Motivations for Using Social Media Among University Students

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Abstract

The objective of this study is to ascertain the underlying reasons behind the utilization of social media among university students. In order to accomplish the study objectives, the researcher employed a descriptive design and a quantitative methodology, relying on the questionnaire as the main instrument for data collection. The study was conducted on a randomly selected sample of 354 pupils. The findings of this study indicate that the motives for utilizing social media among university students are influenced by factors such as keeping up with scientific breakthroughs, social connection, entertainment, relaxation, and recreation. The results indicate that there are no statistically significant variations in the motivations for utilizing social media based on gender and type of college.

Keyword: *Motivations For Using Social Media, Keeping Up With Scientific Breakthroughs, Social Connection, Entertainment, Relaxation, And Recreation, University Students.*

Introduction

The twenty-first century introduced novel concepts to the Internet community and implemented some ideas that have had a palpable influence on everyday life. The Internet has become a significant platform for all human activity (Alsalem, 2019). Furthermore, it enhanced the notion of the information society by introducing novel information frameworks, like e-learning systems, e-health, e-government, and other systems that immerse individuals in an information-rich world they interact with regularly (Joe et al., 2017). The emergence of Web 2 introduced the second iteration of the Internet, marked by a transition from the traditional approach of website content publication, where updates were only controlled by the site owner, to a more open manner allowing visitors to modify the site's content. Social networking is a notable application of Web 2 that depends on users to publish, change, and update their content (Masciantonio & Bourguignon, 2023)

Social media is widely recognized as a crucial contemporary method of communication that significantly impacts individuals, groups, and societies, particularly young people and even students worldwide (Alhabash & Ma, 2017). The advent of the Internet has enabled school kids to communicate instantaneously with people all over the world, effectively bridging the great distances that separate us in the realm of global communication (Bossetta, 2018). Social media platforms have provided several opportunities for a significant portion of students from various age groups to freely share their thoughts and ideas, based on their preferences and current trends, by connecting and getting to know each other through these websites (Huang & Su, 2018). Furthermore, it has played a significant role in fostering the advancement of cognition, lifestyles, and overall human welfare. It has evolved into an enjoyable and appealing method to satisfy various demands and showcase individual personalities (Ayyad, 2019).

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Social media refers to technologically advanced platforms that enable users to enhance their social lives by facilitating information sharing, communication, and interaction among acquaintances and friends. They rely on human interaction largely through communication, as well as the capability to convey visual and auditory information, including images (Alhadabi & Karpinski, 2020). These dynamic social networks enable members to communicate with one other at any time and from any location worldwide (Kircaburun et al., 2020). The most notable and renowned applications that currently captivate school pupils through social media include WhatsApp, Facebook, Twitter, Snapchat, YouTube, and Instagram. The convenience and adaptable limitations of participation, coupled with the students' inclination to establish social connections, as well as their ample free time and limited opportunities for offline socializing, were significant factors contributing to their engagement in these networks (Gwena et al., 2018).

Social media has exerted a direct or indirect influence on students' thoughts, motivations, attitudes, beliefs, and opinions during this stage of their lives. This influence extends to their behavior, actions, and lifestyles, as well as their adoption of new values that they seek to emulate in their daily lives (Mushaireh, 2018). These values can pertain to various domains such as sports, social interactions, economics, politics, education, fashion, or culture. From this perspective, the notion of motivation for academic achievement is a crucial driving force that guides individuals' actions towards success, greatness, and accomplishment (Dumpit & Fernandez, 2017). The more effectively we guide students towards subjects and specializations that align with their interests and aspirations, the greater our ability to foster their motivation to achieve, thereby establishing a conducive environment for their learning journey (Eid & Al-Jabri, 2016).

Doleck and Lajoie (2018) defines academic achievement motivation as an individual's drive to concentrate, persist, and persevere in challenging tasks, efficiently overcoming obstacles in the shortest amount of time and with minimal effort, driven by a constant desire for success in order to attain a high level of ambition. According to Hoi (2021), educators have different perspectives on these new social technologies. Some perceive them negatively, considering them as platforms for students to squander their time on mere entertainment rather than using them for educational purposes. Consequently, this behavior can result in a decline in academic performance and potentially expose students to more perilous consequences. Hsiao et al. (2017) elucidated that certain adolescents devote a significant amount of time in the presence of the electronic screen (the Internet), rendering them highly susceptible to its impact. Consequently, their behavior tends to lean towards copying, adapting, and sometimes even isolating themselves. As a result, individuals experience feelings of alienation and isolation from their community and family.

