

## The Impact of Social Media on Teacher's Performance: A Case of Higher Educational Institutions of Pakistan

Muhammad Imran Khan<sup>1\*</sup>, Munir Ahmed<sup>1</sup>, Saif-ud-Din<sup>2</sup>, Amna Amin<sup>1</sup>

<sup>1</sup>Department of Management Sciences, COMSATS Institute of information and technology VEHARI, <sup>2</sup>College of Business-Rabigh, King Abdul Aziz University, Saudi Arabia.

\*E-mail: imrankhan@ciitvehari.edu.pk

Contact no. +9923339961240

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### Abstract

The purpose of this study is to see the impact of social media on teacher's performance in higher educational institutions of Pakistan, particularly in Vehari (Punjab) and D.I Khan (KPK). This research study explored that social media has a significant impact on teachers performance. Because the faculty members of higher educational institutions play a vital role in the development of students, society and as a whole the nation. The main purpose of this study is to understand the nature of social media and up to how much extend social media is playing its role regarding the development of faculty performance. This study is quantitative and descriptive in nature. The researcher, distributed 357 survey questionnaires to the higher education sector of District Vehari and D.I. Khan and got a response from 318 respondents. Linear and multi regression were used to analyze the results and for drawing a conclusion. Knowledge sharing, creativity, collaboration and interaction through social networking sites have a significant impact on teacher's performance which suggests that use of social networking sites in education increases the teacher performance.

**Keywords:** Social media; Performance of teachers; Descriptive analysis; Knowledge sharing; Creativity; Collaboration and Interaction.

### Introduction

"Social media are a collection of Internet based websites, services, and practices that support collaboration, community building, participation and sharing" Hughes A.,(2009). These technologies are attracting the students of colleges and universities as well as faculty members to find out the ways of sharing and communicating to each other for learning purpose and remain motivated to engage in productive activities Hughes A.(2009). There has been created interest in faculty members to incorporate various social media tools (e.g. Blogs, wikis, micro blogs, video-sharing sites, and social networking sites) into the educational activities. Twitter is a social learning website because it is known as micro blog while the Facebook is more trendy and admirable social networking site in students for their leisure time Junco R. et al.(2010). Social networking sites and web-based that allow individuals to generate a public, personal or semi-public profile within a define limits, or fluent list of users to whom they want to share their materials. The status and nomenclature of these connections may vary from site to site Boyd, D. M. et.al. (2007).

Social media is computer dependent tool that allows their user to develop their accounts and exchange information, creative ideas, and pictures/videos in online communities and networks. Social media is defined as "a group of Internet-based applications that build on the ideological and technological foundations of the web and that allow the creation and exchange of user-generated content." The interconnected media have increased the usage of internet that gave birth to social

media Kalia, G. (2013). A social networking service is a platform where the people generate connection and build relationship among them for example; they share their interests, activities, backgrounds of their lives, or real-life experiences to whom they connected.

Social Networking Sites are a sign of real life community rather than being an online community. College students are becoming friends with high school classmates, people they live within a campus, fellow members of the same organization and acquaintances they meet at parties and conferences. The first social networking site appeared in the 1990's that engages the user with one or more social Connections which make bond with the whole world Wink D. (2010).

Since from the introduction of social network sites, they have attracted millions of users and integrated these sites into their daily practices for different educational and office work Boyd, D. M. et al. (2007). They appear in many forms including blogs and micro-blogs, forums and message boards, social networks, wikis, virtual worlds, social bookmarking, tagging and news, writing communities, digital storytelling and scrapbooking, and data, content, image and video sharing, podcast portals, and collective intelligence.

This research project has been explored that the social media has a significant impact on teacher's 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.

### **Background**

The history of social networking sites is not too much older. It was near about the 19s. The first social network site was launched in 1997 that was SixDegrees.com which allows users to create profiles, a list of close ones and, since 1998, browse through lists of Friends.

SixDegrees.com promoted itself as a tool to help people connect with and send messages to others. Six Degrees attracted millions of users Acuta, (2010). Their some features were available already in the form of Classmates.com that was the initiator site which didn't become popular as much. It allowed people to interact with their high school or college mates and surf the network for others, who were also affiliated, but the profile of users could not create or list of Friends were not available in this application.

