

Effect of Using Social Media on Behaviour of Higher Education Students in Sultanate of Oman

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Abstract

Social media use has increased in the last twenty years not only with higher education students but with all humans either students, employees and others and across all age levels. The importance of this study is its contribution to the enhancement of the sociological literature on the phenomenon of the use of social media as a means of modern technology in current times in Sultanate of Oman. The study was conducted with students of Mazoon College, Muscat, Sultanate of Oman. The findings of the study indicate that there is a direct correlation between the numbers of hours of using social media with student's grade. The results also showed unmarried students are using social media more than married students and about 40% of the samples have various friends which may lead to building positive relationships that will allow for ideas and knowledge transmission between them.

Keywords: Social Media, Age, Gender, Usage of social media, behaviour, Higher Education

INTRODUCTION

The modern world is witnessing a chain of rapid communication and information technology changes, making the world a global village where information travels to all parts of the world within minutes. These communities to accept the changes have a direct impact on individuals and organizations that make up the communities, prompting appliances. Innovations and adaptation to benefit from their advantages in all areas, and the Sultanate of Oman, as one of the modern societies of the world, and launched since the establishment of modern renaissance in pace with science and technological progress and knowledge, they are experiencing about twenty years since the large turnout in the transition to an advanced technical society based on the benefit from the advantages offered by the communication technology in particular and modern technology in general in various scientific and cognitive , economic, social and other fields so as to keep pace with the rest of contemporary societies , whether in the region or at the level of the whole world .

The social media such as Facebook, WhatsApp, Twitter and Instagram and others are the most popular applications in current time and they are latest communications technology products, despite the fact that these applications established on the basis of social communication between individuals but

their use has extended to political, social, cultural, educational and personal activity.

And electronic networking sites is considered the most widespread on the Internet because of its characteristics that distinguish them from other websites, encouraging Internet surfers from all over the world on the growing demand despite the severe criticism faced by the social networking always of those criticisms negative influence and direct the disintegration of society and the family, but on the other hand there are those who see it as an important instrument in the docking of peoples and communities and bring the concepts and visions with the other and see and learn about an important means of growing and docking between the communities and bring the concepts and visions with others and see and learn about different cultures in addition to their active role and outstanding as a viable way communication in various fields such as personal, social , cultural, political and other fields (Mansour, 2012).

In this regard, appeared opposite opposites in the perception about the implications using social media, where the first trend believes that the use of these modern methods and contemporary is a great opportunity for communication between the people's civilizations also to transmission of ideas rapidly among humans, In addition to facilitating economic, commercial and cultural transactions between people.

The owners of the second direction believe that social media are a source of real danger to social relations and lead these media to the birth of society bears break with cultural traditions factors also lead to isolation and disintegration of the structure of social life and they argue that social media had stormed the family life so understated of opportunities interaction and communication within families.

In light of what has been discussed above, this study is to shed light on the impact of the use of social media on the behaviour of students in higher education in the Sultanate of Oman and the reason for selecting the researchers of this subject is the appearance and transparency of the impact of the use of social media on society in general and the student community in particular.

KEYWORDS

Behaviour: is the range of activities and affection made by humans, organism, systems or artificial entities in conjugation

with themselves or their living environment which includes the other systems or organisms as well as the inanimate environment. It is the response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert and voluntary or involuntary (Minton&Khale, 2014).

Social media: the expression of social media refers to the broad domain of Internet-based and mobile phone services that allow users to share in the online interchange, contribute user-created content, or connect online communities. The kinds of internet services normally relate with social media include **Blogs which are referred to** online journal in which pages are usually displayed in reverse chronological command. Also, include **Wikis** which is referred to as “a multilateral website where any member is authorized to adjust any page or generate a new page using his/her network browser.” And there is **social bookmarking** which refers sites authorizing users to classify and allocate links to websites and **Media-sharing sites** which these sites are authorizing users to send videos or images. And there are many of them which are found on the internet extensively, where some require a subscription and others do not require it (Dewing, 2010).

SIGNIFICANCE OF THE RESEARCH

Social media use has increased in the last twenty years not only with high education students but with all humans either students, employees and others and across all age levels. These media have privileges advantages in the transfer of social, political and economic information and movies and pictures of social events. The importance's of this study through and shows its contribution to the enhancement of the sociological literature on the phenomenon of the use of social media as a means of modern technology that the increasing number of users in current times in Sultanate of Oman. And because of broad and pervasive use of social media in all societies generally and in Oman society specially, researchers has done this research to identify the impact of the use of social media on behavior with a spotlight on higher education students in local society and resulting from pros or cons of such this using, where researchers predict that the findings of the study contribute to improving the positive use of social media sites and reduction of the negative effects.

Behaviour

Many Researchers define Behaviour as a reaction which can be observed directly or indirectly. The direct observation made by observing different responses, whether in the workplace or at home or while interacting with friends. while indirect observations were done by decision making processes and attitudes, in terms of results or how people illustrate them vocally.

Most of the researchers suggest, throughout the results of their studies, that human behaviour cannot be predicted. With a human, we cannot presume one set prototype of behaviour. Behaviour, therefore, is the approach character acts towards

others, either with individuals or society or objects. It can be either positive or negative. It can be regular or irregular according to cultural norms. The local Society for all time tries to negative rectification behaviour and tries to convey irregular behaviour to regular.

Each human can be affected by several factors which can compose human personality and behaviour. Researchers will present, in summary, the most important factors which compose human behaviour:

➤ **Human individual's variation:** there are several causes with humans for changing their behaviour such as growth by age. It has been restricted to a number of factors in the causes of individual differences in human behaviour as follows:

1. **Gender variation:** The human race is divided into two parts, males and females and the stages of male growth differ from the stages of growth in females as well as the maturity stage of human behaviour differs between males and females, for example, researchers have found that females reach maturity faster than males. This affects human behaviour in males and females alike. We can observe that males and since an early age, are inclined to strong and vigorous activities while females are inclined to be soft and tender. This tends to affect the variety of behaviour they dandle in when they were at school stage (either in elementary or high junior or secondary school) and hence cause behaviour differences. For example, males students may tend to choose physical activities, such as running race or playing football, while the girls do not.
2. **Intellectual variation:** The differences between people include the level of comprehension, perception and assimilation. For instance, teachers realize that some students outperform when we compare them with their peers in the classroom and win high scores. Teachers may have observed that low score students experience from the feeling of inferiority. Others experience from a feeling of superiority over their peers; they think they're higher than others in the classroom or in the school environment.
3. **Materialistic variation:** People differ in their outward appearance; some of them are tall stature where some are short. Some are slim body and other fleshy. Also, people are not similar to their facial features; some show the features of irritation, happiness and misery clearly on his face while some do not. This applies to many properties, such as volume, skin and hair colour and other properties.
4. **Special and sentimental variation:** Many educators, teachers and parents may have observed that students vary in capability, conviction, attitudes, interests,

ambition and other personality traits. For example, if a student could not build up his/her personality in an integrated manner, it affects the achievement of his/her goals. Such unsuccessful regularly leads to emotional upheaval, and students may become frustrated and depressed.

➤ **Variation in family modality:** A lot of people think that children's behaviour is the responsibility of parents. For example, conduct behavioural indiscretions carried out by young people in adolescence is a reflection of the breeding parents since childhood until late adolescence. These behavioural patterns are shown clearly in the school environment, both the teacher and the educator can noting a variation of these patterns through daily interaction with students. There are many factors that may affect, directly or indirectly, in edification and enlightenment adolescences such as:

- i. **The size of the family members:** Family size consider one of the main factors that affect the appearance of behaviours undesirable and this is due to a number of reasons, including deprivation and neglect (Maria and Deborah, 2009). In large families, it is difficult to provide basic needs to their sons and daughters, and this adversely affects their behaviour and actions, especially with large member's family in particular poor ones.
- ii. **Social and economic situation of the family:** Before the beginning of the renaissance of the modern Omani which is led by His Majesty Sultan Qaboos bin Said, education in Oman was very miserable and limited. For example, before modern Omani renaissance, the total numbers of schools were only three in the whole country and the numbers of students was 900 only. Furthermore, the economic level of the Omanis family was very miserable, so that no more than a few dollars per capita income level. Most of the male children are not receiving a quality education, and they have to work and assist their parents while female's children were confined to their homes and then married and have children. This educational, economic and health situation impact in one way or another behaviour, aspirations and thinking of young people in local society.
- iii. **Family Composition:** family unit is the first social unit that comes into contact with a child is continuous friction, as it is the first place that grows the socialization patterns that make up the "rebirth" in the child's life (Maria and Deborah, 2009). The child's relationship with his parents and siblings that arise in the family that invites us to say that the family social function. This will be achieved initially using family interaction that occurs within the family, which plays an important role in the

formation of the child's personality and behaviour guide. The children are receiving from their parents and whole environment different skills and initial knowledge, and it serves as a sergeant on the other modes of upbringing such as various media, and this is reached by the research results of Jin et al. (2013), where researchers found that human behaviour may be affected through interaction with social media.

