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SOCIAL MEDIA USAGE AND TEACHERS' WORK PRODUCTIVITY IN SELECTED PUBLIC SECONDARY SCHOOLS IN MFOUNDI DIVISION

A dissertation submitted and defended on the 26th July 2023 in fulfilment of the requirements for the award of a master's degree in Education.

Specialty**: Education Management Information Systems**

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CERTIFICATION

I certify that this study titled **"Social Media Usage and Teachers' Work Productivity in selected Secondary Schools in Mfoundi Division"** was carried out entirely by **Wirdin Blaise Suiven**. Matriculation Number **21v3105**, of the Department of Curriculum and Evaluation, Faculty of Education, University of Yaounde 1, Cameroon.

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DEDICATION

To my mother, Mama Nkongme Elizabeth Vejai nee Wirdin and my late father Mr Charles Wirdin.

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List of abbreviations

COVID:	Corona Virus Disease
BBS	Bulletin Board Systems
WELL	Whole Earth Lectronic Link
IRC	Internet Relay Chat
YASNS	Yet Another Social Networking Service
ICTs,	Information Communication Technology
CRTV	Cameroon Radio Television
ESMU	Excessive Social Media Use
SMT	Social Media Technologies
U&GT	Uses and Gratifications Theory
TAM	Technology Acceptance Model
SEL	Social and Emotional Learning
GRA	Global Read Aloud
TRA	Theory of Reasoned Action
AU	Actual Use
IU	Intention to Use
PU	Perceived Usefulness
PEOU	Perceived Ease of Use
SN	Subjective Norm
IPA	Interpretative Phenomenological Analysis
ESM	Enterprise Social Media
SM	Social Media
GBHS	Government Bilingual High School

ABSTRACT

This study sought to examine Social Media Usage (SMU) and its impact on teachers' work productivity in selected public secondary schools in the Mfoundi Division of the Center Region of Cameroon. This study was guided by three (3) research objectives which focused on excessive social use of social media at work on teachers' work productivity, excessive hedonic use of social media at work on teachers' work productivity and excessive cognitive use of social media at work on teachers' work productivity. A descriptive survey design was employed for this study, and a regressional prediction design was used to gather data. The accessible population of this study was drawn from seven (07) government bilingual high schools from the seven subdivisions of Mfoundi, where teachers of the English sub-system of education were targeted. The researcher, therefore, had access to 1315 teachers drawn from the seven (07) government bilingual high schools in Mfoundi division. The researcher equally employed the probability sampling technique, in which all the elements of the population had some probability of being selected, as a self-administered questionnaire, to capture teachers' views on the use of SM. The correlation, simple linear regression, and the statistically more advanced method of multiple regressions were used to analyse data collected from the field. To answer the research question on how the independent variables, affect the dependent variables, a standard multiple regression analysis was conducted on the data in SPSS. Data analysis proved that a significant relationship exists between social media usage and teachers' work productivity. The study found that social media usage strongly determines teachers' work productivity in secondary schools. According to the findings, excessive social and cognitive uses are more statistically significant than excessive hedonic. In terms of mediating effect, there is a strong mediating effect between time and frequency of use, purpose (motivation) of use, and the environment of social media usage on teachers' work productivity. Hence effective time and purpose management of social media usage will tremendously affect teachers' work productivity. Consequently, the study submits that management policy on teachers' use of social media will lead to impeccable work productivity.

Keywords: social media, social use, hedonic use, cognitive use, work productivity

RÉSUMÉ

Cette étude visait à examiner l'utilisation des médias sociaux (SMU) et son impact sur la productivité du travail des enseignants dans certaines écoles secondaires publiques sélectionnées dans la division du Mfoundi de la région du Centre du Cameroun. Cette étude a été guidée par trois (3) objectifs de recherche qui portaient sur l'utilisation sociale excessive des médias sociaux au travail sur la productivité du travail des enseignants, l'utilisation hédonique excessive des médias sociaux au travail sur la productivité du travail des enseignants et l'utilisation cognitive excessive des médias sociaux au travail. Sur la productivité du travail des enseignants. Un plan d'enquête descriptif a été utilisé pour cette étude, et un plan de prédiction par régression a été utilisé pour recueillir les données. La population accessible de cette étude a été tirée de sept (07) lycées publics bilingues des sept arrondissements du Mfoundi, où les enseignants du sous-système d'enseignement anglophone ont été ciblés. Le chercheur a donc eu accès à 1315 enseignants issus des sept (07) lycées publics bilingues du département du Mfoundi. Le chercheur a également utilisé la technique d'échantillonnage probabiliste, dans laquelle tous les éléments de la population avaient une certaine probabilité d'être sélectionnés, sous forme de questionnaire auto-administré, pour recueillir les opinions des enseignants sur l'utilisation du SM. La corrélation, la régression linéaire simple et la méthode statistiquement plus avancée de régression multiple ont été utilisées pour analyser les données recueillies sur le terrain. Pour répondre à la question de recherche sur la façon dont les variables indépendantes affectent les variables dépendantes, une analyse de régression multiple standard a été menée sur les données dans SPSS. L'analyse des données a prouvé qu'il existe une relation significative entre l'utilisation des médias sociaux et la productivité du travail des enseignants. L'étude a révélé que l'utilisation des médias sociaux détermine fortement la productivité du travail des enseignants dans les écoles secondaires. Selon les résultats, les usages sociaux et cognitifs excessifs sont statistiquement plus significatifs que les usages hédoniques excessifs. En termes d'effet médiateur, il existe un fort effet médiateur entre le temps et la fréquence d'utilisation, le but (motivation) de l'utilisation et l'environnement d'utilisation des médias sociaux sur la productivité du travail des enseignants. Par conséquent, une gestion efficace du temps et des objectifs de l'utilisation des médias sociaux affectera énormément la productivité du travail des enseignants. Par conséquent, l'étude soutient que la politique de gestion sur l'utilisation des médias sociaux par les enseignants conduira à une productivité du travail irréprochable.

Mots clés: médias sociaux, usage social, usage hédonique, usage cognitif, productivité du travail

CHAPTER ONE

INTRODUCTION

Social media has turned into an essential element of individuals' lives including teachers in today's world of communication (Yu et al. 2018). Its use is growing significantly more than ever before especially in the post-pandemic era, marked by a great revolution happening to the educational systems (Oksanen et al. 2021). Recent investigations of using social media show that approximately 3 billion individuals worldwide are now communicating via social media (Iwamoto and Chun, 2020). This growing population of social media users is spending more and more time on social network groupings, as facts and figures show that individuals spend 2 hours a day, on average, on a variety of social media applications, exchanging pictures and messages, updating status, tweeting, favoring, and commenting on many updated socially shared information (Abbott, 2017).

Teachers' use of social media platforms at work has been an established phenomenon (Greenhow et al., 2020). Online spaces offer opportunities for teachers to learn, share educational resources, and communicate with their peers despite geographic distances (Carpenter & Krutka, 2014, 2015). Participation in online spaces has become a common activity of many teachers (Macià & García, 2016). For instance, teachers create and use educational digital archives to share educational resources online to support their instructions (Frank & Torphy, 2019; Macià & Garcia, 2016). Greenhow et al. (2020) postulated that it is clear teachers are widely using social media and perceiving value in it.

Over the past decade, researchers have taken particular interest in teachers' use of social media (Greenhow et al., 2020), and how it is incorporated into their work productivity. Social media services provide multiple platforms for teachers to support each other and facilitate the sharing of information quickly, at scale, and across geographic boundaries (Shelton et al., 2020). Teachers have reported using a wide range of social media platforms for a wide range of purposes (Greenhow et al., 2020). Like other educational uses of social media, teachers' use of social media blurs distinctions between formal and informal uses (Greenhow & Lewin, 2016). Although we assume that teachers' use of social media is self-directed, we also acknowledge that how teachers use social media often oscillates between informal and formal uses (Greenhow & Lewin, 2016 and Jones & Dexter, 2014).

Social interaction through social media is gradually becoming a norm for teachers in schools (Chan et al., 2020). Social media function presents the channel for social interaction among teachers in school and in the community (Akram & Kumar, 2017). The adoption of social media platforms across the different aspects of teachers' lives keeps evolving continuously. Hurst et al. (2013) suggest that teachers' social media usage is as essential where teachers use social media for social interaction and engagement are built among teachers to connect, share, transform ideologies, and get informed (Abbas et al., 2019). The use of social media improves teachers' communication, engagement, networking, and social interaction with colleagues (Frank & Torphy, 2019; Macià & Garcia, 2016).

The COVID-19 pandemic has provided an important opportunity to further consider teachers' use of social media and their work performance. The pandemic created a need for additional social media usage at work (Hodges et al., 2020). Social media, however, has been shown to be useful for "just-in-time" teaching and learning during the crisis (e.g., Greenhalgh & Koehler, 2017). Thus, it is unsurprising that many teachers engaged in social media use during the pandemic (e.g., Fütterer et al., 2021; Greenhow et al., 2021). The use of social media has a significant impact on teachers' performance which will lead the teachers to adopt different social media tools as to increase their performance for creating better educational environment for students, ultimately teachers are the leaders and have the ability to generate better manpower for the country (Trust et al., 2020).

The concepts of social media usage at work, work productivity and organizational structure have wider implications within the organizations; there is no conclusive evidence from previous research identifying the relationship among these variables. Just as variation in tools and their application makes it challenging to assess the general effectiveness and value of social media at work, so, too, is identifying and assessing the problems that use brings. There are many types of social media (Facebook, WhatsApp, LinkedIn, Pinterest, YouTube etc) and many ways in which they are used (Regan, Jesse, & Talat Khwaja, 2018). This study seeks to determine the impact of the use of social media at work and its influence on work productivity.

Background of the study

Social media which is 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" (Kaplan and Haenlein, 2010) has made a revolutionary change in the lives

of individuals as well as promotional strategies of organizations. With social media, people can undertake several activities like collaborating, exchanging information, sharing and sending messages over an electronic medium, engaging collectively and interacting, sharing contents like ideas, texts, photos, images and videos and they are creators and co-creators of this material (Thackeray et al., 2008) and also it has become a mandatory element in many companies' marketing strategy rather than merely an optional element of the promotional mix (Hanna et al., 2011). The background of this study will present the historical background of social media which will help us better understand just how much, and how quickly, the world around us is changing. The contextual background of this study will present the situation of social media usage in Cameroon. The conceptual background will x-ray the definitions of the various variables while the theoretical background will articulate two theories under which the topic is based.

Historical background

The Twentieth century marked a revolutionary change in technology. Super computers came up in the 1940s and thereafter networks between the computers started developing which later led to the development of internet (Hendricks, 2013). In the late 1970s, Bulletin Board Systems (BBS) came into inception which was the first kind of social networking site that permitted its users to log on and interact with one another. Users were accommodated on personal computers and get dial in through the modem of the host computer (Emerson, 1983). Computer-based message systems especially the computer mail systems that support some form of Bulletin Board Systems were found very useful. The computer mail system covers diversified areas via, "organizing the service", "accessing messages from personal workstations", "naming", "translation between different mail systems and usage of computer mail" and also "bulletin board systems".

Schroeder et al. (1984) reported that "Grapevine" which is a computer mail system, served more than 4,400 users in 1983, with each user sending two messages and reading eight messages on an average daily. Bulletin boards also offered a unique feature that anyone could witness the community interaction without actually registering on it. This conversation in the community can also be preserved indefinitely, providing the potential members to access the interaction before joining. Although in order to avoid congestion, in a chat room, at a time only a few numbers of people can communicate, whereas a huge number of people can engage in the various aspects of a bulletin board community at a given time (Ridings & Gefen, 2004).

Online services like Prodigy and CompuServe, considered being the first real "corporate" attempt at accessing the Internet. CompuServe, developed in 1969, was the earliest form of internet and was a pioneer to offer chat services to its users. Its competitor, Prodigy offered a similar service at a much affordable price (Hendricks, 2013). They were followed by Genie (General Electric Network for Information Exchange) launched by General Electric in 1985 which was a text base service. It also offered features like games, shopping, mails and a forum known as 'Round Tables' (Emerson, 1983) and was considered to be the competitor of CompuServe. In 1986 Listserv was launched which was considered to be the first electronic mailing list software application, earlier to which email lists were managed manually. Listserv allowed the sender to send an email which may reach several receivers at the same time. Alongside Genie in 1980s, WELL (Whole Earth Lectronic Link), Listserv, and IRC (Internet Relay Chat) were launched. "WELL" was one among the oldest operating virtual communities created by Stewart Brand and Larry Brilliant at Sausalito, California (Ritholz, 2010).

Internet Relay Chat, invented in 1988, offered features like sharing of files, links and keeping in touch. It fast emerged as an instant message sharing program for personal computers (Emerson, 1983). Internet Relay Chat, a type of real-time chat, also called "internet text messaging or synchronous conferencing" is created for group communication (Ritholz, 2010). Reaching the 1980s, with home computers becoming popular, social media also became more sophisticated and Internet relay chats, continued to be quite popular during the 1990's (Hendricks, 2013).

In 1995, the social networking site Classmates.com was launched followed by SixDegrees.com in 1997. These sites were considered to be the pioneer recognizable social network sites in which the users could create their profile, list and surf their friends (Winder, 2007). Six Degrees offered multiple features on a single site for the first time and it advertised itself as a tool which the users may connect with each other and send messages. Although SixDegrees.com had several millions of users, it closed down in the year 2000. A number of service providers like Asian Avenue, Black Planet, and MiGente came up during 1997 to 2001, combining different features like creating profile, sending friend requests and identifying friends on their personal profiles (Boyd & Ellison, 2007). In the year 1999, Live Journal was launched in which people could mark others as their friends and invite them to follow their journals. In the same year Korean virtual worlds site "Cyworld" was launched followed by the Swedish web community

"LunarStorm" with similar features like guestbook, friend list and diary pages (Boyd & Ellison, 2007).

The launch of Ryze.com in the year 2001 marked the next wave of social networking sites as it was more oriented towards business and helped its users to leverage their business networks (Festa, 2003). Technology started to catch up in 2002 onwards when Friendster was launched which changed the game by giving its users control over whom they want to connect with rather than a computer managed environment (Winder, 2007). Founders of the popular sites Ryze, Tribe.net, LinkedIn, and Friendster were closely connected with each other, believed that they will never become business rivals and would support each other (Festa, 2003). Out of the four popular networking sites, LinkedIn sustained successfully as a provider of business service and by assisting people to harness their social networks for jobs (Boyd, 2004). There was an influx of social networking sites in 2003 onwards. Shirky (2003) social software analyst coined the term "YASNS (Yet Another Social Networking Service)''to all such sites.

Facebook came into inception in 2004 as "Harvard's only site" which later opened up for students of high school and then to those older than 13 years of age (Boyd, 2007). Facebook and Twitter both became widely available to the users across the world by 2006 and continued to be among the most popular social networking sites. Some social networking sites like Pinterest, Foursquare, Tumblr and Spotify catered to specific niches (Hendricks, 2013). With the growth of social media and user-generated content, more social networking sites based on sharing of content like FM (music), YouTube (video sharing) and Flickr (photographs sharing) came up (Boyd & Ellison, 2007).

Sharing features provided by these networks, speed of the connection, speed of exchange of files, pictures and videos contributed to the increase in its popularity worldwide (Tariq et al., 2012). In the year 2013, the number of social media users reached about 1.15 billion active users (Ibrahim, 2014). As for the latest statistics, Global Digital Reports (2020) revealed that the number of Internet users in 2020 reached more than 4.5 billion around the world, and that the number of users of social networks has exceeded 3.8 billion subscribers (Global Digital Reports, 2020).

Contextual background

Cameroon is going digital with 9.15 million Internet users, a population that has increased by 16% between 2020 and 2021. According to Le Bec (2022), among these Internet users, 4.3 million are

social media users, making up 16% of the country's population, estimated at 26.88 million in January 2021. Another interesting data from the Digital 2021 report is that the number of mobile connections increased by 2.6 million (+11%) in the same period, increasing the mobile connections ratio in Cameroon to 99% of the country's population. With precision, many people in Cameroon have more than one mobile connection. All these aggregates of opportunities make the digital sector in Cameroon a real niche that is increasingly attracting the interest of companies in the education sector.

The pedagogical integration of computer science in education has been a reality since November 2001, when Head of State Paul Biya inaugurated the first multimedia centers in Yaoundé (Ongbéhock, 2022**)**. The population quickly took hold of ICTs, and soon, modernizations of education projects have come into being throughout the country. However, it was not until the advent of the Covid19 pandemic in 2020 that digital educational solutions began to spread almost virally across the country. In reaction to the social distancing measures imposed by the government and health institutions, school authorities had to rethink their teaching methods. The long-standing resistance to digital growth in education in Cameroon was smashed on March 17, 2020, with a Prime Minister's special statement disclosing the government response strategy to the Coronavirus pandemic (Covid-19), thus opening a new era: that of the revenge that e-learning, distance education, and training are taking on the classroom (Government response strategy to the Coronavirus pandemic, 2020**).** One of the first actions of many secondary and university teachers was the integration of social networks such as WhatsApp to allow their learners to continue their training while confined to their homes (Tchuileu, 2020**).**

In line with the government instructions, Cameroon Radio Television (CRTV), the national broadcaster, made everything possible to remote teach and assess primary and secondary school students. Today, more Cameroonian state and private universities are adding distance learning to their curricula (ESSTIC, University of Ngaoundéré, etc.) (Plateforme d'E-learning de l'ESSTIC., 2020**)**. Also, some ministries such as the Ministry of Secondary Education, have virtual classes integrated into their official website (Distance education." Ministry of Secondary Education, 2020**).**

Digitalization in education in Cameroon is an opportunity to boost the quality of education in public and private sectors through innovative solutions to improve productivity. On the other hand, the demand for digitalization, in terms of content and outlets, in the education sector is growing. However, this growth trend is slowing down due to the high cost of access to videoconferencing courses and the poor internet coverage, especially in rural areas (Hebga, 2022**).** In addition,

untimely power cuts throughout the country hamper the progress of e-learning. Apart from that, courses content should link with the ongoing digital revolution in the country.

Conceptual background

Social media:

Several definitions have been provided for social media. Social media covers a broad universe of apps and platforms that allow users to share content, interact online, and build communities (Digital Global Overview Report, 2023). Social media has been referred to as "social media sites" or a set of information technologies which facilitate interactions and networking (Kapoor et al., 2017). Social media is a group of Internet-based applications that are built on the ideological and technological foundations of Web 2.0 (Tajvidi & Karami, 2017). Social media provides social network identity to its users to establish social activity profiles and allows users to create and exchange user-generated content without any time and space constraints (Carr & Hayes, 2015; Kaplan & Haenlein, 2012; Özdemir & Erdem, 2016). Therefore, unlike traditional media, social media introduced a new communication paradigm for organizations by providing two-way communication channels. Social media is a systemized network consisting of three parts: devices that produce information, devices that fetch information and people that use the information for official and personal purposes (Carr & Hayes, 2015).

Social media refers to digital applications and websites that facilitate communication between individuals through written messages and pictures (Pew Research Center, 2018). Social media also refers to computer tools that allow people or companies to create, exchange or exchange information, functional interests, ideas, images and videos in virtual communities and networks (Bitner, 2016). Social media tools create a dynamic, complex information infrastructure that enables faster and more widespread sharing of information, reduces the cost of social exchanges - social interaction is much easier; and the variety of platforms provide increased flexibility in how people can communicate (Hemsley & Mason, 2013).

Social media is a technology that is used across the Internet and uses multiple types of devices, such as computers, tablets, or even smartphones (Gikas & Grant, 2013). This allows users to interact with other users, such as family and friends. The use of these means is not limited to individual and personal use, but companies also use it (Ventola, 2014). According to Edosomwan et al. (2011), social Media can be defined as Web sites that allow their users to interact and communicate with each other by making new friends, exchanging ideas and even

interests. It includes many different types, such as websites, social networks, blogs, or forum applications.

Social media usage: As defined by Verduyn et al. (2017), active social media usage refers to online behaviors that facilitate "direct exchanges" among users. Such behaviors include liking, commenting, sending messages, and otherwise engaging with other users. In contrast, the literature defines passive use as the monitoring of others without direct engagement. These patterns of usage have also been identified by researchers in the field by other names. Burke and Kraut (2016) identify active use as "composed communication," while Osatuyi (2015) refers to passive use as "lurking." According to Dixon (2023) Social media usage refers to the time spent on online activities. The use of social media has been classified in three ways: use of social media for socialization, for cognitive reason and for hedonic reason.

Excessive Social media use: Excessive social media use (ESMU) is defined as an excessive behavioral pattern of social media use that has adverse effects on the individuals by producing addiction-like symptoms, including salience, withdrawal, mood modification, relapse, conflict and tolerance (Baccarella et. al. 2018). It can be viewed as a sub- category in the broader spectrum of the problematic excessive use of the Internet. Excessive social media use (ESMU) can manifest in an imbalance between the reward and inhibition brain systems, which results in impaired decision making such that a person emphasizes short-term reinforcing rewards over larger long-term utilitarian rewards. Such disadvantageous decisions underlie many excessive behaviors (He Q, Turel O, Bechara A, 2018).

Excessive social media use refers to being preoccupied with social media, having a strong motivation to use social media and spending an excessive amount of time on social media leading to impairments in their social, personal and/or professional life, as well as psychological health and well-being (Kircaburun K, et al, 2018). The excessive use of technological devices and apprehensive concern can trigger stress because of losing the ability to control their mobile activities and being unable to limit the incoming communications (Hawi N, et. al, 2019). Excessive social media use is linked with the distraction and alleviation of psychological suffering, mental exhaustion and attention deficiency (Dhir A, et al, 2018).

Hedonic Social media use: Hedonic social media use refers to the frequent use of technology to acquire happiness and pleasure (Myoungh, 2017). Hedonic social media use can also be seen

as the sensation that has occurred on social media which can lead to “cravings” for the used social media site (Van Koningsbruggen et al., 2017). Education can be one factor that affects how people respond to hedonic experiences. Micu et al., (2019) describes hedonic social media use as a situation when social media leads to a feeling of happiness, enjoyment or pleasure. Allam et al., (2019) also established that the hedonic value can be related to a user's emotional response of satisfaction. The “Hedonic social media use” relates to users get fun, exciting, enjoyment and emotional satisfaction (Cunningham & Craig, 2017). The hedonic use of social media is can impact user engagement (Pang, 2021). It stems from responses to emotions, feelings and entertainment resulting in user satisfaction (Cuny, Fornerino, & Helme-Guizon, 2015).

Cognitive use of Social media: Cognitive use of social media refers to the way users use social media to search for information and knowledge (Ali-Hassan, Nevo, & Wade, 2015). “Social Media” is used as a communication apparatus where teachers and students will be able to participate in knowledge sharing (Jones, Temperley & Lima 2009). Social media technologies (SMT) and tools have provided new opportunities to the world; it supports the procedure of knowledge sharing in institutions as it allows easy and prompt communication. In academic fields, social media technologies (SMT) is a powerful type of communication system that provides a platform for knowledge sharing which is essential to attract the attention of both teachers and students (Anari, Asemi et al., 2013). Moreover, people are adept to make use of social media tools in order to increase and richen their networks and collect information by integrating social media into their work (Gaál et al., 2014).

Social media technologies tools provide facilities and opportunities for teachers that can be used as a means to advance knowledge in all discipline. As an example, image and video sharing tools can be used to introduce resources and services, to teach information literacy and to provide a rich archive of photographs and films related to various conferences, seminars and lectures (Anari Al, 2013).

