

# The Use of Social Media and its Effect on University Students' Academic Skills in Iraqi Kurdistan Region

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## **Abstract:**

In recent decades, the use of social media has encountered a rapid growth. This progress made social media a very popular medium of communication among college students. In fact, these online mediums can be a good method to share the knowledge among students and with their lectures. However, extreme use of social media can affect student's academic performance and skills. Social media platforms have developed significantly in the variety and type of its platforms and the variety of services they have provided to the users. This social media development has had a great impact on human life around the world, particularly the learning process among the students.

The present study examines the effects of social networks on university students' academic skills in Iraqi Kurdistan Region. The sample involved 653 responses from the universities of Raparin and Sulaimani Polytechnic in Kurdistan Region - Iraq. The data of the study has been analyzed using content analysis methods.

According to the study's results there is a statistically significant correlation between Use of social media and academic skills and there is a strong positive correlation between Use of social media and academic skills which is (0.809) and that the significance value is (0.000). Then, the value of R Square for this analysis, is (0.655), this means that 65.5% of the variance of academic skills must be explored in Use of social media, and the other variables (34.5%) are due to random error.

**Keywords:** Effects, Social Media, Academic Skills, Iraq, Kurdistan Region.

## 1.1. Introduction

In recent years, scholars have consistently attempted to investigate the impact of social networks on academic skills of students in institutions. (Mahdiuon, et al., 2019). Also, Information technology has achieved quick changes and has given a rich wellspring of data resources. Moreover, this changes in advanced teaching guidance in all arenas of education in most of the countries around the world (Tang and Austin 2009). Social media is consistently utilized by many individuals, most of whom are youthful and undergraduates (Dahlstrom et al., 2011). This contains different social media platforms. (Dahlstrom 2012; Chugh 2012) The capacity to connect to networks all around the world is a key aspect in the current impact of social media. People from all the countries can easily access the Internet, and practically everyone can utilize it. (Ahmad, A.R. and Hamasaeed, N.H.H.H, 2015)

The utilization of social networks has improved in academic institutions and as instructive means in both parts of education (Al-Rahmi et al., 2014; Chugh and Ruhi, 2018; Adams et al., 2018; Peters et al., 2019). Social media's impact in teaching contains distribution thoughts, the association of university colleges and students, and enabling and obtaining information (AlKhalifa and Garcia 2013). If social networking sites are fitting to the level of intellectual and teaching forms of undergraduates (Yusoff et al., 2017), it can give students speedy admittance to data, give information to other people and put center upon various parts of learning and teaching. Thus, students use social media as a new age of data novelty to understand their instructive objectives. It tends to be contended of getting the components influencing utilization besides job novelty instruction could influence its utilization also its impact (Sánchez et al. 2014) Many techniques of sharing information and news are now available to the public as a result of the advent of social media. (Ahmad, A.R. and Murad, H.R., 2020)

## 1.2. Literature review

Many studies have considered the use of social media and its effect on the academic ability of students in states like the USA, Nigeria, Pakistan, and Saudi Arabia (Al-Khalifa, et al., 2013; Camilia, et al., 2013. Junco, et al., 2011). Social media is Web-based media means that build on the philosophical and then innovative establishments of Web 2.0, then permit the formation and trade user produced satisfied (Kaplan and Haenlein 2010). Social media networks also let operators to make groups, and in addition manage content. in consonance with Kietzmann and colleagues (2011). Social networks contain different roles: individuality, discussion, distribution, attendance, connection, reputes, and collections. Each feature permits the operator to expose a specific surface of social media besides, by advanced features, growing the emotional incentive of social media operators. Social media provides multilevel and multidimensional strategies to users in any organization and civics (Leonardi et al., 2013). Social networks are included of social media platforms (Ivala and Gachago 2012).

The good effects of online media are numerous, and it is simple to disseminate information and expertise to others. (Saud, M., Ida, R., Abbas, A., Ashfaq, A. and Ahmad, A.R., 2020.), Correspondingly, social media platforms have connected all users through their phones, users nowadays have access to a variety of web-based media channels from all over the world. (Arafat, S.M., Ahmad, A.R., Murad, H.R. and Kakashekh, H.M., 2021). The usage on social media had impacted student's academic performance and skills, also there is a strong positive association among the usage of social networking sites and professional skills (Owusu-Acheaw, and Larson, 2015).

