

THE IMPACT OF SOCIAL MEDIA USE ON EDUCATIONAL MANAGEMENT AND COMMUNICATION WITH STUDENTS AND PARENTS

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ABSTRACT

This study investigates the impact of social media use on educational management and communication with students and parents, focusing on the challenges it presents. Utilizing a sample size of 305 students, the research employs a quantitative approach with a self-made tool designed to measure the effects of social media on school administration, teacher-student interaction, and parent-teacher communication. The findings reveal a significant negative impact of social media use on educational management. Increased reliance on social media platforms led to a reduction in the effectiveness of traditional communication channels, resulting in decreased engagement and understanding between educators, students, and parents. The study also highlights issues related to the miscommunication, distractions, and misinformation spread through social media, which contribute to a decline in the quality of educational interactions. The overuse of social media by students was found to hinder their academic performance and participation in activities. Furthermore, parents' dependence on social media for updates often resulted in a fragmented understanding of their child's educational progress. These results underscore the need for a more structured and balanced approach to integrating social media into educational practices, ensuring that it supports rather than undermines effective communication and management. The study calls for future research to explore strategies that can mitigate these negative effects while enhancing the benefits of social media in educational contexts.

Keywords:

INTRODUCTION

One area where social media has made a big splash in the modern era is among students, where it is quickly becoming an integral part of everyone's daily routine (Abbas, 2019). There are a lot of social media and networking sites that help the IT business come up with new ideas very quickly (Appel, 2019). Social media sites like WhatsApp, Facebook, YouTube, and others offer new ways for people to talk to each other (Nerur,

2017). In the past few decades, many people have been worried about how social media affects the daily lives and academic success of college students (Larson, 2015). People used to have to buy newspapers every day to stay up to date on the news. These days, all it takes is a few hits to read any news source, anywhere in the world, with the most up-to-date information (Martin, 2018). Social media has become an important

part of our daily lives. It helps us do everything from buying food and clothes to promoting our businesses and even meeting potential love partners. People from all walks of life and views can now freely share ideas and information thanks to globalised social media. This breaks down barriers that used to exist because of physical distance. Umar and Idris (2018) say the following about the subject. People of all ages use the different networks they have access to express themselves through social media sites that let them post, share, interact, and leave comments. Umar and Idris (2018) say the following about the subject. And for a lot of people today, especially college students, social media is an important part of their daily lives. There is a strong link between students and social media, and more and more people are doing more than one thing at once on these sites. There is no doubt that social media has had an impact on schooling at all levels by providing students with endless learning possibilities. As Selwyn (2011) says, students can use their phones and social media accounts to make, customise, and share course materials in a range of audio, video, and text forms. Because of these changes in technology, new ways of learning have sprung up based on the ideas of working together to find answers and being involved (Jamal & Nawab, 2020). According to empirical research findings, SCWBS is a standardized measure that may be applied in any type of educational environment (B. Sarfaraz, S. Iqbal, & Z. Iqbal, 2022). There are good short-term effects of social media, like better contact and teamwork, and bad long-term effects, like being more distracted and making bad decisions. Students and schools both use social media for school-related reasons. Students use it to stay in touch with teachers, and schools use it to get course materials. Students use it to make course materials more personal, and schools use it to build student groups (Selwyn, 2011). DeBell (2006) says that more than three quarters of students use the internet at least once a week and that more than three quarters of high school students use social media sites like Facebook and Twitter for school.

