

The Impact of the Utilization of the Social Media Platforms in Teaching Kindergarten in Goa District, Division of Camarines Sur

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ARTICLE INFORMATION

Article history:

Published: March 2026

Keywords:

Social Media Integration
 Kindergarten Education
 Self-Directed Learning

ABSTRACT

The integration of social media platforms in early childhood education has emerged as a significant pedagogical innovation aimed at enhancing learner engagement, communication, and academic development. This study examined the impact of utilizing social media platforms in teaching kindergarten learners in the Goa District, Division of Camarines Sur during School Year 2024–2025. Specifically, it identified the platforms commonly used by teachers, determined the extent of their utilization in promoting academic performance, class participation, reading, study habits, and assessment practices, and evaluated the perceived impact of these platforms on learners' understanding, academic achievement, self-directed learning, and communication skills. The study also analyzed the level of agreement among respondents regarding the ranking of these dimensions and formulated policy recommendations to strengthen instructional practices. The research employed a descriptive–evaluative–correlational design involving sixty-one (61) kindergarten teachers as respondents. Data were collected using a researcher-developed questionnaire and analyzed through weighted mean, frequency count, percentage, rank, and Kendall's Coefficient of Concordance with the corresponding chi-square test at a 0.05 level of significance. These statistical procedures enabled the examination of both the degree of social media utilization in classroom instruction and the consistency of teachers' perceptions regarding its impact on learning outcomes. Findings revealed that Facebook emerged as the most commonly utilized platform, followed by TikTok and YouTube, while WhatsApp, Snapchat, and Viber were less frequently used. Social media platforms were rated as "Very Much Utilized" across instructional domains, with the highest influence observed in improving academic performance, enhancing reading skills, and developing positive study habits among learners. Furthermore, the perceived impact of social media integration was found to be "Very Much Evident," particularly in promoting self-directed learning and fostering better conceptual understanding. Significant agreement among respondents was observed in selected domains such as class participation, reading, and study habits, as well as in better understanding and improved academic performance, indicating shared perceptions of the instructional value of social media tools. Based on the results, the study proposed policy directions emphasizing digital citizenship education, teacher professional development, structured integration of social media into lesson planning, and strengthened collaboration among school leaders, teachers, and parents. The findings contribute to the growing discourse on technology-enhanced early childhood education by demonstrating that purposeful and guided use of social media platforms can support learner engagement, autonomy, and communication competencies. The study further underscores the need for balanced instructional approaches that integrate digital tools with developmentally appropriate pedagogies to sustain learning effectiveness in kindergarten education.

1. Introduction

The rapid advancement of digital technologies has significantly transformed contemporary educational practices, particularly in the integration of social media platforms as instructional tools. In recent years, educators have increasingly explored the pedagogical potential of platforms such as Facebook, YouTube, TikTok, and messaging applications to facilitate interactive learning experiences, promote learner engagement, and enhance communication between teachers, learners, and parents. These developments are especially relevant in early childhood education, where innovative teaching strategies are essential in fostering foundational cognitive, social, and linguistic skills. The purposeful integration of digital tools in kindergarten instruction is therefore viewed as a means of responding to the evolving learning needs of young learners in technologically mediated environments.

In the Philippine educational context, the utilization of social media for instructional purposes has gained prominence due to the increasing accessibility of mobile devices and internet connectivity. Social media platforms provide opportunities for teachers to deliver multimedia learning materials, organize virtual discussions, monitor learner progress, and support collaborative learning activities beyond the physical classroom. Such platforms have been associated with improvements in academic performance, reading development, class participation, and the formation of positive study habits when used in a structured and developmentally appropriate manner. These instructional benefits underscore the importance of examining how social media tools can be effectively harnessed to enhance teaching practices in early childhood settings.

Despite the growing adoption of social media in educational environments, concerns remain regarding its optimal utilization, pedagogical effectiveness, and alignment with quality teaching standards. Variations in teachers' digital competencies, institutional support mechanisms, and the availability of structured policies may influence the extent to which social media integration contributes to meaningful learning outcomes. Moreover, while digital platforms offer opportunities for promoting self-directed learning and improving communication skills, their use also requires careful monitoring to ensure that instructional objectives are achieved without compromising learner well-being or developmental appropriateness. These considerations highlight the need for empirical investigations that assess both the extent of social media utilization and its perceived impact on learners' academic and socio-communicative development.

