

# The Effect of Using Social Networks on Students' Academic Performance in Saudi Universities

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**Abstract:** The purpose of this study was to ascertain, from the perspective of faculty members, the effect of utilizing SNSs on university students' AP. The whole faculty of Imam Abdul Rahman Bin Faisal University made up the study population. Due to its applicability to the study's objectives, the researcher used the descriptive-analytic technique in this investigation. 287 randomly selected faculty members made up the study's sample. The study found that the usage of these sites in support of the educational process, and SNSs had a substantially favorable influence on the AP of university students. Additionally, social networking websites have a somewhat unfavorable effect on university students' academic achievement. The findings also demonstrated that the factors of gender, experience, and college type had no bearing on the impact of SNSs on AP.

**Keywords:** Social Networks, Positive Effect of Social Networks, Negative Effect of Social Networks, AP, Saudi Universities.

## 1 Introduction

In the areas of communication and information technology, modern civilization is undergoing many rapid changes. Because of these developments, the globe has become a small global village where knowledge can travel quickly [1]. Several types of this technology have emerged that have changed the contents of new media, such as websites. As it allows individuals to create a site and link it with other members, social networks have become of great interest to Internet pioneers in various parts of the world by discussing ideas and opinions and forming various types of charity [2].

One of the most significant contemporary forms of communication that has completely changed how people communicate with one another is social networking [3]. As a result of its effectiveness in enabling people to communicate with one another through the creation of virtual social interactions that don't end at the edges of the screen, it has emerged as one of the most significant transmitters of social change [4]. Among the most famous of these sites, My Space, Linked In, Hi5, Ning, google plus; However, the most famous of these networks and the most prevalent are Facebook, Twitter, and YouTube, which help to reduce distances, and websites are used by many parties and their purpose varies [5]. It may be used for educational, political, and social or entertainment purposes in addition to providing it with ease and flexibility in disseminating information and ideas that reach different segments of society in a short time [6].

As a result, Social Network Sites (SNSs) have taken the place of all other online activities for young people and have revolutionized and greatly improved the world of communication [7]. Facebook addiction is one example of unhealthy and non-consensual usage of social networks, as is the addiction to other SNSs in general [8]. This has turned the world into a library and village without walls and made the people who live in this village culture without barriers [9].

The World Wide Web is being used more and more widely around the world, and electronic publishing is gradually encroaching in previously controlled by the written world areas [10]. As a result, paper is becoming rapidly obsolete, which leads many researchers to predict that our children will live in a world without paper [11].

The issue with the study occurs in light of the fact that there is an enormous growth in information, and SNSs are not just popular in advanced nations [12]. Instead, it is rising quickly in Arab countries, particularly in light of research by [12, 11], which revealed that there are 15 million Arab users of these services, mainly Facebook. Arab users are growing more common by one million users every month. Contrary to popular belief, there are more Arabs on Facebook than there are Arabs who read newspapers.

The use of these means has expanded to move to educational institutions, where these methods have proven their usefulness in the educational process [13]. It has become an educational tool that students resort to in studying in order

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to communicate with each other, increase their cultural and educational awareness and develop their abilities, all because of the multiple uses of this site [14]. According to recent data, 38% of university students use Twitter, while 90% of them constantly use Facebook [3]. Researchers Cao, Masood, Luqman, and Ali [15] and Astatke, Weng, and Chen [16] demonstrate a favorable correlation between Facebook use and academic success. On the other hand, employing these techniques consumes a significant amount of their time, preventing them from studying their courses and doing their responsibilities. Additionally, it leads to academic issues including dozing off during class, failing to pay attention, being unable to concentrate, and having poor language skills. Through this study, we hope to learn more about how SNSs like Facebook affect students' academic success from the perspective of Saudi university teachers.

### Research Questions

Based on the foregoing, the following study questions were formulated:

1. What effect do social networks use have on students' academic performance, from the perspective of the teachers?
2. Are there statistically significant differences in social networks effect on academic achievement due to the gender, experience, and type of college?

### Literature review

#### *Social Networking*

People from different cultures have communicated in recent years thanks to a sort of social interaction that takes place in an electronic virtual environment where there are no frontiers [17]. This type of communication between people is called "social networking," and there are many of these networks that reach a large number of people [18]. Both SixDegrees.com, which focused on direct relationships between people, and classmates.com, which was formed in 1995 to link classmates, debuted in the middle of the 1990s. These websites displayed user profiles and offered private chat for a group of friends [18].