➤ **Role of the environment:** The environment considers as one of the main factors which are shaping attitudes, beliefs and behaviour of people. The environment is divided into two parts: the external environment and internal environment. Both types of environment play a significant role in our lives, and both of them impact on human's behaviour. External environment includes thinks, events and attitude that occur outside family and cannot control by a member of the family such as parents or other adults in the family and it effect family in a positive or negative way. Regarding with external environment, when the availability of positive relations between the family members such as neglect, loss one of the family and arguments between parents. While internal environment includes thinks, events and attitude that occur inside the family and affect members of the family in a positive or negative way. This what we observed with family characterized by disagreement and mistrust leading to the emergence of unacceptable and negative behaviours among and adults such as temperament, language difficulties and reduced sustenance (Clever, 2000). The following types of environment can be identified which can effect on human behaviour:

- **Physical Environment:** This may consist of ecological factors such as ambience; corporal features either resident of the city or of the rural population - all influence the maturity or ripeness of the person. They affect behaviour, character and attitude. They affect ways of personal conversation and the dress style or behave with others.
- **Social Environment:** Social environment considered as important factors in the breeding and fine healthy food, safe housing, access to health care and other public and private goods and services to all children alike, and are supplied by the family who are surrounding children (Feldman, 2009). Children affected by there family and they are hearing their voices, they learn their language and their words and how they are eating and dressing also how they behave. They imitate their behaviour in most of the time and this influence on the approach the child growth. Excellent care will make kids experience that it belong somewhere and it makes safe. A deprived social environment, in another way, contributes significantly to unbalance in child behaviour. Cultural customs such as the local folk

costumes, a method of construction, folk dancing and others are significant for forming behaviour and settle of thinking or feeling.

- **Psychological factors of behaviour:** Motivations considered a characteristic which direct human behaviour. They are motivated humans to do certain behaviours, whether positive or negative.

There is a strong relationship between human satisfaction and his or her need achievement. There is a close relationship between achieving psychological satisfaction and achieving of needs. Human becomes happy when his/her individual need is satisfied, and this raise happiness and self-confident while he/she becomes frustrated if need does not achieve. Therefore, these considerations which are mentioned above are determined by different patterns of human behaviour. The intensity of these factors are determined individual's personality. These contain many personality traits such as apprehension, embarrassment, panic, falling in school exams, imbecility, isolation, language disorders.

SOCIAL MEDIA AND BEHAVIORS

Many contemporary research and studies have concluded that social media has an impact, either positive or negative, on human behaviour. This effect is the result of the tremendous progress in technological development and this associated transmission of ideas and knowledge between different age, cultural and social groups, either with the similar community or across communities. Therefore our generation grew up (especially of youth age group) are very heavily dependent on these media, to the extent described contemporary including writer Tapscott (1998) who described this generation as "Net Generation". He consider self-rule, exciting, ideational vastness, inclusion, freedom of expression, different personal points of view, inventive, obsession with maturity, delight by the fulfilment, friendship as a main characteristic of this generation which he called "N-Gen".

According to (Livingstone and Bober, 2005), researchers classified risks of using social media on the physical, social and cultural of young adults to three main categories;

- **Category I:** Exposure on unwanted materials such as the spread pornographic movies and the formation of social relations with a view to financial or economic exploitation.
- **Category II:** The period of time used by young people to social media which would influence the psychological, temperamental and social state of young people.

- **Category III:** Extortion in social relations as a result of the use of unregulated and prolonged social media.

Escalating investigate on social media's effects on individual interaction has detected the enlargement of inconsiderate behaviour and appear the personal narcissism and a slew of other character blemishes and unenthusiastic by-products. Excessive use with various social media may guide to the increase of such psychological disturbance in the adolescent stage, according to a study conducted by Larry Rosen, a professor of psychology at California State University. Rosen conducted surveys which are distributed to about 1000 adolescents which they used one of the social media (Facebook). In his finding showed some negative results as following:

- The emergence of the personal narcissism in adolescents who are frequently using Facebook for a long period.
- Adolescents, who use Facebook for long periods, appear to have tendencies towards mental disorders, aggressive and anti-social behaviour.
- His findings showed those adolescents who use Facebook and other social media for long periods appear to have a tendency towards absences from school or university and sleep excessively and the emergence of diseases such as stomach pain.
- Negative impacts on academic achievement to those students who are overuse social media such as Facebook or video games.
- Impacts of using social media on working memory leads to poor performance of both of them STM and LTM.

One result of Social media is sexual disadvantage among adolescents and that when it is used via the Internet. A study conducted by the Research centre of crime against children and adolescents at the University of New Hampshire in the USA, they found that 19% of the research sample (1500 adolescents) have received an unfavourable sexual seduction.

As a result, modern technology has contributed significantly to the convergence of peers between each other, which helped to the high incidence of sexual harassment (Lin&Atkin, 2007). And according to (Wolak et al., 2006) they refer sexual harassment usually occurs in secondary schools.

Social media has also resulted in the emergence of risky online behaviour. Therefore, these unwanted behaviours which Identified by social norms not only constitute a threat to the adolescent, but it goes beyond that, to become a member of the controversial groups (Wolak et al., 2006).

ANALYSIS

Table 1: Analysis of Questionnaires

S. N	Gender M,F	Edu. Level 3,4	Age 20,21,22, 23,24,25	Social Status S,M	Using Social Media Y,N	Average hour 3,4,5, 6,7,8	Purpose of using Social Media I,K,F	N. of friends 5,10,50 L10,M50	Favourite Time AF,AT,E, N,NP	Reason E,I,O,SC	Trust of Information Y,N	Lack of Equilibrium Y,N
1	F	3	22	M	Y	7	I	50	E	O	Y	N
2	F	4	21	S	Y	5	K	5	E	SC	N	Y
3	F	4	21	S	Y	5	K	5	E	SC	N	Y
4	F	3	22	S	Y	8	I	M50	NP	O	Y	N
5	F	4	22	S	Y	5	K	50	AF	SC	N	Y
6	F	4	22	S	Y	5	K	50	AF	SC	N	Y
7	F	4	23	S	Y	3	I	10	E	O	Y	N
8	F	4	23	S	Y	3	I	10	E	O	Y	N
9	F	3	21	S	Y	8	I	M50	E	SC	Y	N
10	F	4	23	S	Y	8	I	50	E	SC	Y	N
11	F	4	21	S	Y	6	K	M50	AF	I	Y	N
12	F	4	22	S	Y	6	I	M50	NP	SC	N	Y
13	F	4	22	S	Y	5	I	50	AF	SC	N	N
14	F	4	22	S	Y	5	I	50	AF	SC	N	N
15	F	4	22	S	Y	4	I	L10	E	E	Y	N
16	F	3	24	S	Y	4	K	M50	NP	I	Y	N
17	F	4	22	S	Y	8	I	M50	E	E	N	N
18	F	4	22	S	Y	6	I	50	E	SC	Y	Y
19	F	4	22	S	Y	6	I	50	E	SC	Y	Y
20	F	3	21	S	Y	4	I	M50	AF	SC	N	N
21	F	4	21	S	Y	7	I	L10	E	SC	Y	Y
22	F	4	21	S	Y	7	I	L10	E	SC	Y	Y
23	F	4	22	S	Y	4	I	L10	N	SC	N	Y
24	F	3	22	M	Y	7	I	50	E	O	Y	N
25	F	4	22	M	Y	4	F	50	E	SC	N	N
26	F	4	22	S	Y	8	I	50	AF	E	Y	N
27	F	3	21	M	Y	5	I	M50	AT	I	N	N
28	F	4	21	S	Y	4	I	10	E	SC	N	Y
29	F	4	21	S	Y	4	I	10	E	SC	N	Y
30	F	4	22	S	Y	5	I	M50	E	SC	N	Y
31	F	4	21	S	Y	4	I	50	E	SC	N	Y
32	F	4	22	S	Y	6	F	M50	E	SC	Y	N
33	F	4	22	S	Y	6	F	M50	E	SC	Y	N
34	F	4	24	M	Y	4	I	M50	AF	SC	Y	Y
35	F	4	23	S	Y	8	I	50	E	SC	Y	N
36	F	4	21	S	Y	6	K	M50	AF	I	Y	N
37	F	4	22	S	Y	8	I	50	AF	SC	N	Y
38	F	4	22	S	Y	6	I	M50	NP	SC	N	Y
39	F	3	20	S	Y	4	F	L10	E	O	N	Y
40	F	3	20	S	Y	4	F	L10	E	O	N	Y
41	F	3	23	S	Y	3	K	50	AF	O	N	N
42	F	3	23	S	Y	3	K	50	AF	O	N	N
43	F	4	22	S	Y	6	I	50	E	SC	Y	Y
44	F	3	21	S	Y	4	I	M50	AF	SC	N	N
45	F	3	21	S	Y	4	I	M50	AF	SC	N	N
46	F	4	22	S	Y	7	I	M50	AF	SC	N	Y
47	F	4	22	S	Y	4	I	L10	N	SC	N	Y
48	F	4	22	S	Y	4	I	L10	N	SC	N	Y
49	F	4	21	S	Y	5	I	L10	NP	I	Y	N

