

Word count guidance – Final year project

The main body of the Final Year Project should be subdivided into chapters. Sub-headings within chapters allow for greater clarity and coherence. The typical structure is as follows, but the suggested word counts are guidelines. These are individualised submissions, follow the advice of your supervisor, you may find the length of your sections differs slightly. This word count is up to 7,000, with the 10% extra allowed, you can go up to 7,700 words.

Chapter	What this may include
Cover Page	Includes information such as the title of your study, your name, student number and the final word count. This section is not included in the word count.
Acknowledgements	A traditional section where the author mentions/thanks those involved in the study or perhaps supported them. This section is not included in the word count.
Abstract	A brief summary of your study - e.g. aims, methods, findings and conclusion. This section is not included in the word count.
Contents Page	This should list the heading for each chapter and can include sub-headings if you wish. This section is not included in the word count.
Introduction <i>700 words</i>	A section discussing the context of your study as well as your rationale for the research.
Literature review <i>2000 words</i>	This should include relevant literature relating to your study but should be more than presenting each source one-by-one.
Methodology/Research Design <i>1500 words</i>	This section should restate your research questions and cover aspects of your research design including; approach, methodology, sample, data collection methods, method(s) of analysis, positionality and ethics.
Findings & Discussion <i>2500 words</i>	As the title suggests, a discussion of your findings! This is where you should discuss your analysis of your findings. Be sure to include any references to literature (covered in your literature review or new, relevant literature).
Conclusions & Recommendations <i>500 words</i>	A section summarising your findings and any recommendations that may have arisen from this/potential for further research based on your findings.

References	Using APA 7th - further support can be found on the library website This section is not included in the word count.
Appendices	Your ethics forms should be included here (blank copies of those completed by your participants). Typically, a copy of your data analysis process is included here. This section is not included in the word count.

**Teachers' Perceptions of Social Media Use Among Children and Its Impacts on Wellbeing
and Learning**

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1. Introduction

Social media's profound impact on children's lifestyles is a fundamental educational issue for present-day schooling. Digital platforms significantly affect how young learners interact and seek information, but their combined effects on well-being and academic performance remain a topic of active research discussions (Saravanakumar, 2020). This research investigates Year 6 pupils (ages 10-11) online activities through junior school teachers' assessments of both educational advantages and drawbacks of social media usage. The existing research primarily

analyzes issues from the perspectives of children and parents. At the same time, classroom observations by teachers bring new understanding about social media impacts on child conduct, emotional well-being, and educational development. Social media research becomes critical now as children increasingly depend on digital platforms in their everyday lives (Güney, 2023).

In today's world, the use of social media in children's lives is heavily increasing. This makes social media an important part of learning regarding how they learn, talk with friends, and develop their hobbies. In the context of the 6-year-old pupil, social media okay a pivotal role in shaping the thinking and behavior of these childhood and teenage years (Goodyear & Armour, 2021). Furthermore, it also gives them certain ways through which they can be creative, make friends, and learn new things. Moreover, social media also creates various problems such as less focus in class, a sense of feeling left out, as well as exposure to things that they should not see. Teachers usually notice these uncertainties in the class and provide significant information about the influence of social media on pupils ' learning, and the feelings of children.

In addition, most of the time, children try to copy the online content to get more likes and comments. This can influence the confidence regarding how to act around others. Teachers usually see problems like friendship problems, bullying, or less interest in school work due to excessive reliance on online content. Therefore, the students need to study what the teachers think and observe. In addition, their views enable the schools and parents to understand their roles in supporting the betterment of the children.

1.1 Context

This research has three fundamental reasons. Frontline observers of children's development changes, teachers offer essential insights into how social media affects young learners when interacting with virtual platforms in real-world situations. Teachers provide more accurate assessments than student self-reports because they can observe how students translate their online activities into educational success or lack thereof in the classroom (Alpuğan, 2024). Social media offers educational frameworks through YouTube and other apps. Yet, teachers and educators debate whether these advantages are balanced by cyberbullying risks, sleep problems, and distractions from using social media tools.

1.2 Rationale:

Research by Kleeberg et al. (2022) reveals that social media excess is linked to higher child anxiety levels and worse academic results. However, Greenhow and Chapman (2020) present social media as a collaborative learning method. Widespread educational usage requires educators to understand the multiple dimensions that balance each other to implement effective classroom tactics.

Teacher-focused research is underdeveloped at the junior school level since digital habits emerge during this educational stage. Research neglects to ask teachers about their daily classroom difficulties and effective teaching practices because existing studies focus on secondary education and utilize quantitative data collection. This study uses teacher documentation to create actionable school strategies that focus on digital literacy instruction and student well-being, which produces net benefits of technology use but reduces potential dangers. The authors used survey data and interview information, which together gave researchers detailed insights from teachers working in various educational settings.

This research prioritizes ethical compliance by following BERA guidelines that ensure data protection and voluntary participation while maintaining confidentiality (Mulaudzi & Hamilton, 2025). Learning how social media affects education directly from teachers will become essential to develop policies that promote digital wellness. The research output will enrich academic discussions and present implementable solutions for teaching professionals in digital learning settings.

2. Literature Review

The widespread use of social networks by children leads researchers and educators to investigate their educational impact while assessing its influence on child development (McCrae, Gettings, & Purssell, 2017).

