

The Role of School Administration in Increasing the Awareness of Using Social Media Safely in Learning from the Teachers' Point of View

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Abstract

This study investigated the role of school administrations in Saudi Arabia in raising awareness of students using social media from the perspectives of teachers at the secondary level. The study followed the descriptive survey, for which a questionnaire of 41 paragraphs was developed and administered to 500 teachers. The findings revealed the degree of responses of male and female secondary school teachers regarding the role of school administrations in Saudi Arabia in confronting the dangers of social media, which had a medium level. The findings demonstrated that the academic qualification variable for this dimension was associated with statistically significant differences, with the disparities favoring holders of bachelor's degrees. Finally, the results showed differences between the participants' opinions on the role of school administrations in Saudi Arabian schools in confronting the risks of social media because of years of experience variable.

Keywords: school administration, social media, secondary stage, learning, risks.

1. Introduction

The development of modern means of communication has made the world more connected and closer. Technology has made it easy for people to communicate and be influenced by different opinions. Communication is a social phenomenon based on interactions, whether temporal or non-temporal, employing interactive digital communication via which information is exchanged and received between two or more parties (Ogungbeni et al., 2016). Communication underwent a true revolution and a qualitative leap in the mid-1990s thanks to advances in modern technology. The Internet spread throughout the globe, connecting parts of this expanding world with its vast space and extending roads to all societies (Pollock, 2020). It helped people get closer, get to know each other, and exchange opinions and ideas, and became the best means of achieving communication between individuals and groups. Then websites, personal blogs, and

chat networks appeared, which changed the content and form of modern media (Schofield, 2005).

Management became the critical element in advancing hope after the world witnessed a significant expansion in technology and its practical applications due to the circumstances, changes, and developments (Shehzadi et al., 2021). The manager becomes the mind and the one who manages to direct activities in a way that brings goodness and progress to his organization and society as a whole. As a component of the educational administration, the school administration is mostly responsible for putting the general policy into practice so students can fulfill societal aims and objectives (Van Den Beemt et al., 2020). It is reasonable and appropriate to team up the collective efforts in the school for the sake of the student's comprehensive, integrated, and balanced development following his abilities, preparations, and the conditions of the environment.

In the modern era, school administration's objectives have evolved and its purview has grown. It is now concerned with all things technical and about students and teachers in the school, curricula, teaching methods, and the structure of the relationship with the local community. It was once only a routine process meant to manage the affairs of the school in a routine and consistent manner by disseminating certain rules and circulars (Greenhow & Chapman, 2020). This makes the school principal a vital element in the management and cleaning of his schools.

There has been a rise in the need for families and schools to regulate the way children engage with social media due to the proliferation of its usage, particularly among youngsters and their impact on its content (Pollock, 2020). Along with being a source of knowledge, skills, customs, ethics, and public morality, they also shape how youngsters act within communities. These notions allow the student to transform from a biological being into a social being (Alkhalwaldeh & Khasawneh, 2023). They also affect the child, and it can only be studied within the developments that modern societies are going through (Katz & Nandi, 2021). The use of social media has many negative effects on social relations in Saudi Arabia. Several studies indicated a high average number of Internet usage hours on normal days, which was estimated at 3286 hours for males and 8298 hours for females, while it exceeded that on holidays and vacations. It increased to 5,243 hours for males and 4,243 hours for females, which created negative behavior that affected the individual in all his social interactions (Zhou et al., 2022). Therefore, it is important to investigate these risks, and hence, the role of school principals in confronting the risks of social media has emerged.

Social media represents the main factor of change in society, but it has become a major factor in creating the requirements for change through the formation of awareness in the human view of his community and family. The content that is conveyed through news, culture, entertainment, or other messages does not necessarily lead to understanding the truth alone; rather, it contributes to the formation of a truth and solves its problems. Accordingly, social media sites provide learning opportunities for students and fulfill social responsibilities within the area. They work within society, through the roles they play within the family and society, and their work falls under the responsibility of school administrations, in light of the administration's modern directives and many tasks and responsibilities towards the school, the community, teachers, and students. Therefore, the study attempted to answer the following questions.

