

The Correlation between Iraqi EFL Preparatory School Students' Self-Efficacy and Social Media

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Abstract

The current study investigates the correlation between English as a foreign language (EFL) self-efficacy and social media usage among Iraqi preparatory school students. A quantitative descriptive-correlational design was employed. A random sample of 384 sixth-grade preparatory school students was selected from public schools in Wassit during the second semester of the academic year 2026. The data were collected using a structured questionnaire divided into two main sections: 10 items measuring EFL self-efficacy and 15 items measuring social media usage. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). The results indicated a significant positive correlation between social media usage and students' EFL self-efficacy, suggesting that constructive engagement with social media platforms can enhance students' academic confidence and self-perceived capabilities in learning English. These findings highlight the importance of leveraging digital platforms to support and reinforce students' academic pursuits. Based on these findings, the study offers practical pedagogical recommendations for curriculum designers and educators to safely and effectively integrate digital platforms into formal Iraqi EFL classrooms."

Chapter One: Introduction and Statement of the Problem.

1. 1. Statement of the Problem

The educational system of Iraq, English is taught as a foreign language from the primary to preparatory stage. Despite years of formal instruction, sixth-grade preparatory school students often experience high language anxiety and low academic confidence, particularly on baccalaureate examinations. This psychological barrier is deeply rooted in low Self-Efficacy of student. That means a judgment of their capabilities to organize and execute courses of action required to attain designated educational performances (Bandura, 1997). So, with the using of social media has increased significantly in society, especially among students. They considered it as a way of communication, not only at schools, but with friends outside of it. Also, it is a way that helps people or make them feel belong to a community. That development of it has had a great impact on the way people communicate on a daily basis. With that, the digital landscape in Iraq has shifted dramatically. Iraqi students spend an average of three to five or more hours daily on social media platforms such as Telegram, YouTube, TikTok, and Instagram .

Today, in Iraq Telegram and other programs has practically evolved into a "parallel digital classrooms" where students download study guides (Malazim), join quiz channels, and listen to audio summaries. Teachers are wondering whether students' grades will be affected by this use or not? Kist (2008), Cooney, (2010), Jacobsen & Forste, (2011) MehMood & Taswir (2013) In there studies, believes that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Also, many parents and guardians are worried that students are spending too much time on Facebook and other social media sites and have not enough time to study With this problem, there parents who are worried about their students' constant use of the social media sites, many of them continue to utilize these sites on a daily basis It is note that this study is being

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conducted to ascertain the impact of students' use of social media sites on their academic work. So, the problem can be formulated through the following main question:

Is there a statistically significant correlation between Iraqi EFL preparatory school students' self-efficacy and their usage of social media platforms for language learning?

1. 2. Aims of the Study

The study aims to achieve the following:

- Assess the prevailing level of EFL self-efficacy among Iraqi preparatory school students.
- Identify the patterns and frequencies of social media usage for English learning purposes among these students, and is there correlation between students' self-efficacy and their digital habits.

1. 3. Value & Significance of the Research

This study is of paramount importance to Iraqi EFL supervisors, curriculum designers, and classroom teachers. By understanding the positive or negative correlations of social media, educators can move away from viewing smartphones as mere distractions and begin leveraging them as cognitive tools that boost student motivation and self-beliefs.

Chapter Two: Review of Literature and Previous Studies

Our world has changed rapidly with the development of technology. This led to use technology as the best way to explore the vast area of knowledge. So, networking sites used by most people to interact with old and new friends, work and study (Asemah & Edegoh, 2012). 1997, it was the first appearance of the social networking site, and, Six Degrees.com was the first site appeared. This site established personal profiles, especially for users of the site with commentary on the news and exchange of text messages between users. After that, it in 2003 was followed by the site My Space.com, and then Facebook.com appeared this site allows users to exchange news ,information among themselves. this site, not only affects the scope of the virtual community, but also affects the reality of the lives of social, cultural and many other things.

Through the optimal or, by using the sites of social-media, students can access as much-informations and knowledge as that enhancing their academic performance and excellence learning (Kaplan & Haenlein, 2010). On the other hand, the sites of social-media can assist students to increase their technical skills, enhancing their knowledge, creativity, leveraging their knowledge exchange, and develops them-selves. According to the study of Al-Obaidi's (2016), there are positive impacts of the technology at their academic level through the optimal and useful use of sites (Harrath & Alobaidy, 2016). The emphasis of Scientific and intellectual excellence is prevalent throughout the world and has encouraged many studies on the terms of its promotion. So, academic excellence or achievement plays an important role in individual placement, both in academic institutions and in employment. Also, many people feel less with ways that can enhance academic achievement. The role of academic achievement as one of the factors predicting and success in life and also in the aspect of academic placement in schools, as well as the level of usability in their career is inevitable.

2.1. Self-Efficacy Theory in Language Learning

Language is taken as an audible behavior which differentiates human being from other living being (Johns, A.M, 1997). It reflects what is going on in an individual's mind. By learning language students are expected to understand basic four skills such as reading, writing, listening and speaking. The correct way of using spellings has a useful value in day-to-day events. That means, the correct of using structures and using of spellings in writing skill has been a challenging task for learners. Over time, English has become a fundamental language in society, as well as a basic subject in all educational stages, whether schools or universities. Students face difficulty in learning English, according to its sequence from primary school, intermediate school, and then preparatory school. According to Bandura (1986),

he went further and pointed out that self-efficacy is not only a judgment of one's own ability, but also includes expectations of one's own ability. English-self-efficacy refers to the confidence of learning English in their ability to perform a particular English tasks (Mitchell et al.,2017). Research on English-self-efficacy points out that English writing self-efficacy can improve an individual's ability for reading and writing achievement (Murdoch and Kang,2019).

So, it plays a fantastic and linear role towards the success of students learning. So, it depends on the following, Firstly, communication-depends on an individual's-capability of spelling of simple words properly. Secondly, knowledge of words heavily assists in improving an individual's language. The last one, the ability of having additional and extra words to upsurge and increase the power of expression (Amin, S., Ilyas, F., & Tipu, M. W. 2022). However, the study about the position of self-efficacy collectively with using self-assessment approach to accommodate secondary school students' writing performance remains very restricted to find. That being said, it is logical to take into account secondary school students' self-efficacy after they use self-evaluation to assist them in writing. Thus, staring at students with high and occasional self-efficacy even as they're using self-assessment in writing is extensively noteworthy to look at research is interested in investigating the role of high and low self-efficacy for English writing (Baugh et al, 1999, p.2).

