ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Social Media Use and Its Impact on the Mental Well-Being of Early Grade Teachers

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Date Submitted:
September 07, 2026

Date Accepted:
October 05, 2026

Date Published:
November 03, 2026

DOI:
10.5281/zenodo.23925079

ABSTRACT

This study examined social media use and its relationship with the mental well-being of early grade teachers at Maluay Central Elementary School in Maluay, Zamboanguita, Negros Oriental. Employing a quantitative research approach, the study involved 11 Kindergarten to Grade 3 teachers selected through total enumeration sampling. Data were collected using a structured survey questionnaire administered through Google Forms and analyzed using descriptive statistical methods, including frequency, percentage, and weighted mean. The study assessed respondents' sociodemographic characteristics, frequency of social media use, and mental well-being in terms of emotional, psychological, and overall well-being. Findings revealed that all respondents were female and that Messenger (WM = 4.73) and Facebook (WM = 4.36) were the most frequently accessed social media platforms, followed by YouTube (WM = 3.73). The results presented in the detailed analysis indicated high emotional well-being (WM = 3.57), moderate psychological well-being (WM = 2.95), and high overall well-being (WM = 3.50), with a composite weighted mean of 3.34, interpreted as moderate. Respondents generally perceived social media as beneficial for maintaining personal connections, communicating with colleagues, accessing professional resources, and obtaining emotional support. However, social media was perceived as less helpful in managing difficult emotions and work-related psychological pressures. The findings highlight the importance of responsible social media engagement, healthy digital boundaries, and institutional support for teachers' mental well-being. Accordingly, the study proposed a Digital Wellness and Mental Health Enhancement Program to encourage balanced social media practices, strengthen psychological support, and promote teachers' personal and professional well-being. Given the limited sample and descriptive findings, causal effects and statistically significant relationships cannot be established from the reported results.

Keywords: *Social Media Use, Mental Well-Being, Early Grade Teachers, Emotional Well-Being, Psychological Well-Being, Digital Wellness, Teacher Mental Health, Professional Communication, Work-Life Balance, Digital Wellness Program*

INTRODUCTION

Social media has become an integral part of modern life, significantly transforming the ways individuals communicate, collaborate, and access information. In the field of education, the widespread adoption of digital and blended learning since 2021 has increased teachers' reliance on social media

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platforms such as Facebook, Messenger, Instagram, TikTok, YouTube, WhatsApp, and Pinterest. These platforms have evolved from optional communication tools into important channels for sharing instructional materials, communicating with parents and learners, collaborating with colleagues, and accessing professional development opportunities. Recent studies indicate that social media has become an important component of teachers' professional practices and continuous learning (Greenhow et al., 2023; Kim & Asbury, 2023).

In the Philippine educational context, teachers increasingly use social media to support instruction, collaborate professionally, and communicate with stakeholders. For early grade teachers, social media provides convenient access to teaching resources, educational content, and professional learning networks. As digital communication becomes increasingly integrated into educational practices, understanding its relationship with teachers' mental well-being has become increasingly important.

Recent research highlights both the positive and negative implications of social media use. On the positive side, social media can promote social connectedness, professional support, collaboration, and access to educational resources. These benefits may contribute to emotional well-being, psychological functioning, and overall quality of life (Satici et al., 2023; Willis et al., 2023). Through online communities and professional networks, teachers can exchange ideas, seek advice, and reduce feelings of professional isolation.

However, the literature also highlights potential negative consequences associated with excessive or inappropriate social media use. Continuous online engagement may contribute to stress, anxiety, information overload, emotional exhaustion, and difficulties in maintaining healthy work–life boundaries. Studies suggest that excessive digital connectivity may adversely affect teachers' psychological well-being and increase their risk of burnout (Heredia-Escorza et al., 2026; Kim & Asbury, 2023). These findings suggest that social media can serve as both a supportive resource and a source of psychological strain, depending on how frequently and in what ways it is used.

Early grade teachers, particularly those handling Kindergarten to Grade 3 learners, perform demanding roles that require patience, emotional stability, creativity, and continuous interaction with young children and their parents. These educators are responsible for developing learners' foundational literacy, numeracy, social, and emotional skills. Given the nature of their responsibilities, early grade teachers may be particularly vulnerable to factors that affect their mental well-being, including their use of social media for communication, instructional preparation, and professional engagement.

Although numerous studies have examined social media use and teacher well-being, limited research has specifically focused on early grade teachers in the Philippine context. Existing studies commonly examine teachers as a general population or focus on secondary and higher education teachers. Furthermore, limited evidence is available regarding the relationships between socio-demographic characteristics, such as sex, age, length of service, position, and educational attainment, and social media use and mental well-being among early grade teachers. These gaps in the literature highlight the need for further investigation.

Therefore, this study seeks to examine the extent of social media use and its relationship with the mental well-being of early grade teachers at Maluay Central Elementary School. Specifically, it aims to determine the extent of teachers' social media use, assess their mental well-being in terms of emotional well-being, psychological well-being, and overall well-being, and examine the relationship between social media use and mental well-being. The findings of this study are expected to contribute to the growing body of knowledge on teacher well-being and serve as a basis for developing a Digital Wellness Program designed to promote responsible social media use and support the mental well-being of early grade teachers in the digital age.

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Statement of the Problem

This study aims to examine the relationship between social media use and the mental well-being of early grade teachers at Maluay Central Elementary School. It also seeks to determine whether teachers' mental well-being is significantly associated with their socio-demographic characteristics and to assess the relationship between the extent of their social media use and their mental well-being. The findings of the study will serve as the basis for proposing an action plan to promote responsible social media use and support teachers' mental well-being.

Specifically, this study seeks to answer the following questions:

1. What is the socio-demographic profile of the early grade teachers in terms of:
   1.1. sex;
   1.2. age;
   1.3. length of service;
   1.4. position; and
   1.5. highest educational attainment?
2. What is the extent of teachers' social media use in terms of their frequency of access to or exposure to social media platforms?
3. What is the level of teachers' mental well-being in terms of:
   3.1. emotional well-being;
   3.2. psychological well-being; and
   3.3. overall well-being?
4. Is there a significant relationship between teachers' mental well-being and their socio-demographic characteristics?
5. Is there a significant relationship between the extent of teachers' social media use and their mental well-being in terms of emotional well-being, psychological well-being, and overall well-being?
6. What action plan can be proposed based on the findings of the study?

Theoretical Framework of the Study

This study is anchored in three interrelated theoretical perspectives: Social Comparison Theory, Positive Psychology, and Technostress Theory. These perspectives provide a foundation for understanding the potential relationship between social media use and the mental well-being of early grade teachers.

Social Comparison Theory Festinger (1954) proposed that individuals evaluate their opinions and abilities by comparing themselves with others. In the context of social media, teachers may compare their professional experiences, teaching practices, classroom environments, and achievements with those presented by other educators online. Exposure to idealized portrayals of teaching practices and professional accomplishments may lead to feelings of inadequacy, self-doubt, or pressure to meet perceived expectations. Such experiences may be associated with teachers' emotional and psychological well-being. However, social comparison may also provide opportunities for learning, inspiration, and professional improvement, depending on how individuals interpret and respond to the information they encounter.

Positive Psychology. Positive psychology emphasizes the conditions and processes that contribute to well-being, resilience, and human flourishing. Seligman (2011) presented the PERMA model, which identifies five elements of well-being: positive emotions, engagement, relationships, meaning, and accomplishment. Applied to social media use, this perspective suggests that digital platforms may support teachers' well-being by facilitating professional relationships, providing access to educational resources, encouraging collaboration, and creating opportunities for professional growth. Online interactions that provide encouragement and social support may contribute to positive emotional experiences and a sense of professional connection. Conversely, negative online interactions and excessive digital engagement may

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undermine these experiences. This perspective therefore provides a basis for examining how teachers' social media use may be associated with their emotional, psychological, and overall well-being.

