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**Social Media Use, Intrinsic Motivation and Job Performance
Among Faculty in Kenyan Private Universities**

By

Joan Ndung'u

077653

**Submitted in total fulfilment of the requirement for the award of the Degree of
Doctor of Philosophy in Business and Management at Strathmore University**

**Strathmore University Business School
Nairobi, Kenya**



June, 2024

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Abstract

Social media is recognized as a tool that organizations are increasingly adopting and is critical in influencing job performance. Job performance a multi-dimensional concept is important in enabling an organization's success. Given faculty job performance concerns, there has been need to interrogate factors that could improve the performance. Previous studies have established a basis for understanding the factors. For example, studies showing how personal and work outcomes of absenteeism, job satisfaction, and turnover intention affecting job performance have been conducted. Against this backdrop, this current study sought to interrogate the relationship between social media use, intrinsic motivation (a personal and work outcome) and job performance. Using social capital theory (SCT) lens, this research extended knowledge on social media use-job performance relationship. The self-determination theory (SDT) was used to theorize the relationships between intrinsic motivation, and social media use and job performance. A descriptive cross-sectional survey design was adopted. The target population was faculty from Kenyan Private universities, and data was collected through a questionnaire, yielding 75% response rate. The female respondents were female (58.2%), and 64.2% of the faculty was between 31–50 years. Majority of the faculty (32.22%) spent between 1-2 hours per day on social media, with WhatsApp and YouTube being used to a large extent, by more than 95% of them. The relationships were statistically significant; with intrinsic motivation having a mediating effect on the social media use-job performance relationship. The study aligns with the dimensions of SCT by providing evidence of faculty engagement with social media which influences job performance. The use of social media is portrayed as contributing to social capital formation, supporting SCT's tenets. The study also contributes to SDT by validating its principles within the context of social media use, intrinsic motivation, and job performance. The study extends the theoretical argument by proposing that intrinsic motivation serves as the mechanism through which social media use influences job performance. The findings of this research hold significance in crafting policies aimed at addressing stakeholders' concerns regarding performance. Additionally, the study offers strategies from a social media standpoint that managers can implement to improve job performance. The study recommends that stakeholders capitalise on the beneficial impact of social media use. Universities should integrate the use of social media for improved teaching, research, and service activities.

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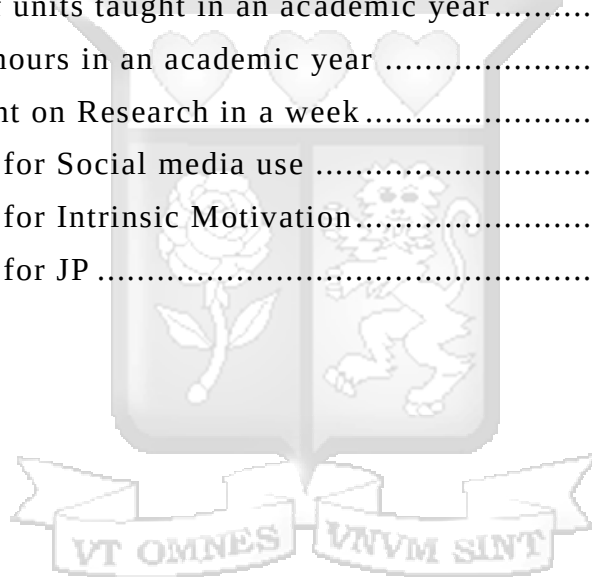
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Operational Definition of Terms

Faculty:	Is university's academic staff involved in teaching, research and service. It includes Graduate Assistant/ Junior Research Fellow, Tutorial Fellow/Doctoral Fellow, Lecturer/Research Fellow, Senior Lecturer/Senior Research Fellow, Associate Professor and Professor (CUE, 2018).
Intrinsic Motivation:	Is the intent tendency that stimulates an employee to behave in a particular way and leads to inherent satisfaction for the employee (Deci & Ryan, 1985).
Job Performance:	It is the work-related activities expected of an employee and contributes towards an organization's objectives (Davidescu et al., 2020).
Research:	Is one of the other job performance activities that faculty engages in and includes data collection for knowledge advancement. Research is used in evaluating faculty job performance indicators (Rapanta et al., 2020).
Social Media:	Is internet-based applications that facilitate the creation, sharing and transfer of information. Social media will encompass different platforms such as blogs, Facebook, and WhatsApp (Kaplan & Haenlein, 2010).
Service:	Is also a job performance activity that faculty engages in and involves activities that include faculty's contribution to their profession (e.g. manuscript reviewing), to one's university (e.g. committee work) and to the community (e.g. outreach) (Wood et al., 2016).
Social Media Use:	Is the consumption and/or utilization of the internet-based application referred to as social media (Whiting and Williams, 2013).
Teaching:	Is another way faculty contributes towards universities' objectives and is described as facilitating knowledge by faculty to students. Teaching is used in evaluating the job performance of faculty (Rapanta et al., 2020).
Web 2.0	Is the 2 nd generation of the Web (WWW), after Web 1.0 that makes it possible for its users and sites to share and collaborate information freely online (Kaplan & Haenlein, 2010).

Abbreviations and Acronyms

CATs:	Continuous Assessment of Tests
CUE:	Commission for University Education
CWB:	Counterproductive Work Behavior
OCB:	Organizational Citizenship Behavior
SNS:	Social Networking Sites
SCT:	Social Capital Theory
SDT:	Self-Determination Theory



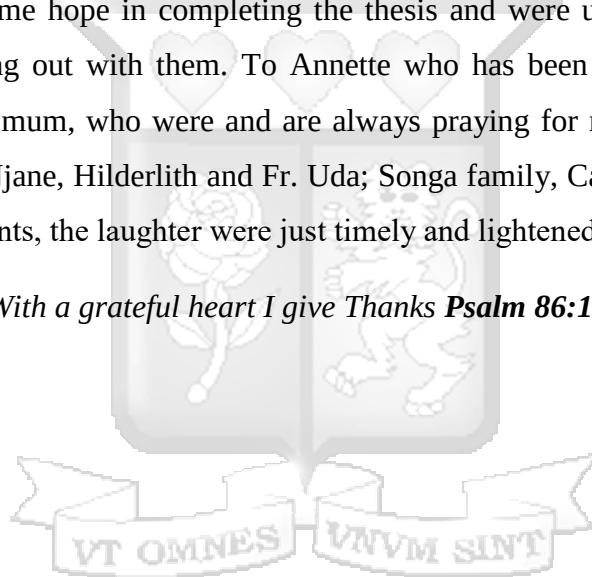
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*With a grateful heart I give Thanks **Psalm 86:12***



Dedication

*He whispered, "My precious child, I love you and will never leave you
Never, ever, during your trials and testing.
When you saw only one set of footprints,
It was then that I carried you."*

Adopted from Footprints in the Sand



Chapter One: Introduction

1.1 Background of the Study

Job performance is important in enabling an organization achieve its objectives (Dalal, 2005; Davidescu et al., 2020). It stands as a key influencer of organizational performance (Wood et al., 2012). In recent years, the increasing interest in job performance has triggered calls for more research in the area (Fogaça et al., 2018). For example, within the context of this study, the Commission for University Education (CUE), Kenya's regulatory body for university education, has indicated the need for undertaking more research on job performance of faculty members (Elton, 2018; Commission for University Education - Planning and Research, 2022). This was in response to the alarming low quality in teaching and research by faculty in Kenyan universities (Kilonzo et al., 2021; Atieno et al., 2022). Teaching, research, and service are faculty job performance indicators (Bozeman & Gaughan, 2011; Rapanta et al., 2020).

Job performance of faculty is critical in ensuring that universities fulfill their obligations (Mamiseishvili & Rosser, 2011; Jamali et al., 2022). The government and other stakeholders are cognizant of the role that universities play towards a country's development (Rae, 2010; Bayuo, Chaminade & Göransson, 2020). Further, universities have been identified as key contributors to achieving development goals (McCowan, 2016; Leal Filho et al., 2019). In the African context, for instance, universities have been charged with attaining Agenda 2063 that was set up by African Union Heads of States (Brajkovic, 2017). Agenda 2063 is one of the vision and strategic frameworks of transforming Africa into a prosperous and dynamic continent (DeGhetto et al., 2016). Innovations made by universities have been described as factors contributing to a country's development (Pucciarelli & Kaplan, 2016). For example Valero and Van Reenen (2019) indicated that if the number of universities doubled, a country's Gross Domestic Product (GDP) would be estimated to increase by 4%. Universities' role in addressing global environmental challenges through education, research and community involvement has been credited with long-lasting solutions for society (Wang et al., 2020). Universities have been characterised as knowledge intensive due to their involvement in the creation and dissemination of knowledge through publication and research (Mahdi, Nassar & Almsafir, 2019).

Within the Kenyan context, universities also play a great role in the country's development. Over the years, the number of universities in the country has grown, leading to the amendment of the University Act to accommodate the growth and improve the university education standard (Munene, 2015). Despite the presence of the Act, research shows that universities in Kenya face challenges of faculty job performance, which is below what is expected. As a result, universities are unable to achieve their objectives. One main challenge that is of great concern to stakeholders is the quality of teaching and research (Kilonzo et al., 2021; McCowan et al., 2022). Quality of teaching, research, and service is expected to continue being a concern due to Covid-19 pandemic impact on the operations that universities undertake (Jogezai et al., 2021). Additionally, the extensive adoption of the novel technology, social media, by faculty has also been a challenge, as they have been unable to integrate it into their work (Acuyo, 2022). Social media is a technological phenomenon that has revolutionized business operations. According to Veletsianos et al. (2017) and London Jr and Matthews (2022), social media has become an integral part of life and has drawn much attention. As far as faculty is concerned, their rate of adopting social media has been increasing and has affected faculty's way of doing things (Coman et al., 2020). What is not yet clear is the effect of social media on job performance of faculty, a gap that this research sought to address. In addition, the fact that there are concerns and hopes on social media's possible influence on job performance (Acuyo, 2022) makes this study timely and worthwhile.

Given the concerns on faculty job performance, it would be of importance to identify other variables that affect job performance and mechanisms through which job performance is influenced. According to Cerasoli, Nicklin and Ford (2014), intrinsic motivation is one of these key variables. Intrinsic motivation relates to employee enjoyment of work and psychological well-being, and is a more optimal form of motivation for job performance and faculty success compared to extrinsic motivation (Stupnisky et al., 2017). Faculty behavior is greatly guided by intrinsic motivation as it largely contributes to creative and knowledgeable intensive work at universities (Kallio & Kallio, 2014). Many faculty are able to sustain their performance by being intrinsically motivated (Lechuga & Lechuga, 2012).

Despite the existence of studies on the relationship between intrinsic motivation and job performance (for example, van der Kolk, van Veen-Dirks, ter Bogt, 2018; Stupnisky et al.,

2019), a gap still exists on intrinsic motivation acting as a mechanism in which social media affects job performance. Intrinsic motivation also referred to as internal motivation (Loher et al., 1985) is one of the personal and work outcomes defined in the job characteristics model (Hackman & Oldham, 1975). What exists is research showing job satisfaction, absenteeism and turnover (personal and work outcomes), as mechanisms through which social media affects job performance (Moqbel, 2012; Charoensukmongkol, 2014; Alkhateeb, 2020). Intrinsic motivation is worth studying considering it is a strong job performance determinant. Furthermore, intrinsic motivation has gotten far too little attention, despite the fact that it is just as important a personal and work outcome as satisfaction, absenteeism, and turnover. In light of this, this research would contribute to the organisation behavior field, specifically intrinsic motivation and job performance. Thus, motivated by the objective to enhance performance of faculty, in Kenyan Private Universities, the present study proposed to interrogate the relationship between social media use, intrinsic motivation and job performance. Private universities were targeted for this study because they are the fastest growing segment in higher education (Waweru, 2013; Qureshi & Khawaja, 2021).

1.1.1. Social Media Use

The concept ‘social media’ was coined in the 21st century. It is founded on Web 2.0 and allows users to create and exchange user generated content (Kaplan & Haenlein, 2010). Social media facilitates knowledge creation, sharing, and transfer and influences individuals’ performance behavior (McFarland & Ployhart, 2015).

According to Whiting and Williams (2013), social media use includes; socialization, seeking information, while away time, entertainment, unwinding, communication, convenience utility, voicing one’s opinions, sharing of information, and close observation of others. Ali-Hassan, Nevo and Wade (2015) categorized these themes into three items and termed them as social media use dimensions. These include; (i) hedonic use, use of social media to pass time (Muntinga, Moorman, & Smit, 2011), to have fun (Brandtzaeg & Heim, 2009), to entertain and amuse (Muntinga et al., 2011) and to relax (Papacharissi & Mendelson, 2010; Muntinga et al., 2011); (ii) social use, which involves making new friends, meeting individuals with shared interests, and staying in contact with friends.) and (iii) cognitive use, which entails creating, sharing, and accessing content (Raacke & Bonds-Raacke, 2008; Brandtzaeg & Heim, 2009;

Papacharissi & Mendelson, 2010). Ghorbanzadeh et al. (2021) also used these three dimensions to describe social media use.

Lately, there has been growing attention towards research on social media due to its influence on both employees and organizations (Kaplan & Haenlein, 2020). Therefore, individuals and organizations must be equipped to handle the challenges and opportunities presented by its use. Previous studies have reported on the negative and positive effects of social media on organizations and employees. Some of the negative effects include; social media addiction which negatively affects job performance (Moqbel & Kock, 2018); employees wasting time through cyberloafing (Rahman et al., 2022); distribution of false information (Lim et al., 2022). Demircioglu and Chen (2019) contends that the adverse outcomes may be linked to an overuse of social media. Among the benefits attributed to social media use is achieving a harmonious work-life balance (Holland, Cooper & Hecker, 2016); increased employee morale (Williams et al., 2019), job satisfaction (Alkhateeb, 2020); improved organizational citizenship behavior (Snyder & Cistulli, 2020); and knowledge creation (Hosen et al., 2021). Existing studies on social media use indicate that faculty is increasingly using social media (Sobaih et al., 2020). Similarly, library users in Kenyan universities including faculty are becoming dependent on Web-based applications including social media (Gichuhi et al., 2020).

Creation of numerous social media platforms led, Kaplan and Haenlein (2010) to categorize them as follows; (a) blogs; (b) collaborative projects e.g. Wikipedia; (c) content communities e.g. YouTube; (d) social networking sites (SNS) e.g. Facebook; (e) virtual game worlds, e.g. World of Warcraft; and (f) virtual social worlds, e.g. Second Life. Overtime, Academia, ResearchGate, Mendeley, and Zotero have been included as social networking sites (SNS) for academic purposes (Asmi & Margam, 2018).

1.1.2. Intrinsic Motivation

Intrinsically motivated employees are more dedicated and involved in their work and are inclined to show a better goal realization than those less intrinsically motivated (Zhang & Bartol, 2010). Intrinsic motivation is the innate tendency to pursue interesting tasks that challenge an individual's skills and nurture growth (Deci & Ryan, 1985). According to Cerasoli et al. (2014), intrinsic motivation fuels, directs, and intensifies behavior. In the context of this study, faculty is intrinsically motivated when they engage in interesting, enjoyable and personally fulfilling jobs

(Stupnisky et al., 2017). Additionally, faculty will be intrinsically motivated if they have academic freedom and the desire to work as scholars (Kallio & Kallio, 2014).

According to the self-determination theory, a commonly used intrinsic motivation theory, employees' intrinsic motivation is established by assessing three important measures; (a) autonomy, the willingness, volition experience, and self-determination an employee has when acting; (b) relatedness, employee having a sense of belonging; and (c) competence, employee being able to attain anticipated outcomes and to succeed in demanding tasks (Gagné & Deci, 2005). Intrinsic motivation will create a desire in employees to engage in work because the work sparks interest and gives a sense of satisfaction, which leads to performance (Amabile et al., 1994; Jnaneswar & Ranjit, 2022).

1.1.3. Job Performance

Job performance is an important multi-dimensional concept in organizational research, and contributes significantly to organisational performance (Dalal, 2005; Davidescu et al., 2020). For instance, faculty job performance contributes to universities' competitiveness and growth, which influences universities' performance (Yang, 2017). Research shows that faculty job performance is assessed through teaching, research, and service (Bozeman & Gaughan, 2011; Rapanta et al., 2020).

According to Honeycutt, Thelen and Ford (2010), assessing teaching is difficult because getting faculty to decide on the teaching measurement is an uphill task, due to the subjectivity involved in measuring teaching. That notwithstanding, faculty's teaching can be measured by: (a) evaluating the efficiency of churning graduates (Hardré & Cox, 2009); (b) students' evaluation of faculty's teaching performance (Stupnisky et al., 2017); (c) number of hours that faculty spends in class (Honeycutt et al., 2010) or what Hardré et al. (2011) refers to as the teaching workload; and (d) return of continuous assessment of tests (CATs) and student pass rates (Dawo, Simatwa-Enose & Okwatch, 2012).

As for research, it is measured by; (a) publications in top-tier journals by faculty (Cadez, Dimovski & Zaman Groff, 2017); (b) number of citations and journal rankings (Honeycutt et al., 2010); (c) number of peer-reviewed publications and conference publications (Honeycutt et al., 2010; Hardré et al., 2011); (d) the number of grants that are externally financed (Gralka et al.,

2019) and; (e) the number of students a faculty supervises (Aydin, 2017). Additionally, the Association to Advance Collegiate Schools of Business (AACSB) indicates that research is evaluated by the quality and quantity of publications (Honeycutt et al., 2010).

As for service, scant literature exists, compared to teaching and research (French et al., 2020). That notwithstanding, service is divided into institutional, community and professional service (Wood, Hilton & Nevarez, 2016). Institutional service includes faculty's involvement in committee work and governance; community service includes outreach and public service, and professional service includes service in one's area of discipline and would include review of manuscripts and assisting with accreditation (Lawrence, et al., 2012).

1.1.4. Social Media Use in Universities

Universities wield significant influence over a country's economic standing and societal prestige and their performance is affected by the use of technology (Tseng et al., 2020). Universities add value through creation and sharing of knowledge (Healey, 2008), enabling them to effectively fulfil their mandate (Council of European Union, 2014; Tseng et al., 2020). An essential feature of social media lies in its ability to create, share, and transfer knowledge (McFarland & Ployhart, 2015). Therefore, integrating social media into universities would aid the achievement of universities' mandate.

Research on social media utilization within universities is gaining interest, with reports suggesting that social media is transforming organisations (Manca, Bocconi & Gleason, 2021). Majority of research on the use of social media in universities has concentrated more on student use rather than faculty use (Hosen et al., 2021). However, despite this, there has been a growing number of faculty utilizing social media, particularly for teaching (Sobaih et al., 2020) and research (Sugimoto et al., 2017; Ansari & Khan, 2020), as well as to connect with family, friends, and professionals (Hosen et al., 2021).

In developed countries like the United States, the United Kingdom, Germany, Canada and Australia, trends among faculty members indicate that social media significantly impacts teaching practices, with blogs, Twitter, YouTube, and Facebook being the primary platforms utilized (Gruzd et al., 2018). The trends in developed countries underscore the diverse influence that social media shapes educational practices (Gruzd et al., 2018; Demircioglu & Chen, 2019).

Across developing countries, social media is increasingly recognized for its multifaceted impact on education and job performance. For example studies in Egypt (Sobaih et al., 2020) and Zimbabwe (Chiparausha, Onyancha & Ezema, 2022) report the use of social media adoption among faculty, particularly for teaching and staying engaged with institutional activities. In addition, earlier findings from South Africa (Murire & Cilliers, 2017) indicated the significant enhancement of teaching practices through social media use. The dedication by university management to enhance staff support further emphasizes the strategic significance that social media has in in fostering positive results.

Within the context of social media use in universities in Kenya, research shows that faculty uses social media for socialization, information sharing, entertainment, and communication (Gichuhi et al., 2020). With the emergence of the Covid-19 pandemic, faculty in Kenya have increasingly adopted social media use (Gichuhi et al., 2020). According to Abok and Kwanya (2016) and Gichuhi et al. (2020), WhatsApp and YouTube are the most used social media platforms by Kenyan faculty. Abok and Kwanya (2016) hold that WhatsApp is popular as it is largely free on most of the data networks in Kenya. YouTube is popular because of its attractive visual appeal and the ability to share its' files on other platforms. However, Khamali and Thairu (2018) held that Facebook and YouTube were the most used social media platforms by Kenyan faculty. Facebook was easy to use and understand, thus topping as the most used social media platform. Nonetheless, faculty appreciates the role that social media plays in faculty's academic and social life and are integrating it into their teaching and research despite studies reporting both negative and positive effects of social media (Maweu & Yudah, 2020).

Overtime, the dynamic environment in which universities operate in has compelled more faculty to use social media frequently (Sobaih et al., 2020). For example, the Covid-19 pandemic compelled universities to transition from conventional to online teaching. Different studies have reported on faculty use of social media, some have also indicated the extent to which different social media platforms are used by faculty. According to reports, Facebook and WhatsApp are the most commonly used social media platforms by faculty (Manca, 2020). However, in a previous research by Manca and Ranieri (2016), they reported that YouTube, blogs, ResearchGate, and Academia were the most used social media platforms by faculty. Various studies on social media use by faculty have recognized the influence that demographic factors

such as gender and age influence social media use by faculty (Ruleman, 2012; Seaman & Tinti-Kane, 2013; Nicholas et al., 2014).

1.2 Research Problem

The role that universities play to a country's development has been widely acknowledged and recognised. For example, the Kenyan Government recognised the critical role that universities were supposed to play in achieving Kenya's Vision 2030, Kenya's premier development blueprint (Gudo, Olel & Oanda, 2011). It was expected that public universities would play a vital role in advancing the country's development. Nonetheless, due to the hurdles encountered by public universities that includes, inability to meet demands for university education, political interference in university operations, and poor resource mobilization and allocation (World Bank, 2019), they fell short of the expectation. With these challenges, the growth of private universities became more pronounced. To accommodate and regulate the growing number of private universities, the Kenyan Government amended the Kenya University Act (Munene, 2015).

As the number of private universities and competition among them increased, private universities began to invest more in information and communication technology infrastructure, while public universities did not view this as a top priority (Dumpit & Fernandez, 2017). According to Yasmeen et al. (2015), private universities were able to invest in superior labs and computing facilities. Consequently, faculty in private universities are expected to access social media platforms more easily and comfortably compared to faculty in public universities.

With regards to social media, organizations are increasingly relying on it and it has been growing at a rapid rate. Within the context of this study, universities have been confronted with the reality of moving activities such as teaching, from in-person to online, with social media being the tool that is these activities (Coman et al., 2020). While some studies have reported a positive relationship between social media and job performance, (for example, Murire & Cilliers, 2017; Chiparausha et al., 2022), others argue that the relationship is negative (for example, Wushe & Shenje, 2019). These direct relationships, positive or negative would be notable when for instance faculty actively use social media for teaching by fostering engagement and communication with students, or when faculty uses social media for networking, collaboration or disseminating knowledge. With regards to service, the direct relationship would be present when

faculty leverages on social media for community outreach. That notwithstanding, some studies such as Louati and Hadoussa (2021) purport that social media may not be enough to enhance job performance. Nevertheless, there is a growing concern on the quality of job performance, despite the ability of social media use and other factors to influence job performance positively.

Organizations amidst the pervasive social media use must explore additional factors for enhancing job performance. Intrinsic motivation, acknowledged for its impact on job performance, is deemed crucial by researchers for influencing employee behavior and contributing to success (Hardré & Kollmann, 2012; Jnaneswar & Ranjit, 2022). This study focused on Kenyan private universities, highlighting concerns about faculty job performance, that is teaching, research, and service. Job performance concerns include; high student failure rate, insufficient matching of students with available resources (Dawo et al., 2012; Kilonzo et al., 2021) which compromises the quality of teaching, research, and service. Such challenges impact the quality of graduates (Situma & Wasike, 2020). Previous global observations also revealed shortcomings in teaching quality, for example in China and the UK (McIntosh et al., 2022).

Universities face persistent challenges in conducting quality research, with faculty experiencing low publications in recognized journals (Starkey et al., 2022), and efforts to have a work life balance contributes to a decline in research output (Kelling et al., 2023). With regards to service, faculty often perceives service as lacking significance and is undervalued despite its importance (Pfeifer, 2016; Hanasono et al., 2019; Park & Park-Ozee, 2020). Quality service is a crucial variable for measuring a university's success. Unfortunately the burden for service activities is unevenly distributed among faculty, and there has been a decline in the quality and availability of faculty service activities (Hanasono et al., 2019; Park & Park-Ozee, 2020). Poor-quality service by faculty has repercussions, affecting internal stakeholders who miss out on knowledge-related activities and diminishing the support for professional organizations and community welfare (Pfeifer, 2016).

Concerns on faculty job performance have come to CUE's attention, with the regulatory body calling on relevant stakeholders to address the issue (Maiyo, 2018; Commission for University Education - Planning and Research, 2022). This is a pressing issue in Africa (McCowan et al., 2022). In an attempt to address these challenges and improve faculty job performance, leveraging on social media use and intrinsically motivating faculty might provide a solution.

Social media has become an integral part of organizations, with universities encouraging its use (Hosen et al., 2021). This raises questions on the effect of social media use by faculty on job performance, with scholars such as (Kimmons et al., 2018) pointing out that researchers are still not sure of the role that social media plays in education, despite its popularity. That notwithstanding, by virtue of social media allowing constant and instantaneous feedback (Menkhoff et al., 2015) may address the high student failure rates. Platforms like blogs and Twitter can be used to create learning outcomes that would provide students with a platform where they can reflectively communicate with faculty (Junco, Heiberger & Loken, 2011; Chawinga, 2017). Menkhoff et al. (2015) contended that social media enables an environment that is collaborative and interactive, which would be ideal in creating a learner-centered environment. Regarding matching students with the available university resources, social media facilitates matching students with university resources by allowing lecturers to record classes and share them on various platforms (Sobaih et al., 2020). Additionally, it addresses challenges related to work-life balance and the decline in research publication by promoting interactive work, enabling users to work from any location. This provides the flexibility for users to work remotely (Oksa et al., 2021), which would allow faculty to conduct research comfortably. The ability of social media to create social capital (Louati & Hadoussa, 2021) would enhance the concern on university-industry linkages.

Social media fosters community building (Davis III et al., 2015), aiding faculty to contribute to community's welfare. Additionally, Moran et al. (2011) noted the increasing use of twitter for professional development. The knowledge sharing feature for social media (McFarland & Ployhart, 2015) enhances faculty engagement in institutional service allowing them to share their expertise. Service by faculty is highly reliant on sharing faculty's knowledge, skills and expertise (Pfeifer, 2016), and the ability to do this is a feature of social media (McFarland & Ployhart, 2015).

