



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Quantifying the Impact of Social Media on Teachers' Holistic Development

Cherry May H. Reliente

Researcher, DepED

ABSTRACT

This study aims to quantify the impact of social media on the holistic development of teachers in the districts of Cotabato Division and Kidapawan City Division. The results show that teachers use social media in a certain way, with an emphasis on professional responsibilities during work hours and high levels of participation during free time, such as early mornings and evenings. Significantly, teachers who use social media with intention for work-related or educational purposes perform better, but they also experience higher levels of anxiety and stress. Furthermore, frequent use of different social media platforms can contribute to increased stress and burnout, although the platform's influence on teachers' holistic development remains negligible. The results indicate that effective teaching methods and classroom management significantly enhance teachers' holistic development. Furthermore, teachers exhibit a strong sense of well-being related to positive student relationships, empathy, and adaptability. While the intention behind using social media can lead to favorable outcomes, widespread and unfocused use does not significantly benefit teachers' holistic development. Overall, the study concludes that the relationship between social media use and teachers' holistic development is moderate and statistically non-significant, implying that excessive exposure and diversity of platforms may have minimal negative effects, but not enough to hinder overall development.

INTRODUCTION

In today's digitally connected world, the explosion of social media has changed the way information is delivered, communication occurs, and relationships are formed. Research in Pakistan emphasizes the potential benefits of social media for educators, claiming that information sharing, cooperation, and increased contact via social networking sites can all improve teacher effectiveness (Raza et. Al 2020).

Educational research in this area is expanding, but further investigation is necessary to better determine how to best support teachers in their professional development, collaboration, and classroom teaching. Teachers considered the educational content on social media sufficient, beneficial, and useful. Furthermore, social media is an alternative and supportive mechanism that can overcome shortcomings in resources.

This research aims to bridge this gap by comprehensively investigating the multifaceted relationship between social media and both teachers' performance and well-being. The existing studies referenced in the text, such as the one by (Park et al. 2017), predominantly focus on platform-specific effects, leaving a gap in understanding how the interaction between various platforms, and content characteristics collectively shape teachers' experiences.

Research Questions

This study on the impact of social media on teachers' holistic development aims to provide an understanding on the context of Kidapawan City Division and Division of Cotabato. Specifically, it intends to answer the following research questions:

1. What is the level of social media in terms of social media exposure, purpose of social media usage, and social media platforms?
2. What is the level of teachers' teaching methods and classroom management?
3. What is the extent of teachers' performance, teachers' well-being and teachers' stress, anxiety and burnout?
4. Is there a significant relationship between the effect social media and quality of classroom instruction in terms of teachers' holistic development?
5. Is there a significant influence of social media on teachers' holistic development?

METHODOLOGY

This chapter provides the overview of the methods used in this study. It includes the research design, locale of the study, respondents, instruments, data gathering procedure, statistical tools, and the ethical considerations.

Research Design

This study used a descriptive-correlational research design (Creswell, J. W., & Creswell, J. D. 2017) to describe the teachers' holistic development. A correlational design will be used to collect data on multiple variables and then analyze the data to determine the extent to which variables were related or correlated. This study determined if there is a significant relationship between the impact of social media on teachers' holistic development.

Research Participants

The respondents of the study were selected Junior High School teachers from public teachers of District II and III, Kidapawan City Division, Makilala Central, and the North District of Cotabato Division.

DISTRICTS (KIDAPAWAN COTABATO DIVISION)	AND	Population Size	Sampling Size
1. District II		68	40
2. District III		101	60
3. Makilala Central		55	33
4. Makilala North		45	27
Total		269	160

Research Instrument

This study used a survey questionnaire and a quantitative instrument that uses numerical data and statistical analysis to investigate a research question or hypothesis (Babbie, 2016; Bryman, 2016) to measure the social media's impact on teachers' holistic development in the public schools of District II and III, Kidapawan City Division, Makilala Central, and the North District of Cotabato Division.

Data Analysis

The study used descriptive statistics like frequency count and weighted mean to analyze the data (Cohen et. At 2017). The teacher's holistic development will be assessed using the weighted mean. Pearson r was used to determine the significant relationship between the independent and dependent variables.