Wiley and Sisson (2006), argue that recent researchers have discovered that more than 90% percent of school students using social media platforms. Web-based media is and will remain as a significant device in human existence as far correspondence is concerned. Today various structures of training, including distance schooling has been generally disparaged and encouraged to a few degrees through social media networks. Obtaining data both locally and universally from companions, awareness should be given to the users particularly students about the negative and positive side effects of using social media platforms (Kolan, et al., 2018). According to a study which conducted by El-Badawy and Hashem, using social media by students is safe and there is no negative impact from the social networks using on student's scholastic skills because they spend fewer than one hour or more than six hours on social media platforms, or even the normal amount of time which is among one to three and three to six hours a day (El-Badawy, and Hashem, 2015)

### **1.3. Educational use of social media**

Currently, in most of the countries, universities and academic institutions rely on online education, and using computers, internet and technology among students and teachers has increased for knowledge aims (Huffman and Huffman 2012). According to a study by (Narayanasamy and Mohamed 2013; Shahbaz and Khan 2017) students use Telegram as it can connect and share information and data in a widespread variety in a short time, which is why it will be helpful for students if they use it for learning process. The usage of electronics is reliant on over the implementation through the person then is affected via operator inspiration besides purpose (Huffman and Huffman 2012). It's clear that application chats like Telegram can be utilized purposefully in the education process since its availability, sharing of information, learning in groups, modest environments, peer coaching, and less time spent (Alizadeh 2018).

#### 1.4. Student engagement via social media

Courtner (2014) states that for more than 80 years, the theories and context of student participations have been researched. While participating is impactful from the beginning, it is hard to deliver strong meaning to it (Wise et al. 2011). Likewise, Taylor et al. (2011) states that student engagement goes back to 1990-2009. later it explained as “the connection of students applies to pedagogically good actions” (Conner 2011). The youths and university undergraduates (age 18 - 29) are among the highest users of the social media platforms. They use social media platforms for communication, entertaining, and for searching information (Oueder, and Abousaber, 2018) Engagement includes issues such as advancing in college theoretical knowledge, joining with lecturers besides college staff, syllabus events, and through classmates (Junco 2012). Kuh (2009) also highlights session or theoretical participating and outside class participation in connected learning actions. Junco thinks that all forms are significant for the undergraduate’s accomplishments. Scholarly commitment besides educational program commitment remains incredible powers of psychology and social improvement also educational accomplishment. Learning and Data Skills for understudies. Indeed, even students who enter college after years are not ready for an advanced degree accomplish better evaluations with expanded academic commitment. (Pascarella and Terenzini 2005; Kuh et al. 2008).

Junco and others (2011) inferred which cooperation of undergraduates also employees in education cycle are further if students are occupied with social media. It is clear that social media could be utilized for example instructive apparatuses to assist students assume a functioning besides community-oriented part. Also, the impact of data innovation as an instructive device indicated that the utilization of technology expanded the degree of commitment and collaboration of students in education environment also in real teaching rooms. It was recommended that some learning location expenses ought to be ascribed dedicated to the advancement of electronics in real class.

Beeland (2002) claims that online information, particularly social media, and different social media platforms, could be operated as pedagogical means with arrangement to growth undergraduate’s participation in teaching activities. faculty teachers similarly must use these means to obtain a better consideration of their possible besides, like harmonizing resources aimed at increasing then expanding undergraduate knowledge in learning progression (Ivala and Gachago, 2012). Nevertheless, Junco (2012) stated that social media usage is a substantial bad analyst of student participation.

### 1.5. Academic skills and use of social media for students.

Social media platforms are electronic apparatuses which utilized aimed at correspondence, collaborative teaching, and innovative articulation then are useful for reinforcing instruction on colleges and advanced pedagogic foundations. (Dabbagh and Reo 2011). Such platforms assume a significant part in academic progression in social disciplines and pedagogical processes. Numerous researchers explained different parts of utilization of social media platforms in various training stages besides learning. Such impacts incorporate admittance to subject substance, general information, and securing of basic reasoning, moral turn of events, city support abilities and mental development (Pascarella and Terenzini 2005).