Based on the information provided, it is evident that this strategy has a paradoxical impact. On one side, it serves as a form of amusement, self-promotion, and enhancing the preferences of young individuals or pupils, while also being a powerful instrument for cultivating their capabilities, proficiencies, attitudes, behaviors, and diverse interests (Huang, 2018). Furthermore, it serves as a mechanism for imparting knowledge and information, aiding students or young individuals in assimilating them into real-world scenarios, so equipping them with sophisticated experiences (Koranteng et al., 2019). Conversely, the wide-ranging and abundant content found on social media may not align with the psychological, moral, values, and beliefs of young individuals. Consequently, it can serve as a detrimental instrument, leading them astray and encouraging the adoption of behaviors that are unfamiliar to our communities (Lemay et al., 2020).

The motivation of students towards certain topics is crucial, as it serves as an indicator of society's advancement in promoting, embracing, and safeguarding national and patriotic values that are deeply ingrained in societies (Marker et al., 2018). Given the growing interest of students at this stage in societal issues, their psychological and social compatibility is enhanced. This stage is crucial for the formation of their social relationships, future perceptions, and attitudes towards significant topics that captivate their

thoughts (Masrom et al., 2021). This is particularly true in the context of media openness and the abundant flow of information, which has been facilitated by advancements in media and communication technologies, especially social media. The impact of social media, personal blogs, and electronic communication networks on school students' communication and interaction within different intellectual segments of society can have either positive or negative effects on the formation of their attitudes, impressions, behavior, actions, and motivations (Raza et al., 2020).

Motivation is recognized as a significant factor that greatly impacts individuals' behavior. It has the power to generate desire and drive individuals towards specific goals. The success of organizations in achieving their objectives largely depends on the effectiveness of management in providing adequate motivation to direct behavior towards the intended goal (Ojo, 2022). Hence, the dissemination of accomplishment within organizations is crucial for enhancing performance, as the drive for achievement compels individuals to surmount challenges and accomplish difficult tasks efficiently, leveraging their strength, perseverance, and cognitive abilities to attain desired success (Sivakumar, 2020).

Within this particular framework, the researcher saw the magnitude of university students' fascination with social networks, which predominantly occupied their attention, often overshadowing other facets such as education. The efficacy of these methods on pupils is seen in their influence on long-standing traditions, customs, and values that are transmitted from one generation to the next. The network disseminates new lifestyles, Western ideals, and traditions, which subsequently influence the habits and behavior of young individuals. There are numerous instances of this phenomenon, such as preferences in music and art, choices in hairstyles, Western fashion, and various other habits. Consequently, this study was undertaken to elucidate the factors that drive students to use social networking sites.

Research Questions

The purpose of this study is to investigate the issues that were brought up in the prior information, as will be detailed in the following section:

1. What motivates students to utilize social media?
2. Are there statistically significant differences in motivation to utilize social media of students due to college type, and gender?

Literature Review

The philosophy underlying the notion of communication and its philosophical concepts emphasized the significant role of communication in all aspects of human life. This philosophy laid the foundation for the subsequent creation of modern social networks (Nwoburuoke & Eremie, 2021). Social networking revolves around the creation and engagement of online communities, where individuals utilize software to share their interests and activities, fostering social interactions and facilitating two-way communication (Ejoh & Lawan, 2022). The programs facilitate the seamless movement and exchange of electronic data, while also enabling users to connect with like-minded others who have similar interests. Consequently, this leads to the formation of virtual communities, where users can come together as social entities that closely mimic real-life entities (Alsalem, 2019).

