

## A Study on the Impact of Social Media Use on Teaching Performance of Teachers in Private Universities in Henan Province—Mediated by Relational Conflict

Gao Jun<sup>1</sup>, Wan Nur Tasnim Binti Wan Hussin<sup>2</sup>

### Abstract

To explore the impact of social media use on teachers' teaching performance in private universities in Henan Province and its mediating role in relational conflict, this paper uses a sample of 869 teachers from 21 private undergraduate universities in Henan Province. A questionnaire survey was conducted, and descriptive statistics and structural equation modeling were performed using SPSS 27 and Amos 29. This paper categorizes social media use into task-oriented and social-oriented types. Through reliability and validity tests, correlation analysis, and mediation effect tests, it was found that both types of social media use are significantly positively correlated with teaching performance and significantly negatively correlated with relational conflict. Relational conflict plays a partial mediating role between social media use and teaching performance in both types: the indirect effect of "task-oriented use → relational conflict → teaching performance" is 0.127, and the indirect effect of "social-oriented use → relational conflict → teaching performance" is 0.114 ( $p < 0.001$  for both). Ultimately, this paper reveals a dual pathway of "direct empowerment - indirect transmission" in how social media use affects teaching performance, providing empirical evidence for teachers in private universities in Henan Province to optimize their social media use, alleviate relational conflict, and improve teaching performance.

**Keywords:** *Teaching Performance(TP), Relationship Conflict(RC), Social- oriented Social Media Use(SOSMU), Task-oriented Social Media Use(TOSMU).*

### Introduction

With the rapid development of internet technology, social media has become an indispensable part of modern society, profoundly impacting people's lives and work. In the field of education, the widespread application of social media has not only changed traditional teaching models but also significantly affected teachers' teaching performance. Especially for private universities, how teachers effectively utilize social media for teaching interaction, resource sharing, and professional development has become a key factor in improving teaching quality and work efficiency.

Henan Province, as one of China's most populous provinces, has witnessed rapid development in its private higher education sector in recent years, but it also faces numerous challenges. On the one hand, with the increase in student numbers and the relative scarcity of educational resources, teachers in private universities need to shoulder heavier teaching loads. On the other hand, due to limitations such as geographical location and funding, these schools face certain difficulties in attracting and retaining excellent faculty. Therefore, exploring how to improve teachers' teaching performance through modern information technology, such as social media, has become one of the important ways to solve these problems. In Henan's private universities, the use of social media to assist teaching is becoming increasingly common, but the impact of this use on teaching performance is not yet fully clear, and relationship conflicts may play a significant mediating role.

<sup>1</sup> Graduate School of Management, Postgraduate Center, Management and Science University, 40100, Shah Alam, Selangor, Malaysia, Email: 987143070@qq.com Orcid: <https://orcid.org/0009-0001-8630-2784>

<sup>2</sup> Graduate School of Management, Postgraduate Centre, Management and Science University, 40100, Shah Alam, Selangor, Malaysia, Email: wan\_nurtasnim@msu.edu.my, (Corresponding Author) Orcid: <https://orcid.org/0000-0001-8232-84>

## **Literature Review**

Social media, as an important medium for information dissemination and interpersonal interaction in the digital age, has deeply penetrated the teaching, office, and career development scenarios of teachers in private universities in Henan Province. Its current usage exhibits distinct group characteristics and scenario orientations, which can be explored from three core dimensions: usage frequency, platforms used, and purposes. Regarding usage frequency, it shows a coexistence of high frequency and differentiation. Most teachers maintain an average daily usage time of 2-4 hours. Young teachers' fragmented usage frequency is significantly higher than that of middle-aged and older teachers, and humanities teachers' usage frequency is slightly higher than that of science and engineering teachers. Regarding platforms used, it presents a diversified coverage and a focus on core platforms. Comprehensive social platforms such as WeChat and QQ serve as basic communication carriers, while the social functions of educational platforms such as Chaoxing Learning Platform are widely used for teaching assistance. The use of professional vertical social platforms shows subject-specific differentiation. Regarding purposes used, it is centered on teaching assistance and office communication, while also considering academic exchange, career development, and private social interaction. Its core service is the integration of online and offline teaching, teacher-student interaction, and peer collaboration, while simultaneously meeting teachers' diverse needs for information acquisition and stress relief, aligning with the multi-role work characteristics of teachers in private universities.