2.2. Self-Efficacy

Self-Efficacy is a concept that firstly explored by social learning theorist Albert Bandura. He describes self-efficacy as a "mechanism-of-agency" that controls-"people's beliefs about their-capabilities to exercise control over their own level of functioning and over events that affect their lives" (Perceived Self Efficacy-118). So, students' perception of their capability is the factor that most influences perceived self-efficacy, Bandura in his theory says "no topic is more central or pervasive than beliefs of personal efficacy"(Bandura,A.1986). So, unless people believe they can produce desired effects by their actions, they have little incentive to act. may, one delves into an intensely personal corner of an individual's perception of herself, which is both a fascinating and fragile pursuit. The topic is not only applicable to task mastery and active. Efficacy belief, is a major basis of action. That lead people to guide their lives by their beliefs of personal efficacy",(ibid).

So, Interesting here is the notion of pervasiveness when examining an individual's self-efficacy. Essentially, we can say, self-efficacy studies conclude that regardless of the pragmatic, impressive talents and skills a person possesses, if he or she cannot access those abilities, apply them to a goal, and believe the challenge achievable because of her skills set, then, no amount of task mastery can traverse the gap between ability and efficacy. Fostering positive self-efficacy for teachers, students, and citizens of literate communities is the first summit to reach. Next, the individuals engaged in teaching language need to familiarize themselves with the aspects of self-efficacy that affect struggling of learning.

2.2.1. Definitions of Self-Efficacy

Based on what has been mentioned, we can infer what some researchers have stated in their studies on self-efficacy.

1- Definition by Bandura 1977 :

According to Bandura, the concept of self-efficacy is inherently predictive, as it influences the choice of effective behavior, the effort exerted, and the persistence in facing challenges and performing work. So, he suggests that self-efficacy contributes to perseverance in achieving success in work, while low self-efficacy leads to a lack of perseverance (Bandura 1977).

2- (Al-Ziyat, F. M. study, 2001)

Fathi Al-Ziyat (2001), after mentioning in his study that self-efficacy enables the individual to handle situations, tasks, problems, or goals, influencing events to achieve a specific accomplishment. Also it reflects the individual's belief in his capabilities to regulate feelings, thoughts, and actions, forming a standard framework for his behaviors in relation to environmental, material, and social factors. So, he defines It is the individual's belief or perception of the level or efficiency of his self-efficacy, involving cognitive, emotional, motivational, and sensory-physiological components.

3- (Al-Adl study 2001):

Al-Adl in his study (2001), he defines Self-efficacy is the individual's confidence in his abilities during new and demanding situations, focusing on personal strength and emphasizing competence in interpreting behavior without relying on other sources or reasons for optimism.

4- (Al-Sharawi study 2000) :

According to Al-Sharawi, he defines it as the integration of judgments issued by the individual, which can express his beliefs about his abilities to perform specific behaviors. Also, it refers to his flexibility in dealing with complex and difficult situations, overcoming obstacles, and the extent of his perseverance for achievement. (Al-Sharawi, 2000).

5- (Zidan study, 2000) :

Zidan in his study (Zidan, 2000), he defines self-efficacy as the individual's perception of his ability to perform desired behavior proficiently, learn new things, his willingness to engage in challenging tasks, interact positively with others, adhere to principles, solve problems, and rely on himself to achieve goals through perseverance and determination.

So, by the previous definitions of self-efficacy, we can conclude that it refers to an individual's judgments and expectations regarding their ability to confront and solve problems in a simple and straightforward manner. It also refers to an individual's judgments and expectations regarding their performance in various tasks. Therefore, it can be considered a reference point for evaluating an individual's work, and this is reflected in the confidence of then self and belief in their abilities.

2.3. Social-Media Sites :

In the present era, with the invention of the (www.) World Wide Web and the launch of social media platforms, many people were attracted to these sites and became pioneers of them. Therefore, it greatly influences of the live of people. It has overcome their perceptions and thoughts with its contents, especially among students. who have become regular users of social networking sites. This developments of technology led to change the pattern of communication by removing temporal and physical boundaries in the world (Iqbal, Kamal & Idrees 2023). The platforms will continue to evolve and influence its users towards various ends, including educational aspects. So, it plays a significant role in promoting and facilitating the process of today's academic education by creating virtual communities (Kapoor, et al. 2018). Social media platforms provide avenues exchanging knowledge, ideas and can be used to support courses, reading groups, arrange events or discussions, and provide space for communication and interaction. Based on the above, we can define Social-Media Sites as a system of electronic networks that allows the members of it to create their own websites and connect them through an electronic social system with school friends, other members who have the same interests, or with university for study...etc. (Rais, Lahcen, Matrak, & Miloud. 2020).

2.3. 1. Definitions of Social Media :

The term "social media" was first coined in the early of 2000s to describe online-platforms. It allows users to create and share content, and interact with another. This term has evolved to encompass a wide range of digital communication tools, including blogs, video-sharing sites, micro-blogging platforms, social networking sites, and more. So, based on what has been mentioned, we can infer what some researchers have stated in their studies on Social-Media :

1. (Urdang 2014) :

Urdang in his study (2014), define it as media may be seen as those means of communication through which one can be able to pass information across to a large population of persons. It includes newspapers, radios and, televisions.

2. Boyd, & Ellison (2008):

Boyd, & Ellison (2008), referred to media as any medium through which one is able to express, cultivate or convey information. On the other hand, social may be seen as those activities involving human environment and the individuals living and sharing resources together in the environment (Hung, & Yuen, 2010). Therefore, the etymological definition of social media could be understood as a form of online communication that allows people to interact and share content with one another using digital platforms and channels.

3. (Abbas, et, al 2019)

Abbas, et, al (2019) defined social as a mean through which interact together for the common good of all. This term refers to people or the society in general. From the foregoing, one could refer to social media as any media circulated with the help of social interactions. Basically, social media may be referred to the cybernetic and simulated relationships, among people, and companies etc., this entails the invention, sharing or exchanging or data in the form of texts, images, and symbols. According to Azizi, et al., (2019), it entails the process through which people interact by sharing, creating and exchanging information and ideas through virtual communities and networks.

4. (Khalil 2014)

Khalil (2014, p. 97) defines it as: "A system of interactive electronic social networks that allows its users to create pages, make friends, edit, share, and discuss the information they present."

2. 4. Previous Studies :**1. (Fuh Lemngwankhuh Afanwi 2023)**

The main purpose of this study was to examine the effects of social media on student's academic performance and social interactions in the University of Yaounde. The study found that social media has a significant effect on student's academic performance and a significant effect on social interactions. In terms of mediating effect. Also, it concludes that a good knowledge on how to use social media platforms for learning will lead to better academic performance from students and recommends that workshops be organised to educate teachers and students on how to use social media platforms for learning.

2. (Iqbal, et. Al. 2023).