1- What is the role of school administrations in Saudi Arabia in raising awareness of students on using social media from the point of view of teachers at the secondary level?

2- Are there statistically significant differences between the participant's responses on the role of school administrations in raising awareness of students on using social media from the point of view of teachers due to the variables of gender, experience, and professional qualification?

The results of the study can serve to provide a vision of the role that school administrations can play at the secondary level in Saudi Arabia in confronting the dangers of social media, which is reflected in their performance. The importance of this study lies in the fact that it is one of the studies that deals with contemporary topics, which are means of social communication and the growing role of school administration towards them. The results might provide appropriate recommendations and proposals to decision-makers in the Ministry of Education.

The study was limited to the topic of the role of school administrations in Saudi Arabia in confronting the dangers of social media. The study was limited to a sample of male and female secondary school teachers in Abha, Saudi Arabia. This study was implemented during the second semester of the academic year 2022-2023.

2. Literature Review

Throughout its history, humanity has witnessed the emergence of many inventions that have had a radical impact on people's lives. The past century, for example, witnessed the emergence of highly technical innovations such as the car, television, radio, and computers (Saroj & Pal, 2020). Despite the great impact they had, these influences are no more important than those of the Internet today in terms of the speed, depth, spread, and latent potential of that influence, of which so far only a few have been revealed (Decuypere et al., 2021). Thanks to these networks, the global individual is transformed from isolation and limited participation to a strong contribution to experiences. Electronic means of communication are the most widespread on the Internet because they have characteristics that distinguish them from other electronic sites, which has encouraged Internet surfers from all over the world to increase their demand, despite the severe criticism to which social networks are always exposed (Mishra, 2020). However, some see it as having a negative and direct impact on society and its disintegration. On the other hand, others see it as a tool for bringing concepts and visions closer to others and as an important feature of the growth and union between the cultures of different peoples, in addition to its effective and distinguished role as an effective means of communication (Tohara, 2021).

Digital social media refers to websites that enable users to communicate and share information, thoughts, ideas, and issues via chat rooms, picture albums, personal files, and other means. Examples include Facebook, Twitter, YouTube, and Snapchat (Haleem et al., 2022). People or groups with ties to one another via social contact might develop an evolving social group through the accounts they establish on these platforms. The purpose of their creation is to foster and strengthen existing friendships and professional connections. The term "social media" refers to using technology to transform communications from just ordinary communications to interaction

at all levels (Tohara, 2021). They are applications that depend for their operation on the presence of the Internet and are built on technological rules and foundations. Social media allows communication and interaction between users to a very large extent because users can publish ideas, pictures, and video clips that they want to publish, in addition to audio clips and anything else that the person or user wants to publish.

It is no secret that social media has hurt humanitarian and social communication and humanitarian relations. Many people do not have access to direct social communication, and excessive use of these means weakens social relationships (Ogungbeni et al., 2016). It reduces social interaction within the family and increases the psychological gap between young people and the community (Bordoloi et al., 2021). In addition, it harms social interaction, which may lead to social isolation. It also allows the creation of negative role models for young generations that are not compatible with the religious and social culture of society. These negative impacts need to be avoided by adding layers in addition to the protection from family, which opens the role of the school, whether administration or staff, to be a protective side (Kalkan et al., 2020).

These days, the school administration's role has broadened and its function has evolved. It is no longer only a standard procedure to keep track of student absences and attendance, maintain school buildings and headquarters, and perform other frequently managed school affairs guidelines (Pollock, 2020). The school principal became a guide and a supervisor for the roles of teachers and students in the school. The management of the school has evolved into a humanitarian process to improve education while putting the needs of the children first. It aims to give all the resources and opportunities necessary to support students' mental, physical, and spiritual growth. The modern school administration is not only the principal and the students (Shehzadi et al., 2021). According to the modern approach, it includes more than one individual. It includes everyone who works in the school, including the principal, assistants, administrative and technical teachers, workers, students, parents, staff, and those encouraging learning in the environment and helping shape its development directly or indirectly (Khasawneh, 2023). The importance of school administration comes from its undertaking the task of facilitating and developing the school's work systems and organizing work in a way that ensures that educational operations are carried out smoothly (Greenhow & Chapman, 2020). Moreover, its importance lies in the provision of school services to teachers and students to create achievements in an atmosphere of cooperation and community where mutual respect prevails.