### **The Direct Impact of Social Media Use on Teaching Performance.**

Teaching performance is a core indicator for measuring the quality and effectiveness of teaching work by university teachers, encompassing key dimensions such as instructional preparation, classroom implementation, post-class feedback, and teaching innovation (Layek, D., & Koodamara, N. K., 2024). Social media use can be divided into task-oriented use and social-oriented use, and their direct impact on teaching performance exhibits a differentiated "double-edged sword" effect (Zhao, J. Z., Qiao, S. Y., & Wang, M. H., 2020).

Task-oriented social media use focuses on advancing teaching work and mainly plays a positive enabling role: by optimizing access to teaching resources, it helps teachers integrate high-quality materials, improve teaching plans, and enhance the scientific nature of instructional preparation; by relying on interactive functions, it innovates classroom models, strengthens real-time interaction between teachers and students, stimulates student participation, and improves classroom implementation effectiveness; by leveraging convenient communication, it extends post-class teaching scenarios, improves the feedback loop, and promotes teaching innovation and the improvement of teachers' professional capabilities (Wang, X., Lin, X., & Gonzales, A. 2024). Social-oriented social media use, primarily for interpersonal communication, has both positive and negative effects on teaching performance: moderate use can alleviate teaching stress and regulate work emotions, indirectly providing emotional support for teaching performance; however, excessive use can easily lead to information overload, distracting teaching attention, increasing time costs, blurring the boundaries of teacher-student interaction, weakening teaching authority, disrupting teaching order, and reducing the personalization and relevance of teaching content. Coupled with technological dependence and differences in ability, this further restricts its value in empowering teaching, indirectly weakening the overall level of teaching performance (Permana, F. B., Saputra, O. D., Wicaksono, G., & Prasetyaningtyas, S. W., 2023).

H1a: Social-oriented social media use is significantly positively correlated with teaching performance.

H1b: Task-oriented social media use is significantly positively correlated with teaching performance.

## **2. The Connotation of Relationship Conflict**

In management practice, organizational conflict often evokes negative feelings in individuals, thus significantly disrupting employees' work (Folger, J. P., Poole, M. S., & Stutman, R. K., 2024). Based on the distraction conflict theory, this paper studies the role of relationship conflict in the work of university teachers. First, with the increasing frequency of social media use and the emergence of distractions, university teachers face an attentional conflict between engaging in their current work and dealing with distractions. Specifically, relationship conflict can cause psychological distraction in university teachers, which in turn can lead to attentional conflict, resulting in cognitive overload, limiting their information

processing abilities, and affecting the completion of work tasks. However, relationship conflict is not always negative. Taking social media use as an example, university teachers can participate in numerous social activities on social media, temporarily detaching themselves from their work. This can shift focus, temporarily detaching teachers from sustained high-intensity work, reducing work pressure, releasing tension, and fundamentally reducing conflict (Waddell, N., Overall, N. C., Cross, E. J., & Sibley, C. G., 2025).

Therefore, inappropriate social media use, such as frequently contacting students outside of teaching hours or posting inappropriate content, may trigger conflicts in teacher-student relationships; while reasonable use of social media, such as sharing learning resources through professional groups and organizing online discussions, helps enhance teacher-student interaction and reduce relationship conflict. Relationship conflict is significantly correlated with teaching performance. Relationship conflict undermines trust and cooperation between teachers and students, affecting students' learning motivation and teachers' teaching enthusiasm, thereby reducing teaching performance; conversely, good teacher-student relationships help improve teaching performance.

H2a: Teachers' social-oriented social media use is significantly negatively correlated with relationship conflict.

H2b: Teachers' task-oriented social media use is significantly negatively correlated with relationship conflict.

H3: Relationship conflict is significantly negatively correlated with teaching performance.

