



GOMAL UNIVERSITY JOURNAL OF RESEARCH



Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan

ISSN:1019- 8180 (Print)

ISSN: 2708- 1737 (Online)

Website

www.gujr.com.pk

HEC Recognized

Social Sciences

CrossRef

DOI:10.51380


ASSESSING THE ROLE OF TEACHERS & PARENTS IN DEVELOPING STRATEGIES AGAINST SOCIAL MEDIA MISUSE AMONG STUDENTS

Tauqeer Abdullah¹, Anwar Ul Haq² & Abdul Wahid Qureshi³

¹PhD Scholar, Department of Sociology, University of Peshawar, Khyber Pakhtunkhwa, Pakistan

²Lecturer, Department of Gender Studies, University of Peshawar, Khyber Pakhtunkhwa, Pakistan

³PhD Scholar, Department of Sociology, University of Peshawar, Khyber Pakhtunkhwa, Pakistan

KEYWORDS	ABSTRACT
Secondary school, Social media misuse, Teachers, Parents, Students	The study aimed to identify the ways in which social media was misused among secondary school students and how students could be prevented by teachers and parents developing some preventive strategies. This was a quantitative study conducted under a survey research design. All 10th grade students and teachers of secondary schools in Sargodha division, Punjab, Pakistan, made up the total population of the study. A total of 400 individuals were sampled, and of those, 52 teachers and 348 parents provided responses. The data was collected with the help of a self-made questionnaire built on a 5-point Likert scale. In the results, significant evidences of social media misuse were found among students. The study also discovered a substantial impact of parents and teachers' preventive measures on students' social media misuse ($R^2 = 0.72$), $F(1, 197) = 69.55$, $p < .001$. In conclusion, teachers and parents played an effective role in keeping students from misusing social media by developing some preventive strategies. However, parents and teachers who are unaware of children's misuse of social media should contribute to preventing them from misusing it.
Article History Date of Submission: 28-07-2023 Date of Acceptance: 26-09-2023 Date of Publication: 30-09-2023	 © 2023 Gomal University Journal of Research
Corresponding Author	Tauqeer Abdullah: tauqeer.malik43@yahoo.com
DOI	https://doi.org/10.51380/gujr-39-03-07

INTRODUCTION

The Internet and some social media platforms are now readily available to children on gadgets like iPads, tablets, cell phones & laptops (Deng & Tavares, 2013). These social media platforms play a big role in children's lives. Social media sites (SMS) are currently considered educational platforms that have helped students perform better (Ahn, 2011). Today, almost 59% of children between the ages of 9 and 16 have social media profiles (Livingston & Helsper, 2008). SMSs like Facebook, Tiktok, WhatsApp, and Twitter may possess certain positive aspects, especially for students. These platforms can give students the chance to communicate with their teachers,

friends, and those who are not accessible to them (Zarzycka, Krasodomska, Mazurczak-Mąka, & Turek-Radwan, 2021; Greenhow & Chapman, 2020). Students can use social media sites for academic purposes (Purwanto, Fahmi, & Cahyono, 2023), like social community development (Malik & Haidar, 2023), entertainment and enjoyment (Yue, Lee, Xiao, & Zhang, 2023), and creative expression (Liu et al., 2023), exposure to the globe (Torous et al., 2021), employment opportunities (Ashaye, Mahmoud, Munna, & Ali, 2023), the marketing (Rosário & Dias, 2023), and the knowledge sharing with a large audience (Kircaburun, Alhabash, Tosuntaş, & Griffiths, 2020).

These social media sites also bring about some potential risks and dangers, particularly for school-going children (Kleeberg-Niepage & Degen, 2022; Livingston & Smith, 2014). Facebook is one of leading social media platforms that is most commonly misused by its users. According to Facebook, as many as 95 million Facebook profiles, or 12.7% of all users, were found to be fake. These fraudulent profiles and bogus accounts are used to create the spam accounts (Lobe, Livingstone, Lafsson, & Vodeb, 2011). These accounts are further used for unethical activities such as posting and watching pornographic contents (Ali, Haykal, & Youssef, 2023; Nannim, Njoku, Onuoha, Orji, & Njoku, 2023), sexual abuse (Pedersen, Bakken, Stefansen, & von Soest, 2023), cyberbullying (Rajbhandari & Rana, 2023; Lee et al., 2023), academic procrastination (Üztemur & Dinç, 2023), the privacy issues (Dhiman, 2023), disrupting sleep (Gori, Topino, & Griffiths, 2023), disseminating false information (Ahadzadeh, Ong, & Wu, 2023), as well as the addiction (Sujarwoto, Saputri, & Yumarni, 2023). Excessive use and misuse of the Internet and social media can be harmful for mental and psychological well-being of users (Ortiz-Ospina & Roser, 2023; Moretta, Buodo, Santucci, Chen & Potenza, 2023; Lee et al., 2023; Bozzola et al., 2022).

