THE EFFECT OF SOCIAL NETWORKING SITES ON SOCIAL SELF-EFFICACY

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Abstract

The main purpose of this study is to investigate the effects of social networking sites on social self-efficacy among teachers. The questionnaire survey method and quantitative approach were applied in this study. A total of 458 teachers from Yangon, Tanintharyi and Magway participated in this study. The required sample was selected using a random sampling technique. As the research instruments, Facebook Group Uses and Gratification (Park et al., 2009) and Perceived Social Self-efficacy (PSSE; Smith & Betz, 2000) were adopted to examine social networking sites (SNS) and social self-efficacy. In general, the results of the descriptive analysis revealed that social networking sites and social self- efficacy in this study were satisfactory because the mean percentage of social networking sites and social self-efficacy were 75.94% and 61% respectively. The results of ANOVA revealed that there were significant differences in teachers' social networking sites by age but not found for job position and region. There were also significant differences in social self-efficacy by region and time spent using SNS per day but not found for age and job position. Moreover, according to Pearson's correlation, there was significantly correlated between social networking sites and social self-efficacy among teachers (r (456) = 0.449, $p < 0.01$). Regression analysis revealed that approximately 22% of the variance in social self-efficacy can be explained by social networking sites. The findings of this study will be benefitted for teachers, teacher educators, principals, policymakers, and administrators to have a deeper understanding of the effect of social networking sites on social self-efficacy while considering how to improve productivity and education systems.

Keywords: Social Networking Sites, Social Self-efficacy, Facebook

Introduction

Social networking sites (SNS) such as Facebook, Instagram, and Twitter attract billions of users around the globe in the era of today's advanced technology. SNS is increasingly becoming a part of the everyday lives of its users. By offering a unique way for people to connect, SNS has gained growing popularity (Pempek et al., 2009). Furthermore, one has a chance to connect socially and communicate across these networks (Forkosh-Baruch & Hershkovitz, 2012). In addition, SNS serves as a forum for exchanging knowledge and information and can thus facilitate and encourage learning and professional development. Currently, Facebook is the world's most-used social platform (Hootsuite, 2020). The number of active Facebook users in Myanmar is estimated to be 21 million (Hootsuite, 2020).

Weiqin et al. (2016) found that consuming information shared by one's Facebook friends helped to improve the bridging of social capital and those with lower social fluency (i.e., lower social communication skills and self-esteem) and gained more benefits. Social self-efficacy can shift their choice for online communication by impacting user inhibitions and shyness. Therefore, Social Networking Sites (Facebook) or conventional media can theoretically play a role in their socialization (Caprara et al., 2003; Ebeling-Witte et al., 2007).

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Preservice teachers have participated in professional interactions on Facebook. These interactions represent three essential purposes: collaborating and generating instructional ideas, communicating, reviewing, helping each other, and seeking professional guidance and advice (Hart & Steinbrecher, 2011). Teachers conduct conversations to get the latest knowledge just-in-time to support their learning needs. It can be said that teacher can enhance their social self-efficacy on SNS.

Purpose of the Study

The main aim of the study is to investigate the effect of social networking sites on social self-efficacy among teachers.

The specific objectives

1. To find out the differences in social networking sites and social self-efficacy by age, job position and region

2. To explore the differences in social self-efficacy by time spent in using SNS per day

3. To examine the relationship between social networking sites and social self-efficacy

4. To examine whether social networking sites predict social self-efficacy

Definitions of Key Terms

Social networking sites (SNS). Gupta and Bashir (2018) defined social networking site refers to online space that is used by students to connect, share, communicate, establish or maintain connection with others for academic, entertainment, socialization etc.

Facebook. Grant (2008) defined that Facebook as a means of communication, social networks could be used for education.

Social self-efficacy. Smith and Betz (2000) defined social self-efficacy as an individual's confidence in her/his ability to engage in social interactional tasks necessary to initiate and maintain interpersonal relationships.

Review of Related Literature

Social networking sites (SNS) have gained popularity as a way for individuals to deal and communicate with their friends and colleagues (Hamat et al., 2012). Facebook is the most popular SNS at present. The preference for online contact can influence people's social self-efficacy and thus the role that Facebook or traditional media can play in their socialization (Caprara et al., 2003; Ebeling-Witte et al., 2007).

