

The Pedagogical Influencers: A Phenomenological Study on the Impact of Teachers' Social Media Content on Students' Perspectives and Behaviors

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ABSTRACT

This study explored the lived experiences of junior high school students regarding the impact of teachers' social media content on their perspectives and behavior. Specifically, it examined how students experienced and interpreted teachers' social media posts, the influence of such content on their interest in learning, academic engagement, study habits, and behavior, the positive effects and challenges associated with teachers' online presence, students' perceptions of teachers as educators and educational influencers, and their suggestions for the responsible use of social media in education. The study employed a qualitative psychological phenomenological research design using semi-structured interviews with eight purposively selected Junior High School students in one of the School in the Division of Negros Occidental, consisting of two Grade 7, two Grade 8, two Grade 9, and two Grade 10 students. Data were analyzed through thematic analysis to identify significant patterns and meanings from the participants' lived experiences. The findings revealed that teachers' social media presence generally produced positive educational outcomes by strengthening teacher-student relationships, increasing students' motivation, improving academic engagement, promoting positive study habits, and extending learning beyond the classroom. However, the participants also emphasized the importance of maintaining professionalism, ethical boundaries, privacy, and responsible online behavior to preserve teachers' credibility as role models. The study concluded that teachers' responsible and purposeful use of social media complemented classroom instruction and positively influenced students' perspectives and educational experiences. The findings contributed to a deeper understanding of the educational implications of teachers' digital presence and provided insights that may guide schools and educators in promoting responsible and meaningful social media engagement.

“Keywords”, Pedagogical Influencers, Teacher Content Creation, Student Behaviors, Phenomenological Study, Social Media in Education

INTRODUCTION

Social media has changed how young people access information, while teachers use platforms like Facebook, TikTok, YouTube, and Instagram to share educational content. As pedagogical influencers, their online presence may affect students' views, learning attitudes, and academic behavior. Thus, this study examines the influence of teachers' social media content on junior high school students' perspectives and behaviors.

Globally, social media has become part of education as teachers use digital platforms to support learning and professional engagement. Carpenter et al. (2020) reported that these platforms allow teachers to share instructional strategies, exchange knowledge, foster academic engagement, and support learners. As a result, students may view online teachers as approachable mentors who influence motivation, learning attitudes, and positive academic behavior.

In the Asian context, social media has become integrated into education as students interact with teachers and academic content online. Perez et al. (2023) reported that social media facilitates communication, collaboration, and knowledge sharing between teachers and students, extending learning beyond the traditional classroom.

Through these platforms, teachers can share resources, encourage discussions, and promote interactive learning experiences, which may positively influence students' attitudes toward learning and academic engagement.

In the Philippines, social media use in education increased during and after the COVID-19 pandemic as teachers used digital platforms for communication, learning materials, and motivational content. According to Lapada et al. (2020), students view teachers' posts as sources of academic guidance and inspiration, showing that teachers' online presence can influence Filipino adolescents' perceptions and behaviors.

At the local level, social media is an important channel for communication and information sharing among students. Teachers' online posts, such as educational materials and motivational messages, may influence students' engagement and learning behaviors. Dimacangun and Guillena (2023) found that social media supports academic communication and may affect students' academic engagement.

Limited research has examined students' lived experiences with teacher-generated social media content. Most studies focus on social media as a learning tool, while students' perceptions of teachers' digital presence remain underexplored (Manca & Ranieri, 2019; Carpenter et al., 2020). This gap is evident in Philippine secondary schools where youth social media engagement is high.

Therefore, this study explores the lived experiences of junior high school students regarding the influence of teachers' social media content on their perspectives and behavior, using a phenomenological approach to provide insights for responsible teacher engagement online.

METHODOLOGY

This study employed a qualitative research design, specifically Psychological Phenomenology, to explore the lived experiences of junior high school students regarding teachers' social media presence. This design was appropriate because the study sought to understand students' personal experiences, perceptions, and meanings rather than measure them through numerical data. Psychological phenomenology focused on how individuals interpreted and gave meaning to their experiences, making it suitable for examining how students encountered teachers' educational or motivational social media content and how these encounters influenced their academic engagement and behavior. Recent literature explained that phenomenological research was useful in educational studies because it allowed researchers to understand complex human experiences from the participants' own perspectives.

