

## **The Positive and Negative of Social Media on Arab Students' Education at AMU, India**

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### **Abstract**

Social media are web-based services that can be used all around the world and used in different purposes like education, health, business, building social relations with other people, sharing activities, ideas, career interests, images, etc. The aim of this paper is to know the effect of social media on Arab students' education and to explore the most common social media used by Arab students at Aligarh Muslim University (AMU). Both qualitative and quantitative methods were used in this study. The data were collected from 285 Arab participants who were studying in AMU by questionnaire. The data were analyzed by Statistical Package for Social Science (SPSS) descriptive statistics to know the mean and standard deviation of every item. The results of this study indicated that, there are two sides for the effect of social media on Arab students' education. Firstly, positive effects which include improving skills such as speaking and writing, helping in group discussions, consulting teachers online anytime and anywhere, enhancing the relationship between colleagues and teachers, etc. Secondly, negative effects like time wastage, distracting studies, wrong information, hacking, etc. Furthermore, the results for positive and negative effects of social media on Arab students indicated that positive effects have highest mean with 2.691, whereas, negative effects have the mean of 2.674. So, Arab students tend to use social media in their education positively more than negatively. The highest social media site used by Arab students is YouTube with 14.8% while the lowest social media site used by Arab students is skype with 4.7%. Briefly, social media platforms have a positively significant effect on Arab students' education performance in India tertiary institution.

**Keywords:** Arab students, Aligarh Muslim University, social media, education, SPSS

### **1. Introduction**

Nowadays, social media sites have become a vital part of every one's life which includes online education, shopping, business, etc. Most of the users in this era connected with each other by using social networking websites such as YouTube, Facebook, Twitter, Twitter, WhatsApp,

Viber, Instagram, Google, Snapchat, etc, mainly in their daily life for chatting and making friends. Moreover, some users use social media sites to keep touch with their families, teachers and colleagues. Indeed, they are used to develop a career, events, building a business, posting news, making fan clubs, seeking for job, posting articles, advertisement and so on.

There are two aspects of the effects of social media on the communities. Firstly, positive aspect in that social media platforms can act as invaluable tools for many purposes like seeking businesses or opportunities. Moreover, social media are also used to network efficiently and to build social relations with new people and enhance creativity. Furthermore, social media are used for instating messaging, enhancing relationship, sharing photos, videos and some joke massages. Secondly, negative aspect as in addiction, identity theft and fake contacts, privacy concerns, hacking, cyberbullying and fraud and scams.

According to Heiberger and Harper (2008: 19) “learn to use the variety of electronic media available in positive ways: to stay connected to college social networks, promote relevant events, and help students feel safe and at home on campus”.

Rambe (2012: 132) stated that:

The essentialist view that new technological innovations (especially Social Media) disrupt higher education delivery ride on educators’ risk averse attitudes toward full scale adoption of unproven technologies. However, this unsubstantiated logic forecloses possibilities for embracing the constructive dimensions of disruptions, and grasping the tremendous academic potential of emerging technologies.

According to Anton Son and Christopher (2018) there are two kinds of social media users; firstly, digital natives are the ones who were born after 1980, they came to this life or world when the digital media existed. Secondly, digital immigrants are the ones who were born in this world before 1980 and adapted their lives to digital media.

According to Kaplan and Haenlein (2010: 61) social media as “Internet based applications that allow the creation and exchange of content which is user generated”. Moreover, Kaplan and Haenlein divided social media into the following categories; collaborative project (Wikipedia), blogs and micro blogs (twitter), content communities (YouTube) and social networking sites (FB, 2go, BB chat). Furthermore, they adding another categories virtual game World (world of war craft) and virtual second world (second life).

The study conducted by Amin and Mansoor (2016) titled "Impact of Social Media of Student’s Academic Performance" is revealed that the real effect of social media sites is positive



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effect. While, Gok (2016) pointed that social networking sites have negative effect on students' studying and habits in vocational school of higher education. Kaya and Bicen (2016) stated that Facebook used more than other social media sites for different aims like communicate, sharing picture, videos, ideas, etc.

## 2. Objectives of the Study

- ❖ To know the effect of social media on Arab students' education at Aligarh Muslim University, India.
- ❖ To explore the most common social media used by Arab students at Aligarh Muslim University, India.