The school principal is at the top of the list of responsible people in the school. He is the supervisor of all its educational, instructional, administrative, and social affairs. He is the one who can improve the performance and conduct of his colleagues and is involved in matters related to them (Katz & Nandi, 2021). Their responsibilities are to fully understand the objectives of the stage and their understanding and to identify the characteristics of its students following what was stated in the learning policy. School principals are responsible for creating a suitable educational environment to build the student's personality and growth in all aspects, imparting good qualities, strengthening the school's social role, and opening horizons for cooperation and integration within the school (Zhou et al., 2022).

The role of the school in confronting the dangers of social media is to activate the role of the school by emphasizing the role of the teacher, the textbook, and cooperation between home and

school in emphasizing rational methods of using technology (Decuypere et al., 2021). The school can pay attention to studying social behavior and lifestyles and presenting them to young people in a simplified manner for civic education so that they can be useful members of society and avoid falling into the cycle of slippage and deviation. The principles in secondary school can train and accustom young people to discipline, proper behavior, and the ability to deal with the surrounding circumstances and deal with them in a balanced manner (Mishra, 2020). School administration can introduce students to their social functions and ensure their familiarity with them, as the school is a small community that prepares for a larger society. Education is a social human function before it is informational. Educational efforts integrate home, school, and society to form a useful generation that knows its rights, fulfills them, and knows its duties and performs them in the required manner.

Previous studies

Jogezai et al. (2021) explored instructors' opinions toward the impacts of physical distance and growing SM usage, as well as their awareness of SM and the use of SM by religious leaders, to investigate the potential for SM use in online learning. A questionnaire was the main instrument utilized by the researchers to gather data from 252 instructors in both public and private schools as part of a quantitative study approach. The results are important because they shed light on how instructors' attitudes toward using social media for online learning have been impacted by physical distance during the pandemic. The results have ramifications for educators around the globe, especially in poor nations, who may choose to use social media for online instruction in response to difficult circumstances like as the COVID-19 epidemic.

Orijj and Anikpo (2019) investigated the precise degree to which instructors and students at the University of Port Harcourt's Faculty of Education use the instant messaging software WhatsApp for instructional purposes. The descriptive survey methodology was used. One thousand six hundred and three (16003) University of Port Harcourt first-year undergraduate students and one hundred and twenty-eight (128) lecturers made up the study's population. A 12-item questionnaire with equivalent sections for instructors and students was the research tool employed. The findings showed that even though all of the instructors and students had access to the Internet.

Namaziandost and Nasri (2019) explored how well social media use affects EFL students' speaking abilities. Two main topics are covered in the study. First, the degree to which social media usage affects students' communication abilities. Second, what role can social media play in helping EFL students become better speakers? Iranian Islamic Azad Universities conducted the research. There were two sets of questionnaires distributed: one for 100 EFL teachers and the other for 100 students. The study's practical conclusion has shown that social media usage regularly has a substantial effect on both teachers and EFL students. Additionally, it demonstrated how prepared the teachers were to use a practical pedagogy to incorporate social media into an EFL environment.

Ansari and Khan. (2020) investigated how social media and mobile devices might be used to transfer resources and facilitate interactions with academicians at higher education institutions across boundaries. This empirical research draws on a survey of 360 students at a university in

eastern India to examine the ways in which students see mobile devices and social media in relation to group projects, communication with teachers and classmates, and, most importantly, their effect on students' performance in the classroom. Students' ability to communicate and share information online, as well as their habits of doing so with teachers and classmates, were significantly affected by the study's usage of social media platforms for group projects.

Chatterjee et al. (2020) explored the factors that influence academics' intentions to exchange information and their behavioral patterns in higher education in India through the use of social media platforms. The valance–instrumentality–expectancy hypothesis was employed in this study to ascertain the academics' patterns of information sharing. The findings show that when higher education stakeholders perceive gaps in information exchange, they become aware of the value of sharing knowledge and turn to social media to enhance the impact of knowledge exchange. Additionally, the perceived utility influences how the relevant stakeholders utilize social media to exchange knowledge.

