

# Exploring the School Policy Regulation on Social Media Engagement Among High School Students: Basis for PSPR-SME Scale

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**Abstract**— This study explored the perceptions of high school teachers on school policy regulations on social media engagement among students. Using a qualitative research design, data were gathered through focus group discussions and semi-structured interviews involving ten purposively selected teacher-participants from the different public and private secondary schools. This study utilized the six-phase thematic analysis of Clarke and Braun. Analysis of the respondents' responses revealed five central themes that capture teachers' insights into school policy regulations on high school students' social media engagement during the conduct of interviews and focus group discussions - Managing Social Media Use for Academic Success and Digital Responsibility, Learning and Skills Development through Social Media Engagement, Potential Risks and Harmful Impacts of Digital Platforms on Students, Complexities of School Social Media Policy Implementation and Effective and Responsible Integration of Social Media and Digital Tools. Recommendations include development of a comprehensive and context-sensitive school social media policy, integration of digital citizenship and online ethics into the curriculum, harness social media as a tool for learning and skills development, strengthen teacher capacity and supervision, addressing risks through preventive and supportive mechanisms, fostering strong home-school collaboration, and establishing clear monitoring, evaluation, and feedback mechanisms. The insights gathered could be the basis for the construction of PSPR-SME Scale.

**Keywords**— School Policy Regulation, Social Media Engagement, Academic Success, Digital Responsibility, PSPR-SME Scale.

## 1. INTRODUCTION

Technology will inevitably evolve, and change will also inevitably occur. The usage of social networking sites, where interaction is mediated by the computer via internet access, has taken away the true value of personal life interaction, particularly among students who make up the bulk of users. A significant contributor to this shift is the emergence of online communities known as "social networking sites," which have developed into online communities where users may interact, exchange information, and—perhaps most importantly—create and preserve enduring bonds. Most high school students now use online social networking sites on a regular basis, which may have a significant effect on how they learn and prepare for exams. Daily social media use,

especially on Facebook, was primarily for socializing rather than academic purposes.

Students' social interactions have changed because of the continuing growth of the internet era. For instance, the usage of social networking sites, where interaction is mediated by the computer via Internet access, has taken away the true value of personal life interaction, particularly among students who make up the bulk of users. They form or assemble groups of people who have similar hobbies and pastimes. The study of [1] revealed a lot of social networking sites, people—students in particular—are drawn to or tempted to use the Internet or communicate with friends rather than complete their assignments or study their notes. Many students spend a lot of time on social networking sites due to internet addiction.

Young people also use social networking sites for socializing, communication, and enjoyment. Integrating social media into educational contexts could enhance its benefits for students [9]. While these platforms can help in learning and communication, they can also distract students from their studies, expose them to cyberbullying, and affect their mental and emotional well-being.

Because of these concerns, schools across the globe have started creating rules or policies to guide students in using social media responsibly. These efforts support the United Nations Sustainable Development Goals (SDGs), especially Quality Education (SDG 4), which promotes effective and inclusive learning in safe environments; Good Health and Well-being (SDG 3), which includes mental health and balance between online and offline life; Peace, Justice and Strong Institutions (SDG 16), which emphasizes creating safe and respectful communities, including online spaces. Social media has a huge impact in the Philippines, particularly on high school pupils. Teenagers in the Philippines are among the world's most active social media users.

As a result, several schools around the country have created guidelines to control students' online conduct. These typically include rules regarding appropriate online behavior, prohibitions on access during class, and initiatives to teach students about responsible online behavior. A school policy on social media use must find a balance between the advantages and disadvantages of online connections for high school students, encouraging responsible use while minimizing potential risks. In addition to examining how social media might improve learning and engagement, this policy should advise students on proper online conduct, putting a strong emphasis on responsible communication, privacy, and online safety.

However, although the existence of these policies, different schools apply them differently. While some schools keep a close eye on their students' social media activity, others could lack the resources or knowledge necessary to properly implement these regulations.