According to Smith and Betz (2000), self-efficacy is an individual's confidence in her/his ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships. Social Self-efficacy is inversely connected to negative thoughts, social isolation, and shyness exhibited by an individual (Caprara et al., 2003; Innes & Thomas, 1989). Further research shows that socially hindered and reserved people tend to engage or interact socially online (Ebeling-Witte et al., 2007; Sheeks & Birchmeier, 2007). Online power communication gives over self-presentation (Grieve et al., 2014; Sheeks & Birchmeier, 2007; Stritzke et al., 2004), and the feelings of privacy, effectiveness, and confidence can encourage this preference.

Birnie and Horvath (2006) discovered that shy people participated in more intimate socialization over the internet. This is in line with the observation of Stritzke et al. (2004) that rejection aversion, inhibitions to initiate relationships, and self-disclosure faced by shy people in offline contexts vanish in the online environment. They found that the influence of both Facebook and conventional media on social capital is moderated by social self- efficacy, but only in the situation of a network of friends who do not share a long-term background. Thus, while people with high social self-efficacy can benefit from using conventional media to create social capital on such a network, individuals who have low social self-efficacy can benefit from the use of Facebook.

Social self-efficacy refers to the presumed capacity of a person to participate in social interactions and establish new friendships (Anderson & Betz, 2001; Gecas, 1989). Individuals need to have self-confidence in order to engage in different forms of social interactions in their campus and everyday life. In the future, communication with diverse and heterogeneous people on SNS can prepare students to speak out confidently and improve social skills, qualities that are vital to developing a positive aspect of campus life. In this sense, interactions with heterogeneous SNS users may especially promote social self-efficacy. Kim et al. (2020) reported that the more people use SNS to communicate with heterogeneous individuals, the higher their degree of social self-efficacy to interact socially.

School teachers engage in such online social exchanges: exchanging feelings, using the resources of online environments, countering the loneliness of teachers, discussing concepts, and feeling a sense of companionship (Hur & Brush, 2009; Riding, 2001). In return, teachers may obtain opportunities to explain their thoughts about complex educational challenges. According to these findings, teachers can increase their self- efficacy in performing work-related activities by participating in the exchange of social support on SNS, especially when they learn about how other teachers perform teaching tasks or get advice from other teachers that encourage reflection on their teaching tasks (Kelly & Antonio, 2016).

Method

Sampling

A total of 458 teachers from Yangon, Tanintharyi and Magway Regions in Myanmar were randomly selected as the participants of the study.

Research Method.

The design and method used in this study were quantitative research design and descriptive survey method.

Research Instrumentation

In this study, the questionnaire consists of two sections. The first section consists of the demographic characteristics of the participants. In the second section, Facebook Group Uses and Gratification questionnaire composing of 14 items with four subscales, along six-point Likert scale and Perceived Social Self-efficacy questionnaire consisting of 25 items with five-point Likert scale. The internal consistencies of each questionnaire were 0.97 and 0.95 respectively.

Data Collection

As an initial phase of this study, a pilot study was conducted the sample of teachers from Yangon Region in July, 2021 whether the wording of items, statements, and instructions had clarity in Myanmar Language and was appropriate and relevant to the teachers. On average, the participants spent about thirty minutes to complete all items. After modifying the items, teachers were administered at the second week of September ,2021 for real data collection.

Data Analysis and Findings Teachers' Social Networking Sites (SNS)

Firstly, the teachers were asked to select which type of electric devices they use. The result indicates that 458 participant teachers selected at least one of the four device type options. The results show the majority of teachers used SNS through mobile phones.

Table 1 Frequency and Percentage of Types of Electronic Device

Types of electronic device	*N*	Percent of cases (n= 458)
Laptop	73	15.9%
Phone	456	99.6%
Tablet	81	17.7%
Computer	18	3.9%

Next, the below Table 2 shows the frequently used social networking site of teachers. According to this result, most participants (98.3%)in this study used Facebook.

