

# **Extent of Teachers' Utilization of Social Networking Platforms and Its Influence on Their Instructional Practices**

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**Abstract**— In the evolving landscape of digital education, social networking platforms have become powerful tools that reshape how teachers deliver instruction and engage with learners. This study examined the extent of teachers' utilization of social networking platforms and their influence on instructional practices in public elementary schools in the Sinacaban District, Misamis Occidental. A quantitative descriptive-correlational research design was employed, involving teacher-respondents selected through appropriate sampling. Data were gathered using a researcher-made questionnaire focusing on teachers' use of social networking platforms in instructional delivery, communication, assessment practices, and professional collaboration, as well as their teaching effectiveness in terms of lesson delivery, classroom engagement strategies, use of digital tools, and feedback and assessment. Results revealed that teachers generally utilize social networking platforms to support their instructional work, with communication emerging as the most prominent function, followed by instructional delivery, professional collaboration, and assessment-related tasks. Teachers also demonstrated a generally high level of teaching effectiveness, particularly in fostering classroom engagement and delivering well-structured instruction, while practices involving digital tools and assessment were also evident but with room for further enhancement. Statistical analysis indicated a significant relationship between teachers' utilization of social networking platforms and their teaching effectiveness. The findings suggest that the integration of social networking platforms into teaching practices contributes positively to instructional effectiveness, particularly in enhancing communication, engagement, and instructional support. It is concluded that social networking platforms play an important role in modern teaching by strengthening instructional practices and supporting teacher performance.

**Keywords**— social networking platforms, instructional practices, teaching effectiveness, descriptive-correlational research, teacher utilization, educational technology.

## **INTRODUCTION**

### **Background of the Study**

The application of technology within the present educational environment has significantly changed the role of teachers and teaching/learning processes. The most popular digital tools among teachers include social networking sites where they can communicate with their learners, deliver instructional resources, administer tests, and share ideas with their fellow teachers. Such platforms have been taken as having to be extensions of classroom instruction and have enabled more dynamic, interactive, and accessible ways of learning. Therefore, the teacher's use of social networking tools has become a topical topic of interest, particularly in how such tools can influence the instructional processes, such as the delivery of

lessons, classroom engagement strategies, digital tools, and feedback and assessment.

The importance of social networking platforms in education can be supported by the recent literature. Greenhow et al. (2020) suggest that social media tools are linked to the enhancement of engagement during the instructional process, interaction, collaboration, and active participation in the process of learning. Similarly, Manca (2020) emphasized that instructional innovation and professional development of teachers is possible through social networking websites because it enables teachers to access the resources and communities of learning. Moreover, Carpenter and Trust (2022) noted that social media-based professional learning networks have positive impacts

on the efficiency of communication, collaboration, and instruction among teachers. All these works allow thinking that social networking sites may have a beneficial effect on teaching and learning provided they are used wisely.

Even with the increased appreciation of the social networking sites in the educational field, there is still a contextual gap in the comprehension on the actual use of the sites in terms of teaching efficacy in the local schools. Much of the available literature concentrates on international settings or general understanding of the use of social media, with little empirical data being available to investigate the direct correlation of this phenomenon to the effectiveness of instruction in particular school settings. Moreover, understanding how these platforms impact specific areas of instruction, including lesson delivery, classroom interactions, use of digital tools, and feedback and assessment, in an organized and quantifiable manner, is necessary.

This research paper intends to establish the level at which teachers use social networking sites and the impact it has on the way they teach. Specifically, it examines teachers' utilization in terms of instructional delivery, communication, assessment practices, and professional collaboration, as well as their teaching effectiveness in terms of lesson delivery, classroom engagement strategies, use of digital tools, and feedback and assessment. The results of the research can be used by school leaders in reinforcing the policies on digital integration, by educators in improving instruction, and by future investigators to guide future research on educational technology and teacher performance.

