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Reflections of the use of social networking sites as a social phenomenon on the self-efficacy of secondary school students from perspectives principals

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Abstract

High school students are most affected by social media, as they live through a stage of maturation characterized by self-discovery, self-assertion, physical changes, and psychological shifts that influence them. Therefore, they turn to social media to fulfill their diverse needs. The study aimed to identify the reflections of using social media as a social phenomenon on the self-efficacy of secondary school students from the perspective of school administrators. A descriptive survey approach was used, applying a questionnaire to a sample of 173 school administrators in the Irbid district. Result: The results showed that the mean scores of the domains of reflections of using social media as a social phenomenon on the self-efficacy of students were all classified as low, and came in the following order: behavioral domain in the first place, social domain in the second place, cognitive domain in the third place, and self-confidence domain in the fourth place. The results also showed no statistically significant differences between the mean scores of the sample's estimates of the reflections of using social media as a social phenomenon on the self-efficacy of students due to the variable of years of administrative experience, and the existence of statistically significant differences due to the variables of gender and academic qualification, which came in favor of males and holders of a bachelor's degree and high diploma. Raising awareness among students about the risks of social media usage on self-efficacy. Educational and developmental programs should be implemented to enhance awareness of safe and effective social media usage, and to improve students' time management skills and focus on academic goals. Collaboration between educational institutions and parents to monitor students' use of social media and provide the necessary support for them.

Keywords: Social media, Self-efficacy, School administrators.

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1. Introduction

The technological development witnessed in recent times, with its tools and techniques, has brought about a significant cultural shift, making individuals in the global community feel as though they live in one small, close-knit space. This has led to the term "small screen society" being used instead of the traditional "global village." One of the most important technologies provided by modern technology is social media networks, which serve as a platform for individuals from various communities to meet in different aspects of life. In this environment, values, norms, and traditions have blurred between different people, creating a new identity that is a mix of various cultures, owing to this accelerated convergence.

There is a vast array of social media services that cater to the needs of individuals within a community, both positive and negative, impacting users behaviorally, ethically, and socially. Some individuals escape from their lived reality into a virtual one, while others waste time using search engines to explore the latest trends on social media. With a lack of cultural and ethical awareness among some users, and the rise of a so-called "one-world culture" that attempts to erase national and local cultures, some youth fall prey to harmful ideologies. The negative aspects of social media may outweigh the positive ones. However, no one can deny that social media offers many benefits that can be reaped if used properly by individuals in society in general, and particularly by people in Arab societies [1].

Social media platforms have made it easier for students to acquire various knowledge, skills, and experiences in addition to educational benefits. They have facilitated the meeting of many individuals who share the same interests, experiences, and knowledge. They have opened up wide horizons for exchanging information and experiences, helping students form friendships, break out of isolation, and overcome shyness when it comes to forming social relationships [2].

Social media has also contributed to reinforcing the educational role of institutions and enhancing it. Programs that open virtual classrooms have provided educational services throughout the day, at any time, with no limit to the number of logins. These tools have also allowed interaction between educators and learners, linking schools with homes, and facilitating discussions about educational and pedagogical matters easily and effectively Khidir [3].

Turban and Mustafa [4] suggest that social media platforms contribute to the development of political and social awareness in individuals by enabling them to participate in solving societal problems through expressing their opinions and clarifying their viewpoints. They also allow individuals to articulate their views on societal issues, enriching their political awareness. Social media networks help individuals gather political information, knowledge, and experiences, opening doors for political mobility and encouraging a shift toward embracing change. Therefore, supporting the values of national and Arab identity occurs at the level of upbringing and political culture before the formation of political awareness.

Tony [5] argue that using social media applications has an effective role in enhancing students' self-efficacy. The use of communication tools and cooperation during learning creates an integrated learning environment. Additionally, allowing learners to select the parts they wish to study according to their abilities by making it easy to navigate through educational platforms enables students to follow and review lessons independently, thereby supporting the concept of self-directed learning.

Self-efficacy is a key concept in cognitive social theory, introduced by Bandura. It is one of the most important aspects of an individual's personality, related to the individual's expectations and beliefs regarding their ability to perform and achieve tasks, which ultimately determines the nature and extent of their behavior [6]. It is also a central element in this theory, which posits that individuals have the ability to regulate their behavior based on their personal beliefs. Individuals possess a system of self-beliefs that allows them to control their emotions and thoughts. Self-efficacy is the perceived operational ability, which is not dependent on what an individual possesses, but on their belief in what they can accomplish regardless of the available resources. The individual is not concerned with the level of their abilities, but with the strength of their confidence in their ability to carry out the tasks required by the situation. The evaluation of one's self-efficacy reflects the level of difficulty they believe they face [7].

This theory has gained considerable attention recently due to its prominent role in an individual's ability to achieve a certain level of accomplishment and control over events. It also plays a key role in tackling and confronting problems, as individuals face many difficulties and obstacles in life that threaten their stability and psychological-social adaptation. Therefore, they attempt to deal with these challenges in different ways in an effort to reduce risks and restore balance to their lives. People vary in their coping strategies depending on their personality traits or the nature of the situation. Some individuals are capable of handling situations effectively, while others avoid or evade confronting them Al-Saud [8].

