



**IJSRIS**  
journal  
ISSN: 2820-7157

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**RECEIVED**  
17 August 2026



**ACCEPTED**  
09 September 2026



**PUBLISHED**  
1 October 2026



*Pages from:*

**October 2026**

**Volume 5**

**Number 5**

**73 to 83**

## The influence of social media on children's education: a narrative review of the literature on the roles of parents and teachers

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### ABSTRACT

The rapid expansion of digital technologies has profoundly transformed the ways in which children and adolescents communicate, learn and socialise. Social media now plays a significant role in their daily lives and has a considerable influence on their cognitive, social, emotional and academic development. This narrative review of the literature examines

the positive and negative effects of social media on children's education, whilst highlighting the complementary roles of parents and teachers in guiding its use. Drawing on Piaget's theories of cognitive development, Vygotsky's theory of sociocultural learning and Bandura's theory of social learning, the study analyses the mechanisms through which social media influence the behaviours, learning and social interactions of young users. The findings from the literature

indicate that social media can promote access to knowledge, the development of digital skills, creativity and collaborative learning. However, they also present significant risks such as distraction from schoolwork, cyberbullying, digital addiction, exposure to inappropriate content and mental health issues. The conclusions highlight the need for close collaboration between families and schools to promote responsible, critical and safe use of social media among children.

**Keywords:** social media; children's digital education; parental roles; teachers' responsibilities; cyberbullying; digital citizenship.

## 1. Introduction

The digital revolution is one of the most significant social transformations of the 21st century. Among the most striking technological innovations are digital social media platforms, which now play a central role in the daily lives of children and adolescents. WhatsApp, Facebook, Instagram, TikTok, Snapchat, YouTube and other platforms have become key spaces for communication, entertainment, information-seeking and socialising (Lenhart et al., 2011, Lossa & Nigo, 2025). According to the work of Valkenburg & Peter (2011), digital interactions are gradually shaping adolescents' social relationships by altering their modes of communication and identity formation. Younger generations are thus growing up in an environment characterised by high connectivity, where the boundaries between physical and virtual spaces are becoming increasingly blurred. This reality has led several researchers to describe today's children as 'digital natives', due to their early familiarity with digital technologies (Greenfield, 2014).

The growing integration of social media into young people's lives presents numerous educational opportunities. These platforms offer rapid access to a wide variety of educational resources, promote collaborative learning and enable the development of digital skills that are essential in contemporary societies (Boulianne, 2015). Social media can also foster creativity, civic engagement and intercultural openness by connecting people from diverse backgrounds (Choi, 2025).

However, despite these potential benefits, researchers also highlight several concerning effects linked to the excessive or inappropriate use of social media. Studies show that prolonged exposure to digital platforms can affect concentration at school, foster behavioural addiction and increase the risk of psychological distress among some young users. Furthermore, cyberbullying, misinformation, privacy breaches and exposure to inappropriate content represent

major challenges for families and educational institutions (Rosen et al., 2013; Willard, 2007; Blaya, 2013).

In this context, the role of parents and teachers becomes fundamental. Parents are the primary mediators of children's digital environment and exert a decisive influence on their media practices (Livingstone & Haddon, 2014). For their part, teachers are called upon to develop pupils' digital, information and citizenship skills in order to prepare them to navigate contemporary digital environments responsibly (Boyd & Ellison, 2010; Odgers & Robb, 2020).

The central question of this research is: how do social media influence children's education, and what roles should parents and teachers play in order to maximise the benefits of these tools whilst minimising their negative effects?

The overall aim of this narrative review is to analyse the effects of social media on children's education, drawing on key developmental theories and the available empirical research. More specifically, it aims to: define the fundamental concepts relating to social media and children's education; examine the main theories explaining the influence of social media; analyse the positive and negative effects of these platforms on development and learning; and identify the educational responsibilities of parents and teachers in supporting children in dealing with digital challenges.

## 2. Definition of concepts

### 2.1. Social media

Social media are digital platforms that enable users to create personal profiles, produce and share content, interact with other users and develop online social networks. According to Lossa & Nigo, (2025), social media are web services that enable individuals to build a public or semi-public profile and establish connections with other users.

These platforms include, in particular, WhatsApp, Facebook, Instagram, TikTok, Snapchat, X (formerly Twitter), YouTube, etc. They facilitate instant communication, the sharing of information and participation in virtual communities. Beyond their recreational function, they have become spaces for informal learning, collaboration and the development of digital skills (Boulianne, 2015).

