ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 1| January2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

SCHOOL PRINCIPALS' PERSPECTIVES ON SOCIAL MEDIA INTEGRATION IN EDUCATIONAL MANAGEMENT PRACTICES: A PHENOMENOLOGICAL INQUIRY

Algene Grace A. Badajos, Bee Jess W. Capoy, Marilou C. Diana
Authors, PhD in Educational Leadership University of the Immaculate Conception

Article DOI: https://doi.org/10.36713/epra25623
DOI No: 10.36713/epra25623

ABSTRACT

This research paper explores the implications of social media integration in educational management, emphasizing the necessity of establishing clear policies and guidelines for its effective use. It highlights the importance of creating dedicated educational spaces on social platforms to foster meaningful interactions, promote content creation, and ensure responsible communication among students, faculty, and staff. The study advocates for enhancing digital literacy and critical thinking skills among students, enabling them to navigate social media responsibly. Recommendations for future research include developing comprehensive policies on acceptable social media usage, facilitating collaborative projects, and providing resources for online safety and privacy. The paper underscores the need for regular evaluation of social media's impact on student learning, communication, and engagement, suggesting methods for collecting feedback and analyzing data. Finally, it stresses the importance of maintaining boundaries between personal and professional social media use for educators. The conclusion calls for a balanced approach that prioritizes student welfare and academic achievement while promoting responsible digital citizenship through ongoing assessment and adaptation of integration strategies.

KEYWORDS: *Social Media Integration, Educational Management, Digital Literacy, Social Media Usage, Professional Social Media Us*

INTRODUCTION

The integration of social media into educational management has transformed the way school administrators, particularly principals, approach decision-making, communication, and overall school administration. In an era where digital platforms are becoming integral to various aspects of society, educational institutions must adapt to these changes to ensure efficiency and effectiveness in school operations. Social media provides school leaders with innovative tools to streamline administrative processes, foster collaboration, and enhance engagement with stakeholders, including teachers, students, and parents. However, despite the potential advantages, the integration of social media in educational management remains a complex issue, requiring an in-depth understanding of both its benefits and challenges.

School principals in Digos City, Davao del Sur, are increasingly recognizing the strategic role of social media in educational leadership and management. Research suggests that the use of social media in school administration can significantly enhance communication efficiency, facilitate resource sharing, and improve decision-making processes (Taşdan et al., 2024). These digital tools allow for real-time interaction among school administrators, teachers, students, and parents, thereby fostering a more connected and informed school community. Moreover, social media platforms offer opportunities for professional development, knowledge dissemination, and stakeholder engagement, reinforcing their relevance in modern educational management (Harb & Al-Zou'bi, 2022).

Despite its advantages, the integration of social media in school management is not without challenges. Studies indicate that school administrators often face difficulties in fully utilizing these platforms due to concerns over security, digital literacy, and ethical considerations (Suryati, 2022). Additionally, there is a noted underutilization of social media in critical areas such as evaluation and assessment, limiting its potential to support data-driven decision-making (Taşdan et al., 2024). Furthermore, the challenges associated with managing professional boundaries, addressing misinformation, and ensuring responsible usage among students and staff complicate its implementation in educational settings.

The relationship between school principals' familiarity with media education and their effectiveness in utilizing social media tools is another key consideration in understanding its role in educational management. Research highlights that administrators with a moderate to high level of media education proficiency are more likely to integrate social media into their leadership practices effectively (Harb & Al-Zou'bi, 2022). This suggests that investing in training programs and digital literacy initiatives for school administrators could enhance their ability to maximize the benefits of social media in school management.

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Given these considerations, there is a growing need for educational policies that support the systematic integration of social media into school leadership practices. Policymakers must recognize the role of digital tools in enhancing transparency, collaboration, and efficiency in educational administration. Studies emphasize that well-defined guidelines and professional development programs can empower school principals to leverage social media strategically while mitigating potential risks.

This study aims to explore the perspectives of school principals in Digos City, Davao del Sur, regarding the integration of social media in educational management. By adopting a phenomenological approach, this research seeks to provide an in-depth understanding of how school leaders perceive the opportunities and challenges associated with social media use in school administration. The findings of this study will contribute to the growing body of literature on digital transformation in education and offer insights for developing policies and training programs that support the effective use of social media in school leadership.

Theoretical Underpinnings

The employment of various theoretical underpinnings provides insightful perspectives on the integration of social media in educational management. Transformational Leadership Theory (Bass, 1997) highlights the role of school principals as visionary leaders who inspire and empower their stakeholders to embrace technological advancements. This theory underscores the importance of fostering a shared vision for digital integration, providing intellectual stimulation, and supporting teachers and staff in adapting to social media tools. By motivating and guiding their educational communities, transformational leaders facilitate meaningful changes in school administration. This aligns with the study's aim of exploring how school principals perceive and implement social media to enhance administrative efficiency and stakeholder engagement.

Diffusion of Innovations Theory (Rogers, 2003) explains how new technologies, such as social media, are adopted within an organization. This theory identifies key factors influencing adoption, including perceived benefits, ease of use, and social influence. In the context of educational management, school principals act as change agents who facilitate the diffusion of social media tools to enhance communication and decision-making processes. Examining their perspectives helps identify the facilitators and barriers to the widespread implementation of digital innovations in schools. Through these theoretical lenses might provide a comprehensive understanding of how school principals navigate the opportunities and challenges of social media integration in educational management.

Purpose of the Study

This study aims to explore the perspectives of school principals in Digos City, Davao del Sur, regarding the integration of social media in educational management. By adopting a phenomenological approach, this research seeks to provide an in-depth understanding of how school leaders perceive the opportunities and challenges associated with social media use in school administration.