From 1997-2001, a series of community tools had been began that supported various combinations of profiles and publicly articulated Friends. Asian Avenue, Black Planet and Mi-Gente allowed users to create personal, professional, and dating Profiles- users identify buddy /friends in their personal profiles without seeking endorsements for those connections The area of the virtual Cy-world began 1999 in Korea and added SNS features in 2001, independent of these other. The next wave of SNSs began when Ryze.com was launched in 2001 to supporting flights direction their business networks. Ryze.com never acquired world commonness, Tribe.net grew to attract a passionate niche user base, and LinkedIn became a powerful boldness service that launched after the disappointment of Friendster, Curtis, A., (2013) LinkedIn became a powerful business service and professional link in SNSs.

MySpace was begun in 2003 to compete with sites like Friendster, and Asian Avenue, according to cofounder Tom Anderson Brandzæg, P. B., (2011). MySpace differentiated from other sites by regularly adding features based on user's happenings and by allowing exploiter to personalize their pages.

Facebook was designed to keep distinct college networks only. Facebook began in early 2004. Beginning in September 2005, Later on it expanded to high school students, professionals of different corporations, and, gradually expands to everyone Durden, E. H., (2007).

From their starting introduction, social network sites (SNSs) have attracted millions of users, many of whom have integrated these sites as a part of their daily life. They appear in many forms including blogs and micro-blogs, forums and message boards, social networks, wikis, virtual worlds, social bookmarking, tagging and news, writing communities, digital blogs. In-fact, these popular social media applications have revolutionized our lives. Experts believe that these applications support developmental approaches to learning and have a great potential for online learning Virkus, S.,(2008).

Social media increase the collaboration, interaction, learning content and attributes related courses that enhance the effectiveness of teachers in a formal way as well as informal way. It will increase their communication skills and knowledge related to their job work profile. Social media has become an educational tool that creates many advantages for students, teachers and employees and still discovering its advantages. The use of Facebook helped to improve the learning achievements. It also helped to expand students' perspectives and provide them the career opportunities in the related subject Hurt, N. E., (2012).

Social media education promotes to actualizing the potential of the new media provide for learning, and simultaneously removes or reduces the barriers of the new media environment mean for students' academic attention(Michael P. et.al., 2013). In particular, it promises learners of new opportunities to be independent in their study demonstrate that social media can contribute to enhancing learning and teaching opportunities in Europe.Cf. Redecker et. al, (2009)

YouTube is also a very important social networking site which used as a learning tool both teachers and students. It is constantly updating a YouTube playlist with new, informative videos that either find by the teachers or students, they'll see an increase in class discussion. Teachers may even consider creating a YouTube channel and posting videos of his class lectures, which will help students review the material. Rego, B., (2009).

(Ajjan, H., & Hartshorne, R. ,2008) develop a good guide for instructors on the benefits and use of Facebook in education and in learning activities. This guide is designed to help educators who want to get started on using Facebook to better connect and interact with their students. There are several ways that an instructor can follow to successfully use Facebook for educational purposes. To start with, educators must encourage students to follow Facebook guidelines. Encourage students to protect their privacy and be aware that there are special Facebook privacy settings. Establishing a Personal Learning Network (PLN) on Facebook, Establishing Professional Boundaries with Students, the Implications of Having Access to Student Information on Facebook.

(Redecker, C., 2010) used social media as technological innovation in Education that provides learning content new format for knowledge dissemination and availability of management practices; allowing for the production of dynamic learning resources and environments of high quality and interoperability; embedding learning in more engaging and activating multimedia environments; supporting individualized learning processes by allowing learner preferences to be accounted for; and equipping learners and teachers with various tools for knowledge exchange and collaboration, which overcome the limitations of face-to-face instruction and learning.

