Social Self-Efficacy and its Relationship to Loneliness and Internet Addiction among Hashemite University Students

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Abstract

The present study investigates the relationship between social self-efficacy, loneliness and internet addiction among Hashemite University students. It defines the level of social self-efficacy, and whether there are statistically significant differences by gender, academic specialization and academic level; and defines the levels of loneliness and internet addiction. The purposive sample consisted of (618) students at Hashemite University. The Social Self-efficacy, Loneliness and Internet Addiction Scales were used. The results show that the level of social self-efficacy was medium, with statistically significant differences in the level of social self-efficacy attributed to students by gender in favor of male students, and in the level of social self-efficacy by academic level in favor of second-year students. The level of loneliness was medium, as was the level of internet addiction. There was a negative correlation between social self-efficacy and loneliness and internet addiction, and a positive correlation between loneliness and internet addiction.

Keywords: social self-efficacy, loneliness, internet addiction, university students

1. Introduction

The concept of social self-efficacy suggested by Bandura has influences psychology research over recent decades. Social self-efficacy is defined as individuals' belief in their efficacy of being successful in doing something (Bandura, 1997). Researchers have suggested four critical factors that affect social self-efficacy: mastering experience adjustments, indirect learning or modeling, emotional excitement and social encouragement and persuasion. Banadura(2000) claims that individuals with high self-efficacy tend to gain more knowledge, have flexible strategies in managing their environments, are motivated to achieve their goals and tend to accomplish hard tasks in contrast to people with low self-efficacy who avoid this kind of task.

Self-efficacy is concentrate significantly in individuals' belief in their ability to Performa task under certain circumstances (Bandura, 1986). Self-efficacy is not only related individuals' skill but also to with belief in what they are doing (Claggett & Goodhue, 2011). It plays a major role in gaining new skills, new learning experiences and then applying them. It is affected by the individual's ability in a certain behaviour, the efforts that he/she needs to perform this successful behaviour and the difficulties that he/she may face in doing it. Social self-efficacy is an important field of social efficacy that greatly affects individual social behaviours (Kotaman, 2008).

Social self-efficacy usually links individual's relationships and self-efficacy. Smith and Betz(2000) define it as the individual's trust in his own ability to participate in social interactive tasks which are needed to preserve personal relationships. Wei, Russel and Zakalik(2005) define it as the individual's belief in his/her ability to initiates social interaction and make new friendships; it also helps the individual in assessing his/her success in social relationships(Bandura, 1977). Social self-efficacy includes many skills such as: individual participation in a social activity as a member of a group, social daring, friendly patterns of behavior, and receiving and offering help. However, people with high social self-efficacy tend to involve themselves in social experiences expecting to be successful, but if they are considered as failed experiences then social self-efficacy will decrease together with their level of social interaction(Butler, 2012).

Gecas(1989) suggests that individuals with high social self-efficacy can start social interaction and make new friendships. Previous studies have shown that a high level of self-efficacy is related to high levels of self-appreciation and low levels of depression and social anxiety (Anderson & Betz, 2001; Bilgin & Akkapulu, 2007;

Caprara & Steca, 2005; Hermann & Betz, 2004; Matsushima & Shiomi, 2003). Others have shown that low levels of social self-efficacy are related to a high level of internet addiction as well as games addiction (Anderson & Betz, 2001; Bandura, Pastorelli, Barbaranelli, & Caprara, 1999; Hermann & Betz, 2006; Smith & Betz, 2002).

The teenage years a critical period in which individuals face diverse experiences; social self-efficacy is considered as a preventive component that enhances healthy development and social performance during this period. It is also thought that social self-efficacy has a great impact on the psychological adjustments and mental well-being of the individual (Matsushima & Shiomi, 2003). The results of many studies show a negative correlation between social self-efficacy and depression (Anderson & Betz, 2001; Bandura, 2002; Hermann & Betz, 2004, 2006; Smith & Betz, 2002). Social self-efficacy is a key aspect of social behaviour. It is also thought that teenagers with a high level of social self-efficacy have a lower level of social phobia which leads to a distinctive social performance (Muris, 2002). Previous studies have shown a positive correlation between social self-efficacy and self-esteem(Caprara & Steca, 2005; Connolly, 1989; Hermann & Betz, 2004, 2006; Smith & Betz, 2000, 2002).

