

The Impact Of Using Social Sites On Academic Performance For Students At Jordanian Universities

Manal A. Altawalbeh

Department of Special Education and Educational Technology, Faculty of Educational Sciences, Middle East University, Jordan

maltawalbeh@meu.edu.jo

altawalbehmanal81@gmail.com

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 April 2021

Abstract—this research sought to determine the applications preferred by students and investigated the effect of using social sites on academic performance by ungraduated students in Jordanian universities. 400 questionnaires were distributed to undergraduate students in Jordanian universities. The results showed a statistically significant relationship between use of social network sites and performance of academic. Facebook, WhatsApp, youtube were the favored social network sites choices among students while LinkedIn and Instagram were the least reported choices. Also, the excessive use of social sites without real supervision from teachers or careful planning of employing its applications may affect the academic performance of Jordanian university students. Additionally, students must be guided and learn to properly manage their time when spending social network sites for purposes of education. The results of this research may be employed to mention effective ways to integrate social network sites into learning activities without affecting student performance.

Keywords: Social network site, academic performance, Jordanian Universities.

1 Introduction

People use social sites to interact with each other in a shared information space and participate in various interactive and social activities, such as posting content, sharing photos and videos, tagging and organizing events (Al-Gamal, Alzayyat, & Ahmad, 2015).

Anyone can create accounts with various sites like Facebook, Twitter, LinkedIn, youtube, WhatsApp, Snapchat and Instagram. In the modern digital era, technology are adapting to use in higher education institutions, Students may participate and cooperate with their classmates, and profit from educational programs, communicate with various topics experts through educational platforms (Al-Khalifa & Garcia, 2013).the Students may ask questions and get helpful content from experts across educational platforms. Such platforms can communicate with students through the use of social sites as YouTube, Twitter, Google Plus groups, besides Facebook. In addition, organizations use social sites to market educational materials, ads, and interaction with students. (Porter, 2004). Aragon (2003) emphasize the platforms have proven useful in the research procedure, specifically in data mining and attaining expert opinions on a particular issue. The concern is whether social sites is precious, tool of education or a distraction. Higher education institutions are using social sites in the distance learning model which outperformed the campus-based model. Online learning takes advantage of learning and development trends to communicate and improve teaching and learning. Several studies (Al-Qoot & Abu-Jado, 2016; Mahdi, 2019; Ravizza, Hambrick, & Fenn, 2014) Showed how the impact of social sites on the academic performance of students. Even though some studies have shown a positive effect on student's academic performance, others studies have reported evidence of negative, positive, or no effects on the students' academic performance. However, utmost studies recommend that a lot of studies are needed to more research and exclusion on this problem. Therefore, the current study will determine that how social sites are used can affect academic performance among Jordanian universities students

2. Review of Literature

2.1 Social Sites

Social sites have been defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content” (Alamri, 2019; Kaplan & Haenlein, 2010). Social sites define by Tadros (2011, p.84) as “any sites that help integrate technology into the lives of people for communication”.

Critics of social sites point to various flaws associated with these applications on the student. Some of the important issues are “cyberbullying”, wasted time, and leaks of private information. (Mowafy, 2018; WiredSaftey, 2009). For

example, (Walker, Sockman, and Koehn ,2011) After a survey of 135 college students, it revealed that 63% percent of students simultaneously experienced cyberbullying while 40 percent admitted to participating in cyberbullying. Additionally, some students grow at a time when technology has advanced so remarkably that internet use is a daily issue. Through the following accomplishments, sharing activities and personal information brings pleasure and stimulates brain, Due to this mental stimulation and the pleasure derived from it, social sites have become addictive and a waste of time, the student has to let go of main tasks (Mowafy, 2018). In addition, social sites exposure of personal information through profiles of users. In spite of the fact that many platforms commitment to grant high security settings, this is uncertain and not guaranteed. Although the personal information on social sites useful for owners of private work when they are looking for staffs to hire, the personal information displayed on social sites may interest potential owners (Havenstein, 2008; Mahdi, 2019). Furthermore, the exchange of data in the employer's profile may maker problems for the organization or company. (Alamri, 2019).