It is vital to take certain preventative measures to limit the excessive use of the Internet and social media platforms in order to lessen these risks and dangers. The teenage years are crucial time for parents to monitor their children's internet use because they spend majority of their time away from home. Less extrinsic behaviour during adolescence has typically been linked with parental, educational monitoring. Parental involvement and emotional support (Apdillah, Simanjuntak, Napitupulu, Sirait, & Mangunsong, 2022) and teachers (Chemnad et al., 2023; Zhang, Bai, Jiang, Yang, & Zhou, 2019) are viewed as being extremely important and impactful. Their oversight and mediation is a form of surveillance in which they can monitor the locations and social circles of their children and students (Sun et al., 2021). It consists of asking friends, classmates, and other acquaintances about the extracurricular activities in which their children are involved. Additionally, it entails parents and teachers setting guidelines and limitations on the activities of their children (O'Malley, 2021; Smetana, 2008). Thus, numerous studies are available on the advantages of the social media, specifically how Facebook, WhatsApp, and the Internet have brought the people together. However, little research has been done to determine that how it is being misused by the students and what role teachers and parents can play in its mitigation.

The internet, smartphones, and laptops are now readily available to practically all secondary school students. Parents and educational institutions provide students access to these devices for educational purposes, yet most students misuse them in variety of ways. Such misuses may have variety of social, psychological, physical, and mental issues (Talaue, AlSaad, AlRushaidan, AlHugail, & AlFahhad, 2018). Assessing role of teachers and parents in developing strategies against social media misuse among students is crucial in promoting responsible and safe online

behavior (Bozzola et al., 2022). Both educators and parents play essential roles in guiding and educating students about the responsible use of the social media. In order to stop students from misusing online platforms, teachers and parents may be incredibly helpful (Gori, Topino, & Griffiths, 2023). In this regard, teachers can incorporate digital literacy and online safety into their curriculum. They can educate students about the potential risks and consequences of the social media misuse. This study intended to fill in this knowledge vacuum and investigate how teachers and parents may help prevent schoolchildren from misusing social media and how these preventive measures were effective in the prevention of the social media misuse among students.

Research Objectives

1. To determine teachers and parents' roles in developing strategies against social media misuse among students.
2. To identify the impact of parents and teachers' strategies developed for students to prevent them from social media misuse.

Research Hypotheses

1. Ho: Teachers and parents do not play a significant role in developing strategies against social media misuse among students.
2. Ho: Teachers and parents' preventive strategies do not have significant impact on social media misuse among students.

LITERATURE REVIEW

Social Media Misuses

Children excessive usage of social media is concern that could harm their overall development, education & wellbeing in diverse manners. Social networking websites are becoming recognized as one of primary platforms for online crime and intercommunity communication. Due to quick responses, these sites serve as forum for both criminal activity and community communication (Broadhurst, 2006). Sexually explicit conversations, photos, and videos are captured and sent through mobile phones, computers, and other digital devices. These social media platforms are being abused by users who publish naked/half-naked video clips and photographs (Pawlikowska et al., 2022; Webb, Craissati, & Keen, 2007). Sometimes people post videos, images, and other private content on social networking sites without fully comprehending security dangers. This may result in identity theft, privacy violations, and other internet dangers (Saura, Marqués, & Ribeiro, 2023). Users of social media have a platform to engage in hate speech, cyberbullying, and harassment, which hurts the victims' feelings and causes them psychological anguish. The cyberbullying and other harmful online behaviors have adverse effect on mental health as well, leading to sadness, low emotional well-being levels, and decrease in life satisfaction (Fossum, Skokauskas, Handegård, Hansen, & Kyrrestad, 2023; Parris, Lannin, Hynes & Yazedjian, 2022; Mesch, 2018).

Excessive use of social media also hurts the academic achievement of children (Astatke, Weng, & Chen, 2023). Studying, working out, and engaging in face-to-face social interactions can all suffer from consuming excessive time on social networking sites. Constant updates, messages, and notifications may render it hard for students to concentrate on their academic obligations. This may result in issues with the concentration and decreased learning effectiveness (Munang, 2022; Talaue et al., 2018). While they spend a limited amount of time with their friends and

family, children spend a lot of time online (Ali, 2016). Peer interactions are less frequent, and the familial bond is weaker. These children have poor social skills and a small real-world social network due to the fact that they don't interact with their family in person, which contributes to social isolation (Scheinfeld & Voorhees, 2022). Children don't have close relationships with family and friends frequently exhibit psychological symptoms of maladjustment & have lower levels of self-esteem (Ante-Contreras, 2016). They often show severe symptoms of psychological and mental disorders like schizophrenia, antisocial behavior & violent tendencies (Dražević, Rukavina, & Poplašen, 2023). Their health is negatively affected by routine overuse of social media, which raises their risk for depression and anxiety (Yoon, Kleinman, Mertz, & Brannick, 2019).

