

Social Media in Career Growth and Daily Life of Teachers

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Abstract

This study investigated the role of social media in career growth and daily life of teachers. Two objectives have been formulated - to study the role of social media in the career growth of teachers and to study the role of social media in the daily life of teachers. Descriptive research method was adopted for the study. Data was collected with an interview schedule from 40 (forty) teachers from 4 (four) Provincialized degree colleges of Sonitpur District, Assam. Thematic analysis approach was adopted to analyse the data. Four themes were generated concerning the first objective-balancing personal and professional identity, Barriers of using social media, Benefits of using social media for professional development and Development of skills. Three themes were generated concerning the second objective-Impact of social media in daily routine, Purpose of using social media and Strategies to limit social media usage. The study revealed that social media has a significant role in teacher's career progression providing opportunities for collaboration, communication etc. It has an immense effect on teachers' everyday tasks like-sleep cycles, food habits and general well-being. Technical issues like-lack of digital literacy, poor internet connectivity etc. have been highlighted too. Thus, social media has both benefits and challenges depending upon the user's awareness level, digital engagement, and their ability to maintain a balance between daily activities and social media consumption.

Keywords: Career Growth, Daily Life, Social Media, Teachers.

Introduction

With the rise of social media in this digital era, people's lives are changed in numerous ways, including knowledge sharing, communication, and network development. With the demands of our contemporary societies, the scope of social media has widened, and it is used in every aspect of our lives, including education (1). The COVID-19 pandemic has reformed the educational setting and people realised that social media can be an alternative solution to continue academic activities during the time of crisis. Teachers formed study groups in social media platforms like WhatsApp, Telegram and shared notes, PDFs to disseminate the learning materials as per their convenience. A previous study found that teachers have a positive attitude toward using Social Networking Sites (SNSs) in their English classes that enhance students' proficiency (2). In another study, it was found that EFL students and teachers had a favourable attitude on using social media for oral proficiency at the university level (3). For career growth of teachers, social media is a powerful tool for its accessible and globalized features where they can interact with the diversified academic community members and enrich their learning

experiences. The conventional ways of improving job profiles, such as- attending in-person training programmes, seminars, and workshops are now being replaced by a flexible approach to attend these programmes online using social media platforms. The use of social media can have a positive impact on job efficiency, organizational commitment, fulfilment at work, and maintain a work-life balance (4). For better teaching performance, a teacher has to develop the essential skills, knowledge, and perceptions. Social media helps to develop these skills in order to make teaching engaging and informative (5). Evidence from prior studies also showed the use of social media facilitated teachers to build connections and develop robust professional ties outside the educational settings. Platforms like "Twitter" helps teachers in forming learning networks, whereas, Pinterest and Instagram help teachers to incorporate innovative ideas in classroom teaching and share their expertise online (6). Therefore, these virtual platforms provide educators with an open space to have meaningful discussions, share insights, and build connections that extend far beyond their immediate surroundings. Social

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media is one form of mass communication that has impacted people's quality of life due to its widespread use in their everyday activities. Social media has become too handy for users and its consumption has increased at an alarming rate, causing various social, emotional, mental, and physical health problems. In the current educational setting, teachers are bound to be technologically proficient to keep themselves up-to-date with the new age digital platforms. They are dependent on social media for academic, professional, and personal purposes, due to which the frequency of use has increased, posing a threat of Social Media Addiction (SMA). However, the excessive use of social media has negatively impacted their dietary habits, sleep patterns, and overall well-being. In order to get rid of its negative impact, a regular and routine lifestyle should be maintained with healthy food habits and a timely sleep cycle. A previous research study explored the association between daily social media use and health-related behaviours among the Saudi population (7). The study highlighted the detrimental effects on health, such as dietary patterns, tobacco consumption, and feelings of depression. The impact of social media on lifestyle behaviours and health outcomes among adults was studied and it has been observed that on the one hand, these platforms help develop professional ties, and, on the other hand, excessive screen time can cause internet addiction (8). In another study, it was found that there is a positive association between internet use and quality of life among adults as they are able to communicate with their friends, develop a wide social network and participate in online activities during their leisure time (9). While many research studies have been done on the association between social media and students' academic performance and well-being, not much research has been done on the association between social media and teachers' professional lives and well-being.

The research questions that have been framed to guide the investigation are:

- (a) What are the benefits of using social media in the career growth of teachers?
- (b) What are the challenges of using social media in the career growth of teachers?

- (c) What kind of impact does social media have in the daily life of teachers?

Based on the research questions, the present study has made an attempt to investigate the role of social media in the career growth and daily life of teachers, focusing on the main areas: purpose of using social media, platforms used frequently, and the amount of time spent on social media and its effect on food habits, sleep cycle, and general well-being. The study will help the readers to make ethical and balanced use of social media platforms and raise awareness of the benefits and challenges of social media use.

Methodology

A descriptive qualitative research method was adopted to study the role of social media in career growth and daily life of teachers. This method gathered data with the help of words and languages instead of using statistical data.

The present investigation was conducted in the area of Sonitpur District of Assam, India (Darrang College, Tezpur College, Rangapara College and THB College with approximate GPS coordinates 26°38'17.2"N, 92°47'49.4"E, 26°37'11.2"N, 92°48'01.1"E, 26°49'25.1"N, 92°43'26.6"E and 26°44'00.4"N, 92°57'36.0"E respectively). The researcher has chosen Sonitpur District for the present study because the district has a mix of urban, semi-urban, and rural areas, allowing for a diverse sample of teachers from different socio-economic backgrounds. Therefore, the study can address many local concerns and issues related to the role of social media in career growth and daily life of teachers, making the findings more relevant and applicable to the region. The population of the present study included all the teachers of the Arts and Science stream of the Provincialized Degree colleges of Sonitpur District, Assam. Simple random sampling was used for selecting the Provincialized Degree Colleges of Sonitpur District. Convenience sampling has been employed for selecting teachers from the selected colleges. The sample comprised 4 Provincialized Degree Colleges. A total of 40 teachers (10 each from 4 colleges) were selected as samples for data collection which is shown in Table 1.