Research Questions

The study seeks to understand the views on the potential benefits, challenges and effective strategies associated with leveraging social media platforms to enhance teaching and learning. Thus, the study specifically seeks to answer the following questions;

1. What opportunities and benefits of social media usage can you share in the educational management?
2. What are the challenges and strategies have you encountered in the usage of social media?
3. What are your future perspectives and recommendations in the use of social media in educational management?

METHODOLOGY

Research Design

This study will employ a qualitative research design using descriptive phenomenology to explore the perspectives of school principals in Digos City, Davao del Sur regarding the integration of social media in educational management. Descriptive phenomenology is particularly suited for research that seeks to understand how individuals experience and interpret a specific phenomenon in their professional context (Creswell, 2013). In this study, phenomenology allowed the researchers to capture the lived experiences of school principals as they navigate the opportunities and challenges associated with social media adoption in school administration.

Phenomenology, as a research approach, emphasizes intentionality and meaning-making, wherein individuals attach significance to their experiences (Creely et al., 2021). In the context of educational leadership, school principals play a central role in the adoption of digital innovations, including social media, to enhance administrative efficiency, stakeholder communication, and decision-making. By employing this approach, the study delved into the principals' firsthand experiences, focusing on their perceptions, challenges, and strategies in integrating social media into their leadership practices.

To collect rich, in-depth data, semi-structured interviews will be conducted, enabling the researchers to understand the unique perspectives of each participant while identifying common themes across their experiences (Moustakas, 1994). Through epoché (bracketing), the researchers set aside preconceived notions about social media integration in schools, allowing for an authentic and unbiased interpretation of the participants' narratives (Streubert, 2013). This methodological rigor ensured that the study remained faithful to the lived experiences of the school principals.

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The use of phenomenology in this study is justified by its ability to provide deep insights into how school principals perceive and engage with social media as an educational management tool. By exploring their challenges, strategies, and recommendations, the findings will contribute to a better understanding of how digital transformation can be effectively integrated into school leadership.

Research Site and Participants

This study takes place in Digos City, Davao del Sur, where social media integration is becoming increasingly relevant in educational management. The focus is on Senior High School Principals from various public and private schools within the city. As key decision-makers, these principals oversee digital transformation efforts in school administration, making them essential contributors to this research.

Following Creswell's (2013) recommendation for phenomenological research, which suggests a sample size of 3 to 20 participants, this study employs purposive sampling to select 8 Senior High School Principals as participants. Purposive sampling allows for the deliberate selection of individuals based on their relevance to the study (Padilla-Díaz, 2015). Participants are chosen based on their current role as Senior High School Principals in Digos City and their experience in utilizing or overseeing social media in school administration.

By gathering insights from these principals, the study aims to explore their experiences, perspectives, and challenges regarding the integration of social media in educational management. Their contributions provide valuable perspectives on how digital tools influence school leadership, communication, and decision-making processes.

Data Gathering Procedures

Before initiating the study, the researchers assess the feasibility of the research setting and confirm participant accessibility. The study undergoes review, and approval is obtained from the Dean of Graduate Education. Permission to access participants is secured from the relevant institutions, and informed consent forms are distributed before conducting interviews.

The researchers conduct semi-structured interviews with school principals, using open-ended questions to gather in-depth insights into their perspectives on social media integration in educational management. With participants' consent, interviews are recorded to ensure accuracy in data collection. The recorded responses are securely stored, transcribed, and analyzed following ethical guidelines.

To maintain confidentiality and data integrity, all collected information is handled with strict security measures. Ethical considerations, including participant anonymity and voluntary participation, are upheld throughout the research process. Finally, the study undergoes an ethics review before dissemination.

Data Analysis

This study employs thematic analysis to examine the perspectives of Senior High School Principals on the integration of social media in educational management. According to Creswell (2012), qualitative research relies on the rigorous collection of data from multiple sources, which is then analyzed inductively to identify emerging patterns and themes (Polit & Beck, 2009). This study follows this approach to systematically explore principals' experiences and insights.

The analysis process begins with data transcription, translation, and repeated readings to ensure familiarity with the content. The researchers use coding to identify recurring patterns, issues, and distinctions that emerge from the interviews (Sutton & Austin, 2015). Coding allows for a structured analysis of the data by categorizing responses based on their relevance to the research questions. The researchers highlight key segments using color-coded markers and margin notes, grouping similar responses to facilitate pattern recognition.

Following the initial coding, the study employs thematic analysis, which is particularly useful for identifying shared experiences and divergent viewpoints among participants (Braun & Clarke, 2006). This method enables the researchers to organize the data into meaningful themes that reflect the principals' perspectives on the opportunities and challenges of social media integration. Thematic analysis also allows for a deeper interpretation of how school leaders navigate digital transformation, providing insights into their leadership strategies and decision-making processes.

As themes emerge, the researchers compare patterns within and across participant responses, ensuring that the analysis remains consistent with the research questions. King (2004) emphasizes that thematic analysis is valuable for summarizing key findings from large qualitative datasets while maintaining the richness of participants' narratives. To enhance credibility, the study integrates direct quotations from the interviews to support the themes, ensuring that the findings accurately represent the participants' lived experiences.

By employing thematic analysis within a descriptive phenomenological framework, this study provides a structured yet flexible approach to understanding how Senior High School Principals perceive and implement social media in school administration. This approach ensures that the research remains grounded in participants' authentic experiences while offering valuable insights into the evolving role of digital tools in educational leadership.

