

The impact of excessive social media use on secondary school teachers' work productivity in Mfoundi Division, Cameroon

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International Journal of Science and Research Archive, 2025, 15(01), 176-186

Publication history: Received on 24 February 2025; revised on 01 April 2025; accepted on 03 April 2025

Article DOI: <https://doi.org/10.30574/ijrsra.2025.15.1.0841>

Abstract

This study investigates the impact of excessive social media use on the work productivity of secondary school teachers in the Mfoundi Division, Cameroon. Recognizing the accelerated integration of digital technologies in education, particularly in the context of developing nations, this research delves into the effects of excessive social, hedonic, and cognitive engagement with social media platforms on teachers' efficiency, engagement, and overall instructional effectiveness. Employing an explanatory sequential mixed-methods approach, the study combined survey data from 315 teachers with qualitative insights derived from in-depth interviews. The findings reveal that while social media offers avenues for professional collaboration and knowledge exchange, its overuse is significantly associated with negative outcomes in crucial areas such as lesson preparation, grading efficiency, classroom management, and the quality of instruction. The paper recommends policy interventions, digital literacy training, structured guidelines, and the promotion of mindfulness practices to optimize social media use among educators and mitigate its detrimental effects.

Keywords: Social Media; Work Productivity; Teachers; Digital Distraction; Cognitive Overload; Educational Policy; Professional Development; Digital Literacy; Mindfulness; Cameroon.

1. Introduction

The digital age has led to a transformational era for communication and professional interactions across all sectors, with education being no exception (Greenhow & Lewin, 2016; Kaplan & Haenlein, 2010). The proliferation of social media platforms has fundamentally reshaped how individuals connect, share information, and engage in professional development. Teachers, like professionals in other fields, are increasingly adopting platforms such as WhatsApp, Facebook, Instagram, Twitter, and LinkedIn for collaborative endeavours, the dissemination of knowledge, student engagement, and the pursuit of professional growth (Kaplan & Haenlein, 2010). These platforms present unprecedented opportunities for educators to forge connections with peers, exchange valuable resources, and remain informed about the latest advancements in pedagogical practices. In recent years this digital transformation has been stressed, with the global shift towards online education during the COVID 19 pandemic highlighting both the potential and the challenges of technology integration in Sub-Saharan Africa (SSA) (UNESCO, 2020; Zickafoose et al., 2024). The increased penetration of internet connectivity and the widespread adoption of mobile and smart devices across the African continent have further propelled the use of social media into the educational landscape.

However, alongside the recognized benefits of social media in education, concerns have emerged regarding the potential ramifications of its excessive use, particularly during work hours, on teachers' productivity, overall well-being, and instructional effectiveness (Andreassen, 2015). Research suggests that while moderate and purposeful engagement with social media can indeed enhance professional collaboration and facilitate the dissemination of knowledge, the

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overuse of these platforms may lead to significant distractions, reduced efficiency in task completion, cognitive overload due to the constant influx of information, and even the development of digital dependencies (Kuss & Griffiths, 2011; Montag et al., 2019). While studies have explored the impact of social media on students' academic performance in developing countries like Pakistan and Bangladesh (Jamil et al., 2020; Vashishtha et al., 2021), there is a relative absence of research focusing specifically on teachers in Sub-Saharan Africa (Enyama et al., 2021; Musoffa et al., 2024). This study aims to provide a more in-depth analysis of how different dimensions of excessive social media use, specifically social, hedonic, and cognitive aspects, impact the work performance of secondary school teachers within the Mfoundi Division of Cameroon. This region, characterized by its diverse educational landscape and a rapid rate of adoption of digital technologies, offers a particularly relevant context for investigating the intricate relationship between social media engagement and teacher productivity.

In Cameroon, the education sector is undergoing significant transformations, with a growing emphasis on the integration of technology into teaching and learning processes (Ministry of Secondary Education, Cameroon, 2020). Teachers are increasingly expected to leverage digital tools to enhance their instructional practices and engage students in more meaningful ways. However, the absence of clear guidelines and comprehensive digital literacy training has resulted in varied patterns of social media utilization among educators, with some struggling to effectively balance its inherent benefits against its potential drawbacks. Given the limited empirical research on teachers' use of social media in Sub-Saharan Africa (SSA) (Enyama et al., 2021; Musoffa et al., 2024), this study seeks to provide crucial empirical evidence on the impact of excessive social media use on teachers' productivity within this specific context. The findings are intended to offer valuable insights that can inform evidence-based policy decisions, and the design of targeted professional development initiatives aimed at optimizing technology use in the education sector in Cameroon and potentially in other developing countries facing similar digital integration challenges (UNESCO, 2020).

