

**Syrian Arab Republic  
Ministry of Higher Education  
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**The Impact of the Use of Social Media on Students' Engagement and  
Academic Performance in Secondary Schools in the UAE**

A thesis submitted in partial fulfillment of the requirements for the degree of  
Master of Applied Linguistics

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## **Abstract**

This research aims to investigate the impact of the use of social media on students' engagement and academic performance in secondary schools in the UAE. To achieve the research objectives, the quantitative method was utilized. A questionnaire was designed and distributed to 157 secondary schools female and male students in the UAE. After completing the questionnaire distribution, an English grammar test was conducted on 40 male and female secondary students in the UAE. The questionnaire analysis results show that there is a statistically significant impact of the use of social media on students' engagement in secondary schools in the UAE. Moreover, the questionnaire analysis results show that there is a statistically significant impact of the use of social media on academic performance in secondary schools in the UAE. On the other hand, the English grammar test shows that social media has a negative impact on academic achievement among secondary school students in UAE. In light of these results, this research recommends that teachers in secondary schools in the UAE become aware of the importance of applying and using social media in education, which may result in the development of academic performance in secondary schools in the UAE. Finally, the UAE Ministry of Education should conduct training courses and workshops for teachers on the use of social media to enhance students' engagement and academic performance in secondary schools in the UAE.

**Keywords:** Social Media, Students' Engagement, Academic Performance  
Secondary Schools, UAE

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# Chapter I

## Introduction

### 1.1 Introduction

Modern technological developments in the mid-nineties of the last century caused a qualitative shift and a real revolution in the world of communication. This revolution has affected all dimensions of the life system, as it has contributed to a state of convergence, as well as the elimination of divisions and class and ethnic differences, borders and intermarriage between cultures, in addition to the daily tracking of current events (Sultana & Ahmed, 2024). The education sector is one of the fields that has witnessed major changes, especially after the increased use of social media sites due to the flexible virtual environment they provide. The importance of using social media networks in the educational process has increased due to the developments witnessed by the world, represented by the COVID-19 pandemic. This has necessitated the need to pay greater attention to their use and enhance their role in the field of education (Sujarwoto et al., 2023).

Social media has many positives and negatives in the educational system. Excessive use of social media keeps students always busy, which may cause social media addiction, where they become distracted from their studies and academic goals, due to the presence of many distractions. Social media impact students' academic performance since it wastes their time and diverts them from studying and completing their assignments (Güney, 2023). Moreover, their preoccupation with them until late

at night sometimes leads to sleeping during classes and lack of concentration, and thus a decline in academic achievement (Panchanathan & Raj, 2022).

However, despite the many negative effects of social media sites, their ability to maintain communication between students makes them a unique opportunity in the educational field and qualifies them to be included in modern teaching methods. Social media helps strengthen communication and collaboration between students. Social media is not just a virtual space to meet new friends, but it is an educational tool with great features if used effectively (Kusuma et al., 2024). It is also an important source of information, and teachers can use it to improve communication and engage students in effective activities that differ from traditional teaching methods (Raj & Sunitha, 2019). Social media has opened many areas for students to interact and convey their concerns through building virtual social relationships, making this world a small village due to its fluidity of use and wide spread (Alshuaibi et al., 2018). Furthermore, it is considered as an educational tool that includes many students in various specializations and a site for promoting ideas and information, which makes students affected by the contents it carries, whether positive or negative that greatly affect the academic performance (Putra et al., 2024).

## **1.2 Research Problem**

Social media has become a major part of the lives of societies regardless of their ages and educational levels, which constitutes a kind of addiction for them. The phenomenon of using social media is a relatively new phenomenon among high school

students in the UAE society, as it has not received sufficient attention commensurate with its rapid spread (Alsabbagh, 2023). Moreover, “social media and academic performance has several effects, which include distraction, reduced study time, sleep disruption, and impaired cognitive function and learning efficiency” (Shater et al., 2024; p.71). Recently, many studies have indicated that secondary students frequently use social networking sites at the expense of their time allocated for learning. This notion urges teachers to tackle this issue, as students’ excessive use of these sites affects their academic performance (Mohamed et al., 2024; Al Hammadi & Noor, 2023; Jenaibi & Mansoori, 2022).

### **1.3 Research Aim and Objectives**

This research aims to investigate the impact of the use of social media on students’ engagement and academic performance in secondary schools in the UAE.

From this main aim, the following objectives can be formulated:

1. To explore the impact of the use of social media on students’ engagement in secondary schools in the UAE.
2. To explore the impact of the use of social media on academic performance in secondary schools in the UAE.

### **1.4 Research Questions**

Based on the research problems, this study endeavors to find answers for the following main question: **What is the impact of the use of social media on**

## **students' engagement and academic performance in secondary schools in the UAE?**

From the main question, following sub-questions are raised:

1. What is the impact of the use of social media on students' engagement in secondary schools in the UAE?
2. What is the impact of the use of social media on academic performance in secondary schools in the UAE?

### **1.5 The Importance of the Research**

The importance of the study lies in the major role played by social networking sites. They have become a means of communication and interaction and have a direct impact on the behavior and orientations of individuals, especially the youth. The importance of the study also appears from the target group, which is high school students. This study attempts to come up with a number of recommendations for families and official bodies to help them try students' behavior and prepare them in the right way.

### **1.6 Study Boundaries**

- Temporal boundaries: 2024/2025.
- Spatial boundaries: Secondary schools, UAE.
- Human boundaries: Secondary schools' students.

## 1.7 Procedural Definitions

**Social Media:** it is digital technology that allows students in secondary schools in the UAE to share ideas, information and thoughts via online communities and networks.

**Student's Engagement:** the degree of attention, curiosity, interest, optimism, and passion that students in secondary schools in the UAE show when they are learning or being taught.

**Academic Performance:** the extent to which students and teachers in secondary schools in the UAE has attained their short or long-term educational goals.

## 1.8 Research Hypotheses

Based on the research questions above, the following hypotheses are extracted:

***The first hypothesis (H0-1): There is a statistically significant impact of the use of social media on students' engagement in secondary schools in the UAE.***

Null hypothesis ***“There is no statistically significant impact of the use of social media on students' engagement in secondary schools in the UAE”.***

***The second hypothesis (H0-2): There is a statistically significant impact of the use of social media on academic performance in secondary schools in the UAE.***

Null hypothesis ***“There is no statistically significant impact of the use of social media on academic performance in secondary schools in the UAE”.***

## Chapter II

### Literature Review

#### 2.1 Introduction

Social media has the most widespread and fastest means of transmitting events, and the influential force, whether negatively or positively (Güney, 2023). Many studies worldwide have shown that social media contributes to improving the level of students' learning and enhancing their engagement (Sujarwoto et al., 2023). The use of social media in education has positive effects on students in terms of increasing the amount of knowledge they receive, improving their skills in presenting information, and raising their level of abilities compared to students who do not use media in education (Kusuma et al., 2024). However, one of the negative aspects of using social media in education is the marginalization and reduction of the role of the teacher, as students have come to rely on the Internet to obtain information instead of requesting information from teachers (Al-Hail et al., 2024). These sites also provide students with misleading and incorrect information without verifying the accuracy of this information and confirming its sources, which affects their academic achievement, especially in secondary schools (Astatke et al., 2023).

From this point of view, Chapter two begins by presenting previous studies that discuss the impact of social media on students' engagement and academic achievement, and what distinguishes this study from other previous studies. Next, this chapter explains social media, its definition, importance, advantages, and

disadvantages of using it in education. This is in addition to exploring the impact of social media on student's engagement, as well as the impact of social media on academic performance.

## **2.2 Previous Studies**

### **Shater et al. (2024) study: The Impact of Social Media Usage on Academic Performance: A Study of the Professional Educational Diploma Program in UAE**

The study sample consists of 231 students In Al Ain University of Science and Technology's Professional Graduate Diploma Program. This study seeks to know the effects of using social networking sites on the academic achievement from the point of view of students. The study follows the descriptive approach to answer research questions and test hypotheses. The questionnaire uses as a study tool to obtain the general rates of the sample students. The study shows that social media sites have a positive impact on the academic achievement of students in Al Ain University of Science and Technology's Professional Graduate Diploma Program if they are used correctly. Additionally, social media enables enhanced and engaging learning experiences, where teachers can use technologies such as multimedia and virtual reality to make lessons more engaging and exciting. The study recommends the need to conduct more field studies on the benefits and risks resulting from the use of social networking sites by students in schools, and to focus on new variables that are not included in the study.



**Tran-Duong & Vo-Thi (2023) study: The influence of social media literacy on student engagement in online learning**

A sample of 1015 undergraduate students participates in this study. The present study conducts an essential inspection to explore the relationship between student social media literacy and their engagement in online learning settings. The quantitative approach is followed by designing a questionnaire and distributing it to the study sample. The partial least squares structural equation modelling (PLS-SEM) is used to analyze research data. The results show that social media can be designed to help enhance interaction and engagement, and contribute to enhanced enjoyment of the learning process. In addition, social media has a major role in the educational process, which is represented in conveying heritage, customs, and traditions to the new rising generations, which helps them integrate into their societies, and preserves the identity of these societies from disappearing and fading in the face of the various and attractive temptations of the era. These enhance experiences make education more engaging and effective, leading to improved learning performance. The study recommends the need to provide honest information about the negative and positive effects of social networking sites on student's engagement to open the way for specialized institutions to provide possible assistance.

**Shafiq & Parveen (2023) study: Social media usage: Analyzing its effect  
on academic performance and engagement of higher education students**

The study sample consists of 234 respondents, including social media users and non-users in the Top 10 universities in Pakistan. The purpose of this study is to examine how college students use social media and determine whether social media use has any impact on their academic performance. A structured questionnaire is used to gather data, in order to accomplish the study's goals. The results show that social media sites have a positive impact on the academic achievement of children in the case of positive use of these sites in the service of the educational process and guiding parents. Moreover, the findings show that when students use social media's knowledge-sharing capabilities, their academic performance improves. In addition, social media has educational uses through the presence of sites that may help in understanding the material, explaining the lessons, bringing the concept closer to the students, and enabling communication between students with each other on the one hand, and students and the teacher on the other hand, which made the educational process easier. The study recommends the need to work on strengthening the role of higher education institutions and educational supervision in the process of awareness and guidance of the various dangers of social networking sites.

