

EXAMINING PERCEIVED SOCIAL SELF-EFFICACY OF PRE-SERVICE TEACHERS

Arş. Gör. Dr. Ferit Karakoyun
Dicle Üniversitesi
ferit.karakoyun@dicle.edu.tr

Abstract

Social self-efficacy is defined as confidence in one's ability to initiate and maintain interpersonal relationships in social conditions. There are many variables that affect the one's social self-efficacy. One of them is internet addiction. Many studies suggest that excessive internet use causes some social and psychological problems. The purpose of present study was to determine the perceived social self-efficacy of pre-service teachers who study at Ziya Gökalp Education Faculty at Dicle University and to examine their perceived social self-efficacy with the respect to various variables. The participants of this study consisted of 401 sophomore pre-service teachers from Ziya Gökalp Education Faculty. "Social self-efficacy scale", "Internet addiction scale" and personal information form were used as data collection instruments. According the findings, it was revealed that perceived social self-efficacy levels of pre-service teachers are moderate. There were no significant differences on perceived social self-efficacy scores of pre-service teachers in terms of their priority internet use purposes. Also no relation was found between perceived social self-efficacy and internet addiction.

Keywords: Self-efficacy, Social self-efficacy, Internet addiction.