Social Media Usage in Private Higher Education UK

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Abstract

This study explores the patterns, purposes, and perceived impacts of social media usage among students in Private Higher Education Institutions (PrHEIs) across the UK. As social media becomes increasingly embedded in everyday academic life, understanding its role across different age groups is essential for shaping inclusive and effective digital learning environments. Using a quantitative, questionnaire-based approach, the study examines platform preferences, frequency of academic use, perceived effects on academic performance, levels of technology addiction, and self-regulation strategies. Findings reveal significant age-related trends: students aged 35–44 demonstrate the most consistent academic use and highest concern over digital overuse, while both younger (18–24) and older (55–64) students show lower levels of academic engagement with social media. These insights highlight the need for age-responsive pedagogical strategies and targeted digital support to optimise the educational value of social media within PrHEIs. The study contributes to a growing body of research on digital learning by addressing a gap in knowledge specific to the UK's private higher education sector.

1. Introduction

The pervasive advent of social media (SM) has fundamentally reshaped global communication, information dissemination, and social interaction (Fazil et al., 2024). SM has become an integral part of everyday life, serving as a primary source of inspiration, entertainment, shopping, news, and information (Zia et al., 2022). Its rapid and unprecedented growth has significantly transformed both commercial and personal domains (Zeib, 2021). This widespread adoption has been further facilitated by the ubiquitous availability of the Internet and increasingly portable, cost-effective electronic devices like smartphones and tablets, enabling seamless access to information and communication (Rothman et al., 2017). Consequently, social media's influence extends well beyond personal lives, deeply permeating professional and educational spheres, including higher education (HE).

This infographic presents a comprehensive global overview of social media usage as of April 2025. It reports a total of 5.31 billion social media user identities, reflecting a quarter-on-quarter growth of 1.4% (+72 million) and a year-on-year increase of 4.7% (+241 million). The data also indicates that 64.7% of the global population holds at least one social media identity, while 94.2% of internet users engage with social media platforms.

Adults aged 18 and over account for 87.3% of total user identities, and users spend an average of 18 hours and 41 minutes per week on social platforms, including video content. The average number of platforms used monthly stands at 6.86, representing a 0.8% year-on-year increase. In terms of gender distribution, 54.7% of social media user identities are male, while 45.3% are female.

Figure 01: Global Overview of Social Media Use (April 2025)
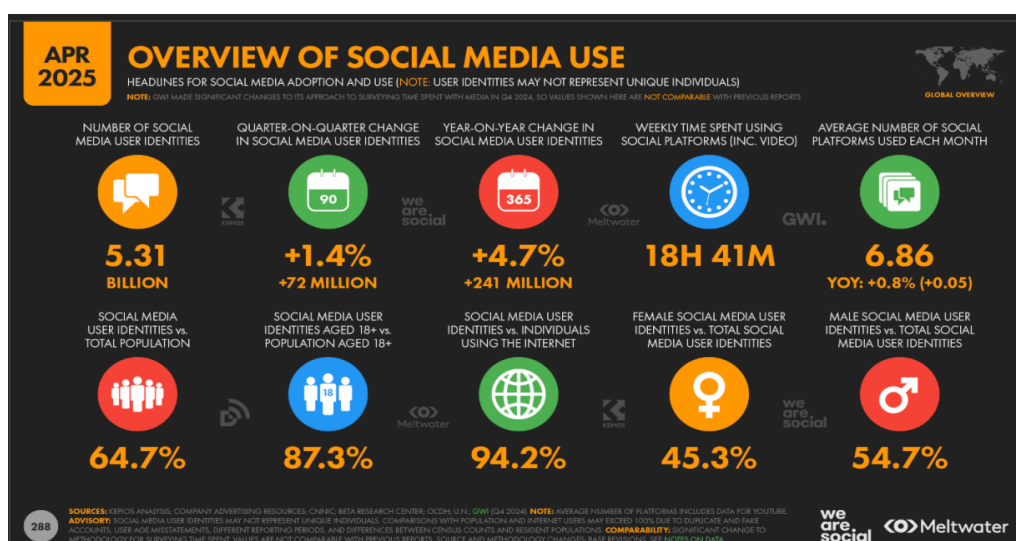
Source: We Are Social & Meltwater (2025)

This data illustrates the widespread and growing integration of social media into daily digital routines, underscoring the relevance of examining usage patterns in specific contexts such as education, business, and digital well-being (Gui et al., 2024; Qureshi et al 2024). However, it is essential to note that the figures represent user identities rather than unique individuals and may include duplicate or inactive accounts, as highlighted in the advisory.

This chart presents an index of active users based on the number of smartphone handsets that accessed each platform's mobile application in March 2025. YouTube ranks as the most widely used platform globally, with an index score of 100.0, serving as the benchmark for comparison. Following closely are WhatsApp (85.5%), Instagram (76.7%), Facebook (76.3%), and TikTok (59.3%), indicating strong user engagement across these platforms.

Messenger also maintains a substantial user base with an index of 47.2, while Snapchat and Telegram are nearly tied at 27.7 and 27.6, respectively. Platforms such as Pinterest (22.5%), Threads (19.4%), and X (formerly Twitter, 16.3%) show moderate activity. Less frequently accessed apps include Discord (12.2%), LinkedIn (11.7%), Reddit (8.6%), and IMO (5.8%).