Work productivity: Work productivity refers to a teacher's work quality (Caillier, 2010). Work productivity is associated with the ability of the teachers to be aware of assigned targets, fulfilling expectations and achieve targets or accomplish a standard set of tasks for the school (Sethela June & Mahmood, 2011). Work productivity is directly related to the efficiency of the teachers because teachers' performance tends to increase due to a system of stress reduction in

the workplace (Kumasey et al., 2014; Haque, Aston & Kozlovski, 2018). The schools which are well aware of this fact have fully concentrated on the factors that affect the teachers' work productivity (Dinc, 2017).

Several factors (internal and external) affect work productivity or the success of teachers in schools. Individual ability, knowledge and skill can be examples of internal factors, while the working environment, characteristics of assigned tasks, incentives, organizational structure and Human Resource Management practices are examples of external factors (Lu, Guo, Luo, & Chen, 2015; Meriçöz, 2015; Sani & Maharani, 2015). Several studies have examined the dimensions of teachers' work productivity: task performance, contextual performance, adaptive performance, creative performance, agility performance and effectiveness (Catalsakal, 2016). Task performance is directly related to the technical aspects of the organisation, and it supports the core of any organisation either by executing its processes or maintaining its required services (Harari, Reaves, & Viswesvaran, 2015; Uryan, 2015). Borman and Motowidlo (1997) defined task performance as "the effectiveness with which work incumbents perform activities that contribute to the organisation's technical core" (Cited in Liua, Jiangb, & Chen, 2016). Task performance supports any organisation's core by executing its processes or maintaining its required services (Harari et al., 2015).

Theoretical Background

This study is guided by two theories, Uses and Gratifications Theory (UGT) and Technology acceptance model (TAM).

Uses and Gratifications Theory (UGT) was a mass communication theory (Eighmey & McCord, 1998) that had been applied to traditional media to understand customer behaviour. Uses and Gratifications Theory explained the origin of social and psychological needs that generated expectations of the media, thus creating different patterns of media exposure or involvement in other activities that lead to satisfying needs (Katz et al., 1973). Uses and Gratifications Theory has received considerable attention in social media research, especially in satisfying customer needs (Chen, 2010; Dholakia et al., 2004; Porter and Donthu, 2008).

The uses and gratifications theoretical approach (U&GT) was developed to evaluate user motivations and gratifications of a specific media (Katz et al. 1973). Uses and gratifications theory has four major assumptions: (i) media use is goal-directed or motivated, (ii) people use

media to satisfy their needs and desires, (iii) social and psychological factors mediate media use, and (iv) media use and interpersonal communication are related (Rubin 1993). According to uses and gratifications theory, users of media are motivated by two different types of gratifications; gratifications sought and gratifications obtained. Gratifications sought refer to users' expectations of the types of gratifications they would get from using media, whereas gratifications obtained refers to the needs satisfied by media use (Katz et al. 1973; Rubin 1993).

Social media sites are considered as important platforms tools for maintaining existing relationships, receiving recent activity news, and obtaining a large network with relatively little effort. Moreover, individuals use social media to obtain gratifications such as passing time, sociability, and social information (Quan-Haase and Young 2010). Both gratifications sought and obtained from a particular medium (i.e., use motivations) influence the selection, frequency, and intensity of using that medium. Motivations and expectations of the gratifications acquired through media use are shaped by numerous individual-level, social, economic, cultural, and political factors. While lower life satisfaction and higher interpersonal utility are associated with individuals' interest in Internet use, feeling valued by friends and family and information-seeking are associated with higher Internet satisfaction (Papacharissi and Rubin 2000). This study focused on the three different gratifications for social media use: (i) social interaction (ii) satisfaction of information needs (iii) knowledge.

The Technology Acceptance Model (Davis, 1989; Davis, Bagozzi, & Warshaw, 1989) evolved from the Theories of Reasoned Action and Planned Behavior that were introduced in Chapters 4 and 5. This original inception of the Technology Acceptance Model stated that the goal of this theory was to "provide an explanation of the determinants of computer acceptance that is general, capable of explaining user behavior across a broad range of end-user computing technologies and user populations, while at the same time being both parsimonious and theoretically justified" [Davis et al. 1989, p. 985]. The use of the Technology Acceptance Model has since been expanded to include various other technologies beyond computers, including use of telemedicine services (Kamal, Shafiq, & Kakria, 2020), digital technologies for teachers (Scherer, Siddiq, & Tondeur, 2019), phone apps (Min, So, & Jeong, 2019), and e-learning platforms for students (Sukendro et al., 2020).

In its application, The Technology Acceptance Model has seen theoretical expansions to include several other predictor variables in addition to perceived usefulness and ease of use.

The Technology Acceptance Model has been expanded to include perceived trust (Pavlou, 2003), and a meta-analysis found that perceived trust does improve the predictive ability of the Technology Acceptance Model (Wu, Zhao, Zhu, Tan, & Zheng, 2011). Perceived trust of a technology has been defined as the degree to which an individual believes that the other party will act responsibly and will not attempt to exploit the user (see Schnall et al., 2015). In the Technology Acceptance Model, as perceived trust increases, intentions to use the specific technology also increase. Subjective norms have also been added as a predictor of intentions to use a specific technology (Legris, Ingham, & Collerette, 2003), and a meta-analysis found that subjective norms do improve the predictive ability of the Technology Acceptance Model (Schepers & Wetzels, 2007). Subjective norms are defined as the degree to which an individual believes that important others think they ought to perform a behavior. In the Technology Acceptance Model, as subjective norms increase, intentions to use the specific technology also increase.

According to Davis (1989), teachers' perceived usefulness is "the degree to which a teacher believes that using a particular system would enhance his or her job performance," while perceived ease of use is "the degree to which a teacher believes that using a particular system would be free of effort. Previous studies into the relationship between these variables found that an individual's perception of ease of use directly impacts his or her perception of usefulness (Hew et al., 2019), which in turn greatly influences his or her attitudes toward use (Teo, Huang & Hoi, 2018). Attitude toward use further influences an individual's behavioral intention to use technology (Teo, Huang & Hoi, 2018).

Statement of the Problem

The penetration of smartphone and mobile social media has enabled users to connect with others regardless of location and time as well as blur boundaries between work and life. As the number of social relationships embedded in social media accumulates, people are inclined to engage in excessive use, which can change their traditional ways of working. For instance, too much communication via social media can cause information overload and distraction, confuse teachers' focus, and hamper abilities to make decisions (Mansi & Levy, 2013). In fact, problematic and irrational use of social media has become prevalent among many users, which exerts serious negative effects on individuals and organisations (Wang et al., 2015). Although teachers' social media usage behaviour changes over time, knowledge regarding how this change impacts their performance is scarce.

Scholars have begun to explore the negative effect of social media on organisations. For example, Brooks (2015) found that social media usage induced technostress and had a negative effect on task performance. Meanwhile, van Zoonen et al. (2016) argued that work-related social media use was a source of boundary conflicts for teachers, which in turn resulted in emotional exhaustion. While extant literature has made preliminary steps to understand the dark side of social media, user behaviour is generically treated and, thus, fails to embody teachers' different usage behaviours and contexts. As a series of applications and tools, social media can be used for different purposes in various ways in the work environment, such as information-seeking and entertainment. Obviously, a single measure and conceptualization of user behaviour cannot reflect the multidimensional attributions of social media usage. To fill the above research gaps, this dissertation aims to investigate the relationships between different usage patterns of social media and their influence on teachers' work productivity in the context of excessive usage.

Purpose of the study

This study investigates the influence of excessive social media usage on teachers' work productivity.

Objectives of the study

1) Examine the influence of excessive social use of social media at work on teachers' work productivity.
2) Explore the influence of excessive hedonic use of social media at work on teachers' work productivity.
3) Investigate the influence of excessive cognitive use of social media at work on teachers' work productivity.

Research Questions

1) What is the influence of excessive social use of social media at work on teachers' work productivity?
2) To what extent does excessive hedonic use of social media at work influence teachers' work productivity?
3) To what extent does excessive cognitive use of social media at work influence teachers' work productivity?

Research Hypotheses

H_{O1}: Excessive social use of social media at work has no statistically significant influence on teachers' work productivity.

H_{a1}: Excessive social use of social media at work statistically significantly influences teachers' work productivity.

H_{O2}: Excessive hedonic use of social media at work has no statistically significant influence on teachers' work productivity.

H_{a2}: Excessive hedonic use of social media at work statistically significantly influences teachers' work productivity.

H_{O3}: Excessive cognitive use of social media at work has no statistically significant influence on teachers' work productivity.

H_{a3}: Excessive cognitive use of social media at work statistically significantly influences teachers' work productivity.

Scope/delimitation of Study

This study is delimited to the excessive social media use in work environments. This study differentiates three key dimensions of excessive social media use (i.e., excessive social use, hedonic use, and cognitive use) at work. This study makes use of these three constructs to capture the nature of excessive social media use within an organization to enhance our understanding of this novel phenomenon. This study is delimited to teachers of public secondary schools in Mfoundi Division, mainly focusing on the English subsystem.

Significance of the Study

The study examined secondary school teachers' excessive use of social media and its effect on work productivity. An in-depth understanding of teachers' use of social media can be an important step in understanding the relationship between important educational outcomes, such as better use of social media in education. The results of this study are significant because they can provide quantitative data on teachers' excessive use of social media at work and how it affects teacher's interaction and productivity.

Furthermore, the study's findings may also provide school administrators, curriculum specialists, educational technology professionals, and professional development specialists with effective information on the effect of social media usage at work and how it influences work productivity of teachers. The findings of study can provide useful information to those

teachers who have not used social media or thought about using it, on the advantages and disadvantages of excessive use of social media at work.

This study explores the underlying mechanism of how different dimensions of excessive social media use affect work productivity, extending the research context to the organizational environment. This study improves our theoretical understanding of the relationship between excessive social media use and work productivity and provides empirical evidence for managers to develop social media usage policies and for teachers to control their social media usage behaviors to avoid negative outcomes of irrational use.

Finally, the findings will also help fill the gaps in literature that relates to teachers' use of social media at work and integration into the learning environment at the secondary school level to work productivity. Understanding teachers' excessive use of social media at work can effectively expand knowledge about using social media and work productivity.

Definition of terms

Excessive: Going beyond the usual, necessary, or proper limit or degree.

At Work: refers to someone's work environment, such as their team or the organizations purpose. It also refers to the purpose or significant value the work task provides an individual.

Productivity: Productivity in education can be defined as the level of effort put into accomplishing positive academic results.

Teachers: It refers to a person who helps others to learn. In this context, it is used to refer to a person who facilitates learning: an instructor in secondary schools.

CHAPTER TWO
LITERATURE REVIEW

This chapter focuses on the review of literature on excessive use of social media and its influence on work productivity among teachers. The literature review covers the following topics: overview of social media and social network, benefits and drawbacks of social media, social media in education, social media and teacher's productivity, excessive use of social media (social use, hedonic use, cognitive use). This chapter will equally present the theoretical framework, empirical studies and the conceptual diagram presenting the relationship between excessive use of social media and work productivity.

Conceptual framework

Social media

The term Social Media refers to the use of mobile and web-based technologies and applications to transform communication into interactive dialogue (Kessler, 2018) and to promote interaction and social communication between people around the world. Social media is a technology that is used across the Internet and uses multiple types of devices, such as computers, tablets, or even smartphones (Gikas & Grant, 2016). This allows users to interact with other users, such as family and friends, and share with them pictures, blogs, videos, and other things provided by social media (Oyza & Edwin, 2015). According to Edosomwan, Prakasan, Kouame, & Watson, & Seymour (2019), Social Media can be defined as "Web sites that allow its users to interact and communicate with each other by making new friends, exchanging ideas and even interests. It includes many different types, such as websites, social networks, blogs, or forum applications.

Social Media is also defined as websites which allow profile creation and visibility of relationships between users (Boyd & Ellison, 2018); web-based applications which provide functionality for sharing, relationships, group, conversation and profiles (Kietzmann et al., 2019). Social media has been referred to as "social media sites" (Diga & Kelleher, 2019), or a set of information technologies which facilitates interactions and networking (Kapoor et al., 2017; Oestreicher-Singer & Zalmanson, 2016). However, there appear to be a broad agreement that Web2.0 technologies played a significant role in the development and adoption of social media. Another definition of social media refers to "Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept as well as a platform for harnessing collective intelligence"

(Huang & Benyoucef, 2017). Social media, such as Facebook, Twitter, and LinkedIn, provide people with pervasive network connectivity (Asur & Huberman, 2018).

Moreover, Carr & Hayes (2018) defined social media sites as electronic communication networks of a social and participatory nature; these sites aim to provide people with news, safe and secure information and solid facts that help them form a correct opinion on a specific issue. Tess, (2016) defined social media sites as websites that provide a range of services to users, such as instant chatting, file sharing, and others. It is also defined as websites that enable individuals to create their own page which includes information about their personality (Bruneel et al., 2018). Bruneel et al. (2018) stressed that this information can be available to a wide audience of individuals or is defined based on a system that allows the user to control the nature of the information displayed and to control the individuals who can view and access it (Boyd and Ellison, 2017).

Tamim et al. (2019) indicated that social media networks are new ways in the digital environment that allow small and large groups to meet and gather via the Internet and exchange useful information. Taylor et al. (2018) emphasized that social media networks are a system of interactive electronic social networks that allow users to create their own pages, make new friends, and discuss various information. Takacs et al. (2015) added that these networks allow social communication and formation of social relationships between individuals who share common interests, where individuals can cooperate and exchange ideas and information with each other. Beemt et al. (2017) argued that social media platforms allow individuals with common interests and concerns to meet; thus, it contributes to individuals' support for one another. Social media platforms have contributed to bringing about a change in social behavior and have many important educational applications (Zixiu et al., 2019). Alrahmi et al. (2015) pointed out that these sites allow exchange of views and ideas between parents and enhance the level of awareness about various issues. Social media, broadly defined, has referred to messaging and networking sites, as well as other digital tools or applications, that allow its users to interact socially (Nesi, 2020; U.S. Department of Education, Office of Safe & Healthy Students, 2012).

In the midst of every day technological and digital developments in the world, many social media networks such as Facebook, WhatsApp, twitter, snapchat, skype, telegram and so on can be used on computers or smart phones (Nyamboga, 2018). These networks are widely used for

communication between individuals or a group of individuals. Currently, most users particularly the teachers, and precisely secondary school teachers, are connected to various social media so as to stay in touch with their friends and colleagues. Social media is a medium of social interaction as a subset that goes beyond social communication (Rathore & Jain, 2019).

Overview of Social Media usage

According to Edosomwan et al. (2011), social media is a phenomenon that has transformed the interaction and communication of individuals throughout the world. Social media is present everywhere (Gedik & Cosar, 2020). Social media's influence can be felt over all aspects of society regardless of socio-economic class, religion, and culture (Rasheed, Malik, Pitafi, Iqbal, Anser & Abbas, 2020). Due to the various features of social media, people use hundreds of social networking sites with different technological qualities (Srivastava, 2012). The most frequently used and popular social media platforms today are applications or sites such as Facebook, WhatsApp, Twitter, Instagram, YouTube, Dailymotion, Flickr, Photo Bucket, LinkedIn, Blogger.com, and WordPress (Statista, 2020). Considering the age range of those using social media around the world, it is observed that it is particularly more prevalent among the teachers. The increase in the use of social media with each passing day among young people and relatively easy access to such platforms has turned social media into a holistic force in the lives of young people (Dennen, Choi & Word, 2020).

Also, social media and digital technologies have become attractive to the younger generation, and they spend a large amount of time on them (Li et al., 2014). Social media are interactive, and a person can create, edit, or share information. Unlike normal one-way media such as television, social media are two-way dialogue in which control is decentralized and open to many users (Duncan & Barczyk, 2016). Research shows that social media use is growing daily among teenagers and young adults (Bulu et al., 2016). A study by Bulu et al. (2016) reviewed 9 to 16-year-old social media users and their habits and nearly 70% of the children used internet regularly, and 66% used social networks at least once a day. Social media use has developed as a regular practice among people and has taken over some of their lives (Edosomwan et al., 2011).

According to VanDoorn and Eklund (2013), social media creates great attention, as much from the virtual acquaintance as from the teacher. Social networks are networks where one must enroll themselves in the network and then interact with one another through discussion boards, by posting links, or by sharing files (Cortés & Lozano, 2014). They can be useful instruments

in improving learning and inspire interpersonal interactions among students and teachers (Oguguo et al., 2020).

Interactions on social networks are changing conversations among teachers and students. Communication is taking place online through a computer in social network rooms instead of face-to-face interaction (Bekalu et al., 2019). According to Bekalu et al. (2019), a large majority access their social networks twenty or more times a day. People are becoming addicted to social networks because they are addictive (Mingle & Adams, 2015). Some educators see social networks as negative distractions in the education process, and that distraction may decrease the teaching and learning process (Oguguo et al., 2020). On the other hand, others see social media as a positive distraction because it keeps teachers and students' interest and makes learning fun (Oguguo et al., 2020) in fact, Social media has created another world called the online and the offline. Although social media can be a positive and negative distraction today, it has not always been around. As the years progressed and researchers learned more about the internet, more affordable and up-to-date social media were formed, which had advantages and disadvantages to them.

Excessive use of Social media

Social Media use is a multifaceted construct that can include the amount of consumption, the type and manner of content used, as well as the relationships between content and the individual (Rubin & Windahl, 1986). Social media can present unique challenges when it comes to measuring use. Given that Social media can be accessed through both computers and smart-phones, actual time spent on Social media can be difficult for users to estimate. In a study comparing college students' actual Facebook use to their estimation, Junco (2013) found that self-report estimates were significantly larger than actual time assessed through a tracking application. Other measures, such as intensity of use (Ellison, Steinfeld, & Lampe, 2007) and engagement assessments, such as number of logins and types of posts (Papacharissi & Mendelson, 2011), have also been applied to Social media research.

Studies have shown a link between time spent with Social media and addiction (Kuss & Griffiths, 2011). However, Andreassen (2015) cautions using time as a sole indicator of addiction, asserting that spending excessive amounts of time with a technology does not necessary mean that users are addicted. Rather, addiction is when a user continues to use Social media despite experiencing negative consequences to their lives (Andreassen, 2015). While

time spent may be one factor related to addiction, other measures of use may be more fruitful in explaining addictive outcomes.

One potential use variable that may be effective in determining Social media effects is dependency. Dependency has been frequently studied as an important variable in the use and gratification model (Papacharissi, 2009, for a review). Dependency is conceptualized in use and gratification research as one's reliance on media to achieve one's goals (Papacharissi, 2009; Sun, Rubin, & Haridakis, 2008). While dependency and addiction have often been used interchangeably in addiction research, these two concepts are distinctly different. Addiction is a negative outcome of use, whereas dependency is an indicator of use (Rubin & Windahl, 1986).

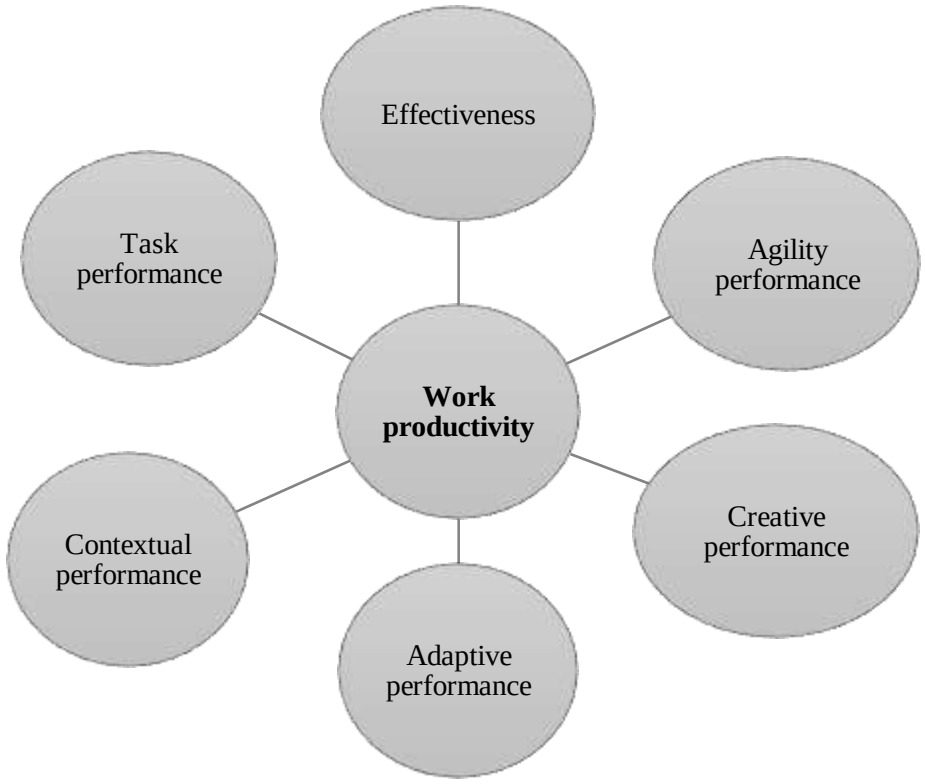
Research has found that dependency has been linked to motives for using social media as well as individuals' psycho-social traits. In their study of college students' Facebook use, Ferris and Hollenbaugh (2018) found four motives that significantly predicted dependency: virtual community, exhibitionism, relationship maintenance, and passing time. This research also showed that individuals who had less social cohesion were more motivated to use Facebook to get attention, resulting in increased dependency (Ferris & Hollenbaugh, 2018). In addition, X. Han, Han, Qu, Li, & Zhu (2019) found that participants who were depressed and had less self-identification with respect to being a part of the LGBT (lesbian, gay, bisexual, and transgender) community were more likely to be dependent on Weibo, a Chinese social media platform.

Employees' work productivity

Employees' work productivity refers to the quality of work of an employee (Caillier, 2010). Work productivity is associated with the ability of the employees being aware of assigned targets, fulfilling expectations and achieving targets or accomplishing a standard set of tasks for the organization (Sethela June & Mahmood, 2011). Work productivity is directly related to the efficiency of the employee because employees' productivity tends to increase due to a system of stress reduction in the workplace (Kumasey et al., 2014; Haque, Aston & Kozlovski, 2018). The organizations which are well aware of this fact have fully concentrated on the factors that affect the employees' work productivity (Dinc, 2017). There are a number of factors (internal and external) that affect work productivity or the success of an employee in an organization. Individual ability, knowledge and skill can be examples of internal factors while the working environment, characteristics of assigned tasks, incentive, organizational structure

and Human Resource Management practices are examples of external factors (Lu, Guo, Luo, & Chen, 2015; Meriçöz, 2015; Sani & Maharani, 2015).

Figure 1: Dimensions of employees' work productivity



Source: *Catalsakal, (2016).*

Task performance is directly related to the technical aspects of the organization and it supports the core of any organization either by executing its processes or maintaining its required services (Harari, Reaves, & Viswesvaran, 2015). Uryan (2015) defined work productivity as "the effectiveness with which job incumbents perform activities that contribute to the organization's technical core" (Cited in Liua, Jiangb, & Chen, 2016). Work productivity supports the core of any organization either by executing its processes or by maintaining its required services (Harari et al., 2015).

Contextual performance are the behavioral patterns that support the psychological and social context in which task activities are performed (Stone-Romero, Alvarez, & Thompson, 2009). Contextual performance includes the behaviors of employees for activities other than core job, such as helping, supporting the colleagues at workplace, showing learning attitude, sharing information and doing work for others which are not one's responsibility (Tufail, Mahesar, & Pathan, 2017). Contextual performance contributes to help, cooperates and suggests the

methods to improve the organizational processes. In other words, contextual performance is a behavior that contributes to the organization by coordinating with colleagues, following rules, and putting extra efforts (LI & Lu, 2009).

