



SOCIAL NETWORKING USAGE AND SELF-EFFICACY IN RELATION TO COMMUNICATIVE COMPETENCE AMONG COLLEGE STUDENTS

Mary Grace U. Terania^{1,2}, Mary Ann E. Tarusan²

¹Jose Maria College Foundation, Inc., Davao City

²University of Mindanao, Davao City

Received: October 22, 2024; Revised: November 12, 2024

Accepted: December 20, 2024; Published: December 28, 2024

ABSTRACT

This study examined the influence of social networking Usage and Self-Efficacy on the communicative competence of college students in Davao City. It evaluated students' usage of social networking platforms for academics, socialization, entertainment, and informativeness as well as their self-efficacy in listening, reading, speaking and writing. Communicative competence was measured in terms of linguistics, sociolinguistics, discourse and strategic domains. A quantitative method was used and data were collected through surveys. Regression analysis was utilized which factors predicted communicative competence. The findings showed that students had different levels of social networking usage and self-efficacy. Academic achievement and social interactions on social networking along with self-efficacy in speaking and writing greatly influence communicative competence. The study based on Bandura's Social Cognitive Theory and Vygotsky's Sociocultural theory highlighted the importance of online platforms and trust in oneself in developing communication skills. The findings suggested that schools should integrate digital tools and activities that build self-efficacy into their programs to help students improve their communication competence. This research supported SDG 4: Quality Education, specifically the goal of equipping learners with skills for better opportunities. It provided useful insights into how social networking platforms can support academic and social interactions, offering a basis for further studies on their role in improving education and communication skills.

Keywords: *social networking usage, self-efficacy, communicative competence, college students, quantitative study, regression analysis, Philippines*

INTRODUCTION

The lack of students' communicative competence has emerged as a critical issue, significantly affecting their social and intellectual development, particularly in public schools. Studies have documented that students often experience interaction difficulties, which can lead to low self-esteem, misunderstandings,



embarrassment, and even discrimination (Bautista & Del Valle, 2023; Daligdig, Jose, & San Jose, 2022). These challenges frequently result in behavioral issues and academic struggles, especially when students are unable to establish positive relationships with their peers and educators (Eustaquio, 2022; Peñeda et al., 2019). Furthermore, educators face various constraints, including limited instructional time, insufficient resources, and students' lack of interest. These issues, combined with assessments that prioritize grammatical accuracy over practical skills, declining English proficiency, and passive learning approaches, hinder efforts to enhance communication skills (Obenza & Mendoza, 2021).

Educators play a pivotal role in fostering communicative competence. According to Majeed and Yassein (2024), educators must possess professional skills and competitiveness to effectively develop their students' communication abilities. Globally, communication skills are widely recognized as essential for academic and professional success. In the Philippines, this emphasis is reflected in policies such as Executive Order No. 210 and the Purposive Communication Syllabus (CMO 20, 2013), which advocate for the integration of communication skills development into the curriculum. Similarly, the *K-12 Curriculum Guide-English* (2016) underscores the importance of effective communication in fostering holistic student achievement.

In the context of the digital age, social networking usage plays a significant role in shaping communication patterns among students. Social networking sites are known to enhance interpersonal communication by providing opportunities for students to practice and build confidence in expressing themselves (Hollenbaugh, Ferris, & Casey, 2020; Ortega & Chavez, 2023). Moreover, the regular use of these platforms improves communicative competence by fostering interaction and self-expression (Ekaningsih & Kurnia, 2022). However, over-reliance on the internet can sometimes hinder conversational abilities despite its potential to support communication skill development.

Previous research highlights the dual role of social networking platforms in education, serving as both a resource for learning and a potential distraction. For instance, social media offers students innovative ways to communicate and acquire knowledge (Chavez et al., 2020). However, in-person interactions remain essential for practicing non-verbal cues and conversational dynamics, such as turn-taking (Razaq et al., 2022). Similarly, Nasution et al. (2019) observed that social platforms facilitate global connections and improve reading and writing skills. Beyond social networking, self-efficacy plays a crucial role. Locally, recent studies in Davao City emphasize that communicative competence, defined as the ability to use language effectively and appropriately to achieve communication goals, is crucial for learners (Paz, 2021). This competence encompasses linguistic, sociolinguistic, discourse, and strategic skills (Corpuz, 2021). Research indicates that engaging students in speaking activities helps overcome communication barriers, thereby enhancing their competence (Maguddayao, 2018; Tunay & Khan, 2020).

Given these observations, this study aims to explore the influence of social networking usage and self-efficacy on communicative competence among college students in private schools in Davao City. Specifically, it seeks to: (1) assess the level of social networking usage in terms of academics, socialization, entertainment, and informativeness; (2) determine the level of self-efficacy in listening, reading, speaking, and writing; (3) evaluate the level of communicative



competence across the domains of linguistics, sociolinguistics, discourse, and strategic communication; and (4) identify which domains of social networking usage and self-efficacy significantly influence communicative competence.

FRAMEWORK

This study is grounded in Bandura's *Social Cognitive Theory*, particularly the *Self-Efficacy Theory*, which emphasizes the critical role of individuals' beliefs in their abilities to influence their motivation, behavior, and overall performance (Bandura, 1997). Bandura posits that self-efficacy is a key determinant in how individuals approach tasks and challenges, highlighting its significance in academic and social settings. In the context of this study, self-efficacy serves as a framework for understanding how students' confidence in their communication abilities influences their communicative competence.

Moreover, this study integrates Vygotsky's *Social Learning Theory*, which underscores the importance of social interaction in cognitive development. Vygotsky asserts that learning occurs within a social context, where tools such as language and interaction facilitate development. By examining social networking platforms as digital mediums for interaction, this study aligns with Vygotsky's perspective, recognizing that these platforms serve as modern tools that enhance opportunities for communication, collaboration, and skill development.

The interplay between Bandura's and Vygotsky's theories is particularly relevant to this research. Bandura's emphasis on self-efficacy highlights the internal factors that drive students to engage in and persist with communicative tasks, while Vygotsky's framework situates these efforts within the social and digital environments provided by social networking platforms. Together, these theories provide a comprehensive lens through which the relationship between social networking usage, self-efficacy, and communicative competence is explored.

Findings from this study affirm these theoretical perspectives, illustrating how digital platforms not only provide students with opportunities to practice and enhance their communication skills but also influence their belief in their abilities to succeed. As Bandura (1997) noted, confidence in one's abilities fosters better performance, which is reflected in students' improved communicative competence when they actively engage with social networking platforms. Similarly, Vygotsky's notion of mediated learning emphasizes how social interactions facilitated by these platforms enhance students' ability to use language effectively in various contexts.

METHOD

Research Design

This study employed a quantitative research design to examine the relationship and predictive influence of social networking usage and self-efficacy on the communicative competence of college students in Davao City. Specifically, a descriptive-correlational design was utilized to describe the levels of social networking usage, self-efficacy, and communicative competence and to analyze the relationships among these variables. Additionally, predictive analysis was conducted to determine the extent to which social networking usage and self-efficacy influenced students' communicative competence.

