



*Ministry of Higher education & Scientific Research*

*University of Misan College of nursing*

**A Study the Relationship between social media Addiction,  
Health problems and Academic performance of misan  
University Students.**

*Project*

*Submitted to the Council of the Nursing College in Misan University as  
a partial Fulfillment of the requirement for Degree of Bachelor in  
Nursing Science*

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## إقرار المشرف :

نحن الموقعين ادناه المشرفين على البحث الموسوم ( دراسة العلاقة بين الادمان على مواقع التواصل الاجتماعي والمشاكل الصحية والاداء الدراسي لطلبة جامعة ميسان ) وقد تم من قبل الطالبات ( نور محمد جاسم ، نور الزهراء جمعة ضمد ، منى سعد جبار الله ) وقد تم اجراء البحث تحت إشرافنا .

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( فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا )

[طه: 114]

صدق الله العظيم

## الاهداء :

إلى الجميل الذي ليس لجماله حدود،والعالم الذي ليس لعلمه منتهى ....

إلى صاحب العظمة والقوة والجبروت اللامتناهين .....

إلى البصير المطلع على اعمالنا وجميع أحوالنا من شدة او رخاء....

إلى من رحمته شملت ووسعت جميع عبادہ الضعفاء.....

إلى من ذكره اطمئنان للقلوب وشفاء للنفوس.....

إلى من تلتجأ اليه دوما في أوقاتنا الأليمة عندما يخذلنا الجميع.....

إلى من نستمد منه القوة وقت ضعفنا وقلة حيلتنا.....

إلى من بنوره نستضيء في أيامنا العتمة.....

إلى من هداانا وعلمنا طريق الصواب نلتمس فيه النور والسعادة والضياء....

إلى من يحرسنا دوما بعينه التي لا تنام في وقت يغفل فيه الجميع ....

إلى الذي رباني صغيرا واواني كبيرا وشفاني مريضا.....

إلى الذي لم أصل الى ما وصلت إليه الان لولا فضله ورحمته وأحسانه....

إلى الحبيب الذي لا ينسى من ذكره ولا ينقص من شكره....

إلى نور المستوحشين التائهين في عتمة الدنيا ...

إلى مأوى كل طريد خائف يلتجأ اليه....

إلى من كان هو كل شيء في حياتي....

أليك يا "الله" نهدي هذا الجهد المتواضع طالبين منك العون والتوفيق ...

## الشكر والامتنان :

قال تعالى : ( وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ ) ( لقمان :12)

قال رسول الله (صلى الله عليه واله وسلم) : ( من لم يشكر الناس , لم يشكر الله عزوجل )  
الحمد لله حق حمده والصلاة والسلام على من لا نبي بعده محمد ( صل الله عليه واله وسلم )  
الحمد لله الذي انار لنا درب العلم والمعرفة واعاننا على اداء هذا الواجب ووفقنا الى انجاز هذا  
العمل .

اتوجه بجزيل الشكر والامتنان الى كل من ساعدنا على انجاز هذا العمل وما واجهنا من  
صعوبات ونخص بالذكر مشرفا البحث ( أ.م.د. عباس جلوب مريسيل , م.م. سوسن اكباشي  
ابراهيم ) الذين لن يبخلوا علينا بتوجيهاتهم ونصائحهم القيمة والتي كانت عوننا لنا في اتمام  
هذا البحث متمنين لهم دوام التوفيق والنجاح في كافة مجالات الحياة  
اتوجه بجزيل الشكر والامتنان الى طلبة جامعة ميسان الذين وافقوا على المشاركة في الدراسة  
والى جميع افراد عائلتي الذين دعموني وشجعوني طوال هذه السنوات الدراسية .

## Abstract

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**Background:** In recent years, there have been significant changes all over the world regarding the quantitative and qualitative expansion of the Internet and social networks, the number of people who use them and their negative impact on the physical, psychological and academic health of students. Social networks include websites and applications that allow users to share personal, social, and educational content, ideas, opinions, beliefs, feelings, and experiences.

**The aim of the study:** The study was performed to know the relationship between social media addiction and student academic performance, and identify the impact of social media addiction on student health.

**Material and Methods:** The research study was conducted on students from different faculties in Misan governorate distributed by gender, age and specialization. (385) students of both sexes (male and female) were selected. To study the relationship between students' addiction to social networking sites and health or psychological problems and measuring their academic level, the researcher used a questionnaire that includes 27 questions.

The online survey (email and social media) included issues about the following information: (gender, residence, personal account on social media, do you register under your real name or under your pseudonym, data on social media is true and factual data, social media It has an important role in the development of the personality of the individual, the role of social media in the emergence of the level of culture, the purpose of using social media, the time you spend using social media, the most social networking sites Social media, How do you spend your time, Impact of social media sites on a person's sleep pattern, Academic level after using a personal social media

## Abstract

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, Feeling mentally disoriented after using social media, Psychological impact of social media on users, Frequent use of social media Social influences the academic level, the disadvantages of social media communication, health or psychological problems while using social media).

**The results:** The results of the study showed that females are more frequently used by 60.2% than males, and the city's population occupied the largest percentage by 60.3%. On various news. The results of the study also indicated that there is a significant relationship between addiction to social media and the academic level of students as well as the psychological and health levels.

**Conclusions:** The majority of the study sample members are females, and those living in cities have a higher percentage than those living in villages and rural areas, and most of the individuals are registered under their real names, and most of their data are true and realistic, according to them. Social media has a significant impact on the development of a person's personality and raising the level of culture and awareness of him, as they explained, and that the purpose of their use was divided between obtaining news or searching for information about academic courses or spending leisure time or entertainment with friends, and that the duration of their use of these sites was Three hours or more, the highest percentage reached the stage of addiction. The most popular site they had was Instagram, while the most popular and used was YouTube. Social networking sites have a great impact on the sleep pattern of most individuals, as well as the feeling of mental disorders after their frequent use of them, and also affected the psychological and academic level of students significantly. Most of the users of these sites suffer from various diseases, distributed between signs of mental illnesses and other mental

## Abstract

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disorders, as well as some chronic diseases.

**Recommendations:** There is a need to appoint psychological counselors in universities who should be assigned a special task to monitor social media usage patterns and purposes and policy makers should take such measures that help maintain the positive use of social networking services in universities and reduce the hours of using social media sites for any reason. One of the reasons, because of its impact on sleep patterns and also leads to psychological and psychological diseases in addition to its impact on the academic level of the student as he prefers to spend time doing other activities instead of using social networking sites, such as playing sports, drawing, reading books and other activities that are. It has a positive effect on the person and it is also necessary for the higher education in Misan to take notes on this problem and begin to highlight the disadvantages associated with the frequent use of SNS for students.



## List of Contents

Subject	Page No
Abstract	II-III
List of Contents	IV
List of figures	V
<b>Chapter One: Introduction</b>	
1.1: Introduction	1-4
1.2: Importance of the Study	4-5
1.3: Problem Statement	5
1.4 :Objectives of the Study	5
1.5:Definition of the Terms	5-7
<b>Chapter Two: Review of Literatures</b>	
2.1: Overview	8
2.2: Definitions of social media	8-11
2.3: Types of social media	12-13
2.4 : Developments in Social Media	13-14
2.5: Social Networking users	14-16
2.6: Motivations for Sharing Information and Social Support in Social Media	17-22
2.7 : Study in social media addiction	22-23
<b>Chapter Three: Methodology</b>	
3.1: Material and methods	24
3.2: Statistical analyses	25
<b>Chapter Four: Results of the Study</b>	26-39
<b>Chapter Five: Discussion of the Study Results</b>	40-51
<b>Chapter Six: Conclusions and Recommendations</b>	52-54
6.1. Conclusion	52-53
6.2. Recommendations	53-54
<b>References</b>	55-57

**List of Figures**

Figure No.	Figure Title	Page No.
1	Show using of social medial according to gender.	26
2	using of social medial according to residence	27
3	Show the people who register under their real names as compared with the people who register under pseudonyms	27
4	Show data on social media were correct and realistic data as compared with the people who have incorrect and unrealistic data	28
5	Show data effect of social media has a major role in developing personality of the individual	29
6	Show Role of the social media in arise the level of the culture	30
7	Show the purpose of using the social media	31
8	Show the time spending in using the social media	32
9	Show social media sites that used from the people	32
10	show the time spending in using social media	33
11	show the impact of using social media on the in the individual's sleep pattern	34
12	show Academic level after using personal account in social media	34
13	show the feeling with mental disoriented after using social media	35
14	show the psychological impact of the social media on the users	36
15	show the frequent using of social media affects the academic level	37
16	show the disadvantages of social media	38
17	show the suffer from healthy or psychological problems during using social media	39



# ***Chapter One***

## ***Introduction***

### 1.1: Introduction:

In recent years, significant changes have taken place around the world regarding the quantitative and qualitative expansion of internet, social networks and number of people who use them. Social networks include websites and applications that allow users to share content, ideas, opinions, beliefs, feelings, and personal, social, and educational experiences. They also allow communication between a wide range of users at global level (Alahmar AT, 2016; Błachnio A, Przepiorka A, Pantic I, 2016).

Instagram, Telegram, Facebook, Twitter, Skype, and WhatsApp are among the most popular and commonly used virtual social networks (Ebrahimpour A, Rajabali F, Yazdanfar F, Azarbad R, Nodeh MR, Siamian H, et al, 2016; Wiederhold B, Riva G, 2014). The number of internet users in the world is about 4.021 billion and also 3.196 billion people use social networks on a regular basis worldwide (WeAreSocial, 2018). Iran is one of the developing countries where internet and social networks have grown significantly. The use of social media has tripled over the past three years, and more than 47 million Iranians are using social networks, according to the Iranian Center of Statistics (Jafari H, 2018). Social networks play a crucial role in learning environments as a key communicational channel and a source of social support (Cadima R, Ojeda Rodríguez J, Monguet Fierro JM, 2012). Many social networking websites, such as Edmodo, are specifically designed for learning (Manca S, Ranieri M, 2017).

Social networks have many advantages in learning as they provide wide access to information and information resources, reduce barriers to group interaction and telecommunications (Madaiah M, Seshaiyengar CT, Suresh P, Munipapanna S, Sonnappa SD, 2017), support collaborative learning activities (Al-Dhanhani A, Mizouni R, Otrok H, Al-Rubaie, 2015), encourage learners to learn more about self-learning (Keleş E, Demirel P, 2011), increase engagement and learner's motivation (Hamid S,

Waycott J, Chang S, Kurnia S,2011), enhance engagement of learners with each other and their teachers (Hamid S, Waycott J, Kurnia S, Chang S ,2015) and support active and social learning(Keleş E, Demirel P,2015 ) .

In general, the emergence of new technologies such as internet and social networks, in addition to providing opportunities in facilitating and improving the quality of global communications, has created some threats (Avcı K, Çelikden SG, Eren S, Aydenizöz D, 2014). When the use of social networks is managed poorly, they can have negative consequences at the individual and social levels. Social networking addiction is one of the consequences that many social network users may experience (Schou Andreassen C, Pallesen S, 2014), thus, the extensive use of social networks is a new form of soft addiction (Zaremohzzabieh Z, Samah BA, Omar SZ, 2015). There are many different theories about the addiction to internet and social networks. The most important theories include dynamic psychology theory, social control theory, behavioral explanation, biomedical explanation, and cognitive explanation. According to dynamic psychology theory, the roots of social networking addiction are in the psychological shocks or emotional deficiencies in childhood, personality traits, and psychosocial status. According to the social control theory, since addiction varies in terms of age, sex, economic status, and nationality, certain types of addiction are more likely to be found in certain groups of society than in other groups (Williams & Wilkins, 2011). The theory of behavioral explanation believes that, a person uses social networks for rewards such as escaping reality and entertainment. Based on the biomedical explanation theory, the presence of some chromosomes or hormones, or the lack of certain chemicals that regulate brain activity, are effective in addiction (Young KS, Rogers RC, 1998; Beard KW, 2005) . According to the cognitive explanation theory, social networking addiction is due to faulty cognition, and people tend to use social networks to escape from internal and external problems (Alavi SS, Jannatifard F, 2012). In general, addiction to social

networking is classified as a form of cyber-relationship addiction (Can L, Kaya N,2016) Social networking addiction refers to mental concern over the use of social networks and the allocation of time to these networks in such way that, it affects other social activities of individuals such as occupational a professional activities, interpersonal relationships and health (Schou Andreassen C, Pallesen S,2014) leading to disruption of their life(Zaremohzzabieh Z, Samah BA, Omar SZ,2015) .

Social networking has a negative impact on physical and psychological health and causes behavioral disorders (Masthi NR, Pruthvi S, Phaneendra M ,2018 ), depression (Wang P, Wang X, Wu Y, Xie X, Wang X, Zhao F, et al 2018 ; Tang CS-k, Koh YYW ,2017) , anxiety and mania(Tang CS-k, Koh YYW ,2017) . In this regard, results of a study on German students (2017) showed a positive relationship between addiction to Facebook, with narcissism character, depression, anxiety and stress (Brailovskaia J, Margraf J, 2017). It is believed that addiction to social networking is higher in people with anxiety, stress, depression and low self-esteem (Guedes E, Sancassiani F, Carta MG, Campos C, Machado S, King ALS, et al, 2016). Griffith (2005) suggests that addictive behavior is a behavior that has certain characteristics such as salience, mood modification, tolerance, withdrawal symptoms, conflict, and relapse (Griffiths M , 2005 ) Addictive behavior refers to repeated habits that increase the risk of a disease or social problems in a person. Over the past decade, addictive behaviors, such as overuse of internet or social networks, have become a part of everyday life of students. Social networking addiction includes the characteristics such as ignoring the real problems of life, neglecting oneself, mood swing, concealing addictive behaviors, and having mental concerns (Guedes E, Sancassiani F, Carta MG, Campos C, Machado S, King ALS, et al, 2016). In this regard, signs and symptoms of addiction to social networking can include experiencing disturbances in day-to-day work and activities, spending more than one hour a day on social networks, being curios to see the old friends' profiles, ignoring work

and daily activities due to the use of social networks, and feeling anxious and stressed due to the lack of access to social networks (Sun T, Wu G. Traits, 2012). Evidence suggests that many factors are associated with addiction to internet and social networks. Among these factors are online shopping, dating, gaming and entertainment, using mobile phones for access to internet, searching for pornographic images, user personality traits, and low self-esteem (Schou Andreassen C, Pallesen S, 2016 ; Griffiths M , 2005 ; Krishnamurthy S, Chetlapalli SK , 2015 ; Chaudhari B, Menon P, Saldanha D, Tewari A, Bhattacharya L , 2015 ) . Students are one of the most important users of the virtual world and social networks. The overuse of social networks has positive and negative academic, social, and health consequences for the students (Jha RK, Shah DK, Basnet S, Paudel KR, Sah P, Sah AK, et al, 2016). Reduced academic performance is one of the most important consequences of social networking overuse for students. The results of a study in India showed that internet and social networking addiction had a negative effect on academic performance and mental health of students (Kumar S, Kumar A, Badiyani B, Singh SK, Gupta A, Ismail MB, 2018).