Adaptive performance is how versatile employees are in understanding and adapting to changes taking place in the organization. The organizational support at workplace increases organizational commitment, which tends to increase the individual and collective performance of employees (Haque & Yamoah, 2014; Haque & Aston, 2016). Researchers classified adaptive performance as a new way of task learning, handling stress at work, adaptability of new technologies and procedure, problem solving and interpersonal adaptability (Uryan, 2015).

Creative performance is the ability to generate products, procedures or ideas that are viewed as original and potentially useful. Managers generally assess an employee's contribution on creative performance. Practically, creativity of employees contributes to the output of the organization. Thus, employees individually crop new ideas related to different work description and procedures (Uryan, 2015). Indeed, employees having strong social interaction throughout the workday, are generally more positive, productive and they show their creative attitude at workplace (Hernandez, Stanley, & Miller, 2014).

Agility performance is the ability of an employee to adapt changes for personal and organizational benefits. Employee feels comfortable with changes, new ideas and technology via commitment to continuous learning. Dimensions of agility performance are proactivity, resilience and adaptability. These dimensions require employees to challenge themselves by expanding their skills through continuous learning and exploring (Cai, Huang, & Liu, 2018).

Use of social media at workplace may affect the effectiveness (Jana Kühnel, Tim Vahle- Hinzc, & Bloom, 2017). For example, social media usage at workplace lead the employee to misuse of organizational resources, official time, and has often been perceived as an employee deviate from the work place, violating the standard operation procedures of the organization. Consequently, social media weakens the employee productivity. However, researchers believe that practitioners can increase the efficiency and productivity of the employees by adopting social media in workplace processes (Levy, 2013).

Motivations for Use of social media

According to Papacharissi and Rubin, (2009), individuals make conscious decisions on how to use media to fulfill their needs. This need fulfillment emerges as the reason for seeking out media, or one's motivations for use. Given that the affordances of social media allow for both interpersonal and mediated interactions (Bucher & Helmond, 2017), there is the potential for users to be motivated to seek fulfillment in both interpersonal and mediated ways. While several studies focus on identifying motives for specific platforms (Alhabash & Ma, 2017; Punyanunt-Carter et al., 2017), other studies have utilized a more global measurement that incorporates both media and interpersonal use motives (Kircaburun et al., 2020). In 2020, the average Internet user reported having nearly eight social media accounts across multiple platforms (Chaffey, 2020). While specific, it is also important to examine social media use as a whole.

Researchers have found that overall social media use mimics other traditional media motives related to ritualistic use such as to relieve boredom, escape, habit, and entertainment (Kircaburun et al., 2020; Quinn, 2016), as well as instrumental media uses such as information seeking (Chen & Kim, 2013; Quinn, 2016) and education (Kircaburun et al., 2020). In addition, interpersonal motives also emerged with respect to global social media use that focus on relational goals (i.e., relationship maintenance, meeting new people/seeking virtual community, sharing concern for others; Chen & Kim, 2013; Kircaburun et al., 2020; Quinn, 2016), as well as more personal motives such as to present oneself as popular (Kircaburun et al., 2020) or to advance one's career (Quinn, 2016). Although there has not been one standard motive typology adopted for general social media use, previous research shows the potential for global social media use motivations to be useful in examining potential social media outcomes.

Research has shown that social media motives have been linked to addictive consequences of use. Chen and Kim (2013) found that the only motivations linked to problematic behavioral and emotional outcomes of social media use in their study were self- presentation and relationship building motives. Kircaburun et al. (2020) also found interpersonal motives to be important with respect to addictive consequences. They found that social media users who are motivated by relationship maintenance, meeting new people, and positive self-presentation were more likely to report problematic social media use. In addition, Sofiah, Omar, Bolong, & Osman (2011) found that communication motives (conceptualized similarly to relational motives) were significant predictors of social media addictive consequences such as spending time on Facebook that could be used elsewhere, losing sleep, and experiencing negative emotions when

not using Facebook. This body of research shows the potential for interpersonally focused motives to be influential in examining the consequences of social media addiction.

However, other research has found that the traditional media motives of entertainment and passing time were more influential with respect to addictive outcomes. In their study examining Facebook, Sofiah et al. (2011) found the media motive of passing time to be the strongest predictor of addictive consequences. This finding has also been supported by the study of Kircaburun et al. (2020) on problematic social media use across platforms. The entertainment motive has also been shown to be influential with respect to Snapchat addiction (Punyanunt-Carter et al., 2017) and Facebook addiction (Sofiah et al., 2011). Interestingly, Sofiah et al. (2011) did not find support for interpersonal motives related to the likelihood of addictive outcomes. Although these studies show mixed results as to which motives are most likely to predict consequences related to addiction, they do indicate that motives and addiction are interrelated.

Social Media in the Educational Setting

The Internet can be used in many forms and patterns that overcome all limits and restrictions; it allows users to obtain information and publish it at any time and place, and it allows users to communicate with remote individuals. The educational field was not far from these facts, as the Internet became the main drive of modern trends pursued by ministries of education in various countries of the world (Veletsianos and Kimmons, 2018). The educational process and the educational sector have witnessed accumulated and consecutive developments based on developments and changes in information and communication technologies and thus changed educational concepts and methods and added some new terms and penetrated all fields (South et al., 2017). Rathore and Jain (2019) clarified that new types of web tools, called social media sites have appeared; they became a basic performance in the educational process as they presented advanced patterns of participation and interactivity.

Individuals utilize technological products that are updated constantly to meet their needs to relay information and communicate (Maden, 2018). In particular, the change in web 2.0 technology has offered individuals different alternatives on this issue. The Web 2.0 technology, which saw a transition from inert web platforms to more dynamic platforms like Facebook, YouTube, Twitter, and WhatsApp (Moodley, 2019), and information systems such as a smartphone, can support knowledge sharing and collaboration opportunities (Cheng & Chen,

2018). The high tendency of teachers to use social media tools provides a unique opportunity to create an information society (Pollara & Zhu, 2011). At this point, social media should not be considered as just an entertainment tool (Akbaş-Çoşar, 2019). As technological advancements have compelled changes in teacher profile and role, as well as teaching methods (Gorgoretti, 2019), the use of social media can be regarded as a relatively new but potentially significant phenomenon for twenty-first century secondary education and teacher training (Greenhow & Askari, 2017). The use of social media for educational purposes enables teachers to connect with students, share knowledge and experiences, and improve their skills (Mardiana, 2016). Social media is easy to use, is in a continuous state of development, has an extremely broad reach, and has a seemingly unlimited capacity to improve itself thanks to new software innovation.

Furthermore, social media can help teachers with their career development journeys (Wessels & Diale, 2017), create critical thinking and discussion environments outside of the classroom, encourage teachers to interact with one another, and facilitate cooperation and knowledge-building (Boateng & Amankwaa, 2016). It falls on teachers to ensure that students effectively benefit from the educational content available on social media. Since teachers are the initiators, developers, and practitioners of education, they should be able to follow technological developments and increase their professional competencies (Abe & Jordan, 2013). Indeed, the literature emphasized that experience was important for the effective use of social media tools for class-based activities (Joosten, 2012; Mayfield, 2010; Poore, 2016), as teachers could not be expected to present information to their students when they are not fully acquainted with the technology at hand (Kaleta & Joosten, 2007). It has become mandatory for educational institutions to use social media in various fields of knowledge, especially in the educational field in all academic and applied dimensions (Mancuso et al., 2019).

The Internet has managed to place the teachers in a prominent position, and has provided them with many ways and methods that enable them to communicate effectively with their colleagues and students (Moran et al., 2017). Junco et al. (2016) added that Internet also helped the teacher overcome many of the obstacles that he/she was facing in the educational process, and contributed to the establishment of links and effective relationships between the student and the teacher. The social media has addressed many of the problems that hinder the progress of the educational process as required, such as the problem of resource inflation and students' inability to absorb the educational material during the class period (Bozarth, 2018).

The use of closed groups provided by Facebook is considered one of the most successful means in promoting education; the teacher can create a group on Facebook, especially for students of the class or the subject and invite the students to join them. This can help students to discuss and exchange ideas on topics related to the subject, encourage them to interact, initiate, explore, and be self-reliant (Bicen & Kaya, 2016). This method can help the teacher to evaluate students through their participation in the discussion. This will in its turn motivate them to constantly participate in the educational session. Bicen & Kaya (2016) argued that this way is considered one of the best ways to learn as it is considered an ideal alternative to indoctrination and rote learning.

The importance of Social Media in Education

Social media is one of the most popular media outlets in recent years. Despite its short modernity, the demand for it has doubled significantly; it has become a politically, economically and socially influential role. Experts in the field of education stressed that social media added a lot to the educational field, through participation and interaction in the educational process. This helped to increase the desire of all concerned parties for education (Manca and Ranieri, 2013; Beemt et al., 2017; Hantoush, 2017; Devi et al., 2019).

Ibrahim (2014) argued that the importance of social media networks in the educational process is represented in the fact that there are a large number of educational perspectives who support the use of these networks in education, including cooperative education theory, constructivism theory, learning on demand theory, student-centered education theory, active learning theory, and the theory of learning. The use of these networks improves education, enhances modern teaching methods, and creates an environment for education with the participation of members, both from inside and outside, and it strengthens teachers' relations with each other, supports scientific cooperation and teamwork (Ibrahim, 2014; Mohammadi, 2015).

Although studies have shown that excessive social media usage can have adverse consequences on psychological development and interpersonal relationships, especially for teachers (Abi-Jaoude et al., 2020), the wise and intentional use of social media (in moderation) can also have many potential benefits (Nesi, 2020). For example, social media platforms can facilitate connection-forging and resource-sharing among educators (Fox & Bird, 2017; Krutka & Carpenter, 2016) and can be used to teach students important social skills, such as self-

expression, sharing ideas and concepts, providing emotional support, and collaboration with others (Bhowmick & Madhu, 2020).

Social media posts have also been previously used as a pedagogical tool for developing (inclusive education program) IEP interventions for individuals with developmental disabilities to improve media literacy and social and emotional learning (SEL) skills (Probst, 2017). Several studies contend that when responsibly stewarded and strategically utilized, social media platforms can be leveraged to create networks of professional learning in educators and school support staff, and to better support the social–emotional development and well-being of teachers (Agusintadewi et al., 2021; Gupta & DSilva, 2020).

Employing social media in the educational sector may lead to many prospects towards improving education outcomes by motivating students and developing their level of participation in the learning process (Beemt et al., 2017). Social media sites cannot be considered merely virtual spaces aimed at forming new friendships and relationships, but rather, be considered a distinct educational tool if it is treated as an important source of information. Hantoush (2017) emphasized that it is necessary for educational institutions to encourage teachers and students to participate in social sites and develop their technical skills in dealing with the Internet. Manca and Ranieri (2013) argued that social media contributes to adding the social aspect to the educational process and enhancing the participation of various parties in this process; therefore, it is not limited to presenting the course to the student only, but rather making the teachers and student a main focus of the educational process.

Ainin et al. (2015) propounded that in line with the increasing number of students in classrooms, the abundance of study materials, and the shortage of time available for discussion between students and teachers, these communication sites have become an appropriate tool to enhance communication opportunities between teachers and students outside the educational institutions. These sites have succeeded in eliminating the formalities present in educational institutions, and have improved the skills of individual communication with professors (Arnold and Paulus, 2010; Alloway & Alloway, 2012). These communication skills would contribute to the development of the teacher's personality and appropriately prepare him/her to deal with the various situations that he/she may face in addition to dealing effectively with the various challenges of the age (Al-Azawei, 2019).

Teachers use social media sites to provide immediate and direct educational guidance to their students outside the classroom; thus, it increases the students' sense of achievement (Ameen et al., 2018). Psychologists and socialists believe that the use of social communication in the educational process is an effective way to overcome the problems of introversion or chronic shyness (Faizi et al., 2013). Bailey et al. (2009) added that the benefits of social media are also reflected in the development of the intellectual skills of teachers, by fostering a spirit of cooperation and collective participation, and creating self-confidence.

Social media can be used to improve teaching and learning through a number of ways, such as using educational programs that are shared through social media, connecting with people who are specialized in specific topics and following them on social media, as well as searching for a specific topic within these sites (Alloway & Alloway, 2012). These sites can give the teachers the ability to build friendships and social relationships (Faizi et al., 2013).

Teachers can use these sites to improve communication levels between them and students, and to present educational materials to students in modern methods that differ from traditional methods that do not consider the individual differences of students (Devi et al., 2019). This means that the teacher can use these communication sites to employ new ideas that enhance the effectiveness of the educational process. Also, the teacher's role is represented in his/her ability to direct students' attention towards the use of these communication sites and their exploitation in areas that benefit them instead of being merely entertainment sites (Devi et al., 2019).

Teachers' Attitudes and Perceptions of Social Media

Teacher education institutions are faced with the challenge of preparing a new generation of teachers to successfully use social media in their teaching practices (Thanavathi, 2021). It is necessary for teachers to become skilled in operating social media and in utilizing it as an educational tool (Thanavathi, 2021). Teachers attitudes and perceptions of social media used in education are essential to teaching and learning (Jogezai et al., 2021). It is believed that determining how prospective teachers perceive social media would contribute to the development of courses (Köseoğlu, 2017). The rise of social media has helped teachers meet and work together to emphasize different learning experiences (Tuzel & Hobbs, 2017). Social media in learning environments can serve as an instructional tool to support active learning, expose students to digital literacy practices, and expand the ways that individuals within an educational institution collaborate and communicate (Roundtree, 2021).

In addition, teachers believe that social media is a vehicle of communication. Teachers can form chat rooms, start forums, form groups to give homework to send their students tests, and to extend classroom debates. Teachers believe that the use of social media in the classroom can emphasize the important principles of digital citizenship and the possible dangers of cyberbullying or other improper social media postings (Waters & Hensley, 2020). In addition, some teachers believed that by observing their colleagues who have successfully integrated social media in their class, it will help influence their perceptions and usage of social media in their classroom (Rezaei & Meshkatian, 2017). A study by Rezaei and Meshkatian (2017) looked at teachers' attitude to perceived usefulness of social media in the classroom. A survey with 30 questions was given, and 46 English teachers responded. The results indicated that teachers were in favor of social media (telegram, WhatsApp) use in education.

Teachers and educators believe they must be careful when they use social media (Vasek & Hendricks, 2016). They think if there is a positive and educational way to use social media, it could improve learning in the classroom (Mourlam, 2014). Some teachers believed that if there is an easier way to inform students of assignments and deadlines through social media, it will make a difference in their class (Mourlam, 2014). Waters and Hensley (2020) conducted a study and surveyed 533 P-12 teachers about their attitudes and perceptions of using social media in a rural school district. The study indicated that teachers viewed social media as a high-risk tool to use in the classroom. However, the study indicated that social media had some usefulness in the classroom. Accordingly, teachers in the study saw advantages and disadvantages to using social media. Overall, teachers were neutral in their attitudes and perceptions of using social media in their class.

Some teachers believe that if a certain social media is used while teaching children such as Edmodo or Saywire then learning can be effective and safe (Raper, 2015). A fifth-grade teacher declared that Edmodo makes learning more collaborative, and the teacher has more control of their environment, and boundaries can be set easily in the classroom (Raper, 2015). The teacher will have more control over what is presented on Edmodo because they will have set parameters on that social media. In addition, Saywire created a safe environment and helps develop students while they are young, so they can grow to be civil online citizens (Raper, 2015).

In a study done by Raper (2015) ten teachers were asked questions about their perceptions of social media use in the classroom. Out of those ten teachers, two of them were male, the rest were females and they ranged in age from 33 to 50. One teacher saw "the need for the school to use more social media because of the wider availability of technology in today's society" (Raper, 2015). Another teacher only preferred teacher friendly sites where the teacher had control over all discussions, comments, and users. In addition, some teachers thought "social media should be used to connect parents and students with teachers, other parents, students, and etc. It should also be used to inform parents of assignments, and emergencies or situations that might arise on a day-to-day basis that are out of the ordinary" (Raper, 2015). Other teachers did not feel comfortable having contact with students through social media because they thought of social media as a means of socializing instead of a means of teaching. Another teacher opened up that she would not befriend a student on Facebook because some of her posts might not be appropriate for her students (Raper, 2015). With the implementation of social media, there is a large amount of concern and work on teachers to make sure that its use is improving learning rather than causing a distraction (Waters & Hensley, 2020). Nevertheless, teachers have different perceptions of using social media, whether it is in secondary education or college classes.

Teachers use of social media at work

Teachers are spending more time on social media than they do on their classwork and teaching (McMeans, 2015). The literature has shown that the great influence of social media should not be ignored while arranging education and training environments (Sarsar, Başbay & Başbay, 2015). The unique features and possibilities of social media help teachers find active and cooperative working environment (Gülbahar, Kalelioğlu & Madran, 2010) and to develop projects by interacting with each other (Poore, 2013). Social media environments are ideal for teachers to create personal teaching and learning environments (Laird, 2014). Furthermore, it can be seen that social media which makes teachers active, is effective in increasing teachers' performance (Öztürk & Talas, 2015). The fact that teachers communicate with their colleagues and administrators outside of school via social media and that they can easily access information or materials whenever they want, affects their educational activities positively.

In addition, teachers get pleasure from social media environments and they get positive results in the professional and personal development (Sarsaret al., 2015). That is, teachers use social media for various purposes such as rapid communication, disseminating good practices,

following new approaches, informing parents, exchanging ideas with colleagues, and assigning and following students' homework (Arkan & Yünter, 2018). Therefore, under today's conditions, it is not possible to separate social media from education despite certain risks. Teachers have a great role in helping students remove the negative effects of social media. If teachers include students' use of social media in educational activities, they can spend more quality time in these environments and protect them from its risks (Dogan & Gülbahar, 2018). Therefore, it is important for teachers to be aware of what happens in the digital world and to consider the competencies and behavior patterns of the new generation (Arslan, 2015).

Despite these features, teachers may experience various concerns in the use of social media. In this direction, teachers' anxieties on social media may also affect their reasons for using social media (South et al., 2017). Therefore, it is thought that the reasons teachers use social media, and the revealing of their concerns in these environments will contribute to educational improvements (Manowong, 2016). The use of social media sites by teachers also open the prospects for teachers to follow other professionals in the same field (Rathore & Jain, 2019). Through the use of electronic platforms, the teacher can tutor by providing activities, exercises and electronic exams using social media platform (Ghavifekr et al., 2015). Hantoush (2017) pointed out a set of ways which teachers can use social networking sites in the educational process would lead to the development of the curriculum and the development of teacher's skills.

Social media has the ability to close the gap between the learners and teachers and enable learners from all parts of the world to learn and work together without any obstacles (Oguguo et al., 2020). According to Ahmed (2016), teachers using social media can increase interactions between them and their students. In addition, teachers believed that it would improve the relationships between media and technology use in language and literacy skills (Li et al., 2014). VanDoorn and Eklund (2013) stated, "the challenge for educators is how to use social media which is, after all, social to enhance learning outcome. Giebelhausen (2014) further stated, "when teachers use social media to its fullest potential, it allows for many new possibilities for the classroom. Social media act as an instrument that teaches, strengthens commitments, and contributes to social change (Ahlquist, 2014). According to Ansari and Khan (2020), some teachers used social media to post contents for students to read, and they believed that social media builds a better learning environment. Other teachers believed that social media usage in education might change their interest from learning concept to learning creation (Aldahdouh et

al., 2020). However, other teachers thought they would not be able to think deeply about their teaching; or they would lose the creative side of their teaching (Ansari & Khan, 2020).

Cognitive use of social media and its influence on teacher's productivity

Digital social networking platforms have been shown to possess a promising future in the world of education, since they have been able to create and enhance learning opportunities that allow for teachers to better connect with their colleagues and exchange ideas outside the classroom. In collaboration with the Boston Consulting Group, the World Economic Forum (2016) found that technology can be a beneficial tool for parents, educators, and caregivers to use as a complement and extension of the learning experiences that occur inside traditional classrooms. To improve educational quality and student engagement, many educators have recently incorporated social outlets, such as blogs and micro-blogs (e.g., Blogger, Wordpress, and Twiducate) and educational communication platforms (e.g., Edmodo and ClassDojo), to reinforce their teaching skills and the material covered in class.

Through blog posts, teachers have the opportunities to use their voices to formulate their own opinions, share their perspectives, and comment on their students' ideas. On micro-blogging platforms, such as Twitter, Talkwall, and Edmodo, teachers can use hashtags to engage with their students and ask questions that can further increase engagement with the lesson being learned (Rødnes et al., 2021). Use of such online platforms allows for the discussion of meaningful classroom topics both within and outside of the classroom. By supplementing their lesson plans with the use of such digital media platforms, educators can engage more students with their lesson plans and related activities, homework, and projects (Rice & Kipp, 2020). Therefore, by making use of innovations in technology, teachers can now empower students to become the builders of their own knowledge and experience, with social media platforms as helpful tools to facilitate emotional support and social connection.

Review of Social media platforms for cognitive use

Social media platforms such as Twitter and Facebook are able to foster informal learning and professional development, and act as a supportive space for educators and mental health professionals to reflect upon practice (Abidin, 2019; Davis, 2015; Rehm & Notten, 2016). Many teachers and school psychologists who use these platforms are looking for new networks, information, and resources to adopt (Bergviken Rensfeldt et al., 2018; Forte et al., 2012), as

well as like-minded professionals who can provide kinship and empathetic sounding boards on curricula and teaching methodologies (Bissessar, 2014).

Facebook groups for educators have served as informal professional learning communities (Liljekvist et al., 2020), and have provided methodological information, sharing of web-based tools for online teaching, and emotional support during the COVID-19 pandemic (Luik & Lepp, 2020). Since many educators have turned to these platforms in their professional development, they can be good venues for sharing Social and Emotional Learning curricula and practices as well.

Pinterest is another social media platform often used by both elementary-level and secondary-level educators to gather and collect ideas, search for resources, and adapt them to their needs in the classroom (Schroeder et al., 2019). Research has shown that teachers are increasingly turning to Pinterest as a tool to build content knowledge and pedagogical knowledge (Grote-Garcia & Vasinda, 2014), and to create lesson plans (Hooks, 2015). Because of its widespread use by teachers, Pinterest also has been implicated as a practical tool to disseminate evidence-based practices in education (Cleaver & Wood, 2018), and can therefore be an effective tool to share quality evidence-based Social and Emotional Learning curricula and resources to help promote and support students' social and emotional well-being.

Teachers on social media Social media platforms have taken on important roles in education (Dijck & Poell, 2018). Although social media use in education has been studied in the U.S. in particular (Barrot, 2021), the phenomenon is widespread, with research also having explored education-related social media use in different countries, such as China (Xue et al., 2021), Finland (Nelimarkka et al., 2021), South Africa (Rambe & Nel, 2015), and Sweden (Hillman et al., 2021), as well as across countries (Kearney et al., 2020). Many teachers appear to be interested in and willing to use social media, although individuals' motives and behaviors vary greatly (Nelimarkka et al., 2021; Prestridge, 2019). For this reason, it is important not to treat teachers' social media activities as monolithic or uniform, as different social media uses have been associated with different predictors (Hughes et al., 2012) and outcomes (Verduyn et al., 2017), including in the case of Instagram specifically (Trifiro & Prena, 2021).

