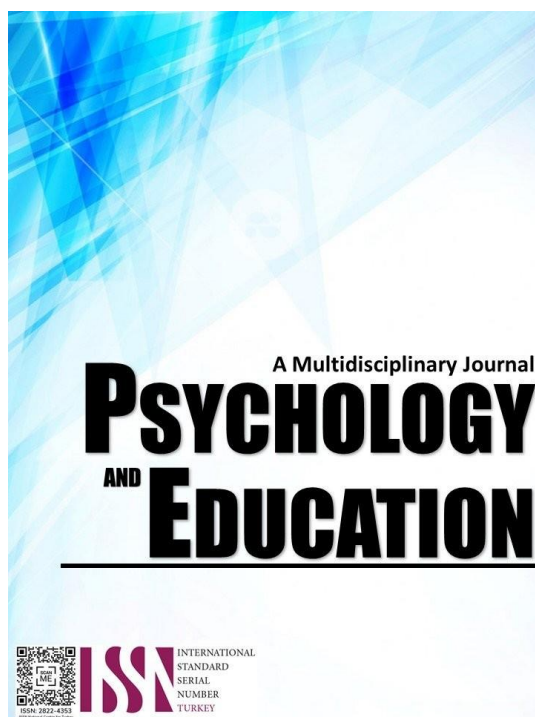


SHAPING THE FUTURE OF EDUCATION: AN EXPLORATION OF MILLENNIAL EDUCATORS' EXPERIENCES AS SOCIAL MEDIA CONTENT CREATORS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 41

Issue 9

Pages: 985-1003

Document ID: 2025PEMJ4018

DOI: 10.70838/pemj.410902

Manuscript Accepted: 06-19-2025

Shaping the Future of Education: An Exploration of Millennial Educators' Experiences as Social Media Content Creators

Cristine Gaye A. Largo,* Cornelio R. Rollo

For affiliations and correspondence, see the last page.

Abstract

This study explored the experiences and perceptions of millennial teachers who are also social media content creators. Using a qualitative multiple case study design, five male DepEd teachers from Region 12 (SOCCSKSARGEN), Mindanao, Philippines—identified as micro-influencers—were selected through purposive sampling. These participants produced educational content on platforms such as Facebook, TikTok, and YouTube. Data were analyzed using qualitative thematic analysis to identify recurring patterns and insights. The study revealed that teacher-content creators used social media to support classroom engagement, express resilience, and navigate personal and professional challenges. It also highlighted both the opportunities and pressures associated with maintaining an online presence. Although limited to male participants due to the specific focus and accessibility constraints, this limitation is acknowledged. The findings contribute to the understanding of teachers' digital identities and offer implications for educational policy, particularly in recognizing the evolving role of educators in online spaces and the potential of social media as a tool for professional and pedagogical development.

Keywords: *educational management, educator's experiences, millennial educators, social media content creators, multiple case study, Philippines*

Introduction

Social media has become an integral part of daily life in our society today. With the constant evolution of technology, it remains one of the fastest-growing, most dynamic, and highly influential mass communication platforms (Reddy, 2023). Social media is no longer new or in the early stages; it is already well-established and keeps growing quickly (Luttrell, 2018). It is undeniably an important tool for communication in modern times and will remain significant in the future (Kolan & Dzandza, 2018).

With its increasing accessibility and the growth of digital literacy, educators—particularly millennials—are becoming active content creators, using platforms such as Facebook, TikTok, and YouTube to share knowledge, engage with students, and build professional networks (Paskevicius, 2021). In this study, “millennial educators” refers to teachers born between 1981 and 1996 (Dimock, 2019), who are typically digital natives or highly digitally literate. “Content creators” are individuals who produce and share original media—such as videos, posts, or instructional materials—on social media platforms for educational or professional purposes (Burgess & Green, 2018). These educators use social media not only to teach but to build communities, foster engagement, and develop personal and professional identities online.

This evolving role brings both opportunities and challenges. Educators who participate in content creation are not only teaching but also navigating the dynamics of online visibility, personal branding, and audience engagement. Some gain recognition as educational influencers, shaping teaching practices and professional norms within and beyond their institutions (Carpenter et al., 2021). The Uses and Gratifications Theory (UGT) helps explain this phenomenon by focusing on how individuals actively select media to satisfy specific needs—such as information, social interaction, personal identity, and entertainment. Applying UGT, millennial teachers use social media not only to disseminate educational content but also to fulfill personal and professional gratifications, including community building and self-expression (Kasirye, 2021).

Despite the increasing visibility of teacher-content creators, research on their lived experiences—especially among Filipino millennial educators—is limited. Few studies have examined how educators navigate the tension between personal creativity and institutional expectations, or how online engagement affects their well-being, career trajectory, and compliance with policy guidelines. Moreover, the mental health implications of public scrutiny, digital labor, and the performative aspects of online teaching remain insufficiently understood.

To address these gaps, this study focused on millennial male public school teachers in Region 12 (SOCCSKSARGEN), Mindanao, who are also social media content creators. Through a qualitative multiple case study, it explored their motivations, challenges, and perceptions of their dual roles as educators and influencers. The study aimed to contribute to the growing literature on digital professionalism and provide insights for educators, administrators, and policymakers seeking to balance innovation with ethical and institutional standards. This research was conducted to better understand how content creation intersects with professional identity. The findings offer practical and theoretical insights into how millennial teachers use social media, informing future discussions on policy development, educator support, and the evolving role of teachers in the digital age.

Research Questions

This study aimed to explore the personal experiences and perceptions of teachers who are social media content creators, millennials in

particular. Specifically, it sought to answer the following questions:

1. How do the participants describe their experiences as social media content creators?
 - 1.1. How do they view their experiences as social media content creators;
 - 1.2. How do they feel about their experiences as social media content creators; and
 - 1.3. What insights can be learned from their experiences?
2. What are the similarities and differences in the participants' views, feelings, and insights as social media content creators?

Literature Review

Social Media in Education

Research has shown that the use of social media for collaborative learning and participation positively influences academic performance among both male and female students. Social media serves as a powerful motivator, encouraging openness, interaction, and peer engagement, which contribute to improved learning outcomes. During the shift to online and distance learning prompted by the global pandemic, the integration of social media in education became more prominent, helping bridge gaps in access and interaction.

The interactive nature of these platforms enables real-time communication and knowledge sharing, strengthening student engagement and fostering a more student-centered, collaborative learning environment (Ansari & Khan, 2020; Greenhow et al., 2019; Muthui & Karimi, 2023; Sivakumar, 2020; Van Dijk & Poell, 2018).

In addition to supporting student learning, social media benefits teachers by facilitating professional development and peer collaboration. Innovative uses of digital technologies and social media apps have been found to promote creative thinking, enhance classroom engagement, and improve teaching practices. Platforms like Facebook provide convenient, accessible spaces for sharing educational resources, building professional networks, and enhancing teacher-student and peer relationships. These digital interactions not only improve academic focus and reading comprehension but also create stronger educational communities through shared learning experiences (Al Hashimi et al., 2019; Alhumaid, 2020; Anasi, 2018; Chugh & Ruhi, 2018; Jones & Harvey, 2019; O'Connor et al., 2018; Olagbaju & Popoola, 2020).

Millennial Educators as Content Creators

The rise of social media has provided content creators with powerful tools to share their work and build new communities. It is especially popular among younger generations, with teens and young adults spending significant time on social networking, online gaming, and messaging platforms (Twenge & Campbell, 2019).

Millennials, often called "digital natives," have grown up with technology and the internet, making them more inclined to adopt digital learning methods (Ahmad & Kadir, 2020; Dhir et al., 2018; Faverio, 2022). In the Philippines, digital content creation is rapidly becoming a key driver of the creative economy, offering young Filipinos new opportunities to showcase their talents and pursue careers in this field (Liu et al., 2019; Ortiz-Ospina & Roser, 2023).

Educational research highlights that much learning happens in informal "affinity spaces," where shared interests connect learners outside traditional classrooms (Gee-Spillane, 2018; Arkorful et al., 2021). Millennials, including both students and teachers, prefer active and visual learning styles more than previous generations (Blaschke & Hase, 2019; Chaudhuri, 2020). Consequently, videos and other audiovisual materials are widely used to support academic success (Ahmad & Kadir, 2020). Millennial teachers often create educational videos as part of their teaching interventions, reflecting the importance of integrating social media technologies into education, given their pervasive use in personal and professional contexts (Chugh & Ruhi, 2018).

Methodology

Research Design

This study employed a qualitative research design, specifically a multiple case study approach, to explore the experiences and perceptions of millennial teachers who are also social media content creators. Qualitative research is a flexible and interpretive approach used to understand complex social phenomena by examining participants' lived experiences within their natural contexts (Creswell, 2016). The multiple case study design was selected to provide a detailed, in-depth understanding of individual cases while allowing for comparison across cases to identify patterns and variations. This approach is particularly suited for exploring "how" and "why" questions related to participants' behaviors, motivations, and social interactions (Stake, 2013; Halkias et al., 2022).

By investigating several cases rather than a single one, the study captured diverse perspectives and uncovered the influence of contextual factors such as personal, cultural, and organizational dynamics on teachers' social media engagement. Multiple case study design also supports theory development through the systematic analysis of empirical data across similar yet distinct cases (Halkias et al., 2022). This method allowed the researcher to examine how individual teacher social media content creators navigate their roles in education and online spaces, making it a highly appropriate design for addressing the study's objectives and providing rich, contextual insights (Creswell, 2013; Stake, 2013).