***Technostress Theory*.** Technostress refers to stress associated with the use of information and communication technologies. Tarafdar et al. (2007, 2011) examined how technology-related demands can contribute to stress and affect individuals' work experiences and productivity. In the context of this study, social media may contribute to technology-related stress through information overload, constant connectivity, pressure to respond to online messages, and difficulties maintaining boundaries between professional and personal responsibilities. Early grade teachers may experience these demands when using social media to communicate with parents, access instructional materials, or participate in professional networks. When these demands become difficult to manage, they may be associated with increased stress and reduced well-being. Nevertheless, the extent to which teachers experience such difficulties may depend on their usage patterns, coping strategies, and available support systems.

Taken together, these three theoretical perspectives provide a framework for understanding the potential positive and negative associations between social media use and the mental well-being of early grade teachers. Social Comparison Theory explains how online comparisons may relate to teachers' self-evaluations and emotional experiences. Positive Psychology provides a perspective on how social connections, engagement, and professional accomplishments may support well-being. Technostress Theory explains how technology-related demands may contribute to stress and difficulties in maintaining work–life boundaries.

These perspectives guide the present study in examining the extent of teachers' social media use, their mental well-being in terms of emotional well-being, psychological well-being, and overall well-being, and the relationships between these variables. They also provide a theoretical basis for developing an action plan that promotes responsible social media use and supports the mental well-being of early grade teachers.

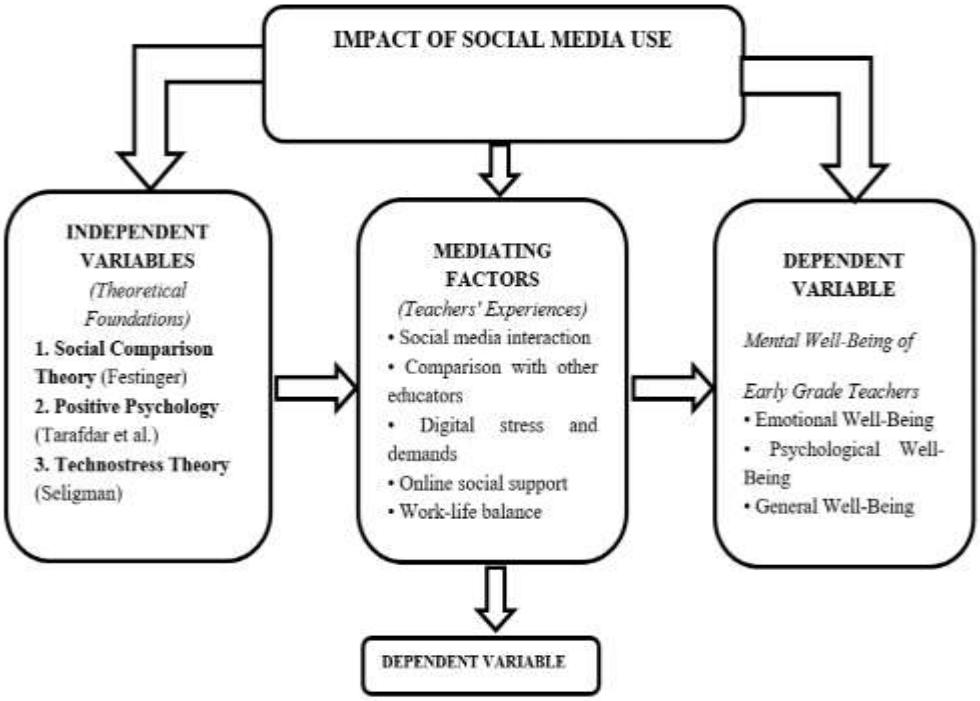


Figure 1. *Theoretical Framework of the Study*

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The theoretical framework illustrates how Social Comparison Theory, Positive Psychology, and Technostress Theory provide complementary perspectives on the relationship between social media use and the mental well-being of early grade teachers. Social media use may involve professional interactions, comparisons with other educators, access to social support, and exposure to technology-related demands. These experiences may be associated with teachers' emotional well-being, psychological well-being, and overall well-being.

Social Comparison Theory emphasizes the possible effects of online comparisons on teachers' self-evaluations. Positive Psychology highlights the potential contributions of supportive relationships, engagement, and professional growth to well-being. Technostress Theory focuses on the possible psychological demands associated with frequent digital engagement. Together, these perspectives support an examination of whether and how the extent of social media use is related to the mental well-being of early grade teachers at Maluay Central Elementary School.

Conceptual Framework of the Study

The conceptual framework of this study is anchored in the three theoretical perspectives discussed in the theoretical framework: Social Comparison Theory, Positive Psychology, and Technostress Theory. These theories provide a foundation for examining the relationship between social media use and the mental well-being of early grade teachers at Maluay Central Elementary School.

The framework identifies social media use as the independent variable and teachers' mental well-being as the dependent variable. Social media use refers to the extent and frequency with which teacher access platforms such as Facebook, Messenger, Instagram, TikTok, WhatsApp, Pinterest, and YouTube. Teachers' mental well-being is assessed in terms of emotional well-being, psychological well-being, and overall well-being.

Social Comparison Theory provides a perspective for understanding how exposure to other educators' experiences and accomplishments on social media may be associated with teachers' self-evaluations and emotional experiences. Positive Psychology explains how social media may provide opportunities for professional connection, collaboration, encouragement, and access to educational resources that support well-being. Meanwhile, Technostress Theory explains how frequent digital engagement, information overload, and difficulties maintaining work–life boundaries may be associated with stress and reduced well-being.

Taken together, these theories suggest that social media use may be associated with teachers' mental well-being in both positive and negative ways, depending on the nature and extent of their online activities. However, this study focuses on determining the extent of social media use, assessing teachers' mental well-being, and examining the statistical relationship between these variables. It does not assume that social media use directly causes changes in mental well-being or that particular psychological processes mediate this relationship.

The conceptual framework also considers the teachers' sociodemographic characteristics, specifically sex, age, length of service, teaching position, and highest educational attainment. These characteristics are examined in relation to teachers' mental well-being to determine whether significant relationships exist.

The findings of the study will serve as the basis for proposing an action plan designed to promote responsible social media use and support the mental well-being of early grade teachers at Maluay Central Elementary School.

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International Journal
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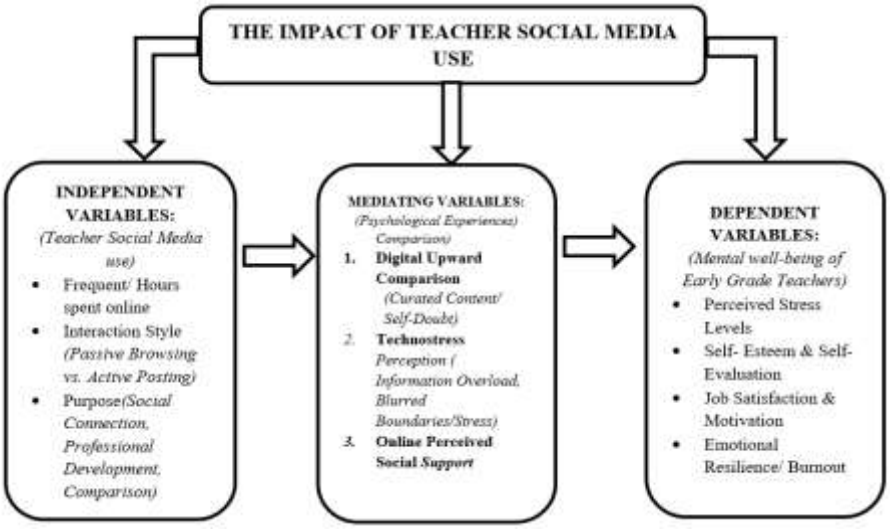


Figure 2. *Conceptual Framework of the Study*

This conceptual framework operationalizes the abstract theories presented in the theoretical framework into specific, measurable variables. The diagram posits that how a teacher uses social media (the Independent Variable) is not a direct cause of well-being issues; instead, it predicts specific internal psychological states, which are the Mediating Variables.

