

A Quantitative Study on the Impact of the Usage of the Social Media on Student Academic Performance: The university of Tabuk as an example

Monia Oueder^{1,*}, Inam Abousaber¹

¹Community College of Tabuk, Tabuk, Saudi Arabia.

Abstract:

Owing to the great technological growth in networks, the use of social media has met a rapid growth among the few past decades. This fact make them very popular and useful for the communication amongst university students. In fact, these social websites can be a good manner to exchange the information between students and even with their teachers. However, excessive use of the social media can affect the student academic performance and make this use in question. This research tries to investigate about the impact of the social media use on student academic performance, in a quantitative way, by conducting a survey on university students in Saudi Arabia especially in Tabuk university. The survey also explored which social network is the most popular among Tabuk university students and which one is useful for their academic skills.

The results of this paper can be useful to help the administrative staff of the university to propose an effective plan to enhance the academic performance for the students by improving or not the use of the social media sites.

Keywords: Quantitative study, Social media networks, Analytic analysis, Academic Performance, Tabuk University Students.

1. INTRODUCTION

This research draws a conclusion from an earlier published research in [4]. This interest is explained since the great growth of the social media usage in the last years. The social media become very popular and play an important role in all domains of our lives especially in education. For this reason, in the last decade, researchers pay more attention for the use and the impact of social media on the educational operation. In [1], authors prove that the use of social media plays several roles such as sharing ideas between educational staff, helping students to build their own communities in order to collaborate with each other, facilitating the art of learning and reaching out to the students. Many studies such as [2, 3, and 5] have questioned the impact of social media usage on the academic performance of students in other countries such as USA, Nigeria and Pakistan.

In fact, in Saudi Arabia, it exists some researches that examine the impact of social media usage on students' academic performance like [6, 7] but the particularity of our research is that it focus in Tabuk university students. The first part of our research, which is a descriptive study of it, is detailed in [4]. Whereas, in this paper, we analyze a quantitative method to conduct the study. As in [4], the

investigation is made online and by paper in order to achieve the best collection of answers among the Tabuk university students. The study consists in collecting information about the use of the social media and its impact in the academic performance.

This paper is structured as follows. In section two, we review the literature and the related work to our research. Then, the section three describes the research methodology and the section four presents the data analysis and results. Finally, the section five gives further discussion of the findings and concludes the paper.

2. RELATED WORK

This section presents an overview of the relevant literatures in social media use in the educational society in order to gain a deep understanding in the research domain.

2.1 The evolution of social media

The social media are defined as web-based applications that allow people to create, share or exchange information, ideas and pictures or videos in virtual communication and networks. Among the most popular social media are Facebook, Twitter, YouTube and Instagram. The great growth of social media is proved in 2016 by the statistics given in [8] where Facebook had 3 million reach monthly in average; Twitter had 500 million active users worldwide. The entire community of students is constantly connected to the social network sites. The teenagers and college students (age 18 - 29) are among the highest users of the online social media [9]. They use these sites for interaction, entertainment, and even for information seeking which incite researchers to investigate the way of use that should be considered in order to such social media participate in enhancing the learning process.

3. METHODOLOGY

A quantitative approach has been considered in this study by using a questionnaire distribution. By this investigation, we asked students about their opinions in the use of social media and how it enhance the learning operation; we have asked them also about which is the best social network that improve the educational process.

The questionnaire was divided into two sections. The first one concerns with the personal data of the respondents such as gender, educational level and their study field. The second section consists the different questions that are related with the use of the social media.

In fact, the aim of the survey is to find answers for the following questions

- R1 – Which social network is the most popular among Tabuk university students?
- R2 – How can the social media networks improve the communication and the relation between the students and their teachers?
- R3 – How the social media networks can improve the educational process during the lecture?
- R4 – Does the use of the social media networks benefic for the educational process?

