Social Media and Academic Performance at King Saud University in Saudi Arabia

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Introduction

Social media and social networks significantly impact students nowadays, and they are gradually integrating into everyone's daily lives in contemporary society (Raghavendra et al., 2018).

Social media is becoming vital to human society because it transforms our cultural standards, values, and culture (Chukwuere & Chukwuere, 2017). Wolf et al. (2015) state that sharing and distributing content are significant social desires. According to Terzi et al. (2019), social media has altered how people, particularly university students, engage, communicate, and socialize while pursuing their educational goals. This new medium greatly facilitates the dissemination of content among college students and the general public (Hossain et al., 2019).

According to Waghid (2017), social media is a collection of online tools and applications that enable social interaction and communication among digital media users by promoting knowledge sharing and turning a monologue into a dialog between a company and its clients.

The use of social media has significantly streamlined our lives and bonded us to one another (Shensa et al., 2020).However, the internet is the most significant source of information in the modern world's global marketplace. Since the introduction of social media platforms in the 1990s, there has been an assumption in some circles that students' academic performance is neglected and challenged frequently. The number of obstacles the educational system must overcome has resulted in a fast-diminishing level of education. There is deviance, disorientation, and divided attention between their social networking activities and academic work. Students are seen paying more consideration to social media than to their coursework. Social networking sites are typically off-limits inside educational institutions like universities and colleges. They defend this by promoting academic focus in the students (Talaue et al., 2018).

Students' dependence on social networks, their frequent exposure to them, the social media platforms to which they are more exposed, and the impact of social media as a medium for student interaction have all been discussed recently and have an impact on their academic performance. Instead of reading their textbooks, students spend their time chatting and making acquaintances on social media, which may affect their academic performance, as it is impossible to perform well academically if you do not read.

Since students no longer require a cybercafé to send and receive messages, the production and distribution of equally capable cell phones have compounded the situation. Visible to invisible pals are now receiving more attention, potentially harming critical tasks like writing and studying. Many people who believe in acquiring information and skills have grown concerned about this phenomenon. Social media has recently taken an important place in students and the public's consciousness, leading to many severe actions by students, teachers, and even educational officials. It is crucial to examine some of the current problems that social media is causing, affecting students' performance in school. Due to the resources that may be tapped into through social media, students at all levels of learning now divide their attention between schoolwork and other activities. The question of whether these opportunities encourage study needs to be addressed. Thus, this study investigates how social media networks affect students' academic performance at King Saud University in Saudi Arabia.

Literature Review
Students' Addictiveness to Social Media
Social media can be defined in several ways (Obermayer et al., 2022). It refers to software-based digital technologies that give users access to digital environments for sending and receiving digital material or data across an online social network. These technologies are typically displayed as applications and websites. The main platforms and their features, such as Instagram, Twitter, and Facebook, can be viewed as social media (Appel et al., 2020).

After Web 2.0 became a reality in 2005, social media emerged. It is "a series of Internet-based apps that build on the ideological and technological underpinning of Web 2.0 and facilitates the development and sharing of user-generated content" (Kaplan & Haenlein, 2010). Students can access materials, resources, course content, and interactions with peers and instructors through mobile devices and social media (Cavus & Ibrahim, 2009; Olannye-Okonofua & Oji, 2023).

One type of Internet addiction is social media addiction, which manifests as a compulsive desire to use social media excessively (Starcevic, 2013; Tereshchenko, 2023). People addicted to social media frequently have excessive anxiety about it and are driven by an unquenchable desire to access and utilize it (Schou Andreassen & Pallesen, 2014). According to studies, social media addiction can cause problems with mood, memory, physical and emotional reactions, interpersonal relationships, and psychological well-being (Bachnio et al., 2017). According to Wolniczak et al. (2013), 12% of users of social networking sites suffer from social media addiction.

According to a survey done in 15 countries, college students are to blame for the rising use of smartphones and other portable gadgets like tablets. Students' academic performance increased when they used social media responsibly (Sutherland et al., 2018). However, people who don't control their social media users frequently develop addictions that negatively impact their academic performance (Kulidtod & Pasagui, 2017).

Many people who believe in acquiring knowledge and skills have grown concerned about these phenomena (Deuze & McQuail, 2020). Jeong (2005) discovered a strong and unfavorable correlation between internet addiction and students' academic achievement and emotional characteristics.