In response to these educational challenges and opportunities, this study examined the impact of the utilization of social media platforms in teaching kindergarten learners in the Goa District, Division of Camarines Sur. By analyzing teachers' perceptions of social media use across multiple instructional domains and evaluating the level of agreement among respondents regarding its effectiveness, the research aimed to generate evidence-based policy recommendations that could guide instructional innovation and digital integration in early childhood education. The findings of this study are expected to contribute to the broader discourse on technology-enhanced pedagogy by providing context-specific insights that inform the development of balanced, inclusive, and responsive teaching strategies in kindergarten education.

2. Methodology

This study employed a descriptive–evaluative–correlational research design to examine the impact of the utilization of social media platforms in teaching kindergarten learners in the Goa District, Division of Camarines Sur during School Year 2024–2025. The descriptive component enabled the identification of the social media platforms commonly used in instructional delivery and the extent of their utilization across specific learning domains. The evaluative dimension assessed the perceived impact of these platforms on learners' academic performance, engagement, communication skills, and development of self-directed learning behaviors. Meanwhile, the correlational aspect of the design determined the level of agreement among respondents regarding the ranking of the instructional benefits and impacts associated with social media integration. This multi-dimensional research approach allowed for a comprehensive analysis of both the practices and perceived outcomes of technology-supported kindergarten instruction.

The respondents of the study consisted of sixty-one (61) kindergarten teachers assigned in the Goa District, Division of Camarines Sur. A total enumeration sampling technique was employed to ensure broad representation of teachers actively engaged in early childhood instruction within the district. By involving all available kindergarten teachers, the study sought to capture diverse instructional experiences, contextual realities, and varying levels of digital competency in the integration of social media platforms in classroom practice. The focus on teacher respondents provided insights into instructional implementation, learner engagement strategies, and the pedagogical effectiveness of social media use in early childhood education.

Data were gathered through a researcher-developed questionnaire designed to measure the utilization of social media platforms across domains such as academic performance enhancement, class participation, reading development, study habits formation, and assessment practices. The instrument also evaluated the perceived impact of social media integration in terms of better understanding of lessons, improved academic performance, self-directed learning, and communication skills. Prior to administration, the questionnaire underwent validation and editing procedures to ensure clarity, relevance, and alignment with the research objectives. Ethical considerations were observed throughout the data collection process, including securing necessary permissions from school authorities and ensuring voluntary participation and confidentiality of respondents.

For data analysis, both descriptive and inferential statistical techniques were utilized. Weighted mean, frequency count, percentage, and rank were applied to determine the extent of social media utilization and its perceived impact on instructional practices and learner outcomes. To test the level of agreement among respondents in ranking the extent of utilization and impact across various instructional domains, the Kendall's Coefficient of Concordance (W) with the corresponding chi-square test was employed at a 0.05 level of significance. These statistical procedures enabled the identification of areas of convergence and divergence in teachers' perceptions, thereby providing empirical bases for policy recommendations aimed at strengthening the effective integration of social media platforms in kindergarten education.

3. Results and Discussions

This section presents the findings on the utilization and impact of social media platforms in teaching kindergarten learners in Goa District, Division of Camarines Sur. The results are organized into four major analytical components: (1) social media platforms utilized, (2) extent of utilization across instructional domains, (3) extent of impact on learners, and (4) test of significant agreement among respondents. Overall findings indicate that social media platforms were highly utilized and perceived to have substantial instructional and developmental benefits, particularly in fostering learner autonomy, comprehension, and engagement.

1.1 Social Media Platforms Utilized in Teaching Kindergarten

Table 1: Social Media Platforms Utilized

Platform	Frequency	Rank
Facebook	39	1
TikTok	22	2
YouTube	22	3
WhatsApp	7	4
Viber	5	5
Snapchat	4	6

The results indicate that Facebook emerged as the dominant instructional platform among kindergarten teachers. Its multifunctional features—such as group creation, content sharing, messaging, and parent communication—make it a highly adaptable tool for instructional support. TikTok and YouTube also showed substantial utilization, reflecting teachers’ recognition of the pedagogical value of short-form and multimedia learning content in capturing learners’ attention and improving retention. Lower utilization of messaging platforms such as WhatsApp and Viber suggests that while these tools support communication and coordination, they may be perceived as supplementary rather than primary instructional platforms. The least utilization of Snapchat indicates limited alignment with instructional objectives or familiarity among teachers. These findings demonstrate that platform selection is influenced by accessibility, instructional flexibility, and perceived effectiveness in promoting learner engagement.