It is essential to note that the data reflects usage based on mobile app openings rather than unique users. Some individuals may use multiple devices or maintain multiple accounts. Additionally, the source data has changed from previous reports, rendering year-on-year comparisons invalid.

This active user index offers valuable insight into global platform preferences and mobile-based engagement, which can inform educational, commercial, and policy-related strategies in digital media research.

Figure 02: Active User Index of Social Media Apps (April 2025)
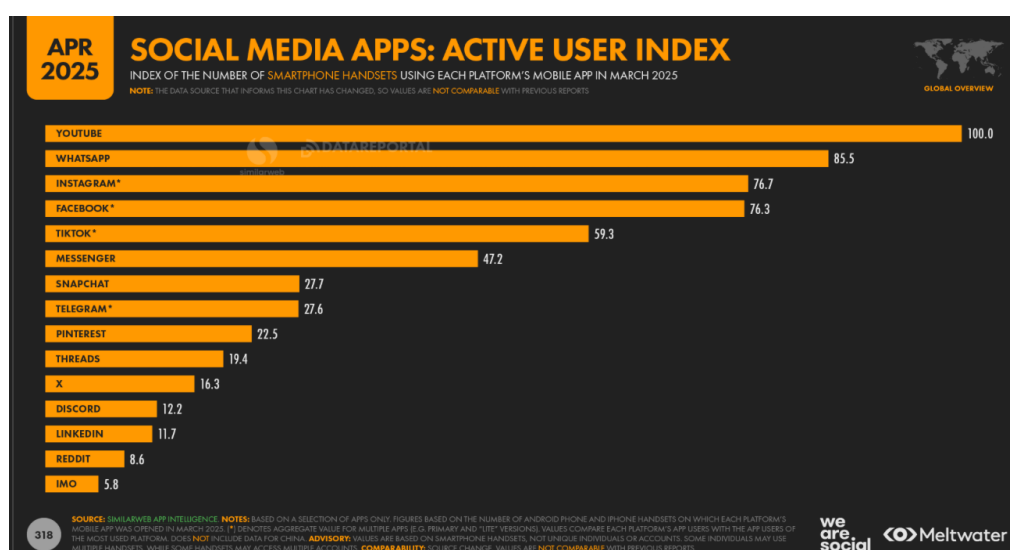
Source: We Are Social & Meltwater (2025)

The binary classification of HE is categorised as public or private (Qureshi, 2023). In the UK, the landscape of HE is diverse, comprising publicly funded and a growing number of Private Higher Education Institutions (PrHEIs). PrHEIs often cater to distinct student demographics and may employ different pedagogical approaches, making a focused examination of social media usage within this sector particularly relevant.

The integration of social media into academic practices presents both opportunities and challenges. Platforms like Facebook, YouTube, TikTok, Instagram, and WhatsApp are increasingly utilised for collaborative learning, accessing educational content, and engaging in informal academic discussions (Chen & Bryer, 2012). However, concerns also exist regarding distraction, academic performance impairment, and the potential for technology addiction (Pantic, 2017).

Despite the broader research on social media in education, a notable gap remains in comprehensive studies specifically targeting PrHEIs in the UK. This sector's unique characteristics, including potentially different types of students, such as mature students, varied motivations, smaller class sizes, or specialised course offerings, may influence how social media is adopted and perceived academically. This research aims to address this gap by exploring the specific patterns of social media usage among students in UK PrHEIs, identifying platform preferences, assessing the frequency of academic use, examining the perceived impact on academic performance, and investigating the prevalence of technology addiction across different age groups. The insights derived from this study will be valuable for PrHEI administrators, educators, and policymakers seeking to leverage social media effectively for learning and student support.

1.1 Research Questions

1. What are the patterns of social media platform usage among students in UK Private Higher Education Institutions (PrHEIs) across different age groups?
2. What is the extent of social media use for academic purposes among students in PrHEIs, and how does it vary across age groups?
3. How do students perceive the impact of social media usage on their academic performance?
4. What are the levels of concern regarding technology addiction among students, and how do these perceptions differ across age demographics?
5. What strategies do students adopt to manage or reduce their social media usage, and how are these strategies distributed by age group?

1.2 Research Objectives

- To identify the most commonly used social media platforms among students in UK PrHEIs and examine platform preferences by age and gender.

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- To assess the frequency and nature of social media usage for academic purposes across various age groups within the PrHEI student population.
- To evaluate students' perceptions of how social media usage affects their academic performance.
- To investigate the prevalence of technology addiction concerns among students and determine which age groups perceive it as most important.
- To explore the techniques employed by students to reduce or manage their social media usage and assess the effectiveness and variation of these strategies across age groups.

2. Literature Review

The existing body of literature broadly supports the notion that social media has become an integral part of students' lives, influencing their academic engagement and outcomes. This section reviews key themes related to social media in HE, highlighting the need for specific research within PrHEIs.

2.1 Conceptualisation of Social Media

The proliferation of digital platforms has firmly established "social media" (SM) as a ubiquitous term, with its origins tracing back to the Tokyo-based online media environment, Matisse, in 1994 (O'Reilly, 2007). Despite its pervasive use, a singular, universally agreed-upon academic definition of social media remains elusive (Solis, 2010). Nevertheless, scholarly efforts have progressively refined its conceptual framework, emphasising various facets of these dynamic platforms.