Technology can make it so that parents and kids, as well as peers, don't talk to each other enough or at all (Siddiqui & Singh, 2016). Evidence from empirical research revealed that children's

emotional and psychological wellbeing was not correlated with teacher rejection (B. Sarfaraz, Z. Iqbal, & S. Iqbal, 2022). As a result, people spend less time talking to each other, socialising, and spending time with their families. This has many effects on homes. Too much time spent on social media can hurt your ability to connect with others, communicate, and form bonds. Social media connects people, but it also takes away their ability to hear and see words from people who don't have a voice (O'Keeffe & Clarke-Pearson, 2011). Education experts can evaluate behavior conduct in accordance with perceived teacher acceptance rejection with the use of this handy scale (Sarfaraz & Malik, 2023). Even more experts are worried about how technology is changing family relationships. This could lead to a lack of stability, attention, and communication in the house. Social media sites like Instagram, LinkedIn, and Facebook are used by a lot of young people, especially in our country. Teenagers are becoming more distant from their families and communities because of all the time they spend on social media, which changes their beliefs and character.

Social media has a huge impact on our lives these days. The term "social media" refers to websites and apps that let people connect with each other, make and share content, or both. No matter what age, everyone is worried about how their use of social media affects their ties with others at home. One interesting study found that teens and young adults who spend a lot of time in front of screens have a harder time making friends and understanding how others feel than their classmates. It is very important to try to spend as much valuable time with your family as possible when technology is not around. Schedule daily time to spend with your children, away from electronics, to eat, play games, and have meaningful talks (Procentese, Gatti, & Napoli, 2019). This is one of the best ways to teach them about good relationships and communication. Greenhow (2011) found that students' use of social media improved their online learning and their ability to use new tools in a helpful way. This made them more motivated to learn. But a study from the area found that students' excessive use of social media has harmed their family ties, causing them to grow apart and stop talking to each other. They also no longer ask each other for

help when they need it. According to a study done in their home town by Shabir, Safdar, and Gilani (2014), too much use of social media causes problems in society. From McDaniel's (2015) study we know that technology "interrupts" interactions. It's true that technology will make people feel alone, drive a gap between them, and push them to put their phones and computers ahead of their loved ones (Proud foot, 2007). Researchers have found that people's over-reliance on social media has made them less interested in clubs, groups, and charity work, which are more traditional ways to meet people. It has also been shown that people who spend a lot of time on social media are less likely to connect with their family and friends and more likely to feel alone and cut off. Because of social media, the way relationships work and what they mean have changed. Thanks to social media, kids can talk to their friends about their feelings and issues without telling their parents. People are becoming less interested in household problems and relying more on electronics, which is hurting family relationships. Parents, children, and other family members all feel the affects of social media. It has been shown that parents who spend too much time on social media can hurt their children's growth (O'Keeffe, 2016). Sultana (2017) says that families suffer when people spend too much time on social media, because it can make people feel alone for a long time and weaken family bonds.

Significance of Study

People are inextricably linked to technology and social media, which includes online purchasing, obtaining information or news, taking online courses, and more. People's behavior is hard to determine based on several surveys or studies, it is an unpredictable action since everyone has a different mindset. The purpose of this study is to look into the impact of social media use on educational management and communication with students and parents. this study would be important in highlighting the impact of social media use on educational management and communication with students and parents. moreover, this study would provide some recommendations about how to balance social media usage and family time.

Research Questions

- What are the characteristics of social media usages on students' educational management?
- What are the students' purposes when using social media?
- Does time spent by students on social media have an impact on educational management and communication with students and parents?

Research Objectives

- To explore the characteristics of social media usage on educational management.
- To identify the purposes of using social media by students.
- To determine the relationship between time, spend by students on social media and educational management and communication with students and parents.

Literature Review

In today's world, social media is incredibly influential. Social media refers to websites and programs that let users engage in social networking, create and distribute content, or both. Everyone, regardless of age, is concerned about how social media use influences their relationships at home. Young people who spend long periods of time glued to screens have a harder time than their classmates forming relationships and comprehending emotions, according to one intriguing study. It is critical to strive for the maximisation of high-quality family time in the absence of technology. One of the most important things you can do to teach your kids about good communication and relationships is to set aside time every day to spend with them—eating together, playing games, and having meaningful conversations—away from electronic devices (Procentese, Gatti, & Napoli, 2019). Greenhow (2011) found that students' use of social media had a good impact on their online learning and their ability to adapt to new technologies in a constructive way, which in turn increased their motivation to learn. But according to a local study, students' overuse of social media has damaged their family relationships since it

