The Social Sciences 10 (6): 832-840, 2015
ISSN: 1818-5800

The Relationship Between Social Networks Addictions in Terms of Self-Management and Key Variables: The Case of Omani Youngsters

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Abstract: The purpose of this study was to examine the effect of and relationship between the use of Social Networking Sites (SNS) by Omani high school students in terms of time self-management and the following variables: gender, study achievement, information technology skills, education level of parents. Two high schools (one for boys and one for girls) in the District of Muscat, Oman were selected in accordance with the Ministry of Education preference as being highly evaluated public schools. A survey was conducted among 237 Omani high school students (118 males, 119 females), using a questionnaire which was developed based on the literature. Findings revealed that there were no significant differences between male and female students in using Social Networks in terms of their self-management. Results also exposed that there were no significant differences between students' scholastic achievement levels in using SNS related to self-management. However, the respondents' level of IT skills had an effect on their self-management while using the SNS applications. On the other hand, respondents' parent educational level had no effect on their self-management while using the SNS applications. The generalization of the study results would require a larger population and the replication of the study in different cultures. Additional research could help to provide a deeper explanation of some of the research findings. Based on the results of this study, future research in this area could be conducted to answer other questions such as those related to the symptoms of SNS addiction among high school students. Moreover as the findings of the study reached to a conclusion that there is a problem of misusing the social network sites by students, realizing the problem, then will help finding the solutions.

Key words: Social networks, study achievement, internet addiction, self-management, Oman

INTRODUCTION

Social Networking Sites (SNS) have become important tools for people in general and for youngsters in particular to communicate, exchange information and share their interests in different forms (e.g., sharing videos through YouTube, Photos through Flickr, ideas in Blogger, information in Facebook and expertise in Wikipedia, etc.). However, the use of SNS can be either a blessing or a curse. Facebook and Twitter are more addictive than cigarettes or alcohol, a study finds (www.foxnews.com/scitech/2014/02/07/facebook). USA Today (4/7/2012) reported that a Chinese teenager sold one of his kidneys to earn money to buy an iPhone and iPad! In a factsheet about the Internet addiction, it is emphasized that: "The internet and mobile technology are increasingly important to the educational and social lives of children and are becoming a part of children's identity" (Childnet International, 2006).

As these electronic and communication facilities allow people to catch each other anytime anywhere, the internet becomes real life to many, specifically those defined as being digital citizens, the young people and among them, largely, students. Pamoukaghlian (2011) highlighted that "the next decade will see the growth of a new addiction related to all manner of Social Networking sites, especially the current king of the jungle: Facebook." Cabral (2011), focusing on the social media as a reason behind this new addiction, pointed out that "the major factor contributing to the high usability of social media is that it connects people without any boundaries. Social media are basically, a template for the user who can then personalize the source's uses and productivity".

Broadly, the definition simply refers to the overuse of computers or more specifically Social Networking sites (Facebook, Twitter, LinkedIn, etc.) in irrational and obsessive ways in that daily consume a dramatic amount of time. Accordingly, many researchers such as Osuagwu *et al.* (2011) have defined this type of addiction as "a mental illness centered on a dependency of online 'FRIENDS' or online interaction on Social Networks. Social Networking addicts are unable to control their tendency to be logged in and participating in Social Networking websites. Although, Das and Sahoo simply

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define Social Networking as "a type of virtual communication that allows people to connect with each other" (Das and Sahoo, 2011; Osuagwu *et al*., 2011) characterize virtual communicators as having:

- A feeling that being online is the only way to be noticed by the world at large. The longing for another post, update, or chat session (otherwise known as 'SNSEAKING') before they sleep. A strong anticipation to being logged onto their social networks of choice and seeing what everyone in their network is doing
- Episodes of logging onto their social networks randomly while in the middle of something completely different
- Attempts to control their addiction by changing social networks. For example jumping from Myspace to Facebook

Hypotheses of the study: This study addressed the following hypothesis:

- H_1: the use of Social Networking sites in terms of self-management is positively associated with gender
- H_2: the use of Social Networking sites in terms of self-management is positively associated with Study achievement
- H_3: the use of Social Networking sites in terms of self-management is positively associated with Information technology skills
- H_4: the use of Social Networking sites in terms of self-management is positively associated with Education level of parents

Literature review: A Google search leads to >8 million hits related to "SNS addiction". However, a literature search reveals only a few studies about the use of SNS in Oman in general and by Omani students in particular. Furthermore, none of them has dealt with the topic of SNS addiction. This study will cover only a few of the related studies based on relevancy criteria.