In a study of 884 university students (Olowu and Seri 2012). They revealed that students neglect other important tasks like their education by spending excessive time on social networking sites (Asafo-Adjei, et al., 2023). They claimed that Youths use these social networking sites and even suggest obsession. Social media has become the primary priority for young people who need more usage to feel fulfilled. Therefore, We intend to examine To what extent student addiction to social media affects their academic performance at King Saud University in Saudi Arabia; we therefore firstly hypothesize that:

H1. Students' addictiveness to the social network has a significant influence on their academic performance *at* King Saud University, KSA.

Students' Exposure to Social Media

In recent years, it has been noted that young people have unrestricted access to social media and the internet (Bozzola et al., 2022). Students use computers to connect to the internet and send and receive data from worldwide. Since students no longer require a cybercafé to send and receive messages, the production and distribution of equally capable cell phones have compounded the situation (Kukulska-Hulme et al., 2023). Some schools have the technology to provide access to the internet both inside the school and in the library (Ribble & Park, 2022). As attention has switched from conducting research in libraries to a general dependence on these social platforms, online Wikipedia and

blogs are the primary resource centers for students. When a student hears a phone ping, it's normal to see them put aside the books they were reading in the library.

According to a joint survey by Campus2Careers and Survey Breaks, college students spend an average of 3.6 hours daily on their smartphones and cell phones, compared to less time on computers, TVs, handheld video games, and e-readers. Thus, our objective is to investigate if the social media networks students are exposed to affect their academic performance at King Saud University in Saudi Arabia. As a result, we hypothesize:

H2.Student's exposure to social media networks has a significant influence on students' academic performance _at_ King Saud University, KSA.

Influence of Social Media Networks on Students' Academic Performance

Despite the negative consequences, the expansion of social media has taken over practically all sectors of human activity (Papademetriou et al., 2022). People are tempted to assert that these social apps and social media can enhance additional learning and information exchange among students and teachers because the educational environment is not excluded from this (Ferdig, 2007). According to West (2012), social media may bridge the gap between students and teachers and even reduce their physical separation; in other words, it makes it possible for students worldwide to collaborate and learn without obstacles. According to Miah et al. (2013), social media is the primary channel via which people regularly communicate and exchange ideas, even when they are geographically separated. It is impossible to overstate the positive effects of social media on communication, learning, research, and education in general (Gülbahar et al., 2008). Social media has been shown to increase communication skills, social engagement, and participation. It also improves peer support (Alismaiel et al., 2022). Despite these advantages, it seems that social media has alarmingly adverse effects on students, as they frequently put their studies on hold to keep up with the fads and distractions offered by these platforms, such as chatting, texting, gaming, etc. (Omachonu & Akanya, 2019). According to Kabilan (Kabilan et al., 2010), students are taught proper spelling, sentence structure, pronunciation, and essay writing using social media. Mehmood and Taswir (2013) discovered that social networking sites could help students learn how to spell and write correctly because they provide flexibility in the learning process, encourage creative thinking, and improve interpersonal relationships between students and teachers. According to Fodeman and Monroe (2009), students who use Facebook appear to be more anxious about being without their cell phones for a short time.

It has been noted that students worldwide use social media and spend a significant amount of time online visiting various sites (Dhiman, 2022). People are becoming increasingly concerned about how much time students spend on social media, especially given that this time is frequently spent multitasking by visiting multiple websites and consuming large amounts of content (Kaplan & Haenlein, 2010).

The majority of the elements responsible for social media's technological advancements are its accessibility to all people, convenience, functionality, and adaptability (Choi, 2023). Furthermore, given traditional media like television, radio, and newspapers, social media platforms can affect people (Brown, 2010). Since an individual's primary

focus should be on academic success, especially in secondary school, the foundation for most career development, students should take their studies very seriously. All students, teachers, parents, and other interested parties in education now care about and are interested in academic achievement; as a result, they have been working assiduously to ensure that any factors that could impede students' academic progress are brought under control (Aremu & Sokan, 2008). henceWe seek to find out how students' use of social media affects their academic performance at King Saud University in Saudi Arabia. We hypothesize :

H3.The use of social media has influenced the academic performance of the students at King Saud University, KSA.

