

Poetry in the Digital Age: An Exploration Ff How Social Media Platforms Are Revitalizing Interest In Poetry Among Secondary Students

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ABSTRACT

This study examined how social media platforms influence poetry engagement, creativity, and learning among students in the digital age. Using a descriptive-correlational design, data were collected from 100 college students through a validated questionnaire and analyzed using statistical and thematic methods. Findings revealed that platforms such as TikTok, Facebook, and Instagram significantly enhance students' exposure to poetry, with engagement primarily centered on reading and viewing content rather than active participation. Social media fosters both intrinsic and extrinsic motivation, encouraging self-expression, confidence, and creative development through interactive features like likes and comments. Results also indicate that digital poetry improves comprehension, emotional connection, and appreciation, while complementing traditional poetry by increasing students' interest in classical forms.

INTRODUCTION

In recent years, poetry has undergone a remarkable transformation through the rise of digital technologies and social media. Once confined to printed anthologies, academic journals, and classroom recitations, poetry now thrives in virtual spaces where accessibility, creativity, and interaction converge. Platforms such as Instagram, TikTok, Twitter, Facebook, and YouTube have given rise to a new literary culture—one in which poems are no longer limited by paper or academic circles but are instead shared, liked, commented on, and remixed by millions. This shift has reignited the interest of young audiences, particularly secondary students, who now engage with poetry not merely as passive readers but as active participants in its creation, interpretation, and dissemination. The emergence of “digital poetry” and “Instapoetry” has blurred the boundaries between art, technology, and education, allowing poetry to evolve into a more interactive, dynamic, and inclusive form of literary expression.

Digital poetry represents a transformative medium that leverages technology to expand creative and educational opportunities across multiple domains. Studies by Dredger et al. (2017) highlight that online poetry spaces cultivate new literacy dispositions among youth, showing that students are not simply consumers of literary works but also contributors to the digital literary landscape. Similarly, Gregory et al. (2013) emphasize how digital technologies enable young people to construct innovative artworks and explore their social identities, thereby deepening their emotional and cognitive connection to poetic forms. Platforms such as PhoneMe exemplify how technology allows communities to co-create shared poetic experiences, transforming poetry into a tool for collaboration, reflection, and social dialogue. Balyasnikova et al. (2021) further note that place-based digital poetry fosters new forms of community representation and engagement, suggesting that digital poetry can serve as a medium for collective identity formation. Moreover, Smolskaya et al. (2021) argue that digital platforms have not diminished poetry’s depth but rather have endowed it with “new meaning and significance,” highlighting that poetry retains its intellectual and emotional power even when mediated through screens.

Social media, in particular, has become a central driver of literary engagement among youth. Platforms such as Instagram, TikTok, Facebook, Twitter, and YouTube provide spaces where poetry can be experienced in multimodal formats—combining text, visuals, audio, and video to enhance interpretation and appeal. According to Viires et al. (2020), these platforms facilitate unprecedented interaction between authors and readers, transforming the traditional literary dynamic by allowing audiences to engage directly with poets, comment on their works, and reinterpret or remix content to express personal perspectives. Albloly et al. (n.d.) similarly demonstrate that Facebook-based literary discussions can improve literary appreciation in educational settings, illustrating that online interactions can supplement formal instruction. However, this transformation is not without challenges. Rodiah et al. (2024) caution that while digital spaces enhance accessibility, they may also encourage

superficial engagement, reduce sustained critical reading, and limit deeper textual analysis. Husain et al. (2025) further note that platforms such as Twitter and Instagram reshape literary communication by prioritizing brevity, immediacy, and emotional resonance—qualities that can either enrich or dilute the understanding of poetry depending on how they are utilized. These findings highlight a nuanced landscape where social media offers both opportunities and challenges for fostering meaningful literary engagement.