Table 1: Details of the Interviewed Participants

Name of the College	Teachers	Male	Female
Darrang College	10	6	4
Tezpur College	10	5	5
THB College	10	3	7
Rangapara College	10	4	6
Total	40		

For the present study, an interview schedule has been prepared for teachers, taking into consideration the purpose of the study and the nature of interview questions to be included. A pilot study was carried out before the main research study in the month of February 2026 to find out the drawbacks and workability of the questions. For the pilot study, 12 questions have been framed, and 5 teachers were selected randomly as samples from nearby colleges of Sonitpur District. After the pilot study, 2 questions have been discarded due to their vague nature, and for the final study, 10 questions have been included in the schedule that was semi-structured in nature. The content validity of the schedule was also thoroughly checked by the experts, where minor modifications were incorporated in the sentence structure of the interview questions. The main research study was conducted in the month of March 2026, where teachers were interviewed about their opinions on the role of social media in their career growth and daily life activities. The collected data were analyzed using thematic analysis technique following the six-step framework proposed by Braun and Clarke (2006).

Results and Discussion

Participant's Selection and Setting

Convenience sampling was used to select the samples of teachers. The interviewed participants were aged 27-48 and came from various disciplines, including Education, Economics, Chemistry, Geography, Mathematics, Political Science, and

Zoology. The teaching experience of every teacher varied. Some had 4-6 years of experience, while a few senior teachers had 15-20 years of service. Due to the difference in service period among teachers, the digital competency was also found to be varied. Table 1 shows the sample size of teachers (both male and female) from the selected 4 colleges

The primary objective of the interview was to gather individual opinions and perceptions of teachers concerning the role of social media in their career growth and daily life. The opinions were expressed in both verbal and written formats.

Thematic Analysis

Social Media in the Career Growth of Teachers

The investigator collected data with the help of an interview schedule from 40 teachers (10 teachers each from 4 colleges) as shown in Table 1. To accomplish the research objective, a reflexive thematic analysis approach was adopted to analyse the qualitative data obtained from interviewing 40 teachers from four Provincialized Degree Colleges of Sonitpur District, Assam. The researcher decided to use the Braun and Clarke six steps framework for thematic analysis to analyse the qualitative data as shown in Table 2. In this study, the researcher relied on NVivo 15, a well-established qualitative data analysis tool, to conduct the reflexive thematic analysis. The reflexive thematic analysis process included the following six steps in analysing qualitative data which is shown in Table 2.

Table 2: Six-step Framework of Thematic Analysis

Phase	Description of the Process
Familiarizing with the data	The collected data is transcribed by reading and re-reading and noting the ideas generated from it.
Generating Initial Codes	Codes are generated from the data set i.e., from the responses of the participants.
Generating Initial Themes	Initial codes are reviewed and each code is collated into potential themes.
Reviewing Themes	Here, the generated themes are reviewed once again to check whether the data supports the themes.
Defining and Naming Themes	The final themes are clearly defined to make the readers understand the specific themes related to the study.

Writing a Report In the final step, a report is prepared comprising of the excerpts, diagrams, narration and discussion.

In the first step of reflexive thematic analysis, the researcher took time to read the interview transcripts to familiarize themselves with the data provided by the interviewees. After developing a better understanding of the data, the researcher proceeded to the second step of reflexive thematic analysis, which is generating initial codes. The researcher decided to do the manual coding using

NVivo 15. In the third step of Braun and Clarke's reflexive thematic analysis, initial themes have been generated by looking at a pattern of common meaning among the codes. In the fourth step, the researcher reviewed the themes and codes. The final themes decided by the researcher are given below in Table 3.

Table 3: Final Themes generated from NVIVO software

Name	Files	Coded Passages
Balancing personal and professional identity	13	13
Barriers of using social media	33	33
Benefits of using social media for professional development	28	28
Development of skills	39	39

Note: If Participant 1 mentions the "benefits of social media" twice in different parts of the interview, that counts as 2 coded passages. If Participant 2 mentions it once, that counts as 1 coded passage. Total = 3 coded passages assigned to that theme or node.

Table 4: Descriptions of the Final Themes

Theme	Description
Theme 1: Balancing personal and professional entity	This theme describes how teachers maintain a balance between personal and professional identity while using social media.
Theme2: Barriers of using social media	This theme represents the barriers that teachers experience while using social media.
Theme 3: Benefits of using social media for professional development	This theme describes the benefits of using social media in the professional development of teachers.
Theme 4: Development of skills	This theme represents different skills that teachers develop while using social media.

In the fifth step, the researcher defined and named the themes to provide precise definitions and descriptions for each of the final themes. Table 4 below shows the descriptions provided by the researcher for each final theme.

After providing clear descriptions for the final themes, the researcher embarked on the sixth and final stage, i.e., writing the findings report, which comprises of the hierarchy charts, word cloud, interviewees' excerpts and discussion.

THEME- 1: Balancing Personal and Professional Identity

Figure 1 demonstrates the ways teachers adopt in balancing personal and professional identity while using social media platforms. The generated codes for Theme-1 are displayed in Figure 1. These codes include maintaining boundaries, uploading academic information, reviewing posts, ensuring privacy and neutrality, maintaining separate accounts, and refraining from keeping coworkers or students in social media platforms. The figure indicated that maintaining boundaries between personal and professional life, uploading academic content

responsibly, protecting privacy, reviewing posts before sharing, maintaining neutrality, and limiting interactions with colleagues or students on social media are key practices that support ethical and responsible digital behaviour. It is revealed that majority of the participants (teachers) are conscious of safeguarding their professional identities. They try to maintain full privacy and use social media accounts to share academic or informative content only to get updates about their careers, such as seminars, conferences, etc. For instance, one participant said, "I keep my social media account strictly professional, ensuring that the content remains focused on academic value. I use social media mostly for getting new updates about seminars, conferences, or other training programmes". Another participant mentioned, "I don't keep colleagues or students on any of my social media platforms. I prefer to maintain professionalism in and outside my workplace". Maintaining a balance between personal and professional identities is very important for teachers, as one of the

participants mentioned, “I think and review every post thoroughly before uploading. I don’t upload or post frequently, but when I do, I make sure the posts are decent. As a teacher, I try to maintain that dignity in public platforms”. Participants during

their conversation have emphasized on words like privacy, professional, separate accounts etc which is shown in Figure 2. The most prominent terms that the respondents used more frequently are displayed in Figure 2.