S. N	Gender M,F	Edu. Level 3,4	Age 20,21,22, 23,24,25	Social Status S,M	Using Social Media Y,N	Average hour 3,4,5, 6,7,8	Purpose of using Social Media I,K,F	N. of friends 5,10,50 L10,M50	Favourite Time AF,AT,E, N,NP	Reason E,I,O,SC	Trust of Information Y,N	Lack of Equilibrium Y,N
50	F	4	21	S	Y	5	I	L10	NP	I	Y	N
51	F	4	21	S	Y	5	I	L10	NP	I	Y	N
52	F	3	22	S	Y	8	I	M50	NP	O	Y	N
53	F	4	22	M	Y	4	F	50	E	SC	N	N
54	F	4	22	S	Y	8	I	50	AF	E	Y	N
55	F	3	21	M	Y	5	I	M50	AT	I	N	N
56	F	4	22	S	Y	5	I	M50	E	SC	N	Y
57	F	4	21	S	Y	4	I	50	E	SC	N	Y
58	F	3	21	S	Y	8	I	M50	E	SC	Y	N
59	F	4	24	M	Y	4	I	M50	AF	SC	Y	Y
60	F	4	21	S	Y	4	K	50	E	SC	Y	Y
61	F	4	21	S	Y	4	K	50	E	SC	Y	Y
62	F	4	22	S	Y	8	I	50	AF	SC	N	Y
63	F	4	22	S	Y	4	I	L10	E	E	Y	N
64	F	3	24	S	Y	4	K	M50	NP	I	Y	N
65	F	4	22	S	Y	8	F	M50	E	E	N	N
66	F	4	22	S	Y	7	I	M50	AF	SC	N	Y
67	F	4	22	S	Y	7	I	M50	AF	SC	N	Y
68	F	4	21	S	Y	7	I	L10	E	SC	Y	Y
69	F	3	22	M	Y	7	I	50	E	O	Y	N
70	F	4	21	S	Y	5	K	5	E	SC	N	Y
71	F	3	22	S	Y	8	I	M50	NP	O	Y	N
72	F	4	22	M	Y	4	F	50	E	SC	N	N
73	F	4	22	S	Y	8	I	50	AF	E	Y	N
74	F	4	22	S	Y	5	K	50	AF	SC	N	Y
75	F	3	21	M	Y	5	I	M50	AT	I	N	N
76	F	4	21	S	Y	4	I	10	E	SC	N	Y
77	F	4	22	S	Y	5	I	M50	E	SC	N	Y
78	F	4	23	S	Y	3	I	10	E	O	Y	N
79	F	4	21	S	Y	4	I	50	E	SC	N	Y
80	F	4	22	S	Y	6	F	M50	E	SC	Y	N
81	F	3	21	S	Y	8	I	M50	E	SC	Y	N
82	F	4	24	M	Y	4	I	M50	AF	SC	Y	Y
83	F	4	23	S	Y	8	I	50	E	SC	Y	N
84	F	4	21	S	Y	4	K	50	E	SC	Y	Y
85	F	4	21	S	Y	6	K	M50	AF	I	Y	N
86	F	4	22	S	Y	8	I	50	AF	SC	N	Y
87	F	4	22	S	Y	6	I	M50	NP	SC	N	Y
88	F	4	22	S	Y	5	I	50	AF	SC	N	N
89	F	4	22	S	Y	4	I	L10	E	E	Y	N
90	F	3	20	S	Y	4	F	L10	E	O	N	Y
91	F	3	24	S	Y	4	K	M50	NP	I	Y	N
92	F	3	23	S	Y	3	K	50	AF	O	N	N
93	F	4	22	S	Y	8	F	M50	E	E	N	N
94	F	4	22	S	Y	6	I	50	E	SC	Y	Y
95	F	3	21	S	Y	4	I	M50	AF	SC	N	N
96	F	4	22	S	Y	7	I	M50	AF	SC	N	Y
97	F	4	21	S	Y	7	I	L10	E	SC	Y	Y
98	F	4	22	S	Y	4	I	L10	N	SC	N	Y
99	F	4	21	S	Y	5	I	L10	NP	I	Y	N

Table 2: Summary of the Analysis

S. No.	Total participants =	99	S. No.			S. No.		
1	Male =	0%	15	Average Hours / Day (4)	32	29	Favourite Time (All the time)	3
2	Female =	100%	16	Average Hours / Day (5)	19	30	Favourite Time (Evening)	50
3	Education Level (3)	25	17	Average Hours / Day (6)	13	31	Favourite Time (Noon)	4
4	Education Level (4)	74	18	Average Hours / Day (7)	11	32	Favourite Time (Not Particular)	13
5	Age group (20)	3	19	Average Hours / Day (8)	18	33	Purpose of use (Entertainment)	9
6	Age group (21)	33	20	Purpose of Using(Interest)	69	34	Purpose of use (For Information)	13
7	Age group (22)	48	21	Purpose of Using(Knowledge)	18	35	Purpose of use (other point of view)	15
8	Age group (23)	9	22	Purpose of Using(Free Time)	12	36	Purpose of use (Social connection)	62
9	Age group (24)	6	23	No. of Friends (5)	3	37	Trust of information (Yes)	48
10	Social Status (Married)	12	24	No. of Friends (10)	6	38	Trust of information (No)	51
11	Social Status (Unmarried)	87	25	No. of Friends (50)	34	39	Lack of equilibrium (Yes)	46
12	Using SM (Yes)	99	26	No. of Friends (Less Than 10)	18	40	Lack of equilibrium (No)	53
13	Using SM (No)	0	27	No. of Friends (more than 50)	38			
14	Average Hours / Day (3)	6	28	Favourite Time (Afternoon)	29			