Ethical Considerations

This study adheres to strict ethical guidelines to ensure the protection, confidentiality, and well-being of all participants. Before conducting the research, approval is secured from the appropriate ethics review board. Informed consent is obtained from all participating school principals, ensuring they fully

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understand the study's purpose, procedures, potential risks, and their right to withdraw at any stage without consequences.

To uphold participant confidentiality, all personal identifiers are removed, and responses are securely stored in compliance with the Data Privacy Act of 2012. Audio recordings and transcripts are kept in password-protected files, accessible only to the researchers. The study also ensures that participants do not experience undue stress or coercion, allowing them to decline any questions they find uncomfortable.

RESULTS

This chapter presents the key findings derived from in-depth interviews of participants. The overall results are thoroughly analyzed the transcriptions, formulating core ideas to which themes are created.

Experiences of School Principals in the opportunities and benefits of social media usage in educational management

The responses of participants were carefully analyzed on their experiences as school principals in the opportunities and benefits of social media usage in educational management. . Based from the responses the following themes were formulated: (1) Facilitate communication accessibility and efficiency, (2) platform for collaboration and idea sharing, (3) fostering strong relationship and active participation, and (4) For institutional promotion and positive image building.

Table 1 shows the formulated themes and core ideas on the experiences as school principals in the opportunities and benefits of social media usage in educational management.

Table 1
Formulated Themes and Core Ideas on the experiences of school principals in the opportunities and benefits of social media usage in educational management

Formulated Themes	Core Ideas
Facilitates communication accessibility and efficiency	Communication is easier and can be achieve to everyone The process is simple, fast, less effort and resources Tery accessible and efficient to enhance its effectiveness and communication as a channel for direct dissemination of information and feedback Can easily diagnose certain area where there is a communication gap
Platform for collaboration and idea sharing	Teachers and students work together on projects and share ideas Facilitates cooperative and working environment Confident in sharing their skills and perspectives Create a central hub for stakeholder to come together and collaborate Facilitates brainstorming process
Fostering strong relationship and active participation	Building rapport through positive engagement Empower students to participate and develop their interests Feeling comfortable and openly participate in any activities
For institutional promotion and positive image building	Promotes its programs, events and student achievements Students showcase their talents and passion pursuits Builds a positive image and strengthens its connection with the community

Facilitates communication accessibility and efficiency

Communication is easier and can be achieve to everyone where the process is simple, fast, less effort and its resources. It is very accessible and efficient and enhance its effectiveness and communication. It is considered as a channel for direct dissemination of information and feedback. Communication gaps can be identified easily and immediate solution can be achieved.

P03 – IDI

Tungod kay Nakita nako and mga gaps sa communications among faculty, staff and students. (Communication gaps existed among teachers, staff and students).

P05 – IDI stated that

Social media influenced the leadership and decision-making in school operations by enhancing easy communication towards students and their parents. It also helps to provide information and improves our learning or knowledge in terms of digital skills.

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(Social media has significantly impacted school leadership and decision-making by improving communication, providing information, and enhancing digital skills among students and parents).

P08 – IDI revealed
Social media can provide as a tool to communicate and interact with parents, teachers and students. Fast disseminations of information and issues.

(Social media offers a convenient platform for communication and interaction with parents, teachers, and students, facilitating the swift dissemination of information and issues).

Social media is considered a powerful tool in the dissemination of information and harnessing strengths in communication for overall connectivity.

Platform for collaboration and idea sharing
Teachers and students work together on projects and share idea which can facilitate cooperative and a harmonious working environment. A central hub for stakeholders can be created for brainstorming process and collaboration.

P03 - IDI
Communication is way easier and more accessible especially when having announcements and memos to the stakeholders. (Communication becomes easier and more accessible through announcements and memos to stakeholders)

P04 - IDI
Social media influenced my leadership and decision making by adhering to the current trends of improving the conducive learning of our students.
(Social media has significantly influenced my leadership and decision- making by promoting the use of current trends to enhance student learning environments).

P06 – IDI
Tungod sa social media mas madali akong trabaho ug wala na kayo huna- hunaon.
(Social media made my work more manageable to handle).

Fostering strong relationship and active participation
Positive engagement empowers students to participate and develop their interests to openly participate in any activities. It is a process that requires so much effort to connect and support for other person. Building a relationship that is resilient and comfortable for both individual.

P01 – IDI
Social media can provide a platform in which my leadership and decision making by having a great way of communication and community engagement.

(Social media offers a powerful platform for effective communication and community engagement, enhancing leadership and decision-making processes).

P03 – IDI
Students were excited to join into competitions since if they win, they will be posted in the school's facebook page
(Students eagerly participated in competitions, eagerly anticipating the chance to be featured on the school's Facebook page if they won)

P05 - IDI
Social media influenced the leadership and decision-making in school operations by enhancing easy communication towards students and their parents. It also helps to provide information and improves our learning or knowledge in terms of digital skills.
(Social media has significantly impacted school leadership and decision- making by improving communication, providing information, and enhancing digital skills among students and parents).

For institutional promotion and positive image building
Social media usage can promote the school programs, events and student achievements. It builds a positive image and strengthens its connection with the community. Students pursue their passion in creativity in arts that showcase their skills and talents which can be posted in social media.

As stated by P02 -IDI:
It is a lot easier since some of the concerns of students, staff, faculty can easily be posted in social media.
(It is easier to relay concerns to the all by using social media).

P07 – IDI added that:
It allows me to compare and evaluate different options and to provide a platform for social validation and guidance.
(The platform enables me to compare and evaluate various options, providing a platform for social validation and guidance).