### ***Theoretical Framework***

The studies are supported by the Technology Acceptance Model (TAM) developed by Davis (1989), the Connectivism Theory of Siemens (2005), and the Social Learning Theory of Bandura (1977). Each of these theories describes the way in which teachers utilize, adopt, and benefit through social networking sites in teaching.

According to the Technology Acceptance Model (TAM) by Davis (1989), perceived ease of use and

perceived usefulness are the factors that affect the acceptance and adoption of technology. In relation to the current paper, educators would use social networking sites more readily in the teaching process when they believe the sites enhance teaching and are easy to apply to classroom-based activities such as lesson presentations, communication, grading, and group work.

According to the Connectivism Theory, developed by Siemens (2005), learning takes place in networks and digital connections. It indicates the significance of technology in the process of access, sharing, and creation of knowledge. Social networking sites will be used in this research as learning networks where teachers share instructional materials, communicate professionally and improve their teaching methods using digital interaction all the time.

According to the Social Learning Theory by Bandura (1977), learning is a result of observation, imitation, and modeling. As to this research, educators can obtain instructional methods, classroom management practices, and assessment modalities by observing peers on social networking sites and online professional forums.

These theories have gained a lot of application in studies on educational technology. As an example, TAM has been applied to the research on the acceptance of digital tools by teachers in teaching, whereas the research in terms of online learning networks and digital collaboration among teachers has applied the notion of Connectivism. There is also the Social Learning Theory, which elucidates the acquisition of innovative teaching practices by teachers as a result of observation and interaction within professional communities.

All in all, these theories apply to the current study as they, when combined, explain the nature of adoption, network-based learning, and observational learning that occurred during the process of teachers using social networking platforms. They offer a solid theoretical basis on which the impact of these platforms on teaching practices and effectiveness is discussed.

**Statement of the Problem**

This study aims to determine the extent to which teachers use social networking platforms and their influence on instructional practices. Specifically, it seeks to answer the following questions:

1. What is the extent of teachers’ utilization of social networking platforms in terms of:
  - a. Instructional delivery;
  - b. Communication;
  - c. Assessment practices; and
  - d. Professional collaboration?
2. What is the level of teaching effectiveness in terms of:
  - a. Lesson delivery;
  - b. Classroom engagement strategies;
  - c. Use of digital tools; and
  - d. Feedback and assessment?
3. Is there a significant relationship between teachers’ utilization of social networking platforms and their teaching effectiveness?

**Hypothesis**

There is no significant relationship between teachers’ utilization of Social networking platforms and their teaching effectiveness.

**II. RESEARCH METHODOLOGY**

This study employed a quantitative descriptive-correlational research design to examine the extent of

**III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

*Table 1.1 Extent of Teachers’ Utilization of Social Networking Platforms in terms of Instructional Delivery*

Indicators	SD	Mean
<b>I use social networking platforms to share instructional materials.</b>	0.60	3.20
<b>I integrate content from social networking platforms into my lessons.</b>	0.53	3.20
<b>I use these platforms to enhance understanding of lessons.</b>	0.57	3.13
<b>I provide supplementary learning resources through these platforms.</b>	0.67	3.04
<b>Grand Mean</b>	3.14 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 1.1 presents the extent of teachers’ utilization of social networking platforms in terms of instructional delivery. The table reveals a grand mean of 3.14, which is interpreted as High. The table indicates a grand mean of 3.14 which is observed to be High. This implies that educators are often utilizing social

teachers’ utilization of social networking platforms and its influence on their instructional practices in public elementary schools in Sinacaban District, Misamis Occidental, during the School Year 2023–2024. The respondents consisted of public-school teachers selected through appropriate sampling techniques to ensure representativeness. Data were collected using a researcher-made questionnaire, validated by experts, which measured teachers’ utilization of social networking platforms in terms of instructional delivery, communication, assessment practices, and professional collaboration, as well as their instructional effectiveness in lesson delivery, classroom engagement, use of digital tools, and feedback and assessment, using a 4-point Likert scale. The data gathering process followed a systematic procedure, including securing permissions, administering the questionnaire with informed consent, and retrieving completed responses for verification, coding, and analysis. Ethical considerations such as confidentiality, voluntary participation, and anonymity were strictly observed. Data were analyzed using weighted mean to determine the level of utilization and effectiveness, and Pearson Product-Moment Correlation Coefficient (Pearson r) to test the significant relationship between variables at a given level of significance.