Participants

This study involved five (5) male public school teachers who are active social media content creators and identified as millennial micro-influencers. These participants regularly engage on platforms such as Facebook, TikTok, and YouTube, where they predominantly share educational content aimed at students, educators, and the wider online community. All five participants reside in Region 12 (SOCCSKSARGEN), Mindanao, Philippines, and are employed by the Department of Education (DepEd).

The study specifically excluded teachers from private institutions and those whose social media content centered on product marketing or personal promotions, to maintain a focused exploration of educational influence through social media. The selected participants were aged between 25 and 42 years and reflected diverse teaching backgrounds and experiences, enriching the study with varied perspectives.

Participants were selected using purposive sampling, a method commonly used in qualitative research to identify individuals who can provide detailed and meaningful insights into the central phenomenon (Creswell, 2016; Miles et al., 2013, as cited in Saunders & Townsend, 2018). Selection was based on specific inclusion criteria, and each participant was invited formally through an invitation letter outlining the study's objectives. Only those who expressed voluntary interest were included in the final pool.

To ensure confidentiality, pseudonyms were assigned to all participants. The use of pseudonyms encouraged openness during data collection, especially during in-depth interviews, by protecting participant identities. Each case is referenced using a pseudonym and a code as follows: Case 1 is referred to as Biker (IDITSMCC#1), Case 2 as Cher Dancer (IDITSMCC#2), Case 3 as Maestro (IDITSMCC#3), Case 4 as Sir Poloy (IDITSMCC#4), and Case 5 as The Brave (IDITSMCC#5).

Procedure

This study utilized semi-structured, in-depth interviews as the primary data collection tool. These interviews provided a flexible and rich method of exploring the lived experiences of teacher social media content creators. Two interviews were conducted face-to-face, while the remaining three were carried out via Google Meet to accommodate participant availability and ensure geographic inclusivity. Each session lasted approximately 45–60 minutes.

To ensure rigor and depth, an interview guide composed of open-ended questions was developed to elicit detailed narratives aligned with the research objectives. Follow-up and probing questions were used as needed to explore participants' thoughts more thoroughly. The interviews were audio-recorded with the participants' consent and transcribed verbatim to ensure accuracy and preserve the nuances of their responses. In addition, written field notes were systematically maintained to document contextual observations and non-verbal cues, thereby enhancing the depth and validity of the data interpretation.

In addition, participants were informed about the purpose and scope of the research, their rights as participants, and the voluntary nature of their involvement prior to data collection. Informed consent was obtained both verbally and in writing. Confidentiality and anonymity were upheld by assigning pseudonyms to each participant, and all identifiable data were securely stored. Ethical considerations, including privacy, autonomy, and data security, were rigorously followed in line with ethical research practices (Creswell, 2016; Denny & Weckesser, 2022; Roulston & Choi, 2018).

Data Analysis

This study employed qualitative content analysis as the primary method for interpreting textual data, focusing on systematically categorizing, coding, and identifying themes and patterns to uncover meaning. The data analysis followed a structured five-step process: identifying and collecting qualitative data, organizing and connecting the data, coding, analyzing insights, and reporting findings. This systematic approach ensured a comprehensive and rigorous examination of the data while preserving the authenticity of participants' narratives. Through this methodical analysis, underlying patterns and meanings emerged, deepening the understanding of the research topic (Dye, 2021; Marvasti, 2019; Wong, 2008).

In particular, thematic analysis was used to identify recurring ideas and develop broader themes from participants' responses. This process involved several stages: data preparation, transcription, familiarization with the content, memo writing, coding, and theme development. Throughout these phases, transparency and reflexivity were maintained.

As the principal instrument for both data collection and interpretation, the researcher prioritized the depth and complexity of participants' narratives over the volume of data, seeking a comprehensive understanding of their lived experiences. With a conscious awareness of positionality, deliberate efforts were made to minimize personal bias and to allow analytical themes to emerge organically from the data, ensuring the authenticity and credibility of the findings (Haven & Grootel, 2019; Lester et al., 2020; Ravindran, 2019).

Furthermore, this research applied an inductive approach, allowing insights and themes to naturally emerge from the data rather than relying on predetermined categories. This approach enabled a deeper exploration of the experiences of teacher social media content creators, as captured through individual interviews.

The analysis involved identifying recurring concepts and transforming them into meaningful themes through the creation of a coding framework. Coding served as a crucial step in breaking down raw data and assigning descriptive labels, ultimately leading to the

discovery of key insights relevant to the study's objectives (Dye, 2021; Marvasti, 2019; Ravindran, 2019; Wong, 2008).

Results and Discussion

Case 1-Biker

Case 1 Biker, under the code IDITSMCC#1, is a 27-year-old junior high school English teacher with seven years of experience, lives in South Cotabato. He has been active on TikTok since 2020. He combines a significant teaching background with a more recent engagement with the social media platform, indicating a fusion of traditional teaching expertise and a modern educational approach.

Address Pandemic Issues. One of the inspirations for IDITSMCC #1's becoming a social media content creator was to combat the boredom that came with the pandemic. Further, he used social media to send a message to people during that challenging period.

"That was during the pandemic, and my primary goal was to combat the boredom that came with it. I wanted to send a message to people and others that, during the pandemic, there are numerous activities to engage in to avoid boredom and prevent depression." (IDITSMCC #1)

For Popularity and Recognition. IDITSMCC #1 perceives success in the number of views, highlighting the significance of engagement and visibility in his content creation journey.

"The views really matter. Once my views reach 100,000 or 50,000, I'm happy with it because that means a lot of people are watching. It's very inspiring, making me think, 'Where else can I reach?' My face and content have gone all over the world, internationally and in different parts of the Philippines." (IDITSMCC #1)

Tool for Interactive Classroom Engagement. IDITSMCC #1 saw the platform as an opportunity to depart from traditional teaching methods. He opted for a more innovative and contemporary approach. By embracing 21st-century learning methods, he aimed to provide learners with a dynamic and engaging educational experience. Additionally, his focus extended beyond mere instruction to ensuring that learners derive enjoyment from the learning process. In essence, IDITSMCC #1's approach reflects a commitment to revolutionizing education by incorporating modern methods and prioritizing the enjoyment of the learning journey.

"I truly see myself that I'm not into traditional teaching. I see myself as someone who embraces 21st-century learning methods, staying within the trends and understanding the perspective of students to ensure they enjoy the learning process." (IDITSMCC #1)

Strategy to Manage the Classes. IDITSMCC #1 consistently assessed learners' comprehension levels to gauge their understanding. He also utilized the platform to document class interactions, fostering a collaborative learning environment. Furthermore, he remains attuned to current trends and empathized with students' perspectives, ensuring his teaching approach resonated with their needs and interests.

"Approximately 30 minutes after a lecture, I randomly select students for oral recitation. This allows me to gauge their understanding. While English is my main subject, I actively incorporate Math, Social Sciences, Araling Panlipunan, and different trends." (IDITSMCC #1)

Gets anxious. IDITSMCC #1 felt uncomfortable being judged solely on his online presence and is bothered by such scrutiny. He also lamented the lack of privacy in maintaining a public persona, highlighting his limited personal time. Moreover, he shared that facing accusations of unprofessionalism was sad for him.

"You are judged based on what people see online, without them truly knowing you personally. Hence, the challenge lies in being easily judged when you're in the realm of social media. Teachers often face accusations of unprofessionalism simply for sitting beside a student. It feels like our freedom of expression has been put into stop." (IDITSMCC #1)

Becomes Motivated. IDITSMCC #1 draws inspiration to prioritize positive vibes, fostering an environment conducive to growth and optimism. He believed that sharing positive and factual content avoids bashing and builds trust among his audience. This approach motivates and inspires students and fosters a sense of encouragement, helping them thrive academically and personally. Additionally, he encouraged the free expression of thoughts, promoting open communication and dialogue.

"This inspires me to focus on positive vibes in the public space. When your content is positive, you can't go wrong. No one opposes you, there are no obstacles, and no one bashes you. Therefore, my current inspiration is to motivate, provide factual information, and inspire students positively. My primary goal is to encourage my students to speak freely." (IDITSMCC #1)

Eliciting Positive Outlook. IDITSMCC #1 motivated many individuals through his platform, positively impacting their lives and serving as a source of inspiration.

"It motivated me when I realized that many people appreciated what I was doing. I saw a positive impact on people. I mean, without being fake, I noticed that it motivated a lot of individuals." (IDITSMCC #1)

Promotion of Responsible Publication. IDITSMCC #1 makes the content suitable for a public audience carefully.

"I'm very careful because there are things, we say in the classroom that may not be suitable for a public audience." (IDITSMCC #1)

Development of Higher-Order Thinking Skills. IDITSMCC #1 incorporates open-ended questions and higher-order thinking skills (HOTS) into his content, where he conducts quizzes for his students. He delivers the lesson beyond the four corners of the classroom and incorporated other subjects and different trends.

"I often conduct quizzes with open-ended questions and incorporate higher-order thinking skills (HOTS) into my content. I actively incorporate Math, Social Sciences, Araling Panlipunan, and different trends." (IDITSMCC #1)

Table 1 summarizes the emergent themes gathered about the experiences based on the interview responses of IDITSMCC #1 regarding his experiences as a teacher social media content creator. In addition, I presented the core ideas or the clustered themes that highlighted the views, feelings, and insights of IDITSMCC #1 in this role, shedding light on the unique challenges and motivations he encounters as a teacher and at the same time as a social media content creator.