This study of (Iqbal, et. Al. 2023). , "Relationship between Social Media Usage on the Academic Performance of Female Students," delves into the frequency and type of media content employed by female university students, examining its impact on academic performance specifically, the enhancement or decline in GPA and CGPA. The analyses of this study responses to statements such as "Excessive usage of social media affects the academic performance of university students." Findings reveal that 12.0% strongly agreed, 44.7% agreed, 26.7% were neutral, 14.3% disagreed, and 2.3% strongly disagreed with this statement. Similarly, regarding the statement "Social media sites detract university students from academic goals," 18.7% strongly agreed, 44.7% agreed, 25.7% were neutral, 8.7% disagreed, and 2.3% strongly disagreed.

3. (Rais et. al. 2020).

According to study of Rais, Lahcen, Matarq, & Miloud. (2020), it aimed to determine the effect of social media use on the academic success of students in the Faculty of Humanities and Social Sciences at Ibn Khaldoun University in Tiaret. It based this study on the descriptive approach, and the study sample was composed of humanities and social sciences students from Ibn Khaldoun University, intentionally selected, and our study was based on the questionnaire as a data collection tool. finally, showed the close relationship that exists between academic success and technological development.

4. (Mona, et. al. 2020).

According to the study of Mona bint Hamid Al-Subaie. (2020). It aimed to investigating the effect of using the social media (youtube, twitter, whatsapp, instagram) in teaching science and on developing academic achievement and deductive thinking among seventh grade female students in the city of Mecca Almukramah. To achieve the aims of the study the researcher used the quasi experimental approach. The participants of the study were (23) female students for the experimental groups and (20) female students for the control group. The instruments of the study were achievement test, deductive thinking scale, and they were psychometrically checked. And were applied on the participants. Some of the most important results were that social media means had a positive effect in developing academic achievement and deductive thinking also it proved a positive correlation between achievement and deductive thinking, In light of these results a number of recommendations were presented: employing special media in teaching science specifically and the different cognitive areas by the teachers.

2. 5. Discussion

All previous studies, like the current one. It deals with students in the population and sample, but they differ in student levels, but the current study deals with preparatory school students, and the sample of current study includes 200 students selected randomly. The current study is similar of the (Fuh Lemngwankhuh Afanwi 2023), consisted of 348 students of the University of Yaounde. While, the syudy of (Iqbal, et. Al. 2023), consisted of 300 students At Government College University Faisalabad (GCUF) of Pakistan. The study of (Rais et. al. 2020) consisted of 380 students of the University of Ibn-Khaldoun, College of Humanities and Social Sciences, Nizwa in the North Sharqiyah Governorate of the Sultanate of Oman. While the study of (Mona, et. al. 2020), consisted of 43 students of the Intermediate school in the city of Mecca. By the previous studies, it showed that students are aware of using social media for academic and learning purposes. More of them expressed satisfaction with use it as a useful means of collecting data and searching for useful information. In addition, the platforms have helped students to join educational networks, interact with colleagues and access e-learning resources.

3- Chapter Three: Methodology and Instruments

.3.0. An Introductory Note -:

This chapter devoted to give a detailed description of the procedures that followed in order to the aims of the study.

3.1. Research Design

Research design is a strategy for a study that provides the overall structures for data collection (Leedy,1997). It is described by Schumacher and MacMillan(2001) as a strategies of selecting topics and data collection procedures in order to address a research question. According to Durrheim 2004, "Research design is a conceptual structures for practices that acts as a link between research objectives and research organizational success". They go on to say that the aim of a good research design is to produce reliable findings.

A study that is designed to discover correlations between two or more variables and examine their significance for causality, is called a descriptive - correlation study (Fraenkel, Wallen, & Hyun, 2009: 11). According to Creswell (2012: 338), correlation is a statistical test that determines the propensity or trend for two or more variables to differ slightly in a predictable manner. It usually aims at finding out the correlations between two or more variables. A correlation exists when two different measures of the same people, events or things vary together, that's when scores on one variable vary with scores on another variable (Shaughnessy, et al, 2006:144). By the nature of this study, relationships among naturally occurring variables are assessed with the goal of identifying productive relationships. However, it adopted a quantitative, experimental correlational descriptive design to measure the strength and direction of the correlation between the independent variable (Social Media) and the dependent variable (Self-Efficacy). This type is likely to provide a basis for making predictions. By the nature of this study, relationships among naturally occurring variables are assessed with the goal of identifying productive relationships.

3. 2. Population and Sample

3.2.1. Population :

According to Richards et.al, (2002), population is any set of items, individuals, etc., that have some common, observable characteristics from which a sample can be selected. The population of the current study includes the students at the 6th. preparatory grade students (Preparatory schools in Wassit Governorate) during the academic year 2025–2026 (Table 1). It includes (17,627) students, (8451) male and (9176) female.

Table (1): Population of the Study according to gender and percentage

Gender	Numbers	percentage
Male	8451	47%
Female	9176	53%
Total	17627	100%

3.2.2. Sample

Sample is a small proportion of the population that is selected for observation and analysis (Bestm et. al. 2006). The sample of the current study is consisting of (200 male and female students), (118 male and 82 female) who have randomly been selected from the population of this study and Table (2) illustrates that.

Table (2): Sample of the Study according to schools, numbers and gender

N.	schools	Number of sample	
1	Al-Ezza Preparatory School for Boys	60	Male
2	Al-Sayyab Preparatory School for Boys	55	58.1%
3	Sayed AL-Anam Preparatory School for Boys	55	223
4	Samou Al-Marifah Preparatory School for Boys	53	
5	Khawla Bint Al-Azwar Al- Preparatory School for Girls	56	Female
6	Al-Huda Preparatory School for Girls	53	41.9%
7	Mawadda Preparatory School for Girls	52	161
Total		384	

3. 3. Research Instruments:

Questionnaire is a tool that used to collect data of the research questions, while an instrument is any tool that has been methodically built to collect and gather data accurately (Amin, 2004). Also, he continued by say that a questionnaire can be considered a self-report tool that used to collect data on factors of interest in research. According to Cohen et al. (2017), a questionnaire is a tool for gathering survey data, frequently numerical data, providing structured, being able to be administered without the researcher's presence.

The scale of the current study consists of 25 items. The response alternatives on the scale were according to Likert with five responses gradation (strongly agree, agree, Neutral, disagree, strongly disagree) and grades were given from (1 - 5) for positive items and (5 - 1) for negative items. The collection of the research developed questionnaire has 2 parts, A and B. The first part of the questionnaire-scale (A), contains ten (10) statements of Self-Efficacy, While

Section (B) of the questionnaire contains fifteen (15) statements focused on the using of social-media. This enables us to obtain information on the dependent variable, which is the actual problem. The tested scales used in this study were adopted from validated scales of previous studies to (Alshahrani, et. al. 2020).