Table 2 Frequency and Percentage of Teachers' Most Frequently Used SNS

SNS	Frequency	Percentage
Facebook	450	98.3%
Telegram	6	1.3%
YouTube	2	0.4%

Table 3 Frequency and Percentage of Teachers' Time Spent in Using SNS per Day

Variable Time spent on SNS per day	Frequency	Percentage
1 to 2 hours	140	31%
2 to 3 hours	190	41%
above 3 hours	128	28%

Descriptive Statistics of Each Subscale of Teachers' SNS

According to the descriptive statistics, the mean and standard deviation of teachers' SNS were 57.5 and 10. The mean percentages of socializing, entertainment, self-satisfaction, and information-seeking were 66.83%, 74.61%, 57.5%, and 75.94%, respectively. It can be concluded that most participant teachers used SNS to seek information rather than satisfy themselves on social networking sites (see Table 4).

Table 4 Descriptive Statistics for Each Subscale of SNS

Variables	*N*	Minimum	Maximum	Mean	Mean %	*SD*
Socializing	458	5	30	20.05	66.83%	4.777
Entertainment	458	3	18	13.43	74.61%	2.318
Self-satisfaction	458	3	18	10.35	57.5%	2.854
Information-seeking	458	3	18	13.67	75.94%	2.367

Comparison of Teachers' SNS by Age

The ANOVA results showed significant differences in self-satisfaction, information-seeking, and total teachers' SNS usage by age (see Table 5).

Table 5 ANOVA Results of Each Subscale of Teachers' SNS by Age

Variable	Age	*N*	Mean	*SD*	*F*	*p*
Socializing	20 to 30	109	20.34	4.976	1.907	.128
	31 to 40	134	20.33	5.020		
	41 to 50	90	20.50	4.217		
	51 to 60	125	19.19	4.657		
Entertainment	20 to 30	109	13.82	2.389	2.101	.099
	31 to 40	134	13.16	2.366		
	41 to 50	90	13.63	2.063		
	51 to 60	125	13.25	2.344		
Self-Satisfaction	20 to 30	109	10.83	3.026	6.212***	.000
	31 to 40	134	10.72	3.092		
	41 to 50	90	10.48	2.691		
	51 to 60	125	9.45	2.326		
Information-Seeking	20 to 30	109	14.14	2.079	4.325**	.005
	31 to 40	134	13.25	2.580		
	41 to 50	90	14.08	1.750		
	51 to 60	125	13.40	2.640		

Note. ** Mean difference is significant at the 0.01 level.
*** Mean difference is significant at the 0.001 level.

The result of Tukey HSD multiple comparison indicated that teachers with 20 to 30, 31 to 40, and 41 to 50 age groups used SNS for self-satisfaction compared to those with 51 to 60 in this study. Furthermore, the results also showed that teachers with 20 to 30 and 41 to 50 age groups were better than those with 31 to 40 in the information-seeking subscale. Moreover, teachers with the age of 20 to 30 would use SNS more than those with the age of 51 to 60. The result is consistent with the finding that younger teachers would use SNS more consistently than older teachers (Soomro et al., 2014).

Comparison of Teachers' SNS by Job Position

ANOVA results show that teachers did not differ significantly in teachers' SNS usage by job position. Therefore, it can be interpreted that job positions cannot influence teachers' SNS usage (see Table 6).

Table 6 ANOVA Results of Each Subscale of Teachers' SNS by Job Position

Variable	Job Position	*N*	Mean	*SD*	*F*	*p*
Socializing	PAT	116	19.90	5.228	.567	.568
	JAT	155	20.39	4.416		
	SAT	187	19.88	4.784		
Entertainment	PAT	116	13.06	2.758	2.625	.074
	JAT	155	13.41	2.009		
	SAT	187	13.68	2.237		
Self-Satisfaction	PAT	116	10.22	2.784	.605	.546
	JAT	155	10.55	2.883		
	SAT	187	10.27	2.878		
Information-seeking	PAT	116	13.73	2.668	.391	.677
	JAT	155	13.53	2.300		
	SAT	187	13.74	2.227		

Note. PAT = Primary Assistant Teacher
JAT = Junior Assistant Teacher SAT = Senior Assistant Teacher

Comparison of Teachers' SNS by Region

ANOVA results show that teachers did not differ significantly in teachers' SNS by region. Therefore, it can also be interpreted that there was no region difference in teachers'

SNS (see Table 7).

