STATISTICAL ANALYTICAL STUDY OF THE IMPACT OF SOCIAL MEDIA USE ON STUDENTS ACADEMIC ACHIEVEMENT AND ITS RELATIONSHIP TO SOME ECONOMIC AND SOCIAL CHARACTERISTICS

Raed Al-Husain, Kuwait University

ABSTRACT

This research aims to study the impact of social media on students' academic achievements and its relationship to students' economic and social characteristics to develop some guiding policies and achieve proper use. The study sample is selected from students in the College of Business Administration at Kuwait University, and the social media investigated include Facebook, WhatsApp, Instagram, Snapchat, Youtube, and Twitter. In particular, the impact of students' academic achievements, in terms of their grade point average (GPA), and their family academic qualifications and monthly income, on the quality of use of social media is investigated. Moreover, the study investigates students' purpose in using social media, its advantages and disadvantages, and the extent to which students use it to discover new knowledge or entertainment and self-pleasure. Accordingly, a special questionnaire was prepared and distributed among a random sample of 481 students, and statistical analysis was conducted. Finally, some suitable suggestions and recommendations were made to achieve the desired objectives of this research.

Keywords: Statistical analysis; Social media; Academic achievements; Economic and social characteristics.

INTRODUCTION

Societies of the Gulf Cooperation Council (GCC) region have been witnessing for years an apparent movement towards more openness, freedom, democracy and increased incomes, and the advancement of modern technology in various communication means. This openness led to the turbulent increase in social media use, such as Facebook, WhatsApp, Instagram, Snapchat, YouTube, and Twitter. Consequently, young people have many options due to the continuous increase in the quality of those means available for use. This trend gave young people more openness and freedom to keep pace with this rapid and successive development in various life fields. In particular, youth in Kuwaiti society enjoyed more freedoms and openness in keeping pace with this tremendous and rapid development in modern technology and the multiplicity of different means of communication from various social media. Such exposure gave Kuwaiti youth many options that led to a change in their behavioral pattern in social media use, making them more vulnerable to social media's inappropriate use. Accordingly, the government needs to deploy strategic and difficult decisions to combat cyber-crimes that result from improper use, in addition to the guiding role for the crucial proper use that falls on the government's responsibility to educate users about the importance of using these various means for sound cognitive and entertainment purposes that benefit the user. Based on those mentioned above and on the correlation of

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

social media use by Kuwaiti youth with cultural, social, and economic factors, it is expected that this use will vary according to these characteristics and economic and social factors. Therefore, it becomes necessary to study and analyze the impact of the use of social media by students of the College of Business Administration at Kuwait University on their academic achievement and its relationship to some economic and social characteristics. The objective is to develop guidelines and policies for the proper use that raise students' level of academic achievement and its importance in developing positive cognitive and entertainment purposes that bring public benefit.

LITERATURE REVIEW

Young people's social media use is one of the main pillars of communication culture, often linked to users' cultural, economic, and social characteristics. This new culture of communication affects users' different behavioral patterns in terms of the nature of the use, whether sound or unsound and the purposes of use, whether cognitive or entertainment, and its impact on setting guiding policies to achieve general benefits.

Among the early works, Abdul-Salam (1998) studied the patterns and drivers of Internet use by Egyptian youth. It was conducted on a sample of (149) people whose ages range between 18 and 35 years. The study showed that the main motives for young people using the Internet are to obtain information (72.7%), entertainment and pleasure (47%), making friends and curiosity (42.3%), knowledge (25.5%), and finally leisure time (6%). Furthermore, it was found that the most motivated to use the Internet in the field of information are the most educated and the oldest and students of practical studies: the older the age, the less use of the Internet for entertainment and pleasure.

Taya (2000) conducted a study on using the Internet in the Arab world on a sample of (5000) university students in Egypt, Saudi Arabia, the Emirates, Bahrain, and Kuwait. The results revealed that (72.6%) of the sample use the Internet and that the Internet is an essential source of information for most users (91.5%). Entertainment and leisure time is the second area of use of the Internet (88.7%). As for communicating with others through e-mail, it came in third place (59.3%). The study also revealed no statistically significant differences between the sexes in the various fields of use at the significance level of 5%.

One of the studies specializing in investigating the behavior of using the Internet with academic achievement is Anderson's (2001) study in New York, where he conducted a survey study on a sample of (1302) male and female students of eight university colleges. It was found that some (17.3%) do not use the Internet and that the average length of time for use is (100) minutes per day. However, there are about (6%) who use it at a rate of more than (400) minutes per day (frequently used). The duration of employment increases for students of scientific specializations compared to their peers from human disciplines. To measure the effects of Internet use on students' social and academic lives, the researcher compared the highs in the usage rate and the lows in academic achievement, meeting new people, participation in extracurricular activities, sleep patterns, and social relationships. The study showed no differences between the two groups, except in the area of sleep patterns. The gender differences were not studied, and the effect of Internet use was measured through the differences between the high and the low.

The study of Al-Kandari and Al-Qushaan (2001) focused on the most prominent aspects and social impacts of using the Internet among a sample of Kuwait University students and revealing the effect of using this technology on social isolation. The study concluded that there are differences between the sexes in the average number of hours of

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

using the Internet; males use the Internet more frequently. Also, there is a positive relationship between using the Internet and social isolation.

Said (2003) studied the effect of using the Internet on youth's ethical values and attitudes on a sample that included (400) male and female students in different universities, including Cairo, Mansoura, Al-Azhar, and the American University in Cairo. The study revealed that about (74%) of young people believe that there are ethical risks to the Internet and that youth use of this technology is primarily for pornography, conversation, downloading songs and ringtones, and joining suspicious international groups. The study also showed that entertainment was at the top of the topics surfing young people posted their sites on the Internet, followed by culture, then sports. However, the study was not subjected to a gender comparison to determine whether there was an impact on moral values and attitudes.

Hong, Ridzuan, and Kuek (2003) conducted a study on a sample of (88) university students who study at five different colleges in the University of Malaysia, using a scale of seven items to measure their attitudes towards the Internet as an educational method. The study found that there is a positive trend towards the use of the Internet in education. There were no differences in this trend between the sexes or the high and low GPA levels. However, there were differences related to college type, as the Faculties of Engineering and Technological Sciences students' trend increased clearly than among the College of Human Development students.

Mansour (2004) conducted a study to uncover the motives of using the Internet among a sample of University of Bahrain students, consisting of (330) male and female students. The study found that students' first motivation to use the Internet is to seek knowledge, followed by fun and recreation, and then form social relationships. The study also revealed no statistically significant differences in the motives for use between the sexes. In contrast, it showed statistically significant differences in students' information field in the College of Education. Social inclusion is attributed to the variable duration of Internet use in favor of Internet users for more than three years. The study also revealed that (85%) of internet users are satisfied with their use results.

Furthermore, a study conducted by Karbinsiki (2010) on (219) university students in New York aimed to identify the effect of using the "Facebook" site on the academic achievement of university students. The study found that the grades obtained by university students addicted to the Internet network and browsing the "Facebook" site, the most popular social networks on the Internet, are much lower than those obtained by their counterparts who do not use it. The results showed that the more time a university student spends browsing this site, the lower his score on the exams, as 79 % of university students surveyed admit that Facebook negatively affects their academic achievement. The results also show that people who spend more time on the Internet devote a shorter time studying. This phenomenon indicates that each generation is attracted to a specific interest. Some features of this site that are attractive to youth include chatting, solving puzzles, expressing their opinions on many matters, and searching for new or old friends.

Lee and Jang (2011) conducted a study to determine the motives of Internet use among adolescent students, the extent of their impact on their academic and social lives, and their psychological compatibility on a sample of (616) Chinese students studying in Seoul University in South Korea. The interview method was used, and the study results showed that four primary factors make students use the Internet: staying in contact with the home page of his country, local information for the country in which he is studying, and social interaction with the local population. Also, results revealed that the Internet's use predicts international students' psychological and social compatibility, especially those who create pages for friendship.