Prior studies have unveiled mediation variables in the social media use- job performance relationship. Moqbel (2012) identified mediation through job satisfaction, innovative behavior, absenteeism, turnover intention, and organizational commitment. Charoensukmongkol (2014) used job satisfaction to mediate the relationship. Cao et al. (2016) used shared vision, network ties, and trust as mediators in the social media use - work performance relationship. This

indicates there is a mechanism through which social media use affects job performance. Additionally, a more in-depth search reveals that personal and work outcomes have been used to explain the mechanism. That notwithstanding, it is not yet clear the mechanism through which intrinsic motivation, a personal and work outcome, affects the social media use- job performance relationship. Yet, intrinsic motivation as earlier stated is significant in affecting job performance. Hence, this study aimed to establish the mediating function of intrinsic motivation in the aforementioned relationship.

1.3 Research Objective

1.3.1 Broad Research Objectives

The general objective of this study was to interrogate the relationship between social media use, intrinsic motivation and job performance among faculty in Kenyan private universities.

1.3.2 Specific Research Objectives

This research sought to address the specific objectives mentioned below:

- i) To determine the extent of utilization of social media among faculty in Kenyan private universities
- ii) To establish the extent to which social media use influences job performance among faculty in Kenyan private universities
- iii) To establish the influence of social media use on intrinsic motivation among faculty in Kenyan private universities
- iv) To establish the effect of intrinsic motivation on job performance of faculty in Kenyan private universities
- v) To determine the mediating effect of intrinsic motivation on the relationship between social media use and job performance by faculty in Kenyan private universities

1.4 Research Hypotheses

The following hypotheses were tested in this study:

- H₁: There is a significant relationship between social media use and job performance among faculty for Kenyan private universities
- H₂: Social media use has a positive relationship with intrinsic motivation among faculty for Kenyan private universities

H₃: There is a significant positive relationship between intrinsic motivation and job performance of faculty for Kenyan private universities

H₄: Intrinsic motivation has a positive mediating effect on the relationship between social media use and job performance of faculty for Kenyan private universities

1.5 Scope of the Study

The scope of the study was informed by two factors. First, the study focused on Kenyan private universities. Second, the study focused on academic staff as per CUE grading nomenclature of academic staff. This includes Graduate Assistant/ Junior Research Fellow, Tutorial Fellow/Doctoral Fellow, Lecturer/Research Fellow, Senior Lecturer/Senior Research Fellow, Associate Professor and Professor (CUE, 2018). That notwithstanding, universities could have equivalents provided in their charters which was included in this study.

1.6 Significance of the study

The significance of this study extends to various beneficiaries that includes researchers and scholars, government entities, investors in the education sector, higher learning institutions, and human resource practitioners.

The study significantly contributes to organizational behavior research by empirically investigating how the use of social media affects job performance, addressing a literature gap on intrinsic motivation's role in this context. Through a theoretical model, it highlights the indirect link via intrinsic motivation as a mediator impacting job performance. This research's significance lies in filling the literature void, providing practical insights into the complex relationships between social media use, intrinsic motivation, and job performance among Kenyan private university faculty.

For government entities such as CUE that develops policies that govern universities, the findings offer valuable insights, considering the concern that CUE has with regards to quality of job performance in universities. A thoughtful policy framework, influenced by the study, can develop teaching, research, and service policies, thus addressing the concern. Policies should address the multifaceted role of social media use and incentivize innovative approaches to improve job performance.

Investors in the education sector stand to benefit by gaining an understanding of factors influencing job performance among faculty, enabling strategic decision-making and resource allocation. Higher learning institutions can refine their practices based on the study's insights, fostering improved job performance among faculty. Human resource practitioners, guided by the study, can craft policies and incentives that specifically enhance autonomy, competence, and relatedness, recognizing the significance of intrinsic motivation in the context of social media use.

Finally, the study furnishes empirical findings from Kenya, a developing country. Scant literature exists on how job performance is affected by social media in higher education within developing countries. Kenya is a unique country being an economic and regional hub in East Africa and is recognized as East Africa's most technologically advanced nation. As such it can serve as a role model for other East African countries.

1.7 Organization of the Thesis

The thesis contains six chapters. Chapter one provides a background of the study and includes discussion of the study key variables that is, social media use, intrinsic motivation and job performance. This chapter also contains a summary of social media use in universities and presents the research problem, research objectives and research hypotheses. The description of the scope and significance of the study conclude the chapter.

The second chapter presents the theoretical framework of the study, after which analysis of studies pertaining to the current research are provided. Thereafter, the conceptual framework is included. The research gaps and the chapter summary are presented at the end of the chapter. Chapter three describes the research methodology, which included the research philosophy, the research design, target population, sample, and sampling technique. Discussions of data collection, reliability and validity follow suit. This chapter also outlines the operationalization of the study variables, the analysis of data and presentation. The chapter concludes with tests of statistical assumption, and ethical considerations. Chapters four presents the research findings, that includes both the descriptive and inferential statistics.

Chapter five includes the discussion of the results pertaining to this study in light of existing literature. Finally, chapter six presents a summary of the research findings, followed by the

study's contribution, the limitations and areas for further research. The chapter concludes with recommendations.



Chapter Two: Literature Review

2.1 Introduction

This study sought to interrogate the relationship between social media use, intrinsic motivation and job performance among faculty in Kenyan Private Universities. The chapter reviewed the theories, model and studies associated with the current research. The chapter begins by reviewing the theoretical foundation of the study and the theories that link the study variables. The empirical review that follows discusses results of prior research related to the current study. The conceptual framework contained herein provides a comprehensive structure that explains the interplay between the study's variables. The research gaps that this study addresses are discussed at the tail end of the chapter.

2.2 Theoretical Framework

This study is anchored in the social capital theory (SCT) and the self-determination theory (SDT), which provide the foundation for its theoretical framework. For purposes of explaining the social media use- job performance relationship, SCT has been adopted, whereas SDT has been used to expound intrinsic motivation in detail and to explain the relationships between social media use and intrinsic motivation; and intrinsic motivation and job performance. Additionally, Borman and Motowidlo model is adopted to conceptualize the job performance variable.

2.2.1 Social Capital Theory

Social Capital Theory (SCT) argues that social relationships are important for learning and resourcing (Yoon & Rolland, 2012). The theory demonstrates the critical role of networks in fostering strong personal relationships, providing foundation for collective action, cooperation, and trust (Nahapiet & Ghoshal, 1998). The theory also favours close relationships and encourages communication (Lin & Lu, 2011). SCT is increasingly becoming popular in social sciences because of its ability in explaining actor's success in workplace outcomes (Adler & Kwon, 2002). Additionally, the theory is useful for explaining employee performance (Louati & Hadoussa, 2021).

Social capital has been defined differently by different authors, however, the definition by Nahapiet and Ghoshal is the most commonly used because of its simplicity and clarity of the social capital key dimensions it identifies (Ali-Hassan, 2009). Nahapiet and Ghoshal (1998) defined “social capital, as the entirety¹of the definite resources combined with likely resources. The resources are engrained within, through and obtained from the network of relationships owned by a social unit or individual”. SCT is a well established theory that provides a framework for understanding social media use in organizations (Kasim et al., 2022). The use of social media has been linked to the formation of social capital (Louati & Hadoussa, 2021).

Social capital is a multidimensional concept, with the Nahapiet and Ghoshal model categorizing the concept into three dimensions; (1) the structural dimension which includes network ties, network configuration and appropriable organization; (2) the relational dimension which includes trust, norms, obligations and identification; and (3) the cognitive dimension which includes shared codes and languages, and shared narratives and it increases understanding among people (Nahapiet & Ghoshal, 1998). Cao et al. (2016) further explains that the structural dimension entails the overall patterns of connections between people, with whom people connect with and how are they connected; the relational dimension is the resource included in social relationships; the cognitive dimension improves understanding between people who have a common language, codes, and goals.

Studies have been done concerning how social capital relates with knowledge creation, knowledge sharing and transfer, and performance (Louati & Hadoussa, 2021). Social capital is the foundation of social media use orientation which enables the creation, sharing, and dissemination of knowledge (Kaplan & Haenlein, 2010). Research has shown that social capital provides information and opportunities while also improving knowledge quality, which is important for job performance (Cao et al., 2016), making SCT a suitable theory for knowledge related studies. Sonnentag, Volmer and Spsychala (2008) argued in favor of employing SCT to understand the knowledge- job performance connection. As per Cao et al. (2012), knowledge enhances job performance. Other scholars who corroborate the use of the theory in relation to performance include Seibert, Kraimer and Liden (2001); Adler and Kwon (2002); and Ali-Hassan et al. (2015), who indicated that social capital affects job performance. Seibert et al.

¹ This refers to the total of the actual and potential resources accessible

(2001) argued that the theory led to greater access to information because of the social resources embedded in the networks, which enhanced job performance.

Ali-Hassan et al. (2015) used SCT to show that the social media use-job performance relationship could be explained by how social media enhances individual's social capital. Additionally, the role of SCT as an anchoring theory for social media use-job performance relationship can be supported by Adler and Kwon (2002) who indicated that SCT provides information, knowledge and support that affects job performance. SCT thus informs this study by explaining the social media use-job performance relationship.

2.2.2 Self-Determination Theory

One of the theories commonly used to explain and understand intrinsic motivation is the self-determination theory (SDT) (Gilal et al., 2019), with the theory receiving a lot of attention. The theory describes intrinsic motivation as the inward tendency to pursue interesting tasks. Intrinsic motivation helps fuel, direct, and intensify behavior such as employee performance (Deci & Ryan, 1985). SDT was employed by Cerasoli et al. (2014) to investigate how intrinsic motivation ultimately influences performance, describing intrinsic motivation as a significant driver of performance. Such assertions therefore suggest that employees who are intrinsically motivated improve their performance, a view supported by (Deci & Ryan, 2000). Similarly, Yousaf, Yang and Sanders (2015) claim that according to SDT, employees who are intrinsically motivated are more involved in their work because of the satisfaction they derive from it.

Intrinsic motivation is determined by people's ability to meet the three basic psychological needs; autonomy, competence, and relatedness (Kuvaas, 2008; Stupnisky et al., 2017; Demircioglu, 2018; Brière et al., 2021). Autonomy is the willingness, volition experience, and self-determination when acting; competence is the capability to attain the anticipated outcome and to succeed in demanding tasks; and relatedness is having a sense of belonging and experiencing relationships that are satisfactory and supportive (Gagné & Deci, 2005).

Despite the widely held belief that autonomy, competence, and relatedness support intrinsic motivation, some scholars disagree. Ryan and Deci (2000) reported that unless a sense of autonomy is satisfied, competence would not yield intrinsic motivation. A similar occurrence by Legault (2017) noted that autonomy and competence could enhance intrinsic motivation, however no reference was made to relatedness. According to Stupnisky et al. (2017) autonomy

and competence increased intrinsic motivation amongst faculty. That notwithstanding, this research adopted the SDT to analyze intrinsic motivation and establish an intrinsic motivation-job performance link.

According to Steinbauer et al. (2018), employees who are intrinsically motivated are able to improve their job performance, because work fascinates them and they see it as an end in itself. Social media influences the development of the conditions that enhance intrinsic motivation. Social media's ability in creating interactions leads to connections and eventually to feeling of relatedness as users are able to create social groups which enhances the feeling of relatedness (Demircioglu & Chen, 2019). With regards to autonomy, Hoffman and Novak (2012) emphasize that a key reason for using social media is for creating autonomy amongst the users. The social networks and connectivity enabled by social media provide employees with knowledge and information leading to greater autonomy with the users (van Zoonen & Rice, 2017). Additionally, social media's ability in sharing identity, and creating relationships and conversations leads to autonomy (Kietzmann et al., 2011). As for competence, social media's ability in creating clear and concise information, leads to competence (Six, 2013; Agnihotri et al., 2016; Mergel, 2016). Demircioglu and Chen (2019) more or less summarized this and used SDT to demonstrate that employees who used social media were more intrinsically motivated for work-related activities.

2.2.3 Borman and Motowidlo Model

Review of the literature reveals that the job performance concept is described using different models (Rotundo & Sackett, 2002). The most influential model is the Borman and Motowidlo model because of its ability to describe job performance in detail and distinguish job performance dimensions (Viswesvaran & Ones, 2000; Choi, et al., 2019). When other models are describing job performance, they refer to the Borman and Motowidlo model's dimensions of task performance, organisational citizenship behaviour (OCB), or counterproductive work behaviour (CWB) (Rotundo & Sackett, 2002). These models, unlike the Borman and Motowidlo model, exclude either one of the job performance dimensions (Choi et al., 2019). Therefore, this study adopted the Borman and Motowidlo model. Similarly, prior studies have also used the Borman and Motowidlo model to measure job performance (Stupnisky et al., 2017).

Task performance also referred to as in-role behavior (Edwards et al., 2008), is prescribed behavior that contributes towards an organization's technical core (Motowidlo et al., 2014). Compared to other job performance dimensions, it is a more direct contributor to an organization's core objectives (Kehoe, Lepak & Bentley, 2018). Lee and Lee (2018) expounded task performance further where they indicated that a significant criteria for task performance included managing responsibilities or fulfilling obligations, and meeting of quantity and quality standards. Whiting, Podsakoff and Pierce (2008) related job knowledge, accuracy of work and productivity to task performance.

Task performance amongst faculty in teaching is concerned with the teacher-student interaction, teaching effectiveness, and teaching value (Cai & Lin, 2006), whereas Bakker, Demerouti and Lieke (2012) indicated that the solid indicator for teaching under task performance was students' course grades. With regards to research, Cadez et al. (2017) included number of publications, citations and grants as part of task performance. As far as service is concerned, Misra et al. (2011) indicate that service responsibilities are ambiguously stipulated. They are also made of ill-defined tasks that are often carried out on goodwill basis, and the service obligations are not explicitly stated, making them open to different interpretations by faculty and administration French et al., 2020) Thus, service will be included in OCB and CWB after considering what Lawrence et al. (2012) indicated: that service responsibilities are included in the psychological contract. Additionally, service by faculty is mostly voluntarily (Muriisa, 2014: Park & Park-Ozee, 2020).

OCB also referred to as extra-role (Chughtai, 2008) refers to behavior that is not stipulated in an employee's job description, yet employees feel compelled to undertake it (Organ, 1997). Employees undertake OCB because of impression management motives, organizational concern and prosocial values (Takeuchi, Bolino, & Lin, 2015). OCB is beneficial to the supervisor as it makes the supervisor's work easy, freeing them for more essential work (Bateman & Organ, 1983). Employees who excel in OCB are evaluated favorably by their supervisors' despite them receiving lower salaries and awarded fewer promotions as compared to those who spend more on task performance (Bolino et al., 2013). This is because OCB is non-contractually rewarded and is discretionary (Jiao, Richards, & Zhang, 2011). Williams and Anderson (1991) differentiates OCB in two broad groups of OCB-Organization (OCB-O) and OCB-Individual (OCB-I). OCB-O

generally benefits the organization (Williams & Anderson, 1991) and includes civic virtue, conscientiousness and sportsmanship (Carpenter, Berry, & Houston, 2014). OCB-I are citizenship behaviors directed towards the individual and immediately benefit specific individuals and in the long-run contribute towards organization's existence (Williams & Anderson, 1991; Carpenter et al., 2014). Tasks under OCB-I include altruism and courtesy (Carpenter et al., 2014).

Studies on job performance for faculty that have used OCB include (Chughtai, 2008; Ababneh & Hackett, 2019). These studies used the OCB scale that was developed by Podsakoff et al. (1990). This scale is the most commonly used OCB scale and includes scales such as helping colleagues who have heavy workload; preventing conflicts with coworkers; attending functions that are not mandatory; obeying organization's rules even when no one is watching; consuming a lot of time complaining about trivial matters.

CWB is described as employees' intentional behavior harmful to an organization and its members, and has negative consequences on personal costs, organizational costs, and financial costs (Kelloway et al., 2010). In addition, the behavior in CWB is voluntary and contrary to organization's legitimate interests (Berry, Carpenter & Barratt, 2012). CWB has been categorized into five dimensions: (a) abuse, harmful behavior towards colleagues; (b) production deviance, intentionally failing to do one's work as expected; (c) sabotage, defacing organizations' physical property; (d) theft; and (e) withdrawal, undertaking activities that consume one's working time (Spector et al., 2006).

2.3 Empirical Review

This section examines the most current studies on the study's variable. Research that has been done on intrinsic motivation in connection to social media and job performance is also included herein. Recent studies by different authors on the issue will be reviewed, with the section including both contrasting and similar research on relationships between the study variables.

2.3.1 Social Media Use and Job Performance

Studies on the social media use - job performance relationship have received considerable attention (Chu, 2020). That withstanding, scant literature seems to exist on social media use and job performance in universities, specifically on faculty in Kenyan universities. The current

research was thus filling the contextual gap, an area not fully explored by scholars such as Ellison, Steinfield, & Lampe (2007); Clark & Roberts (2010); Kirschner & Karpinski (2010); Hosen et al. (2021) who in their social media research mostly used students' data.

In order to enhance job performance, employees are required to have knowledge (Cao et al., 2016) which is created by the availability of network connectivity. Resources used in connections are equally important since they positively affect sharing of knowledge, and this consequently promotes job performance (Cao et al., 2016; Kwahk & Park, 2016). Shared codes and languages also affect performance because they increase understanding among employees, consequently enhancing performance (Nahapiet & Ghoshal, 1998).

The social media use-job performance relationship can be explained using SCT. This theory contends that knowledge sharing, creation, and transfer are influenced by social capital (Warren et al., 2015) through established networks that are a part of social media (Ellison et al., 2007). SCT postulates that social media use influences job performance (Ali-Hassan et al., 2015) by providing information and knowledge relevant to the job (Adler & Kwon, 2002). Social media has also been credited with supporting social capital development by availing information and knowledge (McFarland & Ployhart, 2015).

The use of social media is believed to improve relationships with students and other faculty members, hence improving the performance of both student and faculty (Owusu-Acheaw & Larson, 2015). This view is shared by Dumpit and Fernandez (2017), and Apuke and Iyendo (2018) who also argue that social media is a valuable tool for faculty. Amidst this argument, faculty job performance continues to be of concern to CUE, Kenya's regulatory body for university education, and to universities management (Atieno et al., 2022; McCowan et al., 2022).

Moqbel (2012) initiated research on the correlation between social media use and job performance, conducting a study involving 426 professionals from Yemen and the US. The study using structural equation modeling (SEM), reported no significant direct relationship between SNS use intensity and job performance. Moqbel (2012) used the term SNS to include Youtube, Twitter, LinkedIn and Facebook. What is interesting is that Correa, Hinsley and De Zuniga (2010) had noted that research on social media use was mostly on SNS, and in certain instances, researchers used the term SNS to refer to social media overall. Over time, research has been

expanded to include social media in its entirety not just SNS (Charoensukmongkol, 2015; El Ouiridi et al., 2015).

Similarly, Charoensukmongkol (2014) investigated the social media use-job performance relationship through 170 Thailand workers. The snowball sampling method was used and the results indicated a significant positive relationship between social media use at work and job performance. These results were consistent with Leftheriotis and Giannakos (2014) who reported that the social media use-job performance relationship was significantly positive. Leftheriotis and Giannakos (2014) surveyed 1,799 insurance employees in Greece and reported that 67% of the workers used social media at work. This was consistent with the findings by Moran et al. (2011) who reported that social media use by faculty offered them value in teaching, which positively influenced teaching. Lu et al. (2015) and Cao et al. (2016) also got similar results to Charoensukmongkol (2014). Lu et al. (2015) obtained data from a Chinese telecommunications service provider and reported that the relationship between blogs and job performance was positive. Cao et al. (2016), who used media synchronicity and SCT to analyze the relationship between social media and job performance on 379 Chinese professionals, reported that social media use at work was positively related to job performance. Recent evidence is in sync with Charoensukmongkol (2014). For example, Lee and Lee (2020) conducted a survey on 283 South Korean office workers and reported that social media use had a positive effect on job performance. However, like most others, this research looked at specific social media platforms, specifically Facebook and KaKao. Ghorbanzadeh et al. (2021) surveyed 270 hotel employees based in Iran, and it was found that social media use positively impacted job performance.

In the context of this current study, findings reveal that social media use by faculty also influences job performance. Gruzdt et al. (2012) conducted a study on 51 scholars from the American Society for Information Science and Technology and reported that social media use was positively associated with faculty's performance. In another study, Gruzdt et al. (2018) reported that social media use influenced teaching. These results were similar to Moran et al. (2011) who reported that social media use offered teaching value, thus, positively influencing teaching. With regards to faculty using social media for research, Nández and Borrego (2013) undertook a survey on academics that were affiliated with Catalan universities. According to the findings, academics' social media use influenced their research. Similar studies by Chiparausha

et al. (2022) and Murire and Cilliers (2017) were also done in universities. Chiparausha et al. (2022), who conducted a study in universities based in Zimbabwe, found that university management was committed to supporting staff in leveraging on social media to improve job performance. Similarly, Murire and Cilliers (2017), who surveyed 300 lecturers based in South Africa, found that the social media use enhanced teaching effectiveness

That notwithstanding, some studies have reported a negative relationship between social media use and job performance. Andreassen et al. (2014) carried out a web-based survey on 11,018 Norwegian employees and reported that social media use hindered job performance. These results were consistent with Brooks (2015) whose results depicted a negative influence between task performance and social media use, though the study was conducted on students. Similarly, Brooks and Califf (2017) undertook an online survey on IT professionals and reported job performance had a negative relationship with social media. Ali-Hassan et al. (2015) recognized the social media use dimensions as social use, hedonic use and cognitive use; and also the dimensions of job performance as routine performance and innovative performance. They surveyed 1700 employees of a large multinational information technology company on the impact of social media use on job performance and found a negative relationship between hedonic use and routine performance. However, the research did not test the other social media use dimensions against the job performance dimensions. By testing the social media use dimensions against job performance, this study attempts to fill this gap. Within an African setting, Wushe and Shenje (2019) reported that a negative effect existed between employee performance and social media use.

Thus, all these mentioned findings imply that social media use can have both positive and negative effects on job performance, leading to the formation of the following hypothesis:

H₁. There is a significant relationship between social media use and job performance among faculty for Kenyan private universities.

2.3.2 Social Media Use and Intrinsic Motivation

Studies linking social media use to intrinsic motivation suggest there exists a relationship between these two variables. Hoffman and Novak (2012) suggest that when employees use social media, they become intrinsically motivated because social media creates interactions between the users, and creates opportunities where employees are able to express their thoughts and feelings.

Similarly, Demircioglu (2018) found that the relationship between social media use and intrinsic motivation measures, that is autonomy and competence was positive and statistically significant. Demircioglu and Chen (2019) also maintain that a positive relationship exists between intrinsic motivation and social media. They undertook a study on Australian employees with the aim of finding out how social media use was associated to intrinsic motivation. The results showed that certain social media platforms such as Facebook and Twitter were positively related with intrinsic motivation. Nonetheless, the study pointed out that excessive use of social media was negatively associated with intrinsic motivation. The researchers were cognizant that the results obtained from their study could not be generalised, more so to developing countries as social media use guidelines tend to vary across countries.

In the context of this study, ideally, faculty should be intrinsically motivated to perform faculty work activities that include teaching, research, and service. This is important as the work activities are part of the academic environment and are used as standards for tenure and promotion (Gentry & Stokes, 2015). Therefore, factors such as social media use that influence intrinsic motivation positively should be encouraged. Zhang, Liu and Chen (2017) posit that social capital positively affects intrinsic motivation, and according to research, social capital can be enhanced by social media use (Ghorbanzadeh et al., 2021). Such an argument suggests that when individuals use social media, they become intrinsically motivated.

Intrinsic motivation is enabled by social media's role of; (i) sharing identity and network creation, thus influencing autonomy (Kietzmann et al., 2011); (ii) creating interactions, which creates a sense of relatedness (Demircioglu, 2018); and (iii) creating clear and concise information, leading to competence (Agnihotri et al., 2016). Due to social media use influencing autonomy, relatedness, and competence, intrinsic motivation is enhanced (Stupnisky et al., 2017, Demircioglu, 2018). Based on this, the following hypothesis was formulated:

H₂: Social media use has a positive relationship with intrinsic motivation among faculty for Kenyan private universities

2.3.3 Intrinsic Motivation and Job Performance

A positive relationship between job performance and intrinsic motivation is suggested by research on SDT (Zhang et al., 2016). An examination of the literature in the area of intrinsic motivation and job performance reveals that most of the studies were conducted in Norway

(Kuvaas, 2008), Netherlands (van der Kolk, van Veen-Dirks & ter Bogt, 2018), US (Stupnisky et al., 2019), Nigeria Alaba, 2017; Azeez et al. 2019). These studies suggested that intrinsic motivation had a positive relationship with job performance. Worth noting is that these results were based on data collected before Covid-19 and it is not clear if these results still hold. According to Zhang et al. (2020), intrinsic motivation became a major concern due to the Covid-19 pandemic and hence it is possible that intrinsic motivation could influence job performance differently.

Research done in the context of universities have reported intrinsic motivation influences faculty's job performance indicators. For example Hardré et al., (2011) and Stupnisky et al. (2019) surveyed US based faculty seeking to establish the influence of intrinsic motivation on faculty's research productivity. In their review, Lechuga and Lechuga (2012) used SDT to argue that when faculty was intrinsically motivated, their research productivity was enhanced. These studies have focused on faculty's job performance specifically research and excluded teaching and service. Within the African context, Yarie (2016) investigated how performance of non-teaching staff was influenced by intrinsic motivation. With this, the following hypothesis was proposed:

H₃: There is a significant positive relationship between intrinsic motivation and job performance of faculty for Kenyan private universities

2.3.4 Social Media Use, Intrinsic Motivation and Job Performance

The need to decipher the mechanisms through which job performance is influenced by social media has become pronounced due to its impact on organizations. Research shows that the social media use-job performance relationship can be indirect. Studies have used various variables to mediate the social media use-job performance relationship. To illustrate, Cao et al. (2016) outlined the mechanisms used to explain the influence of social media use on work performance as shared vision, network ties and trust. The study reported that social media use at work was positively related to job performance, with social capital and knowledge transfer mediating the relationship. Similarly, Louati and Hadoussa (2021) surveyed 328 working professional based in Tunisia and reported that social capital and knowledge sharing positively mediated the relationship between social media use and job performance.