RESULTS AND DISCUSSIONS

Part I. Social Media

Level	Range	Description
5	4.21 – 5.00	Always
4	3.41 – 4.20	Oftentimes
3	2.61 – 3.40	Sometimes
2	1.81 – 2.60	Rarely
1	1.00 – 1.80	Never

1. What is the level of social media in terms of social media exposure, purpose of social media usage, and social media platforms?

Social media exposure

The table provides an extensive overview of teachers' social media consumption/usage at different periods of the day. The mean values provided by the legend scale are intended to reflect the level of social media exposure at each specific time of day, allowing for a thorough knowledge of a teacher's social media usage habits. The weighted mean of 3.37 implies that teachers exhibit moderate social media exposure throughout the day. The highest engagement is observed during evening leisure time, followed by after work and before bed, while the lowest engagement occurs during the commute to work and upon arrival at work.

Level of social media in terms of social media exposure

No.	Statements	Mean	Description
1	Before getting out of bed: 4:00am-6:00am	3.70	Oftentimes
2	During breakfast: 6:00am-7:00am	2.98	Sometimes
3	Commuting to work/school: 7:00am-7:30am	2.13	Rarely
4	Upon arrival at work/school: 7:30am-8:00am	2.08	Rarely
5	Mid-morning break: 9:30am-9:45am	2.51	Sometimes
6	Lunch break: 11:45am-12:00pm	3.74	Oftentimes
7	Afternoon break: 12:00pm-1:00pm	4.11	Oftentimes
8	After work/school: 4:00pm-6:00pm	4.47	Always
9	During dinner: 6:00pm-7:00pm	2.70	Sometimes
10	Leisure time in the evening: 7:00pm-8:00pm	4.53	Always
	Before going to bed: 8:00pm-4:00am	4.13	Oftentimes
11	Weighted Mean	3.37	Oftentimes

Purpose of Social Media Usage

It is presented on the table that online conversations have the highest mean score, at 4.66, indicating that teachers primarily communicate online through social media platforms. It is followed by an exchange of social media comments across platforms, with a mean of 4.21, indicating active online engagement. According to the findings of the study, teachers mostly use social media for contact and interaction, followed by enjoyment and information searching. These supports finding a balance between social media activity and self-improvement on these online platforms. The results revealed that teachers used social media for personal and professional development.

Level of social media in terms of the purpose of social media usage

No.	Statements	Mean	Description
1	Chatting online (e.g. Facebook Instant messenger)	4.66	Always
2	Posting statuses, pictures with captions and comments to update friends with personal information and other activities.	3.73	Oftentimes
	Reading stories and other posts for entertainment, information, and vocabulary building.		
3	Watching Youtube for entertainment and for additional knowledge needed.	4.13	Oftentimes
	Exchanging comments in Facebook, Instagram, etc.		
	Searching different sources online for information and learning.		
4	Browsing the internet for entertainment.	3.96	Oftentimes
	Opening links for further information about a searched item.		
5	Weighted Mean	4.21	Oftentimes
6		3.96	Oftentimes
7		3.98	Oftentimes
8		4.00	Oftentimes
		4.08	Oftentimes

Social Media Platforms

Table displays data on social media platform usage, indicating that Facebook, with a mean value of 4.83, and Messenger, with a mean value of 4.76, are two of the most popular social media platforms among instructors. This suggests that social media involvement is focused on communication, networking, and social interaction. YouTube ranks high, with a mean value of 4.11, indicating that instructors use the platform as a knowledge creator, consuming video-based content for amusement, information, and professional development. TikTok, with a mean value of 3.52, and Instagram, with a mean value of 3.16, indicate that, while visual and short-form content are consumed, they are not as common as Facebook-based interactions. Recent studies have explored social media usage in higher education, revealing diverse preferences among instructors and students. Facebook and Messenger are popular among instructors for communication and networking (Rachna Bansal et al., 2021).