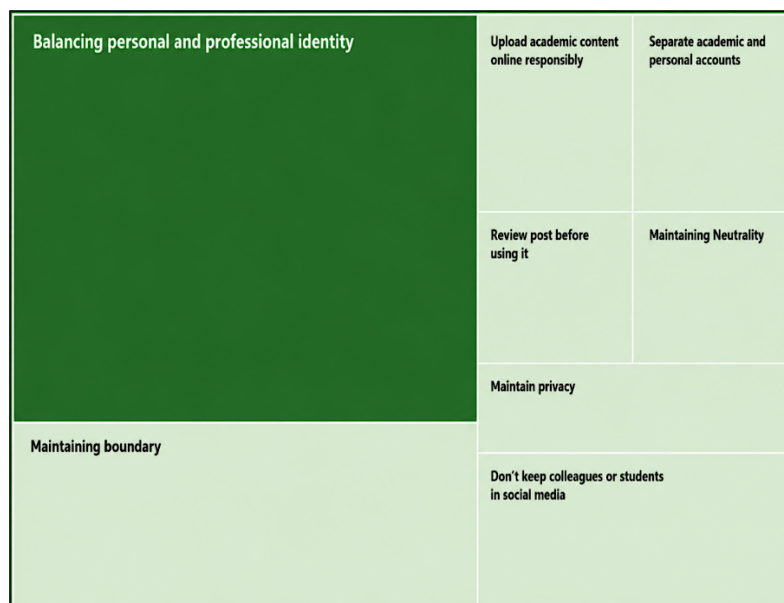


Figure 1: Hierarchy Chart (Generated Codes of Theme-1)

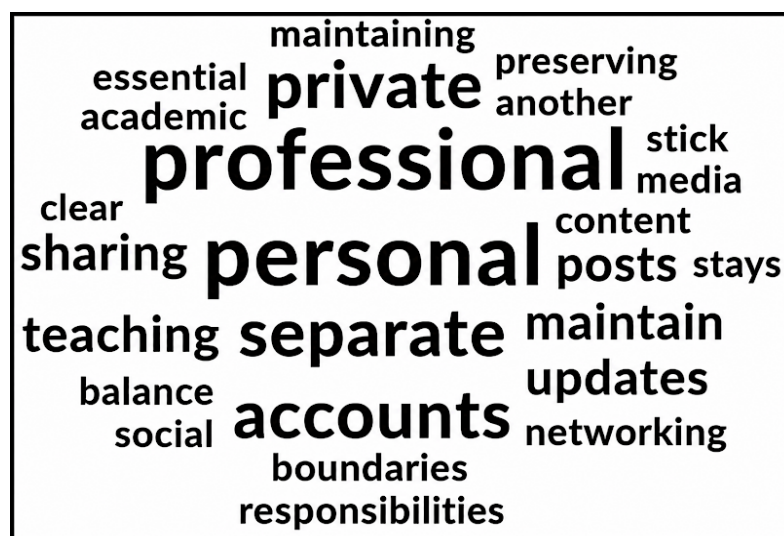


Figure 2: Word Cloud of Theme-1

Here, the findings highlighted those teachers use social media in a conscious manner following different ways that helps them to uphold work-life balance, maintain professional responsibilities, and protect their personal space. Teachers restricting online interactions suggest that they are aware of their ethical responsibilities associated with their profession. Whereas, there are participants who reviews their posts before uploading, and becomes mindful of their digital behaviour. Instead of separating personal and

professional use of social media, upholding a work-life balance is a more suitable solution. It was found that increase in personal social media usage led to lower performance on the task, and lower happiness (10). Contradicting the previous finding, it is also found that use of social networks at work helped employees improve their performance. Thereby suggesting the organizations to comprehend while setting appropriate policies at workplace for social media usage (11). These findings reflect those teachers use social media

platforms by adopting various self-regulatory strategies so that their professional integrity is not compromised. In order to benefit from digital platforms, a healthy work-life balance and responsible social media practice is essential.

THEME-2: Barriers of Using Social Media

The generated codes of Theme-2 are displayed in Figure 3's hierarchy chart. These codes include overloaded information, misinformation, time-consuming, time management, lack of technical expertise, connectivity issues, software bugs, data privacy, copyright issues, negative comments, distraction, and mindless scrolling. As shown in Figure 3, it is revealed that there are certain barriers that teachers face when they use social media for educational and professional purposes. The figure presents the major findings, indicating that overloaded information and misinformation are the most prominent challenges, followed by technical limitations, connectivity issues, distraction, time management difficulties, privacy concerns, copyright issues, and maintaining a balance between online and offline life. One of the major barriers that the majority of participants have mentioned is that social media causes distraction, and it is time consuming. One participant stated that, "One of the challenges of using social media is that it can become time-

consuming. I hardly spend 10 minutes scrolling Instagram and end up wasting 1 hour". Another participant mentioned, "I become easily distracted with the overloaded information spread in social media. I often do mindless scrolling because of too much information available online". Apart from these, poor internet connection, lack of digital knowledge, overloaded information, and copyright issues are other challenges that the participants mentioned during the interview. For instance, "Internet problems can be a major cause of disruption for teachers. It hampers professional work. Moreover, there are teachers who lack knowledge on digital tools. That can add to the challenge". Again, another participant mentioned, "Sometimes the overloaded information can lead to misinformation. We will not know which content is authentic or fake". "Copyright and plagiarism issues can also be added as a challenge when it comes to social media use. There are many online platforms where users are stealing academic or research work without giving credit to the original creators". Participants have emphasized more on words like distraction, overloaded information, misinformation, software glitches etc that is shown in Figure 4. The most prominent terms that the respondents used more frequently are displayed in Figure 4.

