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Impact of social media use on job performance of private university teachers in Henan Province, China

Gao Jun[1*], Wan Nur Tasnim Binti Wan Hussin[2]
[1,2]Management and Science University, 40100, Shah Alam, Selangor, Malaysia; 987143070@qq.com (G.J.)
wan_nurtasnim@msu.edu.my (W.N.T.B.W.H.)

Abstract: This paper studies the impact of social media use (SMU) on the job performance of teachers in private universities in Henan Province, providing practical guidance for the management and career development of teachers. Specifically, this study distinguishes the impact of social-oriented (SO-SMU) and job-oriented (JO-SMU) on teachers' research performance and teaching performance, respectively. This study collected data from 286 respondents from multiple private universities in Henan Province through a questionnaire survey and used quantitative analysis methods and SPSS to conduct reliability, validity, and correlation analysis on the data. Finally, linear regression was used to explore the relationship between variables. The study found that both SO-SMU and JO-SMU have a significant positive impact on teaching performance. However, both SO-SMU and JO-SMU have a certain negative impact on research performance. Excessive or improper SMU will distract teachers from scientific research activities, resulting in a decrease in scientific research efficiency. Therefore, teachers in private universities in Henan Province should actively use social media to improve their teaching performance. At the same time, university teachers should also reduce the negative impact of social media on scientific research performance, consider changing the way social media is used, and explore other channels to improve scientific research.

Keywords: *JO-SMU, Private university teachers, Research performance, SO-SMU, Teaching performance.*

1. Introduction

With the rapid advancement of information technology, social media has become an indispensable part of both daily life and professional activities, serving as a crucial platform for knowledge sharing, information access, and community engagement. It has transformed communication and collaboration methods while also creating new opportunities across various industries [1]. In China's higher education sector, social media has had a particularly profound impact on university educators. For them, it is not only a key tool for academic exchange and knowledge dissemination but also plays an essential role in supporting teaching, fostering research collaboration, and integrating resources [2]. By leveraging social media, educators can easily stay updated on the latest academic developments, engage in efficient communication with peers both domestically and internationally, and incorporate diverse educational materials into their classrooms to enhance teaching effectiveness.

With the continuous advancement of educational informatization, the application of social media in higher education management, teaching innovation and academic research has become more and more extensive. Many universities have begun to use social media to improve the teaching and scientific research level of teachers. SMU has enabled universities to improve the optimization of teaching management processes, promote teaching model innovation, and promote the sharing of academic resources [3]. Especially in private universities, SMU is more extensive. Since private universities may be relatively limited in resource allocation, scientific research support and hardware facilities, private

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* Correspondence: 987143070@qq.com

universities are generally self-supporting educational organizations. Relatively speaking, the expenditure of public universities comes from national fiscal expenditure. Teachers in private universities often need to rely on social media to make up for these shortcomings. Through social media, teachers in private universities can break through the limitations of traditional teaching and scientific research, obtain more external resources, and improve their teaching level and scientific research capabilities. social media also provides them with more opportunities to interact with students and help build a more open and flexible teaching environment [4]. In general, social media has become an important tool in the professional development of college teachers. It not only provides teachers with a broader channel for knowledge dissemination, but also injects new vitality into the innovation of teaching and scientific research. As technology continues to advance, social media will become more deeply embedded in higher education, offering strong support for the digitalization and modernization of the sector.

Henan, as a highly populous province with significant educational influence, plays a vital role in China's higher education system. Private universities, in particular, act as an essential complement to public institutions. However, unlike their public counterparts, private universities in Henan face intense market competition, which places greater pressure on faculty members to excel in both teaching and research. Therefore, exploring the impact of SMU on the job performance of private university educators in Henan is not only of theoretical significance but also offers practical insights for improving faculty management and professional growth.