Further, other studies used personal and work outcome as mechanism through which social media use influenced job performance. For example Moqbel (2012) studied the mediating effect of job satisfaction, absenteeism and turnover intention on the relationship between social media use and job performance. The study was conducted on 492 employees based in the US and Yemen. The results showed that job satisfaction positively mediated the relationship, however absenteeism and turnover intention were not important predictors. Similarly, Moqbel et al. (2013) and Charoensukmongkol (2014), reported similar results, though their studies did not focus on absenteeism and turnover intention. The former study was conducted on 193 employees based in the US, whereas the latter was conducted on 170 employees based in Thailand. On the other hand, intrinsic motivation a personal and work outcome, has not received equal attention as a mediating variable for social media use-job performance relationship. This is a gap that the current study sought to address. Intrinsic motivation is an important job performance determinant (Hendijani et al., 2016; Jnaneswar & Ranjit, 2022) and is positively associated with social media use (Demircioglu, 2018).

As the impact of social media continues to grow, the need to understand the mechanisms through which social media affects employee behaviour increases. This extensive analysis indicates that there are mechanisms through which social media use influences job performance, and for purposes of this study, intrinsic motivation was tested as the mechanism. Hence the hypothesis below was developed:

H₄: Intrinsic motivation has a positive mediating effect on the relationship between social media use and job performance of faculty for Kenyan private universities

2.4 Conceptual Framework

A conceptual framework is the foundation in which research is based on and shows the research variables and how the variables relate with each other (Sekaran & Bougie, 2016). For this study, the conceptual framework includes social media use, job performance and intrinsic motivation.

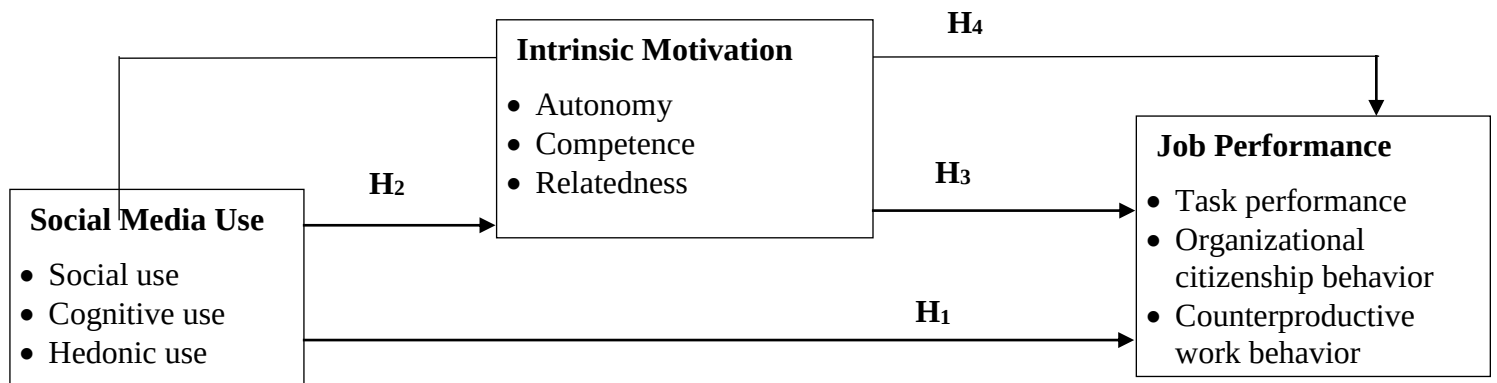


Figure 2.1 Conceptual Framework

Source: Researcher (2023)

The constructs for each of the study variables are illustrated in the conceptual framework (Figure 2.1). The existing theoretical and empirical literature informed the operationalization of these constructs, as depicted in Table 3.3 in Chapter Three. The study sought to interrogate the relationship between social media use, intrinsic motivation and job performance among faculty in Kenyan private universities. Job performance a multi-dimensional concept important for organisational success (Davidescu et al., 2020) was evaluated through faculty teaching, research, and service (Bozeman & Gaughan, 2011; Rapanta et al., 2020).

From the above conceptual framework, social media use was hypothesised to influence intrinsic motivation and to also influence job performance. Intrinsic motivation was hypothesized as mediating the relationship between social media use and job performance. The independent variable, social media use was measured using social use, cognitive use and hedonic use; intrinsic motivation, the mediating variable was measured using autonomy, relatedness and competence; and job performance, the dependent variable was measured using task performance, Organizational Citizenship Behavior (OCB), and Counterproductive Work Behavior (CWB).

2.4.1 Hypotheses illustrated in the conceptual framework

H₁: There is a significant relationship between social media use and job performance among faculty for Kenyan private universities

H₂: Social media use has a positive relationship with intrinsic motivation among faculty for Kenyan private universities

H₃: There is a significant positive relationship between intrinsic motivation and job performance of faculty for Kenyan private universities

H₄: Intrinsic motivation has a positive mediating effect on the relationship between social media use and job performance of faculty for Kenyan private universities

2.5 Research Gaps

According to literature review, research done on how social media use used and job performance tends to focus more on non-education sectors, for example technology sector (Ali-Hassan et al., 2015; Brooks & Califf, 2017)), insurance sector (Leftheriotis & Giannakos, 2014), telecommunication sector (Lu et al., 2015; Cao et al., 2016), manufacturing sector (Charoensukmongkol, 2015; Cao et al., 2016), Government, Logistic (Cao et al., 2016), hotel sector (Ghorbanzadeh et al., 2021). Studies that have focused on the education sector have mostly used student data (Hosen et al., 2021). Consequently, the current study aimed at providing knowledge on faculty's use of social media, and how it influences job performance. A gap exists on how faculty's teaching, research and service are affected by social media use. The current study thus addressed these gaps by using faculty as the unit of analysis; the study also investigated what social media platforms were used by faculty and how these platforms affect their performance.

Prior literature shows that studies on social media have mostly looked at different social media platforms independently. In addressing this gap, this current study looked at the social media platforms that faculty are exposed to. The study intended to derive a general conclusion on generally how social media platforms affect faculty job performance. Thus, a wider scope of the effect of social media platforms on intrinsic motivation and job performance was provided.

With regard to social media use and intrinsic motivation, a research gap exists as it is only intrinsic motivation, a personal and work outcome that has not been studied in the social media use- job performance relationship. As a result, the current research determined the mediating effect of intrinsic motivation on the relation between social media use and job performance. In determining this effect, the study addressed the literature gap concerning the effect of personal and work outcomes, specifically intrinsic motivation on the relation between social media use and job performance.

There has been extensive research in the area of job performance. However, job performance has been assessed using measurements that include work quality, work effort, productivity. Studies that have assessed job performance using the Borman and Motowidlo model, that is task performance, OCB and CWB, have used these three dimensions independently of each other or have looked at only two of the dimensions, and in most cases have not considered CWB. Thus, the current study addressed this by looking at the three dimensions of faculty job performance.

From a context point of view, the literature review shows that most of the studies in the area of social media and job performance were majorly conducted in Asia (Charoensukmongkol, 2014; Lu et al., 2015; Cao et al., 2016) with few studies conducted in America (Moqbel, 2012) and Europe (Leftheriotis & Giannakos, 2014). This research will examine how job performance is affected by social media use, in the African context, specifically in the education sector in Kenya.



Table 2.1: Overview of Research Work

	Citation	Study Focus	Context of study	Research Methodology	Key findings and Recommendations
1.	Ellison et al. (2007)	Explore the relationship between Facebook usage and social capital indicators	Michigan State University	Random Sampling on Undergraduate students	Strong, positive correlation between Facebook usage and social capital
2.	Kuvaas (2008)	The intrinsic motivation - job performance relationship	Norway	Using a web-based tool, 2,015 employees were sent a questionnaire. Response rate was approximately 39%	Positive relationship between intrinsic motivation and job performance
3.	Kirschner and Karpinski (2010)	The impact of Facebook use on academic performance	Midwestern university, US	Descriptive and exploratory survey study on students	Those who used Facebook had a lower GPA, while spending fewer hours studying than nonusers.
4.	Hoffman and Novak (2012)	The relationship between the use of social media and intrinsic motivation	English-speaking participants from OMNES a university	A random sample of 1400 participants were emailed invitations to a web-based survey. 24% of those invited completed all questions.	Social media use enhances intrinsic motivation through autonomy, competence, and relatedness
5.	Moqbel (2012)	The relationship of SNS Use Intensity and Job Performance	Yemen and the US	Survey on professionals and Structural Equation Modeling (SEM) was used for analysis	No significant direct relationship between SNS use intensity and job performance
6.	Charoensukm-ongkol (2014)	The relationship between Social Media Use and Job Performance	Thailand	Snowball Sampling	Positive relationship between social media use at work and job performance.

	Citation	Study Focus	Context of study	Research Methodology	Key findings and Recommendations
7.	Ali-Hassan et al., 2015	Impact of social media use (social, hedonic, cognitive) on job performance, mediated by social capital dimensions	Employees of a large multinational IT company, global	Survey on 1700 employees	Social and cognitive use positively affects routine and innovative JP. Hedonic use had a direct negative impact on routine JP.
8.	Cao et al., 2016	Investigate how employee work performance is influenced by social media	Chinese professionals	A survey carried out on 379 professionals	Social media use at work was positively related to job performance.
9.	Yarie (2016)	The influence of intrinsic motivation on performance of non-teaching staff	Federal College of Education, Nigeria	Survey research on non-teaching staff	Intrinsic motivation positively influenced the performance of non-teaching staff.
10.	Stupnisky et al. (2017)	To investigate influence of intrinsic motivation on faculty's research productivity.	US based faculty	Survey on 105 pretenure faculty members' and path analysis was used for data analysis	Autonomy and competence increased intrinsic motivation, which led to successful teaching and research.
11.	Demircioglu (2018)	Study variables were social media use and intrinsic motivation	Australian Public Service Commission Public Sector	A survey using a stratified random sample of 17,326 employees participated	Intrinsic motivation had a positive, statistically significant relationship with social media use
12.	van der Kolk et al. (2018)	Study variables were intrinsic motivation and job performance	Public Sector, Netherlands	Survey data and data analysis done using structural equation model	Intrinsic motivation influenced job performance

	Citation	Study Focus	Context of study	Research Methodology	Key findings and Recommendations
13.	Demircioglu and Chen (2019)	Influence of social media use on intrinsic motivation	Australian employees	Survey data and tested using structural equation model	Social media use influenced intrinsic motivation
14.	Wushe & Shenje (2019)	Relationship between social media usage in the Workplace and Employee Productivity	Government Departments in Harare, Public Sector	Positivist research approach; Descriptive research design; Structured questionnaires	Social media use in the workplace led to a notable decrease in employees' productivity
15.	Stupnisky et al. (2019)	Influence of intrinsic motivation on research productivity	USA faculty from 19 institutions	Survey, Structural Equation Modeling	Research productivity is enhanced when faculty is intrinsically motivated
16.	Lee and Lee (2020)	Relationship between social media use and job performance	South Korea	Survey on workers who were using Facebook and KaKao.	Positive effect of social media use on job performance
17.	Hosen et al., 2021	Influence of social media and individual motivation on knowledge sharing and learning performance in Higher Education	Private universities in West Malaysia	Surveyed students and used Covariance-based Structural Equation Modelling	Social media supports social capital development by providing information and knowledge.
18.	Ghorbanzadeh et al. (2021)	Influence of social media use on job performance	Hotel employees, Iran	Survey	Positive impact of social media use on job performance among

Source: Primary Data

2.6 Chapter Summary

The theoretical foundation in which this research is anchored on has been detailed in this chapter. The chapter has discussed two theories and one model. The chapter has also expounded on literature that shows studies on the relationship between the study variables that include social media use, intrinsic motivation and job performance. In addition, the chapter includes the hypotheses formation, conceptual framework and knowledge gaps.



Chapter Three: Research Methodology

3.1 Introduction

The chapter captures the research philosophy, design, target population, research instruments. Additionally, how the population is sampled, and data collected and analysed is contained here in this chapter. Additionally, the reliability and validity tests relevant for this research are included herein.

3.2 Research Philosophy

In the quest of answering the research questions, the methods employed are influenced by the researchers' stance in terms of the research philosophy that they adhere to (Creswell, 2014). This study adopted a positivism philosophy. The philosophy aided the developing of hypotheses based on existing theory, employing quantitative methods for data collection and analysis, and maintaining a value-free approach to objectively test and address research hypotheses (Saunders et al., 2007). The findings obtained were generalized. Similar studies have also used the positivism philosophy (For example, Ali-Hassan et al., 2015; Ghorbanzadeh et al., 2021).

3.3 Research Design

To investigate the relationships between social media use, intrinsic motivation, and job performance, this study adopted descriptive cross-sectional survey design. The design was appropriate as it describes the relationships, giving the specific details of the relationships (Saunders et al., 2007).

The use of cross-sectional approach, allowed for an efficient examination of the interplay between social media use, intrinsic motivation, and job performance within the specific context of Kenyan private universities. This design facilitated the collection of data from multiple participants simultaneously, offering a comprehensive overview of the relationships under scrutiny (Creswell, 2002).

The primary objective of this research was to interrogate the relationship between social media use, intrinsic motivation and job performance. The descriptive nature of the survey design enabled the examination of the trends and associations between the study variables. Survey

instrument was used to gather quantitative data on social media use, intrinsic motivation, and job performance among faculty members. This approach allowed for a systematic and structured inquiry into the stated relationships ensuring the collection of relevant information to address the research objectives.

The cross-sectional survey design was selected based of its pragmatic fit with the research questions, offering a timely and resource-efficient means (Saunders et al., 2007) to explore the dynamics of social media use, intrinsic motivation, and job performance in the specific academic context of Kenyan private universities.

3.4 Target Population

The target population was faculty from Kenyan Private universities, the study population was individual faculty across the various disciplines who have various academic and administrative titles. The individual faculty constituted the primary unit of analysis. Data obtained from the Commission of University Education reported that there were 4,754 faculty in the 35 private universities (CUE, 2018). The reason for selecting this population is because faculty is a significant player in helping a country grow and develop. Private universities were selected because they are the fastest growing segment in higher education. In addition, ICT infrastructure is typically more heavily invested in and prioritized by private universities than it is by public universities (Waweru, 2013; Qureshi & Khawaja, 2021). Furthermore, private universities' infrastructure is superior to public universities and includes superior labs and computing facilities (Yasmeen et al, 2015) that enable faculty to access social media platforms.

3.5 Sample and Sampling Techniques

The sample size was derived from the precision and confidence levels (Saunders et al., 2007). A confidence level of 95% was used as this is the commonly used confidence level in social sciences (Neuman, 2013). Similarly, the confidence interval of 5% was used as social sciences tend to also use 5% confidence interval (Israel, 1992). Using the finite population formula as introduced by Yamane (1967) the sample size was determined as below:

$$n = \frac{N}{1 + N(\ell^2)}$$

Where:

n = desired sample size

N= Population

ℓ = margin of error at 5%

Sample size was therefore:

$$n = \frac{4,754}{1 + 4,754(0.05^2)}$$

n = 369

According to Israel (1992), 10% is added to the sample size to cater for respondents that cannot be accessed, and also 30% is included to compensate for people who may not respond. Thus a 40% increment was included in the calculated sample.

$$n = 369 * 1.40 = 516$$

In determining the proportionate sample for each university, a systematic approach was employed, considering the relative size of each university within the overall population. The following formula is used to determine the proportionate sample:

$$\text{Proportionate Sample} = \frac{\text{Size of university}}{\text{Total Population}} * n$$

The sampling technique employed was stratified random sampling. The application of this sampling aligns with Saunders et al. (2007) recommendation, who underscores its suitability for studies involving diverse subgroups within a population. This technique enhances the study's internal validity by ensuring that each university has a fair chance of being included in the sample, contributing to a more accurate and representative analysis of the study population.

3.6 Data Collection

A questionnaire was used for data collection. The approval to gather data was obtained from the universities before data collection commenced. The questionnaire was administered to faculty,

who was assured that the data collection had been approved by management of the different universities; and confidentiality, and anonymity would be maintained.

The questionnaire containing closed-ended questions was prepared and loaded on google form. Respondents were emailed the introduction letter and the google form link. To increase the response rate, the approval letter to collect data was attached in the email and respondents were sent at least 3 reminders to fill out the questionnaire. Nulty (2008) points out that sending repeat reminders to respondents boosts response rates. The closed-ended questions were provided with structured responses.

The questionnaire was divided into 4 sections to obtain the information necessary to cover all aspects of the study. Section A included the background information, section B included questions relating to social media use, section C included information relating to intrinsic motivation and section D included information relating to job performance. The majority of the close ended questions used a five-point Likert type scale. See Appendix D for the questionnaire.

3.7 Reliability and Validity

Researchers are aware that it's almost impossible to have perfect reliability and validity, however there are ideals towards which research should abide by (Neuman, 2013).

3.7.1 Reliability Tests

Saunders et al. (2007) describes reliability as a measure of degree in which an instrument is able to produce consistent results after repeating trials in conditions that are not similar. Reliability is required to instill levels of confidence in the formulated results (Cooper & Schindler, 2014). The reliability test can be enriched by first conducting a pilot study (Neuman, 2013). Hertzog (2008) indicated that samples as small as 10 to 15 are good enough for pilot studies. For this study, 13 randomly selected faculty were used for the pilot study. To establish the internal consistency, Cronbach's Alpha (α), the widely used coefficient Cronbach's Alpha (α) (Saunders et al., 2007), was calculated. Its value spans from 0 and 1, with higher reliability indicated by values closer to 1 (Sekaran, 2003). According to Cooper, Schindler, & Sun (2006) a value falling within the range of 0.7 to 0.9 is deemed favorable for reliability testing, with 0.7 being the normally acceptable threshold, and indicates a strong measure of consistency.

The 13 randomly selected faculty were given the questionnaire and the feedback obtained was amended into the questionnaire where appropriate. These 13 faculty would later not be included as part of the main survey. Using SPSS version 20, the reliability tests were done on the data collected from the pilot sample. Table 3.2 shows the reliability tests.

Table 3.1: Reliability Coefficients of Pilot Sample: Cronbach's Alpha

Variable	Variable Components	Cronbach's Alpha	Number of items	Decision
Social media use	• Cognitive Use • Hedonic Use • Social Use	0.894	9	Reliable
Intrinsic Motivation	• Autonomy • Competence • Relatedness	0.990	35	Reliable
Job Performance	• Task Performance • Organizational citizenship behavior • Counterproductive work behavior	0.972	19	Reliable

Source: Primary Data

Table 3.1 shows the Cronbach's alpha values greater than 0.7, with social media use at 0.894, intrinsic motivation at 0.990, job performance at 0.97, depicting a strong level of reliability.

After conducting the reliability tests on the pilot study, reliability tests were done on the main sample, and the results were obtained and presented as in Table 3.2

Table 3.2: Reliability Coefficients of final data collection: Cronbach's Alpha

Variable	Variables Components	Cronbach's Alpha	Number of items	Decision
Social media use	• Cognitive Use • Hedonic Use • Social Use	0.791	9	Reliable
Intrinsic Motivation	• Autonomy • Competence • Relatedness	0.982	35	Reliable

Variable	Variables Components	Cronbach's Alpha	Number items	of Decision
Job Performance	• Task Performance • Organizational citizenship behavior • Counterproductive work behavior	0.954	19	Reliable

Source: Primary Data

Table 3.2 shows the cronbach alpha for social media use at 0.791, intrinsic motivation at 0.982, job performance at 0.954. Thus, the three variables met the acceptable threshold.

3.7.2 Validity Tests

Validity tests were carried out to determine the accuracy of the data instrument in measuring its intended parameters (Saunders et al., 2007). This study conducted face validity and construct validity. To evaluate face validity, the questionnaire was discussed together with an expert in the human resource field and an adept social media user who confirmed that the questionnaire measured what it was meant to measure.

Construct validity was carried out using factor analysis. The Varimax rotation method was used to rotate the factors for the study variables, with the Principal Component Analysis being used to extract the factors. For social media use, a total of 3 components were extracted which explained 72.545% of the variation, leaving 27.455 % of the variation to be explained by the remaining 6 components. Component 1 had the greatest variation of 25.044%. These 3 components had eigenvalues greater than 1, indicating that they were the most important in explaining the variations. For intrinsic motivation, 5 out of the 35 components explained 78.714% of the variation, leaving 21.286% of the variation to be explained by the remaining 30 components. Component 1 had the greatest variation of 21.625%. For job performance, 3 components were extraced which explained 70.098% of the variation, with 29.902% of the variation explained by 16 of the other components (see Appendix G).

The KMO Test and Bartlett's test were conducted on the data collected. The KMO test for the variables was acceptable, as the KMO for social media use was 0.763, for intrinsic motivation was 0.961, and for job performance was 0.937, as shown in Appendix G. Bartlett's Test produced significant values ($p=0.000$).

3.8 Operationalization of Study Variables

The operationalization of the study variables is illustrated in Table 3.3. This study included social media use as the independent variable, intrinsic motivation as the mediating variable, and job performance as the dependent variable.

Table 3.3: Operationalizing Study Variables

Variable	Indicators	Measure	Scale	Questionnaire Item	Supporting Evidence
Social media use	• Social Use • Hedonic Use • Cognitive Use	7-point rating scale 1=Never 2=1– 4 times per day 3=5- 8 times per day 4=9–12times per day 5=More than 13 times a day 6=once a week 7=twice a week	Interval	Section B	Whiting and Williams (2013) and Ali-Hassan, Nevo and Wade (2015)
Intrinsic Motivation	• Autonomy • Competence • Relatedness	5-point rating scale 1=strongly disagree 2 = disagree 3 = neutral 4 = agree 5= strongly agree	Interval	Section C	Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens (2010) and Stupnisky et al. (2017)
Job Performance	• Task Performance • Organizational citizenship behavior • Counterproductive work behavior	5-point rating scale 1=strongly disagree, 2 = disagree 3 = neutral 4 = agree 5= strongly agree	Interval	Section D	Williams and Anderson (1991); Robinson and Bennett (1995); Spector et al., (2006) and Hardré et al. (2011)

Source: Current Researcher, (2023)

3.9 Data Analysis and Presentation

Data collected using google forms was downloaded into Microsoft Excel and cleaned of any outliers or questions that were answered inconsistently. The data was also visually checked and any anomalies such as unacceptable ranges and figures were dealt with. After cleaning the data, the data was coded and edited, then transferred into SPSS for analysis. Multiple imputation was used to replace missing values (Arbuckle, 2011).

Data analysis was conducted at, level one, descriptive analysis incorporating mean, standard deviation, and coefficient of variation. The numerical summaries obtained from this descriptive analysis were used to gain an understanding of the data distribution. This data was displayed in tables. Level two, the study determined the nature and strength of relationships between variables and examined the hypotheses. To test the association between the study variables, Pearson's Correlation of Coefficient (PCC), denoted as r , (Saunders et al., 2007) was used because the data was normal. The coefficient of determination (R^2), was employed to illustrate the degree of variance in the dependent variable accounted for by the independent variable (Saunders et al., 2007). To check whether the relationships between the variables were significant, the p-value was used ($p\text{-value} \leq 0.05$). Both simple and multiple regression analyses were employed to evaluate the hypotheses. The central regression model is as below:

$$Y = \beta_0 + \beta_1 \text{SMU} + \beta_2 \text{IM} + \varepsilon$$

Where:

Y = Job performance

β_0 = Regression constant

β_1, β_2 = The coefficients that measured the change in the dependent variable with respect to a unit change in the explanatory variable

SMU = Social media use

IM = Intrinsic motivation

ε is the error term

To test the mediating effect of intrinsic motivation on the relationship between social media use and job performance, the Baron and Kenny four step conditions were tested (Baron & Kenny, 1986). A series of regression models were estimated, and the coefficient size and significance levels were used to determine if there was a mediating effect. The first step involved a regression analysis with social media use (independent variable) predicting job performance (dependent variable). The second step involved a regression analysis with social media use predicting the mediating variable, intrinsic motivation. The third step was a regression analysis with the mediating variable, intrinsic motivation, predicting job performance. In the final step, a multiple regression analysis was conducted with the independent variable, and the mediating variable, predicting the dependent variable. The purpose of the first three steps was to establish if there was a zero-order relationship between the variables and if they were statistically significant. Figure 3.1 illustrates how the mediating test was done.

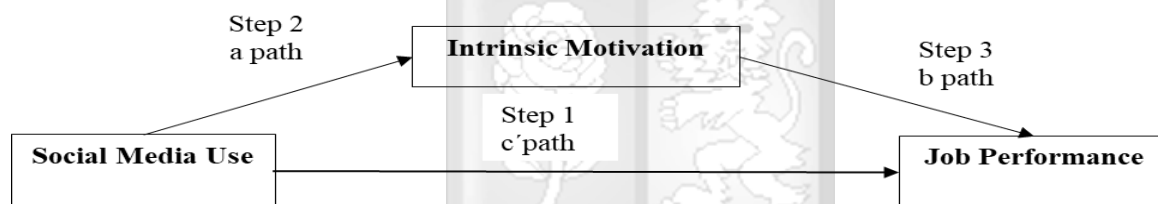


Figure 3.1 Paths to test a mediating effect (Current Researcher, 2021)

Table 3.4: Research Hypotheses, Analytical Models and Results Interpretation

Hypothesis	Model	Results Interpretation
H ₁ : There is a significant relationship between social media use and job performance among faculty for Kenyan private universities	Pearson's Product Moment Correlation $Y_1 = a + \beta_1 X + \varepsilon$ Where: a = intercept Y_1 = Job Performance β_1: beta coefficient for H₁ X represents social media use ε is the error term	R² to assess how much change in JP is due to SMU F-test to assess the overall robustness and significance of the regression model. t-test to determine the significance of SMU

Hypothesis	Model	Results Interpretation
H ₂ : Social media use has a positive relationship with intrinsic motivation among faculty for Kenyan private universities	Pearson's Product Moment Correlation $Y_2 = a + \beta_2 X + \varepsilon$ Where: a = intercept Y_2 = Intrinsic Motivation β_2: beta coefficient for H₂ X represents social media use ε is the error term	R^2 to assess how much change in IM is due to SMU. F-test to assess the overall robustness and significance of the regression model. t-test to determine the significance of SMU variable
H ₃ : There is a significant positive relationship between intrinsic motivation and job performance of faculty for Kenyan private universities	Pearson's Product Moment Correlation $Y_1 = a + \beta_3 + \varepsilon$ Where: a = intercept Y_1 = Job Performance β_3: beta coefficient for H₃ X represents intrinsic motivation	R^2 to assess how much change in JP is due to IM. F-test to assess the overall robustness and significance of the regression model. t-test to determine the significance of IM variable
H ₄ : Intrinsic motivation has a positive mediating effect on the relationship between social media use and job performance of faculty for Kenyan private universities	Multiple regression analysis Step 1: $Y_2 = \beta_0 + bX + \varepsilon$ (to test the direct relationship between X & Y) Step 2: $M = \beta_0 + aX + \varepsilon$ (to test if independent variable affects mediating variable) Step 3: $Y_3 = \beta_0 + bM + \varepsilon$ (to test if mediating variable affects Y) Step 4: $Y_4 = \beta_0 + cX + bM + \varepsilon$ (multiple regression with X&M predicting Y) Where: Y = Job performance X = Social media use	R^2 to assess the change in JP due to SMU and IM F-test to assess the overall statistical significance of the model P-Value (determines the significance of the model) To assess the mediating effect, step 1 to 3 needs to be significant i.e. $p < .05$; and step 4 when controlling for mediating (IM), the influence of independent

Hypothesis	Model	Results Interpretation
	M = Intrinsic motivation	variable (SMU) needs to be significant
	β are beta coefficients for H ₄	
	a the effect of X on M	
	b the effect of M on Y	
	c the effect of X on Y	
	ε is the error term	

Source: Current Researcher 2023

3.10 Tests of Statistical Assumptions

Five statistical assumption tests were done on the data to establish the normality, multicollinearity, homoscedasticity, linearity and autocorrelation of the data. These tests are important as they validate underlying assumptions of a statistical model and they ensure the robustness and trustworthiness of the statistical analysis (Saunders et al., 2007).