2.1 Social Media Use among Children

The trend of children using social media platforms continues to grow more popular. Holilulloh and Youssef in 2020 demonstrated that adolescents use social media to connect with peers while sharing content to develop social networks that improve their self-esteem (Holilulloh & Youssef, 2020). The research identifies problematic social media habits as reasons for disturbed rest patterns that lead to declines in student wellness, together with academic deterioration. According to Villanti and co-writers in 2017 explore who referenced a Pew Research Centre survey, most teenagers indicated social media (Villanti, et al., 2017). It exerted a detrimental influence on their mental health because they felt it caused excessive usage and disrupted rest, as well as distorted their sense of confidence.

2.2 Impacts on Wellbeing and Learning

Social media interaction presents multiple effects on children's overall well-being. Twigg and co-workers' systematic scoping review of social media helps decrease loneliness and anxiety through connecting people, yet dependency can aggravate negative emotions, producing worse depressive symptoms and psychological pressure (Twigg, Duncan, & Weich, 2020). Males demonstrate lower subjective well-being fluctuations than females, according to reporting in the review, which depends on family support systems and gender characteristics. The study states that institutions should adopt both media literacy and mental health programs to play an essential role in developing healthy social media behavior. May and Elder in 2018 demonstrated that educational uses of social media benefit students, but a large number experience such major interference that they delay tasks and perform worse academically (May & Elder, 2018).

2.3 Perceptions of Teachers Regarding Social Media Usage

Greenhow and Chapman in 2020 highlight that most teachers show conflicting perspectives about the educational use of social media. England junior school teachers faced an investigation regarding their duties in managing student social media usage. School professionals who regularly engage with social media tools both for communication and other purposes show stronger sentiments of obligation regarding students' digital behavior. Female teachers, coupled with staff working at private institutions, showed more tangible feelings that they should be responsible regarding social media usage (Greenhow & Chapman, 2020).

Alsehri in 2019 investigated how junior school teachers viewed using social media tools in their educational practices. The teaching staff was divided into two groups, where some saw social

media as having learning benefits, yet other staff members feared interruptions and difficulties in successful classroom implementation with social tools (Alshehri, 2019). They evaluated how English teachers view social networking sites through their research and found that educational benefits from these platforms were limited by difficulties in proper use, administration, and outcome-based contributions. Thus, social media utilization by children creates simultaneous academic and well-being advantages as well as obstacles to their academic and well-being success.

2.4 The Role of Social Media in Children's Cognitive and Emotional Development

The study by Bryant (2018) examined the complex impact of social media on teenagers' physical, social-emotional, and cognitive development. The study pointed out how misuse of screens is associated with poor sleep habits and less physical activity, leading to adverse health consequences. Cognitively, the study indicated that global digital stimulation has the potential to compromise attention span and academic achievement. Socially, the study explored that although social media can promote peer connection, it also raises the risk of cyberbullying and social comparison, which can amplify anxiety and depression. The study highlighted the dual-edged nature of social media, acknowledging both its potential for constructive engagement as well as risks of developmental damage (Bryant, 2018). The study supported increased parental and educational regulation to dampen negative effects and encourage balanced, healthy usage among teens.

Another study by Meixuan (2024) explored how exposure to social media influences the cognitive and social development of children, with an emphasis on both threats and possibilities. Socially, kids can delay developing empathy and communication skills with the substitution of virtual interactions for socialization in real life. The study examined that continuous exposure to social media messages will inhibit critical thinking, remembering, and resolving capabilities as a result of habitual multitasking and fewer face-to-face interactions (Meixuan, 2024). Study also observed that guided social media use that is age-appropriate can facilitate digital literacy and foster opportunities for learning together. The study highlights the need for education and parental participation to make children's use of social media beneficial rather than against their milestone development.

The study by Globokar (2018) investigated how digital media affects children's emotional, social, and moral development, with both positive and negative impacts. The study found that ongoing exposure to digital media may desensitize children to actual-world emotions and ethical

implications, suppressing empathy and moral judgment. Socially, it proposed that digital engagements can undermine the establishment of healthy relationships, diminishing children's capacity for interpretation of sophisticated social cues. Emotionally, extreme dependence on online media can increase exposure to worry, tension, and emotional dysregulation (Globokar, 2018). Despite these risks, the study indicated that the prospects of online sites to foster ethical consciousness and social bonding if managed responsibly. The study advocated digital engagement with monitored guidance through instruction and parental support to facilitate equilibrated development.

The study conducted by the (Alenzi & Alfaleh, 2024) provides valuable insights into the role of digital citizenship lessons in primary schools. These lessons enable the students to understand the influence of their online actions to a great extent. Furthermore, it also helps in building various skills such as empathy, respect, and critical thinking. These lessons assist the student to examine their online communication patterns and show that their digital behavior influences others. Furthermore, the study demonstrated that the collaborative working of teachers and parents also results in the development of balanced relationships with technology among children. In addition, involving children in offline activities also plays an important role in their cognitive and emotional development, effectively and efficiently. Therefore, digital citizenship lessons have a positive influence on the overall well-being of children in an educational context.