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

In a study conducted by Sangari, Limayem, and Rouis (2011), which aimed to find out the effects of Internet use on university students and to know the impact of Internet use on personal traits, self-organization, confidence, and student achievement at Luli Technological University in Sweden. The study was conducted on a sample of (440) university students. The study results showed that students who use Facebook excessively have significantly lower academic performance than those who have more control over their internet use. The study results also showed that self-confidence does not affect their performance and interaction when they use Facebook. The results showed that controlling self and personal characteristics determine the time a person spends on Facebook. Also, student satisfaction in life has decreased significantly due to Facebook, and that Facebook does not play a significant role in students' academic performance.

Shahnaz (2011) conducted a study at the College of Knowledge of Revelation and Human Sciences at the International Islamic University in Malaysia to investigate students who use Facebook and their motives for using Facebook. The study was conducted on (222) college students based on their departments in the college, gender, and nationalities. The study results showed that most college students are Facebook users, and most of them are Malaysian students, as they showed that they frequently use Facebook and have a close relationship. The results showed that students use Facebook for social interaction, communication and learning, and religious motives. Students also confirm that Facebook helps maintain social relations with others and is helpful in advocacy work. The study also revealed that using Facebook for religious purposes among female students is more frequent than male students.

Al-Tarawneh and Al-Fneikh (2012) conducted a study to identify the effect of using the Internet on academic achievement, social adjustment, depression, and communication skills among Qassim University students who use the Internet. They used the social adjustment scale, depression scale, communication skills scale, and students' cumulative rates to reveal academic achievement. The results indicated an increased social adaptation and communication skills for those who use the Internet moderately and slightly. In contrast, social adjustment and communication decreased among students with a high level of Internet use. Moreover, the study indicated that depression decreased among medium use students and increased among students with increased use. The study also revealed statistically significant differences in academic achievement and social adjustment due to the Internet's number of hours, gender, and specialization.

Suleiman and Omar (2013) studied the possibility of a socially practical effect of social media tools on students by designing a special questionnaire. Their interlocutors' questionnaire, which included (400) students, focused on arranging social media use according to its importance to the student, duration of use, the reasons for its use, and the advantages and disadvantages of social media. The study concluded that most students use social media to communicate with friends and family. Also, among the results is knowledge of new cultures, although most students did not use social media for educational purposes. The study recommended training professors in social media use in education and then training students in the optimal and conscious use of social media. The research believes that integrating technology with curricula brings many benefits to those interested in this regard.

Alwagait et al. (2015) conducted a study on Saudi Arabia university students to examine the effect of social media use on their academic performance. A survey methodology was used to examine and analyze the response of (108) students. Results showed no linear relationship between the number of hours spent in social media and students' GPA scores.

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

Al-Rahmi and Zeki (2017) explored the use of social media in learning the Quran and Hadith in a study that was based on the response of (340) students using structural equation modeling. Their study revealed that collaborative learning using social media positively influences students' performance and satisfaction.

Abbas et al. (2019) conducted a study to investigate the relationship between negative and positive characteristics of social media and the learning attitude of university students in Pakistan. Their study used the cluster sampling method, where participants were selected from five different regions. A total of (1013) questionnaires were distributed among students, and (831) responses were collected. The study revealed that social media use has a negative influence on students' behavior.

Al-Ma'aitah (2020) examined the impact of Web2.0 technology in education in Jordanian universities using survey methodology with (189) participants. The study revealed that using such technology could benefit students by offering improved research and communications skills.

Most recently, Chukwuere (2021) conducted a study to investigate the impact of social media platforms on students' social interactions. The study used an online questionnaire distributed among (449) students, with a 72% response rate. The primary outcome of his study is that social media can either positively or negatively impact students' social interaction and quality time with friends depending on the way it is used. Some of the positive impacts include improving communication skills among friends, and some of the negative ones include promoting physical distance among friends. Moreover, Chukwuere advised that further research should be conducted to study the impact of social media platforms on students' academic achievements, which the current study aims to investigate.

The subject of social media's impact on students remains of great interest to scholars, and much research has been built on this topic. In our paper, we take one step further to study the impact of social media on students' academic achievements and its relationship to students' economic and social characteristics.

OBJECTIVES AND IMPORTANCE

The research aims to study and analyze the impact of social media use by students of the College of Business Administration at Kuwait University on their academic achievement and its relationship to some economic and social characteristics to find the most successful ways to develop guiding policies and achieve proper use. More specifically, this research aims to:

1. Estimate the percentages of personal information represented by gender in being male or female, the student's age, academic level, and GPA, in addition to the educational qualification of the head of his family and the total monthly income of his family.
2. Estimate the percentages of the type of social media they use according to the importance of their use.
3. Estimate the percentages of advantages and disadvantages of using social media among college students.
4. Estimate the percentages of the reasons for using different social media among college students, according to the importance of their use.
5. Estimate the percentages of students' purposes of using social media, whether for cognitive purposes or entertainment and self-pleasure purposes.

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

6. Study the relationship between the use of different social media, their service, the purpose of use according to gender, age groups, the student's academic level, and its impact on academic achievement.
7. Study the relationship between some economic and social characteristics and the use of social media among college students.

METHODOLOGY

Study Sample and Procedures

Population

The study population is the students of the Faculty of Business Administration at Kuwait University.

Sample

The study sample consisted of a simple random sample of 481 students from the Faculty of Business Administration at Kuwait University. The study questionnaire was distributed to (500) students of the study population, where (481) of them are valid, and the other (19) are excluded due to the lack of validity, making the response rate up to 92.2%, which is a high response rate.

Study tool

It consists of a questionnaire of two parts, where the first part included a set of questions that dealt with the personal information of sex, age group, academic level, student's GPA, educational qualification of the head of the household, and the total monthly income of the family. Moreover, the second part of the study group questions related, directly and indirectly, to the impact of using social media among students of the Faculty of Business Administration at Kuwait University, and its relationship to some of the economic and social characteristics, which are represented as follows:

1. The type of social media used according to the importance of use.
2. The advantages and disadvantages of social media.
3. Reasons for using social media.
4. The use of social media to discover knowledge.
5. The use of social media for entertainment and self-pleasure.

Tool Reliability and Validity

The validity of the study tool was first assured by distributing the questionnaire to five faculty members from the Faculty of Business Administration at Kuwait University, which were asked to express their opinion regarding the suitability, the use of appropriate language, and suitability of the tool and questions for the study sample. Then, based on faculty members' remarks, the questionnair was then amended and improved.

The improved questionnaire was distributed to 50 students as a pilot sample to ensure clarity and extent to respond to it to ascertain the tool's external validity. Several students have made remarks on the lack of clarity of some questions, and then the tool was amended again.

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

To ensure the tool's stability, The reliability coefficient (Krumbach Alpha) was calculated and found to be close to 0.800, which is high stability and refers to a remarkable degree of question consistency. Finally, a group of trained college students was asked to distribute the questionnaire randomly to students of the Faculty of Business Administration at Kuwait University.

Statistical Analysis

The SPSS statistical package was used in the statistical analysis to calculate the appropriate statistics, such as the following:

1. Percentage and ratios through the frequency tables used to calculate the rates of personal information and the study variables.
2. The Chi-square test of independence was used to know some of the personal relationships between the personal data and the study variables described in the study objectives.
3. Statistical measures and confidence intervals were used to identify the participants' opinions and the study community's expectations through the study data questionnaires.
4. Statistical differences tests, so that the one-way Analysis of Variance Test and the two-sample independent test were used to test whether there were statistically significant differences between the study variables' means for the sample members according to their personal information.

RESULTS AND DISCUSSION

The Personal Information and the Extent of their Relationship with Each Other

The relative frequency distributions were used to determine the personal information percentages of Gender, Age group, Academic level, GPA out of 4, the Educational qualification of the head of the family, and Total monthly household income for the sample members, as shown in Table1.