Corporations with same age over social media platforms offer a chance to learn more information from other students about actual life alongside the college (Yu et al. 2010). Contribution on social media and age to age engagement effects students and they are expected to have a good feeling of welfare, well-being, expressive progress, combined learning, confidence advance, college gratification, and academic achievement (Steineld et al. 2008; Ainin et al. 2015).

Assessment outcomes for the utilization social media depends on its boundaries, for example, quantity of times suggested for operating social networks, progress levels of web-based networks correspondences, ubiquity of informal community amongst students, also, the connection between utilization of social media and social relations with academic performance (Alwagait et al. 2015)

Kaveri Subrahmanyam besides Patricia Greenfield state that using electronic communication medium has both pros and cons effects, as there are negative methods in which the social media could be used. They believe that today, institutes are working to regulate how students use social media in schools and universities (Subrahmanyam and Greenfield, 2008). However, some school directors and managers believe that social media has influences on the progress of the students' teaching. In other schools, managers have banned the admission of social networks because of anxiety the undergraduates' communication on them, even they know the positive influences of social networks on student's knowledge (Ahn, 2010). Ahn says students used different social networks for different purposes such as they use YouTube for sharing and streaming videos, they use Facebook, to have a comprehensive online identity and make friendships. (Ahn, 2010).

### 1.6. Methods and Data collection

An online survey was conducted to collect data among university students from two public universities: university of Raparin and Sulaimani Polytechnic University in Iraqi Kurdistan Region. The survey began from 1<sup>st</sup> December 2020 to and last January 2021, which a total 653 responses we collected. Also, Self-reporting of the high size of

the study population would be sufficient for obtaining (Wright et al. 1998). This research relied on a content analysis method for data analysis. Consistently, the study data were analyzed by using SPSS software.

## Statistical Methods

### Reliability of Questionnaire

Reliability implies the testing instrument's precision, reliability, stability, and continuity. The suggested acceptable sample size is 'about 200 individuals (or more) for a survey,' according to Plano and Creswell (2018), which means that a sample size of 200 respondents is appropriate for the current research sample size.

**Table (1): Reliability**

Variables	N. of class	Alpha Cronbach's
Use of social media	11	0.814
academic skills	11	0.788
Social media's impact on academic skills	22	0.89

### Resolution tests:

Table (1) indicates that alpha Cronbach was used to derive the reliability of the participants. On the other hand, the Alpha Cronbach coefficient was used to ensure the scale's stability to determine the efficiency of the research sample members' answers. Depending on the results, the value of Alpha Cronbach coefficient is equal to (0.89) at total level of the two variables (Social media's impact on academic skills). Therefore, the alpha Cronbach value is equal to (0.89), so the alpha Cronbach result indicates the questionnaire's high reliability.

### The first section: Demographic variables

**Table (2): Data from demographics**

Variables	Items	Frequency	%
Gender	Male	238	36.4
	Female	404	61.9
	I don't like to say	11	1.7
Age	Less than 20	259	39.66
	20-25 years old	339	51.92
	More than 25	55	8.42
Mean $\pm$ S. D		21.19 $\pm$ 4.46	
departments at the university	English	141	21.6
	Nursing	126	19.3
	Administration	79	12.1
	Kurdish	44	6.7
	chemistry	42	6.4

	Law	12	1.8
	Biology	5	.8
	Arabic	57	8.7
	Magmatic	5	.8
	History	16	2.5
	Geography	37	5.7
	engineering	74	11.3
	Computer	15	2.3
study Stage	1st stage	352	53.9
	2nd stage	103	15.8
	3rd stage	122	18.7
	4th stage	76	11.6
<b>Total</b>		<b>653</b>	<b>100.0</b>

Table (2) indicates that most respondents were female which is 61.9 percent of the outcome. This assumes the rate of females to be greater than males. The male percentage was 36.4 percent. Furthermore, 51.92% of the age was between (20-25 years of age), which was the highest rate of all other age groups, and 39.66% was (20-25 years old), and the lowest rate of age was More than 25, which was to equal 8.42%. Of the participants, 21.6% was studying in the English department, which was the highest rate. While 19.3% and 12.1% study in the (Nursing and Administration) department by, respectively. The most necessary rate of the study Stage was 1<sup>st</sup> stage, which was 53.9% and 18.7% and 15.8% were (3rd and 2nd stages) by respectively, and only 11.6% was 4<sup>th</sup> stage.