Ellison *et al.* (2007) examined the relationship between the use of Facebook and the formation and maintenance of social capital. A random sample of 286 Michigan State University undergraduates was used for the study. Regression analyses conducted on results from the survey suggested a strong association between the use of Facebook and social capital with the strongest relationship being to bridging social capital. In addition, Facebook usage was found to interact with measures of psychological well-being, suggesting, it might provide greater benefits for users experiencing low self-esteem and low life satisfaction.

A similar study was conducted by Valenzuela *et al.* (2009) which examined if Facebook usage was related to attitudes and behaviors that enhance individual's social capital. Using data from a random web survey of college students across Texas (n = 2,603), the researchers found a positive relationship between intensity Facebook use and students' life satisfaction, social trust, civic engagement and practical participation.

A more recent study performed by Cheung *et al.* (2011) explored the factors that drive students to use online SNS such as Facebook. Specifically, the researchers conceptualized the use of online SNS as intentional social action and they examined the relative social impact of social influence, social presence and the five key values from the uses and gratification paradigm on we-intention to use online SNS. The empirical study of Facebook users (n = 182) revealed that we intention to use online SNS was strongly determined by social presence. Among the five values, social related factors had the most significant impact on the intention to use.

Agarwal and Mital (2009) investigated the use of SNS by Indian business students (n = 427) through a survey. The results indicated that the respondents used SNS not only for leisure and personal socialization but also as a platform for more meaningful and serious deliberations. Students shared opinions not just locally but also globally, suggesting that the circle of interaction had widened from a gradual merging of cultural boundaries with the possible emergence of a new virtual social and professional culture.

In a meta-synthesis of qualitative research on internet addiction for the decade 1996-2006, Douglas *et al.* (2008) found that the use of the internet had both positive and negative influences on students. The positive impacts included self-identification, closer relationships with friends and forming a connection with the outside world. However, the negative impacts were more numerous. Addicted individuals tended to neglect almost everything in their lives in an effort to satisfy their desire to be online. Problems associated with internet misuse were academic, interpersonal, financial, occupational and physical in nature.

A recent study conducted by Daffalla and Dimetry (2014) aimed to examine the impact of Facebook and others social network usage on academic performance and social life among medical students. Participants were 275 of Medical students. The prevalence of Facebook and others SNS users was 93.1%. Results revealed that the

males used Facebook and others SNS more than females by (97.6 and 91.1%). The main SNS used were Facebook (98.8%), Skype (61.3%), What's App (59%) and Hotmail (56.6%). The Facebook and What's App were the most used SNS. The main purposes of using the SNS were connecting with family and friends (86.7%), following the news (76.6%), connecting with people from the past (69.9%) and chatting (53.9%). The 96.1% of users were using the SNS for academic purposes and 11.3% of users sometimes did not attend academic activities because of this. The prevalence of negative effects of using the SNS on academic performance was very high especially among females.

Similarly, Bijari *et al.* (2013) examined the impact of virtual social networks on students' academic achievement at Birjand University of Medical Sciences in Iran. The study involved 70 students with a Grade Point Average (GPA) of <16 out of 20 (Case group) and 140 students with a GPA = 16 out of 20 and higher (Control group). The average time of SNS use by case group and control group was 0.9 and 0.44 h per day, respectively. Results revealed that contact with friends was the most common cause of using social networks in both case and control groups. Results also revealed a negative relation between the use of SNS and GPA.