The descriptive aspect of the design aimed to capture and summarize data regarding the participants' experiences and behaviors related to social networking



usage, self-efficacy, and communicative competence. This approach provided a clear picture of the levels of these variables within the sample population. The correlational component focused on identifying and quantifying the relationships among the variables, revealing how changes in one variable were associated with changes in others.

This research design was selected for its ability to address the study's objectives comprehensively. By integrating descriptive and correlational methods, the design facilitated a nuanced exploration of both the individual and combined effects of social networking usage and self-efficacy on communicative competence. This approach enabled the researcher to draw meaningful conclusions and provide evidence-based recommendations for enhancing students' communication skills in academic and social contexts.

Study Participants

This study was conducted in Davao City, the third most populous metropolis in the Philippines, with a population of approximately 1.7 million. Known for its vibrant educational sector, the city hosts over 40 colleges and universities, catering to students from nearby regions. The research focused on three private higher education institutions, referred to as Schools A, B, and C, with a total of 300 college students participating. Each school contributed 100 respondents, selected through a total enumeration technique. School A emphasizes academic excellence and societal contribution, School B focuses on workforce readiness and skill development, and School C prioritizes transformative education aimed at fostering social responsibility.

Participants were selected using a stratified random sampling approach, guided by Cochran's (1977) framework. To ensure representation, the sample was stratified based on key demographic variables, including gender and age. This method grouped respondents into eight strata by age and academic level: freshmen (18–19 years old), sophomores/juniors (20–21 years old), seniors (22–23 years old), and continuing students (24 years and above), with equal representation from binary genders (male and female). This approach ensured that the sample captured a diverse range of experiences while minimizing bias and providing a robust foundation for generalizing the findings.

Eligibility criteria included college students aged 18 or older, enrolled during the 2024–2025 academic year, and residing in Davao City. Excluded from the study were senior high school students, out-of-school youth, individuals under 18 years old, those not enrolled in the specified academic year, and students living outside the city. Ethical considerations were upheld, ensuring that all participants were of legal age to provide informed consent and were not part of vulnerable groups such as minors or elementary and secondary students. This careful participant selection process ensured a representative and ethically sound sample for the study.

Materials and Instruments

This study employed a quantitative research technique, specifically a descriptive-correlational design, to gather data, ideas, and information to achieve the study's main objective. Quantitative research, as defined by Creswell (2013), involved the systematic empirical investigation of observable phenomena using statistical, mathematical, or computational tools. It was conclusive in its objective



since it attempted to quantify the problem and comprehend its prevalence by searching for outcomes that can be projected to a broader population. Within the scope of quantitative research, descriptive methods focused on scientifically observing and describing a subject's behavior without any intervention (Curtis et al., 2016). On the other hand, descriptive-correlational research examined how the independent variables influenced dependent variables and established cause-and-effect relationships between variables. In this study, the researcher explored the relationships between three variables: social networking usage, self-efficacy, and communicative competence (Myers & Well, 2013).

A questionnaire written in English was used as the instrument to collect data for this study which consisted of three parts. The first part was an adapted-and-modified questionnaire that measured social networking usage, based on the study by Gupta and Bashir (2018) titled, Social Networking Usage Questionnaire: Development and Validation in an Indian Higher Education Context. This section measured the following areas: academic, socialization, entertainment, and informativeness, containing 20 questions rated on a 5-point Likert Scale (5- Very High; 4-High; 3-moderate, 2- Low; and 1-Very Low). The instrument demonstrated good internal consistency, with a Cronbach's Alpha value of 0.995. The interpretation of the level of social networking usage was categorized as show below:

Range of Means	Description	Interpretation
4.21-5.00	Very High	The social networking usage was always evident
3.41-4.20	High	The social networking usage was often evident
2.61-3.40	Moderately High	The social networking usage was sometimes evident
1.81-2.60	Low	The social networking usage was rarely evident
1.00-1.80	Very Low	The social networking Usage was never evident

The second part comprised an adapted-and-modified questionnaire that measured self-efficacy based on Nguyen and Habok (2022) study, "Developing and Validating a Self-Efficacy Questionnaire for CEFR A2 Level EFL learners". This section measured the following areas listening, reading, speaking and writing and was interpreted below.

Range of Means	Description	Interpretation
4.21-5.00	Very High	The self-efficacy was always evident
3.41-4.20	High	The self-efficacy was often evident
2.61-3.40	Moderately High	The self-efficacy was sometimes evident



1.81-2.60	Low	The self-efficacy was rarely evident
1.00-1.80	Very Low	The self-efficacy was never evident

The third part involved an adapted-and-modified questionnaire that assessed communicative competence based on Yufrizal (8) and measured the following areas linguistic competence, sociolinguistic, discourse competence, strategic competence. The instrument contained 50 indicators and was measured on the following 5-point Likert scale: 5- Very High, 4- High, 3- Moderate, 2-Low, and 1- Very Low. The Cronbach's alpha value of the constructs of this instrument was 0.951 indicating the internal consistency of questionnaires is good. The level of the study of self-efficacy is interpreted using the following matrix.

Range of Means	Description	Interpretation
4.21-5.00	Very High	The communicative competence was always evident
3.41-4.20	High	The communicative competence was often evident
2.61-3.40	Moderately High	The communicative competence was sometimes evident
1.81-2.60	Low	The communicative competence was rarely evident
1.00-1.80	Very Low	The communicative competence was never evident

Data Collection Procedure

The following were the steps followed in gathering the data: the researcher sought permission to conduct the study from the office of the Dean of the Graduate School, University of Mindanao. Second, the researcher secured ethical clearance with UMERC number 2004-301 from the UM Research Ethics Committee (UMERC). The researcher obtained permission from the school heads of the institutions' students who participated in the study. To consider the vulnerability of the research respondents, their participation was voluntary and required the consent of their school officials. Respondents were also given the choice not to participate or to withdraw from the study at any time.

Once all the necessary permissions were granted, the researcher enlisted the help of school representatives to locate respondents who meet the criteria. An online survey was used for convenience and accessibility. The researcher used Google Forms to develop a comprehensible online questionnaire. The respondents received a link to the Google Form file. The Google Form was set in



such a way that respondents could not move on to the next section until they had completed the first. This meant that before answering the survey questionnaire in the second portion, each respondent had to agree to terms and express their willingness to participate. The data were gathered using the Google form, tabulated, analyzed, and interpreted. Finally, the results were documented.

Data Analysis

The study employed various statistical tools to analyze the data and address the study's objectives. Descriptive statistics, including the mean and standard deviation, were used to summarize and interpret the data. The mean, a measure of central tendency, provided a single value representing the average levels of social networking media usage, self-efficacy, and communicative competence among the selected college students. Standard deviation, on the other hand, was utilized to evaluate the dispersion of responses, indicating how closely or widely spread the data were around the mean for each variable.

To examine relationships among the variables, Pearson correlation analysis was conducted. This tool measured the strength and direction of the association between the quantitative variables, such as social networking usage, self-efficacy, and communicative competence. Pearson correlation provided insights into whether the variables were positively or negatively related and the degree to which they influenced one another (Allen, 2017).