Early foundational definitions highlighted the interactive and collaborative dimensions. Bryer and Zavattaro (2011) described social media as "technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders" (p. 327). Similarly, drawing from the social software movement, Junco et al., (2011) defined social media as a composite of websites, services, and practices that underpin collaboration, community building, and information sharing.

From a technological and commercial perspective, scholars in marketing and communication have conceptualised social media as a diverse array of Internet applications. Constantinides and Stagno (2012) referred to it as "a wide range of new-generation internet applications" (p. 44), while Chaffey et al. (2009) defined it as a web-based service enabling users to create profiles and cultivate social connections. Within business and digital marketing discourse, social media is frequently framed as a form of electronic communication where users engage in online communities to share information, opinions, and ideas within interest-based networks (Jobber & Ellis-Chadwick, 2012; Merisavo, 2006; Tuten, 2008; Watson & Seymour, 2011).

Further emphasising the interactive nature, Safko and Brake (2009) introduced the term "conversational media" to underscore its inherent two-way communication, while Strauss and Frost (2011) underscored the creation and exchange of user-generated content as a central tenet of the social media experience. Joosten (2012) broadened this understanding, highlighting that social media operates across multiple technological systems, serving as a mechanism for enhancing collaboration, user agency, and the co-construction of knowledge within digital communities.

In contemporary scholarship, one of the most widely cited definitions is provided by Kaplan and Haenlein (2010), who characterise social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content" (p. 61). This definition remains influential for its succinct capture of both the technological underpinnings and the participatory culture that define these platforms. Extending this, Carr and Hayes (2015) define social media as "Internet-based, disentrained, and persistent channels of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content." More recently, Kapoor et al. (2018) conceptualise social media as various user-driven platforms that facilitate content diffusion, dialogue creation, and communication to broader audiences, essentially digital spaces "created by the people and for the people" to enable diverse interactions (personal, professional, business, marketing, political, and societal). Bishop (2019) offers a more concise view, defining social media as "any online resource that is designed to facilitate engagement between individuals.

Collectively, these definitions highlight the evolution of social media from simple online tools to complex ecosystems built on user participation, content generation, and networked interactions, serving a multitude of purposes across both personal and professional spheres.

2.2 Social Media in Higher Education

One of the defining features of 21st-century education is the integration of social media as a key component of teaching, learning, and academic engagement (Anderson, 2019) Social media platforms offer various affordances that can be harnessed for educational purposes, including facilitating communication, collaboration, and content sharing (Greenhow & Lewin, 2021). Educators have increasingly experimented with integrating platforms like Facebook for course discussions, YouTube for supplementary video content, and WhatsApp for informal group communication among students (Dahdal, 2020; Hew & Hara, 2007; Manca & Ranieri, 2016). Research indicates that when integrated thoughtfully, social media can enhance student engagement, foster a sense of community, and provide flexible learning environments (Junco et al., 2011). However, the effectiveness of social media integration often depends on pedagogical design and clear guidelines for academic use.

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2.2 Platform Preferences and Usage Patterns

Students' preferences for social media platforms are dynamic and often influenced by age, social norms, and specific functionalities (Bahulkar et al., 2017). Younger demographics tend to gravitate towards visually rich and short-form content platforms like TikTok and Instagram, while older users might prefer platforms like Facebook and WhatsApp for broader communication (Glaser, 2024). These preferences have implications for how educational content can be effectively delivered and consumed. Limited digital competency and outdated devices among Generation X students in PrHEIs highlight the need to understand age-specific platform usage to design effective educational interventions (Qureshi et al., 2020).

2.3 Academic Use of Social Media

The academic use of social media extends beyond mere social interaction. Students leverage these platforms for various educational activities, including accessing course materials, collaborating on group projects, seeking peer support, and connecting with instructors (Hall, 2018). However, the line between social and academic use can often be blurred, leading to debates about distraction and time management (Kirschner & Karpinski, 2010). Research by Al-Rahmi et al. (2018) suggests a positive correlation between social media use for academic purposes and academic performance when students perceive the platforms as beneficial for learning and collaboration.

2.4 Impact on Academic Performance

The literature presents mixed findings regarding the direct impact of social media on academic performance. Some studies suggest a negative correlation, citing increased distraction, reduced study time, and multitasking during academic tasks (Jacobsen & Forste, 2011; Karpinski et al., 2013). Conversely, other research indicates a neutral or even positive impact when social media is used intentionally for learning-related activities (Junco, 2012). The outcome often depends on factors such as self-regulation, digital literacy, and the specific pedagogical context. For PrHEI students, who might have diverse backgrounds and motivations, understanding this impact is particularly important.

2.5 Technology Addiction and Digital Well-being

A significant concern associated with pervasive social media use is the risk of technology addiction, often characterised by excessive, compulsive, and uncontrolled engagement with digital devices and platforms (Varchetta, 2025). This can manifest as anxiety, sleep disturbances, and impaired academic or professional functioning (Throuvala et al., 2021; Vettriselvan, et al., 2025). While not formally recognised as a clinical disorder in all diagnostic manuals, the concept of problematic social media use is widely discussed. Educational institutions have a responsibility to promote digital well-being and provide strategies for students to manage their online engagement effectively (Lattie et al., 2019; Qureshi et al.,

2024). Investigating the perceived importance of technology addiction among PrHEI students offers insights into their self-awareness and potential needs for support.