### The second section: Main Study variables

**Table (3): descriptive some questions**

Questions	Frequency	%
<b>Which social media platform do you use mostly</b>		
(Facebook)	475	24.37
(Twitter)	24	1.23
(YouTube)	259	13.29
(LinkedIn)	11	0.56
(Viber)	146	7.49
(Skype)	1	0.05
(Slide share)	11	0.56
(Google Classroom)	206	10.57
(Instagram)	291	14.93
(Snapchat)	346	17.75
(WhatsApp)	51	2.62
(Telegram)	128	6.57
<b>Total</b>	<b>1949</b>	<b>100</b>
<b>In a day (24 hours) how often do you use social media?</b>		
Less than one count	44	6.74
1 to 2 hours	179	27.41
2 to 4 hours	273	41.81



4 to 6 hours	138	21.13
More than 6 hours	19	2.91
<b>Total</b>	<b>653</b>	<b>100</b>
<b>How many hours a day do you study</b>		
Less than one count	74	11.33
1 to 2 hours	165	25.27
2 to 4 hours	225	34.46
4 to 6 hours	133	20.37
More than 6 hours	56	8.58
<b>Total</b>	<b>653</b>	<b>100</b>
<b>What device do you use to enter social media platforms</b>		
Laptop (Computer)	6	0.92
Mobile phone	608	93.11
Table and iPad	1	0.15
All of them	38	5.82
<b>Total</b>	<b>653</b>	<b>100</b>
<b>For what purpose do you use social media platforms?</b>		
chatting in general	167	25.57
chat with my classmates	68	10.41
Find New Friend	6	0.92
Obtain information	199	30.47
Contacting my teachers	8	1.23
Exchange information with my friends	92	14.09
Entertainment	113	17.30
<b>Total</b>	<b>653</b>	<b>100</b>
<b>In what way do you use social media platforms</b>		
Create a personal Account	600	91.88
Create a Page	15	2.30
Create a Group	38	5.82
<b>Total</b>	<b>653</b>	<b>100</b>
<b>Choose the best social media platform that has an impact on the learning and academic process</b>		
Facebook	153	10.76
YouTube	703	49.44
Google classroom	228	16.03
Google	334	23.49
Google and zoom in	4	0.28
<b>Total</b>	<b>1422</b>	<b>100.0</b>

It is clear from the table (3) that the majority of the using social media was (Facebook) which was 24.37% of the total while 17.75% and 14.93% were used (Snapchat) and (Instagram) by respectively, and only 1.23% was used (Twitter). In other words, 41.81% of the social media use was between (2 to 4 hours) in a day, and only 2.91% was used for More than 6 hours. Nevertheless, for Most participants, the highest studying rate was between (2 to



4 hours). Then, 25.27% and 20.37% were between (1 to 2 hours) and (4 to 6 hours). However, the majority of the device to use social media was by Mobile phone, which was the highest rate among all devices 30.47% of the respondents use social media to gain information, and 25.57% purpose of using social media was chatting in general. 91.88% use social media platforms to Create a personal account, and 5.82% to Create a Group. Also, participants were used different platforms for learning and academic process. 49.44% of them used YouTube, and 23.49% were used Google.

**Table (4): Description of variables**

N	variables	Questions
1	X1	When I spend time on social media, I am away from studying
2	X2	As a student using social has had effect on growth of my academic skills
3	X3	The hours I spent on social media are more than the hours I spent on study
4	X4	Through social platforms, I will follow the latest developments in my field
5	X5	Social networks have had adverse impact on my writing skills
6	X6	Participating in academic forums on social media make me confused
7	X7	Social media has affected my grades negatively
8	X8	Teachers as part of the academic activities are imparting students to use social media for studying purposes
9	X9	We have social media groups for our students
10	X10	Social media has improved my communication skills
11	X11	Through social media, I contact my teachers
12	Y1	My access to Facebook by mobile has negative impact on my academic skills
13	Y2	I am using social media platforms for academic discussions
14	Y3	To exchange details with my classmates, I use social media to
15	Y4	Social networking has had a beneficial influence on my grades,
16	Y5	I just rely on the information I gain from social media platforms to carry out my study duties without using other sources.
17	Y6	Using social media for research has helped me to increase my grades
18	Y7	Sometimes I use social media to understand what I have taught in class
19	Y8	I will not be good in my academic works even if I stop using social media
20	Y9	For social relationship purposes, I use social media rather than for studying and academic purposes.
21	Y10	I need to use social media a lot, because most of my tasks and projects for classes are online
22	Y11	Sometimes, when I use social media, I study too, and that makes me lost my focus