3.10.1 Tests of Normality

Since the study used regression analysis, which assumes that the data has normal distribution (Osborne & Waters, 2002), Q-Q plots were used for normality testing.

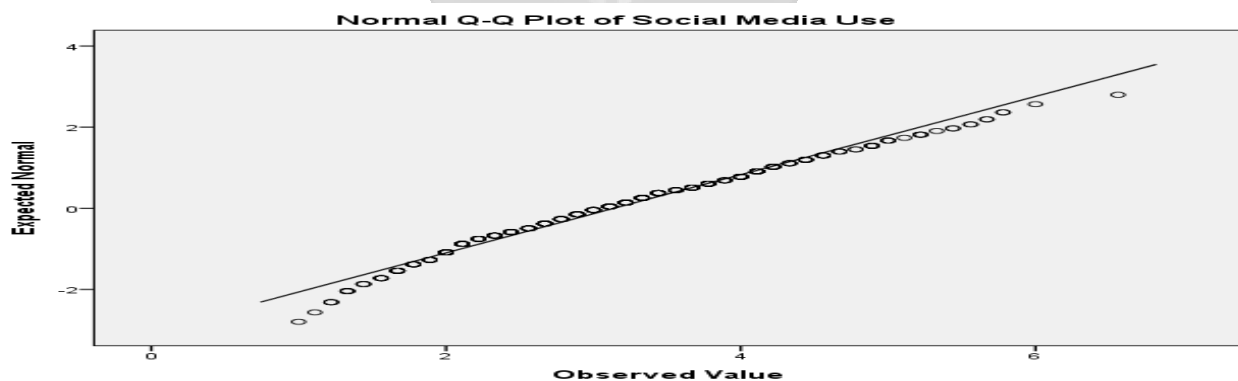


Figure 3.2: Normal Q-Q plot of Data on Social Media Use

The data points for social media use cluster closely around the regression line as shown in figure 3.2, despite a few outliers in the data set, though they did not affect the normality. This is because more than 90% of the data falls on the regression line. We thus conclude normal distribution of the data.

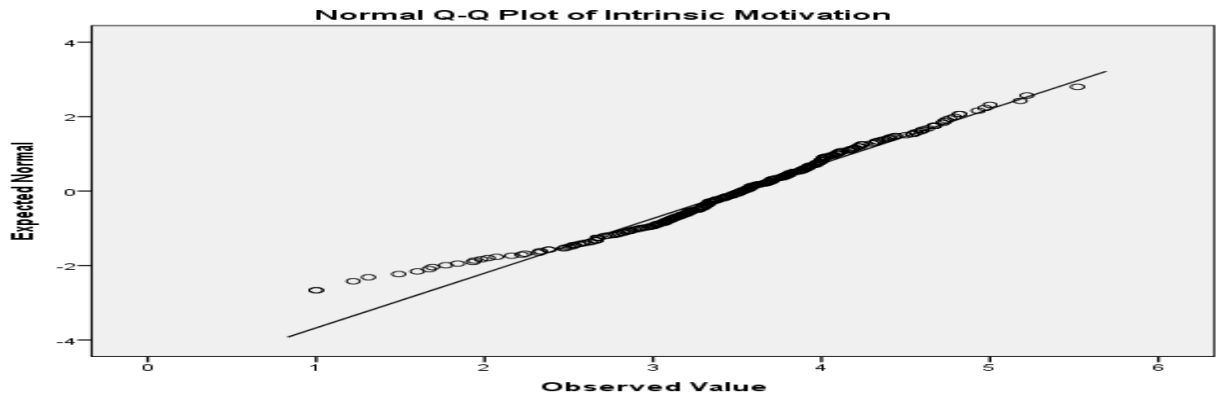


Figure 3.3: Normal Q-Q plot of Data on Intrinsic Motivation

Figure 3.3 Q-Q also shows the data points for intrinsic motivation cluster closely around the regression line. This also means that there is normal distribution of the data.

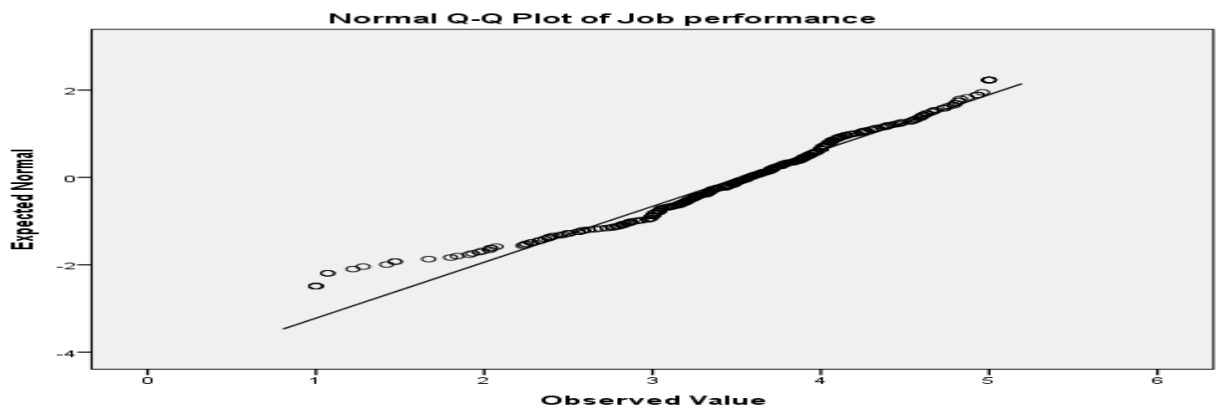


Figure 3.4: Normal Q-Q plot of Data on Job Performance

The data points for job performance also cluster closely along the regression line as shown in figure 3.4. Equally, this is a demonstration that data was normal

3.10.2 Tests of Multicollinearity

To determine whether there was a high correlation between the independent variables, the multicollinearity test was conducted. The Variance Inflation Factors (VIF) was used for this test. The rule of thumb is that if a VIF is ≥ 10 , then a case of serious multicollinearity exists (O'brien, 2007). Table 3.5 shows the multicollinearity test.

Table 3.5: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
1 Social Media Use	.667	1.499
Intrinsic Motivation	.667	1.499

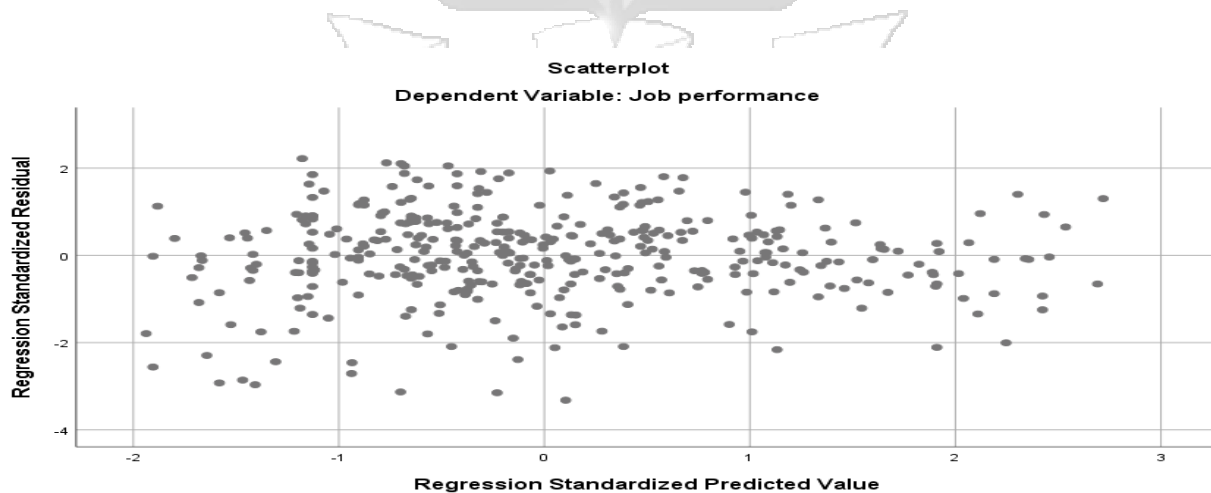
This study had a VIF of 1.499 for both social media use and intrinsic motivation, which is below the expected maximum value, hence, multicollinearity was absent.

3.10.3 Tests of Homoscedasticity

Homoscedasticity checks whether the variance of errors between independent and dependent variables remains consistent at every level of the independent variable. The absence of homoscedasticity significantly compromises the analysis and distorts findings. A Levene's test of homogeneity was performed, revealing that the Levene statistic is statistically significant at a p-value of 0.05, as noted by (Gastwirth, Gel & Miao , 2009).

Table 3.6: Test of Homogeneity of Variances

Variables	Levene Statistic	df1	df2	Sig.
Social media use	1.025	39	342	.433
Intrinsic Motivation				

**Figure 3.5: Scatter plot for social media use against job performance**

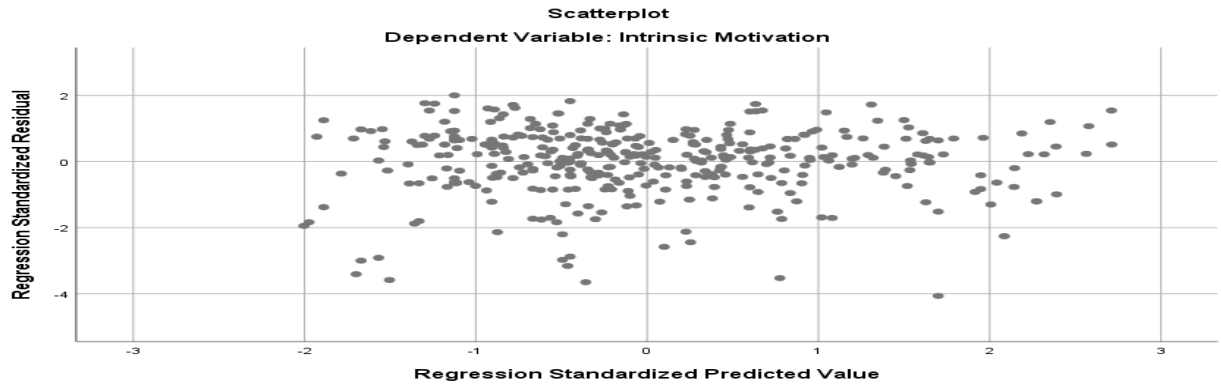


Figure 3.6: Scatter plot for social media use against intrinsic motivation

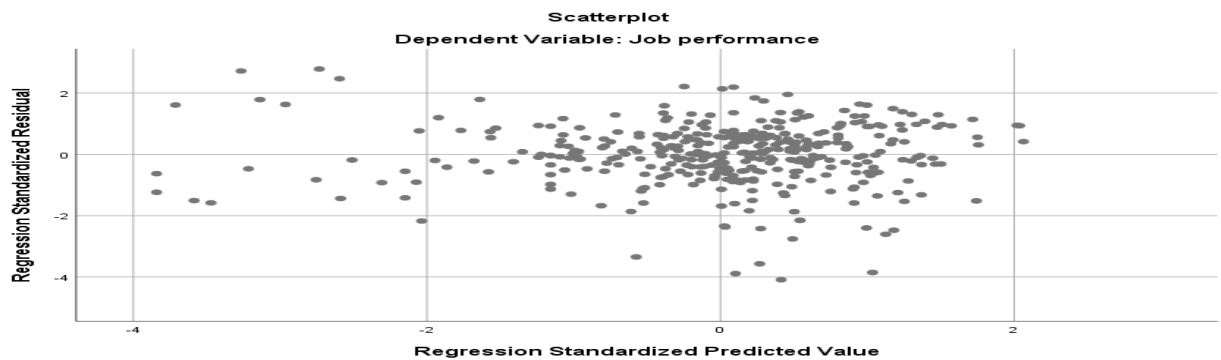


Figure 3.7: Scatter plot for intrinsic motivation against job performance

3.10.4 Tests of Linearity

When using multiple regression to determine the estimation of the relationship between independent and dependent variables, the relationship needs to be linear (Osborne & Waters, 2002). The ANOVA test was used to determine whether the relationships between the independent and dependent variables were linear. The rule of thumb is that for linearity, $p < 0.05$.

Table 3.7: Test for Linearity

Variables	F	Sig.
Social Media use	14.694	.000 ^b
Intrinsic Motivation	141.888	.000 ^b

a. Dependent Variable: Job performance

b. Predictors: (Constant), Social Media Use

3.10.5 Autocorrelation Test

The independence of error terms was tested using the Durbin-Watson test; statistics ranging from 1.5 to 2.5 show that the observations are independent.

Table 3.8: Independence Test (Durbin-Watson test)

Variable	Durbin-Watson
Social Media Use	1.867
Intrinsic Motivation	1.882

Table 3.8 showed that the Durbin-Watson test results varied at 1.882 and 1.867 indicating that the observations were independent

3.11 Ethical Consideration

The Strathmore University Institutional Ethics Review Committee, which was accredited by the National Commission for Science, Technology and Innovation (NACOSTI), gave the ethical approval for the study to be conducted. The proposal was submitted to the committee, after having confirmed that it met all the requirements as per the proposal submission checklist. In addition, the research license (permit) from NACOSTI was applied and granted.

Approval from the universities was sought before contacting the faculty, and after getting approval, faculty was emailed and informed the purpose of the study. Faculty was informed about the significance of the study, and to boost a high response rate, the benefits of the study to them were emphasized. Additionally, the respondents were made aware of the intended use of the information that would be obtained. Respondents were informed that participation in the study was voluntary, and they could drop out at any time in the duration of the study. Respondents were also informed of the confidentiality and anonymity that was to be maintained during the research process.

3.12 Chapter Summary

Chapter 3 has presented the research philosophy, the research design, target population and the sampling technique, together with the data collection method employed used in this study. In addition, the chapter also outlined and presented the tests for reliability and validity. The data

analysis is included in this chapter after showing how the study variables are operationalized. Information on statistical assumptions has also been presented in this chapter. Towards the end of the chapter, the ethical consideration is presented.



Chapter Four: Presentation of Research Findings

4.1 Introduction

This chapter presents the findings obtained in line with the study's objectives. The study's broad objective was to interrogate the relationship between social media use, intrinsic motivation and job performance among faculty in Kenyan private universities. Five specific objectives and four hypotheses were developed in line with the broad objective. The results displayed include descriptive and inferential statistics.

Simple linear regression was used to test direct relationships, multiple regression analysis was used to test the indirect relationships. The decision to fail to reject or to reject a hypothesis was based on the p values, where the hypotheses were tested at a 95% confidence level. $p < .05$ meant that the study failed to reject the hypothesis, whereas $p > .05$ meant that the study rejected the hypothesis. The coefficients of correlation (R) and determination (R^2), t-values, beta values (β) and F-statistic values (F) were interpreted and discussion on these was deliberated. The R value showed the strength of the relationship between the variables. R^2 reflects the extent to which alterations in the independent variables account for variations in the dependent variable. The t-values represented how significant the individual variables were, whereas the F values represented the significance of the model. The sign of β indicated the effect of the independent variable on the dependent variable.

4.2 Response rate and Demographics

A sample size of 516 faculty was identified from the target population of 4,754. A formal letter was granted by NACOSTI, approving the data collection. Permission was then sought from the universities to administer an online questionnaire to faculty. An email was sent to the faculty for them to fill out the questionnaire. For follow-up on faculty to fill out the questionnaires, three reminders were sent to them, and 388 questionnaires were filled out, yielding 75% response rate. A response rate above 70% is very good (Mugenda & Mugenda, 2003), thus making the response rate for this study exceptionally good for survey research.

Additionally, an email survey of between 25% to 30% is normally expected (Kittleson, 1997). Similar studies have been undertaken, but with lower response rates. For example, Menachemi (2011) study had a 49.5% response rate, Braverman, Hoogesteger, & Johnson (2015) had a

response rate of 43%. The high response rate is attributed to the reminders sent to the respondents. In addition, respondents' willingness to complete the questionnaire was supported by the approval letter obtained from the relevant universities.

4.3 Sample Demographics

Faculty was expected to include their demographic data. Demographics are important as they represent central aspects of faculty's diversity. Gender is an important factor because it determines decision making and influences implementation strategy (Tannenbaum et al., 2016); age is a strong predictor of social media use (Seaman & Tinti-Kane, 2013); education level is important as it indicates faculty's level of knowledge, information processing skills and the ability to perform at work (Leal Filho et al., 2019); and the years of experience for faculty was also important as research shows that social media use by faculty is based on the years of experience (Bexheti et al., 2014). Table 4.1 shows the respondents' demographic profiles.

Table 4.1: Respondents' Demographic Profiles

		Frequency	Percent
Gender	Female	226	58.2
	Male	162	41.8
	Total	388	100.0
Age	21 – 30	24	6.2
	31 – 40	132	34.0
	41 – 50	117	30.2
	51 – 60	87	22.4
	Above 60	28	7.2
	Total	388	100.0
Education Level	Bachelor's degree	8	2.1
	Master's degree	182	46.9
	Postgraduate Diploma	3	0.8
	Doctorate Degree	195	50.3
	Total	388	100.0
Position that you hold in the university	Graduate Assistant/ Junior Research Fellow	17	4.4
	Tutorial Fellow/Doctoral Fellow	105	27.1

		Frequency	Percent
	Lecturer/Research Fellow	166	42.8
	Senior Lecturer/Senior Research Fellow	66	17.0
	Associate Professor	18	4.6
	Professor	9	2.3
	Others	7	1.8
	Total	388	100.0
Administrative Title	Deputy Vice Chancellor	2	0.5
	Chair of a department	43	11.1
	Dean	23	5.9
	Director	31	8.0
	None	198	51.0
	Others	91	23.5
	Total	388	100.0
Experience	Less than 5 years	58	14.9
	5-10 years	166	42.8
	11-15 years	94	24.2
	Above 15 years	70	18.0
	Total	388	100.0

Source: Primary Data

The results in Table 4.1 show that the majority of the respondents were female (58.2%), whereas male was at 41.8%. This prevalence of female faculty in Kenyan private universities underscores the imperative for targeted policies aligned with the study's goal of exploring the relationships between social media use, intrinsic motivation and job performance. Policies should be designed, taking into account the specific challenges and opportunities faced by female faculty. The policies can facilitate career advancement, cultivate a supportive and inclusive work environment, and integrate female perspectives into decision-making processes.

The concentration of faculty members within the age range of 31 to 50 years, representing 64.2% of the sampled population, signifies a critical segment that demands policy considerations in line with the study's objective. Given the diverse experiences, energy levels, and expectations within this age bracket, policies should address the unique needs of faculty members at different ages.

Initiatives catering for social media use and intrinsic motivation can be tailored to resonate with the age-specific dynamics within this predominant demographic.

The educational qualifications of the faculty, with 50.3% holding a doctorate degree and 46.9% possessing a Master's degree, underscore the significance of higher education credentials in shaping policies for social media use, intrinsic motivation, and job performance. Recognizing the prevalence of advanced degrees is crucial for developing policies that cater to the expertise and perspectives associated with different academic qualifications.

The varied roles signify a hierarchical structure with distinct responsibilities and expectations. Decision-makers must recognize that individuals in different positions bring unique perspectives and contributions to the organizational landscape. Policies and initiatives addressing social media use, intrinsic motivation, and job performance should acknowledge the specific needs and challenges associated with the position. This approach ensures that policies are tailored to the realities and expectations of faculty across the hierarchy, promoting inclusivity and effectiveness in implementation. The breakdown indicates that 4.4% are Graduate Assistants/Junior Research Fellows, 27.1% are Tutorial Fellows/Doctoral Fellows/Junior Research Fellows, 42.8% are Lecturers/Research Fellows, 17.0% are Senior Lecturers/Senior Research Fellows, 4.6% are Associate Professors, 2.3% are Professors, and 1.8% fall under others.

The duration of experience among faculty members in Kenyan private universities holds significant implications for policies related to social media use, intrinsic motivation, and job performance. The distribution of faculty members across different experience brackets, ranging from less than 5 years to above 15 years, reflects a diverse pool of professional backgrounds. Crafting policies that recognize individuals with varying levels of experience is crucial for successful implementation. Decision-makers should acknowledge that faculty members with extensive experience may bring a wealth of institutional knowledge, while those with fewer years of experience might offer fresh perspectives and innovative approaches. The breakdown indicates that 14.9% have less than 5 years of experience, 42.8% have 5-10 years, 24.2% have 11-15 years, and 18.0% have above 15 years of experience.

4.4 Social Media Use

The study sought to determine the extent of social media use among faculty in Kenyan private universities. This was represented in figure 4.1 and Table 4.2. Figure 4.1 depicts the time that

faculty spent on social media, which was measured using an eight-item scale where respondents were to select an item that best describes the amount of time they spent on social media.

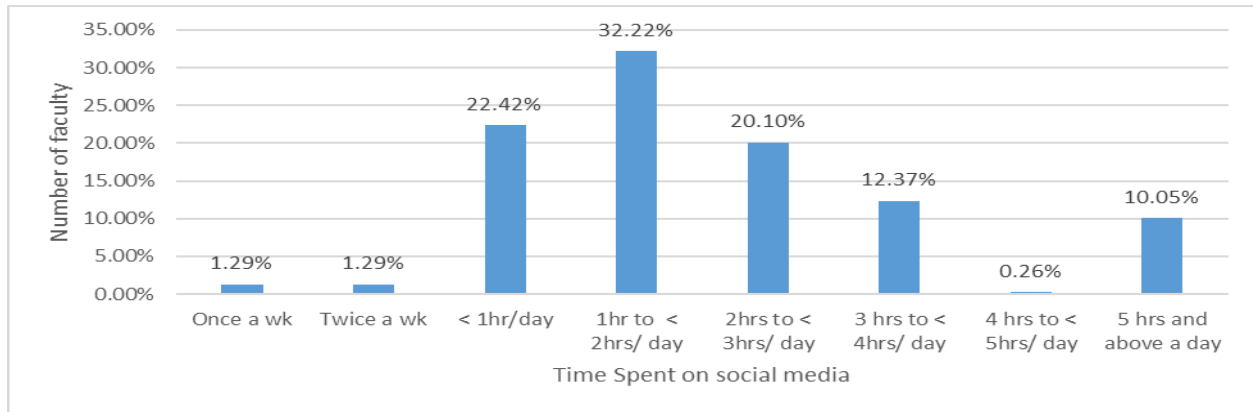


Figure 4.1: Time spent on social media platforms

Source: Primary Data

The findings from figure 4.1 showed that the majority of faculty (32.22%) spent between 1 to < 2 hours a day on social media. A very small portion of faculty (0.26%) spent between 4 to < 5 hours a day on social media.

Table 4.2 shows the extent to which faculty used different social media platforms. This was measured using an eighteen-item scale where respondents were to select the extent to which they used different social media platforms using a five-point Likert scale (1 = “not at all”, 3 = “to a moderate extent”, and 5 = “to a very large extent”).

Table 4.2: Extent to which social media platforms are used

Statement	Mean	Std. Dev.	Coef. of Var (CV)
WhatsApp	4	1.1	26.6
Youtube	3.5	1.1	31.0
Academia	3.2	1.2	39.4
Research Gate	3.1	1.1	37.6
Slides share	2.6	1.2	43.0
Linkedn	2.6	1.1	47.1
Wikipedia	2.5	1.1	48.1
Facebook	2.5	1.2	43.9
Online Encyclopedia	2.4	1.1	46.3
Twitter	2.2	1.2	53.9

Statement	Mean	Std. Dev.	Coef. of Var (CV)
Mendeley	2	1.2	63.2
Blogs	1.9	0.9	46.2
Zotero	1.9	1.3	66.2
Instagram	1.6	1	54.6
Pinterest	1.6	0.9	59.6
Snapchat	1.2	0.5	46.4
Second Life	1.1	0.5	43.3
World of Warcraft	1.1	0.5	41.7
Overall mean score	2.3	1.01	46.6%

Source: Primary Data

Table 4.2 showed that the overall mean score was 2.3, SD 1.01, and CV 46.6%, depicting that social media platforms were used to a small extent. WhatsApp and YouTube had the highest mean scores of 4 and 3.5 respectively, indicating that these two platforms were used to a large extent. These findings can be attributed to the fact that these platforms are two of the commonly available universal apps in every smartphone (Kola & Sunday, 2018), and majority of faculty have access to these smartphones. WhatsApp is largely free on most of the Kenya data networks (Abok & Kwanya, 2016). Additionally, Bokhari (2023) confirms that WhatsApp is the most global mobile technology.

World of Warcraft, Second Life, and Snapchat had the lowest mean scores of 1.1, 1.1 and 1.2 respectively. This depicted that these platforms were not used at all by majority of faculty, which was expected as previous studies have reported that these platforms are least commonly used by faculty (Girvan, 2018). It is not surprising that ResearchGate and Academia were also among the top 5 used social media platforms, considering they are academic social media platforms used by faculty (Raffaghelli & Manca, 2023). However, it would have been expected that Mendeley and Zotero, academic social media platforms would also have ranked higher.

4.4.1 Social Use

The study also looked at the number of times faculty used social media to meet people who share similar interests, maintain professional networks, and create new networks. They were to include how often they used social media for these purposes. Table 4.3 summarized results of measuring

social use on a three-item scale. Responses were a seven-point Likert scale (1 = “never”, 4 = “9 – 12 times per day”, and 7 = “twice a week”).