3. Methodology

The researcher followed the descriptive survey method to examine the nature and objectives of the study.

3.1 Sampling

The study sample consisted of 500 male and female secondary school teachers from Saudi Arabia, Abha, who were selected by a simple random method. The following table shows the information on the sample.

Table 1. Information on the participants of the study

Variable	Category	Frequency	Percentage %
Gender	Male	250	0.50
	Female	250	0.50
Years of experience	Less than 5	113	22.6
	5-10 years	90	18.00
	More than 10 years	297	59.4
Academic qualification	Bachelor	438	87.6
	Post-graduate	62	12.4
Total		500	100

3.2 Instrument of the study

The study developed a questionnaire based on previous studies related to the topic of the role of school administrations in confronting the dangers of social media and the opinions of some faculty members in several Saudi Arabian universities. The study instrument consisted of two parts, the first part of which dealt with the variables of the study related to the study sample (gender, academic qualification, and years of experience), and the second part dealt with areas related to the role of school administrations in Saudi Arabia in facing the dangers of social media.

The research tool was submitted to a panel of eight knowledgeable and skilled arbitrators from Saudi Arabian university departments of planning, educational psychology, educational

administration, and principles of education to confirm its validity. People were invited to share their thoughts and insights. Internal consistency reliability coefficients were determined using the Cronbach alpha technique to verify the tool's reliability, as indicated in Table 2.

Table 2. The reliability according to the Cronbach alpha coefficients

Dimension	Cronbach alpha coefficients
Warning about the disadvantages of social media	0.93
School administration methods in confronting the dangers of social media	0.82
The role of school administration in benefiting from social media	0.91

3.3 Data analysis

The means and standard deviations were utilized to respond to the first query. If there are statistically significant variations between the arithmetic means, the t-test for post-hoc comparisons, standard deviations, and three-way variance analysis will be used to address the second question.

4 Results and discussion

4.1 The first question

Table 3 shows the mean scores and standard deviations for the role of school administrations in Saudi Arabia in confronting the dangers of social media from the point of view of teachers at the secondary level.

Table 3. The results of the response on the dimensions of the study ranked in descending order

Rank	Dimension	Mean score	Standard deviation	Level
1	School administration methods in confronting the dangers of social media	3.68	0.53	High
2	Warning about the disadvantages of social media	3.65	0.56	Medium
3	The role of school administration in benefiting from social media	3.61	0.56	Medium
Total		3.65	0.53	Medium

Table (3) shows the degree of responses of male and female secondary school teachers regarding the role of school administrations in Saudi Arabia in confronting the dangers of social media, which had a medium level, with a mean score of 3.65, and a standard deviation of 0.53. This result may be attributed to the large administrative and technical burdens that fall on the shoulders of school principals and the limitation of their role in warning about the dangers of social media under the instructions that school principals give to students in the classroom. Some paragraphs received a high degree, such as the paragraph that indicates that school principals warn against wasting time and good use of social media and the first warning against distorting and distorting facts using social media.

This result is attributed to the extent of awareness among the administration staff. Schools are exposed to the dangers of social media and to the dangers of students' secondary stage, which is the teenage stage. Therefore, many school principals seek to warn of the negatives of social

media. School principals hold seminars on the importance of time, help students organize their time while using social networking sites, and use the idea of older students monitoring younger students. School principals also encourage them to allocate some time to reading and self-education or give a speech on the school radio talking about the advantages and disadvantages of social networking sites.

4.2 The second question

To answer this question, the mean scores and standard deviations were extracted, and a three-way-ANOVA analysis test was used to determine whether there are differences in the estimates of male and female secondary school teachers for the role of school administrations in facing risks of social media as attributed to the variables (gender, educational qualification, and experience). The following table presents the results.