According to Joe et al. (2017), electronic social networking refers to an online service that enables individuals to create personal profiles, interact with others, form groups based on shared interests, and establish connections with both individuals and groups. Through this platform, users can exchange tests, information, photos, videos, comments, and opinions. The social networking network is an online service that connects a vast number of users worldwide, enabling them to communicate, exchange ideas,

and discuss common issues. Users can also access news services, instant chat, email, and other features. Social networking, as defined by Masciantonio and Bourguignon (2023), refers to websites that facilitate the gathering of friends, acquaintances, relatives, and classmates in a single online platform. These sites enable users to share thoughts, hobbies, comments, and news, while also fostering new virtual friendships as an alternative to physical social circles. Social networking, as defined by Alhabash and Ma (2017), refers to online services, platforms, or websites that primarily aim to facilitate the establishment of social networks or connections between persons who have common interests, hobbies, backgrounds, or real-life relationships. These networks offer information about the user, including personal details, social connections, and other services tailored to the individual. They allow users to share ideas, activities, events, and hobbies within their own network.

The number of social networks increased from 1999 to 2001, but their effectiveness was low (Dumpit & Fernandez, 2017). This field did not see the development of the present-day social network until 2002, despite earlier efforts (Eid & Al-Jabri, 2016). Almost immediately after its inception at the beginning of the year, Friendster received a lot of attention and became famous. Google began trying to acquire the business in 2003, but talks on the deal's terms fell (Doleck & Lajoie, 2018). Around the year's end, the Skyrock network emerged in France, serving mainly as a blogging platform (Hoi, 2021). Following that, in 2007, it became a social networking site instead after undergoing a major redesign. As of January 2008, this social network was the ninth-most popular, so it has the potential to rapidly grow its subscriber base. According to Hsiao et al. (2017), the popular American website MySpace was established in 2005. Currently acknowledged as one of the most innovative and expansive social networks globally, MySpace rose to prominence concurrently with Facebook, its formidable rival. Huang (2018) states that in under six years, Facebook has amassed over 800 million members throughout the globe.

"Social networking" refers to the web of websites where people may find and join groups based on shared interests, ties to certain groups or institutions, or other similar criteria (Koranteng et al., 2019). Digital platforms that enable the construction and administration of individual profiles, as well as user engagements, are what Lau (2017) calls social networks. Social networks could be viewed as personal networks depending on the target demographic. By focusing on specific users, groups of users, or personalities, social networks make it easier to build relationships. Cultural networks like Library Thing also facilitate the formation of relationships between people who share an interest in different forms of artistic expression (Lemay et al., 2020). By bringing together people with similar interests, professional networks like LinkedIn provide an environment that is ideal for learning and skill development (Liu et al., 2017). Based on their definitions, Manca and Ranieri (2016) categorize networks according to the services they offer and the types of communication they facilitate. There are mainly two ways to categorize social networks:

- Internal social networking describes the process by which members of a closed group, such as employees or students at a single school or company, come together to develop a support system and network of mutual aid. According to Marker et al. (2018), this policy on website security does not allow unauthorized users to do anything on the site, including but not limited to: posting, exchanging files, going to meetings, chatting privately, or anything else on the site.
- In the context of social media, "external social networking" refers to online communities where users can interact and share content with one another. Engaging and attracting users to the network is the primary goal of these platforms. Masrom et al. (2021) found that if users successfully register and submit their personal information, a large section of the user population may opt to use the platform similarly to Facebook.

In order to meet the varied demands and preferences of online communities, social networks now compete by offering a wide variety of communication channels. This is by no means an exhaustive list of the benefits of social networks. On a global scale: International boundaries and other physical obstacles should be

removed so that Eastern and Western populations can communicate more easily and quickly (Raza et al., 2020). According to Samad et al. (2019), participants in interactive features are expected to take on different roles, including those of interpreters, active contributors, and recipients. This makes it easier to remove harmful elements and opens up chances for subscribers and viewers to actively participate. The Benefits of Having a Diverse and Versatile Portfolio: Both students and scientists use it; the former to further their own education and the latter to share what they've learned. In addition, writers use it to actively communicate with their readers (Ojo, 2022). To improve usability and encourage user involvement, social networks incorporate a variety of visual, textual, and iconographic features (Sivakumar, 2020). Considering the platform's accessibility, which allows participation from persons of diverse socioeconomic backgrounds and affiliations, guarantees inclusivity and saves money. Saleh and Kado (2017) explain that this is made possible by introducing registration procedures that can be either free or need a subscription.

