



The Impact of Social Media Platforms on Communication Development Between Schools and Parents (A Qualitative Study of Teachers and Parents)

Abdulelah H. Alshehri
University of Jeddah, Saudi Arabia
Email: Ahalshehri1@uj.edu.sa

ABSTRACT

The use of social media and mobile communication technologies has revolutionised communication in education, especially in improving school-family engagement. This study aims to examine the role of social media platforms in enhancing the process of communication and knowledge sharing between teachers and parents in Angal Al-Safwa School, particularly the WhatsApp platform. The study examines the impact of digital platforms on the enhancement of information sharing, parental involvement, and home/ school partnerships. For an in-depth understanding of the experiences and perceptions of the participants, a qualitative research design was used.

The data was gathered by means of semi-structured interviews with 30 respondents, comprising 16 teachers and 14 parents from the selected school. The interviews centred on the participants' perspectives on the effectiveness of social media to facilitate communication, to resolve issues in the traditional school system, and to improve knowledge management practices. Interviews were conducted in Arabic and then transcribed and translated into English, and then analysed based on thematic content analysis to find the common patterns and themes.

The results are anticipated to show that social media can help to communicate more quickly, enable greater involvement from parents and provide efficient knowledge transfer between schools and parents. The study helps in filling in the existing stream of research on digital communication in education and offers insights for educators who want to improve parent-teacher relationships using technology.

Keywords: knowledge management, mobile devices, learning management system.



Introduction

Communication has significantly changed in schools with the growth of digital technology and social media. In recent years, it has been seen that schools are holding to social media platforms like WhatsApp, Facebook and other mobile communication applications to enhance the communication between teachers and parents. The digital platforms have become significant instruments for knowledge management and development of knowledge communication, which facilitates quick exchange of information, enhances joint action and helps parents more deeply involve themselves in their children's learning. Using traditional communication channels such as written notices, meetings, and phone calls can be time-consuming, inaccessible, or result in information lag. Many schools now have social media technologies integrated to help to make their communication and education more efficient.

Education-related knowledge management is the process of developing, sharing, maintaining and using information to enhance educational processes and organisational outcomes. Social media provides interactive and easy-to-access avenues for teachers and parents to communicate regularly, which helps to facilitate this. Parents can get immediate updates about homework, attendance, behavioural concerns, school activities and academic achievements with the help of instant communication platforms like WhatsApp. This communication development is especially significant as it has been shown to have an impact on students' achievement, behaviour, and learning experiences as a whole, when there is a strong parent-teacher relationship.

While social media is becoming more popular as a communication method in the context of education, there are still questions to be answered concerning its effectiveness, accessibility, privacy aspects and its role in improving knowledge management systems in schools. A lack of digital literacy skills amongst some parents and teachers, and challenges in setting boundaries when engaging digitally with professionals.

The purpose of this study is to find out the impact of mixed social media and knowledge management on the communication development process between teachers and parents in Angal Al-Safwa school. This study aims in particular to explore the attitudes of parents to the use of social media in school communication, the attitudes of teachers to social media communication with students' homes and the role that social media plays in closing the gap in school communication. The study looks at these perspectives in order to gain a deeper understanding of the contribution of digital communication technology to improving collaboration and knowledge sharing between schools and families. This study emphasised the effects of social media and knowledge management on the communication, collaboration, and exchange of knowledge between teachers and parents of Angal Al-Safwa school.

Aim

The research aim is to investigate the influence of social media on improving knowledge management and the development of communication between parents and teachers in the school.



Research Objectives

- To explore parents' experiences towards communicating via social media with the school.
- To investigate teachers' opinions on the use of social media as a means of communicating with students at home.
- To assess the effectiveness of social media to solve the problems of the existing school knowledge management and communication system.

Research Questions

How does the integration of social media and Knowledge Management affect Communications Development among Parents and Teachers?

To answer this question, three sub-questions were addressed:

- What are parents' perspectives on using social media to communicate with the school?
- What are teachers' perspectives on using social media to communicate with students at home?
- How do social media address the shortcomings of the current school system for knowledge management?

Literature review

a. Theory

The world's learning to communicate and share knowledge through digital communication has been significantly affected by the swift growth of digital communication technologies. Social media like WhatsApp and Facebook are becoming the mediums that schools are increasingly using to enhance communication with parents. They are digital tools that facilitate the dissemination of education-related resources, enhance collaboration and strengthen the link between parents and students' learning activities. The theoretical framework includes Knowledge Management Theory, Technology Acceptance Model (TAM), and Social Constructivist Theory, which contribute to understanding how social media affects the development of communication in schools.

Knowledge Management (KM) Theory is a body of knowledge that could be considered a general theory of how organisations create, organise, share and use information to enhance performance and collaboration. Knowledge management is concerned with the efficient sharing of information between educators, students, parents and administrators in an educational environment. Communication is important in the effective transmission of educational knowledge. Social media is a part of knowledge management because the information can be shared in a flash, and there is always an opportunity to engage with parents. Digital communication tools allow teachers to provide up-to-the-minute information on attendance, homework, academic performance, school events and behavioural issues. The parents can also interact directly with teachers and receive vital information about education quickly (Ammirato et al., 2021). Hence, social media plays a positive role in the effective dissemination of knowledge in schools and in making communication more efficient.