The use of Psychological Phenomenology was relevant to the study because students' experiences with teachers' social media content involved personal thoughts, feelings, perceptions, and behavioral responses. The study aimed to understand how students described their encounters with teachers' posts, how they perceived teachers who shared educational or motivational content, and how these online interactions affected their motivation and participation in academic activities. Since these experiences were subjective and meaning-based, a phenomenological design allowed the researcher to capture the students' voices and explore the deeper meanings behind their responses. Alhazmi and Kaufmann (2022) emphasized that lived experiences were shaped by social, cultural, emotional, and educational contexts, which supported the use of phenomenology in studying students' experiences in digital learning environments.

This research design was also supported by recent studies on social media in education. Lampropoulos et al. (2021) found that social media, when used properly and responsibly, could support student engagement, motivation, communication, collaboration, and learning outcomes. Similarly, Fuchs (2022) reported that students perceived social media as helpful in supporting their studies and viewed teachers as more approachable when digital platforms were used for educational purposes. These findings suggested that teachers' social media presence could become a meaningful part of students' learning experiences, making it important to explore how students personally understood and interpreted such online interactions.

The data analysis followed the four stages of psychological phenomenological analysis: Sense of Decorum, Alienate Meaning Units, Transform Psychological Expressions and Synthesis. The researcher first read and reread the transcripts while practicing bracketing to set aside personal assumptions and focus on the students'

actual experiences. Significant statements were then identified and organized into meaning units, which were interpreted to uncover the psychological meanings behind students' perceptions, motivation, engagement, and behaviors. Finally, related insights were grouped into themes to develop textural and structural descriptions and reveal the core essence of the phenomenon. This process was supported by phenomenological research, which emphasized understanding lived experiences from the participants' perspectives, and by thematic synthesis, which helped organize qualitative findings into meaningful patterns (Dörfler & Stierand, 2021; Alhazmi & Kaufmann, 2022; Naeem et al., 2023).

Participants of the Study

The participants of this study consisted of eight junior high school students enrolled in a public secondary school under the Schools Division of Negros Occidental during the School Year 2026–2027. The participants were equally represented across grade levels, with two students each from Grades 7, 8, 9, and 10. Specifically, participants were selected based on their firsthand experiences with the social media presence of the five teacher-content creators. To qualify for inclusion, students must have viewed, followed, or interacted with their teachers' content on social media platforms, including Facebook, TikTok, and Instagram.

The participants were selected through purposive sampling, a non-probability sampling technique commonly used in qualitative and phenomenological research. Purposive sampling involves the deliberate selection of individuals who possess specific experiences or characteristics relevant to the phenomenon being investigated, allowing researchers to obtain rich, in-depth, and information-rich data. According to Ahmad and Wilkins (2024), purposive sampling is widely utilized in qualitative studies because it enables the identification and selection of participants who can provide valuable insights into the research problem. Similarly, Elmusharaf (2023) emphasized that purposive sampling allows researchers to intentionally choose participants who are most knowledgeable about and experienced with the phenomenon under study. In this research, the use of purposive sampling enabled the researcher to select students who had direct experience with their teachers' social media presence and who could provide meaningful information relevant to the study.

As the participants were minors, parental consent was obtained prior to their participation in the study. The researcher ensured that both the students and their parents were adequately informed about the nature, purpose, and procedures of the research. Participation was entirely voluntary, and the participants were assured that they could decline to answer any question or withdraw from the study at any stage without incurring any penalty or adverse consequences. Furthermore, the researcher upheld the participants' privacy, confidentiality, comfort, and autonomy throughout the research process, ensuring that their rights and welfare were protected at all times.