2.6 The Context of Private Higher Education Institutions (PrHEIs) in the UK

The growth of PrHE in the UK reflects a global trend, evidenced by the rise in degree-awarding institutions from a single private university in 1983 to over ten within the past decade (Qureshi & Khawaja, 2021). PrHEIs in the UK operate within a distinct regulatory and market environment compared to public universities. They often focus on vocational market demand degrees, offer flexible learning modes including evening and weekend classes and attract a diverse student body, including mature students, international students, and those seeking alternative pathways to higher education (Qureshi,2020; Qureshi 2023). These unique characteristics might influence students' digital habits and their perceptions of social media's role in their education. Current research on social media in UK HE largely focuses on the public sector, creating a need for dedicated exploration within PrHEIs to understand their specific dynamics.

3. Methodology

This study employed a quantitative research approach to investigate social media usage patterns and their perceived impacts among students in PrHEIs in the UK. A questionnaire was designed as the primary data collection instrument to gather insights from a broad sample of students across various PrHEIs.

3.1 Research Design

A descriptive quantitative research design was adopted to identify and characterise social media usage behaviours, preferences, and perceptions. This approach allowed for the systematic collection of numerical data, enabling statistical analysis to identify trends, relationships, and differences across various demographic groups within the student population of PrHEIs.

3.2 Participants and Sampling

The target population for this study comprised students enrolled in various PrHEIs across the UK. A convenience sampling strategy was employed due to practical constraints in accessing a comprehensive list of all PrHEI students. Questionnaires were distributed online through direct email. The final sample size consisted of 174 participants.

3.3 Data Collection Instrument

A structured questionnaire was developed, comprising both closed-ended (e.g., multiple-choice, Likert scale) and a few open-ended questions to capture a wide range of data points related to social media usage. The questionnaire was divided into several sections:

- **Demographic Information:** Questions on age, gender, and academic programme.
- **Social Media Platform Usage:** Questions identifying the most frequently used platforms (e.g., Facebook, Instagram, TikTok, Twitter, WhatsApp, YouTube, Others) and the typical daily usage duration.
- **Academic Use of Social Media:** Questions assessing the frequency with which participants use social media for academic purposes (e.g., "Always," "Often," "Sometimes," "Rarely," "Never").
- **Perceived Impact on Academic Performance:** Questions exploring students' perceptions of whether social media usage has a positive, neutral, or negative impact on their academic performance.
- **Technology Addiction Levels:** Questions addressing the perceived importance of technology addiction in their lives (e.g., "Extremely Important," "Somewhat Important," "Neutral," "Somewhat Not Important," "Extremely Not Important").
- **Strategies to Reduce Social Media Usage:** An open-ended question or a selection of pre-defined options for strategies employed to reduce social media usage.

The questionnaire was designed to be clear, concise, and easy to understand to maximize participant response rates and data quality. The collected quantitative data was coded and prepared for statistical analysis. Descriptive statistics (frequencies, percentages, means) were used to summarize the demographic characteristics of the sample and to describe the overall patterns of social media usage.

4. Data Analysis and Results

The data analysis begins with an examination of the most frequently used social media platforms across different age groups. The analysis provides a breakdown of platform preferences by age bracket, highlighting the number of respondents within each group who reported using specific applications. This segmentation allows for a clearer understanding of generational differences in social media engagement and serves as a foundation for interpreting how platform choice may influence academic usage patterns.

Figure 03: Social Media Platform Usage by Age Range and Gender

Social Media Platform Usage by Age Range and Gender
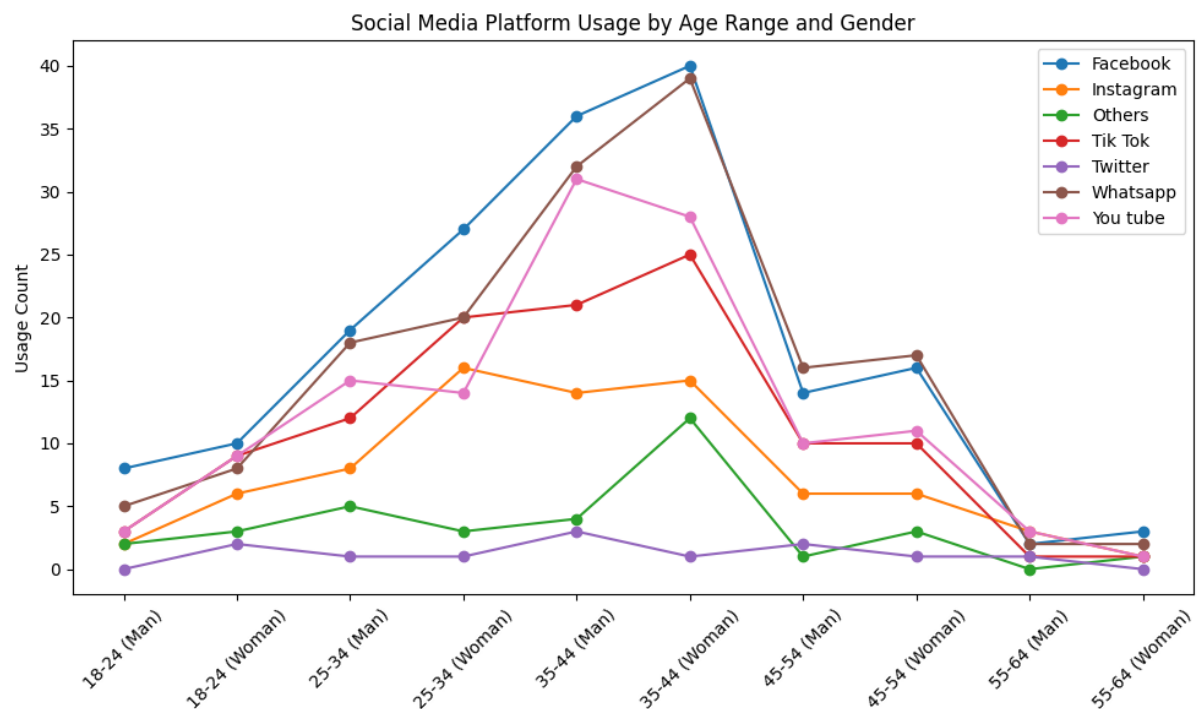
The data reveals interesting trends in social media platform usage across age ranges and genders. Among younger demographics (18-24), women show higher engagement on TikTok (9) and YouTube (9), compared to men.