Preventive Strategies

Teachers and parents are crucial to preventing students from abusing social media. Together, they can help students learn about the responsible and safe online behavior. Children's internet activity can be monitored by keeping an eye on websites they visit, using software to stop, filter, or track their online behavior, and setting time limits (Alqahtani, Furnell, Atkinson, & Stengel, 2017). Parents and teachers' oversight of social media usage is viewed as essential during the adolescent years since they spend more time among their peers and very little time with parents and teachers (Gentile, Reimer, Nathanson, Walsh, & Eisenmann, 2014). They can set up the clear guidelines and standards for their children's use of social media, like time limits on screen time, suitable content, and importance of finding balance between online and offline activities. They can support open dialogue about children's internet experiences in a nonjudgmental way and let them share any anxieties, risks, challenges they might meet online. Children ability to critically analyze online content, distinguish between trustworthy and fake news sources, and assess the accuracies of the information they encounter can also be helped by the parents and instructors. They can create safe environment where kids feel comfortable reporting incidents of cyberbullying.

They might also put in place explicit anti-bullying policies and processes in order to deal with such issues rapidly. It is important to note that both the advantages and disadvantages of social media use have significant impact on children psychological and physical development (Parris, Lannin, Hynes, & Yazedjian, 2022). Teachers can establish clear classroom guidelines for use of technology and social media during school hours. This can include policies on using devices only for educational purposes. These two organizations ought to urge children to have in-depth conversations about the dangers of accessing these websites and potential effects it might have on them (Feinberg & Robey, 2009). Parents should create supportive environment where their children feel comfortable discussing online experiences, both positive and negative. Adding children to friend list allows parents and teachers to keep an eye on their social media activity, particularly the photos they post, feedback that they leave on their timelines, and comments they leave on other people's postings. Teachers can model responsible online behavior by using social media professionally. They can prove how to engage in the meaningful online discussions and avoid spreading misinformation. It also enables teachers and parents to look up the names of their students' online acquaintances and the materials that they are exposed to (Romo et al., 2017).

RESEARCH METHODOLOGY

This study was undertaken using quantitative approach under survey research design. Parents of 10th grade male students and the secondary school teachers in Sargodha division, Punjab,

Pakistan, made up the study's total population. Sargodha division had four districts: Sargodha, Khushab, Mianwali, and Bhakkar. Parents, as respondents, were chosen on basis of the number of enrolled students. Students who were chosen for sample were asked to set up appointments with parents for data collection. In Sargodha division, there were a total of 360 boys' secondary schools (SIS Punjab, 2023), in which nearly 20466 students were found to be enrolled. On the teachers' side, almost 3026 male teachers were employed by secondary schools throughout the division.

Table 1
District-wise Population Size

SN	Districts	Secondary Schools	Students	Teachers
1	Sargodha	128	7012	901
2	Khushab	100	5021	806
3	Mianwali	60	4166	611
4	Bhakkar	72	4267	708
Total		360	20466	3026
Total Population = 23492				

The study was carried out through probability sampling. In order to gather information from respondents, stratified sampling was used. A representative proportion of sample was taken from each district of the division. The sample size determination was made through L.R. Gay. If total population of a study is greater than 5000, sample of up to 400 respondents is always considered fairly suitable (Gay, 1987; Gay & Airasian, 2003; Abdullah, Khan, Shah, & Ullah, 2023). A total of 400 people responded, and of those, 348 (87%) were parents & 52 (13%) were teachers.

Table 2
Sample Distribution among Districts

SN	Districts	Parents	Teachers
1	Sargodha	119 (34%)	15 (30%)
2	Khushab	87 (25%)	14 (27%)
3	Mianwali	69 (20%)	11 (20%)
4	Bhakkar	73 (21%)	12 (23%)
Total		348 (87%)	52 (13%)

Self-made questionnaire with closed-ended items was developed for data collection. instrument was built on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, 5 = strongly agree). In this connection, ten different scales were developed for the current data collection process, totaling 76 items. Following are the details of the research scales used in the study:

- i. **Wastage of Time & Money:** This scale had total of seven items. The scale was developed to identify that whether students misused social media by wasting time and money on it.
- ii. **Unethical Activities:** This scale consisted 10 items. Scale was constructed to investigate whether concerned students misused social media by getting involved in the unethical activities.

- iii. Family Distance: This scale consisted 5 items. Scale was developed to identify whether children keep peers and friends away from families by keeping them busy on social media.
- iv. Loss of Privacy: This scale consisted of 5 items. The scale was developed to investigate whether the students can steal others' privacy by making proxies on the social media accounts.
- v. Loss of Social Skills and Study: This scale comprises 7 items. The scale was developed to investigate whether overuse of the social media disturbed the children's academic life.
- vi. Anxiety & Depression: This scale comprises 6 items. Scale was developed to investigate whether children create depression-like states for users doing fake activities on social media.
- vii. Vigilance: Nine items were included in scale. It was developed to investigate whether teachers and parents' acts of monitoring children protect them from misusing social media.
- viii. Dialogues: This scale had 8 items. It was developed to identify whether parents and teachers' strategies of making dialogues with the children about the misuses of social media.
- ix. Engagement in Studies: 5 items. It was developed to investigate whether teachers and parents' practice of keeping children engaged in studies prevent from misusing social media.
- x. Effectiveness of Strategies: This scale had fourteen items. It was developed to identify whether parents and teachers' strategies against social media misuse are effective or not.