A different study conducted by Hargittai (2007) investigated the differences among users and non-users of social network sites. Findings revealed that a person's gender, race and ethnicity and parental educational background were all associated with SNS usage. Results also indicated that there was relationship between parental education and use of SNS. Specifically, students who had at least one parent with a graduate degree were using Facebook more than students whose parents had less than a high school education.

According to Time Magazine, Facebook users share not only a social network of over 200 million but also significantly lower Grade Point Averages (GPAs) than their non-member classmates" (Hamilton, 2009).

Studies have revealed that the use of the internet, specifically SNS such as Facebook, MySpace and YouTube while studying has a negative impact on academic achievement (Coiera *et al.*, 2002; Karpinski *et al.*, 2013; Jacobsen and Forste, 2011). The negative relationship between the use of SNSs and academic performance may be due to what is known as multitasking (Kirschner and Karpinski, 2010) which leads students to task-switching. This phenomenon diverts the attention of students from the task at hand to another one. As a consequence, they find themselves unable to focus on the academic task they are performing. Indeed, studies in psychology have shown that unlike the computer, the human brain is unable to perform parallel information processing because of the constraints on human cognitive architecture.

Regarding multitasking, a number of studies have revealed that when students have access to computers in the classroom, they often find themselves distracted which is correlated with a decline in academic performance (Junco and Cotten, 2012; Kraushaar and Novak, 2010; Rosen *et al.*, 2011).

Karpinski *et al.* (2013) referred to an experimental study conducted by Ellis about the impact of multitasking on academic tasks. It investigated the exam results of two groups of students attending a university lecture. Half of the students were allowed to use SNS for sending messages. The other half were not allowed to multitask.

The results of the study showed, regardless of gender and the GPA, exam scores of students who multitasked in class were significantly lower than the exam scores of those who did not do so.

One of the few studies related to Oman was conducted by Kindi and Al Hashmi (2012). It addressed the factors motivating students at colleges to use SNS for educational purposes and to identify the most popular SNS among them. The study used a questionnaire in order to explore the reasons behind the use of SNS by 360 students at Shinas College of Technology (ShCT). in Oman. The results revealed that the major reasons for frequent use of SNS were finding information and sharing news. The study also indicated that the lack of experience and insufficient time and IT skills were effective factors for not using SNS. Finally, the study showed that Google Groups, Facebook and Yahoo! were the most popular SNS used by (ShCT) students.

MATERIALS AND METHODS

Data were collected using a questionnaire that had been developed based on the available literature in the area of Internet Addiction (IA) and refereed. Two high schools (one for boys and one for girls) in the District of Muscat, Oman were selected in accordance with the Ministry of Education preference as being highly evaluated public schools. A total of 237 questionnaires were distributed to final year students (males (n = 118), females (n = 119)) and 237 were returned, making a response rate of 100%. Data were analyzed, using descriptive and inferential statistics.

RESULTS

Characteristics of the study population

Gender: The Distribution of the study population by gender introduced in Table 1.

Parents education: For both fathers and mothers, secondary high school educational level comes first followed by Masters-PhD for fathers and read-write and high school for the mothers (Table 2).

Study achievement: As can be seen from Table 3, the majority (83.2%) of the respondents (males and females) accomplished levels of achievement that ranged between good and very good.

IT skills: Table 4 reveals that the respondents possess a high level of IT skills in using the internet and a middle level in using the Social Networking sites.

Table 1: Distribution of the study population by gender

Parameter	Genders	Frequencies	Percentage
Valid	Male	118	49.8
	Female	119	50.2
	Total	237	100.0

Table 2: Parents' education

		Father's education		Mother's education	
Parameter	Motives	Frequency	Percentage	Frequency	Percentage
Valid	Does not read and write	9	3.8	16	6.8
	Read and write-elementary	22	9.3	52	21.9
	Secondary-high school	95	40.1	115	48.5
	Bachelor's	51	21.5	38	16.0
	Masters-PhD	56	23.6	11	4.6
	Total	233	98.3	232	97.9
Missing	System	4	1.7	5	2.1
Total	--	237	100.0	237	100.0

Table 3: Respondents' academic achievement (Fall, 2011)