Specifically, the type of social media use determines the primary mediator: passive scrolling often triggers a perception of upward comparison and inadequacy (Social Comparison), overuse or blurred boundaries trigger technostress (Technostress Theory), while active professional engagement or seeking peer connection builds perceived social support and positive emotional states (Positive Psychology/PERMA).

These psychological experiences (the mediators) then directly cause the final measurable outcomes, which are the components of teacher Mental Well-Being (the Dependent Variable). Feelings of comparison damage self-esteem; technostress drives up stress levels and burnout; and strong social support increases job satisfaction and resilience. Optional moderators, such as a teacher's boundary-setting skills, can either buffer or exacerbate these effects, providing further context for the study.

Literature Review

Social Media Use Among Teachers

Social media has become an important tool for communication, collaboration, and professional learning among educators. Platforms such as Facebook, Messenger, YouTube, Instagram, and TikTok provide teachers with opportunities to exchange instructional materials, communicate with colleagues and parents, and access educational resources. Through these platforms, teachers can participate in professional learning communities and engage with educators beyond their immediate school environments.

Greenhow et al. (2023) examined how teachers engage in professional learning across social media, geographical locations, and time. Their work highlights the role of social media in extending professional learning opportunities beyond traditional school-based settings. Similarly, research on educators' use of Instagram has demonstrated that teachers use the platform to exchange professional knowledge, share experiences, and provide affective support to other educators (Carpenter et al., 2020).

Social media may therefore serve as a supplementary resource for teachers' professional development. It allows educators to explore innovative teaching strategies, seek advice, and maintain connections with professional networks. For early grade teachers, these opportunities may be particularly

ISSN: 3116-3475
International Journal
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useful in obtaining instructional materials and ideas for teaching foundational literacy, numeracy, and social-emotional skills.

Nevertheless, the benefits of social media depend partly on how teachers use these platforms and manage their online activities. Although professional engagement may provide access to resources and support, frequent exposure to online content and expectations of constant availability may create additional demands. Consequently, examining the extent of social media use is important in understanding its possible relationship with teachers' mental well-being.

Mental Well-Being of Teachers

Mental well-being is an important aspect of teachers' personal and professional lives. It encompasses emotional experiences, psychological functioning, and the ability to manage everyday challenges and maintain meaningful relationships. Teachers' well-being is particularly important because their work involves instructional responsibilities, classroom management, administrative tasks, and continuous interactions with learners, colleagues, and parents.

Kim et al. (2022) examined teachers' mental health and well-being during the COVID-19 pandemic through a longitudinal study. Their findings highlighted the psychological challenges teachers experienced during a period of significant educational disruption. The study illustrates the importance of considering teachers' working conditions and the demands associated with changes in educational practice when examining their mental health and well-being.

Teachers' mental well-being may also be influenced by the resources available to them, including professional support, collegial relationships, and opportunities to manage work-related demands. Positive professional relationships may provide encouragement and help teachers cope with workplace challenges. Conversely, persistent stress and difficulties balancing professional responsibilities with personal commitments may undermine their well-being.

In the context of the present study, mental well-being is examined in terms of emotional well-being, psychological well-being, and overall well-being. These dimensions provide a basis for assessing teachers' experiences and examining whether their mental well-being is significantly associated with their social media use and sociodemographic characteristics.

Social Media Use and Emotional Well-Being

Emotional well-being concerns individuals' emotional experiences, including their ability to experience positive feelings, manage negative emotions, and respond to everyday challenges. For teachers, emotional well-being may be influenced by their relationships with learners, colleagues, and parents, as well as by the demands of their professional responsibilities.

Social media may provide opportunities for emotional support by enabling teachers to communicate with colleagues, friends, and family members. Online professional communities may offer spaces where educators exchange experiences, seek encouragement, and share strategies for managing classroom challenges. Such interactions may help teachers feel connected to others who understand the demands of their profession.

Willis et al. (2023) examined the benefits and pitfalls of social media for teachers' agency and well-being. Their findings highlighted the potential of social media to support teachers' professional agency and well-being while also identifying challenges involving professional self-esteem and authenticity. These findings suggest that social media may provide supportive opportunities while presenting difficulties that teachers must manage.

However, emotional experiences associated with social media may differ among users. Exposure to negative comments, unfavorable comparisons, excessive notifications, or demanding online interactions may contribute to emotional discomfort. Therefore, the relationship between social media use and emotional well-being should be examined rather than assumed to be consistently positive or negative.

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For early grade teachers, understanding this relationship is important because their work requires patience, emotional regulation, and sustained interaction with young learners and their families. The present study consequently examines emotional well-being as one of the dimensions of teachers' mental well-being.

Social Media Use and Psychological Well-Being

Psychological well-being concerns individuals' positive psychological functioning, including their sense of competence, self-evaluation, ability to cope with challenges, and capacity to function effectively in daily life. For teachers, psychological well-being may be associated with confidence in their professional abilities, access to support, and their perceived capacity to manage work-related responsibilities.

Social media can provide access to professional learning opportunities that may help teachers strengthen their instructional knowledge and confidence. Through online communities, educators can obtain feedback, discuss classroom experiences, and learn from the practices of other teachers. These opportunities may contribute to professional learning and a sense of connection.

Carpenter et al. (2020) found that educators used Instagram for multiple professional purposes, including exchanging knowledge and providing affective support. Their findings illustrate how social media can facilitate interactions that extend beyond the immediate school environment.

However, social media may also expose teachers to idealized representations of professional success and classroom practices. Comparing their own experiences with those presented online may create pressure or feelings of inadequacy for some educators. In addition, excessive digital engagement may make it more difficult to concentrate on other responsibilities or disengage from work-related concerns.

These possibilities indicate that social media use may be associated with psychological well-being in different ways. Examining this relationship among early grade teachers may help clarify whether their patterns of social media use are associated with their perceived psychological functioning.

Social Media Use and Overall Well-Being

Overall well-being refers to a broader evaluation of individuals' quality of life, relationships, and ability to manage different aspects of their personal and professional responsibilities. For teachers, this may involve maintaining supportive relationships, managing work-related demands, and preserving time for personal activities and family commitments.

Social media can contribute to professional connection by enabling educators to exchange ideas, share accomplishments, and communicate with colleagues. Greenhow et al. (2023) highlighted how social media can extend professional learning across different contexts, providing teachers with opportunities to engage in learning beyond traditional settings.

At the same time, social media may blur the boundaries between professional and personal life. Teachers who use digital platforms to communicate with parents, obtain instructional materials, or participate in professional groups may encounter work-related messages outside regular working hours. When such interactions become difficult to manage, they may interfere with personal time and rest.

Willis et al. (2023) identified both benefits and challenges associated with teachers' social media experiences. Their work underscores the importance of considering not only the professional opportunities offered by social media but also the challenges associated with teachers' online identities and well-being.

For early grade teachers, maintaining overall well-being is important because their responsibilities extend beyond classroom instruction to communication with parents and the development of young learners. Examining the relationship between social media use and overall well-being may provide useful information for promoting balanced digital practices among teachers.

Studies on Social Media Use for Teachers' Professional Learning

Greenhow et al. (2023) investigated how teachers' professional learning extends across social media, geographical locations, and time. Their work emphasized that social media can create opportunities

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for educators to engage in professional learning beyond conventional school-based activities. These opportunities allow teachers to connect with other educators, exchange knowledge, and participate in professional discussions.