TABLE 1
THE PERCENTAGES OF PERSONAL INFORMATION ABOUT THE STUDY SAMPLE

Personal Information		Frequency	Percentage
Gender	Male	227	47.2
	Female	254	52.8
Total		**481**	
Age group	Less than or equal to 20 years	276	57.4
	20 to 23 years old	177	36.8
	More than 23 years old	28	5.8
Total		**481**	
Academic level	First-year	224	46.6
	Second-year	79	16.4
	Third-year	77	16.0
	Fourth-year	101	21.0
Total		**481**	

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

GPA out of 4	Less than 1		0.0
	From 1 to less than 2	30	6.3
	From 2 to less than 3	173	36.3
	From 3 to 4	274	57.4
Total		**477**	
The educational qualification of the head of the family	Does not hold a qualification	2	.4
	Less than secondary	36	7.5
	High school	67	13.9
	Diploma (intermediate university institutes and colleges)	58	12.1
	University (BA or equivalent)	256	53.2
	Postgraduate studies (Master or Doctorate)	62	12.9
Total		**481**	
Total monthly household income	Less than or equal to 1000 KD	78	16.6
	From 1001 to 2000 KD	111	23.7
	From 2001 to 3000 KD	126	26.9
	From 3001 to 4000 KD	65	13.9
	From 4001 to 5000 KD	25	5.3
	Greater than or equal to 5001 KD	64	13.6
Total		**469**	

Table 1 shows that males accounted for 47.2%, and females accounted for 52.8% of the sample distribution. The age group of less than or equal to 20 years accounted for the highest percentage of 57.4%, followed directly by the age group of 20 to 23 years with 36.8%, while the age group of more than 23 years has a minuscule percentage of 5.8%. For the academic level, Table 1 shows that the First-year accounted for the highest percentage of 46.6%, followed by the Fourth-year with 21.0%, and both the Second-year and Third-year with the lower percentages of 16.4% and 16.0%, respective. For the GPA distribution, From 3 to 4 has the highest percentage of 57.4%, followed by From 2 to less than 3 with 36.3%, then From 1 to less than 2 with 6.3%, and then finally Less than 1 with 0.0%. According to The head of the family's educational qualification, most of the respondents were from the University item, which accounted for 53.2%. The High school category percentage accounted for 13.9%, while the percentages are very close from the Diploma and from the Postgraduate studies, which reached 12.1% and 12.9%, respectively. Those with Less than secondary and Does not hold a qualification categories formed minuscule percentages, which accounted for 7.5% and 0.4%, respectively. Finally, regarding the total monthly household income, we found that the dominant category was the From 2001 to 3000 KD with 26.9%, followed by From 1001 to 2000 KD with 23.7%. The income categories of Less than or equal to 1000 KD, From 3001 to 4000 KD, and Greater than or equal to 5001 KD have somewhat low percentages, reaching 16.6%, 13.9%, and 13.6%, respectively. The category From 4001 to 5000 KD recorded the lowest percentage, reaching 5.3%.

The Study Variables and the Extent of their Relationship with the Personal Information

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

In this section, we will review the study results related to the study questions according to their various elements, as well as the study of the relationship between them and between some personal information of the sample. This includes the qualification of the household head and the total monthly income of the family.

The rank of the social media type according to the importance of use

The relative frequency distributions were utilized to determine the ranking of the social media used in the study according to their importance from 1 to 6, as shown in Table 2.

TABLE 2
RANKING THE SOCIAL MEDIA ACCORDING TO THE IMPORTANCE OF USE FROM 1 TO 6 OF THE STUDY SAMPLE

		Importance						
No.	Social Media	1	2	3	4	5	6	Rank
1	Facebook	58.5	1.7	0	2.6	1.7	35.5	1
2	What's App	32.9	4.4	5.7	2.7	9.3	44.9	6
3	Instagram	4.9	18.9	18.5	24.6	16.6	16.6	4
4	Snapchat	6.5	15.5	17.7	23.9	22.2	14.2	4
5	YouTube	4.5	15.9	15.5	24.4	20.8	18.9	4
6	Twitter	10.3	13.8	23	16.8	20.6	15.5	3

Results show that Facebook came first, with the majority of the sample constituting 58.5%. Twitter came in third place at a rate of 23.0%., While each of Instagram, YouTube, and Snapchat came in fourth place with 24.6%, 24.4%, and 23.9%, respectively. The What's App ranked in sixth place with 44.9%.

The advantages and disadvantages of social media

The relative frequency distributions were utilized to determine the percentages for all items in this part of the study, as shown in Table 3.

TABLE 3
THE PERCENTAGES OF ADVANTAGES AND DISADVANTAGES OF SOCIAL MEDIA OF THE STUDY SAMPLE

No.	Subject	Disagree	Neutral	Agree
1	Save my money	32.6	53.6	13.7
2	Waste my time	7.2	33.2	59.6
3	Learn about other cultures	0.4	10.8	88.8
4	Contact scientists	14.0	39.4	46.6
5	Lack of privacy	19.6	47.7	32.7

Results show that most students agreed that the Learn about other cultures is the most important factor of using social media, with a percentage of agreement equals 88.8%. Next, the category of Waste their time received a 59.6%, followed by both Contact scientists and lack of privacy with a percentage of 46.6% and 32.7%, respectively. While the Save my money category got the lowest percentage of 13.7%.

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

The chi-square test is used to examine the relationship between the advantages and disadvantages of Social Media with personal information for the study sample, as shown in Table 4.

TABLE 4
THE CHI-SQUARE TEST SIGNIFICANCE LEVEL OF THE ADVANTAGES AND DISADVANTAGES OF SOCIAL MEDIA ON THE PERSONAL INFORMATION OF THE STUDY SAMPLE

Variable 1		Variable 2					
No.	**Subject**	**Gender**	**Age group**	**Academic level**	**GPA out of 4**	**The educational qualification of the head of the family**	**Total monthly household income**
1	Save my money	0.064	0.000*	0.298	0.374	0.000*	0.000*
2	Waste my time	0.095	0.009*	0.000*	0.001*	0.002*	0.001*
3	Learn about other cultures	0.018*	0.007*	0.001*	0.007*	0.001*	0.000*
4	Contact scientists	0.564	0.000*	0.003*	0.000*	0.000*	0.000*
5	Lack of privacy	0.407	0.000*	0.000*	0.071	0.000*	0.000*

* There is a statistically significant relationship at the 0.05 level

As in Table 4, the study revealed no statistically significant relationship at the level of significant 0.05 among all items with Gender except for the Learn about other cultures, which has a statistically significant relationship with the Gender. In contrast, the study showed a statistically significant relationship at the level of significant 0.05 among all items within advantages and disadvantages of social media with the Age group. Results also show a statistically significant relationship at the level of significant 0.05 among all items with Academic level except for the Save my money. In comparison, there is no statistically significant relationship at the level of significant 0.05 among all Save my money and lack of privacy with GPA. Whereas there is a statistically significant relationship for all of the Waste my time, Learn about other cultures, and Contact scientists with GPA at the level of significant 0.05.

Also, the study shows that there is a statistically significant relationship at the level of significant 0.05 between all items of advantages and disadvantages of social media: Save my money, Waste my time, Learn about other cultures, Contact scientists, and lack of privacy with both of The educational qualification of the head of the family and Total monthly household income.

The rank of the reasons for using social media according to the degree of usage

The relative frequency distributions were utilized to determine the percentages of ranking the reasons for using social media according to the degree of usage of the sample in terms of being low, medium, or high for all items in this part of the study, as shown in Table 5.

TABLE 5
THE PERCENTAGES OF THE RANKING THE REASONS FOR USING SOCIAL MEDIA ACCORDING TO THE DEGREE OF USAGE OF THE STUDY SAMPLE

No.	Subject	Low	Medium	High
1	Call friends	1.3	17.9	80.8
2	Call my family	2.8	21.6	75.6

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

3	Looking for my friend	37.3	33.8	28.9
4	Contact my group	11.6	40.4	48.0
5	Meet a new friend	69.6	21.5	8.9
6	Develop my teaching skills	9.8	31.9	58.4
6	Learn about a new culture	7.5	38.5	54.0
8	without reason	32.7	46.1	21.2

The Table 5 shows that the Call friends and Call my family accounted for the vast majority of percentages reaching 80.8% and 75.6%, respectively. On the other hand, in terms of low preference, the Call friends and Call my family accounted for 1.3% and 2.8%, respectively. The Develop my teaching skills, Learn about a new culture, and Contact my group got almost close percentages in both the High preferences and Medium preferences categories. The High preferences percentages accounted for 58.4%, 54.0%, and 48.0%, respectively. The percentages accounted for 31.9%, 38.5%, and 40.4% in the Medium preference category, respectively.