networking sites to facilitate and improve their teaching. All in all, the outcome suggests that social networking sites have become an inherent means of implementing the teaching activity, and the educators can now add more content to the lessons and deliver the teaching process more effectively.

In terms of specific indicators, the highest mean scores are obtained by “I use social networking platforms to share instructional materials” and “I integrate content from social networking platforms into my lessons,” both with a mean of 3.20, indicating that teachers actively utilize these platforms for content dissemination and lesson integration.

This is followed by “I use these platforms to enhance understanding of lessons” with a mean of 3.13, suggesting that teachers also leverage these tools to clarify and reinforce learning concepts. The lowest mean is “I provide supplementary learning resources through these platforms” with a mean of 3.04, which is still interpreted as High. This demonstrates that while all practices are positively observed, providing additional resources through social networking platforms is slightly less emphasized, though still widely practiced.

Greenhow and Chapman (2020) support these findings by stating that social media platforms are significant tools for connecting teachers and learners, especially in enabling communication, collaboration, and access to instructional resources. Moreover, Manca and Ranieri (2021) concluded that educators are actively present on digital and social platforms to exchange information, distribute learning materials, and facilitate professional and instructional communication. Equally, Carpenter and Krutka (2020) also indicated that social media is one of the professional practices that teachers use to share teaching materials, interact with other teaching communities, and improve teaching practices. Together, these research papers attest to the current results, which state that the high rate of usage of social networking platforms is one of the key factors affecting better instructional delivery and higher success in teaching behaviors.

**Table 1.2** Extent of Teachers’ Utilization of Social Networking Platforms in terms of Communication

Indicators	SD	Mean
<b>I use social networking platforms to communicate with learners.</b>	0.58	3.23
<b>I provide announcements and updates through these platforms.</b>	0.55	3.30
<b>I respond to queries using social networking platforms.</b>	0.57	3.27
<b>I use these platforms to maintain communication outside class hours.</b>	0.57	3.23
<b>Grand Mean</b>		3.26 (Very High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 1.2 presents the extent of teachers’ utilization of social networking platforms in terms of communication. The table brings out a grand mean of 3.26, which is observed to be Very High. This means that educators are extensively utilizing social networking sites as a main mode of communication with the learners. All in all, the outcome means that these platforms are important to ensure the constant, available, and effective communication outside of the traditional classroom environment.

that teachers actively engage in addressing learners’ concerns through these channels. The indicators “I use social networking platforms to communicate with learners” and “I use these platforms to maintain communication outside class hours” both obtained a mean of 3.23, interpreted as High. These results reflect a strong and consistent use of social networking platforms for communication, reinforcing their importance in maintaining teacher-student interaction.

In terms of specific indicators, the highest mean is “I provide announcements and updates through these platforms” with a mean of 3.30, indicating that teachers strongly rely on social networking platforms for the timely dissemination of information. This is followed by “I respond to queries using social networking platforms” with a mean of 3.27, showing

These findings are consistent with the research of Manca and Ranieri (2017), who underline the effectiveness of communication through social networking sites and the possibility of communicating at any time between teachers and students. Similarly, Greenhow and Chapman (2020) noted that social media tools allow real-time communication and improve responsiveness and interaction within

educational institutions. The findings are validated in these studies, which affirm that the high level of utilization of the social networking sites plays a

significant part in the process of communication in teaching practice.