Carpenter et al. (2020) examined how and why educators use Instagram through an online survey involving 841 educators. The researchers found that participants used the platform to exchange professional knowledge and provide affective support. Their findings demonstrated that educators' social media activities can serve multiple professional purposes, although some participants also questioned the usefulness of certain aspects of the platform.

These studies demonstrate the potential of social media to support professional interaction and learning. However, they do not establish that greater social media use necessarily leads to better mental well-being. This distinction is important to the present study, which seeks to determine the extent of social media use among early grade teachers and examine its relationship with their mental well-being.

Studies on Social Media and Teachers' Well-Being

Willis et al. (2023) examined teachers' experiences of the benefits and pitfalls of social media in relation to professional agency and well-being. Their study identified potential benefits, including opportunities for teacher agency and support for well-being. However, the researchers also identified challenges involving professional self-esteem and authenticity.

The findings indicate that teachers' experiences of social media may involve both advantages and difficulties. Online platforms may provide opportunities for connection and professional participation, while also creating challenges related to professional identity and the expectations associated with online engagement.

Kim et al. (2022) conducted a longitudinal study of teachers' mental health and well-being during the COVID-19 pandemic. Their research examined teachers' experiences during a period of considerable disruption in educational practice. Although the study was not specifically focused on social media use, it provides relevant background on the mental health challenges teachers may experience when professional demands and working conditions change substantially.

Taken together, these studies emphasize the importance of considering teachers' working environments, professional experiences, and access to support when examining mental well-being. They also demonstrate why the relationship between social media use and teachers' well-being requires careful investigation rather than assumptions about a uniformly beneficial or harmful effect.

Synthesis of the Reviewed Literature and Studies

The reviewed literature and studies indicate that social media has become an important resource for teachers' professional learning, collaboration, communication, and access to educational information. Research by Greenhow et al. (2023) and Carpenter et al. (2020) illustrates how social media can extend professional interactions and provide opportunities for knowledge exchange and affective support. Meanwhile, Willis et al. (2023) demonstrates that teachers' social media experiences may involve both benefits and challenges related to their professional agency and well-being. Kim et al. (2022) further highlights the importance of understanding teachers' mental health within the context of changing professional demands.

Collectively, these findings suggest that social media use should be examined in relation to teachers' mental well-being without assuming that its effects are exclusively positive or negative. The extent and nature of teachers' online activities may be relevant to their emotional experiences, psychological functioning, and overall well-being. Nevertheless, the findings of studies conducted in other educational contexts cannot automatically be generalized to early grade teachers in the Philippines.

A specific research gap remains in understanding the relationship between social media use and the mental well-being of early grade teachers at Maluay Central Elementary School. The present study

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addresses this gap by determining the extent of teachers' social media use, assessing their mental well-being in terms of emotional well-being, psychological well-being, and overall well-being, and examining the relationships between these variables and their sociodemographic characteristics. The findings will serve as the basis for proposing an action plan to promote responsible social media use and support teachers' mental well-being.

METHODS

Research Design

This study utilized a quantitative research design to examine the effects of social media usage on the mental well-being of early grade teachers, particularly in terms of stress levels, emotional health, psychological well-being, and overall well-being. This design was considered appropriate because it allows researchers to gather numerical data and analyze relationships between variables using statistical methods.

Research Respondents and Sampling Procedure

The respondents of the study were early grade teachers handling Kindergarten to Grade 3 classes at Maluay Central Elementary School, located in Maluay, Zamboanguita, Negros Oriental, under the Department of Education (DepEd). A total of 11 early grade teachers participated in the study.

Given the small population of eligible teachers, the researchers employed total enumeration sampling, in which all eligible members of the identified population were invited to participate in the study. This sampling procedure was appropriate because it allowed the researchers to include the entire accessible population of early grade teachers at the selected school.

The findings were interpreted within the context of the participating teachers and the research setting. Because the study involved only 11 respondents from one school, the results may not be generalizable to teachers in other schools or educational settings.

Research Environment

The study was conducted at Maluay Central Elementary School in Maluay, Zamboanguita, Negros Oriental. The school operates under the supervision of the Department of Education and provides basic education to elementary learners, including those in the early grades.

The school was selected as the research setting because its early grade teachers were the target population of the study. Their professional responsibilities, including providing foundational instruction and communicating with learners, parents, and colleagues, made the school an appropriate setting for examining the relationship between social media use and teachers' mental well-being.

Research Instrument

The primary research instrument used in this study was a structured survey questionnaire administered through Google Forms. The questionnaire was adapted from a previously published instrument, with permission obtained from the original author, as applicable. The instrument was intended to gather information about the respondents' sociodemographic characteristics, social media use, and mental well-being.

The questionnaire consisted of two parts.

Part I: Socio-Demographic Profile and Social Media Usage

This section gathered information about the respondents' socio-demographic characteristics, including sex, age, length of service, current teaching position, and highest educational attainment. Names were optional, if included in the questionnaire.

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This section also determined the respondents' use of social media platforms, including Facebook, Messenger, Instagram, TikTok, WhatsApp, Pinterest, and YouTube. The frequency of access to these platforms was measured using a five-point rating scale with the following response categories: Very Frequently Visited, Frequently Visited, Occasionally Visited, Rarely Visited, and Never Visited.

Part II: Social Media Use and Its Impact on the Mental Well-Being of Early Grade Teachers

This section assessed the respondents' mental well-being in terms of emotional well-being, psychological well-being, and overall well-being. Responses were measured using a five-point Likert scale ranging from 1 (Very Low) to 5 (Very High), following the response format of the adopted questionnaire.

The questionnaire provided the data needed to describe the respondents' social media use and mental well-being and to examine the relationships specified in the research questions.

Data Gathering Procedures

The data-gathering process followed these procedures:

1. ***Securing permission*.** The researchers sought the necessary permission from the Public Schools District Supervisor (PSDS), the school principal, and other concerned DepEd authorities before conducting the study.
2. ***Coordinating with the school*.** After obtaining the required approvals, the researchers coordinated with the school administration to identify eligible early grade teachers and arrange the distribution of the questionnaire.
3. ***Administering the questionnaire*.** The survey questionnaire was distributed electronically through Google Forms. The respondents were provided with information about the purpose of the study, the nature of their participation, and the procedures for completing the questionnaire.
4. ***Obtaining informed consent*.** Before answering the questionnaire, the respondents were informed of their rights as research participants, including the voluntary nature of participation and the measures taken to protect the confidentiality of their responses.
5. ***Collecting the responses*.** After the respondents completed the questionnaire, the researchers retrieved the responses from Google Forms and checked the data for completeness and consistency.
6. ***Preparing the data for analysis*.** The responses were organized, coded, and tabulated for statistical analysis. The researchers then applied the appropriate statistical procedures to answer the research questions and test the hypotheses.

Statistical Treatment of Data

The data gathered in this study were analyzed using appropriate descriptive and inferential statistical procedures. The statistical tools were selected according to the research questions, the measurement levels of the variables, and the small number of respondents.

***Frequency and Percentage*.** Frequency counts and percentages were used to describe the respondents' sociodemographic profiles in terms of sex, age, length of service, teaching position, and highest educational attainment. These procedures were also used to summarize categorical responses where appropriate.

The percentage was computed using the following formula:

$$WM = \frac{\sum(f \times w)}{n}$$

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Where:

1. *WM* = Weighted Mean
2. *f*= Frequency of Responses
3. *w*= Numerical Weight assigned to each rating
4. *N* = Total number of valid responses
5. $\sum fw$ = sum of the products of frequencies and their corresponding weights

To translate the computed weighted mean into meaningful descriptions, the following rating scale was adopted:

Scale	Response	Range of Mean	Interpretation
5	Very High	4.21–5.00	Very High Mental Well-Being – Teachers demonstrate a very high level of emotional, psychological, and overall well-being.
4	High	3.41–4.20	High Mental Well-Being – Teachers demonstrate a high level of emotional, psychological, and overall well-being.
3	Moderate	2.61–3.40	Moderate Mental Well-Being – Teachers demonstrate a moderate level of emotional, psychological, and overall well-being.
2	Low	1.81–2.60	Low Mental Well-Being – Teachers demonstrate a low level of emotional, psychological, and overall well-being.
1	Very Low	1.00–1.80	Very Low Mental Well-Being – Teachers demonstrate a very low level of emotional, psychological, and overall well-being.