## 3. Research Questions

- ❖ What are the effects of social media on Arab students' education at AMU, India?
- ❖ What are the most common social media used by Arab students at AMU, India?

## 4. Research Methods

Primary data were used in this study through questionnaires (See Appendix A). The sample of 285 participants (males and females) were collected from Arab students which are studying in different departments at AMU. Both qualitative and quantitative methods were used in this study. The data were analyzed by Statistical Package for Social Science (SPSS) descriptive statistics to know the mean, standard deviation, frequency and percentage for every item.

**Table 1: Distribution of Arab participants according to their age, gender and education level**

Items	Variables	Frequency	Percentage %
Gender	Male	209	61.8%
	Female	76	22.5%
Age	below 20	55	19.3%
	21 - 30	73	21.6%
	31 - 40	110	32.5%
	above 41	47	13.9%
Education Level	Bachelor	82	35.7%
	Master	76	33.0%
	PhD	72	31.3%

Table I shows that the total number of Arab participants in this study 285 was distributed into 209 males and 76 females, while there are 4 age groups; the first group is below 20 with 19.3%, second group is 21 – 30 with 21.6%, the third group 31 – 40 is the highest one with 32.5%

and the last group above 41 is the lowest one with 13.9%. Furthermore, there are 3 groups of education; bachelor, master and Ph.D.

## 5. Analysis of the Study

### 5.1. The Effects of Social Media on education

There are two sides for the effect of social media on Arab students' education; positive and negative as shown below:

#### 5.1.1. Positive Effects of Social Media on Education

- ❖ Submitting assignments by E-email.
- ❖ Useful in higher educational institutions.
- ❖ Useful in communication application with classmate and teachers.
- ❖ Helpful in group discussions.
- ❖ Helpful in receiving announcements from lecturers and faculty.
- ❖ Offering personalized course material in a simple way.
- ❖ Improving skills such as speaking and writing.
- ❖ Sharing books, information, ideas, and suggestions among colleagues from various sources.
- ❖ Enhancing the relationship between colleagues and teachers.
- ❖ Consulting teachers online anytime and anywhere.
- ❖ Increasing awareness among students for better understanding.

#### 5.1.2. Negative Effects of Social Media on education

- ❖ Time wastage
- ❖ Distracting studies
- ❖ Playing online games most of the time
- ❖ Money wastage
- ❖ Wrong information
- ❖ Hacking

**Table 2: Descriptive statistics for positive effects of social media**

Positive Items	Mean	Standard Deviation
1. I submit my assignments to my teacher in the suitable time by E-email.	2.80	1.308
2. I use social media site because it is very useful in higher educational institutions.	2.00	1.212

