



THE INFLUENCE OF SOCIAL NETWORKING SITES AS A SOCIAL PHENOMENON ON THE SELF-EFFICACY OF SECONDARY SCHOOL STUDENTS IN ARAB SCHOOLS WITHIN THE GREEN LINE: SCHOOL PRINCIPALS' PERSPECTIVES

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Abstract

This study examined the influence of social networking sites (SNS), conceptualized as a pervasive social phenomenon, on the self-efficacy of secondary school students enrolled in Arab schools within the Green Line, as perceived by school principals. Employing a descriptive-survey research design, data were collected via a structured questionnaire administered to a convenience sample of 62 male and female school principals, drawn from a target population of 95 administrators serving Arab secondary schools in the Northern District within the Green Line. Findings indicated that mean scores across all self-efficacy domains were uniformly rated at a low level. Domain rankings, in descending order, were as follows: the behavioral domain ($M = 2.22$), the social domain ($M = 2.20$), the cognitive domain ($M = 2.14$), and the self-confidence domain ($M = 2.12$). Furthermore, no statistically significant differences were detected in principals' perceptions as a function of years of administrative experience; however, statistically significant differences were identified with respect to gender and academic qualification, favoring male principals and bachelor's degree holders, respectively.

Keywords: social networking sites; self-efficacy; school principals; secondary education; Arab schools.

Introduction

The extraordinary rate of technological innovation of recent decades has given rise to a socio-civilizational revolution, which has radically altered the landscape of human communication and effectively replaced geographic space with a densely interconnected and highly integrated global system. In recent years, the McLuhanite metaphor of the 'global village' has increasingly been replaced by that of the 'small-screen society' - a term that refers to the conglomeration of geographically removed communities within the same digital environment. Perhaps the most significant technological innovation of recent times are social networking sites (SNS), which have emerged as the prime social spaces that increasingly underpin much of our lives. Through these, the cultural values, norms and traditions of various societies have become intermingled in intricate ways to create hybrid cultural formations that are symptomatic of the rapidly increasing pace of cross-cultural convergence in the digital era.

The rapid dissemination of social networking apps has resulted in a rich and nuanced set of social, ethical and behavioural consequences for their users. Some people are becoming increasingly disconnected from the world around them in favour of the virtual, while others are using disproportionate amounts of leisure time engaging in non-productive online activities. When these factors are coupled with a lack of cultural and ethical awareness among certain user demographics - as well as the development of a dominant, homogenous "global culture" that

threatens the sovereignty of national and local cultures - these trends expose adolescents to the risk of extremism and indoctrination. In these circumstances, the negative impacts of SNS usage can outweigh any benefits. Despite these potential risks, empirical evidence confirms that safe and informed use of these platforms can yield significant benefits, especially for members of Arab communities (Abd al-Ra'uf, 2018).

Social networking sites have facilitated an unparalleled level of learning opportunities for students to gain substantive knowledge, skills, and experience outside the formal classroom. SNS have played a pivotal role in facilitating connectivity among people with similar intellectual pursuits, professional specialisations, and practical experiences, thereby broadening the scope of bi-directional and/or multi-directional communication. In this capacity, SNS have played an important role in fostering peer-to-peer relationships and have provided a platform that has facilitated students' ability to overcome social isolation, introversion, and shyness in interpersonal communication (Al-Dulaymi, 2019).

Social networking sites have not only served a social purpose, but also have demonstrably enhanced the educational function of schools by facilitating the use of dedicated digital platforms to provide asynchronous, 24/7, online learning opportunities. Such digital platforms have supported the establishment of interactive pedagogical relationships between teachers and students, institutionalised the home-school relationship, and enabled more accessible and meaningful communication on issues of education and curriculum (Khadr, 2018).

Turban and Mustafa (2022) argue that social networking sites play a significant role in enhancing political and civic awareness through the provision of accessible platforms for individuals to engage with community issues, contribute to the formulation of informed political perspectives and participate in public affairs. In this regard, these technologies contribute to the enhancement of political literacy and the creation of new opportunities for active social participation and advocacy for institutional reform - processes with significant implications for the strengthening of national and Arab identity through political socialization processes.

The notion of self-efficacy is a central construct in Bandura's Social Cognitive Theory and is regarded as a significant factor in individual psychological functioning. It is conceptually rooted in the expectancies and personal beliefs of individuals about their ability to successfully perform tasks and attain goals, beliefs that, in turn, regulate the nature, extent and duration of behavioural engagement (Abd al-'Aziz, 2020).

Self-efficacy represents a key conceptual axis of Social Cognitive Theory, which prescribes that humans are inherently capable of exercising self-control over their behaviour via the intermediating role of personal belief structures. Such self-referent belief systems allow people to regulate their cognitive functions and emotional reactions. Crucially, self-efficacy (perceived operational capacity) is not a function of the dimension of resources available to an individual, but rather of the conviction an individual has of their capacity to effectively draw on those resources to achieve a sought-after goal. Theoretically, therefore, it is not the absolute quantity of an individual's competencies that is relevant, but rather the strength of their belief in their ability to mobilise their competencies under the conditions of a particular situation. As such, individuals' self-efficacy judgements are indicative of their subjective assessment of the difficulty of the challenge they are faced with (Abdu, 2020).

Similarly, Abdu (2020) argues that the schema an individual develops concerning their actual and perceived capacities, which is a product of the collective processes of socialization, family-moderated upbringing and prior experiential learning, represents the lens by which success and failure is anticipated in future encounters to new situations and challenges. Hence, self-efficacy functions as a powerful motivational force: it drives individuals to engage and persist when their prior experiential outcomes are positive; and to avoid and disengage when prior experiences have been negative.

I would argue persuasively, as does Al-Shawa (2019), that students with high self-efficacy consistently exert greater levels of effort, higher persistence, and greater resilience to varying challenging learning environments in which they may be required to operate. Person-specific perceptions of capability and competence to perform specific tasks within a domain, constitute potent predictors of academic success. Self-efficacy therefore plays a significant facilitating role in students' cognitive development, which is a crucial component of student success. Indeed, the cognitive judgements crystallized in self-efficacy constitute a critical intervening factor between a person's actual knowledge and skill on the one hand, and the translated manifestation of this knowledge and skill in the classroom on the other hand.