### 2.2. Children's education

Children's education refers to the whole range of processes aimed at fostering the intellectual, social, emotional, moral and cultural development of young people. It encompasses

formal learning at school as well as informal learning acquired within the family and society (Cole et al., 1978) .

According to Piaget (1973) , education contributes to the gradual construction of cognitive structures that enable children to understand their environment and act independently. In contemporary digital societies, education also includes the development of the information, media and digital skills necessary for responsible civic participation.

### **2.3. Impact of social media**

The impact of social media refers to the direct and indirect consequences of their use on the cognitive, social, emotional and academic development of children and adolescents. These effects can be positive or negative depending on several factors, such as frequency of use, the quality of the content accessed, the level of parental supervision and the child's socio-cultural context (Smahel et al., 2023) .

Research shows that social media can promote learning, creativity and social interaction when used in a supervised manner. Conversely, excessive use may be associated with academic difficulties, psychosocial problems and risky behaviours (Arnd-Caddigan, 2015 ; Odgers & Robb, 2020) .

### **3. Theories and perspectives on the impact of social media on children's upbringing**

Understanding the influence of social media on children's education requires a multidisciplinary theoretical approach. Research in developmental psychology, educational science and communication studies shows that digital technologies do not directly affect learning; their effects depend on interactions between the child, their family, school and social environments, as well as on how digital tools are used (Livingstone & Helsper, 2008 ; Odgers & Robb, 2020) . Several major theories help to explain the mechanisms through which social media influence children's cognitive, social and emotional development.

#### **3.1. Piaget's theory of cognitive development**

Jean Piaget's theory of cognitive development remains one of the cornerstones of educational psychology. According to Piaget (1973) children gradually construct their knowledge through interactions with their environment. Intellectual development results from a continuous process of assimilation and accommodation, leading to the formation of increasingly complex cognitive structures. Applied to social media, this theory suggests that these platforms can provide an environment rich in learning opportunities when they encourage exploration, problem-solving, intellectual curiosity

and constructive exchanges. Educational videos, learning communities and scientific content shared on certain platforms can contribute to the development of children's cognitive skills.

However, Piaget also emphasises that learning must be adapted to the child's stage of development. Early or unsupervised exposure to complex, violent or misleading content can disrupt the construction of knowledge and limit the development of critical thinking. Similarly, passive and excessive consumption of digital content risks reducing the hands-on experiences that are essential for cognitive development, particularly during the early years of life (Piaget, 1973; Greenfield, 2014) .

The work of Greenfield (2014) shows in particular, that digital media alter certain cognitive functions such as attention, working memory and multitasking abilities. Whilst these changes may promote certain visual and technological skills, they may also reduce the capacity for sustained concentration required for academic learning.

#### **3.2. Vygotsky's sociocultural theory**

Unlike Piaget, Lev Vygotsky considers that cognitive development is profoundly influenced by social interactions. According to him, learning is constructed through exchanges between the child and the more experienced people around them, notably parents, teachers and peers (Cole et al., 1978) .

The concept of the zone of proximal development is particularly relevant to understanding the use of social media in an educational context. Digital platforms enable children to interact with teachers, experts or other learners who can support them in acquiring new knowledge. Collaborative spaces, study groups, educational forums and virtual classrooms thus provide environments conducive to skills development when interactions are guided and structured.

From this perspective, social media become educational tools capable of supporting collaborative learning and the development of digital skills. Research shows that peer-to-peer exchanges promote problem-solving, academic motivation and active student participation (Boulianne, 2015 ; Choi, 2024) .

However, Vygotsky also points out that the quality of interactions remains more important than their quantity. When social media encourages superficial exchanges, misinformation or anti-social behaviour, it can undermine the development of children's social and cognitive skills (Arnd-Caddigan, 2015) .

### 3.3. Bandura's social learning theory

The social learning theory developed by Bandura (1977) is one of the most widely used models for explaining the influence of social media on young people's behaviour. According to this theory, a large part of human learning takes place through observation, imitation and modelling of behaviours observed in others.

Social media exposes children daily to a multitude of behavioural models from influencers, celebrities, teachers, peers and content creators. Children may thus replicate pro-social behaviours, such as mutual support, creativity or civic engagement, but also aggressive, discriminatory or dangerous behaviours.