The Technology Acceptance Model (TAM) is also applicable to this study, as it can be used to understand the level of acceptance and use of the new technology by individuals. TAM contends that one key factor in how likely an individual is to use a piece of technology is the perceived usefulness and ease of use of that technology. Social media communication can be used by parents and teachers when they feel that it makes things convenient, saves time and increases communication quality (Marikyan and Papagiannidis, 2024). Schools have many options open to them, including the use of applications such as WhatsApp, which are accessible, easy to use and can facilitate immediate communication between schools and families.

Furthermore, Social Constructivist theory highlights that learning and communication are a result of social interaction and collaboration. Theory states that people learn from other people's experiences and interactions. Social media platforms can facilitate communication and collaboration between teachers and parents, allowing them to discuss and provide feedback on their child's learning journey (Lombardo and Kantola, 2021). Therefore, the use of social media with knowledge management systems enhances the development of communication, joint education, and involvement of parents in school activities.

b. Previous Studies

In recent years, the importance of social media in the communication between teachers and parents has been recognised. Given the need for educational institutions to share information quickly and provide avenues for collaboration and communication, Knowledge Management is closely associated with digital technologies.

Almahairah (2025) investigated the relationship between the use of WhatsApp and Facebook by teachers and parents of students, student performance and the confidentiality of data. The study revealed that social media platforms enhanced the ability to communicate with schools and families quickly and easily. Parents were provided with real-time information on pupil progress, attendance and school events, enhancing parental engagement with the school. The teachers also said that WhatsApp groups made communication easier and eliminated delays in communication using the conventional approach. The study identified problems with privacy and data confidentiality, especially in the case of the dissemination of sensitive student data electronically. These difficulties have not, however, reduced the positive effect that social media has on communication development and education collaboration, as the study has identified.

Apps et al. (2025) explored the experiences of parents when communicating with the schools through social media platforms, finding that parents appreciated the connectivity that was created through the digital platforms used. Social media was used to enhance the connection with families, with regular updates and a method for families to communicate with the school. Parents' knowledge and participation in their children's learning were improved. The study also pointed out that the use of digital communication minimised communication barriers and transparency between



schools and households. Some parents commented that they felt there were too many notifications and had to be on hand for communication from school.

Gonzalez (2020) was worried about social media as a means to support positive parent involvement in the school. It highlighted the great importance of parental involvement and how it could be enhanced to enhance pupils' achievement and behaviour. Social media is a great way to communicate and keep parents engaged in school activities, and to see what their children are learning. Schools that use digital communications systems have a higher level of trust and cooperation with families, Gonzalez said. The study also found that social media is a good way to share knowledge between teachers and parents because the information, either about education or others, can be easily shared on social media. Naidoo, Tan and Wagner (2025) explored the relationship between migrant/refugee parents and digital learning and communication systems in schools. The research revealed that digital platforms enabled parents to bridge geographical and social distance and enabled flexible communication opportunities. Social media facilitated communication between parents and teachers, despite language and cultural barriers. The research, however, also found that some parents did not have digital literacy skills and so were less able to engage in online communication. The results indicate that digital support and training to be inclusive in the family communication process should be available in the school.

Okela et al. (2025) looked at parental social media literacy and children's digital media consumption in two African countries. This study underscored the need for digital literacy among parents to effectively manage communication technologies. Higher parents' social media literacy was associated with their ability to interact with schools and to supervise their children's online education. The study showed the importance of parents' familiarity with good and bad news when using social media to create effective communication. This research is important because it is seen that the development of communication is not just limited to the technology available, but also the digital abilities of the users.

Pukada and Satyawati (2026) created a website-based participatory communication management system to enhance the school-parent partnership collaboration. The study concluded that education was more well-coordinated and that parents were more involved in the decision-making process in schools as a result of the digital communication systems. Information on the school was also more readily available to parents, and they could communicate directly with teachers via online systems. The researchers found that digital communication platforms are effective in knowledge management as they allow the systematic organisation and distribution of information.

Qudah et al. (2024) examined the influence of social media on communication among teachers, students, and parents, and emphasised student performance and confidentiality of data. The study found that digital communication platforms had a positive impact on academic monitoring and strengthened school/family relationships. When teachers communicate on social media applications, they indicated that there were more responsive parents and greater student accountability. However, issues of



cybersecurity and confidentiality continued to be significant issues. The researchers suggested that policies and communication that promote safe and professional social networking in education be developed.

Sunarso, Mahardhani and Ausat (2024) conducted a study to see how social media can be used as a means to improve parental involvement in their children's education. The research confirmed that active engagement with school via digital media led to increased parental involvement in children's learning. Social media was used to invite parents to join in learning discussions, school activities, and joint learning experiences. The researchers found that communication technologies enhance parent-teacher relationships and have a positive impact on students' learning experiences. The communication between schools and families in ECE through digital resources was the focus of a study by Urbina, Ferrer-Ribot and Moral (2025). They found that digital communication platforms resulted in greater trust and transparency between schools and families and more information sharing. Teachers utilised social media applications and provided immediate information on class activities and student behaviours, and parents found these applications convenient and easy to use in online communication. The study also found problems with maintaining professional distance and the frequency of digital communication.

