Examining the Influence of Social Media on Employee Performance of Norbuling Rigter College

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Abstract— **This study explores the extent to which social media usage impacts employee productivity, communication, engagement, and overall performance within the college. In today's digital era, social media has become a prominent tool for professional and personal communication, influencing workplace dynamics across sectors, including higher education. This research goals to assess the positive and negative consequences of social media on employee performance at Norbuling Rigter College, focusing on areas such as collaboration, knowledge sharing, work-life balance, and potential distractions.**

The study employs a quantitative research method approach, incorporating descriptive analysis of data gathered through surveys of employees at the college. Key research objectives include understanding the frequency of social media use during work hours, its impact on communication and teamwork, and its effect on employee morale, satisfaction, and productivity. The study also explores how social media influences employees' work-life balance. This study concludes that there is a strong relationship between 'social media contributes to your overall job satisfaction' and 'social media helps you achieve a better work-life balance by allowing flexible communication', and between 'social media contributes to your overall job satisfaction and social media use improves your communication with colleagues'

Index Terms— **Social media, social capital, employee performance, educational institution**

I. INTRODUCTION

In the current digital era, social media has become an essential part of routine life, surpassing personal connections to extremely influence different professional fields, including the educational division. Educational institutions, which endeavour to shape the minds of future generations, are not protected from the pervasive influence of social media. As educators and staff are engrossed with these platforms, it becomes crucial to examine how social media utilization affects their enactment within the educational setting.

Moreover, social media platforms have become primary parts of modern-day communication and networking. They propose various outlets for individuals and organisations to link, share information, and interact with one another. This pervasive adoption of social media covers academic institutions, where faculty and staff members often use platforms like Face book, Messenger, We Chat, WhatsApp, TikTok etc. for professional networking, information dissemination, and community building.

As social media continues to filter all facets of society, its effect on employee performance within educational institutions cannot be unfussy. While social media offers countless benefits in communication, collaboration, and professional growth, it also presents challenges in preserving productivity, privacy, and work-life balance. By executing proactive approaches and promoting a culture of responsible social media usage, educational institutions can connect the potential of these platforms while mitigating their unfavourable effects on employee performance.

Norbuling Rigter College (NRC) is an educational institution that shines its light of knowledge and ideas on the employees and students. Different students are coming from diverse regions to grasp the learning process and be enlightened to be well-educated. In this institution, social media plays a vibrant role in communication among the lecturers, students, and the administrative management. Moreover, it is not only for communication but also applies to the learning process, like getting recent news, effective information on subject matters, current development, and issues of the global world. This will bring changes

in the learning process and improve the performance of the employees and students. However, it mainly depends on the individual level of how the employees are applying social media.

2. PROBLEM STATEMENT

Social media play an important role in educational institutions in the twenty-first century, especially for faculty and students, for up up-to-date of information and disseminating the information to the students and friends. This really assists individuals in earning knowledge and improves the performance of the employees. Educational institute like NRC provide different facilities to faculties and students especially internet facilities, every year to operate the social media. However, this social media creates many issues like misunderstandings between husband and wife, legal issues between unknown persons. But researchers wanted to focus on how this social media influences to employee performance in the educational institute (Norbuling Rigter College). This study will provide assistance to the college to encourage the employees and students to use social media in a productive way.

3. RESEARCH OBJECTIVES

1. To assess the frequency and extent of social media usage among faculty and staff at NRC.
2. Examine the influence of social media on employee productivity and job performance.
3. To identify both positive and negative consequences of social media usage on communication, collaboration, and engagement within the workplace.
4. To analyse the role of social media in shaping work-life balance and its implications for employee satisfaction.

5. RESEARCH QUESTIONS

1. How frequently do employees at Norbuling Rigter College use social media during work hours?
2. What are the positive impacts of social media usage on employee communication, collaboration, and engagement within the college?

3. To what extent does social media usage influence the productivity and job performance of at Norbuling Rigter College?
4. How does social media affect the work-life balance of employees at the college?

