

Pedagogical Innovation in Digital Age: Exploring Teacher Strategies and Student Perceptions of Social Media Integration in Social Science Education

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ABSTRACT: This study examined the integration of social media as a pedagogical innovation in Social Science education in response to the evolving needs of digitally immersed learners. Recognizing that modern learners are highly engaged with platforms such as Facebook, YouTube, and TikTok, the study aimed to determine how social media-based teaching strategies influence student engagement, perceived effectiveness, and instructional practices. Specifically, it analyzed the demographic profile of students, teachers, and master teachers; identified perceived affordances of social media; assessed students' level of engagement across cognitive, behavioral, emotional, and social dimensions; and examined the relationship between engagement and technological features of social media. The study also explored the challenges and enablers encountered in regulating the use of social media in instruction and proposed an intervention program grounded in the findings.

Using a descriptive research design, data were collected from 334 junior high school students through stratified random sampling, along with complete enumeration of teachers and master teachers from selected public secondary schools in Tago District, Surigao del Sur. A validated survey questionnaire and semi-structured interviews were employed, with data analyzed using frequency, percentage, weighted mean, standard deviation, correlation, and ANOVA. The results revealed that social media integration significantly enhanced student engagement, particularly in collaboration, interaction, and motivation, while perceived affordances such as accessibility and interactivity positively influenced learning outcomes. However, challenges related to digital distraction, misinformation, and responsible usage were also identified. The findings imply that structured and guided integration of social media, supported by teacher training and policy development, can transform digital platforms into effective and meaningful learning environments in Social Science education.

KEYWORDS: social media integration, student engagement, digital pedagogy, instructional innovation, learner perception

I. INTRODUCTION

The current generation of learners commonly referred to as modern or digital natives are characterized by their deep immersion in technology and social media. With the rapid advancement of digital platforms, particularly Facebook, TikTok, and YouTube, students now consume, interact with, and even co-create content as part of their everyday lives. These behavioral shifts pose significant implications for teaching, especially in Social Sciences, a subject that thrives on real-world connections, collaboration, and critical thinking. This study explores how social media-based teaching strategies can enhance student engagement, learning motivation, and perception of effectiveness in Social Science classes.

A growing body of research supports the use of social media in education. Rogayan (2023) showed that computer-assisted instruction when aligned with digital tools significantly improves motivation and performance in Social Studies. Similarly, Riski (2024) found that social media-based platforms such as Quizizz increased learner engagement and enjoyment in Social Science learning. Briones (2023) emphasized that Filipino online learners prefer interactive and socially driven platforms, which supports the integration of tools like Facebook for educational purposes. Additionally, Fortuna (2023) found that social media usage among 21st-century Filipino learners is not only widespread but also linked to increased collaboration and academic engagement. These studies suggest that social media, when purposefully integrated, can be an effective tool for enhancing motivation, critical thinking, and collaborative learning in the classroom.

Despite the recognized potential of social media in education, gaps remain in its structured integration in Social Science instruction. Globally, studies highlight its positive effects on engagement and collaboration, yet there is a lack of unified frameworks that simultaneously examine demographics, engagement, and perceived effectiveness (Moges et al., 2023; Usman, 2024). Findings are also inconsistent due to unstructured implementation across contexts (Ferguson et al., 2025). Locally, Filipino learners demonstrate high social media usage but limited academic utilization, as platforms are often used more for

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communication than learning (Gagalang, 2022; Briones et al., 2023). This concern is reflected in academic performance, as the Mean Percentage Score (MPS) of all secondary schools in the Municipality of Tago for School Year 2024–2025 is 46%, which is below the expected standard. This indicates a misalignment between instructional practices and learners’ digital behaviors. Hence, there is a need to examine how social media-based teaching can enhance engagement and effectiveness within a structured framework.

The findings of this research are expected to contribute to the growing body of knowledge in 21st-century education, particularly in Social Science teaching. By investigating these dimensions, this study offers an empirical foundation for developing innovative, student-centered teaching strategies anchored in social media. The findings aim to guide educators, curriculum developers, and policymakers in adapting pedagogical approaches that are responsive to the realities of modern learners. In doing so, the research contributes to the frontier of knowledge in 21st-century Social Science education providing practical insights on how digital platforms can be transformed from casual social spaces into meaningful learning environments.

II. METHODOLOGY

This study utilized an explanatory sequential mixed methods design, which involves the collection and analysis of quantitative data in the first phase, followed by a qualitative phase that explains and contextualize the quantitative findings (Creswell & Creswell, 2018). This design was deemed appropriate given the nature of the study, as it facilitated a systematic and layered examination of social media integration in Social Science instruction, moving from broad statistical patterns to the in-depth experiences of those directly involved in the instructional process.

In the quantitative phase, the study employed a descriptive-correlational research method. A researcher-made survey questionnaire was administered to junior high school students from three selected public secondary schools in Tago District, Surigao del Sur. The collected data were analyzed using descriptive and inferential statistics to describe the respondents’ demographic profile, determine the level of student engagement and perceived effectiveness of social media-based teaching strategies, examine significant differences among selected variables, and determine the relationships between the technological features of social media platforms and student engagement. The findings from this phase served as the basis for developing the qualitative inquiry.

In the qualitative phase, the study employed a qualitative descriptive method using semi-structured interviews with 18 purposively selected key informants, consisting of master teachers, Social Science teachers, and students from the same schools. The interview data were analyzed through thematic analysis to explain and enrich the quantitative findings by identifying the challenges, opportunities, and contextual factors influencing the integration of social media in Social Science instruction. This qualitative phase provided deeper insights into issues that could not be adequately explained through quantitative results alone.