Table 7 ANOVA Results of Each Subscale of Teachers' SNS by Region

Variable	Region	*N*	Mean	*SD*	*F*	*p*
Socializing	Yangon	162	20.10	4.626	.229	.795
	Tanintharyi	105	19.78	5.027		
	Magway	191	20.16	4.782		
Entertainment	Yangon	162	13.51	2.118	.367	.693
	Tanintharyi	105	13.51	2.450		
	Magway	191	13.32	2.410		
Self-Satisfaction	Yangon	162	10.52	2.802	1.437	.239
	Tanintharyi	105	9.94	2.918		
	Magway	191	10.43	2.855		
Information-Seeking	Yangon	162	13.39	2.268	1.785	.169
	Tanintharyi	105	13.75	2.741		
	Magway	191	13.85	2.212		

Descriptive Statistics of Social Self-efficacy among Teachers

According to the descriptive statistics, the mean and standard deviation of social self-efficacy were 76.25 and 18.196 (see Table 8).

Table 8 Descriptive Statistics for Social Self-efficacy among Teachers

Variables	*N*	**Minimum**	**Maximum**	**Mean**	*SD*
Social Self-efficacy	458	27	125	76.25	18.196

Comparison of Teachers' Social Self-efficacy by Age

According to the ANOVA results, there were no significant differences in social self-efficacy among teachers by age. Therefore, it can be concluded that social self-efficacy does not depend on age (see Table 9).

Table 9 ANOVA Result of Teachers' Social Self-efficacy by Age

Variable	Age	*N*	Mean	*SD*	*F*	*p*
Social Self- efficacy	20 to 30	109	79.22	17.527	1.615	.185
	31 to 40	134	75.09	20.581		
	41 to 50	90	74.02	16.820		
	51 to 60	125	76.52	16.807		

Comparison of Teachers' Social Self-efficacy by Job Position

According to the ANOVA results, there were no significant differences in social self-efficacy by job position. Therefore, it can be concluded that job positions cannot influence social self-efficacy (see Table 10).

Table 10 ANOVA Result of Teachers' Social Self-efficacy by Job Position

Variable	Job Position	*N*	Mean	*SD*	*F*	*p*
Social Self-efficacy	PAT	116	78.45	15.901	1.154	.316
	JAT	155	75.28	19.577		
	SAT	187	75.70	18.324		

Comparison of Teachers' Social Self-efficacy by Region

According to the ANOVA results, there were significant differences in social self-efficacy among teachers by region (see Table 11).

Table 11 ANOVA Result of Teachers' Social Self-efficacy by Region

Variable	Region	*N*	Mean	*SD*	*F*	*p*
Social Self-efficacy	Yangon	162	79.17	19.242	4.133*	.017
	Tanintharyi	105	73.12	17.887		
	Magway	191	77.31	17.126		

The result of Tukey HSD multiple comparison indicated that teachers from Yangon would have higher social self-efficacy than those from Tanintharyi in this study. It can be concluded that teachers from Yangon probably would increase greater levels of social self- efficacy by coping with social problems than teachers from Tanintharyi.

Comparison of Teachers' Social Self-efficacy by Time Spent in Using SNS per Day

According to the ANOVA results, there were significant differences in social self-efficacy by using SNS per day (see Table 12).

Table 12 ANOVA Result of Teachers' Social Self-efficacy by Time Spent in Using SNS per Day

Variable	Time Spent in Using SNS	*N*	Mean	*SD*	*F*	*p*
Social Self-efficacy	1 - 2 hr	140	73.97	18.263	3.528*	.030
	2 - 3 hr	190	79.30	18.483		
	above 3 hr	128	76.34	17.314		

Note. * Mean difference is significant at the 0.05 level

The result of Tukey HSD multiple comparison indicated that teachers who spent their time on SNS between two and three hours would have higher social self-efficacy than those who use SNS between one and two hours.

The Relationship between Social Networking Sites and Social Self-efficacy

Pearson's correlation method was used to know the relationship between social networking sites and social self-efficacy (see Table 13).

Table 13 Correlation between Social Networking Sites and Social Self-efficacy

		Social Networking Sites (SNS)	Social Self-efficacy
SNS	Correlation	1	.449**
	Sig. (2-tailed)		
	N	458	458

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

The results showed that the positive correlation between SNS and social self-efficacy among teachers was significant (r (456) = 0.449, $p < 0.01$) at the 0.01 level. Therefore, a significant positive relationship is formed between SNS and social self-efficacy among teachers. This means that the more SNS teachers use effectively, the higher social self- efficacy has in teachers. This finding is consistent with the report of Wu et al. (2012) that associations also exist between social self-efficacy and social trust in online social networks.