Teachers have employed social media for their own collaboration (e.g., Xing & Gao, 2018) as well as for their students' learning (see Manca et al., 2021) – our research focuses on the former.

With affordances related to accessibility, flexibility, interactivity, networking, and personalization, social media platforms can potentially facilitate just-in-time professional collaboration (Greenhalgh & Koehler, 2017; Muljana et al., 2022). For example, many teachers turned to such platforms seeking resources and support during COVID-19-era emergency remote teaching (Trust et al., 2020; Greenhow et al., 2021). Teachers' self-directed social media use for professional collaboration and learning are distinct from more traditionally-organized online professional development activities, such as webinars, formal online programs, or Massive Online Open Courses. Seeing teacher professional development as "boundless and self-generating on-demand learning" (Prestridge, 2019) requires a change in focus from design features and content delivery to self-direction and content creation, with teachers potentially combining actions as information consumers, producers, curators, and brokers. In this study we connect to research that has described three particular ways of using social media for collaboration: seeking and sharing information, and collaboration in the spirit of co-creating.

Information seeking A common type of social media collaboration by teachers is seeking work-related information (Trust et al., 2016; Greenhalgh & Koehler, 2017; Jusinski, 2021; Prestridge, 2019). This includes different kinds of information, such as broad approaches (e.g., project-based learning), tricks and tips, inspiration, practitioner wisdom, and expert opinions. Because social media potentially mitigates some of the traditional temporal and geographical barriers to communication, it may facilitate teachers seeking information from a broader pool of their fellow educators, allowing them to draw upon collective intelligence (Rheingold, 2012) and to be exposed to ideas they might not otherwise encounter (Kop, 2012).

However, online information seeking does not necessarily have to occur asynchronously, but can also transpire synchronously, for example, when teachers participate in live chats such as #NGSSchat (Rosenberg et al., 2020). All in all, these examples illustrate the low-cost collaborative nature of information seeking, "or scanning for ideas," as Little (1990) describes it, as part of teacher interaction in which one person reaches out to another either synchronously or asynchronously and either online or offline. Using social media platforms, teachers may seek information by explicitly asking questions of other social-media users (e.g., Greenhow et al., 2021) and by relatively more passive lurking in teaching-related social media spaces (see Bozkurt et al., 2020). In this context, seeking information could be influenced by the degree of enthusiasm a person shows for the content sought (Hoewe & Parrott, 2019).

Information sharing in addition to acquiring information, some teachers share information via social media platforms. For example, teachers may offer their perspectives and post examples of their teaching experiences or their students' work. Teachers can also rebroadcast or remix information originally offered by others, acting as content curators, knowledge brokers, or moderators (Hillman et al., 2021; Jusinski, 2021). Information sharing by teachers can occur in individual and ad hoc ways, but it can also be enacted by teachers or teacher collectives who coordinate their sharing and take advantage of social media affordances, such as hashtags that aggregate content on topics (Greenhalgh et al., 2020; Greenhalgh & Koehler, 2017). Prestridge (2019) notes that information seeking and sharing can be intertwined, as some educators act as info-networkers who seek "to find and take away new ideas and resources from social mediated spaces for the purpose of sharing with other colleagues" (2019). Just as teachers may seek information for diverse reasons, so too can they have multiple and distinct motives for sharing information. Some teachers may freely share information out of a desire to be professionals who strengthen the education field (Jusinski, 2021; Prestridge, 2019). Other teachers may share information to promote themselves (Staudt Willet, 2019), or as a part of paid promotion of third-party products or services (Carpenter et al., 2022; Shelton et al., 2020).

"Sharing" can therefore be to some extent self-seeking in nature, as the initial connections that might result from sharing can serve the sharer's own ends by allowing them later to, for example, ask questions, seek specific feedback, or monetize their audiences (Carpenter et al., 2022; Prestridge, 2019). An additional perspective on the predictors of teachers sharing information on social media is offered by Goodyear et al. (2014), who examined interactions on Facebook and Twitter among five physical education teachers. They found that as teachers became more self-confident, they began sharing about their own practices, which gave them an identity as educationally competent and innovative. These findings suggest that teachers with high self-efficacy in particular may share social media content. This relationship is also reflected in the broader research on social media behavior that does not focus on teachers (Chen & Hung, 2010; Kim et al., 2022; Lin, 2007).

Co-creating Beyond information seeking and sharing, social media can potentially host more intensive forms of collaboration that produce teaching and learning resources or experiences. For example, teachers can use social media to crowd source the creation of teaching materials (Donlon et al., 2020; Dunlap & Lowenthal, 2018). In addition to divide-and-conquer approaches to collaboration, teachers may leverage the affordances of social media to co-create

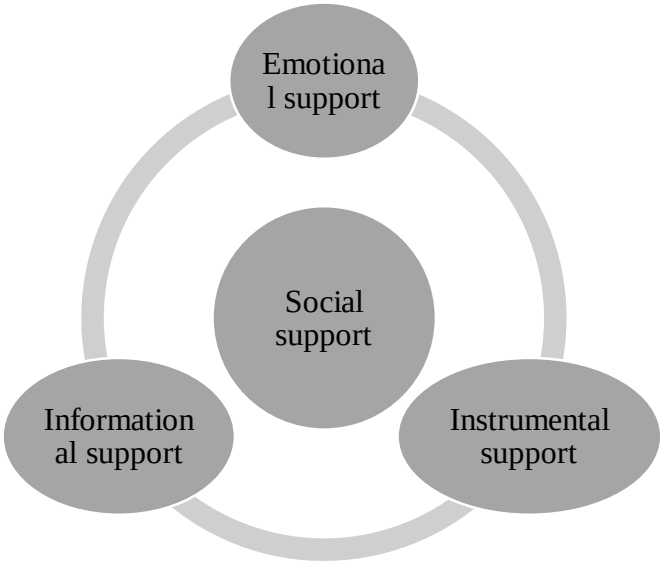
teaching and learning materials and experiences. For instance, the Global Read Aloud (GRA) is an annual international literacy project that educators organize and implement using various social media platforms (Carpenter et al., 2022). GRA educators typically find other participating teachers from beyond their schools using social media spaces, and pair their classes for synchronous and asynchronous activities based on a common text. These teachers commonly communicate via social media as they co-design GRA activities, and social media platforms often play a part in GRA teaching and learning activities (Carpenter & Justice, 2017).

When engaging in such co-creation, teachers can potentially combine their "unique perspectives and strengths together to create teaching approaches that would not otherwise actualize" (Harkki ¨ et al., 2021). Additionally, research suggests that while teacher collaboration often focuses on conversation and idea exchange, collaboration with a strong link to teaching practice can be more effective than other approaches to collaboration (Hargreaves & O'Connor, 2017; Meirink et al., 2010). However, to date, the extent to which social media platforms are used by educators for co-creating has received only limited attention in the literature.

Social use of social media and its influence on teacher's productivity

Digital social support through social media Collaboration via social media is a potential source of perceived social support, which "refers to psychological or material resources that are provided to a focal individual by partners in some form of social relationship" (Jolly et al., 2021).

Figure 2: Types of social support



Source: ***Taylor (2011)***

Emotional support refers to the psychological support a person receives, such as empathy, caring, or trust. Informational support includes receiving information or advice that can help a person solving a problem. Finally, instrumental support consists of receiving resources, such as time, materials, or money. Social support is considered to have beneficial effects on mental and physical health (Jolly et al., 2021; Taylor, 2011; Viswesvaran et al., 1999). Social support is particularly important for teachers, as they must cope with various stressors, such as overwhelming workload, lack of social support in the workplace, and difficulties with classroom management (e.g., Chang, 2009; Montgomery & Rupp, 2005; Papastylianou et al., 2009), leading to high levels of job stress and burnout (e.g., Johnson et al., 2005; Maslach et al., 2001).

Although social support has so far been studied primarily in physical contexts, recent research suggests that individuals can also receive social support in digital spaces (Bayer et al., 2020; Colasante et al., 2020; Cole et al., 2017; High & Buehler, 2019). Consistent with in-person social support, digital social support "encompasses the comfort, assistance, and reassurance that people experience as a function of social relationships" in computer-mediated contexts (Liu et al., 2018, p. 201), and has been shown to have a positive impact on health and well-being, such as lower levels of depression (Colasante et al., 2020; Cole et al., 2017). While there is a growing body of research examining the relationship between social media use and perceptions of digital social support, there is little research focusing on teachers in this regard. However, evidence on teachers receiving digital social support can be found in early research on teachers' online communities (Hur & Brush, 2009; Matzat, 2013). To examine digital social support in social media, Kelly and Antonio (2016) analyzed threads in Facebook groups and, drawing upon work by Clarke et al. (2014), identified six forms of support that teachers provided to one another:

- Acting as modelers of practice
- Providers of feedback
- Supporters of reflection
- Conveners of relations
- Agents of socialization
- Advocates of the practical.

Kelly and Antonio (2016) thus identified concrete behaviors that could potentially contribute to digital social support. Studies on teachers' Twitter use have shown that teachers can receive digital social support via social media. In survey research, Richter and Pant (2016) demonstrated that some teachers see social media platforms as an effective antidote to various kinds of harmful professional isolation. In addition, studies have shown that some teachers who use education-related Facebook groups report receiving emotional support (Bergviken Rensfeldt et al., 2018; Shelton & Archambault, 2018). The emotional support educators receive can also be related to their information seeking and sharing behaviors, as teachers may be more willing to engage with new ideas and perspectives in professional spaces that feature positive emotions and support (Gaines et al., 2019).

In today's world, social media platforms such as WhatsApp, Facebook, Twitter, LinkedIn, and others have opened the new social interaction among teachers to communicate and engage with others (Abbas et al., 2019). WhatsApp has remained the most used social media platform by the teachers (Aluh et al., 2019; Dahdal, 2020) to engage in social interaction; it allows teachers to be social actors in bringing necessary changes to social issues and concerns. Abbas et al. (2019) further believed that social media platforms make teachers social interaction and communication more advanced in providing opportunities and image branding.

Studies show how the motivations behind socializing on social media can be increased by an individual's motivation to contribute and create in a social setting, as the motivation to create and contribute the motivation to socialize in social media also increase although the study shows that there is a stronger relationship between contributional motives and socializing activities in social media. The study bases the type of socializing activities which are related to brands (De Vries et al., 2017). Socializing which is described as a part of social conversations (Ham et al., 2018).

The Impact of Social Media in Facilitating teachers Social Interaction

Social interaction is essential for social building, cohesion, and networking among individuals with shared interests and associations. Social media is impacting and facilitating social interactions. The impact benefits the teachers (Akram & Kumar, 2017) and changes the social interaction and communication landscape. However, it increases some cyber threats, such as cyberbullying, which could be regarded as a societal concern (Abaido, 2020; Chan et al., 2020). This is a digital age, where ideas, contents, and concepts are shared among interest groups.

Currently, social media has changed and continues to redefine social lives. Many, including teachers, spend hours daily on their smartphones, desktops, and other technological devices in surfing different social media platforms, commenting, tweeting, liking, checking pictures, images, and many more (Akram & Kumar, 2017).

The enormous amount of time spent on social media is done on social activities (Tasir et al., 2011) in building social interaction. Social media platforms have improved teacher's social interaction with more comprehensive networking and connection with local, national, and international peers. It has also provided teachers with the platform to socialize with colleagues and society. Teachers can build virtual interaction and connection, which at some point can lead to physical contact and meeting. However, social media's long hours lead to private content exposers to the public (Saravanakumar & Deepa, 2016; Blasbalg et al., 2012). At the same time, Gupta and Dhami (2015) suggest that social media platform usage has raised many privacy and security concerns.

According to Akram and Kumar (2017), social media platforms facilitate teachers' communication and information sharing quickly for various reasons, using WhatsApp, Facebook, and others. Teachers can use social media to improve their social engagement and interaction with others. It positively impacts teachers in providing them with continuous connectivity with colleagues, increasing information exchange, support, and entertainment (Abbas et al., 2019). Nonetheless, the usage of social media platforms impacts students' (users') family time and relationships (Procentese et al., 2019).

Teachers' Hedonic use of social media

Hedonic refers to emotional responses which Khalid and Helander (2015) in more detail define as happiness, pleasure, and enjoyment. As Ashraf et al., (2018) says, the hedonic value will make people continue to use social media but not specifying in what way users would get hedonic value from use of social media platforms. Hedonic value can be gained by the emotional responses' individuals have in relation to behavior and the experience the users have in relation to a certain behavior (Khalid & Helander, 2015). Furthermore, Khalid and Helander (2015) establish that the emotional responses which are representative of hedonic value are the three different emotional responses of happiness, pleasure, and enjoyment. Hedonic value in terms of pleasure and happiness can be gained from one-way communications such as human and interaction through machines. Hedonic value can also lead to an increased usage of technology to acquire happiness and pleasure (Myoungh, 2017). Hedonic value can also be seen

as the sensation that has occurred on social media which can lead to “cravings” for the used social media site according to Van Koningsbruggen et al., (2017) and continues by arguing for the need to find the reasons behind this reaction. This strengthens what Khalid and Helander (2015) state the need for understanding human behavior and especially emotional preferences. Education can be one factor that affects how people respond to hedonic experiences.

The study by Micu et al., (2019) describes how when users in social media talk about the hedonic value it is related to the experiences which the users have on social media, which will determine the hedonic value of usage. Given that the usage of social media will lead to an experience, which if leads to a feeling of happiness, enjoyment or pleasure will create an experience with hedonic value (Micu et al., 2019). Studies by Allam et al., (2019) have also established that the hedonic value can be related to a user's emotional response of satisfaction. The study claims that satisfaction is a significant indication of hedonic value especially in the context of social media. As the study claims that the main idea for the hedonic response is that it should lead to enjoyment and satisfaction (Allam et al., 2019).

Benefits of Social Media Use

Despite the aforementioned risks, recent evidence has shown that social media platforms also have many potential benefits for teachers. For example, social media usage has potential to help teachers discover new knowledge, communicate with others, and be better able to solve problems in new and creative ways (Kamau, 2016; Nesi, 2020; Peppler, 2013). By giving teachers the platform to create their own content, they are better able to express their creativity and opinions; by responding to others’ content, they are able to work on their critical thinking and reasoning skills, and stand to better understand the norms of reciprocal communication (Akram & Kumar, 2017; Peppler, 2013).

Furthermore, since there are now many different platforms of social media that are commonly used, teachers are able to express themselves in different ways, and explore many different creative outlets: For example, through photo-sharing platforms such as Instagram, teachers can cultivate photography and graphic design skills (Salehudin, 2019; Valdivia, 2021); through micro-blogging platforms such as Twitter, teachers can practice formulating and discuss their opinions in short messages and facilitate communication with teachers and other educators (Mills & Chandra, 2011); and through platforms that emphasize video-sharing, such as TikTok, teachers are able to develop their videography and music skills, as well as find outlets to express

views on political and social issues (Literat, 2021; Literat & Kligler-Vilenchik, 2019; Rijal & Sukmayadi, 2021; Vickery, 2020).

Social media were originally designed as a means to create a sense of community online, to mirror or enhance the in- person communities teachers cultivated in their schools. Although this may be misused and result in adverse consequences, it can be leveraged positively to create lasting benefits and increased student engagement. Because of the shift to remote education as part of schools' response to the COVID-19 pandemic, what might have been seen as idealistic or even tangential in the past has transformed into educational technologies and options that are more accessible and even optimal for some teachers.

Educational uses that have been piloted in the past now must be reexamined for their potentially wider significance. For example, during the height of the COVID-19 pandemic, some educators have used platforms such as Discord to create "emergency" online educational communities and facilitate communication with students (Kruglyk et al., 2020). Although Discord is a platform that was originally built to enhance communication across video game players, it has since become popular among teachers and young adults with specific interests to foster online communities in line with those interests (Vladoiu & Constantinescu, 2020). This is just one example of using social media technologies that many teachers are already familiar with as a means to reach out to students to build community, foster dialogue, and cultivate social and emotional development.

Additionally, modeling responsible digital media usage allows educators to teach digital citizenship, which involves thinking critically when faced with digital dilemmas, behaving safely, and participating responsibly in the digital world (Probst, 2017). Video-based platforms such as YouTube and TikTok, which have been widely used for entertainment, are also increasingly being used for educational purposes (Yunus et al., 2019); such platforms also can be used to spread awareness of SEL skills and competencies (for both neurotypical students and students with developmental disabilities; Probst, 2017).

Social media plays an important role in our culture, economy and how the world is viewed (Amedie, 2015). It "has removed communication barriers and created decentralized communication channels and opened the door for all to have a voice..." (Amedie, 2015). Social media allows individuals to participate in conversations, engage and connect to communities,

and provide a platform of directness (Chromey et al., 2016), that can create benefits as well as issues in social media.

According to Mingle and Adams (2015), social media can be accessed on a desktop, laptop, iPad, and cell phone. Those media make it easy for people to be anywhere and still view and receive information. Some educators believe that social media offers learners a chance to develop and improve their reading habits because learners become obsessed with electronic devices and accordingly, they can access reading material and games through that device (Moyo & Abdullah, 2013).

Also, teachers exchanged resources and problems they might have had through social media. Instead of them calling each other, they could send a message through a social media (Mingle & Adams, 2015). Social media allows many teachers to intermingle in an engaging involved space (Bartow, 2014).

The use of social media includes convenience, easy connection with friends and family, forming of groups with the same likes, and networking (Mingle & Adams, 2015). Social media is not restricted to desktop or laptop computers. It can also be opened through mobile devices, which makes it convenient to most individuals because they have some forms of a mobile device (Mingle & Adams, 2015). Family and friends can communicate when they want and for long periods of time, which allows family and friends to connect around the globe (Amedie, 2015). Another benefit includes forming groups with the same likes. When people find others, who like the same thing as them, it is easy to communicate, which can help people not feel lonely (Mingle & Adams, 2015).

Additionally, social media allows people to connect with others at a deeper level without being scared of revealing one's true identity (Feyoh, 2022). Social media also promotes safety and saves lives in times of crises, influences one to be healthier, and sets one on a path as a life-long learner (Feyoh, 2022). With social media, a person can contact jobs from another country without having to leave their own country. This is a convenient way to network.

Drawbacks of excessive social media usage

Although social media has benefits, it also has drawbacks. Some drawbacks include addiction, work productivity decrease, and cyber bullying (Bulu et al., 2016). Addiction to social media is common. Studies show that social media membership and participation have increased in

current years particularly among teachers and students due to COVID 19 (Bulu et al., 2016). Akram and Kumar (2017) indicated that "social media is making the teachers lazy and unmotivated and the time they spend on social media is the same time they normally use for extracurricular activities and therefore take time away from their work. People are so focused on social media that they are forgetting about their family, school, and life (Bulu et al., 2016). The time that they would spend on work is lost to social media and some people are not even aware of it (Bulu et al., 2016).

Although a growing number of teachers using social media in the classroom, some of them find it to have negative effects. According to Bartow (2014), "social media interrupts formal education by directly challenging prevailing constructions of school, of teacher and students, and of teaching and learning. Also, the teachers can become distracted by technology; therefore, the social media can become addictive. Some researchers suggested that most teachers unconsciously get addicted to social media (Mingle & Adams, 2015). They spend so much time on social media that they lose track of time. Social media can draw the teachers' attention away from the class (Abe & Jordan, 2013). When social media are used without proper awareness, it reduces face-to-face communication, reduces time spent with friends and family, causes time loss, takes away from daily chores, increases the chances for cyber bullying to occur, and accelerates internet (Bulu et al., 2016).

According to Amedie (2015), "depression is one of the inadvertent consequences of excessive social media usage. A study done by Iwamoto and Chun (2020) looked at stress, anxiety, and depression while using social media. They found that stress, anxiety, and depression scores were elevated when teachers were on social media for a certain amount of time (Iwamoto & Chun, 2020). People are not aware of how much time they spend on social media until it is too late. They are so in tuned with what is going on in social media that it becomes their life, and it starts to control their life and lead to anxiety or even worse, death (Amedie, 2015). According to Jacobs (2017), the frequent release of the stress hormone cortisol, from intense social media usage over time, can cause damage to the gastrointestinal tract, which can open the gate to an immuno-inflammatory reaction in the body and brain, leading to depression and anxiety. Some other drawbacks also include exposure to violence and possible weight gain (Feyoh, 2022). Social media use may cause a person to be less productive in a day because of the time spent on social media (Feyoh, 2022).

Theoretical framework

This study is guided by the Uses and Gratifications Theory (UGT) and the Technology acceptance model (TAM).

Uses and Gratifications Theory

The uses and gratifications theoretical approach (U&GT) was developed to evaluate user motivations and gratifications of a specific media (Katz et al. 1973). U&GT has four major assumptions:

(i) Media use is goal-directed or motivated
(ii) People use media to satisfy their needs and desires
(iii) Social and psychological factors mediate media use
(iv) Media use and interpersonal communication are related (rubin 1993).

According to U&GT, users of media are motivated by two different types of gratifications; gratifications sought and gratifications obtained. Gratifications sought refer to users' expectations of the types of gratifications they would get from using media, whereas gratifications obtained refers to the needs satisfied by media use (Katz et al. 1973; Rubin 1993).

Social media sites are considered as important platforms tools for maintaining existing relationships, receiving recent activity news, and obtaining a large network with relatively little effort. Moreover, individuals use social media to obtain gratifications such as passing time, sociability, and social information and knowledge sharing (Quan-Haase and Young 2010). Both gratifications sought and obtained from a particular medium (i.e., use motivations) influence the selection, frequency, and intensity of using that medium. Motivations and expectations of the gratifications acquired through media use are shaped by numerous individual-level, social, economic, cultural, and political factors. While lower life satisfaction and higher interpersonal utility are associated with individuals' interest in Internet use, feeling valued by friends and family and information-seeking are associated with higher Internet satisfaction (Papacharissi and Rubin 2000).

The present study focused on the seven different gratifications for social media use and their relationship with the selection of different SMSs use and excessive social media use (ESMU):

- Maintaining existing relationships

- Meeting new people and socializing
- Expressing or presenting more popular self
- Passing time
- Entertainment
- As a task management tool
- Informational and educational use motives (horzum 2016).

Excessive Social Media Use (ESMU) is a complex phenomenon and is influenced by many factors and has been conceptualized in various ways (Bányai et al. 2017), including as being sub-type of internet addiction (Griffiths et al. 2014; Young 2015). Similar to behavioral addictions, people with ESMU show uncontrolled and compulsive behaviors (Griffiths, 2010). From the bio psychosocial model perspective, ESMU in its most extreme cases can display the symptoms that are associated with behavioral addictions; tolerance, salience, mood modification, withdrawal, conflict and relapse (Griffiths 2005).

In the literature, ESMU has been investigated in relation to specific SMSs such as Facebook (Andreassen et al. 2012; Hong et al. 2014), Twitter (Davenport et al. 2014; Kircaburun 2016a; Kim et al. 2008), Instagram (Kircaburun and Griffiths 2018a, b), Snapchat (Punyanunt-Carter et al. 2017), WeChat (Hou et al. 2017), Youtube (Balakrishnan and Griffiths 2017), and social media in general (Andreassen et al. 2017; Bányai et al. 2017; Kircaburun 2016b; Kircaburun et al. 2018a, b). These studies have shown that ESMU is associated with various psychological, personality, and individual difference factors. Moreover, a few studies that have used U&GT framework in order to investigate the relationship between social media use motives and social media addiction suggest that entertainment, diversion and self-presentation, seeking friendship, relationship maintenance, and escapism motives and gratifications are associated with social media addiction and more frequent use (Chen and Kim 2013; Floros and Siomos 2013; Huang 2011; Koc and Gulyagci 2013). Based on the aforementioned studies, it is hypothesized that social media use motives, especially social gratifications, self-presentation, and passing time, will be associated with ESMU.