**Assefa et al. (2023) study: Modelling the predictive effects of social media on the relationship between students' engagement and academic achievement in higher education institutions**

The study sample consists of 395 participants in higher education institutions. The main purpose of this study is to investigate the impact of social media on students' engagement and academic achievement among undergraduate university students. In achieve this purpose; a correlation study design is adopted. Structural equation modelling is used to analyse the study data. The study proves that social media is an effective tool for improving academic achievement in higher education institutions. In addition, the results show that social media has a large effect on students' engagement in higher education institutions. The study recommends the necessity of employing social media sites as educational platforms for learning and benefiting from their applications in developing students' various skills and thus protecting them from the various risks of these sites.

**AlOqlah (2023) study: The Effect of Using Social Networks on Students' Academic Performance in Saudi Universities**

The study sample consists of 287 faculty members in Imam Abdul Rahman Bin Faisal University. The purpose of this study is to ascertain, from the perspective of faculty members, the effect of utilizing the impact of social media on students' academic performance in Saudi universities. Due to its applicability to the study's objectives, the research uses the descriptive–analytic technique in this investigation.

The study finds that the use of these sites supports the educational process and influences on the university students. Moreover, social media not only supplies a rich set of formative data; it also calls for creating a proper and harmonious study atmosphere in the classroom, so this method of teaching needs to be more comprehensive and general to include all aspects of students. The study recommends the need to create effective control policies by educational authorities in the Kingdom of Saudi Arabia to reduce the social, cultural, personal, and economic and health risks resulting from the use of social networking sites by Saudi universities students.

**Al Hammadi & Noor (2023) study: Social Media Use and its Relationship with Collaborative Learning and Students' Motivation in Abu Dhabi Schools United Arab Emirates.**

The study sample consists of 403 respondents from different grades ranging from 9th to 12th has been collected from different schools as situated in Abu Dhabi, UAE. The purpose of present study is to investigate the effect of social media on collaborative learning and students' motivation Abu Dhabi, UAE. For addressing this objective, questionnaire is developed through various items from existing literature. Finally, the results confirm that there is a significant and positive impact of social media use on collaborative learning of the targeted students. The study findings have provided some meaningful discussion for various policymakers specifically in the education sector. The study recommends holding guidance courses for students to

enhance their role in society to reduce and prevent behavioural deviations among students as a result of the use of social media in the educational process.

### **2.2.1 Comparison of the Current Study with Previous Studies**

It is clear from the presentation of previous studies the multiplicity of topics that have been researched in social networking sites and their various effects on members of society. The current study is distinguished from previous studies in that it has primarily researched the positive and negative effects of using social media on students' engagement and academic performance in secondary schools in the UAE. This study is also distinguished by its adoption of the category of secondary schools in the UAE, who are in the adolescent stage and are most affected by social networking sites, and thus more exposed to the dangers of these various sites. Since this category of the UAE society represents the category of young people in the prime of life, and constitutes a large percentage of school students who will move on to the university stage. Thus, it is necessary to research the benefits and harms that they may be exposed to because of their use of social networking sites in their studies and the impact of that on their academic achievement.

## **2.3 Social Media**

### **2.3.1 Definition of Social Media in Education**

Social media is one of the modern means of communication that has captured a large part of the attention of high school students from different social classes (Shafiq & Parveen, 2023). Its use is increasing on a daily basis, and reliance on it in daily life

is remarkable. AlOqlah (2023, p.796) defined social media as a “Type of communication where people from different cultures have communicated in recent years”. Social media is the process of transferring different ideas, practical experiences, and exchanging knowledge and news between students, through positive interaction via messages that take place between students and teachers (Tran-Duong & Vo-Thi, 2023). Social media is defined as web pages that rely on services that allow students to express themselves and allow them to choose the individuals with whom they participate. These sites have brought about a major change in the way people and communities share information (Sultana & Ahmed, 2024).

For this study, social media refers to the use of mobile phones by UAE high school students on social networking sites to understand material, do homework, and prepare for exams.

### **2.3.2 The Importance of Social Media in Education**

The main importance of social media is to achieve measurable learning objectives at a cost-effective level in terms of time, effort and resources (Al Hammadi & Noor, 2023). This means making the educational process more economical by increasing the ratio of learning to its cost. Social media is characterized by the fact that it enables teachers to mix technology and real reality as it is used in the classroom environment, which means that the students and teachers are in the same place and while the electronic test (assessment) is applied (AlOqlah, 2023). It encourages students to discover facts for themselves so that they believe and understand the

reasons for the topic. Social media helps guide learners and teachers to effective methods of engaging in ideas-based activities (Shater et al., 2024). The importance of social communication is highlighted in enhancing communication between educational institutions and parents of students. Social media may help the family to follow the news of their children students in the educational institution and view their educational records by communicating with educational institutions through these sites without the need for continuous presence in the educational institution (Assefa et al., 2023).

### **2.3.3 Advantages and Disadvantages of Social Media in Education**

Social media has several advantages since it can help increasing access to scientific information and provide learning opportunities to wider audiences. Educators and educational institutions can use these media to disseminate scientific content and educational resources, thereby providing learning opportunities to thousands of individuals who may be geographically distant or have difficulty accessing traditional education (Chang & Kabilan, 2024). These sites also enable the teacher to introduce new methods to involve his/her students in implementing projects to measure their talents, enrich their abilities and their self-confidence. They also encourage learners to put forward ideas, enhance the spirit of participation and communication among them and enable them to set office hours for communication, asking questions and receiving answers (Shafiq & Parveen, 2023).

Despite the presence of a set of positive points to the use of social media, from building social relationships and friendships to education and culture, many problems and immoral behaviors have emerged in the process of using it and in dealing with others (Al-Hail et al., 2024). Accordingly, these behaviors have come to directly affect the behavior of school and university students and their academic achievement. They have also been able to exhaust all their time, effort and thinking in an exaggerated manner, which has led to other problems represented in social and educational problems. From an educational perspective, they may significantly lead to a decline in students' academic achievement, as they spend a long time using these sites, and thus may sleep during class, in addition to being distracted and lacking in concentration (Raj & Sunitha, 2019).

## **2.4 The Impact of Social Media on Student's Engagement**

Social media plays a vital role in enhancing interaction and engagement in the learning process, where it can encourage communication and knowledge sharing among students from different locations. In addition, education can be personalized using social media to suit each individual's needs, making it a convenient learning experience. Sustainable and independent learning can be promoted by providing social media resources and encouraging students to learn at their own pace. Using social media, enhanced and engaging learning experiences can be provided, making the learning process more exciting (Tran-Duong & Vo-Thi, 2023). Through the use of social media, it becomes possible for students to actively participate in lessons and



learning activities. Teachers can create interactive platforms that encourage communication and discussion, through online discussions, educational games, and multimedia (Shafiq & Parveen, 2023). This allows students to engage with content in innovative ways and encourages them to develop critical thinking and problem-solving skills (Assefa et al., 2023).

Using social media in education can improve the quality of learning and teaching by enhancing interaction and engagement and enabling students to build their knowledge more effectively. Teachers can use these tools to provide stimulating and engaging learning experiences that enhance students' critical thinking, creativity and collaboration skills. Social media can contribute to enhancing communication and collaboration between teachers, students, and the educational community in general (Güney, 2023). Teachers can use these means to communicate with students more easily and effectively, and provide individual feedback and guidance to each student directly. In addition, students can communicate with each other and share ideas, resources, and educational experiences, which contributes to building an educational community characterized by cooperation and fruitful exchange (Alshuaibi et al., 2018).

## **2.5 The Impact of Social Media on Academic Performance**

Social media is considered an effective tool in improving academic performance, as it is one of the factors that help students in the educational process. Social media is of great importance in the student's academic journey, where academic achievement indicates the level of students and the extent of their achievement and knowledge

during each educational stage they pass through, as well as it helps students in the process of determining the goals they want to reach through each educational stage. In addition, social media helps put a real picture in front of the teacher in terms of knowing the level of students, strengths, and weaknesses, and how to improve their abilities to use this method effectively (Shater et al., 2024). Social media develops the student's ability to contemplate, observe accurately, and follow scientific thinking to reach solutions to problems, where it necessarily leads to improving the quality of learning and raising the performance of students (Shafiq & Parveen, 2023).

On the other hand, Güney (2023) explained that social media has a negative impact on students' academic achievement. This is due to the fact that social media contributes to wasting the student's time, academic delays and neglecting schoolwork, being late in the morning and difficulty waking up as a result of staying up late, and acquiring new values that contradict the values of the family and school. Furthermore, Putra et al. (2024) concluded that social networking sites have a negative impact on the academic achievement of children, especially in cases of increasing the number of hours of use, so that the mother's age and educational level play a major role in employing social networking sites for the benefit of children.

## **Chapter III**

### **Research Methodology**

#### **3.1 Introduction**

This chapter presents the methodological path that this research follows in order to achieve the research objectives. This chapter discusses the research approach and design that have been adopted for answering the research questions and to prove or reject the research hypotheses. This chapter explains the tool used to collect data, which is the questionnaire. It also shows the reasons behind its use, the way it is designed, and its sections. This chapter explains the study sample used in this research and the reasons behind its selection. Thus, this chapter includes the details related to the research method, research tool, research population and sample, data collection procedures, validity and reliability, and data analysis.

#### **3.2 Research Method**

In this study, the quantitative method was adopted. Since it deals with collecting data through the use of statistical measurement tools that have validity and reliability (Okte et al., 2024). The quantitative method was used because of its suitability for this study, and its role in describing the phenomenon as it is in reality, analyzing and interpreting it, and reaching conclusions and generalizations to develop and improve that reality. Accordingly, the quantitative method comes with unique features that take into account the characteristics of human phenomena that are characterized by

continuous change, multiple reality, and circular causality to give new horizons to the social researcher that enables him/her to integrate with the human phenomenon and interact with it in order to understand the social reality associated with it.

