

**The impact of social media shaming on teachers:  
A quantitative study of perceptions and prevalence**

**Glaysa Mea Carcedo**

Abuyog Community College  
Abuyog, Leyte, Philippines

**Regine C. Carpina\***

Abuyog Community College  
Abuyog, Leyte, Philippines  
Email: reginecarpina002@gmail.com

**Robejane D. Rojo**

Abuyog Community College  
Abuyog, Leyte, Philippines

**ABSTRACT**

This study aims to assess the problem on social media shaming among teachers in the Abuyog Community College by determining the incidence of the problem and measuring the affected emotion, profession, and reputation which was primarily designed to examine (1) how educators believe shamed on social media and (2) which groups tend to be targeted most, and (3) what kind of connection existed between their perceptions and their actual experiences. A quantitative descriptive design was used, as well as a structured questionnaire administered to 30 faculty members. The data were analyzed using SPSS, including descriptive statistics, correlation analysis and ANOVA. Key findings show that social media shaming impacts teachers' mental health, job security, and public reputation with female teachers reporting more emotional intensity than male teachers. While educators of all backgrounds see shaming examples around them, the occurrence of shaming events did not vary depending on age, sex, department, or degree. Although we found a weak positive correlation between perceived prevalence and actual occurring events suggests perceptions are likely out of touch from their experiences. In summary, the study showed social media shaming events are damaging from an emotional and professional standpoint, however, the perceptions we collected about their occurrences were broader than the actual experience. Recommendations are for institutions to introduce strategies to protect educators by way of digital literacy training, mental health services, and the developing of policy/training.

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\*Corresponding author

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## INTRODUCTION

The increasing number of social media users has dug a momentous value in modern education that influences the student educators' communication, collaboration, and access to information. It changes how we communicate, connect, and consume information in the modern digital age. According to Smart Insights (2025), 5.24 billion people of a global population, which is equivalent to 63.9%, are the active users of social media that spends approximately 2 hours a day. This increasing dominance highlights the role of social media in everyday life including education. Social media influences educational institutions to improve their efforts and community interaction, using platforms such as Facebook to target the communication and participation among the students, parents, and the educators.

The integration of social media in education offers a relevant benefit such as improving the live communication, it enables the online learning communities, also in giving access to various and timely learning resources beyond the traditional textbooks.

According to the study of Electro IQ (2025), students who says that social media helps them to learn better is 45%, and teachers who say that it helps them improve their communication between educators and students is 74%. Social media is said to support collaborative learning, learning critical thinking, and student engagement, especially in secondary and tertiary settings.

However, the effect of social media on academic achievement and students' well-being is quite complicated. Based on the research of Gordon and Ohannessian (2024), the increase in social media use of an early adolescent decreases the academic performance, it underscores the potential challenges that are associated with the frequent use of the platform.

In the Philippines, public shaming of teachers is an immersing issue. According to the report of Manila Bulletin, such incidents caused teachers to undergo severe stress, fear, and helpless feelings. It could be a distressing experience for teachers who experienced it may face a bigger impact such as discipline, professional reputation, and put their job at risk. Due to these attacks online, a lot of people are urging teachers who are involved to resign and revoke their licenses. The study of Untalan (2024) points that shaming practices are already embedded in Philippine educational culture.

Omega's (2024) research focuses on public school teachers and shows how Filipino high school teachers are being disparaged online. At other locations, this intensifies into professional and personal assaults that disrupt their lives and brains all over the field. This study focuses on the psychological toll that online humiliation takes on educators. Undoubtedly, the purpose of this study was to learn more about the general opinions of teachers through interviews. Teachers are now frequently the target of personal and professional jokes on social media. For professionals like teachers, they bear what is essentially an intolerable mental burden.

Therefore, urgent action is required because the social legislation does not adequately address the ways in which social media can affect education. Teachers are increasingly given the

chance to learn how social media operates as it becomes more and more ingrained in our culture and educational system, but at the expense of time that should be used for their professional lives (and probably for their own well-being as well). Future action must be guided by sound data-driven research because education policy, teacher professional development, and mental health support infrastructure typically follow technology. It provides a foundation for organizations and legislators to develop significant safeguards, interventions, and assistance intended for the digital age.