Additionally, multiple regression analysis was employed to determine the predictive influence of social networking usage and self-efficacy on the communicative competence of college students. This statistical approach identified the extent to which each independent variable contributed to variations in the dependent variable, offering a deeper understanding of the factors impacting students' communicative competence.

RESULTS AND DISCUSSION

Social Networking Usage of College Students

The results in Table 1 show that the overall mean score for social networking usage among college students was 3.94 (SD = 0.537), indicating a high level of usage across all measured domains. Academic-related activities had the highest mean score (M = 4.05, SD = 0.623), suggesting that students frequently utilized social networking platforms to support their educational needs. Similarly, social networking usage for entertainment purposes was also high (M = 4.03, SD = 0.737), highlighting the significant role of these platforms in leisure and recreational activities. The domain of informativeness, which represents using social networks for gathering and disseminating information, had a mean score of 3.89 (SD = 0.699), indicating that students actively used these platforms to stay informed. Socialization, with a slightly lower mean score (M = 3.77, SD = 0.635), still reflected a high level of engagement, emphasizing the importance of connecting with others through social media.

These findings underscore the integral role of social networking usage in students' daily lives, with substantial engagement observed across academic, social, entertainment, and informational dimensions. This supports Gupta and



Table 1. Social Networking Usage of College Students

	Mean	SD	Descriptive Level
Academic	4.05	0.623	High
Socialization	3.77	0.635	High
Entertainment	4.03	0.737	High
Informativeness	3.89	0.699	High
Overall	3.94	0.537	High

Basher's (2018) assertion that social networking platforms are widely utilized for a variety of purposes, including collaboration, communication, socializing, and maintaining interpersonal connections. However, challenges associated with social networking usage must also be acknowledged. For instance, studies by Tayo et al. (2019) and Kolan and Dzandza (2018) highlight issues such as cyberbullying, online harassment, and diminished classroom focus, which can negatively impact academic performance and overall well-being. Similarly, Talaue et al. (2018) emphasize the potential for excessive usage to become addictive, with broader adverse effects on academic outcomes, as supported by findings where 38.3% of respondents recognized the negative impact of social media on their academic performance.

Overall, the study reveals a significant relationship between social networking usage and communicative competence among college students, highlighting its dual nature as both a beneficial tool and a potential source of risks. While platforms facilitate engagement and communication, their misuse or overuse can pose challenges, necessitating mindful and balanced usage to maximize their benefits while mitigating potential harms.

Self-Efficacy of College Students

As shown in Table 2, the overall mean score for self-efficacy among college students was 3.96 (SD = 0.690), indicating a high level of confidence in their communication abilities across all domains. Listening recorded the highest mean score of 4.08 (SD = 0.716), suggesting that students felt most confident in their ability to comprehend spoken language. Writing also exhibited a high level of self-efficacy with a mean score of 3.99 (SD = 0.775), reflecting students' belief in their ability to clearly express ideas in written form.

Reading achieved a mean score of 3.93 (SD = 0.714), highlighting students' confidence in understanding and processing written materials. Among the domains, speaking showed the lowest mean score of 3.82 (SD = 0.783). Although categorized as high, the results suggest that students felt relatively less confident in their ability to speak effectively compared to listening and writing. Collectively, the findings reveal that self-efficacy in communication was consistently high across all areas, with speaking identified as the area where students were least confident.

These findings align with Namaziandost and Nasri (2019), who noted that speaking remains a challenging skill for many learners despite its critical importance in communication. Similarly, Amiruddin et al. (2022) emphasized that



Table 2. Self-efficacy of College Students

	Mean	SD	Descriptive Level
Listening	4.08	0.716	High
Reading	3.93	0.714	High
Speaking	3.82	0.783	High
Writing	3.99	0.775	High
Overall	3.96	0.690	High

speaking serves as the foundation for mastering communication skills, making its enhancement essential. Ekaningsih and Kurnia (2022) found that online video-based learning positively influenced students' speaking confidence, underscoring the importance of leveraging digital tools for skill development. However, traditional teacher-centered methods often neglect speaking skills, reducing student engagement in class discussions (Alvarez et al., 2024). Furthermore, these results support Apresurado et al.'s (2022) assertion that social networking sites can foster creativity and communication skills, and Chang and Hu (2017) argued that integrating technology-based approaches is vital for improving language competency and boosting students' confidence.

Communicative Competence of College Students

Table 3 presents the descriptive statistics for the indicators of communicative competence among college students. The overall mean score was 3.70 (SD = 0.754), indicating a high level of communicative competence across all domains. Sociolinguistic competence had the highest mean score (M = 3.81, SD = 0.843), suggesting that students felt confident in their ability to use language appropriately within various social contexts. This includes understanding social norms and adjusting their communication style to fit specific situations.

Strategic competence recorded a mean score of 3.73 (SD = 0.846), reflecting students' ability to employ strategies such as paraphrasing or seeking clarification to maintain effective communication. Linguistic competence, encompassing the accurate use of grammar, vocabulary, and syntax, had a mean score of 3.68 (SD = 0.757), which was slightly lower than sociolinguistic competence but still within the high range. Discourse competence, which involves structuring messages cohesively and coherently, exhibited the lowest mean score (M = 3.58, SD = 0.808) among the domains. Although slightly lower, it remained within the high range, indicating that students were generally confident in this area but saw it as a relative area for improvement.

These findings align with the observations of Dung and Hung (2009), who emphasized the importance of using language effectively within social contexts and highlighted the need for further enhancement of discourse competence. Similarly, Gutierrez and Gesmundo (2023) underscored the importance of strengthening this domain to better prepare students for real-world communication scenarios. Punzalan (2024) also noted that while students demonstrated strong sociolinguistic and strategic competencies, discourse competence requires focused attention for practical verbal and non-verbal communication.



Table 3. Communicative Competence of College Students

	Mean	SD	Descriptive Level
Linguistic competence	3.68	0.757	High
Sociolinguistic competence	3.81	0.843	High
Discourse competence	3.58	0.808	High
Strategic	3.73	0.846	High
Overall	3.70	0.754	High

Significance of the Relationship Between Social Networking Usage and Communicative Competence

Table 4 presents the correlation matrix illustrating the relationships between social networking usage dimensions (academic, socialization, entertainment, informativeness) and the indicators of communicative competence (linguistic, sociolinguistic, discourse, and strategic competence). The findings indicate significant positive correlations across all domains ($p < .001$), highlighting both the benefits and complexities of social media in education. For instance, linguistic competence demonstrated moderate positive correlations with informativeness ($r = 0.404$) and academic use ($r = 0.378$), suggesting that students who utilize social networking platforms for academic purposes and information gathering are likely to enhance their linguistic abilities (Kutu et al., 2022).