Loneliness is a sad psychological condition an individual faces when there is contradiction between the desired relations and those which are related to others(Peplau & Perlman, 1984). Psychological loneliness is an unpleasant feeling accompanied by anxiety, depression and desperation (Russell, Peplau, & Cutrona, 1980). Slegman(1983) describes it as the psychological phenomenon that is the most difficult to understand because it is what the individual realizes about him/herself and his/her inner experiences(Peplau & Perlman,1984). Emotional loneliness happens when the individual suffers from anxiety because he/she is not able to establish friendly relationships with others (Weis, 1973).

Many researchers have suggested that loneliness increases during adolescence(Brennan, 1982; Larson, 1999; Weiss, 1973; Williams, 1983), as teenagers want to be alone because of the physical and emotional changes that they are experiencing(Kulaksizoglu, 2001); they also feel loneliness if they are rejected by their friends(Bilgiç, 2000; Cheng & Furnham, 2002), when their need for love is not fulfilled and when they have negative social experiences at school(Woodward & Frank, 1988).According to an analytical study about psychological loneliness in adolescence, Mahon, et al.(2006) claim that the variables which predicts loneliness are gender, depression, shyness, self-esteem, social support, social anxiety and social skills.

Psychological loneliness is described as a negative feeling which appears when there is a contradiction between the individual's desire for affection and close relationships among individuals, and reality(Lauder, Siobhan, & Kerry, 2004). Blazer(2002) argues that this contradiction can be long-termed or can result from changes in the individual's social relationships, social needs or desires. Peplua and Perlman(1982) describes loneliness as a self-experienced emotional status which is related to the perception of unfulfilled social needs. Furthermore, this feeling involves cognitive awareness of the lack of social and personal relationships causing emotional reactions of sadness and emptiness(Asher & Paquentt, 2003). This may happen not only because of the lack of outstanding relationships with others but also with painful negative relations(Baumeister & Leary, 1995; Bester & Budhal, 2001). There are many reasons for loneliness such as changes in the social network; changes in personal relationships specifically losing important relationships; personal traits such as lack of social skills; fear of rejection; and anxiety (Peplua & Perlman, 1982).

Loneliness is associated with negative feelings about relationships among people; people with high levels of loneliness are less efficient in dealing with others compared with those who do not feel lonely(Spitzberg & Canary, 1985). Results of several studies show a negative correlation between social skills and psychological loneliness(Di Tommaso, Brennen-McNulty, Ross, & Burgess, 2003; Riggio, 1986; Riggio, Watring, & Throckmorton, 1993; Segrin, 1993).

The internet has becomes a major part of modern daily life. People use the it to accomplish many tasks such as communication, entertainment, academic activities, work management and looking for information. Nonetheless, using the internet can be excessive and uncontrolled. Adolescence is stages of development when young people look forward to developing self-identification, social interaction with others and enjoyment(Gemelli, 1996). It is also a suitable portal for children and teenagers although their brains are not necessarily sufficiently developed for behavioural control of their desires and or resisting the temptation for pleasure(Steinbeis, Haushofer, Fehr, & Singer, 2016). Therefore, internet addiction has become a major health problem for children and teenagers.

Chen, Chen and Gau(2015) conducted a study which shows that the average spread of internet addiction is 11.4% of teenagers in Taiwan. In recent years, many clinical trails have been published of psychological therapies for internet addiction, and many preventive programmers have been suggested. The programmer counteract internet addiction aim to enhance mental, emotional, social and behavioural efficacies of school students(Shek, Yu, Leung, Wu, & Law,

2016). Some studies have shown that an increase in family conflicts and decrease in household functioning can increased the danger of teenagers' internet addiction (Yen, Ko, Yen, Chang, & Cheng, 2009). Internet activities have no previously determined stop points (Van den Bulck, 2000); their nature will attract children and teenagers to over-participate in them and increase the danger of addiction if there is no active discipline and supervision in the family (Yen, Ko, Yen, Chang, & Cheng, 2009). An increasing number of studies indicate that the invisible use of the internet, especially by children and teenagers, leads to psychological, social and physical problems that affect the development negatively and cause addiction(Whang, Lee & Chang, 2003). The overuse of the internet negatively affects self-expression, building social relationships and other skills necessary for self-development(Bayraktar, 2001; Morgan & Cotten, 2003; Sanders, Field, Diego & Caplan, 2000).