Abduh [7] notes that the image an individual forms about their actual and intellectual capabilities, which develop through social and familial upbringing and prior experiences, provides them with a perspective that determines their expectations of success or failure when facing particular challenges. Thus, the concept of self-efficacy motivates individuals toward success if past experiences have been successful, and toward failure if their past experiences have been surrounded by setbacks.

Al-Shawa [9] states that students with high self-efficacy exert high effort, demonstrating perseverance and resilience when facing different educational situations. The individual's beliefs about their capabilities to perform specific tasks are strong determinants of their achievement level. Therefore, perceived self-efficacy contributes significantly to cognitive growth, which leads to academic success. The ideas surrounding this self-efficacy serve as a bridge between what they know and their actual performance in educational settings.

Based on the above, and considering the work of one of the researchers in a school, it was observed that high school students are constantly communicating with each other outside school hours through the aforementioned social media platforms. This may impact their self-efficacy positively or negatively, and thus affect their academic achievement. It was also noted that some students engage in negative behavioral practices. Since successful school administration is balanced and moderate, focusing on both achieving educational goals and addressing the needs of students, which includes fostering

their self-efficacy, the rapid use of social media by students may help in enhancing their self-efficacy, building leaders, and improving their capabilities, thus pushing forward the process of gradual change. This brings us to the study problem.

2. Study Problem

High school students are most affected by social media, as they live through a stage of maturation characterized by self-discovery, self-assertion, physical changes, and psychological shifts that influence them. Therefore, they turn to social media to fulfill their diverse needs [10]. The impact of social media usage on various aspects of their personal lives is profound, and one of the most affected aspects is self-efficacy. A study by Bsharah, et al. [11] revealed that using social media (Facebook) benefits students by increasing their self-efficacy by providing them with programs that enable free self-expression. However, excessive use of these platforms may lead them to engage in environments that have different values and principles from their own, contributing to them meeting a large number of friends whose behaviors or ideologies may be unknown. Several studies have recommended addressing topics related to social media usage, such as the studies by Al-Hunaiti [12] and Al-Suqair [13].

The researchers noticed the impact of social media on students and the variations in its effects on them. Some students use social media for information retrieval, research, and communication for study purposes, while others use it for social interaction, entertainment, and enjoyment. They also observed a gap between prevailing societal values and their practical application by high school students. Most students use social media platforms excessively without the guidance of parents or teachers. Therefore, this study aims to explore the impact of social media usage as a social phenomenon on the self-efficacy of high school students, by answering the following questions:

1. What is the impact of social media usage as a social phenomenon on the self-efficacy of high school students from the perspective of administrators?
2. Are there statistically significant differences at the ($\alpha=0.05$) significance level in the perceptions of the sample members regarding the impact of social media usage as a social phenomenon on the self-efficacy of high school students in the Irbid District Directorate of Education, attributed to the variables of (gender, educational qualification, and years of administrative experience)?

3. Study Objectives

The current study aims to identify the impacts of social media usage as a social phenomenon on the self-efficacy of high school students from the perspective of school administrators. The goal is to enhance the use of this role due to its importance in achieving the objectives of the educational process. The study also aims to identify the motivations behind high school students in the Irbid Governorate using social media, the most commonly used social media platforms by these students, and the role of administrators in monitoring students' social media use.

3.1. Importance of the Study

The importance of the study is as follows:

3.1.1. First: Theoretical Importance

It is expected that the study will contribute to bridging the research gap regarding the impacts of social media usage as a social phenomenon on the self-efficacy of high school students from the perspective of school administrators, especially in the Jordanian context, and particularly in the schools of Irbid. This study is one of the first in this area, as per the researchers' knowledge, as most studies have addressed each variable separately. Consequently, the study can serve as a foundation for future researchers to explore other educational levels and populations. Its importance will be highlighted by the recommendations it presents, which could be the starting point for future studies on this topic, and it could provide a scholarly contribution to the Arab library.

3.1.2. Second: Practical Importance

It is expected that the results of this study will benefit the following groups:

- Education officials: The study's findings will provide feedback on the effects of social media usage as a social phenomenon on the self-efficacy of high school students from the perspective of administrators. This will help in ensuring that the educational process stays on the right track and supports the achievement of its goals in case of any events that affect its progress.
- School principals in Irbid: The study will provide these administrators with insights into the impact of social media usage on students' self-efficacy.
- Researchers: This study will open new avenues for further research on the topic, encouraging the exploration of different aspects related to social media's impact on self-efficacy.

3.2. Operational and Conceptual Definitions

The study includes several operational and conceptual definitions, as follows:

- Social Media (Conceptual Definition): "Websites where millions of people connect based on specific interests or fields, allowing members to share files, images, create blogs, and engage in instant messaging. These platforms are called social because they enable interaction with friends and family, thus strengthening social bonds. Some of the most famous platforms include Facebook, Instagram, Twitter, and MySpace" [14].

Operational Definition: The electronic applications used by high school students in Jordan's Irbid Governorate for staying updated and acquiring knowledge. These include Facebook, Instagram, Twitter, Snapchat, YouTube, among others.

- Self-Efficacy (Conceptual Definition): "An individual's beliefs about their abilities and capacity to succeed and perform academic tasks compared to their peers" [15].
Operational Definition: The judgments made by students regarding their abilities to organize and complete tasks that require specific performance.