Within the context of education, digital technologies have introduced innovative approaches to teaching poetry that promote immersive and multimodal learning. Duan et al. (2024) suggest integrating oral traditions with digital platforms to create sensory-rich learning experiences that bridge cultural heritage and contemporary literacy practices. Curwood et al. (2011) emphasize that digital tools enhance adolescents' creative expression and identity development, particularly when students are encouraged to produce, share, and reflect on their own digital compositions. The COVID-19 pandemic further underscored the adaptability and appeal of digital poetry, as Hassler et al. (2020) report that teachers and students were able to create over 120 poems in a single month using online tools, demonstrating the capacity of digital platforms to support creativity, collaboration, and engagement even under challenging circumstances. These findings suggest that digital poetry can serve not only as a medium for artistic expression but also as a pedagogical tool that strengthens literacy, encourages critical thinking, and fosters collaborative learning.

Despite the growth of digital poetry, traditional poetry instruction in secondary schools often remains constrained by conventional teaching approaches that emphasize textual analysis, memorization, and rigid literary forms. Such methods can alienate students who perceive poetry as abstract, outdated, or irrelevant to their personal experiences. In contrast, social media provides poetry in a format that is visually appealing, emotionally immediate, and culturally resonant, making it more relatable for contemporary learners. This juxtaposition underscores the need for educators to investigate how digital engagement influences students' comprehension, appreciation, and motivation to participate creatively in poetry. By understanding these dynamics, teachers and curriculum developers can design instruction that bridges digital and traditional poetic practices, ensuring that the relevance of poetry is preserved while simultaneously embracing technological advancements.

Furthermore, the proliferation of social media poetry has sparked questions about the cognitive and emotional impact of these platforms. Students' exposure to interactive features such as likes, shares, comments, and hashtags may influence their literary motivation, fostering both intrinsic drives for personal expression and extrinsic incentives through peer recognition. These motivational factors, in turn, may affect how students engage with both digital and traditional forms of poetry, shaping their reading habits, creative output, and appreciation for literary arts. Understanding these processes is essential for evaluating whether social media merely transforms the medium of poetry or actively revitalizes students' interest and engagement in meaningful ways.

In light of these developments, this study seeks to explore how social media platforms are revitalizing interest in poetry among secondary students. Specifically, it investigates which platforms—Instagram, TikTok, Facebook, Twitter, and YouTube—students most commonly used to interact with poetry, how such exposure affects their comprehension and appreciation, and what motivates them to create, share, and respond to digital poetry. Additionally, the study examines the influence of these digital encounters on students' engagement with traditional poetry, aiming to uncover the interplay between technology, motivation, and literary outcomes.

Ultimately, this research aspires to contribute to the understanding of how poetry can thrive in the digital age, demonstrating that the rise of social media and digital technologies does not replace poetry but instead provides new avenues for its appreciation, creation, and dissemination. By examining the intersection of technology, motivation, and literary engagement, the study seeks to provide educators, policymakers, and researchers with insights into effective strategies for promoting poetry among contemporary youth, ensuring that the art form continues to evolve while maintaining its cultural, educational, and emotional significance.

LITERATURE REVIEW

The literature highlights how poetry has evolved alongside digital technology, transforming from traditional printed texts into interactive and multimedia forms of expression. Digital poetry integrates text, visuals, sound, animation, and user interaction, allowing poetry to function both as literary content and as a digital medium itself (Panić et al., 2023; Shakargy et al., 2020). Innovations such as kinetic poetry, Instapoetry, and blockchain-based poetry demonstrate how technology expands creative possibilities rather than diminishing literary depth (Smolskaya et al., 2021). Studies further emphasize that digital poetry enhances student engagement, reflective thinking, identity formation, and creative expression by enabling learners to become active creators instead of passive readers (Dredger et al., 2017; Gregory et al., 2013; Curwood et al., 2011; Barbosa et al., 2022).