Although these websites offer services comparable to those found in current social networks, they were unable to make a profit for their owners and were shut down [19]. As a result, other social networks appeared between 1999 and 2001, but they were not very successful. Although there have been a few prior efforts, the modern social network as we know it was really born in the year 2002 [20]. Friendster debuted at the start of the year and quickly gained popularity. As a result, Google attempted to acquire it in 2003, but the terms of the deal could not be reached [19]. The (skyrock) network first surfaced in France in the second part of that year as a blogging platform, and in 2007 it underwent a complete transformation into a social network [21]. It was the ninth most well-liked social network overall as of January 2008, and it could swiftly reach a huge number of individuals. Beginning in 2005, the well-known American website MySpace was launched [22]. Along with its well-known rival, Facebook, which began to take off at the same time as MySpace, it is one of the oldest and biggest social networks in the world. Facebook has more than 800 million members worldwide after six years [23].

A series of websites on the World Wide Web collectively referred to as "social networking" provide for communication between users in a digital setting that brings them together owing to shared interests in or affiliations with institutions, groups, or topics [24]. Social networks are online services that let people set up and organize their own profiles and communicate with other people [25]. There are numerous ways to categorize social networks into personal networks based on their intended audience: they are for particular personalities, people, and friend groups, allowing them to connect and form connections; Cultural networks, like Library Thing, are focused on a particular art form and unite people who have a common passion for it [26]. Professional networks like LinkedIn bring together people with similar jobs to create an environment that is good for training and learning [27]. The networks that allow for written communication, voice communication, and visual communication can also be separated based on the services and modes of communication [28]. Social networks may also be split into the following two categories:

- **Internal Social Networking:** These networks are made up of a number of individuals that represent a small or closed group of people, such as members of a firm, a community, an educational institution, or an organization. It makes sure that no one else can use the website or do anything on it, like blog, share files, attend meetings, talk directly or do anything else [29].
- **External Social Networking:** They are networks that anybody with an Internet connection may access. They are intended to draw individuals to the network, and after they register for the platform and describe themselves, much like on Facebook, a large number of users may choose to participate in it [30].

Social networks compete nowadays by offering several communication channels in order to serve the demands of all online communities. Social networks have a number of benefits, such as the following:

- **Global:** Communication between people in the East and the West is made straightforward and easy when physical and spatial obstacles and international borders are removed [31].
- **Interactivity:** Each person is a receiver, a reader, and a participant, so it gets rid of negativity and gives viewers and readers a chance to take part [32].
- **Versatility and Diversity:** students use it to study, scientists use it to share their expertise and educate others, writers use it to interact with readers, etc. [33].
- **Convenience:** To encourage user involvement in social networks, letters, symbols, and graphics are employed [34].
- **Savings and economics:** Due to the free registration and subscription, every person may have a place on the social networking network because it is not just available to wealthy individuals or members of certain groups [35].

A few social network models will be discussed, based on their propagation and circulation, particularly in Arab nations, rather than on their preferences. These networks include:

- **Facebook:** It is a website that aids in the development of user connections that allow for the exchange of data, files, private images, videos, and comments. A virtual realm that transcends time and space is where all of this takes place. One of the most popular websites on the web is Facebook. It was one of the first SNSs platforms to provide users with a platform for online self-expression and an alternative to unsuccessful political parties [36].
- **Twitter:** Micro-blogging feature provided by this social networking site, allowing users to update followers on their current whereabouts in as few as 140 characters. These status updates are posted on the user's page, where friends may see them and respond to the user, as well as view the user's profile [34].
- **Google or Google Plus:** It is a social networking service developed by Google that went live on June 28, 2011. However, registration wasn't open to the public because it was still in beta testing [37]. But, starting on September 20, 2011, anyone who is 18 years old or older can sign up for Google Plus without needing an invitation from anyone else. New features including Sparks, Hangouts, video calls, Circles and group conversations (Huddles) were added to Google Plus in May 2011 with several previously existing Google services like Google Buzz or Google profile [38]. Google plans to make its new social network a fierce rival to Facebook, which is the biggest social network in the world. Google has offered some services that didn't last, such as Google Wave and I-Google, but it wants its new social network to be even better [39].
- **Blogs:** A blog is a personal website on the Internet where a writer expresses their ideas and viewpoints on a range of topics. Blogs were first created by John Barger in 1997, but it wasn't until 1999 that they were widely used. The dates and chronological sequence of these blogs are listed. These blogs promote self-organization and aid in social and political issue solving while also facilitating participation and learning via the sharing of ideas and information [40].