Based on previous studies, social media is viewed to have a positive impact on Knowledge Management and Communication Development between the school and parents. Use of digital communication technologies promotes parental engagement, better information exchange and teacher/family partnerships. However, data security, information literacy, information overload and boundaries of professionalism are important issues that need to be dealt with appropriately. The literature and research that is available shows a lack of qualitative research, which reflects parents' and teachers' perceptions and is connected to the specific educational context, especially in the context of schools located in Saudi Arabia. In light of this, the researchers in this study want to add to the literature by studying the role of social media and knowledge management in communication development in Angal Al-Safwa School.

The table below shows previous studies focused on the impact of using social media for developing the communication between school and parents; created with the help of NotebookLM based on 9 sources where provided:

Authors & Year	Title	Context / Focus	Key Findings / Impacts
Almaharah (2025)	The Impact of Using Social Media, Whatsapp and Facebook, On Communication Between Teachers and Students' Parents...	Primary schools in Riyadh, Saudi Arabia; evaluating the impact of WhatsApp and Facebook on communication, student performance, and data privacy	Found a significant positive relationship between WhatsApp use, teacher-parent communication, and student performance. However, significant concerns regarding data confidentiality and privacy were noted.
Apps, Beckman, Pawlicka, & Kidson (2025)	The nature of connection: parents' experiences with school social media	Australian primary schools; exploring parents' experiences with and perceptions of school social media pages (e.g., Facebook).	School social media use often generates tensions rather than authentic connections, acting primarily as promotional tools. Parents feel a lack of agency over "bundled" digital consent and express concerns about commercial data privacy.
Nezko, Tan, & Wegner (2025)	Relational agency in practice: how migrant and refugee parents navigate digital learning in Western Sydney	Migrant and refugee parents in Western Sydney, Australia; examining the navigation of digital school tools.	Digital access empowers parents and builds social connections, but exclusion often stems from language barriers and lack of accessible "convivial" tools. Providing parents with agency transforms them into active co-learners.
Okaka et al. (2024)	Parental social media literacy antecedents and children's digital media addiction: Observations from two African countries	Survey of parents in Egypt and Nigeria; measuring the impact of parental social media literacy (SMIL) on children's digital media addiction.	Higher parental technical and cognitive social media literacy negatively correlates with children's digital media addiction. Technical competencies are the most crucial factor in monitoring and mitigating addiction risks.
Pekada, Wahyudi, & Setyawan (2026)	Development of a website based participatory communication management system...	Elementary schools in Indonesia; development and evaluation of the SOFIA digital communication system.	Implementing a structured, participatory digital system (SOFIA) increased collaboration effectiveness between schools and parents from 59.44% to 87.94%, vastly improving transparency and parent involvement.
Outah et al. (2024)	The impact of using social media on communication between teachers, students, and parents...	Primary schools in Jeddah, Saudi Arabia; analyzing the use of WhatsApp and Facebook.	There is a significant positive relationship between WhatsApp usage, communication satisfaction, and student performance. Like Almaharah (2025), this study highlighted risks regarding miscommunication and data confidentiality.
Sunarso et al. (2024)	Analysis of Social Media Usage in Enhancing Parental Participation in Child Education	Qualitative literature review on the overall use of social media for parental involvement.	Social media creates accessible communication platforms and collaborative environments that positively change how parents engage. Challenges include the risk of misinformation and a need for improved parental digital literacy.
Urbina, Ferrer-Ribot, & Vileto Moral (2025)	School-family communication in early childhood education through digital tools	Early childhood education teachers (0-6 years) in Mallorca, Spain.	Email and instant messaging are highly utilized, whereas specific school apps are underutilized. Teachers find digital tools effective but note gaps in families' technological competencies and a need for further teacher training.
Ueno Gonzalez (2019)	Leveraging social media to create supportive parental school involvement	Presentation addressing the use of platforms like Instagram and Facebook to overcome traditional communication barriers (distance, schedules).	Social media platforms can foster mutual respect, enable the sharing of daily activities, and create online communities that help parents better understand and support classroom expectations.



Methodology

The study used a qualitative approach to explore and analyse the effect of social media and knowledge management on the communication development between teachers and parents. A qualitative approach was deemed suitable in this study because it was to understand the experience, opinion, and perception of the participants in the use of digital communication platforms in educational settings (Forbes, 2022). Qualitative research helps researchers to understand human experiences in their contexts and to develop rich interpretations of social phenomena. This study is communication-based and involves parental engagement and collaboration in education, so the qualitative approach delivered rich and descriptive data that allowed for greater analysis of the views of the participants.

The research focused on the role of social media platforms like WhatsApp in communicating with families and schools. In today's learning context, social media has become a vital means of communication, enabling teachers and parents to rapidly and effectively share information. The purpose of the study was to explore the extent to which parents and teachers believe the digital platforms have helped to enhance communication, communication of knowledge and gaps within school communications.

A case study approach was selected due to the fact that the research was conducted in one educational institution, called Angal Al-Safwa School. The case study method allowed the researcher to study the communication in a real-life educational setting and to learn in detail from those who were directly involved in the communication process (Takona, 2024). Two groups were targeted, teachers and parents, as they are the primary stakeholders in the process of communication and collaboration between the school and families.