On one hand, some studies have discussed the relationship between loneliness and internet addiction, clarifying that overuse of the internet causes loneliness(Engelberg & Sjoberg, 2004; Moody, 2001). On the other hand, others have established that frequent use of the internet reduces loneliness(Matsuba, 2006; Morahan-Martin & Schumacher, 2003). Wei, Russell and Zakalik(2005) found a statistically significant and negative correlation between social self-efficacy and loneliness in addition to a statistically significant and positive correlation between social self-efficacy and self-discovery; they also found a statistically significant positive correlation between social self-efficacy and patterns of worrying about or avoiding affection. Hermann(2005) found a statistically significant and negative correlation between social self-efficacy and loneliness in addition to a statistically significant negative correlation between self-esteem and loneliness and depression. Erozkan and Deniz(2012) indicate a statistically significant negative correlation between social self-efficacy and loneliness, in addition to a statistically significant positive correlation between social self-efficacy and cunning. Al Khatib(2012) found a statistically significant negative correlation between self-efficacy, self-esteem and loneliness, and a statistically significant positive correlation between social self-efficacy and self-esteem. Aktas and Tuncer(2013) argued that there is a statistically significant negative correlation between internet addiction and loneliness, but no correlation between internet addiction and social self-efficacy.

Carparo et al.(2014) found a statistically significant negative correlation between social self-efficacy and internet addiction and statistically significant positive correlation between shyness and internet addiction. The results of Ozsaker, Muslu, Kahraman, Beytut, Yardmimci and Basbakkal(2015) shows a statistically significant positive correlation between loneliness and internet addiction as well asa statistically significant positive correlation between realized social support, loneliness, depression and internet addiction. Zeng, Ye, Hu and Ma(2016) found a statistically significant positive correlation between loneliness and internet addiction but a negative one between self-esteem and internet addiction. Afrin(2016) found a statistically significant negative correlation between self-efficacy and loneliness and depression.

According to Feldman, Davidson, Ben-Naim, Maza and Margalit(2016), there is a statistically significant negative correlation between hope, loneliness and academic self-efficacy as well as a statistically significant negative correlation between optimism, loneliness and academic self-efficacy. Another result of this study was the statistically significant negative correlation of hope and optimism as an interposition between loneliness and academic self-efficacy by children with learning difficulties.

Ibili's(2017) study showed a statistically significant negative correlation between internet addiction and solving problems skills. Jia, Wang, Yang and Yang(2018) indicated that there is a statistically significant correlation between loneliness and internet addiction.

2. The Research Problem

Several previous studies have argued that as using the internet is especially popular among university students(Morahan-Martin & Schumacher 2000; Nalwa & Anand 2003; Niemz, Griffiths & Banyard, 2005), they are more vulnerable to internet addiction (Chou, Condron & Belland, 2005). The high level of internet addiction among students has various cause including having to face the challenges of gaining independence, looking for a future career and adapting to new friends. Many students fail to deal with this kind of development and difficulties, and may become depressed or exhausted, leading them to escape to the internet.

The problem addressed by this study is to identify the correlation between social self-efficacy, loneliness and internet addiction among students of the Hashemite University (HU). The study therefore aims to answers the following questions:

1. What is the level of social self-efficacy of HU students?

2. Is the level of social self-efficacy affected by gender (male/ female), academic specialization (science/ humanities) and level of education (year of study, 1-4)?

3. What is the level of loneliness of HU students?

4. What is the level of internet addiction of HU students?

5. Is there a statistically significant correlation between social self-efficacy, loneliness and internet addiction among HU students?

3. Significance of the Study

The significance of this study is that it provides a theoretical background to the relevance of these variables in the educational system and to indicate how important issue it is for consideration by the academics in policy makers in universities and schools. Accordingly, the study is an attempt to enrich the literature on this topic.

The practical significance of the study is providing information to help the academics established programmer to increase social self-efficacy among their students and help curriculum development by including appropriate teaching methods to improve and increase social self-efficacy. It will also be useful in building educational programmers to address the negative effects of using the internet, and teaching students positive ways of dealing with this important technology. It will also benefits institutions in promoting their students awareness of the need to enhance the positive effects and avoid the negative effects of internet use. Understanding the components of psychological loneliness will be useful in designing programmer to prevent students from feelings lonely.

4. Methodology

The population of the study is all 15.843 Hashemite University undergraduate registered in the summer semester of 2017/2018. The purposive sample of 618 male and female students was chosen.