A panel of five specialists was asked to thoroughly review questionnaire in order to determine whether the research scales were valid enough to measure concepts and preserve the calibre of this study. This process was performed to ensure content and face validity of the research tool. Hereafter, 30 questionnaires were given to educators and parents of students at their respective schools as part of a pilot test. The research instrument underwent the necessary modifications based on pilot study results. Cronbach alpha was then run to confirm items' reliability (internal consistency among items), and those items with reliability coefficients higher than .70 were kept in research tool. The researcher visited the schools in person and gave out questionnaires to the respondents during data collection phase. The researcher requested authorization from the relevant authorities before beginning about data collection process. All of the respondents were taken into confidence, and they were thus assured of maintaining their confidentiality and anonymity.

The following research ethics, the data were collected from teachers during the half-time period when they were not busy taking their classes. After the data collection process, the data analysis was performed. Thus, both descriptive and inferential strategies were utilized with the help of Statistical Package for the Social Sciences (SPSS) V-22. In the descriptive analysis, the mean, standard deviation, and standard error were added separately for each scale. In the portion of inferential statistics, t-test was employed to identify whether teachers and parents' strategies for preventing the social media misuse among children are significant. Regression analysis was executed to measure the effect of parents and teachers' preventive measures upon social media misuse. The core assumptions of parametric tests such as the data normality, adequate sample

size, linearity, as well as homogeneity of variance were ensured before applying the t-test and regression.

DATA ANALYSIS

Table 3 displays the frequency distribution and demographic information for the respondents. Out of the total 400 respondents, 127 were picked from rural portions of the districts, while 182 were drawn from urban areas. 111 participants had completed HSSC; 142 were graduates; 86 held master's degrees; 48 held MPhil degrees; 13 held PhD degrees. In terms of location, 162 respondents were from districts of Sargodha, 87 from Khushab, 74 from Mianwali, and 77 from Bhakkar.

Table 3

Frequency distribution of respondents' Demographic Information

Characteristics	n	%
Status		
Urban	273	68
Rural	127	32
Qualification		
HSSC	111	28
Graduation	142	35
Masters	86	22
MPhil	48	12
PhD	13	3
Locality		
Sargodha	162	40
Khushab	87	22
Mianwali	74	19
Bhakkar	77	19

Table 4

Aggregate Mean, SD, SE, & Cronbach α of Research Scales. (N = 400)

Scales	M	SD	Range	SE	α
Money and Time Wastage	3.772	1.272	1-5	.034	.813
Unethical Activities	4.251	1.050	1-5	.027	.783
Family Distance	3.461	1.631	1-5	.075	.812
Loss of Privacy	3.681	1.327	1-5	.064	.759
Loss of Social Skills and Study	3.936	1.126	1-5	.021	.803
Anxiety and Depression	3.336	1.267	1-5	.030	.741
Vigilance	3.975	1.076	1-5	.032	.793
Dialogues	4.015	0.852	1-5	.191	.721
Engagement in Studies	3.880	1.547	1-5	.085	.817
Effectiveness of Strategies	3.834	1.753	1-5	.075	.736

Table 4 displays group mean score for teachers, parents' reviews of secondary school students' misuse of social media and teachers and parents' countermeasures. Mean score of money and time wastage is (M = 3.772, SD = 1.272), unethical activities (M = 4.251, SD = 1.050), family distance (M = 3.461, SD = 1.631), privacy loss (M = 3.681, SD = 1.327), study, social skills loss (M

= 3.936, SD = 1.126), anxiety & depression (M = 3.336, SD = 1.267). vigilance (M = 3.975, SD = 1.076), dialogues (M = 4.015, SD = 0.852), engagement in studies (M = 3.880, SD = 1.547), and strategies (M = 3.834, SD = 1.753). All of measures showed that there was substantial evidence of student SM misuse that teachers & parents were involved in creating anti-social media abuse efforts.

Table 5*Mean of Teachers and Parents' Role in Developing Strategies*

	Teachers		Parents		Range	p
	M	SD	M	SD		
Vigilance	4.04	0.75	3.91	1.34	1-5	.00
Dialogues	3.87	1.25	4.16	1.71	1-5	.00
Engagement in Studies	4.13	0.84	3.63	1.63	1-5	.00

Note. Teachers n = 52, Parents n = 348.

Table 5 displays the mean score of parents and parents' perspectives on their roles in helping secondary school students develop anti-social media misuse strategies. On scale of "vigilance" (teachers' M = 4.04, SD = 0.75, parents' M = 3.91, SD = 1.34), on scale of "dialogues" (teachers' M = 3.87, SD = 1.25 and parents' M = 4.16, SD = 1.71), and on scale of "Engagement in Studies" (teachers' M = 4.13, SD = 0.84 and parents' M = 3.63, SD = 1.63). Statistics of all three scales indicate that both parents and teachers were crucial in role against social media misuse. The p values of all scales remained below .05, indicating significant role of teachers and parents in developing strategies against SMM among students. The results hypothesized that parents and teachers played crucial role in creating strategies and preventing students from misusing social media.