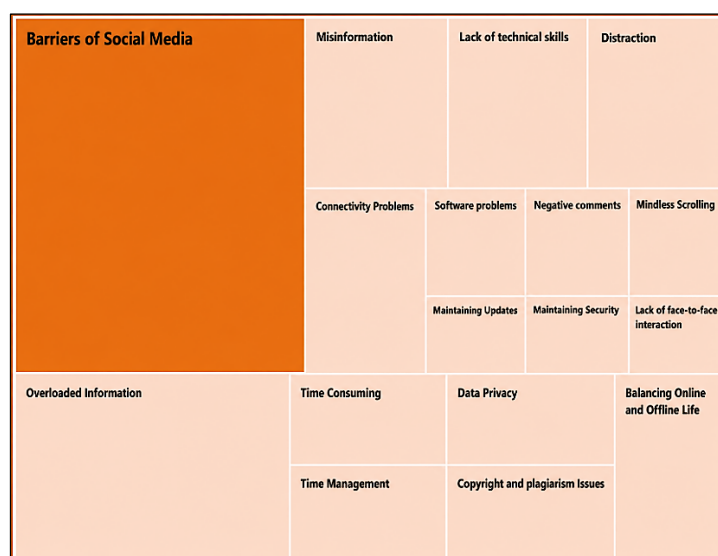


Figure 3: Hierarchy Chart (Generated Codes of Theme-2)

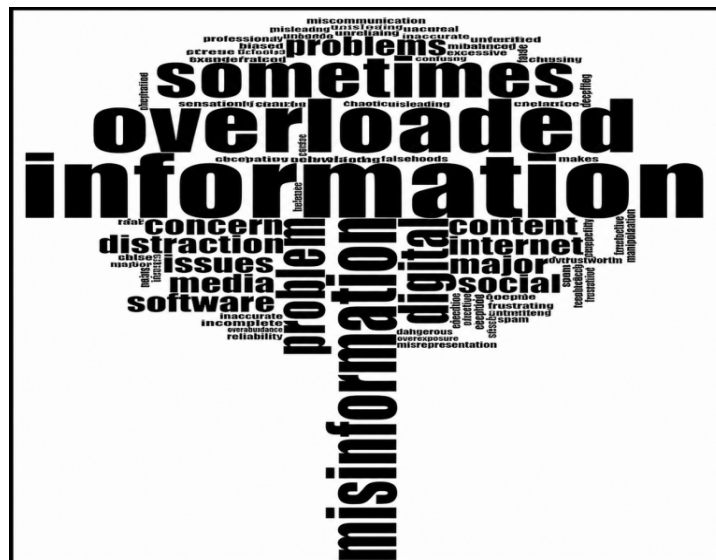


Figure 4: Word Cloud of Theme-2

The participants reported several challenges associated with the use of social media. They mentioned problems such as distraction, mindless browsing, time management, and information overload, which were recognized as the major concerns hampering their focus and work efficiency. On top of that, there are some technical hurdles that have been identified hindering the effective use of social media in educational and professional contexts, such as low broadband connections, software glitches, and a lack of digital competency among a few teachers. According to the Public Sphere Theory, social media has emerged as a digital public sphere that is becoming accessible to more people and number of online participations is at the rise (12). But some studies argue that due to lack of digital competency among many users to use social media has hindered online participation and thus this cannot be considered a Public Sphere because of its undemocratic nature (13). There are other concerns regarding spreading false information online, hampering one's private data, online bullying, copyright infringements, and plagiarism, reflecting on the dangers associated with these digital platforms. It exhibits a few similarities with a prior research study which indicated major concerns about using social media in learning, such as cyber bullying, privacy issues, and excessive distraction (14). These findings reflect that although social media provides a wealth of opportunities, its ethical and practical challenges cannot be overlooked while using it.

THEME-3: Benefits of using social media for Professional Development

The generated codes for Theme-3 are displayed in Figure 5. These codes include: creating and disseminating content, keeping updates, networking, showcasing expertise, interaction, establishing connections, collaboration, engagement, communication, visibility, exposure, expanding opportunities, peer support, and creative ideas. As shown in Figure 5, it is revealed that the participants provided diverse opinions regarding the benefits they experience while using social media for personal or professional use. The figure highlights the major benefits of using social media for teachers' professional development. It shows that creating and sharing content, staying up to date with educational developments, building professional connections, networking, collaborating, and showcasing expertise are key advantages that enhance communication, visibility, innovation, and career growth. The majority of the responses supported that social media helps teachers to share learning materials with students, like- notes, PDFs, videos, etc. One participant said, "I use WhatsApp to share notes and video content with my students". Teachers are able to receive new information regarding workshops, seminars, and research using social media platforms like WhatsApp groups, telegram groups, Facebook pages. For instance, "New updates about online workshops and seminars, research-based information is available in WhatsApp Community Groups, Facebook, and Telegram". Social media is highly beneficial for teachers to build academic

networks. They can come in touch with different academicians all across the globe and share insights on intellectual topics. To support this, one participant mentioned, “I use LinkedIn, Facebook, and Instagram. LinkedIn provides a platform for professional networking, and the other two platforms provide me with the exposure to interact with people informally and share ideas. It has

helped me to do collaborative work with other educators and stay connected online". Participants have emphasized more on words like sharing content, keeping updates, information, innovation, networking, collaboration etc which is shown in Figure 6. The most prominent terms that respondents used more often are displayed in Figure 6 below.