Table 1. Biker on his experiences as social media content creator

Clustered Themes	Emergent Themes
Views	
Combat boredom that came with the pandemic	Address Pandemic Issues
Used to send a message to people during pandemic	
Considered the number of views as success	
Became a platform to endorse products	For Popularity and Recognition
Opened to the world, both internationally and locally	
Viewed the platform to deviate from the traditional teaching	Tool for Interactive Classroom Engagement
Embraced 21st-century learning methods	
Ensured learners to enjoy the learning process	
Gauged the understanding of learners	Strategy to Manage the Classes
Utilized to document class interactions	
Stayed within the trends and understands the perspective of students	
Feelings	
Bothered whenever judged based on what people see online	Gets anxious
Had limited private times	
Saddened whenever faced with accusations of unprofessionalism	Becomes Motivated
Acquired inspiration to focus on positive vibes	
Encouraged to express thoughts freely	
Used to showcase how to overcome challenges	Eliciting Positive Outlook
Insights	
Motivated many people using the platform	
Made an impact to people positively	Promotion of Responsible Publication
Used the platform as a source of inspiration	
Inspired others to become a teacher	
Made the content suitable for a public audience carefully	Development of Higher-Order Thinking Skills
Used open-ended questions and higher-order thinking skills (HOTS) into the content	
Delivered the lesson beyond the four corners of the classroom	
Incorporated other subjects and different trends	

Case 2-Cher Dancer

Case 2 Cher Dancer, under the code IDITSMCC#2, is a 30-year-old junior high school English teacher, a native of South Cotabato, has seven years of teaching experience. Actively participating in social media, particularly on Facebook Reels and TikTok, since 2020, this educator has seamlessly blended traditional teaching expertise with modern and dynamic engagement on popular online platforms.

To Entertain Audience. IDITSMCC #2 considered the platform as a form of entertainment and to have fun. He kept netizens from getting bored through his content.

"I'm happy with what I'm doing, and at the same time, I want to entertain my netizens. Of course, this teacher, is also a dancer, and at the same time, there are other types of content to keep our netizens from getting bored." (IDITSMCC #2)

For Popularity and Recognition. IDITSMCC #2 shared that he felt happy when recognized by numerous netizens as events started unfolding and got appreciated because of the content videos.

"I feel happy when people recognize and appreciate me there." (IDITSMCC #2)

Tool for Interactive Classroom Engagement. IDITSMCC #2 has inspired students to perceive teaching as multifaceted and enjoyable. He encourages positive teacher-student relationships and contributes to shaping education by promoting a more holistic view of

teaching. He shows that teaching isn't just about giving lessons—it's about creating meaningful connections with students.

"When learners see a video of a teacher dancing, imitate the moves, and enjoy the activity, it sends a message that teachers are not only educators but also individuals with talents and interests beyond the classroom." (IDITSMCC #2)

Culture Integration. IDITSMCC #2 introduced the community's culture to the netizens, fostering a sense of immersion and connection with the local community.

"I have learners from various tribes, like the Tboli, each with its own culture. I introduce these cultures to the netizens, and it gets a lot of views." (IDITSMCC #2)

Gets anxious. IDITSMCC #2 felt obligated to update viewers with new videos regularly, experiencing pressure to produce content continuously. Additionally, he worried about creating high-quality content that would resonate with his audience.

"Then there's the pressure to always have excitement in my content, to present something new, so people don't think it's the same thing over and over. It's a factor that I consider as a problem – the difficulty of thinking about what my next content will be, what I should feature, and so on." (IDITSMCC #2)

Becomes Motivated. IDITSMCC #2 finds happiness in being a content creator and feels excited about the next steps and upcoming content.

"I feel happy when people recognize and appreciate me there. Then, I get excited about what my next step will be, what my next content will be, to excite the netizens. It inspires me to challenge myself and think about content that would genuinely interest them." (IDITSMCC #2)

Eliciting Positive Outlook. IDITSMCC #2 has consistently maintained a positive and kind demeanor while interacting with various personalities. Through these interactions, he developed his personality and patience.

"Being a content creator requires a high level of patience. If you lack patience, you might be easily discouraged, leading to the discontinuation of your content creation journey. Creativity is a must, and you should always stay positive and kind, considering that you interact with various personalities." (IDITSMCC #2)

Setting priorities and effective time management. IDITSMCC #2 prioritized taking care of prior commitments and effectively balanced time and managed his activities.

"As you know, teachers have a lot of paperwork. So, speaking of paperwork, I need to take care of that first and submit it." (IDITSMCC #2)

"Of course, I can say that I can balance it if I manage my time well. I can say, 'Okay, I have to set the day' to balance my work at school and my role as a content creator. I schedule when to upload and create content." (IDITSMCC #2)

Table 2 summarizes the emergent themes gathered about the experiences based on the interview responses of IDITSMCC #2 regarding his experiences as a teacher social media content creator.

Table 2. *Cher Dancer on his experiences as social media content creator*

Clustered Themes	Emergent Themes
Views	
Considered the platform as form of entertainment and to have fun	To Entertain Audience
Kept netizens from getting bored	
Recognized by numerous netizens as events started unfolding	For Popularity and Recognition
Got appreciated because of the content videos	
Inspired students to view teaching as a multi-faceted and enjoyable	
Encouraged positive teacher-student relationships	
Contributed to shaping education by promoting a more holistic view of teaching	Tool for Interactive Classroom Engagement
Shared teaching methods	
Introduced the culture of the community being immersed to the netizens	Culture Integration
Feelings	
Obligated to update viewers with new videos	
Got pressured to think of content	
Maintained a good image, be kind, and have a pleasing personality even being tired	Gets anxious
Worried of creating good contents	
Happy as being a content creator	
Excited about the next step will be and the next content	Becomes Motivated

Inspired to move forward whenever being challenged

Interested in doing new contents

Insights

Stayed positive and kind in interacting various personalities

Developed personality and patience

Needed to take care of prior commitments

Balanced time well and manage activities properly

Eliciting Positive Outlook

Setting priorities and Effective Time

Management

Case 3-Maestro

Case 3 Maestro, under the code IDITSMCC#3, is a 30-year-old Kindergarten teacher based in Sultan Kudarat, brings seven years of teaching experience to the study. Actively involved in social media, specifically on platforms like Facebook Reels and TikTok since the pandemic, he combines his substantial teaching background with a contemporary and engaging presence on popular online platforms, showcasing adaptability and modern teaching methods.

To Entertain Audience. IDITSMCC #3 utilizes social media to share joy and bring laughter to people's lives. Through his content, he has brought fun and joy into the lives of learners. He creates entertaining videos, posts, and memes that has resonated with many people. His creative and humorous approach made learning enjoyable and less stressful for his audience. Using simple yet engaging content, he captured students' attention and brightened their day.

"I want to share the joy on social media while also using it for educational purposes." (IDITSMCC #3)

"It's like I bring some fun and joy into their lives, and even through simple gestures, I feel truly content." (IDITSMCC #3)

Tool for Interactive Classroom Engagement. IDITSMCC #3 effectively utilizes his social media platform for educational purposes by creating content centered around the teaching and learning process, particularly focusing on reading. He has produced materials that served as supplementary resources for reading, effectively organizing his platform to support and enhance the learning experience.

"I switched to creating content about the teaching and learning process, such as reading." (IDITSMCC #3)

"The knowledge gained from reading becomes a valuable asset throughout one's educational journey. I take great pride, especially in kindergarten, when the focus is on familiarizing the students with the sounds and appearances of letters." (IDITSMCC #3)

Platform for Documentation. IDITSMCC #3 said he uploaded content about the sacrifices and challenges of kindergarten teachers that reached thousands of shares. He shared heartfelt stories that highlighted these teachers' dedication and hard work. His posts showed their struggles in shaping young minds, often working beyond their duties. The content has resonated with many people, highlighting their role in early childhood education.

"I uploaded content about the sacrifices and challenges of kindergarten teachers, and one of them went viral, reaching thousands of shares." (IDITSMCC #3)

Gets anxious. IDITSMCC #3 emphasized the importance of always presenting oneself in a presentable manner in every aspect including physically.

"Usually, preparations involve being presentable in every aspect, especially since we are visible in videos. It's important to be physically presentable." (IDITSMCC #3)

Delighted for the Attention. IDITSMCC #3 felt truly contented whenever his work was recognized and was delighted to see positive comments from netizens. The recognition and encouragement from his audience has motivated him to continue creating meaningful content.

"I feel truly content. Bringing a bit of happiness to others, even in small ways, makes me incredibly happy."

"When I read positive comments expressing happiness and inspiration, especially from parents whose children are far away, it warms my heart. I have parents abroad whose children I take care of, and because of the distance, they can't personally attend to their kids, like picking them up and dropping them off." (IDITSMCC #3)

Develops Resiliency. IDITSMCC #3 said that he prepared himself for criticism and negativity, ensuring negative comments would not influence him.

"I prepare myself for criticisms and negativity." (IDITSMCC #3)

"I don't let myself be influenced by those isolated negative comments. I hide the negative ones." (IDITSMCC #3)

Eliciting Positive Outlook. IDITSMCC #3 said that his content inspired people, including his family, friends, and relatives.

"When my friends, family, relatives, and other people get inspired because of what I am doing, it's simple yet profound. Being an inspiration feels like a blessing and a sign of success." (IDITSMCC #3)

Setting Priorities. IDITSMCC #3 ensured that his role as a content creator did not distract from his primary teaching focus by limiting areas of concern, including negativities.

“The negativities, it can be a downer.” (IDITSMCC #3)

That’s why, I just remove them from my thoughts.” (IDITSMCC #3)

Moreover, he prioritized teaching while balancing his responsibilities as a content creator. He clarified that teaching is his main job and wouldn’t let his side work as a content creator interfere with it. He understands that most of his time needs to be focused on teaching because that provides for him. By keeping teaching his top priority, he ensures that his students receive the attention and support they need while still finding time to create content that enriches their learning experience.