3.3. Study Boundaries

The boundaries of the current study are as follows:

- Subject Boundary: The effects of social media usage as a social phenomenon on the self-efficacy of high school students from the perspective of administrators.
- Human Boundary: A sample of high school principals from the Irbid Education Directorate.
- Spatial Boundary: High schools within the Irbid Education Directorate.
- Temporal Boundary: The study was conducted during the first semester of the academic year 2024.

3.4. Previous Studies

The researchers reviewed previous studies related to the topic to analyze results and link them to the current study. The studies are arranged chronologically from the earliest to the most recent.

3.4.1. First: Studies on Social Media Usage as a Social Phenomenon

Maghari [16] conducted a study aimed at understanding the social, cultural, psychological, and health impacts of social media usage on high school students. The study used a descriptive field survey approach with a sample of 300 students in Gaza City. Results indicated that students used social media at high rates, with 91% using Facebook, and 73% using social media daily, while 23.6% spent over five hours on these platforms. The primary reasons for usage were communication, entertainment, and recreation. The study showed a moderate negative impact of social media usage on adolescents in the social, psychological, cultural, and health aspects, with no significant statistical differences between male and female students.

Alkaabi [17] aimed to explore high school students' awareness of social media in Qatar and its impact on values. The study used a descriptive analytical approach with a sample of 384 students in private schools in Qatar. Results showed that students' awareness of social media and its effects on social values was moderate, with positive effects on respecting others' opinions and fostering cooperation. However, negative impacts were found in social communication, specifically in the value of solidarity in Qatari society.

Naz, et al. [18] aimed to highlight the risks associated with social media usage among high school students in Al-Qurayyat, Saudi Arabia. The study used a descriptive approach with a sample of 288 teachers. Findings showed that social media platforms, particularly Twitter, posed the highest risk to students, followed by WhatsApp, YouTube, Snapchat, and Instagram. Teachers reported moderate levels of delinquent behaviors among students on these platforms.

Al-Hunaiti [12] investigated the role of social media in shaping the value system of high school students in Jordan from the perspective of teachers. The study used a descriptive survey approach with a sample of 292 teachers. Results showed that social media had a moderate role in shaping students' value systems, with statistically significant differences based on gender in favor of male teachers, but no significant differences based on educational qualifications or years of experience.

Al-Suqair [13] examined the crucial role of social media in promoting values and ethics in the modern digital society in Saudi Arabia. The study provided a comprehensive analysis of audience responses to ethical content on social media, with Facebook leading as the platform with the most posts related to values and ethics, followed by Instagram and Twitter.

3.4.2. Second: Studies on Self-Efficacy of Students

Al-Shujairi [19] conducted a study to identify the level of spiritual intelligence and self-efficacy among students at Al-Anbar University. Results showed high self-efficacy among students, with no significant correlation between spiritual intelligence and self-efficacy.

Salahuddin [20] studied the relationship between self-efficacy and resilience in high school students, revealing that self-efficacy plays a major role in developing psychological resilience, helping students cope with challenges and stress.

Usán Supervía and Quílez Robres [21] investigated emotional regulation, academic performance, and the mediating role of self-efficacy in high school students in Spain. The study found significant levels of emotional regulation and academic performance, with self-efficacy acting as a major mediating factor.

Abu Sa'aleek and Al-Zawahra [22] studied the relationship between cognitive flexibility and self-efficacy in academic, social, and emotional contexts among high school students in Zarqa. Results indicated moderate cognitive flexibility and self-efficacy, with positive correlations between the two, as well as significant differences based on gender and academic track.

Lu and Tian [23] studied the effects of online learning environments and self-efficacy on international students' academic performance. Findings indicated that online learning and self-efficacy had significant positive effects on academic achievement.

3.5. Position of the Current Study in Relation to Previous Studies

The current study distinguishes itself from previous research by addressing the impact of social media usage as a social phenomenon on the self-efficacy of high school students from the perspective of administrators. To the best of the researchers' knowledge, no prior studies have explored this specific angle, particularly in the Jordanian context, and with this particular study population and setting.

4. Methodology and Procedures

4.1. Study Methodology

The descriptive survey method was adopted due to its suitability for the objectives of the study.

4.2. Study Population

The study population consisted of all high school principals in the Irbid Education Directorate (Irbid Governorate), totaling 91 principals, according to the Ministry of Education's statistics for the academic year 2024.

4.3. Study Sample

A sample of 63 principals was selected from the study population using a convenient sampling method. The sample was chosen in a way that ensures it represents the broader population, as shown in Table 1.

Table 1.
Distribution of the Study Sample According to Its Variables.

Variable	Levels/Categories	Frequency	Percentage (%)
Gender	Male	23	36.50
	Female	40	63.50
	Total	63	100.00
Educational Qualification	Bachelor's + Higher Diploma	31	49.20
	Postgraduate Studies	32	50.80
	Total	63	100.00
Years of Administrative Service	Less than 10 years	37	58.70
	10 years or more	26	41.30
	Total	63	100.00

4.4. Study Instrument

To achieve the objectives of the study, which are aimed at exploring the impact of social media usage as a social phenomenon on the self-efficacy of high school students, the researchers developed a study instrument in the form of a questionnaire. The instrument was constructed by referring to the theoretical literature and previous related studies, such as those by Mustafa [24]; Al-Qurini [25]; Adwan [26]; Assaly and Jabarin [27] and Al-Suqair [28]. The questionnaire consists of two parts: the first part includes demographic data of the respondents (gender, educational qualification, years of administrative service), while the second part measures the impact of social media usage on the self-efficacy of high school students as a social phenomenon. This part included 33 items distributed across four domains: Social Domain (7 items), Behavioral Domain (9 items), Self-Confidence Domain (8 items), and Cognitive Domain (9 items).