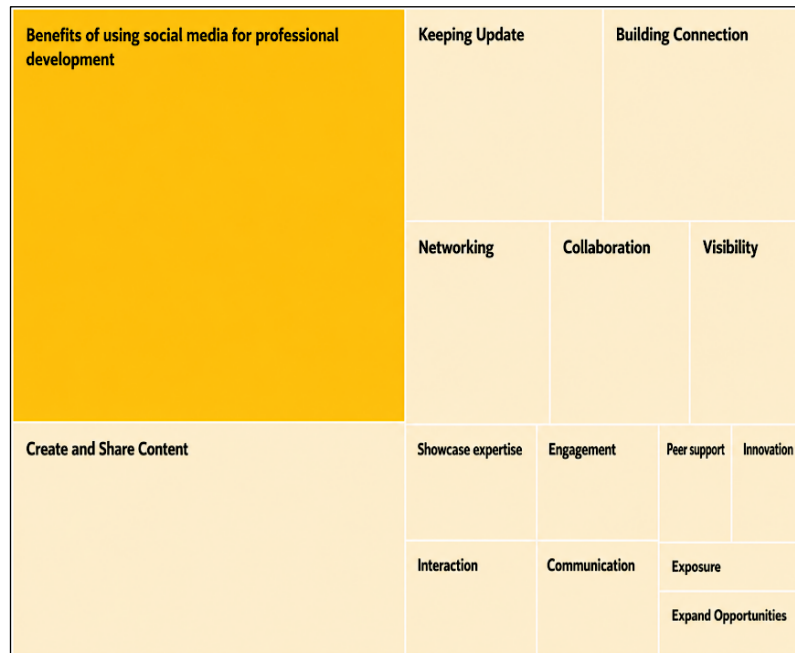


Figure 5: Hierarchy Chart (Generated Codes of Theme-3)



Figure 6: Word Cloud of Theme-3

The network theory that focuses on three areas - sociometric analysis, interpersonal relations, and structure of community relations aims to understand how people in social networks share information with their closed people. Here, 'Homophily' being an important aspect of this theory, which means the similar characteristics that individuals share, leading to the establishment of connections. These bonds share common

interests that make them connect with each other. Similarly, social media helps teachers having common academic interests to build networks and share ideas to form strong ties. The integration of social media in pedagogical frameworks can enhance learning outcomes; create an engaging classroom environment, and knowledge collaboration (15). Thus, social media has some beneficial uses those teachers can incorporate in their job; be

it sharing online learning resources with students, receiving work-related announcements and doing collaborative works. With proper use of social media in teaching, these platforms can be truly advantageous for the student community to obtain a variety of knowledge as per their interests.

THEME-4: Development of Skills

The generated codes of Theme-4, including communication skills, digital literacy, presentation skills, technical skills, personality development, interactive skills, content creation skills, analytical thinking, teamwork, leadership, digital behavior, writing skills, teaching, problem-solving, and connection-building, are displayed in Figure 7. As shown in Figure 7, it is revealed that the interviewed participants provided diverse opinions regarding the different skills developed while using social media. The figure illustrates the key skills developed by teachers through the use of social media in educational and professional settings. It indicates that communication skills and overall skill development are the most prominent outcomes, followed by improvements in digital literacy, content creation, presentation, analytical

thinking, technical skills, leadership, teamwork, problem-solving, and professional confidence. Communication skills are developed through social media, to which one participant mentioned, "Communication skills are definitely developed when social media is used. People learn to build networks and interact with each other. Moreover, teachers can develop other skills like teamwork, digital knowledge, collaboration, and online content creation. For instance, two participants said, "Apart from communication skills, we can develop a spirit of teamwork among ourselves. When we collaborate with other colleagues for academic purpose, a sense of team spirit evolves. Besides, social media has helped us in getting acquainted with newly introduced technologies like exploring different features in WhatsApp, Facebook, and Instagram that can be used for online content creation and sharing". Participants have emphasized more on words like communication, digital literacy, technical, writing, creative etc which is shown in Figure 8. The most prominent terms that respondents used more frequently are displayed in Figure 8.

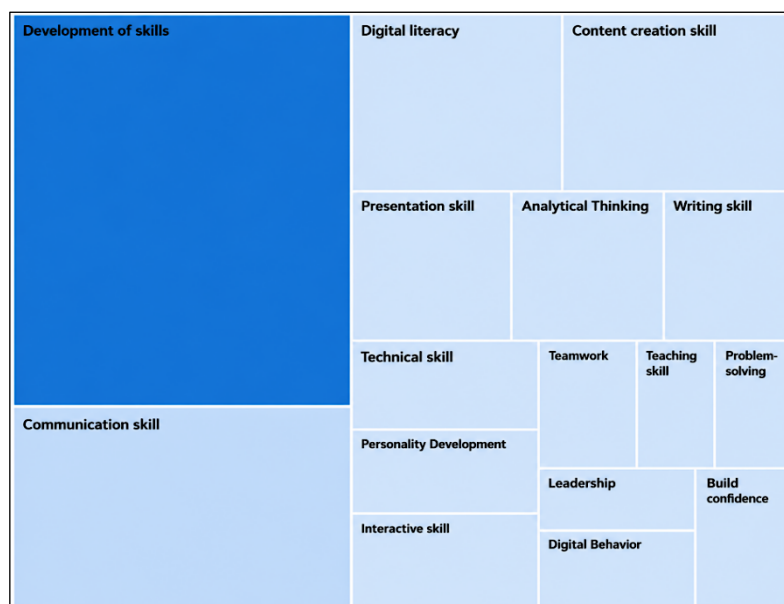


Figure 7: Hierarchy Chart (Generated Codes of Theme-4)



Figure 8: Word Cloud of Theme-4

The participants mentioned about different skills that are developed using social media such as communication skill, digital knowledge, content creation, teamwork, etc. Social media platforms facilitate the development of communication skills through interactive and participatory frameworks (16). It highlights services such as LinkedIn for professional networking and Twitter for communication. Collaboration and engagement on social media encourage a constructivist approach to learning, in which students and teachers engaged in a social interaction through discussion, reflection, creative thinking, and cooperation (17). In Lev Vygotsky's Social Constructivism Theory, learning is social and active, and it only occurs when individuals are engaged in social activities. This theory is applied to social media-based learning as well, which facilitates teaching and

learning experiences as a result of innovative ways tapped in digital styles (18). Therefore, the findings revealed that social media helps teachers to develop various skills required for their profession, and with proper knowledge, these skills can be incorporated while preparing for classroom instruction. Creating an interactive learning environment, encouraging social presence, and using social media for formal academic communication might improve learning results (19).