2.2 Academic performance

Social sites applications has been a growing as the Internet among young people around the world. Several studies (Alamri, 2019; Al-Shdayfat et al., 2016) Indicated the percentage be high among teenagers, high schools students and undergraduates students. However, the universities students use the social sites to watch films, play games, discussion, and also meet with friends and more (Al-Qoot & Abu-Jado, 2016; Lau, 2017). On the contrary, several research show that there has been an increased utilize of social sites networks among students to achieve academic activities as quizzes, assignments, research and learning. (LeyrerJackson & Wilson, 2018; Smith, 2017; Ali et al., 2017) They highlight the profits of using social networks in learning researches and more research is wanted to determine the effect of social networking on the learning practice and social communication between teachers and students.. (Alamri, 2019; Al-Qoot & Abu-Jado, 2016). Though social sites have several advantages, its use negatively affected academic performance when using social sites for not academic work determinations to the detriment of academic studies (Mowafy, 2018). According to Ravizza et al. (2014) revealed the use of the means of social communication to meet the social needs of university students from negatively affected by three examinations which they conducted in the classroom in addition to the cumulative final exams. The aim of Nigeria study Camilia et al. (2013) determine the influence of social networks on academic performance for students'. The results shown that the many use of social sites did not affect its performance. Nevertheless, certain studies show that there are profits to using social sites apps like YouTube, Facebook, and other sites in learning. by GreGory, GreGory, and Eddy (2014) described Facebook use was beneficial when it used to discuss sports course content. This platform has been used outside of the lecture class, resulting in significantly increased undergraduate participation, performance, and satisfaction with a course in Calculus. It has resulted in higher grades in students doing their jobs.

2.3 Research Objective and question

The aim of the current study was to determine the effect of social sites use on students' academic performance in Jordanian universities. This objective was determined by analyzing the collection data to answer the research question: "What is the effect of using social sites on the academic performance of students in Jordanian universities?"

3 Methodology

3.1 Population and Sampling

The population of this study is the undergraduate students of Jordanian students. To collect data Convenience sampling was used in this study (Creswell, 2013). The target study sample was all undergraduate students who had joined the University of Jordan. Electronic questionnaires were distributed, and the number of respondents reached 400 university students (193 male and 207 female students) registered in the academic year 2020-2021. Participants were chosen from the first to fourth year of university.

3.2 Instrument

The content of the questionnaire was structured according to the literature review. It consisted of two main sections. The first section is contain two parts, first part is demographic information include: gender, age, academic level, GPA, forms of social media, and the second part is impact of using social sites on students' academic performance which includes 11 items. The questionnaire's content has been reviewed by several experts as a process of validation. Five point Likert scale used; from (5) = "Strongly Agree" to (1) = "Strongly Disagree". (SPSS) program was used for the analysis. Descriptive statistics was used to answer the research question. In addition the reliability of the questionnaire was measured and Cronbach alpha was 0.80, indicating high reliability.

4. Results

4.1 Participant Profile

Table 1 showed that 48.25% of the participants were male and 51.75% were female. The participant was between (18-20) years old was (30.5%) of the sample, respondents aged between (21-23) years was (47%) of the sample. Also, (22.5%) of the respondents aged above (23) years. The highest percentage of students who GPA < 2.0 was (3.75%), the percentage of students who GPA between 2.0 and 2.74 was (21.25%), (41.5 %) was the percentage of students who GPA between 2.75 and 3.49, and (33.5%) the students percentage who GPA between 3.5 and 4. All students in this research established an account in the options chosen of social media. This is proof that they found it appropriate and beneficial to have Social Sites Profiles to fulfill their requirements and hence they are used as support tools. Also they depend on deeply on WhatsApp and Facebook to accomplish academic activities.

Table 1: Participants Demographic Profile

Participants Profile	Classification	Frequency	Percentage
Gender	Male	193	48.25%
	Female	207	51.75%
	Total	400	100%
Age	18-20	122	30.5
	21-23	188	47%
	Above 23	90	22.5%
	Total	400	100%
GPA	< 2.0	15	3.75%
	2.0-2.74	85	21.25%
	2.75-3.49	166	41.5%
	3.50-4.0	134	33.5%
	Total	400	100%
Social site	Facebook	110	27.5%
	Twitter	28	7%
	Linkedin	10	2.5%
	Youtube	100	25%
	WhatsApp	109	27.25%
	Instagram	17	4.25%
	Snap Chat	25	6.25%
	Total	400	100%

In Table 2, a high percentage of respondents chose the categories of "disagree" and "strongly disagree". For example, the percentage "Social sites negatively affected my GPA" is (47.4%), "Social sites positively affected my GPA" is 26.6%. For the first statement, 25.4% and 27.3% agreed on neutrality. As for the second, 26.6% and 42.2% agreed on neutrality. It was observed that a high percentage of students differed in the negative impact of social sites on my academic performance, and social sites on academic performance. The percentage of prospective students was in the second sentence. The first results look different. The qualitative results are different. The opinions of those who are academically unaffected by social sites and those affected negatively and positively.