4.5. Content Validity of the Instrument

To verify the content validity of the instrument, it was presented in its initial form to a group of experts in the fields of educational administration, educational foundations, and measurement and evaluation from several universities. A total of 10 experts were consulted to provide feedback on the relevance, clarity, and any necessary revisions of the items. Based on the feedback from the experts, the proposed revisions were made, including rewording items (5, 10, 12, 13, 14, 17, 24, 26, 31), and deleting item (8) from the behavioral domain. As a result, the final version of the instrument consisted of 32 items distributed across four domains: Social Domain (7 items), Behavioral Domain (8 items), Self-Confidence Domain (8 items), and Cognitive Domain (9 items).

4.6. Construct Validity of the Instrument

The questionnaire was administered to a pilot sample of 20 high school principals from the Irbid Education Directorate, which was outside the target sample. Pearson correlation coefficients were calculated to assess the relationship between the items and their respective domains, as well as with the overall construct. The results are presented in Table 2.

Table 2.

Pearson Correlation Coefficients Between the Items and Their Domains, and the Overall Construct (N=20).

Domain	Item No.	Correlation with Domain	Correlation with Overall Construct
Social Domain	1	0.73	0.51
	2	0.68	0.53
	3	0.90	0.77
	4	0.80	0.76
	5	0.75	0.57
	6	0.67	0.57
	7	0.69	0.57
Behavioral Domain	12	0.76	0.61
	13	0.88	0.68
	14	0.78	0.62
	15	0.75	0.75
	16	0.88	0.88
	17	0.75	0.59
	18	0.78	0.76
Self-Confidence Domain	19	0.76	0.71
	23	0.74	0.78
	24	0.42	0.75
	25	0.45	0.68
	26	0.81	0.65
	27	0.72	0.46
	28	0.79	0.71
Cognitive Domain	29	0.84	0.79
	30	0.52	0.49
	31	0.84	0.46
	32	0.87	0.47

The results from Table 2 show that Pearson correlation coefficients between the items and their respective domains ranged from 0.42 to 0.92, and the correlation coefficients between the items and the overall construct ranged from 0.46 to 0.88. All correlation coefficients were statistically significant at the 0.05 level, and these values are considered acceptable [29]. Therefore, none of the items were removed from the instrument.

4.7. Reliability of the Instrument

To verify the internal consistency reliability of the instrument, Cronbach's α coefficient was calculated based on the initial sample data. For stability, a Test-Retest approach was used, with the instrument being administered again to the same sample after a two-week interval. Pearson correlation coefficients between the two administrations were also computed. The results of these reliability tests are shown in Table 3.

Table 3.

Cronbach's Alpha and Stability Coefficients for the Instrument.

Domain	Cronbach's Alpha	Stability Coefficient	Number 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
Overall Construct	-	0.95**	32

The results from Table 3 show that the Cronbach's α values for the domains ranged from 0.86 to 0.90, while the stability coefficients ranged from 0.81 to 0.93. The overall reliability coefficient for the instrument was 0.95, indicating that the instrument is reliable and suitable for use with the original sample [29].

4.8. Statistical Criteria for Scoring the Instrument

The study used a relative scale model to evaluate the mean scores of the instrument, its domains, and the items within each domain. The scale was divided into five categories with a range of 1 to 5, where the range for each level was calculated as $(5-1) / 5 = 0.80$. The categories are as follows:

Table 4.
Statistical Criteria for Determining Mean Scores.

Level	Mean Score Category
Very High	4.20 - 5.00
High	3.40 - less than 4.20
Medium	2.6 - less than 3.40
Low	1.80 - less than 2.6
Very Low	1 - less than 1.8

4.9. Study Variables

The study included the following variables:

4.9.1. First: Mediating Variables

- Gender: (Male, Female)
- Educational Qualification: (Bachelor's + Higher Diploma, Postgraduate Studies)
- Years of Administrative Service: (Less than 10 years, 10 years or more)

4.9.2. Second: Main Variables

- The Impact of Social Media Usage as a Social Phenomenon on the Self-Efficacy of Students.

4.10. Presentation and Discussion of Results

The study aimed to explore the impact of social media usage as a social phenomenon on the self-efficacy of high school students. The answers to the study questions are presented as follows:

First Question: What is the impact of social media usage as a social phenomenon on the self-efficacy of high school students in the Irbid Education Directorate from the perspective of administrators?

To answer this question, mean scores and standard deviations were calculated for the level of impact of social media usage as a social phenomenon on the self-efficacy of students, from the perspective of administrators. Table 5 shows the results.

Table 5.
Mean Scores and Standard Deviations of the Impact of Social Media Usage as a Social Phenomenon on the Self-Efficacy of Students from the Perspective of Administrators, Sorted in Descending Order.