### **3.3 Research Tools**

This research depended on the questionnaire and the English grammar test to achieve research objectives.

#### **3.3.1 Questionnaire**

In this research, the questionnaire was adopted as a research tool to collect data from the research sample since it is one of the most popular tools for the quantitative approach and it is considered the most appropriate approach for this type of information. Questionnaire is considered one of the most important data collection tools if it is prepared and designed in a precise manner according to clear indicators emanating from the variables of the study (Lu et al., 2021). The questionnaire is a list of questions prepared by the researcher, then distributed to a group of individuals that may represent the entire study population or only a sample (Hao et al., 2022).

##### **3.3.1.1 The Design of the Questionnaire**

The design of the questionnaire is a very important issue, as it depends on the collection of data, information and facts, based on the research need and its hypotheses (González–Alzaga et al., 2022). Certain requirements must be met by the questionnaire's design in order for it to be accepted and for respondents to provide

the greatest number of responses to the questions it asks. Therefore, this study was keen to keep the questions related to the subject of the research, and not deviate from its framework and scientific contents in any way. The questions were designed to be short, specific, clear, and free from ambiguity and confusion. The questions were also designed to be logically sequential and linked to each other in a systematic and rational manner. In addition, the questions were characterized by neutrality, objectivity, and distance from luring the researcher, even indirectly, to answer in a specific direction.

In this research, the questionnaire was designed based on a group of previous literature in the same field. Social media questions (Shater et al., 2024; Assefa et al., 2023), students' engagement questions (Tran-Duong & Vo-Thi, 2023), and academic performance questions (Shafiq & Parveen, 2023).

The Google Form was used to create the questionnaire, where the study sample receives a link through email or WhatsApp. The questionnaire was designed in a way that it was mandatory to respond to all questions to ensure that no data was lost and to increase the validity of the results.

### **3.3.1.2 The Main Sections of the Questionnaire**

In this research, the questionnaire consists of four main sections. The first section includes personal information (gender and grade). The second section is related to social media (16 questions), while the third section is related to student's engagement (6 questions), and finally the fourth section is concerned with academic performance (6 questions).

### **3.3.1.3 The Validity of the Questionnaire**

In this research, the validity is among the most important conditions for the design of the research tools. Therefore, attention must be given to the validity of the data collection tools, that is, whether it really measures what it is supposed to measure (Chong et al., 2023). Validity means the extent of closeness between the statements that are relied upon in measuring one variable. It expresses the extent to which the construct of the target field is measured. It depends on examining the content of the questionnaire and analyzing its questions to determine the extent to which they represent the characteristic, behavior, or thing to be measured, and to ensure that the questions cover all aspects of research problem (Cheung et al., 2023). To ensure its validity, the apparent validity method was used for the tool by presenting it to a number of experienced and specialized 3 judges, specializing in applied linguistics. Then, the researcher made the necessary amendments by modifying the wording of some paragraphs, deleting some of them, and adding others, according to their instructions and comments.

### **3.3.1.4 The Reliability of the Questionnaire**

Validity is prerequisites for judging the effectiveness of the tools adopted in the measurement process (Aung et al., 2021). Reliability is one of the most important characteristics of tests. The greater the reliability of the test, the fewer the measurement errors and thus the greater the closeness to the true score and the confidence in the measurement result. Therefore, accuracy in making decisions and

choosing appropriate statistical treatments increases. If the data is not obtained with honest and reliable tools, researchers will have little confidence in the results or the conclusions based on those results. This research used Cronbach's Alpha ( $\alpha$ ) to ensure the reliability of the research tool, which is one of the basics of scientific research, and the most prominent rules that are of interest to researchers, due to its great impact on the research and its results, and the ability to generalize these results. The general rule is that a Cronbach's alpha coefficient of 70 and above is good, 80 and above is better, and 90 and above is the best (Sijtsma & Pfadt, 2021). The table 3.1 shows that the alpha coefficient is high—above 0.70. This implies that the questionnaire and its statements are reliable at any time and location, with any number of sample participants.

**Table 3.1: Cronbach's Alpha Value for Each Axis**

| <b>Axis</b>                 | <b>Items count</b> | <b>Cronbach's Alpha Value</b> |
|-----------------------------|--------------------|-------------------------------|
| <b>Social Media</b>         | 16                 | 0.98                          |
| <b>Students' Engagement</b> | 6                  | 0.97                          |
| <b>Academic Performance</b> | 6                  | 0.95                          |
| <b>All axes</b>             | <b>28</b>          | <b>0.98</b>                   |

### **3.3.2 Language Test**

A grammar test in an English course was conducted to determine the effect of social media on academic achievement. Given the abundance of social media platforms that address grammar and its significance in the English language, the

grammar test was selected. The questions were formulated based on the English language curriculum approved by the UAE Ministry of Education in 2017 (Perspective California American Literature Grade 11, 2017). These questions are suitable for the level of students in secondary schools in the UAE. Based on students' level, the questions are classified into easy (5 questions), medium (3 questions), and difficult (2 questions). The test was conducted on 40 male and female secondary students in the UAE. The samples were divided into two equal groups, an experimental group that uses social media sites, and a control group that uses traditional teaching methods. The test score is 20.

#### **3.3.2.1 The Validity of the Language Test**

To ensure its validity, the English grammar exam was presented to 3 judges in applied English linguistics, who asked for some questions to be deleted and modified. The necessary modifications were made, and the exam was then administered in its final form to the students.

#### **3.3.2.2 The Reliability of the Language Test**

Cronbach's alpha ( $\alpha$ ) was used to verify the reliability of the English grammar test. The alpha value is 0.914, which is higher than 0.70. This means that the English grammar test and its questions are trustworthy regardless of the time, place, and sample size.



### **3.4 Research Population**

In this study, the study population consisted of all secondary schools female and male students in the UAE. The research tool could not be distributed to all members of the study population due to the large size of the study population. Therefore, a purposive sampling technique was used, where community members do not have equal opportunities to appear, as this type of sampling method depends on the researcher's experience and knowledge, and must be based on observation. In addition, the purposive sampling technique was adopted in this research to make sure that the sample is more closely aligned with the research's goals and aims, which improves the rigor of the study and the accuracy of the data and results. An additional justification for utilizing the purposive sampling technique is that it divides the research population into groups based on traits they have in common.

### **3.5 Research Sample**

The research sample consists of 157 secondary schools female and male students in the UAE. The experience of the study was conducted during the first semester of the academic year 2024/2025 and lasted for two months.

### **3.6 Data Collection Procedures**

Clearly defining the research topic is the first step in every study that uses a questionnaire to collect data. This study looks at every facet of the issue and is aware of previous research that addresses the study's dimensions, which include academic performance, students' engagement, and social media. Following a review of the

literature, the questionnaire was constructed, including identifying the primary dimensions it covers, creating the paragraphs that correspond to each dimension, and creating the initial version of the questionnaire. When creating the questionnaire, the researcher considers how the questions should be worded, using simple, straightforward language with clear definitions so that the respondent may easily comprehend what is expected of them.

### **3.7 Data Analysis Procedures**

The importance of the statistical analysis process lies in transforming the primary data into easy-to-understand results, as the statistical analyst follows many of the necessary methods for displaying the data as well as analyzing it in the required form using appropriate statistical programs with accurate and practical results (Denis, 2021). To analyze the data extracted from the questionnaire, this study used Statistical Package for Social Sciences (SPSS) to analyze the data extracted from the questionnaire, where means standard deviation, and t-test were conducted. A battery of tests from the SPSS software was utilized to meet the goals of the study. These tests included analysis of variance (ANOVA), frequency distributions and percentages, descriptive analysis, and validity and reliability analysis tests.

### **3.8 Likert Scale**

This study has the independent and dependent variables, where independent variables are those variables that have played a direct role in the occurrence of dependent variables, as it is used to support the interpretation and understanding of

the changes that occurred in these variables as well as to predict the situation that follows. In this study, social media acts as an independent variable, while dependent variables are those variables that try to explain how the reasons for their occurrence and the extent to which they can be predicted. In this study, students' engagement and academic performance act as dependent variables.

Furthermore, this study employed the 5-point Likert scale in order to provide more precise and easily understood answers to the research question. The following choices are available on a typical 5-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree, as shown in the Table 3.2. The Likert Scale, which has a high degree of stability and reliability, is one of the techniques employed in the measuring of scientific trends and educational research in the psychology and social sciences (Aybek & Toraman, 2022).

**Table 3.2: 5-Point Likert Scale**

| <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| <b>5</b>              | <b>4</b>     | <b>3</b>       | <b>2</b>        | <b>1</b>                 |

Descriptive analysis is a statistical method that summarizes and describes a data set using different measures of central tendency and variance. Its primary purpose is to provide a clear and concise summary of the main features of a data set, often through the use of graphs, tables, and calculations. Frequencies and percentages were calculated to identify the functional characteristics of the members of the research

sample and determine their vocabulary responses to the main axis phrases included in the research tool. The arithmetic mean was also calculated to determine how high or low the responses of the sample members are to the main axes, where the axes are arranged according to the highest arithmetic mean. The Table 3.3 shows the criterion used in this research based on the mean value.

**Table 3.3: Classification of Responses**

| <b>Score</b>        | <b>Level</b> |
|---------------------|--------------|
| <b>3.67 to 5</b>    | High         |
| <b>2.34 to 3.66</b> | Medium       |
| <b>1 to 2.33</b>    | Low          |

### **3.9 Summary**

In this research, the quantitative method was used, as it was an organized and coordinated method for collecting and analyzing data that was brought from various sources. In addition, the quantitative method often relies on statistical methods in collecting and analyzing data to draw conclusions. The reason behind using the quantitative method in this research is due to the possibility of generalizing the results, where it leads to general and comprehensive results for all accidents and other similar cases. Through the questionnaire, it is possible to maximize the value of the results obtained by ensuring that the sample represents the study population. The high participation rate on the part of the respondents increases the possibilities of

generalizing the results into the study community. SPSS was chosen to analyze the questionnaire data due to its many benefits, including ability to handle various types of data, ease of use, and potential for future prediction. It is possible to generalize these results to the study population using SPSS, which offers accurate, honest, and highly reliable results.