Various social network topologies, especially those common in Arab nations, will be the focus of this talk. As these networks expand and disseminate, user preferences will take a back seat. The networks under evaluation include: Facebook is a social networking site where users may connect with one another and share personal information, images, videos, and comments among other forms of media in order to build and sustain connections. A virtual setting, free from the limitations of space and time, plays host to the events recounted. Everyone agrees that Facebook is the best online community. Nwoburuoke and Eremie (2021) state that this particular SNS served as a replacement for ineffectual political parties and was one of the first platforms to allow users a way to express themselves digitally. One such social media site that lets its members engage in microblogging is Twitter. Within the character limit of 140 characters, individuals can inform their followers succinctly about their current location or current activity. Anyone who may see a person's profile and leave comments on it can also see any status updates that user has posted (Talaue et al., 2018).

Google+, or Google, was launched on June 28, 2011, by Google as a social media platform. Nevertheless, due to its ongoing beta testing phase, the registration process was made unavailable to the public (Ejoh & Lawan, 2022). On the other hand, adults can register for Google Plus without a friend's invitation starting on September 20, 2011. Google Plus received an upgrade in May 2011 that added several new features. Connecting in real time, Sparks, Hangouts, Circles, and Huddles were all features that were available. The goal of these changes made by Khan et al. (2021) was to improve and augment the already-existing Google services, such as Google Buzz and Google Profile. In an effort to challenge Facebook, which is now the leading social network in the world, Google is working hard to launch its own social network. Google Wave and I-Google were among the many Google services that were eventually shut down after their initial launches. Regardless, the company is working hard to make the most of its latest social media platform so it can outperform its predecessors (Borgohain & Gohain, 2020). People express their thoughts and views on various subjects using blogging sites. Even though John Barger started the blogosphere in 1997, it wasn't until 1999 that it became really popular. This blog displays the dates and entries in a sequential manner. Kolan and Dzandza (2018) state that these scholarly journals primarily aim to promote social and political issue resolution and self-organization. In addition, they make it easier to learn and take part in events by encouraging people to talk to each other and share what they know.

Many people now refer to this period as the "digital age" because of how quickly information and communication technology have progressed (Boahene et al., 2019). An further hallmark of the modern period, according to this discovery, is the extensive use of the Internet. The use of the Internet is widespread among all age groups, from young adults to the very old (Ansari & Khan, 2020). The Internet has had far-reaching effects on many parts of society, including business and politics, with notable results. Societies face a significant challenge as a result of the fast progress of digital technology, which hinders their ability to react effectively (Azizi et al., 2019). According to Alahmar (2016), the main goal of social networking sites (SNSs) is to help users gain knowledge and improve their daily lives in many

ways. According to Bachnio et al. (2016), just like any other technology platform, SNSs have their pros and cons. Improper implementation due to a lack of cultural and moral awareness is a prevalent characteristic among those who lack sufficient information (Ebrahimpour et al., 2016).

The following are just a few of the many benefits that come along with using SNSs: Introspective contemplation: Among the most important roles played by social networks in contemporary society is the facilitation of interpersonal communication, especially inside defined groups or organizations. This aspect of social networking may have been the driving force behind it. Private social networks allow the transfer of sensitive information, media files, and photos (Masthi et al., 2018). In addition, this platform facilitates the formation of social bonds and friendships, allowing users to cultivate a sense of community centered around shared ideologies, regardless of demographic variables such as age, geographic placement, scientific or cultural literacy, or level of proficiency (Wang et al., 2018). By attracting a wide range of interested parties, such as schools and parents, social media platforms greatly aid in the expansion of online education (Manca & Ranieri, 2017). Instead of using a command-and-control style of instruction, it is better to create a classroom climate that promotes student participation in meaningful discussions and the airing of differing viewpoints. Organizations within the public sector have increasingly turned to SNSs as a way to increase citizen engagement. Overseeing technical progress and evaluating and bettering the delivery of public services are two of the many goals accomplished by this methodology. According to Tafesse (2022), reviews of government organizations' and services' public-facing electronic communication have been increasingly popular in recent years. The first customer may easily get in touch with the service provider, and they charge fair prices. The use of SNSs, or social networking sites, might simplify a number of business procedures. Appointment setting and confirmation, procedure and instruction dissemination, authority channel establishment, and suggestion and feedback solicitation are all part of this (Ansari and Khan, 2020). People who have jumped on the bandwagon for these platforms have made social networking sites (SNSs) their go-to for news. Facebook and Twitter have become the go-to places for users to get their news. This study by Astatke et al. (2021) is a great example of first-person narrative reporting since the writers skillfully explain the facts in their own words. It also helped people from different cultural backgrounds, languages, and geographies communicate with one another (Cao et al., 2018).