Rank	Domain No.	Domain and its Areas	Mean Score	Standard Deviation	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
Total for Domain			2.17	0.44	Low

The results in Table 5 show that the mean scores for the impact of social media usage as a social phenomenon on the self-efficacy of students in the various domains ranged between 2.12 and 2.22. All of them were classified as "Low" based on their mean scores. The Behavioral Domain ranked first, followed by the Social Domain, then the Cognitive Domain, and lastly the Self-Confidence Domain. The overall mean score for the impact of social media usage on the self-efficacy of students was 2.17, which falls under the "Low" level.

This may be due to the fact that the role of social media in students' lives is primarily seen as recreational or superficial in nature, and its impact on essential aspects like self-efficacy is limited. It is also possible that some administrators do not have a comprehensive or deep understanding of how students use these platforms in contexts that could enhance their self-efficacy, such as collaborative learning or building a positive identity. Administrators might focus on potential negative aspects that could reduce the positive impact, such as distractions, negative social comparisons, or cyberbullying.

Additionally, the students might use social media extensively, but this usage does not necessarily translate into a direct, tangible enhancement of self-efficacy from the administrators' perspective. The findings of Khalaf, et al. [30] highlight that excessive use of social media is closely linked to negative mental health outcomes for adolescents, including lower self-esteem and feelings of distress, which are related to overall self-efficacy. O'Reilly, et al. [31] noted that negative social media use, such as browsing and comparing, is associated with a decline in psychological well-being, which can negatively affect one's sense of self-efficacy. Moreover, Alkaabi [17] emphasized that social media has negative impacts on social communication, such as solidarity. Similarly, Al-Sharari and Al-Shamayleh [32] highlighted the risks of social media use for high school students, especially from the perspective of teachers, showing moderate levels of delinquent behavior among students.

4.10.1. Social Domain

The mean scores and standard deviations for the Social Domain items were calculated and sorted in descending order according to their total mean scores, as shown in Table 6.

Table 6.

Mean Scores and Standard Deviations for the Social Domain Items, Sorted in Descending Order.

Rank	Item No.	Item	Mean Score	Standard Deviation	Level
1	3	"Students acquire many habits and traditions of different cultures"	2.33	0.76	Low
2	2	"Provides students opportunities to build new friendships"	2.29	0.79	Low
3	5	"Informs students about societal issues"	2.22	0.89	Low
4	1	"Develops students' concepts of volunteering and providing free services"	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 events"	2.08	0.87	Low
7	7	"Helps students face the risks of intellectual deviation"	2.07	0.73	Low
Total for Social Domain			2.20	0.59	Low

The results in Table 6 indicate that the mean scores for the impact of social media on students' social self-efficacy ranged between 2.07 and 2.33. This suggests that administrators perceive the impact of social media on the social aspects of students' self-efficacy as limited. This may be because, despite social media facilitating communication, the interactions on these platforms can be superficial and lack the depth required to build genuine and complex social skills. Such interactions do not contribute effectively to the development of social self-efficacy, which requires face-to-face interactions, conflict resolution, and the building of lasting relationships.

Additionally, administrators may feel that high school students focus more on increasing their number of friends or followers rather than building quality relationships. This emphasis on quantity might reduce the real social benefits of social media in enhancing social self-efficacy. Item (3), which states "Students acquire many habits and traditions of different cultures," ranked first in the social domain with a mean score of 2.33 and a standard deviation of 0.76, categorized as "Low." While social media provides exposure to diverse cultures and traditions around the world, its impact on students' understanding and adopting these habits and traditions was rated low. This could be because students may watch content about other cultures, but this does not necessarily translate into a deep understanding or adoption of these cultures in their daily lives or enhance their social self-efficacy in interacting with cultural diversity.

Item (7), which states "Helps students face the risks of intellectual deviation," ranked last in the social domain with a mean score of 2.07 and a standard deviation of 0.73, also categorized as "Low." This suggests that, although social media is a source of information, it can also be a fertile ground for the spread of extremist or misleading ideologies. Therefore, relying on social media to combat intellectual deviation could be limited and may even increase exposure to such risks in the absence of guidance and critical awareness. Administrators likely recognize that confronting intellectual deviation requires specialized awareness programs, guidance from family and school, and the development of critical thinking skills, which social media alone cannot sufficiently provide.

The study results align with research indicating the complexity of the relationship between social media use and social interactions. Although social media provides communication opportunities, Primack, et al. [33] found that higher social media use is associated with increased feelings of social isolation, which could explain the decrease in social self-efficacy if students feel their online interactions do not translate into strong or satisfying real-world relationships. Although Vogel, et al. [34] suggest that intensive social media use can enhance social well-being, they also note that this effect depends on the type of usage and how students engage with it. This opens the door to explaining the lower results by suggesting that usage may not always be positive for all students or in all contexts. Additionally, Al-Qurini [25] highlighted that excessive use of social media could lead to a decline in real-world social relationships and feelings of isolation, which could explain the decrease in social self-efficacy if students feel their online interactions do not lead to strong or satisfying social relationships in reality.

4.10.2. Behavioral Domain

The mean scores and standard deviations for the items in the Behavioral Domain were calculated and sorted in descending order according to their total mean scores, as shown in Table 7.

Table 7.

Mean Scores and Standard Deviations for the Behavioral Domain Items, Sorted in Descending Order.