The results also indicated that all SNS subscales were positively correlated with social self-efficacy. The subscales of SNS such as socializing, entertainment, self-satisfaction, and information-seeking were positively correlated with social self-efficacy among teachers. Table 13 highlights that there was a positive correlation between SNS and social self-efficacy. The more teachers use SNS effectively, the higher social self-efficacy they have.

Multiple Regression Analysis for Determining Predicting Factors of Social Self- efficacy

To make a more detailed investigation, further detailed analyses were undertaken using regression analyses for SNS and social self-efficacy (see Table 14).

Table 14 Multiple Regression Analysis for SNS Prediction of Social Self-efficacy

Variable	*B*	β	*t*	*R*	*R²*	Adj *R²*	*F*
Constant	34.260		6.840***	.474	.225	.218	32.839
Socializing	.869	.228	3.978***				
Self-satisfaction	1.531	.240	4.583***				
Information-seeking	1.163	.151	2.884**				

Note. **Mean difference is significant at the 0.01 level.
***Mean difference is significant at the 0.001 level.

The results pointed out that the subscales of teachers' SNS, socializing, self- satisfaction, and information-seeking were significantly correlated to social self-efficacy. Therefore, socializing, self-satisfaction and information-seeking were significant predictors of social self-efficacy ($t = 6.840$, $p < 0.001$). The adjusted *R* square value was .218, which indicated that approximately 22% of the variance in social self-efficacy could be explained by the subscales of teachers' SNS. The model equation for predicting social self-efficacy from the factors of teacher' SNS was as follows:

SSE = 34.260 + .869S + 1.531SS + 1.163IS

SSE = Social Self-efficacy, S = Socializing, SS= Self-Satisfaction, IS = Information Seeking.

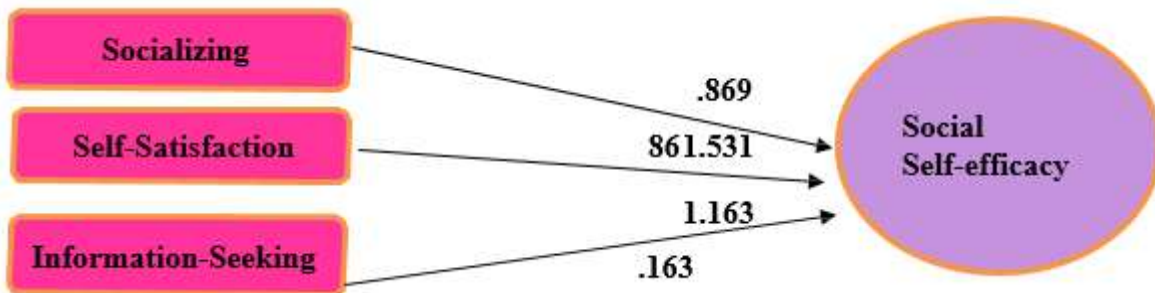Based on the findings of multiple regression analysis, a model diagram can be drawn as follows in Figure 1.

Figure 1 Model Summary for SNS Factor Prediction of Social Self-Efficacy **Conclusion,**

Discussion and Recommendation

Findings of this study reveal that 99.6% of participants used SNS through the phone. Concerning the most frequently used SNS, the results showed that participant teachers mostly use Facebook. This result is consistent with the report of Hootsuite (2020) that the number of active Facebook users in Myanmar is 21 million. The teachers' social networking sites and teacher quality were examined by using descriptive statistical analysis. The mean score of information-seeking was 13.67, and the standard deviation was 2.367 respectively among socializing, entertainment, and self-satisfaction of social networking sites. It can be said that teachers would use SNS primarily to seek information rather than socialized, entertained, and self-satisfied.

According to the ANOVA results of teachers' social networking sites by age, teachers with the age of 20 to 30 and 41 to 50 age groups use SNS to seek information relating to their personal and professional life rather than those with the age of 31 to 40 age group. Moreover, teachers with the age of 20 to 30 would use SNS more frequently than those with the age of 51 to 60. It can be said that younger teachers spent time on SNS rather than older teachers. Therefore, younger teachers would use SNS more frequently and constantly than older teachers (Soomro et al., 2014). From the ANOVA results, teachers did not differ significantly in teachers' social networking sites by job position. Therefore, it can be interpreted that job positions cannot influence teachers' social networking.

