



Impact of social media usage on students academic performance in Saudi Arabia



Esam Alwagait^a, Basit Shahzad^{a,*}, Sophia Alim^b

^a College of Computer & Information Sciences, King Saud University, Riyadh, Saudi Arabia

^b Independent Researchers, UK

ARTICLE INFO

Article history:

Available online 18 November 2014

Keywords:

Social media usage
Academic performance
Saudi Arabia

ABSTRACT

Social media is a popular method for communication amongst university students in Saudi Arabia. However excessive social media use can raise questions about whether academic performance is affected. This research explores this question by conducting a survey on university students in Saudi Arabia in regards to social media usage and their academic performance. The survey also explored which social network is the most popular amongst Saudi students, what students thought about their social media usage and factors besides social media usage which negatively affect academic performance.

The survey received 108 responses and descriptive statistics including normality tests i.e. scatter plots were used to examine the relationship between the average number of hours students spent of social media a week and GPA scores of the students. The results demonstrated that there was no linear relationship between social media usage in a week and GPA score. Students highlighted that besides social media use, time management is a factor which affects students' studies negatively.

The findings of the paper can be used to propose the effective plans for improving the academic performance of the students in such a way that a balance in the leisure, information exchange and academic performance can be maintained.

© 2014 Elsevier Ltd. All rights reserved.

1. Introduction

The use of social media plays a variety of roles in education as highlighted by [Al-Khalifa and Garcia \(2013\)](#), which include providing a media to share ideas as well as allowing students to build their own communities to collaborate with each other, facilitating the art of learning and reaching out to the students in order to understand and teach them at the same time. Studies such as [Junco, Heiberger, and Loken \(2011\)](#), [Tariq, Mehboob, Khan, and Ullah \(2012\)](#), [Sampson, Lytras, Wagner, and Diaz, 2004](#), [García-Peñalvo, Colomo-Palacios, and Lytras, 2012](#) and [Camilia, Ibrahim, and Dalhatu \(2013\)](#) have explored the effects of social media use on students' academic performance, ability to engage and the effect on their lives, in countries such as USA, Pakistan and Nigeria.

[Junco et al. \(2011\)](#) research explored the impact of Twitter usage for educational purposes on college student engagement and learning in the USA. Results indicated that Twitter can engage students by being used as an educational tool and to facilitate a more active role, in which teaching staff can participate. [Tariq](#)

[et al. \(2012\)](#) focused on the impact of social media, on the education of Pakistani students as well as the impact on their lives. The research concluded that the use of social media by teenagers and children could ruin their lives as well as have a bad impact on their education. Social media diverts the attention and concentration of students towards activities which are not educational and time wasting such as chatting on non educational topics.

[Camilia et al. \(2013\)](#) looked into the role of social media in Nigerian students' studies by distributing a survey. The study found that the frequent use of social media by students had no effect on their studies. In contrast to [Kaplan and Haenlein \(2010\)](#), [WiredSafety \(2009\)](#), [Tariq et al. \(2012\)](#), concentrated on university students in Saudi Arabia. The aim is to explore the relationship between the use of social media by Saudi Arabia university students and their academic performance. Our research study involves distributing an online survey to students to ascertain information on their social media usage and GPA scores. Also their views on the effect of social media on their academic performance are collected. [Al-Mudimigh, Ullah, and Shahzad \(2010\)](#) demonstrated that how the university portals are developed, the examples are ([Al-Ohali, Al-Oraji, & Shahzad, 2011](#); [Shahzad & Alwagait, 2013](#); [Alwagait & Shahzad, 2014](#)).

* Corresponding author.

E-mail addresses: alwagait@ksu.edu.sa (E. Alwagait), Basit.shahzad@gmail.com (B. Shahzad), sophiaalim66@gmail.com (S. Alim).

A previous study by [Ketari and Khanum \(2013\)](#) explored the relationship between social media usage and academic performance in Saudi Arabia, through the distribution of a self-administered survey. The study focused on Facebook as the social media platform and utilised the survey to ascertain from the participants, their thoughts on the effect of Facebook use on their academic performance.

Our research is differs from [Curtis \(2011\)](#), i.e. the survey covers a variety of social media such as Facebook and Twitter. The evaluation of the outcome of the study, are based on several parameters: the recommended number of hours to be used on the social media based on the information retrieved from the students, the percent change in social media connectivity between 2012 and 2014, the most popular social media platform among the Saudi students as well as the relationship between academic performance and social connectivity.

The structure of the paper is as follows. Section 2 explores the foundations of social media through Web 2.0 as well as the risks that social media brings. Section 3 describes our methodology regarding the online survey. Section 4 discusses the findings and Section 5 concludes the paper.

