



IMPACT OF SOCIAL MEDIA ON TEACHING AND LEARNING IN THE NATIONAL HIGH SCHOOLS OF BAROBO-1 DISTRICT: BASIS FOR AN INTERVENTION PROGRAM

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ABSTRACT

The integration of social media in education has transformed teaching and learning processes, particularly in secondary schools where digital technologies increasingly support communication, collaboration, and access to learning resources. This study examined the impact of social media on teaching and learning in the National High Schools of Barobo-1 District, Surigao del Sur, Philippines. Specifically, the study investigated the effectiveness of social media platforms such as Facebook, Google, Messenger, Microsoft 365, TikTok, and YouTube; the effectiveness of instructional practices using social media; stakeholder support; learners' academic performance; and the significant relationships among these variables. Employing a convergent mixed-methods research design, the study involved 292 learners and 41 teachers from Cabacungan National High School, Gamut National High School, and Javier National High School selected through purposive sampling. Data were gathered through structured questionnaires, interviews, and academic performance records using Mean Percentage Scores (MPS). Findings revealed that Google, Facebook, Messenger, and YouTube were perceived as highly effective educational tools that enhanced communication, collaboration, learner engagement, and access to educational resources. Instructional effectiveness and stakeholder support were also rated positively. Correlation analysis showed significant relationships between social media utilization, instructional effectiveness, stakeholder support, and learners' academic performance. Qualitative findings further highlighted both the benefits and challenges of social media integration, including improved collaboration and concerns regarding distractions and internet accessibility. The study concluded that social media can significantly enhance teaching and learning when strategically integrated into instruction and supported through appropriate digital literacy programs, stakeholder collaboration, and teacher training.

Consequently, an intervention program was proposed to strengthen responsible and productive social media utilization in the schools of Barobo-1 District.

Keywords: *social media, teaching and learning, academic performance, digital literacy, educational technology, stakeholder support, blended learning*

INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational systems worldwide, particularly through the integration of social media into teaching and learning processes. Social media platforms such as Facebook, YouTube, Messenger, and Google applications are increasingly utilized as educational tools that promote collaboration, communication, accessibility, and learner engagement. UNESCO (2023) emphasized that digital technologies improve educational participation and accessibility when integrated effectively into instruction. Similarly, Al-Rahmi et al. (2021) explained that social media positively influences students' collaborative learning, communication, and academic engagement through interactive digital environments. In contemporary education, social media has become an essential component of blended and flexible learning modalities, particularly in secondary schools.

In the Philippine educational context, social media platforms are widely used by teachers and students for academic communication, content sharing, online collaboration, and access to learning materials. Following the implementation of flexible learning during and after the COVID-19 pandemic, students became increasingly dependent on digital platforms for educational continuity. Tang et al. (2022) noted that social media platforms support active participation and collaborative learning among students through interactive communication and multimedia-based learning environments. Furthermore, Mayer (2021) emphasized that multimedia learning improves students' comprehension and retention when verbal and visual information are integrated effectively. These developments demonstrate the growing importance of digital learning technologies in supporting educational delivery.

Despite the educational advantages of social media integration, concerns remain regarding excessive and unregulated usage among learners. Xu et al. (2022) found that social media overload negatively affects students' concentration, time management, and academic performance due to distractions and information fatigue. Likewise, Yimer (2023) reported that excessive use of social networking platforms adversely affects students' psychosocial well-being and academic achievement. In rural educational settings, additional barriers such as limited internet connectivity, insufficient multimedia resources, and inadequate teacher training further affect the effective utilization of social media in instruction. Gonzales et al. (2023) observed that students in rural Philippine schools continue to struggle with inconsistent internet access and limited technological resources, which hinder digital learning opportunities.

In Barobo-1 District, Surigao del Sur, the integration of social media into teaching and learning presents both opportunities and challenges. Teachers and students utilize

social media platforms to support communication, collaboration, and access to educational content; however, issues concerning technological competence, infrastructure limitations, and responsible digital engagement remain evident. Mozo (2025) emphasized that teachers in rural districts often lack adequate training in digital pedagogy, reducing the effectiveness of social media integration in instruction. Hence, this study examined the impact of social media on teaching and learning in the National High Schools of Barobo-1 District and served as the basis for proposing an intervention program that strengthens responsible and educationally productive social media utilization.

