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RESEARCH ARTICLE

THE PREVALENCE AND DETERMINANTS OF SOCIAL MEDIA USING AMONG FEMALE INTERMEDIATE AND SECONDARY SCHOOL STUDENTS AT MAKKAH AL-MUKARAMAH, KINGDOM OF SAUDI ARABIA 2019. (CROSS-SECTIONAL STUDY) PRINCIPAL INVESTIGATOR

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ABSTRACT

Aim: This study aimed to detect the prevalence and determining factors of social media use among Female Intermediate and Secondary Schools Students in Makkah AlMukaramah, KSA during 2019. **Method:** This cross-sectional study was conducted among 440 female intermediate and secondary students in Makkah Al Mukaramah city. Data were collected using self-distributed questionnaire. The questionnaire contains four parts (sociodemographic characteristic, social media use, BSMAS, and SMAS). The data were analyzed with Version 22.0 of the Statistical Package for the Social Science. **Result:** Out of 440 female schools students, 236 (54.1%) were from secondary schools and 204 (45.9%) were from intermediate schools, with mean age score 15.2 ± 1.9 , 394 (89.5%) use social media. More than half 254 (52.3%) use the internet daily, and 176 (46.2%) use the social media daily. Almost two thirds 267 (60.7%) reported positive thinking about using social media. The median scores were 14.0 for BSMAS and 72 for SMAS indicating low level of addiction, where only 95 (21.6%) reported as addicts. Those in the third class for both intermediate and secondary schools, those with high GPA (excellent and very good), and those with more than 7 friends had a significant highest score of addiction ($P=0.029$, $P=0.025$, AND $P=0.010$). **Conclusion:** The majority reported using social media, where less than fourth were addicts to social media. Almost the half reported using social media daily. Where, almost two thirds reported positive thinking about using social media. Female students with significant higher score of addiction were those in the third class, those with high GPA, and those with more than 7 friends. **Recommendation:** Advise parents to work on their participation gap in their homes, and recommend them to talk to their children and adolescents about their online use and the specific issues that today's online kids face.

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INTRODUCTION

Social media use is mainly one of the most popular leisure activities among adolescents. Social media host virtual communities where users can create individual public and private profiles. Users can access social media on various platforms (mobile or computer devices), for different activities. During the last decade, social media and website network is becoming one of the most attractive areas nowadays. And as the evolution of technology, E.g., Cell phones, laptops, and tablets are expanding, making the accessibility easier, especially in the daily activity of adolescents. Any website that authorizes social interaction is

considered to be a social media site (O'Keeffe, 2011). This including social networking sites such as Instagram, Twitter, and Facebook; gaming sites and virtual worlds such as Club Penguin; video sites such as YouTube; and blogs (uGwenn, 2011). These sites offer entertainment and communication and have grown exponentially in recent years. Amongst adolescents, age was one of the critical factors to predict the usage of social media. 95% of the teens between the age of 14-17 would go online in comparison to 88% of teens aged 12-13 years. (3,4) Many teens have shown to be active in more than one social media site, and as proposed by a recent article. Where 22% of teens log on their favorite website more than ten times per day. While more than half of the adolescent's log on to other social media sites at least more than once daily. Where 75% of teenagers now have cell phones, 54% use them for texting, 25% use them for social media, and 24% use them for instant messaging (2-6). This exposure is high: when accounting for multitasking, current

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adolescent media use estimates at 9 hours per day(7). Which mean that a big part of this generation's social and emotional development is happening while on the Internet and cell phones (Common Sense Media, 2010) Therefore, indicating that most of their emotional development is formulating while on the Internet and smart devices. People, in general, are using social media network to share their thoughts, opinions, and daily events with their contacts. In this manner, we can capture a glimpse of an individual's behavioral attributes that are relevant to their thinking, mood, communication, activities, and socialization. And it will help in the evaluation of their mental status. The risks encountered with the usage of social media is far more often than adults can realize. Facebook depression, is a new term proposed by researchers. They defined it as "a depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook. And then begin to exhibit classic symptoms of depression." Where in the adolescents' life, communicating with peers and being accepted is an essential element. A factor that may activate depression is the intensity of the online world encountered by some adolescents. Those who have Facebook depression are at risk for social isolation and sometimes visit risky Internet sites and blogs for "help." These dangerous internet sites can stimulate substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviors (Sturm, 2010).

Adolescents have a limited capacity for self-regulation. They are in a sensitive period of their lives, making them more liable emotionally and at risk as they explore and experiment social media (uGwenn, 2011; Christakis, 2009). Recent research indicates that there are at risk for various online expressions of offline behaviors, such as; bullying, sexual experimentation, cyberbullying, privacy issues, addiction, and concurrent sleep deprivation (Patchin, 2006). Sexting defines as "sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices.". This phenomenon happens among the teen population; in a recent study;20% of teens have posted or sent d nude or semi-nude photographs or videos of themselves. Some teens who have participated in sexting have been threatened or charged with felony child pornography charges. Additional consequences include school suspension for perpetrators and emotional distress with accompanying mental health conditions for victims (Lenhart, 2009).