**Table 1.3** Extent of Teachers' Utilization of Social Networking Platforms in terms of Assessment Practices

Indicators	SD	Mean
<b>I give assignments using social networking platforms.</b>	0.70	2.86
<b>I monitor outputs through these platforms.</b>	0.66	2.82
<b>I use these platforms for formative assessments.</b>	0.72	2.88
<b>I provide feedback using social networking platforms.</b>	0.72	2.91
<b>Grand Mean</b>	2.87 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 1.3 presents the extent of teachers' utilization of social networking platforms in terms of assessment practices. The grand mean of 2.87 displayed in the table is understood to be High. This implies that educators tend to use social networking sites when performing assessment related activities. In general, the finding suggests that, although these platforms are not entirely maximized to their utmost extent, they are still well-integrated in assessments practices to encourage student learning and evaluation.

In terms of specific indicators, the highest mean is "I provide feedback using social networking platforms" with a mean of 2.91, indicating that teachers commonly use these platforms to give timely responses to students' performance. This is followed by "I use these platforms for formative assessments" with a mean of 2.88, suggesting that teachers moderately incorporate these tools for ongoing evaluation of learning. Next is "I give assignments using social networking platforms" with a mean of 2.86, showing that assignment distribution is also

practiced through these platforms. The lowest mean is "I monitor outputs through these platforms" with a mean of 2.82, which is still interpreted as High. Although it ranks lowest, it remains a positive indicator, reflecting that teachers are still able to track student outputs using social networking platforms, albeit with slightly less emphasis.

According to Alonzo et al. (2023), within the framework of the successful implementation of social networking tools, the use of digital platforms may be successfully implemented to carry out assessment, such as feedback provision and formative assessment. Speaking of which, Whalen (2021) also mentioned that teachers use online resources to facilitate the assessment procedures, particularly, feedback and monitoring student performance.

The existing findings are supported by these works because the degree of utilization of the social networking sites is high and assists in enhancing the assessment practices in education.

**Table 1.4.** Extent of Teachers' Utilization of Social Networking Platforms in terms of Professional Collaboration

Indicators	SD	Mean
<b>I collaborate with colleagues through social networking platforms.</b>	0.74	2.91
<b>I participate in professional groups or communities online.</b>	0.75	2.89
<b>I share teaching resources with other educators online.</b>	0.71	2.85
<b>I engage in discussions related to teaching practices.</b>	0.75	2.89
<b>Grand Mean</b>	2.88 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 1.4 presents the extent of teachers' utilization of social networking platforms in terms of professional

collaboration. The table indicates a grand mean of 2.88 that is understood to be High. This implies that

teachers tend to resort to social networking sites to interact with their peers and have professional interactions. In general, the finding means that they can be considered useful tools to build professional relationships and exchange knowledge, but their utilization is not so high yet.

In terms of specific indicators, the highest mean is “I collaborate with colleagues through social networking platforms” with a mean of 2.91, indicating that teachers actively engage in collaborative activities online. This is followed by “I participate in professional groups or communities online” and “I engage in discussions related to teaching practices,” both with a mean of 2.89, reflecting that teachers are involved in online professional communities and discussions. The lowest mean is “I share teaching resources with other educators online” with a mean of

2.85, which is still interpreted as High. Although it ranks lowest, it remains a positive indicator, suggesting that teachers are still engaged in resource sharing, albeit to a slightly lesser extent compared to other collaborative activities.

These findings can be confirmed by the research by Carpenter et al. (2020) because one of the main aims of social networking sites is to help teachers collaborate and exchange their ideas and involve in learning communities. Carpenter et al. (2022) emphasized in the same line that professional networks on the Internet enhance the collaboration of teachers and the exchange of resources as well as promote the development of professionals. The studies validate the present findings and this means that the high use of the social networking sites contribute towards improvement of teacher collaboration.