Almost half of the students strongly disagree with or disagree with the following statements: "I wouldn't do well in academics even if I stopped using social sites" (43%), "Unlimited access to social sites via my cell phone distracts me from a class" (55.3%). Regarding the first statement, 27.7% agreed on neutrality and the rest. The same trend was noted in the second statement.

On the other hand, Table 3.7 shows that nearly half of the students were in the "Agree" categories for "Strongly Agree." For example, the percentage of "The amount time I spend on social site are more than time that I spend to learn." The aforementioned content "is (55.2%), "Once I shorten my study time using social media, I lose focus" is (50.2%); And "Social sites improved my communication skills" (52.4%). As for the first statement, 23% were against it and the rest are neutral. The same trend was noted in the second statement. In the third statement, the disagreement was slightly less, and the percentage of those who chose the "neutral" option was approximately 22%.

Table 3.7 shows that a small number of students chose the categories "strongly agree to agree" on three phrases indicating the negative effects of social media: 30% of students reported that "time spent on the internet on social networks takes away my study time", 36.7% described that "Online social networks distract me from my studies"; And 22.3% said, "Social sites has negatively affected my communication skills". For the first two phrases, roughly

30% oppose and the rest are neutral. As for the third statement, the dispute was higher (59.9%), and the rest was neutral.

Table 2: Responses instruments

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The time I spend online on social networks takes up my time studying	15.20%	21.8%	34.10%	19.20%	9.7%
Online social networks distract me from my studies	13.5%	23.2%	32.5%	21.6%	9.2%
The amount time I spend on social site are more than time that I spend to learn	32.7%	22.5%	21.1%	11.8%	11.8%
My unlimited access to Facebook via my cell phone affected my academic performance negatively.	10%	13.7%	21.1%	23.5%	31.80%
Social site have impacted my GPA positively	11.4%	15.2%	42.2%	22.3%	9%
Social site have impacted my GPA negatively	7.6%	17.8%	27.3%	26.3%	21.1%
The usage of social site for research has helped improve my grades	16.8%	19.4%	36.5%	18.7%	8.5%
Social site has negatively impacted my writing skills.	12.3%	10%	17.8%	22.3%	37.7%
I wouldn't do well in academics even if I stopped using social sites	14.2%	13.5%	28.9%	19.2%	24.2%
Social sites improved my communication skills.	28%	24.4%	26.3%	10%	11.4%
Once I shorten my study time using social media, I lose focus	27%	23.2%	27.7%	13.5%	8.5%

Discussion

This research investigated the effect of using social sites on academic performance by ungraduated students in Jordanian universities.

In this research, the majority of participants referred to using social sites for academic purposes, like: sharing material with their colleagues, having groups for some courses, and following up on the newest improvements through social media. Conversely, Alwagait (2015) study showed that Students were less interested in using social sites for knowledge related to the study. You can clarify the amendment through the information that the latest studies mentioned above were four years ago. Vorderer (2016) noted that the use of social sites is growing rapidly, especially for the younger generation, in addition Sobeih, Mustafa, Ghandforoush & Khan (2016) mentioned that students in higher education may use social sites for academic purposes that are driven by a lack of communication technology and the poor structure of most academic societies. Also (Michikyan, Subrahmanyam, & Dennis, 2015; Mowafy, 2018) It turns out that students who have a worse GPA are more dynamic on Facebook. However, as displayed in the results, well-known participants use social sites for academic purposes but do not rely solely on them which may show that students are aware that social sites are not a reliable body of information. Moreover, focus group discussions show that a field of study shows an important part of the topic. However, it helps them. Dependable with previous study (Boogart, 2016; Michikyan, Subrahmanyam, & Dennis, 2015; Alamri, 2019) they suggested the impact is negative for using social sites among students' academic performance. The results in this research showed a negative relationship between the time students spend on social sites and the students's academic performance. On the other hand, the current research showed that there is a positive relationship between school hours and academic performance, and a negative relationship between the time students spend on social sites and the time they spend. In studying, therefore, the more students use social media; they study the less and their GPA is worse.