Data Gathering Instrument

The primary data-gathering instrument used in this study was a researcher-developed semi-structured interview guide. This instrument was designed to collect rich and detailed descriptions of junior high school students' lived experiences regarding their teachers' social media presence. In psychological phenomenology, the goal is to understand how individuals perceive, interpret, and assign meaning to their experiences. Therefore, the interview guide focused on encouraging participants to openly share their thoughts, feelings, perceptions, and personal encounters with teachers' social media content. Phenomenological research emphasizes the exploration of human experiences from the participants' own perspectives, making in-depth interviews an appropriate method for obtaining meaningful and authentic accounts of their lived experiences Alhazmi & Kaufmann (2022).

The interview guide consisted of open-ended questions that allowed participants to describe their experiences freely and in their own words. The use of a semi-structured format provided flexibility for the researcher to ask follow-up and probing questions whenever further clarification or deeper insights were needed. This approach helped generate comprehensive data while maintaining focus on the objectives of the study. According to Ruslin et al. (2022), semi-structured interviews are particularly effective in qualitative research because they enable researchers to obtain in-depth information while allowing participants sufficient freedom to express their experiences and perspectives.

Specifically, the interview questions explored students' experiences of viewing their teachers' social media posts, their perceptions of teachers who share educational or motivational content online, and the ways these interactions influenced their academic motivation, engagement, and behavior. The questions were carefully aligned with the study's research objectives to ensure that participants could provide detailed descriptions of the phenomenon being investigated. Through these narratives, the researcher was able to uncover significant meanings and insights that reflected the essence of students' experiences with teachers' social media presence.

Trustworthiness of the Data

In qualitative research, trustworthiness ensured that the findings were reliable, accurate, transferable, and believable, which assured that the results were significant and credible (Lincoln & Guba, 1985, as cited by Reyes et al., 2025). In order to establish trustworthiness, several strategies were implemented in this study to ensure the validity, reliability, and integrity of the data.

Credibility. Credibility was established by ensuring that the data collected accurately represented the participants' experiences and perspectives. The researcher achieved this through prolonged engagement with the participants and careful review of the interview responses to ensure that the interpretations reflected the participants' intended meanings.

Transferability. Transferability was addressed by providing detailed descriptions of the research context, participants, and procedures used in the study. These descriptions allowed other researchers or readers to determine whether the findings might be applicable to similar educational settings.

Dependability. Dependability was ensured by maintaining clear documentation of the research procedures, data collection process, and analytical steps. This documentation allowed other researchers to understand how the data were collected and analyzed throughout the study.

Confirmability. Confirmability was achieved by ensuring that the findings were derived directly from the participants' responses rather than the researcher's personal assumptions. The researcher maintained neutrality throughout the study and relied on the participants' narratives as the primary basis for interpreting the results.

Data Analyses

The analysis of qualitative data in this study followed a descriptive phenomenological psychological approach, directly adapted from the framework established by Amedeo Giorgi (1985, 2009, 2012; Mortari et al., 2023). Grounded in Husserlian phenomenology, Giorgi's method translates core philosophical concepts, such as intentionality, epoché, and psychological reduction—into a systematic, five-stage empirical process designed to uncover the fundamental structure of human lived experiences without reductionism. The analysis progressed linearly through five sequential stages: Stage 1 (Sense of Decorum), Stage 2 (Alienate Meaning Units), Stage 3 (Transform Psychological Expressions), Stage 4 (Synthesize), and Stage 5 (Structural Synthesis), ultimately yielding the Core Essence of the phenomenon.

In the first stage, Sense of Decorum, the researcher acquired an initial, holistic understanding of the participants' experiences by engaging in repeated, open-ended readings of the complete transcriptions to establish a "sense of the whole." Crucial to this phase was assuming the phenomenological attitude through reflexive bracketing (epoché), wherein the researcher intentionally suspended personal biases, theoretical preconceptions, and natural assumptions to allow the narratives to be received authentically as lived by the participants Dörfler & Stierand (2021) Alhazmi & Kaufmann (2022). Upon establishing this global perspective.

The second stage, Alienate Meaning Units, involved a line-by-line transcripts within the phenomenological reduction. The narrative was systematically divided into manageable meaning units whenever a noticeable shift in perspective, emotion, insight, or situational meaning occurred, isolating specific psychological moments while preserving their raw contextual grounding (Mohapatra & Satpathy, 2022; Hossain et al., 2024).