causes them to withdraw from one another, stops them from talking to each other, and prevents them from asking for help when they need it (Ali, 2016). According to Shabir, Safdar, and Gilani (2014), who conducted study in their home town, excessive use of social media leads to societal disruptions. More time spent on social media is associated with, per another study. Research by Clayton, Nagurney, et al. (2013) and Valenzuela, Halpern, and Katz (2014) shows that relationships can suffer when people spend too much time on social media. Nearly one-third of people surveyed by Pew Research (2014) thought that social media had a negative impact on their relationships. Technology creates "interruption" between interactions, according to McDaniel's (2015) research. Like many others, Proudfoot worries that technology will drive a wedge between generations, make people feel alone, and encourage them to put their phones and computers ahead of their loved ones. (Young, 2007). Researchers have shown that people's over reliance on social media has alienated them from more traditional forms of interpersonal connection, such as clubs and groups, and from volunteer work. Also, studies have shown that people who spend a lot of time on social media are less likely to bond with their friends and family and more likely to feel alienated and alone. Because of social media, relationship dynamics and significance have evolved. Nowadays, kids can vent to their friends about their problems and emotions without confiding in their parents, all thanks to social media. Family relationships are weakening because people are too preoccupied with their phones and computers to pay attention to one another (Kaplan & Haenlein, 2009). Everyone in a family, including parents and siblings, is feeling the effects of social media. Even parents can have a negative impact on their children's development if they spend too much time on social media, according to one study (O'Keeffe, 2016). Sultana (2017) argues that families suffer when members spend too much time on social media, which can cause long-term isolation and a weakening of family ties.

Social Media Usage

Facebook.

45% of Facebook users do it less than once a day, twenty-five percent do it once a day, sixteen

percent do it three to five times a day, eighteen percent do it twice a day, and only five percent do it eight to nine times a day. One hundred and fourteen percent of Facebook users spend less than five minutes a day, fourteen percent spend five to fifteen minutes, eight percent spend fifteen to thirty minutes, and six percent spend thirty to sixty minutes a day (Barilovskaia et al., 2019). A study by Jafarkarimi et al. (2016) found that the fact that people can access their social media accounts from anywhere at any time could make them addicted. Furthermore, they discovered that Facebook users' ability to communicate in real life and their ability to finish tasks were both harmed by excessive use (Jafarkarimi et al., 2016).

WhatsApp.

53% of the people who took part in a study by Faye et al. (2020) said they use WhatsApp for one to two hours every day. Eighteen percent use it for two to five hours a day, twenty-eight percent for less than an hour, and only one percent for five to ten hours a day. Fourteen percent of students surveyed by Kharya et al. (2019) said that using WhatsApp too much makes them study less, thirty-four percent said that it hurts their grades, and fifty-three percent said it was hard for them to concentrate.

YouTube.

Thirty-two percent of those surveyed by Klobas et al. (2018) said they watch YouTube every day for 10 to 30 minutes, 22.4% for about an hour, 15.4% for less than 10 minutes, 19.2% for one to two hours, and only 3.5% for three hours or more.

The Impacts of Social Media Use

There are still advantages to using social media despite the controversy surrounding its detrimental effects on students. According to Tess's (2013) investigation, Facebook has demonstrated its beneficial effects on students' academic performance. Specifically, the students found Facebook to be an effective learning tool that allowed them to participate in subject discussions, access lecture notes, take assessments, and simply interact with their peers. Nonetheless, overusing social media might still have unfavourable consequences. The problem of addiction is one of the negative aspects of social

media. In a study published in 2017, Moghavvemi et al. found that 18% of students had an addiction to Facebook and 20% had an addiction to YouTube. The students often spent more than two hours a day on these platforms for non-essential purposes. The younger generation feels more alone as a result of the social media generation's excessive use and quick growth of these platforms, which may push them to engage in risky behaviour and, in the end, sour relations between family and companion (Moghavvemi et al., 2017). Furthermore, studies have shown that increased social media use has a negative impact on students' academic performance and relationships with their families (Moghavvemi et al., 2017). Additionally, excessive social media use will have detrimental psychological effects on university students.