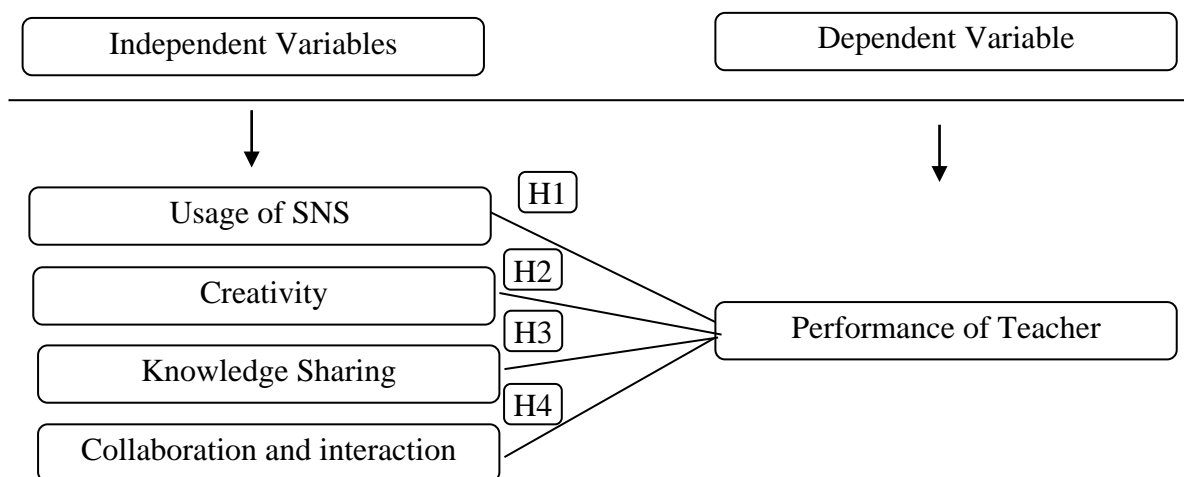
(Schwartz, H. L.,2009) described the social media as ubiquitous tool that can be used everywhere for any purpose but now days it is using in education most effectively because it enhances the capabilities and skills of instructors as well as the learning abilities of students. Social media also cutoff the financial cost of higher education institute by providing access to different journals free of cost and by providing information all over the world.

SNS can be used for many purposes, such as accessing information, debating, socializing, for spending leisure time and for entertainment Brandtzæg, P. B.,(2012). The usage of SNSs differs

according to the purpose of communication, i.e. MySpace, Flickr, YouTube, Twitter, LinkedIn, or FB. SNS are systems featuring Web 2.0 (dynamic web) functionally catering to large groups of users. A distinction should be made between SNS and Learning management systems (LMS). An LMS is a broad term used for a wide range of systems that organize and provide access to online learning services. These systems usually include access control, provision of learning content, communication tools, and organization of user groups (Paulsen, M. F. (2002)).

### Conceptual Model

A model is derived from a review of the literature. Appended below model (Figure 1.0) indicating the both dependents and independent variables. The model comprises of four main factors and we posit to have an effect on dependent variable i.e. teacher performance.



**Figure 1: Conceptual Model of Social Media and Teachers Performance.**

Source: Researcher (2014)

#### *Usage of SNS*

Durden, Hill, & Angel (2007), suggest that social networks are critical to the well-being of human beings. The 2007 Pew Internet and American Life study found that “48% of teens visit social networking websites daily or more often; 26% visit once a day, and 22% visit several times a day” (Lenhart, A., & Madden, M. (2007)).

Some researchers have correlated heavy Internet use with greater impulsivity, less patience, less tenacity, and weaker critical thinking skills. The heavy use of internet change the thinking abilities of their users and have adverse effect on the life of its user, it may cause to reduce patience and creativity as well as to damage physically (Connolly, M. (2011)).

Social networking is now becoming the part of the teaching community. Some teachers have already learned from each other through social networking. However, other teachers still refuse to utilize this technology by saying that “Facebook is not for education” (Roblyer, M., McDaniel, M., & Witty, J. V. (2010)). Many educators are already exploring ways in which these tools can be used for teaching and learning. Sternberg, R. (1996) found that only 8% of faculty uses Social Networking Sites for classroom purposes and that the vast majority of faculties (74%) do not have any want to use social networking sites in their classrooms. Different studies revealed that majority of the students felt that Facebook helped them in learning and was a useful supplemental learning tool.

According to (M. Waleed Al-Rahmi & S. Mohd Othman, 2013) described six issues related to pedagogy in terms of technology integration. These issues include: student learning diversity, equity and use of technology curriculum and assessment academic integrity of staff development and

capacity building, and finally, ICT infrastructure. In spite of the benefits and challenges related to usability of social networking sites (McLoughlin, C., & Lee, J. W. L., 2008) revealed that teachers that do not use social media and new technology patterns are skeptical to social network integration in class. Teachers should be encouraged to be conscious for the social media usage in education and employ of social networking regarding focus on the different students' learning preference .Tay, E., & Allen, M., (2012)Moreover, they should select different technology, media that meets their career. The class experience can't be satisfied their understanding, but also they should create linkage between class discussion and media usage. The idea of social media cooperative learning through the social networking like Facebook, Talking, E-mail and Website or any types of learning assets that let the students in understanding and experience discussing between your students, coach, experts, officials or even the business proprietor can help the scholars to improve up the lesson Hamid, S., Waycott, J., Chang, S. &Kurnia, S., (2011).