### Statement of the problem

In light of these issues, this study investigates the phenomenon of online shaming in social media among teachers, as well as their consciousness of its effect on their emotional life and professional behaviors, which includes his/her own self-image. There is little information available about the prevalence and extent of any effects that an educator experiences, so this study will look into ways to support their school in finding better supports and policies. The study will seek to address the questions:

1. What is the demographic profile of the teachers in terms of: Age, Sex, Academic Department, Educational Attainment?
2. What is the impact of social media shaming of teachers' perception in terms of: Emotional and Psychological Impact, Professional Reputation and Career Stability, Public Attitudes Toward Teachers, Response and Support Systems?
3. What is the prevalence of social media shaming against teachers in terms of: Viral Post and Hashtags, Public Call-Outs, Emotional or Reputational Impact on Victims, Increase in Digital Footprint Monitoring?
4. Is there a significant difference between teachers' perceptions of social media shaming among the selected demographics: age, sex, academic department, educational attainment?
5. Is there a significant difference between the prevalence of social media shaming on teachers among the selected demographics: age, sex, academic department, educational attainment.
6. Is there a significant difference between perception and prevalence?
7. What interventions can be proposed by the researchers to help address and prevent social media shaming in education?

### METHODOLOGY

The present study employed a descriptive quantitative research design to examine the prevalence and impact of social media shaming among instructors of Abuyog Community College. The primary aim was to determine how often teachers encountered such incidents and to assess their emotional and professional consequences. Data were collected through a structured survey questionnaire administered to full-time faculty members, with convenience sampling used to select respondents who were available and willing to participate. This approach allowed for the collection of reliable data that captured the perspectives of faculty members

across different departments. Descriptive statistics, including means and percentages, were applied to summarize the responses and provide a clear picture of the perceptions and experiences of the participants.

The study was conducted at Abuyog Community College in Abuyog, Leyte, a close-knit academic institution that encompasses departments such as Education, Business, Information Technology, Criminology, and Arts and Sciences. The setting provided an appropriate context for exploring the phenomenon, as both physical and virtual interactions within the college environment shaped how educators encountered and responded to instances of public criticism online. A total of 30 faculty members participated in the study, representing a diverse mix of teaching experience, departmental affiliation, and exposure to digital platforms. This diversity ensured that the findings reflected a range of perspectives across the college.

The instrument used for data collection was a structured questionnaire divided into three sections. The first section gathered demographic information such as age, gender, years of teaching experience, and departmental affiliation. The second section measured the frequency of social media shaming experienced by the teachers using a Likert-type scale, while the third assessed their emotional and professional responses to such incidents, also using a Likert scale. To ensure ethical standards, permission was first secured from the college administration, followed by coordination with department heads to inform faculty members about the study. Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality was assured, and participants were given one to two weeks to complete the paper-based surveys, with periodic reminders provided. All responses were securely stored and used solely for academic purposes.

The scoring and interpretation of responses relied on the Likert scale, with values ranging from 1.00 to 5.00. Higher mean scores indicated stronger agreement and greater perceived frequency of social media shaming, while lower scores reflected weaker agreement or infrequent experiences. The following ranges were used: 4.25–5.00 for strongly agree/always, 3.50–4.24 for agree/often, 2.50–3.49 for disagree/rarely, and 1.00–2.49 for strongly disagree/never. Data were processed and analyzed using SPSS software, where descriptive statistics were employed to summarize demographic and response patterns. Pearson correlation analysis was further conducted to examine the relationship between the occurrence of shaming and its emotional and professional effects, with significance set at the 0.05 level. This rigorous statistical treatment ensured accuracy, reduced error, and strengthened the reliability of the study's findings.

## RESULTS AND DISCUSSION

### Demographic profile of respondents

A total of 30 faculty members from Abuyog Community College participated in this study, representing different age groups, sexes, academic departments, and educational attainment levels. The majority of the respondents were between 20 and 29 years old (46.7%), followed by those aged 30 to 39 (40%), while only 13.3% were between 40 and 49 years old, and none were 50 years or older. In terms of sex, more female teachers participated (56.7%) compared to male teachers (43.3%). The distribution across academic departments revealed that the largest group came from the College of Arts, Sciences, and Education (33.3%), followed by

both the College of Hospitality Management and Entrepreneurship (23.3%) and the College of Criminal Justice Education (23.3%), while the College of Information Technology Education accounted for 20%. Regarding educational attainment, most respondents held a Bachelor's degree with Master's units (40%), followed by bachelor's degree holders (23.3%) and master's degree holders (20%). Only a small proportion had Master's with doctoral units (10%) or completed a Doctorate degree (6.7%).