2. Literature Review and Research Hypotheses

2.1. Literature Review

2.1.1. The Definition of SMU

Social media is an Internet-based online platform that allows users to share information, interact and collaborate, providing users with a virtual social and collaborative space [5]. The main social media platforms used by university teachers include WeChat, QQ, Weibo, Zhihu, DingTalk, and academic social platforms such as ResearchGate and CNKI Scholar. These social media tools not only expand teachers' social networks but also facilitate access to and sharing of academic resources.

In recent years, with the rapid development and widespread application of social media, researchers have divided SMU into two categories based on the purpose of use: SO-SMU and JO-SMU [6]. SO-SMU mainly refers to daily use by individuals for entertainment, emotional expression, and maintaining interpersonal relationships [7]. For college teachers, SMU can establish better connections with colleagues, students, and other social groups, share personal experiences, and maintain social relationships. In this process, teachers relieve work pressure and provide emotional support through external social connections. But SMU can also lead to a decline in teachers' energy and make them easily distracted during work. JO-SMU focuses on personal academic knowledge, participation in academic discussions, strengthening teaching, and promoting research collaboration [8]. College teachers can use social media to obtain academic materials, disseminate research results, and establish connections with peers, ultimately improving their research creativity and teaching efficiency.

2.1.2. The Definition of University Teachers' Job Performance

Generally speaking, the job performance of university teachers is divided into research performance and teaching performance according to the purpose of use [9]. Research performance mainly refers to the contribution and achievements of teachers in academic activities such as scientific research, including the number and level of published articles, the number and quality of published academic monographs, the hosting and participation of scientific research projects, and participation in various academic activities [10]. The improvement of academic ability can enable university teachers to gain higher academic reputation, and the academic platform will be broader. Teaching performance refers to the achievements and results achieved by university teachers in daily teaching activities, including excellent course design, active participation of students in class, good teaching effects and student

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feedback [11]. In private universities, outstanding teaching performance is particularly vital for maintaining competitiveness, as it directly influences students' learning experiences and overall educational quality.

2.1.3. The Impact of SMU on University Teachers' Job Performance

Previous research indicates that SMU can influence university faculty job performance in both beneficial and detrimental ways.

Positive Impacts: Access to Information and Knowledge Exchange: Social media enhances educators' ability to obtain academic resources, stay informed about the latest industry developments, and engage in interdisciplinary collaboration, fostering research innovation [12]. Secondly, Teaching Support and Resource Integration: Social media enables remote teaching, after-class tutoring, and academic discussions, enhancing teaching interactivity and flexibility [13]. Finally, Research Collaboration and Academic Dissemination: Social media provides platforms for cross-institutional and international research collaboration, which facilitates the sharing of academic resources and the dissemination of research outcomes, thereby improving research productivity [14].

Negative Effects: First, Time Management Challenges: Social media can encroach on the time needed for teaching and research, and excessive reliance on its social functions may lower work efficiency [15]. Secondly, Cognitive Load and Attention Distraction: The fragmented nature of social media information can increase information overload, reduce deep thinking capacity, and *impair the quality of teaching and research* [16].

2.2. Research Hypotheses

By considering the work characteristics of private university teachers in Henan Province and drawing on relevant literature, this paper proposes the following hypotheses:

Some scholars argue that social media enables employees to accumulate and utilize both tangible and intangible resources, referring to these collectively as social media capital [17]. Through social media, employees build this capital primarily by engaging in information exchange and establishing formal and informal connections. By eliminating time and space constraints, social media facilitates knowledge and information sharing within organizations, enhancing employees' ability to acquire job-related insights and improve efficiency [18]. Based on this perspective, the hypotheses are proposed:

H_{1a}: SO-SMU has a significant positive impact on university teachers' research performance.

H_{1b}: SO-SMU has a significant positive impact on university teachers' teaching performance.

Unlike traditional interaction models, social media transcends hierarchical barriers, fostering social connections between colleagues and between superiors and subordinates. This interaction enhances employees' sense of support and trust, providing them with psychological resources that contribute to job satisfaction and improved performance [19]. According to media synchronicity theory and job demands-resources theory, job resources are seen as "positive factors" that support work objectives. The availability of sufficient resources—such as SMU—can facilitate goal achievement. Based on this, the hypotheses are proposed:

H_{2a}: JO-SMU has a significant positive impact on university teachers' research performance.