Thematic Analysis

Social Media in the Daily Life of Teachers

Similar to objective no.1, the Braun and Clarke's six-step framework of reflexive thematic analysis has been used to analyse the qualitative data for objective no.2 and the following final themes have been decided which is shown in Table 5.

Table 5: Final Themes

Name	Files	Coded Passages
Impact of social media in daily routine	42	48
Purpose of using social media	14	15
Strategies to limit social media usage	23	24

Note: If Participant 1 mentions the "benefits of social media" twice in different parts of the interview, that counts as 2 coded passages. If Participant 2 mentions it once, that counts as 1 coded passage. Total = 3 coded passages assigned to that theme or node

Table 6: Showing Themes and their Descriptions

Name	Description
Impact of social media in daily routine	This theme describes about the impact of using social media in daily routine of teachers
Purpose of using social media	This theme describes about different purposes of using social media by teachers
Strategies to limit social media usage	This theme describes about different strategies that teachers follow to limit social media usage

After providing clear descriptions for the final themes shown in Table 6, the researcher embarked on the sixth and final stage, i.e., writing the findings report, which comprises of the hierarchy charts, word cloud, interviewees excerpts, and discussion.

THEME-1: Impact of Social Media in Daily

Routine

Theme-1 generated codes, which include sleep deprivation, delaying daily tasks, poor time management, mindless eating, constant internet browsing, lack of social connection, and lack of focus, are displayed in Figure 9. As shown in Figure 9, it is revealed that there were diverse opinions regarding how social media usage has impacted the daily routine of teachers. The figure illustrates the impact of social media on teachers' daily routines and overall well-being. It highlights that sleep deprivation, delays in daily activities, lack of time management, and excessive scrolling are the most significant effects, along with mindless eating, reduced social interaction, and decreased concentration. The majority of the responses are about sleep disturbance that is caused by the heavy use of social media. The mindless scrolling of social media at night disrupts sleep and delays regular activities. One participant mentioned, "My sleep cycle has become irregular. I scroll at night to just relax, but it actually delays my sleep. I watch videos late at night, thinking it will help me unwind, but it keeps me awake longer". Apart from sleep cycle, eating habits are disrupted too due to the maximum amount of time spent on social media. For instance, "I eat food while watching online videos. I hardly know what I am eating. Whenever I am stressed, I do emotional eating". In the interview, the participants also mentioned how

they postpone other important tasks like preparing food, doing household chores, and academic assignments to spend time on social media. One participant stated, "I try to watch productive videos in YouTube so that I can use my leisure time effectively. Sometimes watching too many videos endlessly distracts me from doing other activities like preparation of food, household work, and academic assignments". The never-ending contents on social media causes distraction and impacts the academic and research work of teachers. They feel tempted to check messages or notifications while working. This social media addiction leads to poor time management skills, hampering overall duties. One participant mentioned, "Time management may suffer because social media can be very addictive if used continuously. I tend to forget other activities that are important due to mindless scrolling. I keep watching random videos on social media that delay my other activities like preparing meals, academic work, and talking with my family". Moreover, Figure 10 illustrates a word cloud on the effects of social media on teachers' daily lives. Terms such as lack of sleep, sleep cycle disruption, mindless eating, lack of focus, scrolling, digital overload, stress, and mental fatigue indicates that excessive social media use influences teachers' lifestyle habits, concentration, and overall well-being. The figure highlights that prolonged engagement with social media can lead to unhealthy lifestyle, reduced productivity, and challenges in maintaining a balanced personal and professional life. Figure 10 shows the most prominent words that were mentioned more frequently by the interviewees.

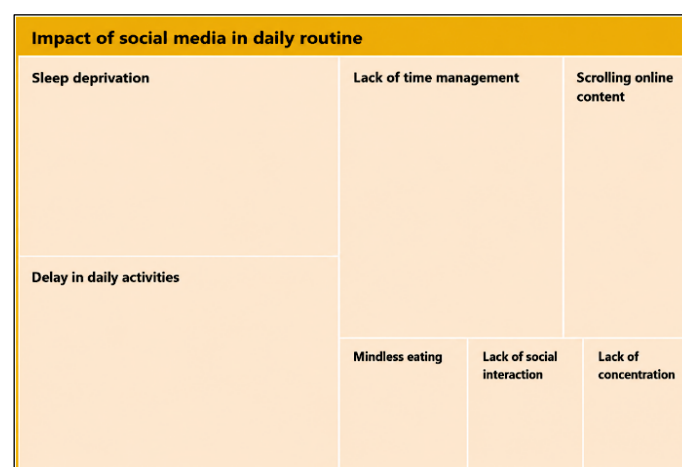


Figure 9: Hierarchy chart (Generated Codes of Theme-1)



Figure 10: Word Cloud of Theme- 1

The present study revealed that social media has impacted different routine activities of teachers in relation to sleeping habits, managing time schedule, attentiveness, and their eating habits. Using social media late at night caused them delayed sleep and unhealthy behavioural patterns. The negative impact of smart phones and other personal electronics emit blue light which can interfere with one's sleep wake cycle, especially when used in the evening (20). The relationship between food habits and social media impacted public health, influencing nutritional status, food choices, and overall well-being. Social media platforms like Instagram and Facebook shape dietary behaviours through varied content, from nutritious recipes to fast food ads. While health influencers promote healthy eating and good sleeping, unhealthy food marketing can lead to poor dietary choices.

Other participants talked about how they intended to use social media for a short duration in order to relax, but ended up losing track of time due to endless scrolling. Participants expressed that they feel guilty and less productive when they invest too much time in digital platforms, indicating that too much digital participation might hamper their optimum efficiency and disciplined routine.