## **1.2: The importance of the study:**

Individuals with social media addiction are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media (Andreassen & Pallesen, 2014). Studies have shown that the symptoms of social media addiction can be manifested in mood, cognition, physical and emotional reactions, and interpersonal and psychological problems (Balakrishnan & Shamim, 2013; Błachnio, Przepiorka, Senol-Durak, Durak, & Sherstyuk, 2017).

It has been reported that social media addiction affects approximately 12% of users across social networking sites (Alabi, 2012; Wolniczak et al., 2013 ;). Many studies on social media usage and mental health have shown that the prolonged use of social media

such as Facebook is positively associated with mental health problems such as stress, anxiety, and depression and negatively associated with long-term well-being (Marino et al., 2017; Shakya & Christakis, 2017).

The purpose of this study is to show the effect or over use of social media addiction of on academic level or performance and the health problems of university students.

### **1.3: Statement of the problem**

A Study of Relationship between social media Addiction, Health problems and Academic performance of a student's sample of Missan University.

### **1.4: Objectives of the study:**

- 1) To find the out relationship between social media addiction and academic student performance.
- 2) To identify the impact of social media addiction on student health.
- 3) Determined benefits of social media and its disadvantages.
- 4) To identify on types of Social Media.

### **1.5: Definition of terms:**

#### **1.5.1: Social media:**

##### **a) Theoretical definition:**

Social networking websites can be defined as virtual communities where everyone can create profiles open to anyone [2]. These virtual communities offer their users the opportunity to communicate with their friends in the social life or at school and individuals which they share a common interest with (O'Keeffe, G. S., & Clarke-Pearson, K, 2011).



**b) Operational definition:**

Social media is computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is internet-based and gives users quick electronic communication of content. Content includes personal information, documents, videos, and photos. Users engage with social media via computer, tablet or smartphone via web-based software or web application, often utilizing it for messaging.

**1.5.2: Social media addiction:****a) Theoretical definition:**

Defined social media addiction as being too worried about social networking sites, driven by a strong incentive to enter or use social networking sites, and devoting enormous time and effort to social networking sites that interfere with other social activities, studies/work, interpersonal relationships, or mental health and wellbeing (Andreassen and Pallesen, 2014).

**B) Operational definition:**

Social media Social media addiction is a behavioral addiction that is defined by being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas is a behavioral addiction that is defined by being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas.

**1.5.3: Health:****a) Theoretical definition:**

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (who, 1948).

**b) Operational definition:**

Health is a quality of life, involving social mental, spiritual and biological, emotional fitness on the part of the individual, which results from adaptations to the environment.

**1.5.4: performance:****A) Theoretical definition:**

Performance is defined as the observable or measurable behavior of a person an animal in a particular situation usually experimental situation (Simpson and Weiner, 1989). This means that performance measures the aspect of behavior that can be observed at a specific period.

**b) Operational definition:**

Academic performance means the knowledge and skills that students have mastered in a subject or a course.



## ***Chapter Tow***

### ***Review of Literature***

## 2.1: Overview

The success or failure of social media is highly dependent upon the active participation of its users. In order to examine the influential factors that inspire dynamic and eager participation, this study investigates what motivates. Social media users to share their personal experiences, information, and social support with anonymous others. A variety of information sharing activities in social media, including creating postings, photos, and videos in five different types of social media, Facebook, Twitter, Delicious, YouTube and Flickr, were observed. Ten factors, enjoyment, self-efficacy, learning, personal gain, altruism, empathy, social engagement, community interest, reciprocity, and reputation, are tested to identify the motivations of social media users based on reviews of major motivation theories and models. Findings from this study indicate that all of the ten motivations are influential in encouraging users' information sharing to some degree and strongly correlate with one another. At the same time, motivations differ across the five types of social media given that they deliver different information content and serve different purposes. Understanding such differences in motivations could benefit social media developers and those organizations or institutes that would like to use social media to facilitate communication among their community members; appropriate types of social media could be chosen that would fit their own purposes and they could develop strategies that would encourage their members to contribute to their communities through social media (Shanghee oh, Sue Yeon Syn, 2015)

## 2.2: Definitions of social media

### 2.2.1: Previous Definitions:

Several nascent definitions of social media have been offered, both within the communication discipline and across related disciplines such as public relations, information science, and mass media. Definitions typically converge around the notion

social media refer to digital technologies emphasizing user-generated content or interaction (e.g. Kaplan & Haenlein, 2010; Terry, 2009). Often social media are referred to by channel characteristics, identifying either directionality of messages (e.g., Kent, 2010) or using specific tools like Facebook or Twitter to exemplify modes of interaction (e.g., Howard & Parks, 2012).

Though several definitions exist, there remains a lack of a formal, concise, and mutually-agreed upon definition of social media (Effing, van Hillegersberg, & Huibers, 2011; Kaplan & Haenlein, 2010; Xiang & Gretzel, 2010), particularly across disciplines. The lack of a common definition can result in multiple connotations of a concept, making it difficult to create a shared understanding (Hempel, 1966) to guide theory and research. Indeed, extant social media definitions vary widely in their complexity, focus, and applicability outside their home discipline. Some extant definitions are relatively simple, focusing on the nature of message construction in social media.

Kaplan and Haenlein (2010) offer a similarly brief definition of social media 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”

These definitions are problematic in that they could easily be applied to other communication technologies such as email, missing the unique technological and social affordances that distinguish social media.

Howard and Parks (2012) proffered a more complex definition of social media as consisting of three parts:

- (a) The information infrastructure and tools used to produce and distribute content
- (b) The content that takes the digital form of personal messages, news, ideas, and cultural products.

(c) The people, organizations, and industries that produce and consume

Digital content.

They further specify social media are frequently denoted in the literature, not by their traits and characteristics, but by merely invoking specific applications such as Facebook or YouTube. Though a more robust definition, this focus on specific tools can be problematic as it misses the actual and potential social impacts of those tools and limits possible contributions to theory building, restricting applicability to descriptive studies. Additional definitions of social media have been offered from beyond communication science. Within public relations (Kent, 2010) broadly defined social media as any interactive communication channel that allows for two-way interaction and feedback,” further specifying modern social media are characterized by their, “potential for real-time interaction, reduced anonymity, a sense of propinquity, short response times, and the ability to ‘time shift,’ or engage the social network whenever suits each particular member. Yet it is notable that fledgling online tools such as Whisper ([whisper.sh](http://whisper.sh)) and Ask.fm are reversing earlier trends by re-embracing anonymous online communication, albeit at the cost of interactivity. Within medicine, social media has been, “loosely defined as user-generated content utilizing Internet-based publishing technologies, distinct from traditional print and broadcast media (Terry, 2009) and distinguished from traditional media by user-generated content creation. It is of interest to note both of these definitions partially define social media by differentiating between social and traditional (either print or online) media, but do not clearly exclude other ‘new media,’ such as email and text messaging, which are not typically included in typological lists of social media.

Social media have often been conceptualized techno-centrally, based on specific devices or tool affordances, often considered to be synonymous with Web 2.0 or the collaborative Web (e.g., Agichtein, Castillo, Donato, Gionis, & Mishne, 2008). Web 2.0 refers to Web-based, collaborative tools relying on user-generated content that

constantly evolve and improve (O'Reilly, 2005). Even more problematic has been the conflation of social media and social network sites. Boyd and Ellison (2007) seminally defined social network sites (SNSs) as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.

### **2.2.2: New Definition of Social Media:**

One impetus of this work is to forward a new, broad yet precise, and a temporal definition of social media. We think it prudent to initially delineate between a social medium and a medium that facilitates socialness. Rather than addressing a medium that can be used for socio -emotional communication, we distinguish social media as a distinct subset of media tools that share a common set of traits and characteristics, where the affordances for disparate individuals and groups to contribute to the creation of the content they are consuming provide intrinsic value far greater than what each individual site feature provides. As such, we formally define social media as the following: Social media are Internet-based, disentrained, and persistent channels of mass personal communication facilitating perceptions of interactions among

Users, deriving value primarily from user-generated content .Though precise, this definition is admittedly complex and technical. Thus, we offer a rephrased, slightly more verbose, but potentially more accessible explication : Social media are Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others. Though we clarify and explicate the formal definition's key elements in the following subsections, this rephrased definition summarizes the intended conceptualization of social media. (Caleb T. Carr, Rubecca A.Hayes, *et.al* 2015)

### 2.3: Types of social media:

The term “social media” refers to the wide range of Internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities. The kinds of Internet services commonly associated with social media (sometimes referred to as “Web 2.0”) include the following:

**Blogs:** Short for “web log,” a blog is an online journal in which pages are usually displayed in reverse chronological order.<sup>2</sup> Blogs can be hosted for free on websites such as Word Press, Tumbler and Blogger.

**Wikis:** A wiki is “a collective website where any participant is allowed to modify any page or create a new page using her Web browser.”<sup>4</sup> One well-known example is Wikipedia, a free online encyclopedia that makes use of wiki technology.

**Social bookmarking:** Social bookmarking sites allow users to organize and share links to websites. Examples include reddit, Stumble Upon and Digg.

**Social network sites:** These have been defined as “web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.” Among the most popular in Canada are Facebook and LinkedIn.

**Status-update services:** Also known as micro blogging services, status-update services such as Twitter allow people to share short updates about people or events and to see updates created by others.

**Virtual world content:** These sites offer game-like virtual environments in which users interact. One example is the imaginary world constructed in Second Life, in



which users create avatars (a virtual representation of the user) that interact with others.

**Media-sharing sites:** These sites allow users to post videos or photographs. Popular examples include YouTube, Pinterest and Instagram .These categories overlap to some degree.

Twitter, for example, is a social network site as well as a status-update service. Likewise, users of the social network site

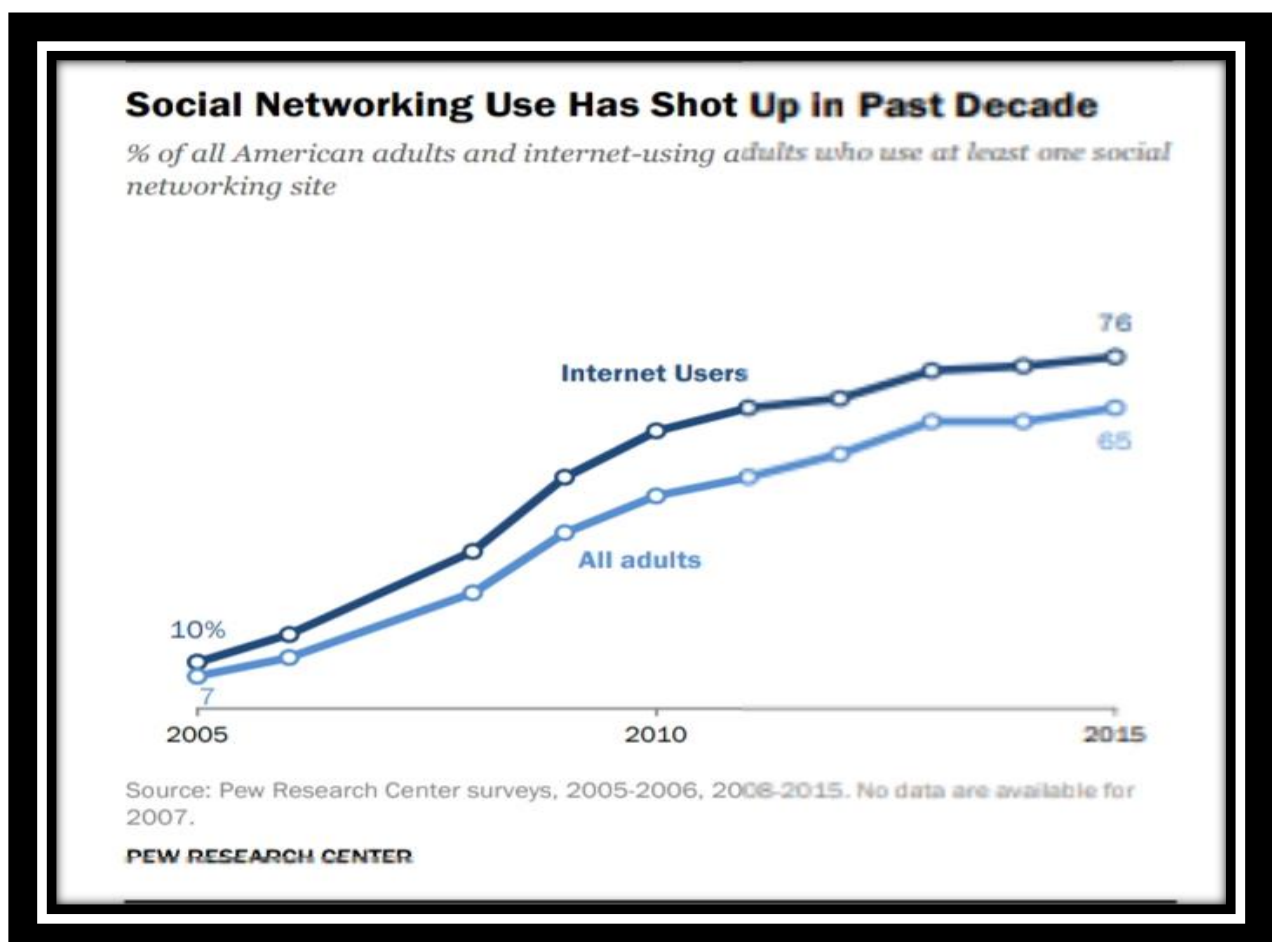
Facebook can share photographs, and users of the media-sharing site Pinterest can follow other people (Michael Dewing, 2010)

## **2.4: Developments in Social Media**

The development of the technical infrastructure and social use of social media over the next twenty years has broad implications for the allied communication fields and will influence both theory building and application. The algorithms underlying social media, how users interact with social media and the increasing value of interactions with and within social media will innately change the tools themselves, the phenomena of interest to scholars, and the methods of that study. Changes in Infrastructure – Mobile & Data Driven .The technical infrastructure underlying the Internet, and therefore social media, is already changing, both in how we access systems and how those systems operate. First, the Internet is progressively accessed by means other than the World Wide Web. The rapid diffusion of smartphones and mobile devices (e.g., tablet computing) facilitating access to social media through applications (i.e., apps) and direct interfaces, often without going through a web browser. Thus, over the next two decades we will increasingly access the Internet not via desktop or laptop computers, but rather we will access and integrate social media tools in situ via the Internet of Things (e.g., watches, pens, writing tablets, vehicles; cf. Atzori, Iera, & Morabito, 2010).