Parameters	Level of achievement	Frequencies	Percentage
Valid	Low	1	0.4
	Acceptable	11	4.6
	Good	112	47.3
	Very good	85	35.9
	Excellent	27	11.4
	Total	236	99.6
Missing	System	1	0.4
Total	--	237	100.0

Table 4: Respondents' IT skills in using the Internet and the SNS

		Use of the internet		Use of the SNS	
Parameters	Levels of IT skills	Frequencies	Percentage	Frequencies	Percentage
Valid	Low	12	5.1	34	14.3
	Middle	97	40.9	111	46.8
	High	128	54.0	88	37.1
	Total	237	100.0	233	98.3
Missing	System	--	--	4	1.7
Total	--	--	--	237	100.0

Hypotheses testing:

- H_1: The use of the Social Networking sites in terms of self-management is positively associated with gender

A t-test was performed (independent variable category two groups; male and female) Table 5. Data in Table 6 show that Leven's Significance value is 0.847 and the t-test for Equality of Means is 0.107 both of which are greater than the significance level 0.05. Thus, we do not accept the association between the SNS impact on self-management and the gender of respondents. In other words, there is no difference between male and female in terms of using SNS and their time management.

The mean of the effect of SNS on respondents' self-management average was calculated for each of the six statements included in the questionnaire and the results were ranked and compared with the total overall average which constitute the dependent variable of the use of SNS and time management (Table 7).

*Statement 3 achieved the highest average which reflects the main factor affecting the respondents' time management while using SNS. Statement 2 showed the lowest average while statement 1 is associated with the overall statements' average (2.87) (Table 8).

- H_2: The use of Social Networking sites in terms of self-management is positively associated with study achievement

An ANOVA test was applied (independent variable category five groups; excellent, very good, good, acceptable, low) (Table 9).

An ANOVA test resulted in a significance value of 0.615 which is greater than the significance level of 0.05. Thus, we do not accept the association between the SNS impact on time management and the academic achievement of respondents. In other words, there is no difference between the five levels of achievement; excellent, very good, good, acceptable, low-with regard to the effect of the use of SNS on academic achievement as related to time management (Table 10).

- H_3: The use of Social Networking sites in terms of self-management is positively associated with information technology skills

An ANOVA test was conducted (independent variable category three groups (Low, Middle and High) (Table 11).

Table 5: Group statistics

Parameters	Gender	N	Mean	SD
Social networks and self-management	Male	118	2.8093	0.58074
	Female	119	2.9300	0.56862

Table 6: Gender effects on respondents' self-management while using SNS (t-test)

Social networks and time management (SNS-Smgnt)	Levene's test for equality of variances		t-test for equality of means			
	F	Sig.	T	df	Sig. (2-tailed)	SE difference
Equal variances assumed	0.037	0.847	-1.616	235	0.107	-0.12065
Equal variances not assumed	-	-	-1.616	234.912	0.107	-0.12065

Table 7: Use of the SNS and respondents' self-management

Statements	Frequency of responses	Mean of responses	Ranking based on mean
I interact with others via social networks without thinking in linking friendships with them	237	2.87	2
I find it difficult to stop thinking about what is going on in my favorite social networking site	237	2.60	4
I wonder what is happening on my favorite social networking site even when I'm not using it	237	2.83	3
4 I can control the way others look at me when I am using social networking sites	236	3.18	1
General average for the total responses to the six statements	236	2.87	--

Table 8: Descriptive data; academic achievement and respondents' self-management while using SNS

Level of academic achievement	N	Mean	SD	SE	95% confidence interval for mean	
					Lower bound	Upper bound
Low	1	3.2500	-	-	-	-
Acceptable	11	2.8409	0.64491	0.19445	2.4077	3.2742
Good	112	2.8988	0.52603	0.04970	2.8003	2.9973
Very good	85	2.8000	0.63480	0.06885	2.6631	2.9369
Excellent	27	2.9630	0.58303	0.11220	2.7323	3.1936
Total	236	2.8694	0.57781	0.03761	2.7953	2.9435

Table 9: ANOVA test; academic achievement effects on respondents' self-management while using SNS