Gender Usage Of Social Media

According to a literature study on gender and adolescence, there is disagreement over which demographic spends more time online and on social media sites (Subrahmanyam & Lin, 2007). Krasnova et al. (2017) looked examined differences in social media usage by gender. The findings indicated that young students use social media differently depending on their gender. However, men primarily use social media for enjoyment, while women utilize it for communication and knowledge (Hysa et al., 2022). When it comes to how each gender uses social media, there is a definite difference. Making new connections is exclusively assigned to men, while women use it to further their academic and informational goals (Mazman & Usluel, 2011).

In previous research studies, gender inequalities in social media use and their effects on student's academic performance were widely documented; nevertheless, those studies have produced conflicting results (Habes et al., 2019). Some assume that teenagers use social media for communication and education on par with adults (Vanherle et al., 2022). Some people believe that women use social media solely for informational   purposes.

Additionally, the differences in social media consumption by gender have not been well studied. Similar conclusions have been made about the impact of social media use. Some examined the beneficial effects of social media use, while others uncovered negative ones. The researchers chose to finish the study by directly examining the responses of the subject participants, relying primarily on the data acquired. It's because, according to the researchers (Mehboob & Othman, 2020), users could give honest opinions regarding how social media use affected their academic performance. This study aims to determine if there is a gender difference in the use of social media networks by students at King Saud University in Saudi Arabia. As a result, we hypothesise that :

H4.There is a significant difference between male and female student usage of social media network at King Saud University, KSA.

Usage of Social Media by Age

Recent studies have demonstrated that university students are the largest Internet users, notably for social interactions (Subrahmanyam & Lin, 2007). The way teenagers communicate and receive information has drastically changed due to social networking sites, email, instant messaging, blogging, and online journals (Bonds Raacke & Raacke, 2008).

In recent years, adolescents have become much more accustomed to this way of life than older generations, as this is all they have ever known (Lewis, 2009). Most adolescents' daily activities and information collection now involve social media, unlike previous generations who relied on television and newspapers (Lewis, 2008). According to a recent survey, approximately ninety percent of adolescents in the United States have Internet access, and approximately seventy-five percent utilize social media more than once daily (Kist, 2008; Mankani, 2022). Approximately half of all teens with Internet access are also members of social networking sites and use the internet to make plans and socialize with peers (Kist, 2008). According to one researcher, "Teens use social media as an extension of their personality, to demonstrate their friends – and the world – who they are, what they care about, and to build connections with others who share similar interests" (Goodman, 2007, 84). According to estimates, the overwhelming majority of adolescents visit at least one social networking site roughly twenty times daily. Valkenburg & Peter, 2009; Sairambay, 2022). The purpose of this research is to determine how younger and older students impact their use of social media at King Saud University in Saudi Arabia. Consequently, we hypothesize that:

H5. Age significantly influences the use of social media at King Saud University, KSA.

Research Method

The descriptive survey research design was used for the investigation. This design is appropriate since it allows the researcher to generate data using standardized collecting techniques based on highly organized research instrument(s) and well-specified study themes and related variables.

The participants in this study are all full-time students at King Saud University in Saudi Arabia. A total of 451 students were chosen at random using a confidence interval. A simple random sampling technique was used for the selection, where (451) students were randomly selected from randomly selected faculties at King Saud University, KSA.

A well-constructed and self-developed questionnaire titled "Social Media and Academic Performance of Students Questionnaire" was employed to obtain the needed information from the students. The survey was divided into two divisions (A and B).

Section A was for collecting information about respondents' personal data. At the same time, Section B was for eliciting comments from respondents with response options of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree (SD).

The researcher gathered the necessary information by administering a questionnaire to the selected faculties. The researcher was in charge of administering the questionnaire. A total of 500 copies of the questionnaire were distributed to elicit replies from the students, and the researcher gathered them on the spot. There were 21 missing questions and 28 incorrectly filled out, leaving the researcher with 451 valid questionnaires.

Table 1. shows the demographic information. The results reported that half of the respondents (51.5%) were males, and (48.3) were females. Most respondents (55%) were in the age category of 21-25 years. The majority of the respondents (83.4%) were Bachelor's students.

Table 1. The Demographic Information

Characteristics	Categories	Frequency	（%）
Gender	Male	233	51.7
	Female	218	48.3
Age	16-20 years	125	27.7
	21-25 years	248	55.0
	26 years and above	78	17.3
Education	Bachelor student	376	83.4
	Master student	59	13.1
	Ph.D. student	16	3.5

The Pearson Correlation Coefficient was employed to assess the instrument's dependability. A coefficient value of 0.65 suggested that the research instrument was dependable; hence it was used to collect the necessary data for the study.