P08 – IDI added also that:
In school operations, it promotes their programs, events and achievement and build a positive image to the community.
For students, it can encourage them to pursue their passion in creative writing, artwork, videos etc.
(School operations promote programs, events, and achievements, building a positive community image and encouraging students to pursue creative writing, artwork, and videos)

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Table 2
Formulated Themes and Core Ideas on the challenges and strategies encountered in the usage of social media of School Principals

Formulated Themes	Core Ideas
Policy and regulation	Establish a clear guidelines and rules in media use in the school environment Clear guidelines for safe and appropriate use in education Limiting access to harmful and inappropriate online content.
Oversight and monitoring	Can actively monitor and supervise teachers and staff and students Enhance the efficiency of monitoring efforts Can provide feedback from stakeholders on the effectiveness of programs and practices. Can gain a view of school climate and activities in the classroom.
Education and awareness	Conducting seminars/webinars to educate teachers and students Train and inform students on their Responsibility to their behavior, safety and ethical consideration
Digital literacy and responsible use	Educators must be digitally literate Address issues of equity

Policy and Regulation
Policy and regulation of social media in school is undeniably significant to ensure a safe, properly guided on data privacy acts and productive environment. Students are expected to respect in their communication online and refrain in cyberbullying and harassment. Policies clearly defined for disciplinary actions of its violations. Limiting access to harmful and inappropriate online content.

P01 – IDI answered:
Spending most time in online can disrupt my responsibilities and duties. Usually, I almost forgot the time when I am engrossed into using the social media platform.
(Duties and responsibilities are being neglected with the use of social media)

P02 – IDI stated that:
Manual teaching, and discuss the advantage and disadvantage in the use of technology.
(The text explores the advantages and disadvantages of using technology in manual teaching).

Also P08 – IDI said
Incorporate digital citizenship into the curriculum where we can teach students about this, and encompasses ethical behavior online, understanding digital privacy and knowing the consequences of online actions.
(Incorporate digital citizenship into the curriculum where we can teach students on this and encompasses ethical behavior online, understanding digital privacy and it's consequences).

Oversight and monitoring
School Principals can actively monitor and supervise teachers, staff and students to view of the school climate and activities in the classroom and offices. Monitoring can provide feedback from stakeholders on the effectiveness of programs and practices being implemented.

P02 – IDI stated that:
Regular supervision among teachers.
(Regular supervision among teachers).

According to P05 – IDI
The challenges that I've encounter in implementing social media in our school's administrative functions are the poor internet connections, availability of the tools or materials use in teaching and the lack of knowledge on how to use responsibly the social media app.
(The implementation of social media in our school's administrative functions faces challenges such as poor internet connections, limited teaching tools, and lack of knowledge on responsible app usage).

P08 – IDI also stated :
Addressing specific concern promptly and fairly and regular updates. Integrating digital citizenship into curriculum and monitoring to help assess the effectiveness of social media usage.
(The initiative involves promptly and fairly addressing specific concerns, integrating digital citizenship into the curriculum, and monitoring social media usage effectiveness).

Oversight and monitoring are important to check if policies and guideline are implemented which particularly include performance evaluations, school improvement planning and regular updating of reports requirements.

Education and awareness
To educate and hone the skills of teachers in the use of social media seminars/webinars are conducted. Awareness in the use of this platform is necessary not only for teachers as well as students on their responsibilities to their behavior, safety and ethical consideration.

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P03 – IDI answered:
Provide them with better training and workshops for Them to be able to easily disseminate this information or
Knowledge to the students.
(Enhance their training and workshops to facilitate the efficient dissemination of knowledge to students).

While P04 – IDI said:
By encouraging them to have an updates proper training and seminar on how to use social media effectively.
(Encouraging proper training and seminars on effective social media usage).

P05 – IDI added
One of the strategies that we must adopt to ensure effective and responsible social media use in school is by conducting seminars/webinars to educate students on how to use social media responsibly in terms of privacy & security.
(Conducting seminars/webinars to educate students on how to use social media responsibly in terms of privacy and security).

Digital literacy and responsible use
It specifically boosts the need for educators to elevate digitally literate and address issues of equity. Providing teachers and staffs with the cognizance and skills to confidently and effectively use social media.
P05 – IDI stated that
To support and guide teachers and staff in utilizing social media for educational management and to teach them digital literacy.
(The aim is to assist and guide teachers and staff in utilizing social media effectively for educational management and to teach them digital literacy).

P06 – IDI also stated that:
Ipakita nako sa ilaha kung asa pwede makakuha ug possible sources na magamit nila pagtudlo sa mga estudyante in which engaging nga mga activities na sure jud na maganahan ug maenjoy ang estudyante while learning.
(Show to the possible source of social media that will be use for the students that will be engaging).

P07 – IDI said
Incorporate digital citizenship into the curriculum where we can teach students about this, and encompasses ethical behavior online, understanding digital privacy and knowing the consequences of online actions.
(Incorporate digital citizenship into the curriculum where we can teach students on this and encompasses ethical behavior online, understanding digital privacy and it's consequences).

In the usage of social media every individual should know what to post and not to post of information. This information to be posted must be critically evaluated and properly identified for its use so as to be aware of online safety and security practices. Understanding the potential negative impacts od social media use can affect one's mental health.