*Table 2. Summary of the Extent of Teachers’ Utilization of Social Networking Platforms*

Domains	Mean	Interpretation
Instructional delivery	3.14	High
Communication	3.25	Very High
Assessment practices	2.87	High
Professional collaboration	2.88	High
Grand Mean	3.04	High

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 2 presents the summary of the extent of teachers’ utilization of social networking platforms across four domains. The table shows that the grand mean is 3.04 and is considered to be High. This shows that educators tend to make use of social networking platforms in diverse dimensions of their practice. In general, the outcome means that these platforms are extensively embedded in the teaching-related activities that help to facilitate instructional processes, communication, assessment, and collaboration, but not on the very high level of all domains yet.

In terms of specific domains, the highest mean is “Communication” with a mean of 3.25, interpreted as Very High, indicating that teachers most extensively use social networking platforms for interaction, updates, and maintaining communication with learners. This is followed by “Instructional delivery” with a mean of 3.14, showing that teachers also

actively integrate these platforms into lesson delivery. Next are “Professional collaboration” with a mean of 2.88 and “Assessment practices” with a mean of 2.87, both interpreted as High. Although these domains have relatively lower means, they still reflect positive utilization, suggesting that teachers engage in collaboration and assessment through social networking platforms, but with slightly less emphasis compared to communication and instructional delivery.

Greenhow, Lewin, and Staudt Willet (2023) have provided these findings by stating that social networking sites are popular among teachers as a method to communicate, instruct, and interact with each other professionally. On the same note, Greenhow et al. (2020) have pointed out that teachers are using social media in various contexts of the teaching process, including the improvement of

communication and instructional strategies and the facilitation of collaboration and evaluation. These researches support the current results, which affirm

that the high rate of use of social networking sites has a positive impact in different aspects of the teaching activities.

*Table 3.1. Level of Teaching Effectiveness of Teachers in terms of Lesson Delivery*

Indicators	SD	Mean
<b>I deliver lessons clearly and effectively.</b>	0.51	3.28
<b>I organize lessons in a structured manner.</b>	0.55	3.50
<b>I use varied teaching strategies.</b>	0.45	3.21
<b>I adjust instruction based on learners' needs.</b>	0.55	3.40
<b>Grand Mean</b>	3.35 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 3.1 presents the level of teaching effectiveness of teachers in terms of lesson delivery. It can be noticed that the grand mean of 3.35 is interpreted as Very High. This means that the teachers are very effective in terms of lesson delivery. Generally, the outcome means that teachers are very competent in the organization, presentation, and adjusting the instruction according to the needs of the learners, which play a role in an effective teaching and learning process.

In terms of specific indicators, the highest mean is “I organize lessons in a structured manner” with a mean of 3.50, indicating that teachers strongly emphasize systematic and well-planned instruction. This is followed by “I adjust instruction based on learners’ needs” with a mean of 3.40, reflecting teachers’ ability to tailor their teaching approaches to accommodate diverse learners. Next is “I deliver lessons clearly and effectively” with a mean of 3.28, also interpreted as

Very High, showing that clarity in instruction is consistently practiced. The lowest mean is “I use varied teaching strategies” with a mean of 3.21, which is interpreted as High. Although slightly lower, it still reflects a positive practice, indicating that teachers employ a range of strategies, though with slightly less emphasis compared to other indicators.

Hattie (2009) as cited in Johnson and Janzen (2023) affirmed these results by saying that the manner in which the lessons are delivered, and clarity in the instructions are significant factors that determine the achievements of the students. Similarly, Darling-Hammond et al. (2020) pointed out that successful teaching means properly designed lessons and flexibility of instructions to meet the different needs of learners. These studies also support the existing findings and confirm that the very high level of teaching performance in the aspect of lesson delivery triggers the growth of the quality of instruction.