The contemporary era is unquestionably known as the "digital age" because the rapid advancements in information and communication technologies that have defined it [2]. This demonstrates how widely used the Internet is, making it a defining characteristic of this time period. Everyone in society, including young people, adults, and senior citizens, uses the Internet [3]. Every aspect of social life, including the economy, politics, and other spheres, has been impacted by the Internet as a method of communication, making it impossible for any civilization to keep up with the rapid advancement of digital technology [4].

From what has been discussed, it is clear that the primary goal of SNSs is to help its users in their pursuit of knowledge and to ease their lives in a variety of other ways [5]. There are benefits and drawbacks to using SNSs, just as there are to using any other kind of technology [6]. The bad effects are often caused by bad use, which is often caused by people not having enough cultural and moral awareness [7].

### Positive Uses of Social Networks

There are many advantages to using SNSs, including the following:

**Personal Communication:** The most common use of social networks today, and possibly the first spark, was for personal communication between friends in a specific area or community. Through private social networks, information, private files, photos, and videos can be exchanged [11]. It is also a place where people can meet and make friends, creating the feeling of a society where everyone has the same ideas, no matter their age, where they live, or how much they know about science or culture [10].

**Applications in Education:** Social networks are actively contributing to the growth of e-learning by including a social component and encouraging the involvement of all stakeholders in the education system, including universities and parents [13]. Instead of lecturing and dictating to your pupils, encourage open dialogue and the airing of differing

viewpoints.

**Governmental Uses:** There has been a recent trend among government agencies to use SNSs as a means of public engagement in order to assess and improve public service delivery and to stay up with technological developments. Instead, public-facing technological communication has emerged as a key metric against which government agencies and their services may be judged [14]. The first recipient can reach the service provider directly and at a cheap cost. Appointments may be made and confirmed, instructions and procedures published, direct communication with authorities established, and feedback and recommendations solicited, all through the use of SNSs [3].

**News Uses:** For many early adopters of SNSs, networks like Facebook and Twitter are now the primary way they get their news. Original reporting, written in the author's own words [16]. It also facilitated interaction between people of various ethnicities, linguistic backgrounds, and geographical locations [15].

### Negative Uses of Social Networks

The greatest risk to users comes from online crimes, and while science and prudence have lessened the number of crimes, there are still certain negatives uses of the Internet and SNSs, such as the following:

**Broadcasting Destructive Ideas, Deviant Calls, and Corrupt Gatherings:** Given that many of the early adopters of social networks are young, this broadcast has a negative impact on intellectual and security development [17]. It also makes individuals more susceptible to being tempted and seduced by cries for destruction rather than reform. It's possible that this is the work of subversive organizations, groups, or even governments [18].

**Defamation, Scandal, Harassment, Fraud, Blackmail, and Forgery:** They come online generally to make blogging easier and to hide their identities from other users [18]. It is an ethics that is typically not based on a genuine legal document and does not always call for a thorough understanding of software or programming. Its owner does not have to justify or provide evidence that all of this is countered by policies and regulations that do not have a deterrent effect on such activity [19]. Forgery is one of the most widespread information system crimes. Forgery can be done in many ways, like by entering the wrong information or changing the information that is already there [20]. It can also involve changing personal information like gender or age or putting an image where it doesn't belong [18].

**Rights Public and Private Violation:** It is important to protect people's right to privacy online, which includes the privacy of websites as required by law [21]. The growth of the network, especially the social network with its social privacy for the person and the sites, has made it simple to breach the wall of rights and influence them, either by interrupting, modifying, or utilizing them and their information in an improper manner [22].