### **The Mediating Role of Relationship Conflict**

Relationship conflict plays a crucial mediating role between social media use and teaching performance. Its mechanism revolves around the initiation or mitigation effects of social media use on relationship conflict, thus indirectly affecting teaching performance. Relationship conflict specifically refers to interaction barriers arising from emotional disagreements, differing viewpoints, or blurred boundaries between teachers and students in teaching settings. It is the core transmission vehicle connecting social media use and teaching performance. From the transmission path perspective, improper use of social media easily induces relationship conflict: the limitations of text communication can easily lead to information transmission deviations and misunderstandings among teachers; blurred boundaries in teacher-student interaction can weaken teaching authority, trigger cognitive contradictions, and thus distract teaching efforts, damage the collaborative atmosphere, and indirectly weaken teaching performance. Conversely, reasonable and standardized use of social media can alleviate relationship conflict: leveraging its interactive advantages can strengthen effective communication between teachers and students, resolve cognitive differences, build a collaborative platform among teachers, and build consensus on teaching. By accurately conveying teaching information and clarifying interaction boundaries, it can reduce internal friction and provide good interpersonal support for teaching preparation, classroom implementation, and post-class feedback, thereby indirectly empowering the improvement of teaching performance. In summary, social media use, through its bidirectional effect on relational conflict, forms a complete mediating transmission chain of "social media use - relational conflict - teaching performance," the direction of which depends on the normativity and rationality of social media use (Asfahani, A. M. 2022).

H4a: Relational conflict mediates the relationship between teachers' social-oriented social media use and teaching performance.

H4b: Relational conflict mediates the relationship between teachers' task-oriented social media use and teaching performance.

## Conceptual Framework

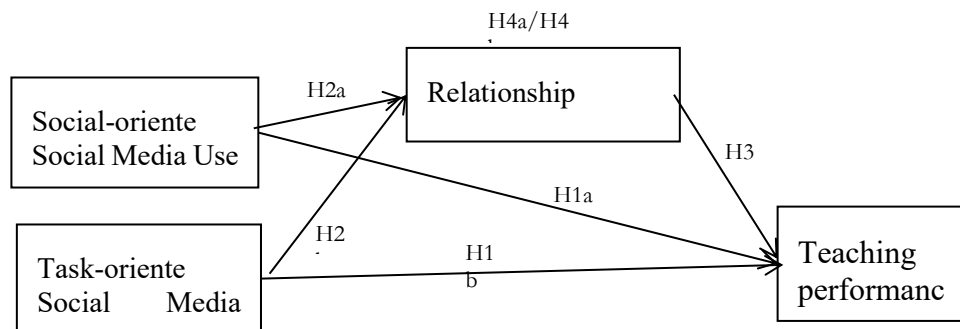


Figure 3.1 Conceptual Framework

## Research Methods

### Research Subjects

This paper primarily studies the impact of social media use by teachers in private universities on their teaching performance. The selected sample is from Henan Province, a representative region in central China. Geographically located in central China, Henan's economy is in a middle position compared to the economically developed eastern regions and the resource-poor western regions. This makes Henan a representative for studying the teaching performance of university teachers. In university workplaces, all staff use social media. However, the dependent variable in this study is the teaching performance of university teachers; therefore, the main research population consists of teachers engaged in teaching at 21 private undergraduate universities in Henan Province. This includes teachers in administrative positions who also teach, but excludes administrative staff, teaching assistants, counselors, and logistics personnel. Random sampling was used. Questionnaires were collected primarily electronically. The questionnaire survey was conducted with the researcher's participation, and all participants were informed that the survey was anonymous. The collected data is used entirely for scientific research and is strictly confidential. After data screening, 869 valid questionnaires were collected.

### Variable Measurement

The main research subjects of this paper are teachers in private universities. Teachers' goals in their work differ somewhat from those in enterprises. This paper's teaching performance scale draws on the research of Chen and Weiyan (Chen, Weiyan, 2016) and has been revised based on interviews, eliminating some semantically redundant items. The final scale includes four items for the teaching performance dimension of university teachers. The relationship conflict scale developed by Jehn and Bendersky includes three measurement items (Jehn, K.A., & Bendersky, C., 2003). The social media use scale, based on an extensive preliminary literature review, collected items related to social media use both domestically and internationally. These items were organized and combined with the professional characteristics of university teachers, ultimately determining that the survey would investigate university teachers' social media use in their work from two aspects: Task-oriented use and social-oriented use, including ten measurement items. Task-oriented social media use includes five items, and social-oriented social media use includes five items (ALI-HASSAN, 2015).

## Research Results

### Descriptive Statistics

This paper first calculates the mean of each variable in the sample, and then performs descriptive statistics. The results are shown in Table 4.1.