THEME-2: Purpose of Using Social Media

The generated codes for Theme-2 are displayed in Figure 11 and include things like relaxing, getting news updates, watching educational films, interacting with people, and browsing for entertainment. As shown in Figure 11, it is revealed that teachers use social media for various purposes, like relaxation, receiving news updates,

watching educational videos, connecting with people, and as a source of entertainment. The figure illustrates the primary purposes for which teachers use social media in their daily lives. It shows that relaxation is the most common purpose, followed by receiving news updates, watching educational videos, connecting with people, and seeking entertainment, reflecting both personal and educational uses of social media. To receive updates about world affairs, participants rely mostly on Instagram, Facebook, and Twitter. One participant said, "I use Instagram, Twitter, and Facebook every day. I spend more time on Twitter to receive news and current updates. After every second, new information pops up in Instagram that keeps me updated about the world". Social media is used by a few participants as a source of relaxation. They use it during leisure time for entertaining oneself. For instance, one participant mentioned, "I use Facebook, Instagram, Threads, and YouTube for entertainment purposes—scrolling reels, watching funny content, and podcasts. After getting back to my room from college, I spend a lot of time browsing social media content. This way I feel relaxed and take off from professional work". Moreover, another purpose of using social media is to build connections with people for enhancing professional networks. Two participants stated, "We use social media for staying connected with friends and for browsing educational content. We also collaborate in research activities together to upgrade our academic field". Figure 12 illustrates the primary purposes for which teachers use social media. Terms such as social media, educational content,

videos, updates, relaxation, entertainment, connection, and interaction suggests that teachers use social media for both professional and personal purposes, including accessing educational resources, staying informed, communicating with others, and leisure activities.

The figure highlights that social media serves as a multifunctional platform that supports learning, professional development, networking, and recreation in teachers' daily lives. The most prominent terms that respondents used more frequently are displayed in Figure 12.

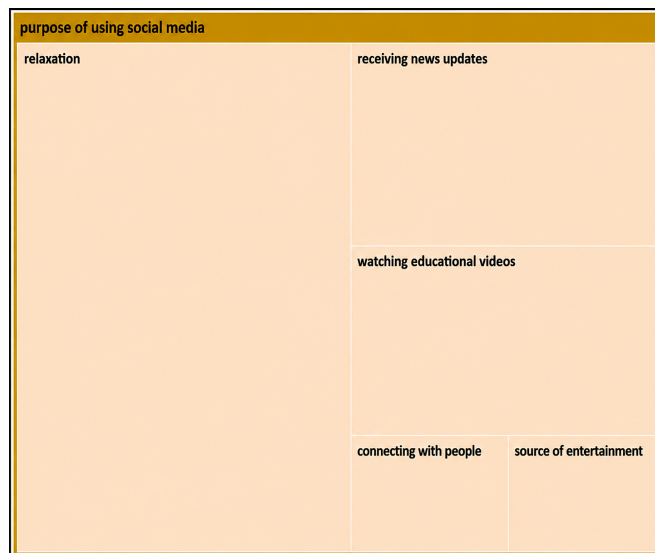


Figure 11: Hierarchy chart (Generated Codes of Theme-2)



Figure 12: Word Cloud of Theme-2

From the findings, the different purposes of using social media by teachers have been highlighted. They use it for varied purposes like-communicating in academic forums, accessing to educational resources, staying updated to the latest news, using it as a source of entertainment and recreation. Uses and Gratification Theory helps in understanding what kind of motives do people have to engage with social media in order to gratify their needs. The most common social media platforms that teachers use frequently for

both personal and professional purposes are- WhatsApp, Facebook, Instagram, Twitter, YouTube, and Telegram. For other participants, social media can be used for the purpose of developing social connections. Adopting social media for collaborative learning can facilitate interaction among educators, peers, and promote online knowledge sharing habits (21). It was reported in one of the previous studies that people are motivated to use social media for leisure/entertainment, easy access, information

resources/services and to obtain high quality information (22). Other scholars have found that the motivations for using social media are entertainment, information seeking, socialization, passing time, escapism and professional advancement (23, 24).

From this, it can be concluded that the different users choose to use different social media platforms that are able to meet their wants and makes them happy.

THEME-3: Strategies to Limit Social Media Usage

The generated codes for Theme-3 are displayed in Figure 13. These codes include: limit screen time, set time slots, silence online notifications, digital break, balanced usage, track online usage, and reduce screen time. As shown in Figure 13, it is revealed that there were diverse responses regarding the different strategies of limiting social media usage. The figure presents the strategies adopted by teachers to regulate and reduce their social media usage. It highlights that limiting screen time, setting specific time slots, muting notifications, maintaining balanced usage, taking digital breaks, tracking online activity, and reducing screen use before bedtime are the key practices that promote healthier and more mindful social media use.

Participants have highlighted keeping a track of social media use through an app timer and turning off unnecessary subscriptions. One participant stated, "One of the strategies that I follow to limit social media usage is turning off notifications and keeping the phone on silent mode during work hours. I personally allot a timer to track the digital use for a day. Another way of limiting social media use is to do a digital detox by uninstalling applications that reduces one's attention span. Three participants supported this and mentioned, "We deactivate from social media accounts whenever we feel that it is too distracting and are unable to focus on our important tasks. Sometimes, taking a temporary break from social media is

therapeutic and important to increase our attention span". One should avoid using social media after dinner and especially before sleeping hours. There should be strict rules set for one's digital well-being. One participant mentioned, "I try setting strict screen-time limits and stop browsing unnecessary content during weekdays. I follow another strategy of keeping my phone away during work hours and prefer **no screen time** after 10 PM". Figure 14 illustrates the strategies adopted by teachers to limit and regulate social media usage. Terms such as screen time, digital break, track usage, time management, balance, scheduled usage, and turn off notifications indicates that teachers consciously employ self-regulation techniques to reduce distractions and maintain productivity. The figure highlights that maintaining a balance between online and offline activities, setting personal boundaries, and engaging in offline activities are considered important strategies for promoting digital well-being and preventing excessive social media use. The most prominent terms that the respondents used more often are displayed in Figure 14.