Against this theoretical backdrop, and based on the researcher's personal professional experience in an Arab secondary school in the Northern District inside the Green Line, it was noted that secondary school students engage in prolonged peer interaction outside of school hours using the aforementioned social networking sites, which may have significant positive or negative implications for their self-efficacy and, in turn, for their academic achievement. Further, the researcher observed the emergence of negative value-related dispositions among some students. Since school administration is based on a holistic approach that integrates efforts to achieve school educational goals and to respond to students' developmental needs and to their hopes while maintaining a commitment to foster students' self-efficacy, and given that SNS engagement within the context of today's rapid change may represent a critical component in fostering students' self-efficacy and leadership potential, the rationale for the present study was set.

Statement of the Problem

Secondary school students constitute one of the most vulnerable demographic cohorts with respect to the influence of social networking sites, as they are traversing a developmentally critical stage defined by exploratory behavior, identity construction, and significant physical and psychological transformation—factors that collectively intensify their orientation toward these platforms as sources of multifaceted gratification (Ministry of Social Development, 2020). The impact of SNS engagement on various dimensions of adolescent personality is extensively documented in the literature, with self-efficacy identified as one of the most susceptible constructs. Bsharah et al. (2014), for instance, demonstrated that SNS use—specifically engagement with Facebook—can yield self-efficacy benefits by providing platforms that enable uninhibited self-expression; however, prolonged and unmonitored engagement with these sites may expose students to socio-digital environments that are incongruent with their value systems and introduce them to a substantial number of peers whose behavioral dispositions and orientations remain largely unknown. The existing literature has

consistently underscored the need for expanded empirical inquiry into the effects of SNS use, as evidenced by the recommendations of Al-Hunayti (2022) and Al-Saqir (2024).

Field observation further revealed considerable heterogeneity in the nature and extent of SNS influence across the student population. Whereas some students engage these platforms instrumentally for academic research, information retrieval, and educational communication, others utilize them primarily as vehicles for social interaction, recreation, and leisure. A discernible gap was also observed between the prevailing societal values and normative standards and their actual internalization and application by secondary school students; moreover, the majority of students were found to access social networking sites in the absence of adequate parental or pedagogical oversight. Accordingly, the present study was designed to systematically investigate the influence of social networking site use as a social phenomenon on secondary school students' self-efficacy, as perceived by school principals, by addressing the following research questions:

- 1. What are the reflections of using social networking sites as a social phenomenon on the self-efficacy of secondary school students in Arab schools within the Green Line, from the perspectives of school principals?**
- 2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in participants' ratings of the reflections of using social networking sites as a social phenomenon on secondary school students' self-efficacy, attributable to the variables of gender, academic qualification, and years of administrative service?**

Objectives of the Study

The primary objective of the present study was to systematically identify and characterize the influence of social networking site use, conceptualized as a pervasive social phenomenon, on the self-efficacy of secondary school students enrolled in Arab schools within the Green Line, as perceived and reported by school principals. This objective was pursued with the ultimate aim of informing and enhancing this critical dimension of school administration, given its fundamental importance to the attainment of educational process goals and the holistic development of students.

Significance of the Study

Theoretical Significance

This study is anticipated to make a substantive contribution toward addressing the documented research lacuna pertaining to the influence of social networking site use, as a social phenomenon, on the self-efficacy of secondary school students from the specific perspective of school principals within the Green Line. To the best of the researcher's knowledge, the present investigation represents one of the first scholarly endeavors to examine this particular constellation of variables conjointly, given that antecedent Arabic and international studies have predominantly examined each variable in isolation. Accordingly, this study may function as a foundational point of departure for scholars with sustained interest in this domain, stimulating inquiry into analogous populations across diverse educational levels. The theoretical significance of the study is further underscored by its prospective contributions to the Arabic

academic literature and by the recommendations it advances, which are intended to constitute a generative springboard for future empirical investigation.

Practical Significance

The empirical findings generated by this study are expected to yield tangible benefits for the following key stakeholder groups:

- Education policymakers and senior administrators, who will gain access to empirically grounded evidence concerning the influence of SNS use on secondary school students' self-efficacy as perceived by school principals, thereby enabling the formulation and implementation of more effective and contextually responsive educational policies and practices.
- School principals of Arab institutions within the Green Line, who will derive direct and actionable insights into the nature and magnitude of SNS influence on the self-efficacy of their secondary school students, enabling more informed and proactive administrative decision-making.
- The scholarly research community, for whom this study opens new investigative horizons and provides a conceptual and methodological framework for examining related dimensions of the research topic across diverse educational contexts, cultural settings, and student populations.

Operational and Conceptual Definitions

Social Networking Sites (conceptual definition): "Websites on the internet through which millions of individuals who share common interests or specializations interact; members of these networks may share files and photographs, create blogs, and engage in instant messaging. These media are described as 'social' because they facilitate communication with relatives and friends and strengthen social bonds. The most prominent include Facebook, Instagram, Twitter, and MySpace" (Isma'il, 2020, p. 26).

Social Networking Sites (operational definition): Electronic applications used by secondary school students in Arab schools in the Northern District within the Green Line to keep abreast of contemporary developments and acquire knowledge, including Facebook, Instagram, Twitter, Snapchat, YouTube, and others.

Self-Efficacy (conceptual definition): "An individual's beliefs regarding their potential and capacity for excellence and academic achievement relative to their classmates and peers" (Al-'Atum et al., 2024, p. 36).

Self-Efficacy (operational definition): Students' judgments about their abilities to organize and accomplish tasks that require the demonstration of specific, clearly defined types of performance.

Delimitations of the Study

Topical delimitation: The reflections of using social networking sites as a social phenomenon on secondary school students' self-efficacy from the perspectives of school principals.

Human delimitation: A sample of principals of Arab secondary schools in the Northern District within the Green Line.

Geographical delimitation: Arab secondary schools in the Northern District within the Green Line.

Temporal delimitation: The study was conducted during the first semester of the academic year 2024.

Review of Related Literature

The researcher reviewed prior studies relevant to the topic of the present inquiry, which were analyzed and related to the current study's findings, and organized chronologically from the earliest to the most recent.