Sociolinguistic competence exhibited the strongest correlation with socialization ($r = 0.428$), followed by overall social networking usage ($r = 0.453$). These results suggest that students who actively use social media to engage with others are better equipped to adapt their communication styles to varying social contexts. This aligns with Pratiwi (2024), who emphasized the critical role of sociolinguistic skills in meaningful language learning, particularly for daily interactions. Similarly, Rahman et al. (2020) highlighted the need to incorporate sociocultural elements into educational practices to promote better sociolinguistic competence in students.

Discourse competence showed strong correlations with overall social networking usage ($r = 0.483$), with socialization ($r = 0.424$) and academic use ($r = 0.395$) also exhibiting moderate to strong associations. These findings suggest that students who use social networks for these purposes tend to organize their ideas more cohesively and coherently. As Ali et al. (2020) noted, discourse competence is vital for effective communication, enabling students to construct structured and meaningful messages. Strategic competence displayed the strongest correlation with overall social networking usage ($r = 0.500$), reflecting the enhanced ability of students to employ strategies like paraphrasing or seeking clarification in communication, especially when using social networks for academic and entertainment purposes (Idries et al., 2024).

Overall, communicative competence as a composite measure showed the highest correlation with overall social networking usage ($r = 0.522$, $p < .001$), with socialization ($r = 0.466$) and academic use ($r = 0.419$) contributing strongly. These findings underscore the multifaceted impact of social networking platforms, which

**.Table 4. Significance of the Relationship between Social Networking Usage and Communicative Competence**

	Academic	Socialization	Entertainment	informativeness	Social Networking Usage
linguistic competence	0.378 *** 300 < .001	0.482 *** 300 < .001	0.336 *** 300 < .001	0.404 *** 300 < .001	0.499 *** 300 < .001
sociolinguistic competence	0.365 *** 300 < .001	0.428 *** 300 < .001	0.310 *** 300 < .001	0.350 *** 300 < .001	0.453 *** 300 < .001
discourse competence	0.395 *** 300 < .001	0.424 *** 300 < .001	0.370 *** 300 < .001	0.358 *** 300 < .001	0.483 *** 300 < .001
strategic	0.413 *** 300 < .001	0.399 *** 300 < .001	0.396 *** 300 < .001	0.387 *** 300 < .001	0.500 *** 300 < .001
Communicative Competence	0.419 *** 300 < .001	0.466 *** 300 < .001	0.382 *** 300 < .001	0.404 *** 300 < .001	0.522 *** 300 < .001

not only support communication development but also present challenges when overused (Horoub, 2021). This supports the assertion by Nargis et al. (2021) that social media fosters diverse forms of learning and interaction, while emphasizing the importance of balanced usage to maximize its educational benefits.

Significance of the Relationship between Self-efficacy and Communicative Competence

The correlation matrix in Table 5 illustrates significant positive relationships between self-efficacy dimensions (listening, reading, speaking, writing) and communicative competence indicators (linguistic, sociolinguistic, discourse, and strategic competence). All correlations were statistically significant at $p < .001$, underscoring the critical role of self-efficacy in developing communication skills. Linguistic competence showed the strongest correlation with speaking self-efficacy ($r = 0.791$, $p < .001$), followed closely by writing self-efficacy ($r = 0.763$, $p < .001$). This suggests that students who feel confident in their speaking and writing abilities are more likely to excel in linguistic competence. Overall, linguistic competence exhibited the strongest relationship with general self-efficacy ($r = 0.799$, $p < .001$), affirming the role of confidence in language proficiency (Hussain et al., 2021).



Sociolinguistic competence, which reflects the ability to use language appropriately in social contexts, showed its strongest correlations with speaking ($r = 0.731$, $p < .001$) and writing self-efficacy ($r = 0.721$, $p < .001$). This indicates that students who believe in their verbal and written communication skills are better equipped to adjust their language to fit social norms and settings. Barro-Punzalan (2024) emphasized the importance of sociolinguistic competence for real-world communication, while Rahman et al. (2020) highlighted the need for students to engage in real-world communicative practices to improve sociolinguistic competence. Overall, sociolinguistic competence was highly correlated with self-efficacy ($r = 0.750$, $p < .001$), reinforcing that confidence plays a pivotal role in adapting communication for social interactions.

For discourse competence, which focuses on organizing ideas coherently, speaking self-efficacy ($r = 0.715$, $p < .001$) and writing self-efficacy ($r = 0.675$, $p < .001$) showed the strongest associations. These results suggest that students with higher confidence in these areas are better able to structure their thoughts effectively. According to Pan (2021), enhanced cohesion and coherence positively impact other English language proficiencies, such as reading and writing. Tayo et al. (2019) recommended that educators integrate traditional and digital methods to promote discourse development while maintaining a balance between online and in-person interactions. Overall, there was a significant relationship between self-efficacy and discourse competence ($r = 0.724$, $p < .001$), highlighting the importance of organized communication activities.

Strategic competence, which involves using strategies to overcome communication barriers, demonstrated strong correlations with writing self-efficacy ($r = 0.707$, $p < .001$) and speaking self-efficacy ($r = 0.700$, $p < .001$). This indicates that students confident in their writing and speaking abilities are more likely to employ effective strategies when facing communication challenges. Rana et al. (2021) recommended promoting academic-focused social networking platforms to help students enhance their strategic competence. Abdallah et al. (2024) also emphasized that individuals with strong communication skills tend to use social networking sites to foster meaningful relationships. Overall, strategic competence was significantly correlated with self-efficacy ($r = 0.729$, $p < .001$), emphasizing the role of confidence in managing communication difficulties.

The study found that overall communicative competence was highly correlated with self-efficacy ($r = 0.809$, $p < .001$), with speaking ($r = 0.791$, $p < .001$) and writing self-efficacy ($r = 0.772$, $p < .001$) serving as the strongest predictors. This aligns with Park's theory, as cited by Frazier and Gaziano (1979), which emphasizes listening and comprehension as essential elements of successful communication. Ali (2021) supported the idea that self-efficacy fosters greater use of technology in education, which in turn enhances communication abilities. The findings validate Bandura's Social Cognitive Theory, which asserts that self-efficacy significantly impacts behavior and learning outcomes, and Vygotsky's Sociocultural Theory, which highlights the role of authentic social interactions in language development.

While the findings illustrate the positive impact of self-efficacy, they also highlight the importance of integrating both digital and traditional methods in communication training. As noted by Del Valle and Bautista (2023), balancing these approaches is essential for fostering holistic communicative competence. Social networking sites can provide valuable opportunities for communication



Table 5. Significance of the Relationship between Self-Efficacy and Communicative Competence

	listening	reading	Speaking	writing	Self-Efficacy
linguistic competence	0.679 *** < .001	0.715 *** < .001	0.791 *** < .001	0.763 *** < .001	0.799 *** < .001
sociolinguistic competence	0.644 *** < .001	0.671 *** < .001	0.731 *** < .001	0.721 *** < .001	0.750 *** < .001
discourse competence	0.620 *** < .001	0.662 *** < .001	0.715 *** < .001	0.675 *** < .001	0.724 *** < .001
Strategic	0.614 *** < .001	0.669 *** < .001	0.700 *** < .001	0.707 *** < .001	0.729 *** < .001
Communicative Competence	0.689 *** < .001	0.732 *** < .001	0.791 *** < .001	0.772 *** < .001	0.809 *** < .001

practice (Rahman et al., 2020; Rafiq et al., 2020); however, excessive use may hinder critical skills such as face-to-face interaction (Horoub, 2021). Educators should prioritize strategies that strike a balance between digital and in-person methods to ensure students are equipped with effective communication skills for real-world scenarios.