## Chapter IV

### Research Results and Discussion

#### 4.1 Statistical Information of the Study Sample

The study has been used the statistical software SPSS, version 27, to enter and process the data in order to test the validity of the hypotheses or disprove them.

##### 4.1.1 General Information

Given the frequency of the study respondents i.e. 157, this section below shows the summary of the general information of the respondents.

##### 4.1.1.1 Gender

The frequency distribution of research sample by gender has shown by Table 4.1.

**Table 4.1: Frequency Distribution of Sample Members by Gender**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 96        | 61.1       |
| Female | 61        | 38.9       |
| Total  | 157       | 100%       |

The Table 4.1 shows that the percentage of males reached 61.1% (N=96) compared to the percentage of females, which reached 38.9% (N=61).

#### 4.1.1.2 Grade

The frequency distribution of research sample by grade has shown by Table 4.2.

**Table 4.2: Frequency Distribution of Sample Members by Grade**

| Gender                 | Frequency | Percentage |
|------------------------|-----------|------------|
| First Secondary Grade  | 47        | 29.9       |
| Second Secondary Grade | 59        | 37.6       |
| Third Secondary Grade  | 51        | 32.5       |
| All                    | 157       | 100%       |

The Table 4.2 shows that the percentages of students are similar in almost all secondary levels, reaching 37.6% (N=59) in second secondary grade, 32.5% (N=51) in third secondary grade, and 29.9% (N=47) in first secondary grade.

#### 4.1.1.3 Daily Social Media Use

The frequency distribution of research sample by daily social media use has shown by Table 4.3.

**Table 4.3: Frequency Distribution of Sample Members by Daily Social  
Media Use**

| <b>Daily Social Media Use</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------|------------------|-------------------|
| <b>Less than 1 hour</b>       | <b>17</b>        | <b>10.8</b>       |
| <b>1–2 hours</b>              | <b>11</b>        | <b>7.0</b>        |
| <b>2–3 hours</b>              | <b>43</b>        | <b>27.4</b>       |
| <b>3–4 hours</b>              | <b>42</b>        | <b>26.8</b>       |
| <b>More than 4 hours</b>      | <b>44</b>        | <b>28.0</b>       |
| <b>All</b>                    | <b>157</b>       | <b>100%</b>       |

The Table 4.3 shows that most students spend long periods of time daily on the social media, with 28.0% (N=44) of students spending 4 hours or more, 27.4% (N=43) of students spending from 2–3 hours, 26.8% (N=42) of students spending from 3–4 hours, 10.8% (N=17) of students spending less than 1 hours, and 7.0% (N=11) of students spending from 1–2 hours

#### **4.1.1.4 The Most Social Media Used**

The frequency distribution of research sample by the most social media used has shown by Table 4.4.



**Table 4.4: Frequency Distribution of Sample Members by the Most  
Social Media Used**

| <b>The Most Social Media<br/>Platform Used</b> | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| <b>Facebook</b>                                | <b>101</b>       | <b>64.3</b>       |
| <b>YouTube</b>                                 | <b>88</b>        | <b>56.1</b>       |
| <b>Instagram</b>                               | <b>79</b>        | <b>50.3</b>       |
| <b>TikTok</b>                                  | <b>61</b>        | <b>38.9</b>       |
| <b>Snapchat</b>                                | <b>55</b>        | <b>35.0</b>       |
| <b>X (Twitter)</b>                             | <b>23</b>        | <b>14.6</b>       |

The Table 4.4 shows that Facebook is the most used social media platform by students, with a percentage of 64.3% (N=101), followed by YouTube with 56.1% (N=88). While the X (Twitter) site is the least used, with a percentage of 14.6% (N=23).

#### **4.1.1.5 Purpose for Using Social Media**

The frequency distribution of research sample by purpose for using social media has shown by Table 4.5.

**Table 4.5: Frequency Distribution of Sample Members by Purpose for  
Using Social Media**

| <b>purpose for using social media</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------------|------------------|-------------------|
| <b>Connecting With Friends</b>        | <b>58</b>        | <b>36.9</b>       |
| <b>News and Information</b>           | <b>25</b>        | <b>15.9</b>       |
| <b>Entertainment</b>                  | <b>61</b>        | <b>38.9</b>       |
| <b>School Related Purposes</b>        | <b>13</b>        | <b>8.3</b>        |
| <b>All</b>                            | <b>157</b>       | <b>100%</b>       |

The Table 4.5 shows that most students use social media sites for entertainment, with a percentage of 38.9% (N=61), followed by connecting with friends with a percentage of 36.9% (N=58), then news and information with a percentage of 15.9% (N=25), and finally school related purposes with a percentage of 8.3% (N=13),

#### **4.1.1.6 The Effect of Social Media on Mood**

The frequency distribution of research sample by the effect of social media on mood has shown by Table 4.6.

**Table 4.6: Frequency Distribution of Sample Members by The Effect of  
Social Media on Mood**

| <b>The Effect of Social Media<br/>on Mood</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| <b>Very Positive</b>                          | <b>58</b>        | <b>36.9</b>       |
| <b>Somewhat Positive</b>                      | <b>58</b>        | <b>36.9</b>       |
| <b>Neutral</b>                                | <b>32</b>        | <b>20.4</b>       |
| <b>Somewhat Negative</b>                      | <b>5</b>         | <b>3.2</b>        |
| <b>Very Negative</b>                          | <b>4</b>         | <b>2.5</b>        |
| <b>All</b>                                    | <b>157</b>       | <b>100%</b>       |

The Table 4.6 shows that social media has a positive effect on students' mood.

#### **4.1.2 Statistical Information for Social Media**

In this study, descriptive analysis has been relied upon to show the sample's responses to each of the statements regarding social media, as shown in the Table 4.7.

**Table 4.7: Statistical Information for Social Media**

| <b>Phrase</b>  | <b>N</b> | <b>sig</b> | <b>Mean &amp;<br/>Agreement</b> | <b>T</b> | <b>Std<br/>deviation</b> | <b>Order</b> |
|--|----------|------------|---------------------------------|----------|--------------------------|--------------|
| The use of social media encourages students to do their best.                          | 157      | .000       | 3.20<br>Medium                  | 32.153   | 1.471                    | 13           |
| The use of social media enhances learning and knowledge sharing among students.        | 157      | .000       | 3.26<br>Medium                  | 41.034   | 1.257                    | 9            |
| The use of social media contributes to the exchange of educational content.            | 157      | .000       | 3.38<br>Medium                  | 48.023   | 1.227                    | 1            |
| The use of social media helps students discover their strongest skills.                | 157      | .000       | 3.27<br>Medium                  | 41.943   | 1.228                    | 8            |
| The use of social media provides opportunities to view diverse educational experiences | 157      | .000       | 3.36<br>Medium                  | 35.267   | 1.276                    | 4            |
| The use of social media improves collaboration and communication among students.       | 157      | .000       | 3.34<br>Medium                  | 40.796   | 1.280                    | 5            |
| The use of social media enhances learning and teaching environments.                   | 157      | .000       | 3.21<br>Medium                  | 39.843   | 1.256                    | 12           |
| The use of social media provides a platform for students to be entertained.            | 157      | .000       | 3.38<br>Medium                  | 36.257   | 1.318                    | 1            |

|  |            |             |                        |               |              |          |
|--|------------|-------------|------------------------|---------------|--------------|----------|
| The use of social media poses a risk to student safety.  | 157        | .000        | 3.16<br>Medium         | 41.089        | 1.196        | 15       |
| The use of social media distracts students in the classroom.   | 157        | .000        | 3.23<br>Medium         | 33.614        | 1.290        | 10       |
| The use of social media facilitates cyberbullying among students.                                    | 157        |             | 3.38<br>Medium         | 37.219        | 1.268        | 1        |
| The use of social media exacerbates mental health problems such as anxiety and depression.           | 157        |             | 3.11<br>Medium         | 41.193        | 1.301        | 16       |
| Some students post inappropriate content on social media.  | 157        |             | 3.29<br>Medium         | 42.361        | 1.276        | 7        |
| The use of social media causes delay in direct communication skills.                                 | 157        |             | 3.18<br>Medium         | 50.249        | 1.255        | 14       |
| The use of social media reduces activity among students due to spending long hours on mobile phones. | 157        |             | 3.31<br>Medium         | 39.215        | 1.329        | 6        |
| The use of social media leads to a form of addictive behaviour among students.                       | 157        |             | 3.22<br>Medium         | 44.036        | 1.264        | 11       |
| <b>All</b>   | <b>157</b> | <b>.000</b> | <b>3.27<br/>Medium</b> | <b>39.265</b> | <b>1.103</b> | <b>–</b> |

- The Table 4.7 shows that all statements have achieved medium levels, as the total mean score is 3.27. This has reflected positive responses from students on social media statements.
- The third, eighth and eleventh paragraphs have achieved the highest mean score (3.38). Where the third paragraph states: The use of social media contributes to the exchange of educational content, the eighth paragraph states: The use of social media provides a platform for students to be entertained, and the eleventh paragraph states: The use of social media facilitates cyberbullying among students.
- The twelfth paragraph has achieved the lowest mean score (3.11), which states: The use of social media exacerbates mental health problems such as anxiety and depression.