Table 3: Consolidated report of the Analysis of questionnaires

S. N	Gender M,F	Education Level 3,4	Age 20,21,22, 23,24,25	Social Status S,M	Using Social Media Y,N	Average hour 3,4,5, 6,7,8	Purpose of using Social Media I,K,F	N. of friends 5,10,50 L10,M50	Favourite Time AF,AT,E, N,NP	Reason E,I,O,SC	Trust of Information Y,N	Lack of Equilibrium Y,N						
1	F.99	3.25	20.3	S.3	Y.3	4.3	F.3	L10.3	E.3	O.3	N.3	Y.3						
2				M.3	Y.3	5.3	I.3	M50.3	AT.3	I.3	N.3	N.3						
3				S.7	Y.7	4.4	I.4	M50.4	AF.4	SC.4	N.4	N.4						
4						8.3	I.3	M50.3	E.3	SC.3	Y.3	N.3						
5			22.6	S.3	Y.3	8.3	I.3	M50.3	N.3	O.3	Y.3	N.3						
6				M.3	Y.3	7.3	I.3	50.3	E.3	O.3	Y.3	N.3						
7			23.3	S.3	Y.3	3.3	K.3	50.3	AF.3	O.3	N.3	N.3						
8				S.3	Y.3	4.3	K.3	M50.3	N.3	I.3	Y.3	N.3						
9			4.74	21.3	S.23	Y.23	4.9	1.6	10.3	E.3	SC.3	N.3	Y.3					
10								50.3										
11							K.3	50.3	E.3	SC.3	Y.3	Y.3						
12							5.7	K.3	5.3	E.3	SC.3	N.3	Y.3					
13							I.4	L10.4	NP.4	I.4	Y.4	N.4						
14							6.3	K.3	M50.3	AN.3	I.3	Y.3	N.3					
15		7.4					I.4	L10.4	E.4	SC.4	Y.4	Y.4						
16		22.42					S.39	Y.39	4.7	1.7	L10.7	N.4	SC.4	N.4	Y.4			
17											E.3	E.3	Y.3	N.3				
18										5.9	1.6	M50.3	E.3	SC.3	N.3	Y.3		
19				50.3	AN.3							N.3						
20				K.3	50.3	AN.3				SC.3	N.3	Y.3						
21				6.10	1.7	M50.3				NP.3	SC.3	N.3	Y.3					
22						50.4				E.4	SC.4	Y.4	Y.4					
23		F.3		M50.3	E.3	SC.3	Y.3	N.3										
24		7.4		I.4	M50.4	AN.4	SC.4	N.4	Y.4									
25		8.9		1.6	50.6	AN.6	E.3	Y.3	N.3									
26			SC.3				N.3	Y.3										
27		F.3	M50.3	E.3	E.3	N.3	N.3											
28		M.3	Y.3	4.3	F.3	50.3	E.3	SC.3	N.3	N.3								
29		23.6	S.6	Y.6	3.3	I.3	10.3	E.3	O.3	Y.3	N.3							
30												8.3	I.3	50.3	E.3	SC.3	Y.3	N.3
31												24.3	M.3	Y.3	4.3	I.3	M50.3	AN.3