III. RESULTS AND DISCUSSION

This section presents the demographic profile of the three groups of respondents involved in the study: master teachers, teachers, and students from the three selected public secondary schools in Tago District, Surigao del Sur, namely Gamut National High School, Clarence Ty Pimentel National High School, and Purisima National High School. Their profiles were examined in terms of age, sex, grade level handled or enrolled in, social media platform used, and frequency of social media use. The inclusion of these variables was purposeful, as each dimension offers a distinct lens through which the respondents’ digital behaviors and instructional contexts can be more precisely understood. Taken together, these demographic indicators provide a comprehensive baseline that situates the subsequent findings within the lived realities and digital experiences of the respondents.

Table 2. Profile of Respondents

	Master Teachers		Teachers		Students	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Age						
31–40	3	37.50	—	—	—	—
41–50	2	25.00	—	—	—	—
51–60	3	37.50	1	5.88	—	—
19–30	—	—	5	29.41	—	—
31–40	—	—	5	29.41	—	—
41–50	—	—	6	35.29	—	—
13–15	—	—	—	—	286	85.63

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	16–18	—	—	—	—	48	14.37
Sex							
	Female	5	62.50	14	82.35	199	59.58
	Male	3	37.50	3	17.65	135	40.42
Grade Level							
	Grade 7	2	25.00	4	23.53	98	29.34
	Grade 8	—	—	2	11.76	86	25.75
	Grade 9	2	25.00	6	35.29	67	20.06
	Grade 10	4	50.00	5	29.41	83	24.85
Social Media Platform Used							
	Facebook	7	87.50	17	51.52	286	34.05
	TikTok	1	12.50	7	21.21	251	29.88
	Instagram	—	—	6	18.18	187	22.26
	Twitter	—	—	2	6.06	25	2.98
	YouTube	—	—	1	3.03	40	4.76
	LinkedIn	—	—	—	—	8	0.95
	Messenger	—	—	—	—	14	1.67
	Telegram	—	—	—	—	6	0.71
	Others	—	—	—	—	23	2.74
Frequency of Social Media Platform Usage							
	3 hours and below	2	25.00	11	64.71	126	37.72
	4–6 hours	5	62.50	5	29.41	132	39.52
	7–9 hours	—	—	1	5.88	43	12.87
	10 hours and above	1	12.50	—	—	33	9.88

The data reveal a demographic landscape shaped by experienced, female-dominant educators and a predominantly early adolescent student population. Among master teachers, the distribution is concentrated in the mid-to-late career stage, with an overwhelming preference for Facebook as their social media platform of choice and a moderate daily usage pattern. Teachers exhibit a similarly female-dominant composition, are distributed across all grade levels, and report comparatively lower daily social media consumption. Students, on the other hand, are mostly between 13 and 15 years old, predominantly female, and spread across Grades 7 to 10, with Facebook and TikTok emerging as the dominant platforms and a significant portion spending four to six hours daily on social media.

These patterns carry meaningful implications for how social media integration is experienced and delivered across different respondent groups. The concentration of master teachers in the 31 to 60 age range reflects a workforce with extensive pedagogical experience yet one that has had to adapt to increasingly digital instructional environments later in their careers. Their near-exclusive reliance on Facebook suggests that their digital engagement remains anchored to a single, familiar platform, which may limit the breadth of their familiarity with the diverse platforms their students actively use. Teachers, while spanning a wider age range including younger professionals in the 19 to 30 bracket, also lean heavily toward Facebook, though they demonstrate a slightly broader platform exposure. That the majority of teachers use social media for three hours or fewer daily further suggests a more deliberate and bounded digital lifestyle compared to their students. For students, the strong representation of Facebook and TikTok, platforms characterized by visual, short-form, and community-based content, points to a generation that is not merely passive consumers of digital media but active participants in platform-specific cultures that blend entertainment with peer interaction.

The contrasting digital habits between educators and students are significant in understanding the potential friction and opportunity points in social media-integrated instruction. When educators and students operate within different platform ecosystems, the effectiveness of digitally mediated pedagogy depends on deliberate alignment between the platforms familiar to

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teachers and those already embedded in students' daily lives. Moreover, the high frequency of student social media use, with a substantial proportion reporting four hours or more daily, underscores both the accessibility of these platforms and the risk of passive, unfocused engagement when these are not purposefully channeled toward academic tasks. The predominantly female composition across all three groups is also noteworthy, as gender has been associated with differential patterns of platform use and communication styles in digital learning environments.

These findings are consistent with broader research on the digital profiles of educators and learners in secondary school settings. Shahzad et al. (2023) noted that female learners tend to gravitate toward communicative and group-based social media interactions, while male learners show stronger inclination toward video and gamified content, a distinction that holds relevance given the mixed-gender composition of the student respondents and the dominance of TikTok, a video-driven platform, in their reported usage. Gagalang (2023) similarly documented that a majority of Filipino junior and senior high school students accessed social media more than five times daily via smartphones, a pattern that corroborates the high-frequency usage reported in this study and highlights both the opportunity for academic integration and the challenge of managing digital distraction. Kareem and Yasir (2025) further emphasized that demographic factors such as age, sex, and grade level are meaningful correlates of social media behavior, reinforcing the importance of profiling respondents not merely as a procedural step but as a substantive analytical foundation for understanding how social media-based instruction is likely to be received, resisted, or embraced across different subgroups of the school community.

Perceived Affordances that Social Science Education Educators Identify When Integrating Social Media into their Teaching

Table 3 presents the overall weighted mean scores on the perceived affordances of social media integration in Social Science teaching as assessed by three groups of respondents—students, teachers, and master teachers—across five dimensions: instructional accessibility, learning interactivity, student participation, contextual relevance, and teacher innovation.