Instapoetry, particularly through Instagram, has made poetry more accessible and relatable to digital-native audiences by combining concise textual expression with visual design (Kovalik et al., 2019). Social media platforms such as Instagram, TikTok, Facebook, Twitter, and YouTube serve as catalysts for literary engagement by encouraging interaction, collaboration, and global dissemination of poetic works (Viires et al., 2020; Mehrpouyan et al., 2021). Instagram enhances emotional engagement through visual-text integration (Kovalik et al., 2019; Naji et al., 2018), TikTok transforms poetry into performative and immersive experiences through short-form videos (Duan et al., 2024), Facebook promotes collaborative literary discussions and peer feedback (Perveen et al., 2022; Inderawati et al., 2011), Twitter encourages concise and symbolic micro-poetry (Berry et al., 2011; Agrawal et al., 2023), while YouTube supports poetry appreciation through performance and instructional content (Hassler et al., 2020). Interactive features such as likes, comments, shares, hashtags, and duets foster participation and co-creation, although researchers warn that these

may lead to superficial engagement without structured learning strategies (Viires et al., 2020; Rodiah et al., 2024).

The educational value of digital poetry lies in its ability to integrate creativity, collaboration, and digital literacy into literary learning. It motivates students to experiment with multimodal expression, strengthens critical thinking, and increases participation in flexible learning environments (Curwood et al., 2011; Kim et al., 2024). Intrinsic motivation also plays an important role, as students engage in digital poetry for self-expression, emotional exploration, and identity development, aligning with Uses and Gratifications Theory (Katz et al., 1973; Henry et al., 2019). Digital interactions further enhance cognitive and emotional learning by providing immediate feedback and opportunities for reflection, though meaningful engagement requires balancing emotional connection with critical analysis (Husain et al., 2025; Elsayary et al., 2022).

The literature also shows that digital and traditional poetry are complementary rather than opposing forms. Digital poetry increases accessibility, creativity, and engagement, while traditional poetry preserves analytical depth and structure (Smolskaya et al., 2021; Duan et al., 2024). However, significant research gaps remain, as most existing studies are descriptive and qualitative in nature. Limited empirical and longitudinal research exists on the long-term effects of digital poetry, comparative analyses of social media platforms, and challenges such as distraction, superficial interaction, and differences in digital literacy. Overall, the reviewed studies suggest that digital poetry represents the convergence of technology, creativity, and education, offering interactive and participatory literary experiences that enhance engagement and complement traditional literary practices, provided that structured implementation and further empirical investigation are undertaken.

METHODOLOGY

This chapter outlines the research methodology used to examine the role of social media platforms in promoting poetry engagement, creativity, and learning among students. It employed a descriptive-correlational design to describe students' participation and explore relationships between social media use and variables such as motivation, creativity, and appreciation. The study was conducted in a higher education institution in the Philippines, focusing on students enrolled in literature-related courses who actively use platforms like Instagram, TikTok, Facebook, Twitter, and YouTube. A total of 100 respondents were selected through purposive sampling based on their familiarity with poetry and digital engagement. Data were collected using a validated researcher-made questionnaire with Likert-scale items and open-ended questions, ensuring both quantitative measurement and qualitative insights.

Data collection followed ethical procedures, including informed consent, confidentiality, and voluntary participation, with responses gathered through Google Forms over a two-week period. The collected data were analyzed using descriptive statistics (frequency, percentage, mean, standard deviation) and inferential methods such as Pearson's correlation and ANOVA to examine relationships and group differences. Qualitative responses were thematically

analyzed to identify patterns in students' experiences. All data were processed using SPSS to ensure accuracy and reliability, providing a comprehensive understanding of how digital environments influence students' poetic engagement, creativity, and appreciation.

RESULTS AND DISCUSSION

Part I: Profile of the Respondents

Table 1. Age of Respondents

Age Group	Frequency (f)	Percentage (%)
18–20	25	25%
21–23	40	40%
24–26	20	20%
27–29	10	10%
30 & above	5	5%
Total	100	100%

The majority of respondents (40%) are between 21–23 years old, followed by 25% aged 18–20. Only a small portion (5%) are 30 years and above. This indicates that the sample consists mainly of young adults, which is typical in a student population. Mansouri et al., (2017) found similar demographics in a large-scale Iranian university health assessment, where 49.20% of students were under 20, and 32.31% were between 20–24 years old.