4. RESULTS AND DISCUSSION

In this section, the data collected is presented and then analyzed. the questionnaire was distributed over 90 days. The respondents are 270 students from all the institutes of the university of Tabuk. The population sample consists of 45% male and 55% female. 37% of the respondents are in the doctoral stage and 17% are in the second year of their academic study.

4.1 The most popular social network among Tabuk university students

To have an effective answer about the most popular social network among the students, we have first questioned them if they have multiple social networks or not. 46% of respondents in this study have at least three profiles in the social networks as illustrated in Figure 1. This guarantees that the respondents have at least checked many social networks in order to be able to choose which one is the most popular among students.

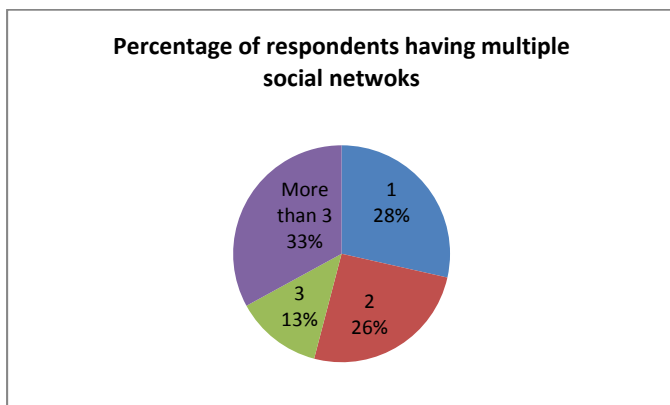


Figure 1. Percentage of respondents having multiple social networks.

The figure 2 shows the number of respondents on different social networks. YouTube is the most popular site that is used to communicate among students after that we find Twitter then other social networks e. g. LinkedIn, Instagram and What's up then Facebook. Out of the 270 respondents, 40% of the respondents use YouTube to communicate between them while 20% use Twitter network. The results demonstrates that YouTube is almost twice popular than the Twitter among Tabuk university students.

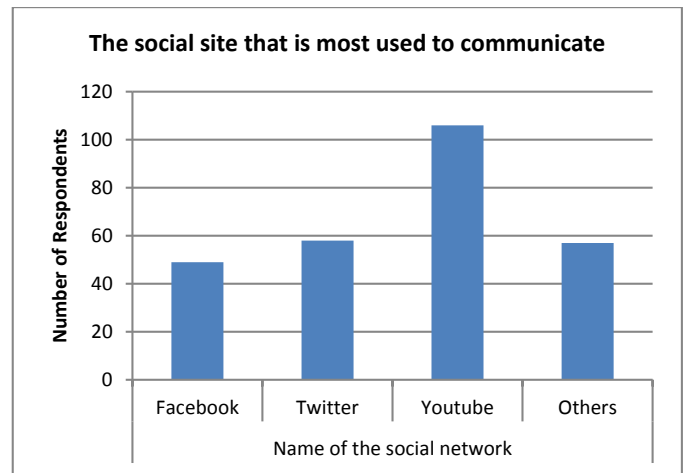


Figure 2. The most social networks used to communicate.

4.2 How the use of the social media networks improve the communication between the students and their teachers?

Two questions were used to measure the way in which the social media improve the communication between the students and the teachers. We have investigated if the faculty members share their social networking sites with their students and if these students use them to communicate with their professors.

Figure 3 illustrates the opinions of respondents about the fact if the teachers are sharing their social networking sites. The responses are classified into three categories namely yes, to a certain extent and no. From the figure 3, we can deduce clearly that the faculty members of the university of Tabuk are not interested in sharing their social sites with their students where we find only 21% of the respondents confirm that their teachers provide to them their social networking sites. This is explained by the fact that the social sites are considered as a part of the private life of the teachers that should not be shared with their students.