Table 4.3: Social use

Item	Mean	Std. Dev	CV %
Meet people with interests similar to mine	3.60	2.0	61%
Maintain professional networks	3.30	1.9	59%
Create new networks	3.24	1.9	52%
Overall mean score	3.38	1.9	57%

Source: Primary Data

The overall mean score as shown in Table 4.3 was 3.38, indicating that faculty used social media for social use 5-8 times per day on average. Regarding the specifics on social use, faculty tended to use social media more often to meet people with interests similar to theirs than to create and maintain networks. This could be because social media is mainly regarded as a platform for meeting people and friends who have interests similar to theirs (Bayer, Triêu, Ellison, 2020).

4.4.2 Cognitive Use

Cognitive use is use of social media to create, share, and access content. Faculty was to include how often they used social media for these purposes. Table 4.4 summarizes the results of measuring cognitive use on a three-item scale. The scale looked at how respondents used social media for creating, sharing, and accessing content. Responses were made using a seven-point Likert scale. (1 = “never”, 4 = “9 – 13 times per day”, and 7 = “twice a week”).

Table 4.4: Cognitive use

Item	Mean	Std. Dev	CV %
Access content	3.82	1.55	40%
Share content with others	3.52	1.66	47%
Create content	3.03	1.75	58%
Overall mean score	3.50	1.65	48%

Source: Primary Data

The findings in Table 4.4 showed that the overall mean score was 3.5, indicating that faculty used social media for cognitive purposes 9 – 12 times per day on average. Social media use for accessing content was higher, with faculty using it 9 – 12 times per day on average. This can be

attributed to the fact that social media is a platform that provides a lot of information, resulting in users using it frequently to access information (Su et al., 2024).

4.4.3 Hedonic Use

Hedonic use is the use of social media to pass time, have fun, and relax. Faculty was to include how often they used social media for hedonic use. Table 4.5 depicts use of social media for hedonic purposes. Responses were made using a seven-point Likert scale. (1 = “never”, 4 = “9 – 13 times per day”, and 7 = “twice a week”).

Table 4.5: Hedonic use

Item	Mean	Std. Dev	CV%
To relax	2.67	1.47	55%
To have fun	2.55	1.45	57%
To pass time	2.53	1.45	58%
Overall mean score	2.58	1.46	57%

Source: Primary Data

The overall mean score was 2.58 as shown in Table 4.5, meaning that faculty used social media for hedonic use 5 – 8 times per day on average. This was the same number of times that faculty used social media to relax, have fun, and pass time.

4.4.4 Overall Summary of Social Media Use

The main variable of this research was social media use. Table 4.6 is a summary of Tables 4.3, 4.4, and 4.5, and presents data on social media use dimensions.

Table 4.6: Overall Summary of Social Media use

Item	Mean	Std. Dev	CV %
Cognitive use	3.50	1.65	48%
Social Use	3.38	1.93	57%
Hedonic Use	2.58	1.46	57%
Overall Mean Score	3.13	1.67	54%

Source: Primary Data

The findings in Table 4.6 show the summaries from Tables 4.3 to 4.5. Cognitive use had the highest mean score of 3.5 with hedonic use having the lowest mean score of 2.58. The results illustrate that cognitive use is the most used social media dimension, suggesting that faculty uses social media more for creating, sharing, and accessing content. The low mean score of hedonic use suggests that social media use by faculty for passing time, having fun, and entertainment was low compared to other social media uses. These findings are not surprising as use of social media for hedonic purposes is discouraged because it is a time-waster and a distractor (Ali-Hassan et al., 2015). Cheng (2019) also agrees with this and discourages the use of social media for hedonic purposes by arguing that it makes employees spend less time working.

4.5 Intrinsic Motivation

The study was also interested determining the effect of social media use on faculty's intrinsic motivation. Intrinsic motivation was measured in terms of autonomy, competence, and relatedness. Statements on the extent to which social media use by faculty affected intrinsic motivation were included in the questionnaire. Intrinsic motivation was operationalized into 35 items. Faculty was asked to indicate their level of agreement with statements about their social media usage, using a five-point Likert scale (1 = "Strongly disagree", 3 = "neutral", and 5 = "strongly agree").

4.5.1 Autonomy

Autonomy is the willingness, volition experience, and self-determination an employee has when acting. Responses from 388 faculty was tabulated. Results on Table 4.7 show autonomy measured on a 15-item scale where faculty was to indicate the extent to which social media use made them feel like they were creating a sense of autonomy.

Table 4.7: Autonomy

Item	Mean	Std. Dev	CV%
I have been doing what really interests me in my research	3.98	.926	23%
I feel a sense of freedom in my research	3.97	.893	23%
My research decisions reflect what I really want	3.89	.910	23%
I have been doing what really interests me in my teaching	3.78	.956	25%

Item	Mean	Std. Dev	CV%
I feel a sense of freedom while reviewing manuscripts	3.74	.974	26%
My teaching decisions reflect what I really want	3.71	.940	25%
My reviewing of manuscripts decisions reflects what I really want	3.71	.988	27%
My community outreach work decisions reflect what I really want	3.70	.893	24%
I feel a sense of freedom in my community outreach work	3.68	.929	25%
I feel a sense of freedom in my teaching	3.66	.998	27%
I have been doing community outreach work that really interests me	3.65	.951	26%
I have been doing what really interests me in my manuscript reviewing	3.65	.980	27%
I feel a sense of freedom in my committee work engagement	3.53	.913	26%
My committee work decisions reflect what I really want	3.50	.936	27%
I have been doing what really interests me in my committee work	3.47	.973	28%
Overall Mean Score	3.71	0.94	25%

Source: Primary Data

The findings in Table 4.7 showed that the overall mean score was 3.71 which suggests that faculty agreed that when they used social media, they gained a sense of autonomy. All statements other than, ‘when I use social media, I feel I have been doing what really interests me in my committee work,’ had mean values between 3.50 and 3.98. Suggesting that faculty agreed that using social media gave them a sense of autonomy. The findings concur with Demircioglu & Chen (2019), that employees agreed that social media use gave them a sense of autonomy.

4.5.2 Competence

Competence is the ability to attain anticipated outcome and succeed in demanding tasks. Table 4.8 summarizes the questions posed to respondents regarding their agreement with feeling competent when they used social media. The table consisted of 10 items and, just like with autonomy, a five-point Likert scale was used.

Table 4.8: Competence

Item	Mean	Std. Dev	CV %
I feel confident of what I do when am teaching	4.07	.953	23%
I feel confident of what I do when am researching	4.03	.906	23%
I can successfully complete difficult teaching tasks	4.02	.925	23%
I can successfully complete difficult research tasks	3.94	.926	23%
I feel confident of what I do when am doing community outreach	3.83	.982	26%
I can successfully complete difficult community outreach tasks	3.80	.970	26%
I feel confident of what I do when am reviewing manuscripts	3.79	.958	25%
I can successfully complete difficult manuscripts review tasks	3.77	.969	26%
I can successfully complete difficult committee work tasks	3.72	.915	25%
I feel confident of what I do when am doing committee work	3.64	.936	26%
Overall Mean Score	3.86	0.94	24%

Source: Primary Data.

The findings depicted in Table 4.8 indicate that the average score across all responses was 3.86, indicating that faculty agreed that using social media made them competent. All the items had values between 3.64 and 4.07, indicating that faculty agreed that using social media made them competent in teaching, research, and service. This finding is supported by Demircioglu & Chen (2019), who indicated that when employees used social media, their competence increased.

4.5.3 Relatedness

The degree to which faculty felt a sense of belonging was also determined. Table 4.9 summarizes the questions where questions were posed to the participants regarding their agreement with having a sense of belonging when they used social media. This table used a 10-item scale and, just like with autonomy and competence, a five-point Likert scale.

Table 4.9: Relatedness

Item	Mean	Std. Dev	CV%
I experience a warm feeling with the people I spend time with while teaching	3.84	.946	25%
I feel supported by the people I care about when I am teaching	3.82	.942	25%
I feel supported by the people I care about when I am researching	3.81	.889	23%
I experience a warm feeling with the people I spend time while researching	3.74	.929	25%
I experience a warm feeling with the people spend time doing community outreach	3.73	.903	24%
I feel supported by the people I care about when doing community outreach	3.69	.930	25%
I feel supported by the people I care about when I am reviewing manuscripts	3.69	.902	24%
I experience a warm feeling with the people I spend time with while reviewing manuscripts	3.68	.879	24%
I feel supported by the people I care about when I am doing committee work	3.62	.975	27%
I experience a warm feeling with the people I spend time with doing committee work	3.58	.949	27%
Overall Mean Score	3.72	0.92	25%

Source: Primary Data

Results from Table 4.9 showed that the overall mean score was 3.72, indicating that faculty agreed that using social media gave them a sense of belonging. Items had values between 3.58 and 3.84, depicting that faculty agreed that using social media gave them a sense of belonging as they taught, did research, and undertook service. This is in consensus with Demircioglu & Chen (2019), who confirmed that employees who used social media felt a sense of belonging as they got to interact with people.

4.5.4 Overall Summary of Intrinsic Motivation

Intrinsic motivation as study variable was measured by looking at autonomy, competence, and relatedness. Tables 4.7, 4.8, and 4.9 show how autonomy, competence, and relatedness, respectively, were assessed. Table 4.10 summarizes these three tables, displaying the descriptive statistics for intrinsic motivation measures.

Table 4.10: Overall Summary of Intrinsic Motivation

Description	Mean	Std. Dev	CV %
Competence	3.86	0.94	24%
Relatedness	3.72	0.92	25%
Autonomy	3.71	0.94	25%
Mean Score	3.76	0.93	25%

Source: Primary Data

Table 4.10 shows that competence had the highest overall mean score of 3.86. These results illustrate that the most agreed-upon influence of social media use is that it makes faculty competent, whereas the factor least agreed upon is that social media use gives faculty a sense of autonomy.

4.6 Job Performance

The dependent variable for this study was job performance. According to Mackey et al. (2017), job performance is one of the most important concepts in organizational research that contributes towards an organization's objectives. This study sought to determine the level of job performance resulting from social media use and intrinsic motivation. Job performance was measured in terms of task performance, organizational citizenship behavior, and counterproductive work behavior. Job performance was operationalized into 19 items, against a five-point Likert scale (1 = “Strongly disagree”, 3 = “neutral”, and 5 = “strongly agree”). Respondents were asked to indicate the extent to which they agreed with statements related to their job performance when they used social media.

4.6.1 Task Performance

Task performance is in-role behavior of employees, and it contributes towards an organization's technical requirements. The results in Table 4.11 show the descriptive statistics of the effect of social media use on task performance. Task performance was measured on a 9-item scale where faculty was to indicate the extent to which social media influenced their task performance.

Table 4.11: Task performance

Item	Mean	Std. Dev	CV %
It improves my citations	3.74	1.06	28%
Students' evaluation of my teaching activities is improved	3.72	1.07	29%
My service to community is improved	3.65	.97	27%
My active role in churning out graduates is enhanced	3.63	1.058	29%
It improves my peer-reviewed publications	3.61	1.03	29%
It is easier to return students' marked continuous assessment tests	3.51	1.25	36%
My committee work is enhanced	3.49	1.00	29%
There is an improvement in the manuscripts I review	3.49	1.03	30%
It easier for me to publish in top-tier journals	3.44	1.05	31%
Overall Mean Score	3.59	1.06	30%

Source: Primary Data

The findings in Table 4.11 indicate that the overall mean score was 3.59, that is illustrates that faculty agreed that the use of social media affected their task performance. The statement with the highest agreement from respondents was that using social media improved their citations (Mean = 3.74). The statement 'using social media makes it easier for me to publish in top-tier journals' had the lowest mean of 3.44, indicating that faculty was neutral regarding this statement.

4.6.2 Organizational Citizenship Behavior

Organizational citizenship behavior, also referred to as extra-role, is the behavior that is not stipulated in an employee's job description yet employees feel compelled to undertake. The

results in Table 4.12 indicate that OCB was measured on a 5-item scale where faculty was to indicate the extent to which social media influenced their OCB.

Table 4.12: Organizational Citizenship Behavior

Item	Mean	Std. Dev	CV %
It enables me to go beyond the minimum expectation at work	3.86	.95	25%
It enhances my ability to give advance notice when unable to report to work	3.81	1.04	27%
I voluntarily attend university's functions	3.79	1.01	27%
It enables me to tolerate the inevitable inconveniences of work without complaining	3.64	1.02	28%
It makes it possible for me to help colleagues who have heavy workloads	3.45	1.03	30%
Overall Mean Score	3.71	1.01	27%

Source: Primary Data

The findings in Table 4.12 show that the overall mean score was 3.71, indicating that faculty agreed that using social media affected their organizational citizenship behaviour. The statement that was marked with the highest mean score was, 'when I use social media, it enables me to go beyond the minimum expectation at work' (mean score = 3.86), indicating faculty agreed with this statement. The statement with the lowest mean score (mean score = 3.45) was, 'when I use social media, it makes it possible for me to help colleagues who have heavy workloads', which indicated that faculty was neutral on this statement.

4.6.3 Counterproductive Work Behavior

Counterproductive work behavior is employees' intentional behavior that harms an organization and its members. Table 4.13 provides a summary of faculty's agreement with statements concerning harmful intentional behavior associated with their social media usage. 5-item scale was used.

Table 4.13: Counterproductive Work Behavior

Item	Mean	Std. Dev	CV %
It makes me not blame others for my own errors	3.52	1.10	31%
I clock in the correct hours I have worked	3.46	1.08	31%
I take the allowed break in between my work	3.36	1.08	32%
I unconsciously tidy up	3.25	1.12	34%
I unintentionally do sloppy work	2.70	1.20	44%
Overall Mean Score	3.26	1.11	34%

Source: Primary data

The findings illustrated in Table 4.13 reveal an overall mean score of 3.26, indicating neutral agreement by faculty regarding the impact of social media usage on their counterproductive work behavior. That notwithstanding, faculty agreed with the statement, ‘when I use social media, it makes me not blame others for my own errors’ (mean score = 3.52). The statement ‘when I use social media, I unintentionally do sloppy work’ (mean score = 2.70), had the lowest mean score, depicting that faculty were neutral regarding this statement.

4.6.4 Overall Summary of Job Performance

Job performance was the dependent variable in this study and was measured in terms of task performance, organizational citizenship behavior, and counterproductive work behavior. Table 4.14 summarizes the descriptive statistics for task performance, organizational citizenship behavior, and counterproductive work behavior.

Table 4.14: Overall Summary of Job Performance

Item	Mean	Std. Dev	CV %
Organizational Citizenship Behavior	3.71	1.01	27%
Task Performance	3.59	1.06	30%
Counterproductive Work Behavior	3.26	1.11	34%
Overall Mean	3.52	1.06	30%

Source: Primary Data

Table 4.14 shows that organizational citizenship behavior had the highest overall mean score of 3.71, while counterproductive work behavior had the lowest mean score of 3.26. This illustrates

that faculty agreed that using social media affected their organizational citizenship behaviour and task performance, whereas, they were neutral that social media use affected their counterproductive work behaviour

4.7 Units taught in an Academic Year

To determine faculty's teaching workload, which is a measure of job performance, faculty had to indicate the number of units they taught in an academic year. Data was collected from 388 faculty members and the number of units that faculty taught were grouped in four categories: less than 4 units; 4 – 8 units; 9 – 12 units; and above 12 units. Figure 4.8 shows the number of units faculty taught in an academic year.

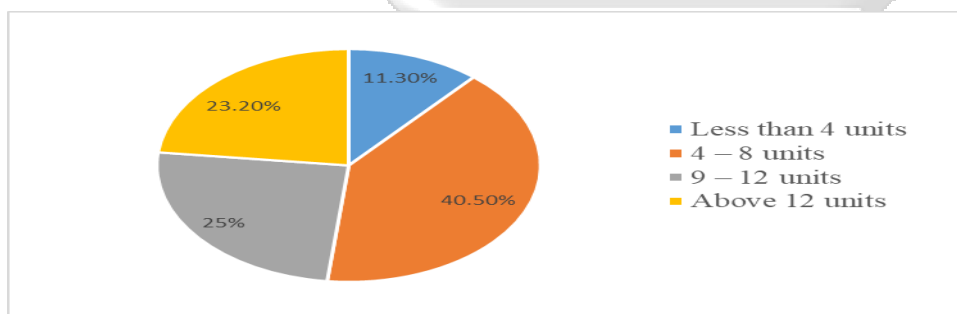


Figure 4.2: Number of units taught in an academic year

Source: Primary Data

The findings in figure 4.2 revealed that most faculty members (40.5%) taught between 4 – 8 units in an academic year, whereas only 11.3% of the faculty taught less than 4 units.

4.8 Teaching Hours

Faculty was also expected to indicate the number of hours in an academic year that they spent teaching. This information is displayed in Figure 4.3.

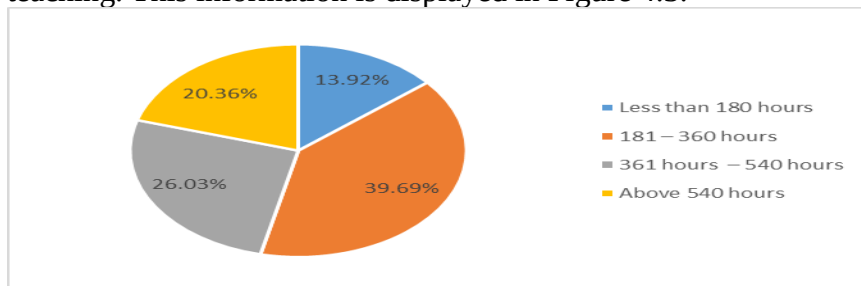


Figure 4.3: Teaching hours in an academic year

Source: Primary Data

Figure 4.3 showed that majority of faculty (39.69%) spent 181 – 360 hours teaching, whereas only 13.92% of faculty spent less than 180 hours.

4.9 Research Hours

Faculty was expected to provide the average number of hours that they spent in a week doing research. Figure 4.4 is a summary of the descriptive statistics for the number of hours that faculty spent on research.

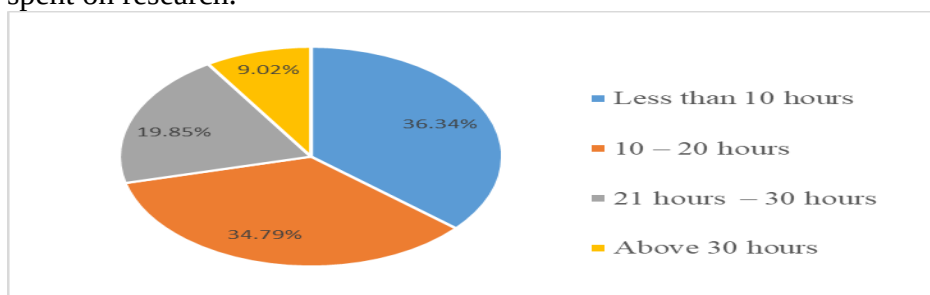


Figure 4.4: Hours spent on Research in a week

Source: Primary Data

The results from figure 4.4 show that majority of faculty (36.34%) spent less than 10 hours per week on research. Only 9.02% of faculty spent more than 30 hours per week on research.

4.10 Hours spent on service work

Besides teaching and research, faculty also spend time on service. Service was measured in terms of institutional service, community service, and professional service. Table 4.15 shows the average number of hours in a week that faculty spent on service. Faculty filled the questionnaire that had three items based on a four-point scale (1 = “less than 10 hours” and 4 = “above 30 hours”).

Table 4.15: Hours spent on service work in a week

	Less than 10 hours %	10 – 20 hours %	21 – 30 hours %	Above 30 hours %	Mean	Std. Dev.
Reviewing manuscripts	59.3%	29.1%	9.3%	2.3%	1.55	0.758
Committee work	65.5%	27.3%	5.7%	1.5%	1.43	0.673
Community outreach	69.6%	25.0%	4.4%	1.0%	1.37	0.619
Overall mean	64.8%	27.1%	6.5%	1.6%	1.45	0.683

Source: Primary Data

Table 4.15 shows that more than half of the faculty spent less than 10 hours per week on service. Specifically, 59.3%, 65.5%, and 69.6% spent time on reviewing manuscripts, doing committee work, and engaging in community outreach respectively. Few faculty spent more than 30 hours in a week on service, with 2.3%, 1.5%, and 1% spending time on reviewing manuscripts, committee work and community outreach respectively.

4.11 Number of publications

Publishing is also part of faculty job performance. Therefore, a question was included in the questionnaire where faculty was to indicate the number of publications they had. Table 4.16 shows the average number of publications, using a three-item scale where faculty was to answer based on a four-point scale (1 = “less than 5 papers” and 4 = “above 15 papers”).

Table 4.16: Number of publications

Item	Less than 5 papers	5 – 10 papers	11 – 15 papers	Above 15 papers	Mean	Std. Dev.
You have published in a peer reviewed journal in the past 3 years	66.2%	24.5%	5.7%	3.6%	1.47	.762
You have counted as author or co-author in a peer reviewed journal in the past 3 years	68.8%	25.5%	3.4%	2.3%	1.39	.668
Accepted in a peer reviewed journal in the past 3 years	70.1%	23.2%	3.4%	3.4%	1.40	.714

Source: Primary Data

Table 4.16 shows that more than half of the faculty indicated they published less than 5 papers in the past 3 years; 66.2%, 68.8%, and 70.1% of them published less than 5 papers in a peer reviewed journal, were counted as an author or a co-author in a peer reviewed journal, or accepted in a peer reviewed journal respectively. The number of faculty that reported to have participated in any publication that was above 15 papers was the least at less than 3.6%.

4.12 Number of students being supervised

The number of students that faculty supervises is also a measure of faculty job performance. Table 4.17 shows the results obtained after faculty was asked to indicate the number of PhD students that they supervised. A four-point scale (1 = “none”, 4 = “above 6 students”) was used.

Table 4.17: Number of PHD students supervised

	None	1-3 students	4-6 students	Above 6 students	Mean	Std. Dev
PHD supervision	68.0%	23.8%	6.6%	1.6%	4.57	2.14

Source: Primary Data

From Table 4.17, a big portion of faculty (68%) reported to not supervising PhD students, whereas 8.2% of faculty supervised more than 4 students. Only 23.8% of faculty supervised between 1 and 3 students.

Table 4.18: Number of Master and Undergraduate students supervised

	None	1-2 students	3-4 students	5-6 students	7-8 students	Above 8 students	Mean	Std. Dev
Master's supervision	25.0%	5.9%	9.8%	10.6%	5.2%	43.6%	3.843	2.00
Undergraduate supervision	38.1%	15.5%	22.9%	9.0%	5.2%	9.3%	4.46	1.50

Source: Primary Data

Table 4.18 indicates the number of Masters and undergraduate students that faculty supervised. Majority of faculty (43.6%) supervised more than 8 students. The least number of faculty (5.2%) supervised 7–8 master students. For undergraduate students, majority of faculty (38.1%) reported to not supervising any students. The least number of faculty (5.2%) supervised 7-8 students.

4.13 Level of performance in service

Job performance of faculty is also evaluated by assessing the level of performance with regards to service work, which includes involvement in university committees, service to community, and manuscripts reviewed. Table 4.19 shows the results obtained after faculty evaluated their performance in the aforementioned types of service work. A six-point scale (1 = “not involved”, 2 = “very low performance” and 6 = “very high performance”) was used to evaluate the level of performance for service.

Table 4.19: Performance level

	Very low Perf.	Low Perf.	Average Perf.	High Perf.	Very High Perf.	Not involved	Mean	Std. Dev	CV%
University Committee Involvement	7.7%	8.0%	30.2%	21.6%	20.6%	11.9%	3.75	1.39	37%
Community service	4.9%	11.3%	34.8%	28.9%	15.5%	4.6%	3.53	1.17	33%
Manuscripts reviewed	8.8%	14.4%	32.7%	19.3%	14.2%	10.6%	3.47	1.41	41%
Overall Mean	7.13%	11.23%	32.57%	23.27%	16.77%	9.03%	3.58	1.32	37%

Source: Primary Data

From Table 4.19, most of the faculty reported average performance in doing service-related activities, 30.2%, 32.7%, and 34.8% of faculty reporting average performance in university committee involvement, manuscript review, and community service respectively.

4.14 Summary of the Study Variables

A summary of all the study variables, which include social media use as the independent variable, intrinsic motivation as the mediating variable, and job performance as the dependent variable, was reported. The summaries were presented in Table 4.20.

Table 4.20: Summary of Study Variables

	Item	N	Mean	SD	Cof. Var
Social Media Use	Cognitive Use	388	3.50	1.65	48%
	Social Use	388	3.38	1.93	57%
	Hedonic Use	388	2.58	1.46	57%
	Mean score	388	3.13	1.67	54%
Intrinsic Motivation	Competence	388	3.86	0.94	24%
	Relatedness	388	3.72	0.92	25%
	Autonomy	388	3.71	0.94	25%
	Overall Mean	388	3.76	0.93	25%

	Item	N	Mean	SD	Cof. Var
Job Performance	Organizational Citizenship Behavior	388	3.71	1.01	27%
	Task Performance	388	3.59	1.06	30%
	Counterproductive Work Behavior	388	3.26	1.11	34%
	Mean score	388	3.52	1.06	30%

Source: Primary Data

The results in Table 4.20 show that the overall mean score for social media use was 3.13, SD = 1.67 and CV= 54%. With regards to intrinsic motivation the mean score was 3.76, SD=0.93 and CV=25%, whereas for job performance, mean score= 3.52, SD=1.06 and CV= 30%.

With regards to social media use, the overall mean score was 3.13 depicting that faculty used social media 5-8 times per day on average. As regards intrinsic motivation, faculty agreed that when they used social media, they became intrinsically motivated. As for job performance, faculty was neutral that using social media affected their performance.

4.15 Correlation Analysis

The relationship between the study variables was analyzed using Pearson's product moment correlation, after which simple linear regression and multiple regression was conducted. Pearson's product moment correlation, which is a value between +1 to -1, measures the strength and direction of the relationships between the variables. A value of 0 signifies no association between the variables. A value exceeding 0 indicates a positive association, while a value below 0 suggests a negative association. A coefficient value of < 0.3 indicates weak correlation, a value of >0.3 and <0.5 indicates moderate correlation, and a value >0.5 indicates strong correlation (Saunders et al., 2007). Table 4.21 shows the results.