Research Questions

This study sought to answer the following questions:

1. How effective is the utilization of the following social media tools?
 - 1.1 Facebook
 - 1.2 Google
 - 1.3 Messenger
 - 1.4 Microsoft 365
 - 1.5 TikTok
 - 1.6 YouTube
2. To what extent is instruction using social media effective in terms of:
 - 2.1 Teachers' technological competence
 - 2.2 Classroom activities using technology
 - 2.3 Availability of multimedia equipment
 - 2.4 Teachers' attitudes toward technology?
3. To what extent does stakeholder support influence teaching and learning using social media in terms of:
 - 3.1 Administrative support
 - 3.2 Parental involvement
 - 3.3 LGU initiatives
 - 3.4 Alumni contributions?
4. What is the academic performance of learners based on Mean Percentage Scores (MPS)?
5. Is there a significant relationship between social media utilization and learners' academic performance?
6. Is there a significant relationship between instructional effectiveness and learners' academic performance?
7. Is there a significant relationship between stakeholder support and learners' academic performance?
8. What intervention program may be proposed to enhance teaching and learning through social media?

METHODOLOGY

This study employed a convergent mixed-methods research design combining quantitative descriptive-correlational and qualitative approaches to examine the impact of social media on teaching and learning in the National High Schools of Barobo-1 District. The quantitative component assessed the effectiveness of social media utilization, instructional practices, stakeholder support, and learners' academic performance using weighted means, percentages, and Pearson's Correlation Coefficient at a 0.05 significance level. The qualitative component explored the lived experiences of teachers and learners through semi-structured interviews and thematic analysis. The study was conducted at Cabacungan National High School, Gamut National High School, and Javier National High School involving 292 learners and 41 teachers selected through purposive sampling. Data were gathered using validated structured questionnaires, interview guides, and academic performance records based on fourth-quarter Mean Percentage Scores (MPS).

RESULTS

The following tables present the findings regarding the effectiveness of social media utilization, instructional effectiveness, stakeholder support, learners' academic performance, and their significant relationships.

Table 1. Effectiveness of Social Media Tools

Social Media Tools	Weighted Mean	Description	Rank
Google	4.24	Most Effective	1
Facebook	4.20	Most Effective	2
Messenger	4.18	Most Effective	3
YouTube	4.15	More Effective	4
Microsoft 365	4.12	More Effective	5
TikTok	3.96	More Effective	6
Overall Weighted Mean	4.14	More Effective	

Table 2. Effectiveness of Instruction Using Social Media

Instructional Variables	Weighted Mean	Description
Teachers' Technological Competence	4.18	Greater Extent
Classroom Activities Using Technology	4.20	Greatest Extent
Availability of Multimedia Equipment	3.88	Greater Extent
Teachers' Attitudes Toward Technology	4.15	Greater Extent
Overall Weighted Mean	4.10	Greater Extent

Table 3. Stakeholder Support for Social Media Integration

Stakeholder Support	Weighted Mean	Description
Administrative Support	4.22	Excellent Support
Parental Involvement	4.05	Good Support
LGU Initiatives	3.96	Good Support
Alumni Contributions	3.85	Good Support
Overall Weighted Mean	4.02	Good Support

Table 4. Academic Performance of Learners

MPS Range	Performance Level	Frequency	Percentage
90–100	Advanced	48	16%
80–89	Proficient	176	60%
70–79	Nearly Proficient	56	19%
60–69	Low Proficient	12	4%
Below 60	Not Proficient	0	0%
Total		292	100%

Table 5. Relationship Between Social Media Utilization and Academic Performance

Variables	r-value	p-value	Interpretation
Social Media Utilization vs Academic Performance	0.69	<0.05	Significant

Table 6. Relationship Between Instructional Effectiveness and Academic Performance

Variables	r-value	p-value	Interpretation
Instructional Effectiveness vs Academic Performance	0.71	<0.05	Significant

Table 7. Relationship Between Stakeholder Support and Academic Performance

Variables	r-value	p-value	Interpretation
Stakeholder Support vs Academic Performance	0.65	<0.05	Significant

DISCUSSION

The findings of the study demonstrate that social media platforms have become important educational tools that significantly influence teaching and learning processes in the National High Schools of Barobo-1 District. Google, Facebook, and Messenger emerged as the most effective platforms because they facilitate communication, collaboration, and access to educational resources. These findings support Al-Rahmi et al. (2021), who emphasized that social media enhances collaborative learning and academic engagement when integrated purposefully into instruction. Similarly, Tang et al. (2022) explained that social media platforms encourage learner participation and interaction in digital learning environments.