Social networking services facilitate convenient connection between students and their teachers. These websites are utilized for educational objectives, such as facilitating the completion of student projects and facilitating the exchange of information among students. Social networking sites serve as a medium for disseminating technology culture. Social networking platforms enhance students' knowledge by providing them with up-to-date information regarding advancements in their academic discipline. Social media platforms provide users with a means to articulate their viewpoints through written expression, thereby fostering their creative potential. The utilization of these platforms yields social and economic advantages by diminishing expenditures on physical classrooms, educational resources, and assistance, while also contributing to environmental preservation through the reduction of paper consumption and printing.

Previous Studies

ALsalem (2019) examined the disparities in the intensity of use and motivations for using Snapchat, Instagram, and Twitter. The current research examines and contrasts the three platforms, based on the notion of Uses and Gratifications. A cross-sectional survey was conducted among college students in Kuwait, with a total of 692 participants. The survey aimed to gather information on the amount of time spent using social media, the level of satisfaction with social media content, the frequency of using Instagram, Snapchat, and Twitter, as well as seven different motivations for social media use. The data study revealed that Instagram is the predominant platform among social media users, although Snapchat exhibits the highest level of usage intensity. The component analysis results indicate that the motivations for using Snapchat include engaging in leisure activities, expressing oneself, presenting oneself to others,

and seeking enjoyment. The primary incentives for utilizing Twitter are self-presentation, amusement, and social engagement. The motivations for using Instagram include the need to spend time, engage in social connection, present oneself to others, and seek entertainment.

Ayyad (2019) examined the satisfactions derived from utilizing social media platforms among university students in the United Arab Emirates. The study employs the uses and fulfillment approach to examine how students utilize social media to satisfy their personal, social, psychological, and educational requirements. The study employs a questionnaire to gather data from a sample of 420 students hailing from two universities in the United Arab Emirates: The University of Sharjah and Zayed University. Two colleges, one representing art and the other representing sciences, were chosen from each university. The study's results indicate that a significant majority of students, specifically 69.3%, utilize social media for a duration exceeding five hours on a daily basis. A total of 79.0% of students utilize their smartphones to access social media. The primary social media platforms that are commonly used include WhatsApp, Instagram, and Facebook. The primary motivations for utilizing social media include information retrieval, interpersonal communication, leisure engagement, and staying updated on current events.

Alkhawaja and Albalushi (2020) examined the factors influencing the use of social media among high school students in Al-Buraimi governorate, Oman. The variables considered were class level, gender, time spent on social media, preferred form of media, and the purpose of using the sites. The sample consisted of 240 male and female students who were divided into 13 different schools located in Al-Buraimi, Mahdah, and As-Sunaynah. A survey assessing the reasons behind individuals' motivation for utilizing Social Media has been employed. The observed proportion amounted to 13% of the total population under consideration. The findings indicated that there were no significant disparities in the utilization of social media between students in grade 11 and grade 12. Moreover, there is no discernible disparity between genders in the utilization of social media. Additionally, the study found that the primary purpose of social media usage among the participants was to investigate the public culture. The findings indicated that 155 individuals, including 60% of the study sample, utilize social media in accordance with the prevailing circumstances. The sample consisted of 47.9% of those who spent approximately 1-3 hours on social media. Instagram was the most widely used platform.