Regression Analysis

Exhibited in Table 6 were the model fit measures for two regression models predicting communicative competence from social networking usage and self-efficacy indicators. **Model 1**, which included only social networking use as predictors, explained 28% of the variance in communicative competence, $R^2=0.280$, with an adjusted $R^2=0.271$, and was statistically significant, $F(4, 297) = 28.9$, $p<.001$. This explained that social networking usage had a moderate impact on communicative competence among college students. **Model 2**, which added self-efficacy indicators as predictors, significantly improved the model fit, explaining 69.2% of the variance, $R^2=0.692$, with an adjusted $R^2=0.683$, and is also statistically significant, $F(8, 293)= 82.2$, $p<.001$. This substantial increase in explained variance demonstrated the importance of including self-efficacy indicators in the model. It confirmed that self-efficacy played a significant role in social networking use in influencing communicative competence among college students.

The coefficients for Model 1, as shown in Table 7, demonstrate the predictive power of social networking usage indicators (academic, socialization, entertainment, and informativeness) on communicative competence. The intercept was significant ($p = 0.005$), reflecting a baseline communicative



Table 6. Model Fit Measures

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	P
1	0.530	0.280	0.271	28.9	4	297	< .001
2	0.832	0.692	0.683	82.2	8	293	< .001

Table 7. Model 1 coefficients with social networking usage indicators as regressors

Predictor	Estimate	SE	t	p	Stand. Estimate	95% Confidence Interval	
						Lower	Upper
Intercept	0.789	0.2778	2.84	0.005			
Academic	0.167	0.0792	2.10	0.036*	0.138	0.00894	0.266
Socialization	0.311	0.0759	4.09	< .001*	0.262	0.13581	0.388
Entertainment	0.119	0.0627	1.90	0.058	0.117	-0.00390	0.237
Informativeness	0.150	0.0688	2.18	0.030*	0.139	0.01367	0.265

competence score when all predictors are zero. Among the predictors, socialization had the strongest positive effect ($b = 0.311$, $p < .001$), indicating that students who use social networks for social interactions tend to have significantly higher communicative competence. This finding supports Pescaru's (2019) assertion that socialization is a vital process in developing communication skills and aligns with Bandura's Social Cognitive Theory, which emphasizes the role of environmental interactions in observational learning and skill acquisition.

Academic use also demonstrated a significant positive effect ($b = 0.167$, $p = 0.036$), suggesting that social networking platforms used for educational purposes enhance students' communication skills. This is consistent with Lobo-Quintero et al.'s (2024) findings, which highlight the educational value of social networking platforms in providing academic resources and supporting learning. Similarly, informativeness ($b = 0.150$, $p = 0.030$) emerged as a significant predictor, indicating that accessing and sharing information through social networks improves communicative ability. Kapoor et al. (2018) emphasized the importance of informativeness in enhancing communication, while Shovmanyanti et al. (2024) cautioned that not all information disseminated on social networks is reliable, highlighting the need for media literacy to critically evaluate content. Conversely, entertainment use was only marginally significant ($p = 0.058$), suggesting that its direct impact on communicative competence is less substantial. While Fatokun (2019) and Adegboyega (2020) acknowledged the importance of entertainment in engagement, its academic contributions remain unclear.



Table 8 presents the coefficients for Model 2, incorporating both social networking usage and self-efficacy indicators as predictors of communicative competence. Socialization remained a significant predictor ($b = 0.128$, $p = 0.014$), reinforcing its role in fostering communicative competence through online social interactions. However, academic use ($p = 0.739$), entertainment use ($p = 0.901$), and informativeness ($p = 0.534$) became non-significant, indicating that when self-efficacy is accounted for, the influence of social networking usage alone diminishes.

Self-efficacy indicators emerged as the most significant predictors of communicative competence. Speaking self-efficacy ($b = 0.374$, $p < .001$) and writing self-efficacy ($b = 0.305$, $p < .001$) were the strongest contributors, underscoring the importance of confidence in these areas for enhancing communication skills. These findings align with Wijaya (2024), Mohammed (2024), Trisnaningati and Sinambela (2020), and Subekti (2020), who emphasized the correlation between self-confidence in speaking and listening and effective communication in English. Reading self-efficacy ($b = 0.154$, $p = 0.035$) was also significant, highlighting the role of confidence in comprehension and information processing. These results validate Bandura's Social Cognitive Theory, which underscores the interplay between self-efficacy and behavioral outcomes, and align with Vygotsky's Sociocultural Theory, emphasizing the value of authentic social interactions in learning.

Table 8. Model 2 coefficients with the combination of social networking usage and self-efficacy indicators as regressors

Predictor	Estimate	SE	t	p	Stand. Estimate	95% Confidence Interval	
						Lower	Upper
Intercept	-0.01084	0.1897	-0.0572	0.954			
Academic	0.01779	0.0533	0.3339	0.739	0.01470	-0.0719	0.1014
Socialization	0.12778	0.0516	2.4744	0.014*	0.10767	0.0220	0.1933
entertainment	-0.00524	0.0422	-0.1242	0.901	-0.00512	-0.0862	0.0760
informativeness	0.02906	0.0467	0.6220	0.534	0.02694	-0.0583	0.1122
listening	-0.04641	0.0715	-0.6494	0.517	-0.04407	-0.1777	0.0895
Reading	0.15364	0.0727	2.1142	0.035*	0.14560	0.0101	0.2811
speaking	0.37430	0.0609	6.1466	< .001*	0.38885	0.2643	0.5134
Writing	0.30548	0.0659	4.6339	< .001*	0.31408	0.1807	0.4475

Interestingly, socialization was the only significant social networking usage domain when combined with self-efficacy indicators, highlighting its unique contribution to communicative competence. This aligns with Aporbo's (2024) study, which confirmed the value of socialization in developing communication skills across different contexts. However, excessive social networking usage may



have adverse effects, as observed by Tayo et al. (2019) and Yong (2024), who noted its potential to hinder academic performance and engagement. Dzogbenuko et al. (2022) advocated for media literacy education to mitigate these risks and maximize the benefits of social networking platforms.

The findings reject the null hypothesis, confirming that domains of social networking usage (e.g., socialization) and self-efficacy (e.g., speaking, writing, and reading) significantly predict communicative competence. These results support the integration of social networking tools and self-efficacy-focused strategies into educational practices, ensuring students develop comprehensive communication skills. According to Fan (2022), Lai (2022), and Puzanov (2022), such integrative approaches enhance students' digital-age learning capabilities, contributing to their overall communicative competence.