H_{2b}: JO-SMU has a significant positive impact on university teachers' teaching performance.

2.3. Research Model

The research model is as follows:

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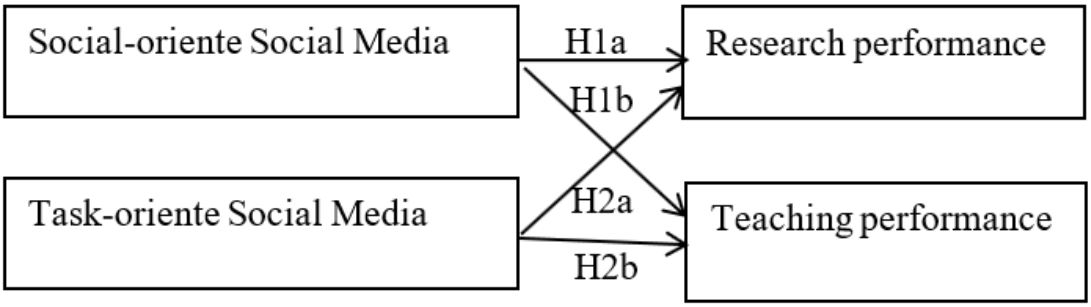

Figure 1.
Research Model.

This model not only highlights the diverse roles that social media plays in teachers' professional development but also offers empirical evidence on how educators in private universities can effectively and strategically utilize social media to enhance their job performance. Furthermore, the result will serve as a valuable reference for university administrators in designing policies that support the efficient and productive use of social media in academic settings.

3. Research Methodology

3.1. Research Subjects and Procedure

This study targets private university teachers in Henan Province as the research subjects, using a random sampling method. Data were collected through a questionnaire survey, primarily distributed in paper form, supplemented by electronic forms. The questionnaire distribution process involved the direct participation of the researchers. All respondents were informed that the questionnaire was conducted anonymously. A total of 400 questionnaires were distributed, and 286 valid responses were collected.

3.2. Variable Measurement

To ensure the scientificity and reliability of the research, the measurement variables used in this paper are all selected from the scales that have been widely used in the existing literature. The survey subjects of this paper are teachers in private universities in Henan, China. The scales all use a 7-point Likert scale, where 1 represents "strongly disagree" and 7 represents "completely agree". This scoring method can effectively capture the attitudes of the respondents and provide a more refined distinction, which helps to conduct more accurate data analysis.

SMU scale, this study uses the scale revised by Ramzan, et al. [20]. This scale has been verified multiple times and has high reliability and validity. It is very suitable for measuring the SMU behavior of college teachers at work. The scale includes two dimensions: JO-SMU and SO-SMU, which contains a total of 11 measurement items. JO-SMU includes 5 items to assess how teachers use social media for teaching and scientific research, including grasping the company's development dynamics through social media, using social media to complete various tasks, and learning from colleagues through social networking. SO-SMU includes 6 items to measure behaviors related to entertainment, emotional communication, and maintaining personal and professional relationships through social media platforms.

Job Performance: Given that the research focuses on private university teachers in Henan Province, whose job objectives differ from those in corporate settings, this study refers to the job performance scale proposed by Qin [21]. The scale is composed of two dimensions with 9 measurement items: Research Performance (5 items): Reflecting teachers' performance in academic research, including the quantity and quality of published articles, research project applications and approvals, academic awards.

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Teaching Performance (4 items): Reflecting teachers' performance in teaching activities, including teaching design, classroom organization, teaching effectiveness, and student feedback.

4. Research Results

4.1. Reliability and Validity Testing

4.1.1. Reliability and Validity Testing of Job Performance

Validity Testing: Using the commonly used statistical tool SPSS 27, the validity of the job performance scale was tested to determine whether the variables were suitable for factor analysis. The results are shown in Table 1:

Table 1.
KMO and BTS.