Social media will more readily allow organizations to conduct environmental scanning, monitoring and evaluating their communicative efforts, including those of individual employees and stakeholders. Social media provide a place for individuals to share and collaborate around interests, such how they view an organization. Particularly as social media tracking tools (e.g., Clemson's Social Media Listening Center [smhc.clemson.edu] improve, organizations can utilize social media to passively scan public sentiment, reacting to events before they hit a critical mass and allowing for better design and targeting of messages. The ability to observe and analyze large amounts of real-time data will also facilitate organizational crisis monitoring and response, facilitating healthier and more productive dialogue between organizations and their publics by enabling rapid and tailored message design (cf. Kent, 2010; Kent, 2013; Caleb T .Carr, Rubecca A.Hayes, et.al 2015)

## 2. 5: Social Networking users:



Nearly two-thirds of American adults (65%) use social networking sites, up from 7% when pew Research center began systematically tracking social media usage in 2005.

Pew Research reports have documented in great detail how the rise of social media has affected such things as work, politics and political deliberation, communications patterns around the globe, as well as the way people get and share information about health ,civic life, news consumption , communities , teenage life,parenting,dating and even people's level of stress.

A special analysis of 27 national surveys of Americans across the past decade documents this substantial spread of technology throughout the population, although the overall number of users of social networking sites has leveled off since 2013.

At the same time, there continues to be growth in social media usage among some groups that were not among the earliest adopters, including older Americans .The figures reported here are for social media usage among all adults, not just among those Americans who are internet users. In many previous Pew Research reports, the share of social media users has been reported as the proportion of internet users who had adopted such sites, rather than the full adult population, which continues to include a relatively small share (currently 15%) who still remains offline. In this report, a broader picture of the American landscape is presented, and so the figures are based on the entire adult population.

**Across demographic groups, a number of trends emerge in this analysis of social media usage:**

**-Age differences:** Seniors make strides – Young adults (ages 18 to 29) are the most likely to use social media – fully 90% do. Still, usage among those 65 and older has more than tripled since 2010 when 11% used social media. Today, 35% of all those 65 and older report using social media, compared with just 2% in 2005.

**-Gender differences:** Women and men use social media at similar rates – Women were more likely than men to use social networking sites for a number of years, although since 2014 these differences have been modest. Today, 68% of all women use social media, compared with 62% of all men.

**-Socio-economic differences:** Those with higher education levels and household income lead the way – Over the past decade, it has consistently been the case that those in higher-income households were more likely to use social media. More than half (56%) of those living in the lowest-income households now use social media, though growth has leveled off in the past few years. Turning to educational attainment, a similar pattern is observed. Those with at least some college experience have been consistently more likely than those with a high school degree or less to use social media over the past decade. 2013 was the first year that more than half of those with a high school diploma or less used social media.

**-Racial and ethnic similarities:** There are not notable differences by racial or ethnic group: 65% of whites, 65% of Hispanics and 56% of African-Americans use social media today.

**-Community differences:** More than half of rural residents now use social media – Those who live in rural areas are less likely than those in suburban and urban communities to use social media, a pattern consistent over the past decade. Today, 58% of rural residents, 68% of suburban residents, and 64% of urban residents use social media. What follows is an overview of changes over time in social media by various demographic groups. A full archive of Pew Research Center reports on different social media platforms such as Facebook, Twitter, Instagram, Pinterest and LinkedIn as well as about social media usage on mobile devices (Aaron smith, Danaet.al, 2015)

## ***2. 6: Motivations for Sharing Information and Social Support in Social Media:***

### **-Motivations related to social media:-**

Motivation has been a topic of research in social media, mainly examining why people continue to join and use social media in a broad sense. In social networking sites like Facebook, people are highly motivated by social connectivity and communication with peers (Barker, 2009; Joinson, 2008; Quan-Haase & Young, 2010). Lin and Lu (2011) observed that people are motivated to use social networking sites to obtain perceived benefits of self-enjoyment and usefulness as well as network connectivity. Richter and Koch (2008) identified six basic functionalities of social networking sites, such as identity management, expert finding, context awareness, content management, network awareness, and exchange, and these are based on the purposes for knowledge sharing within the network of communities. Liao, Liu, and Pi (2011) used the expectancy theory to identify key factors that motivate blog users to invest time publishing articles and maintaining blogs and one of the main reasons was to be connected with friends and acquaintances. People watch and share YouTube videos, especially traditional and comedy news, motivated by entertainment, interpersonal expression, information seeking, and companionship building (Hanson & Haridakis, 2008).

### **People publish and tag images on Flickr due to their personal and social**

Desires for self-organization, self-communication, social organization, and social communication (Angus & Thelwall, 2010). Motivation for using social media can also vary depending on the domain. In education, as social media become popular with young adults, the effect of social media as a tool to enhance students' learning and as an inspiration to actively participate in class activities or e-learning have been studied (Mazer, Murphy, & Simonds, 2007; Silius et al., 2010). Mazer et al. (2007) tested the

relationship between teachers' self-disclosure on Facebook and college students' motivations in learning. In work environments, the reasons that employees would like to be connected, use, and share their personal and professional contents via social media were examined (DiMicco et al., 2008). On the other hand, until now, scant research attention has been focused on motivations for information sharing or social support provided through social media. Singh, Jain, and Kankanhalli (2009) attempt to understand the motivations of contributors in social media using game theory, but the model is still under development. Kuznetsov (2006) identified five factors that motivate Wikipedians – altruism, reciprocity, community interest, reputation, and autonomy. Autonomy, the freedom of Wikipedians to select topics and to create content at any level and in any space was recognized as a new factor that has not been observed in other contexts. Nov's (2007) explained the motivations for the Wikipedia content generation as values and altruistic behaviors, social engagement with others, learning new knowledge and skills, career opportunities, projecting self-ego, feeling guilty for not helping others, and the positive influence of enhancing one's self-ego. Rafaeli, Ariel, and Hayat (2005) found that several cognitive (e.g., learning new things and intellectual challenges) and affective (e.g., pleasure) motivations are positively related to Wikipedia contributions. Hsu and Lin (2008) developed a model of motivations for participating in blogs, focusing on technical acceptance, knowledge sharing and social influences; they tested perceived usefulness, ease of use, enjoyment, attitude, altruism, expected reciprocal benefits, reputation, trust, expected relationships, social norms, and community identification. Raban and Haper (2008) proposed a framework of intrinsic and extrinsic motivations for answering questions online. Nam, Ackerman, and Adamic (2009) interviewed social Q&A users and examined five motivations, altruism,

Business motives, learning, hobby and personal competence, and point rewards. Most recently, Oh (2011, 2012) investigated the motivations of answerers who liked to provide responses to health-related questions asked by anonymous others in social

Q&A and tested ten motivational factors. In fact, the research framework of the current study has been built upon the foundation of the motivational factors proposed by Oh (2012). Findings about motivations from the previous studies have been refined to improve the original framework, as well. While researchers in the previous studies focused on one type of social media, this study attempts to examine and compare motivations for sharing information and social support across different types of social media, especially Facebook, Twitter, Delicious, YouTube, and Flickr for the following reasons: (1) each is unique from the others in terms of the types of content (e.g., wall postings, tweets, bookmarks, video clips, and photos) and (2) these are relatively new contexts for investigating motivations of information sharing, compared to Wikipedia, blogs, social Q&A that have already been explored in several previous studies.

#### **-Framework of motivation for sharing information in social media:-**

The ten motivation framework for sharing information and social support in social media has been developed based on the literature review above. Maslow's Hierarchy of Needs emphasizes individual aspects of motivation that drive the action of sharing information. Intrinsic and extrinsic motivation explains motivation focusing on rewards, either internal rewards for self-ego or incentives given by the external community. Herzberg's two-factor theory separates the personal and social factors that promote people's motivations. Motivations drawn by social exchange and social cognitive theories have been reflected, as well. Definitions of motivation below include works cited for understanding each in the context of information sharing in social media.

**Enjoyment:** Enjoyment is one of the self-motivated and intrinsic factors that enables people to feel happy and enthusiastic when doing certain actions even without receiving external or tangible compensation (Deci & Ryan, 1985). People share information in communities because they are interested in exchanging information with others in social relationships (Constant et al., 1994). Social media users share



information for entertainment, to have fun, or to kill time (Hsu & Lin, 2008; Quan-Haase & Young, 2010).

They may also consider participating in social media as a hobby, useful for finding information and sharing it with those who need it (Lin & Lu, 2011). Enjoyment is an important desire, leading people to do a variety of leisure activities (Hills, Argyle, & Reeves, 2000).

**Self-efficacy:** Self-efficacy has been proposed and developed by the social cognitive theory to identify one's perceived capability to perform actions and complete tasks (Bandura, 1997) and it is widely adapted to understand knowledge sharing in communities (Constant et al., 2004). Social media users who are motivated by self-efficacy may feel themselves productive in or competent about creating, finding and distributing information to others. They may also feel a sense of accomplishment (Herzberg, 1993) when they provide useful information to others.

**Learning:** Learning is an important motivation which enables people to actively participate in a variety of activities in social media (Nam et al, 2009; Nov, 2007; Rafaeli et al., 2005). Social media users may want to learn from others by exchanging information with one another and want to be informed with updated information about topics in which they are interested.

**Personal gain:** Personal gain indicates one kind of tangible benefits, commercially driven, that social media users may expect to obtain by sharing information (Emerson, 1976). It also can be considered as an external reward, in particular monetary incentives that they would like to earn (Deci & Ryan, 1985). Social media users may intentionally release information related to their businesses and use social media as a channel to sell or advertise their products or services.

**Altruism:** Altruism has been known as one of the most frequently tested factors in the motivation studies related to knowledge sharing in social media (Kuznetsov, 2006;



Hsu & Lin, 2008; Rafaeli et al., 2005). Oh (2012) found that altruism is the most influential motivation for which people voluntarily gather information and provide it to answer questions from others. Social media users would like to help others without expecting external rewards. Some may hold to the ideal that people should help one another.

**Empathy:** Empathy is a unique motivation factor that has been proposed by Oh (2012); in the case of empathy, social media is a venue for people to gather to provide social and emotional support for one another. Social theories proposed in the past (e.g., social exchange theory, social cognitive theory) mostly focused on how one can benefit from the social activities with others. Empathy rather cares for others' feelings or situations. Social media users may empathize with those who have trouble finding information or those who have similar information needs or concerns as theirs.

**Community interest:** Social media users may have feelings of attachment to certain types of social media that they use frequently (Hsu & Lin, 2008; Kuznetsov, 2006). Their information sharing activities may gather a group of people for certain topics of interest, create a community, promote it to develop community identification, and encourage a variety of activities within the community.

**Social engagement:** Social connectivity or engagement was one of the main reasons that people actively participate in social media (Barker, 2009; Nov, 2007; Joinson, 2008; Quan-Haase & Young, 2010). Social media users may share information in order to communicate with their peer users or collaborate with them to find solutions to problems, or simply enjoy feelings of engagement with others.

**Reputation:** Reputation is one of the well-known external rewards which stimulate people to contribute and share knowledge in communities (Deci & Ryan, 1985; Eisentraut, Koch, & Möslin, 2001). Social media users share information because they would like to be recognized or build their reputations among their peer users (Kuznetsov, 2006; Rafaeli et al., 2005). Social media users may be happy to see

increases in the number of their friends or followers or to be recognized as top contributors within the community in which they are actively involved.

**Reciprocity:** Reciprocity originates from the social exchange theory (Blau, 1964). In the context of social media, reciprocity does not simply indicate the concept of “give-and-take” in a one-to-one relationship, but it is a rather generalized reciprocity, which explains one-to-many relationships among peer users. Social media users may share information to return favors that they receive from others with an action of pay it forward. (Shanghee oh, Sue Yeon Syn, 2015).

### **2.7: Study in social media addiction:**

Media addiction, namely, the irrational and excessive use of social media to the extent that it interferes with other aspects of daily life (Griffiths, 2000, 2012). Social media addiction has been found to be associated with a host of emotional, relational, health, and performance problems (Lenzi, & Spada, 2017; Marino, Gini, Vieno, & Spada, 2018).

Understanding the causes, consequences, and remedies of social media addiction is thus of paramount importance. It has been shown that addiction to Facebook is positively associated with depression, anxiety, and insomnia (Bányai et al., 2017).

Study found that adolescents’ self-esteem was lowered after receiving negative feedback on social media

A considerable number of studies have shown that low self-esteem is associated with many psychological dysfunctions such as depression and anxiety (Sowislo & Orth, 2013). Self-esteem has also been shown to be positively associated with academic performance (Brown, & Larkin, 1986) and further serve as a protective factor against adversities in aiding academic and emotional resilience (Raskauskas, Rubiano, Offen, & Wayland, 2015).

It is possible that social media addiction contributes to lower self-esteem, which, in turn, leads to a decrease in mental health and academic performance. In other words, self-esteem may play a mediating role in the relations of social media addiction to

Table 2. Mean and standard deviation of Time 1 and Time 2's test scores of key variables

Outcome variables	Group(n)	Time 1		Time 2		t	p
		M	SD	M	SD		
Social media addiction	Experimental(21)	20.62	2.16	14.62	3.72	7.17	<.001***
	Control(17)	20.12	2.15	19.18	3.07	1.13	.275
Daily social media use time	Experimental(21)	4.65	2.67	1.56	.98	5.09	<.001***
	Control(17)	3.85	2.31	3.15	1.48	2.16	.046*
Self-esteem	Experimental(21)	28.67	3.68	30.67	3.17	-3.87	.001**
	Control(17)	27.41	3.18	28.35	3.81	-1.42	.174
Sleep quality	Experimental(21)	3.38	.86	3.95	.86	-3.51	.002**
	Control(17)	3.35	1.00	3.59	.80	-1.07	.299
Mental health	Experimental(21)	13.24	4.45	15.71	3.89	-2.55	.019*
	Control(17)	13.18	4.07	12.35	4.58	.86	.403



# **Chapter Three**

## **Methodology**

**3.1: Material and methods:**

**Study design:** The study was performed in period between (first January -2021 to First June- 2021) and conducted on (385) were collected by stratified random sampling, females (232) and males (153) aged between (19-25) years with average age (22) years from academic student's of Missan University.

**Tools of the study:** The students who chosen were from different colleges distributed according to age, gender and specialization.

The online questionnaire survey (Email and social media) included issues about the following Information: (gender, residence, a personal account on social media, do you register with your real name or pseudonym ,the data on the social media sites correct and realistic data ,the social media has an important role in developing the personality of the individual ,role of the social media in arise the level of the culture ,the purpose of using the social media ,time spend in using the social media ,the commonest social media sites ,how can spend your time ,the effect of social media sites on individual's sleep pattern , academic level after using personal account in social media ,feeling with mental disoriented after using social media ,psychological impact of the social media on the users ,the frequent using of social media affects the academic level ,the disadvantages of social media ,the healthy or psychological problems during using social media ).

**3.2: Statistical analyses:** were made with one-way analysis of variance (ANOVA) using SPSS 17. The criterion for statistical significance was ( $P < 0.05$ ).