Table 6*Regression for Preventive Strategies of Parents & Teachers*

Variables	B	β	SE
Constant	22.59***		.13
Preventive Strategies	.94***	.61	.01
R	.83		
R2	.72		

Note. N = 400. ***p < .001.

In Table 6, regression analysis demonstrates how much effective teachers & parents' strategies were in reducing social media misuse among secondary-level students. The value of R2 = 0.72, F (1, 197) = 69.55, indicated that the predictor variable (preventive strategies) brought 72% variation in outcome variable (misusing social media). The results demonstrate that teachers and parents' preventive actions were positively associated with the preventing secondary-level students from misusing social media ($\beta = .61$, p < .001). The study hypothesized that parents and teachers' preventive measures against students' social media misuse had the substantial influence.

DISCUSSION

The main purpose of this study was to examine level of social media misuse among secondary-level students. It also investigated the role of parents and teachers in taking some preventive measures against the issue. The study found high level of social media misuse among students. One of the biggest misuses was the waste of time and money. A majority of respondents shared their views that time and money were being wasted at greater level by students on social media. They might misuse social media by watching movies, posting pointless content, and doing pointless browsing. Students were also found to be involved in the habits of sleeping less than they should and purchasing expensive subscription android packages. Supporting the findings, [Yoon et al. \(2019\)](#) came to conclusion that students spent a large amount of money on social networking. [Sivakumar, Manimekalai, and Ranjithkumar \(2020\)](#) concluded that the students became addicted to social media and spent much time doing unproductive activities on social media that critically influences thrier desired outcome. All such habits influence their academic outcomes. Most participants believed that students could engage in unethical activities on social media.

They used social media to access the immoral stuff, publish pornographic pictures and videos, make fake IDs for frauds, hack others' profiles, conduct rude pranks, disseminate incorrect information, harass, hurt others, and develop drug addictions. [Martinez-Prather and Vandiver \(2014\)](#) came to the same conclusion as this study, reporting that 20% of the teenagers posted photographs or videos of themselves wearing only pants. [Nannim et al. \(2023\)](#) asserted that teenagers used their mobile phone, computer, or other digital device to send, record, and send sexually explicit messages, images, or videos on social media. Results of this study showed that children who use social media often experience loneliness. They are unable to spend quality time with their families and form close relationships with them. Social media use can harm students' social and emotional development and their interpersonal relationships with family members. Supporting the findings of current study, [Jang-Jaccard and Nepal \(2014\)](#) discovered that many students neglect their rest and time with family and friends in favor of remaining connected online. It increased their social as well as emotional isolation ([Scheinfeld & Voorhees, 2022](#)).

The results of this study show students can post confidential data on social media, be sexually preyed upon, and be the targets of impersonation, hacking, and sexual harassment. Supporting the findings, [Dhiman \(2023\)](#) came to the conclusion that social media networking is currently the biggest challenge because of rise in data volume, velocity, diversity, and truthfulness, which creates a number of issues, including security and privacy. The risks that teenagers encounter online today are highest due to incorrect use of technology, privacy invasions, the publication of a lot of confidential data, and uploading of fake information about themselves ([Ahadzadeh et al., 2023](#)). The results of this study showed that children's social and academic development may be impacted by social media, including their academic achievement, collaboration with the teachers and fellow students, self-control, interpersonal relationships, and communication abilities form close relationships with them. These findings are consistent with the [Talaue et al. \(2018\)](#), same inference as this study who had the opinion that students who often use Facebook as well as other social media outlets perform badly in class, which is evidenced by their poor performance.

[Üztemur and Dinç \(2023\)](#) concluded that students who used social media excessively, had to face academic procrastination. The use of social media makes them addicted, and as a result,

they become lazy. Some preventive measures can be crucial in stopping children from misusing social media. Such measures are only effective when they are taken by individuals who are very close to children. In this regard, parents and teachers are the two bodies that can play a pivotal role in preventing children's social media misuse, as these are the stakeholders with whom children spend the most time. The findings of current study revealed that parents and teachers could play a great role in stopping children from misusing social media. They could play this role by nursing students are viewing on social media, users that children are communicating with, pages and groups that they like or follow, and the privacy settings that they have selected towards the desired leading outcomes in particular context and situations for development. Findings of this study were supported by [Alqahtani et al. \(2017\)](#) who asserted that parental oversights and teachers' monitoring played important role in preventing children social media misuse.

Children can be ministered to by what they are watching, posting, and liking on social media. These two bodies can play this role by keeping an eye (vigilance) on what children are doing on their mobile phones, computers, and laptops and with whom they remain connected most of the time on social media ([Romo et al., 2017](#)). The risks that teenagers encounter online today are the highest due to incorrect use of technology, privacy invasions, the publication of a lot of confidential data, and uploading of fake information about themselves. Parents and teachers' teachings and guidelines can be very important for preventing children's social media misuse. This study found that open dialogues about social media use were effective in stopping children from social media misuse. These findings are consistent with study of [Shin and Ismail \(2014\)](#), who concluded that conversations and dialogues on the pros and cons of social media made by parents to prevent children from misusing social networking. [Feinberg and Robey \(2009\)](#) stated that teachers, parents need to be made aware of the dangers that preteens and teenagers face on social media. These bodies ought to inspire young people to have in-depth discussions about the risks associated with accessing these websites and potential impact it might have on them.