Figure 04: Frequency of Social Media Usage for Academic purpose

How often do you use Social Media for academic purpose
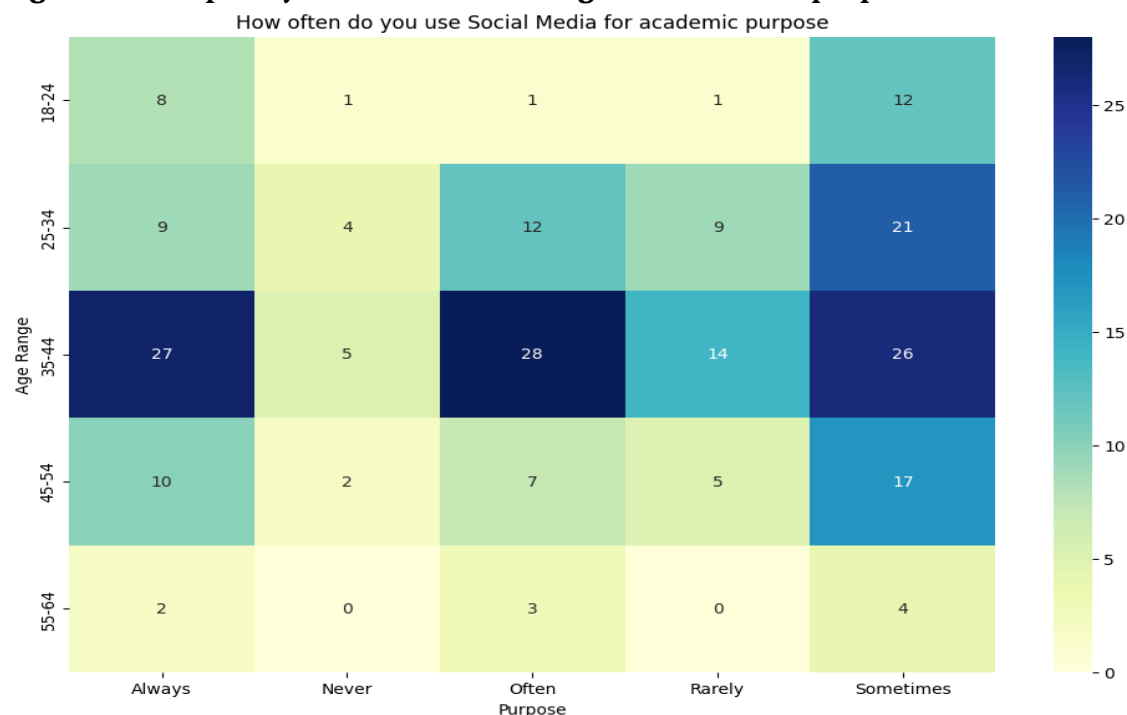
For the 25-34 age group, both genders are active, with women leading on Facebook (27) and TikTok (20). In the 35-44 age group, men report higher Facebook (36) and YouTube (31) usage, but women dominate on platforms like TikTok (25) and Instagram (15). Older age groups (45-54 and 55-64) exhibit significantly lower engagement overall, though WhatsApp remains consistently popular across all demographics. Notably, Twitter shows limited usage, with minimal engagement compared to platforms like TikTok and Facebook.

Most of our participants use social media between 1 – 5 hours a day. We then move on to analyse how often do our participants use social media

4.1 Overall Insights

The data reveals that out of a total of **174 participants**, the majority reported moderate to frequent use of social media for academic purposes. Specifically, **46%** (80 participants) use it "Sometimes," while **29%** (51 participants) use it "Often." Consistent use, represented by "Always," accounts for **16%** (56 participants). On the other hand, limited or no usage, indicated by "Rarely" and "Never," collectively represents only **9%** (16 participants), showing that disengagement is minimal.

4.1.1 Social Media Platform Usage Analysis by Age Range and Gender

In the **18-24** age group (23 participants), **52%** use social media "Sometimes" for academic purposes, while a notable portion (35%) shows minimal engagement, split between "Always" and "Rarely." The **25-34** age group (55 participants) demonstrates moderate use, with **38%** using it "Sometimes" and **22%** reporting "Often," while only **16%** rarely or never engage. The **35-44** group (100 participants) emerges as the most active, with **28%** using social media "Always," **28%** using it "Often," and another **26%** opting for "Sometimes." Only a small fraction, **5%**, report no usage, indicating a strong reliance on social media for academic purposes in this age bracket. The **45-54** group (41 participants) shows moderate activity, with **41%** using it "Sometimes," while the rest are split across other categories, with **17%** using it "Often" and **12%** using it "Rarely." In contrast, the **55-64** age group (9 participants) shows the lowest engagement overall, with **33%** using social media "Sometimes" and **22%** reporting "Often," while nearly **45%** rarely or never engage with it.