Table (5): Description of variables (Use of social media)

Questions	Strongly disagree	Disagree	I don't know	Agree	strongly Agree	Mean	S.D	C.V	RI	Rank
	NO	NO	NO	NO	NO					
	%	%	%	%	%					
X <sub>1</sub>	91	142	178	189	53	2.97	1.18	39.73	59.4	7
	13.9	21.7	27.3	28.9	8.1					
X <sub>2</sub>	80	139	138	232	64	3.09	1.2	38.83	61.8	6
	12.3	21.3	21.1	35.5	9.8					
X <sub>3</sub>	142	196	127	117	71	2.66	2.29	86.09	53.2	8
	21.7	30	19.4	17.9	10.9					
X <sub>4</sub>	58	109	226	209	51	3.13	1.07	34.19	62.6	4
	8.9	16.7	34.6	32	7.8					
X <sub>5</sub>	139	188	197	99	30	2.53	1.12	44.27	50.6	10
	21.3	28.8	30.2	15.2	4.6					
X <sub>6</sub>	123	185	264	50	31	2.51	1.03	41.04	50.2	11
	18.8	28.3	40.4	7.7	4.7					
X <sub>7</sub>	111	205	189	119	29	2.62	1.1	41.98	52.4	9
	17	31.4	28.9	18.2	4.4					
X <sub>8</sub>	69	105	193	203	83	3.19	1.17	36.68	63.8	2
	10.6	16.1	29.6	31.1	12.7					
X <sub>9</sub>	60	92	148	230	123	3.4	1.21	35.59	68	1
	9.2	14.1	22.7	35.2	18.8					
X <sub>10</sub>	76	104	197	215	61	3.12	1.15	36.86	62.4	5
	11.6	15.9	30.2	32.9	9.3					
X <sub>11</sub>	86	91	198	192	86	3.15	1.21	38.41	63	3
	13.2	13.9	30.3	29.4	13.2					
<b>Sum</b>	<b>1035</b>	<b>1556</b>	<b>2055</b>	<b>1855</b>	<b>682</b>	<b>2.94</b>	<b>1.25</b>	<b>43.06</b>	<b>58.85</b>	
	<b>14.41</b>	<b>21.66</b>	<b>28.61</b>	<b>25.82</b>	<b>9.49</b>					

\*RI : relative importance , C.V: coefficient of variance

The repeat distribution data in Table (5) (mean, stander deviation, coefficient of variance, and relative significance) indicate explanatory variables that concentrate on (Use of social media). This variable has a mean of (2.94). And a standard deviation of (1.25) and the relative significance of (1.25) (58.85 percent). The rate of someone who replied with "strongly agree" (9.49 percent), who (agreed) by (25.82 percent), who was do not know was (28.61 percent), whereas the percentage of someone who disagree and strongly disagree the rate was (36.07 percent).

Table (6): Description of variables (Academic Skills)