Level of social media in terms of social media platforms

No.	Statements	Mean	Description
1	Facebook	4.83	Always
2	Twitter	2.39	Sometimes
3	YouTube	4.11	Oftentimes
4	Instagram	3.16	Sometimes
5	Messenger	4.76	Always
6	Tiktok	3.52	Oftentimes
	Weighted Mean	3.79	Oftentimes

Part II. Quality of Classroom Instruction

Level	Range	Description
5	4.21 – 5.00	Always
4	3.41 – 4.20	Oftentimes
3	2.61 – 3.40	Sometimes
2	1.81 – 2.60	Rarely
1	1.00 – 1.80	Never

2. What is the level of teachers' teaching methods and classroom management?

Teaching Methods

Findings reveal that the teaching methods, frequently integrate multimedia and technology into their educational approaches, as evidenced by the weighted mean of 4.37. Furthermore, the highest-rated statement, with a mean of 4.68, emphasizes how technology stimulates learners' creativity through varied instruction, demonstrating its usefulness in improving teaching and learning processes. The use of media technology to significantly boost student motivation and readiness obtained an average score of 4.55, indicating that online resources play an important role in engaging learners. Recent research highlights the significant impact of technology integration in education. When media technology is integrated into education, it improves student performance by 4.16 on average. It demonstrates how digital tools are frequently used in various teaching styles. Furthermore, the role of social media technology in increasing readiness and decreasing dropout rates has an average value of 4.31. It emphasizes its value in student retention. These findings indicate that teachers can effectively use digital resources to increase learning outcomes, student engagement, and differentiated instruction. Aljehani (2024) demonstrates that technology-enhanced instruction positively affects student engagement and academic performance, with learner-centered pedagogies and leadership support amplifying these benefits.

Level of teaching methods

No.	Statements	Mean	Description
1	I used technology in implementing differentiated instruction to improve teaching and learning fosters creativity to the learners.	4.68	Always
2		4.55	Always

3	I used social media technology to increase the learner's motivation and readiness to learn.	4.17	Oftentimes
4	I used technology as one of the differentiated instructional approaches to improve learning inspiration and facilitates cooperation among students from different location.	4.16	Oftentimes
5	I used social media technology to insulate good performance of students when integrated into teaching and learning as one of the differentiated instructional approaches.	4.31	Always
	I used media technology to inspire readiness and reduce students drop out rate.	4.37	Always
Weighted Mean			

Classroom Management

Data shows classroom management statistics, demonstrating that teachers are strongly committed to maintaining order and structure, as evidenced by a weighted mean of 4.69. The strongest statement, with a mean value of 4.83, suggests that establishing clear behavioral rules is a priority, emphasizing the significance of discipline in creating a conducive learning environment. Maintaining awareness of classroom activities (mean value = 4.68) and treating pupils equally (mean value = 4.66) demonstrate that fairness and attention are important parts of teachers' management strategies. In addition, ensuring that sessions end with a clear conclusion (mean value: 4.62) and providing notice before taking disciplinary action (mean value: 4.64) indicate that teachers utilize structured and fair ways to preserve student involvement and behavior. The consistently high ratings across all items indicate an effective and well-implemented classroom management system, which is likely to contribute to an enjoyable educational setting and better student behavior. Effective classroom management involves establishing a calm environment for meaningful learning and contributing to students' social and moral development (Postholm, 2013).

Level of classroom management

No.	Statements	Mean	Description
1	I set clear rules for how students should behave.	4.83	Always
2	I always have an eye on what is happening in the classroom.	4.68	Always
3	I treat all students equally.	4.66	Always
4	I always end each lesson with a clear conclusion.	4.62	Always
5	If students do not behave well, I will first give a warning	4.64	Always
Weighted Mean		4.69	Always

Part III. Teachers' Holistic Development

Level	Range	Description
5	4.21 – 5.00	Always
4	3.41 – 4.20	Oftentimes
3	2.61 – 3.40	Sometimes
2	1.81 – 2.60	Rarely
1	1.00 – 1.80	Never

3. What is the extent of teachers' performance, teachers' well-being and teachers' stress, anxiety and burnout?

Teachers' Performance

The data shows the teachers' performance and emphasizes the extent to which educators integrate digital platforms and online resources into their teaching techniques. The weighted mean of 4.31 indicates that, overall, teachers are highly engaged in using social media and internet resources to promote student learning outside of the typical classroom context. The highest-rated statement, with a mean score of 4.63, implies that students can readily contact their

teachers via email or social media. This means that teachers are available and sensitive to their students' needs, which can help to create a more supportive and engaging learning environment. The statistics show an encouraging move toward digital participation in education; however, some of these may require additional assistance and training to ensure the efficient use of social media in instruction.