4.2 Key Takeaways

- The **35-44** age group shows the strongest and most consistent use, with over **80%** actively engaging for academic purposes.

- Younger groups like **25-34** lean toward moderate use, while **18-24** shows lower engagement.

- **Older age groups (55-64)** have limited involvement, with nearly half reporting little to no usage.

This data suggests that **academic use of social media peaks among middle-aged adults (35-44)** and declines in both younger and older age brackets.

The next section of the analysis focuses on how based on age range, are different people affected by their social media usage.

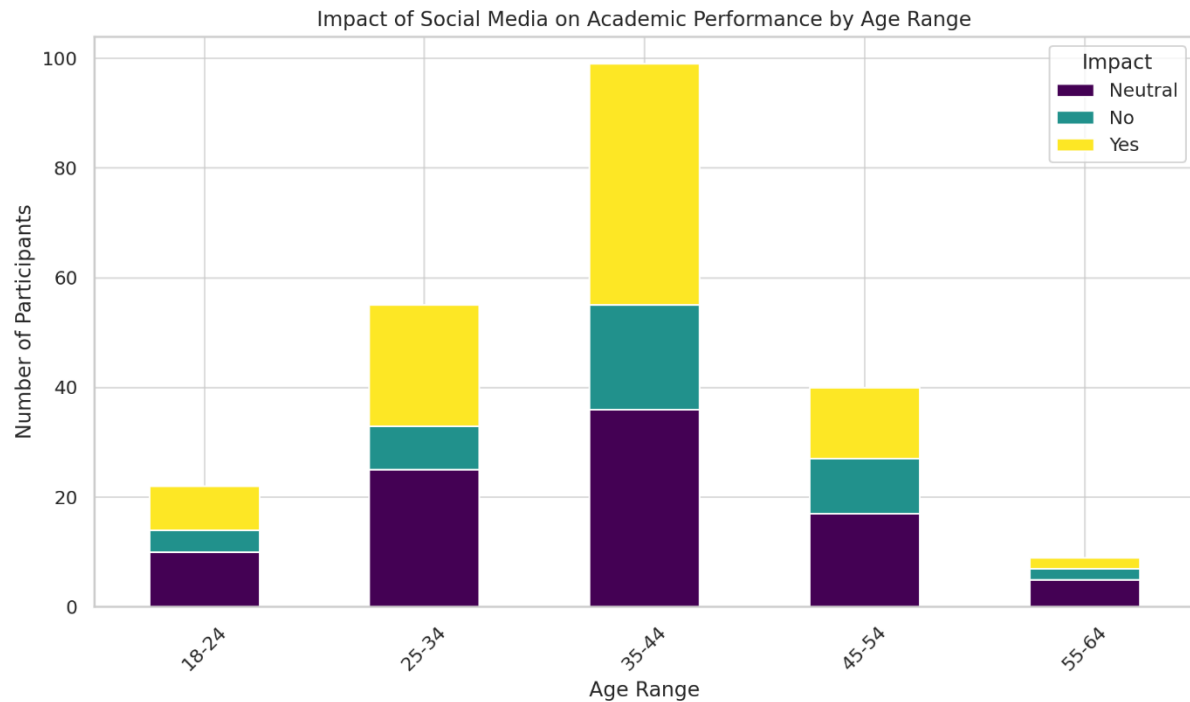**Figure 05: Impact of Social Media on Academic Performance by Age Range**
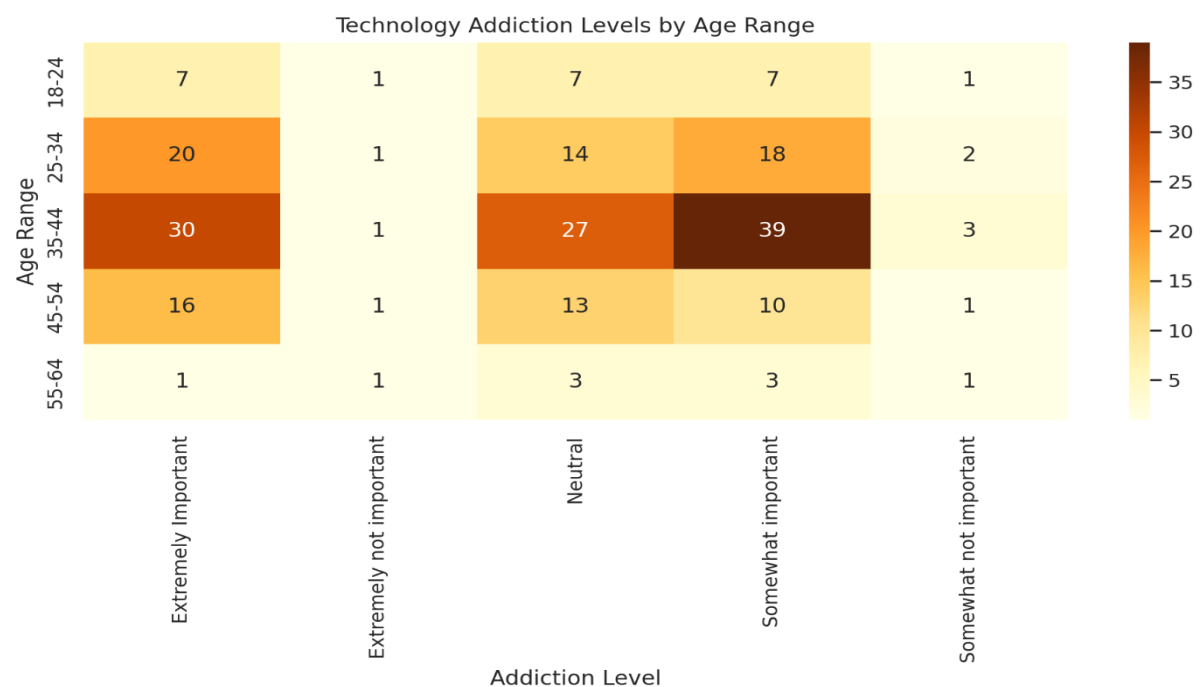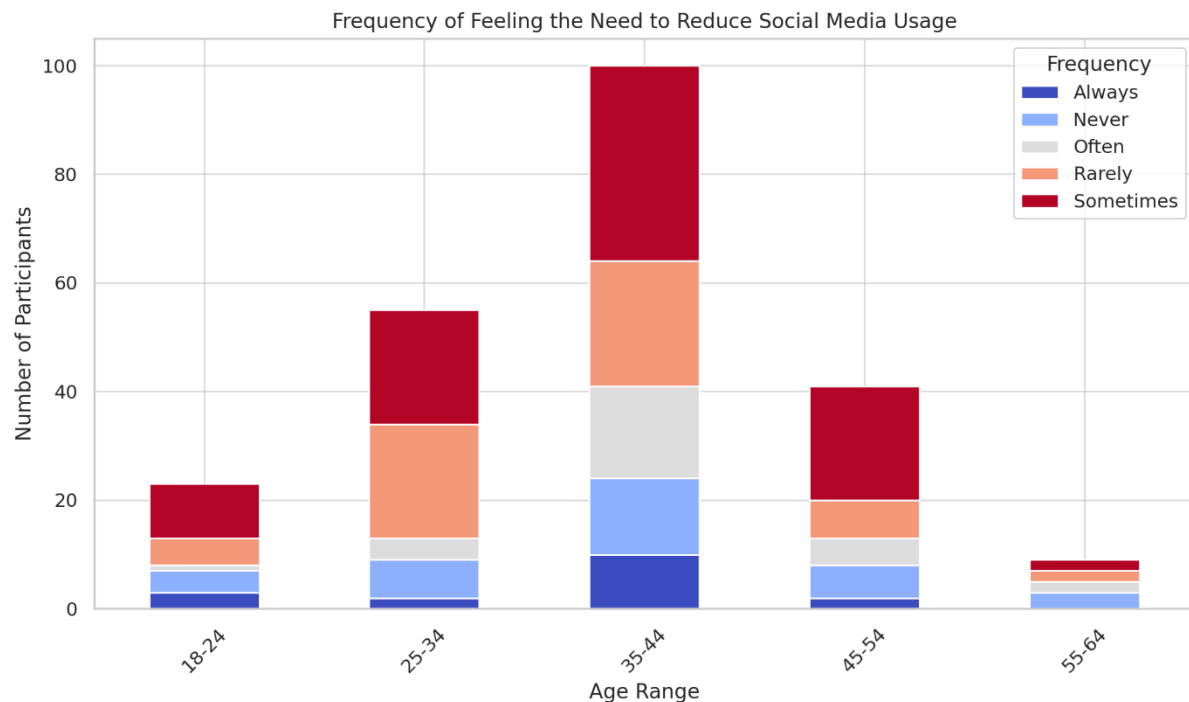