Bandura emphasises that individuals are more likely to imitate behaviours that appear to be socially rewarded. The mechanisms of 'likes', comments and sharing on social media reinforce this dynamic by promoting certain behaviours that are sometimes inappropriate. Dangerous challenges, hate speech or violent behaviour can thus be replicated when they receive significant media coverage (Bandura, 1977 ; Willard, 2007) .

Conversely, social media can become powerful educational tools when they promote positive role models that encourage respect, cooperation, inclusion and academic success. This observation highlights the importance of the role of parents and teachers in developing children's critical thinking skills when engaging with digital content.

### 3.4. Contemporary perspectives on social media and child development

Recent research offers a more nuanced approach than early studies on digital media. Whilst earlier studies often pitted the positive and negative effects of social media against one another, contemporary researchers consider that their impacts depend primarily on the conditions of use rather than on the technologies themselves (Odgers & Robb, 2020) .

Livingstone & Haddon (2014) show that parental mediation is one of the main protective factors against digital risks. Children whose parents regularly discuss their online activities with them develop greater digital skills, critical thinking and responsible behaviour.

Research by Valkenburg & Peter, (2011) also indicates that the effects of social media vary according to users' individual characteristics. For some adolescents, these platforms strengthen social relationships and psychological well-being, whilst for others, they can increase anxiety, loneliness or

depression, particularly when interactions are based primarily on social comparison.

Furthermore, Rosen et al., (2013) demonstrate that frequent digital interruptions significantly reduce academic performance. Constant notifications, repeated checking of social media and digital multitasking diminish attention span, memory retention and the quality of learning.

Finally, research by Smahel et al., (2023) emphasises that the effects of social media must be analysed using an ecological approach that incorporates family, school, cultural and psychological dimensions. Social media are neither inherently beneficial nor inherently harmful; their impact depends largely on the quality of the educational support provided to children.

### 3.5. Summary of theoretical perspectives

The various theories examined converge on a fundamental idea: social media alone do not determine a child's development. Their influence depends on the interactions they facilitate, the content accessed, the users' level of cognitive maturity and the guidance provided by adults. Piaget highlights the importance of progressive cognitive development; Vygotsky emphasises the social mediation of learning; whilst Bandura explains the mechanisms of observation and imitation that characterise online behaviour. Contemporary research complements these approaches by showing that the quality of parental and school-based mediation is the key factor in transforming social media into genuine educational tools (Livingstone & Haddon, 2014 ; Odgers & Robb, 2020) .

## 4. The effects of social media on children's education

Social media now plays a significant role in the daily lives of children and teenagers. Its influence extends far beyond the realm of entertainment to affect learning, social relationships, emotional development and behaviour at school. However, scientific research findings show that its effects are neither entirely positive nor entirely negative. They depend on several factors, including the child's age, the duration of use, the nature of the content viewed, the level of parental supervision and the educational practices implemented by schools (Livingstone & Haddon, 2014 ; Odgers & Robb, 2020) .

#### **4.1. The positive effects of social media on children's education**

##### **4.1.1. Improved access to educational resources**

One of the main advantages of social media lies in its ability to democratise access to knowledge. Digital platforms give pupils free access to a vast array of educational resources, including explanatory videos, lectures, tutorials, e-books and interactive exercises. YouTube, for example, has become a veritable educational library used by millions of pupils worldwide to supplement their school learning.

According to Greenfield (2014), multimedia resources aid the understanding of complex concepts through a combination of text, images, animations and audiovisual content. Similarly, Smahel et al., (2023) show that the use of the internet in an educational context improves pupils' motivation and facilitates the acquisition of new knowledge when activities are properly supervised.

Social media also promotes independent learning. Pupils can search for information themselves, compare multiple sources and gradually develop their information literacy skills, which is now an essential skill in digital societies.

##### **4.1.2. The development of digital skills**

Digital skills are now regarded as a fundamental component of modern education. The use of social media enables children to gradually develop skills relating to digital communication, information retrieval, content creation, online collaboration and the resolution of technological problems.

According to , digital skills acquired from an early age facilitate adaptation to the demands of the labour market and promote social inclusion in digital societies. These skills also encompass the ability to assess the credibility of information available on the internet, to protect one's personal data and to use technology responsibly.

From this perspective, social media can become genuine learning tools when integrated into teaching and accompanied by media literacy education.

##### **4.1.3. The development of creativity**

Social media offers numerous opportunities for artistic and creative expression. Children can produce videos, create photo montages, record podcasts, share drawings or create digital content that showcases their skills. Bandura (1977) explains that observing other users' work stimulates processes

of imitation, innovation and creation. These dynamic fosters the development of creativity, self-confidence and autonomy.