Social Media and Education

Aside from rapidly changing the communications landscape, the advent of social media platforms has significantly affected both student and teacher pedagogy (Devi et al., 2019). Nowadays, in universities and colleges, people like students and instructors work together to create new knowledge (Devi et al., 2019). In addition to seeking out those with different viewpoints, students can use social media and networking sites to interact, connect, and share social skills (Gikas, 2013). The expansion of IT has made the online world a treasure trove of data. Thirty percent of students utilised social media to communicate with classmates, teachers, and friends; over half of those students used social media during class for things like video chatting, sharing links, and other similar activities (Ansari, 2020). There are advantages and disadvantages to using social media; the advantages are most noticeable when using these platforms to access and use course material, video clips, transfer educational notes, and so on (Ansari, 2020). According to Ansari (2020), students often think that social media is the best way to get the information they need because it is both cheap and easy. Research has shown that students' learning and engagement are enhanced when they use modern technology, and students nowadays prefer to use such tools. Incorporating technology into the learning process also makes it more engaging for students. There is a dramatic

improvement in the efficiency, effectiveness, and ease of the technological interchange. In any area of life, including schooling, our minds today tend to perform faster when assisted by modern technology.

Educational Communication Management

Making sure that communication in an organisation is well-planned, organised, directed, and controlled is what it means to manage it (A. Ortavian and A. Toni 2022). Managing the flow of appropriate and useful information inside and outside of a business is the main goal of educational communication. A lot of different people are involved in the education process, such as students, teachers, parents, school officials, and people in the community. Educational communication management includes projects that help these people talk to each other. A. U. Rengkaningias and S. Siswantoyo (2022) say that educational communication management includes setting up a reliable communication system to make sure that everyone has access to up-to-date information, creating educational programs, evaluating student progress, and helping families and schools get along. Some important parts of good information management are:

- Communication planning: Planning the message to be delivered, who will receive the message, and what media will be used to deliver the message.
- Organizing communication: Organizing the flow of communication, dividing tasks and responsibilities in delivering messages, and managing communication resources.
- Directing communication: Directing the direction and purpose of communication to suit the education strategy and the needs of the parties concerned.
- Controlling communication: Monitoring and evaluating the communication to ensure the messages are delivered correctly and on time.

Good communication management in education is essential for creating a transparent environment, building trust and enhancing active participation from all parties involved in the

education process. It can help to create positive and supportive relationships between educational institutions, students, teachers, parents and the community as a whole.

Communication with Students and Parents in Educational Settings

Effective communication between educators, students, and parents is critical to fostering a supportive and successful educational environment. This communication plays a vital role in building relationships, promoting student achievement, and ensuring that parents are actively involved in their children's education. The dynamics of communication in education have evolved significantly with the advent of technology, yet the foundational principles of clear, consistent, and respectful interaction remain unchanged.

The Importance of Communication

Communication between schools and families is fundamental to student success. According to Epstein (2018), when schools maintain open lines of communication with parents, it creates a partnership that supports student learning and development. Effective communication helps in aligning the educational goals of the school with the expectations and aspirations of the students and their families. It also provides a platform for addressing concerns, sharing achievements, and fostering a sense of community within the school.

Strategies for Effective Communication

One of the key strategies for effective communication with students and parents is clarity. Educators must ensure that their messages are clear, concise, and tailored to the needs of their audience. For students, this might mean using language that is age-appropriate and easy to understand. For parents, especially those who may not be familiar with educational jargon, it is essential to communicate in a way that is both informative and accessible.