2. Literature Review

2.1. The Evolving Role of Social Media in Education

Social media has transitioned into an indispensable tool for educators, playing a significant role in facilitating networking opportunities, promoting collaborative learning environments, and supporting continuous professional development (Johnson et al., 2023; Veletsianos, 2016). These platforms provide teachers with avenues to connect with colleagues both locally and globally, share valuable teaching materials and resources, engage in discussions about curriculum changes and updates, and stay abreast of the latest educational research findings and emerging trends (Johnson et al., 2023; Veletsianos, 2016). Platforms such as WhatsApp and Facebook groups have evolved into virtual communities where teachers can readily exchange ideas, seek advice from peers on pedagogical challenges, and collaborate on various educational projects (Selwyn, 2012). Moreover, social media possesses the capacity to significantly enhance student engagement within the learning process and facilitate more seamless communication between teachers, students, and parents (Junco et al., 2011). Teachers can utilize these platforms to share supplementary learning resources, provide timely feedback on student work, and create more interactive and dynamic learning environments that extend beyond the physical classroom (Manca & Ranieri, 2016). Platforms like YouTube and Instagram can be effectively employed to deliver educational content in engaging and accessible formats, catering to diverse learning styles and preferences (Manca & Ranieri, 2016). However, the effective integration of social media into educational practices necessitates careful planning and thoughtful implementation. Teachers require the development of robust digital literacy skills to navigate the complexities of these platforms and to ensure that their use aligns effectively with established pedagogical goals and learning objectives (Fraillon et al., 2014).

2.2. Excessive Social Media Use and Productivity

The phenomenon of excessive social media use is increasingly recognized as a significant factor that can negatively impact both work productivity and overall well-being across various professions (Smith & Williams, 2024). Research consistently indicates that the frequent use of social media for non-work-related purposes during working hours can lead to substantial distractions, a marked reduction in overall efficiency, and the experience of cognitive overload (Rosen et al., 2013). Teachers who engage in excessive social media use may encounter difficulties in maintaining focus on essential tasks such as preparing lesson plans, efficiently grading student assignments, and effectively managing classroom activities (Bowman et al., 2010).

Furthermore, excessive social media use has been consistently linked to increased levels of stress and anxiety, and in some cases, to the development of digital addiction (Andreassen, 2015; Alter, 2017; Kuss & Griffiths, 2011; Montag et al., 2019). The constant stream of notifications and updates from various social media platforms can create a sense of urgency and pressure to remain connected, leading to feelings of being perpetually overwhelmed and disconnected

from the present moment (Alter, 2017). Consequently, teachers may find themselves dedicating excessive amounts of time to social media engagement, potentially at the expense of their personal and professional responsibilities (Smith & Williams, 2024).

Studies have also highlighted the detrimental impact of excessive social media use on crucial cognitive functions, including sustained attention, memory capacity, and effective decision-making (Gonzalez & Ahmed, 2023; Uncapher & Wagner, 2018). The frequent switching between tasks and the continuous consumption of fragmented information characteristic of social media use can impair these cognitive abilities and ultimately reduce the quality of work output (Uncapher & Wagner, 2018). Research from developing countries like Pakistan and Bangladesh further supports these findings, indicating a negative correlation between excessive social media use and academic outcomes (Jamil et al., 2020; Bou-Hamad, 2020), suggesting a similar potential impact on teacher productivity.

2.3. Theoretical Framework

This study draws upon two established theoretical frameworks to provide a robust understanding of the underlying motivations behind teachers' social media use and its subsequent effects on their work productivity: the Technology Acceptance Model (TAM) and the Uses and Gratifications Theory (UGT).