Several studies show that young users gradually develop skills in audiovisual communication, digital storytelling and multimedia production through their interactions on social media (Choi, 2025; Keles et al., 2020).

##### **4.1.4. Enhancing collaborative learning**

Social media facilitates exchanges between pupils, teachers and parents. Discussion groups, collaborative platforms and sharing spaces enable learners to exchange information, solve problems collectively and carry out group work.

According to Cole et al. (1978), learning is enhanced when social interactions enable pupils to construct their knowledge with the help of their peers or more experienced adults. Collaborative digital environments thus constitute a contemporary application of socioconstructivist theory.

Studies by Boulianne (2015) also show that digital interactions enhance young people's participation in group activities and foster the development of a sense of belonging to a learning community.

##### **4.1.5. Cultural openness and the development of global citizenship**

Social media enables children to connect with people from different cultures. This openness encourages the discovery of new languages, traditions and social practices whilst developing intercultural skills.

According to international interactions foster tolerance, empathy and an understanding of cultural differences when accompanied by appropriate educational guidance. This openness is now a key focus of the education for global citizenship promoted by UNESCO.

#### **4.2. The negative effects of social media on children's education**

##### **4.2.1. Reduced attention spans and academic performance**

One of the most well-documented consequences relates to the distraction caused by social media. Frequent notifications, instant messages and digital multitasking reduce pupils' ability to concentrate.

Rosen et al. (2011) demonstrate that interruptions caused by smartphones significantly reduce academic performance. In a subsequent study, Rosen et al. (2013) show that students who

regularly check Facebook, WhatsApp or their email during study periods achieve lower academic results.

These findings can be explained by the cognitive overload caused by constantly shifting attention between multiple digital tasks.

#### **4.2.2 Effects on mental health**

Recent research highlights the links between intensive use of social media and certain psychological difficulties. According to , digital interactions do not always replace real human relationships and can lead to a sense of isolation despite high levels of connectivity. Valkenburg and Peter (2011) emphasise that constant social comparisons with other users can lower self-esteem, particularly among adolescents.

Several studies also highlight links between excessive use of social media and anxiety, depression, stress or sleep disorders (Chu & Choi, 2010; Odgers & Robb, 2020) .

#### **4.2.3. Cyberbullying**

Cyberbullying is now one of the main risks associated with social media. Willard,(2007) defines cyberbullying as a set of deliberate acts using digital technologies to humiliate, intimidate, threaten or exclude a person. Blaya (2013) shows that the consequences of cyberbullying extend far beyond the school environment. Victims are at greater risk of dropping out of school, experiencing anxiety, depression and relationship difficulties.

Digital platforms also make this abuse more persistent, as it can be disseminated rapidly to a large number of users.

#### **4.2.4. Exposure to inappropriate content**

Children may be unintentionally exposed to content that is violent, pornographic, discriminatory, extremist or that spreads misinformation.

According to , this exposure depends largely on the level of parental supervision and the digital skills developed by children. Learning to think critically therefore appears to be an essential skill in enabling young users to identify misleading or harmful content.

#### **4.2.5. Digital addiction**

Excessive use of social media can lead to behavioural addiction characterised by a loss of control over time spent online, a reduction in real-life social activities and difficulty in disconnecting. Arnd-Caddigan (2015) explains that the

mechanisms of instant gratification offered by digital platforms encourage repetitive behaviours akin to behavioural addictions. This addiction can lead to a reduction in physical activity, sleep disruption, a decline in academic performance and a deterioration in family relationships (Odgers & Robb, 2020) .

#### **4.3. Critical synthesis**

The scientific literature shows that social media is neither an exclusively beneficial factor nor an intrinsic threat to children's education. Its effects depend primarily on the quality of interactions, users' digital skills, adult supervision and the contexts in which it is used (Livingstone & Helsper, 2008; Smahel et al., 2023) .

When integrated into a structured educational programme, social media promotes collaborative learning, creativity, access to knowledge and the development of digital skills. Conversely, excessive, unsupervised use or use centred on inappropriate content can compromise children's learning, mental health and social development (Odgers & Robb, 2020; Rosen et al., 2013) .

#### **5. The educational roles of parents and teachers in guiding children's use of social media**

The growing use of social media by children raises educational challenges that cannot be addressed by a single party. The scientific literature shows that the quality of the support provided by parents and teachers is the key factor in transforming social media into tools that promote development rather than risk factors (Livingstone & Haddon, 2014; Odgers & Robb, 2020) . From this perspective, digital education rests on a shared responsibility between the family, the school and society.