Also, the Table 4.7 shows the results of the one-sample t-test, where all the statements measuring the effect of social media have been answered by the sample members with agreement. The reason behind ranking the third paragraph first, which states: The use of social media contributes to the exchange of educational content, may be due to the great role of social media in the transfer of educational files by students. Also, the reason behind ranking the eighth paragraph first, which states: The use of social media provides a platform for students to be entertained, may be due to the fact that most students use social networking sites for entertainment, whether through games, chatting, or communicating and talking with others. Additionally, the reason behind ranking the eleventh paragraph first, which states: The use of social

media facilitates cyberbullying among students. This is because many students are exposed to bullying on social media, which affects their psychology and ability to use social media sites. On the other hand, the reason behind the classification of the twelfth paragraph as last, which states: The use of social media exacerbates mental health problems such as anxiety and depression, may be due to the fact that students are not exposed to many health problems at this age. However, with age, there may be negative effects of the media on students' health, whether mental or physical such as anxiety and depression

#### **4.1.3 Statistical Information for Students' Engagement**

In this study, descriptive analysis has been relied upon to show the sample's responses to each of the statements regarding students' engagement, as shown in the Table 4.8.

**Table 4.8: Statistical Information for Students' Engagement**

| <b>Phrase</b>   | <b>N</b>   | <b>sig</b>  | <b>Mean &amp;<br/>Agreement</b> | <b>t</b>      | <b>Std<br/>deviation</b> | <b>Order</b> |
|---|------------|-------------|---------------------------------|---------------|--------------------------|--------------|
| Social media increases opportunities for communication and connection outside of schools. | 157        | .000        | 3.35<br>Medium                  | 41.364        | 1.418                    | 2            |
| Social media enhances students' discussion and opinion-giving skills.                     | 157        | .000        | 3.29<br>Medium                  | 42.179        | 1.257                    | 3            |
| Social media encourages students to share ideas and foster a spirit of participation.     | 157        | .000        | 3.29<br>Medium                  | 45.369        | 1.292                    | 3            |
| Social media instills academic ambition in students.                                      | 157        | .000        | 3.22<br>Medium                  | 40.125        | 1.333                    | 6            |
| Social media provides a degree of entertainment and amusement for students.               | 157        | .000        | 3.39<br>Medium                  | 43.649        | 1.300                    | 1            |
| Social media motivates students to participate in volunteer activities.                   | 157        |             | 3.27<br>Medium                  | 43.147        | 1.356                    | 5            |
| <b>All</b>  | <b>157</b> | <b>.000</b> | <b>3.30<br/>Medium</b>          | <b>43.157</b> | <b>1.225</b>             | <b>–</b>     |



- The Table 4.8 shows that all statements have achieved medium levels, as the total mean score is 3.30. This has reflected positive responses from students on students' engagement statements.
- The fifth statement has achieved the highest mean score (3.39), which states: Social media provides a degree of entertainment and amusement for students.
- The fourth paragraph has achieved the lowest mean score (3.22), which states: Social media instills academic ambition in students.

Also, the Table 4.8 shows the results of the one-sample t-test, where all the statements measuring students' engagement have answered by the sample members with agreement. The reason behind ranking the fifth statement first, which states: Social media provides a degree of entertainment and amusement for students, is probably because social media sites provide many tools that students can use for fun, collaboration in solving some assignments, or chatting. Students share many things with each other. On the other hand, the reason behind the classification of the fourth statement as last, which states: Social media instills academic ambition in students, is perhaps due to the fact that students rarely use social media sites for educational purposes.

#### **4.1.4 Statistical Information for Academic Performance**

In this study, descriptive analysis has been relied upon to show the sample's responses to each of the statements regarding academic performance, as shown in the Table 4.9.

**Table 4.9: Statistical Information for Academic Performance**

| <b>Phrase</b>   | <b>N</b>   | <b>sig</b>  | <b>Mean &amp;<br/>Agreement</b> | <b>t</b>      | <b>Std<br/>deviation</b> | <b>Order</b> |
|---|------------|-------------|---------------------------------|---------------|--------------------------|--------------|
| Social media helps in preparing well for tests and exams.                     | 157        | .000        | 3.11<br>Medium                  | 54.369        | 1.410                    | 6            |
| Social media improves homework performance.                                   | 157        | .000        | 3.12<br>Medium                  | 46.239        | 1.187                    | 5            |
| Social media causes students to keep up with new information.                 | 157        | .000        | 3.43<br>Medium                  | 40.479        | 1.326                    | 1            |
| Social media increases the level of motivation for creativity among students. | 157        | .000        | 3.29<br>Medium                  | 40.256        | 1.383                    | 4            |
| Social media supports students' access to learning resources.                 | 157        | .000        | 3.42<br>Medium                  | 45.786        | 1.297                    | 2            |
| Social media provides diverse and integrated exercises.                       |            |             | 3.36<br>Medium                  | 48.001        | 1.316                    | 3            |
| <b>All</b>  | <b>157</b> | <b>.000</b> | <b>3.29<br/>Medium</b>          | <b>44.305</b> | <b>1.175</b>             | <b>–</b>     |

- The Table 4.9 shows that all statements have achieved medium levels, as the total mean score is 3.29. This has reflected positive responses from students on academic performance statements.

- The third statement has achieved the highest mean score (3.43), which states: Social media causes students to keep up with new information.
- The first paragraph has achieved the lowest mean score (3.20), which states: Social media helps in preparing well for tests and exams.

Also, the Table 4.9 shows the results of the one-sample t-test, where all the statements measuring academic performance have answered by the sample members with agreement. The reason behind ranking the third statement first, which states: Social media causes students to keep up with new information, may be due to the ability of social media sites to provide students with a lot of information on various topics that students are interested in. On the other hand, the reason behind the classification of the first statement as last, which states: Social media helps in preparing well for tests and exams, is perhaps due to the fact that students do not use social media sites to prepare for exams, since they rely on others to teach them, such as colleagues, parents, or private teachers.

## **4.2 Results of the English Grammar Test**

After completing the distribution of the questionnaire, a grammar test in English an course was conducted to determine the effect of social media on academic achievement. The test was conducted on 40 male and female secondary students in the UAE. The samples were divided into two equal groups, an experimental group that used social media sites, and a control group that used traditional teaching methods. The test score is 20. Table 4.10 shows the results of the English grammar test.

**Table 4.10: The Results of the English Grammar Test.**

| <b>Group</b> | <b>N</b> | <b>Total Mean</b> | <b>Std<br/>deviation</b> |
|--------------|----------|-------------------|--------------------------|
| Experimental | 20       | 13.50             | 1.563                    |
| Control      | 20       | 17.30             | 0.978                    |

Table 4.10 shows that the total mean of the control group is higher than that of the experimental group. This means that there is a negative impact of social media sites on academic achievement in English grammar test in secondary schools in the UAE. This may be due to the fact that social media sites waste students' time and distract them from preparing for exams properly. In addition, relying on these sites for studying sometimes leads to a lack of focus and attention and thus a decline in academic achievement. There is a possibility that students, while using social networks in the classroom, will be attracted to their content, which distracts them from studying, and instead preoccupies them with browsing social networking sites and other platforms. This has negative effects on students' academic achievement and the educational process and its outcomes in general.

To find out if there are statistical differences between the control and experimental groups at a significance level of 0.05, the ANOVA test was used, as shown in the Table 4.11.

**Table 4.11: ANOVA results of The Experimental and Control Group on the English Grammar Test.**

|                      | GROUP        | N  | Mean  | Std. Deviation | t     | df | Sig. (2-tailed) |
|----------------------|--------------|----|-------|----------------|-------|----|-----------------|
| English Grammar Test | Experimental | 20 | 13.50 | 1.563          | 2.905 | 39 | .524            |
|                      | Control      | 20 | 17.30 | 0.978          |       |    |                 |

Table 4.11 shows the mean of experimental group in English grammar test is 13.50, while the mean of control group is 17.30, which means there is a negative effect of social media on academic achievement in English grammar test in secondary schools in the UAE. Moreover, the Table 4.11 shows that Sig. value is 0.008, which is less than 0.05, which means there is statistically significant differences between the mean scores of the experimental and control groups on the English grammar test in favor of control group. In addition, the value of t is (2.905), which is greater than t tabulated (1.96) at the significance level (0.05) and the degree of freedom (39), it means that there is a negative effect of social media on academic achievement in English grammar test in secondary schools in the UAE.

## 4.3 Research Hypotheses Test

### 4.3.1 Testing First Hypothesis (H1)

*The first hypothesis (H0-1): There is a statistically significant impact of the use of social media on students' engagement in secondary schools in the UAE.*

#### 4.3.1.1 Person Correlation between Two Variables (Social Media, Students' Engagement)

**Table 4.12: Person Factor (Social Media, Students' Engagement)**

| Correlations   |                     |              |                      |
|--|---------------------|--------------|----------------------|
|  |                     | Social Media | Students' Engagement |
| Social Media   | Pearson Correlation | 1            | .539**               |
|  | Sig. (2-tailed)     |              | .007                 |
|  | N                   | 157          | 157                  |
| Students' Engagement   | Pearson Correlation | .539**       | 1                    |
|  | Sig. (2-tailed)     | .007         |                      |
|  | N                   | 157          | 157                  |
| **. Correlation is significant at the 0.01 level (2-tailed). |                     |              |                      |

The Table 4.12 shows the linear relationship between social media and students' engagement. The Pearson correlation coefficient has reached 0.539, which indicates the existence of a positive and statistically significant relationship between social media and students' engagement. This means that the more students use social media, the better students' engagement will be.

#### 4.3.1.2 Regression linear

**Table 4.13: Model Summery to Test the First Hypothesis (H1)**

| <b>Model Summary</b>         |                   |          |                   |                            |
|------------------------------|-------------------|----------|-------------------|----------------------------|
| Model                        | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                            | .623 <sup>a</sup> | .686     | .678              | 0.348                      |
| a. Predictors: (Constant), p |                   |          |                   |                            |

The Table 4.13 shows that there is a positive linear relationship between social media and students' engagement, with the R square value of 0.686. This indicates that social media is able to explain 68.6% of students' engagement.