Uses and Gratifications of Social Media Sites

A great deal of research has focused on the use of SMSs and the effects of many characteristics such as age, gender, and personality. U&GT developed to understand how and why traditional media are used (Katz et al. 1973), and has been applied to study the use of SMSs. As noted

above, some of the gratifications identified in the literature include social interaction, information seeking, entertainment, passing time, relaxation, communication, convenience, surveillance or knowledge about others, and self-status seeking (Alhabash and Ma 2017; Haridakis and Hanson 2009; Khan 2017; Whiting and Williams 2013). However, little is known about which of these individual gratifications related to SMS use cause ESMU. Therefore, present study investigated the extent to which excessive social media use influences work productivity

Within U&GT, previous studies have examined the effects of gratifications both sought and obtained in the selection of different SMSs. For instance, one study found that Instagram and Snapchat use intensity was higher than Facebook and Twitter use intensity among teachers (Alhabash and Ma 2017). The same study reported that entertainment was the strongest predictor of Facebook, Twitter, Instagram, and Snapchat use intensity. It was also found that self-documentation was related to the intensity of Facebook and Instagram use, and convenience was associated with a higher intensity of Twitter and Snapchat use (Alhabash and Ma 2017). Other studies have found that individuals use Instagram for the gratifications of surveillance, documentation, coolness and creativity (Sheldon and Bryant 2016). Snapchat has been found to be used for obtaining the gratification of maintaining close relationships with friends and family (Piwek and Joinson 2016). Similar to Snapchat, Facebook has also been found to keep up with close and distant friends, for informational and educational gratifications, passing time, and for self-promotion (Manasijević et al. 2016; Sendurur et al. 2015). Finally, activities such as reading comments, viewing, liking, disliking, and sharing videos on YouTube have been found to be associated with the gratification of relaxing entertainment (Khan, 2017).

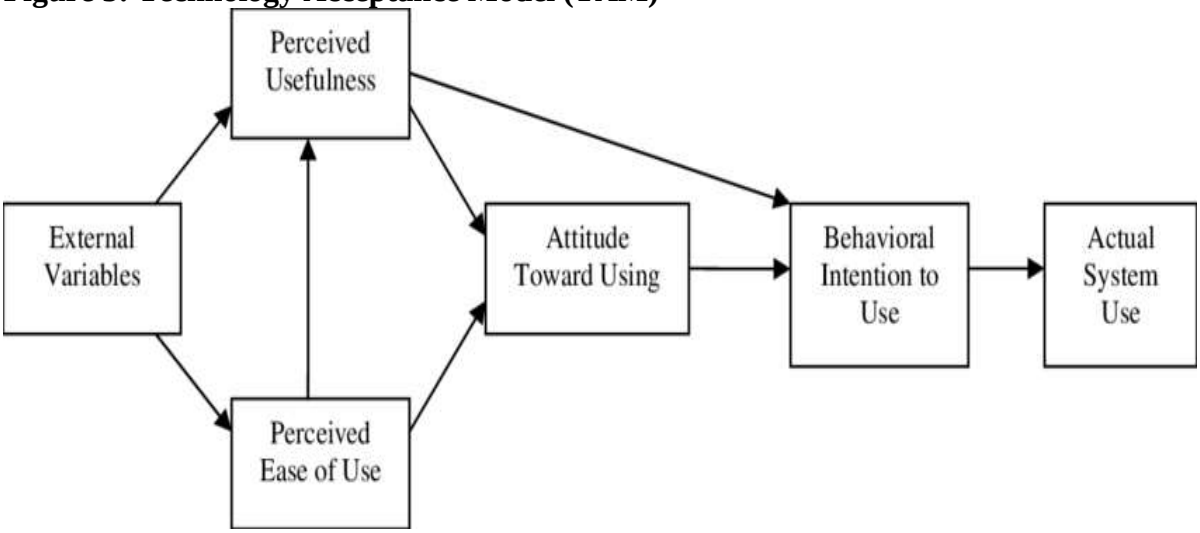
Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) developed by Davis (1986) which is based on the Theory of Reasoned Action (TRA), to understand the causal relationships among users' internal beliefs, attitudes, and intentions as well as to predict and explain acceptance of computer technology (Davis et al., 1989). This model posits that the user's actual usage behavior (actual use or AU) is directly affected by behavioral intention (intention to use or IU). In turn, behavioral intention is determined by both the user's attitude and its perception of use- fulness. The user's attitude is considered to be significantly influenced by two key beliefs, perceived usefulness (PU) and perceived ease of use (PEOU), and that these beliefs act as mediators between external variables (e.g. design features, prior usage and experience, computer self-efficacy, and confidence in technology) and intention to use. Furthermore, Technology

Acceptance Model theorizes that perceived ease of use indirectly affects intention to use through perceived usefulness (Davis et al., 1989; Venkatesh & Davis, 2000).

The application of TAM is diverse: from wireless Internet (Lu et al., 2003) and multimedia-on-demand (Liao, Tsou, & Shu, 2008) to collaborative technologies (Cheung & Vogel, 2013). Large volumes of these studies modified Davis' TAM (1986) to improve its (predictive) validity and applicability to various technologies. For instance, Davis et al. (1989) showed that the attitude construct does not significantly mediate in the belief-intention relationships.

Figure 3: Technology Acceptance Model (TAM)



Source: ***Davis, Bagozzi, and Warshaw (1989, p. 985)***

In 2000, Venkatesh and Davis (2000) proposed an extension for TAM (called TAM2), which includes the theoretical constructs of social influence and cognitive instrumental processes. They found that these additional constructs directly affect adoption and usage of "information technology" (IT) in the workplace. Meanwhile, Marangunić and Granić (2015) analyzed 85 scientific publications on TAM from 1986 to 2013 and concluded that studies have continually identified new constructs that play major roles in influencing the core variables (perceived usefulness (PU) and perceived ease of use (PEOU) of TAM.

In its application, The Technology Acceptance Model has seen theoretical expansions to include several other predictor variables in addition to perceived usefulness and ease of use. The Technology Acceptance Model has been expanded to include perceived trust (Pavlou, 2003), and a meta-analysis found that perceived trust does improve the predictive ability of the

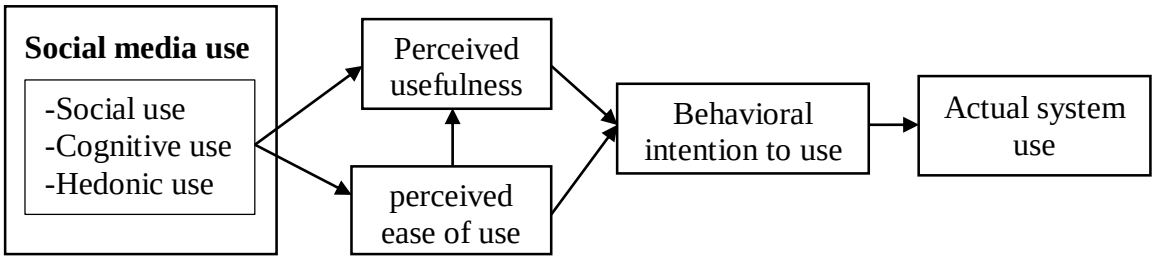
Technology Acceptance Model (Wu, Zhao, Zhu, Tan, & Zheng, 2011). Perceived trust of a technology has been defined as the degree to which an individual believes that the other party will act responsibly and will not attempt to exploit the user (see Schnall et al., 2015). In the Technology Acceptance Model, as perceived trust increases, intentions to use the specific technology also increase. Subjective norms have also been added as a predictor of intentions to use a specific technology (Legris, Ingham, & Collerette, 2003), and a meta-analysis found that subjective norms do improve the predictive ability of the Technology Acceptance Model (Schepers & Wetzels, 2007). Subjective norms are defined as the degree to which an individual believes that important others think they ought to perform a behavior. In the Technology Acceptance Model, as subjective norms increase, intentions to use the specific technology also increase.

Since TAM was originally created to explain computer usage behavior, some researchers argue that factors such as perceived playfulness, perceived critical mass, and social trust should be included to effectively explain the unique characteristics of new technologies such as social networking sites (SNS) (Ernst, Pfeiffer, & RothLauf, 2013; Oum & Han, 2011; Rauniar et al., 2014; Sledgianowski & Kulviwat, 2009). This study recognizes recent developments and therefore, together with the constructs perceived usefulness (PU) and perceived ease of use (PEOU), we added constructs: subjective norm (SN), perceived playfulness (PP), and quality of Internet connection which is comprised of Internet reliability and speed. This is to improve the ability of the model to predict teacher's adoption and usage behavior of social media.

The inter-relationships of determinants of TAM

Using insights from related studies, we conceptualized a modified framework of TAM for social media. The research model used original constructs of TAM: perceived usefulness, perceived ease of use, intention to use, and actual use. Additional constructs were included to the model: subjective norm, perceived playfulness, and quality of Internet connection, which is comprised of Internet reliability and speed.

Figure 4: Inter-relationships of determinants of TAM



Source: *Davis, Bagozzi, and Warshaw (1989, p. 985)*

Perceived usefulness (PU) and perceived ease of use (PEOU) are fundamental predictors of the adoption and use of technology (Davis, 1989). Davis defined PU as 'the degree to which a person believes that using a particular system would enhance his or her job productivity (1989). Whereas, perceived ease of use (PEOU) means 'the degree to which a person believes that using a particular system would be free of effort' (1989). These relationships are robust across various types of technologies (Pai & Huang, 2011).

According to Davis (1989), teachers perceived usefulness is "the degree to which a teacher believes that using a particular system would enhance his or her job performance," while perceived ease of use is "the degree to which a teacher believes that using a particular system would be free of effort. Previous studies into the relationship between these variables found that an individual's perception of ease of use directly impacts his or her perception of usefulness (Hew et al., 2019), which in turn greatly influences his or her attitudes toward use (Teo, Huang & Hoi, 2018). Attitude toward use further influences an individual's behavioral intention to use technology (Teo, Huang & Hoi, 2018).

In-depth and comprehensive studies of Davis (1989) and Davis et al. (1989) revealed that Perceived usefulness (PU) is a stronger driver of usage intention compared to perceived ease of use (PEOU). A system has favorable PU when it improves the performance of the user. While PEOU becomes less significant as the user becomes more adept at using the system. Interestingly, in social media applications, PU is seen as an inconsistent determinant of intention to use. This may be attributed to the nature/type of the information system (IS) being studied, that is, either hedonic or utilitarian (Ernst et al., 2013; Moqbel, 2012; Sledgianowski & Kulviwat, 2009). Hedonic IS (such as social media) promotes communication and

entertainment to users while, users adopt utilitarian IS (such as online banking) for more efficient processes and other practical application.

Empirical studies

Yu et al., (2018) explored the effects of excessive social media use on individual job performance and its exact mechanism. An extended stressor–strain–outcome research model was proposed to explain how excessive social media use at work influences individual job performance. The research model was empirically tested with an online survey study of 230 working professionals who use social media in organizations. The results revealed that excessive social media use was a determinant of three types of social media overload (i.e. information, communication and social overload). Information and communication overload were significant stressors that influence social media exhaustion, while social overload was not a significant predictor of exhaustion. Furthermore, they identified that social media exhaustion significantly reduces individual job performance. Theory-driven investigation of the effects of excessive social media use on individual job performance is still relatively scarce, underscoring the need for theoretically-based research of excessive social media use at work. This paper enriches social media research by presenting an extended stressor–strain–outcome model to explore the exact mechanism of excessive use of social media at work, and identifying three components of social media-related overload, including information, communication and social overload. It is an initial attempt to systematically validate the casual relationships among excessive usage experience, overload, exhaustion and individual job performance based on the transactional theory of stress and coping.

Kumar ET AL (2020) investigated the experiences of employees regarding their social media usage and consequences of social media overuse at the workplace. Fourteen semi-structured interviews were conducted, audio-recorded, transcribed, and analyzed using the Interpretative Phenomenological Analysis (IPA) procedures. The qualitative data was collected from the employees working in renowned IT/ITES companies in India. The themes that emerged are lack of sleep; backache and eye strain; feeling of envy; lack of depth in the relationships; tendency to seek approvals; not meeting deadlines; compromise with the work quality; distraction from work. The present study intends to assist human resource managers in designing appropriate policies and guidelines pertaining to employees' social media usage at the workplace.

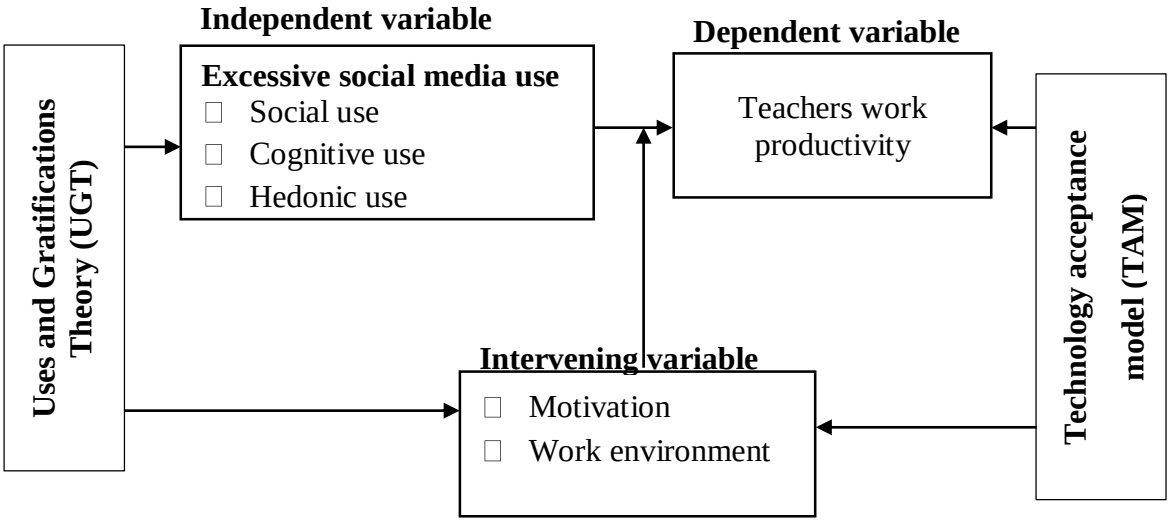
Varghese and Kumari (2018) propounded that employees are considered as one of the most important assets of any institution and the success of an organization depends largely on the productivity of its employees. They added that the popularity of social media and their increasing use in the workplace presents some concerns for employers. To them, there are indications that employers cannot completely prevent the use of social media during work hours and with this, a state of uncertainty arises where employees tend to spend more time on social media such as Facebook engaging in non-work related activities such as creating personal networks, checking on family and friends, streaming and downloading music and video, checking sports scores, following social bookmarks, chatting with friends, reading and commenting on people's statuses, perusing people's gallery of photos and looking for friends. The purpose of this study was to examine the extent of social media participation by employees in education sector and its effect on their productivity. A sample of 120 is randomly selected from a population that has internet connectivity in the workplace. Primary data was collected by using a questionnaire. The data so collected was analyzed and interpreted. The study showed that the use of social media during productive hours has a significant influence on staff productivity.

Wua et al (2021) opined that in recent years, with the ability to facilitate knowledge sharing, information exchange, and work collaboration, enterprise social media (ESM) has been widely embraced by business leaders to improve job performance. However, with the deepening of empirical research and practice, ESM usage has also been found to yield various negative outcomes, such as information overload, privacy invasion, turnover intention, and work-life conflict. Ultimately, these negative outcomes will be reflected in a decline in job performance. Given this inconsistent result, the study presented a meta-analysis of the relations between ESM usage and job performance as described in previous empirical literature. The results indicated that there is a significant positive correlation between ESM usage and job performance, subject to several moderators. Specifically, different types of job performance have a moderating effect on the relations between ESM usage and job performance, and the effect of innovation performance and agility performance is greater than that of in-role performance. Samples with a high proportion of females showed stronger effects of ESM usage on job performance, whereas samples with a high proportion of managers showed stronger effects. Moreover, samples from developed countries showed higher effects of ESM usage on job performance than those from developing countries. Their findings held several implications for related theoretical research and business management practices.

Doost and Zhang (2023) postulated that Interruption at work by social media (SM) is a pervasive phenomenon. This study investigated the impact of SM interruptions and task cognitive levels on mental workload (MWL) and physiological indexes. Each subject performed six simulated computer tasks differentiated by two factors: task cognitive level and performing condition. MWL was reflected through three categories of data: perceived mental workload, physiological indexes, and primary task performance. The results revealed significant effects of SM interruptions on heart rate, low-frequency/high-frequency (LF/HF) ratio, and skin conductance. ANOVA results showed there were main effects of task cognitive level on LF/HF and skin conductance. These effects during interrupted tasks were more profound. In addition, participants experienced higher MWL and recorded lower primary task performance in the knowledge-based task than the rule- and skill-based tasks. They argued that their findings could guide managers and employees regarding appropriate use of SM in the workplace and better managing interruption and workload. They submitted that office workers suffer from increased overall mental workload due to unpredictable interruptions while working. This study shows that participants' mental workload increased when receiving SM interruptions, which was more profound during complex tasks. This highlights the importance of SM interruptions management for employees' health, performance, and mobile application developers.

It follows therefore that teachers who are excessively dependent on social media for cognitive purposes are likely to be affected in the execution of their task. This is similar to the concern raised by Saleem et al (2021) in which they forwarded that pervasive social media has resulted in technology dependency and excessive usage, which can lead to negative outcomes in organizations. The paper aimed to investigate the effects of social media's different excessive usage patterns on employee job performance and the corresponding underlying mechanism. Specifically, they proposed three dimensions of excessive social media use at work (i.e., excessive social, hedonic, and cognitive). These dimensions are related to technology-work conflict and strain, which in turn decrease employee job performance. An empirical study of 305 social media users in organizations revealed that excessive social media use for socialization and entertainment can generate conflict between technology use and work demand, whereas excessive social media use for information-sharing reduces employees' psychological strain. In addition, technology-work conflict and strain negatively influence job performance.

Figure 5: Conceptual framework
Conceptual diagram was drawn from the review of literature and theoretical framework



Source: Researcher, (2023)

The conceptual diagram presents the relationship between the independent variable (excessive social media use) and the dependent variable (teacher's work productivity). The diagram also presents other variables that can affect work productivity which is motivation and work environment. The Technology Acceptance Model explains the predictor variables perceived usefulness and perceived ease of use which have an effect on productivity. The uses and gratifications theoretical approach (U&GT) explains user motivations and gratifications of social media use (social use, cognitive use and hedonic use).

CHAPTER THREE

METHODOLOGY

This study investigates the influence of excessive social media usage on teachers' work productivity. This section discusses the research methodology used for collecting and analyzing data. It reveals the processes used to collect data from the field. The section opens with a description of the research design and how the study was carried out. Next, we discussed the study area, the population of the study, the target population, and the accessible population from which our sample size was derived. We then received the sample and the sampling techniques that were employed. The data-gathering tools and methods for validating the instrument were discussed. The processes for administering the instruments were also discussed, data analysis techniques elucidated, ethical considerations, and reiteration of the hypothesis.

Research Design

A descriptive survey design was employed for this study, and a regressional prediction design was used to gather data. Using descriptive design and regressional analysis, you can predict results and elucidate the effect of independent variables on the dependent variable. Researchers use the regressional test to predict the effect of two or more variables or sets of scores (Creswell, 2012). According to Cresswell (2012), a research design is a strategy that details information on a certain issue and should be gathered and processed. It is a broad framework that describes the steps that will be taken to collect the data needed to respond to the research question or hypothesis. Cresswell (2012) claims that a research design outlines the steps the researcher will take, from writing or creating the hypothesis to the final data analysis. Data is gathered using a quantitative approach to ascertain whether and how strongly the two variables affect each other (excessive social media usage and teachers' work productivity). At the end of this research, quantitative data was collected and analyzed, and the findings were generalized to the entire study population. With prediction design, researchers aim to predict outcomes by employing specific factors as predictors rather than merely associating variables. Therefore, prediction studies are valuable because they aid in predicting or anticipating future behaviour.

Area of Study

The purpose of this section is to describe the study area in terms of locality, topography, and history. A research area is a physical site where a study or a current research project is being

conducted. This research was carried out in the Mfoundi division in Cameroon's Center Region. Mfoundi division is a Division in the Centre Region of Cameroon. The division covers an area of 297 km2 and as of 2005 had a total population of 1,881,876. The division forms the Yaoundé capital and greater area. The division was created following Decree No. 74/193 of the March 11, 1974 separating it from the division of Méfou (today itself divided into Méfou-et-Afamba and Méfou-et-Akono).

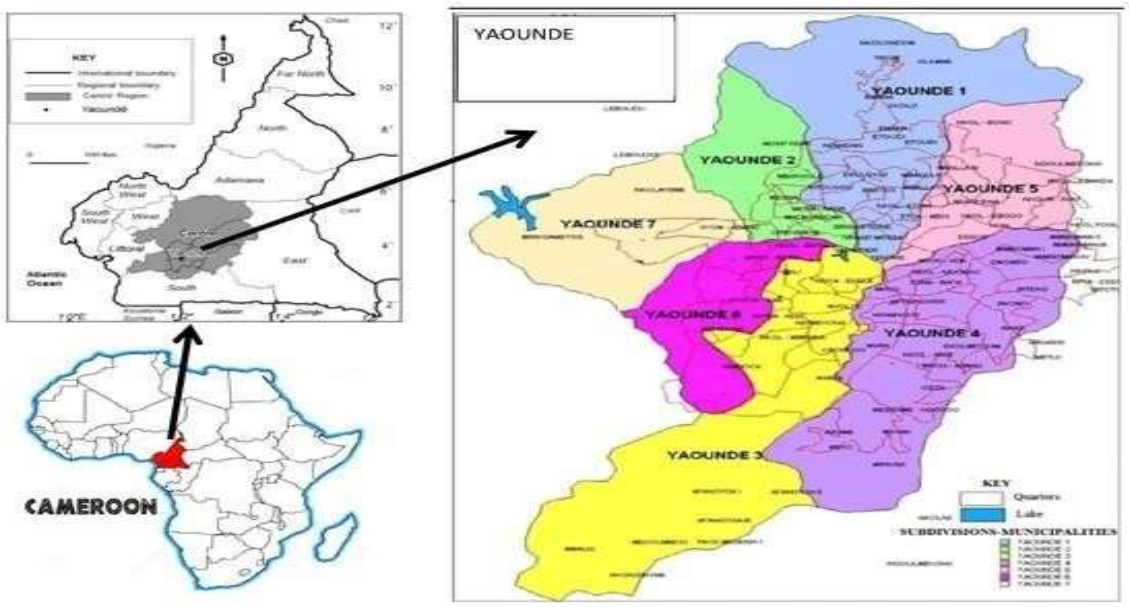
The division has only one urban community: However, each of the seven current municipalities has an urban municipal council, headed by an elected urban municipality mayor. The urban community covering the entire division makes it a community with a special status.

The division has seven Sub-divisions:

1. Yaoundé I (Nlongkak)
2. Yaoundé II (Tsinga)
3. Yaoundé III (Efoulan)
4. Yaoundé IV (Kondengui)
5. Yaounde V (Essos)
6. Yaoundé VI (Biyem-Assi)
7. Yaoundé VII (Nkolbisson)

The study was carried out in the Mfoundi because there is a lack of information on the teachers use of social media and work productivity.