Source: Tran (2024)

Note. The rating intervals and verbal interpretations should be verified against the adopted questionnaire and the source attributed to Tran (2024). For mental well-being, higher scores should be interpreted as indicating higher well-being only if the instrument's scoring instructions support that interpretation.

***Inferential Statistical Analysis*.** Appropriate inferential statistical procedures were used to examine the relationships specified in the research hypotheses. The relationship between social media use and mental well-being was examined using a statistical test suitable for the nature and distribution of the scores. The relationships between socio-demographic characteristics and mental well-being were likewise examined using procedures appropriate to the measurement level of each characteristic.

Given the small sample size of 11 respondents, the assumptions of the selected statistical tests were considered carefully. Depending on the variables and the data obtained, suitable methods could include Spearman's rank-order correlation for appropriate ordinal or ranked data and Fisher's exact test for suitable categorical data. The final statistical procedures should be identified according to the actual dataset and the requirements of each hypothesis.

All inferential tests were evaluated at the 0.05 level of significance. The null hypotheses were evaluated based on the resulting statistical evidence, with conclusions interpreted in light of the small sample size and the specific research setting.

Ethical Consideration

The researchers observed ethical principles throughout the conduct of the study to protect the rights, privacy, and welfare of the respondents.

- ***Informed Consent*** – The respondents were informed about the purpose of the study, the nature of their participation, and how the collected information would be used. Their participation was voluntary and based on informed consent.

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- ***Permission and Approval*** – The researchers sought the necessary authorization from the appropriate school and DepEd authorities such as Public Schools District Supervisor (PSDS), the School Principal, and the Schools Division Superintendent before data collection. The study was conducted in accordance with the applicable institutional requirements.
- ***Confidentiality and Privacy*** – The researchers took measures to protect the confidentiality of the respondents' information. Personal identifiers were minimized, and the collected data were used solely for the stated research purposes. Access to the survey responses was restricted to authorized individuals, and the data were handled in accordance with applicable data-protection requirements.
- ***Voluntarily Participation*** – Participation was voluntary. Respondents were informed that they could decline to participate or discontinue their participation without penalty or adverse consequences, subject to the practical limitations of withdrawing responses that had already been submitted anonymously.
- ***Data Security***–The researchers took appropriate measures to safeguard the electronic data collected through Google Forms. The data were accessed only for authorized research purposes and were retained and disposed of in accordance with applicable institutional policies and data-protection requirements.

RESULTS AND DISCUSSION

Socio-demographic Profiles of the Respondents and Social Media Platforms Most Frequently Visited

The respondents' socio-demographic profiles were examined in terms of sex, age, length of service, highest educational attainment, and teaching position. These characteristics provide a description of the participating teachers and serve as background variables for examining their relationship with mental well-being.

Table 1.1. *Distribution of Respondents According to Sex*

Sex	Frequency (f)	Percentage (%)
Female	11	100
Total	**11**	**100.0%**

Table 1.1 presents the distribution of respondents according to sex. All 11 respondents (100.0%) were female, while no male respondents participated in the study.

This finding indicates that the participating early grade teachers at Maluay Central Elementary School were exclusively female. However, because the study involved only 11 teachers from one school, this result should be interpreted as a characteristic of the study population rather than evidence that the teaching workforce throughout the district or region is predominantly female.

The sex distribution provides contextual information about the respondents. Nevertheless, because all participants were female, the study cannot compare mental well-being between male and female teachers. The relationship between sex and mental well-being therefore cannot be meaningfully assessed using this sample.

Table 1.2. *The Respondents' Age*

Age	Frequency (f)	Percentage (%)
25-30 years old	4	36.4
31-40 years old	2	18.2
41-50 years old	3	27.3
51 and above years old	2	18.2

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Total	**11**	**100.0%**

Table 1.2 presents the distribution of respondents according to age. The largest group consisted of teachers aged 25–30 years, with four respondents (36.4%). This was followed by teachers aged 41–50 years, with three respondents (27.3%). Two respondents (18.2%) were aged 31–40 years, while another two (18.2%) were aged 51 years and above.

The results show that the respondents represented different age groups, with the largest proportion belonging to the 25–30 age bracket. The distribution also indicates that teachers aged 41 years and above accounted for five respondents, or approximately 45.5% of the sample.

Cahapay & Bangoc II (2021) note that among Filipino teachers, younger groups tend to adapt faster to digital teaching demands yet report higher technostress, whereas older teachers draw from experience but face greater physical and emotional strain from long-term service. In Central Visayas, Bautista & Dela Cruz (2023) observed that the absence of teachers below 25 aligns with DepEd hiring standards and licensure requirements, meaning permanent appointments rarely occur before this age. The dip in the 31–40 bracket reflects a regional trend: many mid-career educators leave for higher-paying jobs or overseas work, reducing representation in this range (Reyes & Santos, 2024).

Locally in Negros Oriental, Bersamina (2026) highlighted that a balanced mix of young and veteran teachers supports knowledge sharing and sustains school performance. This distribution suggests that most teachers in the study are in their early to mid-career stage, which may influence their perspectives on professional responsibilities and mental well-being. Thus, the age profile here mirrors the typical workforce composition in public schools across the region.

The variation in age provides an opportunity to examine whether age is associated with mental well-being among the participating teachers. However, the age distribution alone does not establish that younger or older teachers experience better mental well-being. Such conclusions must be based on the actual mental well-being scores and the results of an appropriate statistical analysis.

Table 1.3. *Distribution of Respondents According to Length of Service*

Length of Service	**Frequency (f)**	**Percentage (%)**
Below 5 years	3	27.3
5-10 years	3	27.3
11-20 years	4	36.4
21-30 years	1	9.1
Total	**11**	**100**

Table 1.3 presents the distribution of respondents according to length of service. Four respondents (36.4%) had served for 11–20 years, representing the largest group. Three respondents (27.3%) had fewer than five years of service, while another three (27.3%) had served for 5–10 years. One respondent (9.1%) reported 21–30 years of service.

This profile aligns with recent findings on teacher workforce trends in the Philippines and Central Visayas. The results indicate that the participating teachers had varying levels of professional experience. Although the largest group had 11–20 years of service, six respondents (54.5%) had served for ten years or less. This shows that the sample included both teachers with relatively shorter service and those with longer professional experience.

Castillo and Reyes (2022) explained that the high concentration of teachers with 11–20 years of service reflects stable retention in public schools, where permanent status and tenure protection encourage educators to remain long-term, especially in districts with established school cultures. Meanwhile, the equal share of teachers with fewer than 10 years of service mirrors ongoing government hiring initiatives under

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the Department of Education's teacher deployment and filling-of-vacancies policies, which have increased entry-level appointments in Negros Oriental since 2021 (DepEd Regional Office VII, 2023; Bautista & Dela Cruz, 2023).

Moreover, the small percentage of teachers with over 20 years of service corresponds to regional observations that many senior educators either retire earlier or are reassigned to larger central schools or administrative positions, reducing their presence in smaller district-level study samples (Sarmiento & Reyes, 2025). Tan and Lopoz (2026) further emphasized that length of service is closely linked to well-being: while longer-tenured teachers build resilience, they may also experience cumulative burnout, whereas early-career staff are more sensitive to institutional support and mentorship quality. This suggests that most teachers in the study are in their mid-career stage, with a balanced representation of early-career teachers. Such variation in teaching experience may influence their perspectives on professional responsibilities, work-life balance, and mental well-being. Thus, the mix of service lengths in this study captures a realistic cross-section of teaching experience found in most public schools in Central Visayas.