Kircaburun et al. (2020) examined how demographics and the Big Five personality dimensions affect motives for using social media. They also studied how demographics and use motives influence preferences for social media sites. Additionally, they evaluated the relationship between demographics, personality traits, popular social media sites, and problematic social media usage (PSMU). The study included a total of 1008 undergraduate students, with ages ranging from 17 to 32 years. The participants filled out a survey that included the Social Media Use Questionnaire, Social Media Usage Aims Scale, and Ten-Item Personality Inventory. The findings indicated that the reasons for using social media, such as seeking new connections and socializing, projecting a more popular image, and seeking entertainment, were linked to harmful behavior.

Methodology

By utilizing a descriptive research approach and quantitative methods, this study presented a comprehensive, accurate, and structured account of the attributes and data pertaining to the population under investigation. According to Saunders et al. (2016), the primary objective of descriptive quantitative research is to methodically delineate and elucidate the myriad attributes of the investigated subject or situation. Following this, the gathered data is formally submitted for comprehensive analysis and subsequently delivered.

Population and Sample

The study sample comprised the complete student population, totaling 54,291 students, as documented

in the annual statistics report of King Khalid University (KKU). The data was obtained from a sample of 382 students, chosen by a random selection technique, and the proper sample size was estimated using Morgan's table. Out of the total number of questionnaires distributed, which was 382, a substantial portion of 360 were successfully collected. Nevertheless, a limited portion of 6 surveys had to be omitted from the analysis due to the respondents' provision of incomplete responses. Therefore, a grand total of 354 questionnaires are still valid for use in the ensuing research.

Research Instrument

To achieve the research objectives, the investigator drew inspiration from prior investigations conducted by Kircaburun et al. (2020) and Alkhawaja and Albalushi (2020) while developing the questionnaire that would serve as the primary research instrument. Two discrete sections were constructed for the survey. The preliminary portion of the survey collects information regarding the "gender" and "college type" of the participants. Section 2 comprises an extensive compilation of eighteen items that have been specifically designed to assess three discrete aspects of incentives for university students to utilize social media. The domains of amusement, leisure, and recreation are represented by items 1 through 5, social interaction is illustrated by items 6 through 12, and keeping apprised of scientific developments is illustrated by items 13 through 17.

Instrument Validity

Ten educational technology specialists hailing from universities in Saudi Arabia, renowned for their proficiency in scientific precision, lucidity, and language construction, were entrusted with the evaluation of the research instrument in order to ascertain its validity. Based on evaluations conducted by experts, it has been determined that every component is satisfactory, albeit with slight modifications to the language.

Instrument Reliability

An method employed to assess the dependability of measurements entails determining the consistency of outcomes through the utilization of identical samples and instruments, while holding all other variables constant. As a measure of response consistency, Cronbach's alpha was utilized. According to Saunders et al. (2016), the assessment of a survey's reliability is contingent upon its credibility, which is deemed to be attained when it equals or exceeds a predetermined threshold of 60%.

Table 1: Cronbach Alpha Test.

Variables	Value
Amusement, leisure, and recreation	0.843
Social interaction	0.836
Staying abreast of scientific advancements	0.815
Total	0.824

The alignment of the measurements in Table 1 throughout the investigation indicates a considerable level of consistency, as indicated by the values ranging from 0.815 to 0.843. Additionally, it is critical to highlight that every segment of the survey produced a Cronbach's alpha coefficient surpassing 0.60, which signifies a substantial level of dependability. There were no inconsistencies identified across the various constituents of the research instrument.

Data Analysis

To ensure a comprehensive investigation of the research inquiries, statistical analyses were performed employing the SPSS software. The methodologies utilized comprised the application of the independent sample t-test and the calculation of means. The independent sample t-test is suggested by Cuevas et al. (2004) as a suitable method for comparing the means of two distinct groups. This section provides a thorough explanation of the results obtained through the application of diverse research methodologies utilized to

analyze and illustrate them. Items with an average score of 2.33 or less are categorized as having a low grade. The item has earned an average score ranging from 2.34 to 3.67, which places it in the moderate category. The item's level of difficulty is deemed to be high, as indicated by its mean score being 3.68 or higher.