Figure 06: Technology Addiction Levels by Age Range

Figure 06: Frequency of Feeling the Need to Reduce Social Media Usage

Frequency of Feeling the Need to Reduce Social Media Usage

- **Impact of Social Media on Academic Performance**:

  1. The **35-44 age group** shows the highest positive perception (Yes), while younger groups (18-24 and 25-34) report more **Neutral** views.

  2. Older participants (45-54 and 55-64) are less engaged but also lean toward **Neutral** and **No** responses.

- **Technology Addiction by Age Range**:

  1. The **35-44 age group** has the highest number of participants rating technology addiction as **"Extremely Important"** (30 responses).

  2. Younger groups (18-24 and 25-34) also show moderate to high addiction levels, while the **55-64 age group** reports minimal addiction.

- **Need to Reduce Social Media Usage**:

  1. The **35-44 age group** most frequently reports the need to reduce usage, with **"Sometimes"** and **"Rarely"** responses dominating.

  2. **25-34 participants** also express significant concern, while **18-24** shows lower engagement.

  3. Older age groups (55-64) have the least inclination to reduce social media usage.

- **Techniques Used to Reduce Social Media Usage**:
  Participants across age ranges mentioned various strategies to reduce their social media usage:

  1. **18-24**: Techniques include creating **"to-do lists"** and setting **specific time limits**.