Table 1. Distribution of respondents by selected variables

Variables	Type	Frequency	Percentage
Gender	Male	270	43.7%
	Female	348	56.3%
	Total	618	100%
Academic specialization	Science	246	39.8%
	Humanities	372	60.2%
	Total	618	100%
Educational level	First year	141	22.8%
	Second year	172	27.8%
	Third year	144	23.3%
	Fourth year	161	26.1%
	Total	618	100%

5. Study instruments

The researchers used the social self-efficacy, loneliness and internet addiction scales described below.

5.1 Perceived Social Self-efficacy Scale

This scale, is developed by Smith and Betz(2000), has 25 items that measure perceived social self-efficacy in different social situations. The answers to the statements presented are scored according to a 5-point Likert-type scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree); the overall range of possible scores is 25 to 125; the highest number indicating the highest level of social self-efficacy.

Smith and Betz(2000) checked the concurrent validity of the scale; the value of the correlation coefficient with the self-efficacy scale is (0.62), its value of with social skills scale is (0.46), with social anxiety is (-0.68) and with shyness (-0.67). To check the reliability of the scale its authors tested on the sample and then retested it on the same sample three weeks later to find that the value of the correlation coefficient between the test and retest (0.82), and the value of the internal consistency coefficient using Cronbach-alpha's equation (0.94).

For this study, the scale was translated from English into Arabic and then translated back into English by one of the faculty members in the English Language Department to ascertain the accuracy of the translation. The internal consistency coefficient using Cronbach-alpha's equation was found to be (0.74). The correlation coefficients was checked by the test-retest method described above, but at an interval of two weeks, and was (0.82).

The level of the scores for each of the 25 items was determined as follows:

- From 1-2.33: a low level of social self-efficacy.

- From 2.34-3.66: moderate.

- From 3.67-5: high.

5.2 Revised UCAL Loneliness Scale

Version 3 of the scale developed by Russell(1996)consists of 20 items to measure the level of loneliness, this time. Measured on a 4-point Likert -type scale (1=never, 2=rarely, 3=sometimes, 4= always), with a possible range of 20-80. The positive values were reversed when the scale was corrected; a high score indicating a high level of loneliness.

Russell(1996) checked the concurrent validity of the scale against the New York scale for loneliness: the correlation coefficient (0.65); its value against the social judgment scale(-0.68); expanse (-0.40); neuroticism (0.49); depression scale(0.52) and with self-esteem (-0.60).

Russell(1996) applied the test-retest approach an interval of one year, for the correlation coefficient (0.73) and internal stability Cronbach's-alpha (0.94).

Aging for this study, the scale For study purposes, the scale was translated from English to Arabic and back to English. The internal consistency coefficient was checked using Cronbach-alpha equation (0.73), and test-retest after two weeks (0.78).

The averages of the participants' answer were defined as:

- Low level of loneliness: 20-39.

- Moderate: 40-59.

- High: 60-80.

5.3 Internet Addiction Test

The Internet Addiction Test was developed by Widyanto and McMurran(2004), and consists of 20. The answers are measured on 5-point Likert -type scale (0= never, 1=rarely, 2=occasionally,3= frequently, 4=often, 5=always) with potential scores ranging from 20 to 100; the correction of the scale is like the following: 20-49 indicates moderate level of internet use; 50-79 the individual faces a repeated or occasional problem; and at 80-100 internet use is a major problem in the individual's life.

To check the validity and reliability of the scale with sample of 86 individuals. Widyanto and McMurran(2004) used orthogonal confirmatory factor analysis, resulting in six factors interpreting 68.16% of total variation. The internal consistency coefficient was been checked using Cronbach's-alpha'(0.82).The procedures used in the previous two scales for checking translation, and consistency Cronbach's-alpha' (0.75) and test-retest (0.84).

6. Study Procedures

The following procedure was used to achieve the goals of the study:(1) reviewing the theoretical background and previous studies; (2) translating the data from Arabic to English and checking its accuracy; (3) checking the reliability and consistency of the study's instruments and then distributing questionnaires to the individuals' respondents; (4) collecting the data and eliminating 35 incomplete responses; (5) entering the data into the computer and applying suitable statistical analysis procedures using SPSS, vr: 20; and (6) drawing conclusions and discussing them in the light of the study questions, and making recommendations accordingly.

7. Results

Question 1: What is the level of social self-efficacy among HU students?

To answer this question, mean and standard deviations for responses on the social self-efficacy scale were examined, as shown in Table 2, and resulting in the moderate level.