Descriptive statistics such as averages, standard deviations, and percentages were used in this study to characterize respondents and their level of agreement with the scale's claims. The five-point Likert scale was used in this investigation (strongly agree, agree, neutral, disagree, strongly disagree). The questionnaire respondents were asked to rate their level of agreement with the statements on the scale.

Validity Of Items

The validity is the extent to which the items from a measure represent the variable they are intended to. Pearson correlation was used to assess the validity of the items between each item of the variable and the total score of that variable.

Table (2) presents the correlation coefficients for all items. The results show that the correlation coefficients of students' addictiveness to social networks and academic performance items were located between (0.63-0.949) and statistically significant with the total score of the variable. Also, the correlation coefficients of the items of exposure of students to social media networks and their academic performance range between (0.443-0.591) and are statistically significant with the total score of the variable. Regarding items of use of social media and students' academic performance were located in between (0.375-0.684) and statistically significant with the total score of the variable. The correlation coefficients of gender usage of social media items were located between (0.435-0.778) and statistically significant with the total score of the variable. Regarding items of age usage of social media were located in between (0.421-0.856) and statistically significant with the total score of the variable. Therefore, all the items

were valid.

Table (2) The Correlation Coefficients for All Items

S	Statements	Correlation coefficient	Significant level
Students' addictiveness to social networks and academic performance			
1	Addiction to online social networks is a problematic issue that affects my academic life.	0.943	0.00
2	Online social networks distract me from my studies.	0.949	0.00
3	Hours spent online can never be compared to the number of hours I spend reading.	0.63	0.00
4	My grades have not improved since I became engaged in these social networking sites.	0.851	0.00
Exposure of students to social media networks and their academic performance			
1	I usually have unlimited access to Facebook, which has negatively affected my academic performance.	0.515	0.00
2	I engage in academic discussions on social media, which has improved my Academic performance.	0.698	0.00
3	I make use of social media to disseminate knowledge to my classmate.	0.443	0.00
4	I rely solely on information obtained from the internet to do my assignments without consulting other sources.	0.591	0.00
Use of social media and Students' academic performance			
1	The usage of Wikipedia for research has helped improve my grades.	0.684	0.00
2	Engaging in academic forums reduces my rate of understanding.	0.470	0.00
3	I use materials obtained from blogging sites to complement what I have been taught in class.	0.567	0.00
4	I will not perform well academically even if I stop using social media.	0.375	0.00
Gender usage of social media			
1	Male and female students use social media networks differently on different frequencies	0.435	0.00
2	Female students use social networking sites more to foster social connections explicitly.	0.595	0.00
3	Gender determines the level of social media network usage.	0.435	0.00
4	Males are more effective at using social networking sites for non-academic purposes.	0.778	0.00
Age usage of social media			
1	Age has an impact on the use of social media.	0.421	0.00
2	Social media become boring as I grow older	0.856	0.00
3	Social media is not relevant to people of an older generation.	0.855	0.00
4	The younger generation is the most active user of social media.	0.477	0.00

Reliability of Scales

Cronbach's alpha was perfumed to assess the reliability of scales. Cronbach's alpha is the most common measure of the reliability of scales when the study uses multiple Likert questions in the questionnaire. Hair et al. (2014) suggest that Cronbach's alpha is 0.6 or higher is considered good reliability.

The results presented in Table 3 reported that Cronbach's alpha of the scales of students' addictiveness to social networks and academic performance is (0.866), Cronbach's alpha of the scales of exposure of students to social media networks and their academic performance is (0.673), Cronbach's alpha of the scales of use of social media and student's academic performance is (0.677), Cronbach's alpha of the scales of gender usage of social media is (0.602), and Cronbach's alpha of the scales of age usage of social media is (0.682). As a result, all Cronbach's alpha coefficients were higher than the acceptable value (0.60), indicating the reliability of the scales is excellent.