**Table4.1 Descriptive Analysis for Main Variables**

Variable	N	Minimum	Maximum	Mean	Std.Deviation	Variance	Skewness	Kurtosis
TP	869	1.50	7.00	5.0230	1.60708	2.583	-.939	-.804
RC	869	1.00	7.00	3.1619	1.73113	2.997	.689	-1.210
TOSMU	869	1.20	6.80	5.2992	1.44278	2.082	-1.420	.425
SOSMU	869	1.20	7.00	5.1296	1.58446	2.511	-1.106	-.470

Table 4.1 shows a total of 869 valid samples. Looking at the mean, the average of most random survey results is between 3 and 5. Relatively speaking, the average of task-oriented social media use among university teachers is higher, with a maximum mean of 5.30. This indicates that most university teachers hope to better complete their work tasks through social media. Meanwhile, the average of social-oriented social media use is 5.13, suggesting that in addition to task orientation, social orientation is also a reason for university teachers' active use of social media. University teachers also believe that their current teaching performance has achieved good results, with an average teaching performance score of 5.02. Table 4.1 shows that the average of relationship conflict is relatively low at 3.16, indicating that university teachers experience relatively few work interruptions and have good relationships with colleagues and superiors. Standard deviation is a core indicator for measuring data dispersion, reflecting the fluctuation of data points around the mean. According to Table 4.1, the standard deviation of all variables is greater than 1.2 (range 1.2~1.8), indicating that respondents' answers to various variables vary significantly, which is consistent with the expectations of subjective attitude measurements. Skewness is an important indicator of the symmetry of data distribution; its value helps determine the degree and direction of data deviation from a normal distribution. According to Table 4.1, except for task-oriented and social media-oriented usage, the skewness of other variables is between -1 and 1, indicating that the data basically conforms to a normal distribution. Kurtosis is an indicator describing the thickness of the tails and the sharpness of the peaks in a data distribution, used to determine the degree of deviation of data from a normal distribution. According to Table 4.1, except for relational conflicts, the kurtosis of other variables conforms to normal kurtosis.

### Reliability and Validity Testing

#### Validity Analysis

This paper first uses the commonly used statistical tool SPSS 27 to conduct validity tests on each variable to measure whether the original variables are suitable for factor analysis, as shown in Table 4.2 below:

**Table4.2 KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.925
Bartlett's Test of Sphericity	Approx. Chi-Square	13068.880
	df	136
	Sig.	.000

Based on the results in the table above, KMO is 0.925 and sig is 0, indicating that the scale has good performance and can be used for factor analysis. Furthermore, common factors were extracted from the scale using the rotated maximum variance method, and the results are shown in Table 4.3 below.

**Table4.3 Total Variance Explained**

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	7.370	43.350	43.350	7.370	43.350	43.350	4.148	24.397	24.397
2	2.922	17.190	60.540	2.922	17.190	60.540	4.040	23.762	48.160
3	2.299	13.526	74.066	2.299	13.526	74.066	3.356	19.743	67.902
4	1.476	8.681	82.748	1.476	8.681	82.748	2.524	14.846	82.748

Extraction Method: Principal Component Analysis.
--

Based on the results, the original 17 items in the job performance scale yielded four common factors: teaching performance, relationship conflict, social-oriented and Task-oriented social media use. These four common factors explained 82.748% of the original total items, demonstrating good explanatory power.

### Reliability Test

Next, reliability tests were conducted on each variable, and the  $\alpha$  values for each scale are shown in Table 4.4:

**Table 4.4 Reliability Statistics**

Name	Cronbach's Alpha	N of Items
TP	0.934	4
SOSMU	.947	5
TOSMU	.938	5
RC	.919	3

The results of the scale tests above show that the Cronbach's Alpha values are all above 0.7, indicating that each scale has a certain degree of reliability.

### Correlation Analysis

This study, based on sample data from 869 teachers in private higher education institutions in Henan Province, explored the relationships among teaching performance, relationship conflict, social-oriented social media use, and task-oriented social media use using Pearson correlation analysis. Table 4.5 shows significant correlation patterns among the variables ( $p < 0.01$ ), revealing a complex internal connection mechanism in the work environment of teachers in private higher education institutions.