Semi-structured interviews were used to collect data. The use of semi-structured interviews was chosen because they enable flexibility in the interviewing process and yet remain focused on the aims of the research. The method allowed the participants to share their experiences and opinions freely, without the fear of being judged or pressured, and the researcher could follow up with questions for clarification and further understanding (Weyant, 2022).

There were 30 participants in total from Angal Al-Safwa School. A total of 16 teachers and 14 parents participated. Purposive sampling was used in selecting participants as the study was based on the experiences of those who used social media platforms to communicate with the school. Both teachers and parents in the study were engaged in using digital means to communicate with one another, and parents who were selected for interviews actively interacted with the school on social media apps on a regular basis.

The interviews were centred on the perceptions of the participants about the influence of SMM on the development of communication between schools and parents (Tisdell et al., 2025). Advantages of digital communication, problems encountered in digital communication, effectiveness of WhatsApp communication groups, parents' involvement in education, and the role of social media in knowledge management within schools were among the topics discussed. The interviews were conducted for



about 20 minutes each so that the participants had enough time to express their opinions in detail.

The interviews were conducted in Arabic as this was the preferred language of the participants, and to ensure accurate and comfortable communication. Interviews were conducted with participants and recorded on tape with their permission and subsequently translated into English for analysis. The interpretation and presentation of the results in the research report required translation (Bell et al., 2022). Strenuous efforts were made to preserve the meaning and mindset of the participants throughout the translation.

Thematic content analysis was used to analyse the collected data. Thematic analysis is a commonly used method for analysing qualitative data that can be used to uncover patterns, themes, and meanings in textual data. The researcher critically read the transcripts of the interviews multiple times to find recurring themes and ideas regarding communication development, sharing of knowledge, parental involvement and digital communication issues. Responses were then clustered into themes for interpretation and discussion of results.

Ethical issues were also upheld throughout the study. Interviews were preceded by informing the participants of the purpose of the research and the voluntary nature of their involvement (Tan, 2022). The anonymity and confidentiality of the participants were maintained by maintaining anonymity of the participants and by ensuring the collected data were only used for academic purposes. It was also explained to the participants that they may drop out of the study at any time without facing any sort of consequences. The research was carried out in an ethical manner, which ensured responsible and respectful conduct.

Results

This study has been carried out by using interview techniques with 30 respondents, consisting of 16 teachers and 14 parents at Angal Al-Safwa School, whose findings were obtained from the thematic content analysis of the interviews conducted. The interviews were first conducted in Arabic, then translated into English with the help of QuillBot translation. Later, the translated version was further checked linguistically by a linguistic specialist, who is needed to maintain the linguistic accuracy and the Meaning (Ohara, 2023). Thematic analysis revealed a set of common themes on the effect of social media and knowledge management in the communication between schools and families.

Improved Communication Speed and Accessibility

A key trend found in the results was the ability to improve the ability to communicate faster and more easily using social media, in this case, WhatsApp. The majority of teachers described how communication before the introduction of social media was generally formal and slow, and that it was only used for parent meetings or official notices (Stepanova et al., 2023). It was said that Digital Communication changed how



people communicate by making it possible to communicate by instant messaging, and information can be shared instantly.

One teacher described that before parents were able to have communication through parent councils and paper notices, it was now possible for teachers to communicate with several parents at once. Parents also showed that they felt that being alerted on WhatsApp about what their children are learning was always a great help. Having news sent to parents' phones first was welcomed by many parents as it eased the need for prolonged phone calls or the physical presence at school (Baxter and Toe, 2023).

The results show that social media play a significant role in making communication more accessible with the stream of interaction between teachers and families, regardless of time and place. The idea of communication being “instant,” “quick”, and “efficient” was common, and an expression of the positive impact of digital communication technologies on school-family relationships.

Increased Parental Involvement and Educational Integration

The other primary concern identified was more parental engagement with the student's learning. Teachers said that parents could download the general websites of their schools and connect them to the schedules, which would boost their involvement in school activities, in homework monitoring and in teaching students' progress (Chatzinikola, 2022). Parents could follow their children's learning through photographs, video and also see what was happening in the classroom in the newsletters.

Digital communication, several parents said, brings a sense of belonging to the school environment and enhances engagement in learning processes. Some parents reported they were following the school happenings “moment by moment”—this increased their feeling of being engaged with their child's school life. The teachers also felt that parent collaboration and engagement were improved when they communicated via WhatsApp groups and digital platforms.

A few parents, however, felt that the integration was limited from time to time as it did not always present in-depth educational-related information (Sahin, 2021). Even with some cautions, the majority felt that social media facilitated collaboration and connection between school and family, and fostered better learning partnerships more positively.

Knowledge Management and Information Sharing

The other key theme throughout the interviews was knowledge management. According to teachers, social media was not just for casual communication, but also served as a tool for sharing knowledge in the digital sphere. Teachers described how they used WhatsApp features like pinned messages, file sharing and media attachments for creating lesson materials, announcing and discussing homework, and providing teachers and students with resources.

Several teachers called the communication platform a “digital library,” as it contained valuable learning tools and resources to which parents could have ready access as needed. Parents were often provided with supplementary video, teaching documents,



pictures and explanations to facilitate children's learning at home (Purnama and Asdlori, 2023). TAA parents also mentioned how useful WhatsApp's search feature enabled them to quickly find out things that were pertinent to the approach to education that they received.