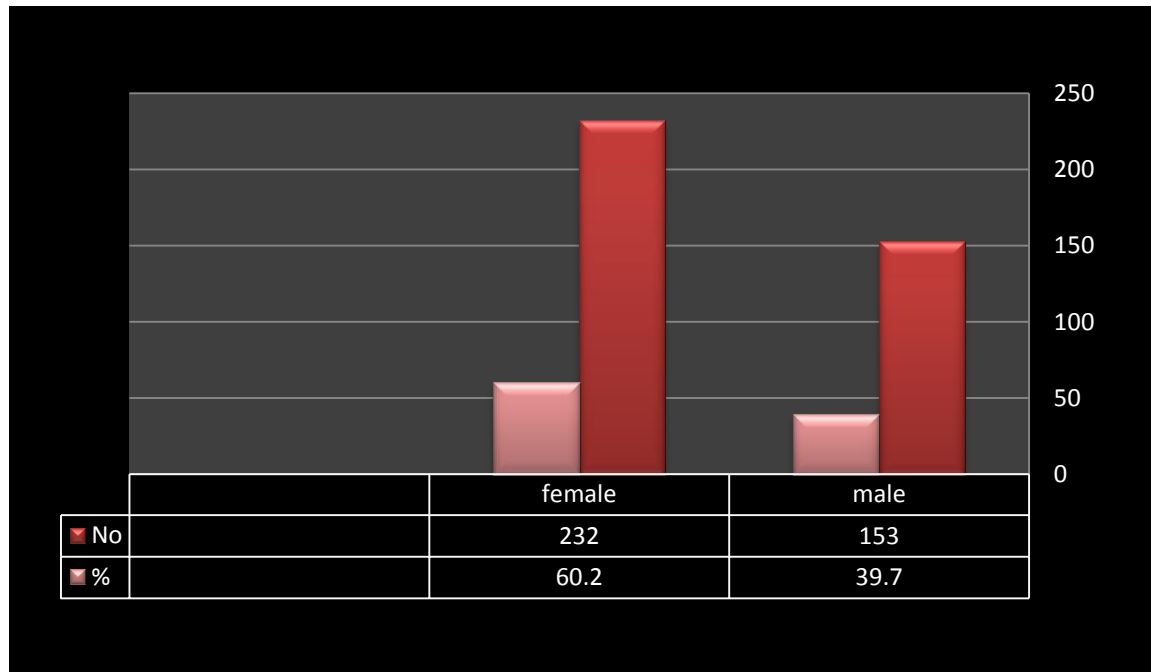


# **Chapter Four**

## **Results of the study**

#### 4.1: The gender.

The results that obtained from this study observed that the females were used more social media more than the males in percentage (60.2%), while the males were used the social media in percentage (39.07%), figure (1).

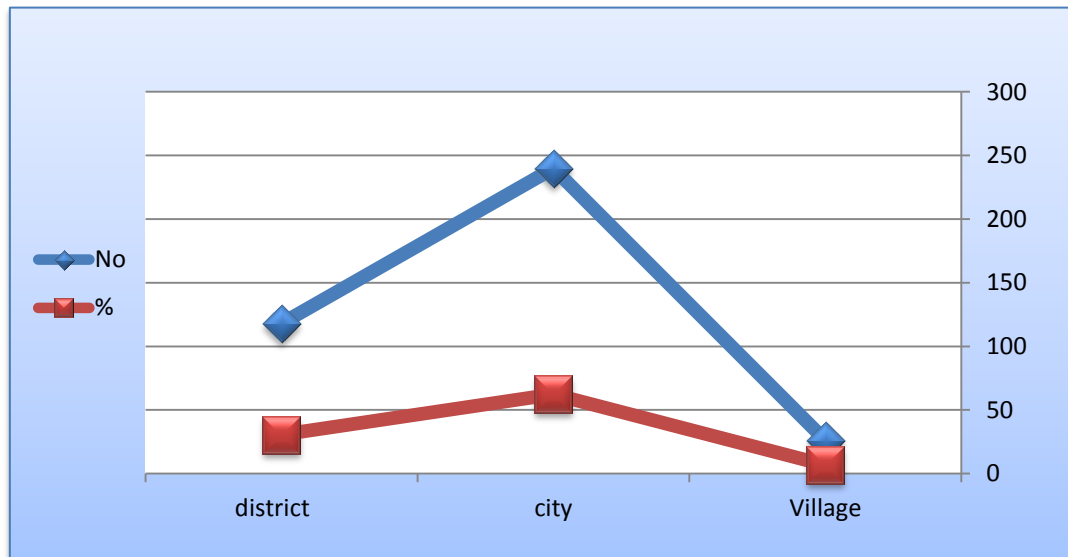


**Figure (1): Show using of social medial according to gender (No: 385).**

#### 4.2: Residence

The results observed that the students used the social media were distributed between villages in percentage (6.7%), in percentage (62.3%), and the district in percentage (30.6%), fig (2).

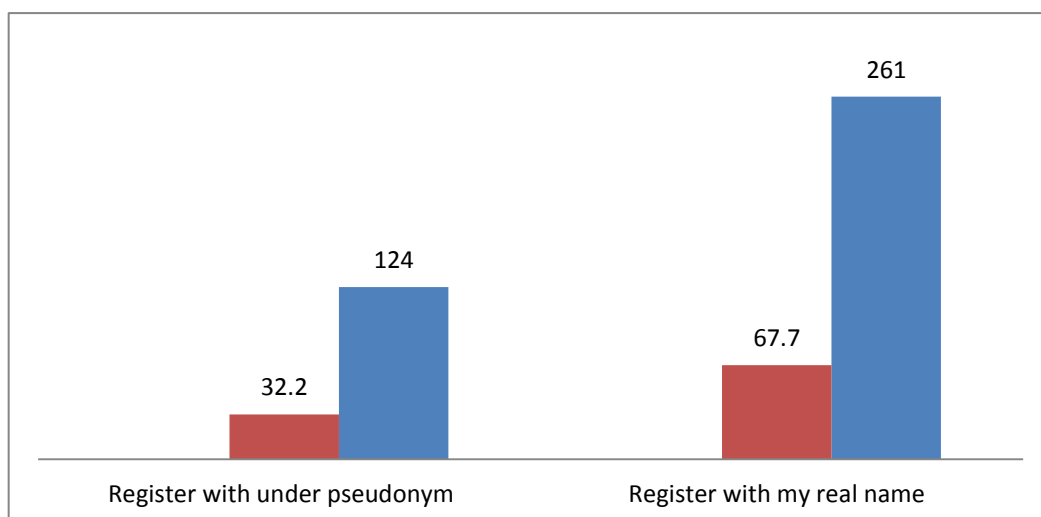




**Figure (2): using of social medial according to residence (No: 385).**

#### **4.3: A personal account on social media, do you register with your real name or pseudonym?**

The results of this study observed that the people who register under their real names were (67.7%), as compared with the people who register under pseudonyms were observed in percentage (32.2%),fig (3)



**Figure (3): Show the people who register under their real names as compared with the people who register under pseudonyms (No: 385).**

#### 4.4: The data on the social media sites correct and realistic data:

The results observe that most of the users' data on social media were correct and realistic data in percentage (88.2%), while the rest of the people who have incorrect and unrealistic data were in percentage (17.9%), fig(4)

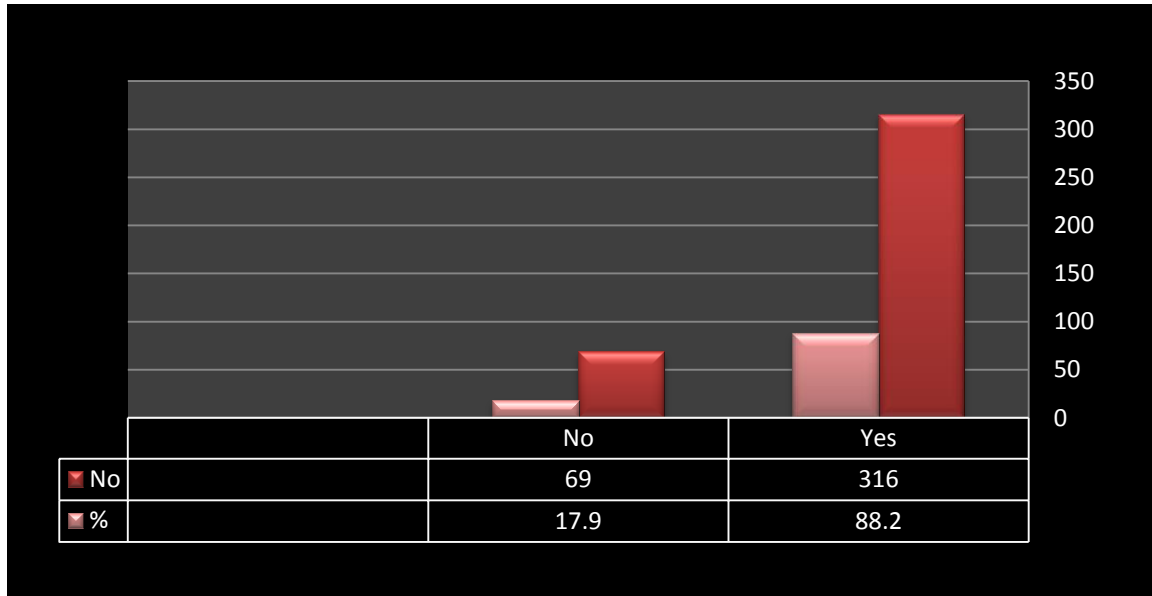
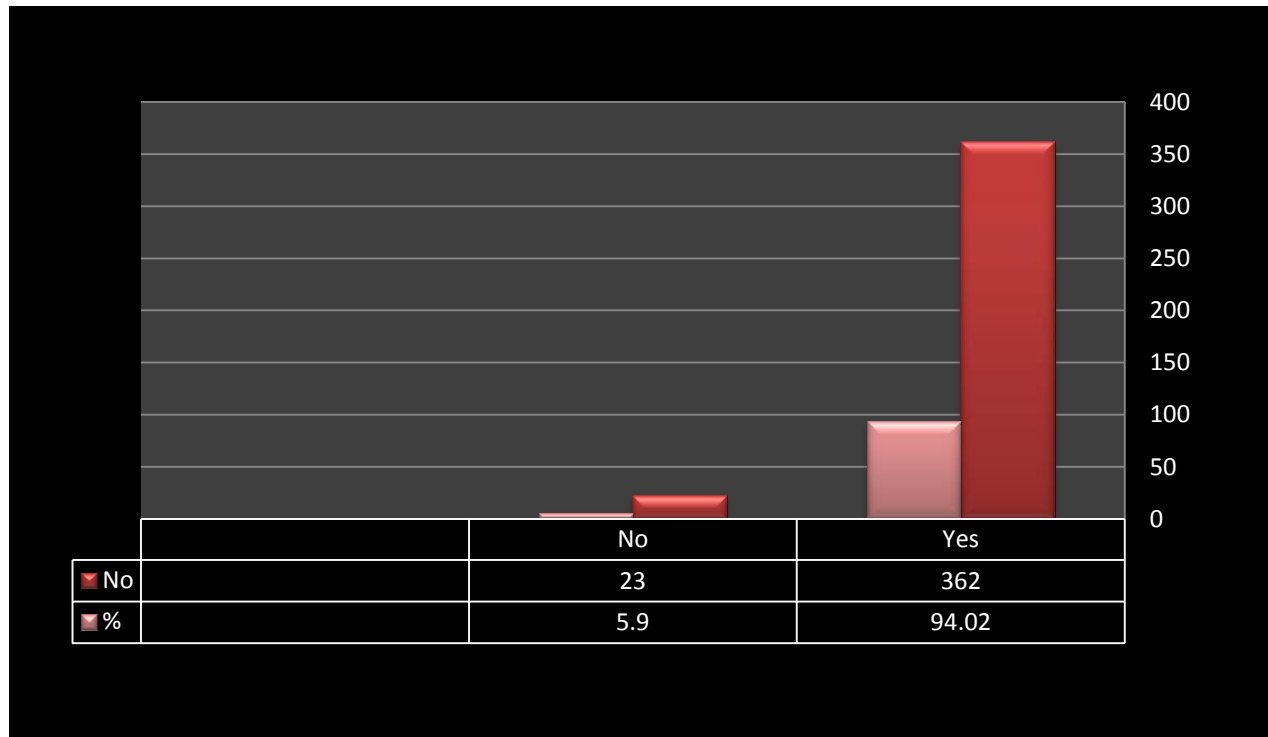


Figure (4): Show data on social media were correct and realistic data as compared with the people who have incorrect and unrealistic data (No: 385).

#### 4.5: The social media has an important role in developing the personality of the individual:

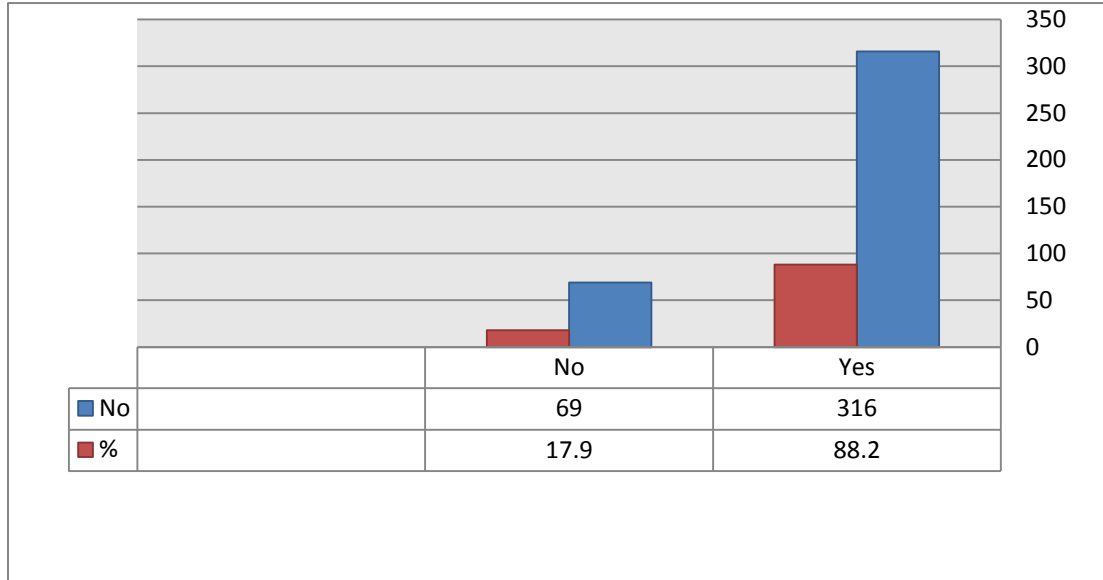
The results that obtained of this study noticed that most of the individuals believed that social media has a major role in developing personality of the individual and in percentage ( 88.2%), while the other people were believed that they did not contribute to developing personality of the individual reported in percentage (17.2%),fig(5).



**Figure (5): Show data effect of social media has a major role in developing personality of the individual (No: 385).**

#### **4.6: Role of the social media in arise the level of the culture?**

The results observed that the most of the people believe that social media can contributes to enhancing the individual's culture, in percentage ( 88.2%), while the people who answered the word "no" found in percentage (17.9%),fig (6).



