



**TEACHERS AND LEARNERS' BENEFITS AND CHALLENGES ON
THE USE OF SOCIAL MEDIA FOR INSTRUCTION: BASIS
FOR INTERVENTION PROGRAM**

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ABSTRACT

This study was conducted to determine the teachers' and learners' benefits and challenges in using social media as a foundation for an intervention program in the Schools District of Sara within the academic year 2025-2026. The respondents of this research were the ten (10) selected teachers and ten (10) learners. Based on the study's results, the benefits of teachers' use of social media for instruction included enhanced communication, professional development, networking, and resource sharing. The challenges encountered were disinformation, constant distractions, and gaps in digital literacy. However, the coping strategies were professional development and training, setting boundaries and limits, and technical support. The benefits for learners were improving communication, fostering collaboration on projects, and providing access to educational resources. The challenges they encountered were distractions, poor time management, and slow internet connectivity. However, their coping strategies included staying organized, easy communication, and using privacy settings. The study's results served as the basis for a policy intervention program.

Keywords: *Teachers and Learners, Benefits and Challenges, Social Media, Intervention Program*

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INTRODUCTION

Reading is emphasized as the cornerstone of all academic. The rapid growth of social media has expanded the ease and volume of course content dissemination, further enhancing the attractiveness of digital learning communities. The evolution of internet technology has made it the best medium for communication.

Using social media and mobile devices in learning has its pros and cons. On the positive side, they make it easier to get class materials, watch videos, and share notes, but they also come with challenges that need careful handling. Teachers and learners perceive social media and mobile devices as inexpensive and convenient tools for obtaining relevant information (Zhu, 2022).

Approximately two-thirds of worldwide internet users engage with social networking or blogging platforms, which function as vital tools in communicating and connecting with others. Social networking sites (SNSs) are online Communities of Internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business, or academic perspective (Chen & Kinshuk, 2020).

On Facebook or Messenger, social relations among teachers increased. It is used to increase thinking and communication between people. With just a few clicks, users can access multiple social networking platforms. These tools exert considerable influence on educators, and extensive research has been conducted on their use, each study offering distinct insights. Some say that social media negatively affects teachers' performance, while others say it improves users' learning and communication skills (Grant, 2023).

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On the other hand, studies have found that learners and teachers enjoy using social media for class assignments, particularly in urban schools. Social media has been used primarily to elicit instant feedback in face-to-face classes, to provide timely updates on course information, and to motivate teachers and students through new technologies (Lin & McLoughlin, 2023).

The impact of social media sites is that they help teachers improve their performance across academic subjects. Teachers know what is expected of them because the goals are clear. Teachers' performance can be measured because goals are concrete, achievable, and realistic.

However, the researcher observed that some teachers in upland schools find it difficult to integrate technology into the classroom due to limited exposure to social media. It is important to understand these gaps to translate technological changes into classroom practice.

Thus, the study was conducted to determine the benefits, challenges, and coping strategies of teachers and learners in using social media for instruction, as a basis for an intervention program.

MATERIALS AND METHODS

Research Methodology

This chapter explains how the study was carried out. It covers the method, design, participants, tools, data collection, and analysis, all centered on understanding the pros and

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cons of social media use among teachers and students. The findings will guide the creation of an intervention program.

Research Method

This study uses a qualitative approach to better understand human experiences, behaviors, and social situations. Instead of numbers, it focuses on detailed descriptions and insights that reveal how people interpret and make sense of their world.

Qualitative research looks at words and visuals instead of numbers. It uses tools like interviews, focus groups, observations, and documents to understand people's experiences in detail. Researchers use a variety of techniques to interpret and make sense of this data, uncovering patterns, themes, and narratives that deepen understanding of the research topic (Creswell & Creswell, 2018, as cited by Norman, 2021).

Research Design

The qualitative research design utilized in this research aims to discover and understand the benefits, challenges, and coping strategies of elementary school teachers and learners regarding the use of social media for instructional purposes as a basis for an intervention program.

Two methods were used: the phenomenological and interpretive research approach.

A phenomenological approach was used to understand the benefits, challenges, and coping strategies of teachers and learners in using social media for instruction. This approach allows for a deep exploration of participants' perceptions, emotions, and meanings attached to their experiences (Cresswell & Cresswell, 2018, as cited by Norman, 2021).