First: Studies Related to Social Networking Sites as a Social Phenomenon

Maghara (2019) conducted a study aimed at identifying the negative social, cultural, psychological, and health effects on secondary school students resulting from their use of social networking sites, employing a descriptive field approach with a survey methodology. The study was applied to a sample of 300 male and female students in the city of Gaza. Results revealed that students use social networking sites at high rates: 91% reported using Facebook, 73% used these networks daily, and 23.6% reported usage exceeding five hours per day. The primary motives for use were social connection, entertainment, and leisure. The study found that this usage had a moderate negative impact on adolescents across social, psychological, cultural, and health dimensions, with no statistically significant differences between males and females.

AlKaabi (2020) conducted a study aimed at identifying secondary school students' awareness of social networking sites and their impact on values in Qatar, using a descriptive-analytical approach with a questionnaire administered to a sample of 384 male and female students in private schools. Results indicated that students' awareness of social networking sites and their impact on social values was at a moderate level. Social networking sites were found to have positive effects on values related to respect for others' opinions and cooperation, while exhibiting negative effects on social cohesion as a value within Qatari society.

Al-Sharari and Al-Shamaylah (2020) sought to examine the risks associated with secondary school students' use of social networking sites from the perspectives of teachers in Al-Qurayyat, Saudi Arabia, employing a descriptive approach with a questionnaire applied to a sample of 288 teachers. Results indicated that the overall level of risks was high, with Twitter identified as the most dangerous platform (ranked first), followed by WhatsApp (second), YouTube (third), Snapchat (fourth), and Instagram (fifth, at a moderate level). The study also found that the overall level of deviant behavioral manifestations among secondary school students on social networking sites was moderate.

Al-Hunayti (2022) conducted a study aimed at identifying the role of social networking sites in shaping the value system of secondary school students in Jordan from teachers' perspectives, employing a descriptive-survey methodology with a questionnaire administered to a sample of 292 male and female teachers in government schools in Qaweismeh Governorate. Results indicated that social networking sites played a moderate role in shaping students' values, with statistically significant differences attributable to gender in favor of male teachers, and no significant differences attributable to academic qualification or years of experience.

Al-Saqir (2024) conducted a study examining the pivotal role of social networking sites in promoting values and ethics in the modern digital society of Saudi Arabia. Through an

analytical study of social networking sites' influence on users' behavior and societal values, the findings revealed that Facebook was the most frequent platform for value- and ethics-related content (39%), followed by Instagram (33.3%), and Twitter (27.6%). Arabic was the dominant language of communication (67.3%), indicating users' preference for engaging in their native tongue. In terms of content types, posts constituted the largest category (41.9%), followed by images (27%), and videos (14.3%), while 'likes' accounted for 47.9% of engagement interactions.

Second: Studies Related to Student Self-Efficacy

Al-Shijiri (2019) conducted a study aimed at assessing the level of spiritual intelligence and self-efficacy among students at the University of Anbar in Iraq, using a descriptive-analytical approach. The self-efficacy scale developed by Jerusalem and Schwarzer (1986), adapted and standardized by Samer Jamil Radwan (1997), was applied to a randomly selected sample of 200 students. Results revealed that university students exhibited high self-efficacy, with no significant correlation between spiritual intelligence and self-efficacy.

Salah al-Din (2019) conducted a study investigating the relationship between self-efficacy and psychological resilience among secondary school students, using a descriptive methodology. The study instruments comprised a self-efficacy scale and a resilience scale, applied to a sample of 50 first-year secondary students at Imyai Secondary School in Cairo. Results indicated that students' self-efficacy was at a high level, that self-efficacy plays a significant role in developing psychological resilience, and that self-efficacy determines an individual's resilience in the face of adversity, hardship, depression, and stress.

Usan Supervia and Quilez Robres (2021) conducted a study examining emotional regulation, academic performance, and the mediating role of self-efficacy among secondary school students in Huesca, Spain. Employing a descriptive-survey approach with an emotional regulation questionnaire and a self-efficacy scale, the study was applied to a sample of 2,204 students (1,193 male and 1,011 female). Results indicated that both emotional regulation and academic performance were at high levels, that self-efficacy as a mediating variable was highly significant, and that the promotion of adaptive behaviors within the classroom can lead to adequate personal development and optimal academic performance.

Al-Zawahira (2021) investigated the relationship between cognitive flexibility and academic, social, and emotional self-efficacy in light of certain variables among secondary school students in Al-Zarqa', Jordan. Using a descriptive-survey approach with Al-Huzayl's (2015) cognitive flexibility scale and Muris's (2002) self-efficacy scale, applied to a sample of 400 students, results revealed moderate levels of cognitive flexibility and self-efficacy, a positive correlational relationship between the two, and statistically significant differences in the relationship attributable to gender (in favor of males) and academic track (in favor of the scientific track).

Lu and Tian (2024) conducted a study examining the effects of online learning environments, self-efficacy, and online interaction on the educational achievement of international students, employing a survey methodology with data reviewed from 1,010 international students across 41 universities in China. Analysis revealed that, among all factors directly and positively supporting international students' academic achievement, online learning access—specifically access to online learning resources and knowledge-acquisition opportunities—was most

prominent. Furthermore, through the mediating role of self-efficacy, knowledge acquisition exerted significant and positive indirect effects on academic achievement.

Al-Ghamdi (2024) conducted a study aimed at assessing the level of self-efficacy among a sample of gifted secondary school students in Al-Baha Region, Saudi Arabia. Using a descriptive-correlational approach with a questionnaire applied to a sample of 140 gifted students (56 in Grade 10, 45 in Grade 11, and 39 in Grade 12), results revealed that gifted secondary school students demonstrated high self-efficacy, with no statistically significant differences attributable to grade level.

Position of the Current Study among Prior Studies

The present study distinguishes itself from prior research through its examination of the reflections of social networking site use as a social phenomenon on secondary school students' self-efficacy specifically from the perspectives of school principals. To the best of the researcher's knowledge, no prior studies have addressed this particular combination of variables—social networking site use as a social phenomenon, secondary school students' self-efficacy, and principals' perspectives. The study further differs in its study population and sample, as well as its geographical context.

Method and Procedures

Research Design

The present study adopted a quantitative descriptive-survey research design, which was deemed most congruent with the epistemological orientation and investigative purposes of the study.

Study Population

The target population of the study comprised the entire cadre of school principals serving in Arab secondary schools in the Northern District within the Green Line—a total of 95 male and female administrators distributed across 47 secondary institutions, as documented in official Ministry of Education statistics for the academic year 2024.