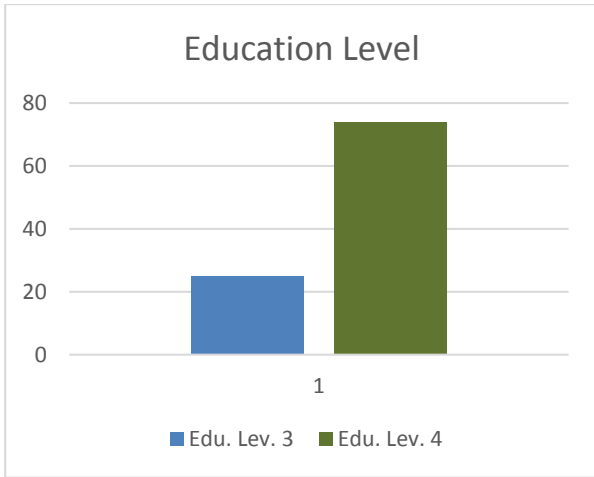


Figure 1: Education level

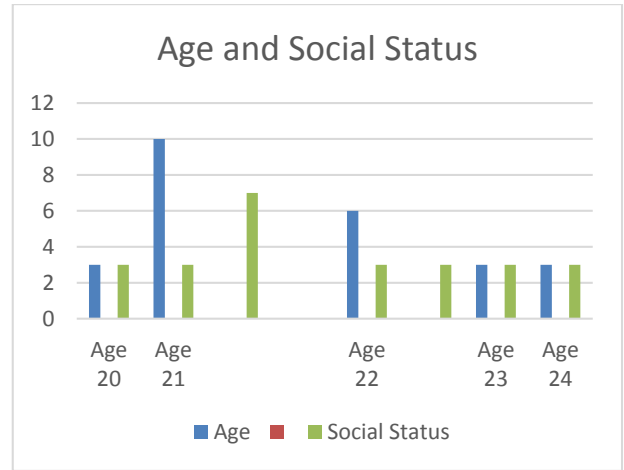


Figure 4: Age and Social Status

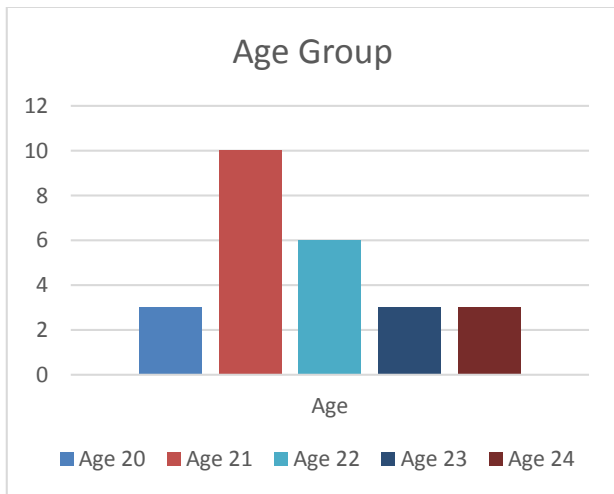


Figure 2: Age Group

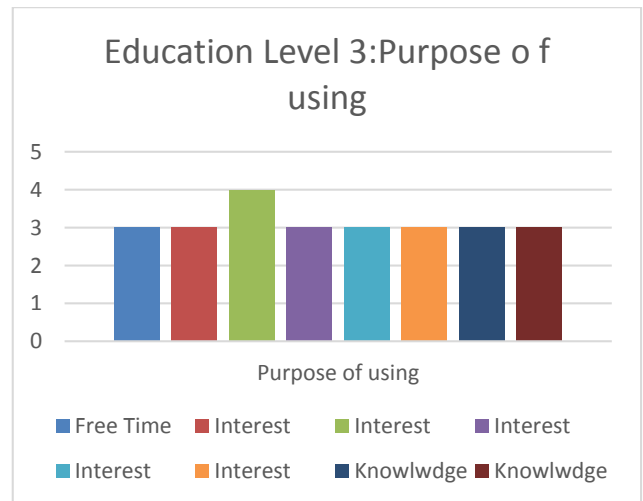


Figure 5: Education level 3, Purpose of using

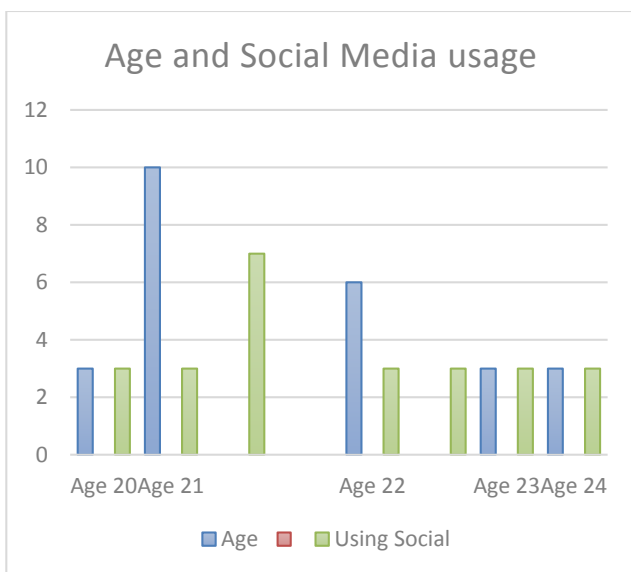


Figure 3: Age and Social Media Usage

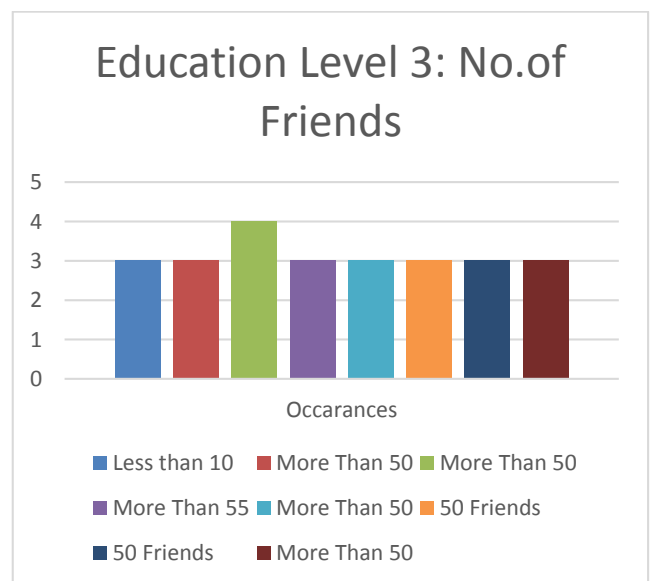


Figure 6: Education level 3, number of friends

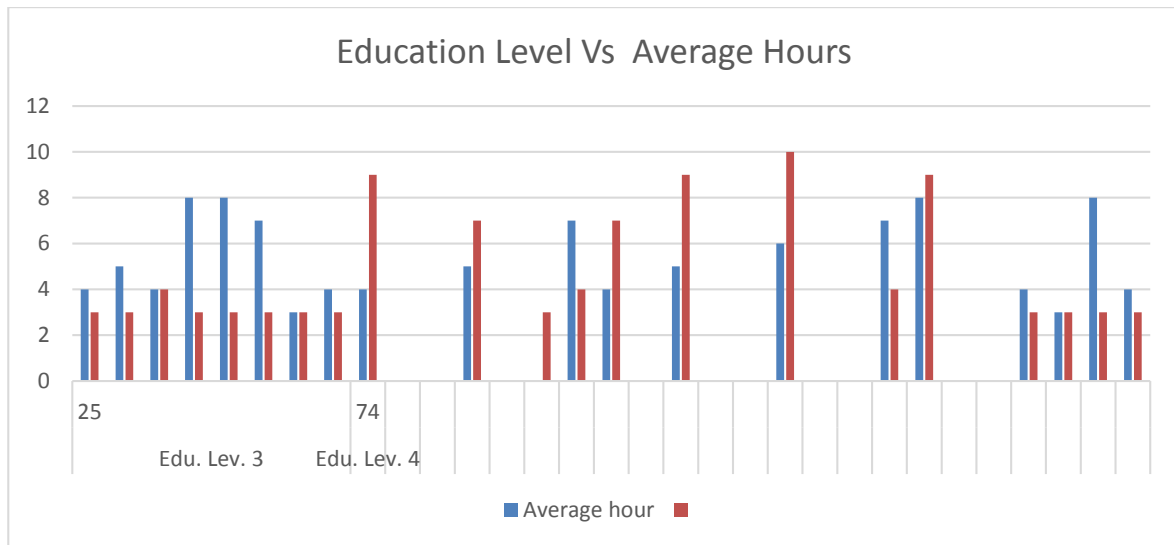


Figure 7: Education level Vs. Average Hours

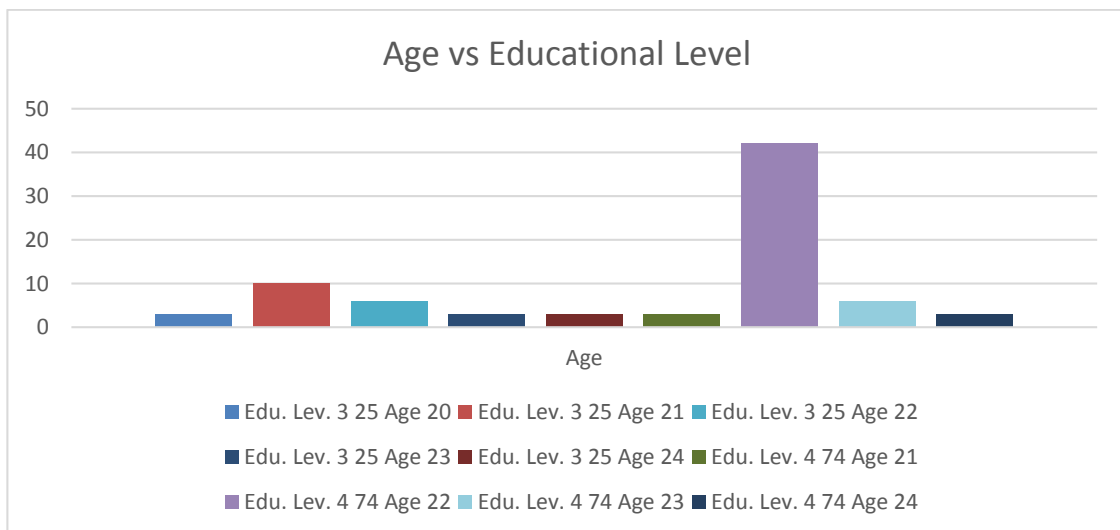


Figure 8: Age vs. Educational Level

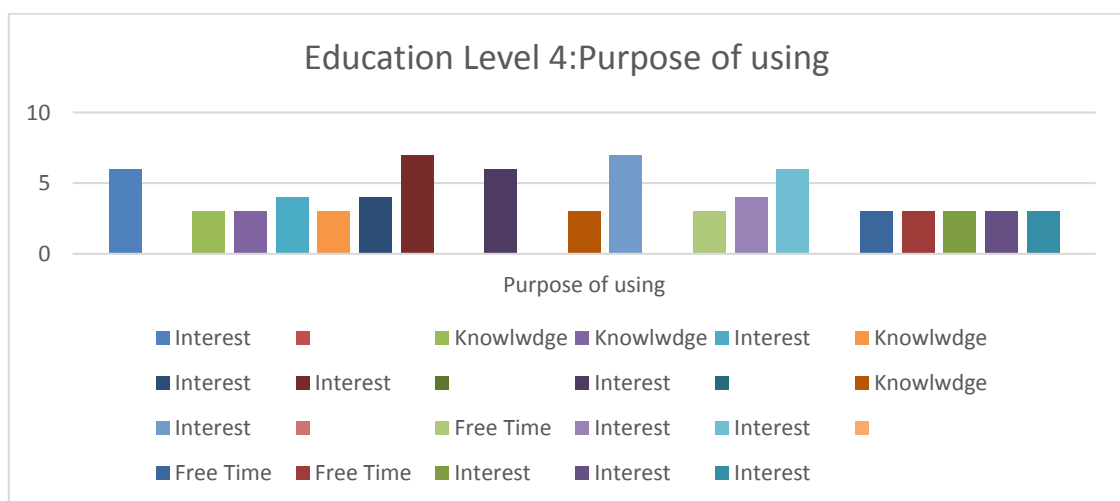


Figure 9: Education level4: Purpose of using

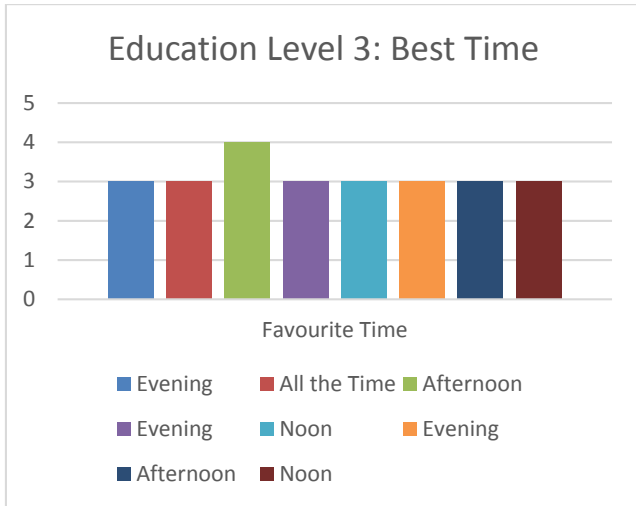


Figure 10: Education Level 3: Best Time

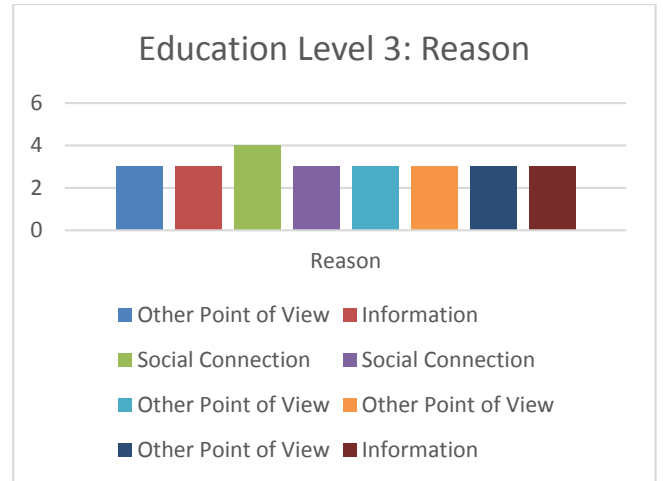


Figure 11: Education Level 3: Reason

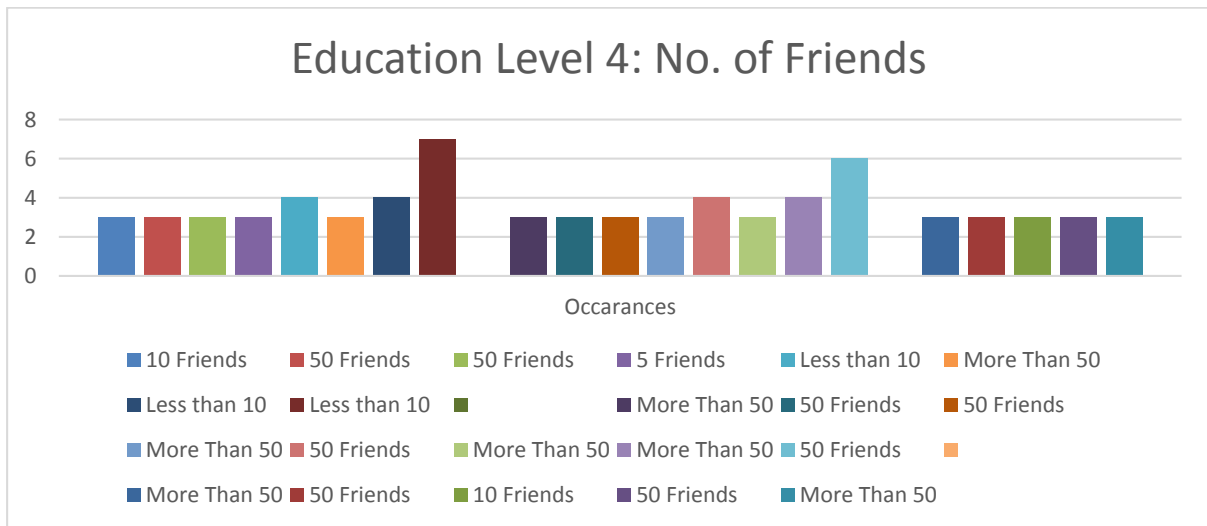


