Addiction to Social Media and its Influence on the Academic Achievement of Gifted Students during the Corona Pandemic

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Abstract

The current work aimed to demonstrate the addiction to social media and its impact on the educational accomplishment of gifted students during the Corona pandemic. In order to acquire the purpose of this work, the researcher used the social networking sites addiction scale after verifying its validity and stability. The existed study involved a sample of (595) talented students in King Abdullah Schools for Excellence, from the academic year 2020-2021, the study resulted in: Addiction to social networking sites among students came to a high degree, and there was a discrepancy in the rates of addiction to social networking sites among gifted students, as the results showed that (71.43 percent) of students suffer from addiction to social networking sites, particularly on the heels of the Coronavirus outbreak. The findings also demonstrated that there had been no statistically noteworthy differences in the percentage of students who suffer from addiction to social networking sites due to gender. The outcomes also exhibited an inverse correlation between social media addiction and academic achievement. The study recommended the need to hold workshops and awareness programs directed toward gifted students and their families to help solve the problems of this phenomenon of addiction to social media and engage in activities that help reduce the use of social networking sites so as not to affect their academic level and academic achievement, and that educational institutions should interact with colleges that It deals with gifted students to develop the values of digital citizenship among talented students to contribute to reducing addiction to social networking sites. And also conducting electronic educational activities that contribute to attracting the attention and tendencies of talented students in proportion to their high abilities to stay away from social media sites.

Keywords: *Addiction to social media sites, Academic achievement, Gifted students, Corona pandemic.*

1. Introduction

With the spread of the Corona pandemic worldwide, which imposed a curfew in many countries, led to a trend to technology to do business, education, and accomplish tasks, as the Corona pandemic created the largest disruption in education systems in the world and left a new reality that affected millions of students all over the world. The scientist; Because of the closures of schools and other places of education, and since distance education is the most suitable choice for purifying the student's understanding, developing his talents, and creating his personality. On the other hand, a technological revolution has been faced, characterized by the multiplicity of its tools, methods, and media, significantly influencing the community and students. In particular, this modern type of revolution emerged due to the tremendous technological progress that opened new

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technologies and made profound changes. The world became in its shadow a cosmic village of limited times and places, which in turn took place in the structure of the communication processes to lead us towards a new communication pattern in the world of the Internet, such as networks Social or the so-called social medialike Tik Tok, Facebook, YouTube, Twitter, and others, where social media are among the modern technologies that have witnessed a dynamic movement of development and spread after the Coronavirus crisis.

Due to the popularity and widespread of social media, social networking sites have effectively contributed to the exchange and transmission of information; And the creation of a virtual society that is out of control and able to communicate as in the real society, to the extent that it has become a major part of the culture of the individual and society (Baziz, 2012).

The effects and repercussions of social networking sites are many, whether positive or negative, especially since it is known about the users of this reality, the majority of them are students and youth, and therefore this group is the most visible on the social network, which makes the percentage of their time spent on other matters decrease with time, such as the time devoted to studying, sleeping, working, sitting with family and friends, and other things that change due to the obsession with electronic chat (Abdul Razek and Samok, 2011).

Social networking site addiction is a new form of addiction in which addicts utilize social media on an everyday and intense basis;Where it interrupts their ordinary lives and the jobs that they have to perform, and this addiction has complete control over their lives of addicts, especially students, as they consider social networking sites their world, which affects their achievement and their personal, social and psychological lives (Al-Zaidi, 2014).

The danger of social media lies in the degree of addiction to them because of their impact on students, especially the age group between (12-18) years, and among the most important negative effects resulting from the excessive use of these sites, are social isolation, introversion and aggression, and psychological disorders among some, where the student became isolated from others and lost his identity (Sari, 2005).

And because gifted students are considered special groups that need special attention, because of their unique characteristics that make them different from ordinary individuals, whether on the academic, intellectual, or utilitarian levels, so they need special and diverse programs to meet their high needs and abilities, in order to Directing, developing and investing them for the benefit of the individual and society. Therefore, it is important that they turn to e-learning and use social networking sites in the educational process, but they should not reach a state of addiction to it, especially in light of the circumstances that make them use these electronic devices connected to the Internet, which allow them to use social networking sites for long periods that may cause They have a state of addiction to it, which can negatively affect their academic achievement, their thinking, and their intelligence, (Al Doumi and Al Rabie, 2016).