2.5 Social Media and Its Influence on Academic Engagement and Learning Outcomes

The study by Yu et al. (2022) examined the effect of mobile learning technologies and social media resources on student motivation and learning achievements in English language instruction. The study revealed that incorporating platforms such as WeChat and mobile applications improves learner engagement, involvement, and collaboration. Students employing social media for educational purposes exhibited better vocabulary acquisition, listening abilities, and overall language proficiency (Yu, Yu, Xu, Xu, & Wu, 2022). The study identified that such tools' interactive elements enhance active learning and support peer assistance, leading to increased levels of engagement. The study also calls attention to possible distractions as well as the importance of organized direction. The study concluded that, if they are properly incorporated into pedagogy, social media and mobile technologies can greatly enhance the English language learning experience and results.

Another study by Qureshi et al. (2023) explored factors affecting students' learning performance using collaborative learning and engagement in interactive learning environments. Social media and digital platforms are major instruments in facilitating students' collaboration, communication, and active participation in the study. The study emphasized that engagement plays a major mediating role in the relationship between collaborative learning practices and academic performance and that students learn better when socially and cognitively engaged (Qureshi, Khaskheli, Qureshi, Raza, & Yousufi, 2023). The study also highlighted the importance of peer interaction, instructor guidance, and technology integration in improving learning results. It is warned that if not properly guided, the collaborative process will end up becoming a disorganized or ineffective one. The study posits structured tech-enabled collaborative learning paradigms to ensure student engagement and academic performance.

The study by Rivera and Garden (2021) explored a framework for the application of gamification in increasing student engagement in higher learning. The study discussed several gamification approaches, such as points, badges, leaderboards, challenge, and their effect on motivation, engagement, and academic achievement. A study revealed that gamification makes the learning process more interactive and engaging, prompting students to be proactive in their studies. The study indicated that gamified systems that are well-designed can enhance cognitive engagement, encourage persistence, and facilitate collaborative learning (Rivera & Garden, 2021). Nevertheless, the study cautions against shallow implementation, highlighting the importance of alignment with learning goals. The study concludes that reflective gamification can be a valuable tool to increase student engagement and improve learning outcomes.

Similarly, (Wang, Wang, & Li, 2022) highlighted that the effective use of social media platforms helps in promoting personalized learning and educational services. Social media platforms enable the learners to revisit lessons, join discussion groups, as well as show engagement in online tutorials. Furthermore, students who consistently use educational videos can perform better in exams due to explanations by peers and repeated exposure. Moreover, a lack of guidance leads to misinformation and distraction to a great extent. Therefore, supervision of teachers plays an important role in avoiding these issues with the help of the structured use of social media. Creation of focused online groups and setting clear goals enables the students to take academic benefits efficiently and effectively. Furthermore, social media also helps shy students to participate freely in the classroom, which improves the overall engagement of the class.

2.6 Teachers' Attitudes and Responses to Children's Social Media

The study by Hayes et al. (2022) presented a qualitative study of the views of parents, teachers, and children about using social networking sites (SNSs) and how they affect young users. The study explored a mixed combination of worries and acceptance, pointing out that SNSs have the potential for social connection and digital literacy but also bring concerns about safety, emotional health, and school distraction (Hayes, James, Barn, & Watling, 2022). Parents and educators were concerned with exposure to dangerous content and peer pressure online, whereas children perceived social media as necessary for friendship maintenance and self-expression. The study highlighted the generation gap in knowledge about digital behavior and underscores the necessity of joint strategies between educators and families to ensure safe and significant SNS use by children.

Another study by Thanavathi (2021) investigated teachers' attitudes towards digital media technology in schools, highlighting its increasing importance in contemporary pedagogy. The study found that the majority of teachers recognize the advantages of digital tools in stimulating student participation, facilitating interactive learning, and enhancing access to educational materials. The study also pointed to issues regarding teachers' digital literacy, infrastructure constraints, and the risk of student distraction (Thanavathi, 2021). The study emphasized the need for training and institutional facilitation to enable teachers to adopt technology adequately. The study concluded that even as digital media has a lot of potential, its effectiveness depends heavily on adequate training and adequate planning at the classroom level.

In contrast, (Manu, Ying, Oduro, & Boateng, 2021) provide valuable insights into the attitude of teachers towards the social media use of children in an educational context. Most of the teachers consider social media a valuable tool in enhancing the engagement and collaboration of the students. They utilize platforms for instruction, supplements, material sharing, and communication with students and their parents. Moreover, some teachers also consider social media a distracting tool due to low attention spans and a huge amount of inappropriate content on social media. Therefore, teachers adopt a balanced approach that integrates the benefits of social media as well as the integrity of education.

3. Methodology

3.1. Research Approach & Methodology

This research takes a mixed-methods design, where both Qualitative and Quantitative approaches are combined to explore the perceptions of teachers on the use of social media by Year

6 children. The combination of standardised questionnaires and semi-structured interviews provides scope for acquiring rich, textured data (Wimalaratne and Kulatunga, 2022). Surveys offer quantifiable information and provide a scope for the recognition of overall trends, whereas interviews provide opportunities for participants to present their individual opinions, place experiences in context, and talk about lived experiences. This strategy is an improvement in the study since it enables cross-validation of results and the development of a more holistic understanding of the potential impact of social media on academic achievement and student wellbeing.

The study is underpinned by an interpretivist paradigm, which addresses the socially constructed and subjective nature of reality (Pervin and Mokhtar, 2022). It is an appreciation that teachers' perceptions are developed through interactions with students, school settings, and their experiences. The application of semi-structured interviews is especially suitable for probing rich perspectives and untangling rich, context-dependent answers. Meanwhile, pragmatism lays the foundation for quantitative surveys to add practical utility to the research, making contributions that inform school policy, pedagogical approaches, and computer literacy programmes in actual classrooms.