Table 3
Formulated Themes and Core Ideas of future perspectives and recommendations in the use of social media in educational management of School Principals

Formulated Themes	Core Ideas
Integration into Learning and Instruction	Interconnectedness Accessing learning resources Integrating with the Learning Management System Enhanced relevance to which ideas and application are connected Deeper understanding where different concepts are explored
Emphasis on safety and well being	A harmonious, safe, and supportive environment with social media usage for both students and teachers. Securing a positive online environment Prioritizing the safety and protection of stakeholders in online environment Addressing vulnerabilities of stakeholders Ensuring the mental and emotional states of students, staff and teachers.
Recognizing the Evolving Landscape and Potential Benefits	Adaptability and readiness Responding to changes in the technological environment to serve better the school community Understanding trends as to reasons for the evolution Recognizing positive outcomes rather than the negative.
Embracing Technological Advancement and Investment	Encourage to invest in technology Seeking new technologies and implementing them Building a long-term foundation for success Willingness to undergo changes Potential risks may occur but knows for significant reward and return.

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Integration into Learning and Instruction

Interconnectedness of leveraging social media to enhance educational management and student learning where deeper understanding of different concepts is explored. Accessing learning resources and integrating with the Learning Management System that enhanced relevant ideas.

P01 – IDI clearly said:
It will become a great tool in integrating instructions and build a great collaboration in having a good communication.
(The tool will enhance the integration of instructions and foster collaboration through effective communication).

P07 – IDI answered
To encourage them to integrate social media knowing that it takes time to effort but be patient with the process and be willing to adopt it.
(Encourage them to embrace social media, despite the time consuming process, be patient and willing to adapt to its benefits

P08 – IDI explained
As personalized communication directly to stakeholders and a collaborative learning environment which further integrate into learning management system.
(The system offers personalized communication to stakeholders and a collaborative learning environment that integrates into the learning management system).

Emphasis on safety and well being

A harmonious, safe, and supportive environment with social media usage for both students and teachers. Emphasizing a secure and positive online environment while mitigating potential risks. Making certain the mental and emotional status of students, staffs and teachers are safeguarded.

P01 – IDI stated:
They can easily manage their goals, having a good community engagement and they can prioritize a safety and positive online presence.
(They can effortlessly achieve their objectives through effective community engagement and prioritize safety and a positive online presence).

P04 – IDI also shared that:
I envision social media as a safe place for both students and teachers to enhance learning.
(The author envisions social media as a secure platform for both students and teachers to enhance their learning experience).

P07 – IDI added to:
They should create a distinct wide social media policy that is an acceptable use, privacy guidelines and consequences for violations. Also, ensuring both safety and effective communications.
(The organization should establish a comprehensive social media policy that outlines acceptable usage, privacy guidelines, and consequences for violations, while also ensuring safety and effective communication).
Fostering awareness of how online interactions can affect others both positively and negatively. This shows more empathy and responsibleness an online behavior.

Recognizing the Evolving Landscape and Potential Benefits

Understanding trends and responding to changes in the technological environment serve better for the school community. Keeping up on technological advancements, current trends and recognizing improved community engagement and management.

As P03 – IDI stated that:
By providing the schools the appropriate facilities needed for the implementation of social media, since if there are facilities, then it will be a lot easier to instruct.
(Schools can enhance their social media implementation by providing necessary facilities, making it easier to instruct).

Also P06 – IDI said:
Possible kay ang social media kay gamit na kaayo tungod kay makakuha na ug possible sources ang mga estudyante ug maestra niini nga possibleng diri na lang isalig ang tanan.
(It's possible that social media is widely used because students and teachers can now get possible sources from it, which may lead to relying on it entirely).

P07 – IDI added that
I envision the future of social media in educational management by unleashing more learning opportunities and more integrated tool in educational management.
(The future of social media in educational management is predicted to provide more learning opportunities and integrate tools in education).
Social media is seen as a gateway to a wider range of learning resources and opportunities, potentially extending beyond the traditional classroom setting and fostering lifelong learning.

Embracing Technological Advancement and Investment

Encourage to invest in technology to build a long-term foundation for success.
To adopt technological advancement to strengthen both its leadership capabilities and its connection with the school community. Potential risks may occur but knows for significant reward and return. Seeking new technologies and willingness to undergo changes.

P02 – IDI answered
Not to be afraid to invest because the world is fast in having so many changes especially in technology.
(The world is rapidly changing, particularly in technology, making it crucial not to be afraid to invest).

P05 – IDI quoted

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In the future, social media will become even more integrated tool in educational management which enhances communication, collaboration and will provide lifelong learning experiences. (Social media is expected to become a more integral tool in educational management, enhancing communication, collaboration and providing lifelong learning experiences).

P08 – IDI stated also:
For educational institution – integrate social media training into leadership development program, provide resources and support. Promote collaboration and foster a culture of innovation.
(Schools should establish clear guidelines for social media use, promote digital literacy, and foster inter-agency collaboration. Integrate training into leadership development programs and provide resources for innovation).

The provision of adequate resources including budget and facilities is seen as crucial for successful social media implementation in school. It ultimately embraces technological advancements as a means to improve their leadership and community involvement in school.

DISCUSSIONS

This chapter presents the discussions of the gathered results of data from the study and supported by profound authors. This chapter also present the implication for practice, recommendations for further research and concluding remarks based from the results.

This study aimed to explore the perspectives of school principals in Digos City, Davao del Sur, regarding the integration of social media in educational management. By adopting a phenomenological approach, this research sought to provide an in-depth understanding of how school leaders perceived the opportunities and challenges associated with social media used in school administration.

Experiences of School Principals in the opportunities and benefits of social media usage in educational management

The participants of the study (school principals) shared their experiences in the opportunities and benefits from social media usage in educational management. Their experiences undergone thematic analysis and the following themes were created: : (1) Facilitate communication accessibility and efficiency, (2) platform for collaboration and idea sharing, (3) fostering strong relationship and active participation, and (4) For institutional promotion and positive image building.

