

## **Effects of Social Media on Teachers' Performance: Evidence from Pakistan**

Sajid Rahman Khattak,<sup>\*</sup> Saima Batool,<sup>\*\*</sup> Zafar Saleem<sup>\*\*\*</sup> and Kousar Takrim<sup>\*\*\*\*</sup>

### ***Abstract***

*The purpose of this research aims at investigating the effects of social media on teachers' performance in Pakistan. The quantitative approach is used for the collection of data from the sampling subjects working in Pakistani universities. Some 300 participants filled the formal questionnaire. Five-point Likert scale is used for items measurement. Respondent's data were analyzed on SPSS 20 version and SEM was applied to test the model on AMOS. The data reported higher reliability index above 0.7 and ranged to 0.96. The results of structural equation modeling depicts goodness complies with acceptable limits and strength of relationship amongst the variables was significantly strong. Social media can be instrumental in enhancing the performance of teachers. Educational programs are launched and designed on social media and networking sites, this will reduce the communication gap breaks barriers and ease the accomplishment of organizational needs, and also it will help to solve problems during socialization.*

**Keywords:** Social Media; Teachers' Performance; University Teachers; AMOS

### **Introduction**

Global world has seen paradigmatic shifts after the arrival of information technology, and the rapid advancements in last two decades, many countries have gained open access to the internet.<sup>1</sup> In 90s the worldwide web was created for the US military forces and has not proven itself for the management of US army but on later become

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<sup>\*</sup> Dr. Sajid Rahman Khattak, Assistant Professor, Department of Management Science, Qurtuba University of Science and Information Technology, Peshawar.

<sup>\*\*</sup> Dr. Saima Batool, Assistant Professor, Department of Management Science, Qurtuba University of Science and Information Technology, Peshawar. [dr.saimabatool90@yahoo.com](mailto:dr.saimabatool90@yahoo.com)

<sup>\*\*\*</sup> Zafar Saleem, PhD Scholar, NUML, Islamabad

<sup>\*\*\*\*</sup> Dr. Kousar Takrim, Assistant Professor, University of Peshawar

popular as a convenient tool for civilians for versatile purposes like communication, learning purposes and entertainment.

The most popular platforms or websites accessed, used and recognized are the social sites of networking (SNS) like Facebook, Twitter, Linked In, Sim City, MySpace or World of Warcraft defined as the services based on web which permits the persons to create a communal or semipublic summary with a constrained system and articulate and manage a list of other or rest users with whom the individual get socialize, share connection, view and traverse their connections in their list and share information within the system.<sup>2</sup>

Kirschner and Karpinski<sup>3</sup> stated that the social networking sites have gained popularity from 2005 and rushed to usage by schools, colleges, and universities. Therefore, one cannot disregard the direct or indirect relationship amongst the teachers' performance and purpose of using social media sites and frequency of usage for capacity building.

### **Significance & Justification of Research**

Since a decade back the online world takes a dramatic shift and social media invention comes up with the frequent and easy mode to share ideas, information, knowledge, feelings, pictures and videos to no time and ease. Oberst<sup>4</sup> reported that 73% of teens in the USA are using social media websites. Schill<sup>5</sup> informed about the negative effects of social media and behavior of individuals using networking sites which results in downfall of efficiency due to procrastination, and they are more likely to be addicted. People are disbursing unlimited time in using social means sites like Facebook, Twitter, Linked In, Sim City, MySpace or World of Warcraft etc. at first sight it seems to be time wastage however it also supports the learners to grow the needed social talents and knowledge to get know-how about usage of information technology and participate as active citizens which creates knowledge and share the content globally.

### **Problem Statement**

Presently, the social media networking sites have gained popularity around the world and leaving its impact on our lives prominently. Social media users spend many hours in using these sites on daily basis. Technology is playing its vital role in upgrading oneself but same time it leaves its negative impact and imbalances teacher success formula and affects the performance negatively.<sup>6</sup>

This research study explores the relationship between the effect of social media, and social networking is purposeful to attain performance of teachers and how much the social media interferes with the lives of teachers.

### **Objectives of study**

The study of this research seeks to find out the influence of social media on academic presentation and efficiency of teachers at the university level. This study also localizes to investigate the purpose of using social media amongst the teachers and this research question will reveal the trance of using social media sites are just for socialization and interaction with each other. This research also explores the pros and cons of using social media sites for study and academic life and capacity building perspectives.