Table 3. Perceived Affordances of Social Media Integration in Social Science Teaching in the 3 Groups of Respondents

Indicators	Students		Teachers		Master Teachers	
	Mean	Description	Mean	Description	Mean	Description
Instructional Accessibility	4.01	High Perception	4.45	Very High Perception	4.44	Very High Perception
Learning Interactivity	3.88	High Perception	4.18	High Perception	4.51	Very High Perception
Student Participation	3.68	High Perception	4.05	High Perception	4.03	High Perception
Contextual Relevance	3.89	High Perception	4.46	Very High Perception	4.19	High Perception
Teacher Innovation	3.95	High Perception	4.46	Very High Perception	4.48	Very High Perception
Over-all Mean	Weighted 3.88	High Perception	4.32	Very High Perception	High 4.33	Very High Perception

Among the five affordance dimensions, teacher innovation obtained the highest perception ratings among educators, with both teachers and master teachers assigning it a Very High Perception description. This adjectival rating signifies that educators strongly recognize social media as a catalyst for creative, adaptive, and innovative instructional strategies. The implication is that teachers who integrate social media into their lessons are more likely to move beyond conventional approaches and adopt dynamic methods that expand the horizons of classroom instruction. This strong perception among educators may be attributed to their direct experience with the creative possibilities that social media platforms offer, including multimedia resource curation, real-time content sharing, and the design of interactive activities, making the pedagogical value of these tools especially salient from an instructional standpoint.

In contrast, student participation received the lowest perception ratings across all three respondent groups, with all three describing it as High Perception. While this rating reflects a generally positive view, it indicates that respondents acknowledge comparatively less enhancement in participation relative to other affordances such as accessibility or innovation. The implication is that the availability of social media platforms does not automatically translate into active and intentional academic engagement among learners. This result may be explained by the predominantly social and entertainment-oriented manner in which students use these platforms outside of academic contexts, as well as the absence of deliberate instructional structures that direct social media use toward sustained and purposeful learner involvement within classroom settings.

The overall mean scores reveal that teachers and master teachers both registered a Very High Perception of social media affordances in Social Science teaching, while students registered a High Perception. These adjectival ratings indicate that all respondent groups view social media favorably as an instructional tool, though educators perceive its affordances more strongly than students do. This pattern implies a perception gap rooted in the difference between how educators design instruction using

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social media and how students experience it primarily as a social platform. The relevance of this finding to the research problem lies in recognizing that while the instructional potential of social media is broadly acknowledged across all stakeholder groups, bridging the educator-student perception gap requires more intentional instructional design that makes the affordances of social media concretely and meaningfully visible to learners within academic contexts.

These findings are well-supported by existing research. Usman (2024) and Purnama (2023) confirm that social media platforms enhance instructional accessibility and foster interactive, collaborative learning environments, consistent with the high to very high perceptions observed across all respondent groups in this study. Fortuna (2023) further establishes that anchoring academic content to authentic real-world contexts, a defining feature of effective Social Science education, is meaningfully supported through social media integration, corroborating the favorable ratings on contextual relevance across groups. Aydoğmuş et al. (2023) additionally note that social media encourages educators to adopt innovative and adaptive pedagogical strategies, which directly aligns with the very high perception of teacher innovation reported by both teachers and master teachers. Collectively, these sources affirm that social media holds well-recognized instructional potential; however, Moges et al. (2023) caution that this potential is fully realized only when social media is intentionally and structurally embedded in instructional practice rather than employed incidentally, underscoring the importance of purposeful pedagogical integration in Social Science classrooms.

Level of Engagement of the Students to Social Media

This section presents the level of engagement of students in Social Science learning through the use of social media, as perceived by students, teachers, and master teachers. Student engagement is viewed as a multidimensional construct that encompasses cognitive, behavioral, emotional, and social aspects of learning, as well as collaboration and peer interaction. In the context of social media-based teaching, engagement reflects the extent to which learners actively participate, interact, and invest effort in the learning process within digital environments. The integration of social media platforms in instruction is expected to influence how students process information, interact with peers, and develop meaningful learning experiences. Examining the level of engagement across these dimensions provides a comprehensive understanding of how social media contributes to students' learning behaviors and overall academic involvement in Social Science education.

Table 4 reveals all three respondent groups consistently rate student engagement in social media-based Social Science learning as highly engaged across all five dimensions, with master teachers registering the highest overall mean, followed by teachers, and then students. Emotional development and social interaction stand out as the most strongly perceived dimensions, particularly among master teachers who rated both at the very highly engaged level, while cognitive development registers the lowest mean scores across all groups.

Table 4. Level of Engagement of the Students to Social Media in the 3 Groups of Respondents

Indicators	Students		Teachers		Master Teachers	
	Mean	Description	Mean	Description	Mean	Description
Cognitive Development	3.87	Highly Engaged	4.03	Highly Engaged	4.16	Highly Engaged
Behavioral Learning	3.97	Highly Engaged	3.94	Highly Engaged	3.98	Highly Engaged
Emotional Development	3.87	Highly Engaged	4.17	Highly Engaged	4.21	Very Highly Engaged
Social Interaction	3.87	Highly Engaged	4.05	Highly Engaged	4.21	Very Highly Engaged
Collaboration And Peer Learning	3.96	Highly Engaged	3.83	Highly Engaged	4.15	Highly Engaged
Over-all Weighted Mean	3.91	Highly Engaged	4.00	Highly Engaged	4.14	Highly Engaged

The prominence of emotional development and social interaction in the results reflects the inherently relational nature of social media as a learning environment. Students in digital spaces are not merely passive recipients of content but active participants in a socially mediated process where feelings of belonging, peer recognition, and shared experience are constantly at play. This affective dimension is particularly significant in Social Science, where topics are deeply connected to human experience and societal realities, making emotional investment a natural driver of sustained interest and participation. Social interaction follows closely, reinforcing the idea that social media creates conditions where learning is experienced communally rather than in isolation. Behavioral learning and collaboration and peer learning also demonstrate consistently strong engagement, indicating that students are completing tasks, responding to activities, and cooperating with peers within these digital environments. These observable behaviors point to a level of active involvement that is both consistent and measurable across all respondent groups.