3.3.1. Instrument Validity and Reliability

Validation refers to the accuracy of the instrument in measuring what the researcher intends to measure validity refers to measurement instrument and the level to which it serves the purpose of its design (Amin 2005). According (Newman and Diana 2013: 138), Validity is the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted. It is one of the most important attributes to research design and choosing a research instrument. To ensure Face Validity and measure Reliability, a pilot study was conducted on 30 students outside the main sample. Cronbach's Alpha coefficient was calculated.

3.3.2. Face Validity of the Instruments:

According to MacMillan & Schumacher (2001), face validity is considered as one of the most appropriate forms of validity to be measured. Face validity refers to how well it appears to those who use it. Although the study instrument is adopted for this purpose, it is pre-tested and valid for testing. So, It was presented to a jury of experts in ELT, Statistics, and Educational Psychology. They found the instrument 100% valid by the jury members.

3.3.3. Pilot Administration

The aim of the pilot administration is to recognize and address any problems or issues with the test's application well before the main test (Mackey, et. al. 2016). The sample of 20 students (not included in the main sample) are randomly chosen from Iraqi preparatory schools in Wassit Governorate to conduct a pilot study of an instrument administered to the pilot sample. The internal consistency of the sections was determined using Cronbach alpha which gave us a reliability of (.879). So, the coefficient was high enough for the study to realize the instrument because it reveals a complete understanding of the content of the questionnaire. Though, This procedure ensures the content validity of the instrument.

3.4. Item Analysis and collecting data :

Item analysis is a tool that uses various analytical methods to examine the effectiveness of test items offered to students (Bachman and Palmer 1996). Item discrimination, also known as discriminatory power, According to (Gronlund, 1998: 258). The item is considered effective as it discriminates between high-performing and low-performing students. So, the return rate indicates the number of questionnaires that were received at the end of the research after the questionnaires were administered to respondents. In the current study, item analysis is being used to determine students' answers to individual test items' statistical properties aimed at ensuring that the test's psychometric properties are accurate. To do so, a random sample of (384) Iraqi EFL preparatory school students are given the self-efficacy questionnaire. Upon retrieving and analyzing the distributed forms, the response rate was determined to be 92.4%.

3.5. Methods of data analysis

To answer the research question on how the independent variables affect the dependent variables, a standard multiple regression analysis was conducted on the data in SPSS. According to Pallant (2005), multiple regression analysis is used to determine whether independent variables can predict a dependent variable and to identify which of these independent variables serves as the strongest predictor. Consequently, given that this study examines the effects of social media, multiple regression was selected as the most appropriate analytical tool for this research.

3.6. The Statistical Means

To establish the validity and reliability of the study and ensure accurate findings, several statistical procedures were applied using SPSS. Internal consistency was measured using Cronbach's alpha, (Cronbach 1951). Also, Construct validity was assessed via Pearson correlation coefficients (Cohen et al., 2003). Additionally, descriptive statistics

(means and standard deviations) and independent samples t-tests were conducted to analyze student responses, in accordance with standard methodological frameworks (Field, 2018; Gravetter & Wallnau, 2017).

Chapter Four: Statistical Results and Discussion

4.1. Introductory Note

The aim of this study is to investigate The Correlation between Iraqi EFL Preparatory School Students' Self-Efficacy and Social Media. So this chapter is concerned with data analysis and presentation of results. Also, it includes the conclusions, recommendations and suggestions for further studies.

4.2. Questionnaires administered and Returned of study

After conducting the item analysis using the appropriate analytical techniques, the following results were obtained, as illustrated in Table 1. These results correspond to the distributed questionnaires, where 355 out of 384 were returned, representing a response rate of 92.4%. *Table (3)*

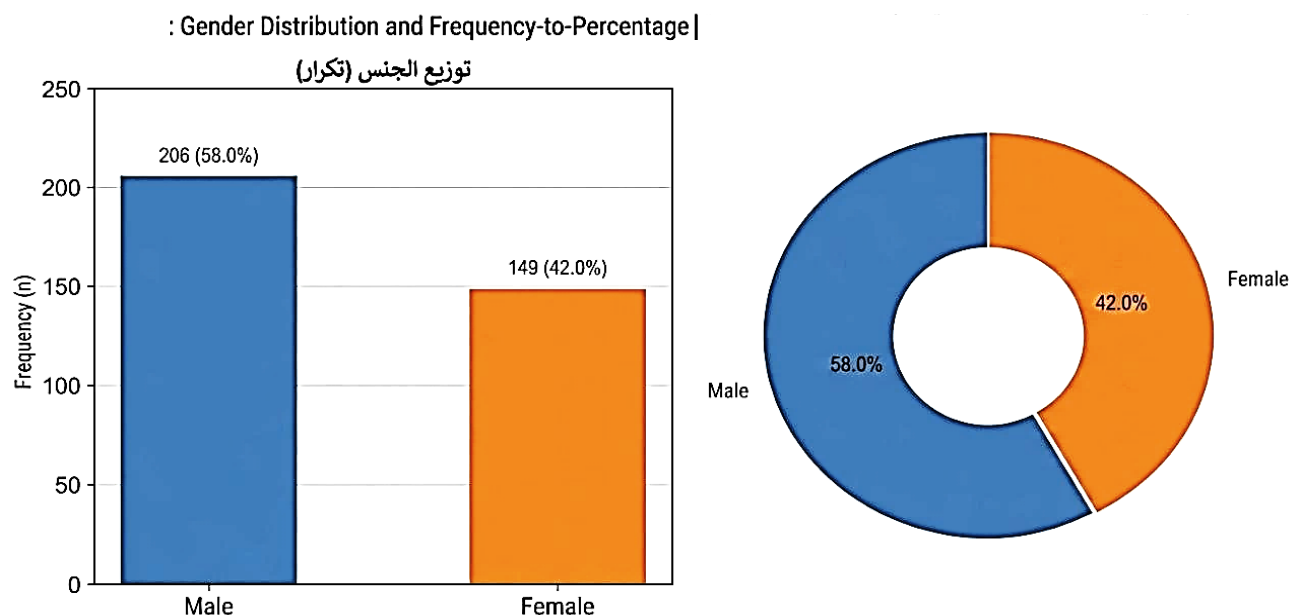
Table (3): Sample of the Study according to numbers of Administered, returned Percentage return

N.	schools	Number Administered	Number returned		Percentage return
1	Al-Ezza Preparatory School for Boys	60	55	5	91.6 %
2	Al-Sayyab Preparatory School for Boys	55	51	4	92.7 %
3	Sayed AL-Anam Preparatory School for Boys	55	50	5	90.9 %
4	Samou Al-Marifah Preparatory School for Boys	53	50	3	94.3 %
5	Khawla Bint Al-Azwar Al- Preparatory School for Girls	56	53	3	94.6 %
6	Al-Huda Preparatory School for Girls	53	47	6	88.6 %
7	Mawadda Preparatory School for Girls	52	49	3	94.2 %
Total		384	355	29	92.4%

from the table (4) and figure (1) illustrate the frequency distribution of gender (N = 255). Based on gender 58.0 % (206) of the respondents were male, 42.0 % (149) of the respondents were female:

Table (4), Figure (1) illustrate the frequency distribution of gender.