Table 3. Reliability of the Scales

Variables	N	Number of Items	Cronbach's Alpha
Students' addictiveness to social networks and academic performance	451	4	0.866
Exposure of students to social media networks and their academic performance	451	4	0.673
Use of social media and students' academic performance	451	4	0.677
Gender usage of social media	451	4	0.602
Age usage of social media	451	4	0.682

Results and Discussion
- **Descriptive Results:**

This study applied descriptive statistics such as means, standard deviation, and percentages to summarize respondents and their degree of agreement with the scale's statements. This study applies the five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). The questionnaire respondents were asked to indicate their personal degree of agreement with the scale's statements. The interpretation of the scale levels is shown in Table 4.

Table 4. Interpretation of Scales Values

Mean Value	Meaning
From 1 to 1.80	Strongly disagree
From 1.81 to 2.61	Disagree
From 2.62 to 3.42	Neutral standpoint
From 3.43 to 4.23	Agree
From 4.24 to 5	Strongly agree

Testing Hypotheses

Students' Addictiveness To Social Networks And Academic Performance

Descriptive statistics were used to evaluate the students' addictiveness to social networks and academic performance. The results shown in Table 5 indicated that the students show a neutral standpoint towards addictiveness to social networks and academic performance, where the overall mean is (3.25), and the standard deviation is (0.99).

In detail, the results showed the means scores for all statements were located between (3.01-3.55) with a standard deviation ranging (from 0.788-1.115). Moreover, firstly, the highest mean score was for the statement that states, **"There has been no improvement in my grades since I became engaged in these social networking sites",** where the mean is (3.55). The standard deviation is (0.788), indicating that the respondents agree with that statement. Secondly, for the statement that states, **"Online social networks distract me from my studies",** where the mean is (3.24), and the standard deviation is (0.1144), which indicates that the respondents show a neutral standpoint on that statement. The lowest mean score was for the statement, **"Hours spent online can never be compared to the number of hours I spend reading",** where the mean is (3.01). The standard deviation is (0.919), and the statement states, "Addiction to online social networks is a problematic issue that affects my academic life", where the mean is (3.18). The standard deviation is (1.115), indicating that the respondents are neutral with those statements.

In summary, a neutral standpoint indicates a lack of strong conviction regarding the impact of addictiveness to social networks on academic performance. It suggests that students recognize the potential influence but may believe that the relationship is contingent on various factors and may vary from person to person. Thus, the first hypothesis, **"Students' addictiveness to the social network has a significant influence on their academic performance at King Saud University, KSA"** is not supported.

Table 5. Descriptive Statistics of the Students' Addictiveness to Social Networks and Academic Performance

Statement	%					Mean	SD.	Scale
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Addiction to online social networks is a problematic issue that affects my academic life.	7.1	48.6	2.7	38.8	2.9	3.18	1.115	Neutral
Online social networks distract me from my studies.	10.2	47.7	0.2	39.9	2.0	3.24	1.144	Neutral
Hours spent online can never be compared to the number of hours I spend reading.	4.2	28.4	33.0	32.8	1.6	3.01	0.919	Neutral
There has been no improvement in my grades since I became engaged in these	6.7	52.8	29.9	10.0	0.7	3.55	0.788	Agree
Overall						3.25	0.99	Neutral

Exposure Of Students To Social Media Networks And Their Academic Performance

Descriptive statistics were used to assess students' exposure to social media networks and their academic performance. The results presented in Table 6 showed that the students indicate a neutral standpoint towards exposure of students to social media networks and their academic performance, where the overall mean is (2.96), and the standard deviation is (0.89).

Furthermore, the results revealed that the highest mean score was firstly for the statement, **"I make use of social media to disseminate knowledge to my classmate",** where the mean is (3.30). The standard deviation is (0.908). Secondly, the statement states, **"I engage in academic discussions on social media, and this has improved my Academic performance",** where the mean is (3.12), and the standard deviation is (0.935), which indicates that the respondents show a neutral standpoint with those statements. The lowest mean score was for the statement, **"I rely solely on information obtained from the internet to do my assignments without consulting other sources",** where the mean is (2.30). The standard deviation is (0.597), which indicates that the respondents show a disagreement standpoint with that statement and the statement that states, **"I usually have unlimited access to Facebook, and this has affected my academic performance negatively"**, where the mean is (3.11).

The standard deviation is (1.108), which indicates that the respondents show a neutral standpoint with that statement.

In conclusion, this neutral standpoint suggests that the students do not perceive a significant positive or negative impact of social media exposure on their academic performance. They may believe that social media can have both advantages and disadvantages, but they do not consider it a decisive factor in determining their academic success. Therefore, the second hypothesis, **"Student's exposure to social media networks has a significant influence on students' academic performance at King Saud University, KSA"** is not supported.