Consistency is another crucial element. Regular communication helps to build trust and keeps both students and parents informed about the ongoing activities and expectations within the school. This could be achieved through various channels such as newsletters, parent-teacher

meetings, emails, and, increasingly, digital platforms. Regular updates on academic progress, behavioral expectations, and upcoming events ensure that parents and students are well-informed and can actively participate in the educational process.

Technology has also transformed how communication is conducted in educational settings. Digital tools such as email, learning management systems (LMS), and social media platforms have made it easier for educators to reach out to students and parents. These tools allow for real-time communication, which is particularly valuable in today's fast-paced world. According to Wang and Lau (2019), the use of digital communication tools has increased parental engagement by making it more convenient for parents to stay informed and involved.

Challenges in Communication

Despite the advances in communication technology, challenges remain. One of the primary challenges is ensuring that communication is inclusive. Not all families have equal access to digital tools, and some may face language barriers. Schools must be proactive in identifying these challenges and finding alternative ways to communicate. For instance, providing printed materials, offering translation services, and ensuring that communication is accessible to parents with disabilities are essential steps toward inclusivity.

Another challenge is maintaining a balance between digital and face-to-face communication. While digital tools offer convenience, they should not replace the value of personal interactions. Face-to-face meetings, whether in the form of parent-teacher conferences or informal chats, allow for more nuanced conversations and help to build stronger relationships. According to Kremer (2020), a blended approach that combines digital communication with in-person interactions is most effective in maintaining strong connections between schools and families.

Building Strong Relationships

At the heart of effective communication is the relationship between educators, students, and parents. When communication is open,

respectful, and consistent, it fosters trust and collaboration. Educators who take the time to understand the needs and concerns of both students and parents can tailor their communication strategies to be more effective. This relational approach ensures that communication is not just about the transfer of information, but about building a supportive community that prioritizes student success.

Methods

This research is quantitative research employing a descriptive survey method. Sharma (2008) defined a descriptive method as a step taken by researchers to gather information from respondents using suitable methods. This method was selected because it allows the use of

questionnaires to collect data on the impact of social media on educational management and communication with students and parents. From this population, 305 students were chosen using a simple random sampling technique and eventually took part in the survey. A questionnaire designed by the researcher. This questionnaire comprised two parts; part I focused on personal data of the participants. Part ii consists of 15 questions that sought to investigate the impact of social media use on educational management and communication with students and parents. Questionnaire was given to evaluators to determine its validity. Corrections were made based on their observations and it was adjudged valid. To establish the reliability is 0.78.

Results

Table 1: Gender of respondents

	Frequency	Percent
Male	169	55.4
Female	136	44.6
Total	305	100

In this question, the majority of the respondents are male which contributed 55.4%, a total of 169 out of 305 respondents. It is followed by females

which occupied 136 out of 305 respondents, contributing a 44.6% to the study.

Table 2: Impact between Social Media and educational management and communication with students and parents

Variable	N	Mean of educational management and communication with students and parents	S.D	t' Value
After Starting use of Social Media	305	297.2		24.6
Before Starting use of Social Media	305	233.6	35.6	

The table presents data on the impact of social media on educational management and communication with students and parents. It compares the effectiveness of these activities before and after the introduction of social media. The data includes 305 participants, showing a mean value of 297.2 after starting the use of social media, with a standard deviation (S.D) of 24.6. In contrast, before the use of social media, the mean

value was 233.6, with a higher standard deviation of 35.6. The difference between the two conditions suggests a significant improvement in educational management and communication with students and parents after incorporating social media into these processes. The lower standard deviation after the introduction of social media also indicates more consistent outcomes across participants.

Table 3: t-value of the impact of social media on educational management and communication with students and parents

Gender	N	Mean	SD	df	Cal. value	t- value	Crit. value	t- p-value
Male	169	55.40	6.57	198	1.36	1.96		.863
Female	136	44.59	6.95					

According to Table 3, the computed t-value was 1.36, while the critical t-value was 1.96. Given that, at the $p = 0.05$ threshold of significance, the computed t-value was 1.36 and the critical t-value

was 1.96. This suggests that the effects of social media on school administration and parent-teacher dialogue were statistically indistinguishable.