Figure 6: Map of Mfoundi



Population of Study

According to Amin (2005), a population is the totality of all the components relevant to certain research. When concluding a sampling study, the researcher is interested in the entirety or aggregate of things or people with one or more traits in common (Amin, 2005). Asiamah et al. (2017) believe that population members must share at least one common attribute. This characteristic qualifies participants as population members. Five thousand six hundred and ninety (5690) teachers from public and private institutions in Mfoundi comprise the study population (Division of Personnel, the divisional delegation of secondary education, 2023).

Target Population

The researcher intends to generalize the findings to this population. The target population, often known as the parent population, may not always be reachable to the researcher (Amin, 2005). For Asiamah et al. (2017), the set of people or participants with particular traits of interest and relevance is referred to as the target population, and it is the portion of the general population that remains after it has been refined. The researcher must therefore identify and exclude members of the general population who might not be able to share experiences and ideas in sufficient clarity and depth from the target population. Thus, the target population of this study comprises ten (10) schools drawn from the seven subdivisions of Mfoundi. Teachers were chosen because they are the sole guarantors of quality education in the country, which is why emphasis should be placed on teacher's productivity.

Table 1: Distribution of target population

No	Name of School	Sub-division	Target Population
1.	Government bilingual high school Emana	Yaounde 1	175
2.	Government bilingual high school Nyom	Yaounde 1	83
3.	Government bilingual high school Nkol-Eton	Yaounde 2	182
4.	Government bilingual practising high school Yaounde	Yaounde 3	244
5.	Government bilingual high school Ekounou	Yaounde 4	194
6.	Government bilingual high school Mimboman	Yaounde 4	169
7.	Government bilingual high school Yaounde	Yaounde 5	198
8.	Government bilingual high school Etoug-Egbe	Yaounde 6	284
9.	Government bilingual high school Mendong	Yaounde 6	276
10.	Government bilingual high school Ekorezock	Yaounde 7	163
	Total		**1968**

Source: Division of Personnel, the divisional delegation of secondary education 2023

Accessible population

This is the population from which the sample is actually drawn (Amin, 2005). Asiamah et al. (2017) corroborate this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of participants is the one from whom data is gathered by polling either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People eligible to engage in the study but unable to participate or would not be available at the time of data collection are referred to as the accessible population. The accessible population of this study is drawn from seven (07) government bilingual high schools where teachers of the English sub-system of education were targeted. The researcher, therefore, had access to 1315 teachers drawn from the seven (07) schools, as seen below.

Table 2: Distribution of accessible population per school

No	Name of school	Sub-division	Accessible population
1	Government bilingual high school Nyom	Yaounde 1	83
2	Government bilingual high school Nkol-Eton	Yaounde 2	182
3	Government bilingual practising high school Yaounde	Yaounde 3	244
4	Government bilingual high school Mimboman	Yaounde 4	169
5	Government bilingual high school Yaounde	Yaounde 5	198
6	Government bilingual high school Mendong	Yaounde 6	276
7	Government bilingual high school Ekorezock	Yaounde 7	163
	Total		**1315**

Source: Division of personnel, divisional delegation of secondary education 2022

Table above shows the accessible population, which is 1315 in the targeted seven schools.

Sample of the study

The sample of this research work was drawn from the accessible population of 1315 teachers of the English- system of education from the seven schools the researcher had access. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue. Amin (2005) views a sample as a portion of the population whose results can be generalized to the entire population. The author adds that a sample can also be considered representative of a population. Majid (2018) corroborates this by asserting that because the community of interest typically consists of too many people for any research endeavour to involve as participants, sampling is a crucial tool for research investigations.

The sample size was determined using research advisor sample size table (2006), which constituted 306 teachers drawn from seven schools representing the seven sub-divisions in Mfoundi. They were drawn in such a way that all teachers of GBHS should be represented.

Table 3: Distribution of sample per school

No	Name of school	Sub-division	Accessible population	Sample
1	Government bilingual high school Nkol-Eton	Yaounde 2	182	44
2	Government bilingual high school Nyom	Yaounde 1	83	44
3	Government bilingual practising high school Yaounde	Yaounde 3	244	45
4	Government bilingual high school Mimboman	Yaounde 4	169	44
5	Government bilingual high school Yaounde	Yaounde 5	198	44
6	Government bilingual high school Mendong	Yaounde 6	276	45
7	Government bilingual high school Ekorezock	Yaounde 7	163	40
	Total		**1315**	**306**

Source: researcher 2023

Table above shows the sample of the study drawn from research advisor sample size table (2006)

Sampling technique

Every research involves, to some degree or another, a sampling process. Sampling is one of the most important steps in research; it will lead to valid results when carefully done. Sampling is a process of selecting representative portions of a population that permits the researcher to make utterances or generalizations concerning the said population. It can also be the process of selecting elements from a population so that the sampled elements selected represent the population. Sampling is involved when any choice is made about studying some people, objects, situations, or events rather than others. A good sample should be representative of the population from which it was extracted. Regardless of the sampling approach, the researcher should be able to describe and relate the characteristics to the population (Amin,2005).

Sampling techniques refer to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). There are two main sampling techniques; probability and non-probability techniques. The sampling technique suitable for this study was probability sampling, in which all the elements of the population had some probability of being selected. Probability sampling provided a base for the researcher to make generalizations about the population.

The type of probability sampling technique employed in this research was simple random sampling (SRS). Amin (2005) opined that a simple random sample is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. The researcher proceeded through this method by selecting the accessible population comprising seven government bilingual high schools in Mfoundi. This was done through the random number method, in which Amin (2005) says if there are numbers that identify the elements of the population, then the random number method will be appropriate. The researcher proceeded as follows; The numbers 01,02,03…..11 were attributed to all the government bilingual high schools in the Mfoundi division on folded pieces of paper in a basket. The researcher pleaded with two neighbours who randomly selected 3 and 4 schools each from the basket. These seven schools were selected to represent the seven schools used in the accessible population. Through this technique, no school or teacher was left out, ensuring the representativeness of all government bilingual high schools in the Mfoundi division.

Instrument for Data collection

An instrument is any tool that has been methodically built to collect data and should be gathered accurately. The questionnaire is the tool utilised to gather data for this investigation. According to Amin's definition from 2005, a questionnaire is a professionally crafted tool used to gather data in line with the research questions and hypothesis requirements. He continues by saying that a questionnaire can be considered a self-report tool used to collect data on factors of interest in research. A questionnaire is a useful tool for gathering survey data, providing structured, frequently numerical data, being able to be administered without the researcher's presence, and frequently being comparatively simple to analyse, as Cohen et al. (2007) reiterated. It is a tool for gathering data with specific questions that the respondent must answer and then return to the researcher. There are two different kinds of questionnaires: closed and open-ended. The type of study is the only factor influencing the questionnaire selection. This study will use closed-ended questions, including Likert-style rating scales and dichotomous questions. These closed questions are simple to code and take little time to complete.

According to Creswell (2009), a questionnaire takes a quantitative approach to measure perceptions and provides data upon which generalizations can be made on the views of a given population on a particular phenomenon. This study's self-administered questionnaire was preferred, given that the targeted respondents could read and express themselves effectively. The researcher used a self-administered questionnaire to capture the teachers' views on the

teaching and learning process in some public secondary schools in Mfoundi Division. It is a rigorous instrument prepared by the researcher about the research problem under investigation, which is to be used to collect information from respondents. It consists of a carefully selected set of questions or statements requiring respondents' answers. The collection of the research-developed questionnaire titled: excessive social media usage has two parts; A and B. Part A contains information on the personal data of the respondents, while part B contains thirty-one (31) statements built in four clusters A, B, C and D. Cluster A of the questionnaire focused on Excessive social use at work. Cluster B of the questionnaire hinged on Excessive hedonic use at work. Cluster C of the questionnaire concentrated on Excessive cognitive use at work. Finally, cluster D was made up of statements related to teachers work productivity. This enabled us to obtain information on the dependent variable, which is the actual problem. The tested scales used in this study were adapted from validated scales of previous studies. Suitable modifications were done to fit the new context of the current study. The measurement items used are presented in Appendix A. Specifically, the measurements for excessive social, hedonic, and cognitive uses at work were adapted from Caplan and High (2006) and Ali-Hassan et al. (2015). The scales of **work productivity** were adapted from Janssen and Van Yperen (2004). All items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 4: Variables and statements

Variables	Statements
Excessive social use at work	1, 2, 3, 4,5,6,7
Excessive hedonic use at work	8, 9, 10, 11, 12, 13, 14
Excessive cognitive use at work	15, 16, 17, 18, 19, 20, 21
Teachers work productivity	22, 23, 24, 25, 26, 27, 28, 29, 30, 21

All the four-cluster had ten statements each, all relating to the research questions that guided the study. The response format for clusters A to D is based on a five-point scale of strongly agree (SA), Agree (A), Neutral, Disagree (D) and Strongly Disagree (SD). In other words, the higher the aggregate scores on the rating scale, the more positive the response of the subjects and the lower the score, respondents indicated their level of agreement by ticking (√) on the rating scale.

Table 5: Questionnaire options and corresponding weights on the Likert scale

Option	Weight
Strongly Agree (SA)	5 points
Agree (A)	4 Points
Neutral (N)	3 Points
Disagree(D)	2 Points
Strongly Disagree (SD)	1 Point

Table 6 shows how the questionnaire was weighted with the various options, from 5 points for SA to 1 point for SD.

Validation of the Instrument of data Collection

According to Amin (2005), Validation refers to the accuracy of the instrument in measuring what the researcher intends to measure validity refers to measurement instrument and the level to which it saves the purpose of it design. The validity of the instrument can be affirmed with the reason that the questions were simple, understandable and easy for the respondents to answer. Face validity was adopted this was done by giving the initial draft of the questions to expert raters and were kindly requested to examine the adequacy of the statement relevance and suitability of language, structuring and sequencing of ideas and appropriateness of the instrument.

The comments and observations of these experts were used for modifications of the instrument. They modified some of the research questions and improved on the clarity of the questionnaire statements and the clarity of the response scale format of strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and strongly Disagree (SD). Their comments were incorporated in the revised version of the questionnaire statements. Our method of distributing questionnaires to the respondent was face-to-face distribution. We later collected the questionnaire in on week. This was to give room for the respondents to take their time in filling the questionnaires without any inconvenience.

Face Validity

The questionnaire was carefully studied by specialists in instrument development and the supervisor in charge of the dissertation for examination and screening in case of any error. Some were adjusted, maintained and others disqualified.

Content Validity

The statements on the questionnaire were examined by the supervisor in relation to the objective of our work. After proper examination and acceptance of the statements, the content of the instruments was made valid. It was distributed to Teachers of the selected schools and were collected a week after. During the exercise, the researcher permitted the respondents to pose questions where necessary. At the end, most of the copies were collected and the return rate was recorded.

Pilot Study

The researcher then conducted a pilot test in Government Bilingual High School Etoug-Egbe which did not constitute part of the sample. We did pilot study because we wanted to develop and test the adequacy of the research instrument. It might also give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. The teachers responded and the internal consistency of the clusters was determined using Cronbach alpha which gave us a reliability of .874. The coefficient for the clusters was high enough for the study to utilize the instrument because it reveals a complete understanding of the content of the questionnaire. This procedure ensures the content validity if the instrument.

Reliability of the study

The questionnaire was pre-tested with comparable respondents drawn from outside the area of the study. Results of the pilot testing were used in computing relevant reliability. The instruments were trial tested using 10 teachers in Government Bilingual High School Etoug-Egbe. The teachers responded and the internal consistency of the six clusters was determined using Cronbach alpha which gave us a reliability of .874. The coefficient of the clusters was high enough for the study to utilise the instrument. After using the questionnaire for the study, we had a Cronbach alpha of .879 implying the instrument was reliable.

Method of data collection

The researcher took an authorization of research from the Dean of the Faculty of Science of Education from the University of Yaounde 1. He first of all went to the Centre Regional Delegation for Secondary Education of Mfoundi Division, where he carried out documentary research on statistics of teachers in the division. He went to the schools and obtained permission from the principals. The permission was granted. As far as questionnaire administered were

concerned, they were distributed to all the teachers of the schools' concerned and were collected later with a research confirmation signed by the principals of the respective schools. During the exercise, the researcher permitted the teachers to ask questions where necessary. At the end, most of the copies were collected. This gave a return rate of 98.37%.

The return rate of the instrument

The return rate indicates the number of questionnaires that were received at the end of the research after the questionnaires were administered to respondents. The return rate for this study was calculated using a simple percentage based on the formula below

$$R = \frac{\sum RQ}{\sum AQ} \times \%$$

Where;

R= Return rate

∑RQ= Sum of questionnaires returned

∑AQ= Sum of questionnaires administered

% = Percentage expressed as a hundred

The rate of return of questionnaires for this study was calculated as follows;

Total number of questionnaire administered = 306

Total number of questionnaires returned= 301

Therefore, return rate is = 301⁄306 * 100 = **98.37%**

Methods of data analysis

This study made use of a method of data analysis by which each hypothesis is taken and material to answer or provide a test is provided. Consequently, a regression method was used. Data were presented using tables and descriptive statistics like percentages, frequencies, and means were used. Correlation as well as the statistically more advanced method of multiple regression analyses was used in data analyses.

A regression method was the main method used in this study. Regression methods form the backbone of much of the analyses in research. In general, these methods are used to estimate associations between variables, especially when one or more of these variables are continuous. To answer the research question on how the independent variables, affect the dependent variables, a standard multiple regression analysis was conducted on the data in SPSS.

The multiple regression analyses attempt to find out whether independent variables are able to predict the dependent variable and which of those independent variables is the strongest predictor of the dependent variable, in this case, teachers' productivity. Therefore, multiple regression analyses is the most suitable analysis tool for the current research (Pallant, 2005).

Ethical Considerations

Wilson and Hunter (2010) insist that before conducting research, there should be awareness on both parties of institutions and research participants. Thakhathi, Shepherd, and Nosizo (2018) maintains that ethical considerations in research are essential because they discourage fabrication or falsifying data, and thus encourage the quest of knowledge and truth, which is the main objective of undertaking a study. This research was conducted in respect to the fundamentals of research ethics. The respondents were assured of anonymity to avoid prejudice and victimization. All the information gathered from the respondents was held in confidentiality in that names of the respondents were not indicated in the questionnaires, and the research findings were not used otherwise apart from for academic purposes. This study sought in-depth information on selected administrative practices and may reveal inadequacies in leadership of schools in the study area. The head teachers may become weary of the implications of the research; thus, the researcher communicated to the respondents beforehand. The contents of the questionnaires such as what is being studied, the purpose of the study, those involved in the study and the nature of participation of each subject and methods of data collection were conveyed to respondents in advance

Reiteration of hypotheses

H_{O1}: Excessive social use of social media at work has no statistically significant influence on teachers' work productivity.

H_{O2}: Excessive hedonic use of social media at work has no statistically significant influence on teachers' work productivity.

H_{O3}: Excessive cognitive use of social media at work has no statistically significant influence on teachers' work productivity.

CHAPTER FOUR
DATA ANALYSIS AND FINDINGS

This study aimed to investigate the influence of excessive social media usage on teachers' work productivity in some public secondary schools in Mfoundi division. This chapter seeks to answer the questions raised in the study and test the research hypotheses.

Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 301 questionnaires.

Demographic characteristics

Table 6: Frequency and Percentage Distribution of Respondents based on Gender

Gender	Frequency	Percent
Male	132	43.9
Female	169	56.1
Total	301	100.0

The table represents the sex distribution of respondents. In the context of this study, we use a population of 301 respondents. According to the table, 132 of the respondents are male while 169 of the respondents are female, making a percentage of 43.9 and 56.1, respectively. This variation is due to the fact that there are more females than males in the sample schools. This indicates that most of the teachers in secondary schools in Mfoundi-Division are females. Similar results are illustrated in the figure below.

Figure 7: Frequency and Percentage Distribution of Respondents based on Gender

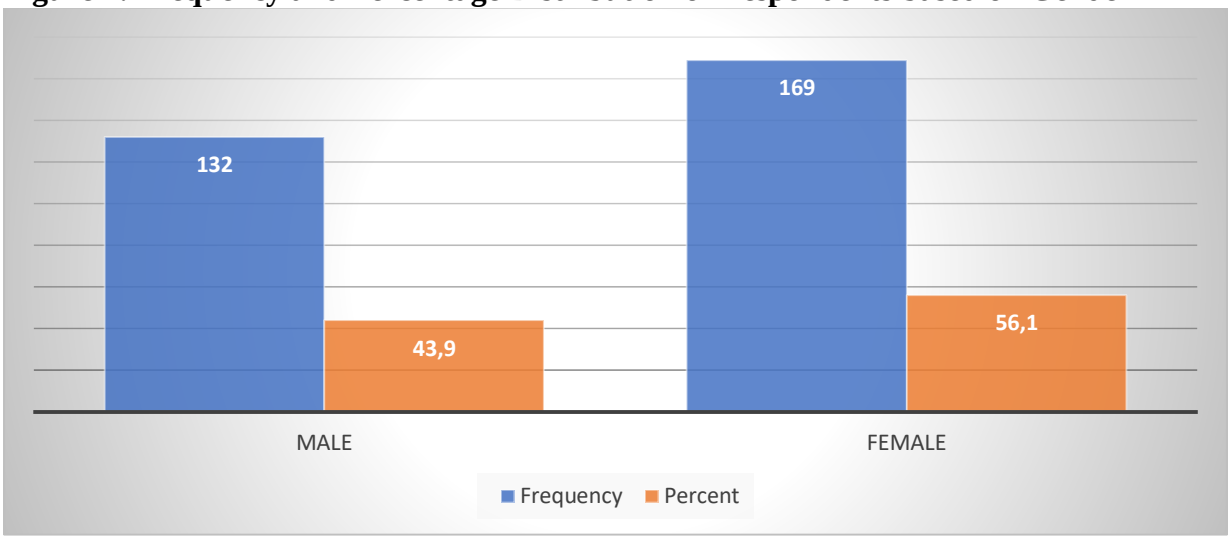


Table 7: Frequency and Percentage Distribution of Respondents based on Age Group

Age	Frequency	Percent
21-30 yrs	66	21.9
31-40 yrs	170	56.5
41 yrs and above	65	21.6
Total	301	100.0

The result shows that 21.9 % of the teachers are 21 to 30 years, 56.5% have ages between 31 to 40 years, and 21.6% have ages between 41 years and above.

Figure 8: Frequency and Percentage Distribution of Respondents based on Age Group

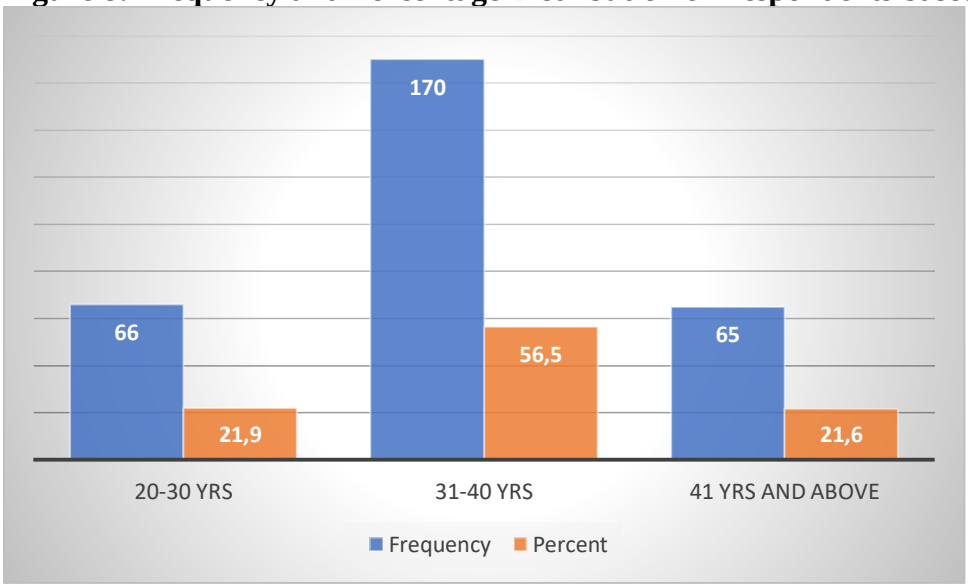


Table 8: Frequency and Percentage Distribution of Respondents based on current function

Current Function	Frequency	Percent
Teacher	281	93.4
School Administrator	20	6.6
Total	301	100.0

The table above revealed that the majority of the of the respondents 93.4% are teachers with only 6.6% administrators.

Figure 9: Frequency and Percentage Distribution of Respondents based on current function

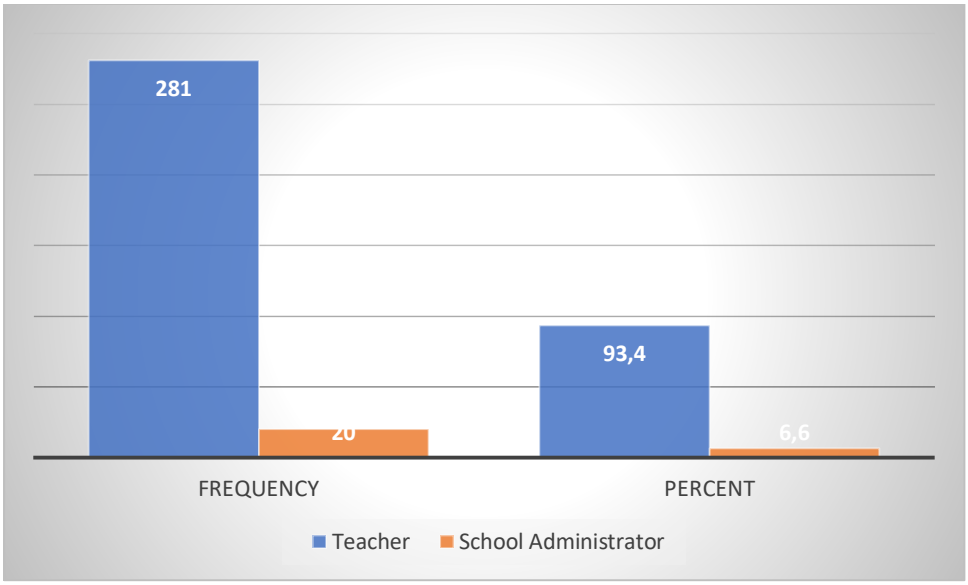


Table 9: Frequency and Percentage Distribution of Respondents based on Qualification

Qualification	Frequency	Percent
DIPES I	221	73.4
DIPES II	80	26.6
Total	301	100.0

With respect to qualification, more than half of the respondents (73.4%) are holders of DIPES I, and 26.6% are holders of DIPES II.