There is no uncertainty that the Coronavirus had arrived in the world and with its a powerful presence on the level of electronic and the transfer of education from face-to-face to e-education, which helped the use of social networking sites in its various shades, as if the real flavor that was added to the dishes of social interaction, became inherent to school students more than any other A time passed without adequate awareness of the ways and rules of optimal use in order to avoid the negative effects that may be inflicted on users as a result of wrong use.

One of the most prominent changes in our current era is the emergence of the Coronavirus and its many significant consequences that have almost completely enveloped our lives. The education sector has been affected by these changes, so distance

education has become a necessary and inevitable requirement in students' lives, and the importance of the Internet and its services has emerged dramatically. Benefiting from it in education, and highlighted by search engines, e-mail, and social networks, and social networks are a means that all individuals can deal with and participate in it effectively.

With the global social communication technologies and applications accompanying students, they can no longer remain in isolation from them, as they are linked to their scientific and social lives alike, and the high demand for the use of these modern technologies may be accompanied by negative behaviors that may affect their lives, which requires everyone to identify the effects Negativity caused by misuse, the real address of those problems.

The researcher also noticed, through her work in the educational field for gifted students, that gifted students are preoccupied with social networking sites for a long time, so they spend most of their time communicating with others without realizing or paying attention to how to use them optimally, which led to many negative aspects that have become apparent to many of them, as well as The researcher noted that the prevalence of the phenomenon of using social networking sites is increasing day by day, among gifted students who were distinguished in their talents, achievement and numerous innovations, and that students' interaction with social networking sites and with this virtual world leaves multi-directional dimensions that are reflected either positively or negatively on their health The problem of the study emerged to shed light on the phenomenon of addiction to social media and its influence on achievement on the category of talented students, specifically during the Corona pandemic. , so the current study came to shed light on the reality of social media addiction and its impact on the academic achievement of gifted students during the Corona pandemic.

2. Theoretical framework

2.1 Social Media.

It is noticeable at the present time that the use of social media has increased among groups of society in general and among students in particular, especially with e-learning, which required students to use computers and mobile devices on a permanent and continuous basis. Accordingly, due to the continuous decrease in the cost of Internet subscriptions, it is noticeable that students spend most of their time In front of the screens of electronic devices for various purposes, whether educational, training or playing, most notably the use of social media.

Social media sites on the Internet allow users to discuss and exchange knowledge, ideas, opinions, and concerns through individual files, chat rooms, photo albums, and so on. These sites include YouTube, Facebook, Twitter, and others (Al-Dosari and Al-Arishi, 2014). It is also known as: "Accounts and spaces on the Internet that enabled students to create profiles and links through which to learn, add content to their files, and use the built-in tools to communicate with each other, which are often freely available and used in a distance learning method" (Al-Jerisi, 2014:5).

Whereas (Khalil, 2014:320) defines it as "a system of interactive electronic social networks, which allows its users to create pages, make friends, edit, criticize and discuss the information presented.

And social networking sites began to appear in the mid-nineties in 1995 to link classmates. Then a group of social networking sites appeared that could not achieve great success between 1999 and 2001. In the subsequent years, some other attempts appeared, but the actual birth of networking sites The social network was in the year 2002 AD, but the year 2005 AD was the strong launch of social networking sites; The famous American website (MySpace) appeared, with more views of its pages than Google, and it is

considered one of the first and largest social sites in the world, along with its famous competitor (Facebook), which also began to spread to the present time (Ammar, 2010).

2.2 Social media addiction

The American Association addressed the concept of Internet addiction and defined it as "the use of the Internet for more than 38 hours per week without the need to work, with the tendency to increase the hours of Internet use to satisfy the desire itself that was satiated by fewer hours before, while suffering from psychological and physical symptoms when the network connection is interrupted, including psychological stress and anxiety." A compulsive focus on the Internet and what is going on on it, Internet-related dreams and fantasies, voluntary or involuntary Internet-related movements to relieve or avoid withdrawal symptoms, as well as a tendency to use the Internet more frequently or for a longer period of time beyond what the individual was allotted" (Shaheen, 2013: 143).