Table 6. Descriptive Statistics of the Exposure of Students to Social Media Networks and Their Academic Performance

Statement	%					Mean	SD.	Scale
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
I usually have unlimited access to Facebook, which has negatively affected my academic performance.	7.8	41.7	6.9	41.2	2.4	3.11	1.108	Neutral
I engage in academic discussions on social media, which has improved my Academic performance.	1.1	46.6	16.6	35.0	0.7	3.12	0.935	Neutral
I make use of social media to disseminate knowledge to my classmate.	1.1	56.1	16.4	24.8	1.6	3.30	0.908	Neutral
I rely solely on information obtained from the internet to do my assignments without consulting other sources.	0	4.7	23.1	69.6	2.7	2.30	0.597	Disagree
Overall						2.96	0.89	Neutral

Use Of Social Media And Students' Academic Performance

Descriptive statistics were used to identify the use of social media and students' academic performance. The results presented in Table 7 indicated that the students show a neutral standpoint towards the usage of social media and students' academic performance, where the overall mean is (2.70) and the standard deviation is (0.80).

Moreover, the results showed that the highest mean score was firstly for the statement that states, **"I use materials obtained from blogging sites to complement what I have been taught in class"**, where the mean is (3.35), and the standard deviation is (0.810). Secondly, for the statement that **states "The usage of Wikipedia for research has helped improve my grades",** where the mean is (2.87), and the standard deviation is (1.012), indicates that the respondents show a neutral standpoint with those statements. On the other hand, the statement stating, **"I will not perform well in my academics even if I stop using social media"** received the lowest mean score of (2.05), accompanied by a standard deviation of (0.529), and the statement that states **"Engaging in academic forums reduces my rate of understanding"**, where the mean is (2.54). The standard deviation is (0.856). These results indicate disagreement among the respondents regarding these statements.

In summary, A neutral standpoint suggests that students do not believe social media significantly impacts their academic performance or may be unsure about the relationship between the two. They may acknowledge that social media has benefits and drawbacks and may not attribute their academic performance solely to its use. Thus, the third hypothesis, **"The use of social media has influenced the academic performance of the students at King Saud University, KSA"** is not supported.

Table 7. Descriptive Statistics of the Use of Social Media and Students' Academic Performance

Statement	%					Mean	SD.	Scale
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
The usage of Wikipedia for research has helped improve my grades.	0.7	38.1	14	41.9	5.3	2.87	1.012	Neutral
Engaging in academic forums reduces my rate of understanding.	0.2	19.1	19.7	56.5	4.4	2.54	0.856	Disagree
I use materials obtained from blogging sites to complement what I have been taught in class.	0.2	55.9	23.3	20.4	0.2	3.35	0.810	Neutral
I will not perform well in my academics even if I stop using social media.	0	1.8	11.1	77.2	10.0	2.05	0.529	Disagree
Overall						2.70	0.80	Neutral

Gender usage of social media

To evaluate gender usage of social media, descriptive statistics were used. The results shown in Table 8 indicated that the students show an agreement standpoint towards gender usage of social media, where the overall mean is (3.58), and the standard deviation is (0.51), which indicates that the respondents believe that there is a significant difference between males and females regarding the usage of social media.

In detail, the results showed the highest mean score was for the statement **"Gender determines the level of social media network usage"**, where the mean is (4.05). The standard deviation is (0.342), and the statement that states, "Male and female students use social media networks differently in different frequencies", where the mean is (4.01). The standard deviation is (0.353), indicating that the respondents agree with those statements. The lowest mean score was for the statement, **"Males are more effective at using social networking sites for non-academic purposes",** where the mean is (3.43). The standard deviation is (0.893), and the statement states, "Female students use social networking sites more to explicitly foster social connections.", where the mean is (3.89). The standard deviation is (0.451), indicating the respondents agree with those statements.