Behaviors like; risks of improper use of technology, sharing too much information, and lack of privacy put their privacy at risk. The digital footprint is the collective, ongoing records of 'one's web activity. Adolescents are a shortage of awareness of privacy issues. They post inappropriate messages, pictures, and videos where jeopardize their reputation. And making them easier for marketers and fraudsters to target (Palfrey, 2010; Barnes, 2006). On the other hand, social media had several benefits. Social media allows adolescents to strengthen existing friendships and to form new ones. Creating and keeping a close and meaningful interpersonal relationship is a fundamental developmental challenge of adolescence (O'Keeffe, 2011) Research shows that teens are mostly using social media to communicate with friends, spend time together, make plans, discuss everyday issues, and gossip. Social media supplies teens with a place to learn, practice, and rehearse specific and fundamental skills such as; self-presentation and self-disclosure to secure

and solid feel of identity and sexuality (Reid, 2014; Valkenburg, 2011). The Internet provide a level of anonymity compared with face to face communication. Teens believe it easier to stop and consider what they want to communicate before doing it. Synchronicity and anonymity can be particularly useful for teens that are normally shy or anxious in face to face communication (Reid, 2014; Valkenburg, 2011). Social media has a value of patient-generated content. It provides chances to better recognition for the patient-perspective on their healthcare and their perception of quality. They are chasing comments or reviews that adolescents and young adults post on physician or healthcare rating sites, such as; Yelp.com and Healthgrades.com. c36etermineine patients' opinions on the strengths and areas for improvement in providing care, thereby serving as a proxy for what they value in healthcare. Providers could promote their teen and young adult patients to rate and describe their healthcare experiences on these platforms. Regularly monitoring this patient input can complete traditional measures of care quality and know-how to provide more adolescent and young adult patient-centered care (Wong, 2014; Verhoef, 2014; Greaves, 2013; Bardach, 2013; Kadry, 2011; Hanauer, 2014). Health providers wanted to explore the impact and consequences of social network on the mental and physical status of adolescents. This study aimed to detect the prevalence and determining factors of social media use among Female Intermediate and Secondary Schools Students in Makkah Almukaramah, KSA during 2019.

LITERATURE REVIEW

Several studies were conducted about the influence of social media on adolescents. In 2014, Shabir and his colleagues conducted a cross-sectional study to check the influence of social networking sites in changing the mindset of the youth. They selected randomly 300 youth. The results showed that the majority agree with the influences of social media. Facebook was their favorite social media form, then Skype. The primary place for them, 46 % said that they connect social media in educational institution computer labs. The critical opinions were, "Social media is beneficial for youth in the field of education. Social media are deteriorating social norms. Social media is affecting negatively on the study of youth. Andsocial media encourages unethical pictures, video clips, and images among youth". (Shabir, 2014) In 2016, in Hungaria, BaAnyai et al surveyed a nationally representative Hungarian sample including 5,961 adolescents as part of the European School Survey Project on Alcohol and Other Drugs (ESPAD). They used Bergen Social Media Addiction Scale (BSMAS). The result revealed that 4.5% of the adolescents belonged to the at-risk group, andstated low self-esteem, high level of depression symptoms, and top social media use. They concluded that adolescents at-risk of problematic social media use should be the primary target for school-based prevention and intervention programs (BaAnyai, 2017). In 2013 Binhumaid G submitted a thesis in King Saud university about the impact of social media on Muslim adolescents. The researcher examined the online behaviors (political activity and aggressive social behaviors) of two samples of Muslim adolescents, ages 12-19 (from Riyadh, Saudi Arabiaand Atlanta, Georgia, USA). The results revealed a statistically significant relationship between political activity andaggressive social behavior and the use of social mediaamong Muslim adolescents.

At least one of the social media types has an impact on at least one of the different political activities and aggressive social behaviors. Also, gender had a statistically significant influence on the association between social media usage and aggressive social behavior. As well as Location had a statistically significant impact on the association between both political activity and aggressive social behavior and the use of social media (Bin Humaid, 2018). In 2018, In Buraidah, Al Qassim, Saudi Arabia, Ali, et al., conducted a cross-sectional study among 80 female teenagers (16-19). They aimed to investigate both exposure (social media) and disease outcome (depression) simultaneously. The results revealed that 35% have diagnosis with depression and 48 (60%) addicted users (5 h/day) of social media, out of which only 20 (41.67%) had depression. They concluded that not always people, who spend extended time using social media, have depression (Lin, 2017)

MATERIALS AND METHODS

This was a cross-sectional, observational analytical study among female Intermediate and Secondary School Students between the age of 13-19 attending intermediate and secondary schools in Makkah AlMukaramah, Saudi Arabia. The sample size was calculated by Raosoft Website for sample size calculation. It was 383 students, according to; 5% error. 95% confidence level. Total population is 87029 students. And 50% prevalence. Furthermore, by adding 10% was added to compensate the unresponsive and missing; thus, the total number needed for this study was 422. A sampling of subjects was carried out in the principle of simple randomization and multistage proportional sampling (Figure 1). The data was collected using self-administrated questionnaire consists of 4 parts (socio-demographic and personal characteristics, social media characteristics and information, The Bergen Social Media Addiction Scale (BSMAS), with cut off 19 (Lin, 2017; Lucia Monacis, 2017), and The Bergen Social Media Addiction Scale (SMAS) (Sahin, 2018). The questionnaire was validated by three consultants (family medicine). The dependent variable was social media use addicting. Statistical analysis was done by SPSS version 21 for Microsoft software. Results was described using (percentages, mean, and interquartile ranges). Continuous variables will be compared using Mann-Whitney test and Kruskal Wallis test. $P < 0.05$ was considered significant.