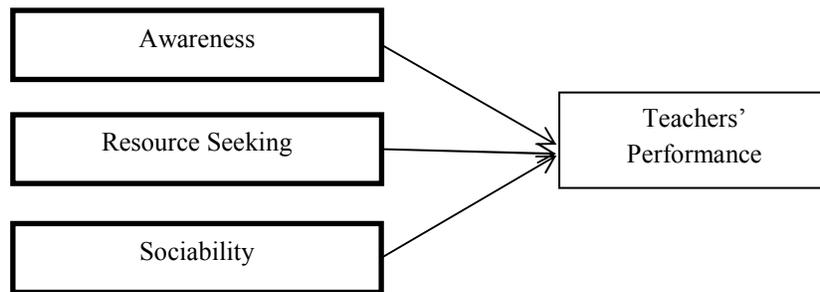
### **Hypothesis Development**

The hypotheses for the research study based on the review of the extensive literature are stated below:

**H<sub>1</sub>:** Awareness of social media users has a positive impact on teachers' performance.

**H<sub>2</sub>:** Resource seeking from the social media has a positive impact on the teachers' performance.

**H<sub>3</sub>:** Sociability of social media users has a positive impact on the teachers' performance.



*Figure – 1: Research Framework*

### **Methodology**

The research study used the quantitative study to discover the effects of using social means on the performance of the teachers. For this reason, a sample of 350 teachers from universities located in Islamabad has been selected for a quantitative survey in which a structured questionnaire constituting close ended questions and demographics were written.

This research study is based on positivist paradigm, and random stratified probabilistic sampling technique was adopted for data

collection and a sample size of 350 participants was collected from the targeted population and survey was carried to gather data from the respondents. The questionnaire was distributed to the teachers of universities operating in Islamabad.

A close-ended questionnaire that was designed and scaled to 5 point Likert scale with a range from “1 to 5” i-e. “Strongly Disagree to Strongly Agree” and it was sent to a sample of 350 teachers and 299 questionnaire were received back with a response rate of 85%. SPSS version 20 was used to test the demographics and descriptive statistics of the respondents. Structural Equation Modeling SEM is applied through AMOS to test the model.

**Empirical Results**

The results of Table -1 show that male teachers from the age of 30 and onwards signifies more usage of social media as compared to female counterpart and after the age of 45 years the usage reduces amongst the female participants.

**Table 1**

**Age and Gender Demographics**

		Age			Total
		30-35	36-45	46 and Above	
Gender	Male	45	79	39	163
	Female	29	73	34	136
Total		74	152	73	299

The results of Table – 2 show the age wise purpose of using social media and it depicts that the people use social media for entertainment, work, sociability, and study purposes. The result signifies that maximum people use social media for their workability and advertise their products and services easily and in short time to get responses and comments which help them to identify their weak areas and improves their capabilities whereas the least people use social media for study.

**Table 2**

**Age and Purpose of using Social Media Demographics**

		Age			Total
		30-35	36-45	46 and Above	
Purpose	Entertainment	41	46	18	105
	Work	26	79	17	122
	social relations	4	20	24	48

Study	3	7	14	24
Total	74	152	73	299

**Reliability Analysis**

The reliability of research instrument has been calculated by applying Cronbach Alpha to calculate the coefficient value that responds towards reliance on the selected items to measure the variable. Alpha with value of 0.7 and approaches to 1 is considered on good level of consistency that demonstrated the internal consistency of items to measure a variable is said to be reliable and demonstrating internal consistency of new scales and established scales respectively.<sup>7</sup> Table – 3 depicts the values of alpha of the study variables.