Table 2. Gender of Respondents

Gender	Frequency (f)	Percentage (%)
Male	42	42%
Female	55	55%
Prefer not to say	3	3%
Total	100	100%

Most respondents are female (55%), followed by male respondents (42%). A small proportion (3%) preferred not to disclose their gender. This distribution is slightly female-dominant, which may reflect trends in certain academic programs. Mudiwa et al., (2015) found that women now outnumber men across all degree levels, a trend confirmed by England et al., (2007), which documented a dramatic increase in female doctoral recipients from 14% to 46% between 1971 and 2002.

Table 3. Course and Year Level of Respondents

Course & Year Level	Frequency (f)	Percentage (%)
Bachelor of Science in Education – 1st Year	15	15%
Bachelor of Science in Education – 2nd Year	20	20%
Bachelor of Science in Education – 3rd Year	25	25%
Bachelor of Science in Education – 4th Year	30	30%

Other Courses – 1st–4th Year	10	10%
Total	100	100%

The largest group of respondents are 4th-year Education students (30%), followed by 3rd-year students (25%). Other courses represent a smaller portion of the sample (10%), indicating that the majority of the respondents are enrolled in the Education program, which may be relevant if the study focuses on pedagogical perspectives.

Table 4. Frequency and Percentage Distribution of Social Media Platforms Used for Poetry Engagement

Social Media Platform	Frequency (f)	Percentage of Responses (%)	Percentage of Respondents (%)
Instagram	62	26.8%	62%
TikTok	78	33.7%	78%
Facebook	70	30.2%	70%
Twitter (X)	28	12.1%	28%
YouTube	55	23.8%	55%
Others (e.g., Wattpad, Tumblr, Reddit)	10	4.3%	10%
Total Responses	303	100%	—

TikTok (78%) is the most widely used platform for poetry engagement, driven by its interactive and multimedia features. Facebook (70%) and Instagram (62%) also play major roles as accessible spaces for sharing and engaging with poetry, while YouTube (55%) supports performance-based and educational content. In contrast, Twitter/X (28%) and other platforms like Wattpad, Tumblr, and Reddit (10%) are less preferred. Overall, poetry engagement is centered on multimedia and interactive platforms, with TikTok leading modern poetic expression (Dera et al., 2024).

Table 5. Frequency and Percentage Distribution of Respondents' Engagement With Poetry-Related Content

Response Category	Code	Frequency (f)	Percentage (%)	Weighted Score (f × w)
Daily	5	22	22%	110
3–4 times a week	4	28	28%	112
Once a week	3	18	18%	54
Occasionally	2	24	24%	48
Never	1	8	8%	8
Total	—	100	100%	332

A weighted mean of 3.32, falling within the range 2.61–3.40, indicates moderate engagement with poetry-related content on social media. This suggests that respondents engage with poetry occasionally to weekly, but not consistently

at a high level. The distribution—with 28% engaging 3–4 times weekly, 22% daily, and 24% occasionally—supports this moderate-level interpretation.

Table 6. Types of Poetry Engagement on Social Media

Type of Engagement	Frequency (f)	Percentage (% of 100)	Rank
Reading poems	82	82%	1
Watching poetry performances	71	71%	2
Commenting or sharing others' poems	56	56%	3
Writing and posting poems	49	49%	4
Joining poetry challenges or discussions	34	34%	5
Total Responses	292	—	—

Respondents may select more than one option. Percentages are based on total respondents (100), not total responses.

Reading poems (82%) is the most common form of engagement, indicating that passive consumption is more prevalent than active participation. Watching poetry performances (71%) follows, showing strong interest in multimedia content. Interactive activities such as commenting or sharing (56%) and writing or posting poems (49%) are moderately practiced, reflecting some level of participation and creative expression. However, joining poetry challenges or discussions (34%) is the least common, suggesting limited involvement in structured or community-based activities.