Study Sample

The study sample was constituted through convenience sampling from the target population. The self-administered electronic questionnaire was disseminated to all Arab secondary schools in the Northern District within the Green Line via institutional email and professional networking channels. A total of 63 principals submitted completed or partially completed responses, representing a response rate of 66.3% of the total population. Subsequent quality screening resulted in the exclusion of one questionnaire on the grounds of incomplete data, yielding a final analytical sample of 62 male and female school principals. Although the realized sample size fell marginally below the minimum threshold of 76 recommended by Krejcie and Morgan (1970) for a population of 95 at a 95% confidence level, the obtained sample is considered sufficiently robust to address the research objectives of the present inquiry.

Table 1. Distribution of Study Sample by Demographic Variables

Variable	Category / Level	Frequency	Percentage (%)
Gender	Male	23	36.50

Variable	Category / Level	Frequency	Percentage (%)
	Female	40	63.50
	Total	63	100.00
Academic Qualification	Bachelor's Degree	31	49.20
	Postgraduate Studies	32	50.80
	Total	63	100.00
Years of Administrative Service	Fewer than 10 years	37	58.70
	10 years or more	26	41.30
	Total	63	100.00

* Numbers in the table reflect 63 initial respondents; the final sample (N = 62) excludes one incomplete questionnaire.

Study Instrument

To operationalize the research objectives—specifically, the investigation of the influence of social networking site use as a social phenomenon on secondary school students' self-efficacy—the researcher developed a purpose-built structured questionnaire grounded in the theoretical literature and informed by pertinent prior empirical studies, including those of Al-Shawa (2019) and Isma'il (2020). The instrument comprised two principal sections: the first section elicited respondents' sociodemographic information (gender, academic qualification, and years of administrative experience), while the second section was designed to assess principal perceptions of SNS influence on students' self-efficacy across multiple domains. An initial item pool of 33 statements was generated and systematically distributed across four conceptually distinct domains: the social domain (7 items), the behavioral domain (9 items), the self-confidence domain (8 items), and the cognitive domain (9 items).

Content Validity

Content validity was established through systematic expert review. The preliminary instrument was submitted to a panel of ten subject-matter experts and specialists drawn from the fields of educational administration, foundations of education, and educational measurement and evaluation at multiple universities. Panelists were invited to evaluate each item with respect to its conceptual relevance, linguistic precision, and appropriateness, and to propose any modifications deemed necessary. Based on the consolidated expert feedback, the following revisions were implemented: items 5, 10, 12, 13, 14, 17, 24, 26, and 31 were reformulated to enhance clarity and construct alignment, and item 8 from the behavioral domain was eliminated. The final validated instrument thus comprised 32 items systematically organized across four

domains: the social domain (7 items), the behavioral domain (8 items), the self-confidence domain (8 items), and the cognitive domain (9 items).

Construct Validity

Construct validity was assessed by administering the questionnaire to a pilot sample of 20 male and female school principals employed in secondary schools within the Green Line, distinct from the primary study sample. Pearson product-moment correlation coefficients were subsequently computed to examine the magnitude and significance of item-domain and item-total scale relationships, as detailed in Table 2.

Table 2. Pearson Correlation Coefficients Between Items and Their Respective Domains, and Between Items and the Overall Scale (n = 20)

Domain	Item No.	r (Domain)	r (Scale)	Item No.	r (Domain)	r (Scale)	Item No.	r (Domain)	r (Scale)						
Social Domain	1	0.73	0.51	Behavioral	12	0.76	0.61	23	0.74						
	2	0.68	0.53		13	0.88	0.68			Cognitive Domain	24				
	3	0.90	0.77		14	0.78	0.62					25			
	4	0.80	0.76		15	0.75	0.75	26							
	5	0.75	0.57	Self-Confidence Domain	16	0.88	0.88			27					
	6	0.67	0.57		17	0.75	0.59	28							
	7	0.69	0.57		18	0.78	0.76				29				
Behavioral Domain	8	0.73	0.61	19	0.76	0.71	30								
	9	0.82	0.76					20	0.92	0.85	31				
	10	0.72	0.71									21	0.81	0.73	32
	11	0.62	0.70												

As presented in Table 2, Pearson correlation coefficients between individual items and their respective domains ranged from 0.42 to 0.92, while item-total scale correlations ranged from 0.46 to 0.88. All correlation coefficients attained statistical significance at the $\alpha = 0.05$ level and were deemed psychometrically acceptable in accordance with established criteria (Al-Kilani & Al-Sharifayn, 2011, p. 431). On the basis of these findings, no items were eliminated from any of the four domains.

In addition, Pearson correlation coefficients were computed to evaluate domain-to-total-scale relationships and inter-domain intercorrelations, the results of which are reported in Table 3.

Table 3. Pearson Correlation Coefficients Between Domains and the Overall Scale, and Inter-Domain Correlations

Relationship	Statistic	Social Domain	Behavioral Domain	Self-Confidence Domain
Behavioral Domain	Pearson r	0.73**	—	—
	Sig.	0.00	—	—
Self-Confidence Domain	Pearson r	0.70**	0.89**	—
	Sig.	0.00	0.00	—
Cognitive Domain	Pearson r	0.71**	0.80**	0.61**
	Sig.	0.00	0.00	0.00
Total Scale Score	Pearson r	0.82**	0.90**	0.93**
	Sig.	0.00	0.00	0.00

* All values significant at the 0.01 level.

As reported in Table 3, domain-to-total-scale correlations ranged from 0.70 to 0.93, and inter-domain correlations ranged from 0.61 to 0.89. These coefficients reflect a satisfactory level of structural coherence and are considered psychometrically appropriate for the purposes of the present study (Al-Kilani & Al-Sharifayn, 2011, p. 431).

Reliability

The reliability of the instrument was evaluated through two complementary approaches. Internal consistency was assessed using Cronbach's alpha coefficient, computed from the pilot sample data. Temporal stability was examined through a test-retest procedure, whereby the questionnaire was re-administered to the pilot sample following a two-week interval; Pearson product-moment correlation coefficients were subsequently computed between scores obtained at the two time points. The resulting reliability coefficients are presented in Table 4.