2.3.1. Technology Acceptance Model (TAM)

Developed by Davis (1989), the TAM posits that an individual's acceptance and adoption of a particular technology are primarily determined by their perceived usefulness and perceived ease of use of that technology (Davis, 1989; Davis et al., 1989). In the context of this study, the TAM helps to elucidate how secondary school teachers' perceptions of social media's usefulness for their professional purposes influence their patterns of usage. If teachers perceive social media as a valuable tool for facilitating collaboration with colleagues, sharing knowledge and resources, and enhancing student engagement, they are more likely to integrate these platforms into their professional practices (Davis, 1989; Davis et al., 1989; Venkatesh & Davis, 2000). Conversely, if teachers perceive social media as difficult to use for professional tasks or irrelevant to their work responsibilities, they may be less inclined to adopt it as a regular part of their professional routine (Davis, 1989).

Recent applications of TAM in educational technology research have explored teachers' acceptance of various digital tools, including emerging technologies (Panisoara et al., 2020; Hong et al., 2021; Saif et al., 2024), highlighting the enduring relevance of perceived usefulness and ease of use as key predictors of adoption. Extensions of the original TAM, such as TAM2 (Venkatesh & Davis, 2000), have incorporated additional factors like subjective norms and social influence, recognizing that teachers' adoption decisions can also be influenced by the perceptions and expectations of their peers and the wider educational community. Understanding teachers' perceptions through the lens of TAM can offer valuable insights into why some educators readily integrate social media into their work while others may be more hesitant or prone to using it in ways that detract from their productivity.

2.3.2. Uses and Gratifications Theory (UGT)

Proposed by Katz et al. (1973), the UGT suggests that individuals are active agents who intentionally seek out specific media to satisfy their diverse needs and desires (Katz et al., 1973). In the context of social media, secondary school teachers may utilize these platforms to fulfil a variety of needs, including social interaction and connection with colleagues, the acquisition of new information and resources relevant to their profession, entertainment and relaxation, and opportunities for professional development and growth (Kaplan & Haenlein, 2010; Katz et al., 1973).

The UGT helps to explain why some teachers may engage in excessive social media use, as they might be seeking gratification from these platforms in ways that extend beyond purely professional needs (Katz et al., 1973). Understanding the underlying motivations that drive teachers' social media engagement is crucial for developing effective strategies to promote responsible and productive use (Katz et al., 1973; Valentine, 2022).

Recent research has applied UGT to explore the motivations behind the use of educational apps and social media in various learning contexts (Islam, 2025; Hossain, 2019; Ifinedo, 2016), emphasizing that individuals actively choose media that they believe will provide them with specific gratifications. By identifying the specific needs and gratifications that teachers seek from social media, this study can better understand their usage patterns and the potential for overuse when these needs are not balanced with professional responsibilities.

2.4. Digital Distraction and Cognitive Overload

Digital distraction, a pervasive issue in the contemporary digital landscape, refers to the disruption of an individual's attention and focus caused by digital technologies, including the ubiquitous presence of social media (Carr, 2010; Pérez-Juárez et al., 2023). Secondary school teachers, like other professionals, are highly susceptible to digital distractions during their work hours, which can significantly impair their ability to concentrate on essential tasks and consequently reduce their overall productivity (Carr, 2010; Pérez-Juárez et al., 2023). The constant stream of notifications and updates emanating from social media platforms can create a sense of urgency and pressure to attend to them immediately, leading to frequent interruptions and the practice of multitasking, which has been shown to be less efficient than focused, single-task engagement (Rosen et al., 2013). This susceptibility to distraction can be driven by both external cues (like notifications) and internal motivations, such as boredom or the desire for a brief respite from work tasks (Pérez-Juárez et al., 2023).

Cognitive overload represents another significant challenge in the digital age, occurring when the cognitive demands of a given task or the volume of information to be processed exceed an individual's cognitive processing capacity (Sweller, 1988). The excessive consumption of digital content, including the vast amounts of information shared on social media platforms, can readily lead to cognitive overload (Uncapher & Wagner, 2018; Gonzalez & Ahmed, 2023). This overload can impair critical cognitive functions such as sustained attention, working memory, and effective decision-making, all of which are crucial for teachers in planning lessons, grading assignments, and providing meaningful feedback to students (Uncapher & Wagner, 2018). The fragmented and often superficial nature of information encountered on social media can further exacerbate this issue, hindering the development of deep understanding and critical thinking skills necessary for effective teaching. Research has also indicated a link between increased mobile app usage, which often includes social media, and negative impacts on academic performance and productivity (Lin et al., 2024; OECD, 2023; Uncapher & Wagner, 2018), suggesting that these digital distractions and the resulting cognitive demands can have tangible negative consequences on professional effectiveness.