The pilot study was done on 10% of the sample size; 42 subjects didn't include within the original research. Implementing of the full methodology and analysis of results will be carried out. The method, the feasibility, the environment, and duration were measured. Necessary changes were done. All the following approvals were obtained (the Ministry of Education, Ministry of Health, Family Medicine Program, and the School Health Administration). Written consent from all participant's guardian was obtained; Subjects are below the legal age for consent. This study was a Self-funded study.

RESULTS

The Shapiro-Wilk statistic test was done for the following continuous variables (age, BSMAS score, and SMAS). The result were (0.933, 0.955, and 0.951) with ($p < 0.001$,

$p < 0.001$, $p < 0.001$, and $p < 0.001$). Indicating non normally (non-parametric) distributed. Out of 440 female schools students, 236 (54.1%) were from secondary schools and 204 (45.9%) were from intermediate schools, with mean age score 15.2 ± 1.9 . The majority 366 (86.0%) had excellent GPA, 400 (92.0%) never smoke. Less than half 180 (45.9%) reported high level of tired while 66 (13.5%) reported high level of stress. Almost half 199 (46.0%) reported 7-8 hours. And 190 (43.2%) reported no exercises (Table 1) Out of 440 school female students, 394 (89.5%) use social media. More than half 254 (52.3%) use the internet daily, 176 (46.2%) use the social media daily. The most common applications were Facebook 187 (24.8%), followed by you tube 168 (22.4%), then WhatsApp 146 (19.4%) (Table 2 and figures 2 & 3). Almost two thirds 267 (60.7%) reported positive thinking about using social media and 173 (39.3%) reported negative thinking. The main reasons of positive thinking were "Find information / news / current events" 281 (40.6%) and "Communicate with friends and family" 213 (30.8%). While the main reasons of negative thinking were "Spying and harming others / spreading rumors" 272 (33.0%) and "Addicted to using devices" 170 (20.5%) (Figures 4-6). The most common perceptions of using social media with median score 4 and mean score more than 3.1 were "Social media is affecting negatively on study of youth.", "Irrelevant and anti-religious post and links create hatred among peoples of different communities.", "Negative use of Social media is deteriorating the relationship among the countries.", "Social media have positive impact on youth.", "Social media is the source to get knowledge and information.", "Social media is useful to connect the people all over the world.", "Social media is essential for youth to get learning and skills.", and "Social media is a facilitator to advertise and search business for youth." (Figure 7).

The highest score of SMAS were items (2,3,9,&13); "I look for internet connectivity everywhere so as to go on social media.", "Going on social media is the first thing I do when I wake up in the morning.", "I am as I want to seem on social media.", and "I prefer virtual communication on social media to going out." with median score 3 and mean score more than 2.6. While the lowest score of SMAS were items (1,7,15,16,17,19, 20, 21, 22, 23, & 24) with median score 1 and mean score less than 2.4 (Table 4). The mean scores of addiction scales were 14.4 ± 6.0 for BSMAS and 68.7 ± 29.0 for SMAS, and the median scores were 14.0 for BSMAS and 72 for SMAS indicating low level of addiction, where only 95 (21.6%) reported as adductors (Table 5 and Figure 9). There was a significant association between social median addiction and Class, GPA, and number of friends. Where, those in the third class for both intermediate and secondary schools, those with high GPA (excellent and very good), and those with more than 7 friends had the highest median score of addiction ($p = 0.029$, $p = 0.025$, and $p = 0.010$). On the other hand, there was no significant association between addiction and other demographic data (Table 6)

DISCUSSION

The Internet is a knowledge technology that has involved into every phase of life as a means of information, trade and communication. The main reason for using internet was to reach secure, quick, cheap information and to facilitate communication, it cause significant changes in people and society.