Extent of teachers' performance

No.	Statements	Mean	Description
1	My students can reach me either through email or social media networks.	4.63	Always
2	I ask my students to use social media such as Facebook or YouTube to further practice lesson parts outside the classroom.	4.24	Always
3	I supply my students with online educational resources.	4.44	Always
4	I would agree to teach them online through the use of social media networks.	4.10	Oftentimes
5	I use my social media networks like: Facebook, YouTube or a Moodle e-learning platform to do the work outside school	4.15	Oftentimes
Weighted Mean		4.31	Always

Teachers' well-being

Data reveals that teachers have a strong sense of well-being, as indicated by a weighted mean of 4.66. The highest-rated statement, "I have positive relationships within the classroom with students," 4.76, suggests that teachers prioritize building meaningful connections with their students, which is essential to fostering a supportive and engaging learning environment. Similarly, high scores of responsiveness, flexibility, and empathy (4.67) show that teachers are adaptable and understanding in their professional and personal connections, which contributes to a healthy classroom environment.

Extent of teachers' well-being

No.	Statements	Mean	Description
1	I have positive relationships within the classroom with students.	4.76	Always
2	I am responsive, flexible and empathetic within the classroom and in my life.	4.67	Always
3	I have a positive sense of autonomy and self-worth.	4.73	Always
4	I have good social emotional, communication, and resiliency skills.	4.54	Always
5	I am part of a caring, inclusive, and respectful professional environment.	4.62	Always
Weighted Mean		4.66	Always

Teachers' stress, anxiety and burnout

The table presents statistics on teachers' experiences with stress, anxiety, and burnout, particularly in relation to technology use. The weighted mean of 4.35 indicates moderate to high concern about the impact of technology on teacher well-being. Among the identified stresses, the idea that excessive technology use promotes bad behavior such as immorality and laziness received the highest rating (4.62). This suggests that instructors regard excessive use of technology as a danger to both personal discipline and ethical behavior, which may contribute to their stress levels. The view that excessive reliance on technology leads to a decrease in social skills and interactions 4.24 indicates the social consequences of digital dependency. Overall, the findings imply that, while technology is an important aspect of modern education, excessive usage can lead to teacher stress, anxiety, and burnout.

Extent of teachers' stress, anxiety and burnout

No.	Statements	Mean	Description
1	Privacy issues (e.g., lack of privacy, concerns about data security) significantly contribute to my stress and anxiety levels.	4.26	Always
	The possibility of developing an addiction to technology (e.g., social media, gaming) worries me.		
2	Technology usage negatively affects my health, leading to issues such as diseases of the spine, eyes, or other physical ailments.	4.34	Always
3	I believe that excessive use of technology encourages negative behavior, such as immorality and laziness.	4.29	Always
	Excessive reliance on technology has led to a decrease in my social skills and interactions with others.		
4	Weighted Mean	4.62	Always
5		4.24	Always
		4.35	Always

4. Is there a significant relationship between the effect social media and quality of classroom instruction in terms of teachers' holistic development?

Relationship between the social media and quality of classroom instructions in terms of teachers' holistic development

The data shows the relationship between social media and quality of classroom instructions in terms of teachers' holistic development. The data shows positive as well as negative correlations at different levels of significance. Social media exposure correlates negatively with teacher performance (-0.094), well-being (-0.030), and stress, anxiety, and burnout (-0.135); however, these correlations are not statistically significant (p-values: 0.237, 0.711, and 0.088). This implies that simply being exposed to social media does not have a significant impact on teachers' holistic development. The purpose of social media use is positively connected to teacher performance (0.157, $p = 0.048$) and stress, anxiety, and burnout (0.316, $p = 0.000$). It implies that when teachers use social media for educational or professional objectives, their performance improves little, while their reported stress and anxiety levels increase significantly. A correlation with well-being (0.111, $p = 0.162$) is insignificant. The data indicate that, while wide social media exposure has no impact, purposeful use has a positive correlation with teacher performance as well as increased reported stress and anxiety.