CONCLUSION

The study made clear the alarming misuse and negative impacts that social media platforms have on teenagers. It was shown that using social media by students could have a number of detrimental effects, like exposure to immoral and explicit information, loneliness and anxiety, trouble focusing on academic work, and even the potential beginning of mood disorders. Other serious issues with excessive social media use include privacy invasion and risk of alienating one's family and friends. Despite these challenges, the study stressed how important it was for parents and teachers to take a role in preventing the harmful effects of social media. According to a study, keeping a tight check on teenagers, having open the conversations with them, and participating actively in those conversations can help teachers and parents effectively manage and support teenagers in their activities on the internet. By keeping an eye on children's digital activities, such as the content they engage with, people they communicate with, and the privacy settings they use, preventative measures could be put in place to stop overuse and misuse. The study demonstrated how social media's potential benefits—such as maintaining connections and sharing the information—can be advantageously exploited when used in the right way. By fostering meaningful connections, boosting academic engagement, and encouraging a healthy balance between online and offline activities, students' usage of social media platforms could be made more responsible and pleasant. The study essentially raised serious concerns about

children's social media use, but it also emphasised the critical role that involved parents and teachers might play in directing children towards a more controlled, happy, and secure online experience.

Recommendations

1. Parents and teachers who are unaware of children's misuse of social media should also contribute to preventing misuse of social media among students.
2. Family discussions regarding online issues should take place frequently, and social accounts and security settings should be checked for offensive posts.
3. The use of the internet and the particular issues that students face today should be discussed with them by teachers and parents.
4. By being more knowledgeable about the many technologies that students use, teachers and parents can fill in the gaps in their own involvement in the classrooms and at homes.
5. Parents and teachers should get more familiar with the advantages and disadvantages of digital media to better understand the devices that students use.
6. Students ought to use such social media platforms for study purpose only by joining groups, pages, and forums which offer them academic content in order to exchange knowledge.

REFERENCES

- Abdullah, T., Khan, M. I., Shah, U., & Ullah, S. (2023). Intrinsic and Extrinsic Factors Affecting Job Satisfaction: A Comparative Study of Public and Private Primary School Teachers. *Journal of Education and Social Studies*, 4(2), 348-358.
- Ahadzadeh, A. S., Ong, F. S., & Wu, S. L. (2023). Social media skepticism and belief in conspiracy theories about COVID-19: The moderating role of the dark triad. *Current Psychology*, 42(11), 8874-8886.
- Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and Technology*, 62(8), 1435-1445.
- Al-Shehab, N. A. (2022). the dark side of social media: spreading misleading information during covid-19 crisis. *Advances in Data Science and Intelligent Data Communication Technologies for COVID-19: Innovative Solutions Against COVID-19*, 277-306.
- Ali, S., Haykal, H. A., & Youssef, E. Y. M. (2023). Child Sexual abuse and the internet—a systematic review. *Human Arenas*, 6(2), 404-421.
- Ali, R. (2016). Social Media and Youth in Pakistan: Social Media and Youth in Pakistan: Implications on Family Relations. *Global Media Journal*, 14, 26.
- Alqahtani, N., Furnell, S., Atkinson, S., & Stengel, I. (2017, September). Internet risks for children: Parents' perceptions and attitudes: An investigative study of the Saudi Context. In *2017 Internet Technologies and Applications (ITA)* (pp. 98-103). IEEE.
- Apdillah, D., Simanjuntak, C. R. A., Napitupulu, C. N. S. B., Sirait, D. D., & Mangunsong, J. (2022). The Role of Parents in Educating Children in The Digital Age. *Review of Multidisciplinary Education, Culture and Pedagogy*, 1(3), 1-8.
- Ashaye, O. R., Mahmoud, A. B., Munna, A. S., & Ali, N. (2023). The role of social media engagement and emotional intelligence in successful employment. *Higher Education, Skills and Work-Based Learning*, 13(2), 315-337.