“However, I’ve set my priorities, ensuring that my main job, teaching, isn’t distracted by my sidelines or my role as a content creator. The majority of my time is dedicated to teaching, which is my main source of income. So, it’s all about proper time management.” (IDITSMCC #3)

Demands Time Management. IDITSMCC #3 advised practicing proper time management since a teacher must be a social media content creator. He emphasized the importance of balancing teaching responsibilities and content creation to ensure both were done effectively and without compromise.

“I always advice myself to practice proper time management because it’s needed.” (IDITSMCC #3)

Table 3 summarizes the emergent themes gathered about the experiences based on the interview responses of IDITSMCC #3 regarding his experiences as a teacher social media content creator.

Table 3. <i>Maestro on his experiences as social media content creator</i>	
Clustered Themes	Emergent Themes
Views	
Shared the joy on social media	To Entertain Audience
Made people laugh on social media	
Brought some fun and joy into the lives of the learners	
Used it for educational purposes	Tool for Interactive Classroom Engagement
Created contents about the teaching and learning process such as reading	
Used the platform as a supplementary material in reading	Platform for Documentation
Uploaded content about the sacrifices and challenges of kindergarten teachers	
Feelings	
Involved being always presentable in every aspect	Gets anxious
Felt truly contented whenever works were recognized	Delighted for the Attention
Delighted to see positive comments from netizens	Develops Resiliency
Got prepared with criticisms and negativity	
Refrained from being influenced by negative comments	
Insights	
Inspired people through the content created	Eliciting Positive Outlook
Limited areas of concerns	Setting Priorities
Ensured teaching isn’t distracted by being a content creator	
Gave priority still to teaching	Demands Time Management
Advised oneself to practice proper time management	

Case 4- Sir Poloy

Case 4 Sir Poloy, under the code IDITSMCC#4, is a 42-year-old elementary Math teacher residing in South Cotabato, boasts two decades of teaching experience. Demonstrating adaptability, this educator has been actively engaged on social media, particularly on platforms like Facebook Reels and YouTube, since the onset of the pandemic.

To Entertain Audience. IDITSMCC #4 considered social media content creation a recreational pursuit and used the platform for engagement and fun. He creates content designed to bring joy to the audience.

“It’s more of a recreational pursuit, not something I take very seriously. However, if it’s just for fun, like mine, just start for enjoyment, a stress reliever.” (IDITSMCC #4)

For Recognition. IDITSMCC #4 revealed that he got recognized because of the skits he has created.

“Maybe I can’t consider myself or feel like I’m famous, but it seems like people recognize me because of the skits.” (IDITSMCC #4)

Tool for Interactive Classroom Engagement. IDITSMCC #4 shared that he used the platform as supplementary instructional materials,

providing another learning modality to support his students. By creating and sharing video lessons, he has made studying easier for students, especially those who couldn't join online classes due to limited internet access. Understanding that some learners only had mobile data, he ensured his lessons were accessible, allowing them to continue learning despite challenges. This creative approach addressed the students' needs and gave them the flexibility to review the material at their own pace. These efforts highlight how teachers can adapt to overcome barriers and make a meaningful impact on their students' education.

"I started sending video lessons to my students because I am a mathematics teacher. I contributed, maybe not a lot, but in some way or another, ma'am. Yes, ma'am, even though we are in distance learning, there are some learners who can't afford it; they only have data, so they can't join during my online classes." (IDITSMCC #4)

Way to Manage Classes. IDITSMCC #4 expressed that his goal in social media content creation is to reach out to learners, utilizing it as a platform to connect with students. He has used his content to share educational materials, tips, and motivational messages that have helped students stay engaged in their studies. By presenting lessons in creative and relatable ways, he has made learning more accessible and enjoyable for his audience.

"It might sound dramatic to others, but my goal is to reach out to learners." (IDITSMCC #4)

"So, I just used it as a platform to reach out to my own students." (IDITSMCC #4)

Develops Resiliency. IDITSMCC #4 shared his insights with others who wish to become content creators, emphasizing the importance of learning to manage expectations.

"Perhaps, ma'am, they should not expect too much. Maybe they should just create content if it brings them joy." (IDITSMCC #4)

Eliciting Positive Outlook. IDITSMCC #4 suggested using social media content creation as a stress release.

"Just start for enjoyment, a stress reliever." (IDITSMCC #4)

Setting Priorities. IDITSMCC #4 learned to set priorities to maintain a balance between being a teacher and a content creator. He creates his content after he finishes his work priorities since he does not aim to earn money from content creation.

"After I finish my work, the first and second priorities, that's when I create content. Because, as I said, I'm not aiming to earn money from it." (IDITSMCC #4)

Table 4 summarizes the emergent themes gathered about the experiences based on IDITSMCC #4's interview responses regarding his experiences as a teacher social media content creator.

Table 4. *Sir Poloy on his experiences as social media content creator*

Clustered Themes	Emergent Themes
Views	
Considered it as a recreational pursuit	To Entertain Audience
Used the platform for engagement and for fun	
Created contents that brings joy to the audience	
Got recognized because of the skits created	For Recognition
Used the platform as supplementary instructional materials	Tool for Interactive
Provided another learning modality	Classroom Engagement
Aimed to reach out to learners	Way to Manage Classes
Used it as a platform to reach out to the students	
Feelings	
Learned to manage expectations	Develops Resiliency
Insights	
A form to release stress	Eliciting Positive Outlook
Learned to set priorities	Setting Priorities

Case 5-The Brave

Case 5 The Brave, under the code IDITSMCC#5, is a 25-year-old elementary teacher in General Santos City, brings four years of teaching experience to the study. Actively participating in the digital realm, specifically on TikTok and Facebook Reels since 2022, this teacher combines a relatively early-career teaching background with contemporary engagement in popular online platforms, showcasing a swift embrace of modern communication channels in education.

Tool for Interactive Classroom Engagement. IDITSMCC #5 utilized social media content creation as a tool for interactive classroom engagement, incorporating educational content into his online platforms.

"That's really about educational content. I've always said that my TikTok is really for the kids." (IDITSMCC #5)

Information Dissemination. IDITSMCC #5 utilized content creation to disseminate information about the school to a wider population,

emphasizing its role in information dissemination.

“As a teacher and a social media content creator, it's a significant advantage for me now. I also manage our school's page. Because I can quickly post on our platform, our school was awarded by DepEd Dose sa Ere last year.” (IDITSMCC #5)

Becomes Motivated. IDITSMCC #5 shared that the stress he has experienced became a source of motivation, providing the drive to create content and inspire himself.

“It really gives me the drive to create content. It also provides inspiration to me, but I think I primarily use it as an outlet to release the stress that I feel.” (IDITSMCC #5)

Develops Resiliency. IDITSMCC #5 has developed resilience, building confidence after encountering challenges with social media content creation.

“Actually, Ma'am, in 2021, I really had no confidence at that time to make content. During that time, our division asked me to host an event for Indigenous Peoples' Education. We hosted a virtual celebration twice in 2021. That was really my turning point to start creating content because there are a lot of people watching on social media, and many are looking for inspiration to push through.” (IDITSMCC #5)

Eliciting Positive Outlook. IDITSMCC #5 used social media content creation as an outlet to release stress and viewed it as one way of eliciting a positive outlook.

“Being a teacher, I know that we all experience stress. And, of course, since we are subject to stress, we really need to find an outlet to release it.” (IDITSMCC #5)

Setting Priorities. IDITSMCC #5 stressed the importance of setting priorities by learning first about the technical aspects of the platform.

“As a teacher, we should know the do's and don'ts. And we should be aware before we take any action. As a teacher, it's a significant responsibility that what we post on Facebook and TikTok doesn't violate the regulations of TikTok and Facebook (Meta).” (IDITSMCC #5)

Table 5 summarizes the emergent themes gathered about the experiences based on IDITSMCC #5's interview responses regarding his experiences as a teacher social media content creator.

Table 5. *The Brave on his experiences as social media content creator*

Clustered Themes	Emergent Themes
Views	
Used for education content	Tool for Interactive Classroom Engagement
Used to disseminate information about the school in a wider population	Information Dissemination
Feelings	
Gave the drive to create content.	Becomes Motivated
Provided inspiration to oneself	
Built confidence after the challenges encountered	Develops Resiliency
Insights	
Used as an outlet to release the stress felt	Eliciting Positive Outlook
One way of releasing the stress	
Learned first about the technical aspect of the platform	Setting Priorities

Cross Case Analysis

Cross-case analysis investigated the similarities and differences among cases concerning their views, feelings, and insights as teacher social media content creators. This analysis shows that while teacher social media content creators share many common experiences, they also have unique perspectives based on their experiences. The identified similarities highlight shared goals and challenges, while the differences reflect personal approaches and priorities. Together, these themes have provided a clearer understanding of their roles, motivations, and the impact of their work, offering valuable insights into their experiences as teachers and social media content creators.

Table 6 shows the similarities in the views, feelings, and insights among teacher social media content creators, summarizing the emergent themes from the participants' responses.

Tool for Interactive Classroom Engagement

The results of this study have shown that teachers are now using modern methods, such as social media content creation, to make learning more enjoyable for students. The participants said they have embraced 21st-century learning techniques, making lessons more interactive and engaging. By doing so, they're ensuring that students have fun while learning and inspiring them to see teaching as a diverse and important profession.