Ularo (2014) showed that females use social media more than males, but the current study showed a different result, as it was found that there is no difference between males and females in the use of social media sites, in addition to the fact that females use social media more than males for academic purposes. Moreover, the results of the current

study showed a correlation between academic status for students' and the social sites use for academic purposes, constant with other study (Pempek , Yermolayeva & Calvert, 2009; Alamri, 2019; Mowafy, 2018).

Conclusion and Recommendations

The aim of this research is to highlight the impact of use social sites on the academic performance for undergraduate students in Jordanian universities, in addition to explain the correlation between using social sites and academic performance and attach the full prospective of social sites.

The research concluded that the excessive use of social sites without real supervision from teachers or careful planning to engagement its applications may perhaps affect the academic performance of Jordanian university students. These recently used techniques that have been widely used between students should be combined with active learning methods such as problem-based learning, cooperative learning, and flipped classrooms to enhance learning outcomes. Additionally, students must be guided and learn how to properly manage their time when spending social sites for educational determinations. Moreover, the results of the current research display that the popular of participant's usage social sites for related educational purposes as a means of communication, and they use it to communicate with their classmates to discuss the relevant chapter contents. Institutions of higher education in Jordan may take advantage of this fact in the establishment of semi-official social networking aides monitored by teachers to help students better and to ensure the replacement of the credibility of information among students. Moreover, faculty may consider taking advantage of this interaction with social sites and thinking of Ways to engage students creatively with class content. Awareness of social sites is essential for students to tackle the problem of Addiction to social media. Statistically significant differences in students' behavior from different academics disciplines and not the same academic situations emerged in the perception and use of social media, which may require additional research. Also, the use of social sites as a communication platform in the chat about course content is part of the communities' development of learners that look to be in great request, given the active role of teachers in the use of social sites applications in the learning and teaching process, this area may require further investigation.

Contribution of Study

Integrating technology with education has become an area of interest for many scholars (Alamri, 2019; Al-Omran, Mazoyev, & Kamal Al-Din, 2018; Al-Omran & Sallum, 2017; 2015; al-Maarouf & al-Omran, 2018; Malik & al-Omran, 2018; Mowafy, 2018; Muhammad, 2017; Salloum, al-Omran, Munim & Shaalan, 2018). Social sites as one of these technologies plays a major role in this integration type. Facebook has a positive effect on students' language and their intellectual and good behavior. The teenage ratio is the most used and the least regarded academically. It can absolutely help students develop themselves, enhance their acquaintance and creativeness, benefit from knowledge exchange, and increase their technical skills. Through the optimal use of social media, the student can access the maximum amount of knowledge and useful information for him, which enhances his capabilities for academic performance, study excellence and deepening cooperative education. Researcher recommends introducing pedagogical and Educational methods to improve academic performance, finding ways to control the use of social sites for entertainment and communication, enhancing better skills of time management, and increase social sites further for educational purposes. Besides, the adoption of a new approach for understanding the way for success, which contains the learner, instructors, content and situation in which technology is used where pages should be created to Promote academic activities and escape delays in academic performance. Students should be supervised by instructors and parents on how to do this and use these sites to balance social sites and academic and student events to avoid delays in students 'academic performance.

Acknowledgments

"The author is grateful to the Middle East University, Amman, Jordan for the financial support granted to cover the publication fee of this research article".

References

1. Alamri, M. (2019). Undergraduate Students' Perceptions toward Social Site Usage and Academic Performance: A Study from Saudi Arabia. *International Journal of Emerging Technologies in Learning*, 14(3).
2. Al-Gamal, E., Alzayyat, A., & Ahmad, M.M. (2015). Prevalence of Internet Addiction and Its Association with Psychological Distress and Coping Strategies Among University Students in Jordan. *Perspectives in Psychiatric Care*, 52(1), 49–61.
3. Ali, M., Raja, R. A. I. B., Nuri Al Amin, B. E., & Iftikhar, B. (2017). Determining the academic Use of Social Site with Technology Acceptance Models. *NFC IEFJR Journal of Engineering and Scientific Research*, 5.