This raises concerns regarding the operational effectiveness of these policies.

Looking closer, the Jimenez District in Misamis Occidental is also affected by this problem. This district's schools, like many others nationwide, include students who are actively participative on social media, both within and outside school hours. Teachers and school heads could try to control this conduct through regulations, but it is essential to consider whether students really understand these guidelines. Are they being followed correctly? Do they help learners in balancing their homework and online activities?

Prior study showed that improper use of social media can have a negative impact on academic achievement [24], but when used properly, it can also be a learning tool [14]. According to experts like [7], schools should look for creative ways to utilize social media for student involvement and learning rather than simply prohibiting it.

This study focuses on the policy regulation on social media engagement among high school students in the Jimenez District, Misamis Occidental. It aims to examine what policies and regulations are being implemented, how students and teachers respond to them, and whether these rules help students in finding a good and healthy balance between their academic and online responsibilities. The purpose of this study is to make recommendations for enhancements that will help Jimenez District students as well as provide a guide for other schools dealing with similar challenges.

This study aims to explore schools' policy regulations on social media engagement and its level of implementation in both public and private secondary schools of Jimenez District. This study seeks to create and evaluate an effective evaluation tool that accurately measures how high school students should be regulated when using social media. This would also provide a greater knowledge of how social media might either help or interfere with the learning process by examining the learners' perceptions, intentions, and concerns.

The results add to the continuing discussion on how social media might be used to enhance student learning while addressing possible challenges in the classroom. Understanding how students view and utilize social media for learning, as well as how they feel about using it, with a focus on its advantages and disadvantages, is important in resolving these challenges.

## 2. METHODOLOGY

This study examined high school students' use of social media through a qualitative research approach aimed at gaining an in-depth and contextualized understanding of the phenomenon. Data were collected through focus group discussions and semi-structured individual interviews with purposively selected teacher-participants from public and private secondary schools. These methods allowed participants to share their experiences, insights, and perspectives regarding students' engagement with social media and the implementation of related school policies. The data gathered were analyzed using a systematic thematic analysis approach, which involved identifying, organizing, and interpreting recurring patterns or themes.

Qualitative methods were employed to generate rich, contextualized insights into participants' experiences and perceptions of students' engagement in social media in school.

This study was conducted through focus group discussions (FGDs) and individual semi-structured interviews. The questions for interviews and FGD had undergone content validation from 3 experts in the field prior to its conduct.

The participants of the study were purposively selected high school teachers of public and private schools in Jimenez District, Division of Misamis Occidental. The district has 5 public secondary schools and 3 private high schools.

The Focus Group Discussions (FGDs) and individual interviews were analyzed by the researcher using Clarke and Braun's (2006; 2021) Reflexive Thematic Analysis, a rigorous and widely accepted qualitative analytic framework. The process was conducted in a systematic yet flexible manner, following the six recursive phases proposed by Clarke and Braun.

*Table 1. Profile of the participants*

	Focus Group Discussion FGD (n=10)
<b>Sex</b>	
<b>Male</b>	4
<b>Female</b>	6
<b>Years in Teaching</b>	
<b>Less than 1 year</b>	0
<b>1 – 3 years</b>	2
<b>4 – 6 years</b>	3
<b>7 – 9 years</b>	3
<b>10 years &amp; above</b>	2
<b>Position</b>	
<b>Teacher I</b>	4
<b>Teacher II</b>	3
<b>Teacher III</b>	3

## 3. RESULTS AND DISCUSSION

The results below reveal the different perceptions of high school teachers regarding school policy on social

media engagement, and the experiences and challenges met.

There were five central themes that emerged from the focus group analysis. The results with discussion below unravel interconnections, presenting a deeper understanding of their perceptions for a better implementation.