Rank	Item No.	Item	Mean Score	Standard Deviation	Level
1	8	"Develops students' altruism toward others"	2.37	0.70	Low
2	13	"Teaches students the correct behaviors to protect their personal data"	2.30	0.64	Low
3	15	"Warns students about the dangers of improper social media use"	2.22	0.77	Low
4	12	"Contributes to modifying students' negative behaviors"	2.21	0.72	Low
4	10	"Encourages students to work hard and be diligent in class"	2.21	0.81	Low
6	11	"Enhances students' interest in the school environment"	2.20	0.83	Low
7	9	"Teaches students forgiveness and tolerance with others"	2.16	0.75	Low
8	14	"Encourages students to take care of public property"	2.11	0.76	Low
Total for Behavioral Domain			2.22	0.46	Low

The results in Table 7 show that the mean scores for the behavioral domain's impact on students' self-efficacy ranged from 2.11 to 2.37, with the Behavioral Domain ranking first in terms of impact but still categorized as "Low." This indicates that administrators perceive social media's influence on students' behaviors in the context of self-efficacy as limited. This could be due to the nature of the observed behaviors, as administrators might focus on direct school behaviors that are easy to observe, such as adherence to rules, classroom participation, or social behaviors within the school. The impact of social media on these behaviors might be indirect or less obvious compared to its effects on other aspects.

Additionally, administrators may feel that behaviors exhibited on social media, such as expressing opinions or interacting with others, do not necessarily translate into real-life behaviors within the school environment. This separation between the virtual and real worlds could reduce administrators' assessment of social media's impact on students' actual behaviors. Furthermore, the impact of school-related factors, such as systems, regulations, school activities, and teachers, might be seen as more direct and influential on students' behaviors than the influence of social media.

Item (8), which states "Develops students' altruism toward others," ranked first with a mean score of 2.37 and a standard deviation of 0.70, categorized as "Low." Despite this item ranking first in the behavioral domain, its impact is still considered low. This could be explained by the fact that while social media platforms provide opportunities for social interaction and exchanging experiences, they may not necessarily translate into a direct and tangible enhancement of altruistic behavior in real life. Online interactions may often be superficial or self-directed, such as sharing personal achievements, limiting opportunities for the development of true altruism, which requires deeper interaction and personal sacrifice. Additionally, administrators may not directly associate altruism with social media use, or they may believe that altruism requires a face-to-face interactive environment to develop fully.

Item (14), which states "Encourages students to take care of public property," ranked last with a mean score of 2.11 and a standard deviation of 0.76, also categorized as "Low." This is expected because there is no direct or clear connection between social media usage and encouraging students to care for public property. Such behaviors are often influenced by family upbringing, school awareness programs, regulations, and general civic consciousness. Social media platforms may not provide the content or context that effectively promotes these behaviors, and these issues may not be a priority for students when using these platforms. As a result, administrators perceive social media's impact on this behavioral aspect as negligible.

The findings align with Ameyaw [35] study, which found that excessive social media use could lead to a decline in academic performance, which is consistent with the idea that decreased behavioral self-efficacy might manifest in less effective academic behaviors. Additionally, Demirci, et al. [36] noted that spending excessive time on social media is linked to lower levels of academic self-efficacy, supporting the idea that this decline might affect students' behaviors related to learning and academic achievement. Adwan [26] also found a negative relationship between excessive social media usage and academic achievement, stating that spending too much time on social media could impact time management and academic behaviors, which is consistent with the notion that reduced behavioral self-efficacy could reflect in less effective study behaviors.

C. Self-Confidence Domain

The mean scores and standard deviations for the items in the Self-Confidence Domain were calculated and sorted in descending order according to their total mean scores, as shown in Table 8.

Table 8.

Mean Scores and Standard Deviations for the Self-Confidence Domain Items, Sorted in Descending Order.

Rank	Item No.	Item	Mean Score	Standard Deviation	Level
1	16	"Helps students express their opinions and intellectual orientations freely"	2.40	0.77	Low
2	19	"Develops students' mental and emotional capacities effectively"	2.24	0.78	Low
3	23	"Enhances self-confidence in students with special needs"	2.23	0.78	Low
4	22	"Makes students feel psychological security and motivates them to achieve it"	2.16	0.79	Low
5	20	"Develops students' decision-making skills"	2.05	0.73	Low
6	21	"Fosters students' self-reliance and responsibility"	2.03	0.80	Low
7	17	"Reduces the risks of (depression, isolation, shyness) in students"	1.95	0.68	Low
8	18	"Increases students' self-respect and confidence"	1.92	0.81	Low
Total for Self-Confidence Domain			2.12	0.48	Low

The results from Table 8 indicate that the mean scores for the Self-Confidence Domain's impact on students' self-efficacy ranged from 1.92 to 2.40, with the Self-Confidence Domain ranked last in terms of impact. This suggests that administrators perceive the influence of social media on students' self-confidence and self-efficacy in this area as very weak. This may be due to the fact that social media often presents idealized and unrealistic images of others' lives and achievements, which can lead to students feeling inadequate, incompetent, and having lower self-esteem, rather than boosting their self-confidence. Social media encourages seeking external validation through likes, comments, and follows, making self-confidence fragile and unstable, affected by the fluctuations in digital interactions.