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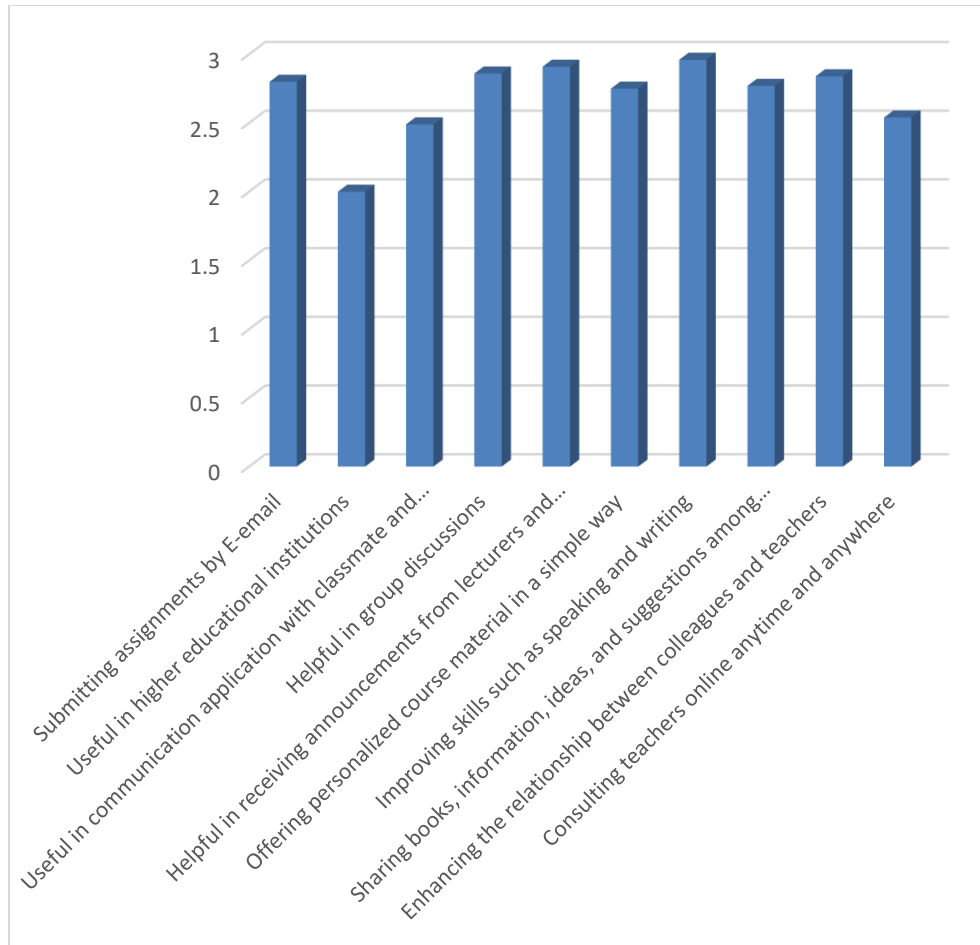
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3. I use social media because it is very useful in communication application with classmate and teachers.	2.49	1.299
4. I use social sites media because it is very helpful in group discussions such as WhatsApp group.	2.86	1.349
5. I use social media because it is very helpful in receive announcements from lecturers and faculty.	2.91	1.282
6. I use social media sites because it is offering personalized course material in a simple way.	2.75	1.376
7 I use social media sites for improving my skills, such as speaking and writing.	2.96	1.542
8. I use social media for sharing books, information, ideas, and suggestions among colleagues from various sources.	2.77	1.369
9. I use social media for enhancing the relationship between colleagues and teachers.	2.84	1.262
10. I use social media for consulting teachers online anytime and anywhere.	2.54	1.212



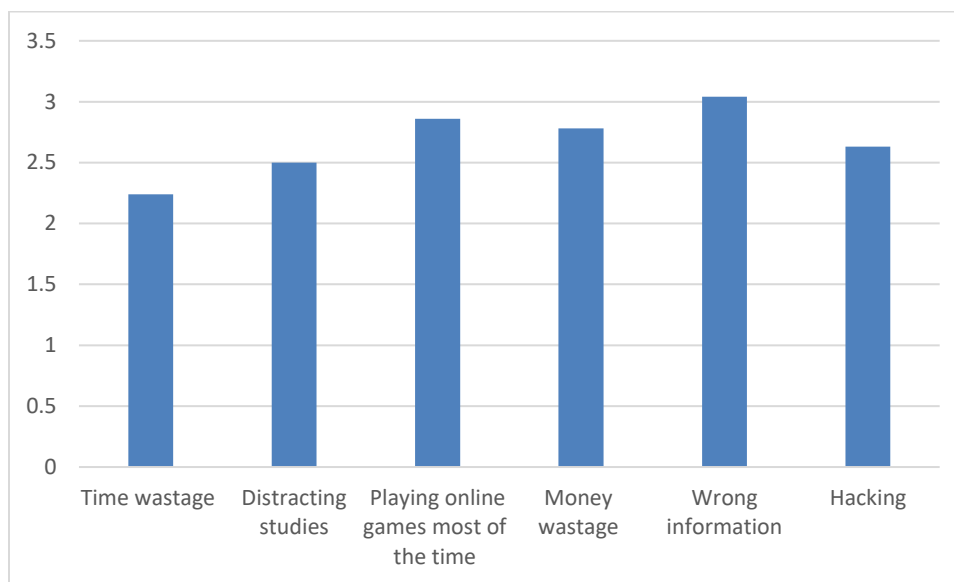
**Figure 1: Frequencies for positive effects of social media**

The results as shown in table 2 and figure 1 above indicate that the highest item of positive effects of social media is (improving skills such as speaking and writing) with 2.96 mean and 1.542 standard deviation. However, the lowest item of positive effects of social media is (useful in higher educational institutions) with 2.00 mean and 1.212 standard deviation.