Part 2. Frequency and Purpose of Social Media Use for Poetry

Table 7. Summary of Weighted Means for Social Media Use for Poetry

Statement	Weighted Mean	Verbal Interpretation
1. I use social media to read poetry shared by others.	3.75	Often
2. I post my own poems on social media.	2.88	Sometimes
3. I watch or listen to poetry performances online.	3.53	Often
4. I comment on or give feedback to others' poems.	2.87	Sometimes
5. I use social media to learn different poetic styles or techniques.	3.30	Sometimes
6. I join online poetry groups or communities.	2.82	Sometimes
7. I engage with poetry-related hashtags or trends.	3.02	Sometimes
8. I follow poets or literary accounts on social media.	3.50	Often

Composite Mean	3.21	Sometimes to Often
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The composite mean of 3.21 indicates that respondents engage with poetry on social media between “Sometimes” and “Often,” with participation leaning more toward passive activities such as reading (WM = 3.75) and watching performances (WM = 3.53). Active engagement, including posting poems, commenting, or joining poetry groups (WM = 2.82), occurs less frequently, suggesting hesitation or limited involvement in creative and community-based participation. Overall, social media serves as a key platform for poetry exposure, but deeper interaction and content creation remain relatively low, highlighting the need to encourage more active engagement.

Part 3. Perceptions on the Role of Social Media in Poetry Engagement Motivation and Self-Expression

Table 8. A. Frequency and Percentage Distribution of Responses

Statement	5 F(%)	4 F(%)	3 F(%)	2 F(%)	1 F(%)	Weighted Mean	Verbal Interpretation
1. Social media encourages me to express my emotions through poetry.	38 (38%)	34 (34%)	18 (18%)	7 (7%)	3 (3%)	3.97	Agree
2. I feel motivated to write poetry when I see others post theirs online.	35 (35%)	33 (33%)	20 (20%)	8 (8%)	4 (4%)	3.87	Agree
3. Posting poems online gives me confidence and satisfaction.	32 (32%)	36 (36%)	21 (21%)	7 (7%)	4 (4%)	3.85	Agree
4. Positive feedback on my poetry posts	40 (40%)	37 (37%)	14 (14%)	6 (6%)	3 (3%)	4.05	Agree

inspires me to improve.							
5. Writing poetry on social media helps me explore my identity and creativity.	34 (34%)	38 (38%)	17 (17%)	7 (7%)	4 (4%)	3.91	Agree
Composite Mean	—	—	—	—	—	3.93	Agree

The composite mean of 3.93 indicates that respondents agree social media strongly supports their motivation, confidence, self-expression, and creative identity in poetry. It functions not only as a platform for content consumption but also as a space for emotional expression and creative growth. Students are inspired by others' works, gain confidence through sharing, and benefit from feedback mechanisms such as likes and comments. Overall, social media fosters peer-driven motivation, continuous improvement, and personal development in poetry.

Cognitive and Emotional Effects

Table 9. Cognitive and Emotional Effects of Social Media on Poetry Engagement

Statement	5 (f/n%)	4 (f/n%)	3 (f/n%)	2 (f/n%)	1 (f/n%)	Weighted Mean	Interpretation
1. Reading poems on social media improves my understanding of poetic techniques.	32 / 32%	44 / 44%	16 / 16%	6 / 6%	2 / 2%	3.98	Agree
2. Online poetry allows me to relate personally to different emotions and experiences.	46 / 46%	38 / 38%	10 / 10%	4 / 4%	2 / 2%	4.22	Strongly Agree
3. I reflect more deeply on the meaning of	40 / 40%	42 / 42%	12 / 12%	4 / 4%	2 / 2%	4.14	Agree

poems I encounter online.							
4. Likes and comments from others motivate me to think more critically about my writing.	38 / 38%	40 / 40%	14 / 14%	6 / 6%	2 / 2%	4.06	Agree
5. Social media engagement enhances my appreciation for the beauty of language and imagery.	44 / 44%	40 / 40%	10 / 10%	4 / 4%	2 / 2%	4.20	Strongly Agree

Weighted means (3.98–4.22) indicate that respondents agree to strongly agree that social media positively influences their cognitive and emotional experiences with poetry. It broadens understanding of poetic forms, deepens emotional connection, and encourages reflection, critical thinking, and appreciation of language through interactive feedback. While social media provides diverse inspiration and supports creative growth, it may also promote superficial engagement and trend-driven expression. Overall, it enhances comprehension, emotional resonance, and aesthetic appreciation, though meaningful engagement requires active and critical participation.