Table 2. Means and standard deviation for the level of social self-efficacy

Variable	Mean	Deviation standard	Level
social self-efficacy	3.41	0.53	Moderate

Question 2: Is the level of social self-efficacy affected by gender (male/ female), academic specialization (science/ humanities) and level of education (year of study, 1-4)?

The results are presented in Table 3.

Table 3. Means and standard deviation for the level of social self-efficacy by gender, academic specialization and level of education

Variables	level	Means	Standard deviation
Gender	Male	3.45	0.51
	Female	3.38	0.54
Academic specialization	Science	3.43	0.48
	Humanities	3.40	0.56
Educational level	First year	3.39	0.49
	Second year	3.57	0.50
	Third year	3.34	0.57
	Fourth year	3.32	0.53

To identify any significant differences in the level of social self-efficacy by gender, academic specialization and education level, a Two Way-ANOVA test was used, as shown in Table 4.

Table 4. Results of Two Way-ANOVA analysis of the level of social self-efficacy according to gender, academic specialization and education level

Variables	Sum of square	df	Mean square	F	Sig
Gender	2.636	1	2.636	9.715	0.00
Academic specialization	0.326	1	0.326	1.200	0.27
Education level	8.686	3	2.895	10.671	0.00
Error	166.051	612	0.271		
Corrected total	175.393	617			

There is a statistically significance differences (α=0.05) in the level of social self-efficacy by gender in favor of male students, and by educational level, but not by academic specialization. The Scheffe test was used to analyses education level, as shown in Table 5.

Table 5. Results of Scheffe test on relationship between social self-efficacy and level of education

Variable	Educational level	Means	First year	Second year	Third year	Fourth year
Social self-efficacy	First year	3.39		-0.18*		
	Second year	3.57	0.18*		0.23*	0.25*
	Third year	3.34		-0.23*		
	Fourth year	3.32		-0.25*		

The results show a statistically significant differences (α=0.05) in favor of second-year students.

Question 3: What is the level of loneliness among HU students?

Occurrence and percentages of the level of loneliness were analyzed, shown in Table 6.

Table 6. Frequency and percentages of the level of loneliness (n=618)

Loneliness level	Frequency	Percentage
Low	288	47%
Moderate	316	51%
High	14	2%

Over half the respondents admitted to a moderate degree of loneliness(51%) and slightly fewer to a low level(47%), with only(2%) claiming a high level of loneliness.

Question 4: What is the level of internet addiction among HU students?

Again occurrence and percentages were measured, with the results shown in Table7.

Table 7. Frequency and percentages of the level of internet addiction (n=618)

Internet addiction level	Frequency	Percentage
Low	294	47%
Moderate	290	47%
High	34	6%

Equal numbers of respondents recorded their internet addiction levels as lower or moderate (47%); (6%) admitted to high level of internet addiction.

Question 5: Is there a statistically significant correlation between social self-efficacy, loneliness and internet addiction among HU students?

To answer this question, Pearson Correlations were measured (see Table 8).

Table 8. The values of correlation coefficients between social self-efficacy, loneliness and internet addiction

Variables	Social self-efficacy	Loneliness	Internet addiction
Social self-efficacy	1		
Loneliness	-0.31*	1	
Interment abdication	-0.04	0.39*	1

Table 8 shows a negative correlation between social self-efficacy and loneliness(r= -0.34), no correlation between social self-efficacy and internet addiction, but a positive correlation between loneliness and internet addiction(r= 0.39.

8. Discussion

The results indicate that the level of social self-efficacy among HU students was moderate. The researchers suggest that this is attributed to the fact that self-efficacy develops incrementally according to age and becomes more distinctive with time and experience. The result of the study is acceptable because the sample comprises university students, who are at the stage characterized by high social self-efficacy, increasing maturity and experience, and building and maintaining new social relationships.

There are statistically significant differences in the level of social self-efficacy according to gender, attributed to the different social circumstances and traditions under which students live; at this stage, and male students tend to develop their social self-efficacy more readily than females.

The results indicate no statistically significant differences in the level of social self-efficacy according to academic specialization. The researchers suggests that this is attributed to the diversity of science and humanities specializations; students can choose to follow courses which match their social self-efficacy.

The factors that contribute to social self-efficacy is the same in the two genders especially with equal job opportunities for males and females. Having the same responsibilities, the same academic qualifications and dealing with the same social problems, used to explain differences in students' realization of their level of social self-efficacy.