Olowo et al. (2020) noted that teacher social media content creators play a significant role in helping students develop important skills for the future. By integrating social media and other modern tools into their teaching, educators demonstrate how to navigate the digital world safely and responsibly. They also showcase the power of creativity and the potential of technology for learning and personal growth. This approach encourages students to think innovatively, solve problems in novel ways, and remain curious. As educators continue adopting these methods, they enhance their teaching practices and equip students for a technology-driven and innovative future. Therefore, utilizing social media platforms as interactive teaching and learning tools is crucial for teachers and students.

Table 6. Similarities in the experiences of millennial teachers as social media content creators

<i>Clustered Themes</i>	<i>Emergent Themes</i>
	Views
Embraced 21st-century learning methods	Tool for Interactive Classroom Engagement
Ensured learners to enjoy the learning process	
Inspired students to view teaching as a multi-faceted	
Used it for educational purposes	For Popularity and Recognition
Got appreciated because of the content videos	
Considered the number of views as success	
Opened to the world, both internationally and locally	To Entertain Audience
Considered the platform as form of entertainment	
Considered it as a recreational pursuit	
Created contents that brings joy to the audience	Feelings
Bothered whenever judged based on what people see online	Gets Anxious
Had limited private times	
Worried of creating good contents	
Provided inspiration to oneself	Becomes Motivated
Encouraged to express thoughts freely	
Interested in doing new contents	
Built confidence after the challenges encountered	Developed Resiliency
Learned to manage expectations and negative comments	
Got prepared with criticisms and negativity	
Used as an outlet to release the stress felt	Insights
Stayed positive and kind in interacting various personalities	Eliciting Positive Outlook
Used the platform as a source of inspiration	
Ensured teaching isn't distracted by being a content creator.	
Gave priority still to teaching	Setting Priorities
Needed to take care of prior commitments	
Advised oneself to practice proper time management	
Balanced time well	Demands Time Management

For Popularity and Recognition

Teacher social media content creators value appreciation and success in terms of views. Considering the case of Biker, Cher Dancer, and Sir Poloy (all pseudonyms), they feel appreciated when people enjoy their videos and see the number of views as a measure of success. By sharing their content online, they have reached audiences worldwide, gaining local and international recognition. This recognition boosts their confidence and motivates them to continue creating content that resonates with people from different backgrounds. Overall, they aimed to be appreciated and recognized for their work, which drove them to create content that appealed to a wide audience.

Beyond appreciation and recognition, teacher content creators also find fulfillment knowing that their work positively impacts others. Their videos often inspire students to learn more, encourage fellow teachers to try new strategies, and provide parents with tools to support their children's education. This sense of purpose has added deeper meaning to their efforts, making the time and energy they invest worthwhile. Moreover, their success stories have motivated other educators to share their knowledge online, creating a ripple effect that further spreads learning opportunities. By reaching a wide audience, they're gaining views and contributing to a larger culture of accessible and innovative education.

According to Eginli and Tas (2018) and Kasirye (2021), the Uses and Gratifications theory explains that people strategically choose various social media platforms to boost their reputation and connect with others. Success and fulfillment in content creation come from choosing platforms that meet personal needs, like communication and connection with family and friends. When people use social media for specific purposes, they find satisfaction and succeed in content creation.

To Entertain Audience

Teacher social media content creators view social media platforms as tools for providing entertainment. They see these platforms as

opportunities to engage in recreational activities and create content that brings joy to their audience. By recognizing the platform as a form of entertainment, they aim to create content that is enjoyable and brings happiness to viewers. This focus on entertaining the audience drives their content creation process as they strive to produce engaging, fun, and uplifting videos for their viewers.

Aside from entertainment, teacher content creators also understand the importance of balancing fun with educational value. While their videos are meant to bring joy, they also aim to teach valuable lessons in a way that doesn't feel like traditional classroom learning. They often use humor, creativity, and relatable situations to entertain their audience while helping them learn new things. This approach helps students connect with the material better and feel more motivated to continue learning. By combining entertainment with education, teacher content creators make learning something students want to be a part of, showing that learning can be fun and fulfilling at the same time.

The Uses and Gratifications Theory, as explained by Blumler et al. (1974, as cited in Pan & Crotts, 2012), Eginli and Tas (2018), Hossain et al. (2019), Kasirye (2021), and Stafford et al. (2004), suggest that people choose and use media because it meets their needs. This theory focuses on why and how individuals engage with media rather than just its effects on them. It emphasizes that people actively select media that aligns with their desires and satisfies them. Additionally, the theory assumes that media users know their needs, which significantly influences their choices.

Gets Anxious

Considering the cases of Biker, Cher Dancer, and Maestro (all pseudonyms), they face emotional challenges in navigating the online world. They revealed the trouble they feel by the judgment they have received based on their online presence, which could lead to anxiety and self-doubt. The lack of privacy and constant scrutiny also have added to their stress, leaving them with limited personal time. Furthermore, they worry about producing high-quality content that could resonate with their audience, adding to their anxiety and pressure. These feelings of anxiousness highlight the mental and emotional toll of being a content creator.

According to Ardi and Putri (2020), social media facilitates global communication, but responsible use is essential. Users' comments wield influence and, when thoughtlessly expressed, can lead to harmful consequences, such as the spread of hate speech. Mindful communication is crucial to prevent addiction to negative behaviors and avoid causing harm to others, even those unknown to the user. People should consider how their words might affect others when sharing their thoughts online. Communicating respectfully and constructively is important, and focusing on positive conversations helps build understanding. Users can help create a more supportive online environment by practicing kindness and empathy. Additionally, social media platforms can promote responsible communication by setting clear guidelines and encouraging users to engage thoughtfully. Ultimately, responsible use of social media protects others and helps users maintain a healthy relationship with the digital world.

Becomes Motivated

Islam Habis et al. (2023) explained that social media is linked to feeling more socially supported. Recently, social media has become a popular place for people to connect and benefit from their interactions. These benefits, such as psychological and social advantages, strengthen online relationships. By offering valuable rewards, these benefits help grow and strengthen virtual connections. Social media allows individuals to share their experiences, seek advice, and find comfort in knowing others may relate to their struggles. This sense of connection can improve emotional well-being and help people feel less isolated. Additionally, online communities provide a platform for individuals to express themselves and receive validation, which can boost self-esteem. As more people engage online, they experience a sense of belonging, further enhancing the quality of these virtual relationships.

In the case of Biker, Cher Dancer, and The Brave (pseudonyms), they find inspiration and drive to continue their work. As content creators, they inspire themselves, finding motivation within their own experiences and passions. Additionally, they feel encouraged to express their thoughts freely, which empowers them to share their ideas and perspectives with their audience. Furthermore, their interest in exploring new content ideas fuels their motivation to continue creating and innovating in their work. Creating content allows them to reflect on their personal growth and accomplishments, reinforcing their commitment to their craft. They also draw inspiration from feedback to refine their content and stay connected with their audience. Their desire to experiment with fresh ideas keeps them engaged and pushes them to develop new skills, making their work more dynamic and engaging. Through this constant cycle of creativity and feedback, they can stay motivated and passionate about their content creation journey.

Developed Resiliency

The case of Maestro, Sir Poloy, and The Brave (pseudonyms) reflected the growth and resilience of content creators in the face of challenges. They built confidence through overcoming obstacles and learning from experiences. Moreover, they developed the ability to manage expectations and handle negative comments, demonstrating resilience in the face of criticism. By getting prepared for criticisms and negativity, content creators have cultivated a resilient mindset, enabling them to navigate the ups and downs of the online landscape with greater confidence and determination. They have learned that criticism doesn't define their worth but is an opportunity to grow and improve. This mindset has allowed them to stay focused on their goals without being discouraged by setbacks.

Quinto and Cho-oy (2023) highlight that social media platforms serve as a space where innovative and imaginative educators emerge, inspiring others to push boundaries and share their unique perspectives. Sustaining audience interest requires content creators to

generate captivating content consistently. To maintain their audience's attention, they often experiment with new formats, incorporate diverse topics, and stay current with trends. Moreover, Arriagada and Ibáñez (2020) emphasized that this creativity ensures that their content remains fresh and relevant, motivating their followers to stay engaged while encouraging new followers to join the conversation. Through perseverance and innovation, content creators continue to thrive, shaping how we experience online education and entertainment.

Eliciting Positive Outlook

All the cases revealed that teacher social media content creators have used their platforms to promote positivity and inspiration. They view content creation as a productive outlet to manage stress, turning emotional or difficult moments into opportunities for creative expression. Through this process, they contribute to fostering a supportive and encouraging online environment by consistently displaying kind and respectful behavior. Aware of the influence their words and actions hold, they are intentional in cultivating a digital space grounded in respect and encouragement. Moreover, they use their content to inspire and motivate others—sharing educational insights, motivational messages, and personal experiences that resonate with their audiences. By remaining authentic and mindful in their approach, these teacher content creators empower their followers to share their own stories and engage in collective growth. As a result, they help establish online communities where learning, empathy, and personal development are nurtured.

Setting Priorities

Balancing responsibilities and commitments are essential for teacher social media content creators. Based on most of the cases in this study, participants emphasized that their primary focus remains on teaching, ensuring that content creation does not interfere with their core responsibilities as educators. They recognize the critical role they play in shaping students' learning experiences and are mindful of the need to uphold their professional obligations. To achieve this balance, they plan their content creation activities around their teaching schedules and other commitments, demonstrating careful time management and prioritization. They have also learned to set boundaries to prevent burnout and maintain a sustainable pace in both roles. Their ability to manage these dual responsibilities reflects a strong sense of dedication to their profession and audience, serving as a model of effective time management, accountability, and professional integrity.

