



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

Research

---

# The relationship research on social media self-efficacy and learning engagement

— Based on undergraduates in Wuhan University of Technology

Education studies / Yong Xie / 1904032



# CONTENT

## ■ Phenomenon

Research problem

## ■ Literature Review

Social media self-efficacy

Study engagement

## ■ Research Design

Methodology

Ethics

Research Tool

# 1. Phenomenon

## ■ Changes from senior high school to university

Senior high school: high pressure and limited leisure time

University: lots of time is determined by oneself

## ■ Overuse social media in technology era

Time allocation on smartphone: social media > games

Compared with games, social media usually costs more time

## ■ Freshmen are easily addicted to social media

Compared with higher levels students, freshmen are easily addicted to social media

## ■ Study engagement is low

Individuals' energy are limited. If they spend more time on social media, they are less engaged in learning

The relationship of social media self-efficacy and study engagement



## 2.Literature Review



Bandura, A. (1977)

**Self-efficacy** is defined as a person's judgment of his or her ability to execute a behavior.



Smith, H. M. & Betz, N. E. (2000)

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



Hocevar, K., Flanagan, A. and Metzger, M. (2014)

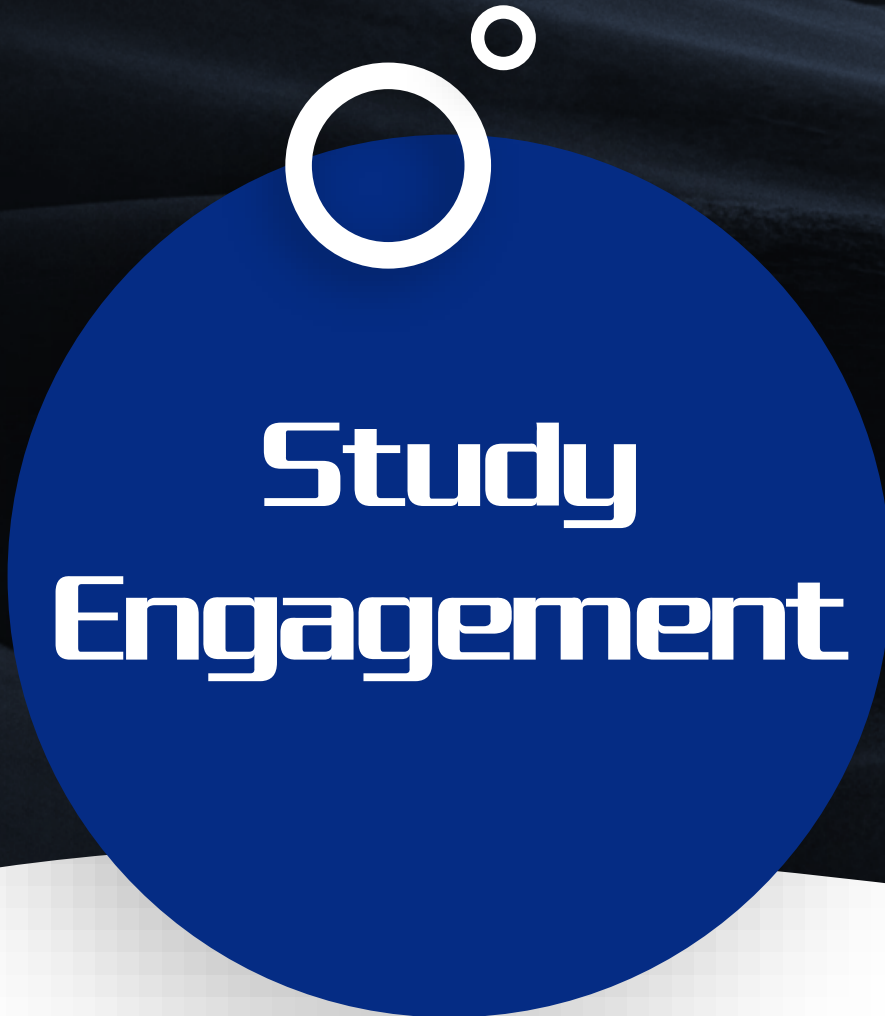
Social media self-efficacy is based upon a person's level of social media content production and consumption, perceived social media skill, and confidence in his or her ability to successfully find information online.