Groups	Sum of squares	df	Mean square	F	Sig.
Between	0.896	4	0.224	0.667	0.615
Within	77.561	231	0.336	-	-
Total	78.458	235	-	-	-

Table 10: IT skills effects on respondents' self-management while using SNS

Level of IT skills	N	Mean	SD	SE	95% Confidence interval for mean	
					Lower bound	Upper bound
Low	34	2.4559	0.73719	0.12643	2.1987	2.7131
Middle	111	2.7898	0.50526	0.04796	2.6948	2.8848
High	88	3.1108	0.46402	0.04946	3.0125	3.2091
Total	233	2.8623	0.57378	0.03759	2.7882	2.9364

Table 11: ANOVA test; Respondents' IT skills and self-management while using of SNS

Groups	Sum of squares	df	Mean square	F	Sig.
Between	11.634	2	5.817	20.663	0.000
Within	64.747	230	0.282	--	--
Total	76.381	232	--	--	--

An ANOVA test resulted in a significance value of 0.000 which is smaller than the significance level 0.05. Thus, we accept the hypothesis of association between the IT skills of respondents and self-management while using SNS. In other words, the respondents' level of IT skills; low, middle and high has an effect on their self-management while using SNS applications.

A Post Hoc test was conducted to perform multiple comparisons between the different three levels of respondents' IT skills and the results showed significant differences between all of the three levels, low, middle and high (Table 12).

- H_4: The use of Social Networking sites in terms of self-management is positively associated with education level of parents

Father's education: An ANOVA test was performed (independent variable category five groups (Does not Read and Write, Read and Write-Elementary, Secondary-High School, Bachelor and Master's-Ph.D) (Table 13).

The ANOVA test produced a significance value of 0.993 which is greater than the significance level of 0.05. Thus, the hypothesis of association between the father's educational level and the respondents' self-management while using SNS is rejected. In other words, the respondents' father's educational level (does not read and write, read and write-elementary, secondary-high school, bachelor's and masters-PhD) does not have an effect on the respondents' self-management while using SNS applications (Table 14).

A Post Hoc test was conducted to perform multiple comparisons between the different five levels of respondents' father educational level and the results did not show significant differences between all of the five levels: does not read and write, read and write-elementary, secondary-high school, bachelor's and masters-PhD (Table 15).

Mother's education: An ANOVA test was used (independent variable-category five groups (Does not read and write, read and write-elementary, secondary-high school, bachelor's and masters-PhD) (Table 16).

The ANOVA test produced a significance value of 0.119 which is less than father's educational levels but still greater than the significance level 0.05 (Table 17).

Table 12: Multiple comparisons; IT skills effects on respondents' self-management while using SNS

(I) IT skills for using SNS (Dimension 2)	(J) IT skills for using SNS (Dimension 3)	Mean difference (I-J)	SE	Sig.
Low	Middle	-0.33391-*	0.10400	0.004
	High	-0.65491-*	0.10714	0.000
Middle	Low	0.33391*	0.10400	0.004
	High	-0.32101-*	0.07573	0.000
High	Low	0.65491*	0.10714	0.000
	Middle	0.32101*	0.07573	0.000

*: The mean difference is significant at the 0.05 level

Table 13: Descriptive data; Father's educational level effect on respondents' self-management while using SNS

					95% Confidence interval for mean	
Father's educational levels	N	Mean	SD	SE	Lower bound	Upper bound
Does not read and write	9	2.9167	0.37500	0.12500	2.6284	3.2049
Read and write-elementary	22	2.9053	0.25367	0.05408	2.7928	3.0178
Secondary-high school	95	2.8974	0.57136	0.05862	2.7810	3.0138
Bachelor's	51	2.8627	0.56195	0.07869	2.7047	3.0208
Masters-PhD	56	2.8661	0.67750	0.09054	2.6846	3.0475
Total	233	2.8838	0.56582	0.03707	2.8107	2.9568

Table 14: ANOVA test; Father's educational level and respondents' self-management while using SNS