On the level of addiction to social media, it was defined (Al-Saudi, 2014: 44) as "the continued use of social networking sites, Facebook, many times per day for a period of not a short period of time, during which the user cannot stop or give up this use because he feels symptoms similar to those experienced by an addict." drugs or alcohol"

Academic achievement: Academic achievement is one of the critical characteristics of the mind activity carried out in the school.Academic achievement is a cognitive variable that includes skills, facts, tendencies, and values. And fumbling, and despite the expansion of the vision of academic achievement, we usually call it students' achievement, or their acquisition of what the educational system aspires at and is closely related to the school (Kumar, 1985).

Gifted students: Gifted individuals are among the special groups that need special attention because of the unique characteristics that make them different from ordinary individuals, whether at the academic, intellectual, or emotional levels. Therefore, they need special and diversified programs to meet their high needs and capabilities to direct, develop and invest them for the benefit of the individual and society. They need special curricula and various systematic and extra-curricular activities that enable them to integrate into the classroom with the rest of their colleagues from boredom. Therefore, attention must be paid to selecting individuals and institutions for their caregivers and selecting the appropriate enrichment and counseling programs for them (Al-Doumi and Al-Rabee, 2016).

Talent includes above-average abilities in mental, academic, technical, leadership, and other abilities, in addition to high levels of task commitment (motivation), and high levels inventive abilities (Jarwan, 2012).

Corona pandemic: An infectious disease caused by the newly discovered Coronavirus, and there was no knowledge of the existence of this virus and this emerging disease. However, in December 2019, in the Chinese city of Wuhan, which is similar to previous viral waves that the world witnessed threatened the respiratory system, but in a more harmful and deadly way.

It is a viral disease that affects the respiratory system of humans at different ages, and the people who are most affected by it and vulnerable to it are the elderly and those who suffer from chronic illnesses. The new "Covid 19" virus belongs to a new strain of the family of "Corona" viruses, which has not been discovered in humans before. It is possible for it to transmit from one person to another by contact with other infected individuals as well as airborne droplets produced by coughing, sneezing, and touching the equipment used by the wounded or the sufferer himself. The most noticeable symptoms of this condition are a painful throat, fever, high temperature, cough, shortness of breath, and overall exhaustion. You may also have vomiting, diarrhea, runny nose, and a sore throat.

2.3 literature review

The (Al-Mukhtar and Abdul-Malik, 2020) study aimed to know the habits and patterns of adolescents' use of Facebook and its impact on their academic achievement. The study revealed a set of results, the most important of which is that Facebook has a significant impact on the academic achievement of adolescents, ranging between positive and negative, depending on the nature of use. The (Labat and Radwan, 2019) study aimed to know the effects of using social networking sites on the academic achievement of university students studying at the master's level in the Department of Media and Communication Sciences and who have an account on Facebook. In this study, the researcher followed the social survey method due to its suitability for the study, which was conducted by distributing a questionnaire to a sample of 70 students who have an account on the social networking site Facebook, they were chosen intentionally, and the researcher prepared a form consisting of 26 questions that were confirmed of the validity and stability of the tool. The study reached several results, most notably: 1) That Facebook significantly impacts undergraduate students' achievement. 2) And that Facebook has a medium positive effect on the academic achievement of university students. 3) And that Facebook has a significant negative impact on the academic achievement of university students. 4) On the other hand, university students prefer to use Facebook for social and educational purposes.

Another study conducted by Al-Ammar (2014), the study aspired to identify the addiction to the Internet among students of Damascus University, Daraa Branch, in light of the following variables: (Gender, specialization, level of achievement, economic status, number of hours of sitting on the information network, and favorite sites), the study was applied to a random sample of (674) male and female students from all colleges and institutes, and the study used the Internet addiction scale prepared by the researcher. When a positive significant relationship was found between the addiction to the information network and the economic situation, there were no statistically significant differences in the addiction to the information network due to the variables of gender and academic specialization, and the average sitting in front of the information network is (2.78) degrees per day out of four degrees, and it topped the Social sites All sites in terms of the percentage of browsers.