4. Al-Khalifa, H. S., & Garcia, R. A. (2013). The state of social media in Saudi Arabia's higher education. *International Journal of Technology and Educational Marketing (IJTEM)*, 3, 65–76.
5. Al-Qoot, A. M., & Abu-Jado, M. M. (2016). The use of social media and its relationship with academic excellence through students' attitudes of Education College, Imam Abdulrahman bin Faisal University. *Educational and Social Studies*, 22(4), 921–956. [
6. Al-Shdayfat, N., Hawi, N., Hamadneh, S.H., Albnian, F., Alzyoud, S., & Logue, T. (2016). Internet addiction among school adolescents in Northeastern Jordan. *World Journal of Medical Sciences* 13(4), 218–224
7. 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.
8. Aragon, S. R. (2003). *Facilitating Learning in Online Environments: New Directions for Adult and Continuing Education*. San Francisco: Wiley.
9. Boogart, V (2006). *Uncovering the social impacts of Facebook on a college campus*. Unpublished Master's Thesis. Kansas State University
10. Camilia, N. C., Ibrahim, S. D., & Dalhatu, 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. [
11. Ciampa, M., Thrasher, E. H., & Revels, M. A. (2016). Social Site Use in Academics: Undergraduate Perceptions and Practices. *Journal of Educational Technology*, 12(4), 1019.
12. Cox, J. T., & Rethman, K. M. (2011). Personal use of social networking by employees- Both on the job and off the clock—Can cause major headaches for employers who fail to take the proper precautions, *Ohio Lawyer*.
13. Green, J., Wyllie, A., & Jackson, D. (2014). Social networking for nurse education: Possibilities, perils and pitfalls. *Contemporary Nurse*, 47(1-2), 180-189.
14. GreGory, P., GreGory, K., & Eddy, E. (2014). The instructional network: Using Facebook to enhance undergraduate mathematics instruction. *Journal of Computers in Mathematics and Science Teaching*, 33(1), 5-26.
15. Havenstein, H. (2008). One in five employers uses social networks in hiring process. *Computerworld*.
16. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business horizons*, 53(1), 59-68.
17. Lau, W. W. (2017). Effects of social siteusage and social sitemultitasking on the academic performance of university students. *Computers in human behavior*, 68, 286-291.
18. Leyrer-Jackson, J. M., & Wilson, A. K. (2018). The associations between social-media use and academic performance among undergraduate students in biology. *Journal of biological education*, 52(2), 221-230.
19. Michikyan, M., Subrahmanyam, K., & Dennis, J. (2015). Facebook use and academic performance among college students: A mixed-methods study with a multi-ethnic sample. *Computers in Human Behavior*, 45, 265-272.
20. Mowafy, G. (2008). *The effects of social media on the academic performance of Nile university students*. Unpublished Master's Thesis. The American University in Cairo.
21. Oye, N. D., Adam, M. H., & Nor Zairah, A. R. (2012). Model of perceived influence of academic performance using social networking. *International Journal of Computers and Technology*, 2(2), 24-29.
22. Pempek, T., Yermolayeva, Y., & Calvert, S. (2009). College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, 30(3), 227-238
23. Porter, L. R. (2004). *Developing an Online Curriculum: Technologies and Techniques*. Information Science Publishing, Hershey: United State of America. <https://doi.org/10.4018/978-1-59140-136-0> [
24. Ravizza, S. M., Hambrick, D. Z., & Fenn, K. M. (2014). Non-academic internet use in the classroom is negatively related to classroom learning regardless of intellectual ability. *Computers and Education*, 78, 109-114.
25. Ravizza, S. M., Hambrick, D. Z., & Fenn, K. M. (2014). Non-academic internet use in the classroom is negatively related to classroom learning regardless of intellectual ability. *Computers and Education*, 78, 109-114
26. Smith, E. E. (2017). Social sitein undergraduate learning: categories and characteristics. *International Journal of Educational Technology in Higher Education*, 14(1), 12.
27. Tamir, D. I., & Mitchell, J. P. (2012). Disclosing information about the self is intrinsically rewarding. *Proceedings of the National Academy of Sciences*, 109(21), 8038–8043.
28. Ularo, V. (2014). Gender differences in online siteusage. *Journal of Research in Gender Studies*, 4(1), 961-966

29. Vorderer, P. (2016). Permanently online - permanently connected: Explorations into university students' use of social siteand mobile smart devices. *Computers in Human Behavior*, 63, 694-703.
30. Walker, C. M., Sockman, B. R., & Koehn, S. (2011). An exploratory study of cyberbullying with undergraduate university students. *TechTrends*, 55(2), 31-38.
31. WiredSaftey. (2009). Direct attacks. Retrieved from: <http://www.wiredsafety.com/>
32. Zhang, A. T., Land, L. P. W., & Dick, G. (2010). Key influences of cyber bullying for university students