The comparatively lower ratings for cognitive development, however, introduce an important qualification to this otherwise positive picture. High emotional investment and active social participation do not automatically equate to deep

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cognitive processing. In Social Science education, where the development of critical thinking, analytical reasoning, and the ability to evaluate multiple perspectives are core learning outcomes, surface-level engagement driven by the interactive features of social media is insufficient on its own. This gap between affective and cognitive engagement suggests that social media, when left without deliberate instructional scaffolding, tends to facilitate interaction and participation more effectively than it promotes higher-order thinking. The consistent pattern across all three groups, where emotional and social dimensions outpace cognitive ones, strengthens this observation and signals a clear area for pedagogical intervention. The discrepancy between educator and student perceptions across all dimensions further suggests that teachers observe engagement more comprehensively from a professional vantage point, while students may not always consciously recognize or internalize the academic value of their participation.

These findings are consistent with research affirming that social media-based learning environments are particularly effective in enhancing affective engagement, peer interaction, and collaborative behaviors, as the platforms are inherently designed to facilitate communication and social connection (Moges et al., 2023). The comparatively lower cognitive engagement aligns with studies emphasizing that digital environments require structured instructional scaffolding to move learners beyond surface-level participation toward critical thinking and deeper conceptual understanding (Usman, 2024). The strong behavioral and collaborative engagement observed in this study further supports the view that social media promotes active learning and shared responsibility when tasks are purposefully designed (Purnama, 2023). Taken together, the evidence underscores that while social media holds strong potential in fostering multidimensional engagement in Social Science education, its full instructional value is realized only when guided by deliberate pedagogical strategies that align interaction and collaboration with higher-order learning objectives.

Relationship Between Perceived Instructional Affordances and Students' Level of Engagement in Social Media-Based Learning

This section presents the analysis of the relationship between the perceived instructional affordances identified by Social Science educators and the level of student engagement in social media-based learning. Instructional affordances refer to the opportunities and advantages that social media platforms provide in enhancing teaching practices, particularly in terms of accessibility, interactivity, participation, contextual relevance, and innovation. In the context of Social Science education, these affordances are expected to influence how students engage cognitively, behaviorally, emotionally, and socially within digital learning environments. Examining this relationship is essential in determining whether the effective integration of social media contributes to meaningful student engagement and improved learning experiences. The results provide empirical evidence on how instructional design and digital teaching strategies shape students' level of engagement in Social Science classes facilitated through social media platforms.

The results reveal that all five instructional affordances demonstrate statistically significant relationships with all five dimensions of student engagement, with correlation values reflecting moderate to strong positive associations across every pairing. Teacher innovation consistently registers the strongest relationships across engagement dimensions, while instructional accessibility shows comparatively lower, though still significant, correlations. Among the engagement dimensions, emotional development and social interaction show relatively stronger associations with student participation and contextual relevance, while cognitive development exhibits its strongest link with teacher innovation and contextual relevance.

The pattern of relationships points to a meaningful distinction between access and active engagement. Instructional accessibility, while foundational in making content available to learners, produces comparatively weaker associations with engagement, suggesting that simply providing students with access to social media platforms is insufficient to generate deep involvement in learning. Engagement becomes more robust when access is layered with interactivity, authentic content, and deliberate pedagogical design. This is reflected in the stronger correlations observed for learning interactivity, student participation, and contextual relevance, all of which require learners to be actively involved rather than merely receptive. The implication is clear: the instructional value of social media is not inherent in the platform itself but in how it is used, and teachers who design activities that demand participation, dialogue, and connection to real-world issues are more effective in drawing students into meaningful engagement.

The particularly strong associations involving teacher innovation further reinforce this interpretation. When educators approach social media with creativity, flexibility, and pedagogical intentionality, the resulting learning environment is one in which students are more inclined to think critically, invest emotionally, collaborate with peers, and sustain active participation. Teacher innovation acts as the mechanism through which the other affordances are realized, as it is the educator's instructional choices that determine whether accessibility leads to learning, whether interactivity leads to dialogue, and whether contextual relevance leads to critical thinking. The strong link between contextual relevance and cognitive engagement is also noteworthy in the context of Social Science education, where the discipline's core purpose is to help learners understand and critically analyze human experience and social realities. When social media brings current events, diverse voices, and lived experiences into the

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classroom, it gives students the raw material they need to think analytically and engage with content in ways that are personally meaningful and academically rigorous.

Table 5. Relationship Between Perceived Instructional Affordances of Social Science Educators and Students' Level of Engagement in Social Media-Based Learning

Perceived Affordances that Social Science Education Educators Identify When Integrating Social Media Into Their Teaching	Level of Engagement of the Students to Social Media	Correlation	p - value	Interpretation
Instructional Accessibility	Cognitive Development	0.4868	<0.001	Significant
	Behavioral Learning	0.5008	<0.001	Significant
	Emotional Development	0.4471	<0.001	Significant
	Social Interaction	0.4693	<0.001	Significant
	Collaboration and Peer Learning	0.4186	<0.001	Significant
Learning Interactivity	Cognitive Development	0.5386	<0.001	Significant
	Behavioral Learning	0.5473	<0.001	Significant
	Emotional Development	0.5475	<0.001	Significant
	Social Interaction	0.5691	<0.001	Significant
	Collaboration and Peer Learning	0.4954	<0.001	Significant
Student Participation	Cognitive Development	0.5958	<0.001	Significant
	Behavioral Learning	0.5721	<0.001	Significant
	Emotional Development	0.6449	<0.001	Significant
	Social Interaction	0.6056	<0.001	Significant
	Collaboration and Peer Learning	0.5643	<0.001	Significant
Contextual Relevance	Cognitive Development	0.6960	<0.001	Significant
	Behavioral Learning	0.6378	<0.001	Significant
	Emotional Development	0.6461	<0.001	Significant
	Social Interaction	0.6441	<0.001	Significant
	Collaboration and Peer Learning	0.6039	<0.001	Significant
Teacher Innovation	Cognitive Development	0.7187	<0.001	Significant
	Behavioral Learning	0.6164	<0.001	Significant
	Emotional Development	0.6719	<0.001	Significant
	Social Interaction	0.6557	<0.001	Significant
	Collaboration and Peer Learning	0.6121	<0.001	Significant