**H1: Performance of teachers is positively related with the Usage of Social Networking websites.**

***Creativity***

Student's creativity in academics is related to creative activities in an educational system that mostly depends on the teacherollaborative activitiesMcWilliam, E., & Dawson, S.,(2007). It has also been suggested that for creative teaching the teacher should adopt different creative practice for students like collaborative fun and play and that produce the creative thinking among students and they create argue for creating things. When the teachers discuss their ideas through different social media with their peers the discussion give the results of different unique ideas and ways, this show that social media enhance the creative abilities of teachers that ultimately give the better performance in practice. Creative dispositional qualities already mentioned such as risk-taking and collaboration, as well as a creative approach to „designing“ a learning environment and activities which support creativity, must be brought to the teaching situation. Teachers, no less than students, need the ability to critically reflect on their creative activities to ensure that outcomes are met.

The use of social networking sites benefits the students in the classroom. Social networking develops a student's critical thinking ability, confidence and argumentation skill Tynes, B. (2007). It also promotes social interaction with classmates and other students worldwide and can generate discussions that enhance learning skills. Social networking use increases the connection among students and with their teachers which results in increased motivation towards their studies Barbour, M., & Plough, C., (2009). For interaction, academic support and collaboration social media can utilize Lusk, B., (2010). Particularly social media tools (e.g. Facebook, Twitter, micro-blogging), encourages student-student and student-faculty interaction all over the world that increases the creative thinking and generate unique ideas. This interaction, in turn, provides a structure for increased student engagement with the study Lusk, B.,(2010).

**H2: Creativity through SNS is positively related with the teacher performance.**

***Knowledge Sharing***

SNS encouragecollaboration in dealing with everyday issues that teachers face in their work. It allows for sharing of content, best practice in a friendly environment and develops a solid lifelong learning policy and offers a great space for sharing experiences, collaborating, and researching and updating one's knowledge Kharbach,M, (2012).

(Rodrigues, J. ..., Sabino, F., & Zhou, L. 2011)discussed the potential of using SNSs to enhance the e-learning experience. The paper stresses the importance of e-learning in allowing students to become active participants who can share opinions, post resources and engage in productive discussions.

Students should follow businesses or professional organizations on Facebook and Twitter to stay updated on new opportunities and important developments in their field Lederer, K.(2012). Almost all college professors are on social media these days. Many use it simply to connect with other professionals in their field or to post information about themselves and their research Veletsianos, G.,(2012).

Beyond using SNS for instructional purposes, that online social networks have much to offer the scholarly profession by positively influencing research, community outreach, and career advancement (Veletsianos, G.,(2012). (Veletsianos, G., & Kimmons, R. 2012) suggested that faculty must use SNS for educational purpose with care.

(Veletsianos, G.,2012) found that scholars use the network to (1) share information, resources, and media relating to their professional practice, (2) share information about their classroom and their students, (3) request assistance from and offer suggestions to other scholars, (4) engage in social commentary, (5) engage in digital identity and impression management, and (6) network and make connections with others.

**H3: Knowledge sharing through SNS is positively related with the teacher performance.**

***Collaboration and Interaction***

Social Networking Sites reflect and interact with real life community rather than being an online-only community. College students become friends with high school classmates, people that live with on campus, fellow members of organizations and acquaintances they meet at parties. There are lots of well-known sites such as Facebook, LinkedIn, MySpace, Twitter, YouTube, Flickr, WordPress, Blogger, Typepad, Live Journal, Wikipedia, Wetpaint, Wiki.dot, Second Life, Del.icio.us, Digg, Reddit, Lulu and many others which are using for social interaction and for educational activities.

Faculties are big users of and believers in social media. Virtually all higher education teaching faculties are aware of the major social media sites (Nemetz, P. L., 2012) discussed the advantages of using Facebook in education, and the different methods and best practices that the teacher can use to enhance classroom learning. The authors make a comparison between Facebook and other currently employed learning management systems, like Blackboard. They concluded that many features available on Facebook, such as bulletin boards, instant messaging, online discussion, and the ability to post photos and videos, mirror those available in Blackboard and similar coursework.

