SOCIAL (ONLINE) MEDIA TEACHING FOR HIGH SCHOOL STUDENTS - A CALL FOR A NEW SOCIAL CONTRACT BETWEEN PARENTS, CHILDREN, AND EDUCATORS

BY

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Abstract
The Covid-19 pandemic is still a global issue and continues to strike fear in people's hearts. As a result, learning environments for students have drastically changed. The advent of virtual platforms in the education sector has been made possible by the closure of brick-and-mortar schools. Using a focus group discussion approach, this study examines the views and level of cooperation between parents and educators regarding how social media platforms help students develop their character. The media effects theory and cultivation theory serve as the foundation for this study's framework. The conclusion is that in order to guide students in using these tools responsibly and appropriately, appropriate norms and standards must be established.

Keywords: COVID-19, parents, teachers, adolescent students, character development.

INTRODUCTION

The COVID-19 virus, which the WHO had declared to be a pandemic, had terrified people all over the world by the end of 2019. It was formally declared a global public health emergency due to its rapid spread. This virus still poses a threat to people worldwide, and new mutations and variations are always emerging quickly (Saha, S., & Dutta, D. T. 2020).

According to Metcalfe and Moulin-Stoek (2020), character education is instruction that emphasises the essential traits of the whole student, such as personality, character, disposition, aptitude, and human interaction with God, other people, and the environment. It is the responsibility of parents and educators to create an environment that fosters moral behaviour and the development of character values.

Students' character development is influenced by two factors: parenting styles and innate personalities. It is the responsibility of parents to instill character in their children from an early age, even before they are born. Thus, the success of web-based learning depends on the cooperation of educators and parents. Without collaboration between parents and teachers, the anticipated educational process will not be successful (Shamir-Inbal, T., & Blau, I. 2021).

Association between students' performance in reading and support from families and teachers among students making intensive use of ICT outside of school for schoolwork (Effect on test scores (pts))
Source: OECD, PISA 2018 Database.
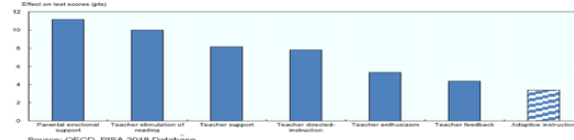
The analyses based on the data from the OECD Skills Outlook 2021 (OECD) prepared by PISA 2018 are displayed in the above table. It illustrated the significance of the role that parents' emotional support and educators' instructional strategies play in helping students develop their distinctive attitudes (Schleicher, A. 2019). Effective policy intervention is one method of providing support, especially during this pandemic period (Ferguson, N. M., Laydon, D., et al 2020). Therefore, it is essential that we comprehend and put into practice the most suitable forms of support that educators and parents can employ in conjunction with online learning techniques.

REVIEW OF LITERATURE

Relationship between parents and students
Pandemics may have an impact on parenting styles, causing parents to become less sensitive, encouraging, and supportive of their children and more emotionally distant or critical and agitated (Janssen, L. H., Kullberg, M. L. J., et al 2020). Many parents also had to cope with the difficulties and suffering

brought on by ill or deceased family members, pay cuts, or, in certain situations, losing work.

Relationship between Educators and students

Adolescents and children need constant communication with their teachers, including constructive criticism and advice on their work. Maintaining teacher involvement is essential for maintaining learning continuity, giving students a sense of support during school closures, and assisting parents/caregivers and students in forming routines and sense of normalcy. Instructors and students need to communicate all the time. Regular interaction with students helps them maintain their sense of professional identity in the face of uncertainty by providing them with a sense of routine and purpose (Villaruz, M. G., Lacandazo, M. H., et al 2022).

Relationship between parents and Educators

Many parents were forced to use their homes as classrooms when the schools closed. Most of them had to choose between doing housework or working at an office and attending to their child's educational needs (Carrión-Martnez, J. J., Pinel-Martnez, C., et al 2021). As a result, it was essential that the parents establish a line of communication with the teacher about their child's education. This helped the parents balance the amount of time they spent on the demands of the student's education with other things they were doing. Since they spend most of their time guiding students' daily activities and offering them educational support, parents and teachers have the greatest influence on students' lives.

METHODOLOGY

Using qualitative methodologies guided by a grounded theory approach, the researcher has examined the processes and sense-makings of collaboration between parents, challenging children, and various professions (teachers, principals, and resource team members) (Bryant, A. 2017). Qualitative research is used to analyse the process variables in the context of particular contexts.