Moreover, some parents reported that online communities provided them the opportunity to share experiences, provide help and educational suggestions to other parents. There was an enrichment of broad community sharing of knowledge within/out with school.

Development of Stronger Relationships and Transparency

Digital communication was also found to be enhancing the connection between teachers and parents. Teachers reported that the consistent communication via the Internet resulted in transparency and trust, which means that the parents were better informed regarding the classroom activities and behaviours of the students (Goet, 2022).

After incorporating social media into their practices of communicating with parents, several teachers talked about this relationship as more “dynamic,” “transparent,” and “cooperative.” Similarly, parents indicated that the teachers and school activities were more connected with them through the smooth information flow (Li and Rahman, 2025). The media sharing of pictures, videos and educational information within the classroom helped to create a greater sense of collaboration between home and school. The results indicated that social media communication positively affected the process of building relationships, in which the frequency of interaction between teachers and parents became more frequent, and the teachers' understanding of the parents increased.

Challenges of Social Media Communication

While the positive results emerged, they also mentioned a number of challenges to social media communication. Some teachers shared challenges of balancing work life and personal life, as parents were hoping for immediate responses outside working hours. Older parents sometimes had difficulties with the use of digital applications, which teachers reported, thus hampering communication for some families.

Some mom/dads reported issues with too many notifications, not enough time for in-depth conversations, and finding files in large group conversations (Al Amin et al., 2023). Some participants also mentioned privacy of information and issues of making educational information unstructured or intermingled within chat histories.

Despite these sizeable difficulties, participants understood these and most of them had a positive view of the many benefits of social media communication. In general, the results showed that the social media platform contributed to a significant increase in the development of communication, the involvement of parents and knowledge management between teachers and fathers and mothers in Angal Al-Safwa School (Owusu-Cole et al., 2025).



Discussion

The purpose of this study was to investigate how teachers and parents communicate with each other in terms of development in communication at Angal Al-Safwa School, influenced by the use of social media and knowledge management. The results indicated that the use of digital communication platforms, such as WhatsApp, was largely used to enhance the efficiency of communication, parental engagement, information exchange and partnership building between the school and school communities (Balalle, 2024). Coherent communication boundaries, digital competency, and information management-related issues were also pointed out by participants as challenges. The studies below give an interpretation of these findings with respect to previous literature and the theoretical framework outlined in the previous study.

The most relevant results were the improvement in the communication speed and backup. Parents and teachers agreed that social media has helped to reinvent the way they communicate, where they can interact instantly, and information related to the student's learning can be shared quickly. Printed Notices, Formal Meetings and Phone Calls were considered as slower and less effective forms of communication than digital tools. This result suggests the suitability of WhatsApp and Facebook as aids to communication between the schools and families, in line with the study of Almahairah (2025), who conclude that the platforms help to communicate effectively via quick access to academic information and announcements from the school. This study proves that instant communication is a way to connect and build the bond between teacher and parent, enabling families to be easily reached by crucial information concerning education instantly.

The findings are also in line with the basic tenets of Knowledge Management (KM) Theory. The knowledge management theory suggests that organisations can enhance their performance by managing their knowledge such that it is created, shared, organised and disseminated among stakeholders (Carroll et al., 2021). Social media in this study served as a knowledge-sharing system where teachers were able to readily share homework guidelines, teaching materials, roll entry/exit information, and information regarding classroom happenings. In WhatsApp groups, education was found to be stored and retrieved well; these were termed as organised communication spaces by teachers. Gonzalez's (2020) claim that social media platforms have been used to augment knowledge sharing and school/parent education collaboration. The study, therefore, asserts that digital communication tools make a significant contribution to knowledge management in the educational environment.

The enhanced parents' involvement in pupils' learning is also a significant finding. Social media provided many parents with ways to keep up with what happens in their children's classrooms, formal and immediate feedback, and an active role in their children's education (Anderson-Butcher et al., 2022). Parental responsiveness also improved when communicated via the digital channel, as parents were able to receive information on academic work, homework tasks and/or inappropriate behaviour immediately. The results are in line with Sunarso, Mahardhani and Ausat (2024), which purports that using social media can boost parents' involvement in educational



activities. Similarly, Apps et al. (2025) noted that digital communication fosters greater cohesion between a school and parents, enabling parents to have a sense of belonging in school.

The findings can also be explained based on Social Constructivist Theory, where learning and communication involve interaction and collaboration. Social media platforms allowed constant communication between teachers and parents so that teachers can share concepts, receive feedback and work with parents to help the students progress with their education. Parent becomes a key player in communication and learning, rather than a passive recipient of information. School/family partnerships were strengthened through the meetings, activities, and regular contact with families and other groups sharing the education materials (Daaboul, 2022). This proves the effectiveness of digital technologies in aspects of collective learning and learning cooperation.