**H4: Collaboration and Interaction through SNSs is positively related with the teacher performance.**

**Materials and methods**

***Research Design***

Research design is a structure of research which tells about how to conduct research and in which manners it would be completed a complete work plan of a research that involves series of rational decision or steps to collect the data and analyzing it to draw conclusions Munoz, C., & Towner, T., (2009).

There are different types of research that are used to defining a research problem. Exploratory research is a type of research in which a researcher has limited information and knowledge related to the research question. Exploratory studies are to explore the new ideas with the help of expert. In descriptive research the researcher describes the events by using different measures.

It is structured and well defined studies which used different characteristics of the research question to measure it. Hypotheses are derived from the theories and previous literature to test and find out the answer of research questions. While the explanatory research is a type of research which is used to explain the cause and effect relationship between the variables, this study used to tell how it is happening and which variables cause to affect their relationships.

#### ***Descriptive Method***

This research is undertaken in descriptive method in which the researcher develops a hypothesis on the basis of literature to test their model. In this research the researcher used descriptive statistics like mean, std. deviation, and multiple regression and correlation analysis for data analysis through sig. value

#### ***Data Collection***

There have been used many different sources of data collections but two sources are prominent: primary source and secondary source. In this study, the researcher has used primary source to collect data. In order to collect data from the target population the researcher has used the predesigned questionnaire for getting the opinion of respondent about social media Munoz, C., & Towner, T.,(2009).

#### ***Sampling & Measurements***

A sample is the dominant part of population from where the researcher collect information about the issue and if the exact amount of population is known one should use the probability sampling technique in which each and every unit has equal chances for selection Sekaran, U., & Bougie, R.,(2010).

The researcher used the simple random sampling technique to avoid the biasness problem. In sampling process the main task is to determine the sample size on the basis of population size. The appropriate sample size is necessary for getting good results and for generalization. So in present study sample size will be calculated through Sekaran, U., & Bougie, R., (2010)table at 5% margin of error and 95% confidence level that is 186.

#### ***Statistical Analysis***

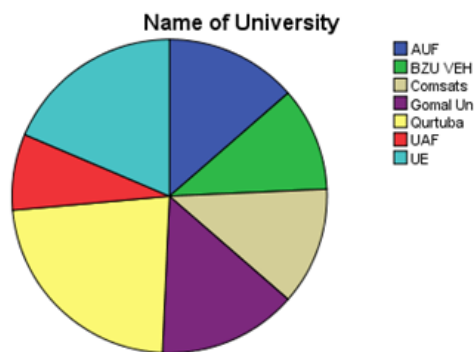
In the research methodology the most important step is analysis of Data and test applies for it. In this research for data analysis various statistical tests have used to find out the results Krejcie R. V.& Morgan D.W.,(1970). In present study firstly, descriptive analysis techniques used to test the proposed hypothesis as well as descriptive statistics like mean, standard deviation, frequency tables and charts will be used to know the characteristics of the data and demographic profile of the respondents. In present study the researcher simply used simple and multiple regression analysis to check the relationship of independent and dependent variables.

**Table 1: Descriptive Statistics**

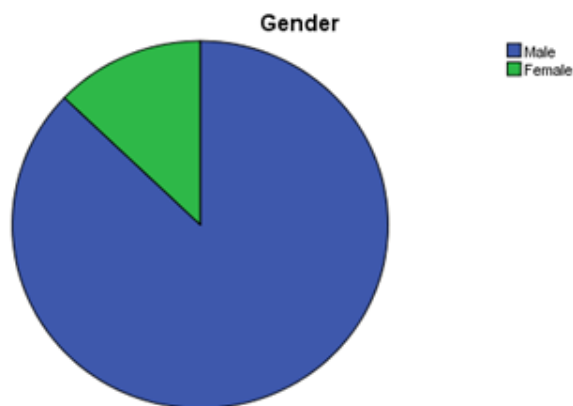
		Name of University	Gender	City	Age	Qualifications	Designation	Income	Have you used social networking sites to contact your students?
N	Valid	140	140	140	140	140	140	139	140
	Missing	0	0	0	0	0	0	1	0
Mean			1.1286	1.6286	1.4214	2.1857	1.4429	2.6691	1.1786
Std. Deviation			.33593	.48492	.55058	.48851	.61482	.59452	.48381

**Table 2: Name of University**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AUF	19	13.6	13.6	13.6
	BZU VEH	15	10.7	10.7	24.3
	COMSATS	17	12.1	12.1	36.4
	GomalUni	20	14.3	14.3	50.7
	Qurtuba	32	22.9	22.9	73.6
	UAF	11	7.9	7.9	81.4
	UE	26	18.6	18.6	100.0
	Total	140	100.0	100.0	