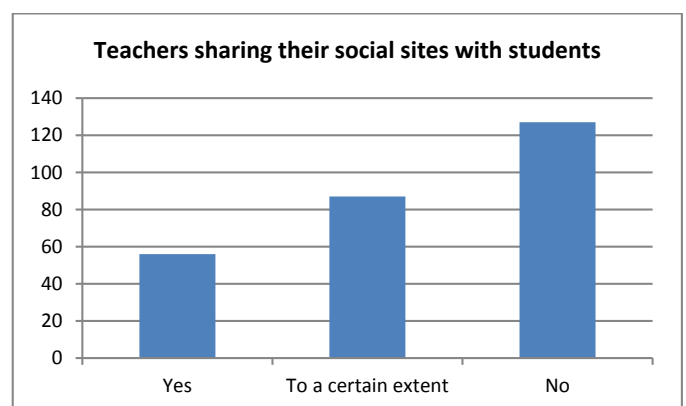


Figure 3. Teachers sharing their social sites with students.

The same result is deduced when we asked about the fact if the students use the social networks to communicate with the faculty members. The figure 4 illustrates the responses where only 24% confirm that there is a communication between

them and their teachers by means of the social media networks while 76% of respondents deny the investigated fact.

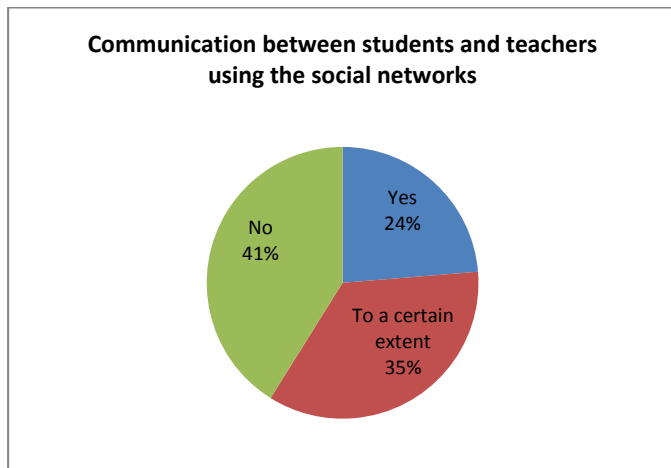


Figure 4. The communication between the faculty members and the students using the social networks.

4.3 R3 – How the social media networks can improve the educational process during the lecture?

To quantify the effect that can have the use of the social media in the educational operation during the lecture, three questions were used. The questions are as follows:

- Do you agree the student's use of the means of social communication during the lecture under the pretext of academic research is a major factor in understanding the lecture?
- Do you support the use of social websites during the lecture?

The results shows that the use of students for the social media during the lecture time for the purpose of academic research does not encounter the approval of the respondents where 106 of respondents agree with the latter fact whereas 83 of them are neutral and 81 of respondents refuse that the students utilize the social media during the time of the lecture. These results are illustrating in the figure 5.

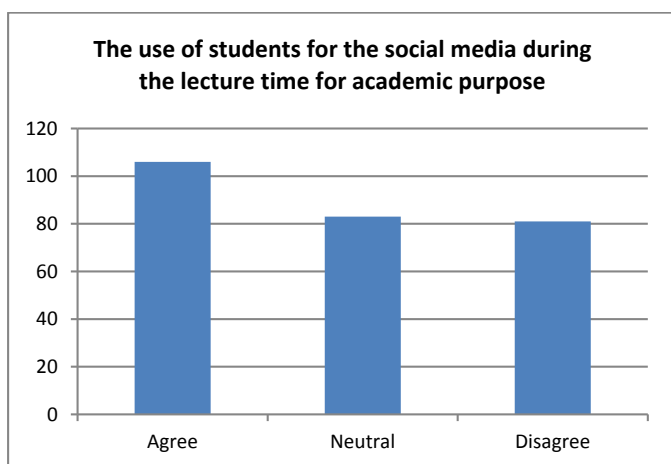


Figure 5. The use of students for the social media during the lecture for academic purpose.