**Figure (6): Show Role of the social media in arise the level of the culture (No: 385).**

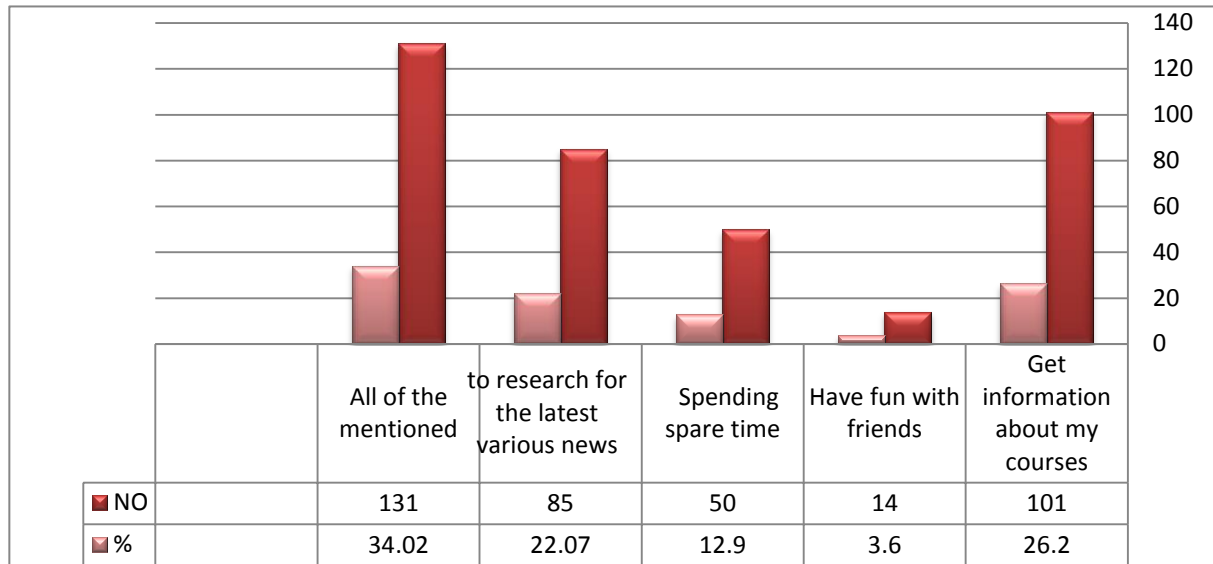
#### **4.7: The purpose of using the social media.**

This study observed that the high percent of people using the social networks for entertainment with friends or spending their free time or to search for the latest various news and formed (34.02%) of all cases ,while (26.2%) of people who using social networking sites is to obtain information about their academic courses, then people who use social networking sites to target spending their free time were (12.9%),Tab (1) and fig (7).

**Table 7.The purpose of using the social media**

	Number	%
<b>Get information about my courses</b>	<b>101</b>	<b>26.2</b>
<b>Have fun with friends</b>	<b>14</b>	<b>3.6</b>
<b>Spending spare time</b>	<b>50</b>	<b>12.9</b>

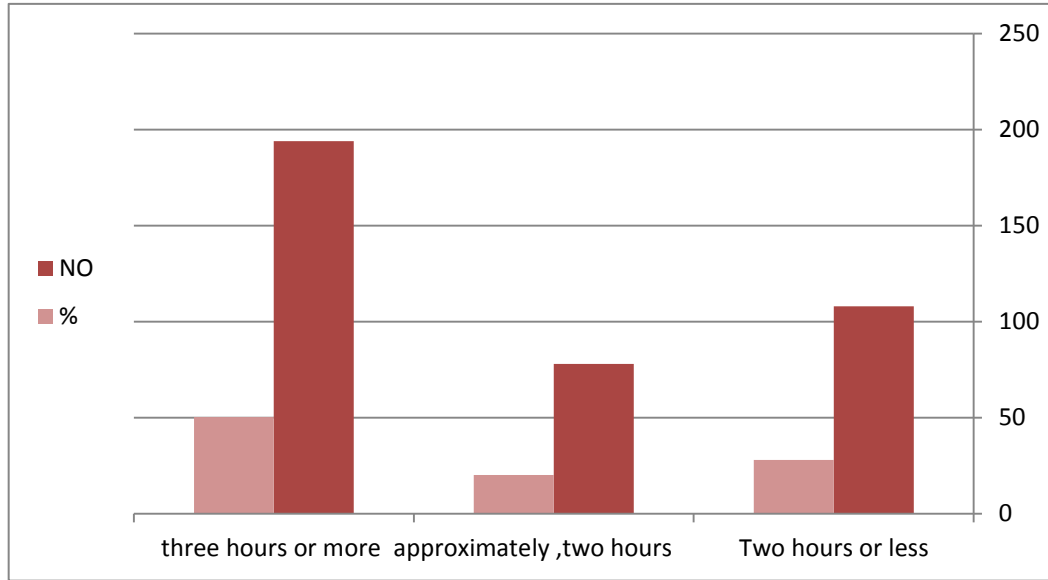
<b>To research for the latest various news</b>	<b>85</b>	<b>22.07</b>
<b>All of the mentioned</b>	<b>131</b>	<b>34.02</b>



**Figure (7): Show the purpose of using the social media (No: 385).**

#### **4.8: Time spend in using the social media.**

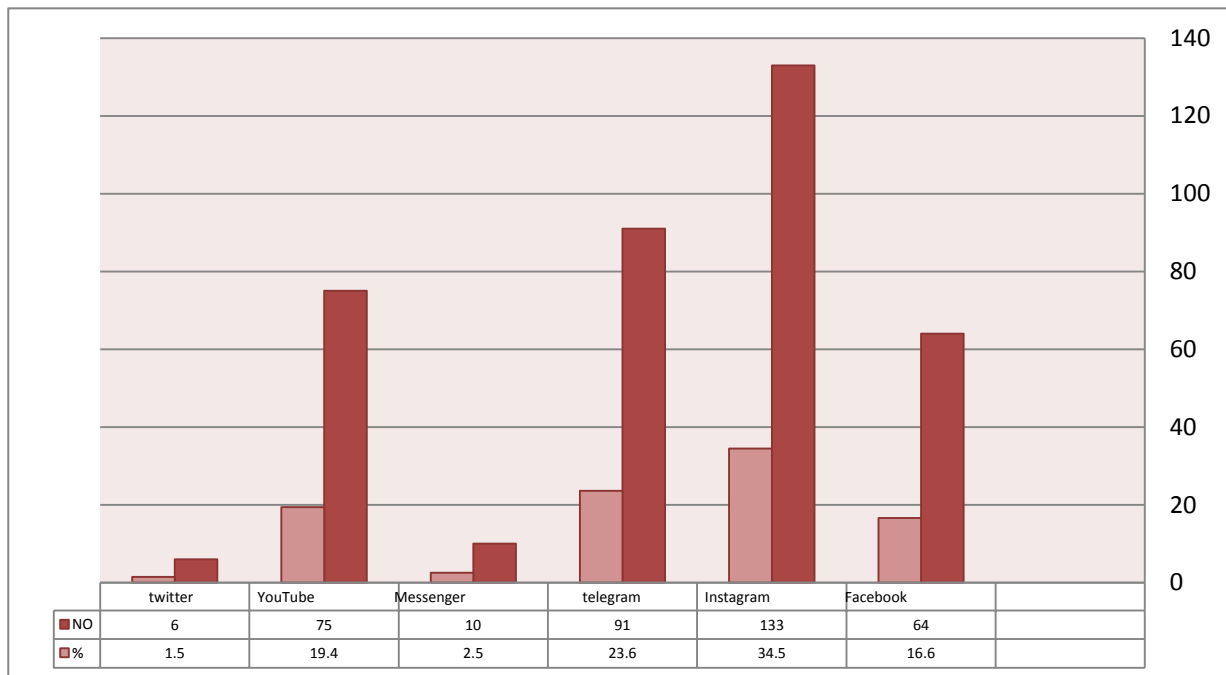
The results observed that most people spend their time using social networking sites with different times, three hours in percentage (50.3%), proximately two hours (20.2%) and two hours or less in percentage (28 %), fig (8).



**Figure (8): Show the time spending in using the social media (No: 385).**

#### **4.9: The commonest social media sites:**

The results observed that the YouTube was the most social media site used from the people in percentage (53.2%), followed by Instagram in percentage (36.3%), Telegram (25.9%), while the lowest rate of using the Messenger (7.7%), fig (9).



**Figure (9): Show social media sites that used from the people (No: 385).**

#### 4.10: How can spend your time?

The results observed that the largest percentage of people prefer spending Their free time using social media in percentage ( 60.7% ) , followed by people spend their free time with their families ( 25.9% ) , while the lowest percentage of people balance them using social media sites and spending their free time with families (13.2% ) , fig (10).

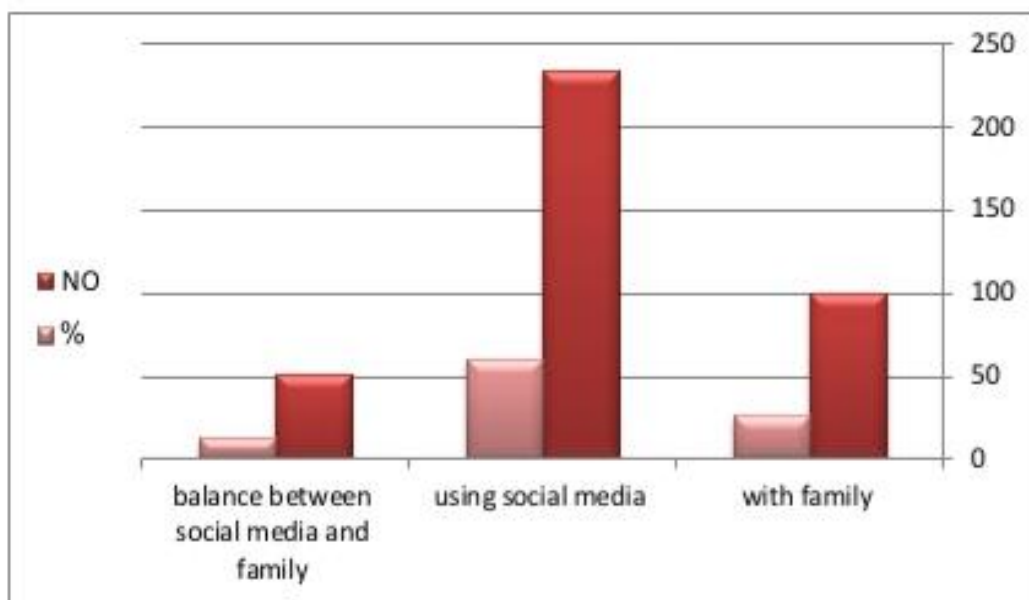
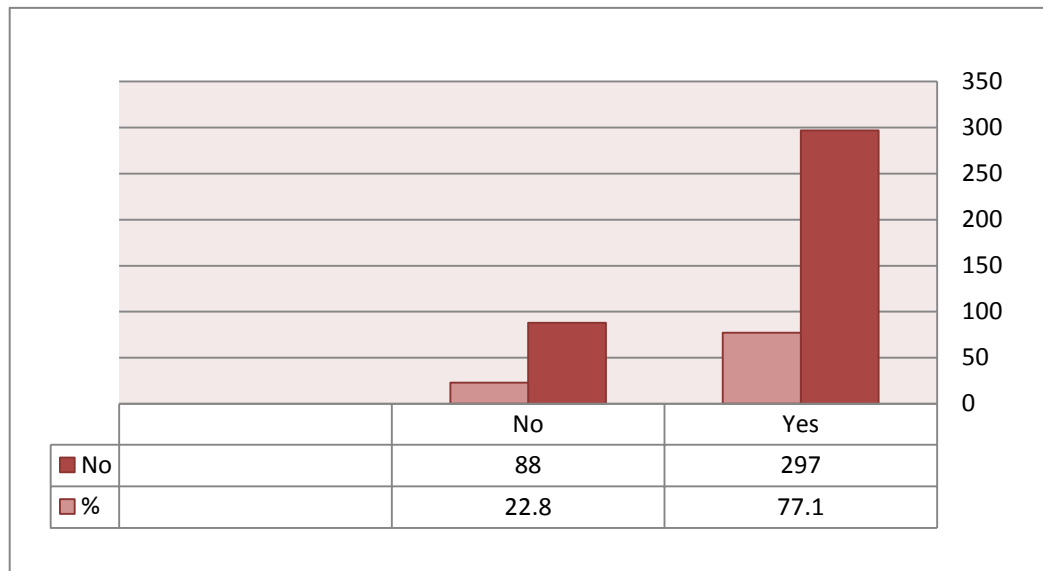


Figure (10): show the time spending in using social media, (No: 385)

#### 4.11: The effect of social media sites on individual's sleep pattern:

The results observed that most of the people feeling a lack of sleep and sleep disturbances when they frequently use social networking sites, in percentage ( 77.1 ) ,while the people who do not have sleep problems in percentage ( 22.8 ) ,fig(11).



**Figure (11): show the impact of using social media on the in the individual's sleep pattern (No: 385)**

#### **4.12: Academic level after using personal account in social media:**

The results observed that the academic level of people after their acquisition of social media was good in percentage (45), And then very good in percentage (30.6), and those who passed this stage were rate of (29.7), fig (12).



**Figure (12): show Academic level after using personal account in social media, (No:385)**



#### 4.13: Feeling with mental disoriented after using social media:

The results observed that most users develop mental disorder, such as mental confusion, loss of focus, fatigue, or dizziness after using social media, And they are rate of (94.02%), and they are the most percentage compared to people who do not suffer from this disorder in percentage (5.9%) ,fig (13) .