Item (16), which states "Helps students express their opinions and intellectual orientations freely," ranked first with a mean score of 2.40 and a standard deviation of 0.77, categorized as "Low." Despite social media offering a wide space for expressing opinions, its impact on helping students express their opinions and intellectual orientations freely was rated as low. This could be due to the apparent freedom on these platforms being constrained by several factors such as fear of criticism, cyberbullying, or social rejection. Students might be reluctant to express their true opinions to avoid negative reactions or maintain a certain image. Additionally, expressing an opinion freely requires internal self-confidence and the ability to take responsibility, aspects that may not be sufficiently supported by social media platforms, and could even increase hesitation or fear of judgment.

Item (18), which states "Increases students' self-respect and confidence," ranked last with a mean score of 1.92 and a standard deviation of 0.81, also categorized as "Low." This confirms the general interpretation of the domain. Instead of increasing students' self-respect and confidence, social media may contribute to their deterioration. The competitive environment, constant comparisons with others, the pursuit of likes and external validation, and exposure to cyberbullying or criticism are all factors that can undermine self-esteem and self-confidence. Administrators clearly see that these platforms do not contribute positively to building these core aspects of self-efficacy and may even have a negative impact in many cases.

The study results confirm a decline in self-confidence among high school students due to social media use, which is consistent with many studies linking intensive social media use to negative impacts on self-esteem and self-image. For instance, Fardouly and Vartanian [37] found that continuous exposure to idealized images and social comparisons on social media could lead to reduced self-esteem and body image, which explains the decline in self-confidence among students. Similarly, Vogel, et al. [34] noted that negative social comparisons on Facebook were linked to lower self-esteem, especially when users focused on upward social comparisons. These results strongly support the study's findings regarding the decline in self-confidence, as students may find themselves in an environment of constant comparison, negatively affecting their perception of their abilities and self-worth. Moreover, Al-Ghamdi [38] showed that negative social comparisons on social media platforms are linked to lower self-esteem and feelings of inadequacy, particularly when users focus on comparing themselves with others in an upward manner.

4.10.3. Cognitive Domain

The mean scores and standard deviations for the items in the Cognitive Domain were calculated and sorted in descending order according to their total mean scores, as shown in Table 9.

Table 9.

Mean Scores and Standard Deviations for the Cognitive Domain Items, Sorted in Descending Order.

Rank	Item No.	Item	Mean Score	Standard Deviation	Level
1	24	"Helps students acquire new knowledge and science"	2.29	0.81	Low
2	27	"Provides students opportunities to access diverse educational materials (videos, articles)"	2.25	0.82	Low
3	32	"Encourages students to share their school creations via social media"	2.24	0.86	Low
4	25	"Develops students' creative thinking skills"	2.14	0.80	Low
5	26	"Helps students in self-directed constructive learning"	2.09	0.79	Low
6	30	"Informs students about the latest educational and technological updates"	2.08	0.89	Low
7	28	"Enhances active learning and collaboration among students"	2.06	0.86	Low
8	29	"Allows students to share their research results and exchange ideas collaboratively"	2.05	0.85	Low
9	31	"Enables students to learn about their rights and school responsibilities"	2.03	0.84	Low
Total for Cognitive Domain			2.14	0.62	Low

The results in Table 9 indicate that the mean scores for the cognitive domain's impact on students' self-efficacy ranged from 2.03 to 2.29. This suggests that administrators perceive the role of social media in enhancing students' cognitive self-efficacy as limited. One possible reason is that while social media offers abundant information, a significant portion of it may be unreliable, unorganized, or not aligned with students' academic and educational needs. Administrators may believe that serious educational content requires more reliable and structured sources, rather than social media platforms. Additionally, administrators may feel that social media encourages superficial and quick learning, with students consuming information in a cursory manner without depth or critical analysis. This type of learning does not contribute effectively to the development of cognitive self-efficacy, which requires higher-order thinking skills and systematic research.

Furthermore, social media environments are full of distractions, advertisements, and notifications, which make it difficult for students to focus on complex cognitive tasks or structured learning. This distraction limits the potential educational benefits of social media. Item (24), which states "Helps students acquire new knowledge and science," ranked first in the cognitive domain with a mean score of 2.29 and a standard deviation of 0.81, categorized as "Low." Although social media provides vast amounts of information, students' ability to differentiate between correct and incorrect information, or relevant and irrelevant knowledge, may be limited. Acquiring new knowledge and science often requires guidance from teachers or academic research from trusted sources, which social media platforms may not provide adequately.

Item (31), which states "Enables students to learn about their rights and school responsibilities," ranked last with a mean score of 2.03 and a standard deviation of 0.84, categorized as "Low." This is expected because students' knowledge of their rights and responsibilities is typically an integral part of the educational and administrative process within the school, usually conveyed through school regulations, direct guidance from administrators and teachers, and meetings. Social media is not considered a reliable or official channel for disseminating such essential and sensitive information. Therefore, administrators perceive the role of social media in this cognitive aspect as almost non-existent, and relying on social media for this purpose may lead to incorrect or inaccurate information.

The results of the study align with Rosen, et al. [39] findings, which showed that distractions from continuous notifications on social media can affect focus and attention during cognitive tasks, potentially contributing to students feeling a decline in their cognitive abilities. Studies on digital multitasking also suggest that it can lead to decreased cognitive efficacy, supporting the idea that simultaneous use of social media while engaging in academic tasks may reduce students' cognitive self-efficacy.