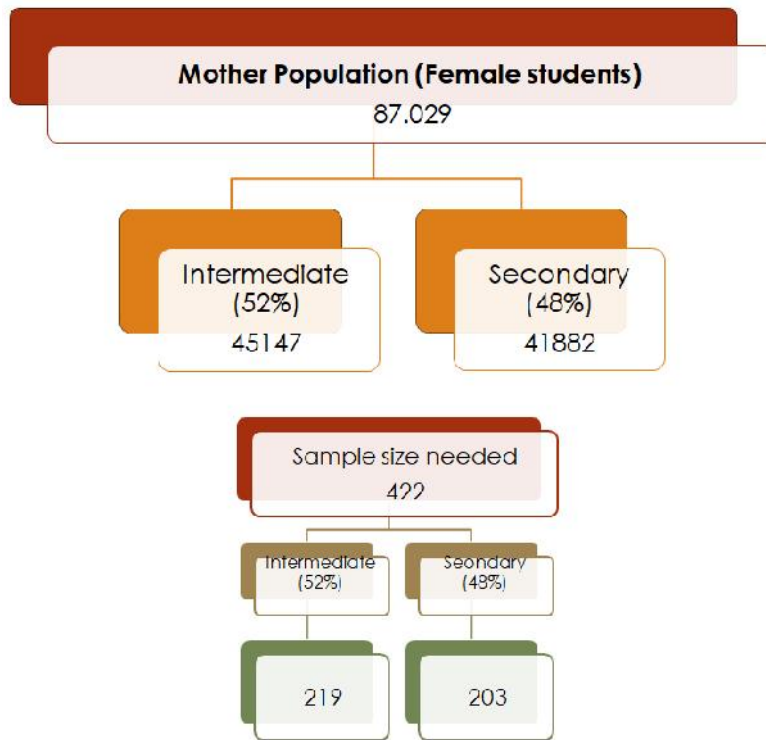


Figure 1. Sampling technique

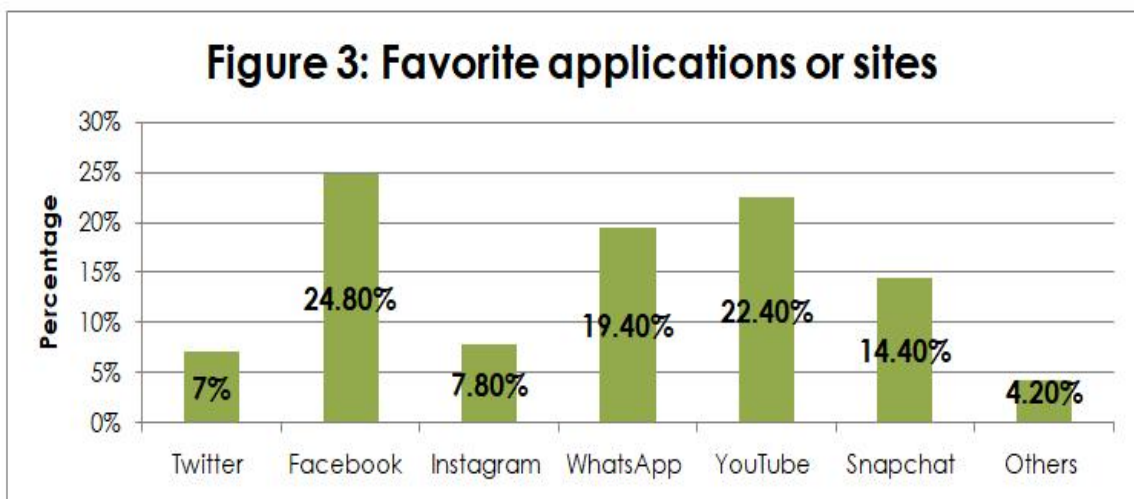
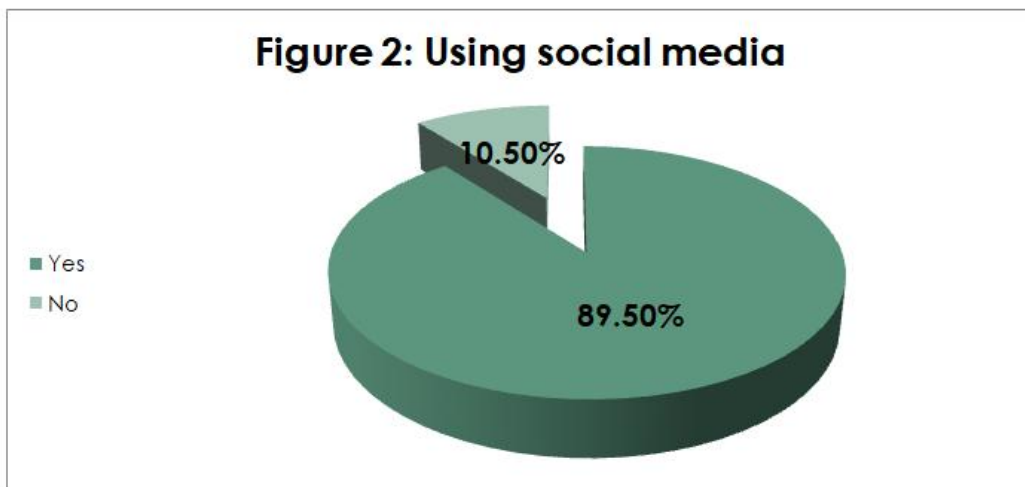