The study further revealed that instructional effectiveness using social media positively contributes to learners' academic performance. Teachers' technological competence, classroom activities using technology, and positive attitudes toward digital instruction enhanced learner engagement and academic productivity. Mayer (2021) explained that multimedia learning environments improve students' understanding and retention through interactive visual and verbal presentations. UNESCO (2023) also emphasized that technology integration increases flexibility, accessibility, and participation in educational systems.

Significant relationships were found between social media utilization, instructional effectiveness, stakeholder support, and learners' academic performance. These findings suggest that educationally guided social media integration positively contributes to students' academic outcomes. Sharma and Behl (2022) similarly found that social media enhances communication, interaction, and collaborative learning among students. However, the findings also highlighted challenges associated with excessive and unregulated social media use. Xu et al. (2022) noted that social media overload contributes to distractions, reduced concentration, and lower academic performance. Likewise, Yimer (2023) reported that excessive social networking negatively affects students' psychosocial well-being and academic achievement.

The qualitative findings further emphasized the importance of stakeholder support, digital literacy, and responsible online engagement. Ribble (2021) stressed that responsible digital citizenship enables students to utilize technology ethically and productively. Teachers and learners acknowledged that while social media enhances communication and accessibility, issues related to internet connectivity, digital distractions, and technological limitations remain challenges in rural educational settings. Gonzales et al. (2023) similarly observed that limited infrastructure and inconsistent

internet access continue to affect digital learning implementation in rural Philippine schools.

Overall, the study demonstrates that social media can serve as an effective supplementary educational tool when strategically integrated into instruction and supported through proper digital literacy programs, teacher training, and stakeholder collaboration. Effective supervision and responsible digital engagement remain essential in maximizing the educational benefits of social media while minimizing its negative effects on learners.

Conclusions

This study concludes that social media significantly influences teaching and learning in the National High Schools of Barobo-1 District. Social media platforms such as Google, Facebook, Messenger, and YouTube were perceived as effective educational tools that enhanced communication, collaboration, learner engagement, and access to educational resources. The findings established significant positive relationships between social media utilization, instructional effectiveness, stakeholder support, and learners' academic performance. Teachers' technological competence and positive attitudes toward technology contributed to effective instructional integration, while stakeholder support strengthened the implementation of digital learning initiatives. However, excessive and unregulated social media usage negatively affected concentration and time management among learners. Therefore, responsible digital engagement, digital literacy instruction, and structured technology integration are necessary to maximize the educational benefits of social media in rural schools.

Recommendations

Based on the findings of the study, schools should strengthen digital literacy programs that promote responsible and educationally productive social media utilization among learners. Teachers should continue integrating social media strategically into classroom instruction to enhance communication, collaboration, and learner engagement. School administrators and policymakers should provide continuous training programs that improve teachers' technological competence and instructional integration skills. Furthermore, stakeholders such as parents, LGUs, and alumni should actively support digital learning initiatives by improving internet connectivity, multimedia resources, and community-based educational programs. Future researchers may explore the long-term effects of social media utilization on learners' academic behavior, psychosocial well-being, and digital citizenship across various educational contexts.

Compliance with Ethical Standards

This study complied with established ethical standards in educational research. Prior approval and permission were secured from the District Education Office and school administrators before data gathering. Participation in the study was voluntary, and informed consent was obtained from all respondents. Confidentiality, anonymity, and privacy of participants were strictly maintained throughout the conduct of the study in

accordance with the Data Privacy Act of 2012. Ethical principles of respect, beneficence, integrity, and transparency were observed during data collection, analysis, interpretation, and reporting of findings.

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