CONSTRUCTIVIST POSITION OF GROUNDED THEORY

The constructivist grounding theory approach is based on the notion that concepts and information are not found, but are instead developed by the researcher via interactions with the field and its participants (Bryant, A. 2017). The data are jointly generated by the researcher and the participants, and they reflect the researcher's perspectives, values, privileges, positions, relationships, and geographic locations. According to Bryant (2017), data are "produced from shared experiences and relationships with participants and other sources of data" in addition to their analysis.

The investigation involved a total of twenty participants. The participants disclosed that they were all, in one way or another, associated with a student or the school where the students were enrolled. To incorporate educators, parents, and pupils into the research.

RESULTS

The focus group discussion was conducted in two sessions, with a sample group of twelve participants in each (3 students, 3 teachers, 3 parents, 1 educator, 1 social media expert, and 1 psychologist). The discussion, which centred on a set of ten questions, was led by the researcher. For coding and analysis, the audio data (MP3 files) was utilised directly. The following were the principal measures: (a) First classification: categories were formed by comparing different data segments and using analytical questions such as "Why is this study necessary? What recommendations do the suggested fixes make? Which viewpoint is this? Which category does the specific data indicate? The first step in coding was assigning names to data sections, lines, and words. (b) Targeted classification entailed contrasting the most significant and prevalent codes from the initial testing with each other in order to understand the general viewpoint and apply to a broader population. (c) Conceptual coding, in which an analysis that makes sense is based on previously developed codes or concepts.

The phrase "human resource synchronisation" describes procedures that brought together and arranged different individuals in order for them to interact and be integrated in a way that improved the students' character development as a result of the study (Bedwell, W. L., Wildman, J. L., et al 2012). A grounded theory illustration can be found in Figure 1. The relationships between the school and the resource team (teachers, parents, school psychologists, educators, social media experts, and so on) are shown on the right side. These interactions seem to have contributed to the desynchronization of human resources, or the opposite of their integration and coordination. Human resource synchronisation was aided by the phenomenon in the interaction between the resource team and the school on the left.

The term "human resource" originates from the field of organisational and management literature and describes the individuals who manage an organisation (Renwick, D. W., Redman, T., et al 2013). The term "human resource" has been used more widely in the current study as a sensitising term; in the grounded theory that resulted, the term refers to people—professional staff members like educators and instructors, psychologists, as well as students and parents.

It is important to remember that the concepts of synchronisation and desynchronization in this grounded theory are ideal types. Perfect types are theoretical frameworks with precise benchmarks that are able to be analysed, assessed, and contrasted with real-world situations (Anand, C. K., & Amor, B. 2017). Rather than being expected to occur in their most pure form in real life, these are better understood as analytical tools. Members of the resource team interacting with school personnel represented intermediate forms, with some interactions being closer to synchronisation and others to desynchronization. Two diametrically opposed poles are synchronising and desynchronizing (Thornberg, R. 2014). Therefore, grounded theory suggests that, according to participant narratives, there will be less desynchronizing and more synchronisation. One important process that seemed to

have an effect on the level of human resource synchronisation was goal-setting and negotiation amongst those who were expected to work together.

Figure 1 - A Grounded Theory of Collaborative Synchronizing in Relation to Students

	Synchronize concepts	Desynchronizing concepts
Goal Setting	**Dynamic Goal Setting** Character development serves as the beginning point for dynamic goals, which are concurrently open to discussion and change in dialogue between all parties; teachers are involved in goal formulation and decision-making; Parents and school staff endorse the goals as being feasible, and they are continuously evaluated.	**Static Goal Setting** Static goals are rigid, not negotiable, and insensitive to the circumstances; they run the risk of being viewed as unrealistic when they are set and decided.
Responsibility	**Responsibility Sharing** Teachers play a significant and active role in the resource team activity; early interventions; adequate expectations; constructive school consultation; strategies for further work after the period of resource team intervention are generated, and a part of this is establishing collaboration between school and home as well as other adequate measures. The resource team activity is not a one-person job.	**Responsibility Transferring** Relief in place of cooperation, a loss of interaction, a fragmented and inactive role for instructors, delayed interventions, lowered standards, and no further work methods after the resource team intervention period has ended.
Relationship	**Positive Relationship** Positive and constructive attitudes, a positive emphasis, students and parents as partners with school staff, positive ideas and methods, good and encouraging relationships, and constructive dispute resolution are all examples of positive and constructive attributes.	**Aversive Relationship** Unpleasant techniques and methods, negative and contagious relations, kids and parents acting as adversaries to school staff, bad attitudes, negative focus, and harmful conflict resolution.