Table 1. Demographic data

Variable		N	%
School	Intermediate	204	45.9
	Secondary	236	54.1
Nationality	Saudi	411	92.8
	Non-Saudi	29	7.2
Educational level	First	131	29.0
	Second	118	25.5
	Third	191	45.5
Pocket money	< 5 SAR	26	5.4
	5-10 SAR	310	71.8
	11-15 SAR	55	12.1
	>15 SAR	49	10.7
GPA	Excellent	366	86.0
	Very good	45	9.5
	Good	18	3.1
	weak	9	1.0
	Acceptable	2	.5
Working parents	Working father	366	86.3
	Working mother	217	49.3
Father educational	Uneducated	34	7.7
	Primary	5	1.1
	Intermediate	4	.9
	Secondary	20	4.5
	University	233	53.0
Mother educational	Other	51	11.6
	Uneducated	12	1.1
	Primary	8	.7
	Intermediate	33	5.9
	Secondary	72	14.8
Smoking	University	240	52.5
	Other	75	17.0
	Always	10	2.4
	Sometimes	30	6.6
	Never	400	91.0
No of friends	<3	87	18.2
	3-6	161	37.0
	7	192	44.8
level of feeling tired from the study	High	180	45.9
	Low	212	53.2
level of feeling stress from the study	Nothing	48	15.9
	High	66	13.5
	Low	156	35.6
Average of hours of sleeping (/hour)	Nothing	218	50.9
	1-3	85	19.4
	4-6	85	18.4
	7-8	199	46.0
Exercises (/hour)	>8	71	16.2
	< 1	161	36.5
	1-1.5	46	10.5
	2-3	29	6.6
	>3	14	3.2
Stay with	Not applicable	190	43.2
	Mother	37	8.4
	Father	20	4.5
	Parents	371	84.2
	Others	12	2.7
Variable		Mean± SD	Range (min-max)
Age		15.2±1.9	(11-19)

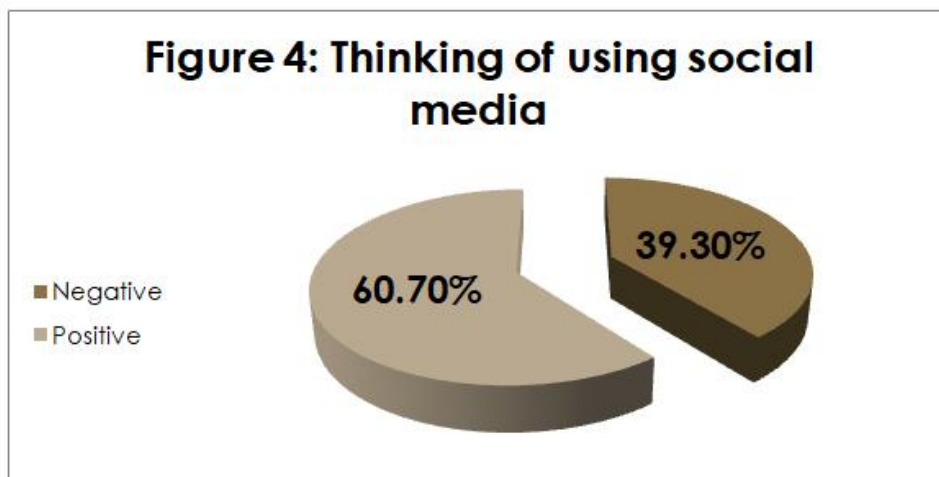
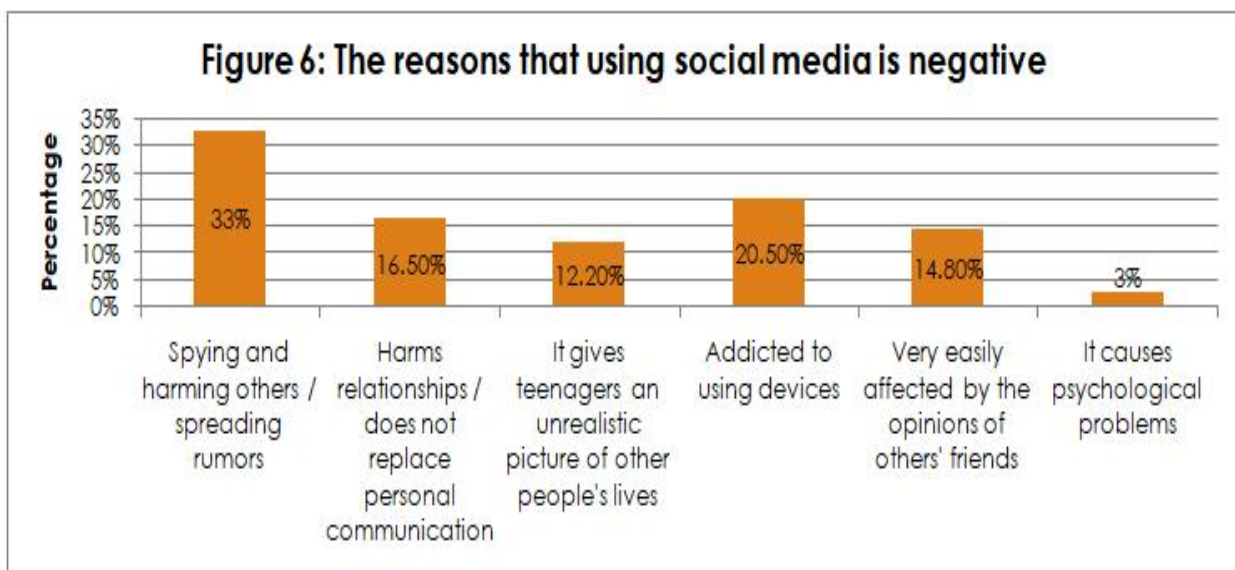
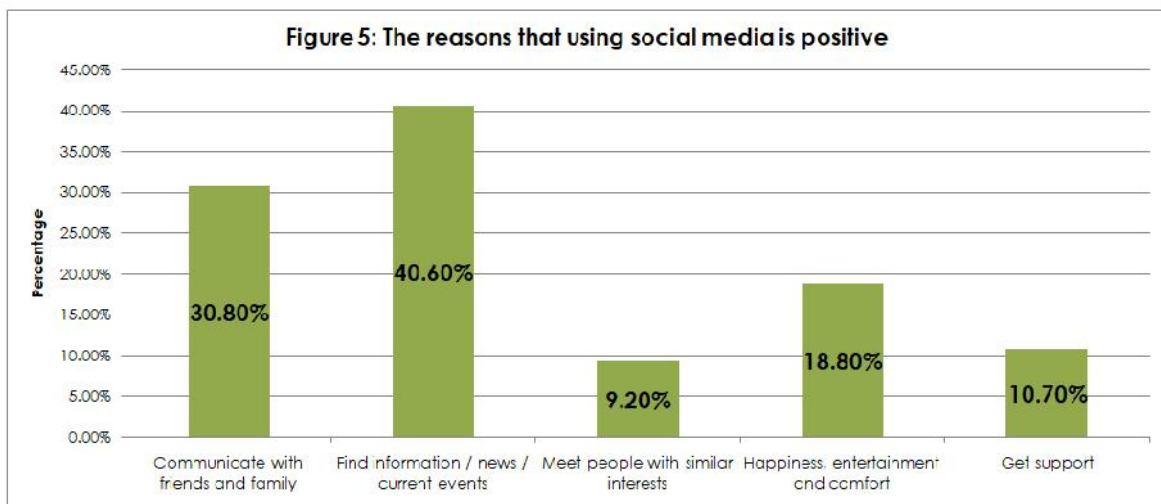