**Table 3: Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	122	87.1	87.1	87.1
	Female	18	12.9	12.9	100.0
	Total	140	100.0	100.0	

**Table 4: City**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DI Khan	52	37.1	37.1	37.1
	Vehari	88	62.9	62.9	100.0
	Total	140	100.0	100.0	



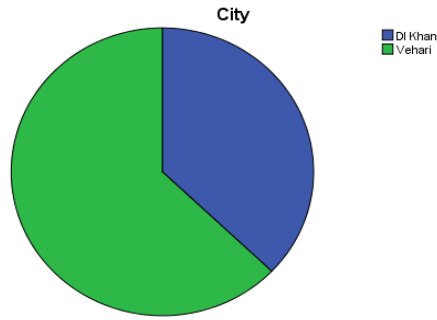


Figure 4: City

Table 5: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22 to 32 years	85	60.7	60.7	60.7
	33 to 43 years	51	36.4	36.4	97.1
	more than 43 years	4	2.9	2.9	100.0
	Total	140	100.0	100.0	

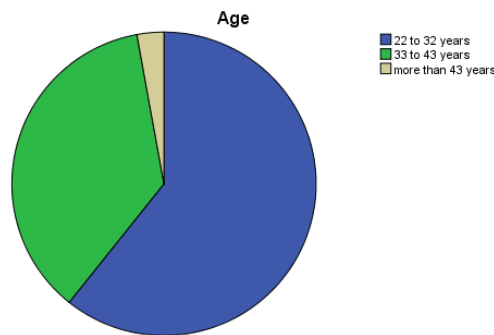


Figure 5: Age

Table 6: Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master	6	4.3	4.3	4.3
	MS/M.Phil	102	72.9	72.9	77.1
	Ph d	32	22.9	22.9	100.0
	Total	140	100.0	100.0	

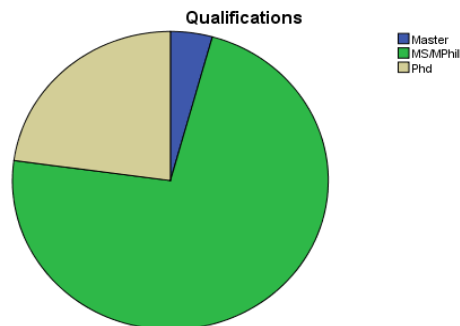
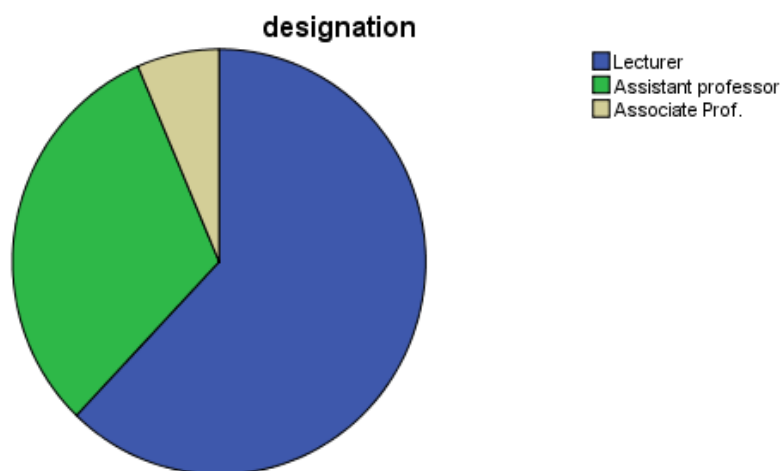