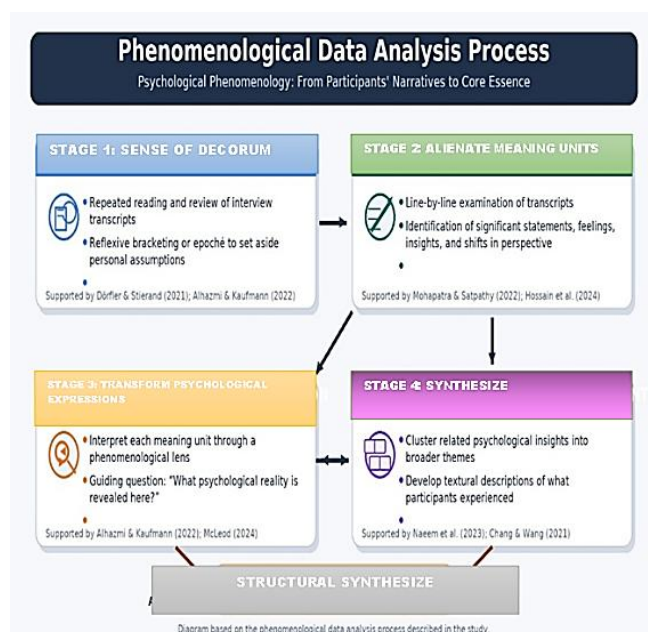
The analysis then transitioned to the third stage, Transform Psychological Expressions, where the raw, everyday descriptions of the participants were systematically translated into explicit psychological insights. By posing the

guiding phenomenological question—“What does this experience reveal about the participant’s psychological reality?”—the researcher applied imaginative variation to articulate implicit meanings while carefully preserving the lived reality and voice of each subject (Alhazmi & Kaufmann, 2022; McLeod, 2024).

The fourth stage, Synthesize, these transformed psychological expressions were clustered into broader, integrated themes to construct a coherent textural description detailing what the participants experienced regarding the phenomenon, supported directly by verbatim narrative excerpts (Naeem et al., 2023; Chang & Wang, 2021). Building upon these textural themes, the fifth stage, Structural Synthesis, produced a comprehensive structural description explaining how the experience occurred by accounting for the underlying contextual, social, and environmental dynamics (Moustakas, 1994; Creswell & Poth, 2018).

Finally, by integrating both the textural and structural descriptions, the analysis yielded its final output: the Structural Synthesis, representing the unified understanding and invariant general structure of the participants’ shared lived experiences.

Figure 1. Phenomenological Data Analysis Process



RESULTS

This chapter presented the findings of the study based on the lived experiences of the eight purposively selected junior high school students from a selected school in the Division of Negros Occidental. Data were gathered through semi-structured interviews and analyzed using a psychological phenomenological approach. Significant themes emerged from the participants’ narratives, revealing how they experienced, perceived, and interpreted their teachers’ social media presence.

Four major themes emerged from the analysis: The Dissolution of the Professional Schema, Idealization and Chosen Alignment, The Internalized Voice of Self-Awareness, and Cognitive Friction and Threshold Anxiety. These themes collectively reveal how teachers’ social media presence influenced students’ perceptions of teachers, shaped their values and attitudes, encouraged personal reflection, and raised awareness of professionalism and boundaries in online spaces.

This chapter is organized into two major parts. The first part presents the results according to the general themes and subthemes, supported by selected verbatim responses from the participants. The second part discusses the findings in relation to relevant literature and the overall essence of the phenomenon under investigation. Through this presentation, the chapter provides a deeper understanding of how teachers’ digital presence serves as an extension of the educational environment and influences students both inside and outside the classroom.

Theme 1: The Dissolution of the Professional Schema

The first theme describes how students began to see their teachers beyond their formal classroom roles. Through social media platforms such as Facebook, TikTok, and Instagram, participants were exposed to their teachers' personal interests, family lives, hobbies, struggles, achievements, and daily experiences. This exposure allowed them to reconstruct their image of teachers from purely academic authority figures into more relatable and multidimensional individuals.