#### Emotional and psychological impact

The findings showed that social media shaming had notable emotional and psychological consequences on teachers. Respondents strongly agreed that social media shaming negatively affects teachers' mental health ( $M = 3.67$ ) and increases stress due to online criticism ( $M = 3.63$ ). Teachers also indicated that public shaming on social media lowered their self-confidence ( $M = 3.47$ ). While the perception of isolation from peers ( $M = 3.17$ ) and decreased motivation to perform duties ( $M = 2.93$ ) were rated slightly lower, the overall mean of 3.37 indicated strong agreement that social media shaming exerts significant psychological strain.

#### Response and support systems

Teachers expressed strong support for institutional interventions and protections against social media shaming. They strongly agreed that schools should provide more support to teachers who experienced shaming ( $M = 3.83$ ) and that legal protections should be strengthened ( $M = 3.86$ ). Similarly, they strongly agreed that clear school policies are necessary ( $M = 3.83$ ). Support from colleagues ( $M = 3.7$ ) and access to mental health services ( $M = 3.7$ ) were also recognized as essential in helping teachers cope with the consequences of online criticism. With an overall mean of 3.79, the responses underscored the pressing need for structured support systems within educational institutions.

#### Professional reputation and career stability

The results further highlighted the potential of social media shaming to damage teachers' professional reputations and career stability. Teachers strongly agreed that shaming damages their reputation in the community ( $M = 3.63$ ) and that career opportunities may be affected by such incidents ( $M = 3.36$ ). They also agreed that public criticism could lead to disciplinary actions ( $M = 3.2$ ), alter the perceptions of parents and students ( $M = 3.2$ ), and influence administrative decisions ( $M = 3.06$ ). The overall mean of 3.59 reflected strong agreement that social media shaming jeopardizes not only teachers' credibility but also their professional future.

#### Public attitudes toward educators

The study also assessed public perceptions influenced by social media. Respondents agreed that social media shapes how the public views teachers ( $M = 3.5$ ) and that viral posts criticizing educators contribute to a decline in respect for the profession ( $M = 3.4$ ). They

acknowledged that negative online comments affect student interactions with teachers ( $M = 3.03$ ) and that publicized mistakes make it harder to regain trust ( $M = 3.16$ ). Interestingly, participants strongly agreed that society should adopt a more understanding stance toward teachers criticized online ( $M = 3.26$ ). Overall, the mean score of 3.27 suggested a general agreement that public attitudes toward teachers are negatively affected by social media.

#### Prevalence of shaming and online behaviors

While active engagement with shaming-related content was relatively low, teachers still observed its pervasive presence and effects. Respondents reported that viral posts related to shaming occasionally appeared on their feeds ( $M = 2.83$ ) and that trending hashtags mocking individuals were sometimes encountered ( $M = 2.7$ ). They noted that shaming content was shared within their networks ( $M = 2.36$ ), though their personal engagement in liking, sharing, or commenting on such posts was rare ( $M = 1.76$ ). The tendency for shaming posts to receive more attention than positive ones ( $M = 2.8$ ) further reinforced the issue. With an overall mean of 2.49, the results suggested that while active participation was limited, exposure to shaming content was not uncommon.

Teachers also reported witnessing public call-outs and cancel culture online, with an overall mean of 2.7. Specifically, they observed individuals being called out ( $M = 2.83$ ), canceled ( $M = 2.53$ ), or subjected to exaggerated criticism ( $M = 2.6$ ). They also noted demands for punishment ( $M = 2.73$ ) and instances where call-out posts became a form of gossip or entertainment ( $M = 2.83$ ). Similarly, the emotional and reputational impacts on victims were acknowledged, with teachers often observing signs of anxiety, fear, or reputational harm ( $M = 2.71$  overall).