CONCLUSION

The study's findings confirmed the critical role of social networking in both academic and social contexts for college students. These platforms fostered academic collaboration and information exchange, while also serving as spaces for social interaction and entertainment. This emphasized the need for students to balance their academic use of social networking with recreational activities to enhance their overall learning experience. Additionally, students exhibited strong self-efficacy in their communication skills, showing significant confidence in listening, writing, and reading. However, speaking emerged as an area needing more attention, which aligned with Bandura's Social Cognitive Theory, highlighting the role of self-efficacy in performance.

To address this gap, it was important to provide opportunities for students to engage in interactive activities, such as debates, to build their speaking confidence and competence. The study also revealed that students demonstrate solid communicative competence, particularly in sociolinguistic and strategic areas, indicating their ability to use language effectively in various social contexts and navigate communication challenges. While students showed strength in speaking and writing, the need for improvement in discourse competence underscored the importance of fostering a broad range of communication skills, consistent with theories of communicative competence. Moreover, the null hypothesis of the study, which stated that there was no significant relationship between social networking usage and communicative competence, no significant relationship between self-efficacy and communicative competence, and no domains of social networking usage or self-efficacy that best influence college students' communicative competence, was rejected based on the findings.

REFERENCES

- Abdallah, R., Mohammad, I. H. H., Abu Eid, Y. S. N., & Mahroum, M. (2020). The effects of cultural restraint on social media motivation, relationship benefits, and relationship commitment among young adults in Jordan: A conceptual study. *International Journal of Innovation, Creativity and Change*, 13(12).



- Abdallah, R., et al. (2024). Communication in the digital age: The impact of communication skills and cultural restraint on the use of social media platforms in the case of Jordan. *Media*, 5(3), 1247–1248. <https://doi.org/10.3390/journalmedia5030079>
- Abd Rahman, S. N., et al. (2022). Developing sociolinguistic competence in the ESL classroom: A case study of ESL instructors of Malaysian university. *Asian Journal of University Education (AJUE)*, 18(4).
- Abdulrahman, N., & Abu-Ayyash, E. A. S. (2019). Linguistic competence, communicative, and interactional competence. *Journal of Advances in Linguistics*, 10, 1616. <https://doi.org/10.24297/jav.v10i0.8530>
- Adgboyega, L. O. (2020). Influence of social media on the social behavior of students as viewed by primary school teachers in Kwara State, Nigeria. *E-Jurnal.UPI*, 7(1), 44–45.
- Alem, D. D. (2020). Strategic competence and its implication in language teaching. *Journal of Advances in Social Science and Humanities*, 6(10), 1326–1333.
- Al Ghazali, F., et al. (2020). Learners' perceptions on using social networking sites to reinforce their linguistic performance. *Journal of Language and Linguistic Studies*, 16(2), 580–594.
- Ali, S. (2021). E-learners' self-efficacy for online courses: Self-efficacy for IT use as a predictor for academic self-efficacy. *Pakistan Journal of Distance & Online Learning*, 7(2), 88.
- Ali, S., et al. (2020). Discourse competence development in English as second language learners: Effect of poems on proficiency and performance. *Sir Syed Journal of Education & Social Research*, 3(4), 269.
- Alvarez, C. L., et al. (2024). Factors influencing the development of speaking skills among Ecuadorian EFL learners: Teachers' perspectives. *Indonesian Journal of Applied Linguistics*, 14(2), 320–321.
- Amiruddin, et al. (2022). Speaking skills for English as a foreign language in video-based discussion. *Indonesian Journal of Research and Educational Review*, 1(3), 371–380. <https://doi.org/10.51574/ijrer.v1i2.392>
- Aporbo, R. J., et al. (2024). Exploring communicative strategies in ESL classroom: Perspective of ESL learners in focus. *Canadian Journal of Language and Literature Studies*, 4(1), 60–72. <https://doi.org/10.53103/cjlls.v4i1.147>
- Apresurado, M. J., et al. (2022). Impact of social media usage in the communication skills of Grade 12 HUMSS students of Siena College of Taytay. <https://doi.org/10.13140/RG.2.2.27883.14887>
- Arskieva, Z. (2023). Communication in social networks as a negative factor affecting the performance of schoolchildren. *SHS Web of Conferences*, 172, Article 05007. <https://doi.org/10.1051/shsconf/202317205007>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan.
- Barro-Punzalan, S. B. (2024). Sociolinguistics, discourse, and literary competences among English language studies students. *Asia Pacific Journal of Management and Sustainable Development*, 12(1), 41, 44.
- Britner, S. L., & Pajares, F. (2006). Sources of science self-efficacy beliefs of middle school students. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 43(5), 485–499.



- Boahene, K. O., et al. (2019). Social media usage and tertiary students' academic performance: Examining the influences of academic self-efficacy and innovation characteristics. *Sustainability*, 11, Article 2431. <https://doi.org/10.3390/su11082431>
- Busso, A., et al. (2024). Advancing communicative competence in the digital age: A case for AI tools in Japanese EFL education. *Technology in Language Teaching & Learning*, 6(3), 1–17. <https://doi.org/10.29140/ttl.v6n3.1211>
- Chang, C.-P., & Hu, C. W. (2017). Effect of communication competence on self-efficacy in Kaohsiung elementary school directors: Emotional intelligence as a moderator variable.
- Chavez, C., et al. (2020). Social media usage on effective communication skills of Grade 12 Fidelis Senior High Students. <https://doi.org/10.13140/RG.2.2.11208.65283>
- Corpuz, D. M. (2021). Beyond eyesight: Communicative competence of senior high school students with visual impairment. *International Journal of Interdisciplinary Studies*, 2(3), 90–95.
- Curtis, E. A., et al. (2016). Importance and use of correlational research. *Nurse Researcher*, 23(6), 20–25. <https://doi.org/10.7748/nr.2016.e1382>
- Daligdig, J., San Jose, A., & Concepcion, M. G. R. (2022). Teachers' pedagogical practices and pupils' communicative competence. *International Journal of Education & Social Sciences*, 3(10), 2.
- Del Valle, J. M., & Bautista, R. B. A. (2023). Communicative competence and oral language usage of Filipino learners in English. *International Journal of Educational Management and Development Studies*, 4(1), 1–24. <https://doi.org/10.53378/352957>
- Densingh, J. I., & Baskaran, S. S. (2024). A study on millennial consumption of entertainment on social media platforms. *European Chemical Bulletin*. <https://doi.org/10.48047/ecb/2023.12.si8.2362023.03/07/2023>
- Dung, L. Q., et al. (2009). Communicative competence: The goals beyond language learning. *Journal of Language Studies*, 41(1), 180–194. <https://doi.org/10.2298/ZIP10901180S>
- Dzogbenuku, R. K., et al. (2022). Social media information and student performance: The mediating role of hedonic value (entertainment). *Journal of Research in Innovative Teaching & Learning*, 15(1), 132–133. <https://doi.org/10.1108/JRIT-12-2020-0095>
- Ekaningsih, N., & Kurnia, C. (2022). The correlation between students' digital literacy and English communicative competence. *Journal of English Education and Teaching (JEET)*, 6(1), 69.
- Eustaquio, M. T. L. (2022). An analysis of the communicative competence level of students: A case of nursing students in a state university in Northern Philippines. *International Journal of Linguistics, Literature and Translation*, 42.
- Fan, X., et al. (2022). The development of EFL learners' willingness to communicate and self-efficacy: The role of flipped learning approach with the use of social media. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1001283>
- Fatokun, K. V. (2019). Effect of social media on undergraduate students' achievement and interest in chemistry in the North-central Geo-political Zone