Further, study results validate the study's model, the Technology Acceptance Model (TAM). One could assume that users would be more accepting of the adoption of new technologies that they believe are beneficial to them and that they are capable of handling. TAM tells us that people are more likely to accept new technologies when they see them as being beneficial and user-friendly. The majority of the respondents found WhatsApp to be very convenient, accessible and user-friendly. The convenience of the school providing information directly via the parent or teacher's mobile device was a welcome feature, and the fact that it was also efficient for the teacher to share information with multiple families at once was highly appreciated by the teachers. The positive perception of the participants suggested high perceived usefulness and ease-of-use, helping to bring about successful adoption of the social media communication in the school context.

The results also showed that social media played an enabling role in the relationship and transparency among teachers and parents. Success in these areas led to more trust, as parents were informed of what was happening in the school and the requirements of behaviour in the classrooms. Teachers felt that there was a decrease in misunderstandings, and families were more cooperative with them as a result of onboard digital interaction. This discovery is in line with the findings of Urbina, Ferrer-Ribot and Moral (2025), which found that transparency and trust in the school-family relationship can be achieved with digital communication tools. Improved features around the use of photos, videos, announcements and real-time updates enabled parents to have a greater awareness of their children's education, fostering a stronger partnership between home and school.

Another finding from the study was about social media as a means of inclusion and accessibility in the context of education. School communication was more flexible and available, and parents were able to talk to teachers at any time and from any place, irrespective of location and time. It is also a confirmation of another study conducted by Naidoo, Tan and Wagner (2025), which revealed that communication platforms are effective in removing social and geographical challenges in the family. The results of the current study also imply that social media can help to facilitate



communication and make education more inclusive for different types of families, even if that was not our study's specific focus, such as migrant or refugee families. While there were many positive outcomes, there were also various issues that surfaced with the use of social media communications. A key consideration highlighted amongst the teachers' concerns was the struggle to have control over the division between work and personal life. Some parents were looking for immediate answers outside of school hours, thus leading to teachers' pressure and difficulties in communication. This discovery confirms the study by Apps et al. (2025) that it can lead to higher communication pressure and lower personal boundaries for teachers and parents. Therefore, if not managed well, communication expectations may lead to emotional and professional stress as a result of ongoing communication online.

Digital Literacy was also a crucial challenge that was found by the research process (Hornby and Lafaele, 2023). Some participants described problems they faced using social media applications, such as being a parent who was older than the other participants. Some parents had limited use of digital skills, which limited their access to announcements, ability to retrieve educational documents, or to be fully involved in communication groups. This echoes the findings of Okela et al. (2025) that digital literacy has a significant impact on educational communication technologies' effectiveness based on the influence of the parents. Based on the study, it is recommended that if any parent has difficulties with digital platforms to help with communication, then guidance or training may be needed by them in the school.

During the interviews, there were also issues raised by respondents on the confidentiality of information and the handling of data. Issues raised by participants included too many notifications, sending important information to group chats and the risks associated with releasing sensitive student information via social media applications. The worries align with those identified by Almahairah (2025) and Qudah et al. (2024), who pointed out that privacy and confidentiality conflicts were noted as important issues that might emerge with the use of educational social media. Participants generally had a positive attitude towards social media, but the results highlight the need for communication policies and ethics in this area, which should safeguard confidentiality and uphold good communication practices.

In addition, some parents felt that at times there was a lack of depth in communication, as conversation was often light on content, instead of moving beyond into academic discussion. This implies that though effective when communicating more often, it does not seem to completely supplant face-to-face communication. Therefore, a mix of digital and traditional communication is likely to be necessary to enable children and families to be engaged in education (Çalışkan, 2025).

It was found that social media platforms can be used very effectively for the efficient development of communication and knowledge management among teachers and parents. Digital communication tools improve the accessibility, engagement and participation of parents/carers, team engagement, transparency and information sharing in learning environments (Gonzalez-DeHass et al., 2022). The results of the study showed a high possibility of the literature and theories of knowledge management, technology acceptance and collaborative communication. Yet, the study



successfully identifies some critical issues in digital literacy, communication barriers and data confidentiality issues. Schools should therefore implement policies for communication that are structured, offer digital literacy support and set professional guidelines to ensure that there are reduced risks of potential negative impacts while maximising benefits from social media communication.

Conclusion

It was found that social media and knowledge management contributed to the development of communication between the teachers and the parents in Angal Al-Safwa School. The study specifically aimed to examine the impact of digital communication platforms like WhatsApp on the communication between the school and the home, the participation of families, the dissemination of information and collaboration in the learning process. The study employed a qualitative research approach with a semi-structured interview technique with teachers and parents to gain rich, detailed information about participants' experiences and perceptions of the use of social media communication in the educational context.

The results showed that this proved to be very effective for communicating more effectively between schools and families via social media. Digital communication technologies were cited by parents and teachers as an easier, faster and more convenient way to exchange educational information than other ways of communication. An instant messaging (IM) platform, such as those provided by schools, can enable teachers to make announcements, academic and other updates, and provide instructions on homework and behaviour, to the parents, in a fast and efficient manner; and parents can then respond efficiently and keep themselves updated on their child's progress. This ongoing relationship facilitates better development of communication skills and fosters positive relationships between children and parents/guardians and the school.

Another finding of the study was that social media has a positive effect on parenting involvement in education. However, parents noted that digital communication enabled them to be more involved in more of the school's activities and to observe their children's learning more closely. Teachers also thought that parents would be more responsible and cooperative with teachers' involvement in social media. Moreover, the results indicated that social media serves as an effective knowledge management instrument, by enabling teachers and parents to save, share and disseminate educational information. The shared file system, group communication and exchange of media helped to transfer knowledge and use it for teaching.