5. SIGNIFICANCE OF THE STUDY

This study brings significance to both academic researchers and practical workplace policies, benefiting Norbuling Rigter College and other institutions.

6. LITERATURE REVIEW

A study revealed that performance expectancy, effort expectancy, social influence, and facility conditions have an important impact on social media usage purpose. The study infers that trust has higher importance but comparatively low performance (Rahman et al., 2021). Moreover, it also mediates the association of cognitive usage and social usage of social media with workplace spirituality. It improves employees' meaningful life experiences with organisations (Zhou & Mou, 2022). (El Ouirdi et al., 2015) also have drawn the conclusion that use of social technologies is found to be fragmented and in need of further quantitative studies, mixed methods approaches, and theory-based research. According to (Al-Ansi et al., 2023), the social media has the positive role of job satisfaction which was represented by supervisor-employment engagement, incentives and promotion in enhancing performance in dynamic environment.

Moreover, (Cao et al., 2016) also found that social media help in improving the work performance by sharing the vision and trust, network ties which facilitate knowledge transfer. It was also confirmed that PSAU staff use OSMNs in work place that assist them in doing their work faster and easier (Aljaaidi, 2020). Furthermore, it was also required to educate the employees of PSAU about the features of the relevant OSMNs such as searching and sharing features. This will consistently improve and enhance their productivity on the workplace. Cilliers et al.(2017) also draw the conclusion that social media is also applied for problem-solving and communication purposes. It has been already in workplace and organisation should allow their employees to manage

their reputation on social media. Furthermore, use of social media in workplace positively enhance social capital, which promote knowledge sharing among employees, ultimately leading to better work performance (Louati & Hadoussa, 2021). Naeem, (2019), draw the similar conclusion but researcher also address critical issues like knowledge hoarding, lowers level of skills and knowledge, poor communication and lack of desire to share knowledge. However, the study done by (Puyod & Charoensukmongkol, 2021) also shows that social media crisis communication has a stronger impact on lowering employees' resistance to change when OCB is highly expressed among employees.

According to Shafiq et al. (2024), the study found that there is a positive association among the use of social media for sharing updates and announcements and employees engage in work-related conversations and discussions.

7. METHODOLOGY

7.1 Research Design
The researcher applied a quantitative research method approach, incorporating descriptive analysis. In the quantitative method, a Likert scale (5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, and 1-Strongly Disagree) is used to gather structured data.

7.2 Sampling Desing
The census survey is selected as the most appropriate sampling design, given that the total population of 41 staff members, including both teaching and non-teaching staff. By surveying the entire staff at Norbuling Rigter College, the study ensures comprehensive and representative data collection. Primary data was gathered directly from all employees, providing a complete overview of the influence of social media on employee performance.

8. RESULTS

8.1 Reliability Analysis
Cronbach's Alpha:

Scale Reliability Statistics	
	Cronbach's α
Scale	0.76

Note. 0.70 – 0.79 is considered acceptable internal consistency

Cronbach's Alpha appraises the internal consistency or reliability of a set of scale items. It indicates how closely related a group of items is in measuring the same underlying concept. Researcher used it to ensure that their measurement scales are dependable and accurate. Cronbach's Alpha of 0.76 indicates acceptable internal consistency and reliability.

8.2 Mean and standard deviations

This section provides results of the field survey conducted among faculty and non-teaching staff of Norbuling Rigter College, Paro. The results were analysed by using descriptive statistics (arithmetic means and standard deviations).