This research is descriptive and exploratory in design, seeking to investigate current beliefs and practices rather than hypothesis testing (Ansari, Rahim, Bhoje, and Bhosale, 2022). A descriptive design has been used, surveying at a single point in time. This is both sensible in terms of time and budget considerations and useful for obtaining a snapshot of teachers' current attitudes within the context of changing digital trends. By integrating diverse methods and viewpoints, the study attempts to provide a balanced, evidence-based description of how social media is seen to impact children's learning and wellbeing in today's classroom (Ghanad, 2023).

3.2. Sample

This research employs a purposive sampling method to select primary school teachers with firsthand experience of teaching Year 6 students. Purposive sampling is suitable and guarantees participants have suitable knowledge and practical understanding (Campbell, et al., 2020). This sampling also provides ways social media can influence student wellbeing and academic performance. Participants were chosen through professional networks, educational forums, and referrals from within the local education sector.

The study was involve a small, targeted sample of six to eight teachers from local primary schools. Three to four of these were participate in semi-structured interviews, and a further three to four were complete structured questionnaires. The sample is deliberately small in order to permit full qualitative analysis. It also includes some breadth through survey data. Participants are chosen according to availability, willingness to participate and present teaching in Year 6, making the data collected relevant and credible.

3.3. Data Collection Methods

Interview Methods

Semi-structured interviews with three to four Year 6 class teachers were conducted to obtain rich qualitative information about their views regarding the impact of social media on student learning and well-being. The interviews were conducted privately and in quiet spaces like staff rooms or administrative offices at the participating schools to preserve confidentiality and minimise distractions. Each interview session takes around 30 to 45 minutes and audio-recorded with permission from the participants to facilitate accurate transcription and subsequent analysis. The interview protocol consisted comprise open-ended questions aimed at probing issues like observed changes in behaviour in students, trends in academic performance, emotional well-being, and teachers' approaches for coping with issues related to social media. The semi-structured format is flexible and enables the asking of follow-up questions from participants' responses. The method is best suited for eliciting subtle insights and lived experiences.

Survey Methods

In quantitative research, the survey method is most suitable to explore numerical data. In addition to the survey, targeted questionnaires was administered to three to four 6th-grade teachers. These questionnaires are designed to gather both quantitative and qualitative information and use a combination of Likert scale and multiple-choice questions (Joshi, Kale, Chandel, and Pal, 2017). The questions are designed to assess teachers' general attitudes toward social media, the perceived academic and emotional impact on students, and possible school policies or interventions. Completion of the questionnaire should take between 15 and 20 minutes, and participants can use paper or electronic formats as preferred. Conducting structured questionnaires allows for data standardisation to compare responses and identify predominant patterns. Although less comprehensive than interviews, this approach provides a general picture of teachers' views and

helps triangulate qualitative interview findings, improving the overall reliability and validity of the study.

3.4. Method(s) of Analysis

Qualitative Analysis

The qualitative data gathered through semi-structured interviews were evaluated through thematic analysis. Through thematic analysis, the study identifies, examines, and reports on patterns or themes within the data. Audio recordings are also transcribed word for word, and transcripts are coded manually. The procedure was the Thematic six-stage method: familiarisation with data, initial coding generation, theme searching, themes reviewing, theme definition and naming, and final report production (Naeem, *et al.*, 2023). This method facilitates an in-depth, rich, and detailed description of teachers' experiences and perceptions of the impact of social media on Year 6 students. Through inductive coding, major themes including academic distractions, emotional wellbeing, classroom behaviour, and digital literacy strategies can potentially come out. Thematic analysis is particularly relevant in this research because it enables the exploration of intricate social phenomena through participants' personal experiences and reflections.

Quantitative Analysis

Quantitative data from the organised questionnaires was gathered in the form of Google Forms, which automatically produces summary charts and graphs for every question. These outputs, like pie charts, were given a clear pictorial representation of the responses of teachers on Likert scale and multiple-choice questions. The charts were interpreted narratively, highlighting visible trends, patterns, and contrasts in the data. For instance, the percentage who support that social media influences scholarly concentration were contrasted with those who disagree or do not respond. The open-ended answers were read against these graphs for context and deeper meaning. In contrast to using sophisticated statistical software, this technique provides for easy and meaningful interpretation of the findings. It also serves to underpin a holistic comprehension of how teachers view the effect of social media on wellbeing and learning within students, supporting the qualitative interview evidence and enhancing the overall analysis.

3.5. Positionality and Ethics

Positionality

As a researcher with a passion for digital wellbeing, I am aware that my own experiences and assumptions could affect the research process. My closeness to the education system offers useful knowledge of classroom dynamics. In addition, it also threatens to bring in bias when interpreting teacher responses or question framing. To be able to deal with this, I kept a reflexive journal during the research process, thinking about my assumptions and how they could influence data collection and analysis. I want to conduct the research in an open and unbiased manner due as teachers' perspectives inform the findings instead of imposing prior assumptions. I also recognise that being an outsider to the involved schools would have an impact on participant openness; therefore, attempts were made to establish rapport and trustworthiness with participants and represent their views as accurately as possible. Positionality was openly addressed in the final report to advance research integrity.