Table 4.21: Correlation Analysis results

		Social Media Use	Intrinsic Motivation	Job performance
Social media use	Pearson Correlation	1	.577**	.191**
	Sig. (2-tailed)		.000	.000
	N	388	388	388
Intrinsic Motivation	Pearson Correlation	.577**	1	.518**
	Sig. (2-tailed)	.000		.000

		Social Media Use	Intrinsic Motivation	Job performance
Job performance	N	388	388	388
	Pearson Correlation	.191**	.518**	1
	Sig. (2-tailed)	.000	.000	
	N	388	388	388

Source: Primary Data

According to Table 4.21 social media use-intrinsic motivation; intrinsic motivation-job performance- relationships indicate a significant strong correlation ($R = .577$ and $p < 0.05$; $R = .518$ and $p < 0.05$ respectively). Social media use is a crucial determinant of intrinsic motivation, and intrinsic motivation is also a crucial determinant of job performance. Social media use-job performance relationship indicates a weak correlation; however, it was significant ($R = .191$ and $p < 0.05$). This can be interpreted as a low degree of association between social media use and job performance.

4.16 Regression Analysis and Hypothesis Testing

The first hypothesis tested was the influence of social media use on job performance, the second hypothesis was that social media use influenced intrinsic motivation, and the third hypothesis was that intrinsic motivation influenced job performance. The fourth hypothesis was an indirect relationship, where intrinsic motivation had a positive mediating effect on the relationship between social media use and job performance. Results regarding the direct relationships are first shown, after which the results regarding the indirect relationship follow. The section concludes by showing the results of the mediating effect of intrinsic motivation on the relationship between social media use and job performance. Simple linear regression analysis was used to test the direct relationship, multiple regression was used to test the indirect relationship.

4.16.1 Social Media Use and Job Performance

A significant test to determine the relationship between social media use and job performance was carried out. The results are as per Table 4.22.

Table 4.22 Social Media Use and Job Performance

a) Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
Social media use		.191 ^a	.037	.034	.76838	
b) ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
Social media use	Regression	8.675	1	8.675	14.694	.000 ^b
	Residual	227.899	386	.590		
	Total	236.574	387			
c) Combined Coefficients ^a						
Model		Unstandardized Coefficients		t	Sig.	
		B	Std. Error			
1	(Constant)	3.064	.125	24.612	.000	
	Social Media Use	.144	.038	3.833	.000	

a. Dependent Variable: Job performance

b. Predictors: (Constant), Social Media Use

Source: Primary Data

According to Table 4.22, the relationship between social media use and job performance had a coefficient of determination of .037, which indicates that social media use explains 3.7% variation in job performance. The remaining 96.3% could be explained by control variables and other unexplained variation. There is a significant relationship between social media use and job performance, evidenced by an F statistic of 14.694 and $p < 0.05$. The coefficient results showed that a unit increase in social media use would lead to .144 increase in job performance. The findings provided ample support for the initial hypothesis that social media use influenced job performance. Based on this, the regression model for this hypothesis in question is written as follows:

$$Y = 3.064 + .144 \text{ SMU}$$

Where, Y = Job Performance

SMU = Social Media Use

Social Media Use Dimensions and Job Performance

A significant test to determine the relationship between the social media use dimensions and job performance was also carried out. The results are as per Table 4.23.

Table 4.23 Effect of social media use dimensions on job performance

a) Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
Social media use		.230 ^a	.053	.045	.76389		
b) ANOVA ^a							
Model		Sum of Squares		df	Mean Square	F	Sig.
Social media use	Regression	12.497		3	4.166	7.139	.000b
	Residual	224.077		384	.584		
	Total	236.574		387			
c) Combined Coefficients ^a							
Model		Unstandardized Coefficients			t	Sig.	
		B		Std. Error			
Social media use	(Constant)	3.024		.127	23.856	.000	
	Social Use	.015		.026	-.580	.563	
	Cognitive Use	.009		.032	.283	.777	
	Hedonic Use	.122		.032	3.815	.000	

a. Dependent Variable: Job performance

b. Predictors: (Constant), Social, Cognitive and Hedonic Uses

Table 4.23 shows the relationship between the social media use dimensions and job performance was weak ($R = .230$). The $R^2 = .053$, shows that social media use dimensions explain 5.3% of variation in job performance. The remaining 94.7% could be explained by control variables and other unexplained variation. The relationship between the dimensions and job performance is significant since the F value was 7.139 and $p < 0.05$. The results are statistically significant for hedonic use ($p\text{-value} < 0.05$), but are insignificant for social and cognitive use ($p\text{-value} > 0.05$). Hence, the following is the regression equation;

$$Y = 3.024 + .015SU + .009CU + .122HU + e$$

Where: Y = Job Performance

SU= Social use

CU = Cognitive use

HU = Hedonic use

4.16.2 Social Media Use and Intrinsic Motivation

A test to determine the influence of social media use on intrinsic motivation was also conducted. Table 4.24 shows the results.

Table 4.24 Social Media Use and Intrinsic Motivation

a) Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
Social Media Use		.577 ^a	.333	.331	.55646		
b) ANOVA^a							
Model		Sum of Squares		Df	Mean Square	F	Sig.
Social Media Use	Regression	59.688		1	59.688	192.760	.000 ^b
	Residual	119.525		386	310		
	Total	179.213		387			
c) Combined Coefficients^a							
Model		Unstandardized Coefficients		T	Sig.		
		B	Std. Error				
1	(Constant)	2.312	.090	25.642	.000		
	Social Media Use	.379	.027	13.884	.000		

a. Dependent Variable: Intrinsic Motivation

b. Predictors: (Constant), Social Media Use

Source: Primary Data

From Table 4.24 the association between social media use and intrinsic motivation had a coefficient of determination of .333, which indicates that social media use explains 33.3% of variation in intrinsic motivation, and other factors not in this model explain the other 66.7%. There is a significant relationship between social media use and intrinsic motivation as seen by an F statistic of 192.760 and $p < 0.05$.

The coefficient results showed that if social media use increased by one unit, it would lead to .379 increase in intrinsic motivation. These findings supported the second hypothesis, resulting in the following regression model:

$$Y = 2.312 + .379 \text{ SMU} + e$$

Where: Y = Intrinsic Motivation

SMU = Social Media Use

e = error term

Table 4.25 Social Media Use Dimensions and Intrinsic Motivation

a) Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
Social media use		.671 ^a	.451	.446	.50640		
b) ANOVA ^a							
Model		Sum of Squares		df	Mean Square	F	Sig.
Social media use	Regression	80.740		3	26.913	104.949	.000 ^b
	Residual	98.473		384	.256		
	Total	179.213		387			
c) Combined Coefficients ^a							
Model		Unstandardized Coefficients			t	Sig.	
		B		Std. Error			
Social media use	(Constant)	2.184		.084	25.995	.000	
	Social Use	.021		.017	1.208	.228	
	Cognitive Use	.079		.021	3.766	.000	
	Hedonic Use	.302		.021	14.297	.000	

a. Dependent Variable: Intrinsic Motivation

b. Predictors: (Constant), Social Use, Cognitive Use and Hedonic Use

4.16.3 Intrinsic Motivation and Job Performance

Another test was also conducted to determine the relationship between intrinsic motivation and job performance. Table 4.26 shows the results.

Table 4.26: Intrinsic Motivation and Job Performance

a) Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
Intrinsic Motivation		.518 ^a	.269	.267	.66944		
b) ANOVA ^a							
Model		Sum of Squares		df	Mean Square	F	Sig.
Intrinsic Motivation	Regression	63.587		1	63.587	141.888	.000 ^b
	Residual	172.987		386	448		
	Total	236.574		387			
c) Combined Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)	1.432	.178		8.031	.000	
	Intrinsic Motivation	.596	.050	.518	11.912	.000	

a. Dependent Variable: Job performance

b. Predictors: (Constant), Intrinsic Motivation

Source: Primary Data

From Table 4.26, the coefficient of determination of the relationship between intrinsic motivation and job performance was .269. This means that intrinsic motivation explains 26.9% of variation in job performance. There is a significant relationship between intrinsic motivation and job performance as seen by an F statistic of 141.888 and $p < 0.05$.

The coefficient results show that a unit increase in intrinsic motivation will lead to .596 increase in job performance. The findings were sufficient enough to support the third hypothesis that intrinsic motivation influenced job performance. Based on this, the regression model for the first hypothesis is written as follows:

$$Y = 1.432 + .596 \text{ SMU}$$

Where, Y = job performance

SMU = Intrinsic motivation

Table 4.27 Intrinsic Motivation Dimensions and Job Performance

a) Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
Intrinsic Motivation		.544 ^a	.296	.290	0.658617	
b) ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Motivation	Regression	70.004	3	23.335	53.794	.000 ^b
	Residual	166.570	384	.434		
	Total	236.574	387			
c) Combined Coefficients ^a						
Model		Unstandardized Coefficients		t	Sig.	
		B	Std. Error			
Intrinsic Motivation	(Constant)	1.273	.183	6.962	.000	
	Autonomy	.205	.064	3.194	.002	
	Competence	.325	.062	5.274	.000	
	Relatedness	.082	.028	2.882	.000	

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Relatedness, Competence, Autonomy

4.16.4 Social Media Use, Intrinsic Motivation and Job Performance

The study also determined the mediation effect of intrinsic motivation on the relationship between social media use and job performance. The Baron and Kenny four test conditions were done to test the mediating effect. For mediation effect to be considered positive, the four conditions need to be fulfilled. First, the independent variable needed to be significantly related to the dependent variable. Second, the independent variable needed to be significantly related to the mediating variable. Third, the mediating variable needed to be significantly related to the dependent variable. Finally, while in the process of controlling the influence of the mediating variable on the dependent variable, the influence of the independent variable on the dependent variable required to be insignificant when the mediating variable is present. The outcomes of these four steps are presented in the Tables 4.28, 4.29 and 4.30.

Table 4.28: Mediating effect of Intrinsic Motivation on Social Media Use and Job Performance (First step)

a) Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.191 ^a	.037	.034	.76838	
b) ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.675	1	8.675	14.694	.000 ^b
	Residual	227.899	386	.590		
	Total	236.574	387			
c) Combined Coefficients^a						
Model		Unstandardized Coefficients		t	Sig.	
		B	Std. Error			
1	(Constant)	3.064	.125	24.612	.000	
	Social Media Use	.144	.038	3.833	.000	

a. Dependent Variable: Job performance

b. Predictors: (Constant), Social Media Use

Source: Primary Data

Table 4.28 shows that the results of the influence of social media use on job performance is significant ($F(1,386) = 14.694$, $p < 0.05$), with 3.7% of variation in job performance being significantly explained by social media use. The beta was also significant ($\beta = 0.144$, $t = 3.833$, $p < 0.05$), indicating that the first mediation condition according to Baron and Kenny was satisfied.

Table 4.29: Mediating effect of Intrinsic Motivation on Social Media Use and Job Performance (Second step)

a) Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
1		.577 ^a	.333	.331	.55646		
b) ANOVA ^a							
Model		Sum of Squares		df	Mean Square	F	Sig.
1	Regression	59.688		1	59.688	192.760	.000 ^b
	Residual	119.525		386	310		
	Total	179.213		387			
c) Combined Coefficients ^a							
Model		Unstandardized Coefficients		T	Sig.		
		B	Std. Error				
1	(Constant)	2.312	.090	25.642	.000		
	Social Media Use	.379	.027	13.884	.000		

a. Dependent Variable: Intrinsic Motivation

b. Predictors: (Constant), Social Media Use

Source: Primary Data

Table 4.29 shows that the second condition of Baron and Kenny was also met as the influence of social media use on intrinsic motivation was also significant ($F(1,386) = 192.760, p < 0.05$). The beta was also significant ($\beta = 0.379, t = 13.884, p < 0.05$). The second mediation condition was also satisfied.

Table 4.30: Mediating effect of Intrinsic Motivation on Social Media Use and Job Performance (Third and Fourth step)

a) Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square	F Change	df 1	df 2	Sig F change
1	.518a	0.269	0.267	0.669	0.269	141.888	1	386	0
2	.535b	0.286	0.282	0.662	0.017	9.381	1	385	0.002
b) ANOVA^a									
Model		Sum of Squares		Df		Mean Square	F	Sig.	
1	Regression	63.587		1		63.587	141.888	.000 ^b	
	Residual	172.987		386		0.448			
	Total	236.574		387					
2	Regression	67.702		2		33.851	77.175	.000 ^c	
c) Combined Coefficients^a									
Model		Unstandardized Coefficients		T		Sig.			
		B	Std. Error						
1	(Constant)	1.432	0.178	8.031	0.000				
	Intrinsic Motivation	0.596	0.05	11.912	0.000				
2	(Constant)	1.44	0.176	8.158	0.000				
	Intrinsic Motivation	0.703	0.061	11.6	0.000				
	Social Media Use	-0.122	0.04	-3.063	0.002				

Source: Primary Data

The impact of intrinsic motivation on job performance was significant ($R^2 = 0.269$, $F = 141.888$, $p < 0.05$) as shown in Table 4.30. The β was also statistically significant ($\beta = 0.596$, $t = 11.912$, $p < 0.05$), thus satisfying the third condition.

In the fourth step, the influence of social media use on job performance was significant in the presence of intrinsic motivation ($R^2 = 0.286$, $F = 77.175$, $p < 0.05$) and the beta was also

statistically significant ($\beta = -0.122$, $t = -3.063$, $p < 0.05$). This confirmed mediation existed. The bootstrapping test was further done to confirm whether the mediation was full or partial.

The bootstrapping test was used for testing the indirect effect. The method is used to address the power limitations of the Sobel tests.

Table 4.31: Total, direct and indirect effects of X on Y

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****							
Total effect of X on Y							
Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.1444	.0377	3.8332	.0001	.0703	.2184	.1846	.1915
Direct effect of X on Y							
Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
-.1217	.0397	-3.0628	.0023	-.1999	-.0436	-.1557	-.1615
Indirect effect(s) of X on Y:							
Effect	Boot SE	Boot LLCI	Boot ULCI				
IM	.2661	.0360	.1959	.3380			
Partially standardized indirect effect(s) of X on Y:							
Effect	Boot SE	Boot LLCI	Boot ULCI				
IM	.3403	.0422	.2603	.4269			
Completely standardized indirect effect(s) of X on Y:							
Effect	Boot SE	Boot LLCI	Boot ULCI				
IM	.3530	.0458	.2647	.4464			

Source: Primary Data

Table 4.31 indicates that the indirect effect was significant ($\beta = 0.2661$, $SE = 0.0360$, $95\%[0.1959, 0.3380]$) because the bootstrap confidence intervals do not include zero and when the effect is positive for both the lower and upper confidence intervals, it can be assumed that relationship is significant. In this case, it can be confirmed that the relationship between social media use and job performance is significantly partially mediated by intrinsic motivation, hence supporting hypothesis H₄ that intrinsic motivation has a positive mediating effect on the relationship between social media use and job performance.

4.17 Chapter Summary

The findings of the hypotheses that were developed are included in this chapter. Simple linear regression was used to test direct relationships and multiple regression analysis was used to test indirect relationship. The results supported all the hypotheses, with statistical significance revealed for the four hypotheses.



Chapter Five: Discussions of Results

5.1 Introduction

The main objective of this study was to interrogate the relationship between social media use, intrinsic motivation and job performance among faculty in Kenyan private universities. The specific objectives were to: a) determine the extent of utilization of social media among faculty in Kenyan private universities; b) establish the extent to which social media use influences job performance among faculty in Kenyan private universities; c) establish the influence of social media use on intrinsic motivation among faculty in Kenyan private universities; d) establish the effect of intrinsic motivation on job performance for faculty in Kenyan private universities; and e) determine the mediating effect of intrinsic motivation on the relationship between social media use and job performance by faculty in Kenyan private universities. In this chapter, key findings are discussed and comparison from previous studies is done.

5.2 Demographic Findings

The response rate for this study was 75%, which was deemed adequate according to (Mugenda & Mugenda, 2003), and similar studies that have been done, have had a response rate of less than 50% (Menachemi, 2011; Braverman, Hoogesteger & Johnson, 2015). The gender distribution was skewed in favour of female faculty (58.2%), in line with a study done by Pew Research Centre report 2019, which showed that female faculty used social media more than male faculty. Further, research suggests that gender dynamics can influence various aspects of professional engagement, including social media utilization (Sarwar et al., 2023). The overrepresentation of female faculty may underscore the need for policies to cater to the specific needs and challenges experienced by women in academia. Additionally, it invites further exploration into the ways in which gender-related factors intersect with social media, intrinsic motivation, and job performance among faculty in Kenyan private universities.

The study showed that 64.2% of the faculty was between 31– 50 years. The concentration of faculty members in this age bracket signifies a cohort with varied experiences and expectations. Understanding the diverse needs and motivations of faculty within the different age ranges is essential for developing inclusive and effective strategies related to social media use, intrinsic

motivation, and job performance. Furthermore, the results indicated that more than 95% of faculty had a Master's degree or higher. This underscores the significance of education level in private universities, given that the majority of faculty members hold advanced degrees.

The study showed that faculty held different positions with majority, 42.8%, being Lecturers/Research Fellows. The distribution of faculty across different positions, underscores a hierarchical structure with distinct responsibilities. Therefore, recognizing the unique perspectives and contributions associated with each position is crucial for effective policy implementation and ensuring inclusivity and promoting effectiveness in universities and in organisations.

More than 80% of the faculty had work experience spanning over 5 years. Faculty with varying levels of experience may approach issues related to the use of media, intrinsic motivation, and job performance differently. Thus, policies should be tailored to consider this diversity, acknowledging that faculty with extensive experience may bring a wealth of institutional knowledge, while those with fewer years of experience might offer fresh perspectives and innovative approaches.

5.3 Social Media Utilization

The first research objective was to determine the extent of social media utilization among faculty in Kenyan private universities. The findings revealed that the majority of faculty spent between 1 to 2 hours a day on social media, with more time spent on creating, sharing, and accessing content. Faculty spent the least time using social media for passing time, having fun, getting entertained and amused. These findings differ from Carrasco et al. (2021) where majority of faculty spent between 4 to 6 hours using social media, though the study focused on faculty using social media for teaching while this current study focused on teaching, research, and service. In this study, it would be expected that since faculty uses social media for teaching, research, and service, faculty's time on social media would be more than what the study reported. A possible explanation for this might be the association that social media is viewed as a time waster and a distractor (Ali-Hassan et al., 2015).

From the results, faculty spend more time on social media creating, sharing and accessing content. They spent less time using social media for passing time, having fun, and being entertained. Perhaps this could be explained by the fact that employers discourage employees

from using social media because it is described as a time-waster and a distractor (Leftheriotis & Giannakos, 2014; Ali-Hassan et al., 2015). Thus, when employees use social media, they would justify the use by engaging in activities that would be considered beneficial to the organization, cognitive use best fitting this description out of the three social media uses. The findings on faculty using social media more for cognitive use is corroborated by prior studies. Manca and Ranieri (2016) reported that faculty's motivation for using social media was to share content. Veletsianos and Kimmons (2012) also reported that faculty used social media more to share information with colleagues and students. Recently, Sutherland et al. (2020) reported that faculty used social media mainly for cognitive purposes.

With regards to the extent of the overall use of social media, faculty used it to a small extent though WhatsApp and YouTube were the two platforms that were used to a large extent. A possible explanation for this is that these platforms are the commonly available universal apps in every smartphone (Kola & Sunday, 2018) and majority of faculty have access to smartphones. Additionally, according to Bokhari (2023) WhatsApp is the most global mobile technology.

This study supports previous research. For example, Moran et al. (2011) undertook a study on 1,920 faculty based in the U.S and reported YouTube as the most used platform and so was Facebook, though in the current study Facebook was not as popular as Youtube. Kircaburun et al. (2020) also reported that WhatsApp was the most frequently used social media platform. However, their study used a student population, while the current study used faculty as the population. A similar study by Sobaih et al. (2020) ranked WhatsApp as a highly used platform by Egyptian faculty. The authors argued that WhatsApp had been accepted as a formal communication tool by faculty, and it allowed faculty to share documents, get feedback, and have meetings. Sobaih et al. (2020) reported that Facebook was also one of the most used social media platforms. Other studies such Manca and Ranieri (2016) conducted an online survey on Italian academic staff and reported YouTube, Blogs, Research Gate and Academia as the most used social media platforms by faculty. However, their study did not include WhatsApp as part of its study. In the current study, Blogs were used to a small extent, Research Gate and Academia were also reported to be among the most used platforms, with more than 90% of faculty reporting that they used these two platforms. According to the current study, World of Warcraft and Second Life were the least used social media platforms. These findings are not surprising given that these two platforms are the least used by faculty (Girvan, 2018).

The current study results provide university management with insights into the extent faculty is using the different social media platforms, and provides information on social media platform ranking. It is noted that WhatsApp is becoming a popular social media platform that faculty spends time on. University management thus needs to offer necessary support on WhatsApp use and see how it can best be leveraged for employee performance.

5.4 Social Media Use and Job Performance

Objective two was to establish the extent to which social media use influenced job performance. This was done by describing the social media use dimensions: social use, cognitive use, and hedonic use; and job performance dimensions: task performance, organizational citizenship behavior (OCB), and counterproductive work behavior (CWB). The job performance dimensions are based on the Borman and Motowidlo model, which is described as the ideal model for measuring job performance (Viswesvaran & Ones, 2000).

In the descriptive summary, cognitive use emerged with the highest overall mean score = 3.50, SD = 1.65 among all the dimensions of social media use. Hedonic use had the lowest mean score = 2.58 and SD = 1.46. This implied that faculty used social media for cognitive purposes most often, specifically 9-12 times in a day, whereas faculty used hedonic use of social media the least number of times in a day. This is not surprising as it would be expected that faculty's work involves more of content creation, sharing, and accessing, and less of social media use for hedonic purposes, since hedonic use is considered unrelated to work purposes (Leftheriotis & Giannakos, 2014).

The inferential statistics used for the social media constructs reveal that the model is statistically significant ($R^2 = 0.053$, $F = 7.139$, $p < 0.05$), with hedonic use being statistically significant, whereas cognitive use and social use were statistically insignificant. This implies that when faculty uses social media for fun, passing time, relaxing, and entertainment, it boosts their performance. This is surprising, since hedonic use is considered a time waster and a destructor (Ali-Hassan et al., 2015). A probable explanation for the role that hedonic use plays, could be that when employees engage in fun-related activities, it makes them more relaxed which boosts their performance (Cui et al., 2020) and makes them more innovative (Rao & Giri, 2021). Feelings of guilt could also make employees feel more inclined to perform more, when they use social media for hedonic purposes. The current study's results can be supported by previous

research. For example, Ali-Hassan et al. (2015) reported a significant relationship existed between hedonic use and task performance among employees who worked in a multinational information technology company. The scholars also argued that the hedonic use of social media was likely to make employees more creative in coming up with work related solutions that would contribute to performance.

It is somewhat surprising that cognitive use of social media had an insignificant relationship with job performance ($p = .777$) despite faculty using social media more often for cognitive purposes. It would have been expected that since faculty's work involves creation, sharing, and accessing content, cognitive use of social media would significantly boost faculty's performance. A possible explanation to this could be that faculty is probably creating, sharing, and accessing content that is not necessarily related to teaching, research, and service. It would thus be interesting to research the kinds of content faculty is creating, sharing, and accessing.

The current study hypothesized a significant relationship between social media use and job performance. The results of the current study found a positive albeit weak association ($R = .191$). The positive association is supported by previous research such as (Moran et al., 2011; Gruzdt et al., 2018; Song et al., 2019; Ghorbanzadeh et al., 2021). The study by Moran et al. (2011) reported that faculty's use of social media influenced their teaching. Gruzdt et al. (2018) undertook a study on 333 instructors working in higher education in different countries, including the United States, Canada, Australia, United Kingdom, Germany, and Brazil, to determine the effect of social media use in teaching. The study's results revealed that social media use positively affected teaching.

Others with similar findings are (Song et al., 2019; Lee & Lee, 2020; Ghorbanzadeh et al., 2021). Song et al. (2019) did an experiment in a Chinese financial service firm and found out that social media use was positively related to employee performance. In contrast, Lee and Lee (2020) who surveyed 283 office workers in South Korea, reported similar results, though the study was more specific as it focused only on Facebook and KakaoTalk. As for Ghorbanzadeh et al. (2021) who surveyed hotel employees based in Iran, the results showed that social media use positively impacted job performance.

That notwithstanding, these results differ from Brooks and Califf (2017) and Brooks (2015). The first study was a web-based survey on IT employees where the researchers posited that social

media use negatively impacted job performance. The 2nd study looked at the job performance dimension, task performance. Undergraduate students were surveyed, and it was found that social media use had a negative influence on task performance. In addition Andreassen et al. (2014) undertook a web-based survey on 11,018 Norwegian employees and reported that social media use hindered job performance. However, they focused on social networking sites while the current study used different social media platforms inclusive of social networking sites.

This present study reinforces the claim that social media use is related with job performance, indicating that universities that encourage their employees to use social media will boost their employee performance. If universities are to achieve high levels of employee performance, they need to support hedonic use of social media amongst the faculty.

5.5 Social Media Use and Intrinsic Motivation

Literature on social media and intrinsic motivation suggests a relationship between employees' use of social media and intrinsic motivation (Demircioglu, 2018; Demircioglu & Chen, 2019). In line with this, the third objective of the study aimed to determine the influence of social media use on intrinsic motivation. It was hypothesized that social media use positively correlated with intrinsic motivation. This objective was addressed by establishing the influence of the social media use dimensions- social use, cognitive use, and hedonic use- on intrinsic motivation, and determining the overall influence of social media use on intrinsic motivation.

As previously reported, faculty used social media for cognitive purposes more often as compared to using social media for social use or hedonic use. The findings also revealed that the model was statistically significant ($R^2 = .451$, $F = 104.949$, $p < 0.05$), with cognitive use and hedonic use also being statistically significant.

These findings suggest that both cognitive and hedonic uses play a big role in intrinsically motivating faculty. This could probably be explained by the fact that cognitive use of social media makes it possible for employees to share their expertise and opinion (Ali-Hassan et al., 2015) hence becoming recognized as experts and opinion shapers in their respective fields. This would in turn intrinsically motivate employees. Additionally, cognitive use of social media produces constructive feedback (Ali-Hassan et al., 2015), making employees intrinsically motivated (de Almeida et al., 2016). Other studies have also been done on the role of hedonic use on intrinsic motivation. For example, Colwell & Payne (2000) undertook a study on North

London comprehensive school and found that hedonic use of social media created e-friendships. This finding was consistent with Cole and Griffiths (2007), who studied self-selected online players from more than 40 countries. Studies have reported that creation of friendship leads to employees forming bonds which eventually intrinsically motivates them (Morrison, 2002). Additionally, a literature review by Hamari, Koivisto and Sarsa (2014) reported that the use of social media for game playing increased intrinsic motivation due to increased social interaction and user engagement support. Other studies, e.g. Zhang et al. (2017), reported that social capital obtained as a result of hedonic use of social media by 363 health communities influenced intrinsic motivation positively.