KMO Measure of Sampling Adequacy.		0.899
BTS	Approx. Chi-Square	2423.444
	df	36
	Sig.	0.000

Based on the above table, the KMO value is 0.899, and the sig is 0, indicating that the scale is highly appropriate for factor analysis.

Additionally, the maximum variance method was applied to extract common factors from the scale. The details of this analysis are provided in Table 2.

Table 2.
Total Variance Explained.

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.979	55.327	55.327	4.979	55.327	55.327	4.147	46.074	46.074
2	2.576	28.621	83.948	2.576	28.621	83.948	3.409	37.874	83.948

Extraction Method: PCA

Based on the analysis findings, after factor analysis, the original 9 items of the job performance scale can extract 2 common factors, corresponding to "research performance" and "teaching performance". These two common factors jointly explain 83.948% of the variance of the total items of the original scale, indicating that they have a very good explanation effect on the original data. Specifically, the "research performance" factor mainly covers the achievements of teachers in scientific research activities, such as publishing papers, participating in scientific research projects, and obtaining scientific research awards; while the "teaching performance" factor mainly reflects the performance of teachers in teaching activities, such as teaching quality, student feedback, and teaching innovation.

To assess the internal consistency and reliability of the job performance scale, this study conducted a reliability test using SPSS 27 statistical analysis software. The analysis was performed by calculating α, a widely used metric for evaluating scale reliability.

In general, a coefficient above 0.7 suggests good reliability, while values exceeding 0.8 indicate a high level of reliability. The details of this analysis are presented in Table 3.

Table 3.
Reliability Statistics.

Name	α	N of Items
Job performance	0.710	9
Research performance	0.950	5
Teaching performance	0.939	4

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The analysis results of the job performance and its two dimensions, all Cronbach's Alpha coefficients exceed 0.7, indicating that the scale demonstrates strong reliability. This suggests that the scale maintains high stability and internal consistency in assessing the job performance of university educators. Therefore, it can effectively capture and reflect teachers' actual job performance.

4.1.2. Reliability and Validity Testing of SMU

This study utilized SPSS 27 to examine the KMO value and BTS for the SMU variable to determine its suitability for factor analysis.

In Table 4, the KMO value for SMU is 0.927, significantly exceeding the 0.8 threshold, which indicates a strong correlation among the variables and confirms their suitability for factor analysis. Additionally, the sign of BTS is 0.000, well below the 0.05 threshold, further validating that the dataset meets the requirements for factor analysis.

The results establish a solid statistical foundation for the upcoming factor analysis, demonstrating that the measurement data for the SMU variable possesses strong structural validity and can effectively support further research and analysis.

Table 4.
KMO and BTS.

KMO Measure of Sampling Adequacy.		0.927
BTS	Approx. Chi-Square	2791.003
	df	55
	Sig.	0.000

On this basis, this study uses Varimax to extract common factors from the scale. The specific extraction results are shown in Table 5 below.

Table 5.
Total Variance Explained.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.669	51.532	51.532	5.669	51.532	51.532	4.663	42.389	42.389
2	3.120	28.367	79.899	3.120	28.367	79.899	4.126	37.510	79.899

Extraction Method: PCA

Based on the analysis findings, after factor analysis, the original 20 items of the SMU scale can extract two common factors, corresponding to "JO-SMU" and "SO-SMU". These two factors together explain 79.899% of the variance of the total items of the original scale, indicating that they have a very good interpretation effect on the original data. Specifically, the "JO-SMU" factor mainly covers teachers' behaviors such as obtaining academic resources, participating in academic exchanges, sharing scientific research results, and assisting teaching through social media; while the "SO-SMU" factor mainly reflects teachers' behaviors such as entertainment, emotional communication, and maintaining interpersonal relationships through social media.

Reliability Testing: Reliability testing for SMU was conducted using SPSS 27, and the α values are presented in Table 6.

Table 6.
Reliability Statistics.