Questions	Strongly disagree	Disagree	I don't know	Agree	strongly Agree	Mean	S.D	C.V	RI	Rank
	NO	NO	NO	NO	NO					
	%	%	%	%	%					
X <sub>1</sub>	133	216	199	84	21	2.45	1.05	42.86	49	9
	20.4	33.1	30.5	12.9	3.2					
X <sub>2</sub>	61	116	257	184	35	3.02	1.02	33.77	60.4	4
	9.3	17.8	39.4	28.2	5.4					
X <sub>3</sub>	51	95	156	250	101	3.39	1.14	33.63	67.8	1
	7.8	14.5	23.9	38.3	15.5					
X <sub>4</sub>	83	153	219	149	49	2.89	1.12	38.75	57.8	7
	12.7	23.4	33.5	22.8	7.5					
X <sub>5</sub>	168	231	178	55	21	2.28	1.04	45.61	45.6	11
	25.7	35.4	27.3	8.4	3.3					
X <sub>6</sub>	54	125	166	237	71	3.22	1.13	35.09	64.4	3
	8.3	19.1	25.4	36.3	10.9					
X <sub>7</sub>	54	90	185	243	81	3.32	1.11	33.43	66.4	2
	8.3	13.8	28.3	37.2	12.4					
X <sub>8</sub>	136	196	228	69	24	2.46	1.05	42.68	49.2	8
	20.8	30	34.9	10.6	3.7					
X <sub>9</sub>	173	184	202	70	24	2.37	1.1	46.41	47.4	10
	26.5	28.2	30.9	10.7	3.7					
X <sub>10</sub>	72	143	206	172	60	3.01	1.14	37.87	60.2	5
	11	21.9	31.5	26.3	9.2					
X <sub>11</sub>	102	154	154	163	80	2.95	1.26	42.71	59	6
	15.6	23.6	23.6	25	12.3					
<b>Sum</b>	<b>1087</b>	<b>1703</b>	<b>2150</b>	<b>1676</b>	<b>567</b>	<b>2.85</b>	<b>1.11</b>	<b>39.35</b>	<b>57.02</b>	
	<b>15.13</b>	<b>23.71</b>	<b>29.93</b>	<b>23.33</b>	<b>7.89</b>					

\*RI : relative importance , C.V: coefficient of variance

The repeat distribution data in Table (6) (mean, stander deviation, coefficient of variance, and relative significance) indicate explanatory variables that concentrate on (Academic Skills). This variable has an average value of (2.85). And a standard deviation of (1.11) and the relative significance of (57.02 percent). The percentage of people who replied with "strongly agree" (7.89 percent), who were (agree) (23.33 percent), who were somewhat (do not know) (29.93 percent), while the percentage of people who did not agree and strongly disagree with the paragraphs surpassed the rate was (38.84 percent).

**Table (7): The association between social media usage and academic skills**

Variables	Use of social media		
	Correlation	Sig.	Sample
Academic skills	0.809	0.000	653

\*The level of significance at level 0.05  
\*There is association among the statistical function between social media and academic skills

Ho: There is no correlation among Use of social media and academic skills

H1: There is correlation among Use of social media and academic skills.

Table (7) shows that there is a statistically significant correlation between Use of social media and academic skills, which is (0.809) and that the significance value is (0.000) this means accepting the second hypothesis because the p-value was less than (0.05). And also, there is a strong positive correlation between Use of social media and academic skills.

**Table (8): Regression analysis of a dependent variable (academic skills)**

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Model	Coefficients				Model Summary			ANOVA Table	
	Unstandardized Coefficients		T Test	Sig.	R	R <sup>2</sup>	Adj.(R <sup>2</sup> )	F Test	Sig.
	B	Std.Error							
Constant	0.671	0.064	10.53	0.000	0.809	0.655	0.654	1233.558	0.000
Use of social media	0.741	0.021	35.12	0.000					

**Ho:** social media and its effect on academic skills do not exist.

**H1:** social media and its effect on academic skills are present.

This table illustrates that the model of regression substantially predicts the dependent variable well. This demonstrates the statistical importance of the type of regression used. The (p-value) was (0.000), which is less than 0.05, which shows that the regression model predicts the outcome variable statistically significantly (it is a good fit for the data). This implies that this data can be evaluated by the methodology, suggesting approval of the alternative hypothesis.

The value of R is to equals (0.809) meaning that there is a strong positive correlation between Use of social media and academic skills. In other words, R Square for this analysis is (0.655). This means that 65.5% of the variance of academic skills must be explored in Use of social media, this illustrates that only 65.5% of factors affect academic skills in (Use of social media and the other variables (34.5%) are due to random error.

**Conclusion:**

Social network platforms are electronic apparatuses that are useful for improving instruction in colleges and advanced pedagogical foundations. Corporations of the same age provide an opportunity to learn more knowledge from other students about real life alongside the college through internet media platforms. Undergraduates are required to have a good feeling of welfare, well-being, expressive development, combined learning, trust growth, college gratification, and academic achievement through contributing to digital media and age to age engagement impact.