Variables	Mean	Standard Deviation
1. How many hours per day do you typically spend social media (during work hours)?	2.5	0.84
2. How often do you use social media for work-related purposes?	3.8	0.86
3. How often do you use social media for personal purposes during work hours?	3.2	0.96
4. To what extent does social media usage during work hours affect your productivity?	3.5	0.81
5. Does social media help you stay updated with information relevant to your work?	4.3	0.69
6. Has social media use improved your communication with colleagues?	4.1	0.83
7. Do you feel that social media usage during work hours distracts you from completing tasks efficiently?	3.1	1.28
8. Have you experienced challenges in maintaining focus on work due to social media use?	2.4	1.04
9. Does social media help you achieve a better work-life balance by allowing flexible communication?	3.9	0.81

10. Do you feel that social media use increases your work-related stress (e.g., feeling the need to be consistently connected?	3.1	1.21
11. Does social media make it easier for you to connect with colleagues and build professional relationships?	4.2	0.93
12. Do you think that social media contributes to your overall job satisfaction?	3.6	1.03
13. Do you feel that Norbuling Rigter College should have clearer policies regarding social media usage during work hours?	2.6	1.02

8.2.1 Social Media Usage Patterns (Q1, Q2, and Q3)
NRC teaching and non-teaching staff spends a moderate time (around 2-3 hours) daily on social media during working hours. Moreover, it was frequently used for work-related purposes, indicating positive engagement. However, a few members were sometimes used for personal purposes during working hours.

8.2.2 Impact on Productivity and Information Flow (Q4, Q5 and Q6)
Social media has a moderate impact on productivity and is not necessarily negative. It also gives strong agreement that social media supports staying updated with work-related information. Moreover, it also improved the communication with colleagues. Overall, it is seen as a positive tool for productivity and communication, reinforcing its value in the workplace.

8.2.3 Distraction and Stress Factors (Q7, Q8, Q9 and Q10)
NRC staff have mixed views on whether social media distracts from work. However, respondents generally disagree that social media causes focus issues. Moreover, it also supports achieving a better work-life balance through flexible communication, but a few members are slightly neutral, and some feel it adds to stress, though not strongly.

8.2.4 Workplace Relationships and Satisfaction (Q11 and Q12)
Social media also facilitates and is valued as a tool for relationship-building and employee well-being.

8.2.5 Policy clarity (Q13)
There is no strong demand for stricter or clearer guidelines, suggesting the current informal practices are acceptable for most staff.
Overall, the finding shows that social media is important in the organisation for work-related purposes, job satisfaction, and professional connections. Moreover, it is also seen as a beneficial tool for communication, staying informed and work-life balance.

8.3 Correlation Matrix (Spearman's rho ρ)
The following variables are used to find the correlation:

A	Do you think that social media contributes to your overall job satisfaction?
B	How many hours per day do you typically spend social media (during work hours)?
C	How often do you use social media for work-related purposes?
D	How often do you use social media for personal purposes during work hours?
E	To what extent does social media usage during work hours affect your productivity?
F	Do social media help you stay updated with information relevant to your work?
G	Has social media use improved your communication with colleagues?
H	Do you feel that social media usage during work hours distracts you from completing tasks efficiently?
I	Have you experienced challenges in maintaining focus on work due to social media use?
J	Do social media help you achieve a better work-life balance by allowing flexible communication?
K	Do you feel that social media use increases your work-related stress (e.g., feeling the need to be consistently connected?
L	Do social media make it easier for you to connect with colleagues and build professional relationships?

Spearman's rho

	A	B	C	D	E	F	G	H	I	J	K	L
A	1											
B	0.321	1										
C	0.141	0.189	1									
D	0.337	0.337	0.487	1								
E	0.431	0.06	0.287	0.156	1							
F	0.394	0.199	0.382	0.219	0.209	1						
G	0.635	0.319	0.103	0.143	0.142	0.479	1					
H	0.159	0.009	-0.025	0.132	0.034	0.046	-0.07	1				
I	0.083	0.107	-0.009	0.238	-0.17	-0.016	0.073	0.462	1			
J	0.636	0.204	0.233	0.148	0.374	0.242	0.691	-0.184	0.031	1		
K	0.278	0.071	-0.177	0.157	0.27	0.009	-0.05	0.177	0.1	0.045	1	
L	0.59	0.271	0.101	0.183	0.281	0.466	0.519	-0.039	-0.07	0.497	0.309	1