- of Nigeria. *International Journal of Science and Technology Education Research*, 10(2), 9–10. <https://doi.org/10.5897/IJSTER2019.0453>
- Frazier, P. J., & Gaziano, C. (1979). Robert Ezra Park: His theory of news, public opinion and social control. *Journalism & Communication Monographs*, 1–22.
- Geçkin, V., et al. (2022). What's COVID-19 got to do with my communicative competence? Self-reflections of pre-service English language teachers in Turkey. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(2). www.ijeltal.org
- Giunchiglia, F., et al. (2018). Mobile social media usage and academic performance. *Computers in Human Behavior*, 82, 177–185. <https://doi.org/10.1016/j.chb.2017.12.041>
- Güntensperger, A., et al. (2024). German as a foreign language: Insight into the teaching units in Switzerland. *International Journal of Instruction*, 17(2).
- Gupta, S., & Bashir, L. (2018). Social networking usage questionnaire: Development and validation in an Indian higher education context. *Turkish Online Journal of Distance Education-TOJDE*, 19(4), Article 13.
- Gutierrez, G. A. T., & Gesmundo, J. C. P. (2023). Communicative language competence and English language usage of junior high school learners of San Pablo Colleges, V. *World Languages, Literature and Cultural Studies (WLLCS)*, 2(1), 20–22. <https://doi.org/10.26480/wllcs.01.2023.20.22>
- Hollenbaugh, E. E., et al. (2020). How do social media impact interpersonal communication competence? A uses and gratifications approach. *International Journal of Communication*, 138. <https://doi.org/10.4018/978-1-5225-9412-3.ch006>
- Horoub, I., et al. (2021). Impact of social media on communication skills as expressed by GAU students. *Journal of Arts, Literature, Humanities and Social Sciences*, 70, 235. <https://doi.org/10.33193/JALHSS.70.2021.553>
- Hu, J., Lai, Y., & Yi, X. (2024). Effectiveness of social media-assisted course on learning self-efficacy. *Scientific Reports*, 14(1), Article 10112. <https://doi.org/10.1038/s41598-024-60724-0>
- Hussain, A., et al. (2021). Improving the academic self-efficacy of students using mobile educational apps in virtual learning: A review. *International Journal of Interactive Mobile Technologies (IJIM)*, 15(6), 150. <https://doi.org/10.3991/ijim.v15i06.20627>
- Hussain, S., et al. (2024). Social media as an educational tool: Opportunities and challenges. *International Journal of Scientific Research in Modern Science and Technology*, 3(9), 1–2.
- Idries, S. A. M., et al. (2024). Investigating the impact of social media applications on promoting EFL learners' oral communication skills: A case study of Saudi universities. *Theory and Practice in Language Studies*, 14(8), 2520–2531. <https://doi.org/10.17507/tpls.1408.25>
- Jin, D., & Ibrahim, F. (2023). The impact of self-efficacy on the connection between social media usage and digital literacy in relation to academic performance among students. *Journal of Management Scholarship*, 2(2), 195–199. <https://doi.org/10.38198/JMS/2.2.2023.23>
- Kapoor, K. K., et al. (2018). Advances in social media research: Past, present and future. *Information Systems Frontiers*, 20, 531–558. <https://doi.org/10.1007/s10796-017-9810-y>



- Katsara, O. (2023). Using Dell Hymes' SPEAKING model as a tool to teach intercultural competence and communication: Cultural identity in Alexandria, Egypt. In *Rethinking Hybrid and Remote Work in Higher Education: Global Perspectives, Policies, and Practices after COVID-19* (pp. 281–283). Springer International Publishing.
- Kolan, B. J., & Dzandza, P. E. (2018). Effect of social media on academic performance of students in Ghanaian universities: A case study of University of Ghana, Legon. *Library Philosophy and Practice (e-journal)*, 1637.
- Kryvka, E., et al. (2022). Social media applications as an international tool for the development of English-language communicative competencies. *Journal of Curriculum and Teaching*, 11(6), Special Issue. <http://jct.sciedupress.com>
- Kutu, F. I., et al. (2022). Awareness, accessibility and challenges of social media as experienced by postgraduate information studies students, University of KwaZulu-Natal during the COVID-19 pandemic lockdown. *Library Philosophy and Practice (eJournal)*.
- Lasaiba, D. (2024). Training for improving English literacy skills: A contextual approach and competency-based curriculum. *Jurnal Pengabdian Kepada Masyarakat Arumbai*, 2(1), 25–35.
- Laşcu, T. (2023). Development of the discourse competence through literary texts. *Hungarian Educational Research Journal*, 13(3), 358–365. <https://doi.org/10.1556/063.2022.00137>
- Lavadia, M. B. (2023). Grammatical, discourse competence, and productive skills among first-year ESL learners. *ILS Journal of Interdisciplinary Learning and Studies*, 6(2), 17–19. <https://doi.org/10.33736/ils.5386.2023>
- Lobo-Quintero, R., et al. (2024). Analyzing factors influencing student engagement in an educative social media platform. *Behaviour & Information Technology*, 1(16), 1–16. <https://doi.org/10.1080/0144929X.2024.2406259>
- Maguddayao, R. N. (2018). Social lived experiences and coping mechanisms of foreign students in the Philippines: A phenomenological approach to intercultural communicative competence. *Asia Pacific Journal of Multidisciplinary Research*, 6(4), 19–28.
- Namaziandost, E., & Nasri, M. (2019). The impact of social media on EFL learners' speaking skill: A survey study involving EFL teachers and students. *Journal of Applied Linguistics and Language Research*, 6(3), 202.
- Nasution, A. H., et al. (2019). The role of social media on intercultural communication competences. In *ICoSEEH 2019 - The Second International Conference on Social, Economy, Education, and Humanity* (pp. 483–484).
- Nargis, M., et al. (2021). Social media's impact on university students' political awareness in Bahawalpur. *Journal of ISOSS*, 7(3), 53–54.
- Nguyen, S. V., & Habók, A. (2022). Developing and validating a self-efficacy questionnaire for CEFR A2 level EFL learners. *MEXTESOL Journal*, 46(1).
- Obenza, B. N., & Mendoza, R. C. (2021). Effectiveness of communicative language learning activities on students' communicative competence. *ResearchGate*. <https://doi.org/10.13140/RG.2.2.17113.85604>
- Oliinyk, O., et al. (2024). The impact of multilingual education on developing communication skills for university students within foreign language learning. *Traduction et Langues*, 23(1), 129.
- Ortega, J., & Chavez Jr., F. C. (2023). Mediating effect of self-efficacy on the relationship between organizational justice and teacher commitment in