Table (2) Using social media information

Variable		N	%
Frequency of using internet	Never	9	2.3
	1-2 times/month	12	3.1
	1-2 times/week	52	13.4
	>2 times/ week	113	28.9
	Daily	254	52.3
Hours of internet per week	0-1 hour /week	75	16.3
	2-6 hours /week	76	16.5
	7-10 hours /week	135	31.1
	> 10 hours /week	145	33.8
	Not applicable	9	2.3
Having laptop	Yes	222	50.5
	No	218	49.5
Having Mp3	Yes	235	53.5
	No	205	46.5
Frequency of using social media	Never	10	2.6
	1-2 times/month	15	3.9
	1-2 times/week	59	15.5
	>2 times/ week	121	31.8
	Daily	176	46.2
Hours of social media per week	0-1 hour /week	60	15.2
	2-6 hours /week	82	21.1
	7-10 hours /week	123	31.5
	> 10 hours /week	118	30.2
	Not applicable	8	2.0

Multiple response



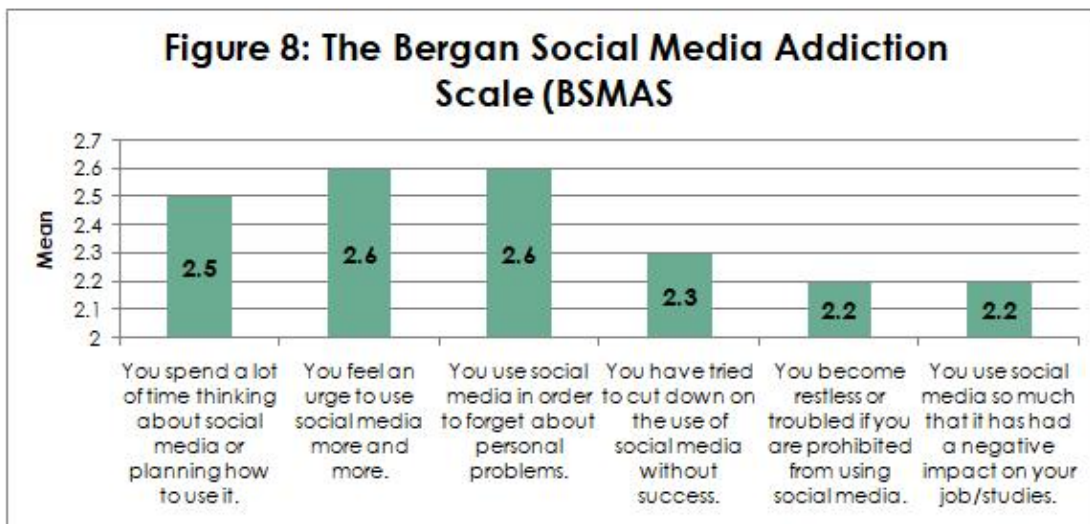


Table (4) The Social Media Addiction Scale (SMAS)