Seeing Teachers Beyond the Classroom Role

Participants shared that viewing their teachers' posts helped them recognize that teachers also have lives outside school. This realization made teachers appear more relatable and human.

"Seeing these posts helps me understand that our teachers have lives outside the classroom and it allows me to see a different side of them."

Participant

"It's nice to experience their life outside school, aside from being a teacher."

Participant 2

"Na think ko nga ang teachers indi lang man gali puro work, gina gaan man nila time ang ila self na mag relax and enjoy ang ila life."

Participant 7

These responses show that students' exposure to teachers' social media content enabled them to recognize the personal and human side of their teachers.

Developing Empathy and Appreciation

Aside from recognizing teachers' personal lives, participants also expressed appreciation for the struggles, responsibilities, and achievements shared by teachers online.

Participant 3 emphasized that learning about teachers' perseverance helped create a deeper appreciation for the teaching profession.

The findings suggest that social media became a space where students could observe aspects of teacher identity that were not usually visible in the classroom. As a result, the traditional image of the teacher as only an authority figure was softened and replaced by a more personal and empathetic understanding.

Theme 2: Idealization and Chosen Alignment

The second theme reflects how participants admired teachers who shared educational, motivational, and inspirational content online. Students viewed these teachers as role models whose actions, values, and online behaviors were worthy of respect and emulation.

Admiration for Positive and Educational Content

Participants expressed appreciation for teachers who used social media as a platform for sharing meaningful and constructive content.

"I really love and appreciate the teachers who share motivational, inspirational, and educational content."

Participant 5

"It's really nice that teachers share positive insights on social media because we are chronically online."

Participant 2

These responses reveal that students valued teachers who used social media not only for personal expression but also for educational and motivational purposes.

Teachers as Role Models in Digital Spaces

Some participants perceived teachers who posted positive content as dedicated and inspiring educators.

"Willingly go above and beyond their regular duties."

Participant 3

"Approachable, dedicated, and inspiring educators."

Participant 8

These statements show that participants did not simply consume teachers' online content passively. Instead, they evaluated the values and behaviors reflected in their teachers' posts and chose to admire those who demonstrated professionalism, dedication, positivity, and educational commitment.

Theme 3: The Internalized Voice of Self-Awareness

The third theme describes how teachers' social media content influenced students' thoughts, reflections, and behaviors even outside the classroom. Educational reminders, motivational messages, and value-centered posts became internal guides that encouraged students to become more focused, responsible, and self-aware.

Online Messages as Personal Reminders

Participants shared that some of their teachers' online posts stayed in their minds and influenced their behavior in school and in daily life.

"Sometimes their advice stays on my mind, and I apply what I read inside the classroom."

Participant 5

"Daw gaka sink in sa akon utok ang mga thoughts nga gina post nila."

Participant 7

"When they share educational content and study tips, it reminds me to stay focused."

Participant 1

These responses indicate that teachers' online content functioned as reminders that students carried with them beyond the classroom setting.

Influence on Responsibility and Self-Regulation

Participant 3 reported that teachers' online reminders about responsibility, respect, and proper conduct motivated him to practice these values in daily life. This suggests that teachers' digital presence may contribute to students' self-regulation and moral reflection.

The findings show that teachers' online messages were not experienced merely as external posts or announcements. Instead, participants internalized these messages as part of their personal reflections and

decision-making processes. In this way, teachers' influence extended beyond formal classroom instruction and became part of students' everyday thinking.

Theme 4: Cognitive Friction and Threshold Anxiety

The fourth theme presents the participants' concerns regarding teachers' online behavior. Although most participants described positive experiences, some reported discomfort, confusion, or disappointment when teachers posted content that appeared inappropriate, overly negative, or inconsistent with their professional image.

Discomfort Toward Negative or Inappropriate Posts

Participants expressed concern when teachers posted public rants, controversial statements, or content that did not reflect professional expectations.

"When I see teachers frequently posting rants... it lowers my interest."

Participant 2

"Seeing teachers express anger publicly or dress in ways that don't reflect decency makes it harder for me to follow their example."