**Table 4.14: ANOVA to Test the First Hypothesis (H1)**

| <b>ANOVA<sup>a</sup></b>                           |            |                  |     |                |       |                   |
|--|------------|------------------|-----|----------------|-------|-------------------|
| Model  |            | Sum of<br>Square | df  | Mean<br>Square | F     | Sig.              |
| 1  | Regression | 1.369            | 1   | 3.658          | 3.679 | .008 <sup>b</sup> |
|  | Residual   | 3.657            | 155 | 0.268          |       |                   |
|  | Total      | 4.361            | 156 |                |       |                   |
| a. Dependent Variable: <b>Students' Engagement</b> |            |                  |     |                |       |                   |
| b. Predictors: (Constant), <b>Social Media</b>     |            |                  |     |                |       |                   |

The Table 4.14 shows that p-value at ( $\alpha = 0.01$ ) is 0.008, which means that there is statistically significant impact of social media on students' engagement. In addition, the value of F-test statistic (3.679) is greater than the tabular F-table, which is 2.938, which means accepting the first main hypothesis (H1).



**Table 4.15: Coefficients to Test First Hypothesis (H1)**

| <b>Coefficients<sup>a</sup></b>                    |                     |                             |            |                           |       |      |
|--|---------------------|-----------------------------|------------|---------------------------|-------|------|
| Model  |                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|  |                     | B                           | Std. Error | Beta                      |       |      |
| 1  | <b>(Constant)</b>   | .986                        | .419       |                           | 2.367 | .006 |
|  | <b>Social Media</b> | .563                        | .176       | .504                      | 2.973 | .005 |
| a. Dependent Variable: <b>Students' Engagement</b> |                     |                             |            |                           |       |      |

The Table 4.15 shows that there is a significant interaction between social media and students' engagement, as the unstandardized coefficient has reached 0.504. On the other hand, the Beta value is 0.563 that means that the size of the effect is medium, meaning that the more students use social media, the better it is reflected in their engagement. Moreover, The Table 4.15 shows that p-value is 0.005, which means that there is statistically significant impact of social media on students' engagement. This means accepting the first main hypothesis (H1).

Based on that, it is concluded that there is a positive impact of social media on students' engagement in secondary schools in the UAE.

**Students' Engagement = 0.986 + 0.563 (Social Media)**

### 4.3.2 Testing Second Hypothesis (H2)

*The second hypothesis (H0-2): The second hypothesis (H0-2): There is a statistically significant impact of the use of social media on academic performance in secondary schools in the UAE.*

#### 4.3.2.1 Person Correlation between Two Variables (Social Media, Academic Performance)

**Table 4.16: Person Factor (Social Media, Academic Performance)**

| Correlations   |                     |              |                      |
|--|---------------------|--------------|----------------------|
|  |                     | Social Media | Academic Performance |
| Social Media   | Pearson Correlation | 1            | .519**               |
|  | Sig. (2-tailed)     |              | .002                 |
|  | N                   | 157          | 157                  |
| Academic Performance   | Pearson Correlation | .519**       | 1                    |
|  | Sig. (2-tailed)     | .002         |                      |
|  | N                   | 157          | 157                  |
| **. Correlation is significant at the 0.01 level (2-tailed). |                     |              |                      |

The Table 4.16 shows the linear relationship between social media and academic performance. The Pearson correlation coefficient has reached 0.519, which indicates the existence of a positive and statistically significant relationship between social media and academic performance. This means that the more students use social media, the more their academic performance improves.

#### 4.3.2.2 Regression linear

**Table 4.17: Model Summery to Test the second Hypothesis (H2)**

| <b>Model Summary</b>         |                   |          |                   |                            |
|------------------------------|-------------------|----------|-------------------|----------------------------|
| Model                        | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 2                            | .663 <sup>a</sup> | .716     | .708              | 0.267                      |
| a. Predictors: (Constant), p |                   |          |                   |                            |

The Table 4.17 shows that there is a positive linear relationship between social media and academic performance, with the R square value of 0.716. This indicates that social media is able to explain 71.6% of academic performance.

**Table 4.18: ANOVA to Test the Second Hypothesis (H2)**

| <b>ANOVA<sup>a</sup></b>                           |            |               |     |             |       |                   |
|--|------------|---------------|-----|-------------|-------|-------------------|
| Model  |            | Sum of Square | df  | Mean Square | F     | Sig.              |
| 2  | Regression | 1.367         | 1   | 3.457       | 3.671 | .002 <sup>b</sup> |
|  | Residual   | 4.017         | 155 | 0.137       |       |                   |
|  | Total      | 5.369         | 156 |             |       |                   |
| a. Dependent Variable: <b>Academic Performance</b> |            |               |     |             |       |                   |
| b. Predictors: (Constant), <b>Social Media</b>     |            |               |     |             |       |                   |

The Table 4.18 shows that p-value at ( $\alpha = 0.01$ ) is 0.002, which means that there is statistically significant impact of social media on academic performance. In addition, the value of F-test statistic (3.671) is greater than the tabular F-table, which is 2.938, which means accepting the second main hypothesis (H2).

**Table 4.19: Coefficients to Test Second Hypothesis (H2)**

| <b>Coefficients<sup>a</sup></b>                    |                     |                             |            |                           |       |      |
|--|---------------------|-----------------------------|------------|---------------------------|-------|------|
| Model  |                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|  |                     | B                           | Std. Error | Beta                      |       |      |
| 2  | <b>(Constant)</b>   | 1.136                       | .502       |                           | 1.563 | .003 |
|  | <b>Social Media</b> | 1.001                       | .188       | .761                      | 1.671 | .002 |
| a. Dependent Variable: <b>Academic Performance</b> |                     |                             |            |                           |       |      |

The Table 4.19 shows that there is a significant interaction between social media and academic performance, as the unstandardized coefficient has reached 1.001. On the other hand, the Beta value is 0.761 that means that the size of the effect is medium, meaning that the more students use social media, the better it is reflected in their academic performance. Moreover, The Table 4.19 shows that p-value is 0.002, which means that there is statistically significant impact of social media on academic performance. This means accepting the second main hypothesis (H2).

Based on that, it is concluded that there is a positive impact of social media on academic performance in secondary schools in the UAE.

**Academic Performance= 1.136 + 1.001 (Social Media)**

## **4.4 Discussion of the Results of the Research Questions**

### **4.4.1 Discussion of the Results of the First Question**

What is the impact of the use of social media on students' engagement in secondary schools in the UAE? There is a significant impact of the use of social media on students' engagement in secondary schools in the UAE. This result is consistent with Tran-Duong & Vo-Thi (2023); Shafiq & Parveen (2023); Güney (2023), which confirms that social media plays a vital role in enhancing interaction and engagement in the learning process. Social media can enhance interaction and information exchange between students from different locations. Social media can also be used to personalize education to meet the needs of each individual, making it an easy way to study. By encouraging students to learn at their own pace and providing social media resources, it is possible to promote independent and sustainable learning. The learning process can be made more fun by providing enhanced and engaging learning experiences through social media. Through social media, it becomes possible for students to actively participate in lessons and learning activities. Teachers can use multimedia, educational games, and online chats to develop interactive platforms that promote dialogue and collaboration. This enables students to interact with material in new ways and enhances the growth of their critical thinking and problem-solving abilities.

The use of social media in the classroom can raise the standard of instruction and learning by increasing student involvement and participation and facilitating

more efficient information acquisition. With the help of these resources, teachers can create innovative lessons that foster students' creativity, critical thinking, and teamwork. Teachers, students, and the educational community at large can all communicate and work together more effectively thanks to social media. With the help of these tools, teachers may interact with students more readily and successfully and give each student personalized feedback and direction. Students can also communicate with one another and exchange ideas, materials, and learning experiences, all of which help to create an educational community that values collaboration and productive dialogue.

#### **4.4.2 Discussion of the Results of the Second Question**

What is the impact of the use of social media on academic performance in secondary schools in the UAE? There is a significant impact of the use of social media on academic performance in secondary schools in the UAE. This result is in line with Putra et al. (2024); Shater et al. (2024), which confirms that social media is considered an effective tool in improving academic performance, where it is one of the factors that help students in the educational process. Social media plays an important role in a student's academic career because academic achievement shows the degree of knowledge and success a student has achieved during each stage of education. Social media also helps students set goals they want to achieve at each stage. Moreover, social media gives teachers a clear picture of their students' proficiency, strengths, and weaknesses as well as how to help them

become more adept at using this approach. Social media helps students improve their ability to think critically, observe clearly, and apply scientific reasoning to solve problems. This in turn helps students learn more effectively and perform better.



## **Chapter V**

### **Conclusion**

#### **5.1 Summary**

In summary, the results of the study are as follows:

- Social media provides an opportunity for secondary schools to maintain students' engagement. Using social media in secondary schools in the UAE allows teachers and students to connect with students wherever they are by communicating through the channels they use every day.
- Social media in general can be a powerful tool to enhance learning through access to rich educational content, solving exercises and learning challenges, and interacting with peers and teachers. This means that there is a direct relationship between social media and academic achievement in secondary schools in the UAE.

While, the results of the English grammar test shows that social media is not helpful in increasing academic achievement in secondary schools in the UAE. Social media may affect students' behavior due to global openness. Students often find themselves procrastinating on assignments due to the constant temptation to catch up on the latest posts or watch videos online. This procrastination directly affects the quality of academic work and increases academic stress as assignment deadlines approach.

## 5.2 Limitations and Recommendations for Future Research

Like other studies, this study has a number of limitations. This research adopted the quantitative method to test the research hypotheses. Therefore, in the future, other methods can be used to investigate the impact of the use of social media on students' engagement and academic performance in secondary schools in the UAE, such as qualitative approach or case study. Additionally, this study was limited to secondary stage. Therefore, future studies could focus on other educational stages. Based on these limitations, this study recommends the following:

- Social media strategy needs to be reviewed to create student-focused content. Therefore, secondary schools in the UAE need to create content that matches the desires and needs of their audience.
- Teachers in secondary schools in the UAE should avoid using social media in teaching English, as it has negative effects on students' academic achievement.
- There is an urgent need to identify the obstacles to the use of social media in academic achievement in secondary schools in the UAE.
- The need to study the impact of social media on other age groups. The study also recommended the need to educate parents on how to communicate with their children.
- Teachers in secondary schools in the UAE may become aware of the importance of applying and using social media in education, which may result in the development of academic performance in secondary schools in the UAE.