While the Meet a new friend in terms of being Low preference accounted the vast majority with percentage 69.6%. Whereas, each of Looking for my friend and Without reason, in terms of almost both categories the Low preference with almost close percentages accounted for 37.3% and 32.7%, respectively. The Medium preference with almost close percentages accounted for 33.8% and 46.1%, respectively.

Using the chi-square test to examine the relationship between the degree of ranking the reasons for using social media according to the degree of usage with personal data for the study sample, as shown in Table 6.

TABLE 6
THE CHI-SQUARE TEST SIGNIFICANCE LEVEL OF THE RANKING THE REASONS FOR USING SOCIAL MEDIA ACCORDING TO THE DEGREE OF USAGE ON THE PERSONAL INFORMATION OF THE STUDY SAMPLE

Variable 1		Variable 2					
No.	**Subject**	**Gender**	**Age group**	**Academic level**	**GPA out of 4**	**The educational qualification of the head of the family**	**Total monthly household income**
1	Call friends	0.000*	0.020*	0.000*	0.121	0.069	0.054
2	Call my family	0.233	0.030*	0.000*	0.000*	0.172	0.000*
3	Looking for my friend	0.000*	0.405	0.001*	0.858	0.000*	0.000*
4	Contact my group	0.003*	0.000*	0.015*	0.000*	0.074	0.000*
5	Meet a new friend	0.000*	0.005*	0.000*	0.109	0.006*	0.000*
6	Develop my teaching skills	0.651	0.000*	0.000*	0.000*	0.000*	0.000*
7	Learn about a new culture	0.804	0.000*	0.000*	0.000*	0.005*	0.000*
8	without reason	0.012*	0.018*	0.000*	0.000*	0.000*	0.000*

* There is a statistically significant relationship at the 0.05 level

Table 6 above shows that the study revealed no statistically significant relationship at the level of significance of 0.05 between each Call my family, Develop my teaching skills,

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

and Learn about a new culture with the item Gender. Whereas there is a statistically significant relationship between Call my friends, Looking for my friend, Contact my group, Meet a new friend, and Without reason with the item Gender at the level of significant 0.05. Moreover, the study shows that there is a statistically significant relationship at the level of significance of 0.05 among all items of ranking the reasons for using social media according to the degree of usage with Age group except for Looking for my friend, which has no statistically significant relationship with Age group at the 0.05 level of significance. Results also show a statistically significant relationship at the level of significant 0.05 among all items with Academic level. While there is a statistically significant relationship at the level of significant 0.05 among all items with GPA, the Call friends, Looking for my friend, and Meet a new friend have no statistically significant relationship with GPA at the level of significant 0.05.

Furthermore, the study shows that there is a statistically significant relationship at the level of significant 0.05 between each item of ranking the reasons for using social media according to the degree of usage: Looking for my friend, Meet a new friend, Develop my teaching skills, Learn about a new culture, and Without reason with The educational qualification of the head of the family. Whereas, there is no statistically significant relationship at the level of significant 0.05 between Call friends, call my family, and Contact my group with the head of the family's educational qualification. Moreover, there is a statistically significant relationship at the level of significant 0.05 between each item of ranking the reasons for using social media according to the degree of usage with Total monthly household income except for Call friends, which has no statistically significant relationship with Total monthly household income at the level of significant 0.05.

Using social media for the purpose of discovering knowledge

The relative frequency distributions were utilized to determine the percentages of using social media to discover knowledge for all items in this part of the study, as shown in Table 7.

TABLE 7
THE PERCENTAGES OF THE USING SOCIAL MEDIA TO DISCOVER KNOWLEDGE OF THE STUDY SAMPLE

No.	Subject	Disagree	Neutral	Agree
1	Ease and speed of access to information	2.2	9.6	88.2
2	It gives me an opportunity to read the news	1.4	5.7	93.0
3	Get free information	0.9	12.2	86.9
4	Learn new languages	5.4	27.7	66.9
5	Access to the latest information	2.3	7.0	90.7
6	It is a convenient and reliable source of knowledge	7.5	45.8	46.9
7	It is a convenient and reliable source for obtaining general education	6.7	39.2	54.1
8	I can find information in it that I cannot find elsewhere	7.2	43.7	49.1
9	Help me conduct research and studies	2.6	18.2	79.2

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

10	I communicate with my colleagues about matters related to the study	0.4	9.4	90.2
11	I communicate with my professors at the university	1.1	13.5	85.4
12	I communicate with professors from other universities	27.3	30.2	42.5
13	I prefer joining scientific research groups	23.1	47.0	29.9
14	Always look for groups that have a scientific interest	21.1	40.9	38.1
15	Publish some scholarly articles	37.7	40.3	21.9
16	Benefit from some scientific publications	8.8	21.4	69.8
17	I am part of a group headed by a university professor	37.4	21.2	41.5
18	Most of my friendships are with my colleagues at the university	26.9	41.2	31.9

The above Table 7 shows that the percentage of those who answered Agree to the items of this element were the majority in all cases, especially in the item of It gives me an opportunity to read the news reaching a high percentage of agreement equals to 93.0%, followed by Access to the latest information with 90.7%, followed by I communicate with my colleagues about matters related to the study with a percentage of 90.2%, and followed by each of Ease and speed of access to information, Get free information, I communicate with my professors at the university, and Help me conduct research and studies with percentage equals to 88.2%, 86.9%, 85.4%, and 79.2% respectively.

Moreover, the study shows that the percentage of those who answered Agree to the items of Benefit from some scientific publications, Learn new languages, It is a convenient and reliable source of knowledge, It is a convenient and reliable source for obtaining general education, I can find information in it that I cannot find elsewhere, I communicate with professors from other universities, and I am part of a group headed by a university professor have a medium percentage that ranges between 41.5% and 69.8%. On the other hand, the items of I prefer joining scientific research groups, Always look for groups that have a scientific interest, Publish some scholarly articles, and Most of my friendships are with my colleagues at the university got the lowest percentage in the range between 21.9% and 38.1%.

The chi-square test examines the relationship between Using social media to discover knowledge with personal data for the study sample, as shown in Table 8 below.

TABLE 8

THE CHI-SQUARE TEST SIGNIFICANCE LEVEL OF USING SOCIAL MEDIA TO DISCOVER KNOWLEDGE ON THE PERSONAL INFORMATION OF THE STUDY SAMPLE

Variable 1		**Variable 2**					
No.	**Subject**	**Gender**	**Age group**	**Academic level**	**GPA out of 4**	**The educational qualification of the head of the family**	**Total monthly household income**
1	Ease and speed of access to information	0.734	0.002*	0.000*	0.001*	0.000*	0.000*
2	It gives me an opportunity to read the news	0.003*	0.027*	0.000*	0.019*	0.000*	0.000*