Table 4. Cronbach's Alpha and Test-Retest Reliability Coefficients

Domain	Cronbach's α	Test-Retest Reliability	No. of Items
Social Domain	0.86	0.93**	7
Behavioral Domain	0.88	0.92**	8
Self-Confidence Domain	0.90	0.89**	8
Cognitive Domain	0.86	0.81**	9
Total Scale Score	—	0.95**	32

As reported in Table 4, Cronbach's alpha coefficients for the four domains ranged from 0.86 to 0.90, indicating high levels of internal consistency. Test-retest reliability coefficients for the same domains ranged from 0.81 to 0.93, and the overall test-retest reliability coefficient was 0.95, reflecting strong temporal stability. These psychometric indices are considered satisfactory and confirm the instrument's suitability for administration to the primary study sample (Al-Kilani & Al-Sharifayn, 2011, p. 431).

Scoring Criteria

A proportional statistical classification scheme was employed to facilitate the interpretive categorization of mean scores for the overall scale, individual domains, and constituent items. The full range of the five-point Likert scale (1–5) was partitioned into five equal-width intervals of 0.80 units each, yielding the hierarchical classification levels presented in Table 5.

Table 5. Statistical Classification of Mean Score Levels

Level	Mean Score Range
Very High	4.20 – 5.00
High	3.40 – < 4.20
Moderate	2.60 – < 3.40
Low	1.80 – < 2.60
Very Low	1.00 – < 1.80

Study Variables

Independent variables: (a) Gender: male, female; (b) Academic qualification: bachelor's degree, postgraduate studies; (c) Years of administrative service: fewer than 10 years, 10 years or more.

Dependent variable: Reflections of social networking site use as a social phenomenon on students' self-efficacy.

Results and Discussion

The study aimed to investigate the reflections of social networking site use as a social phenomenon on secondary school students' self-efficacy by addressing the following research questions:

Results of Research Question One

"What are the reflections of using social networking sites as a social phenomenon on the self-efficacy of secondary school students within the Green Line, from the perspectives of school principals?"

To address this research question, arithmetic means and standard deviations were computed for principals' perceptual ratings of SNS influence across all self-efficacy domains, as presented in Table 6.

Table 6. Arithmetic Means and Standard Deviations for the Reflections of Social Networking Site Use on Students' Self-Efficacy, by Domain (Descending Order)

Rank	Domain No.	Domain	Mean	SD	Level
1	2	Behavioral Domain	2.22	0.46	Low
2	1	Social Domain	2.20	0.59	Low
3	4	Cognitive Domain	2.14	0.62	Low
4	3	Self-Confidence Domain	2.12	0.48	Low
Overall Scale Score			2.17	0.44	Low

As illustrated in Table 6, mean scores across all four self-efficacy domains ranged from 2.12 to 2.22, and were uniformly classified at a low level. The domain rankings, in descending order, were as follows: the behavioral domain (first), the social domain (second), the cognitive domain (third), and the self-confidence domain (fourth). The grand mean for the overall influence of SNS use on students' self-efficacy was 2.17, consistent with the low classification across individual domains. This finding may be plausibly attributed to the predominantly recreational and superficially social functions that social networking sites fulfill in students' daily lives, which limit their capacity to exert substantive influence on core dimensions of self-efficacy. Furthermore, some school principals may not possess sufficiently nuanced insight into the mechanisms by which students can leverage these platforms in self-efficacy-enhancing ways—such as through collaborative digital learning or constructive online identity formation—or may be predisposed to foreground the potential negative consequences of SNS use, thereby overshadowing any salutary effects that may otherwise be observable. Principal perceptions may additionally be shaped by accumulated observations of the adverse dimensions of SNS engagement, including chronic distraction, detrimental social comparison, and cyberbullying—all of which may systematically attenuate any positive reflections on self-efficacy. Moreover,

even in contexts where students demonstrate extensive SNS engagement, such activity may not generate perceptible or direct enhancements in self-efficacy from the administrative vantage point of school principals. These findings are broadly consistent with AlKaabi (2020), who documented adverse SNS effects on social cohesion, and with Al-Sharari and Al-Shamaylah (2020), who identified a moderate prevalence of deviant behavioral manifestations among secondary school students on social networking platforms.

a. Social Domain

Arithmetic means and standard deviations were computed for items in the social domain in descending order, as shown in Table 7.

Table 7. Arithmetic Means and Standard Deviations for Social Domain Items (Descending Order)

Rank	Item No.	Item	Mean	SD	Level
1	3	Acquaints students with various customs and traditions of different peoples	2.33	0.76	Low
2	2	Provides students with opportunities to build new friendships	2.29	0.79	Low
3	5	Familiarizes students with community issues and social concerns	2.22	0.89	Low
4	1	Cultivates among students concepts of volunteering and community service	2.19	0.90	Low
5	4	Deepens students' relationships with their families and friends	2.17	0.81	Low
6	6	Encourages students to participate in national occasions and events	2.08	0.87	Low
7	7	Assists students in resisting the risks of intellectual radicalization	2.07	0.73	Low
Social Domain Total			2.20	0.59	Low

As indicated in Table 7, mean scores for the social domain items ranged from 2.07 to 2.33, uniformly reflecting a low-level perception of SNS influence on the social dimensions of students' self-efficacy. This pattern of findings may be attributed to the widely held assessment

that, despite facilitating inter-individual communication, social networking interactions tend to be predominantly superficial in nature and lack the relational depth requisite for the development of genuine and multifaceted social competencies. Such digital interactions do not effectively contribute to the cultivation of social self-efficacy, which is fundamentally contingent upon face-to-face engagement, the negotiation of interpersonal conflict, and the sustained cultivation of enduring relationships. The observed pattern may additionally reflect the tendency of secondary school students to prioritize the accumulation of followers or virtual acquaintances over the cultivation of qualitatively meaningful social bonds, thereby attenuating the genuine social value of these platforms in fostering social self-efficacy.

Item 3 ('Acquaints students with various customs and traditions of different peoples') attained the highest mean within the social domain ($M = 2.33$, $SD = 0.76$), albeit at a low classification level. Although social networking sites provide a discernible window onto diverse cultural practices and traditions, their practical impact on facilitating the genuine adoption and internalization of these customs by students was rated as limited. Students may be routinely exposed to culturally diverse content without necessarily developing substantive cross-cultural understanding or meaningfully integrating these customs into their behavioral repertoires. Principals appear to recognize that the authentic acquisition of cultural knowledge and norms necessitates more immersive forms of interaction and direct experiential engagement that social networking sites, by their inherent nature, are inadequately positioned to provide.