variable	Mean	SD	Median
1.I am eager to go on social media.	2.3	1.5	1.0
2.I look for internet connectivity everywhere so as to go on social media.	2.9	1.6	3.0
3.Going on social media is the first thing I do when I wake up in the morning.	2.8	1.6	3.0
4.I see social media as an escape from the real world.	2.6	1.5	2.0
5.A life without social media becomes meaningless for me.	2.6	1.5	2.0
6.I prefer to use social media even there are somebody around me.	2.5	1.5	2.0
7.I prefer the friendships on social media to the friendships in the real life.	2.2	1.4	1.0
8.I express myself better to the people with whom I get in contact on social media.	2.5	1.5	2.0
9.I am as I want to seem on social media.	2.6	1.5	3.0
10.I usually prefer to communicate with people via social media.	2.6	1.5	2.0
11.Even my family frown upon, I cannot give up using social media.	2.5	1.5	2.0
12.I want to spend time on social media when I am alone.	2.6	1.6	2.0
13.I prefer virtual communication on social media to going out.	2.7	1.6	3.0
14.Social media activities lay hold on my everyday life.	2.4	1.4	2.0
15.I pass over my homework because I spend much time on social media.	2.1	1.5	1.0
16.I feel bad if I am obliged to decrease the time I spend on social media.	2.1	1.3	1.0
17.I feel unhappy when I am not on social media.	2.1	1.4	1.0
18.Being on social media excites me.	2.2	1.4	1.5
19.I use social media so frequently that I fall afoul of my family.	2.1	1.4	1.0
20.The mysterious world of social media always captivates me.	2.1	1.4	1.0
21.I do not even notice that I am hungry and thirsty when I am on social media.	2.3	1.6	1.0
22.I notice that my productivity has diminished due to social media.	2.0	1.4	1.0
23.I have physical problems because of social media use.	2.0	1.4	1.0
24.I use social media even when walking on the road in order to be instantly informed about developments.	2.1	1.4	1.0
25.I like using social media to keep informed about what happens.	2.3	1.5	2.0
26.I surf on social media to keep informed about what social media groups share.	2.5	1.6	2.0
27.I spend more time on social media to see some special announcements (e.g. birthdays).	2.4	1.5	2.0
28.Keeping informed about the things related to my courses (e.g. homework, activities) makes me always stay on social media.	2.4	1.5	2.0
29.I am always active on social media to be instantly informed about what my kith and kin share.	2.3	1.4	2.0

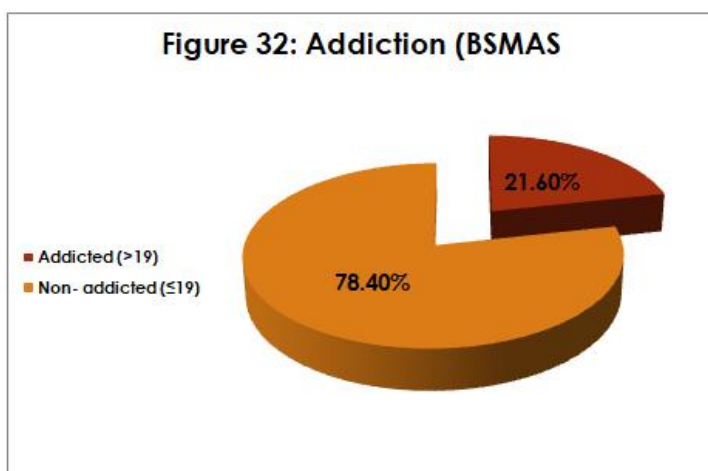


Table 5. The addiction scale scores

variable	Mean	SD	Median
BSMAS score	14.4	6.0	14.0
SMAS score	68.7	29.0	72.0

Table 6. The relation between demographic data and social media addiction

Variable		Mean rank	Test	P value
School [#]	Intermediate	212.17	22295.5	0.662
	Secondary	217.40		
Class ^{\$}	First	169.19	7.114	0.029*
	Second	170.08		
	Third	199.06		
	Excellent	209.99		
GPA ^{\$}	Very good	249.49	11.166	0.025*
	Good	131.92		
	weak	141.13		
	Acceptable	172.50		
		172.50		
No of friends ^{\$}	<3	176.15	9.285	0.010*
	3-6	188.77		
	7	219.97		
		219.97		
level of feeling tired from the study ^{\$}	High	191.29	2.968	0.397
	Low	213.98		
	Nothing	199.47		
level of feeling tired from the study ^{\$}	High	215.22	2.727	0.625
	Low	206.61		
	Nothing	202.72		
Exercises (/hour) ^{\$}	< 1	248.20	5.623	0.345
	1-1.5	225.29		
	2-3	211.05		
	>3	193.16		