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

3	Get free information	0.062	0.000*	0.001*	0.029*	0.000*	0.000*
4	Learn new languages	0.001*	0.002*	0.219	0.000*	0.000*	0.000*
5	Access to the latest information	0.002*	0.001*	0.000*	0.013*	0.000*	0.000*
6	It is a convenient and reliable source of knowledge	0.628	0.000*	0.000*	0.000*	0.000*	0.000*
7	It is a convenient and reliable source for obtaining general education	0.291	0.000*	0.000*	0.011*	0.000*	0.000*
8	I can find information in it that I cannot find elsewhere	0.118	0.000*	0.000*	0.005*	0.000*	0.000*
9	Help me conduct research and studies	0.209	0.004*	0.000*	0.000*	0.000*	0.000*
10	I communicate with my colleagues about matters related to the study	0.378	0.739	0.756	0.307	0.001*	0.000*
11	I communicate with my professors at the university	0.074	0.000*	0.009*	0.094	0.040*	0.000*
12	I communicate with professors from other universities	0.000*	0.012*	0.012*	0.011*	0.001*	0.000*
13	I prefer joining scientific research groups	0.003*	0.000*	0.040*	0.000*	0.000*	0.000*
14	Always look for groups that have a scientific interest	0.001*	0.000*	0.000*	0.000*	0.003*	0.000*
15	Publish some scholarly articles	0.000*	0.003*	0.000*	0.002*	0.000*	0.001*
16	Benefit from some scientific publications	0.000*	0.045*	0.375	0.000*	0.000*	0.000*
17	I am part of a group headed by a university professor	0.028*	0.007*	0.022*	0.040*	0.000*	0.000*
18	Most of my friendships are with my colleagues at the university	0.078	0.000*	0.000*	0.000*	0.000*	0.000*

* There is a statistically significant relationship at the 0.05 level

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

Table 8 above shows that the study revealed that there is no statistically significant relationship at the level of significant 0.05 between each of Ease and speed of access to information, Get free information, It is a convenient and reliable source of knowledge, It is a convenient and reliable source for obtaining general education, I can find information in it that I cannot find elsewhere, Help me conduct research and studies, I communicate with my colleagues about matters related to the study, I communicate with my professors at the university, and Most of my friendships are with my colleagues at the university with the Gender category, whereas there is a statistically significant relationship between each of It gives me an opportunity to read the news, Learn new languages, Access to the latest information, I communicate with professors from other universities, I prefer joining scientific research groups, Always look for groups that have a scientific interest, Publish some scholarly articles, Benefit from some scientific publications, and I am part of a group headed by a university professor with the Gender category at the level of significant 0.05.

Moreover, the study shows that there is a statistically significant relationship at the level of significant 0.05 among all items of Using social media to discover knowledge with Age group except for I communicate with my colleagues about matters related to the study, which has no statistically significant relationship with Age group at the level of significant 0.05.

Results also show that there is a statistically significant relationship at the level of significant 0.05 among all of the items of Using social media to discover knowledge with Academic level except for each of Learn new languages, I communicate with my colleagues about matters related to the study, and Benefit from some scientific publications, which have no statistically significant relationship with age group at the level of significant 0.05. Moreover, there is a statistically significant relationship at the level of significant 0.05 among all items of Using social media to discover knowledge with GPA except for each of I communicate with my colleagues about matters related to the study and I communicate with my professors at the university, which have no statistically significant relationship with GPA at the level of significant 0.05.

The study also shows a statistically significant relationship at the level of significant 0.05 between all items of Using social media to discover knowledge with both The educational qualification of the head of the family and Total monthly household income.

Using social media for entertainment and self-pleasure

Frequency tables were used to calculate the percentages of Using social media for entertainment and self-pleasure, as in Table 9.

TABLE 9
THE PERCENTAGES OF USING SOCIAL MEDIA FOR ENTERTAINMENT AND SELF-PLEASURE OF THE STUDY SAMPLE

No.	Subject	Disagree	Neutral	Agree
1	So I don't feel lonely	31.9	26.8	41.3
2	Because it is fun	0.9	14.3	84.8
3	I'm excited by the news	7.1	24.6	68.3
4	I don't feel the passage of time when using it	6.6	19.0	74.4
5	For leisure	3.9	11.2	85.0
6	It enables me to do things according to my desire and freedom	8.2	26.9	64.9
7	Share photos with my friends	5.5	10.0	84.5

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

8	Share videos with my friends	4.5	9.8	85.7
9	Playing some games	6.3	19.7	74.1
10	Learn about new cultures	7.3	16.4	76.3
11	Post photos	17.8	21.6	60.6
12	Posting videos	21.0	21.6	57.4
13	Blogging and posting	33.5	29.6	36.9

Table 9 above shows that the agreement percentages were dominant on all of the items used in the study. The items Share videos with my friends, For leisure, Because it is fun, and Share photos with my friends accounted for the vast majority with 85.7%, 85.0%, 84.4%, and 84.5%, respectively. The items Learn about new cultures, I don't feel the passage of time when using it, and Playing some games got 76.3%, 74.4%, and 74.1%, respectively. Moreover, the items I'm excited by the news, It enables me to do things according to my desire and freedom, Post photos, and Posting videos got 68.3%, 64.9%, 60.6%, and 57.4%, respectively. Finally, the items of So I don't feel lonely and Blogging and posting accounted for the lowest percentages for the agreements with 41.3% and 36.9%, respectively.

Using the chi-square test to examine the relationship between Using social media for entertainment and self-pleasure with personal data of the sample, as shown in Table 10 below.

TABLE 10
THE CHI-SQUARE TEST SIGNIFICANCE LEVEL OF USING SOCIAL MEDIA FOR ENTERTAINMENT AND SELF-PLEASURE ON THE PERSONAL INFORMATION OF THE STUDY SAMPLE

Variable 1		**Variable 2**					
No.	**Subject**	**Gender**	**Age group**	**Academic level**	**GPA out of 4**	**The educational qualification of the head of the family**	**Total monthly household income**
1	So I don't feel lonely	0.000*	0.000*	0.004*	0.000*	0.000*	0.000*
2	Because it is fun	0.004*	0.511	0.033*	0.001*	0.003*	0.000*
3	I'm excited by the news	0.000*	0.075	0.000*	0.000*	0.017*	0.000*
4	I don't feel the passage of time when using it	0.584	0.003*	0.000*	0.007*	0.000*	0.000*
5	For leisure	0.000*	0.252	0.000*	0.225	0.000*	0.000*
6	It enables me to do things according to my desire and freedom	0.032*	0.011*	0.000*	0.000*	0.000*	0.000*
7	Share photos with my friends	0.258	0.394	0.000*	0.000*	0.001*	0.000*

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

8	Share videos with my friends	0.108	0.580	0.000*	0.000*	0.005*	0.000*
9	Playing some games	0.186	0.001*	0.000*	0.005*	0.000*	0.000*
10	Learn about new cultures	0.014*	0.000*	0.000*	0.000*	0.000*	0.000*
11	Post photos	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*
12	Posting videos	0.000*	0.034*	0.006*	0.001*	0.001*	0.000*
13	Blogging and posting	0.000*	0.005*	0.000*	0.018*	0.000*	0.000*

* There is a statistically significant relationship at the 0.05 level

Table 10 above shows no statistically significant relationship at the level of significant 0.05 between each of I don't feel the passage of time when using it, Share photos with my friends, Share videos with my friends, and Playing some games with the Gender category. On the other hand, there is a statistically significant relationship between each of So I don't feel lonely, Because it is fun, I'm excited by the news, For leisure, It enables me to do things according to my desire and freedom, Learn about new cultures, Post photos, Posting videos, and Blogging and posting with the Gender group category at the level of significant 0.05. Moreover, the study shows a statistically significant relationship at the level of significant 0.05 among all items of Using social media for entertainment and self-pleasure with Age group, except for Because it is fun, I'm excited by the news, For leisure, Share photos with my friends, and Share videos with my friends , which have no statistically significant relationship with the Age group category at the level of significant 0.05.

In addition, the results show that there is a statistically significant relationship at the level of significant 0.05 among all of the items of Using social media for entertainment and self-pleasure with the Academic level category. Also, there is a statistically significant relationship at the level of significant 0.05 among all items of Using social media for entertainment and self-pleasure with the GPA category except for the item of For leisure, which has no statistically significant relationship with the GPA category at the 0.05 level of significance.

The study also shows a statistically significant relationship at the 0.05 level of significance between all items of Using social media for entertainment and self-pleasure with both The educational qualification of the head of the family and the Total monthly household income.