The results indicate statistically significant differences in the level of social self-efficacy according to educational level in favor of second-year students. According to the researchers this is because second-year students still have a

competitive sense; their motivation is higher and they are eager to build social relationships, reflected in their level of social self-efficacy.

The reported level of loneliness is moderate, possibly because the university students are moving in a new environment and need to understand the university requirements(nature of the subjects, lectures and preparation, etc) which requires an extra effort to adjust to. Moving from a place where they had close relationships to a more open society that is different demographically thus increases the feeling of loneliness.

On one hand, the results of this study differ from those of some researchers(Al-Alawneh,2005; Sawir, Marginson, Dumert, Nyland & Ramia, 2007), but on the other they agree with the results of Ashariry(2009) and Abu-Shendy(2015) which indicate that the level of loneliness in university students is moderate.

The results also show that the level of internet addiction of the individuals in the sample is predominantly moderate or low. The researchers suggest that this may because of the traditional nature of Jordanian society, characterized by close family bonds and strong individual ties to the family; it is also characterized by the existence of family-oriented restraints, expanding relationships and a decrease in the factors that lead to social isolation.

The results indicate statistically significant negative correlation between social self-efficacy, loneliness and internet addiction. According to the researchers, this result is attributed to the fact that students have strong social ties with their friends and colleagues, which helps them in social adaptation so that they never feel lonely or internet addicted. Social self-efficacy enhances the trust in relationships and helps students in understanding each other, especially at this critical period when new friendships reduce or avoid loneliness and internet addiction.

Low levels of social self-efficacy are related to high levels of internet and games addiction (Anderson & Betz, 2001; Bandura, Pastorelli, Barbaranelli, & Caprara, 1999; Hermann & Betz, 2006; Smith & Betz, 2002). Loneliness has many causes, such as changes in social networks, changes in personal relationships, or because of personal characteristics such as the lack of social skills, fear of rejection and anxiety (Peplua & Perlman, 1982).

These results are similar to those results of several studies(Wei, Russell, &Zakalik, 2005; Hermann, 2005; Erozkan & Deniz, 2012 ; Al Khatib, 2012 ; Carparo, 2014; Ibili, 2017; Afrin, 2016 ; Zeng, Ye, Hu & Ma, 2016 ; Feldman, Davidson, Ben-Naim, Maza, & Margalit, 2016) which indicate that there is a negative correlation between social self-efficacy, loneliness and internet addiction. However, Esen, Aktas and Tuncer(2013) concluded that there is no correlation between social self-efficacy and internet addiction.

The results indicate a statistically significant positive correlation between loneliness and internet addiction, probably attributable to the fact that university students feels stress as a result of their loneliness which lead them to overuse the internet. Another reason be that they feel bored because of a lack of acceptance, affection and love in addition to the existence of a psychological gap distance them from others and results in dislike and an increase in the level of loneliness and internet addiction.

These factors can lead such students to internet addiction because the computer is easy to use, gives them pleasure, increases their self-realization, enable them to escape their social problems and compensate for their lack of essential social skills in establishing relationships with others. Internet addiction also make students feel lonely and isolated, and they prefer the internet to social activities. The reason for internet addiction is thus loneliness and lack of caring from others. Conversely, some results show that it is the repeated use of the internet which causes loneliness (Engelberg & Sjoberg, 2004; Moody, 2001).

The previous result agree with many studies(Jia, Wang, Yang & Yang, 2018 ; Zeng, Ye, Hu & Ma, 2016 ; Ozsaker, Muslu, Kahraman, Beytut, Yardmimci, & Basbakkal, 2015) which indicate that there is a positive correlation between loneliness and internet addiction, but it contradicts Esen, Aktas and Tuncer(2013) who found a statistically significant negative correlation between internet addiction and loneliness.

Recommendation

Given the results of the current study, the researchers recommend the following: (1) the level of social self-efficacy among HU students is only moderate, suggesting the need to enhance it in order to build a developing generation with high social self-efficacy and adaptation to rapid development; (2) exposing students to different experiences and behavioural situation to raise their level of social self-efficacy and train them to depend on themselves acquiring useful skills; (3) paying attention to the university environment by fulfilling their needs and increasing their social self-efficacy; (4) engaging the students in activities that enhance their social development, so they are not lonely; (5) presenting a guided programmers for parents to cure their children's loneliness and remove internet addiction.

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