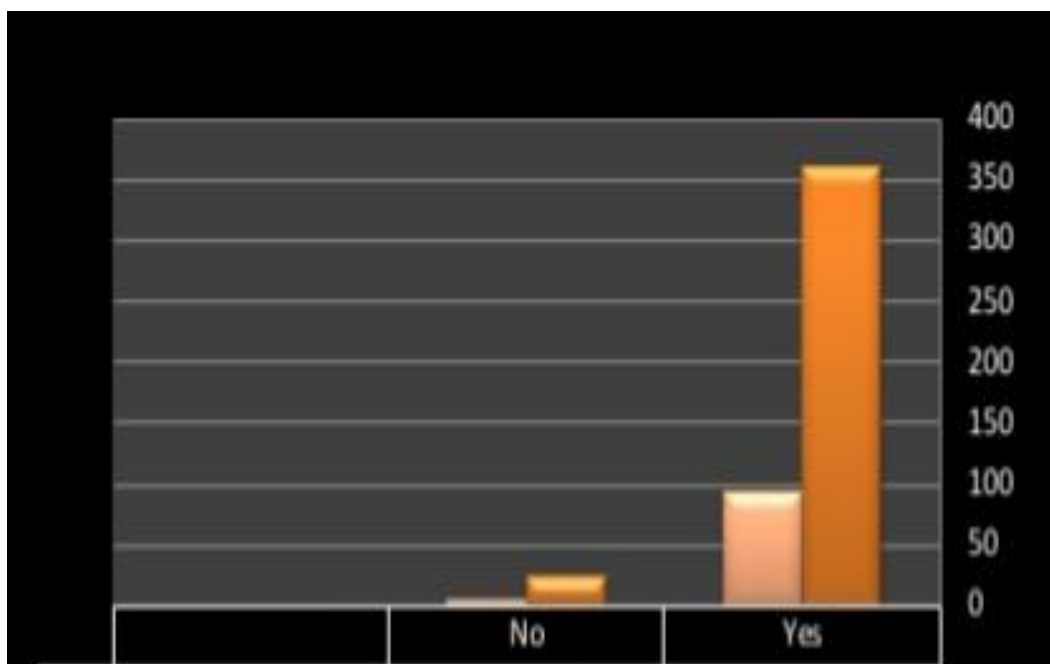
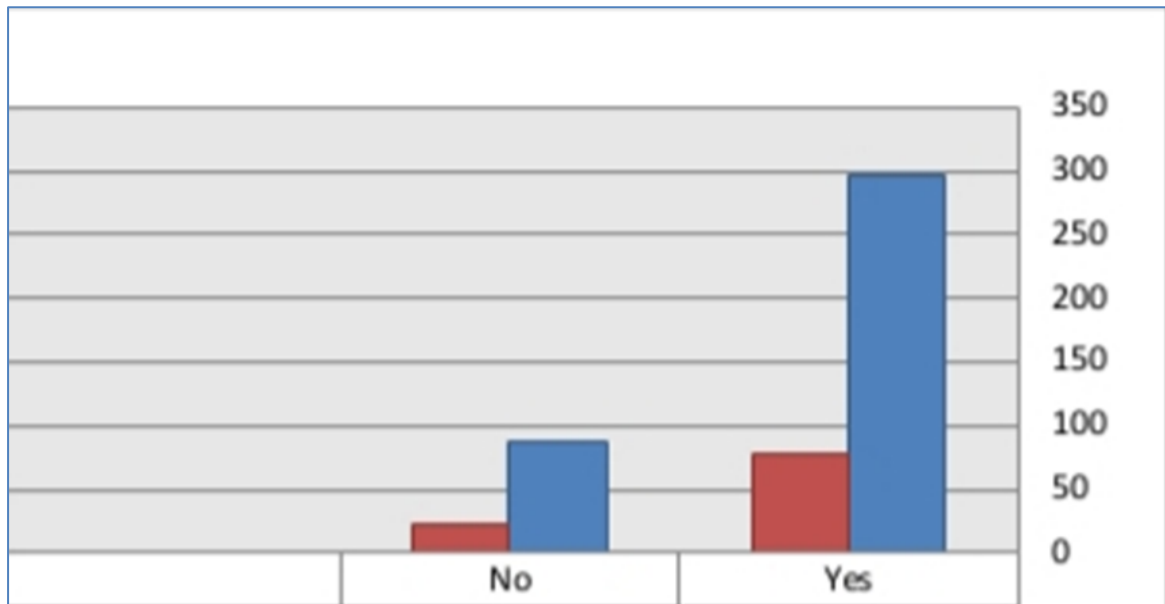


Figure (13): show the feeling with mental disoriented after using social media, (No: 385)

#### 4.14: psychological impact of the social media on the users:

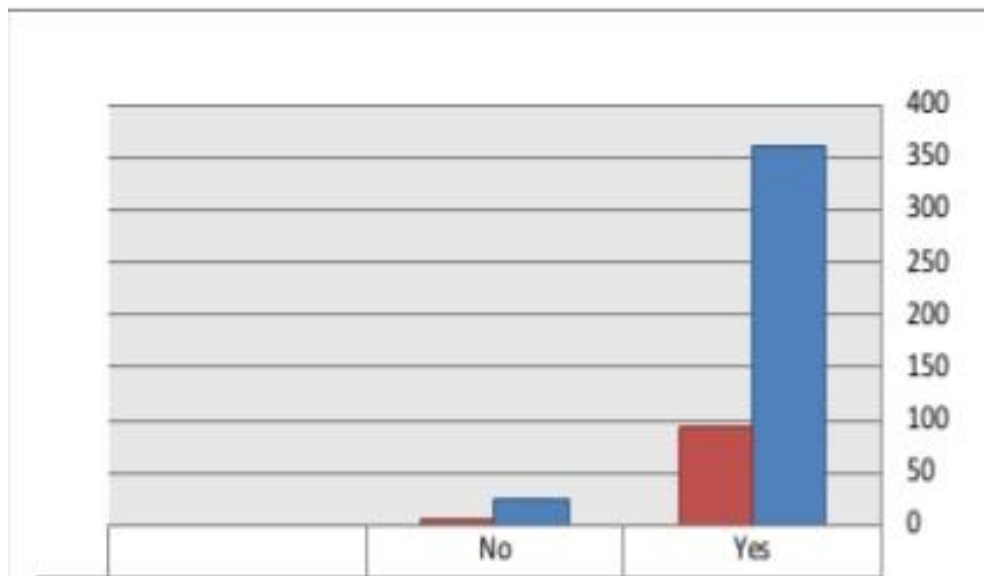
The results observed that social networks have a great intellectual and psychological impact on the users (77.1%) that mean the social networks have a great influence on the thought and psyche of users, while the users (22.8%) found not effect, fig (14).



**Figure (14):** show the psychological impact of the social media on the users , (No:385)

#### **4.15: The frequent using of social media affects the academic level:**

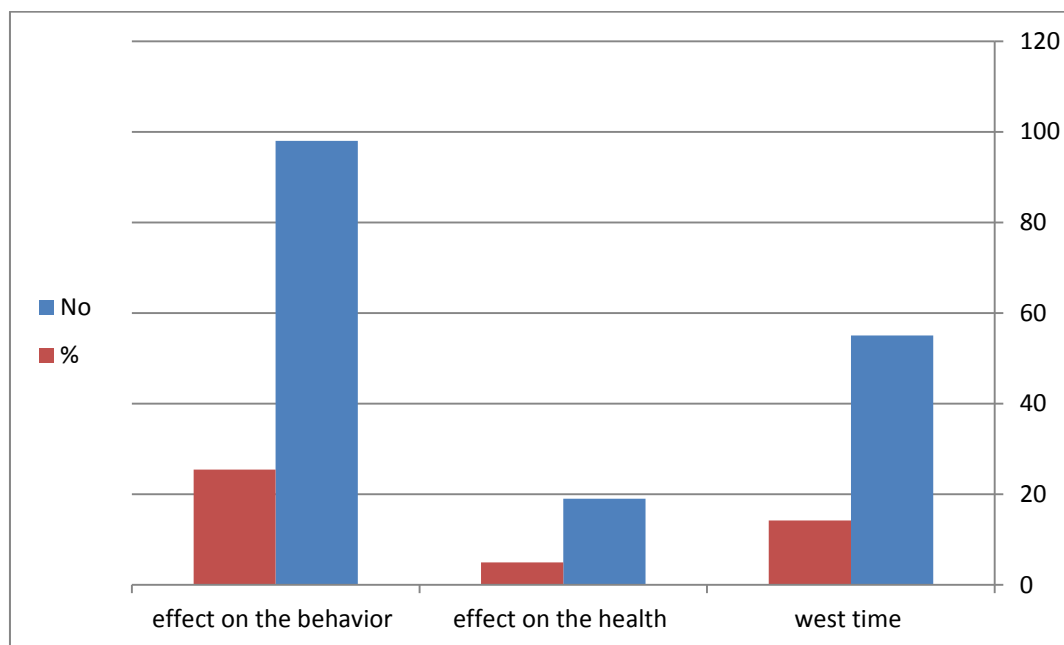
The results observed that the frequent use of social media affects the academic level and the academic level of the students in (94.02%), were affected by the academic and academic level after using social media, while users in (5.9%) were not affected and maintained their academic level and academic level, fig (15).



**Figure (15): show the frequent using of social media affects the academic level.**

#### **4.16: The disadvantages of social media.**

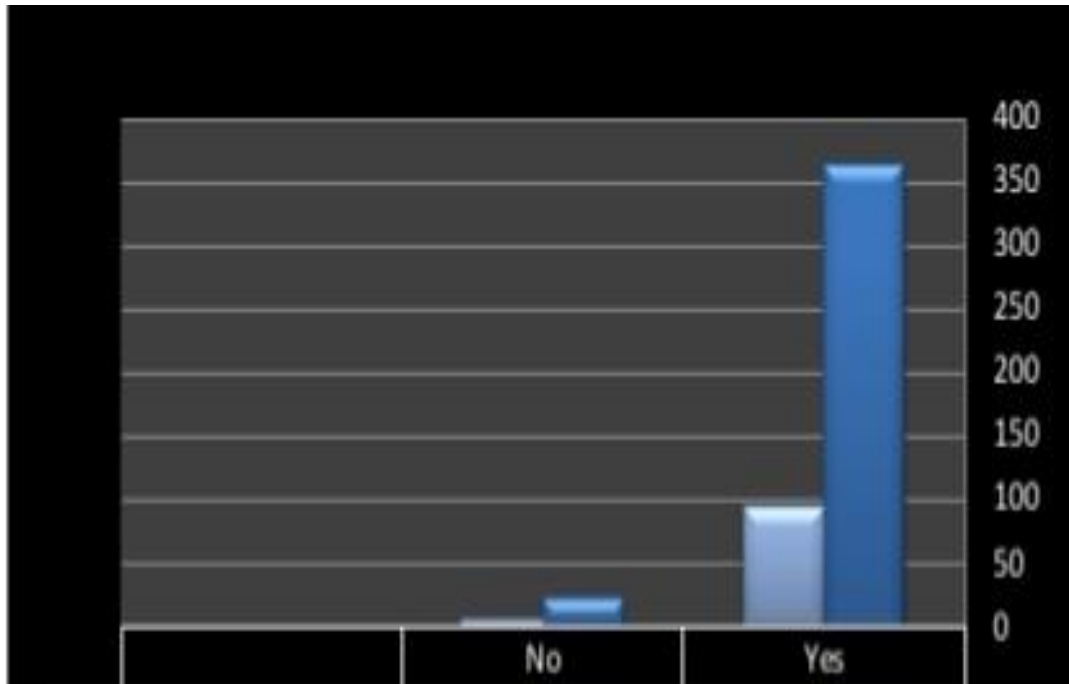
The results observed that social media has a lot of negatives, distributed between that it affects the thought and behavior of individuals (51.4%), which is considered the largest percentage, and some believe that it affects the general health of people with ( 30.9%) , and with (17.6%) believed that it is a waste of time ,fig (16)



**Figure (16): show the disadvantages of social media, (No: 385)**

#### **4.17: The healthy or psychological problems during using social media:**

The results observed that those who suffer from health or psychological problems during the period of using the social networking sites are the most common ( 94.02% )suffer from problems such as shortness of breath, stomach inflammation, nervous colon, insomnia and anemia, a drop in pressure Headache, pressure, mental tension, visual impairment, arthritis, myopia, gallstones, back pain, migraine, lack of focus, fatigue, dizziness, high blood pressure, adrenal hyperactivity, cervical vertebrae, calcium deficiency, weight irregularity, herniated disc, obesity, lack of movement, excessive thinking, problems with the skeletal system, head pain, neck pain, burning in the eyes, psychiatric condition devastating, weakness in the heart muscle, depression, diabetes, nervousness, loss of self-confidence, psychological disorders such as irritability and tension, loss of confidence in others, anxiety , while others do not suffer from any problems health or psychological in percentage (5.9%),fig(17).



**Figure (17):** show the suffer from healthy or psychological problems during using social media,(No:385)



# **Chapter Five**

## **Discussion of the Study**

**5.1: Discussion which gender has used more the social media:**

The results that obtained from this study observed that the females were used more social media more than the males in percentage (60.2%) while the males were used the social media in percentage (39.07%), fig (1).

In the study in Social Media Usage: (2005-2015 by Andrew Perrin Show that Women were more likely than men to use social networking sites for a number of years, although since 2014 these differences have been modest. Today, 68% of all women use social media, compared with 62% of all men.

**5.2: Discussion the residence:**

The results observed that the students used the social media were distributed between villages in percentage (6.7%), city in percentage (62.3%), and the district in percentage (30.6%), fig (2).

In the study of Social Media Usage: (2005-2015 BY Andrew Perrin)

Community differences: More than half of rural residents now use social media – Those who live in rural areas are less likely than those in suburban and urban communities to use social media, a pattern

Consistent over the past decade. Today, 58% of rural residents, 68% of suburban residents, and 64% of urban residents use social media.

**5.3: Personal account on social media.**

The results of this study observed that the people who register under their real names were (67.7%), as compared with the people who register under pseudonyms were observed in percentage (32.2%) Fig (3).

In the study of Identity and Anonymity they found it is extremely uncommon to post using a name or pseudonym on /b/. In our sample, 90.07% (5,022,149) of posts were credited to the default name “Anonymous” (Table 2). The closest comparison available in the literature is that anonymous commenting makes up 18.6% of Slashdot comments (Gomez, Kaltenbrunner, and L ´ opez 2008). The remaining 10% use a wide diversity of names. Some relate to an inside joke where many users claimed one name, David, 5 and others show mistaken uses of 4chan-specific keywords like sage or noko. Some users claimed to be “OP” (the original poster of the thread), demonstrating a way in which /b/ posters fluidly claim identity when needed.

#### **5.4: The data on the social media sites correct and realistic data:**

The results observe that most of the user’s data on social media were correct and realistic data in percentage (88.2%), while the rest of the people who have incorrect and unrealistic data were in Percentage(17.9%), fig (4).

In the study of Fake Identities in Social Media: A Case Study on the

Sustainability of the Facebook Business Model (Katharina Krombholz, Dieter Merkl, Edgar Weippl Received: 26 July 2012 / Accepted: 17 November 2012 / Published: 31 December 2012) in Analysis of the Facebook User Data Records they found It must be mentioned that the results obtained by analyzing the Facebook user data is always biased as Facebook users are not forced to disclose all information. Furthermore, it is hard to estimate whether the provided data is correct.



### **5.5: The social media has an important role in developing the personality of the individual:**

The results that obtained of this study noticed that most of the individuals believed that social media has a major role in developing personality of the individual and in percentage ( 88.2%), while the other people were believed that they did not contribute to developing personality of the individual reported in percentage (17.2%),fig(5).