Goal Setting

The primary goal of this study is character development through social media platform usage that is appropriate. As the conversation with the parents, students, and teachers revealed, goal conflicts are a natural hindrance to effective collaboration. Consequently, this highlighted how important it is to set goals (Garmston, R. J. & Wellman, B. M. 2016). The analysis presents two goal-setting approaches: static and dynamic. Static goals were prone to desynchronizing effects because of their rigidity, lack of receptivity to the particular circumstances of individual student cases, and disrespect for the expert opinions of educators. There was a significant chance that teachers would have low expectations and that there would be goal conflicts amongst the three variables, which would lead to re-source desynchronizing, if they were not accepted and supported by the teachers but were instead perceived as unrealistic. As N. Sieroka (2017) noted, a key factor in the desynchronization of human resources was goal dissonance.

Conversely, during the ongoing intervention process and its successes, dynamic goals were shared, sensitive, negotiable, and self-evaluative. Dynamic Goals began with social media education as its central focus. However, through methodical data collection, ongoing assessment, and discussion, team members, educators, and parents jointly determined the extent to which social media education was reasonable and practical in order to achieve the goal of character education.

Student 1 – No, it does not. Even if social media is used for studying, after the studying finishes, I don't leave the phone and go to do my homework, but I continue to use the phone for recreational purposes. We try to follow the person in a video we like, and behaviour changes. So social media does not help in character building

Psychologist – Social media from a media perspective it's good, but there a lot of popups that arise when we use social media, and all these pop-ups are linked to cyber bullying etc. attracting and affecting the character of students.

SM expert – does not agree. Parents are sending kids to school 100% supervision, all students are good. But get influenced somewhere. Though there is 100% supervision, still they get bad influenced.

Parent 1 – building character must start from home.

Parent 2 - agrees

Parent 1 continues …what is built on that foundation is what will last. Maybe influences can affect as children are highly impressionable at that point. And getting influenced by forces other than that what is at home is that which attracts them. Social media is a arena where the individuals can choose from a variety of influences. It does nothing to character as it replicates what is done by someone else. Imitation of influences is highly seen.

Mod: character is more innate. It is behaviour that adapts. Educator: they are searching for a role model in whatever they see.

Parent (sheeba) – no character is just born within a person. Born as a plain slate. And as the years go by the person accepts what fits them. Across various generations, we have our own influences in some form. Through trial and error basis we formulate our own character. Children also balance themselves through analysis and adaptation. The variety of people and experiences gives them the option to formulate their characters.

RESPONSIBILITY

Responsibility transferring was another phenomenon that seemed to result in desynchronizing. According to many teachers' educators and parents, there is transfer of responsibility instead of sharing the responsibility with the team member and collaborating to promote the student's progress (Ishimaru, A. 2014). Some teachers were more focused on trying to help the student and reform character by talking and explaining to them about social media and its effects on character (Falloon, G. 2013).

Responsibility transferring involved making the teachers' role and work with the students passive, with the parent and student itself taking over the whole responsibility. With proper interventions given explaining the effects of social media on character, the student itself assumed responsibility for the same (Slade, S., & Prinsloo, P. 2013).

Parents/educators – yes interventions should be given

Student 1 – it can be given, but am I going to take it.

Parent 2 – it constantly should be given, at some point something will have an effect on the student. To shaped them.

Student 1 – expressed the use of a seminar given on the similar topic in the school and how appreciative she was of the same. And if students start changing slowly, others will also see and change at the same time.

Mod: so constant intervention is a must.

Student 1: it will eventually help reduce the effect of SM Educators and SM expert – the students are longing for such interventional programmes

Student 2 – today's school students are not mature enough to use social media responsibly.

Mod: this maturity and responsibility can come or can be given through interventions

These experiences started off worries among teachers and parents about what would happen when the intervention period regarding the students was over. What happens afterwards, Can you trust that new networks are in place, taking care of the problem? In other words, the issue is: What'll happen then? So that everything doesn't just collapse then. (Teacher)

Notice that the teacher still expressed responsibility transferring but in this case to the students instead of the resource team in the excerpt (Bannister, N. A. 2015).

Responsibility sharing was a phenomenon that, according to the grounded theory, was necessary for synchronizing. Responsibility sharing means that team members as well as school personnel took responsibility for initiating processes that aimed to support and assist the student to develop in a positive direction with regard to their character (Hoaglund, A., et al. 2014).

We [the teacher and parents] had regular meetings, we've been able to see each other when the students have gone and been able to sit down for a while every week to discuss the student development, both pedagogically and discipline-wise, and how to better the outcome.

Instead of making all the interventions by themselves, responsibility sharing means that the team members worked more actively as consultants to involve and assist the teachers in the intervention work (Sheridan, S. M., & Kratochwill, T. R. 2007). By working toward shared responsibility and full participation from all variables from the outset of the intervention period, the conditions for the development of appropriate expectations from all parts increased.