4.11. Second Question Results and Discussion

The second question asked: "Are there statistically significant differences at the significance level ($\alpha=0.05$) in the estimates of the sample for the impact of social media usage as a social phenomenon on students' self-efficacy in the secondary education sector in Irbid Governorate due to variables such as gender, educational qualifications, and years of administrative service?"

To answer this question, mean scores and standard deviations for the impact of social media usage as a social phenomenon on students' self-efficacy and its domains were calculated according to the variables of gender, educational qualification, and years of administrative service, as shown in Table 10.

Table 10.

Mean Scores and Standard Deviations for the Impact of Social Media Usage as a Social Phenomenon on Students' Self-Efficacy, According to Study Variables.

Variable	Levels	Statistic	Social Domain	Behavioral Domain	Self-Confidence Domain	Cognitive Domain	Total for Domain
Gender	Male	Mean	2.37	2.33	2.40	2.41	2.38
		Std. Dev.	0.59	0.53	0.43	0.60	0.46
	Female	Mean	2.10	2.16	1.96	1.98	2.05
		Std. Dev.	0.57	0.41	0.43	0.58	0.38
Educational Qualification	Bachelor's + High Diploma	Mean	2.38	2.41	2.29	2.42	2.38
		Std. Dev.	0.47	0.33	0.41	0.43	0.24
	Postgraduate	Mean	2.02	2.04	1.96	1.86	1.97
		Std. Dev.	0.47	0.33	0.41	0.43	0.24
Years of Administrative Service	Less than 10 years	Mean	2.01	2.17	2.09	2.02	2.07
		Std. Dev.	0.66	0.55	0.47	0.72	0.50
	10 years or more	Mean	2.46	2.30	2.17	2.30	2.30
		Std. Dev.	0.66	0.55	0.47	0.72	0.50

The results in Table 10 show noticeable differences in the mean scores of the impact of social media on students' self-efficacy due to the study variables. To verify the significance of these differences, a three-way analysis of variance (ANOVA) was conducted, as shown in Table 11.

Table 11.

Results of the Three-Way Analysis of Variance for the Impact of Social Media Usage on Students' Self-Efficacy According to Study Variables.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Statistical Significance
Gender	0.63	1	0.63	4.50	0.04
Educational Qualification	1.30	1	1.30	9.34	0.00
Years of Administrative Service	0.21	1	0.21	1.52	0.22
Error	8.23	59	0.14		
Total	10.37	62			

From the results in Table 11 it is evident that there are statistically significant differences at the ($\alpha=0.05$) level in the estimates of the impact of social media on students' self-efficacy due to the variables **gender** and educational qualification, but no significant differences were found due to years of administrative service. These differences were in favor of males, with a mean score of 2.38 compared to females' mean score of 2.05, and in favor of those with a Bachelor's degree + High Diploma, whose mean score was 2.38 compared to those with a Postgraduate degree, whose mean score was 1.97.

4.11.1. First: Gender Variable

The results showed significant statistical differences in the estimates of the impact of social media on students' self-efficacy due to the gender variable, in favor of males. This suggests that male administrators in the sample perceive these impacts differently or more clearly than female administrators. This difference can be attributed to the differing social media usage patterns between male and female students, which may lead male administrators to notice certain impacts more. For example, males may be more involved in certain activities on social media that directly impact self-efficacy, such as competitive gaming or engagement in specific groups, which may make male administrators more aware of these impacts.

4.11.2. Second: Educational Qualification Variable

The results also showed significant statistical differences in the estimates of the impact of social media on students' self-efficacy due to the educational qualification variable, in favor of those with a Bachelor's degree + High Diploma. This could be because administrators with a Bachelor's or High Diploma tend to focus more on the practical aspects of social media's impact on students, given that their qualifications often emphasize practical skills. In contrast, those with higher degrees like a Master's or PhD may adopt a more academic or theoretical perspective. Additionally, administrators with a Bachelor's or High Diploma might interact more frequently and directly with secondary school students, giving them a more practical view of the effects of social media on students' self-efficacy.

4.11.3. Third: Administrative Service Years Variable

The results showed no statistically significant differences in the mean estimates of the impact of social media usage as a social phenomenon on students' self-efficacy due to the years of administrative service variable. This indicates that administrators' experience in the administrative field, whether short or long, does not significantly influence how they assess the impact of social media on students' self-efficacy in secondary education. This could be because the impacts of

social media on students' self-efficacy are general and tangible enough that administrative experience does not alter the perception of these effects. In other words, these impacts might be sufficiently clear for all observers, regardless of their years of administrative experience. Based on the researchers' review of previous studies, they did not find any study that agreed or disagreed with the results of the current study in relation to the variable of administrative experience.

5. Recommendations

Based on the results of the study, the researchers recommend the following:

1. Raising awareness among students about the risks of social media usage on self-efficacy. Educational and developmental programs should be implemented to enhance awareness of safe and effective social media usage, and to improve students' time management skills and focus on academic goals.
2. Collaboration between educational institutions and parents to monitor students' use of social media and provide the necessary support for them.
3. Considering gender differences and academic qualifications when designing educational and developmental programs aimed at promoting safe and effective social media usage and improving students' self-efficacy.
4. Conducting further studies on the impact of social media usage on students' self-efficacy, focusing on other variables such as age and geographical region.

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