Statistical Measures and Confidence Intervals

Statistical descriptive measures were used to compute the pinch marks for the survey results, the mean, and the standard deviation for all the paragraphs of each element of the fundamental elements of the study questions: Advantages and disadvantages of Social Media, Ranking the reasons for using social media according to the degree of usage, Using social media to discover knowledge and Use social media for entertainment and self-pleasure out of 3 points. Also, the 95% confidence intervals were computed for average points of the questionnaire results to each element of the mentioned fundamental elements. Results are shown inTable 11.

TABLE 11
SOME DESCRIPTIVE STATISTICAL MEASURES AND THE CONFIDENCE INTERVALS FOR

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

AVERAGE POINTS TO STUDY QUESTIONS						
No.	**Subject**	**Number of data**	**Mean**	**Standard Deviation**	**95% Confidence Interval**	
					Lower Limit	**Upper Limit**
1	Advantages and disadvantages of Social Media	474	2.3324	.28534	2.3066	2.3581
2	Ranking the reasons for using social media according to the degree of usage	468	2.2473	.33943	2.2164	2.2781
3	Using social media to discover knowledge	465	2.4928	.27385	2.4678	2.5178
4	Using social media for entertainment and self-pleasure	457	2.5742	.34875	2.5421	2.6062

Table 11 shows that the average points of all the questionnaire results for each fundamental element range between 2.2473 and 2.5742, with standard deviations ranging between .34875 and .34875. Such results imply that the study sample was highly compatible with the various paragraphs of the study. Furthermore, all the 95% confidence intervals are acceptable at their lower limit of 2.2164 and their upper limit of 2.6062.

Statistical Differences Tests

The one-way analysis variance technique was used to test whether there is a statistically significant difference among the average points of study questions for each element of the fundamental elements of the study data according to different personal data except for the Gender category, the two samples independent t-test is used, as they appear in Table 12.

TABLE 12
SUMMARY OF RESULTS OF ANALYSIS OF VARIANCE TABLES TO STUDY THE STATISTICAL DIFFERENCES BETWEEN THE AVERAGE POINTS OF THE STUDY QUESTIONS TO THE STUDY SAMPLE ACCORDING TO DIFFERENT PERSONAL INFORMATION

Personal Information		**Significance Level**			
		Advantages and disadvantages of Social Media	Ranking the reasons for using social media according to the degree of usage	Using social media to discover knowledge	Using social media for entertainment and self-pleasure
Gender	Male	002*	0.141	0.000*	0.242
	Female				
Age group	Less than or equal to 20 years	0.000*	0.203	0.000*	0.036*
	More than 20 to 23 years old				
	More than 23 years old				
Academic level	First-year	0.110	0.052	0.000*	0.000*
	Second-year				

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

	Third-year				
	Fourth-year				
GPA out of 4	Less than 1	0.000*	0.005*	0.000*	0.003*
	From 1 to less than 2				
	From 2 to less than 3				
	From 3 to 4				
The educational qualification of the head of the family	Does not hold a qualification	0.000*	0.041*	0.035*	0.000*
	Less than secondary				
	High school				
	Diploma (intermediate university institutes and colleges)				
	University (BA or equivalent)				
	Postgraduate studies (Master or Doctorate)				
Total monthly household income	Less than or equal to 1000 KD	0.134	0.000*	0.000*	0.000*
	From 1001 to 2000 KD				
	From 2001 to 3000 KD				
	From 3001 to 4000 KD				
	From 4001 to 5000 KD				
	Greater than or equal to 5001 KD				

* There is a statistically significant difference at the 0.05 level

Table 12 shows that there are statistically significant differences at the level of significance 0.05 between the average points of the results of the questionnaire for all study questions related to Advantages and disadvantages of Social Media according to Gender, Age group, GPA, and The educational qualification of the head of the family. Whereas, there are no statistically significant differences at the level of significance 0.05 between the average points of the questionnaire results for all study questions related to Advantages and disadvantages of Social Media according to Academic level and the Total monthly household income.

Moreover, results show that there are statistically significant differences at the level of significance 0.05 between the average points of the results of the questionnaire for all study questions related to Ranking the reasons for using social media according to the degree of usage according to GPA, The educational qualification of the head of the family, and the Total monthly household income. Whereas, there are no statistically significant differences at the level of significance 0.05 between the average points of the questionnaire results for all study questions related to Ranking the reasons for using social media according to the degree of usage according to Gender, Age group, and Academic level.

In addition, results show that there are statistically significant differences at the level of significance 0.05 between the average points of the results of the questionnaire for all study questions related to Using social media to discover knowledge according to all personal data of Gender, Age group, Academic level GPA, The educational qualification of the head of the family, and the Total monthly household income.

Furthermore, results show that there are statistically significant differences at the level of significance 0.05 between the average points of the results of the questionnaire for all study questions related to Using social media for entertainment and self-pleasure according to Age group, Academic level, GPA, The educational qualification of the head of the family, and the Total monthly household income. Whereas, there are no statistically significant

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

differences at the level of significance 0.05 between the average points of the questionnaire results for all study questions related to Using social media for entertainment and self-pleasure according to Gender.

The post hock analysis of SPSS was utilized to summarize the results of the analysis tables for the statistical differences between the average points of the study questions related to each element of Advantages and disadvantages of Social Media, Ranking the reasons for using social media, Using social media to discover knowledge, and Use social media for entertainment and self-pleasure of the study sample. According to different personal information data containing statistical differences, we use the LSD method to determine these differences, as shown in Appendix (Tables A1, A2, A3, and A4, respectively.

In particular, Table A1 results show that there are statistically significant differences at the level of significance 0.05 between the average points of the results related to Advantages and disadvantages of Social Media for each of the following categories of personal information: For Gender, there is a statistical difference between Male and Female. For the Age group, there are differences between More than 23 years with both Less than or equal to 20 years, and More than 20 to 23 years. For GPA out of 4, there are differences between both From 1 to less than 2, and From 3 to 4 with From 2 to less than 3. Moreover, for The educational qualification of the head of the family, there are differences between Diploma with each of High school, University and Postgraduate studies. Finally, for Total monthly household income, there are differences Between 2001 to 3000 KD and From 3001 to 4000 KD with From 4001 to 5000 KD.

Moreover, Table A2 results show there are statistically significant differences at the level of significance 0.05 between the average points of the results related to Ranking the reasons for using social media for each of the following categories of personal information: For GPA out of 4, there is a statistical difference between From 1 to less than 2 with both of From 2 to less than 3 and From 3 to 4. Also, for The educational qualification of the head of the family, there are differences between each of High school, Diploma, and Postgraduate studies with University. For the Total monthly household income, there are differences between From 2001 to 3000 KD with each of Less than or equal to 1000 KD, From 1001 to 2000 KD, From 3001 to 4000 KD, From 4001 to 5000 KD, and Greater than or equal to 5001 KD. Also, there are differences between From 3001 to 4000 KD with each of Less than or equal to 1000 KD, From 1001 to 2000 KD, and From 4001 to 5000 KD. Differences also exist between Greater than or equal to 5001 KD with each of Less than or equal to 1000 KD, From 1001 to 2000 KD, and From 4001 to 5000 KD.

Furthermore, Table A3 results show that there are statistically significant differences at the level of significance 0.05 between the average points of the results related to Using social media to discover knowledge for each of the following categories of personal information: For the Gender category, there is a statistical difference between male and female, whereas, for the Age group, there are differences between both More than 20 to 23 years old and More than 23 years old with Less than or equal to 20 years. In addition, there are differences between the Third-year with both the First-year and Second-year for the academic level. Also, between the Fourth-year with all of the First-year, Second-year, and Third-year.

For the GPA out of 4 categories, there are differences between 1 to less than 2, with both From 2 to less than 3 and From 3 to 4. Also, there are differences between the GPA of 2 to less than 3 and From 3 to 4.

