

## IMPACT OF SOCIAL NETWORKING OPPORTUNITIES ON PERFORMANCE EVALUATION

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### ABSTRACT

*Social Networking Opportunities positively influence Performance Evaluation by enhancing teachers' professional skills, collaboration, and access to valuable resources. These networks foster informal learning and knowledge sharing, leading to improved job performance and evaluation outcomes. The purpose of the study to find out the relationship and effect of Social Networking Opportunities on Performance Evaluation, as well as to find the difference between male and female teachers regarding Social Networking Opportunities and Performance Evaluation at elementary level. The study adopted a descriptive design, aligning with the positivist philosophical paradigm of quantitative research. The population included all elementary school teachers in Azad Jammu and Kashmir. A self-developed questionnaire utilizing a five-point Likert scale served as the research instrument. The data were analyzed using inferential statistics, including Pearson's  $r$ , regression analysis, and an independent sample  $t$ -test, with SPSS as the analysis tool. The findings of the study revealed that moderate positive significant relationship between Social Networking Opportunities and Performance Evaluation at elementary level. There was highly significant effect of Social Networking Opportunities on Performance Evaluation at elementary level. Also, the findings shows that there was highly significant difference between male and female teachers regarding Social Networking Opportunities and Performance Evaluation at elementary level.*

**Keywords:** *Social Networking Opportunities, Performance Evaluation, elementary level*

### INTRODUCTION

Social networking opportunities have grown to be a crucial thing of professional ecosystems, shaping how individuals have interaction, collaborate, and influence one another in organizational settings. These networks, both formal and informal, offer platforms for personnel and experts to connect, proportion know-how, and build relationships that foster personal and organizational growth. In latest years, social networking—both online and offline—has gained prominence in influencing various dimensions of place of business performance, especially in terms of overall performance assessment (Ramzan, Bibi,

& Khunsa, 2023). The relationship between social networking opportunities and performance evaluation is multifaceted, encompassing both high-quality and poor implications that demand a nuanced know-how (Azzaakiyyah, 2023). Social networking platforms create avenues for individuals to share ideas, seek advice, and get right of entry to numerous views that could beautify their professional capabilities and administrative center performance (Boyd & Ellison, 2007; Ellison et al., 2011). Those possibilities foster collaboration, innovation, and the exchange of tacit know-how that formal

education programs regularly can't offer (Granovetter, 1973; Lin, 1999). Whilst personnel actively participate in social networks, they build social capital—a useful resource that enhances their potential to attain organizational objectives and broaden career trajectories (Burt, 2000; Coleman, 1988). Social capital, derived from those networks, can directly affect performance evaluations by means of positioning people as key participants to organizational achievement (Adler & Kwon, 2002; Llorens et al., 2015).

One of the primary benefits of social networking is its function in fostering informal mentoring and expert improvement. Through networking, people benefit access to resources, knowledge, and mentorship which can decorate their abilities and activity performance (Steinfeld et al., 2008; Wang et al., 2012). These interactions frequently translate into improved overall performance metrics, as personnel geared up with relevant information and abilities are higher located to meet organizational desires (Ellison & Vitak, 2015; Leonardi et al., 2013). Furthermore, social networking possibilities encourage peer-to-peer remarks that could supplement conventional overall performance evaluation techniques and provide real-time insights into an individual's contributions (Bresnahan & Yin, 2017; Kaplan & Haenlein, 2010). But, the mixing of social networking into overall performance assessment strategies additionally increases vital concerns about bias and equity. When performance evaluations are prompted by means of informal interactions inside networks, the ability for favoritism and unequal popularity emerges (Roberts & Dunbar, 2011; Tufekci, 2008). For instance, people who are more lively or seen in networking activities may additionally acquire more reputation, irrespective of their actual contributions to organizational outcomes (Amjad et al., 2020; corridor et al., 2019). This phenomenon can marginalize employees who are much less inclined or unable to participate actively in networking opportunities, main to discrepancies in overall performance critiques and profession advancement prospects (Putnam, 2000; Rost, 2011).

Moreover, the dynamics of social networking are context-based, prompted with the aid of

organizational subculture, enterprise norms, and individual roles (Wellman et al., 1996; Castells, 2001). In a few cases, social networking opportunities can reinforce present electricity systems, in which individuals with more get entry to influential networks gain an advantage in overall performance evaluations (Burt, 2000; Lin, 1999). This underscores the importance of designing evaluation systems that account for the various ways employees make a contribution to organizational success, beyond their networking sports (Adler & Kwon, 2002; Zhu et al., 2021). Digital transformation has further amplified the position of social networking in performance evaluation. on-line systems such as LinkedIn, Slack, and Microsoft groups have emerge as fundamental to expert communication and collaboration, permitting employees to connect with colleagues, clients, and enterprise professionals on a worldwide scale (Boyd, 2011; Kaplan & Haenlein, 2010). Those structures facilitate the change of thoughts and the formation of professional relationships that can beautify person and group overall performance (Ellison et al., 2011; Haythornthwaite, 2002). But, the reliance on digital networking also introduces demanding situations associated with data privateness, digital literacy, and the equitable distribution of possibilities (Valenzuela et al., 2009; Zhang et al., 2020).