Participant 3

"If a teacher's post is inappropriate, students who see it might copy that behavior."

Participant 5

These responses reveal that students remain attentive to how teachers present themselves online. When teachers' online behavior does not align with students' expectations of professionalism, students may experience disappointment or confusion.

Concerns About Boundaries and Professionalism

Participant 4 emphasized concerns regarding privacy, possible misunderstandings, and professional boundaries. This suggests that students recognize the blurred line between teachers' personal identity and professional role in social media spaces.

DISCUSSION

The findings of this study indicate that teachers' social media presence significantly influences how students perceive, connect with, and learn from their teachers. The four emergent themes—The Dissolution of the Professional Schema, Idealization and Chosen Alignment, The Internalized Voice of Self-Awareness, and Cognitive Friction and Threshold Anxiety—demonstrate that students' experiences with teacher-content creators extend beyond the traditional classroom and shape both their perceptions and behaviors.

First, the findings revealed that exposure to teachers' social media content enabled students to view their teachers as individuals rather than solely as authority figures within the classroom. Through content that showcased personal experiences, interests, achievements, and daily activities, students gained a deeper and more relatable understanding of their teachers. This supports the concept of teacher self-disclosure on social media, wherein educators' online self-presentation contributes to the construction of teacher identity and influences teacher–student relationships. Research has shown that social media provides opportunities for teachers to share aspects of themselves that can strengthen interpersonal connections and foster more meaningful interactions with students (Greenhow, Lewin, & Staudt Willet, 2023; Samala et al., 2024).

Second, students expressed admiration for teachers who used their social media platforms to share educational, motivational, and inspirational content. Teachers who consistently posted learning materials, words of encouragement, and positive messages were often viewed as approachable, committed, and influential role models. This finding aligns with recent studies suggesting that the educational use of social media can enhance student engagement, facilitate communication, and create supportive learning environments beyond the classroom setting. Social media platforms have increasingly been recognized as valuable tools for promoting learning, collaboration, and meaningful student-teacher interactions when used responsibly and purposefully (Samala et al., 2024; Bautista & Sanchez, 2025).

Third, the findings showed that teachers' social media content had a notable impact on students' self-reflection and personal behavior. Motivational messages, study-related advice, and reminders about values and responsibilities were often internalized by students, influencing their attitudes toward learning and personal development. Students reported carrying these messages with them even outside school, suggesting that teachers' influence can extend into their everyday lives through digital platforms. This finding is consistent with contemporary literature emphasizing that social media can serve as a powerful medium for learning support, motivation, and student engagement, particularly when educational content is integrated into students' daily online experiences (Samala et al., 2024; NEA, 2024).

Finally, the study revealed that students experienced uneasiness when teachers' online behavior appeared unprofessional, excessively negative, or inconsistent with the values expected of educators. Such instances created uncertainty and negatively affected students' perceptions of teachers. This highlights the critical importance of maintaining professionalism and ethical conduct in digital spaces. Recent studies on teacher e-professionalism emphasize that educators must carefully manage their online presence, as social media can blur the boundaries between personal and professional identities. Maintaining appropriate online behavior is essential for preserving credibility, trust, and positive relationships with students (Zinskie & Griffin, 2023; NEA, 2024).

Overall, the findings suggest that teachers' social media presence functions as an extension of the educational environment. Through digital interactions, students developed a more personal and humanized understanding of their teachers, admired positive educator behaviors, internalized motivational and educational messages, and became more aware of the significance of professionalism in online spaces. While social media offers valuable opportunities for connection, inspiration, and learning, the findings also underscore the need for educators to uphold ethical standards and maintain appropriate boundaries to ensure that their online presence remains a positive influence on students (Greenhow et al., 2023; Samala et al., 2024; Zinskie & Griffin, 2023).