Facilitate communication accessibility and efficiency

Social media platforms have fundamentally altered the landscape of communication by breaking down traditional barriers of time, distance and cost. It fosters immediate and widespread information exchange, leading to increased accessibility and efficiency in various aspects of communication.

Saini, N., & Mir, S. A. (2023) gave emphasis that one of the most significant contributions of social media to education is its ability to connect individuals across geographic and cultural boundaries. This global connectivity has the potential to break down traditional barriers to education, allowing learners to access a diverse range of viewpoints and resources. They create a dynamic, ever-evolving ecosystem of educational content that is accessible to all. In addition to global connectivity and access to educational resources, social media promotes personalized learning experiences. As education becomes increasingly learner-centric, social media platforms enable students to tailor their learning journeys to their individual needs and interests.

Ohara, M. R. (2023) also cited that this study found that social media has a significant role in educational communication management. By facilitating information sharing, collaboration, active participation and professional development, social media has changed the way we interact and learn in this digital era. However, the use of social media also brings challenges related to invalid information, privacy, cyberbullying and online bullying.

Moreover, Lacka, et., al. (2021) state that this research is the first to examine student efficiency by uncovering the direct links between HE inputs and outputs in consideration of technology use. Building on service productivity theory, a two-phase approach is adopted to empirically examine if VL and SM use enhances students' efficiency in HE goals attainment.

Based in Research cage, (2023), it has instantaneous connectivity and real-time communication through instant messaging, live video and immediate sharing of updates. This streamlines communication processes allowing for quick dissemination of information and rapid responses. It is more cost-effective way to connect and share information.

Social media being accessible can break geographical barriers and enable individuals to connect and communicate with others across the globe instantaneously (Simplilearn, 2025).

Platform for collaboration and idea sharing

Social media has revolutionized how we connect, and it offers powerful avenues for collaboration and sharing of ideas. It builds communities where members can collaborate on projects, gather feedbacks and insights, provides powerful tools for sharing and promoting them for innovations.

From the study of Peppler, K. A., & Solomou, M. (2011), the findings illustrate the rise and spread of creativity in online communities and also point to the social and cultural nature of creativity.

Social media is a method peers use to show connections the content they think is important. Bradley and McDonald believe that organizations can gain value from social media through mass

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 1| January2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

collaboration. Mass collaboration occurs with social media technology, a compelling purpose, and a focus on forming communities (Wolf, et.,al 2018).

Rodriguez, J. E. (2011) stated that faculty can benefit from sharing experiences with colleagues and developing assignments that engage students in thoughtful discussions of new media' s challenges relating to privacy, ownership of intellectual property, and use of copyrighted materials which are teaching topics that can enhance students‟ media literacy

Fostering strong relationship and active participation

Both strengthen relationships and facilitate active participation, can also presents potential drawbacks on social media use.. It allows for easier communication and connection, particularly for long-distance relationships, but excessive use can lead to decreased quality time and even relationship dissatisfaction. Active participation in online communities can foster a sense of belonging and support, but it's important to balance online and offline interactions to maintain well-being

Likewise, Graham, M. (2014). reiterated social media as a tool for increased student participation and engagement outside the classroom which sought to examine how social media platforms could be utilized to facilitate increased student participation and engagement. The project outcomes offered positive indicators about the potential that social media can hold for this form of learning, reinforced by the levels of interest and enthusiasm amongst students.

Likewise, Norman, et.,al.. (2015) in the study, "Exploring the roles of social participation in mobile social media learning" revealed that there are four roles of social participation in mobile social media, which are: (i) lurkers; (ii) gradually mastering members/passive members; (iii) recognized members; and (iv) coaches. The findings also indicated that over the course of four months, learners can inter-change roles of social participation – becoming more central or less central in learning discussions whether the continuum produced could be used to understand the relationship between mobile social media learning and social participation roles.

Social media facilitates the formation of online communities based on shared interest, hobbies or professional fields (Varsity College, 2023). These platforms provide spaces for individuals to connect with people fostering a sense of belonging and facilitating communication.

For institutional promotion and positive image building

Social media is a powerful tool for institutions to promote themselves and build a positive image by reaching a wide audience, engaging in meaningful conversations, and showcasing their values and activities. It allows institutions to establish a strong online presence, connect with stakeholders, and foster a sense of community.

Jędrzejczyk, W., & Brzeziński, S. (2021) in their study, "The importance of social media in Managing the Image of the Educational Institutions" emphasized that the subject of the article relates to the use of social media in organizational activities aimed at creating a positive image of an organization. In the presented empirical research results, the research subject was narrowed down to one type of educational institution, namely secondary schools. The research has shown that all analyzed schools use social media and the school's website as tools to promote and build their image in the local community. Unfortunately, the effectiveness of using these tools is low.

Challenges and Strategies encountered in the usage of social media Policy and regulation

The policies and regulations in social media are crucial for ensuring ethical and responsible use of online platforms, addressing issues like misinformation, hate speech, and user privacy. These policies, often developed by organizations, guide employees and users on acceptable social media behavior, protecting brand reputation and potentially preventing legal problems. Governments also play a role in regulating social media to address broader societal concerns, including freedom of speech, democracy, and public safety.

According to Smale, W. T., & Hill, J. (2016), the Principal's role in regulating students' use of social media technology is an essential duty of a school principal to provide students, teachers, parents and community members with the skills and knowledge necessary for safe and appropriate use of digital technologies, a task that requires the principal to create policy that strikes a balance between promoting a safe and nurturing learning space and one that does not infringe on the right to freedom of speech.