Niu, J. & Chang, Z. M. (2018)

Social media self-efficacy refers to users' belief in their ability to manage social relationships, information and personal figures when using social media.

## 2.Literature Review



# Study Engagement

**Fang, L. T. & Shi, K. (2008)**

Study engagement is a positive emotional and cognitive state associated with learning that can be maintained for a long period of time. It contains three core dimensions, vitality, dedication and focus.

**Wang, Y. S. (2013)**

Study engagement is student's involvement at aspects of learning behavior, emotion and cognition in the process of learning.

# 3.Reseach Design

0 1

## Methodology

A mixture of quantitative & qualitative research

0 2

## Participants

Random undergraduates of WUT in different grades

0 3

## Research Tool

Questionnaires & Interview

0 4

## Analytic Tool

SPSS (Statistical Product and Service Solutions)

# Methodology — Mixed research

Data collection:

① Online & Offline Questionnaire

Instructions & Anonymous & Unambiguous

Filter out the ones with the same answer & the ones that are doing it too fast

② Interview

Relaxed environment & Correct Equipment

Body language & Eyes contact & Smile

Provide transition between major topics & Don't react strongly

Make notes

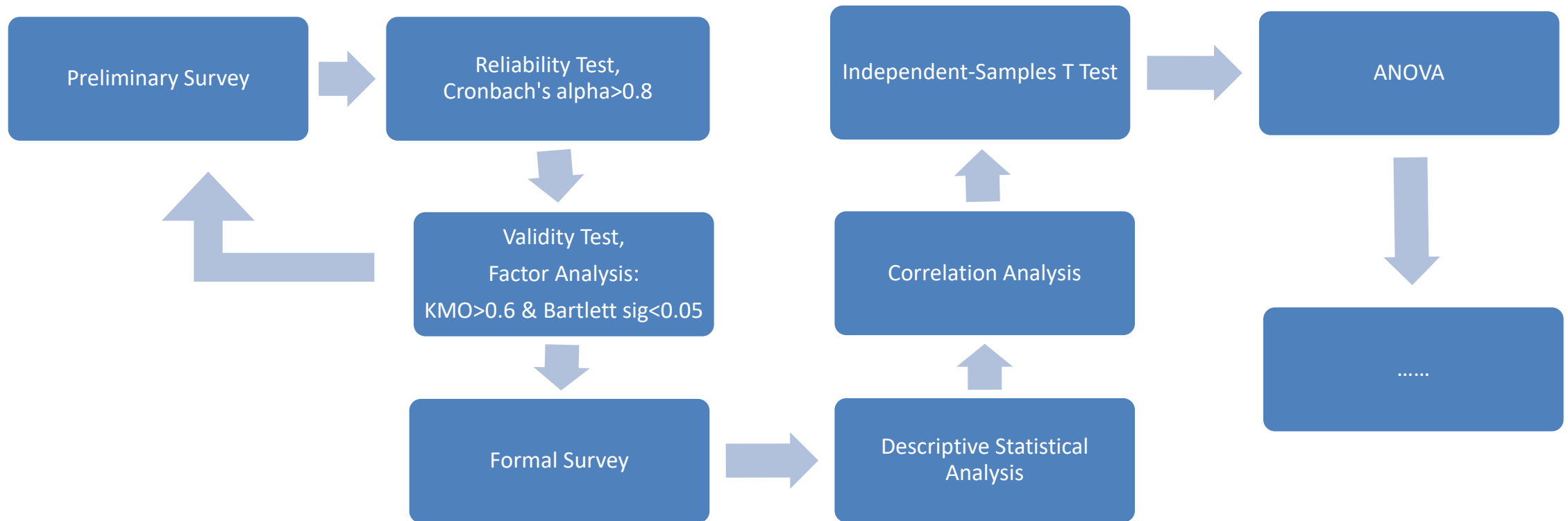
Misunderstanding/ Penitential bias & large group/ Complete and comprehensive/ Explain finding

# Interview Outline

- ◆ What is the difference from senior high school to university?
- ◆ What do you usually do in university?
- ◆ What will you do in social media platform?
- ◆ Can you share with your learning plan in university?
- ◆ Will the use of social media affect your learning plan?
- ◆ Can you balance social media use and learning plan? (If you can, how to do?)