3.2 Extent of Social Media Utilization in Instructional Domains

Table 2: Extent of Social Media Utilization

Instructional Domain	Mean	Interpretation	Rank
Academic Performance	4.93	Very Much Utilized	1
Reading	4.88	Very Much Utilized	2
Developing Study Habits	4.79	Very Much Utilized	3
Class Participation	4.68	Very Much Utilized	4
Assessment	4.64	Very Much Utilized	5

Social media utilization was rated “Very Much Utilized” across all domains, indicating strong integration of digital platforms in kindergarten instruction. The highest mean in academic performance suggests that teachers perceive social media as an effective tool for reinforcing lesson comprehension through visual content, interactive assignments, and parent-supported learning activities. The strong rating for reading development highlights the role of multimedia storytelling, phonics videos, and collaborative reading tasks facilitated through digital platforms. These tools appear to support early literacy development by providing diverse and engaging learning materials that extend beyond traditional classroom resources. Meanwhile, developing study habits also received high ratings, reflecting the effectiveness of digital reminders, instructional videos, and interactive challenges in promoting learner discipline and independent learning behaviors. Although class participation and assessment were still rated very high, their relatively lower means suggest challenges in sustaining active engagement and designing structured evaluation strategies within social media environments. These findings imply that while social media enhances instructional delivery, teachers may require further support in optimizing assessment practices using digital tools.

3.3 Extent of the Impact of Social Media Utilization on Learners

Table 3: Extent of the Impact

Impact Dimension	Mean	Interpretation	Rank
Self-Directed Learning	4.88	Very Much Evident	1
Better Understanding	4.80	Very Much Evident	2
Improve Communication	4.53	Very Much Evident	3
Improve Academic Performance	4.51	Very Much Evident	4

The findings reveal that social media integration had a very strong perceived impact on learner development, particularly in fostering self-directed learning. This suggests that digital platforms enable learners to independently explore learning materials, set learning goals, and engage in collaborative knowledge construction. Such autonomy is critical in developing lifelong learning competencies, even at the early childhood level.

The high rating for better understanding indicates that multimedia resources and interactive activities significantly enhance conceptual clarity and retention. Visual demonstrations, storytelling videos, and collaborative online discussions appear to contribute to deeper cognitive processing among learners.

While communication skills and academic performance improvement were also positively influenced, their relatively lower means may reflect contextual limitations such as uneven access to digital resources, varying levels of parental support, and the developmental readiness of learners to fully engage in structured digital interactions. These findings suggest that while social media platforms support multiple learning outcomes, their effectiveness depends on guided instructional design and contextual support mechanisms.

3.4 Test of Significant Agreement on Utilization

Table 4: Agreement on Rank Orders of Utilization

Domain	Kendall's W	p-value	Decision
Academic Performance	0.61	>0.05	Not Significant
Class Participation	0.97	<0.025	Significant
Reading	0.90	<0.025	Significant
Developing Study Habits	0.91	<0.025	Significant
Assessment	0.42	>0.05	Not Significant

Significant agreement in class participation, reading, and study habits indicates shared perceptions among teachers regarding the effectiveness of social media platforms in promoting learner engagement and literacy development. The very high Kendall's W value in class participation suggests strong consensus on the instructional benefits of collaborative digital activities. However, the absence of significant agreement in academic performance and assessment reflects variability in teachers' experiences and contextual conditions. Differences in technological readiness, instructional strategies, and evaluation methods may influence how social media is utilized to measure learning outcomes. This finding highlights the need for structured guidelines and training programs to standardize technology-supported assessment practices in early childhood education.

3.5 Test of Significant Agreement on Perceived Impact

Table 5: Agreement on Impact Dimensions

Impact Dimension	Kendall's W	p-value	Decision
Better Understanding	0.89	<0.025	Significant
Improve Academic Performance	0.71	<0.05	Significant
Self-Directed Learning	0.89	>0.05	Not Significant
Improve Communication	0.68	>0.05	Not Significant

The results demonstrate significant agreement in better understanding and academic performance, confirming teachers' shared recognition of the cognitive benefits of social media integration. However, the lack of significant agreement in self-directed learning and communication suggests differing classroom realities and instructional approaches. Some teachers may observe strong learner autonomy and communication growth, while others may encounter challenges in monitoring digital interactions or sustaining learner participation.

These variations underscore the importance of institutional support, professional development, and policy frameworks that guide the effective integration of social media platforms in early childhood instruction.