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Researchers conducted in-depth interviews with participants to better understand their views and experiences, providing rich information for the study. It was used to gather details on their benefits, challenges, how the challenges are being coped with, and suggestions for using social media instructions as a basis for an intervention program, based on the results of the study in the Schools District of Sara.

The results of the in-depth interview were used in a thematic analysis to identify the factors contributing to the challenges teachers and learners face when using social media for instruction. This research method best fits the present study, as it was conducted to provide a deeper understanding of the benefits, challenges, and coping strategies of teachers and learners, thereby contributing to the development of an intervention program.

Participants of the Study

The respondents of this research were twenty selected (20) teachers and learners. Ten (10) were teachers and ten (10) were learners in the Schools District of Sara within the school year 2025-2026.

Sampling Design

The researcher used purposive sampling to select the study's participants. The method was used to choose a mix of teachers and students who could share different experiences and viewpoints about social media use, giving the study a broader picture.

Considering such inclusion criteria among participants makes them good subjects for this specific study. Purposive sampling, also known as judgment, selective, or subjective sampling, is a sampling technique in which the researcher relies on his or her own judgment

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when choosing members of the population to participate in the study (Creswell, as cited by Golzar, 2025).

Research Instrument

The interview guide was utilized to gather data on the benefits, hindrances, and coping strategies of teachers and learners, which contributed to the formulation of the intervention program.

In this study, researchers used in-depth interviews—structured but open conversations with participants. These interviews helped gather rich information about their experiences, views, and feelings on the topic. These interviews were typically one-on-one and could be conducted face-to-face, by phone, or via video conferencing (Briggs, 2020).

Validity of the Research Instrument

Validity is a key measure of whether a test is good. It shows if the conclusions a researcher makes from the data are accurate, meaningful, and useful. In content-related validity, the content and format must be consistent with the definition of the variables and the sample of subjects to be measured, and this is also helpful in validating the questionnaire items (Fraenkel and Wallen, 2009, as cited by Biddix, 2020).

The researcher constructed four (4) interview questions. The questionnaire was first reviewed by the thesis adviser and then validated by a panel of experts. They checked each item for clarity, relevance, and correctness. All suggested changes were applied before the study officially began.

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Data Gathering Procedure

The study used in-depth interviews with teachers and students, guided by a questionnaire created by the researcher. Their answers highlighted the benefits, challenges, and coping strategies of social media use, forming the basis for an intervention program.

The data collection process had three parts: before the interview, the interview itself, and after the interview. The researcher handled all stages with guidance from the thesis adviser.

The researcher secured permits from the Dean of the Graduate School, the thesis adviser, school heads, and the Public Schools District supervisor to conduct interviews with teachers and learners as participants in the study.

Purposive sampling was used to select the study participants.

Participants were given enough time to answer openly, making them feel at ease in sharing their thoughts and experiences.

The researcher recorded the interviews with a video recorder to prepare transcripts for analysis.

Data Analyses

The researcher conducted a phenomenological study to identify the essential structure of a single phenomenon by interviewing several individuals who had experienced it in depth. The research extracted the statements it considers relevant from each participant's description of the phenomenon and then clustered them into themes. He or she then integrated these

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themes into a narrative description of the phenomenon (Fraenkel & Wallen, as cited by Biddix, 2020).

The data were gathered, analyzed, and interpreted using thematic analysis. It included a step-by-step guide that comprised familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clark, 2023).

Before the study began, participants signed written consent forms. Participating was voluntary, and they could stop at any time. Their information was kept confidential, and names were never mentioned in reports or presentations.

RESULTS AND DISCUSSIONS

This study was conducted to determine the teachers' and learners' benefits and challenges in the use of social media instruction as a foundation for an intervention plan in the Schools District of Sara during the school year 2025-2026.

This research utilized a qualitative method, including thorough interviews, and employed a phenomenological research design.

The respondents of the research were the ten (10) chosen educators and ten (10) learners in the Schools District of Sara within the school year 2025-2026.

The researcher used a purposive sampling method to select the study participants. The participants were selected based on the researcher's judgment of who was most useful for the required data.

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The research instrument was a semi-structured interview guide that relied on asking questions within a predetermined thematic framework.