The interaction between social networking opportunities and performance evaluation is specially glaring in know-how-based totally industries, in which innovation and collaboration are vital to fulfillment (Astatke, Weng, & Chen, 2023). In such environments, personnel who actively take part in professional networks are regularly perceived as more engaged and imaginative, which could definitely influence their overall performance opinions (Llorens et al., 2015; Uddin et al., 2017). On the equal time, those industries must deal with the chance of overemphasizing networking on the price of goal overall performance standards (Granovetter, 1973; Coleman, 1988). Placing a stability among leveraging the benefits of social networking and ensuring equity in reviews calls for corporations to undertake obvious and inclusive assessment frameworks (Bresnahan & Yin, 2017; Roberts &

Dunbar, 2011). Organizational management plays a pivotal position in shaping the connection among social networking and performance assessment (Aulia, Junaidi, & Hendrayani, 2024). Leaders who recognize the price of social networking can create environments that encourage collaboration and know-how sharing at the same time as mitigating the dangers of bias and favoritism (Adler & Kwon, 2002; Lin, 1999). As an example, incorporating peer critiques, 360-diploma feedback, and competency-based checks into performance evaluation systems can provide a more complete information of a person's contributions (Ellison & Vitak, 2015; Steinfield et al., 2008). Those procedures permit agencies to harness the capability of social networks while retaining the integrity in their evaluation tactics (Rost, 2011; Zhu et al., 2021).

The impact of social networking possibilities on performance evaluation additionally extends to employee properly-being and activity satisfaction. Networks that provide aid, recognition, and opportunities for expert boom can enhance employees' experience of belonging and motivation (Boyd & Ellison, 2007; Kaplan & Haenlein, 2010). Conversely, exclusion from influential networks or the belief of bias in evaluations can cause dissatisfaction and decreased engagement (Amjad et al., 2020; Putnam, 2000). Businesses ought to therefore prioritize inclusivity and fairness in their networking and evaluation practices to foster a tremendous workplace subculture (Llorens et al., 2015; Wang et al., 2012). Research on the relationship between social networking possibilities and performance evaluation highlights the need for a holistic approach to assessing employee contributions (Ramzan, Javaid, & Fatima, 2023). Even as networking can beautify performance thru know-how sharing, collaboration, and innovation, it also poses demanding situations related to bias, equity, and inclusivity (Burt, 2000; Roberts & Dunbar, 2011). Corporations have to navigate those complexities by means of enforcing assessment structures that understand both formal achievements and the informal benefits of networking (Adler & Kwon, 2002; Bresnahan & Yin, 2017). Social networking possibilities have a profound have an impact on

overall performance assessment, shaping how employees are assessed and identified in expert settings. By fostering collaboration, innovation, and professional development, those networks make a contribution to individual and organizational achievement (Granovetter, 1973; Lin, 1999). However, the combination of networking into assessment strategies calls for cautious attention of bias, equity, and inclusivity to make sure equitable effects (Boyd & Ellison, 2007; Tufekci, 2008). As organizations maintain to conform to digital transformation and evolving administrative center dynamics, they must strive to balance the blessings of social networking with the need for transparent and objective performance evaluations (Ellison et al., 2011; Zhu et al., 2021). The purpose of the study to find out the relationship and effect of Social Networking Opportunities on Performance Evaluation, as well as to find the difference between male and female teachers regarding Social Networking Opportunities and Performance Evaluation at elementary level.

### **Methodology**

The study adopted a descriptive design, aligning with the positivist philosophical paradigm of quantitative research. The population included all elementary school teachers in Azad Jammu and Kashmir. There are 1003 elementary schools, comprising 515 male schools and 488 female schools. The total number of elementary school teachers is 7407, with 4301 male teachers and 3106 female teachers. The sample was selected using a simple random sampling technique, resulting in 815 randomly chosen teachers, including 473 male and 342 female elementary school teachers. A self-developed questionnaire utilizing a five-point Likert scale served as the research instrument. The questionnaire's validity was ensured through expert opinions, while reliability was established via pilot testing. The Cronbach's Alpha value was 0.849 for Social Networking Opportunities and 0.762 for Performance Evaluation. The data were analyzed using inferential statistics, including Pearson's r, regression analysis, and an independent sample t-test, with SPSS as the analysis tool.