Educational and Literary Value

Table 10. Educational and Literary Value of Social Media in Poetry Engagement

Statement	5 (f/n%)	4 (f/n%)	3 (f/n%)	2 (f/n%)	1 (f/n%)	Weighted Mean	Interpretation
1. Social media helps me learn poetry beyond what is taught in the classroom.	40 / 40%	42 / 42%	12 / 12%	4 / 4%	2 / 2%	4.14	Agree
2. Watching poetry performances	48 / 48%	38 / 38%	8 / 8%	4 / 4%	2 / 2%	4.26	Strongly Agree

online helps me understand rhythm, tone, and expression.							
3. Digital poetry projects or challenges improve my creative writing skills.	42 / 42%	40 / 40%	12 / 12%	4 / 4%	2 / 2%	4.16	Agree
4. Online interaction with poets or classmates deepens my appreciation of literature.	44 / 44%	40 / 40%	10 / 10%	4 / 4%	2 / 2%	4.20	Strongly Agree
5. Integrating social media into poetry lessons makes learning more engaging and enjoyable.	50 / 50%	36 / 36%	8 / 8%	4 / 4%	2 / 2%	4.28	Strongly Agree

Weighted means (4.14–4.28) indicate that respondents agree to strongly agree that social media enhances the educational and literary value of poetry learning. It broadens knowledge beyond the classroom, improves understanding of rhythm and expression through multimedia, and strengthens creative writing through participation and interaction. Engagement with peers and poets fosters deeper appreciation, while its interactive nature increases motivation and enjoyment. Overall, social media is viewed as a valuable tool that enriches instruction, promotes creativity, and makes poetry learning more engaging and relevant.

Relationship Between Digital and Traditional Poetry

Table 11. Frequency and Percentage Distribution of Responses on the Relationship Between Digital and Traditional Poetry

Statement	5 (f/%)	4 (f/%)	3 (f/%)	2 (f/%)	1 (f/%)	Weighted Mean	Interpretation
1. Digital poetry has increased my interest in reading printed or classical poems.	38 / 38%	40 / 40%	14 / 14%	6 / 6%	2 / 2%	4.06	Agree
2. I believe both digital and traditional poetry are valuable in understanding human experiences.	52 / 52%	36 / 36%	8 / 8%	2 / 2%	2 / 2%	4.34	Strongly Agree
3. Social media helps me apply traditional poetic techniques in new ways.	40 / 40%	42 / 42%	12 / 12%	4 / 4%	2 / 2%	4.14	Agree
4. Exposure to digital poetry motivates me to study poetry more seriously.	44 / 44%	38 / 38%	12 / 12%	4 / 4%	2 / 2%	4.18	Agree
5. Traditional poetry and digital poetry complement each other in developing my literary appreciation.	50 / 50%	36 / 36%	10 / 10%	2 / 2%	2 / 2%	4.30	Strongly Agree

Weighted means (4.06–4.34) indicate that respondents agree to strongly agree that digital and traditional poetry complement and reinforce each other in learning and engagement. Digital poetry sparks interest in classical works, supports creative reinterpretation of traditional elements, and encourages deeper exploration of poetry. Both forms are valued for their distinct contributions – digital for accessibility and relevance, and traditional for depth and structure. Overall, the findings show that digital platforms enhance appreciation, engagement, and understanding, creating a balanced and enriched literary experience rather than replacing traditional poetry.