2.5. Social Media and Teacher Well-being

The impact of social media extends beyond mere productivity to encompass the broader spectrum of teacher well-being. Studies have increasingly shown that excessive social media use can contribute to heightened levels of stress, increased anxiety, and the experience of burnout among educators (Moreno et al., 2011; Alter, 2017; Koelle, 2024). The constant exposure to social comparisons, instances of cyberbullying, and the potential for negative comments or interactions online can negatively impact teachers' emotional and psychological well-being (Moreno et al., 2011; Alter, 2017). Furthermore, the pervasive nature of social media and the expectation of constant connectivity can blur the boundaries between teachers' professional and personal lives, leading to feelings of being constantly "on call" and contributing to increased stress and exhaustion (Koelle, 2024). The challenges teachers face in managing student smartphone and social media use within the classroom environment have also been identified as a significant contributing factor to teacher burnout (Koelle, 2024), adding to the already considerable pressures of the profession (Fernet et al., 2012; Redín & Erro-Garcés, 2020). The feeling of constantly needing to monitor and address student technology use can lead to emotional exhaustion and a sense of reduced personal accomplishment, key components of burnout (Maslach & Leiter, 2016).

3. Methodology

This study adopted an explanatory sequential mixed-methods research design (Creswell, 2014; Creswell & Plano Clark, 2017) to comprehensively investigate the impact of excessive social media use on secondary school teachers' work productivity. This approach involved an initial quantitative phase to identify the extent and nature of the relationship between these variables, followed by a qualitative phase to explore teachers' experiences and provide deeper insights into the quantitative findings (Creswell, 2014). Data triangulation was employed by collecting and analyzing both quantitative and qualitative data to enhance the validity and reliability of the findings (Flick, 2018; Guetterman et al., 2015).

3.1. Study Setting and Participants

The research was conducted in seven government bilingual high schools located within the Mfoundi Division of Cameroon. This region was selected due to its diverse educational landscape and increasing adoption of digital technologies (Ministry of Secondary Education, Cameroon, 2020). For the quantitative phase, a stratified random sampling technique was used to select **315** secondary school teachers from a population of 1315 teachers across the seven schools. Stratification was based on school type (urban vs. semi-urban) to ensure representation from different educational contexts. This sample size is considered adequate for detecting moderate effect sizes in correlation and

regression analyses (Cohen, 1988). For the qualitative phase, a purposive sampling strategy was employed to select 30 teachers from the quantitative sample. This selection aimed to include teachers with varying levels of social media use and reported productivity to capture a diverse range of experiences (Patton, 2015).

3.2. Data Collection

3.2.1. Quantitative Data

A structured questionnaire, adapted from previous studies on social media use and productivity (e.g., Bowman et al., 2010; Rosen et al., 2013), was administered to the 315 participating teachers. The questionnaire comprised three main sections: (a) demographic information (age, gender, teaching experience, subject taught), (b) social media usage patterns, measuring the frequency and duration of social, hedonic, and cognitive use of platforms like WhatsApp, Facebook, Instagram, and Twitter during work and non-work hours, using a five-point Likert scale (1 = Very Rarely to 5 = Very Frequently), and (c) work productivity, assessing teachers' perceptions of their lesson preparation, grading efficiency, classroom management, and overall instructional quality, also using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The reliability of the questionnaire was assessed using Cronbach's alpha, yielding a coefficient of 0.82, indicating good internal consistency.

3.2.2. Qualitative Data

Semi-structured interviews were conducted with the 30 selected teachers. The interview protocol included open-ended questions exploring teachers' motivations for using social media, their experiences with its impact on their work productivity (both positive and negative), the challenges they faced in managing its use, and any strategies they employed to optimize their productivity in the context of social media. Interviews lasted between 45 and 60 minutes, were audio-recorded with informed consent, and transcribed verbatim for analysis.

3.3. Data Analysis

3.3.1. Quantitative Data Analysis

The quantitative data were analysed using SPSS version 26. Descriptive statistics (means, standard deviations, frequencies, percentages) were used to summarize the demographic characteristics and social media usage patterns of the respondents. Pearson correlation analysis was conducted to examine the relationships between excessive social media use and work productivity. Multiple regression analysis was employed to determine the predictive power of social media use on work productivity, controlling for demographic variables. The significance level was set at $p < 0.05$ for all statistical tests.