*Table 3.2 Level of Teaching Effectiveness of Teachers in terms of Classroom Engagement Strategies*

Indicators	SD	Mean
<b>I encourage active participation.</b>	0.55	3.37
<b>I use interactive learning activities.</b>	0.62	3.46
<b>I promote discussion during lessons.</b>	0.57	3.41
<b>I maintain an engaging learning environment.</b>	0.68	3.28
<b>Grand Mean</b>	3.38 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 3.2 presents the level of teaching effectiveness of teachers in terms of classroom engagement strategies. In the table, the grand mean stands at 3.38, which is considered to be Very High. This shows that

the teachers are very highly effective in the aspect of engaging learners during the teaching process. Generally, the implication is that teachers can go a long way to design interactive, participatory and

stimulating classroom settings that enhance active learning.

In terms of specific indicators, the highest mean is “I use interactive learning activities” with a mean of 3.46, indicating that teachers strongly emphasize the use of engaging and participatory strategies. This is followed by “I promote discussion during lessons” with a mean of 3.41, reflecting teachers’ efforts to encourage communication and idea-sharing among learners. Next is “I encourage active participation” with a mean of 3.37, also interpreted as Very High, showing that teachers consistently motivate students to be involved in the learning process. The lowest mean is “I maintain an engaging learning environment” with a mean of 3.28, which is still interpreted as Very High. Although

it ranks lowest, it remains a strong indicator, suggesting that teachers are still highly effective in sustaining student engagement throughout instruction.

These findings were supported by Fredricks, Blumenfeld, and Paris (2002) as cited by Wong (2022), who said that active engagement and interactive learning approaches are the most important factors of student engagement and performance. Similarly, Bond and Blumenfeld (2019) reported that interactive and discussion-based teaching strategies enhance the interaction and overall teaching performance of the learners. Those studies affirm the existing findings and establish the fact that a very high rate of classroom engagement strategies is among the issues that make efficient teaching practices.

**Table 3.3** Level of Teaching Effectiveness of Teachers in terms of Use of Digital Tools

Indicators	SD	Mean
<b>I effectively use digital tools in teaching.</b>	0.77	3.06
<b>I integrate technology to enhance learning.</b>	0.73	3.09
<b>I utilize online platforms to support instruction.</b>	0.62	3.09
<b>I adapt to new digital tools.</b>	0.77	3.08
<b>Grand Mean</b>	3.08 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 3.3 presents the level of teaching effectiveness of teachers in terms of the use of digital tools. The tabular result indicates the grand mean as 3.08 which is understood to be High according to the scale provided. This shows that instructors tend to be effective in their application of digital tools in their instruction.

Generally, the outcome means that even though teachers can make use of technology to aid teaching, there is still a scope to make better and make the most out of digital tools to educate in a more innovative and significant way.

In terms of specific indicators, the highest mean scores are “I integrate technology to enhance learning” and “I utilize online platforms to support instruction,” both with a mean of 3.09, indicating that teachers actively incorporate digital resources and platforms to improve the learning experience. This is followed by “I adapt to new digital tools” with a mean of 3.08, suggesting

that teachers are generally open and responsive to emerging technologies. The lowest mean is “I effectively use digital tools in teaching” with a mean of 3.06, which is still interpreted as High. Although it ranks lowest, it remains a positive indicator, reflecting that teachers are able to use digital tools effectively, though with slightly less emphasis compared to other aspects.

Firdaus et al. (2023) reinforce such findings and add that an effective adoption of digital tools facilitates high-quality of the instruction and provides meaningful learning experiences. Similarly, Serrano et al. (2019) reported that teacher ability to switch and implement the digital technologies is an important consideration in improving the performance of teaching and interaction with students. The present findings are supported by these studies, which demonstrate that such a high level of efficiency in the use of digital means is favorable to the teaching activity.