##### **5.1. The role of parents**

Parents are a child's primary educators. As such, they exert a decisive influence on their children's digital habits, online behaviour and the development of their digital skills. Research shows that children who receive active parental guidance develop more responsible online behaviour than those who grow up without such guidance (Livingstone & Helsper, 2008) .

##### **5.1.1. Establishing active parental mediation**

Parental mediation refers to the range of strategies employed by parents to support their children in their use of digital technologies. (Livingstone & Helsper, 2008) distinguish between several forms of mediation, notably active mediation

(dialogue with the child), restrictive mediation (setting rules) and participatory mediation (joint use of digital tools).

Studies show that active mediation is the most effective, as it gradually develops children's autonomy, critical thinking and digital skills. Conversely, strict bans without explanation often have limited effects and can lead children to circumvent family rules.

#### **5.1.2. Establishing balanced rules for use**

Parents should set out a clear framework regarding the duration of social media use, times for going online, permitted content and expected online behaviour.

According to Odgers & Robb (2020) , family rules are more effective when drawn up in consultation with children. This approach fosters a sense of responsibility and reduces conflicts related to screen use.

In particular, researchers recommend limiting the use of digital devices before bedtime in order to maintain sleep quality and academic performance.

#### **5.1.3. Developing critical thinking**

One of the key roles of parents is to teach children how to analyse information shared on social media. Digital platforms facilitate the spread of misinformation, conspiracy theories and manipulative content. Parents should therefore encourage their children to check sources, compare different pieces of information and distinguish facts from opinions.

#### **5.1.4. Preventing digital risks**

Parents must also make their children aware of the main digital dangers: cyberbullying; privacy breaches; online scams; inappropriate content; online manipulation; and digital addiction. According to , children who are properly informed are more likely to report problematic situations and adopt safer behaviours.

#### **5.1.5. Leading by example**

Bandura (1977) emphasises that children learn primarily through observation. Parents' digital behaviours directly influence those of their children. Parents who use their phones in a balanced way, adhere to the rules of online communication and prioritise family interaction implicitly convey positive models of technology use. Conversely, significant parental dependence on social media increases the risk that children will replicate these same behaviours.

#### **5.1.6. Promoting socio-emotional development**

Research by Arnd-Caddigan (2015) shows that virtual interactions do not entirely replace face-to-face human relationships. Parents should therefore encourage sporting, cultural and family activities to ensure that social media does not become children's primary space for socialising. The development of empathy, interpersonal communication and emotional intelligence remains largely dependent on real-life interactions.

### **5.2. The role of teachers**

Schools play a vital role in the development of digital and civic skills. Teachers are no longer merely transmitters of knowledge; they are becoming mentors capable of preparing pupils for the challenges of digital societies. According to PISA, (2021) , digital citizenship is now one of the essential skills for academic and professional success.

#### **5.2.1. Integrating social media into learning**

When used in an educational context, social media promotes collaboration, creativity and pupil engagement. Teachers can utilise platforms such as Google Classroom, Microsoft Teams, Moodle or collaborative spaces to extend learning beyond the classroom. According to Vygotsky & Cole, (2018) , peer interactions facilitate knowledge construction. Digital tools are specifically designed to strengthen these collaborative interactions.

#### **5.2.2. Developing digital citizenship**

One of the main objectives of schools today is to educate responsible digital citizens. Teachers must raise pupils' awareness of respect for others online; the protection of personal data; respect for copyright; the rules of digital communication; and the legal consequences of cyberbullying. This education contributes to the development of an ethical and responsible digital culture (Boulianne, 2015) .

#### **5.2.3. Training in media literacy**

The abundance of information available on the internet makes the development of critical thinking essential. Teachers must teach pupils to assess the credibility of sources; to identify false information; to recognise algorithmic manipulation; and to distinguish scientific content from opinions. According to Boulianne (2015) , these skills promote more responsible civic participation.

#### **5.2.4. Preventing cyberbullying**

Schools play a key role in preventing digital violence.

Research by shows that schools with prevention programmes experience a significant reduction in incidents of cyberbullying. Teachers must foster a school environment that promotes trust so that pupils can report problematic situations promptly.