**Table 4.5 Correlation Tests Among Variables (N=869)**

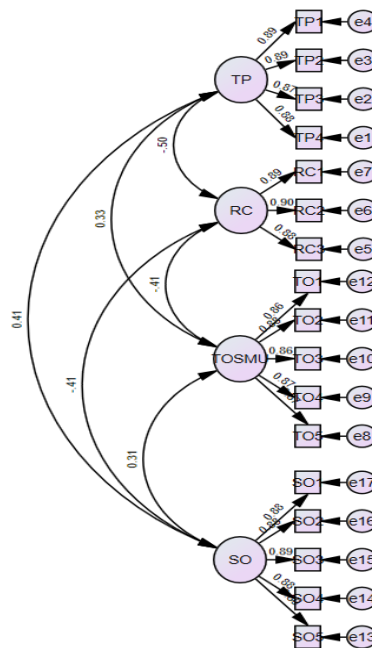
		TP	RC	TOSMU	SOSMU
TP	PearsonCorrelation	--			
RC	PearsonCorrelation	-.467**	--		
TOSMU	PearsonCorrelation	.309**	-.386**	--	
SOSMU	PearsonCorrelation	.385**	-.383**	.289**	--

\*\* .Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4.5, teaching performance was positively correlated with both types of social media use, with a relatively strong correlation with Social-oriented use (SOSMU) ( $r = 0.385$ ,  $p < 0.001$ ) and a moderate correlation with task-oriented use (TOSMU) ( $r = 0.309$ ,  $p < 0.001$ ). This suggests that teachers may use different types of social media to cope with teaching stress, especially social-oriented use, which may be an important way to alleviate teaching stress. Notably, teaching performance was negatively correlated with relationship conflict (RC) ( $r = -0.467$ ,  $p < 0.001$ ), indicating that increased teaching stress may be accompanied by interpersonal tension.

The relationship between social media use and work environment variables is particularly noteworthy. Social-oriented use (SOSMU) was negatively correlated with relationship conflict (RC) ( $r = -0.383$ ,  $p < 0.001$ ), while task-oriented use (TOSMU) showed a similar negative correlation pattern ( $r = -0.386$ ,  $p < 0.001$ ). This suggests that social media use may alleviate interpersonal tensions to some extent, especially Social-oriented usage, which is more effective.

These findings provide important insights into understanding the work behavior patterns of teachers in private universities. First, teaching, as a core responsibility of university teachers, does indeed involve competition for resource allocation, and this tension may be partially mitigated through social media use. Second, different types of social media use have varying impacts on the work environment, with Social-oriented use potentially being more beneficial in improving interpersonal relationships. Finally, relationship conflicts suggest that organizational managers need to pay attention to the stress transmission mechanisms in the work environment and implement appropriate interventions to prevent the spread of negative effects. The results of this study provide a relevant foundation for future research into the specific relationship between teaching performance and social media use among teachers in private universities in Henan Province.

**Structural Equation Modelling(SEM)****Confirmatory Factor Analysis(CFA)****Figure 4.1 CFA Model of Measurement Model**

As shown in Figure 4.1, each observed variable is closely linked to its corresponding latent variable, with significant path coefficients, indicating a good fit to the data. This means that the pre-set data on the overall structure of university teachers' social media use in relation to teaching performance is supported by the data, and each dimension can effectively explain the composition of the overall model for university teachers.

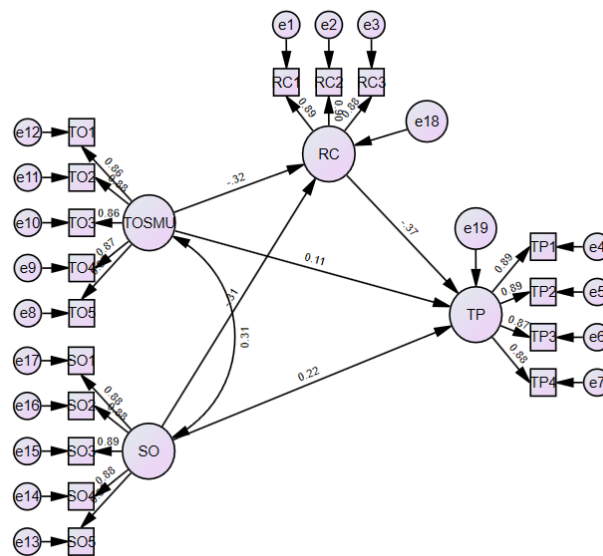
**Table 4.6 Measurement Model Fit Test Results**