Demands Time Management

Effectively managing time amidst various responsibilities is important for teacher social media content creators. Considering the case of Cher Dancer (pseudonym) and Maestro (pseudonym), they recognized the necessity of practicing proper time management to navigate their roles successfully. They have advised themselves to prioritize this skill, understanding its critical role in their work. Additionally, they demonstrate their ability to balance their time well, ensuring they allocate sufficient time to fulfill their commitments as content creators while managing other aspects of their lives. Hui-Ling et al. (2023) emphasize that recognizing teachers' emotional and professional requirements is crucial for fostering a healthier educational environment. A manageable workload stands out as a key factor in preserving teacher well-being. Globally, ensuring the well-being of teachers is a common objective in the field of education.

Furthermore, various emergent themes showcased the differences in views, feelings, and insights among teacher social media content creators, as outlined in Table 7. The table shows how teachers' views, feelings, and insights differ based on their unique experiences as social media content creators.

Table 7. Differences in the experiences of millennial teachers as social media content creators

<i>Clustered Themes</i>	<i>Emergent Themes</i>
	Views
Combat boredom that came with the pandemic	Address Pandemic Issues
Used to send a message to people during pandemic	
Introduced the culture of the community being immersed to the netizens	Culture Integration
Uploaded content about the sacrifices and challenges of kindergarten teachers	Platform for Documentation
Used to disseminate information about the school in a wider population	Information Dissemination
	Feelings
Felt truly contented whenever works were recognized	Delighted for Attention
Delighted to see positive comments from netizens	
	Insights
Made the content suitable for a public audience carefully	Promotion of Responsible Publication
Used open-ended questions and higher-order thinking skills (HOTS) into the content	
Delivered the lesson beyond the four corners of the classroom	Development of Higher-Order
Incorporated other subjects and different trends	Thinking Skills

Address Pandemic Issues

Teacher social media content creators responded to challenges brought about by the pandemic. Considering the case of Biker (pseudonym), he recognized the widespread boredom experienced by many during this time. He sought to combat it by creating engaging content that provided entertainment and distraction. Additionally, he used his platform to convey important messages to his

audience, offering support and reassurance and spreading awareness about issues related to the pandemic. Given this, Tkáčová et al. (2021) and Wang (2021) claim that social media, a key motivational source during the pandemic, played a vital role in regulating moods and enhancing well-being. Despite the pandemic's potential to diminish motivation, it proved crucial in helping individuals cope with challenges, serving as a platform for emotional expression. Eventually, social media positively impacted resilience and well-being during unprecedented times.

Throughout the pandemic, teacher content creators like Biker adapted to the changing circumstances by providing content that was not only entertaining but also uplifting. They recognized the emotional strain many were experiencing and used their platforms to offer a sense of community and connection. Sharing positive and encouraging messages helped their followers feel less isolated and hopeful. These content creators also became trusted sources of information, offering tips on managing stress, maintaining mental health, and staying motivated during tough times. According to Karhu et al. (2021), social media allows them to stay connected with their audience, allowing individuals to express their feelings and support one another. Through their efforts, teacher content creators contributed to fostering resilience and helping people navigate the challenges of the pandemic with a sense of shared strength and understanding.

Culture Integration

In the case of Cher Dancer (pseudonym), he represented the process of incorporating community culture into online platforms. He stated that he introduced aspects of local culture to his online audience, allowing them to immerse themselves in the community's traditions, values, and practices. By integrating cultural elements into his content, Cher Dancer has bridged the gap between physical and digital spaces, fostering a sense of belonging and connection among his audience. His content serves as a window into the community, allowing viewers to learn about customs, festivals, and daily life that they might not otherwise encounter. It enhances their understanding of different cultures and creates a space where people can appreciate and celebrate diversity. Through these efforts, Cher Dancer helps build a global community that values cultural exchange and inclusion. By sharing his unique perspective and experiences, he encourages others to share their own, enriching the digital space with various voices and stories.

The experiences of Cher Dancer align with the principles of Social Exchange Theory, which posits that human relationships are formed through a cost-benefit analysis and the expectation of reciprocity. In sharing his community's cultural practices online, Cher Dancer engages in a form of social exchange where he offers valuable cultural knowledge and authentic storytelling in return for engagement, support, and recognition from his audience. This reciprocal interaction fosters trust, appreciation, and loyalty among viewers, who feel enriched by the cultural insights they receive. In turn, Cher Dancer benefits from a sense of validation, connection, and social capital gained through positive feedback and audience growth. This dynamic highlights how digital platforms can serve as environments for reciprocal interactions that foster cultural understanding, strengthen social bonds, and cultivate inclusive communities grounded in mutual respect and shared values (Chia et al., 2021).

Platform for Documentation

Teacher social media content creators use online platforms to document and share their experiences as educators. This is particularly true of Maestro (pseudonym) regarding the sacrifices and challenges faced by kindergarten teachers. He uploads content that sheds light on the struggles and dedication of these educators, providing insights into his daily experiences and the obstacles he overcame as a kindergarten teacher. By utilizing online platforms for documentation, he amplified the voices of kindergarten teachers, raising awareness and fostering empathy for their contributions to education.

By sharing these experiences, Maestro highlights the hard work of kindergarten teachers and brings attention to the importance of their role in early childhood education. His content helps viewers understand the emotional and physical demands of teaching young children, from managing classroom behavior to creating engaging lessons. Through these stories, Maestro encourages more people to appreciate and support the work of kindergarten teachers, whose efforts often go unnoticed. He also creates a platform for other educators to share their challenges and successes, building a supportive community of teachers who can relate to one another's experiences. By using social media in this way, Maestro can create a space for dialogue about the realities of teaching and advocate for improvements that benefit both teachers and students.

Information Dissemination

Carpenter and Harvey (2019), Gruzd et al. (2018), and Stathopoulou et al. (2019) noted that teachers now use social media professionally to connect with people outside their schools for various needs. In the case of The Brave (pseudonym), as a social media content creator, he utilizes his online platforms to share relevant details, announcements, and updates about the school community. Likewise, Williams (2020) and Zachos et al. (2018) emphasized that social media is a versatile tool for educators, serving as pedagogical, entertainment, informational, and educational support. It's used in teaching to expose students to real-world situations, expand learning environments, and promote social interaction and collaboration.

Through his social media platforms, The Brave connects with students, parents, and a wider audience, creating a space for learning beyond the classroom. He uses these platforms to share important school news, such as events, achievements, and educational resources that benefit the school community and the public. Social media allows teachers to engage students in discussions and activities that extend outside traditional lessons, allowing them to explore topics of interest and current events. It also enables teachers to build

stronger student relationships by offering support and encouragement through online interactions. By embracing social media, educators like The Brave enhance the learning experience, making it more dynamic, interactive, and accessible to everyone involved.

Delighted for Attention

Teacher social media content creators experience joy and satisfaction when their work is acknowledged and appreciated. As Maestro (pseudonym) shared, he feels genuinely contented when his efforts are recognized by others, whether through praise, compliments, or positive feedback. Additionally, content creators are delighted to see positive comments from their audience, affirming their hard work and creativity. This recognition boosts their confidence and motivates them to continue creating content that resonates with their audience. When their work is appreciated, it reinforces their sense of purpose in sharing their knowledge and experiences.

Positive feedback from viewers encourages content creators to push their boundaries, explore new ideas, and enhance their skills. It creates a sense of community, where both creators and audiences feel connected and appreciated. This shared engagement can be deeply fulfilling, as creators recognize the impact of their content on others' lives, making the challenges of content creation worthwhile. According to Nadkarni and Hofmann (2012), the Dual Factor Model of Facebook Use emphasizes self-presentation and the desire for belonging as primary motivations for social media engagement. Similarly, Crabtree and Pillow (2018) argue that individuals use social media to shape how they are perceived and to satisfy their need for social connection.

Promotion of Responsible Publication

Teacher social media content creators make efforts to ensure that their content is suitable for a public audience. They carefully consider the content they create, taking into account its potential impact and implications, before sharing it with their audience. By exercising caution and responsibility in their publication practices, creators aim to maintain integrity and uphold ethical standards in their online presence. Quinto and Cho-oy (2023) underscored that teachers often find themselves constrained by professional boundaries; a sentiment highlighted by former Philippine Education Secretary Leonor Magtolis Briones. Briones encouraged teachers and non-teaching staff to uphold the highest ethical and professional standards in their actions and words. Building on this, the Department of Education (DepEd) issued DepEd Order No. 49, s. 2022, which amended DepEd Order No. 47, s. 2022. This order establishes policies to promote professionalism in implementing and delivering basic education programs and services.

In this regard, Pitogo and Ching (2018) emphasized the importance of the Data Privacy Act of 2012 in the Philippines, Republic Act No. 10173, in balancing identity and responsibility in educational content creation. This law protects personal information, whether managed by public agencies or private businesses. In education, content creators must comply with these regulations to produce valuable content while responsibly handling individuals' personal information. Adhering to this law helps maintain ethical standards and safeguards the privacy and security of the audience's data.

Development of Higher-Order Thinking Skills

Educators highlight the strategies they employ to enhance their students' critical thinking and problem-solving abilities. Biker stated that he integrates open-ended questions and higher-order thinking skills (HOTS) into his content, encouraging students to think critically and analyze information deeply. Additionally, Biker (pseudonym) revealed that he delivers lessons that extend beyond the traditional classroom setting, providing opportunities for students to apply their knowledge in real-world contexts. Furthermore, he incorporates diverse subjects and current trends into their teaching, fostering interdisciplinary learning and relevance.