### Academic Performance

It is challenging to quantify student Academic Performance (AP) since a variety of metrics have been employed to do so. One of the most reliable tools for evaluating pupils' AP is the Weighted Average Point Scale, which awards grades between 0 and 4 [23]. The approach of equivalent letters can also be applied, but in this case, both parties must agree on a defined numerical value for each letter [24]. The time frame and necessary study materials must be indicated, either in terms of time, day, week, or month, in addition to some other measurements that may be relied upon for gauging AP, such as the time spent collecting courses [25]. However, there are differences amongst institutions in the ways that AP is evaluated, how marks are assigned to students, and the types of courses offered [26]. It's hard to tell how much a student's use of SNSs affects their grades because technology is continually changing [27].

Universities put a lot of weight on a student's degree and overall group, and they are also interested in finding out what kind of preparations a student have. Academic achievement has a significant impact on a student's personality [28]. AP helps a student realize what he can and can't do. In other words, when a student does well in his studies, he feels good about himself, his idea of himself is supported, and he stays away from stress and anxiety, which is good for his mental health [29]. As academic achievement is seen as a keyway to judge how far a student can go in the future.

Failure of the student in the appropriate academic achievement of the subjects of his studies leads to a loss of confidence in himself and a sense of frustration and deficiency, and to tension and anxiety [30]. This indicates the poor mental health of the individual. A nation's working population must be able to use cutting-edge technology and possess the creativity and innovation necessary for success [31]. This is strongly tied to the degree of psychological training that people undergo. Without investments in the field of education, long-term economic and social progress is not conceivable [32]. The factors that affect AP are basic direct factors that include the teacher, the learner, the curriculum, and the school environment; direct secondary factors include friends, psychologists, social workers, and learning resources; indirect factors include SNSs and social institutions [33].

### The Effect of Social Networking on AP

This rapidly expanding online presence is a global phenomenon that shows no signs of slowing down in the near future

[34]. SNSs are a big part of what students are interested in, so they should be studied as a new way to help students learn and understand more [35]. The way we learn has changed from the traditional way to a more hypothetical way that tries to mimic real landmarks. Educational websites have spread so that they can meet the needs of students anywhere and at any time. They offer a lot of visual learning materials and lessons in math, physics, and other subjects [36]. The use of technology in the classroom, including computers, tablets, and interactive whiteboards, has been shown to significantly improve students' levels of understanding and creativity. These tools raise the level of the student due to the fact that they contain distinct scientific materials that allow the student to review his lessons and hear the teacher's explanation more than once updates [38]. Additionally, the pupils' capacity to retain information from class lessons has improved with time.

Media technology in the classroom is a powerful tool for teaching critical thinking and problem-solving skills. For instance, if a bad situation arises that prohibits the student from attending class for a while, he might pursue his peers' accomplishments through online learning [37]. The alternative can be used by using educational programs that broadcast on the Ministry's website, satellites, websites, and computers in addition to its role in increasing the efficiency of teachers through training in the use of programmed means that increase student motivation and tendencies and eliminate the phenomenon of private lessons [38]. There is great discussion over whether or not using numerical technology has a substantial impact on students' performance in the classroom [39].

When it comes to students' AP, self-control, and self-assurance in the classroom, SNSs may make or break their academic experience [40]. Long-term use of SNSs by youngsters has been linked to negative outcomes in the classroom and in the completion of homework and other given activities [37]. Long periods of time spent on SNSs by children have a variety of negative effects on students' AP, including but not limited to: students dozing off during class or while studying; difficulty focusing; mental distractions; forgetfulness; and long-term academic delay [38].

### Previous Studies

Studying success in relation to SNSs use was investigated by Casal [41]. 1960 students from two different undergraduate and graduate courses at the Faculty of Education at the National Distance Education University in Spain were included in the sample, and 411 of them participated in a SNSs engagement activity. This study used a mixed quantitative and qualitative methodology. The results showed that compared to those who did not participate in any learning activities or who participated in more traditional learning activities, students who used SNSs for education achieved higher academic outcomes.

The impacts of SNSs on students' AP in Islamabad and Rawalpindi were studied by Khan et al [38]. (Pakistan). Three hundred and eighty-five students aged 15 to 25, from a variety of Twin Cities educational institutions participated in the poll. The information was collected via a self-created questionnaire. Studies have shown that adolescents are particularly vulnerable to developing a social networking addiction, with the vast majority of participants having used social networks for recreation or relaxation for at least three years. While the results may not be statistically significant, A growing body of evidence indicates that student performance suffers when SNSs use increases. The p-value of 0.061 suggests that more time spent on social networking has a negative effect on AP. This research found that the more time people spend each day on SNSs, the more time they spend on the network overall. This would indicate that those who spend more time on SNSs serve no real purpose in doing so. The amount of time spent on SNSs in a day makes it harder to study, which in turn negatively impacts academic achievement.