These findings are consistent with research affirming that the educational potential of social media is most fully realized when it is embedded within intentional instructional design rather than used incidentally. Studies confirm that teacher-driven innovation in digital pedagogy significantly enhances learner engagement and promotes active learning environments (Azimi, 2025; Habibah et al., 2025). The comparatively lower associations for instructional accessibility alone align with the argument that access to digital platforms must be accompanied by structured and guided use to effectively influence student engagement (Obeal & Sanchez, 2025; NCSS, 2024). The stronger relationships between social interaction, emotional development, and affordances such as student participation and contextual relevance are consistent with literature indicating that social media strengthens social presence and emotional engagement when learning environments are interactive and personally relevant (Dafiqah et al., 2025; Pedroso et al., 2024). Taken together, the evidence supports the conclusion that instructional affordances function as interconnected elements that collectively shape the quality and depth of student engagement, with the educator's role remaining central in activating the full potential of social media as a pedagogical tool (Moges et al., 2023).

Distinct Technological Features of Social Media Platforms that Facilitate or Constrain Learning Outcomes in Social Sciences

The integration of social media in education has transformed the way learners engage with content, interact with peers, and construct knowledge, particularly in Social Science classes where discussion, reflection, and collaboration are essential. Social media platforms offer a range of technological features such as real-time communication, content sharing, interactive discussions, and collaborative spaces, which can either facilitate or constrain the development of key learning outcomes. These outcomes include critical dialogue, civic empathy, analytical skills, communication skills, and interpersonal skills, all of which are fundamental in fostering socially aware and critically engaged learners.

Table 6 presents the level of engagement of students, teachers, and master teachers regarding the distinct technological features of social media platforms and their influence on the identified learning outcomes. All three respondent groups perceive the distinct technological features of social media platforms as highly engaged across all five learning outcome dimensions, with master teachers registering the highest overall mean, followed by students, and then teachers. Analytical skills, communication skills, and interpersonal skills receive the strongest ratings from master teachers, with analytical skills reaching the very highly engaged level, while teachers rate civic empathy as their highest dimension and record comparatively lower means for analytical, communication, and interpersonal skills.

Table 6. Distinct Technological Features of Social Media Platforms that Facilitate or Constrain Learning Outcomes in the 3 Groups of Respondents

Indicators	Students		Teachers		Master Teachers	
	Mean	Description	Mean	Description	Mean	Description
Critical Dialogue	4.01	Highly Engaged	3.96	Highly Engaged	4.16	Highly Engaged
Civic Empathy	4.00	Highly Engaged	4.18	Highly Engaged	3.98	Highly Engaged
Analytical Skills	4.03	Highly Engaged	3.80	Highly Engaged	4.21	Very Highly Engaged
Communication Skills	4.05	Highly Engaged	3.83	Highly Engaged	4.21	Very Highly Engaged
Interpersonal Skills	4.05	Highly Engaged	3.83	Highly Engaged	4.15	Highly Engaged
Overall Scores	4.03	Highly Engaged	3.92	Highly Engaged	4.14	Highly Engaged

The overall pattern reveals that social media's technological features are broadly recognized as facilitators of meaningful learning outcomes in Social Science, yet the variation across respondent groups points to important distinctions in how these features are experienced and interpreted. Master teachers, consistent with their supervisory and evaluative role, tend to perceive the impact of social media features most strongly, particularly in areas requiring higher-order competencies such as analytical thinking and effective communication. Their very high rating for analytical skills suggests that from a leadership perspective, exposure to diverse content, current events, and varied viewpoints through social media platforms challenges students to process information more critically and construct more nuanced arguments. Students similarly perceive communication and interpersonal skills positively, which is unsurprising given that these are the very domains social media is designed to exercise. The daily practice of composing posts, responding to peers, interpreting multimedia content, and navigating online discussions naturally cultivates these competencies, even outside formal instructional contexts.

The comparatively lower ratings from teachers across analytical, communication, and interpersonal dimensions are worth examining carefully. Unlike master teachers who assess engagement from a broader instructional oversight perspective, classroom teachers observe learners at closer range and may be more attuned to the inconsistencies in how students actually apply these skills during instruction. A student may appear communicatively active on a social media platform while still lacking the depth of argumentation or precision of expression expected in academic discourse. This distinction between informal digital communication and academically rigorous communication is a critical pedagogical gap that teachers are uniquely positioned to observe. The relatively strong teacher perception of civic empathy, on the other hand, suggests that they recognize social media's particular effectiveness in exposing students to social issues, diverse communities, and real-world human experiences, which are foundational to developing empathy and social awareness in the context of Social Science education.

These findings are supported by research affirming that social media platforms, through their inherent features of discussion, content sharing, and community interaction, provide meaningful opportunities for developing communication, collaboration, and critical thinking skills when purposefully integrated into instruction (Masih & Sahito, 2023; Purnama, 2023). The strong perception of civic empathy across all groups aligns with literature emphasizing that exposure to diverse narratives and real-world issues through digital platforms strengthens learners' capacity for perspective-taking and social understanding, which are core competencies in Social Science education (Fortuna, 2023). The variation in teacher and master teacher perceptions regarding analytical and communication skills is consistent with findings that the development of higher-order competencies

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through social media requires deliberate instructional design rather than incidental exposure, as unguided platform use tends to reinforce informal rather than academic modes of engagement (Usman, 2024; Ferguson et al., 2025).

Difference Between the Perceived Level of Engagement of the Students to Social Media as Perceived by the Group of Respondents

Understanding whether differences exist in how various groups perceive student engagement is essential in evaluating the effectiveness of social media integration in Social Sciences instruction. Engagement is a multidimensional construct encompassing cognitive, behavioral, emotional, and social dimensions that may be interpreted differently depending on the perspective of the respondent. Determining whether such differences are statistically significant reveals the consistency of experiences and the alignment of perceptions across groups—a consideration critical for validating social media as an instructional tool. Table 7 presents the statistical comparison of the perceived level of student engagement in social media-based learning when grouped according to respondents.