Looking across all four themes, the true heart of this phenomenon comes down to one clear reality: a teacher's social media feed acts as a dynamic, shifting arena where students continually rethink what it means for someone to be a teacher, a mentor, and a professional (Adade et al., 2025; Saputra, 2025). Stepping onto these platforms puts educators under a unique spotlight—it simultaneously brings out their humanity while making their actions far more visible to student eyes (Mazer, 2023; Shu, 2023). Students build genuine emotional bonds, take positive lessons to heart, and actively choose to follow the lead of teachers who inspire them (Green & Howard, 2023; Saputra, 2025). At the same time, they stay remarkably perceptive, quickly spotting moments where an online post clashes with standard professional boundaries (Shu, 2023). Far from being just random scrolling, a teacher's online presence carries learning well past the physical classroom, quietly weaving itself into the personal, social, and academic lives of their students (Adade et al., 2025; Green & Howard, 2023).

CONCLUSION

The conclusions of this study were drawn from the findings generated through the analysis of the participants' lived experiences regarding their teachers' social media presence. These conclusions reflect the meanings and insights derived from the four emergent themes and provide an overall understanding of how students perceived, interpreted, and responded to their teachers' online activities. Through a psychological phenomenological lens, the study revealed the ways in which teachers' social media presence influenced students' perceptions, motivation, behavior, and academic engagement. The conclusions presented in this section highlight the essential nature of the phenomenon and serve as the basis for the recommendations of the study.

1. Teachers' social media presence helped students see them as individuals with lives, experiences, and responsibilities beyond the classroom, leading to a more relatable and humanized perception of educators.

This finding suggests that social media allowed students to view their teachers from a different perspective. Instead of seeing teachers solely as authority figures who teach and enforce classroom rules, students became aware of their personal lives, interests, family responsibilities, and struggles. As a result, teachers appeared more relatable and approachable. This humanized perception helped students develop greater understanding, empathy, and appreciation for their teachers as individuals rather than merely professionals.

2. Students generally held positive views of teachers who shared educational, inspirational, and motivational content, considering them as role models who promoted learning and personal growth.

The participants viewed teachers who consistently posted educational resources, encouraging messages, and inspirational content as committed and caring educators. Such posts demonstrated that these teachers were willing to extend their guidance beyond the classroom. Consequently, students admired these teachers and regarded them as positive role models whose actions and values encouraged them to develop academically and personally.

3. Teachers' online content contributed to students' motivation, self-discipline, academic engagement, and development of positive values by providing encouragement and guidance outside school hours.

The findings indicate that teachers' influence was not limited to classroom interactions. Through motivational posts, educational reminders, and positive messages, students received continuous encouragement even when they were not in school. Many participants shared that these posts reminded them to stay focused on their studies, become more responsible, practice positive behaviors, and participate actively in school activities. In this way, social media served as an additional avenue for learning and personal development.

4. Students expected teachers to maintain professionalism and appropriate boundaries online, recognizing that teachers' digital behavior could influence how they were perceived by learners.

Although students acknowledged that teachers have personal lives, they still expected them to demonstrate professionalism in digital spaces. Participants reported that inappropriate posts, excessive negativity, or content perceived as unprofessional could affect their respect and trust toward teachers. This finding suggests that students often view teachers' online behavior as an extension of their professional identity and expect them to model appropriate conduct both inside and outside the classroom.

5. Social media expanded teachers' influence beyond the traditional classroom setting, creating opportunities for meaningful connections, communication, and learning experiences.

The findings revealed that social media strengthened teacher-student interactions by providing a platform for communication, announcements, learning resources, and motivational support. Through these online spaces, students remained connected with their teachers even outside school hours. This accessibility allowed teachers to continue guiding, informing, and supporting students, making learning more flexible and extending educational experiences beyond the physical classroom.

6. The essence of the phenomenon revealed that teachers' social media presence became a powerful space where students formed perceptions, learned values, and assessed the consistency between teachers' personal and professional identities.

This conclusion captures the overall meaning of the participants' experiences. Students did not simply consume their teachers' content; they actively interpreted and evaluated it. Through social media, they formed impressions about who their teachers were, what values they represented, and whether their online behavior reflected the principles they taught in school. When teachers demonstrated consistency between their words and actions, students developed greater respect and trust. However, inconsistencies between professional expectations and online behavior often led students to reassess their perceptions of those teachers. Thus, social media became a

significant space where students learned not only academic lessons but also life values and examples of professional conduct.

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