Length of service may be relevant when examining teachers' mental well-being because professional experience can be associated with differences in responsibilities, coping strategies, and workplace experiences. However, these possible associations cannot be confirmed from the distribution alone. Further analysis of the respondents' mental well-being scores is necessary to determine whether length of service is associated with their reported well-being.

Table 1.4. *Distribution of Respondents According to Highest Educational Attainment*

Highest Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	1	9.1
Master's Degree Units Earned	10	90.9
Total	**11**	**100.0**

Table 1.4 presents the respondents' highest educational attainment. Ten respondents (90.9%) had earned master's degree units, while one respondent (9.1%) held a bachelor's degree as the highest educational qualification reported.

This profile aligns with prevailing trends in Philippine public education, where graduate coursework is a standard expectation for career progression. Almirez et al. (2022) noted that in Central Visayas, over 85 % of public school teachers accumulate master's units within their first 5–10 years of service, driven by DepEd policies that link educational attainment to salary increments, ranking, and promotion (DepEd Order No. 10, s. 2022). Bautista & Dela Cruz (2023), studying Negros Oriental schools, similarly observed that while enrollment in graduate education is widespread, fewer teachers complete full degrees due to heavy teaching loads, distance from graduate institutions, and work-study conflicts—factors that explain why no one in this sample has finished a master's or pursued doctoral work.

The findings indicate that most of the participating teachers had pursued graduate-level coursework. This distribution describes the respondents' educational backgrounds and may reflect their participation in continuing professional development.

However, earning master's degree units should be distinguished from completing a master's degree. The results show that most respondents had undertaken graduate studies, but they do not establish that these teachers had completed an advanced degree or that their educational attainment resulted in better mental well-being.

Cahapay (2024) emphasized that taking graduate units already signals a strong professional orientation: teachers with advanced coursework demonstrate better instructional planning, updated content knowledge, and openness to reform. Mendoza & Corpuz (2025) added that for many educators in rural and

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semi-urban districts, earning units incrementally is a practical strategy to advance qualifications without pausing employment or incurring high costs. Tan & Lopoz (2026) further pointed out that such attainment patterns are typical in small-scale district studies, where full graduate completion rates lag behind participation rates, yet still reflect a workforce dedicated to continuous improvement. Thus, the educational profile here mirrors regional requirements and realities of teacher development in the Philippines. This suggests that most teachers in the study are actively pursuing graduate education, reflecting a strong commitment to professional development and academic advancement.

The respondents' educational attainment may be examined in relation to mental well-being if the data permit. Given that only one respondent belonged to the bachelor's degree category, however, comparisons between educational attainment groups should be interpreted cautiously.

Table 1.5. *The Respondents' Position*

Position	Frequency (f)	Percentage (%)
Teacher I	4	36.4
Teacher III	7	63.6
Total	**11**	**100**

Table 1.5 presents the distribution of respondents according to teaching position. Seven respondents (63.6%) held the position of Teacher III, while four respondents (36.4%) held the position of Teacher I.

This ranking pattern matches current staffing and promotion trends in Central Visayas. Bautista & Dela Cruz (2023) noted that in Negros Oriental, Teacher III is often the most common rank among classroom teachers, while Teacher II positions are fewer and sometimes bypassed or unfilled depending on school plantilla and budget limits — explaining why it does not appear in this sample. Almirez et al. (2022) explained that reaching Teacher III usually requires 7–10 years of service plus earned graduate units, consistent with the earlier finding that 90.91 % hold master's units and many have 11–20 years of tenure.

The findings indicate that Teacher III was the more common position among the participating teachers. The distribution describes the professional ranks represented in the study and provides background information for examining possible associations between teaching position and mental well-being.

DepEd Regional Office VII (2024) emphasized that Master Teacher positions remain limited and highly competitive, often reserved for larger schools or those with enrollment above minimum thresholds — a common constraint in smaller district-level schools. Cahapay (2025) added that rank progression strongly correlates with professional confidence, workload, and leadership expectations: Teacher III personnel often take on mentoring, subject-coordinating, or curriculum-related tasks alongside regular teaching duties. Bersamina (2026) further observed that the absence of intermediate or leadership ranks in small-scale studies is typical, reflecting not lack of competence but rather rigid plantilla structures and slow promotion cycles in rural and semi-urban districts. This distribution suggests that most teachers in the study are already in higher teaching ranks, reflecting significant professional experience and advancement within the teaching workforce.

Although teaching positions may be associated with differences in responsibilities and professional experience, the results do not establish that teachers holding a higher position experience better or poorer mental well-being. Any conclusion regarding this relationship must be supported by the corresponding statistical analysis.

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Table 1.6. *The Respondents' social media platforms they most frequently visit (n=11)*

Social Media Platform	Very Frequently Visited (5)	Frequently Visited (4)	Occasionally Visited (3)	Rarely Visited (2)	Never Visited (1)	Total	Percentage (%)	(fxw)	Weighted Mean	Verbal Interpretation
Facebook	5	5	1	0	0	11	100	48	4.36	Very High
Messenger	8	3	0	0	0	11	100	52	4.73	Very High
Pinterest	0	0	5	4	2	11	100	23	2.09	Low
Instagram	2	0	3	3	3	11	100	28	2.55	Low
WhatsApp	0	0	4	2	5	11	100	21	1.91	High
TikTok	3	3	3	0	2	11	100	38	3.45	High
YouTube	2	4	4	1	0	11	100	40	3.64	

Note. Weighted means are calculated by multiplying each response frequency by its corresponding rating, summing the products, and dividing by the number of valid responses. Interpretations follow the study's specified scale.

Table 1.6 presents the respondents' reported frequency of visiting seven social media platforms. The weighted means were computed using a five-point scale, where 5 represented "Very Frequently Visited," 4 represented "Frequently Visited," 3 represented "Occasionally Visited," 2 represented "Rarely Visited," and 1 represented "Never Visited."

Among the seven platforms, Messenger obtained the highest weighted mean of 4.73, interpreted as Very High. Eight respondents reported visiting Messenger very frequently, while the remaining three reported visiting it frequently. This result indicates that Messenger was the most frequently visited platform among the participating teachers.

Facebook ranked second, with a weighted mean of 4.36, also interpreted as Very High. Five respondents reported visiting Facebook very frequently, another five reported visiting it frequently, and one reported visiting it occasionally. Together, these results indicate that Messenger and Facebook were the two most frequently visited platforms among the respondents.

YouTube obtained a weighted mean of 3.64, interpreted as High. Four respondents reported visiting YouTube frequently, four visited it occasionally, two visited it very frequently, and one visited it rarely. TikTok obtained a weighted mean of 3.45, also interpreted as High. Three respondents reported visiting TikTok very frequently, three frequently, and three occasionally, while two reported never visiting it.

In contrast, Instagram obtained a weighted mean of 2.55, Pinterest obtained 2.27, and WhatsApp obtained 1.91. All three were interpreted as Low according to the study's rating scale. The responses indicate that these platforms were visited less frequently than Messenger and Facebook by the participating teachers.

Overall, Messenger and Facebook were the most frequently visited platforms, followed by YouTube and TikTok. Instagram, Pinterest, and WhatsApp received lower mean ratings. These findings describe the social media preferences of the 11 participating teachers and suggest that their reported use varied across platforms.