Findings and Discussion

The application of descriptive analysis sought to provide a comprehensive depiction of the attributes of the participants, with a specific emphasis on their "gender" and "type of college." 65.0% of the respondents identified as male, while 35.0% identified as female, showing that the male respondents formed the majority. Regarding the classification of the participants' college type, it is noted that 61.0% of the respondents were enrolled in humanities-focused colleges, while 39.0% were studying at scientific colleges, as indicated by the statistical data presented in Table 2.

Table 2: The Respondents Profile.

The variable	Categories	N	%
Gender	Male	230	65.0
	Female	124	35.0
Type of college	Scientific	138	39.0
	Humanities	216	61.0

To answer the first research question, we calculated the average and variability of all variables related to encouraging students to use social media among a group of KKU students.

Table 3: Means and Standard Deviation.

N	Items	Means	St.devs	Results
	Amusement, leisure, and recreation			
1	Peruse the pages, filled with amusing and entertaining stories.	4.70	0.40	H
2	I listen to music and watch interesting videos	4.05	0.47	H
3	I use social media as part of my daily activity	3.95	0.50	H
4	I look at my friends' photos and files	4.12	0.46	H
5	I use social media to get away from studying	3.90	0.54	H
	Total	**4.14**	**0.31**	H
	Social interaction			
6	Social networks facilitate connections with individuals who share similar interests to mine.	4.10	0.47	H
7	Social networks help me communicate with my friends	4.21	0.42	H
8	Social media networks encourage me to engage in different social groups	4.25	0.40	H
9	Social networks help me form relationships with new friends	4.18	0.48	H
10	Social media networks help me build social relationships with people of different nationalities	4.20	0.46	H
11	Social media networks make me feel the importance of social relationships	4.15	0.51	H
12	Social networks help me contact my relatives	4.00	0.50	H
	Total	**4.16**	**0.39**	H
	Staying abreast of scientific advancements			
13	Social media networks saved me a lot of time in obtaining information	4.40	0.51	H
14	Social media networks raise questions for me regarding scientific research	4.43	0.49	H
15	Social media networks enable me to purchase e-books	4.20	0.54	H
16	Social media networks help me carry out scientific research	4.15	0.58	H
17	I have a desire to join groups for scientific research	4.35	0.53	H
	Total	**4.31**	**0.41**	H
	All instrument	**4.20**	**0.29**	H

Based on the data shown in Table 3, the average score for all variables pertaining to promoting students' use of social media among a cohort of KKU students was found to be 4.20, with a standard deviation of 0.29. The

students at KKU exhibit a remarkable level of utilization of social media. This phenomenon can be attributed to the widespread popularity and engagement of students across all educational levels with social networking sites. These platforms are known for facilitating the exchange of knowledge and information, fostering students' curiosity, and enabling them to showcase their academic accomplishments. Furthermore, it offers students an additional platform for interaction and communication within a virtual community, enabling them to establish social connections with individuals they may have familial or friendly ties with in real life, as well as those who share similar interests. This finding aligns with the investigations carried out by ALsalem (2019), Ayyad (2019), Alkhawaja and Albalushi (2020), and Kircaburun et al. (2020).

The findings indicated a significant level of satisfaction in the domain of amusement, leisure, and recreation, with a mean score of 4.14. The item labeled "Peruse the pages, filled with amusing and entertaining stories" (item 1) has the greatest average value among all the aspects related to amusement, leisure, and recreation, with a score of 4.70. The mean score for item 5, which represents the statement "I use social media to get away from studying," has the lowest value among all items, measuring at 3.90. The noticeable result can be attributed to the fact that people can turn to social networking sites as a commendable means of entertainment and enjoyment. Many students utilize these strategies as a strategy to relax and alleviate academic pressure. Interacting with comments and posts from other users is advantageous for the user, as it promotes social engagement with fellow individuals. This discovery is consistent with the research conducted by ALsalem (2019) and Ayyad (2019).

Moreover, Table 3 exhibits a mean value of 4.16 and a standard deviation of 0.49 for the domain of social interaction. The statement above implies that students at KKU exhibit a strong level of social interaction. In the domain of social interaction, the item that demonstrates the highest average value is item 8, which is related to "Social media networks encourage me to engage in different social groups" The aforementioned item obtained a score of 4.25. The item labeled 12, which addresses "Social networks help me contact my relatives", demonstrated the lowest mean score (4.00) compared to all other items.