Ethics

Ethical principles are paramount and central within this study. In this way, it followed professional and institutional ethical standards (Cheong, *et al.*, 2023). Participants were provided with a comprehensive information sheet detailing the objectives of the research, methods involved, and rights, including the right to withdraw at any time without penalty. Informed written consent were sought before engaging in interviews or questionnaires. All information were processed by data protection laws such as GDPR. In addition, audio recordings, transcripts, and responses by survey was anonymised and stored securely and used exclusively for scholarly purposes. Interviews were also carried out in secluded settings to ensure confidentiality. In addition, the research shows no identifying information that published in the findings. Furthermore, support contacts were available in case of distress. A form for ethics approval was produced and granted by the appropriate ethics committee before fieldwork.

4. Findings and Discussion

4.1. Qualitative Results

Thematic analysis of qualitative responses from educators reveals a nuanced understanding of the role social media plays in the lives of children aged 10–11. While the dominant perception frames social media as a primary mode of communication, responses underscore a growing concern regarding its broader implications on student wellbeing, behaviour, and learning environments. Several interconnected themes emerged from the data: communication and identity formation, emotional well-being, social dynamics, and digital disruption within educational settings.

Communication and Identity Formation

Teachers consistently described social media as an integral channel for peer-to-peer communication, suggesting that children use these platforms to cultivate relationships and express themselves. Many educators noted that digital platforms are increasingly shaping students' identity narratives, allowing them to participate in digital cultures that extend beyond the classroom. This was particularly notable among introverted or socially anxious students, for whom online spaces often provide safer avenues for self-expression. However, respondents also voiced concern that this reliance on curated digital personas may result in unrealistic self-comparisons, impacting children's self-esteem and authentic interpersonal development.

Emotional Wellbeing and Social Comparison

A predominant theme was the link between social media use and children's emotional states. Educators reported observing increased levels of anxiety, irritability, and emotional dysregulation, which they attributed to online interactions. Teachers frequently referenced phenomena such as "fear of missing out" (FOMO) and the pressures of online validation (e.g., likes, comments), which were perceived as contributing to reduced self-worth. Several educators recounted instances where students displayed heightened emotional responses linked to exclusion from online groups or negative digital interactions, reinforcing concerns about the psycho-social costs of early digital engagement.

Friendship Dynamics and Peer Conflict

Social media was also identified as a significant factor in shaping the dynamics of childhood friendships. Teachers described cases where online disagreements, particularly in group chats, translated into in-person conflict and classroom disruptions. Bullying and exclusionary behaviour via social media were seen as increasingly prevalent, with some educators highlighting the challenges of addressing conflicts that originate outside school hours but manifest within the school environment. In these instances, staff were often required to act as digital mediators despite a lack of formal training or clear policy protocols.

Disruption to Learning and Classroom Management

Another prominent theme was the perceived disruption of learning environments. Educators highlighted that social media trends frequently infiltrate classroom discussions, often

diverting attention away from instructional content. Teachers expressed concern about declining attention spans and student disengagement, particularly in relation to content overload and constant connectivity. Although some educators acknowledged experimenting with digital tools for educational purposes, responses emphasised a lack of consistent guidance on how to meaningfully integrate such platforms into pedagogy.

4.2. Quantitative Results

This quantitative analysis presents findings from a structured survey administered to a cohort of primary school educators, aimed at assessing the perceived impacts of social media use among children aged 10–11. Responses were collected across five thematic domains: general perceptions, wellbeing, cognitive development, classroom management, and parental/school engagement. The results indicate broad consensus among educators regarding both the opportunities and challenges presented by social media, particularly in relation to student behaviour, mental health, and educational outcomes.

A significant proportion of respondents (100%) described that social media has a significant influence on the lives of children aged 10–11. It is a dominant mode of communication and identity construction. When asked about perceived benefits, 75% of educators agreed that social media supports creative expression and digital fluency. The findings also indicate that social media has serious drawbacks which influence children's well-being and learning. For example, it includes exposure to harmful content, online peer pressure, and reduced real-world social interaction.

Survey data strongly indicated concerns around student wellbeing. Approximately 75% of teachers reported noticing changes in students' emotional states. For example, it particularly increased anxiety and decreased resilience. It is believed to be linked to social media engagement. Similarly, 69% agreed that social media negatively influences children's confidence and their sense of social belonging, with many students reportedly equating online validation with self-worth. Additionally, 65% recalled witnessing or addressing friendship conflicts rooted in social media interactions, often requiring teacher mediation and emotional support strategies.

Educators perceived a notable impact of social media on students' attitudes. A majority (50%) agreed that regular social media use correlates with confidence and expression. In addition,

it also has shorter attention spans, increased distractibility, and diminished task persistence. It also acknowledged occasional educational benefits from digital content shared by students. It is indicated that social media references in class were more often disruptive than constructive. Notably, respondents had experimented with integrating social media tools into their teaching, citing concerns over safeguarding, time constraints, and lack of institutional support. In terms of classroom management, 83% of respondents identified mobile devices and social media distractions as significant challenges. This preparedness gap was particularly pronounced among early-career teachers, suggesting a need for enhanced training in digital literacy and online safety protocols within teacher education programmes.