The findings of this research demonstrate how the independent variable can overcome much of the overall variance in the dependent variable. The ratio is, 65.5 percent, which is very high, can be explained. Just 61.1% of variables have an impact on (academic skills)

**Strengths of the Study**

This is the first research evaluating the impact of social media platforms on undergraduates' academic skills in Iraqi Kurdistan Region universities: and one of the few studies conducted in the Middle Eastern courtiers.

## به‌کارهێنانی سۆشیال میدیاو کاریگه‌ری له‌سه‌ر کارامه‌یی ئه‌کادیمی خۆیندکارانی زانکۆ له‌هه‌ریمی کوردستان – عێراق

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### پوخته:

له‌ده‌یه‌کانی رابردودا، به‌کارهێنانی سۆشیال میدیا به‌شیوه‌یه‌کی خیرا گه‌شه‌ی کردوه، ئه‌م گه‌شه‌کردنه، سۆشیال میدیای کردوه به‌ناوه‌ندیکی گه‌یانندی زۆر گشتگیر له‌نیوان خۆیندکاراندا، له‌راستیدا ئه‌م ناوه‌ندانه‌ی سه‌رهیل ده‌توانریت میتۆدی باشین بۆ هاوبه‌شیکردنی زانین له‌نیوان خۆیندکاران و مامۆستایاندا. له‌گه‌ل ئه‌وه‌شدا، زۆر به‌کارهێنانی سۆشیال میدیا ده‌توانیت کاریگه‌ری له‌سه‌ر ئه‌دای ئه‌کادیمی و کارامه‌یی خۆیندکاران دروست بکات.

پلاتفۆرمه‌کانی سۆشیال میدیا په‌ره‌ی زۆریان به‌جۆری پلاتفۆرمه‌کان و هه‌مه‌جه‌شینی ئه‌و خزمه‌تگوزارییه‌ی پیشکه‌شی به‌کارهێنه‌رانمان ده‌که‌ن داوه، ئه‌م گه‌شه‌سهندنه‌ی سۆشیال میدیا کاریگه‌ری زۆری له‌سه‌ر ژیانی مرقۆف له‌سه‌رتاسه‌ری جیهاندا دروستکردوه، به‌تایبه‌ت پرۆسه‌ی فی‌ربون له‌نیو خۆیندکاراندا.

ئەم توێژینه‌وه‌یه له کاربێگه‌ری سۆشیال میدیا له‌سه‌ر کارامه‌یی ئەکادیمی خۆبندکارانی زانکۆ له‌هه‌ریمی کوردستانی عێراق ده‌کۆلیته‌وه. مشتە‌ی توێژینه‌وه‌که له 653 به‌شداربوو له‌هه‌ردوو زانکۆی راپه‌رین و پۆلیته‌کنیکی سلیمانی له‌هه‌ریمی کوردستان – عێراق پیکهاتوه، و بۆ شیکردنه‌وه‌ی داتاگان توێژینه‌وه‌که پشتی به‌ستوه به میتۆدی شیکاری ناوه‌رۆک.

به‌پێی ئەنجامه‌کانی توێژینه‌وه‌که، په‌یوه‌ندی ئاماری به‌هێز له‌نیوان به‌کارهێنانی سۆشیال میدیا و کارامه‌یی ئەکادیمیدا هه‌یه و هه‌روه‌ها له‌نیوان به‌کارهێنانی سۆشیال میدیا و کارامه‌یی ئەکادیمیدا، په‌یوه‌ندی هه‌یه که ئه‌رینی به‌هێز هه‌یه ((0.809) و به‌های گرنگی (0.000)ه، هه‌روه‌ها به‌های R Square بۆ ئەم شیکارییه بریتیه له (0.655) ئەوه‌ش ده‌ریده‌خات که ده‌بیته 65,5% له‌جیاوازی کارامه‌یی ئەکادیمی له‌به‌کارهێنانی سۆشیال میدیا له‌نیوان ئەم دوو گۆراوه‌دا بیته، هه‌روه‌ها گۆراوه‌کانی تر (34.5%) له‌خۆده‌گرن به‌هۆی هه‌له‌ی هه‌رهمه‌کیه‌وه.

**کلێه وشه‌کان:** کاربێگه‌ری، سۆشیال میدیا، کارامه‌یی ئەکادیمی، عێراق، هه‌ریمی کوردستان.



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