Relationship between the social media and quality of classroom instructions in terms of teachers' holistic development

			Teachers' Holistic Development		
			Teacher Performance	Well-Being	Teachers' Stress, Anxiety and Burn-out
Social Media	Social Media Exposure	Correlation Coefficient	-.094	-.030	-.135
		Sig. (2-tailed)	.237	.711	.088
	Purpose of Social Media Usage	Correlation Coefficient	.157*	.111	.316**
		Sig. (2-tailed)	.048	.162	.000
	Social Media Platforms	Correlation Coefficient	.008	-.006	.192*
		Sig. (2-tailed)	.920	.941	.015

Quality of Classroom Instruction	Teaching Methods	Correlation Coefficient	.423**	.255**	.447**
		Sig. (2-tailed)	.000	.001	.000
	Classroom Management	Correlation Coefficient	.260**	.393**	.337**
		Sig. (2-tailed)	.001	.000	.000

5. Is there a significant influence of social media on teachers' holistic development?

Influence of social media on teachers' performance

The table shows the influence of social media on the teachers' performance using a regression analysis. The R^2 value (0.058) indicates that only 5.8% of the variance in teachers' performance is explained by social media factors. The F-value (3.223, $p = 0.024$) indicates that the model is statistically significant, though with a small effect size. Among the predictors, "Purpose of Social Media Usage" had a significant positive relationship with teacher performance ($B = 0.217$, $Beta = 0.213$, $p = 0.008$), indicating that teachers who use social media for educational or professional purposes perform better in the classroom. Conversely, "Social Media Exposure" ($B = -0.108$, $Beta = -0.099$, $p = 0.205$) and "Social Media Platforms" ($B = -0.025$, $Beta = -0.024$, $p = 0.762$) have negative but minor effects on teacher performance. The findings suggest that purposeful and professional usage of social media can boost teacher effectiveness, whereas general exposure and platform variety have no meaningful impact.

Influence of social media on teachers' performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.884	.516		7.529	.000
Social Media Exposure	-.108	.085	-.099	-1.273	.205
Purpose of Social Media Usage	.217	.081	.213	2.682**	.008
Social Media Platforms	-.025	.082	-.024	-.303	.762

$R^2 = 0.058$

$F = 3.223^*$

Prob = 0.024

Influence of social media on teachers' well-being

Table shows the influence of social media on teachers' well-being using a regression analysis. Social media factors contribute to only 2.7% of the variance in teachers' well-being ($R^2 = 0.027$). The F-value (1.426, $p = 0.237$) indicates that the overall model is statistically insignificant. Among the predictors, "Purpose of Social Media Usage" had a significant positive effect on teachers' well-being ($B = 0.084$, $Beta = 0.163$, $p = 0.045$), indicating that teachers who use social media for professional or educational goals have higher levels of well-being. However, "Social Media Exposure" ($B = -0.008$, $Beta = -0.015$, $p = 0.847$) and "Social Media Platforms" ($B = -0.019$, $Beta = -0.037$, $p = 0.649$) have negative but insignificant impacts, indicating that a wide exposure to social media or use of many platforms has no meaningful impact on well-being. Overall, these findings suggest that deliberate usage of social media leads to improved well-being, but widespread use and platform variety have no significant impact.