Index	Reference Standard	Test Results
CMIN/DF	1-3 is excellent, 3-5 is good	1.025
RMSEA	<0.05 is excellent, <0.08 is good	0.005
GFI	>0.9 is excellent, >0.8 is good	0.976
AGFI	>0.9 is excellent, >0.8 is good	0.970
CFI	>0.9 is excellent, >0.8 is good	1.000
TLI	>0.9 is excellent, >0.8 is good	1.000
NFI	>0.9 is excellent, >0.8 is good	0.986
RFI	>0.9 is excellent, >0.8 is good	0.984

According to the model fit test results in Table 4.6, CMIN/DF (chi-square degrees of freedom ratio) = 1.025, which is within the range of 1-3 and is within a reasonable range. RMSEA (root mean square error) = 0.005, which is within the excellent range of <0.05. Furthermore, the test results for GFI, AGFI, CFI, TLI, NFI, and RFI all reached an excellent level of above 0.9. Therefore, the overall analysis results indicate that the Overall Measurement Model has a good fit for social media.

**4.2 Mediation Effect**

Based on the research object and variables in this paper, a structural model is recommended, as shown in Figure 4.2.



**Figure 4.2 Structural Model**

This study focuses on the social media use behavior of teachers in private universities in Henan Province, exploring how it impacts teaching performance through the mediation of relational conflict. The aim is to reveal the underlying mechanisms and provide strong theoretical support for optimizing the work environment and improving the efficiency of university teachers. A structural equation model was established to investigate the mediating role of relational conflict. Table 4.6 shows the goodness-of-fit indices of the structural equation model. A comparison of multiple fit indices, such as CMIN/DF and the fit criteria, indicates a good fit between the model and the actual data, demonstrating consistency between the established model and the actual data.

**Table 4.7: Results of Direct Effect Tests of the Structural Equation Model**

Path Relationship	Estimate	S.E.	C.R.	P
RC <--- TOSMU	-.373	.041	-9.105	***
RC <--- SOSMU	-.333	.037	-9.113	***
TP <--- RC	-.342	.036	-9.623	***
TP <--- SOSMU	.222	.035	6.402	***
TP <--- TOSMU	.121	.038	3.146	.002

As shown in Table 4.7, the p-values for the effects between variables are all less than 0.01, indicating that the direct effects between variables are significant. Furthermore, the estimates show that the effects of social-oriented and relationship-oriented social media use on relationship conflict and on teaching performance are all negative, indicating a negative correlation. Social-oriented and task-oriented social media use is positively correlated with teaching performance. Therefore, H1a, H1b, H2a, H2b, and H3 are all valid, and the hypothesis is accepted. Based on the direct effects between variables, the mediating role of relationship conflict was further verified using Amos29 software and the BOOTSTRAP method. The results are shown in Figure 4.8.

**Table 4.8 Results of Tests for Direct, Indirect, and Total Effects in the Structural Equation Model**

		Bias-corrected 95% CI		
Parameter	Estimate	Lower	Upper	P
TOSMU → RC → TP Indirect effects	.127	.089	.176	.000
TOSMU → TP Direct effects	.121	.038	.214	.005
TOSMU → RC → TP + TOSMU → TP Total effect 1	.248	.165	.338	.000

		Bias-corrected95CI		
Parameter	Estimate	Lower	Upper	P
SOSMU→RC→TP Indirect effects	.114	.081	.154	.000
SOSMU→TP Direct effects	.222	.143	.304	.000
SOSMU→RC→TP+SOSMU→TP Total effect 2	.336	.261	.414	.000

As shown in Table 4.8, this study includes two mediation pathways: "TOSMU→RC→TP" and "SOSMU→RC→TP". The indirect, direct, and total effects of both pathways do not contain zero in the 95% confidence interval, indicating that the indirect, direct, and total effects of both pathways are significant. The mediating variables exhibit a mediating effect, and it is a partial mediating effect, validating the hypotheses H4a and H4b. Therefore, the hypotheses are accepted.