The finding also highlighted a disconnect between home and school strategies. While 75% of educators believed that parents should play a more proactive role in guiding children's digital behaviour, only 48% felt that parents were sufficiently engaged. Moreover, teachers reported the presence of clear school-wide policies addressing social media conduct. The findings also describe that school policies are effective which influence well-being and learning.

4.3. Discussion

This research looks at how social media affects the well-being and learning of 10 to 11-year-old children based on what junior school teachers have observed (Hayes et al., 2021). A larger focus is given to students' emotional and behavioural well-being (Bücker et al., 2018), because teachers found that confidence, mood and peer connections often changed a lot. Both a survey with 16 questions and 15 interview questions were used as part of the research method. Three to four teachers and educators from the junior schools were interviewed and surveyed to collect a range of opinions. Both positive and negative outcomes were found, including increases in creativity and talk, as well as anxiety, less concentration and disturbances in the classroom.

The findings indicate that teachers noticed important emotional and behavioural shifts in students aged 10–11 because of social media. Signs of increased anxiety, changing self-esteem and changing moods were frequently spotted by many teachers in students (Mbuva, 2017). The findings also indicate that how teenagers feel could be connected to talking with other teens on the internet, experiencing online bullying and the desire to look good on social media. Those surveyed said that when excluded from group discussions or bullied online, students tended to avoid participating in class activities. These findings align with Twigg et al. (2020), who noted that too

much use of social media can cause extra stress and depressive symptoms. It is also true that girls often have larger changes in how they feel. According to teachers' feedback, girls seemed to feel stronger emotions after interacting with others in online platforms. They believe that emotional literacy programs and learning about digital health can solve many of these problems. Teachers also want to incorporate talk about online behaviour into their usual wellbeing lessons, to help students better understand how to use technology safely.

The findings indicate that out of all advantages, social media can offer different emotional and social advantages, even though it presents certain risks. Some educators noticed that shyer students felt more confident using technology to take part and were happier as a result. Many felt ready to take part in group work after expressing their ideas first online. Many teachers believe that regular class discussions online and creative social media tasks build better inclusion (Cooke, 2015). These findings align with Bryant (2018), who agrees by pointing out that input from adults can make digital platforms inspire creativity and help improve emotional development. Bryant notes that too much stimulation can be harmful, and so is counting too much on how others evaluate us. They believed it was because students wanted praise from their peers online more than from their teachers in class. One educator pointed out that students might find themselves unnoticed unless their posts get liked. The result shows up in the way students collaborate and behave in class. Bryant suggests finding ways to enjoy social media while also talking about getting validation online and online identity.

Teachers have seen students imitating trends from the internet, using influencer personas, or digitally role-playing in class (Andersen, 2024). Such behaviours broke up lessons and sometimes also caused problems between students. It shows that imitations on the Internet disconnect the difference between their virtual and real lives, even though students are not aware of the outcomes. A teacher noted that it is difficult to get students to stop talking in ways they hear on YouTube. These findings align with the study that states the ways digital media shapes children's feelings and moral sense (Globokar, 2018). According to the study, having students see this type of content over and over can dampen their empathy. Many examples came from teachers, showing that students sometimes mocked other students' feelings and copied internet trends that treat important topics playfully. Globokar suggested putting empathy, perspective-taking and moral reasoning first in education, a suggestion teachers confirmed. It was suggested that

classroom charters, restorative circles and having peers support each other would strengthen respectful communication.

Furthermore, the study demonstrates that social media has a major role in guiding learning engagement and concentrating the mind. Students were always using references to popular online trends, but teachers noted that their interest in academics would fade (Bandyopadhyay & Boyd-Byrnes, 2016). Some students had difficulty focusing and needed to be shown where to go often. A few became unhappy if their instruction didn't keep up with the excitement of digital material used in other areas of life. Another study observed that learning together and gaining new skills online can be rewarding, but students on social media easily lose their focus (Greenhow & Chapman, 2020). This was also observed in classrooms such as students were more involved when assignments used technology (for example, watching videos or playing quizzes), but found it harder to participate in usual lectures. According to one teacher, her students quickly lose interest if she doesn't add graphics or technology to the lesson. In order to handle this, the teachers advised introducing digital tools that connect to what students are learning. According to Greenhow and Chapman, when integration is done with a goal and training, it leads to more success. In the study, teachers suggested needing more professional development along with access to carefully chosen digital resources. Technology leaders also recommended coming together to decide when and how students should use social media at school.

The findings indicate that, besides a lack of engagement, student motivation may drop as a result of how quickly social media rewards its users. Educators realised that students who generally receive quick, encouraging results online were not very willing to put in extra effort when working on challenging problems. Many students opted out of trying difficult activities if they didn't offer quick results. Teachers said that when they don't get praised or noticed, students don't stick with the work for long. These findings align with Bryant's (2018) reasons that because digital platforms make people accustomed to fast responses, slower academic feedback does not hold as much value (Bryant, 2018). Therefore, teachers came up with strategies, involving badges, levelling up and team competitions, to help students get positive feedback. The strategies emphasise the use of technology to align students' motivations with the required academic standard.