Table 8. Descriptive statistics of the gender usage of social media

Statement	%					Mean	SD.	Scale
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Male and female students use social media networks differently on different frequencies	6.0	89.6	3.8	0.7	0.0	4.01	0.353	Agree
Female students use social networking sites more to foster social connections explicitly.	4.2	81.8	12.9	1.1	0.0	3.89	0.451	Agree
Gender determines the level of social media network usage.	8.6	88.0	3.3	0.0	0.0	4.05	0.342	Agree
Males are more effective at using social networking sites for non-academic purposes.	1.6	65.4	8.4	23.9	0.7	3.43	0.893	Agree
Overall						3.85	0.51	Agree

Age usage of social media

To assess age usage of social media, descriptive statistics were used. The results presented in Table 9 indicate, in general, that the students show a neutral standpoint towards age usage of social media, where the overall mean is (3.33). The standard deviation is (0.62), which means that the students do not agree strongly with the age groups that use social media. It implies that they view age usage of social media in a balanced or impartial manner, without showing a significant inclination or disagreement towards any specific age group.

Moreover, the results showed that the highest mean score was firstly for the statement, "The younger generation is the most active users of social media.", where the mean is (4.16). Standard deviation is (0.38), and secondly, for the statement that states, **"Age has an impact on the use of social media",** where the mean is (4.05), and the standard deviation is (0.35). This indicates that the respondents show an agreement standpoint with those statements. On the other hand, the statement stating, **"Social media become boring as I grow older,"** received the lowest mean score of (2.55), accompanied by a standard deviation of (0.85), and the statement that states **"Social media is not relevant to people of an older generation.",** where the mean is (2.61). The standard deviation is (0.91). These results indicate disagreement among the respondents regarding these statements.

Table 9. Descriptive Statistics of Age Usage of Social Media

Statement	%					Mean	SD.	Scale
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Age has an impact on the use of social media.	6.0	91.4	1.8	0.7	0.2	4.02	0.35	Agree
Social media become boring as I grow older	0.7	18.6	18.2	59.9	2.7	2.55	0.85	Disagree
Social media is not relevant to people of an older generation.	0.7	24.8	11.8	60.5	2.2	2.61	0.91	Disagree
The younger generation is the most active users of social media.	16.2	83.4	0.4	0.0	0	4.16	0.38	Agree
Overall						3.33	0.62	Neutral

The Relationship Between Gender And The Usage Of Social Media

To examine the relationship between gender and the usage of social media independent t-test was utilized for this purpose. Table 10 showed a significant difference between males and females regarding social media usage (t=5.707, p=0.00). The results suggest that males were more likely to use social media compensation than females. Thus, the fourth hypothesis, **"There is a significant difference between male and female student usage of social media networks at King Saud University, KSA,"** is supported.

Table 10. The Relationship Between Gender and the Usage of Social Media

Variables	Gender	N	Mean	Std. Deviation	t value	P value
Usage of social media	Male	233	3.9260	.26188	5.707	0.00
	Female	218	3.7615	.34678		

The relationship between Age and usage of social media

A one-way ANOVA test was utilized to investigate the relationship between Age and usage of social media. The results in Table 11 showed that there wasn't a significant difference among age groups regarding usage of social media (F=1.340, p=0.263). In other words, the findings suggest that the Age of individuals did not play a significant role in determining their social media usage. Therefore, the fifth hypothesis, **"Age significantly influences the use of social media at King Saud University, KSA"** is not supported.

Table 11. the relationship between Age and the usage of social media

Variables	Age	N	Mean	Std. Deviation	F value	P value
Usage of social media	16-20 years	125	3.2960	.37215	1.340	0.263
	21-25 years	248	3.3306	.42748		
	26 years and above	78	3.4103	.46111		

Discussion

Information technology innovations are emerging quickly and are shared on various social media and networking sites (Abbas et al., 2019). For instance, social media platforms like Facebook, LinkedIn, Twitter, and WhatsApp offer cutting-edge methods of social interaction for communication, some of which are neither directed nor reciprocated (Sapountzi & Psannis, 2018).

The discussion of culture and society has changed in both positive and negative

ways due to technological innovation. Social media and social networking sites have immensely affected learners during their transition to adulthood. Like any significant platform or innovation, they offer both negative and positive features to the community (Zhu et al., 2017). Our world was split into online and offline when social media like Facebook, YouTube, and Twitter first arose (Talaue et al., 2018). Online technological platforms called social media enable connections between people locally and globally. People utilize technology to develop relationships, which allows us to speak with one another—even across continents—and do a variety of other things, including listening to music, reading books, looking at images, and much more.

This study focuses into how social media networks impact students' academic achievement at Saudi Arabia's King Saud University.