Paul, Baker & Cochran (2012) conducted a study in the United States to identify the impact of social media use on students' academic achievement. The results indicated a negative correlation between the number of hours of using social media and academic achievement. Rois, Limayem & Sangari (2011) conducted a study in Sweden that aimed to identify the impact of social media on students' academic achievement, the role of self-regulation, and confidence. The results indicated that the excessive use of social media among students with introverted personalities negatively affects their academic performance, and the results indicated that the students who are most capable of self-regulation were effective in controlling their level of use of social media.

3. Study Methodology

This research relied on the descriptive-analytical methodology, which involves conducting a literature survey concerning references and sources to build the theoretical framework for the study, and a field survey to collect data utilizing the study tools (the questionnaire), which was built and distributed to the sample members and analyzed statistically to answer the study questions in order to achieve the objectives of the study and provide recommendations in light of the findings.

3.1 Study population and sample

Thepopulation of the study consists of all talented students present at King Abdullah II Schools for Excellence in the capital, Amman, from the academic year 2020-2021. To

choose the study sample, all gifted schools in the capital Amman in the Hashemite Kingdom of Jordan, were estimated, and King Abdullah II Schools for Excellence were selected in Amman. Then a random sample was selected, and the study tools were applied to it. Thus the total questionnaires distributed to all students were (646) and (606) questionnaires were repossessed, with a ratio of (95%) of the questionnaires distributed to the study sample, and (11) questionnaires were excluded due to their lack of validity for statistical analysis, and thus (595) questionnaires were analyzed, or 93% of the questionnaires distributed to the study sample. Table No. (1) reveals the study sample distribution members related to its variables

Table 1 Distribution the sample study relateds to the gender variable

Variables	The number	Ratio
Male	251	42.2%
Female	344	57.8%
Total	595	100%

3.2 Research tools

Social media addiction scale: Due to the absence of a direct scale to the addiction to social media, the Internet addiction scale has been benefited; many studies have been revealed, such as the (Ahmed, 2007) (Bobaa'ah, 2017) study, and the scale has been developed, which in its final form includes (55)) A paragraph divided into (6) dimensions: (the dimension of control or prominence by (10) paragraphs, the paragraphs after mood change by (10) paragraphs, the endurance dimension by (8) paragraphs, the dimension of withdrawal symptoms by (9) paragraphs, the conflict dimension by (8) paragraphs, after the relapse, by (10) paragraphs. The significance of the scale items was embraced according to the Likert scale as follows: (Fully applicable to me: 2), (Applicable to some extent: 1 degree), (Does not applicable: 0) and thus the lowest score on the scale is (0)) and the highest score on the scale (110), and the average score is considered the score (55), and therefore the high score (greater than 55) indicates the presence of an addiction to social media, while the low score (less than 55) indicates the absence of addiction manifestations To understand the implications of averages at the total and dimensional levels, weighted arithmetic averages have been dealt with so that the degree (1) is the average degree, and the low degree is the degree (less than 1), which indicates the absence of manifestations of addiction, while the score (greater than 1) indicates that the student has manifestations of addiction to social media.

3.3 Validity of the study tools.

The validity of the research scale was investigated with the use of several different indicators, which include the following:

• Arbitrators' sincerity:

In their preliminary form, the research instruments were presented to a panel of arbitrators with experience and knowledge in the fields of psychology, measurement, and evaluation. The panel was then asked to provide their opinion on the level of clarity of the paragraph, the extent to which it was relevant to the field, and whether or not it was suitable for the scale.The researcher relied on the criterion represented by the percentage of agreement (78%). Above to keep the paragraph and less than that to delete or modify it. The arbitrators' proposals have been considered, and the required amendments have been made. Such methods are deemed proof of the validity of the study tools.

•   Internal consistency validity:

The homogeneity of the study's scales was checked in-house using the internal consistency technique, one of the ways of construct validity. This approach involved determining the correlation coefficient for each item on each scale about the overall scale score.Accordingly, the correlation coefficients for the items of the social networking sites addiction scale ranged with The total score ranged between (0.52 - 0.83), and the

correlation coefficient of each dimension of each scale with its total score was calculated. The correlation coefficients of the dimensions of the social media addiction scale ranged with a total score between (0.62 - 0.86), and every single coefficient of the association is statistically significant at the level of significance (0.05), which demonstrates the validity of the study's measures of internal consistency.