Figure 10: Frequency and Percentage Distribution of Respondents based on Qualification

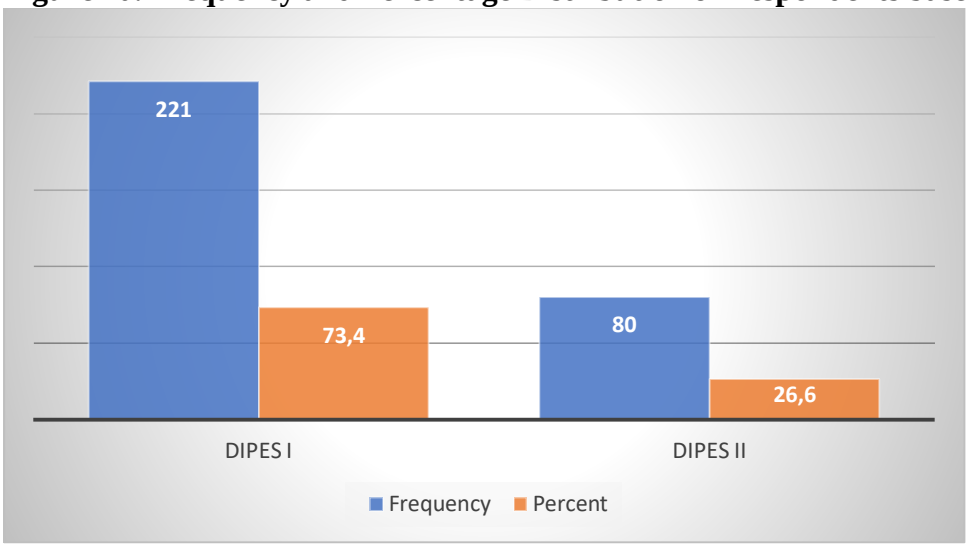


Table 10: Frequency and Percentage Distribution of respondent based on schools

Schools	Frequency	Percent
Government bilingual high school Emana	44	14.6
Government bilingual high school Nkol-Eton	44	14.6
Government bilingual practicing high school Yaounde	44	14.6
Government bilingual high school Ekounou	44	14.6
Government bilingual high school Yaounde	44	14.6
Government bilingual high school Mendong	45	15.0
Government bilingual high school Ekorezock	36	12.0
Total	301	100.0

The above table represents the seven selected bilingual secondary schools in Mfoundi Division and questionnaires were distributed in these schools. Government bilingual high school Emana with a frequency of 44, giving a percentage of 14.6, Government bilingual high school Nkol-Eton with a frequency of 44, giving a percentage of 14.6, Government bilingual practicing high school Yaounde and Government bilingual high school Ekounou both with a frequency of 44 giving a percentage of 14.6, Government bilingual high school Yaounde with a frequency of 44 giving a percentage of 14.6, Government bilingual high school Mendong with a frequency of 45 giving a percentage of 15.0, and Government bilingual high school Ekorezock with a frequency of 36 giving a percentage of 12.0. The above results are represented in the figure below.

Figure 11: Frequency and Percentage Distribution of Respondents based on Qualification

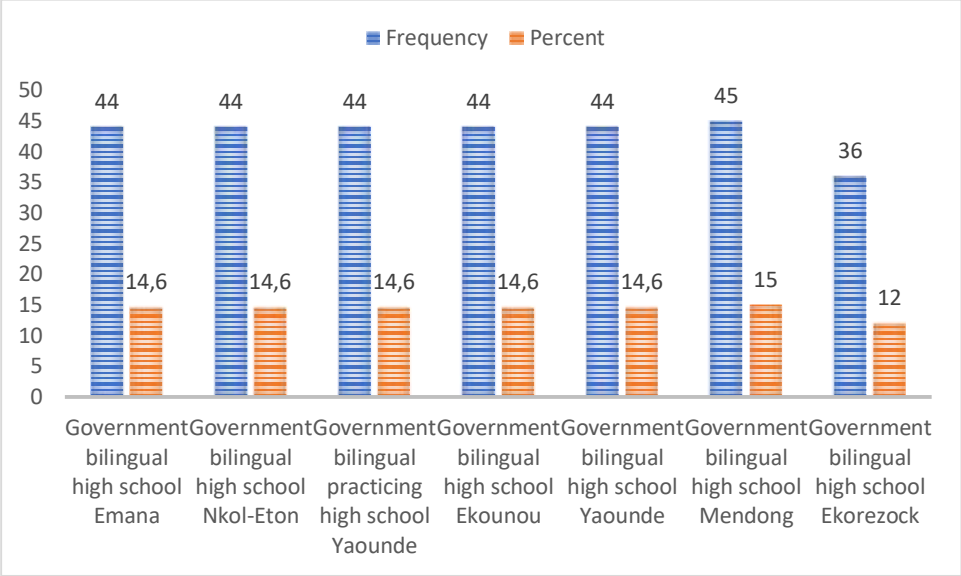
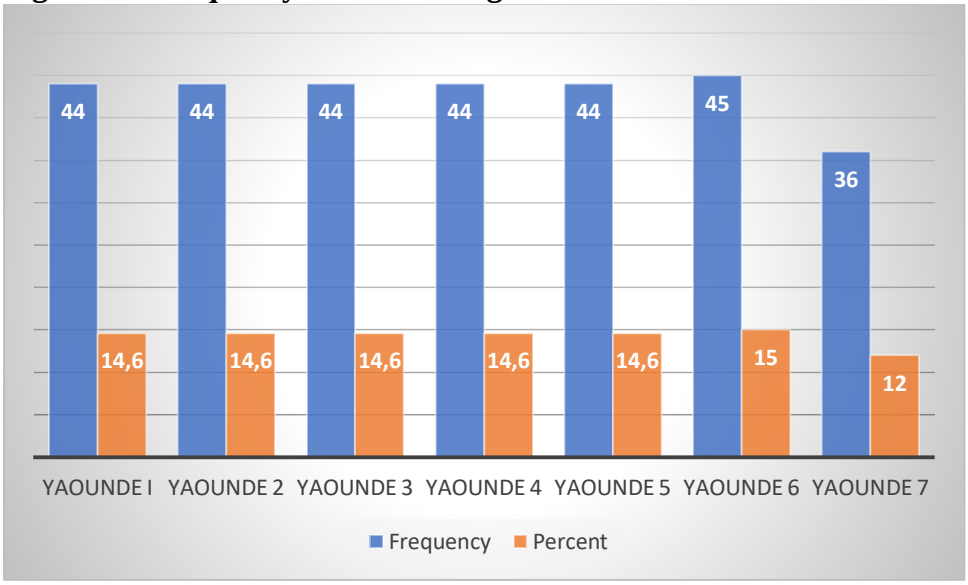


Table 11: Frequency and Percentage Distribution table based on School Location

School Location	Frequency	Percent
Yaounde I	44	14.6
Yaounde 2	44	14.6
Yaounde 3	44	14.6
Yaounde 4	44	14.6
Yaounde 5	44	14.6
Yaounde 6	45	15.0
Yaounde 7	36	12.0
Total	301	100.0

According to the table above, questionnaires were distributed in seven sub divisions that make up Mfoundi Division. These sub divisions were Yaounde 1 with a frequency of 44, giving a percentage of 14.6, Yaounde 2 with a frequency of 44, giving a percentage of 14.6, Yaounde 3 and Yaounde 4 both with a frequency of 44 giving a percentage of 14.6, Yaounde 5 with a frequency of 44 giving a percentage of 14.6, Yaounde 6 with a frequency of 45 giving a percentage of 15.0, and Yaounde 7 with a frequency of 36 giving a percentage of 12.0. These same results are represented in the figure below.

Figure 12: Frequency and Percentage Distribution based on School Location



Analysis Based on Research Questions

Research Question one

What is the influence of excessive social use of social media at work on teachers' work productivity?

Seven items of the questionnaire were designed to answer this question. All seven items have a mean greater than the acceptable mean of 3.0, which is an indicator that all the respondents excessively indulge in social use of social media for social interaction.

Table 12: Frequency and Percentage Distribution table based on excessive social use of social media at work on teachers' work productivity.

No	Items	SA		A		N		D		SD		M	Std D
		f	%	f	%			f	%	f	%		
1	I always use social media to create new relationships at work.	27	9.0	174	57.8	77	25.6	20	6.6	3	1.0	3.67	.771
2	I always use social media to get to know people I would otherwise not meet at work.	40	13.3	179	59.5	59	19.6	20	6.6	3	1.0	3.77	.797

3	I always use social media to maintain close social relationships with people at work.	43	14.3	170	56.5	70	23.3	16	5.3	2	.7	3.78	.777
4	I always use social media to get acquainted with colleagues who share my interests.	33	11.0	149	49.5	89	29.6	26	8.6	4	1.3	3.60	.845
5	I always use social media to connect individuals to family anywhere at any time	28	9.3	169	56.1	81	26.9	21	7.0	2	.7	3.67	.768
6	I always use social media to connect individuals to friends anywhere at any time	49	16.3	161	53.5	65	21.6	24	8.0	2	.7	3.77	.840
7	I always use social media to connect individuals to acquaintances anywhere at any time	34	11.3	168	55.8	81	26.9	18	6.0	0	0	3.72	.739
	Global Mean											3.71	.634

Results from the field revealed that 66.8% of the respondents generally use social media to create new relationships at work. 72.8% always use social media to get to know people they would otherwise not meet at work. 70.8% of the respondents always use social media to maintain close social relationships with people at work. 60.5% always use social media to get acquainted with colleagues who share their interests. 65.4% always use social media to connect individuals to family anywhere at any time. Finally, 67.1% always use social media to connect individuals to acquaintances anywhere at any time. A global mean of 3.71 proved that respondents generally agreed to excess use of social media at work.

Research Question two: To what extent does excessive hedonic use of social media at work influence teachers' work productivity?

Equally, seven items of the questionnaire were designed to answer this question. All seven items have a mean greater than the acceptable mean of 3.0, which is an indicator that all the respondents excessively use social media for hedonic purpose.

Table 13: Frequency and Percentage Distribution table based on excessive hedonic use of social media at work on teachers' work productivity.

No	Items	SA		A		N		D		SD		M	Std D
		f	%	f	%			f	%	f	%		
1	I always use social media to enjoy my break.	65	21.6	185	61.5	40	13.3	10	3.3	1	.3	4.00	.716
2	I always use social media to take a break	66	21.9	175	58.1	50	16.6	9	3.0	1	.3	3.98	.732
3	I always use social media to relax from work.	63	20.9	176	58.5	54	17.9	7	2.3	1	.3	3.97	.715
4	I have fun interacting with social media	68	22.6	179	59.5	49	16.3	4	1.3	1	.3	4.02	.687
5	It is exciting to use social media at work	77	25.6	182	60.5	33	11.0	6	2.0	3	1.0	4.07	.729
6	It is Delightful to use social media at work	93	30.9	156	51.8	50	16.6	0	.0	2	.7	4.12	.698
7	It is Thrilling to use social media at work	34	11.3	130	43.2	91	30.2	37	12.3	9	3.0	3.47	.950
												3.95	.585

The data revealed that 83.1% of the respondents always use social media to enjoy themselves during break periods. 80% always use social media to take a break. 79.4% always use social media to relax from work.80.1% usually have fun interacting with social media. 86.1% of the respondents think using social media at work is always exciting. 82.7% are delightful with using social media at work. Only 54.5% of the respondents think that It is thrilling to use social media at work.

Research Question Three: To what extent does excessive cognitive use of social media at work influence teachers' work productivity?

Equally, seven items of the questionnaire were designed to answer this question. All seven items have a mean greater than the acceptable mean of 3.0, which is an indicator that all the respondents excessively use social use of social interaction.

Table 14: Frequency and Percentage Distribution table based on excessive cognitive use of social media at work influence teachers' work productivity.

No	Items	SA		A		N		D		SD		Mean	Std D
		f	%	f	%			f	%	f	%		
1	I always use social media to share content with colleagues.	4	1.3	61	20.3	93	30.9	140	46.5	3	1.0	2.74	.835
2	I always use social media to create content in collaboration with colleagues.	10	3.3	47	15.6	114	37.9	112	37.2	18	6.0	2.73	.911
3	I always use social media to create content for work.	7	2.3	95	31.6	108	35.9	80	26.6	11	3.7	3.02	.907
4	I always use social media to access content created by my colleagues.	10	3.3	99	32.9	94	31.2	85	28.2	13	4.3	3.02	.958
5	I always use social media to learn how to perform better at my job	11	3.7	100	33.2	92	30.6	87	28.9	11	3.7	3.04	.956

6	I hold classes with current students on social media.	8	2.7	73	24.3	117	38.9	91	30.2	12	4.0	2.91	.897
7	I have used social media to facilitate work coverage.	70	23.3	182	60.5	40	13.3	9	3.0	**0**	**0**	4.04	.696
												3.08	.537

Results revealed that only 21.6% of respondents use social media to share content with colleagues. Very few respondents, 18.9%, always use social media to create content in collaboration with colleagues. Less than half of the participants (33.9%) always use social media to create content for work. 36.2% always use social media to access content created by their colleagues. 36.9% always use social media to learn how to perform better at their job. 27.0% of the respondents hold classes with current students on social media. However, the majority of the respondents have used social media to facilitate work coverage.

Work Productivity

Ten items in the questionnaire were designed to capture respondents' views of work productivity. All ten items have a mean greater than 3. Results from the analysis show that 55.8% always complete the duties specified in their job description. 58.8% always meet all the formal performance requirements of their job. 73.5% always fulfil all responsibilities required by their job. 50.8% often fail to perform essential duties. 66.1% almost always perform better than an acceptable level. 68.7% often perform better than can be expected from them. 68.1% often put extra effort into their work. 88.5% of the respondents intentionally expend a great deal of effort in carrying out their job. 74.7% try to work as hard as possible, and finally, 67.4% think that the quality of their work is top-notch. A global mean of 3.67 shows that respondents have moderate work productivity.

Table 15: Frequency and Percentage Distribution table based on work productivity

No	Items	SA		A		N		D		SD		Mean	Std D	
		f	%	f	%			f	%	f	%			
1	I always complete the duties specified in my job description.	31	10.3	137	45.5	91	30.2	34	11.3	11.3	2.7	3.49	.918	
2	I always meet all the formal performance requirements of my job.	33	11.0	144	47.8	88	29.2	25	8.3	11	3.7	3.54	.925	
3	I always fulfil all responsibilities required by my job.	33	11.0	188	62.5	59	19.6	16	5.3	5	1.7	3.75	.781	
4	I often fail to perform essential duties (R).	29	9.6	124	41.2	102	33.9	41	13.6	5	1.7	3.43	.901	
5	I almost always perform better than an acceptable level.	35	11.6	164	54.5	73	24.3	25	8.3	4	1.3	3.66	.838	
6	I often perform better	48	15.9	159	52.8	67	22.3	23	7.6	4	1.3	3.74	.862	

	than can be expected from me												
7	I often put extra effort into my work	26	8.6	179	59.5	78	25.9	15	5.0	3	1.0	3.69	.738
8	I intentionally expend a great deal of effort in carrying out my job	45	15.0	191	63.5	50	16.6	11	3.7	4	1.3	3.87	.752
9	I try to work as hard as possible	51	16.9	174	57.8	62	20.6	12	4.0	2	.7	3.86	.760
10	The quality of my work is top-notch	32	10.6	171	56.8	75	24.9	19	6.3	4	1.3	3.69	.796
												3.67	.593

Correlation analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, in the first instance, the researchers have produced scatterplots of the relationships between the different IVs: excessive use of social media, hedonic use of social media and excessive cognitive use of social media towards Work productivity as DV. Looking at the various scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 16: Correlations among variables

Correlations	ESU	EHU	ECU	WP
Excessive social use at work (ESU)				
Excessive hedonic use at work (EHU)	.229**			
Excessive cognitive use at work (ECU)	.169**	.130*		
Work Productivity (WP)	.323**	.143*	.547**	
Mean	3.71	3.95	3.08	3.67
Std. Deviation	.631	.537	.585	.593
N	301	301	301	301

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

To be more precise and thoroughly test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose main results are displayed in Table 16 Outcomes show that excessive social use at work, excessive cognitive use at work, and excessive hedonic use at work towards work productivity are significantly correlated.

Concerning the strength of the relationship, the IVs of the nature of the excessive social use at work and excessive cognitive use at work (Pearson's r (314) = .169, $p < .01$), excessive social use at work, and excessive hedonic use at work (Pearson's r (314) = .229, $p < .01$), excessive cognitive use at work, and excessive hedonic use at work (Pearson's r (314) = .130, $p < .01$). Hence, from the correlation analysis, it can be concluded that all three measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

Regression Analysis

Since excessive use of social media is the intersection of the contributing constructs, a standard simple regression was performed when all the other variables were considered to identify which independent variable was the most significant predictor of work productivity. Work productivity was the dependent variable, and excessive social use at work, excessive hedonic

use at work and excessive cognitive use at work towards work productivity were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent and dependent variables were above 0.2 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high correlations ($r > 0.9$) (Field, 2009) between the independent variables. For further evaluation to check multi co-linearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1, and the VIF values were less than 10. Thus, the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007, p. 166). In order to detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

The normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardized Residuals. The Normality Probability Plot produced a fairly straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Casewise Diagnostics table has information on cases that have values

above 3.0 or below -3.0 as their standardized residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though Case wise Diagnostics produced a case with a standardised residual above 3 (in this case, it was 6.655), Cook's distance produced a maximum value of 0.67. Thus, though the standardized residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the three independent predictors (Excessive social use at work, excessive cognitive use at work and excessive hedonic use at work) to predict work productivity was used to verify each research hypothesis. The adjusted R^2 was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Research Hypotheses

H_{O1}: Excessive social use of social media at work has no statistically significant influence on teachers' work productivity.

Regression was carried out to ascertain the extent to which excessive social use of social media at work scores predict work productivity.

Table 17: Model Summary of the Effects of Excessive social use at Work on work productivity

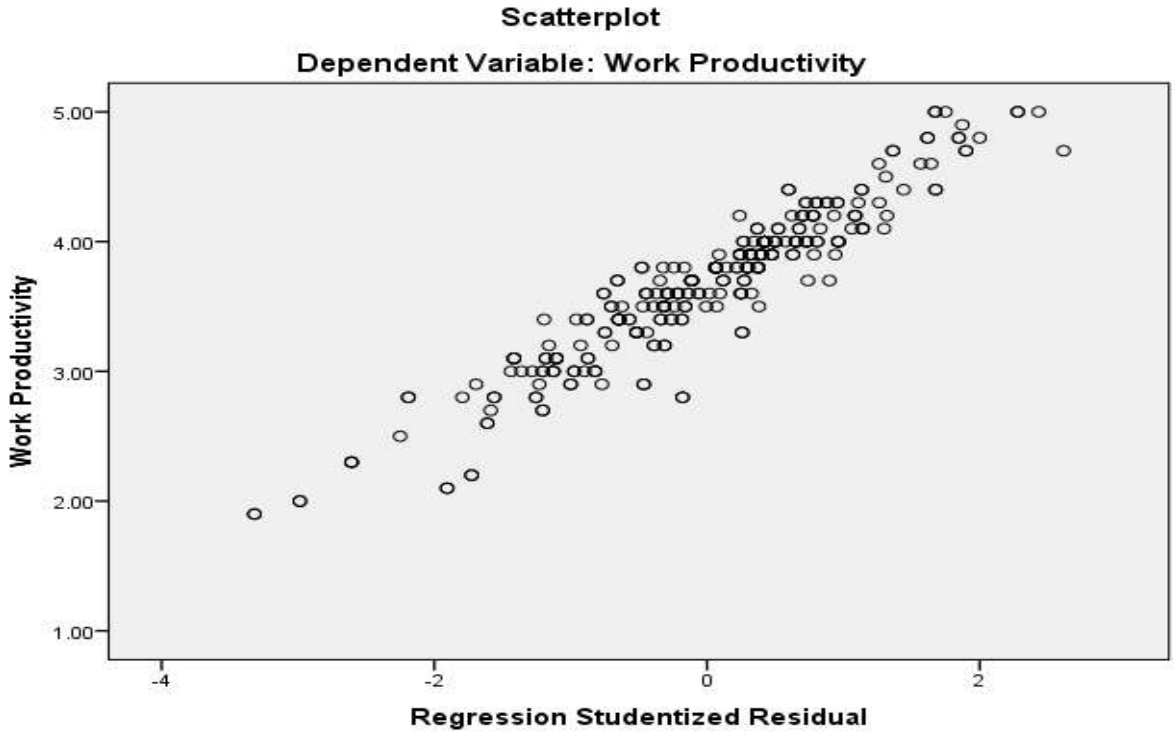
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.323[a]	.104	.101	.56248

a. Predictors: (Constant), Excessive social use at work

b. Dependent Variable: Work Productivity

The scatterplot showed a strong positive linear relationship between excessive social use at work and work productivity scores, which was confirmed by a Pearson's correlation coefficient of r = .323. The regression model predicted 10.1 % of the variance. The model was a good fit for the data (F (1, 299) = 34.718, p < .001).

Figure 13: Scatterplot of the effects of Excessive social use at work on work productivity



The next table is the F test. The linear regression F test has the null hypothesis that Excessive social use at work does not have a statistically significant influence on work productivity at p=.05. In other words, R^2= 0, with F (1, 299) = 34.718, p= .000, the test is highly significant. Thus we can assume that there is a statistically significant influence of excessive social use at work on work productivity.

Table 18: ANOVA[a] of the effects of Excessive social use at work on work productivity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.984	1	10.984	34.718	.000[b]
	Residual	94.598	299	.316		
	Total	105.583	300			

a. Dependent Variable: Work Productivity

b. Predictors: (Constant), Excessive social use at work

The regression results showed a significant relationship between Excessive social use at work on work productivity scores ($t = 5.892$, $p < 0.000$). The slope coefficient for Excessive social use at work was .323, so work productivity increases by a factor of I unit.

Table 19: Coefficients[a] of the effects of Excessive social use at work on work productivity

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.551	.194		13.173	.000
	Excessive social use at work	.303	.051	.323	5.892	.000

a. Dependent Variable: Work Productivity

H_{O2}: Excessive hedonic use of social media at work has no statistically significant influence on teachers' work productivity.

Regression was carried out to ascertain the extent to which excessive hedonic use of social media at work scores predict work productivity.

Table 20: Model Summary of the Effects of Excessive hedonic use at Work on work productivity

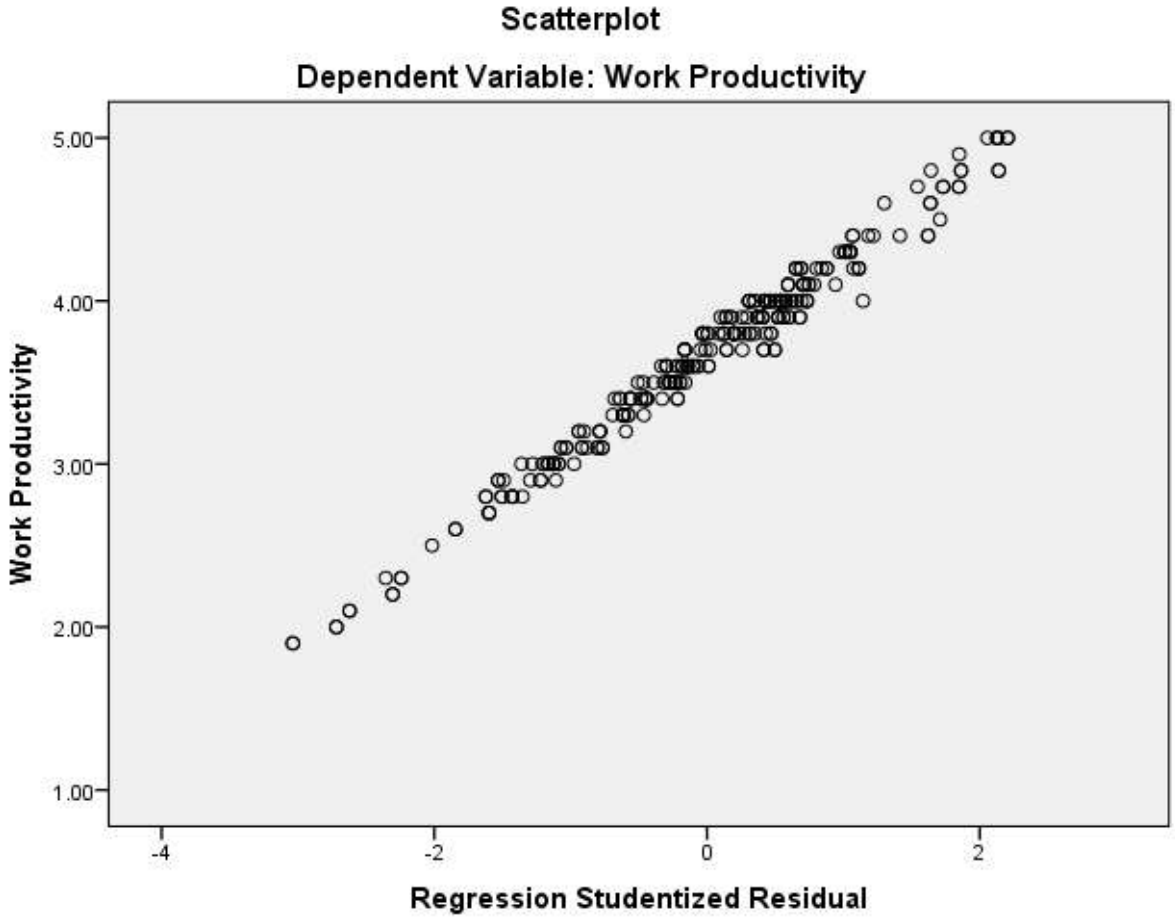
Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143[a]	.020	.017	.58812

a. Predictors: (Constant), Excessive hedonic use at work

b. Dependent Variable: Work Productivity

The scatterplot showed a strong positive linear relationship between excessive hedonic use at work and work productivity scores, which was confirmed by a Pearson's correlation coefficient of r = .143. The regression model predicted 1.7 % of the variance. The model was a good fit for the data (F (1, 299) = 6.248, p < .001).