The study points out that emotional support networks are very important. Teachers noticed that kids who received lots of parental support and had caring homes were more able to handle feelings of distress. Their behaviour showed less trouble, and they acted more appropriately on social media. By contrast, individuals who did not have these supports responded more quickly, acted on impulse or got caught up in online conflicts. Both teachers and parents were found, by Alenzi and Alfaleh (2024), to help improve children's skills in thinking critically and managing their emotions through digital citizenship education (Alenzi & Alfaleh, 2024). Participating teachers suggested that parent-school teams should establish parent training courses, sign agreements about internet use in the family and engage in regular tech challenges with parents. It is also found that when digital citizenship programs are taught, students start to show more consideration for others, esteem and learn about themselves. Educators talked about cases where students took part in projects that challenged others to use the internet safely. As a result of these projects, students were encouraged to review their actions and motivate others positively. This comes states that for balanced tech habits, students need to be engaged and learn by doing.

There is another important finding that shows there is a gap in how students and adults see social media. It was found that while students see social media as an important way to connect, not all students understand the mental dangers it can involve. As a result of this gap, there is more friction when trying to set digital limits. Many teachers find that teenagers view social media just as they view life, unlike adults, who see it as a possible danger. These findings align with Hayes et al. (2022), who found that children see platforms as important for making friends, but adults are concerned about safety and children's well-being (Hayes, James, Barn, & Watling, 2022). Suggestions were made to set up student councils or leadership programs so that students could help with digital policy-making. This participative method suggested by Hayes et al. empowers students and helps policies fit with their lives. Teachers in the study indicated their support for role-play, discussion learning methods and creating classroom tech rules with students.

To summarise, social media helps and harms young learners equally, and professionals must act quickly. Sufferers experience ups and downs, often follow others' behaviour, have attention challenges, yet can express themselves creatively and form bonds with others. All of the studies mentioned added theoretical and practical understanding that supports and supplements what teachers saw happening in classrooms. All of the evidence points to the conclusion that strong

social media use depends on directed, involved and well-suited practices among schools, teachers, families and students.

5. Conclusion and Recommendations

5.1. Conclusion

The study has shown how junior school teachers view the increasing use of social media by 10- to 11-year-olds. Results from both types of data show that there are many interactions between benefits and challenges. Although social media helps people be creative, express themselves and learn about digital tools, it likewise can cause mood swings, lower student performance, and disrupt friendships between peers. They noticed that more students were becoming anxious, forgetful and not paying attention in class, frequently due to the pressure to be liked online and encountering unsuitable information online. Meanwhile, unresolved disagreements from the internet too often showed up in the school building, with teachers stepping in to moderate the situation, though many needed more from the school for help. Even so, educators thought that with supervision, social media could help quieter students feel involved and learn together. From the data, we can see that both the helpful and harmful sides of social media require proactive actions through digital literacy, emotional wellbeing classes and improved interaction between parents and teachers. This research addresses a missing area in education literature by looking into what teachers think during the early years of teaching. By analyzing child use of technology and its outcomes in real education situations, the study forms a good basis for future improvements and research on social media's role in early learning.

5.2. Recommendations

After conducting research, several main points are suggested to address the problems social media causes and guide its future for education. At the beginning, schools should introduce organised digital literacy courses that address acting online, critical thinking and controlling emotions. Making digital citizenship a part of the main curriculum helps students tell apart how they act online from what they should do offline. Offering professional growth programs for teachers will increase their digital skills, so they can include modern technology in their teaching and deal with disturbances caused by social media. In addition, schools ought to put strict policies in place for using mobile devices and social networks, involving students so everyone can identify with them. Educators and parents must cooperate more now and in the future. Parents should be given training or outlines that show them how to supervise their children's social media interaction at home. Besides, adopting classroom charters and forming support groups among peers can help students

show empathy, manage online disagreements and restore good relationships in the classroom. Therefore, future investigations might research student-started digital projects to find out about their lasting effects on students' feelings and learning abilities. A longitudinal research design allows researchers to better see how using social media all the time affects the mind and engagement in lessons from year to year. By coming together, families will guarantee that children's digital experiences are balanced, friendly and informed.

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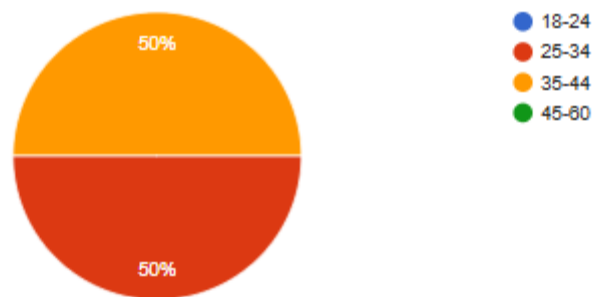
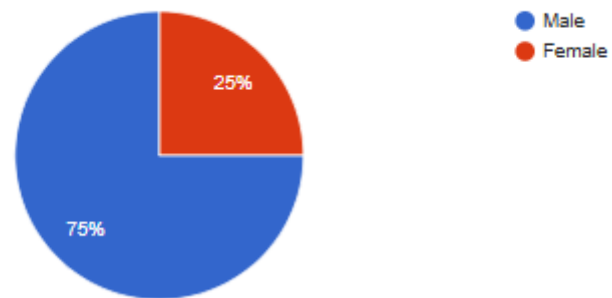
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Appendix

Questionnaire Results



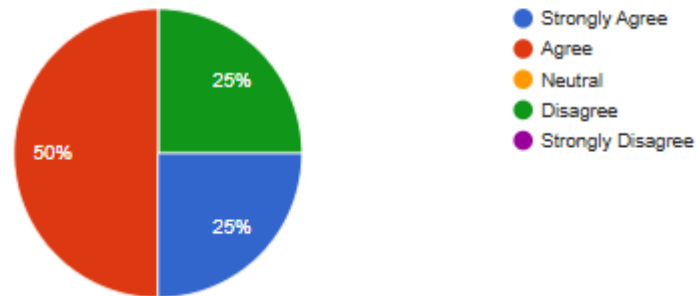
I believe social media has a significant influence on the lives of children aged 10–11.