**Table 3: Descriptive statistics for negative effects of social media**

Negative Items	Mean	Standard Deviation
11. I spend most of my time on social networks and this takes from my studying time.	2.24	1.329

12. Social media influence negatively on my academic performance because it distracts my studies.	2.50	1.406
13. I play a lot of online games, so I find it so hard concentrating on study.	2.86	1.362
14. There are some social media sites with wrong information posted which may lead most of students to failure.	3.04	1.205
15. I lost most of my money on social networks rather than buying books.	2.78	1.359
16. I lost my information concerning study files books because of hacking.	2.63	1.415



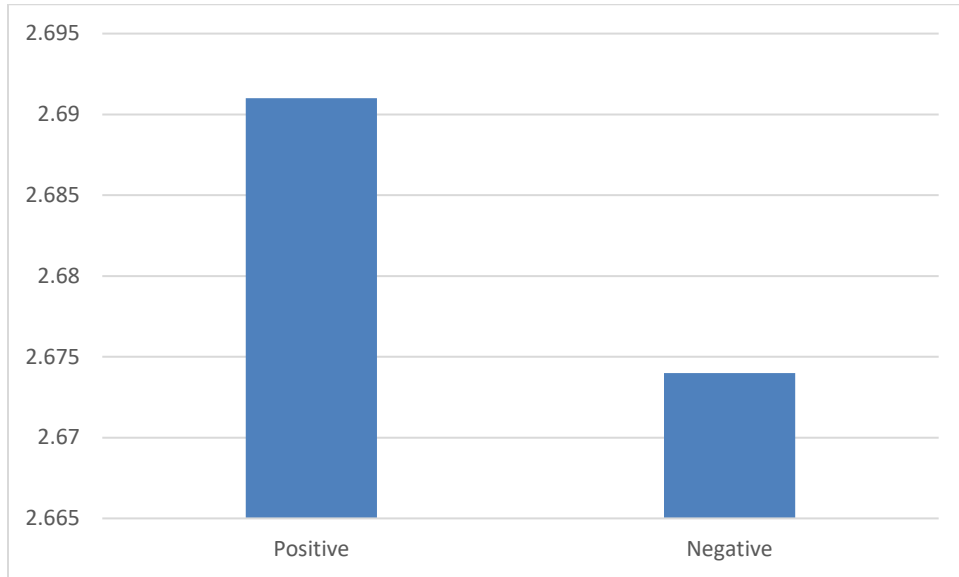
**Figure 2: Frequencies for negative effects of social media**

The results in table 3 and figure 2 indicate that the highest item of negative effects of social media is (wrong information) with 3.04 mean and 1.205 standard deviation. However, the lowest item of negative effects of social media is (time wastage) with 2.24 mean and 1.329 standard deviation.

**Table 4: Descriptive statistics for positive and negative effects of social media**

Scales	Mean	Standard Deviation
Positive	2.691	0.371

Negative	2.674	0.536



**Figure 3: Frequencies for positive and negative effects of social media**

The results of positive and negative effects of social media on Arab students indicated that, positive effects have the highest mean with 2.691 and 0.371 standard deviation, whereas, negative effects have the lowest mean of 2.674 and 0.536 standard deviation. Briefly, Arab students tend to use social media positively more than negatively.

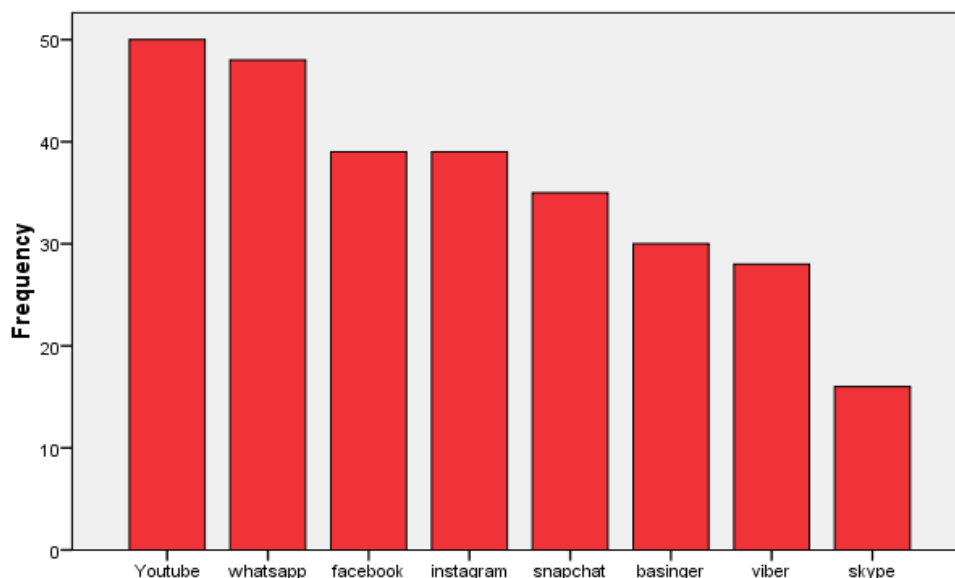
## 5.2. The Most Common Social Media are Using by Arab Students at AMU