For The head of the family's educational qualification, there are differences between Diploma with each of Less than secondary, High school and University. Nevertheless, for Total monthly household income, there are differences between Less than or equal to 1000

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

KD and From 4001 to 5000 KD. Also, there are differences between From 2001 to 3000 KD with all of Less than or equal to 1000 KD, From 3001 to 4000 KD, From 4001 to 5000 KD, and Greater than or equal to 5001 KD. Furthermore, there are differences between From 3001 to 4000 KD with both Less than or equal to 1000 KD and From 4001 to 5000 KD. Differences also exist between Greater than or equal to 5001 KD with Less than or equal to 1000 KD.

Finally, as shown in Table A4, there are statistically significant differences at the level of significance 0.05 between the average points of the results related to Using social media for entertainment and self-pleasure for each of the following categories of personal information: For the Age group, there is a statistical difference between More than 20 to 23 years old with Less than or equal to 20 years. Furthermore, there are differences between the Third-year with the Second-year for the Academic Level and between the Fourth-year with all of the First-year, Second-year, and Third-year. For GPA out of 4, there are differences From 3 to 4 with From 2 to less than 3. Moreover, for The educational qualification of the head of the family, there are differences between both Less than secondary and High school with University, as well as differences between Diploma with each of Does not hold a qualification, University and Postgraduate studies. However, for Total monthly household income, there are differences between both Less than or equal to 1000 KD and From 1001 to 2000 KD with Greater than or equal to 5001 KD. Also, between From 2001 to 3000 KD with both of From 1001 to 2000 KD and Greater than or equal to 5001 KD, as well as, between From 3001 to 4000 KD with each of Less than or equal to 1000 KD, From 1001 to 2000 KD and Greater than or equal to 5001 KD. Finally, there are differences between From 4001 to 5000 KD with Greater than or equal to 5001 KD.

CONCLUSION AND RECOMMENDATIONS

In light of the above results and discussion, we conclude that the sample study shows that Facebook and Twitter are the most important social media used more frequently than the other types of social media. Also, concerning the Advantages and disadvantages of Social Media, the results show that most students use social media to learn about other cultures and contact scientists. Furthermore, the study shows a statistical relationship between learning about other cultures, contacting scientists, and wasting their time with the GPA category, which positively affects the GPA where most students have a GPA From 3 to 4. Furthermore, results show significant relationships between all items with both of The educational qualification of the head of the family and Total monthly household income, where the majority of students from the University as the educational qualification of the head of their family and total monthly household income From 2001 to 3000 KD and From 1001 to 2000 KD.

Concerning the ranking of the reasons for using social media according to the degree of usage, results show that the majority of students use social media to call friends and call their families, followed by developing their teaching skills, learning about a new culture, and contact their groups as high preference. In contrast, most students use social media to meet a new friend and look for their friends as low preference. However, the majority of students use social media without reason as medium preference. The study also revealed a significant relationship for Call my family's items, Contact my group, Develop my teaching skills, Learn about a new culture, and Without reason with the GPA category. Whereas there is a significant relationship between Looking for my friend, Meeting a new friend, Developing my teaching skills, Learning about a new culture, and Without reason with The head of the family's educational qualification. Also, there is a significant relationship between each item

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

of ranking the reasons for using social media according to the degree of usage except for Call friends with Total monthly household income.

Also, concerning Using social media to discover knowledge, results show that the majority of students use social media for discovering knowledge highly agree with the following items: It gives me an opportunity to read the news, Access to the latest information, I communicate with my colleagues about matters related to the study, followed by each of Ease and speed of access to information, Get free information, I communicate with my professors at the university, and Help me conduct research and studies. Whereas, who use social media for discovering knowledge medium agree with the following items: Benefit from some scientific publications, Learn new languages, It is a convenient and reliable source of knowledge, It is a convenient and reliable source for obtaining general education, I can find information in it that I cannot find elsewhere, I communicate with professors from other universities, and I am part of a group headed by a university professor. While I prefer joining scientific research groups, Always look for groups that have scientific interest, Publish some scholarly articles, and Most of my friendships are with my colleagues at the university are of the lowest Agree. The study also revealed a significant relationship for the items of Using social media to discover knowledge with the GPA category, except for each of I communicate with my colleagues about matters related to the study, and I communicate with my professors at the university. In contrast, the study shows a significant relationship between all items of Using social media to discover knowledge with both The educational qualification of the head of the family and Total monthly household income.

Furthermore, concerning Using social media for entertainment and self-pleasure, the study shows that most students with agreement percentages were dominant on all the items. It was found that Share videos with my friends, For leisure, Because it is fun, and Share photos with my friends accounted for the high percentage, followed directly by Learn about new cultures, I don't feel the passage of time when using it, and Playing some games. Then came I'm excited by the news, It enables me to do things according to my desire and freedom, Post photos, and Posting videos. Lastly came So I don't feel lonely, and Blogging and posting. In addition, results show that there is a statistically significant relationship between all items of Using social media for entertainment and self-pleasure with GPA except for the item For leisure. The study also showed a statistically significant relationship between all items of Using social media for entertainment and self-pleasure with both The educational qualification of the head of the family and Total monthly household income.

Based on the conclusions of the study, we recommend organizing courses to educate students on the proper use of social media sites and to exploit the scientific, cultural, and social benefits, as well as establishing meaningful groups on Facebook and Twitter that adopt social and cultural issues to exchange knowledge and rooting original values. Furthermore, employing modern communication technology in teaching and learning, educational interaction, and scientific research has positive effects on increasing the effectiveness and efficiency of the educational process. On the other hand, encouraging faculty members to use social media technology in their curricula and learning activities. The university should provide training courses and workshops to train students on the optimal use of social media and direct them to clarify all advantages and disadvantages resulting from their use, and set rules, controls, and modern technological means to monitor and prevent destructive sites.

Finally, we can say that social media networks have proven their effective presence among societies at the level of all ages, classes, and cultures, and their influence on social action has become large and wide, which has produced some negatives that deserve attention, especially among the modern generations of young people. Therefore, it is necessary to rationalize their use and benefit from them positively to achieve public benefit.

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

REFERENCES

Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The impact of social media on learning behavior for sustainable education: Evidence of students from selected universities in Pakistan. *Sustainability*, *11*(6), 1683.

Abdul-Salam, N. (1998). Patterns and drivers of internet use by Egyptian youth: an exploratory study. *Proceedings of The Fourth Scientific Conference of the Faculty of Media: Media and Youth Issues* (pp.85-119).

Al-Kandari, Y. Y., & Al-Qushaan, H. F. (2001). The relationship of the Internet with social isolation among Kuwait University students. *Journal of Human and Social Sciences, United Arab Emirates University*, *17*(1), 1-45.

Al-Ma'aitah, M. A. (2020). Examining the factors affecting the use of web 2.0 applications for educational purposes in jordanian universities. *Journal of Management Information and Decision Sciences*, *23*(2), 131-144.

Al-Rahmi, W. M., & Zeki, A. M. (2017). A model of using social media for collaborative learning to enhance learners' performance on learning. *Journal of King Saud University-Computer and Information Sciences*, *29*(4), 526-535.

Al-Tarawneh, N. S., & Al-Fneikh, L. S. (2012). Internet use and its relationship to academic achievement, social adjustment, depression and communication skills among students of Qassim University. *Journal of the Islamic University for Educational and Psychological Studies*, *20*(1), 216-668.

Alwagait, E., Shahzad, B., & Alim, S. (2015). Impact of social media usage on students academic performance in Saudi Arabia. *Computers in Human Behavior*, *51*, 1092-1097.

Anderson, K. J. (2001). Internet use among college students: An exploratory study. *Journal of American College Health*, *50*(1), 21-26.

Chukwuere, J. E. (2021). The impact of social media on students' social interaction. *Journal of Management Information and Decision Sciences*, *24*(7), 1-15.

Hong, K. S., Ridzuan, A. A., & Kuek, M. K. (2003). Students' attitudes toward the use of the Internet for learning: A study at a university in Malaysia. *Journal of Educational Technology & Society*, *6*(2), 45-49.

Karbinsiki, A. (2010). *Facebook and the technology revolution.* New York, Spectrum Publications.

Lee, E. J., Lee, L., & Jang, J. (2011). Internet for the internationals: Effects of internet use motivations on international students' college adjustment. *Cyberpsychology, Behavior, and Social Networking*, *14*(7-8), 433-437.