With regards to social use, the findings that social use was not statistically significant with intrinsic motivation, do not support previous research. For example, the examination by Wu (2013) showed that using social media for social networking purposes positively affected social capital. Social capital has been reported to increase intrinsic motivation (Zhang et al., 2017). Ali-Hassan et al. (2015) indicted that social use allowed for social interactions. Social interaction creates enjoyment which in turn leads to intrinsic motivation (Ryan et al., 1991).

To ascertain the comprehensive impact of social media use on intrinsic motivation, the present study posited a hypothesis suggesting a positive correlation between social media use and intrinsic motivation. The results show a strong, positive, and significant association ($R = .577$; $R^2 = .333$; $p < 0.05$) between social media use and intrinsic motivation. These results are consistent with previous studies. Demircioglu and Chen, (2019) confirmed the hypothesis that employees use of social media was positively related to intrinsic motivation. Hoffman and Novak (2012) reported that the opportunity for employees to have self-expression that is created by social media use led to intrinsic motivation. These findings agree with the SDT that social media usage is positively related to autonomy, competence, and relatedness (Demircioglu, 2018), which make up intrinsic motivation.

This study thus confirms the statement that social media use is related to intrinsic motivation, suggesting that faculty that use social media are intrinsically motivated. Universities thus need to be support faculty in social media use as this would intrinsically motivate them.

5.6 Intrinsic Motivation and Job Performance

Literature on intrinsic motivation and job performance suggests a relationship between intrinsic motivation and employee performance (van der Kolk, van Veen-Dirks, and ter Bogt, 2018). In line with this, the fourth objective was to determine the degree to which intrinsic motivation influenced job performance. It was hypothesized that there was a significant positive relationship between intrinsic motivation and job performance.

The descriptive summary findings revealed that faculty had more competence (Mean =3.86, SD = 0.94) than autonomy (Mean =3.71, SD = 0.94) or relatedness (Mean =3.72, SD = 0.92) when they used social media. That notwithstanding, the difference between faculty gaining autonomy or relatedness was negligible.

In determining the influence of intrinsic motivation dimension on job performance, the results revealed that the model was statistically significant ($R^2 = .296$, $F = 53.794$, $p < 0.05$). This finding suggest that autonomy, competence, and relatedness play a big role in influencing faculty's performance, implying that when faculty's need for autonomy, competence, and relatedness, are satisfied their performance is boosted. These results confirm the discoveries of numerous prior researchers in this domain who found that autonomy, competence, and relatedness led to employees becoming intrinsically motivated and in turn improved employee performance. Lechuga and Lechuga (2012) undertook a qualitative research on STEM faculty and the results showed that faculty that was competent, had autonomy and relatedness, became intrinsically motivated and eventually improving performance. Similarly, Stupnisky et al. (2017) surveyed 105 faculty, and the results showed that faculty's autonomy, competence, and relatedness contributed to intrinsic motivation, which in turn led to successful teaching and research. Additionally, the current results revealed that the model was statistically significant ($R^2 = .269$, $F = 141.888$, $p < 0.05$). The relationship between intrinsic motivation and job performance was also statistically significant. The implication of these results is that when employees are intrinsically motivated, their performance is bound to increase.

The current study supports the statement that intrinsic motivation is related to job performance, suggesting that when faculty is intrinsically motivated, their job performance is enhanced. Universities, thus, need to seek ways of intrinsically motivating their employees to improve their performance.

5.7 The Mediating Effect of Intrinsic Motivation on the Relationship between Social Media Use and Job Performance

The fifth objective was to determine the mediating effect of the personal and work outcome, that is, intrinsic motivation on the relationship between social media use and job performance by faculty in Kenyan private universities. It was hypothesized that intrinsic motivation had a positive mediating effect on the relationship between social media use and job performance. The Baron and Kenny approach was used to test the mediating effect. The 1st condition was satisfied since social media use was significantly related to job performance, implying that when faculty used social media, their performance was boosted. The 2nd condition was satisfied since social media use was also significantly related to intrinsic motivation. This implied that faculty was intrinsically motivated when they used social media. The 3rd condition was satisfied since intrinsic motivation was also significantly related to job performance, meaning that when job performance improved when faculty became intrinsically motivated. To satisfy the 4th condition, when the effects of intrinsic motivation on job performance were controlled, the effect of social media use on job performance had to be insignificant in the presence of intrinsic motivation.

Sufficient evidence was provided to support the mediation of the personal and work outcome, intrinsic motivation, on the relationship between social media use and job performance. The results corroborate the findings of Moqbel (2012); Charoensukmongkol (2014) who also investigated the mediating effect of personal and work outcomes, job satisfaction in the social media use- job performance relationship.

5.8 Chapter Summary

The chapter discussed the study's findings in comparison to existing theoretical and empirical research. It was determined that the majority of the current study's results were consistent with previous studies.

Chapter Six: Conclusion and Recommendations

6.1 Introduction

The aim of this study was to interrogate the relationship between social media use, intrinsic motivation and job performance among faculty in Kenyan Private Universities. Five specific objectives were set, and four hypotheses were formulated and tested. The chapter includes a recap of the main findings, conclusions, and the study's contribution, as well as its limitations and suggestions for future research. Additionally, recommendations are provided within the chapter.

6.2 Summary of the Findings

The study established the degree to which faculty used social media, and if the study variables, were related. Social media use was measured in terms of social use, hedonic use and cognitive use; intrinsic motivation was measured in terms of autonomy, relatedness and competence; whereas job performance was measured in terms of organisational citizenship behaviour, task performance and counterproductive work behaviour. The relationships between the variables were analyzed using inferential statistics. The direct relationships were between social media use and job performance; social media use and intrinsic motivation; and intrinsic motivation and job performance. The indirect relationship was to determine the mediating effect of intrinsic motivation between the association of social media use and job performance.

6.2.1 Social Media Utilization

With regards to establishing the extent of utilization of social media among faculty in Kenyan private universities, the descriptive statistics revealed that majority of faculty (32.22%) spent between 1 to 2 hours per day on social media. WhatsApp and YouTube were the most popular social media platforms among faculty. Faculty used social media more for cognitive purposes, followed by social, and then hedonic purposes. This seems to suggest that the 1 to 2 hours spent per day on social media, was used more for content creation, access, and sharing, with WhatsApp and YouTube being used most frequently.

6.2.2 Social Media Use and Job Performance

The results revealed that 2.9% of the faculty were supervising more than 3 doctorate students, and about 48.8% faculty were supervising more than 5 master students. This contravenes the CUE regulations which stipulates that the maximum number of students to be supervised by faculty is 3 for doctorate and 5 for masters. The results revealed there was a positive relationship between social media use and job performance, meaning that the use of social media by faculty increased their job performance. In addition, the results revealed that OCB was the most influenced job performance dimension by faculty's use of social media, whereas CWB was the least influenced job performance dimension. These results were expected, given that the data for this study was collected during the Covid-19 pandemic, where research shows that OCB became more pronounced during the pandemic with universities becoming more reliant on it.

6.2.3 Social Media Use and Intrinsic Motivation

With regards to determining if social media use was related to intrinsic motivation, first, descriptive statistics revealed that when faculty used social media, they felt more competent compared to having the feeling of autonomy or relatedness. Nevertheless, faculty who used social media reported having the same feelings about their relatedness and autonomy, as indicated by the similar mean score for autonomy and relatedness. Second, results after conducting inferential statistics showed a strong, positive, and significant association between social media use and intrinsic motivation.

6.2.4 Intrinsic Motivation and Job Performance

Regarding the examination of the relationship between intrinsic motivation and job performance, the analysis involved both descriptive and inferential statistics. Descriptive statistics highlighted the nuanced aspects of intrinsic motivation dimensions in the context of job performance. Faculty members exhibited varying levels of autonomy, competence, and relatedness in their work. The inferential statistics indicated a significant and positive correlation between intrinsic motivation and job performance.

6.2.5 Mediating Role of Intrinsic Motivation on the Relationship between Social Media Use and Job Performance

As for testing the indirect relationship, results showed that intrinsic motivation mediated the social media use-job performance relationship, implying that intrinsic motivation was a mechanism through which social media use affects job performance.

6.3 Conclusion

The study's broad objective was to interrogate the relationship between social media use, intrinsic motivation and job performance among faculty in Kenyan private universities. To achieve this objective, five specific objectives were set, and four hypotheses were formulated.

First with regards to the overall study purpose, the results revealed that social media use influenced intrinsic motivation and job performance in one way or another. The results obtained on the level of education seem to suggest that Kenya private universities have faculty that is qualified for teaching and research. According to CUE, the minimum education requirement for faculty to have in order to teach, must be at least one level above what they are expected to teach. Over 50% of faculty had no administrative title which could suggest that majority of faculty spent time in teaching, research, and service.

With respect to the first objective which was to determine the extent of utilization of social media among faculty in Kenyan private universities, the results revealed the majority faculty spent between 1- 2 hours/day on social media and the time was spent on cognitive use. Over 95% of faculty spent at least an hour per day on social media platforms, an indicator that a big portion of faculty embraced the use of social media. Overall, faculty spent time on social media to a small extent, though WhatsApp and YouTube were used to a large extent.

With regards to the second objective, that is to establish the extent to which social media use influenced job performance among faculty in Kenyan private universities, the results showed that social media use influenced job performance. As for the third objective, to establish the influence of social media use on intrinsic motivation among faculty in Kenyan private universities, results revealed social media use influenced intrinsic motivation. The fourth objective, to establish the effect of intrinsic motivation on job performance for faculty in Kenyan private universities, results reported intrinsic motivation influenced job performance. Finally, the fifth objective, to

determine the mediating effect of intrinsic motivation on the relationship between social media use and job performance by faculty in Kenyan private universities, the findings reported that intrinsic motivation mediated the relationship between social media use and job performance.

Overall, these results support the view that social media use and intrinsic motivation are important for faculty job performance. Nevertheless, university management should be aware that cognitive use, which is used more often by faculty, does not have a significant effect on job performance.

6.4 Contribution of the Study

The current study was to interrogate the relationship between social media use, intrinsic motivation and job performance among faculty in Kenyan Private Universities. More specifically, the study investigated the direct and indirect relationships between the study variables. For the indirect relationship, the mediating role of intrinsic motivation in the relationship between social media use and job performance was established. The section below includes a discussion of the theoretical, practical, and policy implications of the study's findings.

6.4.1 Contribution to Theory

This study makes a substantial contribution to both the Social Capital Theory (SCT) and the Self-Determination Theory (SDT) by empirically validating their principles within the specific context of social media use, intrinsic motivation, and job performance among faculty in Kenyan private universities. Notably, the study extends the theoretical argument by proposing that intrinsic motivation serves as the mechanism through which job performance influences social media use. In the realm of SDT, the findings align with its principles, illustrating that social media use positively impacts intrinsic motivation. This is evidenced by emphasizing how social media facilitates user autonomy, enabling independent connection, sharing, and information access. Additionally, the study underscores competence by highlighting social media's role in providing clear and concise information, fostering knowledge-sharing, and enhancing faculty's feelings of competence in their work-related activities.

Within SCT, the research sheds light on the interconnected nature of social media use, intrinsic motivation, and job performance, emphasizing the significance of relationships and networks. The study aligns with SCT's key dimensions by providing evidence of faculty engagement with

social media platforms, particularly in cognitive use for knowledge exchange. The adoption of social media is portrayed as contributing to the formation of social capital, supporting SCT's core tenets. Moreover, by proposing intrinsic motivation as a mediating factor in the relationship between social media use and job performance, the study extends the understanding of SCT's mechanisms. Overall, this research significantly enhances the understanding of how SCT and SDT principles manifest and interact, providing valuable insights into the dynamics of social media use, intrinsic motivation, and job performance. In addition, the study extends the argument that intrinsic motivation is the mechanism by which social media use influences job performance.

6.4.2 Contribution to Policy

Considering the pivotal role universities play in a country's development, as exemplified by Agenda 2063 for Africa and Kenya's Vision 2030, establishing a university demands a thoughtful policy framework. The findings of this study, particularly on faculty quality and the impact of social media on job performance in Kenyan private universities, underscore the importance of strategic policy formulation to address stakeholders' concerns about faculty performance.

Policies outlining clear expectations for faculty performance should be well formulated. These policies should emphasize the importance of recruiting and maintaining a high-quality faculty, as highlighted by the study's findings on the education level of faculty members. The policies should provide guidelines for faculty engagement in teaching, research, and service, aligning with national development goals.

In response to the rise of social media use, especially as heightened by the challenges of the Covid-19 era, there should be specific policies governing social media use in universities. The policy should acknowledge the various purposes of social media, including hedonic, social, and cognitive uses, and provide guidelines on how faculty can leverage on social media platform effectively for job performance. Given the transformative impact of social media, these policies should encourage innovative approaches to teaching, research, and service.

Furthermore, to address concerns raised by stakeholders, particularly the Commission for University Education (CUE), the policy should include provisions for continuous evaluation and improvement. Regular assessments can ensure that the university is meeting set standards in

teaching and research and service. This can be achieved by incorporating feedback mechanisms and periodic reviews based on social media trends and intrinsic motivation strategies.

Additionally, recognizing the significance of intrinsic motivation on job performance, the policy should include measures to encourage and reward faculty. Human resource practitioners should be guided to craft incentive policies that go beyond material rewards, emphasizing the creation of a work environment that fosters autonomy, competence, and relatedness, as outlined in SDT.

6.4.3 Contribution to Organizational Behaviour Practice

The results suggest that faculty that is intrinsically motivated is able to enhance their performance. Thus, the findings of this study give important insights into how motivation programs, such as giving faculty the freedom while teaching or researching; or creating an environment that enables a sense of belonging may be developed and implemented by management to predict and enhance job performance among faculty. Therefore, university management and practitioners have practical solutions for enhancing job performance from an intrinsic motivation point of view.

The results of this study also make a practical contribution because information is provided on actions that managers can take from the perspective of social media use to enhance job performance. For example, when faculty uses social media for hedonic purposes, their performance will be boosted. Thus, university management and practitioners have practical solutions on how to enhance job performance from the social media use point of view. In addition, considering the substantial time faculty spend on social media, institutions can develop targeted training programs to harness the cognitive potential of platforms like WhatsApp and YouTube. These programs should focus on enhancing skills related to content creation, sharing, and information access, aligning with faculty's predominant use patterns.

Additionally, recognizing the mediating role of intrinsic motivation in the social media use-job performance relationship, universities should invest in initiatives that foster autonomy, competence, and relatedness among faculty members. Tailored workshops, mentorship programs, and recognition schemes can be implemented to address these basic psychological needs, thereby promoting intrinsic motivation. Human resource practitioners can play a pivotal role in designing incentive policies that align with the identified dimensions of intrinsic motivation, ultimately contributing to enhanced job performance.

This study also makes a noteworthy contribution to organizational behaviour, from an OCB point of view. Due to the Covid-19 pandemic, it was important that faculty supported each other hence the need to undertake more OCB became more pronounced. Therefore, the findings of this research make a noteworthy contribution to organizational behaviour, as they provide empirical evidence such as using social media to help faculty assist colleagues who have heavy workloads.

6.5 Limitations of the Study and Future Research

The findings of the current study add to the conceptual and empirical evidence which suggest that social media use affects job performance. In addition, the findings provide evidence of a mechanism (that is intrinsic motivation) through which social media use affects job performance. Thus, the first limitation lies in the study's concertation on a restricted set of variables influencing the relationship between social media usage and job performance. This limitation provides an opportunity for researchers to investigate the role of other mechanisms through which social media use affects job performance. Future research could explore the potential mediating roles of additional factors, not covered in this study, to deepen the understanding of the mechanisms underlying the aforementioned relationship. Factors such as extrinsic motivation could provide further insight into how they would act as mechanisms for the aforementioned relationship.

The second limitation was based on two issues under the study's scope. One, the current study focused on Kenya private universities. Further research on including public universities in the scope of the study would offer additional insights into the relationships among the variables examined within university settings. Thus, the results obtained would enhance the generalizability of the results. Two, the current study focused on a comprehensive understanding of the relationships between the variables. Future research could go beyond and determine the circumstances when the relationships between the variables are direct and indirect.

The third limitation was based on the research design, that is the cross-sectional survey design, that was adopted for this study. As a result of cross-sectional survey design adopted, causal conclusion could not be made in the study. Thus, another possible area of future research would be to investigate the causal linkages between the study variable by conducting a longitudinal study to generate empirical evidence on the causal linkages.

Fourth, data for this study was collected at the height of the Covid-19 pandemic, when the country was under lockdown. The findings of the study may reflect the pandemic's conditions where disruption prevailed and people operated in a new environment, that had never been experienced. In addition, the use of questionnaires, could not have captured any other views other than what was sought in the questionnaire. This probably constrained the respondents in expressing themselves adequately. Perhaps the use of an interview guide would provide more insights about the relationship between the study variables.

Finally, the study used the self-report measurement which introduces the social desirability bias. The use of other raters such as supervisors or co-workers could have been used as alternative to supplement the self-report for the job performance. Hence, more research is needed to better understand respondents' opinions and perceptions regarding the study variables and how they are related. Thus, future research adopting interview guide would be interesting to address this.

6.6 Recommendations

The research recommends that stakeholders such as universities, the government (for Kenya this is represented by CUE), and any other relevant stakeholder should leverage on the positive influence of social media use on intrinsic motivation and job performance. In addition, universities should effectively integrate the use of social media for improved teaching, research, and service activities. Moreover, institutions and academic professionals should be cognizant of the role of social media use for cognitive purposes, and perhaps provide support to employees that would enhance their proficiency in cognitive use of social media. From a faculty point of view, acknowledging the popularity of WhatsApp and YouTube, faculty can strategically employ these platforms for cognitive purposes, to enhance their teaching, research and service.

HR should emphasize the fact that the relationship between social media use and job performance is mediated by intrinsic motivation, hence the need for strategies that enhance faculty's intrinsic motivation. This could entail creating an environment that fosters autonomy, competence, and relatedness. Finally, organizations should be aware of the potential challenges associated with excessive social media use, and hence developing awareness programs can be implemented to inform employees on responsible use of social media.

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Appendices

Appendix A: Introduction Letter

Joan Ndung'u

P.O Box 26284 00504 Nairobi

Dear Sir/ Madam,

**RE: SOCIAL MEDIA USE, INTRINSIC MOTIVATION AND JOB PERFORMANCE
AMONG FACULTY IN PRIVATE UNIVERSITIES IN KENYA**

I am currently pursuing a PhD at Strathmore University, Nairobi, and I am investigating the relationship between social media use, intrinsic motivation, and job performance among faculty in private universities in Kenya. Your participation in this research by completing the attached questionnaire would be greatly appreciated. The research aims at getting information that will be used by relevant stakeholders in making decisions on enhancing job performance and leveraging on social media use by organizations.

The study will provide with practical solutions on how organizations can leverage on social media use, social media support that organizations can accord their employees with to intrinsically motivate them and eventually what can be done to improve job performance. The study will enrich the organizational behavior academic knowledge.

The data you provide will be handled with the highest level of confidentiality and will only be utilized for the specific purposes of this study, with no other intended use.

Looking forward to your assistance.

Yours Sincerely,

Joan Ndung'u

Mobile number: 0737 235 054

Email: joanndungu2@gmail.com

Appendix B: Ethical Clearance Letter



Strathmore
UNIVERSITY

18th June 2020

Ms Gitahi, Joan
jgitahi@strathmore.edu

Dear Ms Gitahi,

RE: The Influence of Social Media Use and Intrinsic Motivation on Job Performance Among Faculty in Kenyan Private Universities

This is to inform you that SU-IERC has reviewed and **approved** your above research proposal. Your application approval number is **SU-IERC0778/20**. The approval period is **18th June 2020 to 17th June 2021**.

This approval is subject to compliance with the following requirements:

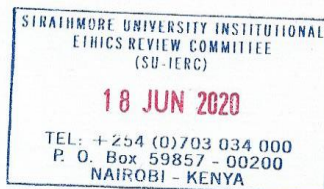
- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


Dr Virginia Gichuru,
Secretary; SU-IERC

Cc: Prof Fred Were,
Chairperson; SU-IERC



Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email info@strathmore.edu www.strathmore.edu

Appendix C: Nacosti Certificate

 REPUBLIC OF KENYA Ref No: 831034	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Date of Issue: 05/August/2020
RESEARCH LICENSE	
	
This is to Certify that Ms. Joan Ndung'u of Strathmore University, has been licensed to conduct research in Kajiado, Kiambu, Nairobi on the topic: THE INFLUENCE OF SOCIAL MEDIA USE AND INTRINSIC MOTIVATION ON JOB PERFORMANCE AMONG FACULTY IN KENYAN PRIVATE UNIVERSITIES for the period ending : 05/August/2021.	
License No: NACOSTI/P/20/0055	
831034 Applicant Identification Number	
Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
Verification QR Code 	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix D: Questionnaire

Dear participant,

This questionnaire aims to collect data from faculty working in Kenyan private universities with the objective of interrogating the relationship between social media use, intrinsic motivation and job performance. The success of the study would not be possible without your input and I am therefore grateful to your acceptance in filling this questionnaire. Data obtained will be treated with the utmost confidentiality and will only be used for this study's purposes.

SECTION A: BACKGROUND INFORMATION

1. Indicate your gender.

a. Male ☐

b. Female ☐

2. Indicate your age

a. 21 – 30 ☐

b. 31 – 40 ☐

c. 41 – 50 ☐

d. 51 – 60 ☐

e. 61 and above ☐

3. Indicate your highest education level

a. Bachelors degree ☐

b. Master Degree ☐

c. Postgraduate Diploma ☐

d. Doctorate Degree ☐

4. Indicate the title that you hold in the university

a. Graduate Assistant/ Junior Research Fellow ☐

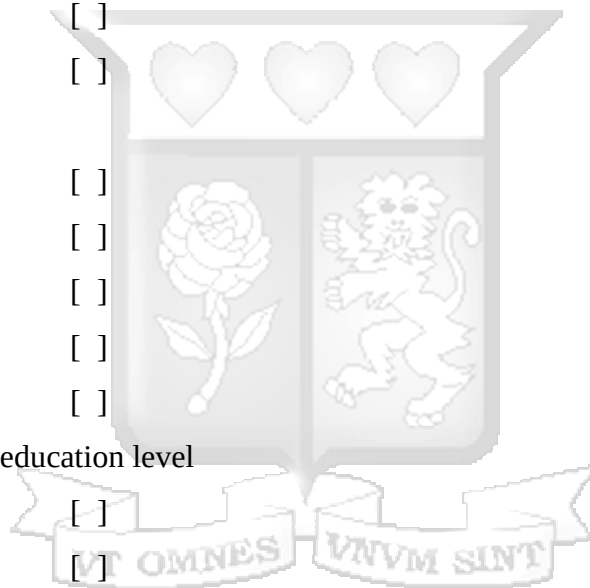
b. Tutorial Fellow/Doctoral Fellow ☐

c. Lecturer/Research Fellow ☐

d. Senior Lecturer/Senior Research Fellow ☐

e. Associate Professor ☐

f. Professor ☐



5. Indicate any other administrative title that you hold in the university.

- a. Vice chancellor ☐
- b. Deputy vice chancellor ☐
- c. Chair of a department ☐
- d. Dean ☐
- e. Director ☐
- f. None ☐
- g. Any other: specify.....

6. Indicate years of experience working in the university.

- a. Less than 5 years ☐
- b. 5 -10 years ☐
- c. 11 – 15 years ☐
- d. Above 15 years ☐

SECTION B: SOCIAL MEDIA USE

7. On average how much time do you spend on social media?

Time Spent	Tick appropriately
Less than 1 hour	
1 hour to < 2 hours	
2 hours to < 3 hours	
3 hours to < 4 hours	
4 hours to < 5 hours	
5 hours and above	
Once a week	
Twice a week	

8. Indicate the extent to which you use the following social media platforms

Item	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent
Academia					
Blogs					
ResearchGate					
Mendeley					
Wikipedia					
Youtube					
Online encyclopedia					
Slideshare					
Facebook					
LinkedIn					
Instagram					
Pinterest					
Twitter					
Whatsapp					
Second Life					
Snapchat					
World of Warcraft					
Zotero					

9. On average, how many times do you use social media for the purposes indicated below

	Never	1 – 4 times per day	5- 8 times per day	9 – 12 times per day	More than 13 times per day	Once a week	Twice a week
(Social Use) I use social media to:							
Create new networks							
meet people with interests similar to mine							
maintain professional networks							
(Hedonic Use) I use social media to:							
pass time							
to have fun							
to relax							
(Cognitive Use) I use social media to:							
create content							
share content with others							
access content							

SECTION C: INTRINSIC MOTIVATION

10. Please indicate the extent to which you agree with the statements below.

Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(Autonomy) When I use social media, I feel:					
A sense of freedom in my teaching					
My teaching decisions reflect what I really want					
I have been doing what really interests me in my teaching					
A sense of freedom in my research					
My research decisions reflect what I really want					
I have been doing what really interests me in my research					
A sense of freedom in my committee work engagement					
My committee work decisions reflect what I really want					
I have been doing what really interests me in my committee work					
A sense of freedom in my community outreach work					
My community outreach work					

decisions reflect what I really want					
I have been doing community outreach work that really interests me					
A sense of freedom while reviewing manuscripts					
My reviewing of manuscripts decisions reflects what I really want					
I have been doing what really interests me in my manuscript reviewing					
Competence: When I use social media;					
I feel confident of what I do when am teaching					
I can successfully complete difficult teaching tasks					
I feel confident of what I do when am researching					
I can successfully complete difficult research tasks					
I feel confident of what I do when am doing committee work					
I can successfully complete difficult committee work tasks					
I feel confident of what I do when am doing community outreach task					
I can successfully complete difficult					

community outreach tasks					
I feel confident of what I do when am reviewing manuscripts					
I can successfully complete difficult manuscripts review tasks					
Relatedness: When I use social media:					
I feel supported by the people I care about when I am teaching					
I experience a warm feeling with the people I spend time with while teaching					
I feel supported by the people I care about when I am researching					
I experience a warm feeling with the people I spend time with while researching					
I feel supported by the people I care about when I am doing committee work					
I experience a warm feeling with the people I spend time with doing committee work with					
I feel supported by the people I care about when doing community outreach					
I experience a warm feeling with the people I spend time with doing					

community outreach					
I feel supported by the people I care about when I am reviewing manuscripts					
I experience a warm feeling with the people I spend time with reviewing manuscripts					

SECTION D: JOB PERFORMANCE

11. Please indicate the extent to which you agree with the statements below, when I use social media:

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is easier to return students' marked continuous assessment tests					
Students' evaluation of my teaching activities is improved					
My active role in churning out graduates is enhanced					
It easier for me to publish in top-tier journals					
It improves my citations					
It improves my peer-reviewed publications					

My committee work is enhanced					
My service to community is improved					
There is an improvement of the manuscripts I review					
It makes it possible for me to help colleagues who have heavy workload					
It enhances my ability to give advance notice when unable to report to work					
I voluntarily attend university's functions					
It enables me to go beyond the minimum expectation at work					
It enables me to tolerate the inevitable inconveniences of work without complaining					
It makes me not blame others for my own errors					
I unintentionally do sloppy work					
I unconsciously tidy up					
I clock in the correct hours I have worked					
I take the allowed break in between my work					

12. On average, how many units do you teach in an academic year?

- a. Less than 4 units []
- b. 4 – 8 units []
- c. 9 – 12 units []
- d. Above 12 units []

13. Indicate the average number of hours that you spend on teaching in an academic year?

- a. Less than 180 hours []
- b. 181 – 360 hours []
- c. 361 hours – 540 hours []
- d. Above 540 hours []

14. Please indicate the average number of hours that you spend in a week on

	Less than 10 hours	10 – 20 hours	21 hours – 30 hours	Above 30 hours
Research				
Committee work				
Community outreach				
Reviewing manuscripts				

15. Please indicate the average number of publications

	Less than 5 papers	5 – 10 papers	11 – 15 papers	Above 15 papers
You have published in a peer reviewed journal in the past 3				

years?				
That have been accepted in a peer reviewed journal in the past 3 years				
You have counted as author or co-author in a peer reviewed journal in the past 3 years?				