RELATIONSHIP

Relations relate to the interaction patterns and interactions that occurred between instructors, parents, students, and educators as a result of the overuse of social media in the grounded theory that was produced here (Kalantzis, M., & Cope, B. 2010). If the interactions and relationships were unfavourable and aversive, there appeared to be a desynchronization of human resources (especially when we consider the student and his or her parents as main human resources).

Aversive relations refer to the interaction style and relationship that the student (and likely even the adult) saw as unpleasant (aversive), in which both factors had a negative attitude and approach to each other and were primarily focused on the student's weaknesses and poor behaviour (Thornberg, R. 2014).

Parents/ teachers – any excess is not good. Will lead to destruction.

Students 3 – we should know what to use and when to stop while using social media.

Parent 3 – at home, we can see aggressiveness. When we try to control the usage of Social media

SM expert – Social media also influences culture, language, and the way we speak. We cannot say it is all negative only.
Mod: So all agree that **excessive** use of social media causes maladaptive practices – lack of sleep – eventually leading to problem in character development.

Conflicts frequently arose in unpleasant relationships, and these were typically resolved by angry and destructive behaviour (threat, coercion, anger, verbal aggression, power assertion, and so forth). Those who have a history of negative interactions with their teachers become less motivated to learn and exhibit "poor" or inappropriate behaviour in class. Additionally, parents mentioned that they frequently heard from teachers about how awful or problematic their kids were at school. "They simply called at home, and there were constant complaints" (a parent). They never learned anything good about their children (Fan, W., & Williams, C. M. 2010). Only unfavourable. As a result, some parents began to object, which undermined the effectiveness of the partnership between the home and the school. This was not seen as a good place to start by them. According to specialists, parents and children are "antagonists" or "opponents" in adversarial relationships (Hkansson, M., Stman, L., & Van Poeck, 2018).

Positive interactions, on the other hand, promoted improved synchronisation between educators, parents, and children. It was about interaction styles and connections that emphasised the student's abilities and excellent behaviour, but also had a positive attitude and approach toward the student and his or her parents. Parents and students were seen as "co-players" or "partners." With the student and his or her parents, the professionals worked purposefully to establish positive and supportive interactions (Arce*, J. 2004). By listening to one another and working together to develop solutions that are acceptable to all parties, the professionals endeavoured to address issues that did arise in a constructive manner.

As a result, encouraging interactions and relationships between teachers, students, and their parents synchronised efforts to improve children' character development and academic performance (Darling-Hammond, L., & Cook-Harvey, C. M. 2018).

DISCUSSION

When multi-professional collaboration works successfully, there are several benefits that result in a more efficient problem-solving and intervention-generating process (Brown, M. B., & Bolen, L. M. 2008), and the researchers' findings support this by highlighting the benefits of such collaboration. The researcher has developed a grounded theory of collaborative synchronising in relation to parent-teacher and student collaboration in schools by analysing the reported experiences and representations of teachers, educators, parents, and nonschool-related resource team members such as a social media expert and psychologist, as well as students' and parents' interactions and collaborations.

Goal-setting, accountability, and connections are crucial components in how well human resources are coordinated to conduct a movement toward the student's healthy and good

character development and results, according to the grounded theory in the current study (Kretschmer, S., Langfeldt, B., et al. 2021).

According to school psychologists or a social media specialist, involving teachers, educators, parents, and the student themselves in the ongoing process of defining and choosing goals looks to be a highly important technique (Romiszowski, A. J. 2016).

CONCLUSION

According to the grounded theory outlined in this study, it can be used to evaluate multi professional collaboration, student-teacher relationships, school-home collaboration, and school consultation as well as to (a) analyse multi-professional collaboration and consultation in school settings and (b) serve as a basis for discussion in evaluation and developmental work. The dichotomized ideal types of goal setting, responsibility, and relationship, as well as their subprocesses, human resource synchronising and desynchronizing, provide practitioners and researchers with "looking glasses" or analysis techniques.

The main finding of the current study's grounded theory may be drawn. Getting everyone on board means inviting teachers, educators, other involved professionals, parents, and students to the goal-setting and goal-setting processes, involving them in problem-solving activities, and valuing them as significant resources who can contribute by their varied knowledge. This is the first step in creating favourable conditions for effective collaboration and consultation.

Second, multiprofessionalism must be acknowledged as a superior ideology. External professional assistance could be needed in order to provide students with appropriate intervention approaches in the form of seminars, group discussions, short videos, etc. Disagreements and differences in opinions, perspectives, and instructional approaches among professionals are then not seen as threats but rather as springboards for important and fruitful discussions aiming to advance character development and jointly create comprehensive and efficient interventions for the student.

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