Figure 6: Qualification

**Table 7: Designation**

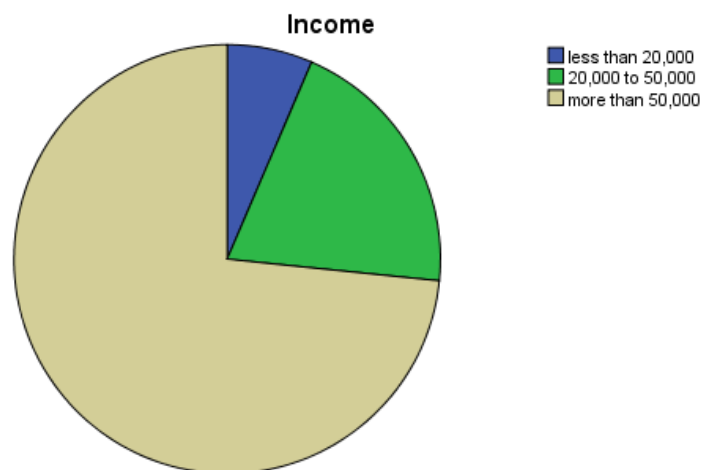
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	87	62.1	62.1	62.1
	Assistant professor	44	31.4	31.4	93.6
	Associate Prof.	9	6.4	6.4	100.0
	Total	140	100.0	100.0	



**Figure 7: Designation**

**Table 8: Income**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 20,000	9	6.4	6.5	6.5
	20,000 to 50,000	28	20.0	20.1	26.6
	more than 50,000	102	72.9	73.4	100.0
	Total	139	99.3	100.0	
Missing	System	1	.7		
Total		140	100.0		

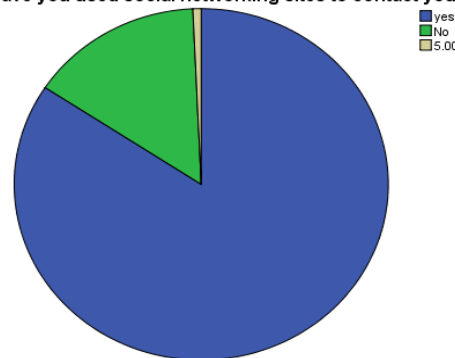


**Figure 8: Income**

**Table 9: Frequency of SNS User**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	118	84.3	84.3	84.3
	No	21	15.0	15.0	99.3
	5.00	1	.7	.7	100.0
	Total	140	100.0	100.0	

Have you used social networking sites to contact your students?

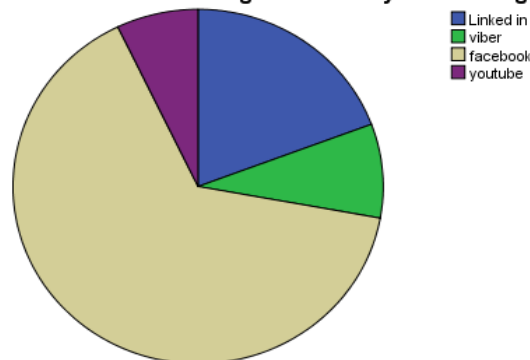


**Figure 9: Frequency of SNS User**

**Table 10: Frequency of most using SNS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Linked in	27	19.3	19.3	19.3
	Viber	12	8.6	8.6	27.9
	Facebook	91	65.0	65.0	92.9
	YouTube	10	7.1	7.1	100.0
	Total	140	100.0	100.0	

Which of the following social sites you are using?



**Figure 10: Frequency of most using SNS**

**Table 11: Frequency of time spend in a day**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than one hour	87	62.1	62.1	62.1
	two to three hours	43	30.7	30.7	92.9
	More than three hours	10	7.1	7.1	100.0
	Total	140	100.0	100.0	

On Average how many hours you use social Networking sites in a day?

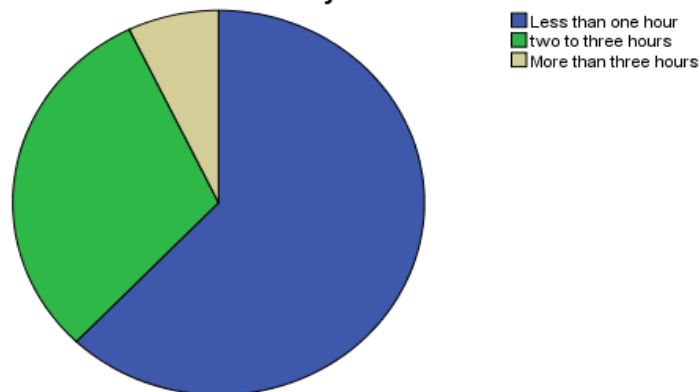


Figure 11: Frequency of time spend in a day

### Results and Discussion

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.864 <sup>a</sup>	.746	.738	.35093	2.493

a. Predictors: (Constant), Knowledge Sharing, Usage of social /networking Sites, Social Interactions and Collaborations, Creativity of Teachers

b. Dependent Variable: Teachers Performance

Table 12 exhibits the variation of the model related to variables. It explains that 73.8 % variation is explained by the dependent variable due to the independent variable in the model.