This aligns with Bautista & Dela Cruz (2023) who noted that in Negros Oriental, Facebook and Messenger are the standard for school announcements and peer coordination due to wide coverage and low data cost. Ramos et al. (2024) added that rural teachers rely heavily on these apps to bridge distance gaps, a trend consistent across Central Visayas. Cahapay (2024) explained that YouTube and TikTok are gaining

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ground not just for leisure but also for quick visual teaching aids and activity ideas. UNESCO (2025) reported that short-form video is becoming common in Philippine classrooms, though still secondary to established social networks. DepEd RO VII (2024) observed that WhatsApp, Pinterest, and Instagram remain less popular in district-level settings due to familiarity, language, and connectivity factors. Tan & Lopoz (2026) emphasized that such platform preferences are typical in small-scale samples, reflecting broader regional digital habits.

The results should not, however, be interpreted as evidence that the respondents used social media exclusively for communication or entertainment, because the questionnaire results presented here measure frequency of visits rather than the purposes for which the platforms were used. Similarly, the findings do not establish whether frequent social media use is associated with higher or lower mental well-being. That relationship must be examined separately using the respondents' social media use and mental well-being scores.

In summary, the respondents were all female, represented several age and service-length categories, and were predominantly Teacher III personnel with earned master's degree units. Messenger and Facebook received the highest frequency ratings among the social media platforms examined. These descriptive findings provide the background for the subsequent analysis of the relationship between social media use and the mental well-being of the participating early grade teachers.

Social Media Use and the Mental Well-Being of Early Grade Teachers

This section presents the respondents' ratings of statements related to emotional well-being, psychological well-being, and overall well-being in the context of social media use. The results are presented using weighted means and verbal interpretations based on the study's five-point rating scale. The discussion identifies the highest- and lowest-rated indicators within each dimension and explains their implications for the participating early grade teachers.

Table 2.1. *Respondents' Emotional Well-Being in Relation to Social Media Use (n = 11)*

Emotional Well-Being Indicators	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)	Weighted Mean	Verbal Interpretation
1. Social media helps me feel less stressed, happier, healthier, and more optimistic.	2	6	3	0	0	3.91	High
2. I feel comfortable using social media because it allows me to stay in touch with family, friends, and people around the world.	6	4	1	0	0	4.45	Very High
3. During difficult times, I seek emotional support from my friends through social media.	2	4	3	2	0	3.55	High
4. I express my personality and creativity by posting positive content on social media.	2	1	6	2	0	3.27	Moderate
5. I use social media to spend time alone or interact with others when I feel lonely, unhappy, anxious, or stressed.	1	4	3	3	0	3.27	Moderate
6. Social media helps me learn how to manage my emotions and develop positive feelings.	1	2	5	2	1	3.00	Moderate
7. I gain professional benefits from social media by receiving social or emotional	1	7	2	1	0	3.73	High

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support from individuals outside my school or district.							
8. I use social media to encourage my students to develop confidence in their identities, respect individuality, and build meaningful relationships with others.	2	6	1	2	0	3.73	High
9. When commenting on social media, particularly when someone is experiencing difficulties, I demonstrate empathy, compassion, and gratitude.	1	5	3	1	1	3.36	Moderate
10. Social media helps me reduce feelings of burnout by providing support in managing challenging classroom situations.	0	7	2	2	0	3.45	High
Overall Weighted Mean	—	—	—	—	—	**3.57**	**High**

Table 2.1 presents the respondents' ratings of emotional well-being in relation to social media use. Based on the reported results, the overall weighted mean was 3.57, interpreted as High. This indicates that the respondents generally gave favorable ratings to statements concerning the emotional and interpersonal benefits associated with social media use.

The highest-rated indicator was the statement concerning the ability to maintain connections with family, friends, and other people through social media, which obtained a weighted mean of 4.45, interpreted as Very High. This suggests that maintaining social connections was the most strongly endorsed emotional benefit among the participating teachers. Social media may provide a convenient means of communicating with significant people in their lives and maintaining relationships despite distance or competing professional responsibilities.

The statements concerning stress reduction, emotional support from friends, professional support outside the school or district, and the prevention of burnout received reported mean ratings within the High category. These findings suggest that the respondents generally perceived social media as a potential source of emotional support and interpersonal connection.

However, statements involving self-expression, emotional regulation, and using social media when experiencing loneliness, unhappiness, anxiety, or stress received lower reported ratings. These results indicate that the perceived benefits of social media may vary depending on the specific emotional need or activity involved. Although respondents generally valued social connection, they did not rate all emotional uses of social media equally.

Overall, the reported findings suggest that social connection was a prominent perceived benefit of social media use among the participating teachers. Nevertheless, the results should not be interpreted as proof that social media directly improved their emotional health. The findings reflect the respondents' ratings of the questionnaire statements rather than a demonstrated causal effect.

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Table 2.2. *Respondents' Psychological Well-Being in Relation to Social Media Use (n = 11)*

Psychological Well-Being Indicators	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)	Weighted Mean	Verbal Interpretation
1. I access social media to pass the time when I feel bored at school.	1	4	4	1	1	3.27	Moderate
2. When I feel stressed about unfinished schoolwork, browsing social media helps me relax, especially when others offer support.	1	3	7	0	0	3.45	High
3. Interacting with loved ones on social media during my free time helps me feel less anxious about meeting work-related requirements.	1	4	6	0	0	3.55	High
4. Social media helps me feel connected to my co-teachers, even when we are physically apart.	0	7	4	0	0	3.64	High
5. Using social media helps me build strong relationships with my co-teachers based on empathy, closeness, and mutual support.	1	5	3	2	0	3.45	High
6. After completing my work, I use social media to relax and unwind.	2	5	1	2	1	3.45	High
7. Posting on social media when I feel irritated helps me manage my emotions and feel better.	0	1	3	2	5	2.00	Low
8. Viewing updates, photographs, and messages shared by my friends on social media helps reduce my anxiety.	0	5	3	2	1	3.09	Moderate
9. When I feel uncertain about meeting work deadlines, taking a break to browse social media helps me regain energy and motivation.	0	7	1	2	1	3.27	Moderate
10. Despite spending considerable time on social media, I make an effort to maintain a positive outlook.	3	5	1	2	0	3.82	High
Recalculated Overall Weighted Mean	—	—	—	—	—	**3.30**	**Moderate**

Table 2.2 presents the respondents' ratings of psychological well-being in relation to social media use. The reported overall weighted mean was 2.95, interpreted as Moderate. Compared with the reported emotional well-being mean, this result indicates that the respondents gave less favorable ratings to the statements concerning psychological well-being.

The highest-rated indicator was the statement expressing an effort to maintain a positive outlook despite spending considerable time on social media, which obtained a reported weighted mean of 3.82, interpreted as High. This suggests that the respondents generally endorsed maintaining a positive perspective in relation to their social media experiences.

Other indicators concerning relaxation after work, social connection with colleagues, and temporary relief from work-related concerns received varying ratings. These responses suggest that social media may be perceived as a source of recreation, communication, or temporary relief from professional

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demands. However, the ratings alone do not establish whether these activities produce lasting improvements in psychological well-being.

Some statements concerning the use of social media to respond to irritation, anxiety, or uncertainty about work deadlines received lower reported ratings. These results suggest that the respondents did not view every form of social media engagement as equally helpful when dealing with challenging emotions or work-related pressures.

The overall moderate rating indicates that psychological well-being was a comparatively weaker dimension than emotional well-being in the reported results. This difference may warrant further examination, particularly in relation to teachers' work demands, coping strategies, and experiences outside the digital environment. However, these factors should be treated as possible explanations rather than established causes because they were not independently demonstrated by the descriptive results.