Table 7. Difference in the Perceived Level of Student Engagement in Social Media-Based Learning According to Respondent Groups

Level of Engagement of the Students to Social Media	Statistic	p - value	Interpretation
Cognitive Development	2.4188	0.2984	Not Significant
Behavioral Learning	0.0499	0.9754	Not Significant
Emotional Development	5.7718	0.0558	Not Significant
Social Interaction	3.3438	0.1879	Not Significant
Collaboration and Peer Learning	0.4059	0.8163	Not Significant
Overall	12.057	0.0024	Significant

Looking at the overall score, a significant difference was found among the three groups of respondents, interpreted as Significant. This means that when students, teachers, and master teachers were asked to rate student engagement as a whole, their answers were noticeably different from one another. This makes sense because each group looks at engagement from a different point of view. Students judge engagement based on how personally involved and motivated they feel. Teachers look at whether students are actively participating and learning something meaningful. Master teachers, who have wider teaching experience, may hold higher standards and look at a broader picture when deciding whether students are truly engaged. Because of these differences in perspective and role, it is understandable that their overall ratings would not match exactly.

On the other hand, when each specific area of engagement was looked at separately, no significant differences were found across the three groups. Cognitive development, behavioral learning, emotional development, social interaction, and collaboration and peer learning were all interpreted as Not Significant. This means that in terms of each individual area, students, teachers, and master teachers actually agreed with one another. They saw the same things happening in class, such as students participating in discussions, working with classmates, and interacting through social media, and rated them in similar ways. Among the five areas, emotional development came closest to showing a difference ($p = 0.0558$), which is understandable because feelings and emotions are harder to observe from the outside. Students feel their own emotions directly, while teachers can only guess based on what they see, but this difference was still not large enough to be considered significant.

The fact that the groups agreed on each specific area but disagreed on the overall score may seem confusing at first, but it actually tells us something important. It means that the three groups basically see the same things happening in class, but when they put everything together to form one overall judgment, they weigh certain areas more than others. Students may give more importance to how enjoyable and emotionally fulfilling their experience is, while teachers and master teachers may put more weight on academic and behavioral signs of learning. So the disagreement is not about what they see but about how much importance they give to each part when rating engagement overall. This finding highlights the need to look at engagement from multiple angles rather than relying on just one score.

These findings are supported by studies showing that student engagement in technology-based learning is a complex idea that different groups of people tend to understand and evaluate in their own ways depending on their role (Usman, 2024; Aydogmus et al., 2023). The agreement seen across individual areas supports research suggesting that when engagement is visible and easy to observe, people tend to rate it more similarly regardless of their position (Purnama, 2023; Delello & Mokhtari, 2022). The significant overall difference, however, is consistent with studies noting that when people are asked to combine different aspects of engagement into one overall rating, their different priorities and standards lead to varying results (Moges et al., 2023; Ferguson et al., 2025).

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Relationship Between the Perceived Level of Engagement of the Students and Distinct Technological Features of the Different Social Media Platforms

Understanding this relationship is essential in determining how specific features of social media contribute to enhancing learner engagement in contemporary classrooms. As modern learners are increasingly immersed in digital environments, identifying which technological features significantly influence their cognitive, behavioral, emotional, and social engagement provides valuable insights for instructional design and pedagogical innovation. The results of this analysis serve as a basis for evaluating the effectiveness of social media as a teaching tool and for informing the development of more responsive and engaging Social Science learning experiences.

Table 8. Relationship Between Students' Level of Engagement and Technological Features of Social Media Platforms in Social Science Learning

Level of Engagement of the Students to Social Media		Distinct Technological Features of the Different Social Media Platforms	Correlation	p - value	Interpretation
Cognitive Development		Critical Dialogue	0.6478	<0.001	Significant
		Civic Empathy	0.6408	<0.001	Significant
		Analytical Skills	0.6447	<0.001	Significant
		Communication Skills	0.6349	<0.001	Significant
		Interpersonal Skills	0.5966	<0.001	Significant
Behavioral Learning		Critical Dialogue	0.6640	<0.001	Significant
		Civic Empathy	0.6264	<0.001	Significant
		Analytical Skills	0.6315	<0.001	Significant
		Communication Skills	0.5985	<0.001	Significant
		Interpersonal Skills	0.6032	<0.001	Significant
Emotional Development		Critical Dialogue	0.6944	<0.001	Significant
		Civic Empathy	0.6479	<0.001	Significant
		Analytical Skills	0.6307	<0.001	Significant
		Communication Skills	0.6384	<0.001	Significant
		Interpersonal Skills	0.6059	<0.001	Significant
Social Interaction		Critical Dialogue	0.6798	<0.001	Significant
		Civic Empathy	0.6348	<0.001	Significant
		Analytical Skills	0.6603	<0.001	Significant
		Communication Skills	0.6364	<0.001	Significant
		Interpersonal Skills	0.5959	<0.001	Significant
Collaboration and Peer Learning		Critical Dialogue	0.7229	<0.001	Significant
		Civic Empathy	0.6771	<0.001	Significant
		Analytical Skills	0.6746	<0.001	Significant
		Communication Skills	0.7000	<0.001	Significant
		Interpersonal Skills	0.6866	<0.001	Significant

All correlation coefficients across every pairing of engagement dimension and technological feature are statistically significant at $p < 0.001$, with values ranging from moderate to strong positive correlations. The strongest associations are found between collaboration and peer learning and the features of critical dialogue, communication skills, and interpersonal skills, while interpersonal skills consistently register the relatively lower correlation values across most engagement dimensions. Emotional development and social interaction also demonstrate notably strong relationships with critical dialogue.