**Table 5: Percentages of social media according to Arab students at AMU**

Social Media	Frequency	Percentage
YouTube	50	14.8%
WhatsApp	48	14.2%
Facebook	39	11.5%
Instagram	39	11.5%
Snapchat	35	10.4%
Messenger	30	8.9%
Viber	28	8.3%
Skype	16	4.7%



Total	285	100%
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**Figurer 4: Frequencies of social media according to Arab students at AMU**

The results in table 5 and figurer 4 indicates that the highest social media site used by Arab students is YouTube with 14.8%, followed by WhatsApp with 14.2%, while the lowest social media used by Arab students is Skype with 4.7%.

## 6. Conclusion

The aim of this paper is to know the effect of social media on Arab students' education at (AMU). Both qualitative and quantitative methods were used to analyze the date in this study. The data were collected from 285 Arab students through questionnaire. The date were analyzed by Statistical Package for Social Science (SPSS) descriptive statistics to know the mean and standard deviation of every item. The findings of this study indicated that, there are two sides for the effect of social media on Arab students' education. Firstly, positive effects which include improving skills such as speaking and writing, assessing in group discussions, consulting teachers online anytime and anywhere, enhancing the relationship between colleagues and teachers, sharing books, information, ideas, and suggestions among colleagues from various sources and offering personalized course material in a simple way. Secondly, negative effects which include time

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wastage, distracting studies, wrong information, money wastage, playing online games most of the time and hacking. Moreover, the highest item of positive effects of social media is (improving skills such as speaking and writing) with 2.96 mean, while the highest item of negative effects of social media is (wrong information) with 3.04 mean. Furthermore, the results for positive and negative effects of social media on Arab students indicated that positive effects have highest mean with 2.691, whereas, negative effects have the mean of 2.674 so Arab students tend to use social media in their education positively more than negatively. The highest social media site used by Arab students is YouTube with 14.8% while the lowest social media used by Arab students is Skype with 4.7%. Social media platforms have a positively significant effect on Arab students' education performance in India tertiary institution.

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### Appendix (A)

#### Questionnaire for Arab Students at AMU

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**Dear student:**

You are most humbly requested to answer all the questions. The aim of this questionnaire is to know the effect of social media on Arab students' education and to explore the most common social media used by Arab students at Aligarh Muslim University, India. Your answers will be kept confidential.

Age:

Gender:

Occupation:

Place of birth:

Mother tongue:

Level of education:

Father's place of birth:

Mother's place of birth

Items	SA	A	N	D	SD
<b>Positive items</b>					
1. I submit my assignments to my teacher in the suitable time by E-mail.					
2. I use social media site because it is very useful in higher educational institutions.					
3. I use social media because it is very useful in communication application with classmate and teachers.					
4. I use social sites media because it is very helpful in group discussions such as WhatsApp group.					
5. I use social media because it is very helpful in receive announcements from lecturers and faculty.					
6. I use social media sites because it is offering personalized course material in a simple way.					
7 I use social media sites for improving my skills, such as speaking and writing.					
8. I use social media for sharing books, information, ideas, and suggestions among colleagues from various sources.					
9. I use social media for enhancing the relationship between colleagues and teachers.					
10. I use social media for consulting teachers online anytime and anywhere.					
<b>Negative items</b>					
11. I spend most of my time on social networks and this takes from my studying time.					

12. Social media influence negatively on my academic performance because it distracts my studies.					
13. I play a lot of online games, so I find it so hard concentrating on study.					
14. There are some social media sites with wrong information posted which may lead most of students to failure.					
15. I lost most of my money on social networks rather than buying books.					
16. I lost my information concerning study files books because of hacking.					

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