2. Related work

Social media is defined by [Kaplan and Haenlein \(2010\)](#) as “*internet based applications that allow the creation and exchange of content which is user generated*”. Social media allows users as well as communities to create, collaborate and edit user content. Key features of Web 2.0 included providing a rich user experience, where users interact with the data which is dynamically created from users’ input, users act as contributors to a site through reviews as well as comments and allowing users to classify and find information through the art of tagging. Features of Web 2.0 have formed a solid foundation for social media as highlighted by [Kaplan and Haenlein \(2010\)](#) and the reverse of the relationship is noted by [Hendler and Golbeck \(2008\)](#). Social media exists in a variety of forms, which are presented in [Table 1](#) below.

[Table 1](#) has illustrated the various forms of social media users can use to communicate and interact with other users, whether they are friends, work colleagues or strangers. The popularity of social media illustrated by statistics ([Curtis, 2011](#)) in 2013 such as Facebook had 1.1 billion users, Twitter had 500 million users registered on its site, Flickr had stored 8 billion photos as well as having 87 million users and LinkedIn had 225 million users, whilst MySpace had 25 million users, has highlighted the success of Web 2.0.

2.1. Social media usage and risks

Studies conducted in the USA ([Salter & Junco, 2007](#); [Subrahmanyam, Reich, Waechter, & Espinoza, 2008](#)) have found

that that social media connectivity has become an integral part of the students. [Subrahmanyam et al. \(2008\)](#) study which took place in a Los Angeles university identified that 94% of first year college students use social media more specifically SNS.

Although the popularity of Facebook is overwhelming, Saudi Arabia contains a high number of Twitter users, which drives the use of the 140 ([McFedries, 2007](#)) character magic. This data can be used to analyse behaviour. [Grosseck and Holotescu \(2011\)](#) is an advocate of using Twitter for education activities such as research as it eases the analysis of information. [Al-Khalifa \(2008\)](#) has identified that 58% of the students in his research showed positivism for using Twitter for academic purposes while 37% had resistance in using Twitter for academic purposes.

The use of social media has a variety of disadvantages especially for students. Some of those disadvantages include cyber bullying, personal data leakage, recruitment for jobs and time wasting. Cyberbullying is the act of bullying a person through the use of electronic communication, by sending message which are threatening or intimidating ([Dictionary, 2014](#)). Direct attacks of cyber bullying involve sending messages to the person directly via means such as text message, instant messaging, SNS, blogs, creating websites to tease or hurt the person, stealing passwords for accounts such as email as well as social media accounts to pose as the person in order to hurt other people, sending malicious code (Viruses and Malware), sending pictures via email or mobile phones and interactive gaming i.e. Playstation network ([WiredSafety, 2009](#)).

Cyberbullying via the use of social media occurs in universities, as highlighted by [Walker, Sockman, and Koehn \(2011\)](#) and [Zhang, Land, and Dick, 2010](#). [Zhang et al. \(2010\)](#) research which surveyed 134 university students, found that 62% of the students had experienced cyber bullying and 40% of the students had taken part in cyber bullying themselves. Cyber bullying amongst university students led to tragic consequences in 2010. A student called Tyler Clementi, who was a freshman at Rutgers University committed suicide over the broadcasting of an intimate encounter via a web camera over Twitter. The camera had been set up by Tyler’s roommate ([Pilkington, 2010](#)). This tragedy highlighted the power of social media and the psychological impact it can have.

Some university students have grown up in a generation, where technology has grown significantly and the use of the internet and social media is part of their daily lives. A study carried out by Harvard University ([Tamir & Mitchell, 2012](#)), showed disclosing personal information, activates the part of the brain which signifies pleasure. Other activities which activate this part of the brain include receiving money and enjoying good food. Consequently, this leads to social media being addictive and time wasting because other tasks are put to one side.

The use of social media involves displaying personal details via user profiles. Posting personal information on a user profile which

Table 1

Forms of social media adapted from [Grahl \(2012\)](#).

Forms of social media	Description
Social networking sites (SNS)	Services in which users set up a profile in order to establish a connection with friends or other users, who have similar backgrounds or interests. The profile contains a users’ personal information. SNS provide various ways for users to interact with one another. Examples of SNS include Facebook and LinkedIn
Bookmarking sites	Services which allow users to save search and organise links to various internet resources and websites. Some services will allow the tagging of links in order for them to be shared easily as well as being searched for. Examples of bookmarking sites include del.icio
Micro blogging sites	Services which combines SNS and blogging but the messages exchanged are limited in terms of size. Users have to subscribe to the services. Examples of micro blogging sites include Twitter
Media sharing sites	Services which allow users to upload and share media such as videos and photos as well as allowing users to comment and tag media. Examples of media sharing services include YouTube and Flickr
Social news sites	Services that allows other users to vote on news articles and links to external articles, which are posted by users. The news articles that get the most votes are displayed more prominently on the site. Examples of social news sites include Digg and Reddit
Blogs and forums	Blogs are like online diaries of thoughts, which give other users the opportunity to post comments on the blog postings. Forums allow registered users to have conversations with other users by post messages. Examples of blogging sites include Wordpress

Download English Version:

<https://daneshyari.com/en/article/10312654>

Download Persian Version:

<https://daneshyari.com/article/10312654>

[Daneshyari.com](https://daneshyari.com)