| Questionnaire                      |                                       | Question number | References                                                                                                                                                                                                                                                                                                                                                         | Forms                   |
|------------------------------------|---------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| First-level index                  | Second-level index                    |                 |                                                                                                                                                                                                                                                                                                                                                                    |                         |
| Social media self-efficacy         | Interpersonal communication           | 3               | Zhang, X.X. (2016). Preliminary Study on College Students' Social Networking Self-efficacy: Questionnaire and Actuality. Southwest University: Dissertation.<br>Niu, J. (2018). Research on social interaction stressors and unsustainable use intention in social media use. Journalism & Communication Review, 71(6), pp.5-19.                                   | 5-Point Likert Scale    |
|                                    | Self-disclosure                       | 3               |                                                                                                                                                                                                                                                                                                                                                                    | 5-Point Likert Scale    |
|                                    | Self-protection                       | 3               |                                                                                                                                                                                                                                                                                                                                                                    | 5-Point Likert Scale    |
|                                    | Self-control                          | 3               |                                                                                                                                                                                                                                                                                                                                                                    | 5-Point Likert Scale    |
| Study engagement                   | Behavioural engagement                | 6               | Wang, Y. S. (2013). The Research on the Development of The College Student Engagement Questionnaire. Journal of Hebei University of Science and Technology(Social Sciences), 15(3), pp.101-106.<br>Han, B. P. (2014). A study of factors affecting undergraduates' learning engagement. Journal of the national school of education administration, (8), pp.77-82. | 5-Point Likert Scale    |
|                                    | Cognitive engagement                  | 5               |                                                                                                                                                                                                                                                                                                                                                                    | 5-Point Likert Scale    |
|                                    | Emotional engagement                  | 5               |                                                                                                                                                                                                                                                                                                                                                                    | 5-Point Likert Scale    |
| Demographic characteristic         | Gender, Grade, Major, Family location | 4               |                                                                                                                                                                                                                                                                                                                                                                    | Dichotomous or Category |
| Daily average time on social media | .....                                 | 1               |                                                                                                                                                                                                                                                                                                                                                                    | Category                |
| Total                              | .....                                 | 33              |                                                                                                                                                                                                                                                                                                                                                                    |                         |

# Data Analysis



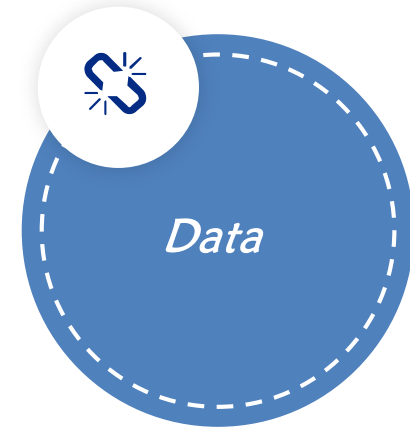
# Ethics



Family location



Learning plan



Store locally

# References

- [1] Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), pp.191-215.
- [2] Smith, H. M. and Betz, N. E. (2000). Development and Validation of a Scale of Perceived Social Self-Efficacy. *Journal of Career Assessment*, 8(3), pp.283–301
- [3] Hocevar, K., Flanagin, A. and Metzger, M. (2014). Social media self-efficacy and information evaluation online. *Computers in Human Behavior*, 39, pp.254-262.
- [4] Niu, J. (2018). Research on social interaction stressors and unsustainable use intention in social media use. *Journalism & Communication Review*, 71(6), pp.5-19.
- [5] Wang, Y. S. (2013). The Research on the Development of The College Student Engagement Questionnaire. *Journal of Hebei University of Science and Technology(Social Sciences)*, 15(3), pp.101-106.
- [6] Han, B. P. (2014). A study of factors affecting undergraduates' learning engagement. *Journal of the national school of education administration*, (8), pp.77-82.
- [7] Zhang, X.X. (2016). Preliminary Study on College Students' Social Networking Self-efficacy: Questionnaire and Actuality. Southwest University: Dissertation.
- [8] Creswell, J.W (2014) *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edn, Harlow, Pearson Education Ltd.

# Appendix

## A study on undergraduate students' study engagement in the context of social media

**Hi!** Thank you very much for your participation in this survey. We are UWTSD students, and we are now conducting a study on college students' study engagement under the context of social media. We hope to get your support. This survey adopts **anonymous** method, please be sure to answer each item, each item can only choose one option, there is no right or wrong option; The results of this survey are for scientific research only. Please answer truthfully **according to your actual situation**.