## Conclusions and Implications

### Research Conclusions

This study used a sample of 869 teachers from 21 private undergraduate universities in Henan Province to explore the impact of task-oriented and social-oriented social media use on teaching performance, and to verify the mediating role of relational conflict. The main conclusions are as follows:

First, social media use by teachers in private universities in Henan Province is significantly positively correlated with teaching performance. Both task-oriented social media use (mean 5.30) and social-oriented social media use (mean 5.13) have a positive predictive effect on teaching performance (mean 5.02), and the correlation between social-oriented use and teaching performance ( $r=0.385$ ,  $p<0.001$ ) is slightly higher than that between task-oriented use ( $r=0.309$ ,  $p<0.001$ ). This indicates that task-oriented social media use empowers teaching performance improvement through resource integration and interactive optimization mechanisms: teachers can leverage platforms like Chaoxing Learning Platform to aggregate high-quality teaching materials across regions, enhancing the scientific rigor and richness of course design; simultaneously, they can utilize real-time interactive functions to build interconnected scenarios inside and outside the classroom, breaking down traditional time and space limitations in teaching, enhancing student participation and knowledge absorption efficiency, and directly improving performance levels from the teaching implementation stage. Social-oriented social media use, on the other hand, provides indirect support for teaching performance through emotional support pathways: teachers can share teaching experiences and alleviate professional stress through peer communities, regulating their work emotions through social interaction, reducing the interference of negative emotions on teaching focus, forming a transmission chain of "emotional regulation - teaching engagement - performance improvement," providing stable psychological support for teaching work.

Secondly, both types of social media use were significantly negatively correlated with relationship conflict. Task-oriented use ( $r=-0.386$ ,  $p<0.001$ ) and social-oriented use ( $r=-0.383$ ,  $p<0.001$ ) both effectively reduced relationship conflict (mean 3.16). Empirical results suggest that the proper use of social media by teachers in private universities in Henan Province can reduce relationship conflict through communication optimization mechanisms. In teaching scenarios, teachers can leverage professional groups for resource sharing and online discussions, breaking through the traditional spatial and temporal limitations of communication and constructing a precise interactive space between teachers and students, and among teachers themselves. On the one hand, this promotes the efficient flow of teaching resources and reduces viewpoint biases caused by information asymmetry; on the other hand, it strengthens emotional connections, resolves cognitive differences through instant communication, and fosters a collaborative teaching atmosphere, thereby reducing the probability of relationship conflict. Conversely, if social media use exceeds the boundaries of its intended context, such as frequent contact with students outside of teaching hours or the posting of inappropriate content unrelated to teaching, it can blur the boundaries of teacher-student interaction and lead to students questioning the professionalism of teaching. Simultaneously, excessive social behavior may encroach on teachers' preparation time, resulting in insufficient teaching engagement. This dual effect exacerbates emotional friction between teachers and students, and between teachers themselves, potentially triggering relationship conflicts.

Finally, relationship conflicts partially mediate the relationship between social media use and teaching performance. Structural equation modeling shows that both the "task-oriented use → relationship conflict → teaching performance" (indirect effect 0.127,  $p < 0.001$ ) and "social-oriented use → relationship conflict → teaching performance" (indirect effect 0.114,  $p < 0.001$ ) paths are significant. The structural equation modeling results indicate that the impact of social media use by teachers in private universities in Henan Province on teaching performance exhibits a dual path characteristic of "direct empowerment–indirect transmission." At the level of direct effects, task-oriented social media use, through resource integration and interactive optimization mechanisms, helps teachers aggregate high-quality teaching materials across regions and build interconnected classroom and extracurricular scenarios, directly improving teaching implementation efficiency. Social-oriented social media use, relying on its emotional support function, helps teachers regulate their work emotions, alleviate professional stress, and provide psychological support for teaching engagement. Together, these two factors constitute the direct driving force for improved teaching performance. At the level of indirect transmission, the mediating role of relational conflict is significant, forming a mediating chain of "social media use - relational conflict mitigation - improved teaching performance." Proper social media use can break through the limitations of traditional communication time and space, reducing viewpoint biases caused by information asymmetry between teachers and students, and among teachers themselves, through professional group resource sharing and online discussions. This strengthens emotional connections and collaborative consensus, reducing the probability of relational conflict. Furthermore, mitigating relational conflict effectively reduces trust loss among teachers and students, eliminates collaborative barriers, and avoids the interference of conflict-induced friction on teaching preparation, classroom interaction, and post-class feedback, building a stable interpersonal environment for improved teaching performance. Ultimately, this achieves the indirect empowerment of teaching performance through social media use.