Name	α	N of Items
SMU	0.904	11
JO-SMU	0.943	5
SO-SMU	0.945	6

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Based on the analysis findings presented in Table 6, the α for the SMU scale demonstrates a high level of reliability. Both the overall alpha value and the values for each dimension exceed 0.9, indicating strong internal consistency in measuring SMU behavior.

These findings confirm that the SMU scale not only exhibits good structural validity but also maintains a high degree of reliability. As a result, it provides stable and dependable data support for subsequent research.

4.2. Correlation Analysis

Building on the research hypotheses presented earlier, the potential relationship between university teachers' job performance and SMU was explored. To test this assumption, a correlation analysis was first conducted on the two dimensions of job performance and SMU.

In this study, the job performance scale has two dimensions: "research performance", "teaching performance", while the SMU scale includes two dimensions: "JO-SMU" and "SO-SMU". In order to conduct correlation analysis, the study took the average of the items under each dimension and obtained the comprehensive data of each dimension. Subsequently, the SPSS 27 statistical software was used to conduct a correlation analysis on these dimensional data. The specific results are shown in Table 7.

Table 7.
Correlations.

Correlations（N=286）					
		Research performance	**Teaching performance**	**SO-SMU**	**SO-SMU**
Research performance	Pearson's r	1			
Teaching performance	Pearson's r	-0.304**	1		
JO-SMU	Pearson's r	-0.337**	0.267**	1	
SO-SMU	Pearson's r	-0.251**	0.204**	0.279**	1

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

Based on the analysis results presented in Table 7, the Pearson's r is used to determine the relationships between variables. According to standard interpretation: $r > 0$ indicates a positive correlation, $r < 0$ signifies a negative correlation, and $-1 \leq r \leq 1$, with the absolute value of r representing the strength of the correlation.

The findings reveal that all variables exhibit some degree of correlation. Specifically, teaching performance shows a significant positive correlation with other variables, suggesting that improvements in teaching performance may be closely linked to certain aspects of SMU. For instance, teachers who use social media to access teaching resources, engage with students, or participate in academic discussions may enhance their teaching effectiveness.

Furthermore, the positive correlation between teaching performance and JO-SMU suggests that integrating social media into teaching activities positively influences teaching outcomes. Conversely, research performance exhibits a negative correlation with other variables, indicating a potential conflict or contradiction between research performance and certain patterns of SMU. This may imply that some social media activities divert attention from research-related tasks, potentially hindering research productivity. These findings provide an important basis for subsequent regression analysis.

4.3. Regression Analysis

The results above confirm that there is a measurable correlation between the research variables. To further investigate the specific impact and causal relationships among these variables, regression analysis was conducted using SPSS statistical software.

Regression analysis allows for the quantification of how independent variables influence dependent variables, providing a clearer understanding of their interaction. In this study, JO-SMU and SO-SMU

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were selected as independent variables, while research performance and teaching performance were designated as dependent variables. The detailed regression results are shown in Tables 8 and 9 below.

Table 8.
Regression analysis of teaching performance and SMU.

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.914	0.422		6.898	0.000
	JO-SMU	0.234	0.061	0.228	3.862	0.000
	SO-SMU	0.164	0.069	0.140	2.372	0.018

Note: a. Dependent Variable: Teaching performance.

According to Table 8, the sig. Values less than 0.05 indicate that both JO-SMU and SO-SMU have a significant positive effect on teaching performance. The regression equation is: Teaching Performance = 2.914 + 0.164 × SO-SMU + 0.234 × JO-SMU. These results verify and support Hypotheses H1b and H2b.

Table 9.
Regression analysis of research performance and SMU.

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.917	0.430		13.749	0.000
	JO-SMU	-0.311	0.062	-0.289	-5.035	0.000
	SO-SMU	-0.209	0.070	-0.171	-2.972	0.003

Note: a. Dependent Variable: Teaching performance.

According to Table 9, the sig. values less than 0.05 indicate that both JO-SMU and SO-SMU have a significant negative effect on research performance. The regression equation is: Research Performance = 5.917 - 0.209 × SO-SMU - 0.311 × JO-SMU. These results verify and support Hypotheses H1a and H2a.