Mergel, I. (2015) also stated that social media strategies and policies guide employees' behavior when using personal social media as a private person and when they use social media on behalf of the agency to avoid any missteps that will attract negative attention. It is also used to guide citizens' behavior when seeking to interact with an agency online.

Also, Bertot, et.al. (2012) emphasized the impact of polices on government social media usage raises significant new policy challenges, including access, governance, privacy, security, and archiving.

Moreover, Turnbull, et.al. (2023) stated that there are three categories of disadvantages were also established: need for ongoing support, social media distractions, and technical and security issues. A close inter-relationship between social media platforms and Learning Management Systems enhances course outcomes within a social constructivist framework and satisfies learner needs for social interaction. This study's findings will benefit educational institutions seeking to enhance engagement with online learner communities.

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Oversight and monitoring

A multifaceted role in educational management and administration to which social media usage offers tools for monitoring, communication, and engagement. It can be used to monitor student engagement, track feedback on school programs, and assess the effectiveness of different teaching methods. However, it's crucial to be aware of the potential downsides, such as privacy concerns and the spread of misinformation.

According to Sheridan, P. M. (2015) while many parents and community members support the expansion of efforts to combat school violence and cyberbullying, there were some outer boundaries to public school jurisdiction over off-campus speech. A public school's authority to regulate student behavior hinges on the need to maintain an orderly learning environment, but schools are not in the business of policing the private lives of students outside school. Allowing a school district to discipline students for information gained through the continuous monitoring of all online student activity removes any distinction between students' school speech and speech entitled to protections.

Abeer Mohamed (2024) expresses educational institutions must guard their reputation fiercely. With thousands of students and parents active on social media, negative news or misinformation can spread like wildfire. Social media monitoring helps catch these issues before they escalate, allowing institutions to respond quickly and appropriately.

In addition of Abeer Mohamed (2024) statement that crisis can strike at any time, whether it's a school closure, emergency, or controversy. Social media monitoring provides real-time alerts, enabling institutions to manage crises effectively and communicate with students, parents, and staff swiftly. By keeping an eye on social platforms, schools can gauge how students feel about policies, events, or the overall environment. This gives educators valuable insight into what's working and what needs improvement.

Education and awareness

The use of social media and digital platforms in education is no longer a budding trend, it is an essential component of modern pedagogy when harnessed with purpose and prudence. As the educational world merges with digital technology, educators, policymakers, and stakeholders should create a balanced approach to ensure that the benefits of technology are realized without compromising learners' holistic wellbeing.

In the study of Mhunpiew, N., & Purayidathil, J. (2015) on social media network as a tool for education awareness of school leaders. It gives a clear understanding about social media networks and its use in the field of education, and concludes with some important points for the consideration of the school leaders for the use of social networks in the field of education by making use of all the potentials of social networks. The use of social networks in the educational field results in greater student engagement, greater student interest, students taking more control over their education, and more responsibility for their education. The results of many studies also show that social networking tools support educational activities by making interaction, collaboration, and active participation.

Moreover, Van Den Beemt, et.al. (2020) give emphasis towards an understanding of social media use in the classroom. Cause and effect clearly and objectively identified to determine the effectiveness of specific pedagogical uses of social media in classrooms, while taking into account content domains. It resulted in an integrated model that gives educational practice starting points to formulate considerations, while taking into account the interrelatedness of student, teacher and school. As such, It contributed to knowledge and understanding about the educational use of social media in teaching and in supporting educational processes. This, in turn, leads to practical advice and considerations that can help schools and teachers to enrich their education with social media.

Additionally by Chen & Bryer,(Citation2012) stated that social media are not a panacea: learning results (i.e. grades) do not increase automatically. Social media in the classroom can improve indirect learning outcomes, such as collaboration, communication or motivation. Metacognitive skills are a prerequisite for a focused use of social media. However, this use also increases these skills. Not all students have sufficient social media knowledge and skills.

Digital literacy and responsible use

Social media can be both a tool for learning and a source of potential harm, emphasizing the need for digital literacy and responsible use. Digital literacy involves understanding how to access, evaluate, and create digital content, while responsible use focuses on ethical and safe online behavior. This includes protecting personal information, respecting others online, and being aware of the potential risks like cyberbullying and misinformation.

The study of Papaioannou, T. (2011) in assessing digital media literacy among youth through their use of social networking sites thus the teachers identified issues concerning the use of technology which they believed may have negative effects on students. Many of these issues are further discussed in a media education course. Based from the surveys, pedagogic recommendations are made to policy makers and educators.

Also, in the study of Millagala, N. (2023) reiterated towards a self-directed ethical framework for digital communication, fostering responsible engagement in social media and digital media. Social media and digital media become tools for positive and constructive engagement, while minimizing the negative consequences often associated with their use.

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Furthermore, Gleason, B., & Von Gillern, S. (2018) stated that digital citizenship with social media with participatory practices of teaching and learning in secondary education prioritize equitable access to technology and internet connectivity, ensuring that all students have the necessary tools to engage in digital learning. Additionally, these initiatives recognize the importance of culturally relevant and inclusive curriculum that reflects the diverse backgrounds and experiences of students. By incorporating content that resonates with students' lives, they foster greater engagement and participation in digital learning activities.

Future perspectives and recommendations in the use of social media in educational management Integration into Learning and Instruction

Integration of social media into learning and instructions is effective to enhance student engagement, facilitate collaborative learning, and provide access to diverse resources. Platforms like Google Classroom and Edmodo offer social features that promote real-time communication and collaboration, while channels like YouTube and Instagram provide access to educational resources and content.