SNSs's impact on college readiness among high school seniors was studied by Oguno et al [42]. Seventy male and eighty female students from across five institutions made up the sample size of 150. The SNSs Questionnaire (SMQ) and the Students' Accounting Achievement Proforma were used to collect data (SAAP). The results showed that students frequently utilize SNSs to network with others, do research for schoolwork, locate relevant educational materials, and monitor current events and developments. According to the data, students spend between two and four hours daily on SNSs. Student SNSs use was not strongly correlated with accounting performance. However, there was a statistically significant correlation between the students' gender and how well they fared in accounting.

Igboke and Olom [43] studied the effect of SNSs usage on the academic outcomes of students participating in entrepreneurship courses. A descriptive survey approach was chosen for this study's research design. The University of Calabar in Nigeria has at least 120 students, or about the same number of male and female students. In order to get answers from the respondents, a questionnaire with a 4-point rating system was sent. The results of the survey showed that among the reasons students use SNSs are to keep in touch with family and friends, to meet new people, to learn new things, to have fun, to socialize, to share and receive information, to share and receive entertainment, to download and watch movies, and to research topics and find study materials. It was also demonstrated that pupils benefited greatly from using SNSs. Similarly, the results of the hypothesis test demonstrate that male and female students in entrepreneurship education use SNSs for quite different reasons (SNSs). When asked how they thought SNSs influenced their performance in entrepreneurship classes, male and female respondents had vastly different perspectives.

Nwoburuoke and Eremie [36] investigated the effects of SNSs on children's school performance and their implications for guidance counseling in the state of Rivers. 357 students were selected as the study's sample size using the Taro Yamane technique. The primary method used in this research was a questionnaire. Facebook, Whatsapp, and YouTube use was found to potentially have an impact on pupils in Rivers State. Given these findings, the researcher advocated for the use of SNSs to disseminate educational goals and aspirations, the growth of SNSs, and the creation of new pages to enhance scholastic pursuits and discourage students from underachieving. That way, students may better manage their time between studying and their usage of SNSs.

Students' SNSs use and their performance in science classes in Anambra State Senior Secondary Schools were investigated by Ejoh and Lawan [37]. Students at Anambra State Senior Secondary School, both male and female, had their links between SNSs use and scientific subject grades analyzed. The study's sample includes 260 high school seniors from both Onitsha North and Onitsha South. Results showed that students' usage of SNSs did not predict their success in physics or chemistry classes at a public high school in Anambra State. However, there is a large gap between male and female students' scientific achievement in Anambra State's upper-level secondary schools.

In light of the COVID-19 pandemic, Sobaih, Palla, and Baquee [44] studied the perspectives of Indian college students on the use of SNSs for distance education. In order to find out more about the opinions of Indian college students, an online survey was sent among a representative group of them through a closed social network. Students reported higher levels of satisfaction with their SNSs use after giving their feedback on the platforms' usability and accessibility. The data showed that students' hopes utilizing SNSs will enhance their AP were well founded.

## Methodology

A detailed, accurate, and methodical overview of the traits and information about a population has been produced in this study using a quantitative technique and descriptive design. Descriptive quantitative research seeks to describe key aspects of the phenomenon under consideration [45]. After that, an analysis of the findings is presented.

### *Population and Sample Research*

According to the Saudi Ministry of Education's annual statistics report for 2022–2023, there were 3588 faculty members at Imam Abdul Rahman Bin Faisal University who made up the study's whole population. The researcher surveyed 350 professors as the recommended sample size according to table of Morgan. The Imam Abdul Rahman Bin Faisal University faculty were chosen using a straightforward random sampling method. Out of 350 surveys, 302 were returned. The 15 questionnaires were thrown out because the people who filled them out didn't fill out all of the questions. This left 287 questionnaires that could be used for analysis.