The consistency of significant relationships across all 25 pairings is itself a meaningful finding, as it establishes that no single engagement dimension operates independently of the technological features present in social media platforms. Every aspect of how students think, feel, interact, and collaborate in Social Science learning is meaningfully connected to the communicative, analytical, and relational affordances of the platforms they use. The strongest correlations cluster around collaboration and peer learning, where critical dialogue, communication skills, and interpersonal skills all register the highest values in the table. This pattern makes instructional sense, as collaboration is fundamentally a social and communicative act, and the features of social media that enable open discussion, peer feedback, and shared content creation directly fuel the conditions under which collaborative learning thrives. Similarly, the strong relationship between emotional development and critical dialogue points to the

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role of open, authentic discussion in generating emotional investment in learning. When students are given the opportunity to voice opinions, respond to peers, and engage with socially relevant content, their sense of personal connection to the subject matter deepens, which is a particularly powerful dynamic in Social Science education where human experience and societal issues are central.

The relatively lower but still significant correlations involving interpersonal skills across several engagement dimensions introduce a nuanced dimension to these findings. While social media platforms clearly support interaction, the depth and quality of interpersonal engagement appear to vary, suggesting that not all students use these platforms in ways that genuinely develop their capacity for meaningful peer relationships. Some learners may default to passive consumption of content rather than active exchange, limiting the interpersonal dimension of their engagement. This points to an important distinction between the presence of interactive features and the actual realization of those features in academically productive ways. Cognitive development and behavioral learning also maintain strong relationships with analytical skills and communication features, reinforcing that when students are guided to analyze content, construct arguments, and express ideas clearly through social media, the platforms can effectively support higher-order thinking alongside the more visible behavioral and social dimensions of engagement.

These findings are well-grounded in existing research. Studies affirm that social media platforms enhance learner engagement through interactive features that promote active participation, social presence, and peer dialogue, with collaboration and discussion-based features producing the most consistent effects on engagement outcomes (Dafiqah, 2022; Purnama, 2023; Delello & Mokhtari, 2022). The strong link between emotional development and civic empathy-related features aligns with literature emphasizing that students' emotional engagement intensifies when learning content is perceived as personally meaningful and socially relevant, which is a hallmark of well-designed Social Science instruction (Ferguson et al., 2025). The significant relationships involving analytical and cognitive dimensions support findings that social media can promote critical thinking when learners are guided beyond passive exposure toward structured analysis and reflective discussion (Usman, 2024). Taken together, the evidence confirms that social media platforms function as a multidimensional learning environment capable of supporting cognitive, behavioral, emotional, and social engagement simultaneously, provided that instruction is intentionally designed to activate and sustain these interconnected features (Moges et al., 2023).

Challenges and Enablers Utilized by Students and Teachers to Regulate Potential Drawbacks of Social Media in Social Science Learning

Tables 9 and 10 present the findings on the challenges encountered and the enabling strategies employed by students and teachers in regulating the potential drawbacks of social media-based teaching in Social Sciences. The analysis focuses on how these challenges influence the teaching and learning process and how teachers and learners respond to these limitations to sustain meaningful engagement. It also highlights the practical mechanisms adopted in the classroom to address issues related to access, behavior, and information use. The discussion further examines how these experiences relate to existing studies presented in Chapter 2 in order to provide a deeper understanding of the role of social media in instructional practices.

The challenges and enablers identified in this study are best understood within three interconnected themes. The first theme concerns pedagogical innovation in the digital age, which examines how the integration of social media into Social Science instruction introduces both structural opportunities and systemic obstacles, particularly in contexts where digital infrastructure, institutional readiness, and curricular alignment vary across schools. The second theme addresses the perceptions of teachers and their strategies in navigating pedagogical innovation in the digital age, focusing on how educators recognize, respond to, and actively regulate the risks associated with social media use in the classroom through structured activity design, adaptive facilitation, and deliberate digital literacy practices. The third theme examines the perceptions of students toward the digital platform as a learning ground, exploring how learners experience social media-integrated instruction, manage the boundaries between academic and personal platform use, and negotiate distractions and misinformation as part of their everyday digital learning environment. Together, these three themes provide the analytical framework through which the challenges and enablers in Tables 9 and 10 are interpreted and discussed.

Table 9. Thematic Presentation of the Challenges and Enablers Used by Teachers to Regulate Potential Drawbacks

Category	Major Themes	Sub-themes
Challenges	Unequal digital access and infrastructural limitations	• Unstable internet connectivity • Limited data access
	Distraction and off-task behavior	• Social media scrolling and divided attention • Gaming and non-academic achievement

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Category	Major Themes	Sub-themes
	Misinformation and weak source validation	• Fake news and misinformation • Unreliable sources and lack of verification skills • Copy-paste responses and low comprehension
	Teacher regulation and guided use	• Monitoring • Time restriction • Structured tasks
Enablers	Adaptive support and alternative strategies	• Printed and offline learning materials
	Digital literacy and critical evaluation	• Fact-checking and verification practices • Source validation and. credibility assessment • Purposely platform selection

The implications of this theme reach beyond the classroom to the long-term development of learners' digital citizenship. When verification, source assessment, and platform selection are embedded in daily instructional practice, students develop not only academic skills but durable habits of critical inquiry applicable to their broader information environment. This is especially significant in a social and digital context where misinformation is pervasive and the consequences of uncritical consumption extend beyond academic performance to civic participation, health decisions, and social discourse. Furthermore, the three sub-themes together signal a shift in the teacher's role from information transmitter to critical literacy educator, one who equips learners to evaluate, question, and navigate the information ecosystem rather than simply consume it.

These findings are strongly supported by the literature on digital literacy and technology-integrated pedagogy. Voda et al. (2023) identified fact-checking as a critical component of digital literacy, emphasizing its foundational role in enabling learners to navigate information-rich environments with discernment. Ferguson et al. (2025) found that learners who receive explicit guidance in evaluating information demonstrate higher levels of comprehension and academic engagement, confirming the educational value of the verification practices described by key informants. Delello and Mokhtari (2022) underscored that guided instruction in source evaluation significantly improves students' capacity to critically assess information, supporting the curated-list approach described by K8. On purposeful platform selection, Sanchez (2025) argued that the educational effectiveness of social media is contingent upon how deliberately its features are aligned with pedagogical objectives, while Aydogmus et al. (2023) found that intentional platform choices enhance both learner engagement and academic outcomes. Taken together, these perspectives affirm that the digital literacy practices described by teachers in this study are not only responsive to local challenges but are consistent with evidence-based approaches to responsible and purposeful technology integration in Social Science education.