The researcher created three interview questions and had them reviewed by the thesis adviser and a panel of experts. The experts checked each item for clarity, relevance, and correctness. Their suggestions were applied, and the revised questionnaire was finalized before the study began. The researcher considered all feedback during the tool's validation.

With permission from participants, voice and video recorders were used to collect and document data. These, together with field notes, were analyzed. Before confirming the interview schedule's validity, the adviser and a panel of experts reviewed and suggested revisions for each item.

The researcher obtained permission from the adviser, the Dean, school officials, and the participants before starting the study. Interviews were done in person at schools or community places that were convenient for the participants.

After the interviews, the researcher compiled the gathered data. The information assembled was examined using a thematic approach.

Based on the study's findings, the teachers' benefits included enhanced communication, professional development, networking, and resource sharing. As for the challenges they encountered, they were disinformation news, constant distractions, and gaps in digital literacy. However, the coping strategies employed by teachers were professional development and training, setting boundaries and limits, and providing technical support.

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Based on the results of the study, the learners' benefits included improved communication, fostering collaboration on projects, and providing access to educational resources. The challenges they encountered were destroyed information, poor time management, and slow internet connectivity. However, the coping strategies employed by learners included staying organized, easy communication, and using private settings.

The study's output was an intervention plan based on its results.

CONCLUSION

From the study's results, several recommendations were made:

To improve the performance of the teachers and earners Regarding the use of social media, the school shall implement a program focused on actionable, objective feedback rather than mere evaluation.

Use of standards-based instruction as the foundation of the lesson. Teaching the standards using social media ensures that teachers' content is relevant to the subject they teach.

Teachers shall understand what the key areas are expected to teach throughout the school year.

School heads and teachers shall be mindful of the importance of social media in the classroom.

Build a habit of being mindful of the surroundings, especially those that teachers and learners think they are already familiar with.

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School heads shall provide regular analysis to achieve the organizational goals that prioritize direct engagement with learners on social media.

A similar study shall be conducted in other school districts to ascertain the findings of this study using the same variables.



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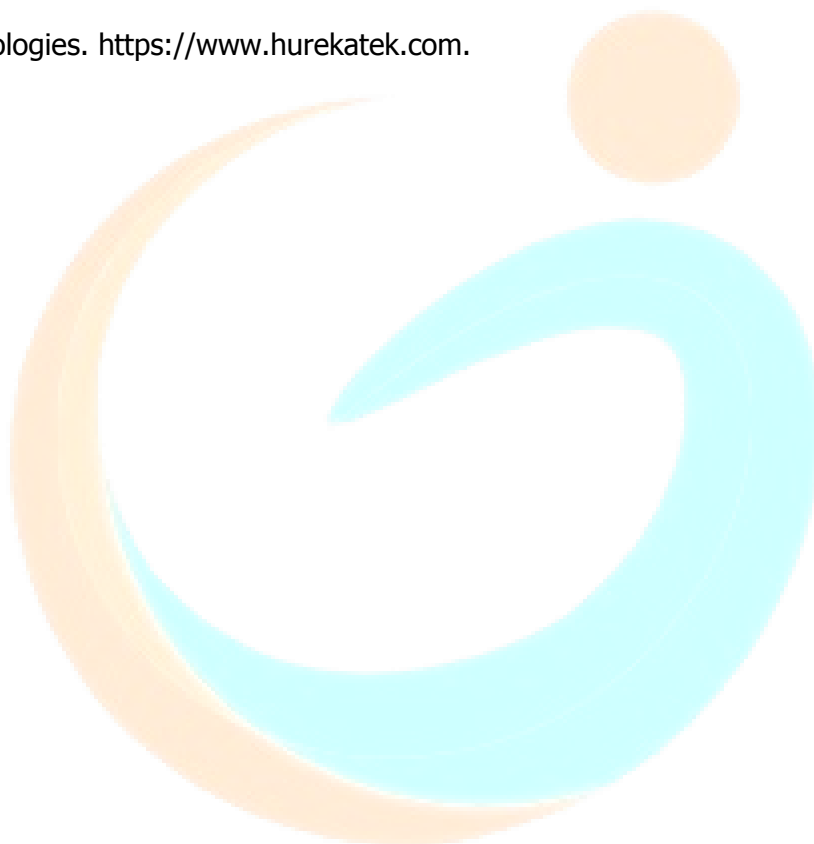
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