### *Research Instrument*

After reviewing a number of previous studies and the instruments used in them. The researcher made a questionnaire to find out what the professors thought about how using SNSs affected the AP of Saudi university students. The final version of the instrument had two parts. The first part contained preliminary information about the respondents, such as their gender, number of years of experience, and type of college. The second part has 20 items that measure how using SNSs affects the AP of Saudi university students. The items in this research have been adopted. A Likert scale was adopted that included a five-scale from "1" (very low) to "5" (very high) to measure each item in the questionnaire.

### *Instrument Validity*

Eight experts in education and computer science from the Saudi university faculty were given the research instrument to review for linguistic formulation, scientific accuracy, and clarity in order to confirm the validity of the instrument. All of the items have been approved, with a few small changes to the wording based on what the experts said.

### *Instrument Reliability*

Cronbach's alpha was used to determine if the answers the sample gave were accurate internal. A value of 60% or higher is a good indicator of the reliability of the replies [45], as is seen in table 1.

**Table 1.** Test of Cronbach Alpha

Effect of Using Social Networks	Value of Cronbach Alpha
Positive Effects	0.923
Negative Effects	0.889
<b>Effect of Using Social Networks as all</b>	<b>0.870</b>

According to Table 1, the recognized internal consistency coefficient values for the factors affecting how social networks affect students' academic achievement ranged between (0.870-0.923). The fact that the Cronbach Alpha value for all instrument characteristics was efficient indicates that there is internal consistency between items on the study instrument (0.60).

**Data Analysis**

The data was analyzed using one-way ANOVA, independent sample t-testing, and the mean score through SPSS software. The t-test for independent samples is used to evaluate statistical significance when comparing means. The Anova One-Way test is used to compare the means of three or more groups [46]. The data was interpreted using the means listed in the table below.

**Table 2. Means Interpreted**

Means	Degree
1,00-2.33	low
2.34-3.67	Moderate
3.68-5.00	High

**Results and Discussion**

**Profile of Respondents**

The "type of college, experience, and gender" of the respondents were described using descriptive analysis. The majority of respondents 66.9% of them were male and 33.1% were female. In terms of experience, 74.9% of respondents reported having between one and five years of experience, 18.1% reported having between five and ten years, 3.8% reported having more than ten years, and 3.1% reported having less than one year. With regard to the college type, Table 3 reveals that the vast majority 77.0% of respondents work in humanities schools, while just 23.0% of respondents work in scientific colleges.

**Table 3. The Profile of Respondent**

Variables	Category	N	%
Gender	Male	192	66.9
	Female	95	33.1
	Less than 1 year	9	3.1
Academic ranking	1- less than 5 years	215	74.9
	5- less than 10 years	52	18.1
	More than 10 years	11	3.8
College	Humanities	221	77.0
	Scientific	66	23.0

The first research question asked, "What are the effects of using SNSs on the AP of students from the point of view of faculty members?". Means and standard deviations were calculated by SPSS.

**Table 4. Means and Standard Deviation for Items and for Dimension**

N	Item	Mean	St.dev	Decision
	<b>Positive Effects of Using Social Networks</b>			
1	SNSs platforms open doors to new pedagogical possibilities.	3.70	0.99	A
2	In a variety of ways, the usage of SNSs fosters the growth of original thought.	3.96	1.20	A
3	Missing Item	3.87	1.17	A
4	With the help of SNSs, students may actively participate in the learning process and the conversation.	4.14	1.01	A
5	Students may improve several areas of their education by using SNSs.	3.59	1.04	MA
6	Keep up with the latest happenings on campus by using SNSs.	4.14	1.02	A
7	Motivating students to develop and implement innovative solutions for educational content delivery across digital networks.	4.08	1.10	A
8	The student can talk to his classmates about their classes using the SNSs.	3.98	1.06	A
9	Through the usage of SNSs, the student may reach out to the instructor even when school is not in session.	3.97	1.06	A
10	SNSs facilitate effective learning by offering numerous contextualized practice opportunities for the student.	3.70	0.99	A