Using social media, Biker encourages student collaboration, helping them build critical thinking and problem-solving skills. The platform allows students to share ideas, work on projects, and engage with real-world problems. Through these interactions, they receive feedback from peers and teachers, strengthening their communication skills. Social media also gives students access to diverse resources, helping them explore different perspectives and apply their learning. Kolan and Dzandza (2018) claim that this approach makes education more interactive and connected to real-world situations, preparing students for future challenges. Indeed, as an educational resource, social media enhances learning by allowing students and teachers to connect in novel and engaging ways, fostering a flexible approach to education.

Conclusions

This study explored the personal experiences and perceptions of millennial teachers who are also social media content creators. The findings revealed that these educators use social media platforms as modern tools to enhance teaching, express creativity, and connect with students and a wider audience. Through their content, they make lessons more engaging and relatable while finding personal fulfillment in sharing their stories, values, and cultures. Many of them measure success through positive feedback and the impact they make on others, which motivates them to continue creating. Despite challenges such as fear of judgment and the pressure to maintain quality content, they remain committed to their roles. By managing their time effectively, they are able to balance their responsibilities as educators and content creators without compromising either role.

Eight key themes emerged from their narratives, offering deeper insights into their shared and unique experiences. These themes highlight how they adapt to changing educational contexts, promote responsible content creation, foster community, and encourage higher-order thinking through their digital presence. The study emphasizes the important role that social media can play in supporting

education when used thoughtfully. As a result, schools and policymakers should recognize the potential of social media as a teaching and learning tool. Recommendations include offering support systems for teacher content creators, integrating digital literacy into teacher training, and encouraging ethical and mindful use of online platforms. In the end, these teachers are not only delivering knowledge but also building communities, inspiring others, and shaping a more inclusive and dynamic future for education.

References

- Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The impact of social media on learning behavior for sustainable education: Evidence of students from selected universities in Pakistan. *Sustainability*, 11(6), 1683. <https://doi.org/10.3390/su11061683>
- Ahmad, D. N., & Kadir, A. (2020). Law and technology (Study on the use of online application based on electronic information and transaction law). *Journal of Physics: Conference Series*, 1477(7), 072015. <https://doi.org/10.1088/1742-6596/1477/7/072015>
- Al Hashimi, S., Al Muwali, A., Zaki, Y., & Mahdi, N. (2019). The effectiveness of social media and multimedia-based pedagogy in enhancing creativity among art, design, and digital media students. *International Journal of Emerging Technologies in Learning (iJET)*, 14(21), 176–190. <https://www.learntechlib.org/p/217207/>
- Alhumaid, K. F. (2020). Qualitative evaluation: Effectiveness of utilizing digital and social media in education. *Utopía y Praxis Latinoamericana*, 25(6), 466–476. <https://doi.org/10.5281/zenodo.3987663>
- Anasi, S. N. (2018). Influence of gender on attitude towards the use of social media for continuing professional development among academic librarians in Nigeria. *Information and Learning Science*, 119(3/4), 226–240. <https://doi.org/10.1108/ILS-11-2017-0114>
- Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning: The new domain of learning. *Smart Learning Environments*, 7(1), 9. <https://doi.org/10.1186/s40561-020-00118-7>
- Ardi, Z., & Putri, S. A. (2020). The analysis of the social media impact on the millennial generation behavior and social interactions. *Southeast Asian Journal of Technology and Science*, 1(2), 70–77. <https://doi.org/10.29210/81065100>
- Arkorful, V., Barfi, K. A., & Aboagye, I. K. (2021). Integration of information and communication technology in teaching: Initial perspectives of senior high school teachers in Ghana. *Education and Information Technologies*, 26(4), 3771–3787. <https://doi.org/10.1007/s10639-020-10426-7>
- Arriagada, A., & Ibáñez, F. (2020). “You need at least one picture daily, if not, you’re dead”: Content creators and platform evolution in the social media ecology. *Social Media + Society*, 6(3). <https://doi.org/10.1177/2056305120944624>
- Blaschke, L. M., & Hase, S. (2019). Heutagogy and digital media networks. *Pacific Journal of Technology Enhanced Learning*, 1(1), 1–14. <https://doi.org/10.24135/pjtel.v1i1.1>
- Burgess, J., & Green, J. (2018). *YouTube: Online video and participatory culture* (2nd ed.). Polity Press. https://books.google.com.ph/books?hl=en&lr=&id=mg1rDwAAQBAJ&oi=fnd&pg=PT5&ots=RDpPPBe8nN&sig=fZfTolftIOcRqjhwnwe0x06AePw&redir_esc=y#v=onepage&q&f=false
- Carpenter, J. P., & Harvey, S. (2019). “There's no referee on social media”: Challenges in educator professional social media use. *Teaching and Teacher Education*, 86, 102904. <https://doi.org/10.1016/j.tate.2019.102904>
- Carpenter, J. P., Shelton, C. C., Curcio, R., & Schroeder, S. (2021). The education influencer: New possibilities and challenges for teachers in the social media world. In *Society for Information Technology & Teacher Education International Conference* (pp. 1712–1721). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/219338/>
- Chaudhuri, J. D. (2020). Stimulating intrinsic motivation in millennial students: A new generation, a new approach. *Anatomical Sciences Education*, 13(2), 250–271. <https://doi.org/10.1002/ase.1884>
- Chia, K. C., Hsu, C. C., Lin, L. T., & Tseng, H. H. (2021). The identification of ideal social media influencers: Integrating the social capital, social exchange, and social learning theories. *Journal of Electronic Commerce Research*, 22(1), 4–21. http://www.jecr.org/sites/default/files/2021vol22no1_Paper1.pdf
- Chugh, R., & Ruhi, U. (2018). Social media in higher education: A literature review of Facebook. *Education and Information Technologies*, 23, 605–616. <https://doi.org/10.1007/s10639-017-9621-2>
- Congress of the Philippines. (2012). Republic Act No. 10173 – Data Privacy Act of 2012. *Official Gazette*. <https://www.officialgazette.gov.ph/2012/08/15/republic-act-no-10173/>
- Crabtree, M. A., & Pillow, D. R. (2018). Extending the dual factor model of Facebook use: Social motives and network density predict Facebook use through impression management and open self-disclosure. *Personality and Individual Differences*, 133, 34–40. <https://doi.org/10.1016/j.paid.2017.06.017>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.

- Creswell, J. W. (2016). 30 essential skills for the qualitative researcher. Sage Publications.
- Denny, E., & Weckesser, A. (2022). How to do qualitative research? Qualitative research methods. *BJOG: An International Journal of Obstetrics & Gynaecology*, 129(7), 1166–1167. <https://doi.org/10.1111/1471-0528.17150>
- Department of Education (DepEd). (2022). DepEd Order No. 49, series 2022. https://www.deped.gov.ph/wp-content/uploads/2022/11/DO_s2022_049.pdf
- Dhir, A., Yossatorn, Y., Kaur, P., & Chen, S. (2018). Online social media fatigue and psychological wellbeing—A study of compulsive use, fear of missing out, fatigue, anxiety and depression. *International Journal of Information Management*, 40, 141–152. <https://doi.org/10.1016/j.ijinfomgt.2018.01.012>
- Dimock, M. (2019). Defining generations: Where Millennials end and Generation Z begins. Pew Research Center, 17(1), 1–7. <http://tony-silva.com/eslefl/miscstudent/downloadpagearticles/defgenerations-pew.pdf>
- Dye, T. (2021). Qualitative data analysis: Step-by-step guide (Manual vs. automatic). Thematic InSights. <https://getthematic.com/insights/qualitative-data-analysis>
- Eginli, A. T., & Tas, N. O. (2018). Interpersonal communication in social networking sites: An investigation in the framework of uses and gratification theory. *Online Journal of Communication and Media Technologies*, 8(2), 81–104. <https://doi.org/10.12973/ojcm/2355>
- Falgoust, G., Winterlind, E., Moon, P., Parker, A., Zinzow, H., & Madathil, K. C. (2022). Applying the uses and gratifications theory to identify motivational factors behind young adult's participation in viral social media challenges on TikTok. *Human Factors in Healthcare*, 2, 100014. <https://doi.org/10.1016/j.hfh.2022.100014>
- Faverio, M. (2022). Share of those 65 and older who are tech users has grown in the past decade. Pew Research Center. <https://www.pewresearch.org/short-reads/2022/01/13/share-of-those-65-and-older-who-are-tech-users-has-grown-in-the-past-decade/>
- Gee-Spillane, S. (2018). Participants' views on the effects of digital technologies on their teaching/learning in food and textiles technology education (Doctoral dissertation, The University of Waikato). <https://hdl.handle.net/10289/11954>
- Greenhow, C., Galvin, S. M., & Staudt Willet, K. B. (2019). What should be the role of social media in education? *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 178–185. <https://doi.org/10.1177/2372732219865290>
- Gruzd, A., Haythornthwaite, C., Paulin, D., Gilbert, S., & Del Valle, M. E. (2018). Uses and gratifications factors for social media use in teaching: Instructors' perspectives. *New Media & Society*, 20(2), 475–494. <https://doi.org/10.1177/1461444816662933>
- Halkias, D., Neubert, M., Thurman, P. W., & Harkiolakis, N. (2022). The multiple case study design: Methodology and application for management education. Routledge. <https://doi.org/10.4324/9781003244936>
- Haven, L. T., & Van Grootel, D. L. (2019). Preregistering qualitative research. *Accountability in Research*, 26(3), 229–244. <https://doi.org/10.1080/08989621.2019.1580147>
- Hossain, M. A., Kim, M., & Jahan, N. (2019). Can “liking” behavior lead to usage intention on Facebook? Uses and gratification theory perspective. *Sustainability*, 11(4), 1166. <https://doi.org/10.3390/su11041166>
- Hui-Ling, W., Chung, C., & Yi-Chun, L. (2023). Exploring the predictors of teacher well-being: An analysis of teacher training preparedness, autonomy, and workload. *Sustainability*, 15(7), 5804. <https://doi.org/10.3390/su15075804>
- Islam Habis, M. H., Amjad, O. S., Habes, M., Tahat, O., Amer, K. A., Abdel-Qader Abdallah, R., & Aissani, R. (2023). Trust in social media: Enhancing social relationships. *Social Sciences*, 12(7), 416. <https://doi.org/10.3390/socsci12070416>
- Jones, M. J., & Harvey, M. (2019). Library 2.0: The effectiveness of social media as a marketing tool for libraries in educational institutions. *Journal of Librarianship and Information Science*, 51(1), 3–19. <https://doi.org/10.1177/0961000616668959>
- Karhu, M., Suoheimo, M., & Häkkinä, J. (2021). People's perspectives on social media use during COVID-19 pandemic. In *Proceedings of the 20th International Conference on Mobile and Ubiquitous Multimedia* (pp. 123–130). <https://doi.org/10.1145/3490632.3490666>
- Kasirye, F. (2021). The importance of needs in uses and gratification theory. *Advance*. <https://doi.org/10.31124/advance.14681667.v2>
- Kolan, B. J., & Dzandza, P. E. (2018). Effect of social media on academic performance of students in Ghanaian universities: A case study of University of Ghana, Legon. *Library Philosophy and Practice*, 0, 1–24. <https://digitalcommons.unl.edu/libphilprac/1637>
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94–106. <https://doi.org/10.1177/1534484320903890>
- Liu, M. T., Liu, Y., & Zhang, L. L. (2019). Vlog and brand evaluations: The influence of parasocial interaction. *Asia Pacific Journal of Marketing and Logistics*, 31(2), 419–436. <https://doi.org/10.1108/APJML-01-2018-0021>