- Astatke, M., Weng, C., & Chen, S. (2023). A literature review of the effects of social networking sites on secondary school students' academic achievement. *Interactive Learning Environments*, 31(4), 2153-2169.
- Bozzola, E., Spina, G., Agostiniani, R., Barni, S., & Staiano, A. (2022). The use of social media in children and adolescents: Scoping review on the potential risks. *International journal of environmental research and public health*, 19(16), 9960.
- Chemnad, K., Aziz, M., Abdelmoneium, A. O., Baghdady, A., Al Motawaa, Y., & Ali, R. (2023). Adolescents' Internet addiction: Does it all begin with their environment? *Child and Adolescent Psychiatry and Mental Health*, 17(1), 1-14.
- Deng, L., & Tavares, N. J. (2013). From Moodle to Facebook: Exploring students' motivation and experiences in online communities. *Computers & Education*, 68, 167-176.
- Dhiman, D. B. (2023). Ethical Issues and Challenges in Social Media: A Current Scenario. Available at SSRN 4406610.
- Dražević, M., Rukavina, T. V., & Poplašen, M. (2023). Impact of Social Media Use on Mental Health within Adolescent Student Populations during Pandemic. *International Journal of Environmental Research and Public Health*, 20(4), 3392.
- Feinberg, T., & Robey, N. (2009). Cyberbullying: Intervention and prevention strategies. *National Association of School Psychologists*, 38(4), 22-24.
- Fossum, S., Skokauskas, N., Handegård, B. H., Hansen, K. L., & Kyrrestad, H. (2023). The significance of traditional bullying, cyberbullying, and mental health problems for middle school students feeling unsafe in the school environment. *Scandinavian Journal of Educational Research*, 67(2), 281-293.
- Gay, L.R., & Airasian. (2003). "Educational Research Competencies for Analysis and Application" (7th edition), Upper saddle River, NJ: Prentice Hall.
- Gay, L. R. (1987). *Educational Research: Competencies for Analysis and Application*, 3rd ed., (Columbus, Ohio: Merrill Publishing Company, 1987), 101.
- Gentile, D. A., Reimer, R. A., Nathanson, A. I., Walsh, D. A., & Eisenmann, J. C. (2014). Protective effects of parental monitoring of children's media use: A prospective study. *JAMA pediatrics*, 168(5), 479-484.
- Gori, A., Topino, E., & Griffiths, M. D. (2023). The associations between attachment, self-esteem, fear of missing out, daily time expenditure, and problematic social media use: A path analysis model. *Addictive Behaviors*, 141, 107633.
- Greenhow, C., & Chapman, A. (2020). Social distancing meet social media: digital tools for connecting students, teachers, and citizens in an emergency. *Information and Learning Sciences*, 121(5/6), 341-352.
- Jang-Jaccard, J., & Nepal, S. (2014). A survey of emerging threats in cybersecurity. *Journal of Computer and System Sciences*, 80(5), 973-993.
- Kircaburun, K., Alhabash, S., Tosuntaş, Ş. B., & Griffiths, M. D. (2020). Uses and gratifications of problematic social media use among university students: A simultaneous examination of the Big Five of personality traits, social media platforms, and social media use motives. *International Journal of Mental Health and Addiction*, 18, 525-547.
- Kleeberg-Niepage, A., & Degen, J. L. (2022). Between self-actualization and waste of time: young people's evaluations of digital media time. In *Children, Youth and Time* (Vol. 30, pp. 29-47). Emerald Publishing Limited.
- Lee, M. H. L., Kaur, M., Shaker, V., Yee, A., Sham, R., & Siau, C. S. (2023). Cyberbullying, social media addiction and associations with depression, anxiety, and stress among medical

- students in Malaysia. *International journal of environmental research and public health*, 20(4), 3136.
- Liu, J., You, S., Jiang, Y., Feng, X., Song, C., Yu, L., & Jiao, L. (2023). Associations between Social Networks and Creative Behavior During Adolescence: The Mediating Effect of Psychological Capital. *Thinking Skills and Creativity*, 101368.
- Livingstone, S., & Smith, P. K. (2014). Annual research review: Harms experienced by child users of online and mobile technologies: The nature, prevalence and management of sexual and aggressive risks in digital age. *Journal of child psychology and psychiatry*, 55(6), 635-654.
- Livingstone, S., & Helsper, E. J. (2008). Parental mediation of children's internet use. *Journal of broadcasting & electronic media*, 52(4), 581-599.
- Lobe, B., Livingstone, S., Ólafsson, K., & Vodeb, H. (2011). Cross-national comparison of risks and safety on the internet: Initial analysis from the EU Kids Online survey of European children.
- Malik, Z., & Haidar, S. (2023). Online community development through social interaction—K-Pop stan twitter as a community of practice. *Interactive Learning Environments*, 31(2), 733-751.
- Mesch, G. S. (2018). Parent–child connections on social networking sites and cyberbullying. *Youth & Society*, 50(8), 1145-1162.
- Moretta, T., Buodo, G., Santucci, V. G., Chen, S., & Potenza, M. N. (2023). Problematic social media use is statistically predicted by using social media for coping motives and by positive reinforcement processes in individuals with high COVID-19-related stress levels. *Journal of Psychiatric Research*, 158, 104-113.
- Munang, M. G. (2022). Effect of Social Media On Students' Academic Performance in Ahmadu Bello University Zaria: Social Media and Its Impact. *Science Open Preprints*.
- Nannim, F. A., Njoku, Z. C., Onuoha, J. C., Orji, E. I., & Njoku, O. C. (2023). Undergraduate students' use of social media in school: A need for regulatory policies in Nigerian universities. *Pedagogical Research*, 8(1). Ortiz-Ospina, E., & Roser, M. (2023). The rise of social media. *Our world in data*.
- Parris, L., Lannin, D. G., Hynes, K., & Yazedjian, A. (2022). Exploring social media rumination: associations with bullying, cyberbullying, & distress. *Journal of interpersonal violence*, 37(5-6), NP3041-NP3061.
- Pawlikowska, A., Szuster, E., Kostrzewska, P., Sobieszkańska, M., & Kałka, D. (2022). Internet Addiction Polish Women Sexual Functioning: Role of Social Media, Online Pornography, and Game Use during the COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 19(13), 8193.
- Pedersen, W., Bakken, A., Stefansen, K., & von Soest, T. (2023). Sexual victimization in the digital age: A population-based study of physical and image-based sexual abuse among adolescents. *Archives of sexual behavior*, 52(1), 399-410.
- Purwanto, A., Fahmi, K., & Cahyono, Y. (2023). The Benefits of Using Social Media in the Learning Process of Students in the Digital Literacy Era and the Education 4.0 Era. *Journal of Information Systems and Management (JISMA)*, 2(2), 1-7.
- Rajbhandari, J., & Rana, K. (2023). Cyberbullying on social media: An analysis of teachers' unheard voices and coping strategies in Nepal. *International journal of bullying prevention*, 5(2), 95-107.
- Romo, D. L., Garnett, C., Younger, A. P., Stockwell, M. S., Soren, K., Catalozzi, M., & Neu, N. (2017). Social media use and its association with sexual risk and parental monitoring