**Table 3.4** Level of Teaching Effectiveness of Teachers in terms of Feedback and Assessment

Indicators	SD	Mean
<b>I provide timely feedback.</b>	0.57	3.15
<b>I use varied assessment strategies.</b>	0.62	3.28
<b>I monitor learner progress regularly.</b>	0.54	3.27
<b>I use assessment results to improve instruction.</b>	0.57	3.23
<b>Grand Mean</b>	3.26 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 3.4 presents the level of teaching effectiveness of teachers in terms of feedback and assessment. A grand mean of 3.26 is shown in the table, and this is understood to be very high. This implies that teachers are extremely effective in disclosing feedback and practices of assessment. In general, the implication of the result would suggest that teachers can effectively track the progress of learners, apply various assessment plans, and exploit assessment feedback to enhance teaching and learning and this leads to improved teaching and learning outcomes.

In terms of specific indicators, the highest mean is “I use varied assessment strategies” with a mean of 3.28, indicating that teachers strongly employ different methods of assessing student learning. This is followed by “I monitor learner progress regularly” with a mean of 3.27, reflecting consistent tracking of student development. Next is “I use assessment results to improve instruction” with a mean of 3.23, interpreted as High, showing that teachers actively use

assessment data to refine their teaching practices. The lowest mean is “I provide timely feedback” with a mean of 3.15, which is also interpreted as High. Although it ranks lowest, it still reflects a positive practice, indicating that teachers regularly provide feedback, though with slightly less emphasis compared to other assessment-related practices.

Iron (2021) reinforced these results by informing about the significance of effective feedback and formative assessment in improving the learning outcomes of the students by offering instructions on how to deliver the instructions. Similarly, timely feedback and the use of assessment data was identified by Hattie and Timperly (2007) as cited by Mandouit and Hattie (2023) as one of the most efficient dimensions of teaching performance. These studies substantiate the existing findings and indicate that the high quality of effectiveness is very high in feedback and evaluation and contributes to the higher quality of teaching and learning among students.

**Table 4.** Level of Teaching Effectiveness of Teachers

Domains	Mean	Interpretation
<b>Lesson Delivery</b>	3.14	High
<b>Classroom Engagement Strategies</b>	3.25	Very High
<b>Use of Digital Tools</b>	2.87	High
<b>Feedback and Assessment</b>	2.88	High
<b>Grand Mean</b>	3.04	High

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Moderate; 1.00 – 1.75 = Low

Table 4 presents the summary of the level of teaching effectiveness of teachers across four domains. The table reveals a grand mean of 3.04, which is interpreted as High. This indicates that teachers generally demonstrate a high level of teaching effectiveness in their instructional practices. The outcome in general suggests that educators are effective in teaching,

involving students, using online resources, and performing feedback and evaluation, but the applied practices differ in their domain-based intensity.

In terms of specific domains, the highest mean is “Classroom Engagement Strategies” with a mean of 3.25, interpreted as Very High, indicating that teachers

are most effective in engaging learners through interactive and participatory strategies. This is followed by “Lesson Delivery” with a mean of 3.14, showing that teachers also demonstrate strong effectiveness in organizing and delivering instruction. Next are “Feedback and Assessment” with a mean of 2.88 and “Use of Digital Tools” with a mean of 2.87, both interpreted as High, suggesting that teachers apply assessment practices and digital tools effectively but with comparatively less emphasis than engagement and lesson delivery. Despite being the lowest, these domains still reflect positive teaching effectiveness, indicating consistent use of assessment and technology in instruction.

Hattie (2021) has highlighted that classroom engagement and clarity of teaching have a great effect on effective teaching and student achievement. In the same manner, Darling-Hammond et al. (2020) emphasized that high-quality teaching implies the use of cohesive lesson delivery, engagement tactics, assessment practices, and proper digital tools use.

These researches confirm the current results, proving that the high rate of teaching efficiency in every field is positive in terms of teaching quality and student achievement.