### ***Theme 1. Managing Social Media Use for Academic Success and Digital Responsibility***

This theme emphasizes the deliberate and responsible use of social media in ways that promote education, self-improvement, and moral online conduct. It places a strong emphasis on self-control and balance, allowing students to use social media without letting it divert them from their academic obligations. Effective management enables students to avoid procrastination, maintain focus on their studies, and use internet platforms for academic communication, research, and collaboration rather than just for amusement. During the interviews, they said “The school implemented strict monitoring on the use of gadgets during class hours and impose disciplinary actions for misuse of social media, especially cyberbullying. Teachers are encouraged to integrate controlled use of digital platforms in their lessons.

Digital responsibility, which entails acting in a safe, considerate, and moral manner online, is another aspect of the issue. This entails safeguarding private data, honoring the opinions of others, abstaining from cyberbullying, confirming information before disseminating it, and being aware of the long-term effects of one's digital footprint. Respondents declared: It is beneficial as it teaches responsibility in handling digital tools and allowing students to benefit from educational content online. The policy teaches learners how to use social media responsibly, respectfully, and safely. It helps them understand the importance of online ethics, privacy, and respectful communication — skills essential in the digital age.

In order to assist students become disciplined learners and responsible digital citizens in a world that is becoming more interconnected, managing social media use for academic success and digital responsibility seeks to maximize the educational benefits of social media while reducing its risks. They shared: Social media engagement provides learners

with an access to learning materials and information, collaboration to strengthen their teamwork and communication skills, enhances digital literacy and research abilities and develop critical thinking and awareness. The positive effects are that the students and teachers will engage in educational activities online, students gain skills in digital literacy, research and responsible online behavior valuable in the modern world.

### ***Theme 2. Learning and Skills Development through Social Media Engagement***

This theme emphasizes how, when used intentionally and responsibly, social media platforms may help students acquire critical skills and assist their academic progress. This indicates that social media is seen as a learning environment where students may obtain instructional content, take part in debates, work with peers, and express ideas creatively rather than just as a source of amusement. Students can improve their computer literacy, critical thinking, communication, teamwork, and creativity through guided use. According to the respondents, “In terms of educational purposes, it enhances communication and collaboration. Social media platforms allow students to easily communicate with classmates and teachers. Group chats, class pages, and online forums make it simple to share ideas, assignments, and feedback — encouraging collaboration beyond the classroom. It also encourages peer learning. Through online study groups or class communities, students can ask questions, share notes, and help each other understand lessons.

Additionally, as students investigate subjects outside of the classroom, social media interaction aids in the development of research skills, such as assessing the reliability of online information and self-directed learning. Social media can also promote global knowledge, real-world connections, and appropriate online conduct when properly overseen by educators.

Using digital platforms to enhance learning experiences and develop the academic, technical, and social skills required for the digital age is the essence of learning and skill development through social media interaction. Information and educational tools

are accessible through social media. This refers to the ease with which educators and learners can access educational materials, content, and knowledge via a variety of venues, including digital and online sources. They shared: Students can access a wide range of educational materials such as tutorial videos, digital libraries, infographics, and academic articles. When utilized for instructional reasons, social media use among high school students can have several beneficial effects. It improves teamwork by making it simple for students to interact with teachers and classmates specifically via Facebook Messenger – a platform that is frequently utilized for homework assistance and group discussions.

In terms of education and social media use, it means that students have easy access to up-to-date information, educational films, scholarly papers, tutorials, and interactive learning resources that complement classroom instruction. Learning is made more adaptable and inclusive by the sharing of resources, peer explanations, and teacher-guided content made possible by social media platforms and online communities [25].

### ***Theme 3. Potential Risks and Harmful Impacts of Digital Platforms on Students***

This theme highlights the potential risks and challenges of social media use among students. Excessive social media use can divert attention from studies, homework, and classroom activities. Constant notifications or multitasking on social platforms may lead to reduced concentration, lower comprehension, and ultimately a drop in academic performance. Respondents shared: While social media can be a valuable educational tool, excessive or careless use may lead to distractions, misinformation, reduced communication skills and even academic dishonesty.