Table 4. Results of the three-way-ANOVA analysis test for the variables of the study

Source of variance	Dimensions	Sum of squares	Freedom Value	Mean square	F value	Sig.
Gender	Warning about the disadvantages of social media	0.396	1	0.396	1.25	0.26
	School administration methods in confronting the dangers of social media	2.741	1	2.741	10.53	*.001
	The role of school administration in benefiting from social media	0.021	1	0.021	0.05	0.80
	Total	0.86	1	0.86	0.31	0.57
Academic qualification	Warning about the disadvantages of social media	0.462	1	0.462	1.46	0.22
	School administration methods in confronting the dangers of social media	8.044	1	8.044	30.9	*.00
	The role of school administration in benefiting from social media	0.022	1	0.022	0.064	0.80
	Total	0.447	1	0.447	1.60	0.20
Years of experience	Warning about the disadvantages of social media	1.835	2	0.918	2.90	0.05
	School administration methods in confronting the dangers of social media	1.653	2	0.827	3.18	*.04
	The role of school administration in benefiting from social media	0.925	2	0.463	1.32	.26
	Total	0.620	2	0.310	1.11	.33
Error	Warning about the disadvantages of social media	154.448	489	0.316		
	School administration methods in confronting the dangers of social media	127.264	489	0.260		
	The role of school administration in benefiting from social media	171.988	489	0.352		

	Total	136.188	489	0.279		
	Total	6795.654	500			

It is clear from the table that there are no statistically significant differences among the study sample regarding the role of school administrations in Saudi Arabia in confronting the dangers of social media attributable to the gender variable, except for the field of school administration methods in confronting the dangers of social media. Statistical analysis revealed that this dimension differed significantly according to the gender variable, with the gender variable working in favor of male workers. Other than in the area of school administration strategies for dealing with social media risks, the results also demonstrated that there were no statistically significant differences among the study's sample when it came to the academic qualification variable and the role of Saudi Arabian school administrations in this regard. According to the findings, bachelor's degree holders benefited from the statistically significant variations in this dimension's academic qualification variable.

The findings also revealed the absence of differences among the sample regarding the role of school administrations in Saudi Arabia schools in confronting the risks of social media due to years of experience, except in the field of school management methods in confronting the risks of social media. , The results showed the existence of statistically significant differences due to the variable years of experience, and to know the sources of the differences, the Scheffe test was used, as shown in the following table.

Table 5. The results of the Scheffe test for post hoc comparisons of the role of school administrations in confronting the dangers of social media due to the variable years of experience

School administration methods in confronting the dangers of social media	Mean score	Less than 5 years	5-10 years	More than 10
		3.42	3.48	3.56
Less than 5 years	3.42			
5-10 years	3.48	0.06		
More than 10	3.56	*0.14	0.08	

Table 5 shows that there are statistically significant differences between the participants' opinions on the role of school administrations in Saudi Arabian schools in confronting the risks of social media due to the variable years of experience. The differences were in favor of those with more than 10 years of experience. This result may be attributed to the fact that male and female teachers with long-term experience in school administration know that school principals are trying to diversify their methods to confront the dangers of social media and to take advantage of the capabilities available in the school to employ them in confronting the dangers of social media.

5 Conclusion

This study investigated the role of school administrations in Saudi Arabia in raising awareness of students using social media from the point of view of teachers at the secondary level. The

findings revealed the degree of responses of male and female secondary school teachers regarding the role of school administrations in Saudi Arabia in confronting the dangers of social media, which had a medium level. Schools are exposed to the dangers of social media and to the dangers of students' secondary stage, which is the teenage stage. The findings demonstrated that the gender variable contributed to statistically significant differences for this dimension, with the disparities favoring male employees. The findings demonstrated that the academic qualification variable for this dimension was associated with statistically significant differences, with the disparities favoring those with a bachelor's degree. Finally, the results showed differences between the participants' opinions on the role of school administrations in Saudi Arabian schools in confronting the risks of social media due to the variable years of experience.

6 Recommendations

The study recommends strengthening the role of school administrations in confronting the dangers of social media by creating a strategy to activate my role in cooperation with the media, family, and teachers. School administrations should cooperate with educational counselors to conduct awareness campaigns for students about the negative effects of social media on students and their academic achievement. The study also recommends to mitigate the negative effects of social media. It is possible to establish an Arab Islamic social media network that will enhance communication between Arab and Muslim youth in the world and contribute to increasing opportunities for diversifying sources of knowledge and information and disseminating Arab Islamic culture in the light of tolerant Islam.

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