Figure 12: Education level4: No.of Friends

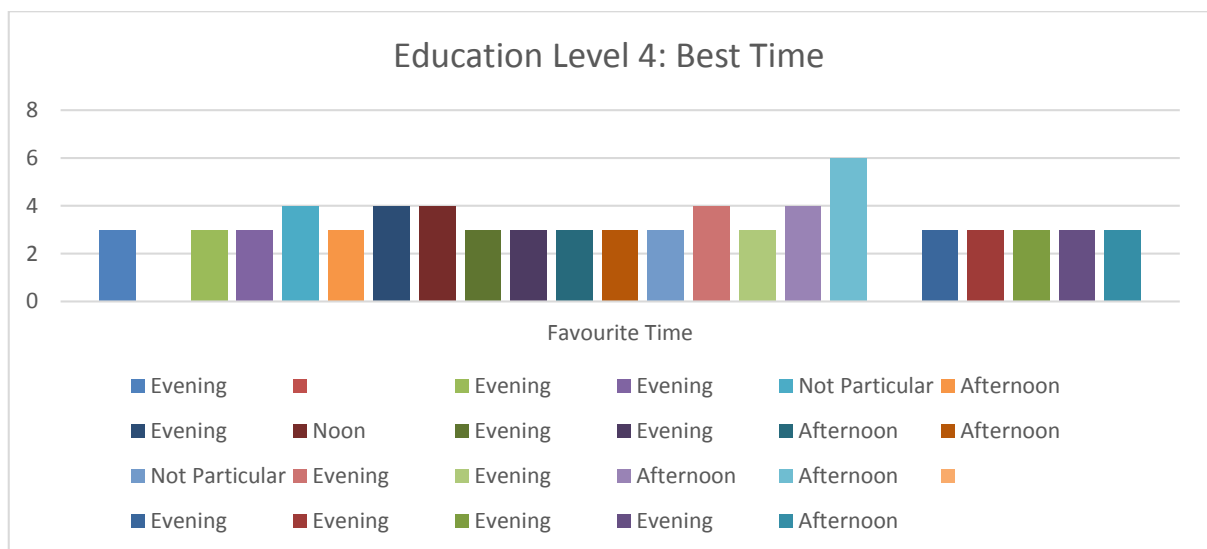


Figure 13: Education level 4 best time

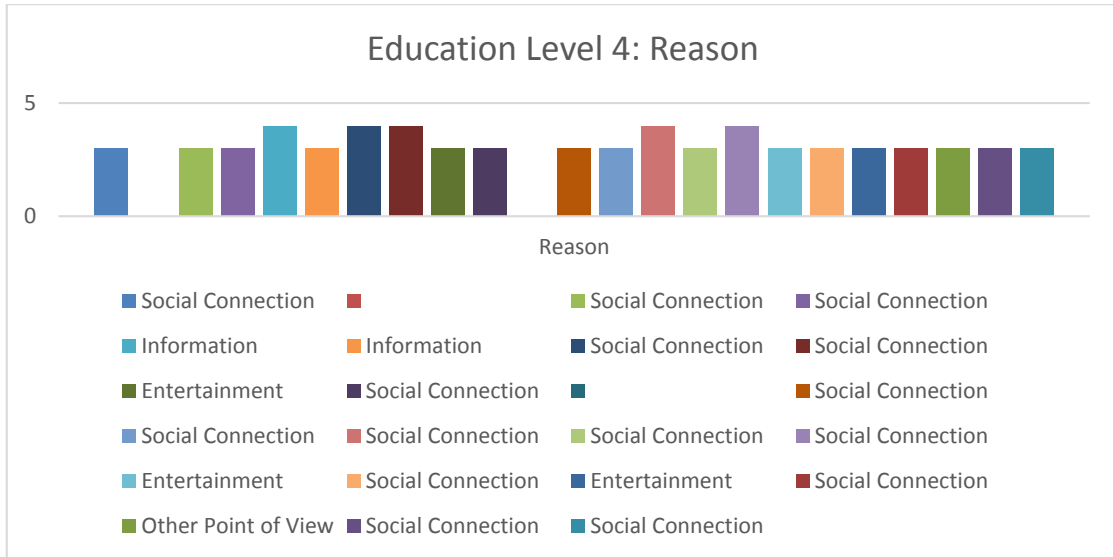


Figure 14: Education Level 4 Reason

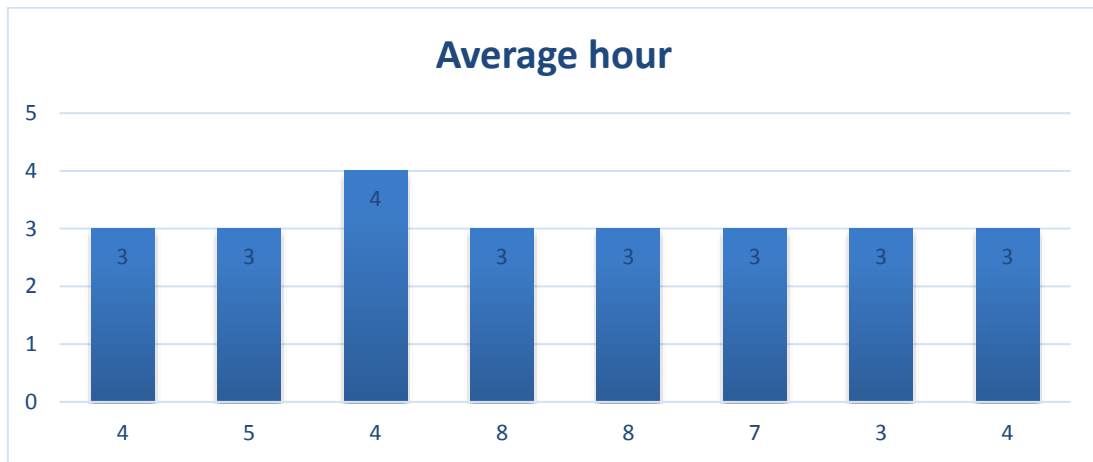


Figure 15: Average Hours

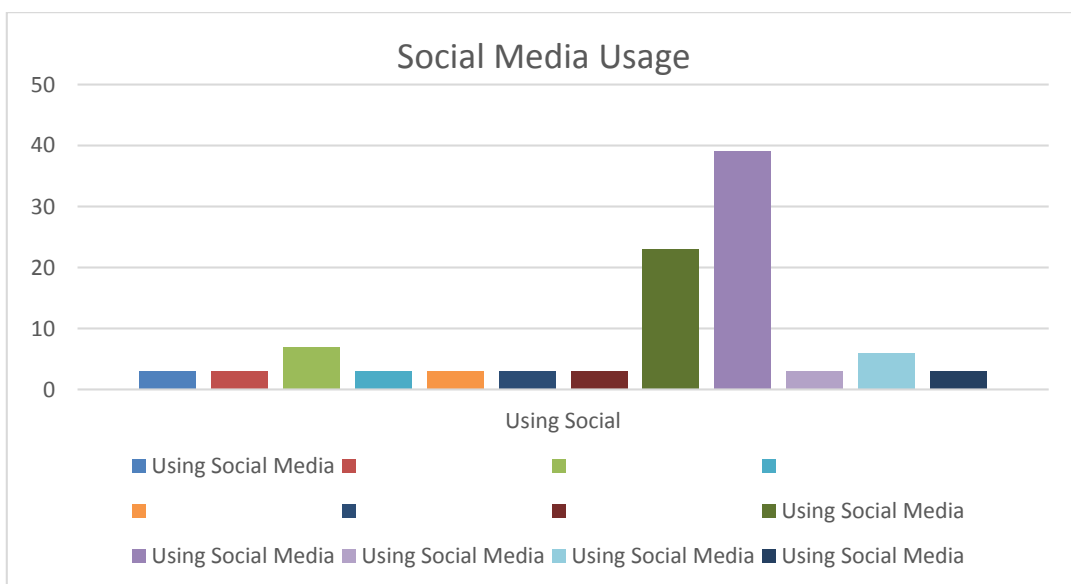


Figure 16: Social Media Usage

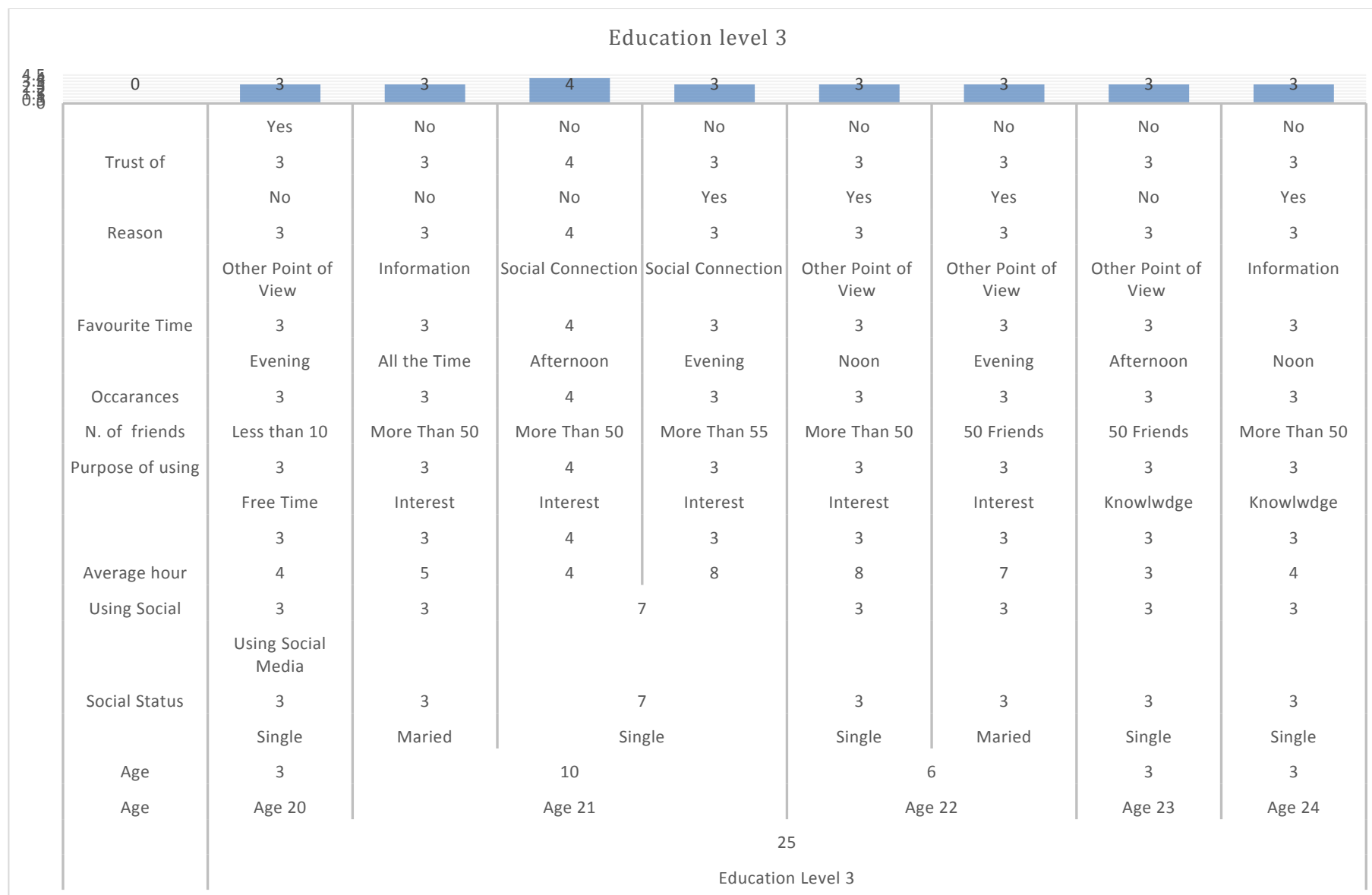


Figure 17: Education level 3

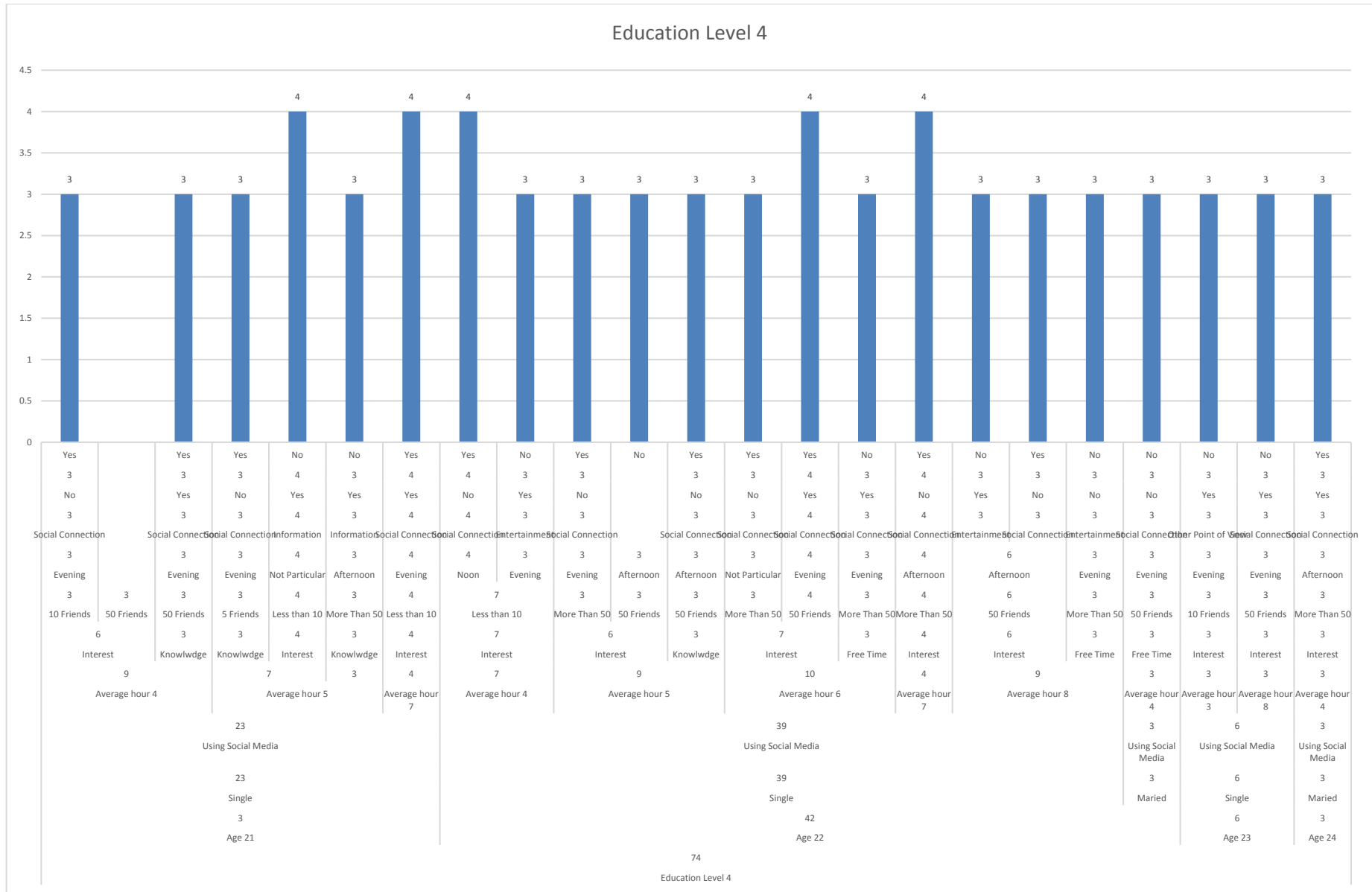


Figure 18: Education level 4

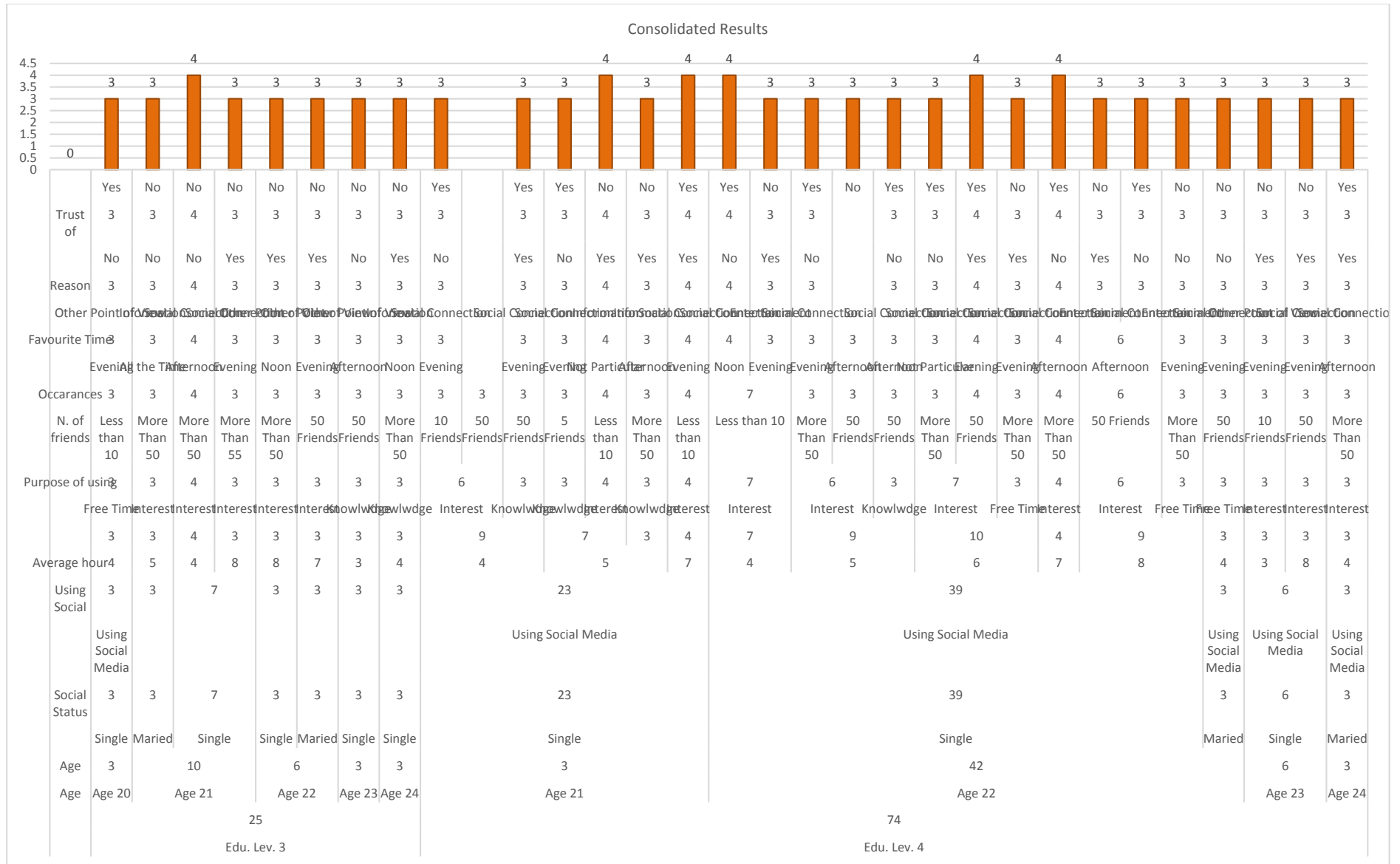


Figure 19: Consolidated Result

CONCLUSION

The social media is rapid and quick growing and becoming the hidden force in all the institutions and members of the community at the level of the whole world. Among these communities, the Omani society, as one of the Arab communities that are affected by and affect the rest of the communities, whether Arab or non-Arab. Through this research, the researchers tried to focus on a sample of members of the Omani society, and they were students of higher education, as a very important segment of society; they are the generation who will continue building the Omani society.

The number of students who are participating in current research was (99) for both gender male and female students from Mazoon College in Muscat the capital of Sultanate of Oman and they were from different disciplines such as Psychology, IT, CS and other disciplines.

Researchers have reached the following results:

- Current search results have shown that all respondents are using social media.
- The ranged number of hours of using social media was between 3 to 8 hours per day, especially afternoon and evening; also result has shown there is a direct correlation between the numbers of hours of using social media with student's grade such as senior students; students who are studying in grade three and grade four in the college.
- The results showed single students (unmarried) are using social media more than married students; this is due to preoccupation of a married student with different status of life such as life partner or/and children and other social engagements, not such as single student which he/she has less responsibility than the married student.
- Research results indicate that about 40% of samples have varied friends which are commented with his/he and this may lead to them to building positive relationships, and this will allow for ideas and knowledge to transmission between them. Also, research results indicate that 62% of samples have used social media for a social purpose such as strengthening social relations between individuals or/and circulation events and social problems and sharing friends and relatives to find appropriate solutions.

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