Item 7 ('Assists students in resisting the risks of intellectual radicalization') received the lowest mean within the social domain ($M = 2.07$, $SD = 0.73$), reflecting a low perceived influence. Notwithstanding their function as information dissemination channels, social networking sites may simultaneously constitute fertile environments for the propagation of extremist ideologies and disinformation, and reliance upon them as mechanisms for countering radicalization risks may therefore be limited or potentially counterproductive in the absence of robust critical media literacy and structured pedagogical guidance. Principals appear to hold a well-founded recognition that the effective mitigation of intellectual radicalization necessitates specialized awareness-raising interventions, coordinated family and school guidance, and the systematic cultivation of critical thinking competencies—functions that social networking sites, in isolation, are fundamentally ill-equipped to fulfill.

This finding is consistent with Maghara (2019), who found a moderate negative impact of social networking sites on adolescents across social dimensions, and with Al-Sharari and Al-Shamaylah (2020), who reported a high overall level of risks associated with secondary school students' use of social networking sites.

b. Behavioral Domain

Arithmetic means and standard deviations were computed for items in the behavioral domain in descending order, as shown in Table 8.

Table 8. Arithmetic Means and Standard Deviations for Behavioral Domain Items (Descending Order)

Rank	Item No.	Item	Mean	SD	Level
1	8	Fosters among students a spirit of altruism toward others	2.37	0.70	Low
2	13	Equips students with appropriate behaviors to protect their personal data online	2.30	0.64	Low
3	15	Warns students of the risks of inappropriate use of social networking sites	2.22	0.77	Low
4	12	Contributes to modifying negative behavioral patterns in students	2.21	0.72	Low
4	10	Encourages students to work diligently and demonstrate effort in the classroom	2.21	0.81	Low
6	11	Reinforces students' sense of responsibility toward the school environment	2.20	0.83	Low
7	9	Instills in students qualities of forgiveness and tolerance toward others	2.16	0.75	Low
8	14	Motivates students to preserve public property	2.11	0.76	Low
Behavioral Domain Total			2.22	0.46	Low

As presented in Table 8, mean scores for the behavioral domain items ranged from 2.11 to 2.37. Although the behavioral domain attained the highest ranking among the four domains, it nonetheless remained at a uniformly low classification level, indicating that principals perceive the influence of social networking sites on the behavioral dimensions of students' self-efficacy as substantively limited. This finding may reflect the tendency of school principals to concentrate their evaluative attention on directly observable in-school behavioral indicators—such as compliance with institutional regulations, active classroom participation, and appropriate social conduct within the school environment—whose causal relationship to social networking site use is indirect and not immediately discernible. Behavioral patterns manifested on social networking platforms, including the expression of opinions and digital peer interaction, may not reliably translate into correspondingly observable behavioral changes within the formal school setting. Factors intrinsic to the institutional environment—

encompassing school rules and regulations, structured extracurricular programming, and teacher-student dynamics—may accordingly be perceived by principals as exerting a more proximal and consequential influence on student behavior than externally mediated social networking engagement.

Item 8 ('Fosters among students a spirit of altruism toward others') attained the highest mean within the behavioral domain ($M = 2.37$, $SD = 0.70$), while nonetheless remaining at a low classification level. This finding may be explained by the observation that social networking sites, while furnishing platforms for social interaction and the vicarious sharing of experiences, do not reliably generate direct and tangible manifestations of altruistic behavior in real-world contexts. Digital interaction tends toward superficiality or self-promotion—exemplified by the sharing of personal accomplishments—thereby constraining opportunities for the development of authentic altruism, which is fundamentally contingent upon deeper relational engagement and a capacity for personal sacrifice. School principals may additionally conceptualize altruistic behavioral development as a process that requires the richness and complexity of face-to-face interpersonal environments to reach its full potential.

Item 14 ('Motivates students to preserve public property') received the lowest mean within the behavioral domain ($M = 2.11$, $SD = 0.76$), a finding that is theoretically coherent given the absence of a clear or direct causal linkage between social networking site use and civic behaviors such as the preservation of public property. Such behavioral dispositions are characteristically shaped through the more proximal influences of family socialization, school-based civic and moral education, legal frameworks, and the cultivation of general civic responsibility. Social networking sites may not provide the substantive content, structured context, or normative incentive structures necessary to effectively promote such prosocial behaviors, nor do they typically constitute a salient channel through which students would anticipate encountering messages pertaining to civic stewardship.

This finding is consistent with Al-Hunayti (2022), who found that social networking sites played a moderate role in shaping secondary school students' value systems, and with Al-Sharari and Al-Shamaylah (2020), who reported a moderate level of deviant behavioral manifestations among secondary school students via social networking sites.

c. Self-Confidence Domain

Arithmetic means and standard deviations were computed for self-confidence domain items in descending order, as shown in Table 9.

Table 9. Arithmetic Means and Standard Deviations for Self-Confidence Domain Items (Descending Order)

Rank	Item No.	Item	Mean	SD	Level
1	16	Helps students express their opinions and intellectual orientations freely	2.40	0.77	Low
2	19	Effectively develops students' cognitive and emotional capacities	2.24	0.78	Low
3	23	Enhances the self-confidence of students with special needs	2.23	0.78	Low
4	22	Provides students with a sense of psychological security and continuous striving toward goals	2.16	0.79	Low
5	20	Develops students' decision-making skills	2.05	0.73	Low

Rank	Item No.	Item	Mean	SD	Level
6	21	Cultivates self-reliance and a sense of personal responsibility in students	2.03	0.80	Low
7	17	Reduces the risks of depression, social isolation, and shyness among students	1.95	0.68	Low
8	18	Increases students' self-respect and self-confidence	1.92	0.81	Low
Self-Confidence Domain Total			2.12	0.48	Low

As presented in Table 9, mean scores for the self-confidence domain items ranged from 1.92 to 2.40. The self-confidence domain ranked fourth and last among the four domains, with all items classified at a low level, indicating that principals perceive the influence of social networking sites on students' self-confidence and self-efficacy to be particularly attenuated in this dimension. This pattern of findings may be attributed to the structural tendency of social networking sites to curate and present idealized, selectively filtered, and often unrealistic portrayals of others' lives, accomplishments, and social desirability. Sustained exposure to such socially comparative content may engender chronic feelings of inadequacy and diminished self-worth among adolescents, rather than facilitating self-confidence enhancement. Social networking sites also systematically incentivize the pursuit of external validation through quantified metrics of social approval—including likes, comments, and follower counts—thereby rendering students' self-confidence episodic, externally contingent, and vulnerable to

the inherent volatility of digital social feedback. School principals may further conceptualize these platforms as environments that carry significant risk of cyberbullying and targeted harassment—phenomena that have been empirically documented to exert profound and deleterious effects on adolescent psychological well-being and self-confidence.