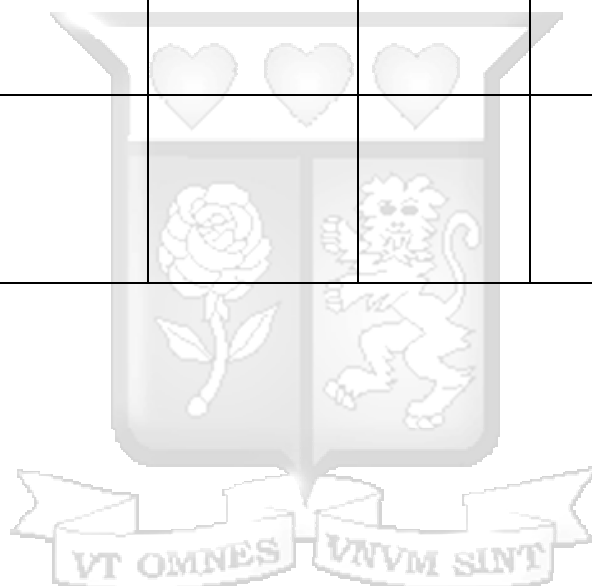
16. Please indicate the number of students you are supervising for

	1-3 students	4-6 students	Above 6 students	None
PHD				

	1-2 students	3-4 students	5-6 students	7-8 students	Above 8 students	None
Masters						
Undergraduate						

17. Please evaluate your performance in the following areas. Where not applicable select 'Not involved at all'.

	Very low performance	Low performance	Average performance	High performance	Very high performance	Not involved
Involvement in University Committees						
Service to my community						
Manuscripts (research papers) reviewed						



Appendix E: Sample Size

Rank	University	Faculty number	Sample size
1	Adventist University	45	5
2	Africa International University	150	16
3	Africa Nazarene University	65	7
4	Catholic University of Eastern Africa (CUEA)	124	13
5	Daystar University	117	13
6	Great Lakes University of Kisumu	91	10
7	Kabarak University	137	15
8	KAG – EAST University	78	8
9	KCA University	150	16
10	Kenya Highlands Evangelical University	37	4
11	Kenya Methodist University	357	39
12	Mount Kenya University	876	95
13	Pan Africa Christian University	78	8
14	Scott Christian University	25	3
15	St. Paul's University	439	48
16	Strathmore University	309	34
17	Unites States International University	292	32
18	University of Eastern Africa, Baraton	210	23
19	Hekima University College (CUEA)	18	2
20	Marist International University College (CUEA)	82	9
21	Tangaza University College (CUEA)	120	13
22	Uzima University College (CUEA)	57	6
23	Aga Khan University	164	18
24	GRETSA University	40	4
25	International Leadership University	90	10
26	Kiriri Women's University of Science and Technology	44	5
27	Lukenya University	51	6
28	Management University of Africa	98	11
29	Pioneer International University	26	3
30	Presbyterian University of East Africa	94	10

Rank	University	Faculty number	Sample size
31	RAF International University	7	1
32	Riara University	135	15
33	The East African University	61	7
34	UMMA University	33	4
35	Zetech University	54	6
Total		4754	516

Source: Current researcher



Appendix F: Descriptive Statistics

Table A1: Extent to which social media platforms are used

Statement	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent	Mean	Std. Dev	CV
WhatsApp	2.8%	6.2%	21.4%	30.4%	39.2%	4	1.1	26.6
Youtube	2.8%	17.3%	29.4%	30.9%	19.6%	3.5	1.1	31.0
Academia	9.5%	23.2%	26.8%	21.6%	18.8%	3.2	1.2	39.4
Research Gate	9.3%	23.2%	31.2%	24.5%	11.9%	3.1	1.1	37.6
Slides share	21.4%	28.6%	26.5%	14.2%	9.3%	2.6	1.2	43.0
LinkedIn	17.8%	31.2%	29.4%	16%	5.7%	2.6	1.1	47.1
Wikipedia	18.3%	36.3%	26.8%	12.9%	5.7%	2.5	1.1	48.1
Facebook	22.4%	32.7%	21.1%	15.7%	8%	2.5	1.2	43.9
Online Encyclopedia	23.7%	33%	24.7%	14.4%	4.1%	2.4	1.1	46.3
Twitter	35.8%	31.7%	16%	11.9%	4.6%	2.2	1.2	53.9
Mendeley	53.4%	17.3%	15.7%	7.7%	5.9%	2	1.2	63.2
Blogs	36.6%	40.5%	17.8%	4.4%	0.8%	1.9	0.9	46.2
Zotero	58.2%	14.2%	15.2%	5.4%	7%	1.9	1.3	66.2
Instagram	61.1%	24.5%	7.7%	4.4%	2.3%	1.6	1	54.6
Pinterest	59%	24.5%	12.4%	3.1%	1%	1.6	0.9	59.6
Snapchat	87.1%	9%	2.8%	0.5%	0.5%	1.2	0.5	46.4
Second Life	90.2%	6.2%	2.8%	0.5%	0.3%	1.1	0.5	43.3
World of Warcraft	92.8%	4.4%	1.8%	0.8%	0.3%	1.1	0.5	41.7

Source: Primary Data

Table A2: Usage of social media

	more than 13 times per day	9 - 12 times a day	5 - 8 times a day	1- 4 times a day	twice a week	once a week	Never	Mean	Std. Dev	CV %
Social Use	3.79%	4.42%	15.51%	39.36%	7.48%	18.7%	10.61 %	3.37	1.9	57%
Cognitiv e use	10.57%	14.53%	23.20%	25.93%	11.1%	5.33%	9.37%	3.46	1.65	48%
Hedonic Use	5.07%	7.80%	16.07%	45.%	4.30%	2.70%	19.07 %	2.58	1.46	57%
Overall Mean	6.48%	8.92%	18.26%	36.76%	7.63%	8.90%	13.02 %	3.14	1.67	54%

Source: Primary Data**Table A3: Extent of Intrinsic Motivation**

Description	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Mean	Std. Dev	CV %
Competence	3.37%	4.14%	20.67%	46.67%	25.18%	3.86	0.94	24%
Relatedness	3.40%	5.21%	24.86%	49.04%	17.50%	3.72	0.92	25%
Autonomy	3.87%	5.54%	24.61%	47.84%	18.14%	3.71	0.94	25%
Overall Mean	3.55%	4.96%	23.38%	47.85%	20.25%	3.76	0.93	24.67%

Source: Primary Data**Table A4: Overall Summary of Job Performance**

Description	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Mean	Std. Dev.	CV %
Task Performance	5.44%	8.81%	26.79%	39.87%	19.10%	3.59	1.06	30%
Organizational Citizenship Behavior	3.74%	7.86%	20.14%	46.00%	22.34%	3.71	1.01	27%
Counterproductive Work Behavior	10.10%	13.10%	30.96%	32.46%	13.36%	3.26	1.11	34%
Overall Mean	6.43%	9.92%	25.96%	39.44%	18.27%	3.52	1.06	30%

Source: Primary Data

Appendix G: Supplementary Statistical Analyses

Table B1: Kaiser-Meyer-Olkin and Bartlett's Test of Social Media Use

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.763
Approx. Chi-Square		1320.466
Bartlett's Test of Sphericity	df	36
	Sig.	.000

Table B2: Factor Analysis Results for Social Media Use

Communalities

	Initial	Extraction
Social1	1.000	.760
Social2	1.000	.765
Social3	1.000	.724
Hedonic1	1.000	.713
Hedonic2	1.000	.778
Hedonic3	1.000	.756
Cognitive 1	1.000	.615
Cognitive 2	1.000	.777
Cognitive 3	1.000	.640

Extraction Method: Principal Component Analysis.

Table B3: Total Variance Explained for Social Media Use

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cum %
1	3.374	37.488	37.488	3.374	37.488	37.488	2.254	25.044	25.044
2	1.922	21.355	58.843	1.922	21.355	58.843	2.250	24.998	50.041
3	1.233	13.702	72.545	1.233	13.702	72.545	2.025	22.504	72.545
4	.655	7.276	79.821						
5	.415	4.611	84.432						
6	.414	4.600	89.031						
7	.356	3.961	92.992						
8	.324	3.595	96.587						
9	.307	3.413	100.000						

Extraction Method: Principal Component Analysis.

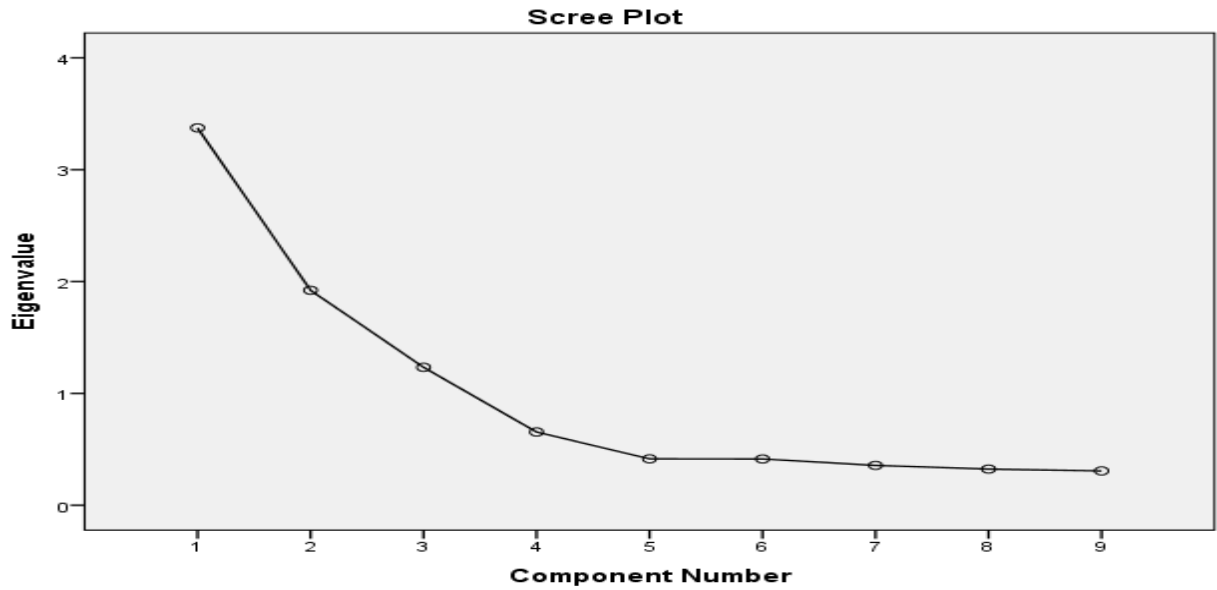


Figure A1: Scree Plot for Social media use

Table B4: Rotated Component Matrix for Social Media Use

Rotated Component Matrix ^a			
	Component		
	1	2	3
Social2	.856		
Social1	.853		
Social3	.816		
Hedonic2		.873	
Hedonic3		.863	
Hedonic1		.838	
Cognitive 2			.849
Cognitive 3			.787
Cognitive 1			.750

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Table B5: Component Transformation Matrix for Social Media Use

Component	1	2	3	4	5
1	.537	.446	.428	.409	.402
2	-.790	.274	-.023	.344	.427
3	-.168	-.408	.728	-.414	.323
4	-.184	-.130	.480	.532	-.660
5	.158	-.737	-.237	.510	.340

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Table C1: Kaiser-Meyer-Olkin and Bartlett's Test of Intrinsic Motivation

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.961
Approx. Chi-Square	16970.993
Bartlett's Test of Sphericity	df
	595
	Sig.
	.000

Table C2: Factor Analysis Results for Intrinsic Motivation
Communalities

	Initial	Extraction
Autonomy 1	1.000	.674
Autonomy 2	1.000	.750
Autonomy 3	1.000	.682
Autonomy 4	1.000	.743
Autonomy 5	1.000	.765
Autonomy 6	1.000	.715
Autonomy 7	1.000	.766
Autonomy 8	1.000	.789
Autonomy 9	1.000	.784
Autonomy 10	1.000	.781
Autonomy 11	1.000	.821
Autonomy 12	1.000	.685
Autonomy 13	1.000	.790
Autonomy 14	1.000	.832
Autonomy 15	1.000	.785
Competence 16	1.000	.788
Competence 17	1.000	.808
Competence 18	1.000	.831
Competence 19	1.000	.764
Competence 20	1.000	.772
Competence 21	1.000	.788

	Initial	Extraction
Competence 22	1.000	.868
Competence 23	1.000	.824
Competence 24	1.000	.821
Competence 25	1.000	.767
Relatedness 26	1.000	.780
Relatedness 27	1.000	.772
Relatedness 28	1.000	.822
Relatedness 29	1.000	.820
Relatedness 30	1.000	.798
Relatedness 31	1.000	.841
Relatedness 32	1.000	.823
Relatedness 33	1.000	.815
Relatedness 34	1.000	.840
Relatedness 35	1.000	.845

Extraction Method: Principal
Component Analysis

Table C3: Total Variance Explained for Intrinsic Motivation

Component	Total Variance Explained								
	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	21.883	62.524	62.524	21.883	62.524	62.524	7.569	21.625	21.625
2	1.822	5.205	67.730	1.822	5.205	67.730	5.362	15.321	36.947
3	1.378	3.937	71.667	1.378	3.937	71.667	5.110	14.599	51.545
4	1.318	3.765	75.432	1.318	3.765	75.432	4.782	13.663	65.209
5	1.149	3.283	78.714	1.149	3.283	78.714	4.727	13.506	78.714
6	.863	2.466	81.181						
7	.673	1.922	83.103						
8	.610	1.742	84.845						
9	.510	1.457	86.302						
10	.428	1.224	87.526						
11	.371	1.060	88.586						
12	.351	1.002	89.588						

13	.324	.925	90.513						
14	.305	.871	91.384						
15	.270	.772	92.156						
16	.252	.721	92.876						
17	.231	.659	93.535						
18	.217	.621	94.156						
19	.190	.542	94.699						
20	.187	.534	95.233						
21	.174	.498	95.731						
22	.166	.476	96.206						
23	.148	.422	96.628						
24	.143	.409	97.037						
25	.138	.396	97.433						
26	.129	.369	97.802						
27	.114	.326	98.129						
28	.107	.307	98.435						
29	.103	.293	98.729						
30	.092	.262	98.991						
31	.086	.247	99.237						
32	.075	.214	99.451						
33	.072	.206	99.657						
34	.069	.196	99.853						
35	.051	.147	100.000						

Extraction Method: Principal Component Analysis.

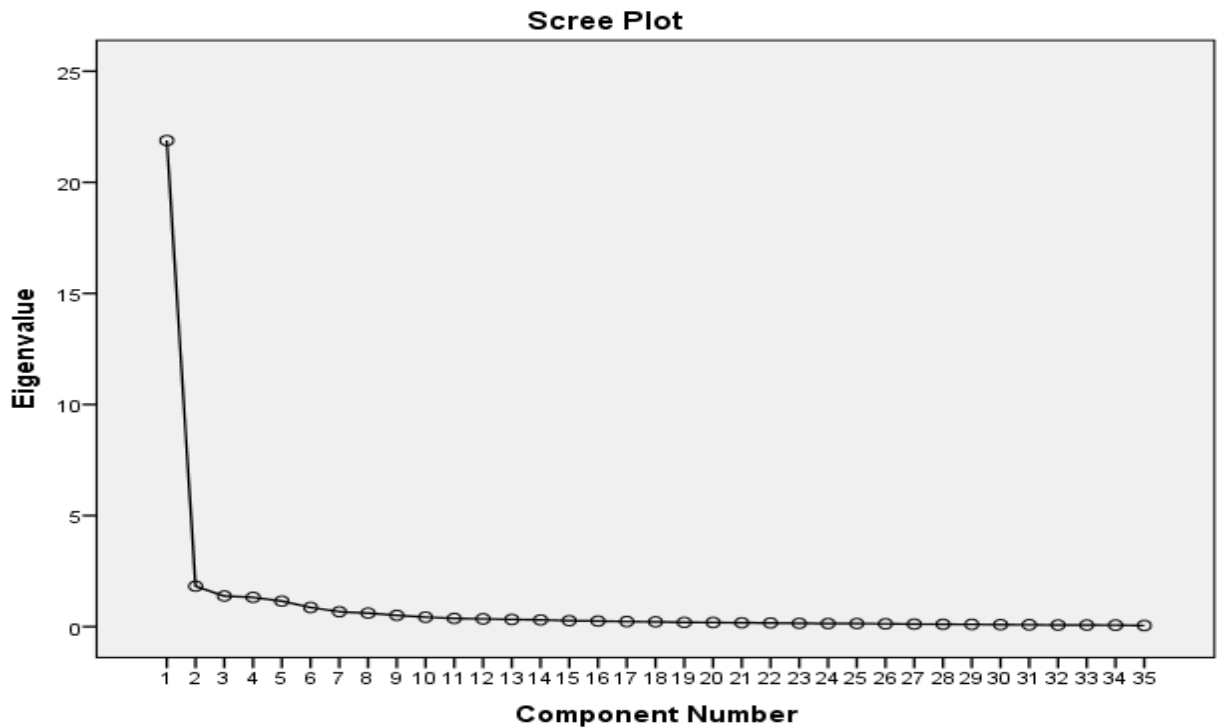


Figure A2: Scree Plot for Intrinsic Motivation

Table C4: Rotated Component Matrix for Intrinsic Motivation

Rotated Component Matrix^a

	Component				
	1	2	3	4	5
Relatedness29	.765	.312			
Relatedness32	.756		.323		
Relatedness31	.740				.380
Relatedness28	.732	.359		.314	
Relatedness30	.715		.316		.322
Relatedness33	.715		.339		
Relatedness27	.702	.325		.344	
Relatedness26	.694		.348	.311	
Relatedness34	.680				.507
Relatedness35	.631				.575
competence18		.686		.428	
competence19	.306	.651		.335	.335
competence17		.640		.434	
competence24	.397	.637			.434
competence16	.302	.619		.451	
competence25	.463	.566			.381

competence21	.354	.546	.464		.337
competence20	.305	.521	.481		.397
Autonomy11	.321		.739		
Autonomy10	.317		.723	.303	
Autonomy12	.321		.675		
Autonomy9			.630		.489
competence22	.457	.519	.598		
Autonomy7			.548	.420	.452
competence23	.453	.528	.538		
Autonomy2	.342			.731	
Autonomy1	.365			.684	
Autonomy4		.400		.642	
Autonomy5		.388		.635	.334
Autonomy3	.350			.607	
Autonomy6		.421		.582	.333
Autonomy14		.342			.749
Autonomy15		.343			.733
Autonomy13		.363			.666
Autonomy8			.531	.356	.561

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 12 iterations.

Table C5: Component Transformation Matrix for Intrinsic Motivation

Component Transformation Matrix

Component	1	2	3	4	5
1	.537	.446	.428	.409	.402
2	-.790	.274	-.023	.344	.427
3	-.168	-.408	.728	-.414	.323
4	-.184	-.130	.480	.532	-.660
5	.158	-.737	-.237	.510	.340

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Table D1: Kaiser-Meyer-Olkin and Bartlett's Test of Job Performance

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.937
Approx. Chi-Square		6187.593
Bartlett's Test of Sphericity	df	171
	Sig.	.000

Table D2: Factor Analysis Results for Job Performance**Communalities**

	Initial	Extraction
Task performance1	1.000	.501
Task performance2	1.000	.680
Task performance3	1.000	.675
Task performance4	1.000	.782
Task performance5	1.000	.767
Task performance6	1.000	.850
Task performance7	1.000	.719
Task performance8	1.000	.588
Task performance9	1.000	.732
Organisation behaviour10	1.000	.621
Organisation behaviour11	1.000	.696
Organisation behaviour12	1.000	.743
Organisation behaviour13	1.000	.772
Organisation behaviour14	1.000	.767
Counter productive15	1.000	.723
Counter productive16	1.000	.646
Counter productive17	1.000	.722
Counter productive18	1.000	.656
Counter productive19	1.000	.676

Extraction Method: Principal Component Analysis.

Table D3: Total Variance Explained for Job Performance

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	10.670	56.158	56.158	10.670	56.158	56.158	5.259	27.681	27.681
2	1.490	7.841	63.999	1.490	7.841	63.999	5.016	26.400	54.081
3	1.159	6.100	70.098	1.159	6.100	70.098	3.043	16.018	70.098
4	.865	4.552	74.650						
5	.723	3.805	78.455						
6	.602	3.169	81.624						
7	.466	2.452	84.076						
8	.416	2.188	86.264						
9	.389	2.049	88.313						
10	.340	1.787	90.100						
11	.293	1.542	91.642						
12	.283	1.487	93.129						
13	.266	1.400	94.529						
14	.241	1.271	95.800						
15	.212	1.116	96.916						
16	.195	1.027	97.943						
17	.152	.800	98.743						
18	.128	.674	99.418						
19	.111	.582	100.000						

Extraction Method: Principal Component Analysis.

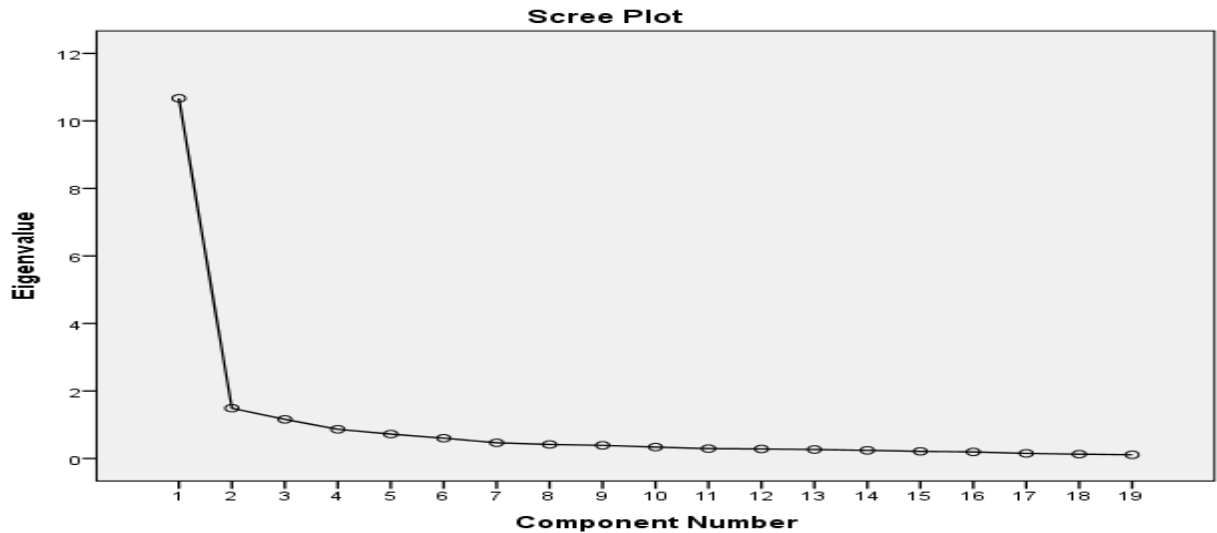


Figure A3: Scree Plot for JP

Table D4: Rotated Component Matrix for Job Performance

Rotated Component Matrix^a

	Component		
	1	2	3
Organisation behaviour12	.789		
Organisation behaviour14	.787		
Organisation behaviour13	.784	.340	
Organisation behaviour11	.737	.366	
Counter productive15	.675		.448
Organisation behaviour10	.608	.461	
Task performance2	.570	.523	
Task performance1	.509	.420	
Task performance6		.859	
Task performance4		.824	
Task performance5		.803	
Task performance9	.437	.721	
Task performance7	.473	.678	
Task performance8	.444	.606	
Task performance3	.538	.567	
Counter productive19			.762
Counter productive17	.359		.760
Counter productive16			.747

Counter productive18	.422		.657
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Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

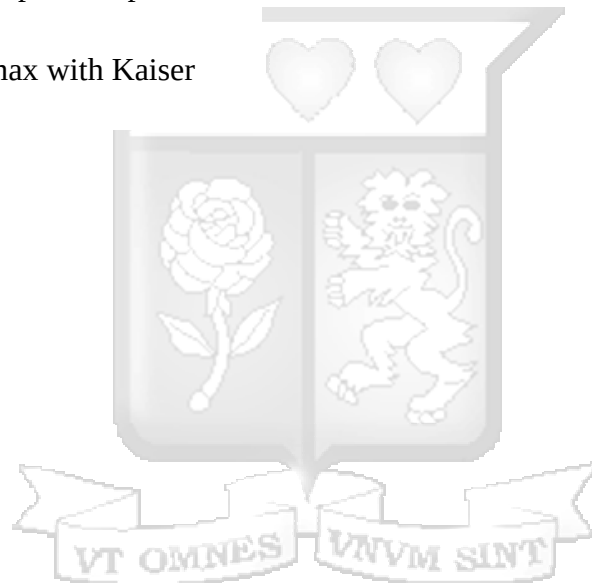
Table D5: Component Transformation Matrix for Job Performance

Component Transformation Matrix

Component	1	2	3
1	.656	.626	.422
2	.115	-.635	.764
3	-.746	.453	.489

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.



Appendix H: Turnitin Report

