respondents.

The use of social media to promote interactive learning through motivation and interest was ranked first according to the highest overall weighted mean, with a computed value of 3.29, as perceived by the teacher-respondents. On the other hand, they scored social media as apparent in developing creativity and critical thinking with an overall weighted mean of 3.23 (rank 2). Overall, engagement and participation had the lowest weighted mean at 3.14 (rank 3) but still considered as evident.

On the other hand, creative innovation and critical thinking as a result of social media were considered highest among the overall weighted mean of 3.12 (rank 1) by student-respondents in terms of its contribution on their interactive learning. Next was motivation and interest, with a mean overall weighted mean of 2.95 (rank 2). The components of engagement and participation had the lowest overall weighted mean (2.80, rank 3), but still within the evident level of perception.

Table 1

Summary on the Role of Social Media in Enhancing Learning of Learners as Perceived by the Two (2) Groups of Respondents

	Dimensions	Teacher-respondents			Student-respondents		
		OWM	DE	Rank	OWM	DE	Rank
1	Engagement and Participation	3.14	E	3	2.80	E	3
2	Motivation and Interest	3.29	HE	1	2.95	E	2
3	Creativity and Critical Thinking	3.23	E	2	3.12	E	1
	Grand Mean	**3.22**	**E**		**2.96**	**E**	

Legend: OWM=Overall Weighted Mean DE=Descriptive Equivalent
HE=Highly Evident E=Evident SE=Somewhat Evident NE=Not Evident

Overall, teachers and student-respondents perceived that social media has significant and evident contributions to interactive learning. The grand mean scores of 3.22 for teachers and 2.96 for students show the perception level regarding social media to facilitate interactive and meaningful learning experiences active roles in teaching-learning processes, which shows its positive role on average.

The results suggest social media is seen overall as a useful aspect of learning, with the teachers focusing on its ability to motivate and keep students interested and the students seeing it as a stimulant for creativity and critical thinking. Social media provides engaging, dynamic and accessible learning experiences — one reason teachers perceive high motivation among students. Teaching activities that involve multimedia resources, discussion forums and collaborative digital platforms seem to yield such positive attitudes among students in learning sessions on rides as observed in classroom settings and supported by teachers' perceptions. On the other hand, with a lower rating for engagement and participation from both groups compared to the overall ratings,

active, sustained interaction is likely to need to be built into carefully considered instructional strategies or structured activities to promote peer-to-peer and student-teacher interactions on an ongoing basis. The potential of social media as a platform for reflective learning, problem-solving and idea generation is evident in the students' recognition of it as facilitating creativity, critical thinking, especially where learners are enabled to explore, discuss and collaboratively create content. In summary, the results emphasize that social media plays a complementary role in improving motivation and cognition in learning, but shows such improvement when deliberately responding to pedagogical approaches.

Studies in recent years have indicated that social media can also enhance learning motivation, creativity, and engagement. Barrot et al. (2021) found that teachers perceived that digital platforms can enhance learner motivation and active participation, especially because of multimedia and interactive content. Rasmitadila et al. As reported by (2020), social media enables reflective thinking and dissemination of knowledge, which aligns with students' perspectives pertaining to creativity and critical thinking. The structured use of social media, however has been suggested to support collaborative learning, creative problem-solving, and sustained engagement (Annamalai, 2021), suggesting that the benefits observed while also addressing the potential issue of unstructured interaction being difficult to manage. That is, building on previous research conducted by Nguyen and Tran (2022), social media integration increases the interest of learners in online courses as well as some higher-order cognitive skills, thus aligning with the articulated complementary roles played by motivation and critical thinking in the present results. Together, these studies show that not only is social media an engagement tool, but also a platform for developing creativity and critical thinking when its use is intentionally guided with learning objectives in mind.

Conclusion

Based on the foregoing results of the study, the researcher concluded that:

The teacher-respondents are mostly female young adults with earned units in a Master's degree and with experience in teaching. Although they more commonly attend formal training, albeit very limited specifically about social media integration, they regularly engage in their instructional practices with social media daily. Within the different platforms, YouTube was found to be the most utilized social media tool for teaching.

The student-respondents are primarily early adolescent female learners who are mostly classified as low-income yet not poor families. Like the teachers, they also interact daily with social media, using YouTube as the main channel to support their learning activities.

On average, respondents perceived social media to be highly apparent in motivating and engaging learners. They also acknowledged its impact as apparent in creativity and critical thinking, engagement and participation. In contrast, social media's facilitative role for student-respondent groups reflected more apparent support to learning in developing creativity and critical thinking, motivation and interest while engagement and participation in social media were perceived least conducive to the identified dimensions of learning.

At the level of teachers' perceptions on the role of social media in increasing the interactive learning of learners as to engagement and participation is significantly different when grouped according to years in teaching, frequency of use of social media, and number of trainings taken on how to use social media while significant with regards to motivation and interest and creativity and critical thinking upon determining grouped by at both factors.

When grouped according to profile, there is a significant difference in the perception of students regarding the role of social media as enriching their interactive learning with regards to motivation and interest, and creativity and critical thinking; when grouped based on frequency of use in social media forums, however there was no significance found in engagement and participation

The resultant policy brief hoped to recontextualise social media in schools from a recreational tool to be used as a pedagogical device

used to create more connected, inclusive, and learner-centred pedagogy.

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