In the study of Impact of students personality traits on social networking sites usage, benefits and risks by (Shamshad Ahmed, Muhammad Ramzan, ET all 2020) Table 1 presents a comprehensive detail of the research participants' personality traits. The collected data reveals that 59.6% (n = 298) of the participants had openness to experiences personality trait, 24.2% (n = 121) participants had agreeableness trait, 10.4% (n = 52) participants had conscientiousness trait, 3.4% (n = 17) respondents had neuroticism trait and only 2.4% (n = 12) participants had extraversion as their personality trait. A detailed description of Table 1 reveals that 46% (n = 137) students of physical science faculty, 41.6% (n = 124) students of social sciences faculty, 7.7% (n = 23) students of health sciences faculty and 4.7% (n = 14) students of engineering faculty possess an openness to experience as their personality trait. Next, 42.1% (n = 51) students of physical science faculty, 42.1% (n = 51) students of social science faculty, 13.2% (n = 16) students of health science faculty and 2.5% (n=3) students of engineering faculty had agreeableness as their personality trait. Next, 61.5% (n = 32) students of physical science faculty, 32.7% (n = 17) students of social science faculty, 1.9% (n = 1) students of health science faculty and 3.8% (n = 2) students of engineering faculty possess conscientiousness as their

personality trait. Next, 52.9% (n = 9) students of physical science faculty, 35.3% (n = 6) students of social science faculty, 11.8% (n = 2) students of health science faculty, while, not a single student of engineering faculty possess neuroticism as their personality trait. Next, 50% (n = 6) students of physical science faculty, 50% (n = 6) students of social science faculty and not a single student of the health science and engineering faculties possess extraversion as their personality trait.

### **5.6: Role of the social media in arise the level of the culture?**

The results observed that the most of the people believe that social media can contributes to enhancing the individual's culture, in percentage ( 88.2%), while the people who answered the word “no” found in percentage (17.9%),fig(6).

Social media engagement also is immensely useful for promoting “self

Reflection, solution gathering, and peer mentoring” (Tull et al., 2017). Regarding the latter, engagement in such platforms can develop into recognized mentoring. Daniels (2013) describes that regularly blogging became “a mentoring platform, where early career scholars often get started with blogging and then go create their own.” Regular sharing of information on platforms such as Twitter™ also can result in coaching or mentoring such that other scholars actively change their own professional practices (Anyogu, 2018; Johnson et al., 2018). The #BLACKandSTEM community holds a regular chat session to actively promote meaningful exchange and reciprocal mentoring in which topics of interest to gaining access to and succeeding in a broad range of STEM disciplines are discussed (Zax, 2014). Additionally,

#BLACKandSTEM has served as an increasingly engaged resource to connect interested individuals to underrepresented individuals in particular STEM areas. This resource function has drawn broad interest, including from journalists and science educators seeking specific scientific interests or to connect with African American role models or practitioners from STEM disciplines (Zax, 2014). The online site for CienciaPR also uses a number of means for engaging participants, including messaging, blogs, and member matching for mentoring and other interactions (Guerrero-Medina et al., 2013). One of the noted outcomes of the efforts of Latinas In Computing is a reduction in feelings of isolation and increased access to relevant mentoring for participants (Simard, 2009).

### **5.7: The purpose of using the social media:**

This study observed that the high percent of people using the social networks for entertainment with friends or spending their free time or to search for the latest various news and formed (34.02%) of all cases, while (26.2%) of people who using social networking sites is to obtain information about their academic courses, then people who use social networking sites to target spending their free time were (12.9%), Tab (1) and fig (7).

In the study of MySpace and Facebook: Applying the Uses and Gratifications Theory to Exploring Friend-Networking Sites

(JOHN RAACKE, Ph.D. and JENNIFER BONDS-RAACKE, Ph.D...2008)Very popular uses and gratification for having either account included to keep in touch with old friends (96.0%), “to keep in touch with current friends (91.1%), to post/look at pictures

(57.4%), to make new friends (56.4%), and to locate old friends (54.5%). Less commonly reported uses and gratifications included “to learn about events (33.7%), “to post social functions (21.8%), “to feel connected (19.8%), to share information about yourself (13.9), “for academic purposes (10.9%), and for dating purposes (7.9%). When asked to predict why other people did not have either accounts, very popular failed uses and gratification included they just have no desire to has an account (70.3%), they are too busy (63.4%), they think it is a waste of time (60.4%), they think it is stupid (55.4%), they have no Internet access at home (51.5%), and they are not good at using technology (34.7%). Less commonly reported failed uses and gratifications included they have not heard of these Web sites (17.8%), they do not want to keep in touch (15.8%), they are loners (10.9%), they do not want to conform (7.9%), they are not cool (7.9%), they do not have any friends (7.9%), they feel intimidated (5.9%), and they think others would not be interested in their accounts” (5.0%).

### **5.8: Time spend in using the social media:**

The results observed that most people spend their time using social networking sites with different times , three hours in percentage (50.3%),proximately two house (20.2%) and two hours or less in percentage (28 %),fig(8).

In the study a Comparative Analysis of Facebook, Twitter, Delicious, YouTube, and Flickr (By Oh, S., & Syn, S. Y. (2015)). Motivations for sharing information and social support in social mediaThe distribution of frequencies of posting (sharing) information in social media varies ranging from hourly tomonthly. The greatest number of participants indicates less

often ( $n = 389$ , 36.8%) while there were a few participants who reported posting information on an hourly basis ( $n = 26$ , 2.5%). Participants are also frequent users of searching for information in social media. About 65% of participants search for information in social media either daily or weekly. On average, participants are online for about 6.8 hours per day ( $n = 1,055$ ,  $SD = 3.81$ ). No one indicates that they spent less than one hour. There are a few participants who use the Internet for almost 24 hours per day. About 85% of participants use the Internet either hourly or daily. In the survey, it was asked to rate how confident a participant is in finding information online. The confidence level of participants in using the Internet is pretty high. On average, they rate themselves 4.46 ( $SD = .75$ ) on the scale from 1– 5, not confident at all to very confident, respectively. About 88% of participants ( $n = 928$ ) select either very confident or somewhat confident.

### **5.9: The commonest social media sites:**

The results observed that the YouTube was the most social media site used from the people in percentage (53.2%), followed by Instagram in percentage (36.3%), Telegram (25.9%), while the lowest rate of using the Messenger (7.7%), fig (9). In the study of Social Media its Impact with Positive and Negative Aspects (by Shabnoor Siddiqui, Tajinder Singh, 2016) According to the survey conducted by the Pew Research Center, in September 2014, 52% of the online adults use two or more social media sites. More than half of the online adults of age 65 and above use 60% of Facebook which represents 31% of all seniors. Half of the internet-using young adult's ages 18-29 use 53% Instagram and half of the Instagram users (49%) use the site daily. The share of internet users with

college education using LinkedIn reached 50%. 42% of online women now use the platform, compared with 13% of online men.

#### **5.10: The best social media sites:**

The results observed that the Instagram was the best social media site for people in percentage ( 34.5%) , followed by Telegram in percentage ( 23.6%) , YouTube (19.4%) , while Twitter comes in the end in percentage (1.5) ,figure(10). In study Usage of social media sites in Sweden 2016-2020, by platform Published by H. Tankovska, Sep 29, 2020: In recent years, Facebook has been the best social media site among Swedes, used by 80 percent of respondents in 2020. The second best social media site was Instagram, used by 62 percent ,while YouTube was 60 percent

#### **5.11: your time, where are you like spend?**

The results observed that the largest percentage of people prefer spending Their free time using social media in percentage ( 60.7) , followed by people Who spend their free time with their families and others in percentage ( 25.9) , while the lowest percentage of people balance them Using social media sites and spending their free time with Families (13.2) , fig (11).

#### **5.12: The effect of social media sites on individual's sleep pattern:**

The results observed that most of the people feeling a lack of sleep and sleep Disturbances when they frequently use social networking sites, in percentage ( 77.1) ,while the people who do not have sleep problems in percentage ( 22.8) ,fig(12).

Study attempted to assess sleep quality among medical students and examine the relationship between social network use and sleep quality, of the 702 medical students who responded to our survey (410 females and 292 males), more than 66% suffered from poor sleep quality. Approximately 92.3% of the surveyed students used electronic devices before they fell asleep, and 88.4% used these devices for social networking purposes. Female students were found to suffer more than male students, and they also reported spending more time on social networking sites before sleeping

#### **5.13: Academic level after using personal account in social media:**

The results observed that the academic level of people after their acquisition of social media was good in percentage (45), And then very good in percentage (30.6), and those who passed this stage were rate of (29.7), fig (13). In study they found 74.2% responded in the negative when asked if the use of social media had improved their academic level, 301 representing 19.9% responded in the affirmative, whilst 87 5.7% were not sure. The idea was that most of the respondents were aware that social media use affects their academic performance. This was because it was confirmed in the study that most of the respondents use the social media sites for other purposes rather than academic level.

#### **5.14: Feeling with mental disoriented after using social media:**

The results observed that most users develop mental disorder, such as mental confusion, loss of focus, fatigue, or dizziness after using social media, and they are rate of (94.02), and they are the most percentage compared to people who do not suffer from this disorder in percentage (5.9)

fig (14). In the study( 40+Frightening Social Media and mental health statistics): Spending more than 3 hours on social media per day puts adolescents at a higher risk for mental health problems. 13% of kids age 12-17 report depression and 32% report anxiety. 25% of 18 to 25-year-olds report mental illness. These age groups report high usage of social media.

#### **5.15: psychological impact of the social media on the users:**

The results observed that social networks have a great intellectual and psychological impact on users, In percentage ( 77.1) believe that social networks have a great influence on the thought and psyche of users, while users in percentage ( 22.8) do not believe that, fig(15).

Since the release of smartphones, mental health concerns have increased in children and young adults. The rate of adolescents reporting symptoms of major depression in a given year increased by 52% from 2005 to 2017. From 2009 to 2017, it grew by 63% in adult's ages 18 to 25. Experiencing psychological distress in a given month grew 71% in young adults from 2008 to 2017. Even worse, the rate of suicidal thoughts in young adults increased 47% during that same time. For older adults, there was no significant increase in these mental health issues during the same periods. Children and young adults experience the most impact. This isn't a huge surprise since they use social media the most and grew up as digital natives. But the statistics are shocking. More than one in three adults (38%) sees social media use as harmful. Only 5% think that it's only positive.

#### **5.16: The frequent using of social media affects the academic level:**

The results observed that the frequent use of social media affects the academic level and the academic level of the students in percentage (94.02),



were affected by the academic and academic level after using social media, while users in percentage (5.9) were not affected and maintained their academic level and academic level, fig (16).

In study Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua was 1208 of the respondents representing 80.1% answered in the affirmative whilst 164 representing 18.6% gave a negative responds. 36 of the respondents representing 2.3% were not certain whether the use of social media sites affected their academic or not. This study confirms MehMood &, (2013) study that the use of technology such as the internet is one of the factors that can influence students' performance positively or adversely. This is further supported by Choney, (2010) and San Miquel (2009) who believe that students' use of social media will have negative effect on their academic performance.

#### **5.17: What are the disadvantages of social media?**

The results observed that social media has a lot of negatives, distributed between that it affects the thought and behavior of individuals with a percentage of (51.4), which is considered the largest percentage, and some believe that it affects the general health of people with a percentage of (30.9), and with a percentage of (17.6) it is believed that it is a waste of time, fig(17). The biggest drawback, according to all respondents is Internet addiction. This claim 72.2% of respondents from the EU countries. It is followed by lack of security (61.1%), information overload (58.3%) and loss of social contacts (47.2%).

**5.18: Suffer from healthy or psychological problems during using social media:**

The results observed that those who suffer from health or psychological problems during the period of their use of social networking sites are the most common, In percentage ( 94.02) suffer from problems such as shortness of breath, stomach inflammation, nervous colon, insomnia and anemia, a drop in pressure Headache, pressure, mental tension, visual impairment, arthritis, myopia, gallstones, back pain, migraine, lack of focus, excessive forgetfulness, fatigue, dizziness, high blood pressure, adrenal hyperactivity, disorder Kidney, heart palpitations, cervical vertebrae, calcium deficiency, weight irregularity, herniated disc, obesity, lack of movement, excessive thinking, problems with the skeletal system, head pain, osteoporosis, neck pain, asthma, burning in the eyes, psychiatric condition Devastating, kidney stones, wheatgrass disease, weakness in the heart muscle, anxiety, restlessness, depression, diabetes, nervousness, loss of self-confidence, psychological disorders such as irritability and tension, loss of confidence in others, anxiety , while others do not suffer from any problems Health or psychological in percentage (5.9),fig(18). In Study to assess the effects of social networking sites on medical college students their found: Mostly participants complain about headache (27%) and eye sight problem (29.9%) due to excessive usage of computer and mobile devices for operating SNS. After start using SNS, almost 20% of students complain of sleeplessness while 10% of students complain of backache due to improper posture.



## **Chapter Six**

# **Conclusion & Recommendation**

**6.1: Conclusion:**

- 1) the majority of users of social networking sites were females with a higher percentage than males.
- 2) The majority of users of social media sites were residents of the city.
- 3) Through our study, it was found that the most students who use social networking sites had a personal account with their real names and put correct and realistic data on their personal accounts.
- 4) Through our study, it was found that the opinion of the majority of the participants in the study that social networking sites have a role in the development of the personality of the individual and increases the culture of the individual.
- 5) Through our study, it was found that the majority of students used social networking sites to entertain friends, spend their spare time, or search for the latest various news, and they constituted (34.02%) of all cases.
- 6) Through our study, it was found that the majority of students who used to use social networking sites for three hours (50.3%),
- 7) The results observed that the YouTube was the most social media site used from the people in percentage (53.2%)
- 8) The results observed that the Instagram was the best social media site for people in percentage (34.5%).
- 9) The results observed that the largest percentage of people prefer spending their free time using social media in percentage (60.7 %)

10) Through our study showed that the frequent use sites social networking affect the patterns of sleep.

11) academic level for most students before own personal account on social media sites was a good and majority of students who frequent use social media sites effect on academic level .

12) Most users develop mental disorder, such as mental confusion, loss of focus, fatigue, or dizziness after using social media,

13) Majority of students believe that social networks have a great influence on the thought and psyche of users.

14) The results observed that social media has a lot of negatives, but the most common of these that it affects the thought and behavior of individuals.

15) Majority of students who use social media sites sufferfrom healthy and psychological problems.

## **6.2: Recommendation:**

1) There is a need to appoint psychological counselors in universities that should be given a special task to monitor SNS use patterns and purposes.

2) Policymakers should take such measures that help to maintain positive use of SNS at universities.

3) The authorities should take such measures that are necessary to control the use of SNS by the students possessing various types of personality traits

4) Reduce the hours of using social networking sites for any reason, because of its impact on sleep patterns and also leads to mental and psychological diseases in addition to its impact on the academic level of student.

- 5) It is preferable to spend time doing other activities instead of using social networking sites, for example, exercising, drawing, reading books and other activities that have a positive impact on the person
- 6) It is therefore imperative for higher educations in Misan to take note on this issue and start highlighting the disadvantages associated with frequent use of SNS to students.
- 7) Counselors should be aware of the dependency that students could develop with social networking sites and how this may impair student's personal, social, academic performance as well as mental health. In addition, students should be made aware of how the use of social networking sites can become problematic and interfere with their lives.
- 8) Take a break from social media it is useful to set breaks and days without the internet this gradually helps you to deal with the internet independently and increases your ability to control it and not be addicted.
- 9) Organize your time : Set yourself life rules in dealing with your time, free time always makes you subconsciously hold the mobile and browse as many applications as possible, so I always advise that you have a specific time to access these sites and that it be in a disciplined time after completing all your basic and important work, and it is important Also, put rest periods so as not to disturb your eyes with the rays of mobile phones and electronic devices, and relax your body after a long period of browsing and sitting
- 10) Get the most from pursuing and developing personal interests.