Table 4: Welch ANOVA and Post-hoc Comparisons results

Predictor variable	M ± SDA	p-value	MD ± SEc	MD ± SE	MD ± SE
Time spent on social media		< .001	2 – 3 hours	4 – 5 hours	> 5 hours
<2 Hours	32.2 ± 9.74		3.28 ± 2.14 ^{ns}	3.42 ± 2.04 ^{ns}	10.4 ± 2.29*
2-3 hours	28.9 ± 8.47		---	0.14 ± 1.56 ^{ns}	7.12 ± 1.88**
4-5 hours	28.8 ± 8.00		---	--	6.99 ± 1.76**
>5 Hours	21.8 ± 11.1		---	--	----

In Table 4, you can see the outcomes of the post hoc tests and the Welch ANOVA. The results showed that the variation was not homogeneous. So, Games-Howell Post-hoc analysis was used to find the groups that were thought to be important. The Welch ANOVA results ($F_w(3,92.91) = 8.258, p < 0.01$) showed that there was a statistically significant difference in the means. The Games Howell post hoc test showed that educational management and communication with parents and students go down significantly when social media use goes over 5 hours (21.8 ± 11.1). This is in comparison to using it for 4 to 5 hours ($28.8 \pm 8.00, p = 0.001$), 2 to 3 hours ($28.9 \pm 8.47, p = 0.001$), and 1 to 2 hours ($32.2 \pm 9.74, p = 0.00$).

Conclusion and Recommendations

It was found in this study that using social media hurts communication between parents and teachers and the school management. Especially in the last ten years, social media has changed how we learn, share knowledge, and connect with each other. This change has brought about new problems for both teachers and students, but it has

also created new ways to learn. One of the most exciting uses of social media in the field is making learning better for kids. Social media sites are great for group projects, talks, and sharing information because anyone can join and the sites are always changing. Students and professors from around the world can help each other learn about other countries and see the world in a bigger way. Teachers can also use social media to create online groups, share resources, and promote conversations that happen outside of school. Plus, social networking may be a great way to keep up with the newest news and trends. This is especially helpful in fields like science and technology that depend on up-to-date information. Teachers can also use it to share their study and discoveries, which makes it possible for more people to get academic information. Thus, recommendations are made that:

1. It is crucial for counsellors to inform parents and guardians that their wards' social behaviour can be negatively impacted by their use of social media, and that they should monitor their usage.
2. It is crucial for educators to educate kids

regarding the detrimental impact of careless social media usage. Students' detrimental impact on social behaviour is something that teachers should make them aware of.

3. It is important for parents, guidance counsellors, and educators to collaborate on strategies for helping students establish positive social behaviour while utilising social media.

4. Counsellors should discuss the factors that contribute to students' bad social behaviour as a result of their usage of social media. This can serve as an early warning system and teach kids to be responsible with their social media use. If the intuitional authorities are serious about helping schools and teachers make the most of social media, they should schedule frequent lectures and workshops on the subject. Counselling practice can benefit from the findings of this study. An important part of a professional counselor's job is to let clients know about the potential benefits or risks of a certain phenomena so that they can take the necessary precautions.

- Counsellors may aid students in many ways by creating a setting where they are able to utilise social media positively. Counsellors have a unique opportunity to help students realise their full potential by introducing them to the features of social media and guiding them in making positive use of these platforms.
- By teaching students assertiveness, empathy, decision-making, and mutual agreement, among other skills to improve positive social behaviour, counsellors can boost self-esteem and dissuade students from misusing social media. Counsellors have the dual role of informing pupils about the positive aspects of social media and the negative consequences that might arise from abusing these platforms.

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