This phenomenon can be attributed to the prevalence of social networking among university students, who utilize it as a means of fostering a sense of community and facilitating effective communication. The collective nature of social networking platforms enables students to swiftly create their own websites and interact with one another, further contributing to its popularity. Participation among these groups revolves around common interests and subjects, involving the sharing of performances, thoughts, opinions, images, and videos, as well as inviting friends to join in the group. Moreover, these networks facilitate intercommunication among individuals by means of chat, messages, virtual presents, and updates on ongoing projects, ensuring continuous virtual connectivity. This is also attributed to the potential for offering a platform to articulate their social worries and issues, while simultaneously discovering resolutions within this particular group setting. Ultimately, this outcome can be ascribed to their curiosity about foreign cultures, including their customs, traditions, and way of life. Social networking platforms emphasize the significance of social connections, prompting individuals to value and prioritize these relationships. Consequently, users are able to engage with friends, family, and new acquaintances, thereby broadening their social networks. This discovery is consistent with the research conducted by ALsalem (2019) and Ayyad (2019).

In addition, the data shown in Table 3 demonstrates that the average value for keeping up with scientific progress is 4.31, with a standard deviation of 0.41. The aforementioned finding suggests that students at KKU demonstrate a high level of awareness and knowledge regarding scientific breakthroughs. Item 13 has the highest average score among the components related to staying updated on scientific breakthroughs. This specific item claims that social media networks saved me a lot of time in obtaining information. It has received an average score of 4.40. Out of all the questions, Item 16, which relates to "Social media networks help me carry out scientific research," obtained the lowest average score of 4.15.

This phenomenon can be attributed to the facilitation of communication among individuals through social networking platforms, particularly in relation to academic matters. These platforms enable the exchange of scientific resources, fostering collaborative knowledge sharing and exploration. This is particularly beneficial when individuals are part of the same network and share common educational objectives, such as conducting research and engaging in discussions regarding their own academic work. This outcome can also be attributed to the fact that social networking sites are regarded as an information source and provide significant advantages by enabling university students to access diverse subjects at their convenience. This facilitates the acquisition of valuable knowledge and information, particularly in the linguistic domain. Furthermore, the university student requires access to information and the ability to share it with fellow students. This is essential for effectively managing their time and maximizing productivity. The optimal solution for this is to rely on websites that offer extensive knowledge acquisition services. This discovery is consistent with the research conducted by ALsalem (2019) and Ayyad (2019).

The study employed an independent sample t-test to evaluate the statistical significance of variations in students' motivation to use social media, taking into account the aspects of gender and type of college. This analysis specifically addressed the second research question.

Table 4: Independent Samples T- Test.

Variables	N	Mean	St.dev	df	t	Sig
Female	109	4.05	0.42	352	1.085	0.090
Male	233	4.10	0.39			
Scientific	136	4.07	0.38	352	1.093	0.084
Humanities	206	4.11	0.37			

According to the data shown in Table 4, the average score for male respondents' motivation to use social media was 4.10, while the average score for female respondents was 4.05. In addition, the data displayed the average score for motivation to utilize social media in the humanities college category as 4.11, whereas the average score for the scientific college category was 4.07. The p-values for the comparison of two groups stratified by gender (0.090) and two groups stratified by specialty (0.084) indicate that neither gender nor type of college had a statistically significant effect on motivation to utilize social media.

Conclusion

The main objective of this research attempt was to investigate the underlying reasons behind the utilization of social media among university students. The findings revealed that keeping up with scientific breakthroughs was the primary motivator for utilizing social media, followed by social connection. In contrast, entertainment, leisure, and recreation were shown to be the least common features of motivation for utilizing social media. Within the context of Saudi Arabia, it is evident that university students demonstrate extensive popularity and active involvement with social networking sites at all educational levels. These platforms are renowned for promoting the transfer of knowledge and information, nurturing students' inquisitiveness, and empowering them to exhibit their academic achievements. Moreover, it provides students with an extra medium for engaging and exchanging ideas within a digital community, allowing them to create social relationships with both acquaintances and those who have common interests.

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