Hidalgo, et.al., (2019) cited that integration of Learning Management System Technology and Social Networking Sites in the E-Learning mode tend to consider that the synergy of these tools. mostly from a technological approach where importance is given to the "e" (electronic) and neglecting the "Learning". Each of these approaches that characterized these tools individually was achieved by combining the best attributes of the LMS with the SNS in order to maximize the strengths and reduced the weaknesses of both tools, integrating technological approaches, pedagogical, social and cognitive.

In addition by Joosten, T. (2012) stated that educators are beginning to integrate social media into their strategies and best practices in accessing learning resources.

Furthermore, Gruzd, et. Al., (2018) cited education and learning theories that suggest three potential reasons for instructors to use social media in their teaching such as exposing students to practices, extending the range of the learning environment, and promoting learning through social interaction and collaboration.

Emphasis on safety and well being

Social media's impact on well-being and safety is complex and multifaceted. While social media can offer benefits like connection, support, and access to information, it also presents risks such as cyberbullying, mental health challenges, and privacy concerns. A balanced approach to social media use, emphasizing mindful engagement and prioritizing offline interactions, is crucial for maximizing its positive aspects and mitigating potential harm.

According to Jones and Mitchell (2016), in social media communities, as in any society, the safety and well-being of its members are determined by their own mutual interactions

Therefore, an important endeavor is to increase users' awareness of the consequences of their actions and acceptance of necessary boundaries, especially in such deindividuating environments (Lowry et al., 2016).

Moreover, Trujillo-Jenks et.al. (2015) on safety, bullying, and social media in schools addresses the most topical issues facing school leaders today—including bullying, harassment, inappropriate use of social media, drug use, and school safety. In this timely resource served as essential exercises for aspiring and practicing leaders to ensure student safety and success. It helped aspiring educational leaders prepare and respond to even the most difficult situations that occur on school campuses and in the school community.

Recognizing the Evolving Landscape and Potential Benefits

Constantly evolving landscape offering both significant potential benefits and challenges to social media usage. Recognizing these evolving dynamics is crucial for individuals and businesses to maximize their impact

In the study of Yıldırım, A., & Kılıç, İ. (2021) regarding the use of social media in school management, it had been determined that all of the participating school principals were at least one social network user and they used social media effectively for at least one hour a day as communication. Social media usage areas take place more effectively in management processes compared to education and training processes. Among the benefits of social media in school administration were participation of the school community in the decision, cooperation with the environment and contribution to the promotion, effective communication and coordination, and rapid feedback are issues that are highly agreed upon.

In addition to Yıldırım, A., & Kılıç, İ. (2021) the negative aspects of social media had determined as causing digital addiction in all respects, difficulty in controlling unqualified content, disrupting the learning climate, and preparing the ground for conflicts among school stakeholders. As a result , legal regulations are needed on the use of social media in school management, and the communication process such that one of the management processes gains importance compared to other processes. In this respect, institutional practices should be given enough place in school management, especially the education and training function of the school.

Further study of Kwaah, C. Y. (2024) showed social media use among basic school teachers in exploring opportunities and challenges provide valuable insights into the current state of social media use to improve understanding of the potential benefits and challenges associated with its use in education.

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Embracing Technological Advancement and Investment

The impact of social media can significantly embrace of technological advancements and investment. By facilitating information gathering, connecting diverse knowledge bases, and enabling innovation through user-generated ideas, social media platforms can accelerate the adoption of new technologies and attract investment. Social media also empowers businesses to connect with customers, gather feedback, and improve products and services, ultimately leading to increased sales and market share.

A study of Muninger, et.al. (2019) stressed the value of social media for innovation that sheds light on the capabilities, support, test-and-learn cycles and agile processes that facilitate rapid decision making and knowledge flows across social media users

Implication of social media integration in educational management for practice

A practical implication for educational management is to establish clear policies and guidelines for social media usage to balance its benefits with potential drawbacks. This includes creating dedicated educational spaces on social platforms, focusing on meaningful interactions and content creation, and regularly monitoring and assessing the effectiveness of social media integration. Furthermore, educators should emphasize digital literacy and critical thinking skills to help students navigate social media responsibly and safely.

Recommendation for Future Research

Institutions should create a comprehensive policy outlining acceptable social media usage for students, faculty, and staff into its privacy, responsible communication, and the use of social media for educational purposes.

Encourage students to engage in thoughtful discussions, share resources, and collaborate on projects using social media. Facilitating online debates, organizing virtual study groups, and providing opportunities for students can create their own content. When evaluating online information, students should be educated on digital citizenship, responsible social media usage, and the importance of critical thinking. To involve students in incorporating digital literacy lessons into the curriculum and providing resources to learn about online safety and privacy.

Impact of social media integration on student learning, communication, and engagement should be regularly evaluated. It should involve in collecting student feedback, analyzing social media data, and assessing the effectiveness of different communication channels

Lastly, it should establish a clear boundary between personal and professional social media usage, especially for educators. Create a policy on faculty members interacting with students on personal accounts and avoiding using social media to communicate sensitive information.

Concluding Remarks

It's critical to acknowledge the opportunities and difficulties that social media provides when integrating it into school management. Social media provides strong tools for engagement, communication, and teamwork, but its proper usage necessitates a well-rounded strategy that puts student welfare, academic achievement, and responsible digital citizenship first.

Give students opportunity to improve their digital literacy through instruction and training, and encourage them to use social media in moderation while prioritizing their academic work and well-being. Additionally, social media integration tactics should be regularly assessed and modified in accordance with best practices and research.

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