- private higher education institutions: An explanatory sequential design. *Journal of Interdisciplinary Perspectives*, 1(4), 6–27. <https://doi.org/10.5281/zenodo.10221282>
- Pan, H. (2021). On enhancing students' discourse competence in reading. *Journal of Higher Education Research*, 22, 2–3.
- Paz, R. M. O. (2021). Purposive communication is not enough: Exploring English language learning from the perspectives of English majors in a Philippine higher education institution. *Journal of English Language Teaching*, 8(2), 6–12.
- Peñeda, F. P., Ticoy, T. A., & Rabuya, C. A. (2019). Filipino students' perceptions of factors affecting their academic performance in school: A qualitative study. *Journal of Education and Society*, 3(1), 21.
- Pescaru, M. (2019). The importance of the socialization process for the integration of the child in the society. *ResearchGate*, 23–25. <https://doi.org/10.330076266>
- Pratiwi, S. (2024). Sociolinguistic communicative competence of graduate English language education students in classroom interactions. *BATARA DIDI: English Language Journal*, 3(2), 74–75.
- Puzanov, V., et al. (2022). Social media as a development tool for English communicative competence. *Journal of Curriculum and Teaching*, 11(1), Special Issue, 101–102. <http://jct.sciedupress.com>
- Saeed Mohammed, G. M. (2022). The impact of reading strategies and self-efficacy on reading comprehension: The case of Saudi EFL learners. *Journal of Language and Linguistic Studies*, 18, Special Issue 1, 627–639.
- Rafiq, M., et al. (2020). The effects of social media on reading habits. *Pakistan Journal of Information Management and Libraries*, 21, 48–49. <https://doi.org/10.47657/2019211248>
- Rahman, F., et al. (2020). The effect of using social media towards students' reading comprehension. *Retorika: Jurnal Bahasa Sastra dan Pengajarannya*, 13(2), 332–337. <https://doi.org/10.26858/retorika.v13i2.12987>
- Rahman, S. N. A., et al. (2022). Developing sociolinguistic competence in the ESL classroom: A case study of ESL instructors in a Malaysian university. *Asian Journal of University Education (AJUE)*, 18(4), 2.
- Razaq, Y., et al. (2022). Speaking skills for English as a foreign language in video-based discussion. *Indonesian Journal of Research and Educational Review*, 1(3), 371–372.
- Rebato, L. O. (2024). Attitude towards the Filipino language and communicative competence of senior high school students in Samar National School. *Texas Journal of Philology, Culture and History*, 2. <http://zienjournals.com/>
- Refugio Jr., S. V., et al. (2024). Academic self-efficacy as mediator of social networking usage and digital literacy competence of students. *United International Journal for Research & Technology*, 5(8), 281–284.
- Salikhova, N. R., et al. (2023). Communication tools and social media usage: Assessing self-perceived communication competence. *Online Journal of Communication and Media Technologies*, 13(4), Article e202343. <https://doi.org/10.30935/ojcm/13453>
- Shovmayanti, N. A., et al. (2024). Early adolescents' communicative abilities using social media. *HS Web of Conferences*, 204, Article 01007.



- Si, K., et al. (2023). The role communication, informativeness, and social presence play in the social media recruitment context of an emerging economy. *Cogent Business & Management*, 10, Article 2251204.
- Sinambela, F. C., & Trisnaningati, Z. R. (2020). Self-efficacy, emotional regulation, communication competence, and public speaking anxiety towards students. *Advances in Social Science, Education and Humanities Research*, 530, 67–69.
- Subekti, A. S. (2020). Self-perceived communication competence and communication apprehension: A study of Indonesian college students. *EduLite Journal of English Education, Literature, and Culture*, 5(1), 14–31. <https://doi.org/10.30659/e.5.1.14-31>
- Tafesse, W. (2022). Social networking sites use and college students' academic performance: Testing for an inverted U-shaped relationship using automated mobile app usage data. *International Journal of Educational Technology in Higher Education*, 16, Article no. 16.
- Talaue, G. M., et al. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology (IJAIT)*, 8(4/5), 27. <https://doi.org/10.5121/ijait.2018.8503>
- Tassew, M. D. (2020). The relationship between social media usage and students' self-esteem among Wolaita Sodo University students. *International Journal of Scientific and Research Publications*, 10(9), 71.
- Tayo, J. D., et al. (2019). Social media: Usage and influence on undergraduate studies in Nigerian universities. *International Journal of Education and Development Using Information and Communication Technology*, 15(3), 53–55.
- Tiangco, J. D. P., Cruz, A. D. S., & Ygoña, A. M. V. (2024). Perceived self-efficacy and academic performance of STEM senior high school students. *Docens Series in Education*, 6, 114. <http://docensjournal.org/index.php/docens/article/view/48>
- Tunay, T., & Khan, Ö. (2020). On the models of communicative competence. *International Conference on Education, Technology, and Science*, 86.
- Tus, J., et al. (2021). The social media usage and its impact on the Filipino learners' academic performance amidst the online education. <https://doi.org/10.6084/m9.figshare.16997119.v2>
- Van Dijk, T. A. (2008). *Discourse and context: A sociocognitive approach*. Cambridge University Press.
- Waddington, J. (2023). Self-efficacy. *ELT Journal*, 77(2). <https://doi.org/10.1093/elt/ccac046>
- Wijaya, K. F. (2024). The impacts of self-efficacy on EFL learners' speaking skills. *Journal of Education, Language Innovation, and Applied Linguistics*, 3(2), 121–133. <https://doi.org/10.37058/jelita.v3i2.6878>
- Ye, H., & Li, R. (2024). The role of social media in promoting academic engagement and enhancing management efficiency. *Academic Journal of Science and Technology*, 10(3), 1–2.
- Younis, A., Khan, M. I., & Fazal, S. (2024). Social media use among university students: Impact on socialization. *International Journal of Trends and Innovations in Business & Social Sciences*, 2(3), 320–331. <https://doi.org/10.48112/tibss.v2i3.881>



- Yuan, R., Yong, H., Zhaolu, M., Tong, W., & Salman, S. A. (2023). The use of social media and its effects on students' academic performance. *Tuijin Jishu/Journal of Propulsion Technology*, 44(3), 2.
- Yufrizal, H. (2017). Teachers and students' perceptions of communicative competence in English as a foreign language in Indonesia. *Educational Research and Reviews*, 12(17), 867–883. <https://doi.org/10.5897/ERR2017.3243>
- Zheng, Y., & Xiao, A. (2024). A structural equation model of online learning: Investigating self-efficacy, informal digital learning, self-regulated learning, and course satisfaction. *Frontiers in Psychology*, 14, Article 1276266.

How to cite this article:

Terania, M.G., U. & Tarusan, M.A., E., (2024). Social Networking Usage and Self-Efficacy in Relation to Communicative Competence among College Students. *International Journal of Multidisciplinary Studies*, 6(1), 119-141