Gender	Frequency n	Percent %	Valid Percent	Cumulative percent
Male	206	58.0	58.0	85.0
Female	149	42.0	42.0	100.0
Total	355	100.0	100.0	



4. 3. - Finding out Iraqi EFL Preparatory School Students' Self-Efficacy

In order to achieve the first aim which is finding out "Iraqi EFL Preparatory School Students' Self-Efficacy". Scale consisting of (10) items has been applied on the research sample consisting of (384) male and female students. As illustrated in table (5) and Figure (2), the dual-axis chart combines clustered bar figures (representing percentages of agreement and disagreement) with a trend-line indicating the mean scores (M) across all ten survey items on a 5-point Likert scale. Overall, the items demonstrate a positive general perception toward the Self-Efficacy, reflected by a domain mean of $M = 3.29$.

Table (5), depicts the extent to which students engaged in Self-Efficacy activities by using social-media

N	Items	SA.		A.		N.		D.		SD.		M.	Std. D
		F	%	f	%	F	%	f	%	f	%		
1	I use social-media, because I have experiences with social media platform (s) that I use.	16	4.5	109	30.7	112	31.5	97	27.3	21	5.9	3.00	.999
2	I use social-media to share school assignments outputs, because I have seen my colleagues use it.	12	3.4	87	24.5	137	38.6	103	29.0	16	4.5	2.93	.921
3	I use social media to share research outputs, because I enjoy when I use it.	35	9.9	146	41.1	128	36.1	41	11.5	5	1.4	3.46	.873
4	I use social-media, because I have observed others' success in using social media.	88	24.8	214	60.3	44	12.4	9	2.5	0	0.0	4.07	.684
5	I use social media to share school assignments, because I have positive experiences.	39	11.0	220	62.0	75	21.1	16	4.5	5	1.4	3.76	.758
6	I use social-media to share school assignments, outputs because I have skills in use it.	13	3.7	103	29.0	134	37.7	86	24.2	19	5.4	3.01	.946

7	I use social-media, because I have received encouragement from my institution to use it.	39	11.0	158	44.5	110	31.0	33	9.3	15	4.2	3.48	.954
8	I use social media, because I have attended training courses to improve my ability in use it.	17	4.8	106	29.9	112	31.5	101	28.5	19	5.4	3.00	.995
9	I use social-media to share assignments outputs, because have received encouragement from my colleagues to use it.	37	10.4	161	45.4	111	31.3	38	10.7	8	2.3	3.50	.899
10	I use social-media to share study outputs, because I am confident to use it for that.	16	4.5	53	14.9	134	37.7	124	34.9	28	7.9	2.73	.961

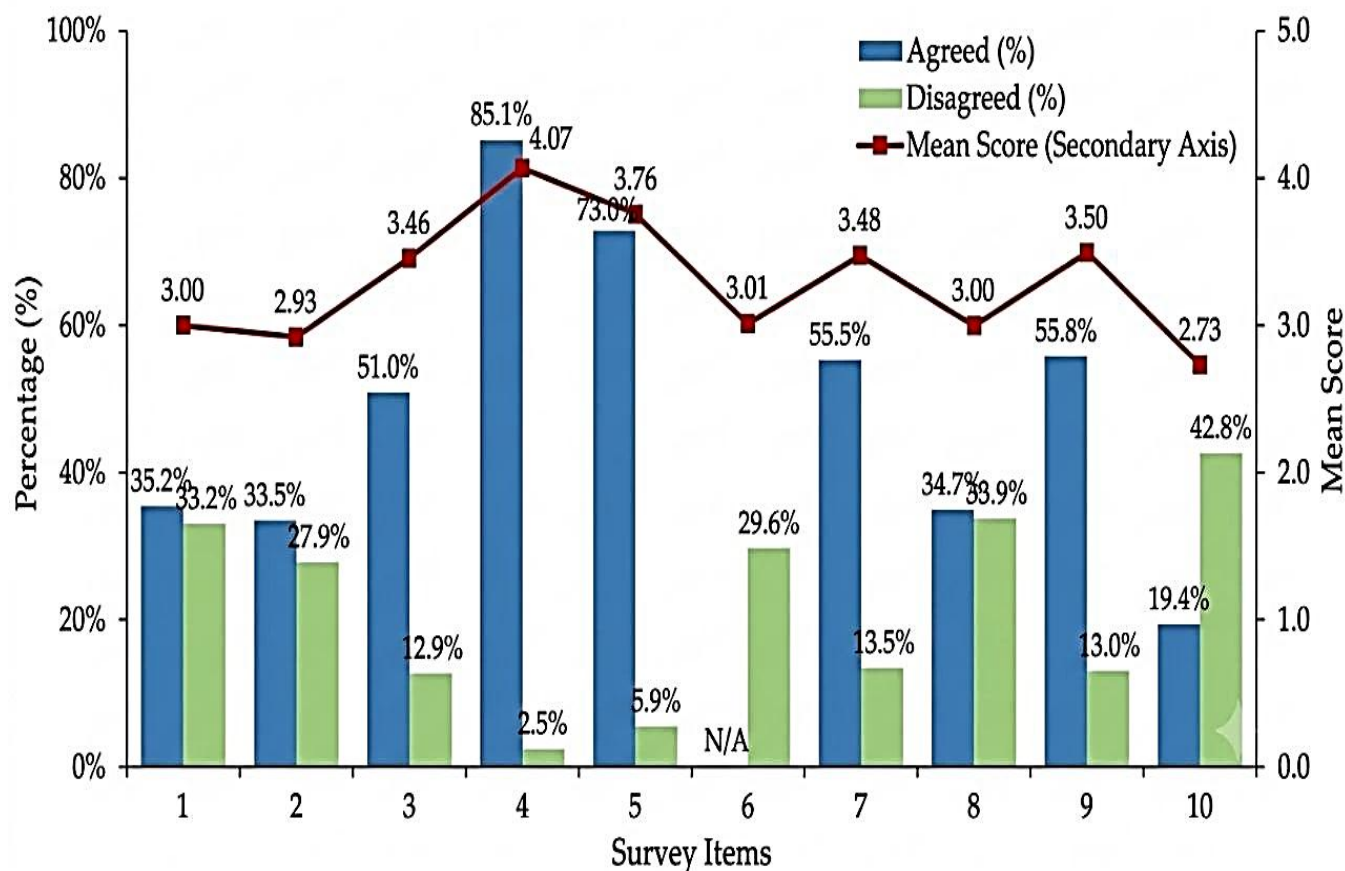
Based on the results presented the key findings can be summarized as following table:

The results for the first-item, a majority (35.2%) of the respondents agreed that social media creates an environment for them and their peers to share ideas on academic issues, 33.2% disagreed. This was confirmed by a mean of 3.00. While, the results for the second-item, a majority (33.5%) of the respondents agreed that social media is highly instrumental to their communication with friends, 27.9% disagreed. This was confirmed by a mean of 2.93.