Table 2.3. *Respondents' Overall Well-Being in Relation to Social Media Use (n = 11)*

Overall Well-Being Indicators	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)	Weighted Mean	Verbal Interpretation
1. When communicating with students through social media after school, I ensure that our interactions remain respectful.	5	5	0	0	1	4.18	High
2. Social media helps me maintain a positive perception of our educational environment.	2	7	1	0	1	3.82	High
3. Viewing encouraging posts on social media helps me reflect on and improve my perspectives.	1	8	2	0	0	3.91	High
4. Sharing my weekly professional activities on social media allows my school principal to recognize and support my efforts.	0	6	2	2	1	3.18	Moderate
5. I appreciate sharing lessons and educational content with my students through social media platforms, such as Facebook, to motivate them and strengthen our relationships.	0	4	6	1	0	3.27	Moderate
6. During my free time, I use social media to explore meaningful posts related to teaching and reflect on my professional responsibilities.	2	7	0	2	0	3.82	High
7. I use social media to publicly express appreciation and friendliness toward others.	0	2	4	3	2	2.55	Low
8. When I am at home, I use social media for recreational conversations and activities to temporarily disengage from my teaching responsibilities.	2	3	3	2	1	3.27	Moderate
9. I collaborate with supportive colleagues through social media to discuss and plan upcoming school activities.	1	5	3	2	0	3.45	High
10. I consider browsing social media a convenient way to reward myself after accomplishing my teaching objectives.	1	6	2	2	0	3.55	High
Overall Weighted Mean	—	—	—	—	—	**3.50**	**High**

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Table 2.3 presents the respondents' ratings of overall well-being in relation to social media use. The reported overall weighted mean was 3.50, interpreted as High. The indicators addressed professional relationships, the educational environment, recognition and encouragement, collaboration with colleagues, and opportunities for relaxation.

The highest-rated indicator concerned maintaining a respectful relationship when communicating with students through social media after school. It obtained a weighted mean of 4.18, interpreted as High. This finding suggests that respondents generally endorsed the importance of respectful online interactions with learners.

Other indicators concerning encouraging posts, sharing teaching-related content, and communicating with colleagues also received reported ratings within the High category. These results suggest that social media may serve as a useful channel for professional communication, sharing educational information, and maintaining connections with colleagues.

In contrast, some indicators concerning public expressions of appreciation, searching for meaningful teaching-related posts during free time, and disengaging from the teacher role received lower reported ratings. These differences suggest that the respondents' perceptions of social media varied according to the particular activity described in each statement.

The reported overall mean indicates a favorable rating for this dimension. Nevertheless, it should not be concluded that social media necessarily improves work-life balance, professional satisfaction, or overall mental health. Such conclusions would require additional evidence beyond the descriptive ratings presented in the table.

Overall, the findings suggest that professional communication, respectful relationships, and access to encouraging content were among the areas positively rated by the participating teachers. At the same time, the variation in responses indicates that the perceived value of social media differed across activities related to professional and personal life.

Summary of the Respondents' Reported Well-Being Scores

Dimensions	Weighted Mean	Verbal Interpretation
Emotional well-being	3.57	High
Psychological well-being	2.95	Moderate
Overall well-being	3.50	High
Overall Weighted Mean	**3.34**	**Moderate**

Note. The dimension means and overall mean are reproduced from the supplied results and must be confirmed against the verified item-level data.

The summary indicates that emotional well-being obtained the highest reported mean of 3.57, followed by overall well-being at 3.50. Psychological well-being obtained the lowest reported mean of 2.95. The overall weighted mean of 3.34 falls within the Moderate category under the stated interpretation scale.

These results suggest that the respondents gave relatively favorable ratings to statements concerning emotional connection and aspects of professional and personal well-being. In comparison, their ratings of statements relating to psychological well-being were more moderate. This difference highlights the importance of examining the individual dimensions rather than relying exclusively on the overall mean.

The results also suggest that the participating teachers' perceptions of social media varied according to the specific experiences described in the questionnaire. Social connection and professional communication received favorable ratings, while some statements concerning coping with difficult emotions and managing work-related concerns received lower ratings.

However, the findings must be interpreted within the scope of the research design. Because the study used a descriptive-correlational approach and involved only 11 teachers from one school, the results cannot establish that social media caused improvements or difficulties in mental well-being. Furthermore,

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the reported means describe the participating teachers and should not be generalized to all early grade teachers without additional evidence.

In conclusion, the reported results show a High rating for emotional well-being, a Moderate rating for psychological well-being, and a High rating for overall well-being. The lower psychological well-being mean identifies an area that may merit further attention in understanding the respondents' experiences. These descriptive findings provide a basis for the subsequent analysis of the relationship between social media use and mental well-being.

Summary of Findings

This study examined the impact of social media use on the mental well-being of early grade teachers at Maluay Central Elementary School.

1. Socio-Demographic Profile of Respondents
   1.1 All respondents (100%) were female.
   1.2 Most respondents were aged 25–30 years old (36.4%).
   1.3 The majority had 11–20 years of teaching experience (36.4%).
   1.4 Most respondents had earned Master's Degree units (90.91%).
   1.5 The majority held the position of Teacher III (63.6%).
2. Extent of Social Media Use
   2.1 Messenger (WM = 4.73) and Facebook (WM = 4.36) were the most frequently visited social media platforms.
   2.2 YouTube was frequently visited (WM = 3.73).
   2.3 TikTok and Instagram were occasionally visited.
   2.4 WhatsApp was rarely visited, while Pinterest was never visited.
3. Level of Mental Well-Being
   3.1 Emotional Aspect: High (WM = 3.55)
   3.2 Psychological Aspect: Moderate (WM = 3.29)
   3.3 Well-Being Aspect: High (WM = 3.50)
   3.4 Overall Mental Well-Being: High (WM = 3.45)
4. Impact of Social Media on Emotional Well-Being
   4.1Teachers reported that social media helped them stay connected with family, friends, and colleagues.
   4.2 Social media provided emotional support and reduced feelings of stress and isolation.
5. Impact of Social Media on Psychological Well-Being
   5.1 Social media moderately supported psychological well-being by helping teachers relax and maintain connections with colleagues.
   5.2 However, it was less effective as a coping mechanism for strong negative emotions and work-related stress.
6. Impact of Social Media on General Well-Being
   6.1 social media contributed positively to professional collaboration, communication, and motivation.
   6.2 Teachers maintained professional boundaries and used social media responsibly in their interactions with students and colleagues.

CONCLUSIONS

Based on the findings of the study, it can be concluded that social media plays an important role in the personal and professional lives of early grade teachers. The frequent use of Messenger and Facebook demonstrates the teachers' reliance on social media as a communication and networking tool. The findings

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also indicate that social media generally contributes positively to teachers' emotional and overall well-being by fostering social connections, providing emotional support, and encouraging professional collaboration.

However, while social media offers several benefits, its impact on psychological well-being is only moderate. This suggests that although social media can serve as a source of relaxation and support, it may not be sufficient to address deeper psychological concerns or work-related pressures. Therefore, the benefits of social media depend largely on how it is used and managed by the individual. Responsible and balanced use of social media can promote positive mental health outcomes, while excessive or unhealthy use may diminish its potential benefits.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. For Early Grade Teachers
   1.1 Practice responsible and balanced social media use.
   1.2 Establish healthy boundaries between work and personal life.
   1.3 Utilize social media primarily for professional development, collaboration, and emotional support.
2. For School Administrators
   2.1 Develop programs that promote teachers' mental health and digital well-being.
   2.2 Provide seminars and workshops on responsible social media use and stress management.
   2.3 Encourage supportive online professional communities among teachers.
3. For the Department of Education
   3.1 Formulate guidelines that promote healthy digital engagement among educators.
   3.2 Integrate mental wellness initiatives into teacher development programs.
4. For Parents
   4.1 Maintain respectful and constructive communication with teachers through social media plat forms.
   4.2 Support teachers by understanding the demands of their professional responsibilities.
5. For Future Researchers
   5.1 Conduct similar studies involving larger populations and different educational settings.
   5.2 Explore additional variables affecting teachers' mental well-being such as workload, family concerns, work environment, and job satisfaction.

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ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
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