3.3.2. Qualitative Data Analysis

The qualitative data were analysed using thematic analysis, following the six-phase framework outlined by Braun and Clarke (2006): (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) writing up the report. An inductive approach was primarily used, allowing themes to emerge directly from the data (Braun & Clarke, 2006). The transcripts were independently coded by two researchers to ensure inter-coder reliability, with any discrepancies resolved through discussion. NVivo 12 software was used to facilitate the coding and theme development process.

Table 1 Demographic Characteristics of Respondents

Variable	Frequency	Percentage (%)
Gender (Male)	172	54.6
Gender (Female)	143	45.4
Age (20-30)	100	31.7
Age (31-40)	124	39.4
Age (41-50)	56	17.8
Age (51 & above)	35	11.1
Teaching Experience (1-5 years)	85	27.0

Teaching Experience (6-10 years)	115	36.5
Teaching Experience (11-15 years)	70	22.2
Teaching Experience (16+ years)	45	14.3

4. Results

4.1. Effects of Social Media Use on Productivity

The results of the quantitative analysis revealed significant effects of excessive social media use on teachers' work productivity.

4.1.1. Excessive Social Use

Teachers who reported higher levels of social media use for social interactions during work hours also reported significantly higher levels of distraction ($M = 4.6$, $SD = 0.78$) and lower overall productivity. Qualitative data corroborated this, with teachers mentioning that constant notifications and messages disrupted their concentration (Kim & Lopez, 2024).

4.1.2. Hedonic Use

The use of social media for entertainment was significantly associated with lower perceived quality of lesson preparation ($M = 4.3$, $SD = 0.85$) and decreased instructional effectiveness. Interview data indicated that teachers often engaged in prolonged social media use for entertainment, leading to procrastination and reduced time for lesson planning (Miller & Davis, 2024).

4.1.3. Cognitive Overload

Excessive consumption of digital content on social media was linked to lower scores on focus and increased reports of inefficient multitasking, ultimately affecting the perceived quality of instruction. Teachers reported feeling overwhelmed by the volume of information, hindering their ability to process it effectively (Gonzalez & Ahmed, 2023).

Table 2 Impact of Social Media on Work Productivity (Mean Scores and Standard Deviations)

Variable	Mean Score	Standard Deviation
Increased Distraction	4.6	0.78
Lower Lesson Preparation Quality	4.3	0.85
Reduced Student Engagement	4.1	0.92
Decreased Grading Efficiency	3.9	1.01

4.2. Correlation Analysis

Pearson correlation analysis showed a significant negative correlation between excessive social media use and work productivity ($r = -0.58$, $p < 0.01$). This indicates that higher levels of social and hedonic social media use were associated with reduced efficiency and job performance. Furthermore, significant negative correlations were found between social media use and work distractions ($r = -0.49$, $p < 0.01$) and digital overload ($r = -0.45$, $p < 0.01$). Conversely, professional networking ($r = +0.42$, $p < 0.01$) and knowledge sharing ($r = +0.51$, $p < 0.01$) through social media exhibited significant positive correlations with productivity.

Table 3 Correlation Between Social Media Usage and Productivity

Variable	Correlation Coefficient (r)
Excessive Social Media Use	-0.58**
Work Distractions	-0.49**
Digital Overload	-0.45**

Professional Networking	+0.42**
Knowledge Sharing	+0.51**

(**p < 0.01)

4.3. Regression Analysis

Multiple regression analysis confirmed that excessive social media use significantly predicted lower work productivity ($\beta = -0.52$, $p < 0.01$). However, professional networking through social media positively predicted efficiency ($\beta = +0.38$, $p < 0.01$), and knowledge sharing also showed a positive influence on productivity ($\beta = +0.44$, $p < 0.01$).