Item 16 ('Helps students express their opinions and intellectual orientations freely') attained the highest mean within the self-confidence domain ($M = 2.40$, $SD = 0.77$), although still classified at a low level. Despite the ostensible openness of social networking platforms to self-expression, the operationalized freedom of expression available to adolescent users may be significantly constrained by pervasive fear of criticism, online bullying, or social rejection by peers. Students may systematically self-censor their genuine viewpoints in order to avoid adverse social reactions or to preserve a curated online persona. Furthermore, uninhibited self-expression presupposes an internalized sense of psychological security and a developed capacity for accepting responsibility for one's expressed views—dispositions that social networking sites may not only fail to nurture, but may actively undermine through the amplification of hesitancy and the intensification of fear of public judgment.

Item 18 ('Increases students' self-respect and self-confidence') received the lowest mean within the self-confidence domain ($M = 1.92$, $SD = 0.81$), a finding that empirically corroborates the prevailing interpretive framework advanced for this domain. Rather than serving as a catalyst for the enhancement of students' self-respect and psychological confidence, social networking sites may contribute systematically to their erosion through the creation of highly competitive digital social environments, the perpetuation of invidious social comparisons, the reinforcement of external validation-seeking behaviors, and students' exposure to cyberbullying and public criticism.

This finding contrasts with Al-Shijiri (2019), who found high self-efficacy among university students; with Salah al-Din (2019), who reported high self-efficacy levels; and with Al-Ghamdi (2024), who found high self-efficacy among gifted secondary school students. This discrepancy may be explained by the fact that those studies examined self-efficacy in general, whereas the present study focused specifically on the reflections of social networking sites on self-confidence.

d. Cognitive Domain

Arithmetic means and standard deviations were computed for cognitive domain items in descending order, as shown in Table 10.

Table 10. Arithmetic Means and Standard Deviations for Cognitive Domain Items (Descending Order)

Rank	Item No.	Item	Mean	SD	Level
1	24	Assists students in acquiring new knowledge and scientific information	2.29	0.81	Low

Rank	Item No.	Item	Mean	SD	Level
2	27	Grants students access to diverse educational materials (videos, articles)	2.25	0.82	Low
3	32	Motivates students to share their academic creative works via social networking sites	2.24	0.86	Low
4	25	Develops creative thinking skills among students	2.14	0.80	Low
5	26	Assists students in constructive self-directed learning	2.09	0.79	Low
6	30	Keeps students informed of the latest educational and technological developments	2.08	0.89	Low
7	28	Promotes active learning and peer collaboration among students	2.06	0.86	Low
8	29	Enables students to share research findings and exchange ideas collaboratively	2.05	0.85	Low
9	31	Empowers students to become acquainted with their rights and responsibilities within the school	2.03	0.84	Low
Cognitive Domain Total			2.14	0.62	Low

As detailed in Table 10, mean scores for the cognitive domain items ranged from 2.03 to 2.29, consistently classified at a low level, indicating that school principals perceive social networking sites' contribution to the cognitive dimensions of students' self-efficacy as substantively limited. Despite the quantitative abundance of information accessible through these platforms, a considerable proportion of such content may be epistemically unreliable, structurally unorganized, or insufficiently aligned with students' specific academic requirements and curricular objectives. Principals may therefore hold the epistemological position that serious educational learning necessarily requires more credible, authoritative, and systematically curated information sources. Furthermore, social networking sites structurally incentivize superficial and rapid information consumption, with students characteristically engaging with digital content in a passive, uncritical manner that precludes the deep analytical processing requisite for the development of higher-order cognitive competencies and systematic

inquiry skills. The socio-technical architecture of social networking platforms—characterized by pervasive distractions, algorithmically targeted advertising, and persistent push notifications—further impedes the sustained concentration necessary for complex cognitive engagement and organized academic learning.

Item 24 ('Assists students in acquiring new knowledge and scientific information') attained the highest mean within the cognitive domain ($M = 2.29$, $SD = 0.81$), yet remained at a low classification level. Despite this leading position, the perceived influence of SNS on academic knowledge acquisition was rated as limited. Although social networking sites provide access to vast quantities of information, students' demonstrable capacity for epistemic discrimination—distinguishing accurate from inaccurate information and academically relevant from irrelevant content—may be insufficiently developed to render such access genuinely educational. Furthermore, the acquisition of substantive new knowledge and scientifically credible information typically necessitates structured teacher guidance or systematic consultation with authoritative academic sources—resources not reliably or adequately available within the architecture of social networking platforms. School principals appear to perceive social networking sites primarily as conduits for social communication and general-interest information exchange, rather than as repositories of organized, academically reliable knowledge.

Item 31 ('Empowers students to become acquainted with their rights and responsibilities within the school') received the lowest mean within the cognitive domain ($M = 2.03$, $SD = 0.84$), at a low classification level. Educating students regarding their institutional rights and responsibilities constitutes a core function of the formal educational and administrative process, conventionally fulfilled through official school regulations, direct authoritative guidance from administrators and teachers, and structured institutional communications. Social networking sites are not recognized as official, reliable, or institutionally sanctioned channels for the dissemination of such sensitive and pedagogically consequential information; indeed, reliance upon these platforms for this purpose carries a demonstrable risk of generating misinformation, misinterpretation, or inaccuracies that may undermine students' informed understanding of their institutional standing.

This finding partially aligns with Lu and Tian (2024), who found that access to online learning resources and knowledge acquisition positively affected academic achievement through self-efficacy, though the present study found this influence to be limited from the perspectives of principals. It diverges from Usan Supervia and Quilez Robres (2021), who found self-efficacy to be a highly significant mediating variable in the relationship between emotional regulation and academic performance.