Bennett's team noted, however, that there were some difficulties with social media communication, as well. The participants expressed their concerns about communication overload, maintaining professional boundaries, a lack of digital fluency among some parents, and concerns around information confidentiality and organisation. The results indicate that although social media is effective in educational communication, schools need to develop a communication policy and ethics to facilitate the effective and responsible use of social media.



The study reveals that the use of social media and knowledge management has a positive influence on the communication development between teachers and parents in general. Digital Communication Technologies reinforce Communication, Transparency and Parent engagement in the educational setting. The findings of the study can be useful in establishing the future trends of using social media in schools to assist in educational communication and the dissemination of knowledge. Schools should continue to include digital communication systems within their systems and ensure they can support and provide training and guidance for inclusive, secure, and professionally-managed communication between teachers and families in the many instances that they are relevant.

References

1. Al Amin, M., Hossain, M. A., and Sharmin, R. (2023). Digital Learning Engagement of Primary Level Students: Perspectives and Roles of Parents and Teachers. *Khulna University Studies*, 170-180.
2. Almahairah, M.S.Z. (2025) 'The impact of using social media, WhatsApp and Facebook, on communication between teachers and students' parents, student performance, and data confidentiality', *International Journal of Religion*, 6(1), pp. 68–76. Available at: https://www.researchgate.net/publication/387964912_The_Impact_of_Using_Social_Media_Whatsapp_and_Facebook_On_Communication_Between_Teachers_and_Students'_Parents_Student_Performance_and_Data_Confidentiality
3. Ammirato, S., Linzalone, R. e Felicetti, A. M. (2021). Knowledge management in pandemics. A critical literature review. *Knowledge Management Research & Practice*, 19(4), 415-426. <https://www.tandfonline.com/doi/full/10.1080/14778238.2020.1801364>
4. Anderson-Butcher, D., Bates, S., Lawson, H. A., Childs, T. M., and Iachini, A. L. (2022). The community collaboration model for school improvement: A scoping review. *Education Sciences*, 12(12), 918. <https://www.mdpi.com/2227-7102/12/12/918>
5. Apps, T., Beckman, K., Pawlicka, N., and Kidson, P. (2025). The nature of connection: parents' experiences with school social media. *Learning, Media and Technology*, 1-16. <https://www.tandfonline.com/doi/full/10.1080/17439884.2025.2541714>
6. Balalle, H. (2024). Exploring student engagement in technology-based education in relation to gamification, online/distance learning, and other factors: A systematic literature review. *Social Sciences & Humanities Open*, 9, 100870. <https://www.sciencedirect.com/science/article/pii/S2590291124000676>
7. Baxter, G., and Toe, D. (2023). 'Parents don't need to come to school to be engaged: ' teachers' use of social media for family engagement. *Educational Action Research*, 31(2), 306-328. <https://www.tandfonline.com/doi/abs/10.1080/09650792.2021.1930087>
8. Bell, E., Harley, B., and Bryman, A. (2022). *Business research methods*. Oxford University Press.



9. Çalışkan, E. F. (2025). The Utilisation of Social Media for Educational Purposes by Primary School Teachers and Parental Involvement: Perceptions and Experiences. *European Education*, 57(3), 188-208. <https://www.tandfonline.com/doi/abs/10.1080/10564934.2025.2529007>
10. Carroll, M., Lindsey, S., Chaparro, M., and Winslow, B. (2021). An applied model of learner engagement and strategies for increasing learner engagement in the modern educational environment. *Interactive Learning Environments*, 29(5), 757-771. <https://www.tandfonline.com/doi/abs/10.1080/10494820.2019.1636083>
11. Chatzinikola, M. (2022). Communication management of parent participation in the education process: Practices of communication between teachers and parents. *European Journal of Education and Pedagogy*, 3(3), 1-6. <https://www.eu-opensci.org/index.php/ejedu/article/view/30312>
12. Daaboul, D. (2022). Expanding Parental Involvement in Education: How social media and online Communication affect the Family-School relationship. *Special Education*, 1(43). https://openurl.ebsco.com/not_found/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Aagcd%3A159789935&url=c&link_origin=scholar.google.com
13. Forbes, M. (2022). Thematic analysis: A practical guide. <https://journals.sagepub.com/doi/abs/10.1177/1035719X211058251>
14. Goet, J. (2022). Impact of social media on the academic performance of students. *KIC International Journal of Social Science and Management*, 1(1), 35-42. <https://nepjol.info/index.php/kicijssm/article/view/51100>
15. Gonzalez, F.U. (2020). Leveraging social media to Create Supportive Parental School Involvement. *Building Bridges, Slovenia*. Available at: https://www.researchgate.net/publication/348277380_LEVERAGING_SOCIAL_MEDIA_TO_CREATE_PARENTAL_INVOLVEMENT_Leveraging_Social_Media_to_Create_Supportive_Parental_School_Involvement
16. Gonzalez-DeHass, A. R., Willems, P. P., Powers, J. R., and Musgrove, A. T. (2022). Parental involvement in supporting students' digital learning. *Educational Psychologist*, 57(4), 281-294. <https://www.tandfonline.com/doi/abs/10.1080/00461520.2022.2129647>
17. Hornby, G., and Lafaele, R. (2023). Barriers to parental involvement in education: An explanatory model. In *Mapping the field* (pp. 121-136). Routledge.
18. Li, Y., and Rahman, M. N. B. A. (2025). Parental involvement in digital learning during elementary school education: A systematic literature review. *European Journal of Education*, 60(3), e70186. <https://onlinelibrary.wiley.com/doi/abs/10.1111/ejed.70186>
19. Lombardo, E., and Kantola, J. (2021). Social constructivism. In *The Routledge Handbook of gender and EU Politics* (pp. 43-55). Routledge.
20. Marikyan, D., and Papagiannidis, S. (2024). Technology acceptance model: A review. *TheoryHub book*. <https://eprints.ncl.ac.uk/302879>
21. Naidoo, L., Tan, L., and Wagner, S. (2025). Relational agency in practice: how migrant and refugee parents navigate digital learning in Western