Students may develop dependency on social media, spending more time online than planned. This can disrupt daily routines, reduce time for studying, sleeping, or participating in extracurricular activities, and lead to poor time management skills. They shared: The negative effects include shorten memory, focus malfunction, addiction, and low academic performance.

Social media can expose students to false or misleading information. If unverified content is used for assignments or research, it can compromise learning outcomes. Additionally, platforms may facilitate plagiarism or sharing of answers, contributing to academic dishonesty. Respondents shared: Overusing social media causes distraction, shortened attention span and procrastination. Some students misuse gadgets for gaming or irrelevant browsing during class. Exposure to misinformation is also a challenge.

Negative interactions online, such as cyberbullying, can harm students emotionally and psychologically. Overuse of social media may also replace face-to-face interactions, causing social isolation, anxiety, depression, or lower self-esteem. Respondents said: Lack of focus during class, reduced productivity and sometimes comparison or insecurity caused by online posts.

Platforms primarily designed for entertainment (e.g., TikTok, gaming streams) may encourage unproductive behaviors, trivial content consumption, or exposure to inappropriate material. This can shape attitudes and behaviors that conflict with educational goals [5].

These points emphasize the risks of unregulated social media use, highlighting the need for monitoring, guidance, and digital responsibility to safeguard students' academic, social, and mental well-being.

### ***Theme 4. Complexities of School Social Media Policy Implementation***

The difficulties schools encounter in establishing, implementing, and upholding policies pertaining to students' usage of social media are discussed in this theme. These difficulties result from social media's widespread use, quick evolution, and strong integration into students' everyday lives [15].

Schools often struggle to track and regulate students' social media use, especially on personal devices or off-campus, making consistent enforcement challenging. Respondents shared: It is difficult to control students'

engagement in social media since they can access it anytime outside the school campus, and even in the school premises if they have their smart phones with data load in it. The challenge lies in the teacher's influence to convince students to use social media productively and responsibly.

Parental tolerance is a common challenge to control social media usage among students. Some parents may be lenient or unaware of policy expectations, leading to inconsistent reinforcement of rules at home and weakening overall effectiveness. They responded: Another challenge is that there are parents who tolerated their kids to bring phones for communication purposes disregarding the school policy. And when confiscated, the parents will get angry.

There are policy limitations and inconsistent implementation in schools. Existing rules may not cover all situations or new social media trends, and enforcement may vary between classes or teachers, creating gaps in policy application. They said: It is challenging to maintain policies current and applicable due to student opposition to limitations and the quick development of social media platforms.

Students may resist restrictions or ignore rules, requiring disciplinary measures that can be difficult to apply fairly and consistently. Thus, schools must find a middle ground between allowing productive, educational use of social media and preventing misuse that distracts from learning. Respondents said: We can permit students to bring mobile devices to class as long as they were exclusively used during selected learning activities or under the teacher's supervision.

Teachers may lack training or experience in integrating social media safely into lessons, and they must adapt their roles to monitor usage while promoting responsible digital behavior.

There are several difficulties in putting school social media policy into practice. Monitoring and enforcing rules are a challenge for schools, especially when it comes to off-campus or personal device use. Parental

tolerance and poor home-school collaboration can lead to inconsistent policy enforcement, which further complicates effectiveness. Compliance is further hampered by policy restrictions, uneven application, student opposition, and discipline problems. Schools must also strike a balance between encouraging digital learning opportunities and limiting usage, and teachers must be sufficiently prepared and flexible to incorporate social media into classes in a safe manner and promote responsible online conduct.

### ***Theme 5. Effective and Responsible Integration of Social Media and Digital Tools***

This theme refers to the intentional and balanced use of digital platforms in educational settings in a way that improves learning results while encouraging safe and moral online behavior.