## **Research Implications**

### **Implications for Teachers**

Teachers need to clearly define the "scenario boundaries" and "purpose orientation" of their social media use. In teaching scenarios, priority should be given to task-oriented approaches, utilizing platforms such as WeChat and Chaoxing Learning Platform to build after-class Q&A channels and share high-quality teaching resources, avoiding frequent use of social functions to disturb students during non-teaching hours. At the same time, the value of social media should be appropriately utilized, exchanging teaching experiences and releasing work pressure through peer communities, but usage time should be controlled to avoid information overload and distraction from teaching. Furthermore, teachers should improve their social media communication skills, paying attention to the accuracy and politeness of written expression to reduce relationship conflicts caused by information discrepancies.

### **Implications for University Administrators**

Universities can formulate "Guidelines for Teachers' Use of Social Media," clarifying teaching-related usage norms, such as recommending educational social platforms and defining online interaction times for teachers and students; simultaneously, they can build dedicated on-campus social collaboration platforms, integrating teaching resource databases and teacher communication sections to reduce information interference from external platforms. Differentiated training should be provided for teachers of different teaching experience and disciplines, such as providing social media operation skills training for middle-aged and older teachers, and focusing on academic social functions guidance for humanities teachers, helping teachers use social media effectively. In addition, administrators need to pay attention to potential conflicts in teacher relationships, collect issues through regular meetings and online feedback channels, and intervene in mediation promptly to create a positive collaborative atmosphere for teachers.

## **References**

- [1] Ali-Hassan, H., Nevo, D., & Wade, M. (2015). Linking dimensions of social media usage to job performance: The role of social capital. *The Journal of Strategic Information Systems*, 24(2), 65-89. <https://doi.org/10.1016/j.jsis.2015.03.001>
- [2] Asfahani, A. M. (2022). The impact of role conflict on turnover intention among faculty members: A moderated mediation model of emotional exhaustion and workplace relational conflict. *Frontiers in Psychology*, 13, 1087947.

- [3] Chen, Weiyang. (2016). Research on the Influence Mechanism of university Teachers' Job Performance Based on the Perspective of Psychological Capital Ph.D. (Dissertation, China University of Mining and Technology).
- [4] Folger, J. P., Poole, M. S., & Stutman, R. K. (2024). Working through conflict: Strategies for relationships, groups, and organizations. Routledge.
- [5] Jehn, K. A., & Bendersky, C. (2003). Intragroup conflict in organizations: A contingency perspective on the conflict-outcome relationship. *Research in organizational behavior*, 25, 187-242. [https://doi.org/10.1016/S0191-3085\(03\)25005-X](https://doi.org/10.1016/S0191-3085(03)25005-X)
- [6] Layek, D., & Koodamara, N. K. (2024). Motivation, work experience, and teacher performance: A comparative study. *Acta Psychologica*, 245, 104217.
- [7] Permana, F. B., Saputra, O. D., Wicaksono, G., & Prasetyaningtyas, S. W. (2023, December). Information Management in Business: Effect of Social Media Use on Job Performance. In 2023 3rd International Conference on Intelligent Cybernetics Technology & Applications (ICICyTA) (pp. 483-489). IEEE.
- [8] Waddell, N., Overall, N. C., Cross, E. J., & Sibley, C. G. (2025). Sexist Attitudes, Relationship Conflict and Satisfaction in Heterosexual Couples, and Men's and Women's Wellbeing. *Sex Roles*, 91(1), 2.
- [9] Wang, X., Lin, X., & Gonzales, A. (2024). The impacts of social media on job satisfaction: Task-oriented use and relationship-oriented use. *International Journal of Human-Computer Interaction*, 40(14), 3732-3747.
- [10] Zhao, J. Z., Qiao, S. Y., & Wang, M. H. (2020). The effects of workplace social media usage on employee job performance: an interpersonal perspective. *Psychological and Behavioral Research* (06), 819-825.