**Data analysis**

**Table 1**

*Relationship between Social Networking Opportunities and Performance Evaluation at elementary level*

		Social Networking Opportunities	Performance Evaluation
Social Networking Opportunities	Pearson Correlation	1	.429**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	582.562	274.129
	Covariance	.354	.167
Performance Evaluation	N	815	815
	Pearson Correlation	.429**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	274.129	701.188
	Covariance	.167	.427
	N	815	815

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

The above table illustrates the relationship between Social Networking Opportunities and Performance Evaluation at elementary level. The Pearson correlation value 0.429, and p-value 0.000 shows moderate positive significant relationship between Social Networking Opportunities and Performance Evaluation at elementary level.

**Table 2**

*Effect of Social Networking Opportunities on Performance Evaluation at elementary level*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	128.994	1	128.994	370.394	.000 <sup>b</sup>
	Residual	572.194	813	.348		
	Total	701.188	814			

a. Dependent Variable: Performance Evaluation

b. Predictors: (Constant), Social Networking Opportunities

The above table illustrates the F-value 370.39, and p-value 0.000 which shows that there was highly significant effect of effect of Social Networking Opportunities on Performance Evaluation at elementary level.

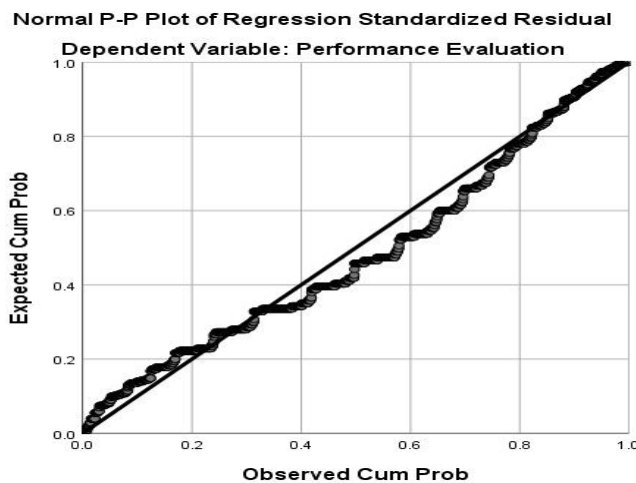
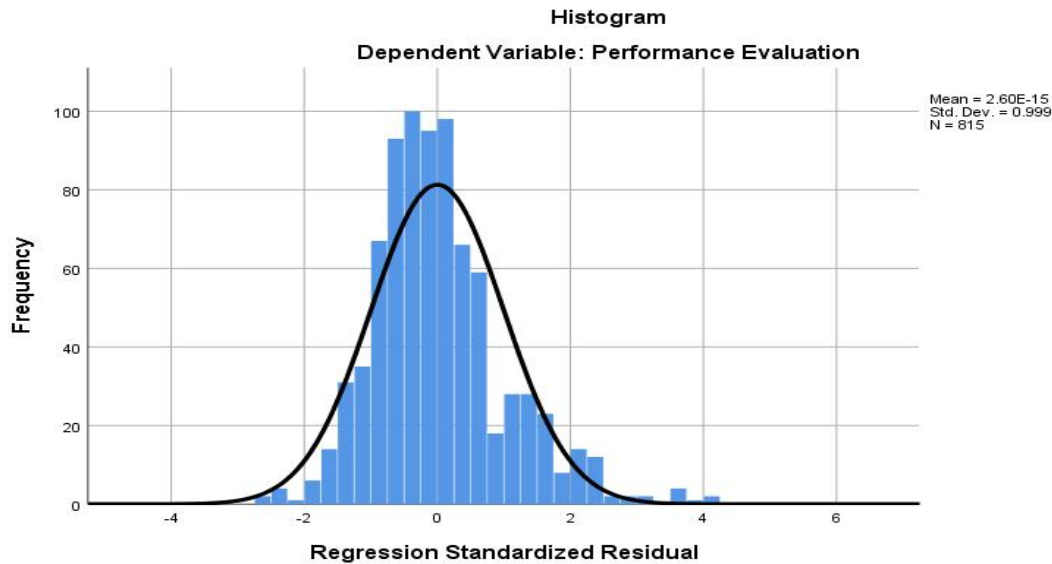
**Table 3**

*Effect of Social Networking Opportunities on Performance Evaluation at elementary level*

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
Social Networking Opportunities	1.098	.049	.429		22.434	.000
	.471	.024			19.246	.000

a. Dependent Variable: Performance Evaluation





The above table illustrates the effect of Social Networking Opportunities on Performance Evaluation at elementary level. The B-value 0.429, t-value 19.24, p-value 0.000 which shows that

there was highly significant effect of Social Networking Opportunities on Performance Evaluation at elementary level.