Figure 14: Scatterplot of the effects of Excessive hedonic use at work on work productivity



The next table is the F test. The linear regression F test has the null hypothesis that Excessive hedonic use at work does not have a statistically significant influence on work productivity at p=.05. In other words, R^2= 0, with F (1, 299) = 6.248, p= .000, the test is highly significant. Thus we can assume that there is a statistically significant influence of excessive hedonic use at work on work productivity.

Table 21: ANOVA[a] of the effects of Excessive hedonic use at work on work productivity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.161	1	2.161	6.248	.013[b]
	Residual	103.421	299	.346		
	Total	105.583	300			

a. Dependent Variable: Work Productivity

b. Predictors: (Constant), Excessive hedonic use at work

The regression results showed a significant relationship between excessive hedonic use at work on work productivity scores (t = 2.500, p < 0.000). The slope coefficient for Excessive social use at work was .143, so work productivity increases by a factor of I unit.

Table 22: Coefficients[a] of the effects of Excessive hedonic use at work on work productivity

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.053	.252		12.121	.000
	Excessive hedonic use at work	.158	.063	.143	2.500	.013

a. Dependent Variable: Work Productivity

H_{O3}: Excessive cognitive use of social media at work has no statistically significant influence on teachers' work productivity.

Regression was carried out to ascertain the extent to which excessive hedonic use of social media at work scores predict work productivity.

Table 23: Model Summary of the Effects of Excessive cognitive use at work on work productivity

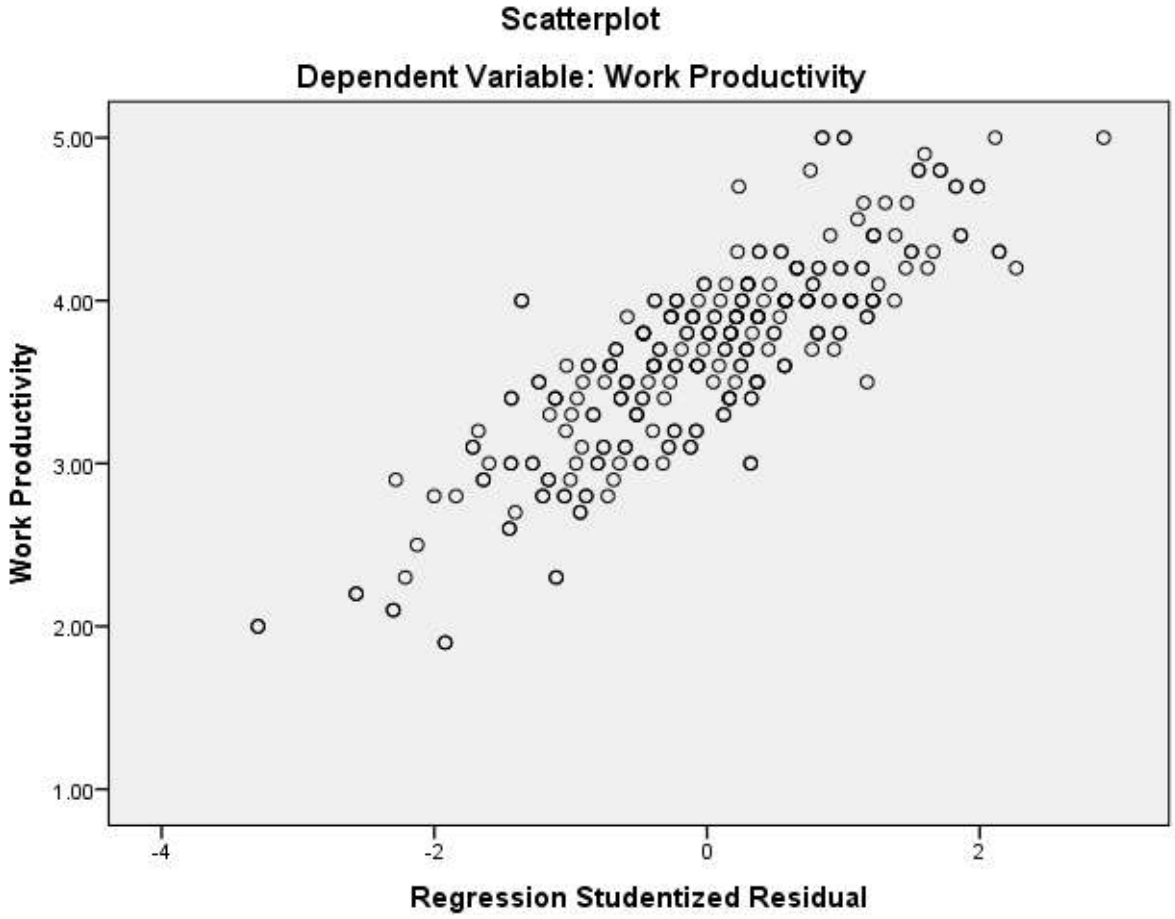
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547[a]	.300	.297	.49732

a. Predictors: (Constant), Excessive cognitive use at work

b. Dependent Variable: Work Productivity

The scatterplot showed a strong positive linear relationship between excessive social use at work and work productivity scores, which was confirmed by a Pearson's correlation coefficient of $r = .547$. The regression model predicted 30 % of the variance. The model was a good fit for the data ($F (1, 299) = 127.895$, $p < .001$).

Figure 15: Scatterplot of the effects of Excessive social use at work on work productivity



The next table is the F test. The linear regression F test has the null hypothesis that Excessive cognitive use at work use at work does not have a statistically significant influence on work productivity at p=.05. In other words, R^2= 0, with F (1, 299) = 127.895, p= .000, the test is highly significant. Thus we can assume that there is a statistically significant influence of excessive cognitive use at work on work productivity.

Table 24: ANOVA[a] of the effects of Excessive cognitive use at work-on-work productivity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.632	1	31.632	127.895	.000[b]
	Residual	73.951	299	.247		
	Total	105.583	300			

a. Dependent Variable: Work Productivity

b. Predictors: (Constant), Excessive cognitive use at work

The regression results showed a significant relationship between Excessive cognitive use at work on work productivity scores ($t = 11.309$, $p < 0.000$). The slope coefficient for Excessive cognitive use at work was .547, so work productivity increases by a factor of I unit.

Table 25: Coefficients[a] of the effects of Excessive cognitive use at work-on-work productivity

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.972	.153		12.853	.000
	Excessive cognitive use at work	.554	.049	.547	11.309	.000

a. Dependent Variable: Work Productivity

Summary

H_{a1}: Excessive social use of social media at work statistically significantly influences teachers' work productivity.

H_{a2}: Excessive hedonic use of social media at work statistically significantly influences teachers' work productivity.

H_{a3}: Excessive cognitive use of social media at work statistically significantly influences teachers' work productivity

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

This chapter wraps up this research by discussing the findings in relation to the research hypotheses vis-à-vis a comparison of previous literature related to social media usage. This is organized based on the research hypotheses of the study which are aimed at determining the impact of social media use on teachers' work productivity. It equally expounds recommendations, provides a conclusion, states limitations of the study and makes suggestions for further research.

Discussion of findings

In this fragment of the chapter, the results of the findings will be discussed in line with the research hypotheses and compared to those of other authors.

Excessive social use of social media at work statistically significantly influences teachers' work productivity

The findings on whether excessive social use of social media at work statistically significantly influences teachers' work productivity revealed that there is a statistically significant influence of excessive social use at work on work productivity. The results highlighted that the slope coefficient for Excessive social use at work was .323, so work productivity increases by a factor of 1 unit. This therefore indicates that teachers who indulge in the social use of social media are efficient in their work output in the contemporary educational environment as they gain social support an impetus to their work productivity. These findings are in concord to the findings of Jolly et al., 2021; Taylor, 2011; Viswesvaran et al., 1999 who articulated that Social support is considered to have beneficial effects on mental and physical health. Social support is particularly important for teachers, as they must cope with various stressors, such as overwhelming workload, lack of social support in the workplace, and difficulties with classroom management (e.g., Chang, 2009; Montgomery & Rupp, 2005; Papastylianou et al., 2009), leading to high levels of job stress and burnout (e.g., Johnson et al., 2005; Maslach et al., 2001).

The fact that 72.8% always use social media to get to know people they would otherwise not meet at work, 70.8% of the respondents always use social media to maintain close social relationships with people at work and 60.5% always use social media to get acquainted with colleagues who share their interests, demonstrate that teachers' social use of social media positively influences their work productivity as is helps to curb professional isolation. This is accorded by Richter and Pant (2016) who demonstrated in a survey research that some teachers see social media platforms as an effective antidote to various kinds of harmful professional isolation. Social media platforms have improved teacher's social interaction with more comprehensive networking and connection with local, national, and international peers. It has also provided teachers with the platform to socialize with colleagues and society. Teachers can build virtual interaction and connection, which at some point can lead to physical contact and meeting which will in turn spur their work productivity. This led to the rejection of the null hypothesis and the retention of the alternative which states that excessive social use of social media at work statistically significantly influences teachers' work productivity.

Excessive hedonic use of social media at work statistically significantly influences teachers' work productivity.

The findings on whether excessive hedonic use of social media at work statistically significantly influences teachers' work productivity revealed that there is a statistically significant influence of excessive hedonic use of social media on teachers' work productivity in the secondary school. The data revealed that 83.1% of the respondents always use social media to enjoy themselves during break periods. 80% always use social media to take a break. 79.4% always use social media to relax from work.80.1% usually have fun interacting with social media. This amplifies the fact that hedonism acts as extrinsic motivation to teachers which will charge them to be agile in work productivity.

This frame closes rank with Khalid and Helander (2015) who postulated that the emotional responses which are representative of hedonic value are the three different emotional responses of happiness, pleasure, and enjoyment. Hedonic value in terms of pleasure and happiness can be gained from one-way communications such as human and interaction through machines. Hedonic value can also lead to an increased usage of technology to acquire happiness and pleasure (Myoungh, 2017). This is a glaring indication that a happy teacher will likely transmit his mood in the dispensation of his work which will consequently have a positive significant impact on it. The slope coefficient for excessive hedonic use at work was .547, so work

productivity increases by a factor of I unit. This led to the rejection of the null hypothesis and the retention of the alternative which states that excessive hedonic use of social media at work statistically significantly influences teachers' work productivity.

Although social media has benefits, it also has drawbacks. Some drawbacks include addiction, work productivity decrease, and cyber bullying (Bulu et al., 2016). Addiction to social media is common. Studies show that social media membership and participation have increased in current years particularly among teachers and students due to COVID 19 (Bulu et al., 2016). Akram and Kumar (2017) indicated that "social media is making the teachers lazy and unmotivated and the time they spend on social media is the same time they normally use for extracurricular activities and therefore take time away from their work. People are so focused on social media that they are forgetting about their family, school, and life (Bulu et al., 2016). The time that they would spend on work is lost to social media and some people are not even aware of it (Bulu et al., 2016). This points out that the tool is a ''useful servant but a dangerous master" and can also be "described as a two edge sword".

Excessive cognitive use of social media at work statistically significantly influences teachers' work productivity.

The findings on whether excessive cognitive use of social media at work statistically significantly influences teachers' work productivity revealed that there is a statistically significant influence of excessive cognitive use of social media on teachers' work productivity in the secondary school. The slope coefficient for excessive cognitive use at work was .143, so work productivity increases by a factor of I unit. This projects the fact that teachers who employ social media usage for cognitive purposes gain additional insights into their professional content thereby enriching their academic repertoires and becoming more productive.

The findings fall in line with affordances related to accessibility, flexibility, interactivity, networking, and personalization, social media platforms can potentially facilitate just-in-time professional collaboration (Greenhalgh & Koehler, 2017; Muljana et al., 2022). For example, many teachers turned to such platforms seeking resources and support during COVID-19-era emergency remote teaching (Trust et al., 2020; Greenhow et al., 2021). The findings are equally in accord with Kamau, 2016; Nesi, 2020; Peppler, 2013 who opined that social media usage has potential to help teachers discover new knowledge, communicate with others, and be better able to solve problems in new and creative ways. By giving teachers the platform to create their own content, they are better able to express their creativity and opinions; by responding to

others' content, they are able to work on their critical thinking and reasoning skills, and stand to better understand the norms of reciprocal communication (Akram & Kumar, 2017; Peppler, 2013).

This led to the rejection of the null hypothesis and the retention of the alternative which states that excessive cognitive use of social media at work statistically significantly influences teachers' work productivity. This is equally captured in a study by Leftheriotis and Giannakos (2014) which analyzed the connection of work performance and social media usage in the insurance industry indicated that it is not the presence of the technology itself that influences productivity but how it is used. The study while giving an example with the insurance industry posit that social media allow for information exchange which help employees to improve knowledge transfer and thus improve their own knowledge on the existing and new products. Similarly, employees make use of social media in order to watch market/competitors and for keeping contact with their customers and hence this might add to their work performance.

Recommendations

On the bases of the above findings, the researcher recommends the following to the state, to teachers, to parents and to students.

To the state

The state should create an enabling environment for teachers' use of social media for educational purposes by providing available internet on campus and mapping the coverage space as well as enable an auto rejection of dangerous media sites.

The government should equally make educational technology in general and social media usage in particular to be imperative courses taught throughout the teacher training process.

Furthermore, the government should employ social media usage to curb the high cost of inclusive education program interventions for individuals with developmental disabilities to spur media literacy vis-à-vis social and emotional learning.

To Teachers

Teachers should attend courses and seminars on educational technology in order to be abreast with knowledge on how to use social media to spice their work productivity.

Again, they should judiciously manage their time, frequency and purpose of social media usage so as to evade its diminishing consequences such as addiction.

In the same vein, teachers who are adamant to change should open up and embrace the contemporary media given that it has come to stay at least for a while. They should thereby purchase and own gadgets that can enable them to easily interact with their colleagues and remain relevant. They could benefit from the adage that "he who stops to learn, should equally stop to teach because learning never ends''.

To parents

Parents should provide social media accessible gadgets and monitor their children's use of them so as to check cyber bullying, addiction and possible stigmatization for those who lack.

To students

Students should create a timetable of social media use and manage their time so as to avoid distractions which may rather affect their academic performance adversely.

Ethical consideration

The social use, hedonic use, and cognitive use of social media by secondary school teachers have been discovered to be relevant. It is important to address the ethical implications and provide recommendations for time management and caution against addiction. Some possible ethical resolutions and recommendations have been highlighted in this work.

Education and Awareness: Education stakeholders should provide comprehensive training and workshops for secondary school teachers on the ethical use of social media, emphasizing the potential risks of addiction and the importance of time management. This will help teachers understand the ethical implications and make informed decisions.

Establish Guidelines: Develop clear guidelines or policies for teachers regarding the appropriate use of social media during working hours. These guidelines should include specific time limits for personal use and emphasize the importance of prioritizing professional responsibilities.

Encourage Balanced Use: Promote a balanced approach to social media use, encouraging teachers to engage in both professional and personal interactions. This can help prevent excessive use and addiction by ensuring that social media is not solely used for personal gains.

Provide Support Systems: Establish support systems within schools, such as counseling services or peer support groups, to help teachers who may be struggling with social media addiction. This can create a safe space for teachers to seek help and guidance ratification.

Foster Collaboration: Encourage teachers to use social media platforms for professional development and collaboration with other educators. This can help shift the focus from purely hedonic use to cognitive use, enhancing the educational benefits of social media while minimizing addictive tendencies.

Monitor and Evaluate: Regularly monitor and evaluate the social media use of teachers to identify any potential issues or patterns of addiction. This can be done through self-reporting, anonymous surveys, or technological tools that track usage. The collected data can then be used to provide personalized feedback and support.

Engage Parents and Students: Education stakeholders should involve parents and students in discussions about responsible social media use. This can help create a supportive environment where teachers, parents, and students collectively work towards ethical and balanced social media practices.

Overall, the ethical resolution and recommendation in this research work focused on promoting responsible social media use, time management, and caution against addiction among secondary school teachers.

Conclusion

All in all, this study sought to investigate the influence of excessive social media usage on teachers' work productivity. The findings of this study were consistent with the previous theoretical and empirical studies that indicated to a positive impact of SMU on the teachers' work productivity. A standard simple regression was performed when all the other variables were considered to identify which independent variable was the most significant predictor of work productivity. Work productivity was the dependent variable, and excessive social use at

work, excessive cognitive use at work and excessive hedonic use at work towards work productivity were the independent variables. It was evidently established that the social use of social media, the hedonic use and the cognitive use do have a statistically significant influence on teachers' work productivity in the secondary school. However, "Social media is a useful servant but a dangerous master" and can also be "described as a two edge sword" and as such, users especially teachers must be alert about its dangers and be prudent in its utilization. The nature of social media as a useful servant but a dangerous master" and a two edge sword has been revealed in the findings of the study that, despite the benefits that teachers can harness from social media networks such as sharing of information, building relationship, creating and gaining work related content from near and far among others, there is to some extent addiction which could have serious consequences on the users who in this case are learners.

Limitations to the study

In the course of the study, some problems were encountered which slowed down the process. There was a difficulty of reaching out to the teachers, given that these teachers were super busy with the correction of their end of year examinations and didn't want to spare a minute on the questionnaire.

Secondly, there was a difficulty of handling some respondents who despite haven been told that the research work was a purely academic exercise, still feared that it was a means of implicating them given that they are astute social media users.

Again, a more representative study would have been carried out but due to financial constraints, the researcher was limited to only seven schools in the Mfoundi Division.

Suggestions for further studies

In other to better comprehend social media usage and its effects on teachers' work productivity; it will be imperative to carry out further research on a similar topic so as to raise a plethora of views and ideas on this issue in the following areas.

Social media usage and the work productivity of university lecturers or students.

A comparative study on the effects of social media usage on the work productivity of private secondary school teachers and government school teachers.

An investigation on the impact of social media usage on teachers' work efficiency.

Given that different social media platforms may have varied degrees of influence, an investigation can be carried out on the impact of one, for example WhatsApp, on teachers' work productivity.

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APPENDIX

Research authorization

REPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie
*****
UNIVERSITE DE YAOUNDE I
*****
FACULTE DES SCIENCES DE L'EDUCATION
*****
DEPARTEMENT DE CURRICULA ET EVALUATION

REPUBLIC OF CAMEROON
Peace - Work - Fatherland
*****
THE UNIVERSITY OF YAOUNDE I
*****
THE FACULTY OF EDUCATION
*****
DEPARTMENT OF CURRICULUM AND EVALUATION

The Dean

N°_____/23/UYI/FSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education of the University of Yaounde I, hereby certify that **WIRDIN Blaise Suiven**, Matricule **21V3105**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS*.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. SHAIBOU Abdoulai HAJI.** His work is titled « ***Social media usage and wok productivity: the case of secondary school teachers in Yaounde 4 sub division*** ».

I will be very grateful if you provide him all the information that can be helpful in the realization of his research work.

This authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaounde, le 28 JAN 2023

For the dean, by order

Jacques Ewouna
Maître de Conférences
Langue Française et Linguistique

QUESTIONNAIRE

This work aims to verify whether social media usage affects work productivity. I will be very grateful if you take a few minutes to respond to these questions. I assure you that the answers provided shall be treated with the utmost confidentiality and used only for academic purposes. Thanks for your cooperation.

Please place a tick (√) to the choice that corresponds to the correct response option.

SECTION A: DEMOGRAPHIC DATA

Please tick the box corresponding to your most preferred response

1. Age: a)20 - 30 □ (b) 31-40 □(c) 40+□
2. Gender: a) Male □ (b) Female □
3. Current function : a) Teacher □ (b) School administrator □

SECTION B:

Please tick in the box corresponding to your most preferred response**; SA=strongly agree, D= disagree N=neither disagree nor agree A=agree SD= strongly disagree**

Questions related to social media usage

Excessive social use at work

To what extent do you agree or disagree with the following?

S/N	Statements	**SA**	**D**	**N**	**A**	**SD**
1.	I always use social media to create new relationships at work.					
2.	I always use social media to get to know people I would otherwise not meet at work.					
3.	I always use social media to maintain close social relationships with people at work.					
4.	I always use social media to get acquainted with colleagues who share my interests.					
5.	I always use social media to connect individuals to family anywhere at any time					
6.	I always use social media to connect individuals to friends anywhere at any time					
7.	I always use social media to connect individuals to acquaintances anywhere at any time					

Excessive hedonic use at work

S/N	Statements	**SA**	**D**	**N**	**A**	**SD**
1.	I always use social media to enjoy my break.					
2.	I always use social media to take a break					
3.	I always use social media to relax from work.					
4.	I have fun interacting with social media					
5.	It is exciting to use social media at work					
6.	It is Delightful to use social media at work					
7.	It is Thrilling to use social media at work					

Excessive cognitive use at work

S/N	Statements	Responses				
		SA	**D**	**N**	**A**	**SD**
1.	I always use social media to share content with colleagues.					
2.	I always use social media to create content in collaboration with colleagues.					
3.	I always use social media to create content for work.					
4.	I always use social media to access content created by my colleagues.					
5.	I always use social media to learn how to perform better at my job					
6.	I hold classes with current students on social media.					
7.	I have used social media to facilitate work coverage.					

Work Productivity

To what extent do you agree or disagree with the following?

S/N	Statements	**SA**	**D**	**N**	**A**	**SD**
1.	I always complete the duties specified in my job description.					
2.	I always meet all the formal performance requirements of my job.					
3.	I always fulfil all responsibilities required by my job.					
4.	I often fail to perform essential duties (R).					
5.	I almost always perform better than an acceptable level					
6.	I often perform better than can be expected from me					
7.	I often put extra effort into my work					
8.	I intentionally expend a great deal of effort in carrying out my job					
9.	I try to work as hard as possible					
10.	The quality of my work is top-notch					