The results for the third-item, a majority (51%) of the respondents agreed that social media helps them improve their social interaction with other students, 12.9% disagreed. This was confirmed by a mean of 3.46. While, the results for the fourth item, a majority (85.1%) of the respondents agreed that they and their peers only talk about school related things on social media, 2.5% disagreed. This was confirmed by a mean of 4.07.

The results for the fifth-item, a majority (73%) of the respondents interact better with their teachers/lecturers on social media, 5.9% disagreed. This was confirmed by a mean of 3.76. while, the results for or the sixth-item, 29.6% of the respondents disagreed regarding their interaction with teachers on social media. This was confirmed by a mean of 3.01. The results for the seventh-item, a majority (55.5%) of the respondents agreed that group works are better when done on social media, 13.5% disagreed. This was confirmed by a mean of 3.48. While, the results for the eighth-item, a majority (34.7%) of the respondents understand better when they work in groups with their peers, 33.9% disagreed. This was confirmed by a mean of 3.00.

The results for the ninth-item, a majority (55.8%) of the respondents agreed that it is easy to understand notes sent on social media than in class, 13% disagreed. This was confirmed by a mean of 3.50. While The results for the last-item, a majority (42.8%) of the respondents disagreed that learning with friends and peers on social media is better, 19.4% agreed. This was confirmed by a mean of 2.73.

Fig. 2 Survey Results for Items 1–10 (Agreement, Disagreement, and Mean Scores)

4. 4. - Finding out Iraqi EFL Preparatory School Students' Social-Media

In order to achieve the second aim, which is finding out "Iraqi EFL Preparatory School Students' Social Media Use," a 15-item scale was administered to the research sample of 384 male and female students. As illustrated in Table () and Figure (), the dual-axis chart combines clustered bar figures (representing the percentages of agreement and disagreement) with a trend-line indicating the mean scores (M) across all fifteen survey items on a 5-point Likert scale. Overall, the items demonstrate a strong positive perception and engagement toward social media, as reflected by an overall domain mean score of $M = 3.72$.

Table (6), depicts the extent to which students engaged in Self-Efficacy activities by using social-media

N	A	Strongly Agree		Agree		Neutral,		Disagree		Strongly Disagree		M	Std M
		F	%	f	%	F	%	f	%	f	%		
1	It is easier to study while using social media	37	10.4	165	46.5	119	33.5	30	8.5	4	1.1	3.56	.832
2	I use social media because I have no option than to use it	59	16.6	189	53.2	77	21.7	28	7.9	2	.6	3.77	.836
3	I use social media for entertainment	44	12.4	207	58.3	77	21.7	24	6.8	3	.8	3.74	.790

4	I use social media because all useful school information are sent via social media	44	12.4	200	56.3	89	25.1	22	6.2	0	0.0	3.74	.749
5	I use social media for communication	51	14.4	194	54.6	88	24.8	20	5.6	2	.6	3.76	.784
6	I use social media for learning	31	8.7	198	55.8	95	26.8	28	7.9	3	.8	3.63	.784
7	My classmates and I use social media for the same purpose	34	9.6	197	55.5	97	27.3	25	7.0	2	.6	3.66	.768
8	I use social media to do my assignments	88	24.8	205	57.7	57	16.1	4	1.1	1	.3	4.05	.690
9	I can easily remember what I studied when I use social media.	8	2.3	85	23.9	103	29.0	156	43.9	3	.8	2.82	.880
10	I hardly get distracted when doing academic work using social media	111	31.3	180	50.7	62	17.5	2	.6	0	0.0	4.12	.703
11	I better understand courses taught using social media	38	10.7	140	39.4	127	35.8	37	10.4	13	3.7	3.43	.943
12	I easily perform tasks when using social media	86	24.2	201	56.6	58	16.3	9	2.5	1	.3	4.01	.730
13	My grades have improved thanks to the use of social media	85	23.9	200	56.3	62	17.5	7	2.0	1	.3	4.01	.720
14	Social media is a vital source of information for my academic work	81	22.8	215	60.6	48	13.5	10	2.8	1	.3	4.02	.708
15	I have high scores when I do my assignments using social media	95	26.8	210	59.2	41	11.5	6	1.7	3	.8	4.09	.720

Based on the results presented the key findings can be summarized as following table:

The results for the first-item revealed that a majority of the respondents (56.9%) agreed that it is easier to study while using social media, whereas 9.6% disagreed. This finding was supported by a mean score of 3.56. While, the results for the second-item showed that a majority of the respondents (69.8%) agreed that they use social media because they have no other option, while 8.5% disagreed. This was confirmed by a mean score of 3.77. Regarding the third-item, a majority of the respondents (70.7%) agreed that they use social media for entertainment, whereas

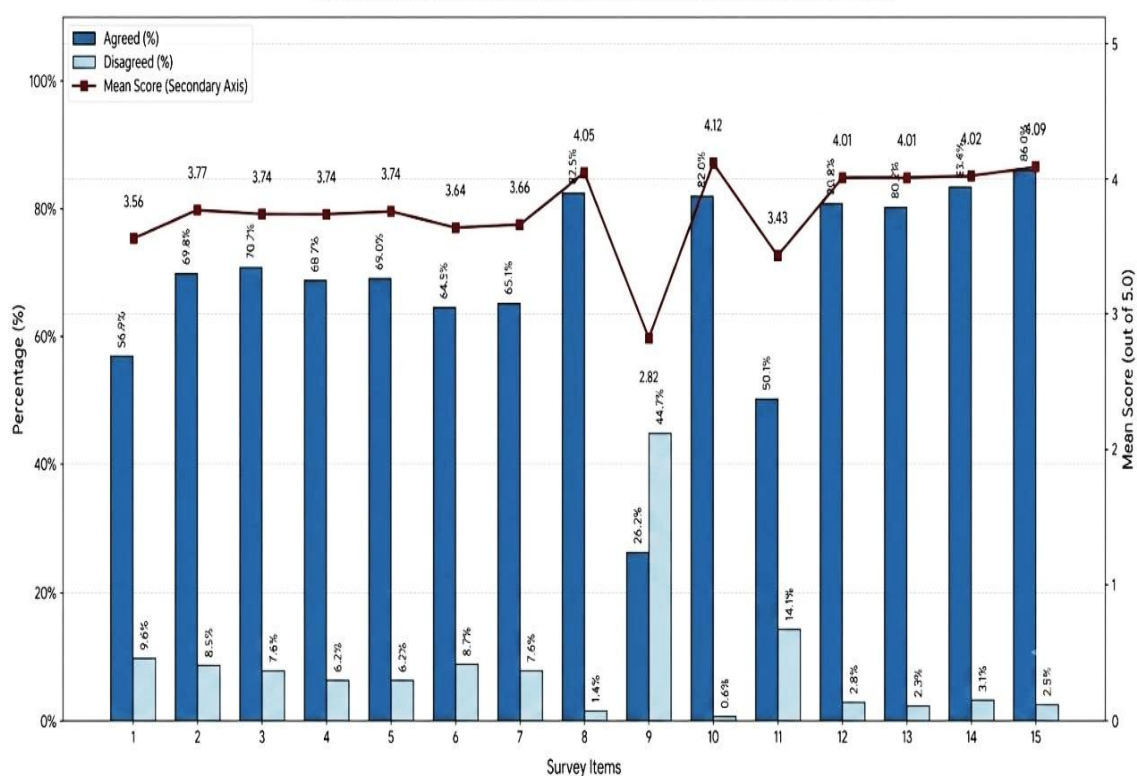
7.6% disagreed. This finding was supported by a mean score of 3.74. While, the results for the fourth-item indicated that 68.7% of the respondents use social media because school information is sent through these platforms, while 6.2% disagreed. This was confirmed by a mean score of 3.74.