Effective integration means using social media and digital tools to support teaching and learning objectives such as facilitating collaboration, encouraging critical thinking, providing access to learning resources, and making lessons more engaging rather than allowing them to become distractions. Meanwhile, responsible integration emphasizes guiding students to use these tools ethically and safely.

This includes teaching digital citizenship, preventing misuse such as cyberbullying or plagiarism, managing screen time, and respecting privacy and intellectual property. They stated: As teachers, we find it necessary to integrate the use of social media in the educational process. This includes proper guidance of teachers as to when and when not to use the gadgets.

Social media can be purposefully incorporated into lessons to enhance engagement, collaboration, and access to educational resources, turning digital platforms into tools for learning rather than distractions.

Teachers need training, skills, and awareness to guide students in the responsible use of social media, monitor online behavior, and integrate digital tools effectively into classroom activities.

Schools should establish explicit policies on when and how gadgets and social media can be used, helping students understand acceptable behavior and reducing misuse.

Students should be taught to act responsibly online, including respecting others, protecting personal information, avoiding cyberbullying, and critically evaluating online content. Respondents stated: The school should conduct regular orientation and awareness campaigns for students, teachers, and parents about the proper use of social media, emphasizing both its educational benefits and potential risks.

Involving parents ensures that rules are reinforced at home, creating consistency and supporting students in practicing safe and responsible social media use. They suggested: We suggest that schools foster collaboration among parents, teachers, and students is essential. Parents should reinforce the same digital behavior expectations at home to ensure continuity of discipline. Through shared accountability, regular evaluation, and open communication, the school can create a safe, productive, and digitally responsible learning environment for all students.

Permitting gadget use under specific conditions, such as during lessons or approved activities, helps balance digital engagement with minimizing distractions. They said: Schools may adopt a controlled-use policy instead of a total ban on gadgets. Allowing students to use social media and mobile phones for academic purposes under teacher supervision can enhance engagement and digital literacy. Clear guidelines must be established regarding when and how devices can be used.

Focusing on the learning potential of social media such as research, collaboration, and skill development—encourages students to use platforms constructively rather than purely for entertainment.

#### 4. CONCLUSION AND RECOMMENDATIONS

This study explored teachers' insights into school policy regulations on high school students' social

media engagement through focus group discussions and individual interviews.

Analysis using Clarke and Braun's Reflexive Thematic Analysis revealed five central themes: Managing Social Media Use for Academic Success and Digital Responsibility; Learning and Skills Development through Social Media Engagement; Potential Risks and Harmful Impacts of Digital Platforms on Students; Complexities of School Social Media Policy Implementation; and Effective and Responsible Integration of Social Media and Digital Tools.

The results show that when social media is used intentionally and in accordance with defined guidelines, instructors see it as an effective teaching tool. Social media sites were seen as instruments that may improve students' digital literacy, creativity, teamwork, and involvement. Teachers did, however, also voice grave worries about distraction, misuse, cyberbullying, false information, and excessive screen time, all of which could have a detrimental impact on students' well-being and academic performance.

Additionally, the study found difficulties in enforcing school social media regulations consistently. These difficulties are caused by different teacher readiness levels, a lack of monitoring systems, and inadequate parent-school cooperation.

Hence, it is recommended that schools should develop clear, comprehensive, and context-specific social media policies that define acceptable use, restrictions, and consequences. Policies should be regularly reviewed to ensure relevance to evolving digital trends. Schools should allow the conditional use of social media and digital tools strictly for educational purposes and under teacher supervision. Schools should actively engage parents through orientations and information campaigns to ensure consistent monitoring and reinforcement of responsible social media use at home and in school. Continuous professional development programs should be provided to equip teachers with skills in digital pedagogy, online classroom management, and

responsible integration of social media into instruction.

Furthermore, guidance counselors, ICT coordinators, and child protection committees should collaborate to address digital risks, provide student support, and respond promptly to incidents related to online misuse.

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