Moreover, based on the ANOVA results in determining the differences in teachers' social networking sites by region, teachers' social networking sites would not be affected by region. So, all SAT, JAT, and PAT teachers from Yangon region would use as much as other teachers from Tanintharyi and Magway regions.

To find out social self-efficacy among teachers, descriptive statistical analysis was implemented out, and the mean score of social self-efficacy was 76.25, and the standard deviation was 18.196. Based on the ANOVA results in determining the differences in social self-efficacy by age, it was found that there was no significant difference in social self- efficacy by age. ANOVA results also indicated that a significant difference was not found in job positions on social self-efficacy. Therefore, it can be concluded that social self- efficacy among teachers would not be affected by age and job position. It may be assumed that social self-efficacy does not differ by age and job position among teachers because it can be trained, and it only depends on a positive relationship. This result is consistent with the study of Loeb (2016) who found that social self-efficacy can be trained and who found that there was no significant influence on social self-efficacy by age and job position as manager and leader.

In determining the significant differences in social self-efficacy among teachers by region, ANOVA results showed that teachers from Yangon would have higher social self-efficacy than other teachers from Yangon and Magway. Thus, it can be concluded that teachers from Yangon face many social problems and would increase greater levels of social self-efficacy by coping with these social problems than teachers from Tanintharyi. Based on the ANOVA results in determining the differences in social self-efficacy by teachers' perception on SNS usefulness, it was found that there was no significant difference in social self-efficacy by teachers' perception on SNS usefulness. It can be seen that social self-efficacy would not differ whatever teacher perceived on SNS.

According to the ANOVA results, teachers who spent their time on SNS between two and three hours would have higher social self-efficacy than those who use SNS between one and two hours. Therefore, it can be concluded from time spent using SNS per day that high SNS users among teachers would have higher social self-efficacy than those with other average and low SNS users among teachers.

The results of the Pearson product-moment correlation showed that the positive correlation between SNS and social self-efficacy among teachers was significant at 0.01 level ($r = 0.449$, $p < 0.01$). Therefore, a significant positive relationship is formed between SNS and social self-efficacy among teachers. This means that the more SNS teachers use effectively, the higher the social self-efficacy the teachers have. This finding is consistent with the report of Wu et al. (2012) that associations also exist between social self-efficacy and social trust in online

social networks. Moreover, regression analysis revealed that subscales of SNS such as socializing, self-satisfaction, and information-seeking were significantly predictive for social self-efficacy of teachers in this study. This study indicated that approximately 22% of the variance in social self-efficacy could be explained by the subscales of teachers' SNS.

The effects of social networking sites (SNS) are online networks that individuals use to create social networks or relationships with others with similar personal or professional interests, hobbies, backgrounds, or everyday interactions. Many people use SNS through smartphones, laptops, tablets, and computers. In this study, most participant teachers use SNS through their phones. As a result of technological advancements, people are encouraged to accept alternative lifestyles. SNS can be helpful for both personal life and professional life if people use SNS in the right way. The teacher should give constructive feedback on SNS when another teacher asks for advice. While people would also have to express thoughts and findings to others in the workplace, engage in communities, or pursue or provide support in order to function that can be trained effectively to improve their social self-efficacy (Fan et al., 2013), the educational stakeholders should create productive groups as effective communities of practice generated through groups (CoP) for teachers through SNS especially during Covid-19 situation. Last but not least, teachers should use SNS effectively in order to improve social self-efficacy in their personal and professional life.

Limitations and Future Research

There were some limitations in this study. The first limitation of this study was the use of questionnaires rather than direct observation or in-depth interviews. Hence, a follow- up qualitative research that should be conducted in order to support the findings of the study. Moreover, as all survey data were collected only from three regions in Myanmar, the participants of this study were not sufficient to present the whole population of teachers in Myanmar. For a deeper understanding, future research should be conducted to larger sample covering the whole state and nations in order to be more reliable, generalized, and more valid data. It should also be undertaken on principals and teacher educators, high school students and university students. Future researchers also need to investigate demographic variables such as gender, educational qualification, and teaching subjects. Moreover, this study investigated only two variables, SNS and social self-efficacy. Therefore, it can be conducted with other related variables such as google products, personality traits, and teacher efficacy.

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