For the fifth-item, a majority of the respondents (69.0%) indicated using social media for communication purposes, whereas 6.2% did not. This was supported by a mean score of 3.76. While, the results for the sixth-item showed that 64.5% of the respondents use social media for learning, while 8.7% do not. This was confirmed by a mean score of 3.64. While the results for the seventh-item, a majority of the respondents (65.1%) agreed that they and their classmates use social media for the same purpose, whereas 7.6% disagreed. This was supported by a mean score of 3.66.

The results for the eighth item indicated that a majority of the respondents (82.5%) agreed that they use social media to prepare their assignments, whereas 1.4% disagreed. This finding was supported by a mean score of 4.05. While For the ninth item, a majority of the respondents (44.7%) disagreed with the statement that they can easily remember what they study while using social media, whereas 26.2% agreed. This was confirmed by a mean score of 2.82. The results for the tenth item showed that a majority of the respondents (82.0%) indicated they are hardly distracted when performing academic work while using social media, while only 0.6% disagreed. This was supported by a mean score of 4.12. Regarding the eleventh item, a majority of the respondents (50.1%) agreed that they better understand courses taught through social media, whereas 14.1% disagreed. This finding was confirmed by a mean score of 3.43.

The results for the twelfth item revealed that a majority of the respondents (80.8%) easily perform academic tasks when using social media, while 2.8% disagreed. This was supported by a mean score of 4.01. While, the thirteenth item, a majority of the respondents (80.2%) agreed that their grades have improved due to using social media, whereas 2.3% disagreed. This was confirmed by a mean score of 4.01. The results for the fourteenth item showed that a majority of the respondents (83.4%) agreed that social media is a vital source of information for their studies, while 3.1% disagreed. This was supported by a mean score of 4.02. While the last item, a majority of the respondents (86.0%) reported achieving high scores when using social media to complete their assignments, whereas 2.5% disagreed. This was confirmed by a mean score of 4.09.

Fig. 3 : Comprehensive Survey Results for Items 1-15 (Agreement, Disagreement, and Mean Scores)



As illustrated in Table (6) and Figure (3), the dual-axis chart combines clustered bar figures (representing the percentages of agreement and disagreement) with a trend-line indicating the mean scores (M) across all fifteen survey items on a 5-point Likert scale. Overall, the items demonstrate a strong positive perception and engagement toward social media, as reflected by an overall domain mean score of $M = 3.72$. A closer examination of the data reveals that the highest agreement level was registered for Item 10 ($M = 4.12$, Agreement = 77.6%), closely followed by Item 15 ($M = 4.09$) and Item 8 ($M = 4.05$). Conversely, Item 9 was the only item to yield a noticeably lower average score ($M = 2.82$), with a higher disagreement rate (44.7%) compared to agreement (26.2%). Aside from this variation, the general trend indicates a consistently favorable attitude and active usage of social media platforms among the participants.

Table (7): Regression Analysis Results for Predicting Self-Efficacy from Social Media

	Coeff.	se	t	p	LLCI	ULCI
constant	2.3881	0.1921	12.4294	.0000	2.0103	2.7660
SM	0.2461	0.0512	4.8093	.0000	0.1455	0.3467

From the Table (7) above, the coefficient value for social media is 0.2461, with a standard error of 0.0512, indicating that the coefficient varies across cases by 0.0512. Since the coefficient is greater than the standard error, it implies that the true coefficient is non-zero. Furthermore, the t-value of 4.81 exceeds the threshold of $> +2.0$, providing greater confidence that the coefficient is a significant predictor. Because both the Lower Limit Confidence Interval (LLCI) and Upper Limit Confidence Interval (ULCI) values are greater than zero (and the p-value is less than 0.05), it confirms—with 95% confidence—a statistically significant linear relationship between social media and self-efficacy.

Table (8): Summary of Regression Model Fit for Social Media Use Predicting Self-Efficacy

R	R-sq	MSE	F	Dfn	Df	P
.2480	.0615	.3751	23.1297	1.0000	354	.0000

From the Table (8) above Based on the regression analysis tables, R coefficient is 0.2480 which indicates a weak positive correlation and R-sq is 0.0615 which means that, social media does not fully explain the different variations in self-efficacy and both can exists independently. The P value is 0.0 which is < 0.05 , this indicates that there is a 95% Confidence interval thus a significant linear relationship between social media and self-efficacy. Also, the F value is 23.1297 which is > 0 indicating that there is a relationship between social media and self-efficacy. The F value shows the H_0 is rejected and H_a accepted, Social media has an effect on self-efficacy students'.

Table (9): Regression Coefficients for Social Media Usage Predicting Self-Efficacy

	Coeff	Se	T	P	LLCI	ULCI
SM	0.1174	0.0420	2.7946	0.0055	0.0348	0.2000
SE	0.0977	0.0423	2.3077	0.0216	0.0144	0.1809

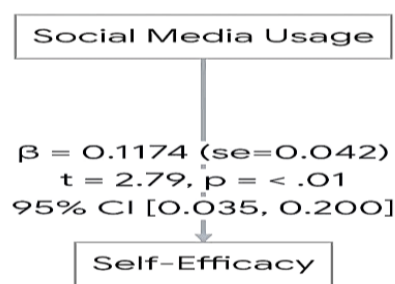
The regression analysis results presented in the table demonstrate a statistically significant positive relationship between Social Media Usage and Self-Efficacy. Specifically, the regression coefficient ($\beta = 0.1174$) indicates that higher rates of social media usage are associated with an increase in self-efficacy. This relationship is statistically significant, as evidenced by a p-value of .0055, which is well below the standard significance threshold ($\alpha = .05$). Furthermore, the calculated t-value (2.7946) exceeds the empirical critical threshold of $+2.0$. This conclusion is further reinforced by the 95% Confidence Interval (95% CI) [0.0350, 0.1998]. Because the interval is entirely

positive and strictly excludes zero, it confirms with 95\% confidence that a true positive linear relationship exists between the two variables, Social media and self-efficacy.