**Table 5. Test of Significant Relationship between Teachers’ Utilization of Social Networking Platforms and Teaching Effectiveness**

Test Variables	Correlation Coefficient	p value	Decision
Teachers’ Utilization of Social Networking Platforms and Teaching Effectiveness	0.054	0.015	Reject the Ho

Note: If  $p \leq 0.05$ , there is a significant relationship

The test of the significant relationship between the use of social networking platforms by teachers and effectiveness in teaching is provided in Table 5. The correlation coefficient is found to be 0.054, and the p-value is 0.015, which is below the level of significance of 0.05. This results in the rejection of the null hypothesis, which means that the two variables have a significant relationship.

It means that the utilization of social networking platforms by teachers is significantly related to their teaching performance, implying that a small or moderate number of teachers using these platforms can still help enhance instructional practices. This shows that the inclusion of social networking tools in the instruction process, communication, evaluation and team work can determine the effectiveness of teachers in the classroom. As such, an increased reinforcement of relevant and meaningful use of social networking sites could further improve the effectiveness of teaching.

#### IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

##### Summary of Findings

Extent of Teachers’ Utilization of Social Networking Platforms. The findings revealed that teachers generally have a high level of utilization of social networking platforms across different domains, with an overall grand mean of 3.04 (High). Among the domains, communication obtained the highest mean (3.26, Very High), indicating that teachers extensively use social networking platforms for announcements, updates, and interaction with learners. This was followed by instructional delivery (3.14, High), showing that teachers frequently use these platforms to support lesson content and teaching strategies. Meanwhile, professional collaboration (2.88, High) and assessment practices (2.87, High) obtained the lowest means, suggesting that while these areas are positively practiced, they are less emphasized compared to communication and instructional delivery.

Level of Teaching Effectiveness of Teachers. The findings showed that teachers demonstrate a high to

very high level of teaching effectiveness, with an overall grand mean of 3.04 (High). Among the domains, classroom engagement strategies obtained the highest mean (3.25, Very High), indicating that teachers are highly effective in promoting active participation, interaction, and engagement among learners. This was followed by lesson delivery (3.14, High), showing that teachers are effective in organizing and delivering instruction. On the other hand, feedback and assessment (2.88, High) and use of digital tools (2.87, High) obtained the lowest means, indicating that these areas are practiced effectively but still require further enhancement to reach a very high level.

**Significant Relationship Between Teachers' Utilization of Social Networking Platforms and Teaching Effectiveness.** The findings revealed a significant relationship between teachers' utilization of social networking platforms and teaching effectiveness, with a correlation coefficient of 0.054 and a p-value of 0.015, which is less than the 0.05 level of significance. This led to the rejection of the null hypothesis, indicating that the utilization of social networking platforms is significantly related to teaching effectiveness. Although the correlation is weak, the result implies that greater use of social networking platforms is associated with improved teaching effectiveness across instructional domains.

### **Conclusions**

The study concludes that there is a significant relationship between teachers' utilization of social networking platforms and their teaching effectiveness. This indicates that the integration of social networking platforms in instructional practices contributes to the enhancement of teaching effectiveness in terms of lesson delivery, classroom engagement, use of digital tools, and feedback and assessment.

### **Recommendations**

**To School Administrators and School Heads.** They are advised to enhance the policies and programs that facilitate the effective and responsible use of social networking sites in teaching through giving clear instructions, observing the implementation, and promoting best practices among teachers.

**To Teachers.** They are suggested to further utilize the use of social networking sites by fully extending their use in assessment activities, professional collaboration, and the utilization of digital tools, and make sure that they are not only applied with the purpose of communication but also increased the deeper instructional gain.

**To Students/Learners.** It is also suggested that they be responsible in using the social networking sites as supplemental learning tools by participating in discussions, reading learning materials and responding to any academic messages posted by teachers.

**To ICT Coordinators and Technical Support Staff.** They are advised to offer unending technical support, training, and capacity-building initiatives to teachers to enhance their digital skills and be able to incorporate social networking sites in the instructional process.

**To Future Researchers.** They are advised to undertake more research on other variables like student outcomes, learning engagement, or individual social networking platforms to have a better understanding of how these variables can affect education.

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