Table 13: Descriptive Statistics

	Mean	Std. Deviation	N
Teachers Performance	2.6339	.68607	140
Usage of social /networking Sites	2.9125	1.05083	140
Social Interactions and Collaborations	2.4690	.65261	140
Creativity of Teachers	2.4554	.80649	140
Knowledge Sharing	2.3976	.82903	140

Table 13 explains the descriptive statistics of the analysis .Research sample size was 186 while 140 respondents give response properly.

Table 14: ANOVA<sup>a</sup>

Model		Sum of Squares	Df.	Mean Square	F	Sig.
1	Regression	48.801	4	12.200	99.068	.000 <sup>b</sup>
	Residual	16.625	135	.123		
	Total	65.426	139			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Knowledge Sharing, Usage of social /networking Sites, Social Interactions and Collaborations, Creativity of Teachers is significant.

Table14 shows the model significance as the value of sig. is 0.00 that is lesser than .05 it means the research model

**Table 15: Correlations**

		Teachers Performance	Usage of social /networking Sites	Social Interactions and Collaborations	Creativity of Teachers	Knowledge Sharing
Pearson Correlation	Teachers Performance	1.000	.569	.666	.713	.618
	Usage of social /networking Sites	.569	1.000	.151	.370	.288
	Social Interactions and Collaborations	.666	.151	1.000	.629	.428
	Creativity of Teachers	.713	.370	.629	1.000	.651
	Knowledge Sharing	.618	.288	.428	.651	1.000
Sig. (1-tailed)	Teachers Performance	.	.000	.000	.000	.000
	Usage of social /networking Sites	.000	.	.037	.000	.000
	Social Interactions and Collaborations	.000	.037	.	.000	.000
	Creativity of Teachers	.000	.000	.000	.	.000
	Knowledge Sharing	.000	.000	.000	.000	.
N	Teachers Performance	140	140	140	140	140
	Usage of social /networking Sites	140	140	140	140	140
	Social Interactions and Collaborations	140	140	140	140	140
	Creativity of Teachers	140	140	140	140	140
	Knowledge Sharing	140	140	140	140	140

Table 15 shows the correlation of variables which exhibit that dependent variable is positively correlated with the independent variables which mean if we make a change in independent variables it will cause the positive change in dependent variable.

**Table 16: Regression Coefficients**

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.059	.137		.434	.665
	Usage of social /networking Sites	.248	.031	.379	8.050	.000
	Social Interactions and Collaborations	.426	.059	.405	7.202	.000
	Creativity of Teachers	.147	.059	.172	2.495	.014
	Knowledge Sharing	.184	.047	.223	3.887	.000

a. Dependent Variable: Teachers Performance

Table 16 depicts that all the variables are significant because the sig. value of all variables is lesser than 0.05. while the beta value shows that if we increase one unit in independent variable it will cause to increase in dependent variable so the value of usage of social networking sites is 0.248

which means if we increase one unit in usage of social networking sit it will increase 0.248 units in teacher performance. Same as if increase one unit in social interaction and collaboration it will increase 0.426 units increase in teacher performance .the value of creativity is 0.147 which means the change of one unit in creativity while cause 0.147 change in teacher performance. The last variable is Knowledge sharing, which has beta value 0.184 which means that the change of one unit in Knowledge sharing will cause the change 0.184 units change in teacher performance.

### **Conclusion (in line with Proposed Outcomes)**

This research has been conducted to see the impact of social media on teacher's performance. For this purpose a sample of 186 respondents was selected for data collection through e-mail and personally, 140 respondents gave the response from the 7 university of Vehari city and D.I Khan. The social media are now becoming the leading media, which has a significant impact on the education sector as on teachers as well as on students. This research has been conducted for particularly to see the impact of social media on teacher's performance, which will surely related to students outcome. The objectives of this research are to see the evolution of social media in depth as well as its impact on teacher's performance. The entire proposed hypotheses have been accepted. The collaboration and interaction of teachers through social media for discussion and knowledge sharing also has positive impact on teacher's performance. The creativity enhances through social media has also positive impact on teacher performance same as knowledge sharing through social media positively related to teachers performance. These results will help the teachers to see which social media have used dominantly the past years and have mostly related to education sector so in future will get more benefit from them. These outcomes will also beneficial for the ministry of education in decision making regarding teachers, students and society and for the whole economy of our country.

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