- Sydney. *International Journal of Inclusive Education*, 1-16.
<https://www.tandfonline.com/doi/full/10.1080/13603116.2025.2573826>
22. Ohara, M. R. (2023). The role of social media in educational communication management. *Journal of Contemporary Administration and Management (ADMAN)*, 1(2), 70-76.
<https://journal.literasisainsnusantara.com/index.php/adman/article/view/25>
23. Okela, A. H., Olatokun, W. M., Anumudu, C. E., Ziani, A., Nser, K. K., and Ben Lagha, F. (2025). Parental social media literacy antecedents and children's digital media addiction: observations from two African countries. *Competitiveness Review: An International Business Journal*, 35(4), 685-700.
<https://www.emerald.com/cr/article-abstract/35/4/685/1250962/Parental-social-media-literacy-antecedents-and?redirectedFrom=fulltext>
24. Owusu-Cole, C., Entsie, N. Y., Bosu, L., Akore Sarpong, E., and Kwadwo Mensah, E. (2025). Exploring educational technology dynamics: a dive into student engagement and educator empowerment. *Cogent Education*, 12(1), 2477366.
<https://www.tandfonline.com/doi/full/10.1080/2331186X.2025.2477366>
25. Pukada, M. A. H., and Satyawati, S. T. (2026). Development of a website-based participatory communication management system between schools and parents to enhance the effectiveness of educational collaboration in elementary schools. *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan*, 24(1), 325-338. <https://al-qodiri.unikhams.ac.id/index.php/alqodiri/article/view/29>
26. Purnama, Y., and Asdlori, A. (2023). The role of social media in students' social perception and interaction: Implications for learning and education. *Technology and Society Perspectives (TACIT)*, 1(2), 45-55.
<https://journal.literasisainsnusantara.com/index.php/tacit/article/view/50>
27. Qudah, E. M., Otoom, A. O., Barsom, R. M. M., Obeidat, O. S., and Elkilany, A. M. (2024). The impact of using social media on communication between teachers, students, and parents, on achieving outstanding student performance, and on data confidentiality. *Journal of International Crisis and Risk Communication Research*, 7(S7), 819.
<https://www.proquest.com/openview/006dd460b53f95e7e481c7c95782add4/1?pq-origsite=gscholar&cbl=6480378>
28. Sahin, M. (2021). Social Media in the Eye of Parents. *Education Quarterly Reviews*, 4(3), 169-183. <https://eric.ed.gov/?id=EJ1319335>
29. Stepanova, N., Pletenytska, L., and Zakharina, T. (2023). The role of communication between parents and teachers in the implementation of electronic learning elements in secondary school. *E-Learning Innovations Journal*, 1(2), 21-38.
<https://el-journal.org/index.php/journal/article/view/4>
30. Sunarso, B., Mahardhani, A. J., and Ausat, A. M. A. (2024). Analysis of social media usage in enhancing parental participation in child education. *Jurnal Terobosan Peduli Masyarakat (TIRAKAT)*, 1(1), 1-9.
<https://journal.literasisainsnusantara.com/index.php/tirakat/article/view/100>



مجلة الفنون والآداب وعلوم الإنسانيات والاجتماع

Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com editor@jalhss.com

Volume (129) February 2026

العدد (129) فبراير 2026



31. Takona, J. P. (2024). Research design: qualitative, quantitative, and mixed methods approach. *Quality & Quantity*, 58(1), 1011-1013. <https://link.springer.com/article/10.1007/s11135-023-01798-2>
32. Tan, W. (2022). *Research methods: A practical guide for students and researchers*. World Scientific.
33. Tisdell, E. J., Merriam, S. B., and Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
34. Urbina, S., Ferrer-Ribot, M., and Moral, S. V. (2025). School-family communication in early childhood education through digital tools. *International Journal of Early Childhood*, 1-18. <https://link.springer.com/article/10.1007/s13158-025-00419-3>
35. Weyant, E. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches*: by John W. Creswell and J. David Creswell, Los Angeles, CA: SAGE, 2018, \$38.34, 304pp. ISBN: 978-1506386706. <https://www.tandfonline.com/doi/full/10.1080/15424065.2022.2046231>