Results of Research Question Two

"Are there statistically significant differences at the significance level ($\alpha = 0.05$) in participants' ratings of the reflections of using social networking sites as a social phenomenon on secondary school students' self-efficacy within the Green Line, attributable to the variables of gender, academic qualification, and years of administrative service?"

To address this research question, arithmetic means and standard deviations were computed for participants' perceptual ratings of SNS influence, disaggregated by gender, academic qualification, and years of administrative service, as reported in Table 11.

Table 11. Arithmetic Means and Standard Deviations for the Reflections of Social Networking Site Use on Students' Self-Efficacy, by Study Variables

Variable	Category	Stat.	Social Domain	Behavioral Domain	Self-Confidence Domain	Cognitive Domain	Overall Score
Gender	Male	Mean	2.37	2.33	2.40	2.41	2.38
		SD	0.59	0.53	0.43	0.60	0.46
	Female	Mean	2.10	2.16	1.96	1.98	2.05
		SD	0.57	0.41	0.43	0.58	0.38
Academic Qualification	Bachelor's	Mean	2.38	2.41	2.29	2.42	2.38
		SD	0.65	0.51	0.49	0.66	0.49
	Postgraduate	Mean	2.02	2.04	1.96	1.86	1.97
		SD	0.47	0.33	0.41	0.43	0.24
Years of Admin. Service	< 10 years	Mean	2.01	2.17	2.09	2.02	2.07
		SD	0.46	0.39	0.48	0.51	0.36
	≥ 10 years	Mean	2.46	2.30	2.17	2.30	2.30
		SD	0.66	0.55	0.47	0.72	0.50

As presented in Table 11, systematic variation in mean scores was evident across the three study variables. To ascertain the statistical significance of these observed differences, a three-way analysis of variance (ANOVA) was conducted, the results of which are reported in Table 12.

Table 12. Three-Way ANOVA Results for Participants' Ratings of the Reflections of Social Networking Site Use on Students' Self-Efficacy, by Study Variables

Source of Variance	Sum of Squares	df	Mean Square	F-value	Sig.
Gender	0.63	1	0.63	4.50	0.04*
Academic Qualification	1.30	1	1.30	9.34	0.00**

Source of Variance	Sum of Squares	df	Mean Square	F-value	Sig.
Years of Administrative Service	0.21	1	0.21	1.52	0.22
Error	8.23	59	0.14	—	—
Total	10.37	62	—	—	—

* $p < .05$ ** $p < .01$

As reported in Table 12, no statistically significant differences were identified as a function of years of administrative service. Statistically significant differences were, however, detected with respect to both gender and academic qualification. Differences attributable to gender favored male principals ($M = 2.38$) over their female counterparts ($M = 2.05$), while differences attributable to academic qualification favored bachelor's degree holders ($M = 2.38$) over postgraduate degree holders ($M = 1.97$).

First: Gender Variable

The results revealed statistically significant differences attributable to gender, in favor of male principals. The emergence of such gender-based differences suggests that male principals perceive the influence of social networking site use on students' self-efficacy with greater salience and prominence than their female counterparts. These differences may be plausibly attributed to systematic variation in the SNS engagement patterns of male and female students, which afford male principals differential observational access to certain SNS-related effects on self-efficacy. For instance, male students may exhibit a stronger inclination toward specific social networking activities—such as competitive online gaming or active engagement in specialized communities—that more directly and observably impact self-efficacy, rendering male school administrators more sensitized to, and consequently more likely to perceive and report, these influences.

Second: Academic Qualification Variable

The results revealed statistically significant differences attributable to academic qualification, in favor of bachelor's degree holders. This finding may be attributed to the disposition of principals holding bachelor's degrees to concentrate evaluative attention on the practical and applied dimensions of SNS effects on student behavior and self-efficacy—an orientation congruent with the pragmatic emphasis characteristic of undergraduate professional preparation. In contrast, holders of postgraduate academic qualifications (master's or doctoral degrees) may approach the same phenomena through a more theoretically abstracted and analytically distanced lens that may attenuate the perceived immediacy or practical salience of SNS effects. Bachelor's degree holders may additionally maintain more frequent and direct interpersonal contact with secondary school students, affording them a more proximal and experientially grounded understanding of the day-to-day influence of social networking sites on students' self-efficacy beliefs. This immediacy of contact may generate distinctly different

perceptual assessments from those of administrators whose professional orientation and daily responsibilities are more distal from direct student engagement.

Third: Years of Administrative Service Variable

The results revealed no statistically significant differences attributable to years of administrative service. This finding indicates that professional administrative experience—whether nascent or extensive—does not constitute a meaningful source of variation in principals' perceptual assessments of the influence of social networking site use on secondary school students' self-efficacy. This pattern of results may reflect the interpretation that the influence of SNS use on students' self-efficacy constitutes a pervasive, socially visible, and readily observable phenomenon that is phenomenologically accessible to all administrative observers irrespective of the duration of their professional tenure; that is, these effects may be sufficiently salient and manifest across the full spectrum of administrative experience levels that years of service do not generate meaningful differential perceptual sensitivity.

Recommendations

Grounded in the empirical findings of the study, the researcher advances the following evidence-based recommendations for educational policy and practice:

- The imperative of systematically raising students' critical awareness of the risks that unregulated social networking site use poses to the development of self-efficacy, and of designing and implementing targeted educational and pedagogical programs that promote responsible and academically purposive SNS engagement, cultivate students' time management competencies, and reinforce sustained orientation toward educational objectives.
- The imperative of fostering robust and systematic collaborative frameworks between educational institutions and families to ensure adequate monitoring of students' social networking site use and the provision of timely, contextually appropriate guidance and support.
- The necessity of incorporating gender-differentiated and qualification-sensitive approaches when designing educational and professional development programs aimed at promoting safe and constructive SNS use and enhancing students' self-efficacy, in light of the statistically significant differences identified with respect to these variables.
- The pursuit of further systematic empirical investigation into the influence of social networking site use on students' self-efficacy in relation to additional demographic and contextual variables—including, but not limited to, student age, academic track, and geographical region—to generate a more comprehensive and generalizable evidence base.

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