- It may provide useful knowledge to teachers about the procedures for implementing lessons using social media, and how to choose the most effective tools that are expected to provide students with the knowledge, skills and understanding required to be achieved.
- It may help educational supervisors encourage, train, and guide teachers in secondary schools in the UAE to use social media in line with modern learning theories in educational psychology.
- It may be beneficial for those responsible for planning in the UAE Ministry of Education to follow guidelines and instructions that rely on the use of social media to improve students' engagement and academic performance in secondary schools in the UAE.
- The UAE Ministry of Education conducts training courses and workshops for teachers in secondary schools in the UAE on the use of social media to enhance students' engagement and academic performance.

### **5.3 Conclusion**

This study concludes that there is a clear and significant impact of the use of social media on students' engagement and academic performance in secondary schools in the UAE. This study is expected to contribute to raising the level of student participation and achievement through the use of social media, which will enhance their ability to learn and interact electronically. By using social media, students' attitudes may increase besides their academic achievement, and participation in the

classroom. The results of this study may encourage officials in the UAE Ministry of Education to hold training courses related to e-learning applications, including social media. This enables teachers to effectively employ the blended learning strategy, as it has an impact on enhancing students' engagement and improving academic performance, in addition to its role in enriching the learning process. The implications of this study extend to understanding the ways in which students in secondary schools in the UAE learn through social media. This study may help improve the use of social media in academic performance.

From the point of view of this research, the negatives of using social networking sites in high school outweigh the positives. It can be used in advanced stages, whether in universities or after that. This is because students in high school do not deal with social media sites in education in an appropriate and effective manner. The nature of this communication is virtual; that is, it is not face-to-face and does not include real interaction between them, which negatively affects the social skills of students who use these networks in the educational process. Social media has also made cyberbullying easier, to the point that it has become one of its most common negatives. This type of bullying is not limited to students alone, but teachers are also exposed to it.

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## **Appendices**

### **Appendix i: Questionnaire**

#### **The Impact of the Use of Social Media on Students' Engagement and Academic Performance in Secondary Schools in the UAE**

Dear student,

Please fill out the following questionnaire, with all due respect.

#### **Section I: Personal Information**

1– Gender:

☐

Male

☐

Female

2– Grade:

☐

First Secondary Grade

☐

Second Secondary Grade

☐

Third Secondary Grade

3– How many hours do you spend on social media daily?

☐

Less than 1 hour

☐

1–2 hours

☐

2–3 hours

☐ 3–4 hours

☐ More than 4 hours

4– Which social media platforms do you use?

☐ Facebook

☐ YouTube

☐ Instagram

☐ TikTok

☐ Snapchat

☐ X (Twitter)

5– What is your primary purpose for using social media?

☐ Connecting With Friends

☐ News and Information

☐ Entertainment

☐ School Related Purposes

6– How does social media affect your mood?

☐ Very Positive

☐ Somewhat Positive

☐ Neutral

☐ Somewhat Negative

☐ Very Negative

## Section 2: Social Media

How strongly do you AGREE or DISAGREE with each of the following statements?

| NO. | Statement  | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 1.  | The use of social media encourages students to do their best.                          |                |       |         |          |                   |
| 2.  | The use of social media enhances learning and knowledge sharing among students.        |                |       |         |          |                   |
| 3.  | The use of social media contributes to the exchange of educational content.            |                |       |         |          |                   |
| 4.  | The use of social media helps students discover their strongest skills.                |                |       |         |          |                   |
| 5.  | The use of social media provides opportunities to view diverse educational experiences |                |       |         |          |                   |
| 6.  | The use of social media improves collaboration and communication among students.       |                |       |         |          |                   |
| 7.  | The use of social media enhances learning and teaching environments.                   |                |       |         |          |                   |
| 8.  | The use of social media provides a platform for students to be entertained.            |                |       |         |          |                   |
| 9.  | The use of social media poses a risk to student safety.                                |                |       |         |          |                   |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 10. | The use of social media distracts students in the classroom.   |  |  |  |  |  |
| 11. | The use of social media facilitates cyberbullying among students.                                    |  |  |  |  |  |
| 12. | The use of social media exacerbates mental health problems such as anxiety and depression.           |  |  |  |  |  |
| 13. | Some students post inappropriate content on social media.  |  |  |  |  |  |
| 14. | The use of social media causes delay in direct communication skills.                                 |  |  |  |  |  |
| 15. | The use of social media reduces activity among students due to spending long hours on mobile phones. |  |  |  |  |  |
| 16. | The use of social media leads to a form of addictive behaviour among students.                       |  |  |  |  |  |

### Section 3: Students' Engagement

How strongly do you AGREE or DISAGREE with each of the following statements?

| NO. | Statement   | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 1.  | Social media increases opportunities for communication and connection outside of schools. |                |       |         |          |                   |
| 2.  | Social media enhances students' discussion and opinion-giving skills.                     |                |       |         |          |                   |
| 3.  | Social media encourages students to share ideas and foster a spirit of participation.     |                |       |         |          |                   |
| 4.  | Social media instils academic ambition in students.                                       |                |       |         |          |                   |
| 5.  | Social media provides a degree of entertainment and amusement for students.               |                |       |         |          |                   |
| 6.  | Social media motivates students to participate in volunteer activities.                   |                |       |         |          |                   |

## Section 4: Academic Performance

How strongly do you AGREE or DISAGREE with each of the following statements?

| NO. | Statement   | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 1.  | Social media helps in preparing well for tests and exams.                     |                |       |         |          |                   |
| 2.  | Social media improves homework performance.                                   |                |       |         |          |                   |
| 3.  | Social media causes students to keep up with new information.                 |                |       |         |          |                   |
| 4.  | Social media increases the level of motivation for creativity among students. |                |       |         |          |                   |
| 5.  | Social media supports students' access to learning resources.                 |                |       |         |          |                   |
| 6.  | Social media provides diverse and integrated exercises.                       |                |       |         |          |                   |

*Thank you*

## Appendix ii: The English Grammar Test

### English Grammar Test

|   |                     |                      |                                     |
|---|---------------------|----------------------|-------------------------------------|
| Grade / الدرجة  |                     |                      | Student's Name:                     |
| 20  | Time:<br>30 Minutes | Date: 14 / 12 / 2024 | Academic Year: First Term 2024/2025 |
| Note: Answer the following questions. No. of questions ( 10 ) No. Of Pages ( 2 ). |                     |                      |                                     |

Choose the correct answers A, B, C, or D:

|   |   |   |             |   |               |   |           |  |
|---|---|---|-------------|---|---------------|---|-----------|--|
| 1 | Ali isn't the kind of person who plans things out. He immediately makes decisions. He is .... |   |             |   |               |   |           |  |
| A | spontaneous   | B | adventurous | C | down-to-earth | D | laid back |  |

|   |  |   |                 |   |                |   |                     |  |
|---|--|---|-----------------|---|----------------|---|---------------------|--|
| 2 | The tense of this sentence: Fatima doesn't use messaging apps. |   |                 |   |                |   |                     |  |
| A | present passive  | B | present perfect | C | present simple | D | present progressive |  |

|   |                             |   |      |   |    |   |     |  |
|---|-----------------------------|---|------|---|----|---|-----|--|
| 3 | ..... you given a password? |   |      |   |    |   |     |  |
| A | Have                        | B | Were | C | Do | D | Had |  |

|   |   |   |          |   |           |   |         |  |
|---|---|---|----------|---|-----------|---|---------|--|
| 4 | Nasser ..... this computer for seven months, and it gives me all kinds of problems. |   |          |   |           |   |         |  |
| A | have has  | B | has have | C | is having | D | has had |  |

|   |  |   |             |   |             |   |             |  |
|---|--|---|-------------|---|-------------|---|-------------|--|
| 5 | Dickens' childhood wasn't any ..... the lives of his characters. |   |             |   |             |   |             |  |
| A | more easy than   | B | easier than | C | easier than | D | the easiest |  |



|   |   |     |   |      |   |    |   |     |
|---|---|-----|---|------|---|----|---|-----|
| 6 | The planes ..... used by millions of people all over the world. |     |   |      |   |    |   |     |
|   | A   | are | B | have | C | do | D | had |

|   |  |             |   |                  |   |              |   |              |
|---|--|-------------|---|------------------|---|--------------|---|--------------|
| 7 | The tense of this sentence: She had gotten my email an hour before I called her. |             |   |                  |   |              |   |              |
|   | A  | past simple | B | past progressive | C | past passive | D | past perfect |


|   |  |                 |   |                 |   |                     |   |                 |
|---|--|-----------------|---|-----------------|---|---------------------|---|-----------------|
| 8 | We're ..... the rooms ..... at the moment. |                 |   |                 |   |                     |   |                 |
|   | A  | have - decorate | B | get - decorated | C | getting - decorated | D | got - decorated |

|   |  |        |   |           |   |            |   |          |
|---|--|--------|---|-----------|---|------------|---|----------|
| 9 | It was ....., so the router didn't work. |        |   |           |   |            |   |          |
|   | A  | unplug | B | unplugged | C | unplugging | D | plugging |

|    |  |              |   |            |   |              |   |                 |
|----|--|--------------|---|------------|---|--------------|---|-----------------|
| 10 | Have you downloaded the program before you were looking for? |              |   |            |   |              |   |                 |
|    | A  | Yes, we were | B | Yes, I was | C | Yes, we have | D | No, you haven't |

## Example: Control Group

**The English Grammar Test**



**English Grammar Test**

|   |                     |                      |   |
|---|---------------------|----------------------|---|
| Grade / الدرجة  | A                   |                      | Student's Name: <span style="background-color: yellow; display: inline-block; width: 150px; height: 1em;"></span> |
| 18<br>20  | Time:<br>30 Minutes | Date: 14 / 12 / 2024 | Academic Year: First Term 2024/2025   |
| Note: Answer the following questions. No. of questions ( 10 ) No. Of Pages ( 2 ). |                     |                      |   |