  2. **25-34**: Common strategies involve **reading books**, spending time with **friends** or family, and engaging in outdoor activities.

  3. **35-44**: Participants frequently employ productivity techniques like the **Pomodoro Technique** and focusing on offline tasks such as work or hobbies.

  4. **45-54**: Individuals emphasize staying **busy with work** or choosing alternative activities to remain productive.

  5. **55-64**: Minimal strategies were reported, as this age group showed little inclination to reduce their social media usage.

These strategies highlight practical approaches, such as time management, alternative activities, and productivity tools, particularly among the **25-44 age range**, where concerns about social media usage are most prevalent.

5.Discussion

The findings of this study reveal significant age-related patterns in how students at UK PrHEIs engage with social media for academic purposes. Engagement peaks in the 35–44 age group, while both younger (18–24) and older (55–64) participants demonstrate lower levels of academic use.

The **35–44 age group** showed the highest frequency of social media use for academic purposes, with more than 80% using it "Always," "Often," or "Sometimes." This aligns with prior research indicating that mature learners often adopt digital tools with a focused, goal-oriented approach, driven by career or academic advancement (Margaryan et al., 2021). Additionally, this group expressed the strongest perception of positive academic impact, suggesting that they view social media not merely as a communication tool but as an integrated component of their learning process (Greenhow & Lewin, 2021).

Interestingly, this group also reported the **highest concern for technology addiction** and the strongest inclination to reduce their social media usage. These findings resonate with studies indicating that middle-aged adults may possess higher self-regulatory skills and digital awareness, which influence both their usage habits and their recognition of potential digital fatigue (Panova & Lleras, 2016). Strategies such as the Pomodoro Technique and shifting focus to offline tasks underscore a structured approach to time and attention management, common among experienced learners (Stobart, 2021).

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In contrast, the **18–24 age group**, often considered digital natives, showed relatively **lower academic engagement** with social media. Despite high levels of general digital fluency (Prensky, 2001), their academic use was mostly casual or neutral. This echoes findings from Selwyn (2012), who argued that students may be proficient social media users but do not necessarily use these platforms for learning unless guided or incentivized. The strategies reported, such as to-do lists and screen-time limits, suggest an emerging awareness of digital overload, but less developed mechanisms for managing it effectively.

The **25–34 group** demonstrated moderate engagement and perceptions, reporting a mix of "Sometimes" and "Often" usage and concerns about overuse. This age group has been shown in other studies to balance professional, academic, and social commitments, often leveraging social media as a flexible learning and networking tool (Manca & Ranieri, 2016). Their use of alternative activities (reading, family time, outdoor engagement) as coping strategies supports evidence that lifestyle balance is a core concern for this demographic (Robinson et al., 2020).

The **45–54 group** reflected moderate engagement, with limited concern around addiction. Their lower frequency of use may be due to generational differences in comfort with digital platforms and learning environments (Waycott et al., 2010). While they did adopt some strategies to reduce usage, such as focusing on work, their overall perception of social media as academically beneficial was neutral.

The **55–64 age group**, while the smallest in sample size, showed the least engagement overall. Nearly half reported rare or no use of social media for academic purposes, mirroring research suggesting that older adults often face barriers such as digital literacy gaps, lower confidence, and minimal integration of these tools into their learning experiences (Charness & Boot, 2009). Notably, this group showed minimal concern about overuse, perhaps reflecting lower dependence or use intensity.

These patterns suggest a **U-shaped relationship** between age and academic social media use, with middle-aged learners (35–44) using it most constructively. The data has clear implications for PrHEIs. For younger learners, targeted digital pedagogy and guidance can enhance academic engagement with social media. For middle-aged learners, institutions should offer tools to support healthy digital habits and workload balance. For older learners, increased digital support and training could help bridge the digital divide and enhance engagement.

In summary, while social media can serve as a powerful academic tool, its effectiveness and associated risks vary significantly by age. Tailored interventions—based on age-related usage patterns and digital literacy levels—are essential for maximising benefits and mitigating potential downsides in diverse student populations.

6. Conclusion

This study provides a nuanced understanding of how students across different age groups within UK PrHE engage with social media for academic purposes. The results reveal that middle-aged learners (particularly the 35–44 age group) demonstrate the most consistent and purposeful use, perceiving clear academic benefits while also expressing heightened awareness of technology overuse and addiction. In contrast, younger students (18–24) exhibit more casual engagement, with less inclination to view social media as an academic tool, despite being digital natives. Older students (55–64), meanwhile, tend to engage minimally, often limited by digital confidence and literacy.

These findings support existing literature suggesting that digital proficiency does not equate to academic digital engagement and highlight a generational divide in how social media is integrated into learning practices. Importantly, the study also uncovers age-specific strategies to manage and reduce social media use, ranging from productivity techniques in mid-life learners to structured time limits among younger users.

For educators and institutional leaders, the implications are clear: **pedagogical strategies and digital support must be age-responsive**. Younger learners may benefit from guided integration of social media into academic routines, while mature learners might require resources to maintain digital wellness. Older learners should be supported through digital literacy initiatives to ensure equitable participation in technology-enhanced learning.

Overall, the academic use of social media in PrHEIs is not uniform across age groups but shaped by a combination of digital fluency, academic motivation, and life stage. Addressing these differences can help PrHEIs foster inclusive, effective, and digitally balanced learning environments for all learners.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

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