Influence of social media on teachers' well-being

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.422	.263		16.813	.000
Social Media Exposure	-.008	.043	-.015	-.193	.847

Purpose of Social Media Usage	.084	.041	.163	2.023*	.045
Social Media Platforms	-.019	.042	-.037	-.457	.649

$R^2 = 0.027$

$F = 1.426$

Prob = 0.237

Influence of social media on teachers' stress, anxiety and burnout

The data presents the influence of social media on teachers' stress, anxiety, and burnout using a regression analysis. The R^2 value (0.147) indicates that 14.7% of the variance in stress, anxiety, and burnout is explained by social media factors. The F-value (8.990, $p = 0.000$) suggests that the overall model is statistically significant. Among the predictors, "Purpose of Social Media Usage" has a significant positive effect ($B = 0.339$, Beta = 0.314, $p = 0.000$), indicating that teachers who use social media for specific purposes, such as professional or educational activities, experience higher levels of stress, anxiety, and burnout. "Social Media Exposure" ($B = -0.117$, Beta = -0.102, $p = 0.173$) shows a negative but insignificant effect, suggesting that general exposure does not significantly contribute to stress. "Social Media Platforms" ($B = 0.150$, Beta = 0.136, $p = 0.073$) has a positive but marginally insignificant effect. These findings suggest that the way social media is used, rather than mere exposure, has a stronger influence on teachers' stress levels, with specific usage being linked to increased anxiety and burnout.

Influence of social media on teachers' Stress, Anxiety and Burn-out

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.791	.519		5.376	.000
Social Media Exposure	-.117	.085	-.102	-1.370	.173
Purpose of Social Media Usage	.339	.082	.314	4.159**	.000
Social Media Platforms	.150	.083	.136	1.806	.073

$R^2 = 0.147$

$F = 8.990^{**}$

Prob = 0.000

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations.

Summary of Findings

The study dealt with the impact of social media on teachers' holistic development in Districts II and III of Kidapawan City Division, as well as Makilala Central and Makilala North District of Cotabato Division. The following findings are highlighted:

1. The level of social media in terms of social media exposure, purpose of social media usage, and social media platforms are oftentimes used.
2. The level of teachers' teaching methods and classroom management is always utilized.
3. The extent of teachers' performance, teachers' well-being and teachers' stress, anxiety and burnout are always observed.
4. The relationship between the effect of social media and teachers' holistic development shows that exposure to social media has a moderate, non-significant relationship with these characteristics; intentional use for educational or professional objectives improves performance but considerably increases stress and anxiety. The type of platform utilized has a minor impact on teachers' holistic development, although using many platforms may cause stress.
5. The influence of social media on teachers' holistic development is considered statistically significant yet minor.

Conclusions

The following conclusions are drawn:

1. Teachers consciously separate professional responsibilities from leisure time, reserving social media for relaxation. The purpose of social media may enhance work quality but comes in higher levels of stress and anxiety. The specific platform used has little impact on overall holistic development.
2. Effective teaching methods and classroom management are essential for improving teacher's holistic development, but they can also increase stress and anxiety.
3. Deliberate and intentional use of social media—especially for professional or educational purposes—positively contributes to teachers' holistic development. However, widespread or unfocused use, as well as using multiple platforms without clear intent, does not significantly impact teachers' holistic development.
4. The data reveals that the relationship between social media and teacher's holistic development has a moderate but statistically non-significant.
5. The data reveals that social media exposure and the variety of platforms used have no significant influence on teachers' holistic development, with some negative but statistically insignificant effects.

Recommendations

This study recommends the following:

1. Schools may implement training programs that train teachers how to utilize social media efficiently and responsibly for educational purposes and on stress management and digital well-being to assist teachers in dealing with the pressures of maintaining an online presence.
2. School administrators may develop clear and thorough social media policies to assist teachers in developing ethical responsibilities while maintaining professionalism.
3. Schools may administer policies on social media use, and they should be evaluated and amended to allow more flexible and effective integration of social media into instruction.
4. Schools' administrators should provide teachers with the necessary assistance and resources to effectively integrate social media into their teaching techniques. Encourage teachers to utilize social media strategically for both educational and professional goals, since this can improve classroom performance.
5. School administrators may implement a program that could improve digital literacy plans for teachers and students to lessen the effects of misinformation and disinformation. Incorporate critical thinking skills into the curriculum to help students choose between trustworthy sources and manage social media responsibly.

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