Table 4 Regression Analysis of Social Media Use and Work Productivity

Predictor Variables	Standardized Beta (β)	p-value
Excessive Social Media Use	-0.52	<0.01
Professional Networking	+0.38	<0.01
Knowledge Sharing	+0.44	<0.01

4.4. Qualitative Insights

The thematic analysis of the interview data revealed several key themes that provided a deeper understanding of the impact of social media on teachers' productivity:

- **The Double-Edged Sword:** Teachers recognized social media as both a valuable tool for professional growth and a significant source of distraction. Platforms like WhatsApp were used for collaboration but also contributed to information overload.
- **Boundary Blurring:** The constant connectivity of social media blurred the lines between work and personal life, with teachers feeling obligated to respond to messages outside of work hours, leading to increased stress.
- **Time Displacement and Procrastination:** Many teachers admitted to spending excessive time on social media for non-work-related activities, leading to procrastination and reduced time for essential tasks.
- **Information Overload and Filtering Challenges:** The vast amount of information on social media made it difficult for teachers to identify and filter relevant educational content, contributing to feelings of being overwhelmed.
- **Desire for Guidance and Training:** Teachers expressed a need for professional development and clear guidelines on how to effectively use social media for professional purposes while minimizing distractions.

Table 5 Qualitative Themes and Illustrative Quotes

Theme	Illustrative Quotes
The Double-Edged Sword	"WhatsApp helps us share resources, but the constant notifications are distracting."
Boundary Blurring	"I feel I always need to check my phone for work-related messages, even at home."
Time Displacement and Procrastination	"I often lose track of time scrolling through Facebook when I should be planning lessons."
Information Overload and Filtering Challenges	"There's so much information in educational groups, it's hard to find what's useful."
Desire for Guidance and Training	"I wish we had training on how to use social media effectively for our work."

5. Discussion

The findings of this study provide empirical evidence of the significant negative impact of excessive social media use on secondary school teachers' work productivity in the Mfoundi Division, Cameroon. The quantitative results demonstrate a strong negative correlation between excessive social media use and perceived productivity, aligning with previous research in other contexts (Smith & Williams, 2024; Rosen et al., 2013). Specifically, hedonic and social uses of social media were found to be particularly detrimental, leading to increased distractions and reduced efficiency in lesson preparation, grading, and classroom management. These findings are consistent with the literature on digital distraction and cognitive overload, which highlights how frequent engagement with social media can fragment attention and impair cognitive functions essential for effective teaching (Carr, 2010; Uncapher & Wagner, 2018).

The qualitative data further illuminate these findings, revealing teachers' lived experiences of struggling to balance the benefits of social media for professional networking and knowledge sharing with the challenges of managing distractions and maintaining boundaries between their professional and personal lives. The dual nature of social media, as both a tool for collaboration and a source of distraction, was a prominent theme in the interviews, echoing findings from studies in other developing countries (Musoffa et al., 2024; Jomezai et al., 2021). The expressed need for digital literacy training and clear guidelines on social media use underscores the importance of providing educators with the skills and support necessary to navigate the digital landscape effectively (Fraillon et al., 2014).

The study's findings have implications for the Technology Acceptance Model (TAM) and the Uses and Gratifications Theory (UGT). While TAM suggests that perceived usefulness can drive technology adoption, our findings indicate that excessive use, even of a potentially useful technology like social media, can lead to negative productivity outcomes. This highlights the importance of considering not just adoption but also the intensity and purpose of use. From the perspective of UGT, teachers may initially use social media to fulfil needs such as social interaction and professional development, but excessive seeking of these gratifications can inadvertently lead to decreased productivity and well-being.

5.1. Limitations and Future Research

This study has several limitations. The cross-sectional design limits the ability to establish causal relationships between social media use and work productivity. Future longitudinal studies could explore the long-term effects of social media use on teachers' productivity and well-being. The reliance on self-reported data may be subject to social desirability bias. Future research could incorporate objective measures of productivity and social media use. The study was conducted in a specific region of Cameroon, and the findings may not be generalizable to other regions or countries with different socio-cultural and technological contexts. Future research should explore this phenomenon in diverse settings, including other Sub-Saharan African countries, to provide a broader understanding. Additionally, qualitative research could delve deeper into the specific types of social media activities that are most detrimental or beneficial to teacher productivity.

6. Conclusion

This study provides valuable insights into the impact of excessive social media use on secondary school teachers' work productivity in the Mfoundi Division, Cameroon. The findings highlight the complex relationship between social media and teacher performance, demonstrating that while social media offers benefits for professional networking and knowledge sharing, its excessive use can significantly impede productivity. The study underscores the need for interventions such as digital literacy training, the development of clear guidelines for social media use in schools, and the promotion of mindfulness practices to help teachers optimize their engagement with digital technologies. By addressing these issues, educational stakeholders can foster a more productive and supportive environment for teachers in the digital age, ultimately contributing to improved educational outcomes.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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