4 responses



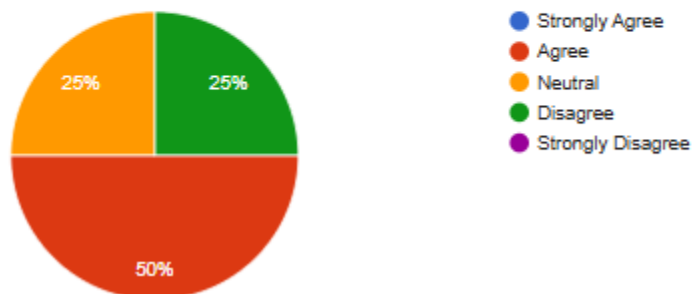
Social media offers more benefits than drawbacks for children in this age group.

4 responses



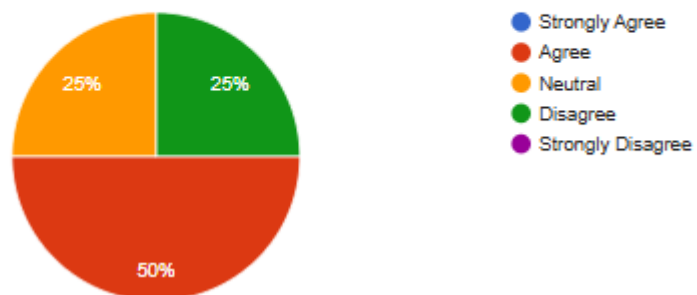
I have observed emotional or behavioural changes in students that I believe are linked to their use of social media.

4 responses



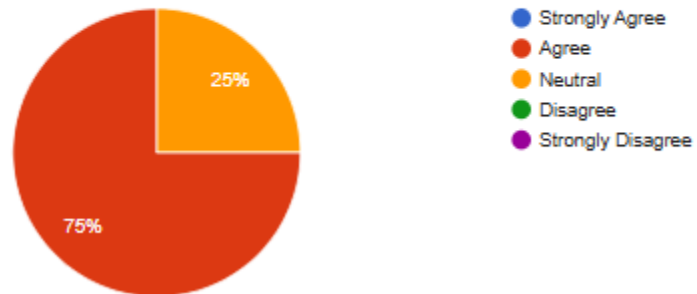
Social media positively influences children's confidence and ability to express themselves.

4 responses



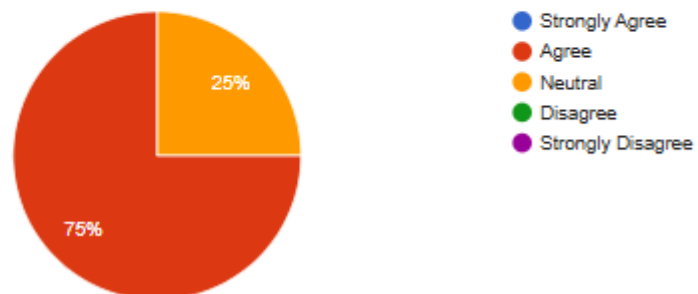
Social media has contributed to issues in friendships or peer relationships among students.

4 responses



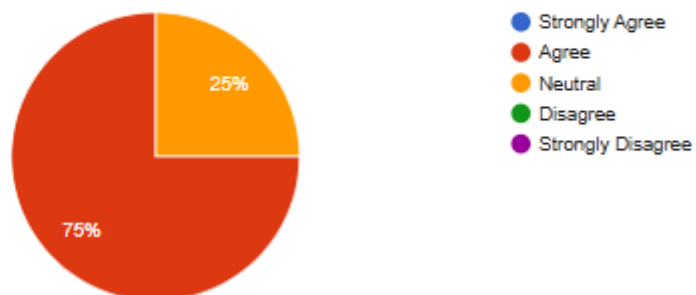
I believe social media use affects students' overall sense of belonging at school.

4 responses



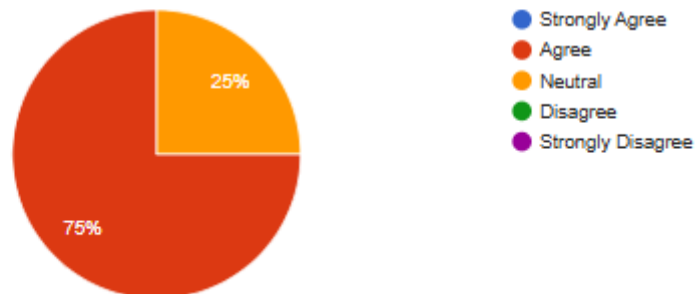
Students' use of social media affects their attention span during lessons

4 responses



Social media content is frequently referenced by students during class discussions.

4 responses



Managing issues related to social media use is a regular challenge in my classroom.

4 responses