- Luttrell, R. (2018). *Social media: How to engage, share, and connect* (4th ed.). Rowman & Littlefield. <https://rowman.com/ISBN/9781538154410/Social-Media-How-to-Engage-Share-and-Connect-Fourth-Edition>
- Marvasti, A. (2019). Qualitative content analysis: A novice's perspective. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 20(3), Article 14. <https://doi.org/10.17169/fqs-20.3.3387>
- Muthui, J. K., & Karimi, J. (2023). Managing a multigenerational workforce in the workplace. In *Topical Issues in Strategic Human Resource Management* (p. 172). https://www.researchgate.net/profile/Dorcas-Mugo-3/publication/379310225_TOPICAL_ISSUES_IN_STRATEGIC_HUMAN_RESOURCE_MANAGEMENT/links/6603f37ca6d9fc55fd9aa09c/TOPICAL-ISSUES-IN-STRATEGIC-HUMAN-RESOURCE-MANAGEMENT.pdf#page=184
- Nadkarni, A., & Hofmann, S. G. (2012). Why do people use Facebook? *Personality and Individual Differences*, 52(3), 243–249. <https://doi.org/10.1016/j.paid.2011.11.007>
- O'Connor, S., Jolliffe, S., Stanmore, E., Renwick, L., & Booth, R. (2018). Social media in nursing and midwifery education: A mixed study systematic review. *Journal of Advanced Nursing*, 74(10), 2273–2289. <https://doi.org/10.1111/jan.13799>
- Olagbaju, O. O., & Popoola, A. G. (2020). Effects of audio-visual social media resources-supported instruction on learning outcomes in reading. *International Journal of Technology in Education*, 3(2), 92–104. <https://files.eric.ed.gov/fulltext/EJ1264146.pdf>
- Olowo, B. F., Alabi, F. O., Okotoni, C. A., & Yusuf, M. A. (2020). Social media: Online modern tool to enhance secondary schools students' academic performance. *International Journal on Studies in Education*, 2(1), 26–35. <https://doi.org/10.46328/ijonse.7>
- Ortiz-Ospina, E., & Roser, M. (2023). The rise of social media. *Our World in Data*. <https://ourworldindata.org/rise-of-social-media>
- Pan, B., & Crotts, J. (2012). Theoretical models of social media, marketing implications, and future research directions. <https://www.researchgate.net/publication/254862367>
- Paskevicius, M. (2021). Educators as content creators in a diverse digital media landscape. *Journal of Interactive Media in Education*, 2021(1), Article 18. <https://doi.org/10.5334/jime.675>
- Pitogo, V. A., & Ching, M. R. D. (2018). Understanding Philippine national agency's commitment on data privacy act of 2012: A case study perspective. In *Proceedings of the 2nd International Conference on E-commerce, E-Business and E-Government* (pp. 64–68). <https://doi.org/10.1145/3234781.3234788>
- Quinto, J. B., & Cho-oy, D. M. (2023). TeachTokerists in the Philippines: A Husserlian phenomenology. *Asia Social Issues*, 16(1), e258636. <https://doi.org/10.48048/asi.2023.258636>
- Ravindran, V. (2019). Data analysis in qualitative research. *Indian Journal of Continuing Nursing Education*, 20(1), 40–45. https://doi.org/10.4103/IJCN.IJCN_1_19
- Reddy, P. Y. (2023). Importance of social media in our lives in today's era. *International Journal of Multidisciplinary Educational Research*, 12(10), 87. [https://ijmer.s3.amazonaws.com/pdf/volume12/volume12-issue10\(4\)/7.pdf](https://ijmer.s3.amazonaws.com/pdf/volume12/volume12-issue10(4)/7.pdf)
- Roulston, K., & Choi, M. (2018). Qualitative interviews. In U. Flick (Ed.), *The SAGE handbook of qualitative data collection* (pp. 233–249). SAGE Publications Ltd. <https://doi.org/10.4135/9781526416070.n15>
- Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. *Mass Communication and Society*, 3(1), 3–37. https://doi.org/10.1207/S15327825MCS0301_02
- Saunders, M. N., & Townsend, K. (2018). Choosing participants. In C. Cassell, A. Cunliffe, & G. Grandy (Eds.), *The SAGE handbook of qualitative business and management research methods: History and traditions* (pp. 480–494). SAGE Publications Ltd. https://www.researchgate.net/publication/321965390_Choosing_participants
- Sivakumar, R. (2020). Effects of social media on academic performance of the students. *The Online Journal of Distance Education and e-Learning*, 8(2), 90–97. <https://tojqi.net/journals/tojdel/articles/v08i02/v08i02-03.pdf>
- Stafford, T. F., Stafford, M. R., & Schkade, L. L. (2004). Determining uses and gratifications for the Internet. *Decision Sciences*, 35(2), 259–288. <https://doi.org/10.1111/j.00117315.2004.02524.x>
- Stake, R. E. (2013). *Multiple case study analysis*. Guilford Press.
- Stathopoulou, A., Siamagka, N. T., & Christodoulides, G. (2019). A multi-stakeholder view of social media as a supporting tool in higher education: An educator–student perspective. *European Management Journal*, 37(4), 421–431. <https://doi.org/10.1016/j.emj.2019.01.008>
- Tkáčová, H., Pavlíková, M., Jenisová, Z., Maturkanič, P., & Králik, R. (2021). Social media and students' wellbeing: An empirical analysis during the COVID-19 pandemic. *Sustainability*, 13(18), 10442. <https://doi.org/10.3390/su131810442>

- Twenge, J. M., & Campbell, W. K. (2019). Media use is linked to lower psychological well-being: Evidence from three datasets. *Psychiatric Quarterly*, 90, 311–331. <https://doi.org/10.1007/s11126-019-09630-7>
- Van Dijck, J., & Poell, T. (2018). Social media platforms and education. In J. Burgess, A. Marwick, & T. Poell (Eds.), *The SAGE handbook of social media* (pp. 579–591). SAGE Publications. <https://www.torrossa.com/en/resources/an/5018793#page=602>
- Wang, X. (2021). The motivations and uses of mainstream and social media during the COVID-19 pandemic in China: A structural equation modeling approach. *Computers in Human Behavior Reports*, 4, 100098. <https://doi.org/10.1016/j.chbr.2021.100098>
- Wang, Z., Hangeldiyeva, M., Ali, A., & Guo, M. (2022). Effect of enterprise social media on employee creativity: Social exchange theory perspective. *Frontiers in Psychology*, 12, 812490. <https://doi.org/10.3389/fpsyg.2021.812490>
- Williams, R. (2020). An exploration into the pedagogical benefits of using social media: Can educators incorporate social media into pedagogy successfully? A work in progress. *ABC Journal of Advanced Research*, 9(2), 69–78. <https://doi.org/10.18034/abcjar>
- Wong, L. (2008). Data analysis in qualitative research: A brief guide to using NVivo. *Malaysian Family Physician*, 3(1), 14–20. <https://doi.org/10.1007/s10639-015-9444-y>
- Zachos, G., Paraskevopoulou-Kollia, E. A., & Anagnostopoulos, I. (2018). Social media use in higher education: A review. *Education Sciences*, 8(4), 194. <https://doi.org/10.3390/educsci8040194>

Affiliations and Corresponding Information

Cristine Gaye A. Largo

Ramon Magsaysay Memorial Colleges – Philippines

Cornelio R. Rollo, PhD

Ramon Magsaysay Memorial Colleges – Philippines