

# **The Effect of Facebook Use on Teacher Quality**

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## **Abstract**

The main purpose of this study is to investigate the effect of Facebook use on teacher quality among teachers. The questionnaire survey method and quantitative research design were applied in this study. A total of 456 teachers from Yangon, Tanintharyi and Magway Region participated in this study. The required sample was selected using a random sampling technique. As the research instruments, Facebook Effect Scale on Teacher Quality (FESTQ) (Efendioğlu, 2018) and Facebook Group Uses and Gratification (Park et al., 2009) were adopted to examine Facebook use and teacher quality in the 2021-2022 academic year. In general, the results of the descriptive analysis revealed that Facebook use and teacher quality in this study were satisfactory because the mean percentage of Facebook use and teacher quality were 75.94% and 51.14% respectively. Next, according to the results of ANOVA, teachers' Facebook use differed by age but did not in job position and region. There were also significant differences in teacher quality by age, job position and time spent using Facebook on a daily basis but not for the region. Moreover, according to Pearson's correlation, there was a significant relationship difference between Facebook use and teacher quality ( $r(456) = 0.641, p < 0.01$ ). Regression analysis revealed that approximately 45% of the variance in teacher quality can be explained by Facebook use. Therefore, the findings of this study will contribute for educational stakeholders such as teachers, teacher educators, principals, policymakers, and administrators to have a deeper understanding of the effect of Facebook use on teacher quality while contemplating and planning how to improve the teaching profession and education system.

**Key words:** Facebook use, teacher quality

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