Mansour, T. B. (2004). Internet use and its motives among students of the University of Bahrain: a field study. *The Arab Journal for the Humanities, Kuwait University*, *22*(86), 167-196.

Said, A. A. (2003). The effect of internet use on the ethical values and attitudes of university youth. *The ninth scientific conference of the Faculty of Mass Communication: Media Ethics between theory and practice*, (pp.1219-1267).

Sangari, E., Limayem, M., & Rouis, S. (2011). Impact of Facebook Usage on Students' Academic Achievement: Role of self-regulation and trust. *Electronic Journal of Research in Educational Psychology*, *9*(3), 961-994.

Shahnaz, L. (2011). *Profiling Facebook users among KIRKHS students and their motives for using Facebook* (Master's thesis, Kuala Lumpur: International Islamic University Malaysia, 2011).

Suleiman, I. A. and Omar, Z. (2013). The Impact of Social Media on Students Socially the International Islamic University in Malaysia as a model. The *International Journal of Islamic Applications in Computer Science and Technology*, *1*(2), 78-90.

Taya, S. A. (2000). Internet use in the Arab world: a field study on a sample of Arab youth. *The Egyptian Journal of Public Opinion Research*, *4*, 33-68.

APPENDIX

TABLE A1
SUMMARY OF RESULTS OF ANALYSIS OF VARIANCE TABLES TO STUDY THE STATISTICAL DIFFERENCES BETWEEN THE AVERAGE POINTS OF THE STUDY QUESTIONS TO THE ADVANTAGES AND DISADVANTAGES OF SOCIAL MEDIA OF THE STUDY SAMPLE ACCORDING TO DIFFERENT PERSONAL INFORMATION CONTAINING STATISTICAL DIFFERENCES

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

Personal Information	First Variable	Second Variable	Significance Level
Gender	Male	Female	0.002*
Age group	More than 23 years old	Less than or equal to 20 years	0.000*
		More than 20 to 23 years old	0.000*
GPA out of 4	From 1 to less than 2	From 2 to less than 3	0.003*
	From 3 to 4		0.001*
The educational qualification of the head of the family	Diploma (intermediate university institutes and colleges)	High school	0.000*
		University (BA or equivalent)	0.000*
		Postgraduate studies (Master or Doctorate)	0.014*
Total monthly household income	From 2001 to 3000 KD	From 4001 to 5000 KD	0.008*
	From 3001 to 4000 KD		0.044*

* There is a statistically significant difference at the 0.05 level

TABLE A2
SUMMARY OF RESULTS OF ANALYSIS OF VARIANCE TABLES TO STUDY THE STATISTICAL DIFFERENCES BETWEEN THE AVERAGE POINTS OF THE STUDY QUESTIONS TO THE RANKING THE REASONS FOR USING SOCIAL MEDIA ACCORDING TO THE DEGREE OF USAGE OF THE STUDY SAMPLE ACCORDING TO DIFFERENT PERSONAL INFORMATION CONTAINING STATISTICAL DIFFERENCES

Personal Information	First Variable	Second Variable	Significance Level
GPA out of 4	From 1 to less than 2	From 2 to less than 3	0.001*
		From 3 to 4	0.002*
The educational qualification of the head of the family	High school	University (BA or equivalent)	0.020*
	Diploma (intermediate university institutes and colleges)		0.030*
	Postgraduate studies (Master or Doctorate)		0.038*
Total monthly household income	From 2001 to 3000 KD	Less than or equal to 1000 KD	0.000*
		From 1001 to 2000 KD	0.000*
		From 3001 to 4000 KD	0.005*
		From 4001 to 5000 KD	0.000*
		Greater than or equal to 5001 KD	0.005*
	From 3001 to 4000 KD	Less than or equal to 1000 KD	0.011*
		From 1001 to 2000 KD	0.020*
		From 4001 to 5000 KD	0.014*
	Greater than or equal to 5001 KD	Less than or equal to 1000 KD	0.010*
		From 1001 to 2000 KD	0.018*
		From 4001 to 5000 KD	0.013*

* There is a statistically significant difference at the 0.05 level

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

TABLE A3
SUMMARY OF RESULTS OF ANALYSIS OF VARIANCE TABLES TO STUDY THE STATISTICAL DIFFERENCES BETWEEN THE AVERAGE POINTS OF THE STUDY QUESTIONS TO THE USING SOCIAL MEDIA FOR THE PURPOSE OF DISCOVERING KNOWLEDGE OF THE STUDY SAMPLE ACCORDING TO DIFFERENT PERSONAL INFORMATION CONTAINING STATISTICAL DIFFERENCES

Personal Information	First Variable	Second Variable	Significance Level
Gender	Female	Male	0.000*
Age group	More than 20 to 23 years old	Less than or equal to 20 years	0.000*
	More than 23 years old		0.000*
Academic level	Third-year	First-year	0.001*
		Second-year	0.017*
	Fourth-year	First-year	0.000*
		Second-year	0.000*
		Third-year	0.019*
GPA out of 4	From 1 to less than 2	From 2 to less than 3	0.000*
		From 3 to 4	0.000*
	From 2 to less than 3	From 3 to 4	0.000*
The educational qualification of the head of the family	Diploma (intermediate university institutes and colleges)	Less than secondary	0.034*
		High school	0.002*
		University (BA or equivalent)	0.003*
Total monthly household income	From 1001 to 2000 KD	Less than or equal to 1000 KD	0.000*
		From 4001 to 5000 KD	0.002*
	From 2001 to 3000 KD	Less than or equal to 1000 KD	0.000*
		From 3001 to 4000 KD	0.040*
		From 4001 to 5000 KD	0.000*
		Greater than or equal to 5001 KD	0.001*
	From 3001 to 4000 KD	Less than or equal to 1000 KD	0.000*
		From 4001 to 5000 KD	0.008*
	Greater than or equal to 5001 KD	Less than or equal to 1000 KD	0.010*

* There is a statistically significant difference at the 0.05 level

TABLE A4
SUMMARY OF RESULTS OF ANALYSIS OF VARIANCE TABLES TO STUDY THE STATISTICAL DIFFERENCES BETWEEN THE AVERAGE POINTS OF THE STUDY QUESTIONS TO THE USING SOCIAL MEDIA FOR THE PURPOSE OF ENTERTAINMENT AND SELF-PLEASURE OF THE STUDY SAMPLE ACCORDING TO DIFFERENT PERSONAL INFORMATION CONTAINING STATISTICAL DIFFERENCES

Personal Information	First Variable	Second Variable	Significance Level
Age group	More than 20 to 23 years old	Less than or equal to 20 years	0.037*

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.

Academic level	Third-year	Second-year	0.039*
	Fourth-year	First-year	0.039*
		Second-year	0.046*
		Third-year	0.018*
GPA out of 4	From 3 to 4	From 2 to less than 3	0.001*
The educational qualification of the head of the family	Less than secondary	University (BA or equivalent)	0.023*
	High school		0.019*
	Diploma (intermediate university institutes and colleges)	Does not hold a qualification	0.045*
		University (BA or equivalent)	0.000*
		Postgraduate studies (Master or Doctorate)	0.002*
Total monthly household income	Less than or equal to 1000 KD	Greater than or equal to 5001 KD	0.000*
	From 1001 to 2000 KD		0.000*
	From 2001 to 3000 KD	From 1001 to 2000 KD	0.005*
		Greater than or equal to 5001 KD	.000*
	From 3001 to 4000 KD	Less than or equal to 1000 KD	0.016*
		From 1001 to 2000 KD	0.002*
		Greater than or equal to 5001 KD	0.000*
	From 4001 to 5000 KD	Greater than or equal to 5001 KD	0.000*

* There is a statistically significant difference at the 0.05 level

Citation Information: Al-Husain, R. (2022). Statistical analytical study of the impact of social media use on students academic achievement and its relationship to some economic and social characteristics. *Journal of Management Information and Decision Sciences, 25*(S1), 1-26.