In general, we have asked the respondents if they support the use of social media during the time lecture either from the teacher or the student. The results are illustrated in figure 6 and show that 103 of respondents (38%) refuse the use of the social media during the lecture while 92 of them (34%) agree with this fact and 28% of the respondents (75 respondents) are neutral.

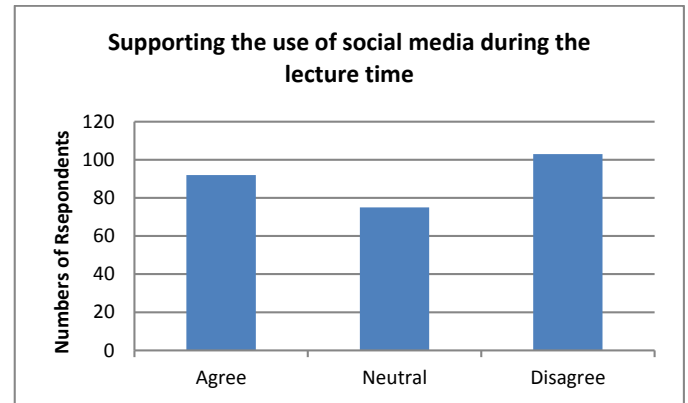


Figure 6. Supporting the use of social websites during the lecture time.

4.4 R4 – Does the use of the social media networks benefic for the educational process?

To analyze if the use of the social media networks is useful for the improvement of the educational process or not, three questions have been utilized. The questions are as follows:

- Does the teacher have the ability to communicate the required information correctly through the social networking sites?
- In your opinion, do you think that the social networking has an important role in improving students' academic performance?
- What are the best social networking sites for the educational process?

The results, illustrated in the figure 7, show that 68 of respondents confirm that the teacher can fluently ensure the correct information using the social networks. Besides 154 of respondents are neutral however 48 of them confirm the failure of the teacher to communicate the required information correctly through the social media.

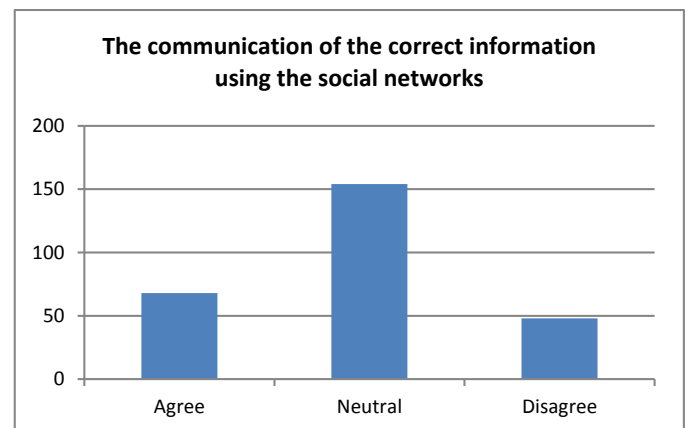


Figure 7. The communication of the correct information using the social networks.

By investigating the fact if the use of social media plays an important role in improving students' academic performance, 111 of respondents confirm the latter fact, however another 111 of respondents are neutral and 48 of them deny that the social media have improved the academic performances of the students. The figure 8 illustrates the different answers.

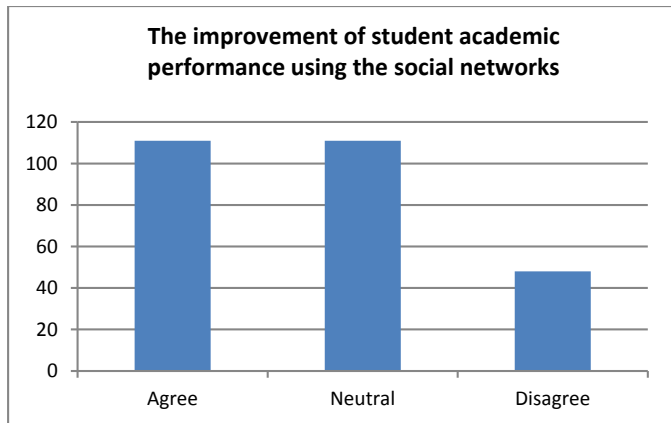


Figure 8. The improvement of student academic performance using the social networks.