3.4 Stability of the study tools:

In all of their dimensions, Cronbach's alpha coefficient for each of the research tools was used to derive the internal consistency coefficient for the study tool. The reliability coefficient values are displayed in Table No. (2).

Table 2. The internal consistency coefficient for every variable of the study in all its dimensions

The scale	The dimension	Cronbach Alpha
Social media addiction	Control or prominence	0.81
	Mood change	0.83
	Endurance	0.87
	Withdrawal symptoms	0.92
	Conflict	0.89
	Relapse	0.90
	Total	0.87

As shown in table (2), the stability coefficients of the dimensions of the social media addiction scale ranged between (0.81-0.92) and dimension (0.87), and such values are deemed adequate for the current study.

4. Results and discussion:

This section offers a full explanation of existing research findings in light of the questions posed, as well as a discussion of the study's findings and their interpretation in light of the research literature, as mentioned below.

First: View the research results:

1) The answer to the first question, "What is the level of addiction to social media among gifted students under the Corona pandemic?"

As a result of classifying the levels according to the standard deviations, the arithmetic means and standard deviations for the responses of the study sample members of the gifted students on the items of the social media addiction scale at the level of each dimension and the overall dimension were calculated according to the standard (Less than one low level, which indicates the absence of manifestations of addiction to social media, and more than one high level indicates the presence of manifestations of addiction)

Table 3. Arithmetic mean and standard deviation of the responses of the study sample members on the scale of addiction to social media among gifted students

Sr.	Dimensions	Arithmetic mean	Standard deviation	Level
1	Control or prominence	0.51	1.89	High
2	Relapse	0.42	1.85	High
3	Withdrawal Symptoms	0.50	1.65	High
4	Endurance	0.59	1.40	High
5	Conflict	0.60	1.05	High
6	Mood change	0.45	0.93	Low
-	Total	0.54	1.46	High

Table No. (3) shows that the arithmetic averages of the responses of the study sample members on the scale of addiction to social media among gifted students at the overall level came to a high degree, with an arithmetic mean (1.46) and a standard deviation of (0.54), which reflects the presence of manifestations of addiction among students to social media. And at the level of dimensions, each of the dimensions represented by (the dimension of control or emergence came first, with an arithmetic mean of (1.89), followed by the dimension of "relapse," with an arithmetic mean of (1.85), and came in third place after "withdrawal symptoms," with an average of My arithmetic amounted to (1.65). It came in the fourth place after endurance with an arithmetic means of (1.40), and in the fifth place came after the conflict with an arithmetic mean of (1.05), all of which reflect a high degree which reflects the presence of addiction manifestations within these dimensions. In contrast, the sixth and last rank came after " Mood change" with a mean (0.93), reflecting a low degree and indicating the absence of addiction manifestations within this dimension of the social media addiction scale.

This result can be attributed to the negative use of social networking sites. Students' use of social networking sites is no longer for research and study only, especially in light of the Corona pandemic, which forced students to use smartphones, tablets, and computers equipped with the Internet for long times to complete the educational process through the platforms that were the means The only one imposed by the Ministry of Education to complete the educational process, which led to giving an opportunity for students to use social networking sites for long periods under the pretext of using devices to study, which led to a tendency from the main goal of using them to use social networking sites to fill their long free time, which led to their addiction and habituation. To use them, as they use social communication tools in a global system and most of the goals of use by students are motivated by entertainment, and this result can also be attributed to the absence of supervision and awareness by the family and school for the proper use of such sites, as students have become more attached More than ever before on such sites than some of them may appear Symptoms of control and prominence, such as waking up to open one's own account on social networking sites directly, to enter into some discussions and interactions with others and follow-up on the events that raise their interests. The facilities and availability of the Internet, which became accessible to everyone, encouraged students to be constantly attached to their accounts on social media, which led them to addiction to it. Digital in the student learning environment is supposed to be one of the tools for proper guidance of the student towards the optimal use of social networking sites.

2) To answer the second question, which states: "Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the percentages of students who suffer from social media addiction according to the variable (gender)".