In terms of H1, Internet addiction, according to the research, is described as excessive, inappropriate use of the internet and related technologies (Ajibade et al., 2022). Overusing the internet also contributes to various problems in people's lives, including lower work performance (Throuvala et al., 2021). It reduces one's ability to limit online time (Ajibade et al., 2022). Addiction to the web is defined as a psychological problem caused by excessive internet use (Throuvala et al., 2021). Overuse of Facebook and WhatsApp also impacts how people interact with others by making people less socially active and neglecting social events. Too much time spent alone in a virtual environment without engaging with others produces many social difficulties (Bishop, 2018). All academic institutions prioritize the significance of education and student academic success (Ajibade et al., 2022).

Many studies have been conducted worldwide to investigate internet addiction habits in people, notably young people, and students. For example, Su et al. (2019) researched internet addiction (IA) among South Korean college students. They compared the students' IA levels to those of previous studies and discovered that 10% had serious addictions, compared to 3.1% in previous studies. As a result, we hypothesize that students' addiction to social media significantly impacts their academic performance at King Saud University in Saudi Arabia. Our findings reveal that an objective perspective reflects a lack of strong conviction about the influence of social network addiction on academic achievement.

In terms of H2 and H3, Communication and information access have become easier and more efficient due to the use of social media via the internet. According to Kuppuswamy and Narayan (2010), internet use is about email communication; it may also be a platform for people to stay in touch. Tkáová et al. (2021) additionally stated that social media has an important effect on children and teenagers' lives, especially during the COVID-19 pandemic when technology becomes not only a necessary and typical tool for education and interpersonal communication but also a means of leisure and entertainment. This provides an excellent opportunity for young people to use this popular technical communication channel. According to Chaffey (2016), global internet users spend more than an hour every day on social networks. He went on to say that the figure increased to more than 20 minutes in 2012. Wemaeli (2017) discovered that using social media platforms makes it easier to exchange academic resources among students in the collegiate setting and off-campus. According to Shao and Seif

(2014), Google, Facebook, and Twitter benefit students at the University of Dodoma for classroom activities, learning online, and communicating with professors. Furthermore, the report stated that classroom walls are being expanded, students are becoming great world thinkers, and students' voices are being extensively distributed through social media. Thus, we hypothesize that students' exposure to social media networks has a major impact on their academic performance at King Saud University, KSA and that students' use of social media has influenced their academic performance at King Saud University, KSA.

The findings indicate that students do not perceive a substantial positive or negative influence of social media exposure on their academic performance from a neutral position. They may believe that social media has both benefits and drawbacks, but they do not believe it is a deciding factor in their academic achievement. Furthermore, students may not believe social media substantially impacts their academic performance or may be unclear about their relationship with it. They may recognize that social media has advantages and disadvantages but may not attribute their academic achievement primarily to its use.

In terms of h4, Many studies around the world found significant gender differences in social media usage among university students. In 2012, Muscanell and Guadagno conducted a study to investigate the impact of gender and personality on a person's utilization of social networking. According to their findings, females utilize social media for educational purposes more than males (Alkaabi et al., 2017). A comparable study in the United Arab Emirates (2010) found that Facebook was even more important for female university students to expand their social network, access more knowledge, and gain experience (Alnjadat et al.,2019).

Alnjadat et al. (2019) discovered a substantial link between gender and social media addiction, with males being more hooked than females. Several research has indicated a comparable gap in social media usage (Kasahara, 2018). This disparity could be attributed to guys' use of social media to make potential acquaintances and find eligible people with comparable interests (Thelwall, 2008). This finding could be explained by the impact of conventional social roles and cultural conventions connected with women in the Middle East, where females conceal their identities and personal information and are cautious about disclosing or announcing their social media usage. As a result, we hypothesize At King Saud University in Saudi Arabia; there is a considerable disparity between male and female student usage of social media networks; the results show that respondents believe there is a major gap between males and girls in terms of social media usage.

In terms of h5, Age has a considerable influence on social media use, according to the notion. This study's findings suggest that age affects social media use. According to the results (Lewis,2008), teenagers today use social media for most of their daily activities and information collecting, in contrast to previous generations who rely on resources such as television or newspapers. As a result, we suggest that age considerably influences social media use at King Saud University in Saudi Arabia. According to the data, individuals' age did not significantly influence their social media usage.

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