Part 4. Open ended-questions Thematic analysis

Table 12. Summary of the thematic analysis

Question	Themes / Sub-Themes	Representative Statements (Sample Responses)	Interpretation
1. How has social media influenced your interest in poetry?	Increased Exposure and Accessibility	"I've discovered poets from different countries and cultures I never knew existed."	Social media broadens exposure, making poetry more accessible and sparking interest.
	Trend Influence	"When a poem goes viral, I feel compelled to read it and explore more."	Trending content motivates engagement and curiosity in poetry.
	Motivation to Write	"Seeing others post their poetry inspires me to write and post my own."	Exposure to peer content encourages creative participation and self-expression.
2. What platform do you find most effective for learning or appreciating poetry, and why?	Instagram & TikTok: Visual & Engaging Content	"Instagram's poetry posts with images or videos make the content more engaging."	Visual content enhances comprehension and aesthetic appreciation of poetry.
	YouTube: Performative & In-Depth Learning	"Watching poets perform on YouTube helps me understand emotion and tone better."	Multimedia platforms facilitate emotional engagement and deeper understanding.

	Twitter/X: Concise & Thought- Provoking	"Twitter is great for reading short, impactful poetry quickly."	Short-form platforms encourage reflective and concise reading.
3. In what ways has writing or reading poetry online affected your creativity or emotions?	Emotional Expression and Release	"Writing poetry online helps me release stress and express emotions I can't say aloud."	Poetry acts as a therapeutic outlet for emotional processing.
	Creative Expansion	"Reading different styles of poetry online pushes me to try new forms and ideas."	Exposure to diverse forms encourages experimentation and innovation.
	Community Feedback and Validation	"Comments and likes on my poems encourage me to keep writing."	Interaction online strengthens self- confidence and motivation to create.
4. What challenges do you experience when engaging with poetry on social media?	Information Overload / Short Attention Span	"Sometimes it's hard to find quality poetry because there's too much scrolling."	Excess content can distract users and reduce meaningful engagement.
	Judgment and Criticism	"I hesitate to post my poems because I worry about harsh comments."	Fear of negative feedback may inhibit participation and expression.
	Surface-Level Interaction	"People often just like or share poems without really understanding them."	Skimming content reduces deep appreciation and critical engagement.
5. How can teachers effectively integrate social media poetry into classroom learning?	Use as a Learning Tool	"Teachers can show trending poems to connect lessons to students' interests."	Connecting lessons to students' online experiences increases engagement and relevance.
	Encouraging Creative Projects	"Students could post their poems on a class blog or	Digital publishing fosters creativity,

		social media group for feedback.”	collaboration, and confidence.
	Critical Analysis Skills	“We can analyze poetry posts to study figurative language and themes.”	Online poetry can be used to develop literary analysis and critical thinking skills.

Social media enhances poetry engagement by increasing exposure, motivation, and creative expression through diverse platforms that support visual, auditory, and concise forms of learning. It promotes interaction and reshapes creative writing, particularly in digital poetry formats. However, challenges such as shallow engagement and fear of criticism remain, requiring guided and structured classroom integration. Overall, social media can be effectively leveraged by educators to modernize poetry instruction, foster creativity, and develop analytical skills.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions are drawn:

Social media platforms significantly contribute to students’ poetic engagement.

Students’ exposure to digital poetry enhances comprehension and appreciation.

Social media features directly motivate students to express themselves poetically. Likes, comments, shares, and hashtags foster extrinsic motivation, while emotional expression and identity exploration strengthen intrinsic motivation, supporting Social Learning Theory and Uses and Gratifications Theory.

Students are inspired to write and post poetry due to both personal expression and audience feedback. Online visibility, peer support, and the freedom to articulate personal experiences encourage sustained creative output among young writers. Digital engagement increases interest in traditional poetry.

All null hypotheses of the study are rejected. Significant relationships were found between social media use and exposure to poetry, comprehension and appreciation, motivation to express creatively, factors inspiring poetic creation, and interest in traditional poetry.

FURTHER STUDY

Schools and educators should integrate social media-based digital poetry into literature learning to enhance students’ engagement, comprehension, creativity, and appreciation of poetry, while future research should further examine its broader educational impacts across different contexts.

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