**Table 4**

*Difference between male and female teachers regarding Social Networking Opportunities and Performance Evaluation at elementary level*

	Gender	N	Mean	Std. Deviation	t	Sig
Social Networking Opportunities	Male	473	1.9464	.62037	2.598	0.009
	Female	342	1.8700	.56204		
Performance Evaluation	Male	473	2.0680	.70876	4.787	0.000
	Female	342	1.9144	.57040		

The above table illustrates the difference between male and female teachers regarding Social Networking Opportunities and Performance Evaluation at elementary level. The male teachers

Social Networking Opportunities (M=1.94; SD=0.62) while female teachers (M=1.87; SD=0.56), t-value 2.59, and p-value 0.009 which shows difference among the group. On the other

hand, male teachers Performance Evaluation (M=2.06; SD=0.70) while female teachers (M=1.91; SD=0.57), t-value 4.787, and p-value 0.000 which shows highly significant difference among the group. The findings shows that there was highly significant difference between male and female teachers regarding Social Networking Opportunities and Performance Evaluation at elementary level.

### Discussion

The have a look at discovered a mild high quality sizeable courting between Social Networking opportunities and performance evaluation on the standard level. This shows that as teachers interact extra in social networking, their performance opinions tend to enhance correspondingly. Social networking gives avenues for teachers to share understanding, are searching for steering, and get admission to various views, which enhances their competencies and expert boom. Those interactions contribute to higher collaboration and casual mastering, undoubtedly impacting their teaching effectiveness (Bodhi, Luqman, Hina, & Papa, 2023). Moreover, active participation in social networks facilitates instructors build social capital, positioning them as treasured participants to organizational goals. But, its miles essential to make certain that those reviews stay honest and unbiased, spotting contributions past seen networking sports (Abbasi, Tsiotsou, Hussain, Rather, & Ting, 2023). The findings emphasize the importance of fostering inclusive networking possibilities to enhance performance effects. Such efforts can promote professional improvement whilst retaining equitable assessment processes.

The take a look at located a noticeably great impact of Social Networking opportunities on performance assessment on the primary stage. This suggests that social networking plays an essential function in shaping how instructors carry out and are evaluated. By conducting social networking, instructors benefit get admission to resources, mentorship, and collaborative possibilities, which beautify their teaching skills and typical activity overall performance (Ausat, 2023; Zhang, Liu, Li, & Wu, 2024). The sharing of ideas and tacit understanding thru networking frequently translates into improved assessment

results (Susanto, et al., 2023). This widespread effect highlights the ability of social networking in fostering professional improvement and achieving organizational goals (Ali, Khan, Wang, & Wang, 2024). But, it also underscores the want for honest evaluation systems that balance networking sports with other overall performance criteria (Ylinen, & Ranta, 2024). Promoting equitable get admission to networking possibilities can in addition enhance the fine impact on teachers' overall performance reviews. Businesses should leverage this dating to support trainer increase and enhance academic outcomes. The findings discovered an exceedingly extensive distinction between male and lady teachers regarding Social Networking possibilities and overall performance evaluation at the essential stage. Male instructors have been determined to have interaction greater actively in social networking possibilities compared to their lady counterparts, doubtlessly leading to variations of their overall performance opinions (Luo, Guo, Benitez, Scaringella, & Lin, 2024). This disparity should stem from variations in get right of entry to, cultural norms, or professional dynamics influencing networking activities. The good sized distinction underscores the want to address gender-based totally obstacles to make sure equitable possibilities for expert boom and collaboration (Akpuokwe, Chikwe, & Eneh, 2024). By way of selling inclusive networking practices, groups can bridge the gap and create a more supportive environment for all instructors. Making sure equity in performance opinions also requires accounting for those differences in networking opportunities (Aulia, Junaidi, & Hendrayani, 2024). These findings highlight the importance of gender-touchy guidelines to foster balanced and powerful expert development.

### Conclusion

In conclusion, the vital function of Social Networking opportunities in influencing performance assessment at the essential stage. A mild fantastic and large dating turned into determined, suggesting that social networking complements instructors' capabilities, collaboration, and expert boom, main to stepped forward evaluations. Moreover, the exceptionally

significant impact of social networking emphasizes its capability to foster improvement and obtain organizational goals whilst paired with equitable evaluation frameworks. But, the findings additionally discovered a enormously considerable gender distinction in social networking engagement and its impact on performance evaluation, with male teachers being more active than lady teachers. This disparity underscores the want for gender-touchy guidelines and inclusive practices to bridge gaps and make certain equal opportunities for expert boom. To maximize the blessings of social networking, businesses should layout honest and obvious evaluation systems while selling get admission to for all teachers. Addressing these elements can decorate professional improvement, improve instructor performance, and foster a greater inclusive instructional environment.

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