 After recording the responses of the students sample from the study, the sample was monitored on the social media addiction scale, they were classified into social media addicts and nonsocial media addicts according to their total score and based on the criterion represented by (greater than 55: social media addict, less than 55: Not addicted to social networking sites, and after completing the classification process, a K2 test was conducted to examine the significance of the differences in the ratios between students (social media addicted, and non-addicted to social media) according to the gender variable (males, females). Table No. (4) shows the results of that.

Table 4. K^2 test to examine the significance of the distinctions in ratios between gifted students (social media addicts and non-addicted social media) according to the gender variable

Variables	Variable Categories		Social media addiction		Total	K^2	level of significance
			Addicted	Not addicted			
Gender	Male	Ratio	189	62	251		
		Number	75.30%	24.70%	100%	112.518	0.00*
	Female	Ratio	236	108	344		
		Number	68.60%	31.40%	100%		
	Total	Ratio	425	170	595		
		Number	71.43%	28.57%	100%		

The data in Table (4) indicates that there is a discrepancy in the rates of addiction to social media among gifted students, as the percentages showed that at the total level, almost most students (71.43%) suffer from addiction to social media compared to (28.57%) who do not suffer from addiction to social media Social communication. According to the gender variable, the results showed that (75.30%) of the males are addicted to social media. In comparison (24.70%) of them do not suffer from addiction to social media, while the results showed that approximately (68.60%) of the males are addicted to social media. Females suffer from addiction to social media compared to (31.40%) who do not suffer from addiction to social media and with reference to the value of the (K2) test, which is (112.518) and the level of significance accompanying it, which shows that there are no statistically significant differences between the percentages of students who suffer from addiction to sites Social communication according to gender.

These findings can be ascribed to the fact that males and females use social networking sites extensively and fill their free time by using social networking sites to communicate with each other as requested and with others in the community. Especially in light of the Corona pandemic, which obliged them to be at home for long periods without face-to-face interaction or practicing the various face-to-face activities and cultures they used to fill their free time with. The emergence of various social media platforms such as Instagram, Snapchat, and Tiktok, increased the number of its users during the Corona pandemic, especially from the youth category of school students, which is part of the study sample.

To answer the second question, which states: "Is there a correlation and statistical significance at the level of significance ($\alpha \leq 0.05$) between the addiction to social networking sites and each of the academic achievement of gifted students in light of the Corona pandemic".

To reveal the correlation between addiction to social media and the academic achievement of gifted students in light of the Corona pandemic, the Pearson correlation coefficient was dragged, and Table (5) exhibits the findings of that.

Table 5. Pearson Correlation Coefficient Matrix to reveal the relationship between social media addiction and academic achievement in light of the Corona pandemic

Variable	Achievement
Social media addiction	-0.61*

* Statistical function at the level of significance ($\alpha \leq 0.05$)

The data in Table (5) on the level of achievement indicate that there is an inverse correlation and a statistical function between addiction to social networking sites and the achievement of gifted students, where the value of the correlation coefficient is (-0.61);

This indicates that the higher the levels of social media addiction, the lower the students' achievement level. This result is due to the fact that students' use of social networking sites is not motivated by learning and research but is mostly for play and entertainment, which is the other side of using such technology. Also, using social networking sites, gifted students sitting for long periods makes them dedicate less time to other activities, including studying and following up on homework, which is reflected in their achievement level. This result can also be attributed to the fact that the addiction to communication sites caused by the Corona pandemic of depression, fatigue, illness, and pressure not to engage in activities and to stay at home for long periods, which leads to a low motivation towards learning due to the psychological disorders that these symptoms pose to them and makes them withdrawn and unable To do their homework and flee to social networking sites and addiction, which directly reflected on their academic achievement.

5. Recommendations

☐ Holding workshops and awareness programs directed towards students and families that help them solve the problems of this phenomenon of addiction to social media and engage in activities that help reduce the use of social media.

☐ Interaction of educational institutions with colleges concerned with gifted students to develop the values of digital citizenship for gifted students to contribute to reducing addiction to social media.

☐ Conducting electronic educational activities that contribute to attracting the attention and tendencies of talented students in proportion to their high abilities to stay away from social media.

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