Another important theme was the increase in digital footprint monitoring, as teachers frequently practiced self-censorship to avoid potential backlash. They reported thinking twice before posting ( $M = 3.16$ ), noticing others deleting old posts ( $M = 2.63$ ), editing or filtering content ( $M = 2.66$ ), and using private settings ( $M = 2.86$ ). Respondents also often observed reminders within their networks to “be careful what you post” ( $M = 2.83$ ). The overall mean of 2.83 emphasized a behavioral shift toward self-regulation and caution in online interactions.

#### Differences by profile variables

An analysis of variance revealed that only sex significantly influenced teachers' perceptions of social media shaming ( $F = 5.292$ ,  $p = .029$ ). This indicates that male and female teachers differed in how they interpreted and responded to shaming experiences. No significant differences were observed in relation to age, academic department, or educational attainment, suggesting that these factors did not influence perceptions in a meaningful way. In terms of the prevalence of shaming, no significant differences were found across any demographic variable, including sex, age, department, and educational attainment. This implies that all teachers, regardless of their profile, are equally vulnerable to social media shaming.

#### Correlation between perceptions and prevalence

Finally, the correlation analysis revealed a weak positive relationship between teachers' perceptions of social media shaming and its prevalence ( $r = .274$ ,  $p = .143$ ). However, this correlation was not statistically significant, indicating that teachers' perceptions of how widespread shaming is do not necessarily align with their actual experiences of it. This finding suggests a potential gap between what teachers believe about the prevalence of social media shaming and the reality of its occurrence within their professional community.

## CONCLUSION

The findings of this study demonstrate that social media shaming has significant consequences for the faculty members of Abuyog Community College, particularly in terms of their emotions, professional reputation, and public image as educators in higher education. Respondents strongly agreed that such experiences were distressing, leading to mental health challenges, lowered self-confidence, and increased stress. Beyond the psychological toll, the study also revealed that social media shaming damaged teachers' reputations within the community, influenced public perceptions of the teaching profession, and carried the potential to undermine career stability. These outcomes underscore the seriousness of online criticism in shaping not only the professional identities of teachers but also the respect accorded to education as a whole.

While the correlation between teachers' perceptions of social media shaming and its actual prevalence did not reach statistical significance, the results nonetheless revealed a pervasive sense of vulnerability and concern among the respondents. The weak positive correlation suggests that although the actual occurrence of shaming events may not be as frequent as perceived, the fear and awareness of such risks remain deeply embedded in teachers' professional lives. Importantly, the significant difference found between male and female teachers indicates that experiences and perceptions of online shaming vary by sex, which points to gendered dimensions of vulnerability that require attention. At the same time, the absence of significant differences based on age, department, or educational attainment suggests that all teachers, regardless of their profile, share a common exposure to the risks of digital harassment.

These findings highlight the urgent need for proactive interventions at both institutional and policy levels. Schools must recognize the emotional and professional burden that online shaming imposes and act decisively to protect their educators. One key recommendation is the establishment of a faculty wellness program that provides access to counseling and emotional support services to promote mental health, reduce burnout, and foster a supportive work environment. Equally important is the implementation of a formal Anti-Digital Harassment Policy with clear reporting mechanisms, ensuring accountability, safeguarding faculty rights, and offering structured procedures for redress.

The study also emphasizes the role of proactive institutional efforts in rebuilding trust and countering harmful narratives. A public relations initiative that showcases teacher contributions and success stories could strengthen the community's respect for educators while mitigating the negative impact of online criticism. In addition, regular digital literacy and online safety training should be provided to empower teachers to manage their digital presence and respond effectively to potential threats. Finally, the establishment of a monitoring and evaluation

committee dedicated to tracking incidents and assessing the impact of interventions would ensure that strategies remain data-driven, adaptive, and responsive to emerging trends in the digital environment.

In summary, the study underscores that social media shaming, while not universally prevalent, remains a critical issue for educators in Abuyog Community College due to its damaging emotional and professional effects. The sense of vulnerability expressed by faculty members highlights the need for sustained institutional action that combines psychosocial support, policy interventions, digital empowerment, and continuous monitoring. Addressing these challenges is essential not only for safeguarding the well-being of teachers but also for protecting the integrity and dignity of the teaching profession in an increasingly digital society.

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