Comparison was done using Mann Weintey test

\$ comparison was done using Kruscal Wallis test

P value 0.05 considered significant

It takes place independently of time and space over a virtual environment causes changing forms of communication. And social media, which is an addition of internet technology, changes communication channels among people. The use of social media around the world is growing, particularly young people and students show extreme interest in it (Lin, 2017; Lucia Monacis, 2017; Sahin, 2018). Results of this study showed that less than fourth 95 (21.6%) were addicted to the use of social media, even that the majority 394 (89.5%) reported using it. Previous studies have reported diverse prevalence rates relating to problematic social media use. Olowu and Seri reported a prevalence rate of 2.8% of addicted social media use among college students, (Olowu, 2012) while Jafarkarimi and Sim reported a prevalence rate of 47% being addicted to Facebook among a sample of college students (Jafarkarimi, 2016) The prevalence of problematic social media users among Nigerian University undergraduates was 1.6%, (31) in Hungarian study the prevalence was 4.5% (BaAnyai, 2017). In AlQassim study, the authors reported that 48(60%) were addicted users (Ali, 2018). This big difference in the prevalence could be due to the variety of socio-economic factors geographic areas, cultures (Malaysian, Nigerian, German, and Australian), as well as the difference in frameworks and assessment tools) BSMAS, SMAS,.. etc). Even with prevalence variety, social media addiction is still a common problem and have been reported by several studies. In the current study (60.7%) reported positive thinking of using social media. Where the highest positive perceptions of social media were about communication and having information, while the highest negative perception were about affecting study, deteriorating countries relations, help in distributing unethical pictures and

videos, as well as spreading irrelevant and anti-religious post which causing hatred. In America study, (31%) of teens describe that influence as mostly positive or mostly negative (24%), but the largest share (45%) says that effect has been neither positive nor negative. Indicating that there is no clear agreement among adolescences about the influence that social media has on the lives of young people nowadays (Pew Research, 2018). Where, adolescences who say social media has had a mostly positive effect be likely to experience stress issues related to connectivity and connection with others. Some 40% of these respondents say that social media has had a positive impact because it helps them keep in touch and interact with others, and how social media makes it easier to communicate with family and friends. Another reasons were the greater access to news and information that social media facilitates (16%), or being capable to interact with people who share similar interests (15%) (Pew Research, 2018). While, adolescences who say social media has had a mostly negative effect had different experience, 27% thought that that social media leads to more bullying and the overall spread of gossips, 17% feel that social media harm relationships and cause in less meaningful human interactions, and 15% reported that social media provide teens with unrealistic view to the life. (32) Bin Hamed study showed a significant relation between social media use and aggressive social behavior of Muslim adolescents who live in Saudi Arabia or the United States (Bin Humaid, 2018). The most famous applications and sites were Facebook 187 (24.8%), followed by you tube 168 (22.4%), then WhatsApp 146 (19.4%). In America report, three online platforms other than Facebook – YouTube, Instagram and Snapchat – are used by the majority of this age group. Where, 35% use snapchat, 32% use you tube, 15% use Instagram, and 10% use

Facebook. (32)Also, in Bin Hamid study, the most common applications were snap chat by 63.6%, Instagram by 51.2%, and you tube by 48.3%. (24)In AlQassim study ,65% used What's app, followed by Instagram (55%), then Twitter by (50%). (25)This differences in the percentage could be due to several factors such as socio-economic factors, sample size, questions forms, and studies nature. Findings of the present study showed that a significant higher scores of addiction scales were found among those with higher GPA (excellent and very good), those who had more than seven friends, and those who belong to class three (the higher class in every phase). According to higher GPA, , this could be due to the facts that social media and internet provide a lot of information and help students to improve their skills if they use it properly. Regarding number of friends, this could be due to the facts that social media provides adolescents with the chance to strengthen existing friendships and to create new ones. Where, adolescences are mostly using social media to communicate with preexisting offline friends and spend time together, make plans, discuss everyday issues and chatter. The relation between using social media and being in class three which is the last class in both phases intermediate and secondary could be because this class is a transporter class work to transport the students from phase to phase in their academic life as well as real life, this relation need more study and investigation. In Hungarian study, adolescents that were at-risk of social media use were mainly female, and reported the greatest amount of internet and social media usage. Several studies reported similar gender differences in problematic social media use,(33,34) and problematic internet use.(35)Unfortunately in the current study gender influence couldn't be detect because the study conducted among female students only. On the other hand there was no significant difference in the addiction scale regarding the time of using internet even that those who use internet more had the higher score in the scale. These findings indicate the importance of focusing more on the effects of social media use either negative or positive influence to limit or prevent the negative and encourage the positive.

Limitations of the study: Time limits, the researcher collected the data within one month only. Lack of cooperation from some parents and students. Also, the study included a specific group (female intermediate and secondary schools students at Makkah Al-Mukarramah) which prevent the generalization of the results.

Conclusion and Recommendation

Conclusion

The majority reported using social media, and Less than fourth were adductors to social media. More than half use the internet daily, while less than half reported using social media daily. Almost two thirds reported positive thinking about using social media. Female students with significant higher score of addiction were those in the third class for both intermediate and secondary schools, those with high GPA (excellent and very good), and those with more than 7 friends.

Recommendation

The administrators in MOH should try to organize and conduct health education programs on social media

addiction in simple and familiar language among community through mass media to raise public awareness and knowledge regarding social media addiction. Further nation-wide studies on assessment of students use of social media and its addiction need to be conducted in larger sample size and regions other than Makkah Al-Mukarramah. To present the most key points in this study to decision makers to write a pamphlet and design program about social media addiction. Recommend parents to talk to their children and adolescents about their online use and the specific issues that today's online kids face. Advise parents to work on their participation gap in their homes, by becoming better educated about the many technologies their youngsters are using. Encourage adductors to ask for professional help to stop using of social media or decrease the use.

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