The Spearman's rho correlation matrix shows several essential relations among the studied variables concerning social media usage during work hours. A strong positive correlation was perceived between variable A and J ($\rho = 0.636$), as well as between A and G ($\rho = 0.635$), indicating that individuals who use social media more frequently (A) also tend to experience greater benefits in areas such as communication and relationship-building (J and G). Similarly, variable G (possibly related to professional connections) was strongly correlated with J ($\rho = 0.691$) and L ($\rho = 0.519$), suggesting that building relationships through social media is closely tied to overall satisfaction and engagement at work.

Moderate correlations were found between A and E ($\rho = 0.431$), F and L ($\rho = 0.466$), and D and C ($\rho = 0.487$), implying that variables such as staying informed (E), communication improvement (F), and task performance (D, C) share a meaningful but not strong relationship. These results suggest that while different aspects of social media use are interrelated, they may not always move in perfect alignment.

In contrast, weak or negligible correlations were observed for variables H and I with most other variables. For instance, H showed very weak or near-zero correlation with most variables, indicating that the perceived challenges or distractions related to social media (if H represents such a construct) may be independent from the perceived benefits. Additionally, some variables showed weak negative correlations,

such as between H and J ($\rho = -0.184$) and C and K ($\rho = -0.177$), suggesting that in a few cases, an increase in one variable might be slightly associated with a decrease in another, though these relationships are not strong enough to suggest a clear inverse trend.

Overall, the correlation analysis indicates that social media is generally seen as beneficial in enhancing productivity, communication, and job satisfaction, with strong interrelations among the positive-use variables. However, challenges such as distraction and stress appear to vary independently, affecting individuals differently.

9. CONCLUSION

This study determined the influence of social media on employee performance at Norbuling Rigter College. The findings disclose that social media plays a substantial and largely positive role in enhancing communication, collaboration, and access to information among staff. Academic and non-academic staff reported that social media assisted them in staying updated with work-related developments, enhanced their communication with colleagues, and contributed positively to making professional associations. These factors, in turn, were found to support overall job satisfaction and productivity.

However, the study also identified some apprehensions, including moderate stages of distraction and stress associated with the perpetual need to stay connected. Despite these challenges, most staff did not view social media as a major hindrance to their performance, and there was no strong consensus on the need for stricter policies regarding its use during work hours.

In conclusion, social media can be a prominent tool for enriching employee performance if used thoughtfully and decisively. The results suggest that Norbuling Rigter College can benefit from promoting the productive use of social media while providing minimal guidelines to mitigate potential drawbacks. Future efforts may focus on digital literacy training and the growth of flexible social media policies that balance professional benefits with personal discipline.

10. RECOMMENDATIONS

10.1 Promote Productive Use of Social Media:

Embolden faculty members to use social media platforms for professional purposes such as knowledge sharing, academic networking, and collaborative work. This can enrich communication and productivity.

10.2 Develop Clear yet Flexible Social Media Guidelines:

While strict policies may not be necessary, the NRC should consider drafting adaptable guidelines that outline acceptable use during work hours. This will assist in maintaining professionalism while allowing freedom for productive use.

10.3 Conduct Digital Literacy and Awareness Workshops:

Organise training conferences to assist employees in understanding how to employ social media responsibly, manage distractions, and avoid digital exhaustion or overuse.

10.4 Monitor and Support Work-Life Balance:

Since social media is used for personal purposes during work hours, it is important to foster awareness about preserving boundaries to confirm a healthy work-life balance.

10.5 Encourage Feedback and Continuous Improvement:

Create opportunities for employees to share their experiences and suggestions related to social media use at the workplace. This can help the administration adapt policies and practices to better support performance.

10.6 Leverage Social Media for Institutional Branding:

Embolden faculty members to partake in institutional promotion through social platforms—sharing achievements, research, and college events—to enrich the college's online presence and reputation.

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