- among a primarily Hispanic adolescent population. *Journal of Pediatric and Adolescent Gynecology*, 30(4), 466-473.
- Rosário, A. T., & Dias, J. C. (2023). Marketing Strategies on Social Media Platforms. *International Journal of E-Business Research (IJEER)*, 19(1), 1-25.
- Saura, J. R., Palacios-Marqués, D., & Ribeiro-Soriano, D. (2023). Privacy concerns in social media UGC communities: Understanding user behavior sentiments in complex networks. *Information Systems and e-Business Management*, 1-21.
- Scheinfeld, E., & Voorhees, H. L. (2022). How Social Media, FoMO, and Isolation influence our perceptions of others who “break the rules”. *Social Media+ Society*, 8(2).
- Shin, W., & Ismail, N. (2014). Exploring the role of parents and peers in young adolescents' risk taking on social networking sites. *Cyberpsychology, Behavior, and Social Networking*, 17(9), 578-583.
- Sivakumar, I., Manimekalai, K., & Ranjithkumar, A. (2020). The Impact of Social Media on Girl Students Health in Sivagangai District. *International Journal of Psychosocial Rehabilitation*, 24(1), 174-179.
- Smetana, J. G. (2008). “It’s 10 o’clock: Do you know where your children are?” Recent advances in understanding parental monitoring and adolescents’ information management. *Child Development Perspectives*, 2(1), 19-25.
- Sujarwoto, Saputri, R. A. M., & Yumarni, T. (2023). Social media addiction and mental health among university students during the COVID-19 pandemic in Indonesia. *International journal of mental health and addiction*, 21(1), 96-110.
- Sun, X., Duan, C., Yao, L., Zhang, Y., Chinyani, T., & Niu, G. (2021). Socioeconomic status and social networking site addiction among children and adolescents: Examining the roles of parents' active mediation and ICT attitudes. *Computers & Education*, 173, 104292.
- Talae, G. M., AlSaad, A., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5), 27-35.
- Torous, J., Bucci, S., Bell, I. H., Kessing, L. V., Faurholt-Jepsen, M., Whelan, P., ... & Firth, J. (2021). The growing field of digital psychiatry: current evidence and the future of apps, social media, chatbots, and virtual reality. *World Psychiatry*, 20(3), 318-335.
- Üztemur, S., & Dinç, E. (2023). Academic procrastination using social media: A cross-sectional study with middle school students on the buffering and moderator roles of self-control and gender. *Psychology in the Schools*, 60(4), 1060-1082.
- Webb, L., Craissati, J., & Keen, S. (2007). Characteristics of internet child pornography offenders: A comparison with child molesters. *Sexual Abuse*, 19(4), 449-465.
- Yoon, S., Kleinman, M., Mertz, J., & Brannick, M. (2019). Is social network site usage related to depression? A meta-analysis of Facebook–depression relations. *Journal of affective disorders*, 248, 65-72.
- Yue, Z., Lee, D. S., Xiao, J., & Zhang, R. (2023). Social media use, psychological well-being and physical health during lockdown. *Information, Communication & Society*, 26(7), 1452-1469.
- Zarzycka, E., Krasodomska, J., Mazurczak-Mąka, A., & Turek-Radwan, M. (2021). Distance learning during the COVID-19 pandemic: students’ communication and collaboration and the role of social media. *Cogent Arts & Humanities*, 8(1), 1953228.
- Zhang, R. P., Bai, B. Y., Jiang, S., Yang, S., & Zhou, Q. (2019). Parenting styles and internet addiction in Chinese adolescents: Conscientiousness as a mediator and teacher support as a moderator. *Computers in Human Behavior*, 101, 144-150.