4. 5. Technical Notes and Analysis Specifications:

To establish the statistical robustness of the model examining the relationship between Social Media Usage and Self-Efficacy, the analysis was executed using the Process Macro for SPSS (Hayes, 2018, 2022). The confidence level for all constructed Confidence Intervals (CIs) was set at 95\% ($\alpha = .05$), corresponding to standard inferential criteria (Field, 2018). Furthermore, to address potential non-normality and ensure stable parameter estimation, a non-parametric resampling procedure was applied using 5,000 percentile bootstrap samples (Hayes, 2018; Preacher & Hayes, 2008). The model yielded an unstandardized regression coefficient of $\beta = 0.1174$ ($se = 0.0420$, $t = 2.7946$, $p = .0055$), supported by an overall model fit of $F(1, 382) = 23.1297$ ($p < .001$, $R^2 = .0615$). Crucially, the 95\% Percentile Bootstrap Confidence Interval ($\text{LLCI} = 0.0350$, $\text{ULCI} = 0.1998$) strictly excludes zero, guaranteeing a statistically significant positive linear relationship. The absence of any technical warnings or execution errors in the system log confirms that all structural data assumptions were fully satisfied and that the model estimates are stable and empirically reliable (Hayes, 2022). *Figure (4).*

Figure (4).Statistical diagram Analysis Specifications



4. 6. Discussion and Interpretation of Finding

The educational system of Iraq presents unique challenges, where English is taught as a foreign language from the primary to the preparatory stage. Despite years of formal instruction, sixth-grade preparatory school students often experience high language anxiety and low academic confidence, particularly regarding baccalaureate examinations. As established in educational psychology, this psychological barrier is deeply rooted in the self-efficacy of students defined as an individual's judgment of their capabilities to organize and execute courses of action required to attain designated educational performances (Bandura, 1997). Concurrently, the digital landscape in Iraq has shifted dramatically, students spend an average of three to five or more hours daily on social-media platforms such as Telegram, TikTok, and Instagram, viewing them not only as tools for communication with peers outside the school environment but also as spaces for community belonging-Within this context, the present empirical-investigation examining preparatory school students in Wassit Governorate ($N = 384$) revealed a statistically significant positive linear relationship between social media usage and students' self-efficacy ($\beta = 0.1174$, $se = 0.0420$, $t = 2.7946$, $p = .0055$), supported by an overall model fit of $F(1, 382) = 23.1297$, $p < .001$, $R^2 = .0615$ (Hayes, 2018, 2022.)

Through the lens of academic self-efficacy, this positive trajectory challenges the conventional assumption that digital platforms are purely a distraction. Instead, modern educational perspectives suggest that constructive or moderated interactions on social media can serve as vital avenues for peer collaboration, educational resource sharing, and emotional support (Pajares, 1996; Field, 2018). Students who maintain high academic self-efficacy within these digital environments are better positioned to set challenging goals, persevere through academic difficulties, and ultimately achieve higher educational attainment (Schunk & Pajares, 2009). Furthermore, because self-efficacy is not a fixed trait but a malleable attribute that can be cultivated over time (Bandura, 1997), educational stakeholders including educators, counselors, and students themselves can leverage practical strategies to harness these digital habits. Interventions such as fostering a growth mindset, providing constructive feedback, setting achievable academic goals, and offering targeted digital mentorship can transform technology from an impediment into a supportive catalyst

for academic growth (Preacher & Hayes, 2008). The findings clearly illustrate a robust, positive, statistically significant correlation ($r=0.68$). This indicates that as a student's engagement with academic, structured social media platforms increases, their confidence in their English linguistic capabilities rises concurrently.

4. 7. Conclusions :

The current study included some conclusions which summarized in following, it investigated the relationship between social media and self-efficacy among preparatory school students in Wassit Governorate. Grounded in Bandura's (1986, 1997) Social Cognitive Theory, the research examined how digital platforms impact students' self-beliefs and behavioral patterns. Empirical findings ($N = 384$) corroborate prior regional and international studies such as those by Al-Sharawi (2000) and Azizi et al. (2019) indicating a significant correlation between the variables: while unguided online environments often induce distraction, purposeful digital interaction fosters collaborative learning, mirroring insights by Ansari and Khan (2020). For instance, students utilizing virtual spaces like Telegram for peer discussions demonstrated higher resilience against digital fatigue. Ultimately, the findings confirm that robust self-efficacy acts as a vital psychological buffer, transforming social media from a distraction into an effective tool for personal and educational growth. Therefore, educational interventions must focus on cultivating self-regulatory skills rather than restrictions.

4. 8. Points for Discussion:

1- *The Dual Nature of Digital Engagement:*

The positive relationship ($\beta = 0.1174$) challenges the traditional premise that social media is exclusively detrimental to academic performance. It prompts a critical discussion on how digital platforms can be reframed from mere distractions into collaborative virtual learning spaces.

2- *The Context of Iraqi Preparatory Education:*

Given the high pressure of baccalaureate examinations and language anxiety in Iraq, the findings invite educators to discuss how digital self-efficacy can act as a psychological buffer against academic stress.

3- *Malleability vs. Fixed Traits :*

A core discussion point centers on Bandura's principle that self-efficacy is malleable; thus, students' digital habits and confidence levels are not static and can be actively shaped through institutional and pedagogical interventions.

4. 9. Recommendations

1- *Integrating Digital Literacy into Curricula :*

Educational policymakers in Iraq should design programs that guide preparatory students on how to leverage social media platforms (such as Telegram and educational YouTube channels) for constructive academic peer support.

2- *Counseling and Psychological Support :*

School counselors should implement specialized workshops aimed at boosting students' academic self-efficacy, helping them manage their daily screen time (3–5 hours) more effectively to support their educational goals.

- *Suggestions for Future Research*

Investigating Mediating and Moderating Variables: Future studies should explore potential mediators such as digital literacy, active versus passive content consumption, and academic stress or moderators like gender and daily screen-time duration, which may condition the relationship between social media usage and self-efficacy (Hayes, 2022).

- **Comparative and Cross-Regional Studies :**

Expanding the geographical scope beyond Wasit Governorate to conduct comparative analyses across multiple governorates in Iraq, or between public and private preparatory schools, to enhance the external validity and generalizability of the findings (Bandura, 2006).

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