Table 10. Thematic Presentation of Challenges and Enablers as Experienced by Student Key Informants

Category	Major Themes	Sub-themes
Challenges	Digital distraction and divided attention	Social media scrolling and off-task content; Pop-up notifications and intrusive advertisements; Gaming and entertainment-driven distraction
	Misinformation and source credibility	Exposure to fake news and inaccurate information; Difficulty identifying reliable academic sources
	Privacy risks and online safety concerns	Cyberbullying, doxing, and account misuse; Unauthorized copying and plagiarism of outputs ; Discomfort and fear in sharing opinions online
	Academic-personal boundary violations	Late-night and after-hours messaging about schoolwork; Stress and time encroachment from boundary overlap
Enablers	Self-regulation and personal discipline	Do Not Disturb mode and notification management; Time management and task prioritization; Redirecting attention to academic tasks
	Teacher-led guidance and structured use	Structured activities, timers, and engagement strategies; Offline and downloaded content delivery; Clear temporal boundaries in academic communication

Digital literacy and critical evaluation	Cross-checking sources and verifying information; ICT-informed education on reliable sourcing
Peer collaboration and social support	Seeking help and teamwork among classmates; Group chats and sharing of notes and resources

The implications of this theme point to the underutilized potential of peer networks as deliberate instructional resources rather than informal supports. If students are already using social media to share notes, coordinate academic tasks, and support one another - as the accounts of K2, K5, and K7 demonstrate - then teachers and schools can amplify and structure these practices rather than simply permitting them. Formalized peer study groups, designated class pages for academic resources, and structured peer review activities could channel the collaborative energy these accounts describe into more academically productive and equitably distributed forms. At the same time, the accounts reveal a tension: while peer support is a genuine enabler, it is also entangled with the boundary violations identified in Theme 4, where academic group chats generate late-night messages and irregular demands. Formalizing peer collaboration through structured, time-bounded activities could address both dimensions by sustaining the relational benefits of peer support while limiting the encroachment of academic communication on personal time.

The existing literature affirms the value of peer collaboration as an educational enabler in digital learning environments. Moges et al. (2023) found that peer learning communities and collaborative networks significantly enhance academic engagement and support knowledge construction in digital environments, particularly when students take active rather than passive roles in sharing and discussing content. Aydogmus et al. (2023) identified peer collaboration as one of the enabling factors that helps students overcome connectivity and resource access limitations - directly affirming K5's account of class-page management and K9's proposal for WiFi access to ensure equitable participation. Delello and Mokhtari (2022) reported that collaborative digital learning activities produce deeper engagement and better retention than individual digital tasks, suggesting that the peer collaboration practices described by key informants are not only practically helpful but pedagogically valuable. Briones et al. (2023) found that Filipino students particularly benefit from peer-based academic support in online learning environments, where shared cultural norms of collective help and mutual care facilitate knowledge sharing in ways that are consistent with community values. Sanchez (2025) further argued that deliberately structured peer collaboration, supported by institutional tools and communication norms, represents one of the most scalable and low-cost strategies for improving outcomes in social media-integrated Social Science instruction.

CONCLUSIONS

Based on the findings of the study, it can be concluded that social media has become an integral component of the learning experiences of modern learners and possesses considerable potential as an instructional tool in Social Science education. The demographic characteristics of the respondents suggest that contemporary learners are highly exposed to digital environments, making social media a relevant platform for facilitating teaching and learning activities. This indicates that instructional approaches that align with learners' technological experiences are more likely to resonate with their interests and learning preferences.

The findings further imply that social media-based teaching contributes positively to learner engagement in Social Science classes. The observed levels of academic motivation, participation and interaction, collaboration and peer learning, and critical thinking and reflection indicate that social media can create learning environments that encourage active involvement and meaningful knowledge construction. These results suggest that when appropriately integrated into instruction, social media serves not merely as a communication platform but also as a medium that promotes deeper engagement with learning content and peer interactions.

The positive perceptions regarding the effectiveness of social media as a teaching and learning tool further demonstrate its value in enhancing educational experiences. Learners appear to recognize the capacity of social media to support access to information, facilitate collaborative learning opportunities, and provide engaging instructional experiences. This finding underscores the growing role of digital platforms in supporting contemporary educational practices and responding to the evolving needs of learners.

The significant differences observed across demographic groups indicate that learner engagement may vary according to certain personal characteristics and patterns of social media use. This suggests that educators should consider learner diversity when designing and implementing social media-based instructional strategies. Tailoring learning activities to the characteristics and preferences of learners may enhance the effectiveness of social media integration in the classroom.

Moreover, the significant relationship between learner engagement and the perceived effectiveness of social media suggests that the educational value of social media is closely linked to its ability to promote meaningful participation and interaction. As learner engagement increases, perceptions of the effectiveness of social media likewise become more favorable, highlighting engagement as a critical factor in successful technology integration.

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The challenges and opportunities identified in the study indicate that while social media offers numerous educational benefits, its effective implementation requires careful planning, responsible use, and appropriate guidance from educators. Issues related to distraction, digital responsibility, and varying levels of technological competence must be addressed to maximize its instructional potential. At the same time, opportunities for collaboration, communication, and learner-centered instruction demonstrate the transformative possibilities of social media in Social Science education.

Finally, the development of a social media-based teaching tool grounded on the findings of the study demonstrates the practical applicability of the research. The proposed intervention reflects the identified needs, opportunities, and challenges experienced by learners and provides a framework that may assist educators in enhancing learner engagement and instructional effectiveness through the purposeful integration of social media in Social Science classes.

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