1、Gender: ①Male ②Female

2、Major: ①Literature and history ②Science and engineering

3、Grade: ①Freshman ②Sophomore ③Junior ④Senior

4、Family location: ①Countryside ②City

5、How long is your average time on social media every day?

A、less than 1hr    B、1-2hrs    C、2-3hrs    D、3-4hrs    E、more than 4hrs

6、Here's what you know about your network skills. Tick the appropriate number according to your situation.

|  |                              |              |                                             |           |                       |
|--|------------------------------|--------------|---------------------------------------------|-----------|-----------------------|
|  | Stro<br>ngly<br>disag<br>ree | Disa<br>gree | Neit<br>her<br>agree<br>nor<br>disag<br>ree | Agre<br>e | Stro<br>ngly<br>agree |
|--|------------------------------|--------------|---------------------------------------------|-----------|-----------------------|

|                                                                                                                   |  |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| (1) I can use some kind of network social media to socialize skillfully                                           |  |  |  |  |  |
| (2) When I use social media to communicate with people, my language is humorous                                   |  |  |  |  |  |
| (3) Using social media, I am able to maintain a good social relationship with my friends                          |  |  |  |  |  |
| (4) I can express myself freely on social platforms and shape the image I want                                    |  |  |  |  |  |
| (5) On social media, I can express my true feelings                                                               |  |  |  |  |  |
| (6) On social media, I can honestly express my opinions                                                           |  |  |  |  |  |
| (7) For the netizen's request, I will carefully consider the reply                                                |  |  |  |  |  |
| (8) I'm afraid of making new friends on social media                                                              |  |  |  |  |  |
| (9) When I use social media, I can well protect my personal information and avoid unnecessary information leakage |  |  |  |  |  |
| (10) I can control the time I spend on social media                                                               |  |  |  |  |  |
| (11) I manage my emotions when I use social media to communicate with people                                      |  |  |  |  |  |
| (12) I can deal with the relationship between real social and online social                                       |  |  |  |  |  |

7、Here's what you know about your commitment to learning, please tick the appropriate number according to your actual situation.

|  |                              |              |                             |           |                       |
|--|------------------------------|--------------|-----------------------------|-----------|-----------------------|
|  | Strong<br>ly<br>disagr<br>ee | Disagre<br>e | Neith<br>er<br>agree<br>nor | Agre<br>e | Stro<br>ngly<br>agree |
|--|------------------------------|--------------|-----------------------------|-----------|-----------------------|

|                                                                                                |  |  |              |  |  |
|------------------------------------------------------------------------------------------------|--|--|--------------|--|--|
|                                                                                                |  |  | disag<br>ree |  |  |
| (1) I will preview what the teacher will say in class in advance.                              |  |  |              |  |  |
| (2) I plan a week ahead.                                                                       |  |  |              |  |  |
| (3) In class, I will take the initiative to ask questions and participate in the discussion.   |  |  |              |  |  |
| (4) I will review what the teacher said in class in time.                                      |  |  |              |  |  |
| (5) I will arrange a fixed time to do my homework every week.                                  |  |  |              |  |  |
| (6) I usually stick to study, not just before the exam.                                        |  |  |              |  |  |
| (7) When I read, I try to understand the author's intention.                                   |  |  |              |  |  |
| (8) As I read, I stop to think about what I've learned.                                        |  |  |              |  |  |
| (9) While studying, I try to come up with my own ideas.                                        |  |  |              |  |  |
| (10) When I finish the assignment, I can think about the problem from a different perspective. |  |  |              |  |  |
| (11) I question what I've learned.                                                             |  |  |              |  |  |
| (12) When I concentrate on my study, I feel happy inside.                                      |  |  |              |  |  |
| (13) I study hard because I am interested in learning.                                         |  |  |              |  |  |
| (14) Studying gives me a strong sense of satisfaction.                                         |  |  |              |  |  |
| (15) I'm curious about what I've learned.                                                      |  |  |              |  |  |

|                                                     |  |  |  |  |  |
|-----------------------------------------------------|--|--|--|--|--|
| (16) I'm willing to learn because it makes me grow. |  |  |  |  |  |
|-----------------------------------------------------|--|--|--|--|--|



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

---

*Thank you for listening!*

E d u c a t i o n   s t u d i e s   /   Y o n g   X i e   /   1 9 0 4 0 3 2