#### **5.2.5. Developing social and emotional skills**

Social media frequently exposes children to situations of conflict, social comparison or peer pressure. Teachers can develop social-emotional skills through discussions; case studies; role-plays; collaborative projects; and conflict-resolution activities. These approaches foster empathy, cooperation and emotional regulation (Antoninis et al., 2023; Course-Choi & Hammond, 2021)

#### **5.2.6. Building a school–family partnership**

The literature highlights that the best results are achieved when parents and teachers work together. According to Livingstone & Helsper (2008) , consistency in educational messages between school and family promotes the adoption of responsible digital behaviour.

This collaboration can take several forms: awareness-raising meetings; workshops for parents; social media usage guidelines; joint digital education projects; and regular communication between teachers and families. A collaborative approach helps to create a consistent and protective educational environment for children.

### **5.3. Summary**

Scientific research points to the same conclusion: the impact of social media depends less on the technologies themselves than on the quality of educational support. Parents facilitate digital socialisation within the family, whilst teachers develop the academic, information literacy and civic skills necessary for the responsible use of digital media. The complementary roles of these two groups are a key driver in fostering children's harmonious development in an ever-changing digital environment (Livingstone & Haddon, 2014; Livingstone & Helsper, 2008; Odgers & Robb, 2020) .

## **6. General conclusion**

The aim of this narrative review of the literature was to analyse the impact of social media on children's education by highlighting the complementary roles of parents and teachers

in guiding their use. Analysis of the scientific literature shows that social media now represent an inescapable environment in which children and adolescents grow up. Their influence extends far beyond the realm of entertainment to affect the cognitive, social, emotional and academic dimensions of development.

The studies reviewed indicate that social media are tools capable of promoting access to knowledge, the development of digital skills, creativity, collaborative learning and intercultural openness when used within a structured educational context. These platforms offer new opportunities for teaching and learning by facilitating interactions between pupils, teachers and learning communities.

However, the literature also highlights several risks associated with excessive or inappropriate use of social media. Key challenges include distraction from schoolwork, reduced attention spans, digital addiction, cyberbullying, privacy breaches, exposure to inappropriate content, and potential effects on children's mental health and psychosocial well-being. These risks underscore the fact that the educational benefits of social media are not automatic, but depend heavily on how they are used and the supportive context in which they are used.

The main theoretical frameworks drawn upon in this narrative review of the literature – notably the theories of Piaget, Vygotsky and Bandura – show that a child's development results from a constant interaction between their individual characteristics, their social environment and the learning experiences to which they are exposed. Social media must therefore be regarded as educational environments whose effects depend on the quality of the interactions they facilitate and the mediation provided by adults.

The findings particularly highlight the crucial role played by parents and teachers. Parents appear to be the primary facilitators of the digital environment by establishing rules for its use, fostering children's critical thinking and encouraging the responsible use of technology. Teachers, for their part, contribute to the development of digital citizenship, media literacy and information literacy – skills that are essential in contemporary societies. The complementary roles of these two groups are a key factor in ensuring a balanced digital education.

Ultimately, this review confirms that social media are neither an inevitable threat nor a miracle solution for children's education. Their impact depends primarily on the quality of educational support, the digital skills developed by young users, and collaboration between families, schools and public

authorities. An educational approach based on prevention, responsibility and critical thinking appears to be the most effective strategy for enabling children to benefit from the opportunities offered by social media whilst minimising their negative effects.

### Practical implications

The findings of this review suggest several recommendations for the various stakeholders in education:

- For families, it is recommended that they prioritise parental guidance based on dialogue, support and the shared use of digital tools rather than simply banning access to social media;
- For schools, it appears necessary to integrate media literacy, digital citizenship and the development of critical thinking more fully into the curriculum;
- For public policy-makers, the implementation of educational policies promoting the protection of children online, teacher training and raising awareness amongst families is a priority.

### Limitations of this narrative literature review

This study has certain limitations. On the one hand, it is based exclusively on a literature review and does not include empirical data collected directly from children, parents or teachers. On the other hand, digital technologies are evolving rapidly, which means that certain conclusions will need to be regularly updated to take account of the emergence of new platforms, new uses and new forms of social interaction.

Furthermore, the majority of the available research originates from developed countries. Further studies conducted in African contexts, and more specifically in the Democratic Republic of the Congo, would provide a better understanding of the cultural, social and educational specificities associated with children's use of social media.

### Statement on the use of AI

- Elicit: for reviewing relevant literature on the topic,
- Quilbot (Grammarly): for grammatical correction of the entire text.

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