5. Conclusion and Implications

5.1. Research Conclusion

The results show that JO-SMU and SO-SMU have a positive impact on the teaching performance of teachers in private universities in Henan Province.

First, social media platforms enable college teachers to obtain the latest research results, teaching resources and policy updates, promote knowledge updating, and enhance the cutting-edge and systematic nature of teaching content. Teachers can interact with peers and industry experts through social media. Teachers can also learn teaching methods and course designs from other universities, broaden their horizons, and improve course quality. Second, social media provides a variety of teaching tools and digital platforms (such as MOOCs, micro-courses, etc.). Through online learning through social media, teachers in private universities in Henan Province are encouraged to adopt innovative teaching models (such as flipped classrooms and blended learning) to improve teaching effectiveness. In addition, social media can also promote communication with colleagues and students, help relieve work pressure, and improve job satisfaction, thereby indirectly improving teaching performance. Finally, social media allows teachers to interact with students before, during, and after class, enabling them to understand students' learning progress and optimize teaching design. The informal communication environment created by social media helps promote closer teacher-student relationships, improve classroom interactions, and increase student engagement and learning outcomes.

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In the unique context of private universities in Henan Province, the use of both JO-SMU and SO-SMU social media will negatively impact research performance.

First, time constraints. Compared with public universities, teachers in private universities in Henan Province have a heavy teaching burden, and using social media can improve teachers' teaching performance. Therefore, teachers will invest much time and energy on SMU, thereby reducing the time and efficiency of scientific research. As social media plays an increasingly important role in university teachers, if it is not effectively used, it will affect the innovation and quality of scientific research. Secondly, there is a lack of high-quality resources. Private universities are constrained in scientific research funds, experimental conditions and the use of academic databases, while public universities have more advantages in the above academic resources. Although social media is widely used among university teachers, the information provided by social media is generalized and informal, and it is difficult to replace specialized databases and support advanced research. Finally, the academic atmosphere of private universities in Henan Province is insufficient. Social media provides a platform for communication, but lacks support for scientific research and teamwork, making it difficult to achieve breakthrough results. At the same time, the scientific research incentive mechanism is imperfect, and rewards and support are insufficient, which reduces the enthusiasm of teachers to engage in scientific research for a long time.

5.2. Practical Implications

Private university teachers in Henan Province can fully leverage the advantages of social media, reasonably plan their time and energy, and actively utilize its functions in information acquisition, academic communication, teaching innovation, and research collaboration to improve their teaching and research performance.

In terms of using social media to enhance teaching performance, private university teachers in Henan Province can first follow well-known domestic and international educational platforms (such as "XuetangX", "China University MOOC", "Coursera", "TED", etc.) to access the latest teaching cases, textbooks, courseware, and micro-lecture resources. They can also join subject-related educational communities (such as WeChat and QQ academic groups) to share and obtain excellent teaching cases, instructional design templates, and question banks. This helps broaden their knowledge boundaries, enhance the cutting-edge nature and practicality of course content, and increase classroom engagement. Additionally, teachers can use social media tools (such as WeChat, QQ, Rain Classroom, DingTalk, etc.) to implement flipped classrooms and blended learning, thereby improving students' autonomous learning abilities. By creating interactive teaching platforms to release course materials, pre-class preparation, and assignments while offering real-time Q&A, teachers can strengthen teacher-student interaction, promote teaching model reform, and improve classroom participation and teaching effectiveness.

SMU may hurt the research performance of private university teachers in Henan Province due to factors such as time consumption, mental distraction, resource limitations, superficial interaction, and academic anxiety. To effectively address this issue, simply reducing SMU is neither the only nor the best solution. Instead, teachers should optimize their usage patterns, enhance the research value of social media, and integrate resources through other channels to strengthen research support. By building a more efficient research system and improving the quality and output of research through multiple dimensions, private university teachers in Henan Province can achieve continuous enhancement of their research performance.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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