The findings highlighted the strategies that teachers adopt to prevent overuse of social media and use it in a balanced manner. Strategies like-using app timers, turning off notifications, reducing meaningless subscriptions, putting phones away during work or sleep hours, limited screen time, and reducing screen exposure after a specific time frame were suggested by the participants. In order to increase focus and improve well-being, a few participants mentioned other strategies, like deactivating the application, taking temporary breaks, and practising digital detox. Restricting the overuse of social media can bring positive change in well-being. It helps users to get less exposed to sensitive online content, such as non-suicidal self-injurious content (25), pro-disordered eating content (26) or victimizing (i.e., cyberbullying victimization), hateful, or discriminatory content (27, 28).

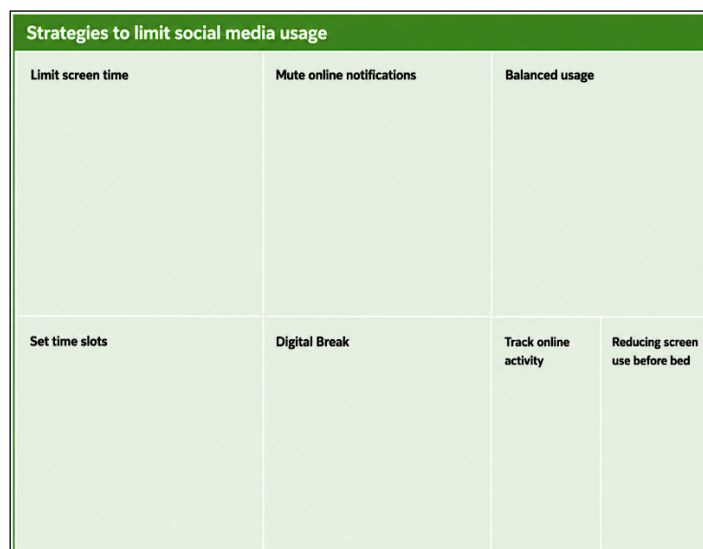


Figure 13: Hierarchy Chart (Generated Codes of Theme-3)

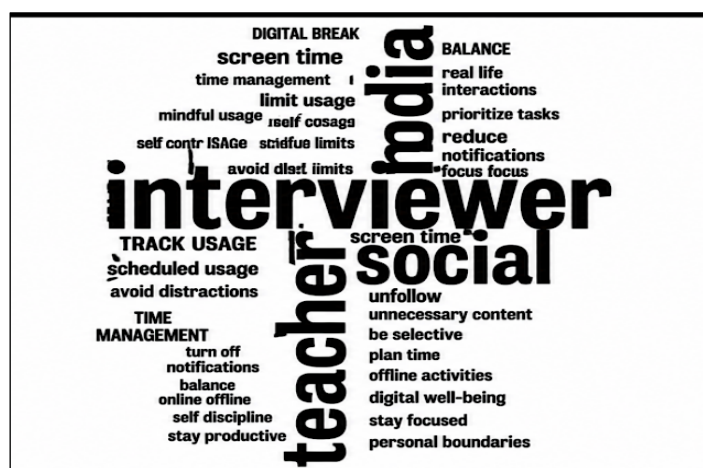


Figure 14: Word Cloud of Theme-3

Moreover, one's well-being is influenced by the content they consume online. Therefore, those who report more negative mood seek more negative content online, which in turn further predicts negative mood (29). Restricting social media use would thereby result in reduced access to this negative content and improve our well-being. From all these, it can be concluded that though social media is an integral part of everyone's life, careful self-monitoring and establishing boundaries serve as essential ways to prevent overuse and ensure a balance between the effective use of social media and everyday responsibilities.

Conclusion

The present study highlighted the significant impact of social media on teachers' personal and professional lives, providing ample opportunities for collaboration, communication, team building,

and interaction. Moreover, it has an immense effect on teachers' daily lifestyle related to time management, sleep cycles, food habits, household activities, and overall well-being. Social media does contribute positively to learning new skills, but its technical issues in the practical field cannot be ignored and require careful attention. To promote balanced usage, different self-regulation techniques are employed, such as engaging in digital detox, setting a time limit for social media use, and reducing exposure to screens, etc.

However, certain limitations have been noted in the study. Firstly, the investigator has selected a small sample size, and the findings are based on the qualitative investigation with these limited samples, which cannot be generalized to a larger population of teachers. Secondly, the data collected are all based on an individual's own experiences, which may be manipulated by other participants' perceptions and create bias in the outcome. Future

research studies can address these limitations by using a mixed-methods approach that includes teachers from diverse educational backgrounds and geographical regions. Moreover, to examine the evolving patterns of social media use on teachers' career development and their lifestyle, longitudinal studies can be conducted.

Therefore, the study concludes that the role of social media in career growth and daily life activities of teachers has both benefits and challenges depending upon the awareness level of the user, digital engagement, and their ability to maintain a balance between their daily activities and social media consumption.

Abbreviations

SMA: Social Media Addiction, SNSs: Social Networking Sites.

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Author Contributions

All authors contribute equally to the research, design the study, analysed data and approved the final manuscript

Conflict of Interest

The authors have declared that they have no conflict of interest.

Data Availability

The primary data collected and analyzed during the current study are not publicly available due to the confidential nature of the interview data and the need to protect participant's privacy. However, de-identified data may be made available by the corresponding author upon reasonable request and subject to ethical considerations.

Declaration of Artificial Intelligence (AI) Assistance

During the preparation of this manuscript, the authors used AI-assisted tools such as Grammarly

for grammar refinement and readability enhancement. These tools were employed solely to improve clarity and language presentation. All research design, data collection, statistical analysis, interpretation and conclusions are entirely the authors' original work. The authors take full responsibility for the content and integrity of the manuscript.

Ethics Approval

This study was conducted in accordance with ethical research standards. All the respondents participated voluntarily and informed consent was obtained from all the participants prior to completing the interview. There were no identifying personal details collected and responses were kept confidential and used solely for academic and research purposes.

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