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The graphic depicts a light gray rectangular sheet of paper with rounded corners, centered on a white background. The paper has a thin red border. At the top-left corner, a small portion of the paper is folded over. At the bottom-left corner, a larger portion of the paper is folded over, creating a thick, rounded edge. The word "Appendix" is printed in a bold, dark blue font in the center of the page.

# **Appendix**

## Appendix

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**Research Title:** *a study of the relationship between addiction to social media, health problems and the academic performance of a sample of misan university students.*

**1) Gender:**

Male ☐ female ☐

**2) Age :** .....

**3)college or university :** .....

**4)educational level :** .....

**5)Residence :**

Village ☐ city ☐ district ☐

**6) Have you ever owned an account on social media ?** Yes ☐ No ☐

**7) When you own a personal account on social media , do you register with your real name or pseudonym?**

Register with my real name ☐ Register with under pseudonym ☐

**8) Are the data you add on the social media sites correct and realistic data about you, or not?**

Yes, correct and realistic data ☐ in fact unrealistic and incorrect data ☐

**9) Do you encourage the use of social media sites?** Yes ☐ No ☐

## Appendix

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10) Do you think that social media has an important role in developing the personality of the individual and the nation ? Yes ☐ No ☐

11) Does social media help raise the level of its user's culture ?

Yes ☐ No ☐

12) What is the purpose of your use of social media?

Get information about my courses . ☐ Have fun with friends ☐  
Spending spare time ☐ to research for the latest various news ☐  
All of the mentioned ☐

13) Does what you do not place in terms of pictures and personal information on social media sites reflect your true reality or your true personality on the ground ? Yes ☐ No ☐

14) How much time do you spend when you use social media ?

Two hours or less ☐ approximately ,two hours ☐ three hours or more ☐

15)which social media sites do you use the most ?

Facebook ☐ Instagram ☐ telegram ☐  
Messenger ☐ YouTube ☐ twitter ☐

16) What do you think is the best social media sites ?

Facebook ☐ Instagram ☐ telegram ☐  
Messenger ☐ YouTube ☐ twitter ☐

## Appendix

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17) Do you prefer spending your time with your family and loved ones or do you prefer to spend your free time using social media sites ?

I prefer to spend my spare time with my family and others ☐

I prefer to spend my spare time using social media sites ☐

Balance between my use social media and spending my time with my family ☐

18) Was your academic estimate before you got a personal account on social media sites ?

☐ Acceptable ☐ good ☐ very good

19) How was your academic estimate after owning a personal account in social media sites ?

☐ Acceptable ☐ good ☐ very good

20) Do you feel general fatigue or dizziness when you see social media for a long time?

Yes , I feel ☐ No ☐

21) Do you feel mentally disoriented or lost focus after using social media? Yes ☐ No ☐

22) Do you exercise regularly ? Yes ☐ No ☐

## Appendix

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23) Do you feel insomnia and lack of sleep when you use social media

Sites ? Yes ☐ No ☐

24) Do you suffer from health or psychological problems ? If you suffer from it, what is it?

.....  
.....  
.....  
.....

25) Do you think that social media have an intellectual or psychological impact on its users? Yes ☐ No ☐

26) Do you think that the frequent use of social media affects the academic level of students? ? Yes ☐ No ☐

27) What are the disadvantages of social media sites in your opinion?

A waste of time ☐

A waste of general human health ☐

It affects the thought and behavior of individuals ☐

All that has been mentioned above ☐

**عنوان البحث : دراسة العلاقة بين الادمان على مواقع  
التواصل الاجتماعي والمشاكل الصحية والمستوى  
الدراسية لعينة من طلبة جامعة ميسان.**

الجنس : ☐ ذكر ☐ أنثى

العمر : .....

الكلية : .....

المرحلة الدراسية : .....

محل الإقامة:

☐ قرية ☐ مدينة ☐ قضاء أو ناحية

هل سبق وان امتلكت حسابا في شبكات التواصل الاجتماعي ؟

☐ نعم ☐ لا

عند امتلاكك لحساب شخصي في مواقع التواصل الاجتماعي  
فهل تسجل باسمك الحقيقي ام باسم مستعار ؟

☐ اسجل باسمي الحقيقي ☐ اسجل باسم مستعار

هل ما تضيفه من بيانات في مواقع التواصل الاجتماعي هي  
بيانات صحيحة وواقعية عنك ام لا؟



☐ نعم بيانات صحيحة وواقعية ☐ في الحقيقة بيانات غير واقعية  
وغير صحيحة

هل تشجع على استخدام مواقع التواصل الاجتماعي؟

☐ نعم ☐ لا

هل تعتقد ان لمواقع التواصل الاجتماعي دورا مهما في تطوير  
شخصية الفرد والامة ؟

☐ نعم ☐ لا

هل تساعد مواقع التواصل في رفع مستوى ثقافة مستخدميها ؟

☐ نعم ☐ لا

ما هو الهدف من استخدامك لشبكات التواصل الاجتماعي ؟

☐ الحصول على معلومات حول مقرراتي الدراسية

☐ التسلية مع الاصدقاء

☐ قضاء وقت الفراغ

☐ للبحث عن اخر الاخبار المتنوعة

☐ كل ما ذكر

هل ما لاتضعه من صور ومعلومات شخصية على مواقع التواصل  
الاجتماعي يعكس حقيقتك او شخصيتك الحقيقية على ارض  
الواقع ؟

## Appendix

☐ نعم ☐ لا

ما هو الوقت الذي تستغرقه عند استخدامك لمواقع التواصل الاجتماعي ؟

☐ ساعتين او اقل ☐ ساعتين تقريبا

☐ ثلاث ساعات فأكثر

اي من مواقع التواصل الاجتماعي تستخدمه اكثر ؟

☐ facebook ☐ instagram ☐ telegram

☐ Messenger ☐ Youtube ☐ twitter

برأيك ماهو افضل موقع للتواصل الاجتماعي ؟

☐ Facebook ☐ instagram ☐ telegram

☐ Messenger ☐ Youtube ☐ twitter ☐

هل تفضل قضاء وقتك مع أهلك وأحبائك أم تفضل قضاء وقت فراغك باستخدام مواقع التواصل الاجتماعي ؟

☐ افضل قضاء وقت فراغي مع اهلي والآخرين

☐ افضل قضاء وقت فراغي باستخدام مواقع التواصل الاجتماعي

☐ اوازن بين استخدامي لشبكات التواصل الاجتماعي وبين قضاء وقتي مع أهلي

## Appendix

هل كان تقديرك الدراسي قبل ان تحصل على حساب شخصي  
في مواقع التواصل الاجتماعي ؟

☐ مقبول ☐ متوسط ☐ جيد ☐ جيد جدا

كيف كان تقديرك الدراسي بعد أمتلاكك لحساب شخصي في  
مواقع التواصل الاجتماعي ؟

☐ مقبول ☐ متوسط ☐ جيد ☐ جيد جدا

هل تشعر بأعياء عام أو دوار عندما تستخدم مواقع التواصل  
الاجتماعي لوقت طويل؟

☐ نعم أشعر ☐ لا

هل تشعر بتشوش عقلي أو فقدان في تركيزك بعد استخدامك  
لمواقع التواصل الاجتماعي ؟

☐ نعم ☐ لا

هل تمارس الرياضة بانتظام ؟ ☐ نعم ☐ لا

هل تشعر بالأرق وقلة النوم عند استخدامك لمواقع التواصل  
الاجتماعي ؟

☐ نعم ☐ لا

هل تعاني من مشاكل صحية ؟ ان كنت تعاني منها فما هي ؟

.....  
.....  
.....

## Appendix

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هل تعتقد بأن لشبكات التواصل الاجتماعي تأثيرا فكريا او نفسيا  
على مستخدميه ؟ ☐ نعم ☐ لا

هل تعتقد بأن استخدام مواقع التواصل الاجتماعي بكثرة تؤثر  
على المستوى الدراسي للطلبة ؟  
☐ نعم ☐ لا

ماهي سلبيات مواقع التواصل الاجتماعي برأيك ؟

☐ مضيعة للوقت ☐ إهدار لصحة الانسان العامة

☐ تؤثر على فكر وسلوك الافراد

☐ كل ما تم ذكره أعلاه

**المقدمة :** في السنوات الأخيرة ، حدثت تغييرات كبيرة في جميع أنحاء العالم فيما يتعلق بالتوسع الكمي والنوعي للإنترنت والشبكات الاجتماعية ، وعدد الأشخاص الذين يستخدمونها ، وتأثيرها السلبي على الصحة البدنية والنفسية والأكاديمية للطلاب . تشمل الشبكات الاجتماعية مواقع الويب والتطبيقات التي تتيح للمستخدمين مشاركة المحتوى والأفكار والآراء والمعتقدات والمشاعر والخبرات الشخصية والاجتماعية والتعليمية.

**الهدف من الدراسة:** أجريت الدراسة لمعرفة العلاقة بين إدمان وسائل التواصل الاجتماعي والأداء الأكاديمي للطلاب ، والتعرف على تأثير إدمان وسائل التواصل الاجتماعي على صحة الطالب.

المنهج: أجريت الدراسة البحثية على طلاب من كليات محافظة ميسان المختلفة موزعين حسب الجنس والعمر والتخصص ، وتم اختيار (385) طالباً وطالبة من كلا الجنسين (ذكور وإناث). لدراسة العلاقة بين إدمان الطلاب لمواقع التواصل الاجتماعي والمشاكل الصحية أو النفسية وقياس مستواهم الأكاديمي ، استخدمت الباحثة استبانة تضمنت 27 سؤالاً.

تضمن الاستطلاع عبر الإنترنت (البريد الإلكتروني ووسائل التواصل الاجتماعي) قضايا حول المعلومات التالية : (الجنس ، الإقامة ، الحساب الشخصي على وسائل التواصل الاجتماعي ، هل تسجل باسمك الحقيقي أو تسجل باسم مستعار ، البيانات الموجودة على وسائل التواصل الاجتماعي صحيحة وبيانات واقعية ، اجتماعية وسائل الإعلام لها دور مهم في تنمية شخصية الفرد ، دور وسائل التواصل الاجتماعي في نشأة المستوى الثقافي ، الغرض من استخدام وسائل التواصل الاجتماعي ، الوقت الذي تقضيه في استخدام وسائل التواصل الاجتماعي ، أكثر مواقع التواصل الاجتماعي وسائل التواصل الاجتماعي ، كيف تقضي وقتك ، تأثير مواقع التواصل الاجتماعي على نمط نوم الشخص ، المستوى الأكاديمي بعد امتلاك حساب شخصي على وسائل التواصل الاجتماعي ، الشعور بالارتباك العقلي بعد استخدام وسائل التواصل الاجتماعي ، التأثير النفسي لوسائل التواصل الاجتماعي على المستخدمين ، الاستخدام المتكرر لوسائل التواصل الاجتماعي تؤثر على المستوى الأكاديمي ، وعيوب التواصل عبر وسائل التواصل الاجتماعي ، والمشاكل الصحية أو النفسية أثناء استخدام وسائل التواصل الاجتماعي).

**النتائج:** أوضحت نتائج الدراسة أن الإناث أكثر استخداماً بنسبة 60.2% من الذكور ، وأن سكان المدينة احتلوا النسبة الأكبر بنسبة 60.3%. في أخبار مختلفة. كما أشارت نتائج الدراسة إلى وجود علاقة بين الإدمان على وسائل التواصل الاجتماعي والمستوى الأكاديمي للطلاب والمستوى النفسي والصحي.

**الاستنتاجات:** الغالبية العظمى من أفراد عينة الدراسة من الإناث ، ونسبة من يعيشون في المدن أعلى من أولئك الذين يعيشون في القرى والأرياف ، ومعظم الأفراد مسجلين بأسمائهم الحقيقية ، ومعظم بياناتهم صحيحة وواقعية بحسب رأيهم ان وسائل التواصل الاجتماعي لها تأثير كبير في تنمية الشخصية ورفع المستوى الثقافي للشخص والوعي به كما أوضحوا ، وأن الغرض من استخدامها تم تقسيمه بين الحصول على أخبار أو البحث عن معلومات حول الدورات الأكاديمية أو قضاء أوقات الفراغ. الوقت أو الترفيه مع الأصدقاء ، وأن تكون مدة استخدامهم لهذه المواقع ثلاث ساعات فأكثر ، وبلغت أعلى نسبة مرحلة الإدمان. وكان أكثر المواقع شهرة هو انستغرام ، بينما كان أكثر المواقع استخداماً هو موقع يوتيوب. مواقع التواصل الاجتماعي لها تأثير كبير على نمط النوم لمعظم الأفراد ، وكذلك الشعور بالاضطرابات النفسية بعد كثرة استخدامه لها ، كما أثرت على المستوى النفسي والأكاديمي للطلاب بشكل كبير. يعاني معظم مستخدمي هذه المواقع من أمراض مختلفة ، تتوزع بين علامات الأمراض العقلية والاضطرابات النفسية الأخرى ، فضلاً عن بعض الأمراض المزمنة.

**التوصيات:** هناك حاجة لتعيين مستشارين نفسيين في الجامعات يجب تكليفهم بمهمة خاصة لمراقبة أنماط وأغراض استخدام وسائل التواصل الاجتماعي ، ويجب على صانعي السياسات اتخاذ مثل هذه الإجراءات التي تساعد في الحفاظ على الاستخدام الإيجابي لخدمات التواصل الاجتماعي في الجامعات وتقليل ساعات العمل. استخدام مواقع التواصل الاجتماعي لأي سبب من الأسباب ، لما لها من تأثير على أنماط النوم وأيضاً تؤدي إلى أمراض نفسية ونفسية بالإضافة إلى تأثيرها على المستوى الأكاديمي للطلاب حيث يفضل قضاء الوقت في القيام بأنشطة أخرى بدلاً من استخدام مواقع التواصل الاجتماعي مثل ممارسة الرياضة والرسم وقراءة الكتب وغيرها من الأنشطة التي لها تأثير إيجابي على الشخص ، كما أنه من الضروري أن تقوم وزارة التعليم العالي في ميسان بتدوين الملاحظات حول هذه المشكلة والبدء في إبراز العيوب المرتبطة بالاستخدام المتكرر لمواقع التواصل الاجتماعي للطلبة.



وزارة التعليم العالي والبحث العلمي

جامعة ميسان / كلية التمريض

دراسة العلاقة بين الايمان على مواقع التواصل الاجتماعي والمشاكل الصحية  
والمستوى الدراسي لعينة من طلبة جامعة ميسان.

مشروع تخرج مقدم من قبل

نور الزهراء جمعة ضمد

نور محمد جاسم

منى سعد جار الله

الى

كلية التمريض – جامعة ميسان كجزء من متطلبات نيل شهادة البكالوريوس في علوم  
التمريض .

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تموز ٢٠٢١

١٤٤٢ ذو القعدة