Finally, as a summary for the questionnaire, we have investigated the students about the best social network that can improve the educational process. It is approved that the YouTube is the best site that improve the educational process followed by Twitter then Facebook and then other social networks e. g. LinkedIn, Instagram and What's up. In fact, Out of the 270 respondents, 37% of the respondents suggest that YouTube is the best social network that improve the educational process while 36% of respondents choose Twitter network. The results are illustrated in the figure 9.

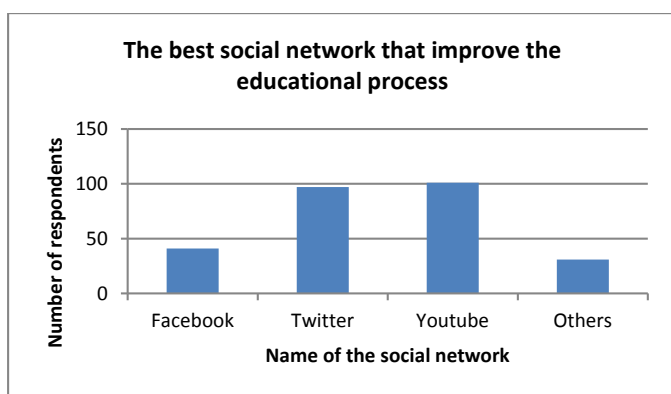


Figure 9. The social network that improve the educational process.

5 CONCLUSION

The main purpose of this study was to analyze the use of the social media and its relationship with the academic performance among Tabuk university students. The results revealed that online social media had improved the communication between the faculty member staff and the students which facilitate the communication of the correct

information and improve the understanding and the development of the ideas and the courses. Based on the information collected, it is noticeable to say that the use of the social media during the lecture time is not recommended from most of respondents. YouTube and Twitter are the best social networks that improve the educational process according to Tabuk University students. However, by consideration of the wide usage of the social media by Tabuk university students, further studies should be conducted with a focus on the impact of social media in the current life rhythm of students and their social relations.

ACKNOWLEDGEMENTS

The author would like to acknowledge University of Tabuk for the financial support under research project number S1437-0257.

REFERENCES

- [1] Al-Khalifa, H. S., & Garcia, R. A. (2013). The state of social media in Saudi Arabia higher education. *International Journal of Technology and Educational Marketing (IJTEM)*, 3, 65-76.
- [2] Camilia, N. C., Ibrahim, S. D., & Dalthu, B. L. (2013). The effect of social networking sites usage on the studies of Nigerian students. *The international Journal of Engineering And Science*, 2, 39—46.
- [3] Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27, 119—132.
- [4] Oueder, M., Abousaber, I. (2018). A Study on the Impact of Social Media Usage on Student Academic Performance: University of Tabuk an Example. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*, 40, 77—88.
- [5] Tariq, W., Mehboob, M., Khan, M. A., & Ullah, F. (2012). The impact of social media and social networks on education and students of Pakistan, *International Journal of Computer Science Issues*, 9, 407—411.
- [6] Alwagait, E., Shahzad B., & Alim S. (2014). Impact of social media usage on students' academic performance in Saudi Arabia, *Computers in Human Behavior*.
- [7] Shahzad B., Alwagait E., & Alim S. (201-----) Investigating the relationship between social media usage and students grades in Saudi Arabia: A mixed method approach, *Recent Advances in Electrical Engineering and Educational Technologies*, 211—214.
- [8] Curtis, A. (2011). The brief history of social media.
- [9] The effects of social media on college students. 2015. Available from: http://scholarsarchive.jwu.edu/cgi/viewcontent.cgi?article=1004&context=mba_student