**Table 3**

**Reliability of Variables**

Variables	Cronbach Alpha
Awareness	.73
Resource seeking	.82
Sociability	.96
Teachers' Performance	.78

The result of structural equation modeling shows the model fit indices that are the impact values of one variable on another variable. The confirmatory analysis is used to assess the uni-dimensionality and model parameters are estimated by using absolute model fit indices.<sup>8</sup>

**Model Testing**

Barrett<sup>9</sup> stated that the good model fit if the P value is less than 0.05 threshold, and chi-square statistics is a measure of goodness or badness of model fit as the value of  $\chi^2$  ranges between 2 – 5 then the model is considered good on the basis of goodness of fit of chi-squared index but it is not much recommended as the variation in sample size (exceeding 200 sample size results into higher chi-square value) and is sensitive to sample size.<sup>10</sup>

**Table 4**  
**Model Fit Index**

GFI	AGFI	CFI	NFI	RMSEA
.971	.860	.943	.960	.063

Due to weak measure of fitness model, fitness can be assessed through measurement of absolute and normative fitness indices like GFI, AGFI, CFI, NNFI, IFI, RMSEA, etc. can be used to measure fitness of model.<sup>11</sup> Diamantopoulos and Siguaw<sup>12</sup> stated that the Goodness of Fit GFI is the most consistent measure of model fitness. GFI and AGFI values range between “0 to 1” and as the value ranges to 1 the model fitness are better and towards excellence level. In this prototype, the GFI is equal to 0.97 and the AGFI is equal to 0.86 indicates an evidence of unidimensionality for the gauges and values of  $> 0.90$  are usually taken as reflecting the acceptable fit.

Joreskog and Sorbom<sup>13</sup> stated another fitness index CFI and NFI which stated that the comparative fitness index a revised version of the NFI, which considers the sample size.<sup>14</sup> Bentler and Hu<sup>15</sup> have recommended that a CFI value of  $\geq 0.90$  is known as indicative that is a perfect fit and in the current model, the CFI value is 0.94, which entails that there is a strong confirmation of unidimensionality for the features.<sup>16</sup> Normed Fitness Index and depicts that how the model fits in a far better way compared to a baseline model, generally the independence model and the table shows that NFI= 0.96.

The subsequent measure of fitness is Root Mean Square Error of Approximation (RMSEA) and if the value ranges from 0.05 – 0.08 and less than the fit is reasonably good and amid 0.08 and 0.10 of Mediocre fit and  $>0.10$  of bad fit<sup>17</sup> (Browne and Cudeck, 1993) whereas the Table – 4 depicts the RMSEA=.063 and signifies the model fit to data.

The figure – 2 shows that the awareness of teachers using social media has 72% positive impact on their performance, and it explains that the 1% change in teacher awareness will result in 72% change in performance. It further explains that the resource seeking has 79% positive impact on their performance, and it explains that the 1% change in resource seeking will result in 79% change in performance. Sociability has 68% positive impact on their performance, and it explains that the 1% change in teacher awareness will result in 68% change in performance.

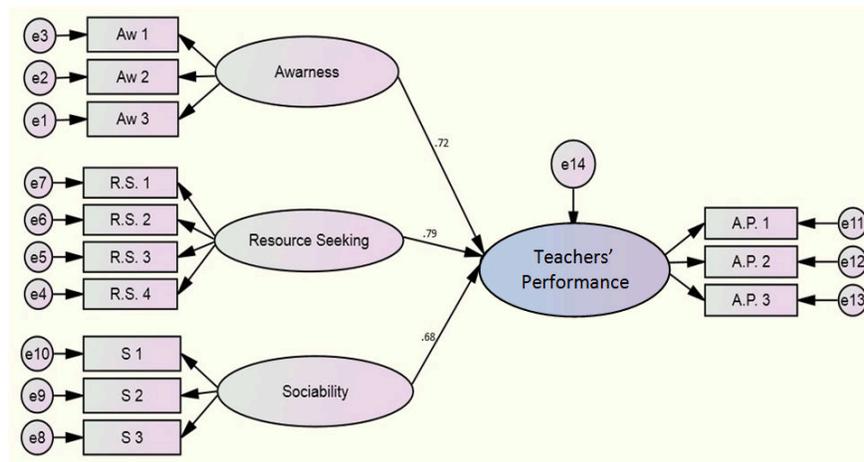


Figure – 2: Structural Equation Modeling

**Conclusion**

Social media can be instrumental in enhancing the performance of teachers. As in the contemporary world where they have access rather all-time access of internet, social media, and phones if the edifying programs are propelled and designed on social media, and interacting sites it will condense the communication gap halts barriers and facilities the accomplishment of educational needs, also it will help to solve problems during socialization.

## Notes & References

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