Overall, the findings affirm that social media platforms are powerful complementary instructional tools in kindergarten education. Their strong utilization across domains reflects teachers' adaptive responses to evolving technological environments and the need for flexible learning modalities. The platforms contribute significantly to learner engagement, autonomy, and comprehension, yet their effectiveness varies depending on contextual factors such as teacher competence, parental involvement, and access to digital resources.

The presence of perceptual variability in assessment and communication domains suggests that the transition toward fully integrated digital pedagogy requires systematic policy support, capacity-building initiatives, and collaborative stakeholder engagement. Strengthening these areas will enable educational institutions to maximize the instructional potential of social media while ensuring developmentally appropriate and equitable learning experiences for kindergarten learners.

4. Conclusions and Implications

4.1 Conclusions

This study examined the utilization and perceived impact of social media platforms in teaching kindergarten learners in the Goa District, Division of Camarines Sur. Based on the empirical findings, several important conclusions can be drawn regarding the role of digital platforms in early childhood instruction.

First, social media platforms have become integral instructional support tools in kindergarten education. Among the platforms examined, Facebook emerged as the most commonly utilized, followed by TikTok and YouTube, reflecting teachers' preference for accessible, interactive, and multimedia-rich learning environments. The extensive use of these platforms indicates that kindergarten teachers are increasingly adopting technology-enhanced strategies to facilitate lesson delivery, communication, and learner engagement.

Second, the extent of utilization of social media platforms across instructional domains was found to be consistently high. Teachers perceived social media as particularly effective in improving academic performance, enhancing reading skills, fostering positive study habits, and encouraging class participation. These findings suggest that digital platforms can support both cognitive and behavioral aspects of early learning when used as complementary instructional tools. However, relatively lower ratings in assessment-related practices indicate the need for more structured and developmentally appropriate strategies for evaluating learning outcomes within digital environments.

Third, social media integration was perceived to have a substantial impact on learner development, especially in promoting self-directed learning and improving conceptual understanding. The interactive features of digital platforms enable learners to explore

educational content independently, collaborate with peers, and develop communication competencies. Nonetheless, variations in teachers' perceptions regarding communication and learner autonomy highlight the influence of contextual factors such as access to technology, parental support, and instructional design.

Finally, the study revealed both convergence and divergence in teachers' perceptions of social media utilization and its impact. Significant agreement in domains such as class participation, reading, and better understanding indicates shared recognition of the instructional value of social media tools. Conversely, the absence of significant agreement in academic performance, assessment, self-directed learning, and communication suggests that the effectiveness of digital integration may vary depending on individual teaching approaches and institutional support mechanisms. These findings underscore the need for systematic policies and professional development initiatives to ensure consistent and effective implementation of technology-enhanced instruction in kindergarten education.

4.2 Implications

The findings of this study carry important implications for educational practice, policy development, and future research in early childhood education and technology integration.

From an instructional perspective, the results highlight the importance of adopting structured and purposeful approaches in integrating social media platforms into kindergarten teaching. Teachers should design developmentally appropriate learning activities that leverage multimedia content, collaborative interactions, and guided exploration to enhance learner engagement and comprehension. The integration of social media should complement traditional pedagogical methods rather than replace them, ensuring a balanced learning environment that supports holistic child development.

From a professional development standpoint, the study underscores the necessity of continuous capacity-building programs that equip teachers with digital pedagogical competencies. Training initiatives focusing on technology-supported assessment strategies, classroom management in online environments, and digital content creation can enhance instructional effectiveness and reduce variability in implementation practices. Strengthening teachers' confidence and skills in utilizing social media tools is essential for maximizing their educational benefits.

In terms of institutional and policy implications, the findings suggest the need for clear guidelines on the responsible and effective use of social media in early childhood education. School leaders and education authorities should develop policies that promote digital citizenship, safeguard learner well-being, and ensure equitable access to digital learning resources. Establishing monitoring and evaluation mechanisms can also help assess the long-term impact of social media integration on learning outcomes and instructional quality.

Finally, the study contributes to the broader academic discourse on technology-enhanced early childhood education by providing empirical evidence from a localized context. It highlights the potential of social media platforms to support learner autonomy, communication, and academic engagement while emphasizing the importance of contextual factors in shaping instructional effectiveness. Future research may explore longitudinal impacts of digital integration, comparative analyses across grade levels, and the development of innovative instructional models that combine social media with emerging educational technologies.

Overall, the study affirms that when implemented thoughtfully and supported by appropriate policies and training, social media platforms can serve as valuable tools in enriching kindergarten education and preparing learners for participation in digitally mediated learning environments.

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