	<b>Total</b>	<b>3.91</b>	<b>0.82</b>	<b>A</b>
	<b>Negative Effects of Using Social Networks</b>			
11	Addiction to SNSs leads to poor academic performance.	3.81	1.06	A
12	Being distracted by SNSs and so avoiding schoolwork and study materials.	3.64	1.07	MA
13	Extreme reliance on colloquial speech patterns and avoidance of Standard Arabic in online discussions and online comments.	3.28	0.98	MA
14	Overuse of computers and the Internet may lead to weariness, sleeplessness, and even health problems.	3.48	1.04	MA
15	Defamation, harassment, fraud, blackmail, and forgeries are all acceptable on SNSs.	3.49	0.99	MA
16	SNSs is a fertile environment for spreading destructive ideas.	3.81	1.06	A
17	SNSs display pornographic, obscene and indecent materials.	3.65	1.08	MA
18	Violation of private and public rights.	3.29	0.98	MA
19	SNSs spread misconceptions and terms.	3.48	1.04	MA
20	Disorders of the mind brought on by excessive SNSs use; examples include sadness and anxiety.	3.49	0.99	MA
	<b>Total</b>	<b>3.54</b>	<b>0.73</b>	<b>MA</b>

Table 4 shows that, from the perspective of the faculty at Imam Abdul Rahman Bin Faisal University, the positive effects of students' use of SNSs on their AP were high, with an arithmetic mean of (3.91), as all items obtained high arithmetic scores that ranged from (3.70-4.14) with the exception of Item No. 5, which got a (3.60). (3.59). The study's author attributed the finding to the fact that some students make use of SNSs as part of the educational process, including the sharing of personal experiences, the gathering of background knowledge, and the completion of homework assignments in groups. In light of the fact that some students rely on these sites as a source of information, it is important for universities to raise students' knowledge of and instruction in the appropriate use of SNSs. Not only should study time be protected from interference by restricting its usage, these findings corroborate those of [41, 43, 37, 44], who also discovered a favorable correlation between students' SNS use and their AP.

According to Table (4), the faculty at Imam Abdul Rahman Bin Faisal University believed that the negative effects of students' use of SNSs on their AP were mild, with an arithmetic mean of (3.54), as all items obtained mild arithmetic scores ranging from (3.28-3.65) with the exception of Item No. 11 and Item No. 15, which both got high arithmetic scores of (4.00). (3.81). The researcher explains that the result makes sense because students' time spent on these sites is obviously counterproductive to their education and academic performance. Numerous studies, like those by [37, 42], have found that children under the age of 12 spend an average of five hours per day on SNSs.

In order to answer the first study question, which stated: "Is there statistically significant differences in the impact of SNSs on academic achievement due to gender, experience, and type of college?". The researcher used the independent sample 't' test and Anova One Way

**Table 5.** Independent Samples T- test

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>St. dev</b>	<b>df</b>	<b>t</b>	<b>Sig</b>
Male	192	3.82	0.51	285	1.01	0.313
Female	95	3.75	0.58			
Humanities	221	3.77	0.52	2.85	0.529	0.597
Scientific	66	3.81	0.58			

The average number of males was 3.82, whereas the average number of women was 3.75, as seen in Table 5. The average for the sciences was 3.81, while the average for the humanities was 3.77, as seen in the table. The Sig of two groups of gender is 0.313 and the Sig of two groups of colleges is 0.597, showing that there is no considerable impact on gender and colleges according to the perspective of faculty members about the influence of social network implementation. Together, our results are consistent with those found by [42, 37].

**Table 6.** ANOVA Test

<b>Variable</b>	<b>Groups</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
Experience	Between groups	0.219	3	0.073	0.257	0.857
	Within groups	80.530	283	0.285		
	Total	80.749	286			

As can be shown in Table 6, there are no variations between the groups in terms of the experience of the faculty. According to faculty members' opinions regarding the impact of social networks, the Sig is 0.857, indicating that there is no



statistically significant influence on experience. Studies by [42, 37] support this conclusion.

## Conclusion

The primary goal of this research is to ascertain if students' increased use of SNSs has any appreciable effect on their AP scores. The researcher used this information to develop a survey questionnaire for academics at King Khaled University, which she then sent to a convenience sample of 350 faculty members. The percentage of those that responded was 287. This research found that students' AP was significantly impacted in both good and bad ways by their use of SNSs.

This study also reviewed prior research on the topic of students' usage of SNSs at universities and shared their own experiences with this phenomenon. According to the research, universities recognize the value of using such platforms because of the benefits they provide to teaching and learning. Additionally, it was discovered that SNSs can raise students' AP scores. Student-teacher relationships have been strengthened via the use of these platforms, which have also facilitated dialogue between them. Since there are drawbacks to using SNSs for teaching, this practice has been heavily criticized.

## Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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