Excellent


Choose the correct answers A, B, C, or D:

|   |   |   |                 |   |                 |   |                |   |                     |
|---|---|---|-----------------|---|-----------------|---|----------------|---|---------------------|
| 1 | Ali isn't the kind of person who plans things out. He immediately makes decisions. He is .... | A | spontaneous     | B | adventurous     | C | down-to-earth  | D | laid back           |
| 2 | The tense of this sentence: Fatima doesn't use messaging apps.                                | A | present passive | B | present perfect | C | present simple | D | present progressive |
| 3 | ..... you given a password?   | A | Have            | B | Were            | C | Do             | D | Had                 |
| 4 | Nasser ..... this computer for seven months, and it gives me all kinds of problems.           | A | have has        | B | has have        | C | is having      | D | has had             |

|    |  |                   |   |                  |   |                        |   |                    |
|----|--|-------------------|---|------------------|---|------------------------|---|--------------------|
| 5  | Dickens' childhood wasn't any ..... the lives of his characters.                 |                   |   |                  |   |                        |   |                    |
|    | A  | more easy<br>than | B | easier than      | C | easier than            | D | the easiest        |
| 6  | The planes ..... used by millions of people all over the world.                  |                   |   |                  |   |                        |   |                    |
|    | A  | are               | B | have             | C | do                     | D | had                |
| 7  | The tense of this sentence: She had gotten my email an hour before I called her. |                   |   |                  |   |                        |   |                    |
|    | A  | past simple       | B | past progressive | C | past passive           | D | past perfect       |
| 8  | We're ..... the rooms ..... at the moment.                                       |                   |   |                  |   |                        |   |                    |
|    | A  | have - decorate   | B | get - decorated  | C | getting -<br>decorated | D | got - decorated    |
| 9  | It was ....., so the router didn't work.   |                   |   |                  |   |                        |   |                    |
|    | A  | unplug            | B | unplugged        | C | unplugging             | D | plugging           |
| 10 | Have you downloaded the program before you were looking for?                     |                   |   |                  |   |                        |   |                    |
|    | A  | Yes, we were      | B | Yes, I was       | C | Yes, we<br>have        | D | No, you<br>haven't |

## Example: Experimental Group

**The English Grammar Test**



**English Grammar Test**

|   |                     |                      |   |
|---|---------------------|----------------------|---|
| Grade / الدرجة  | B                   |                      | Student's Name: <span style="background-color: yellow;">[Redacted]</span> |
| 12<br>20  | Time:<br>30 Minutes | Date: 14 / 12 / 2024 | Academic Year: First Term 2024/2025                                       |
| Note: Answer the following questions. No. of questions ( 10 ) No. Of Pages ( 2 ). |                     |                      |   |

50.2

**Choose the correct answers A, B, C, or D:**

|   |   |                   |                   |                  |                       |
|---|---|-------------------|-------------------|------------------|-----------------------|
| 1 | Ali isn't the kind of person who plans things out. He immediately makes decisions. He is .... | A spontaneous     | B adventurous     | C down-to-earth  | D laid back           |
| 2 | The tense of this sentence: Fatima doesn't use messaging apps.                                | A present passive | B present perfect | C present simple | D present progressive |
| 3 | ..... you given a password?   | A Have            | B Were            | C Do             | D Had                 |
| 4 | Nasser ..... this computer for seven months, and it gives me all kinds of problems.           | A have has        | B has have        | C is having      | D has had             |

|    |  |   |                  |   |                        |   |                    |  |
|----|--|---|------------------|---|------------------------|---|--------------------|--|
| 5  | Dickens' childhood wasn't any ..... the lives of his characters.                 |   |                  |   |                        |   |                    |  |
| A  | more easy<br>than  | B | easier than      | C | easier than            | D | the easiest        |  |
| 6  | The planes ..... used by millions of people all over the world.                  |   |                  |   |                        |   |                    |  |
| A  | are  | B | have             | C | do                     | D | had                |  |
| 7  | The tense of this sentence: She had gotten my email an hour before I called her. |   |                  |   |                        |   |                    |  |
| A  | past simple  | B | past progressive | C | past passive           | D | past perfect       |  |
| 8  | We're ..... the rooms ..... at the moment.                                       |   |                  |   |                        |   |                    |  |
| A  | have - decorate  | B | get - decorated  | C | getting -<br>decorated | D | got - decorated    |  |
| 9  | It was ....., so the router didn't work.   |   |                  |   |                        |   |                    |  |
| A  | unplug   | B | unplugged        | C | unplugging             | D | plugging           |  |
| 10 | Have you downloaded the program before you were looking for?                     |   |                  |   |                        |   |                    |  |
| A  | Yes, we were   | B | Yes, I was       | C | Yes, we<br>have        | D | No, you<br>haven't |  |

## ملخص البحث

يهدف هذا البحث إلى دراسة تأثير استخدام وسائل التواصل الاجتماعي على مشاركة الطلاب وأدائهم الأكاديمي من وجهة نظر طلاب المدارس الثانوية في دولة الإمارات العربية المتحدة. ولتحقيق أهداف البحث، تم استخدام المنهج الكمي. حيث تم تصميم استبانة وتوزيعها على 157 من طلاب وطالبات المدارس الثانوية في دولة الإمارات العربية المتحدة. وبعد الانتهاء من توزيع الاستبانة تم إجراء اختبار قواعد اللغة الإنجليزية على 40 طالب وطالبة من المرحلة الثانوية في دولة الإمارات العربية المتحدة. أظهرت نتائج تحليل الاستبانة أن هناك تأثيراً إحصائياً مهماً لاستخدام وسائل التواصل الاجتماعي على مشاركة الطلاب من وجهة نظر طلاب المدارس الثانوية في دولة الإمارات العربية المتحدة. علاوة على ذلك، أظهرت نتائج تحليل الاستبانة أن هناك تأثيراً إحصائياً مهماً لاستخدام وسائل التواصل الاجتماعي على الأداء الأكاديمي من وجهة نظر طلاب المدارس الثانوية في دولة الإمارات العربية المتحدة. من ناحية أخرى، أظهرت نتائج الاختبار في قواعد اللغة الإنجليزية أن وسائل التواصل الاجتماعي لها تأثير سلبي على التحصيل الدراسي لدى طلاب المرحلة الثانوية في دولة الإمارات العربية المتحدة. وفي ضوء هذه النتائج يوصي هذا البحث بضرورة توعية المعلمين في المدارس الثانوية في دولة الإمارات العربية المتحدة بأهمية تطبيق واستخدام وسائل التواصل الاجتماعي في التعليم، مما قد يؤدي إلى تطوير الأداء الأكاديمي لطلاب المدارس الثانوية في دولة الإمارات العربية المتحدة. وأخيراً، يجب على وزارة التربية والتعليم في دولة الإمارات العربية المتحدة إجراء دورات تدريبية وورش عمل لمعلمي المدارس الثانوية حول استخدام وسائل التواصل الاجتماعي لتعزيز مشاركة الطلاب والأداء الأكاديمي لطلاب المدارس الثانوية في دولة الإمارات العربية المتحدة.

**الكلمات المفتاحية:** وسائل التواصل الاجتماعي، مشاركة الطلاب، الأداء الأكاديمي لطلاب المدارس الثانوية، الإمارات العربية المتحدة

## شكر و تقدير

بعد إنجاز هذه الدراسة أتوجه بجزيل الشكر والعرفان إلى أستاذي المشرف الدكتور عدنان عزوز لقبوله الإشراف على هذه الرسالة، إذ كان لتوجيهاته ونصائحه الأثر الكبير في توجيه مسار هذه الدراسة بكامل مراحلها وإجراءاتها من أجل تقديم عمل في المستوى المطلوب.

كما اتقدم بالشكر الجزيل الى الدكتورة الاء عيسى على جهدها الكبير في تطوير برامج الماجستير في اللسانيات التطبيقية في الجامعة الافتراضية السورية

وأقدم بالشكر والتقدير إلى الأساتذة الأفاضل أعضاء لجنة التحكيم راجياً أن يجد عملي المتواضع القبول والنجاح.

والشكر موصول لأساتذتي الأفاضل في ماجستير اللسانيات التطبيقية

لكم جميعاً عظيم الشكر والتقدير

## الإهداء

قال النبي ﷺ : (من لا يشكر الناس لا يشكر الله)

فالحمد لله أولاً وأخيراً

- ❖ إلى والدتي الغالية أطال الله في عمرها.
- ❖ إلى والدي العزيز رحمه الله واسكنه فسيح جناته.
- ❖ إلى أولادي الصغار اصحاب الضحكات الجميلة.
- ❖ إلى زوجي رفيق درب والكفاح وداعمي الأول.
- ❖ إلى من علمني الكرم ومكارم الأخلاق جدتي المغفور لها.
- ❖ إلى أهلي جميعاً وأصدقائي ومعارفي داخل حدود الوطن وخارجها، سوريا.
- ❖ إلى هذا البلد الكريم الذي احتواني وطورني وساعدني على التطور، بلد الأمن والأمان، دولة الامارات العربية المتحدة.
- ❖ إلى من حملوا أقدس رسالة في الحياة و جعلونا نسير في طريق العلم و المعرفة..... أساتذتي الأفاضل جزاهم الله عنا كل خير

إلى هؤلاء جميعاً أهدي هذا البحث المتواضع





الجمهورية العربية السورية

وزارة التعليم العالي

الجامعة الافتراضية السورية

ماجستير في اللغويات التطبيقية

أثر استخدام وسائل التواصل الاجتماعي على مشاركة الطلاب وأدائهم الأكاديمي من  
وجهة نظر طلاب المرحلة الثانوية في دولة الإمارات العربية المتحدة

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في اللغويات  
التطبيقية

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2024-2025