Groups	Sum of squares	df	Mean square	F	Sig.
Between	0.078	4	0.019	0.060	0.993
Within	74.198	228	0.325	--	--
Total	74.276	232	--	--	--

Table 15: Multiple comparisons; Father's education effects on respondents' self-management while using SNS

(I) Father's educational level	(J) Father's educational level	Mean difference (I-J)	SE	Sig.
Does not read and write	Read and write-elementary	0.01136	0.22572	1.000
	Secondary-high school	0.01930	0.19896	1.000
	Bachelor's	0.05392	0.20625	0.999
	Masters-PhD	0.05060	0.20487	0.999
Read and write-elementary	Does not read and write	-0.01136	0.22572	1.000
	Secondary-high school	0.00793	0.13497	1.000
	Bachelor's	0.04256	0.14551	0.998
	Masters-PhD	0.03923	0.14354	0.999
Secondary-high school	Does not read and write	-0.01930	0.19896	1.000
	Read and write-elementary	-0.00793	0.13497	1.000
	Bachelor's	0.03462	0.09903	0.997
	Masters-PhD	0.03130	0.09611	0.998
Bachelor's	Does not read and write	-0.05392	0.20625	0.999
	Read and write-elementary	-0.04256	0.14551	0.998
	Secondary-high school	-0.03462	0.09903	0.997
	Masters-PhD	-0.00333	-0.11042	1.000
Masters-PhD	Does not read and write	-0.05060	0.20487	0.999
	Read and write-elementary	-0.03923	0.14354	0.999
	Secondary-high school	-0.03130	0.09611	0.998
	Bachelor's	0.00333	0.11042	1.000

Table 16: Mother's educational level effect on respondents' self-management while using SNS

					95% confidence interval for mean	
Mother's educational level	N	Mean	SD	SE	Lower bound	Upper bound
Does not read and write	16	2.8594	0.41802	0.10450	2.6366	3.0821
Read and write-elementary	52	2.8494	0.41257	0.05721	2.7345	2.9642
Secondary-high school	115	2.8174	0.63117	0.05886	2.7008	2.9340
Bachelor's	38	2.9605	0.65380	0.10606	2.7456	3.1754
Masters-PhD	11	3.2727	0.43952	0.13252	2.9775	3.5680
Total	232	2.8725	0.57698	0.03788	2.7978	2.9471

Table 17: ANOVA test; Mother's educational level and respondents' self-management while using SNS

Groups	Sum of quares	df	Mean square	F	Sig.
Between	2.436	4	0.609	1.857	0.119
Within	74.465	227	0.328	-	-
Total	76.901	231	-	-	-

Table 18: Multiple comparisons; Father's education effects on respondents' self-management while using SNS

(I) Mother's educational level	(J) Mother's educational level	Mean difference (I-J)	SE	Sig.
Does not read and write	Read and write-elementary	0.01002	0.16374	1.000
	Secondary-high school	0.04198	0.15282	0.999
	Bachelor's	-0.10115	0.17069	0.976
	Masters-PhD	-0.41335	0.22433	0.352
Read and write-elementary	Does not read and write	-0.01002	0.16374	1.000
	Secondary-high school	0.03197	0.09571	0.997
	Bachelor's	-0.11117	0.12223	0.893
	Masters-PhD	-0.42337	0.19008	0.173
Secondary-high school	Does not read and write	-0.04198	0.15282	0.999
	Read and write-elementary	-0.03197	0.09571	0.997
	Bachelor's	-0.14314	0.10717	0.669
	Masters-PhD	-0.45534	0.18076	0.090
Bachelor's	Does not read and write	0.10115	0.17069	0.976
	Read and write-elementary	0.11117	0.12223	0.893
	Secondary-high school	0.14314	0.10717	0.669
	Masters-PhD	-0.31220	0.19610	0.504
Masters-PhD	Does not read and write	0.41335	0.22433	0.352
	Read and write-elementary	0.42337	0.19008	0.173
	Secondary-high school	0.45534	0.18076	0.090
	Bachelor's	0.31220	0.19610	0.504

Thus, we do not accept the hypothesis of association between the mother's educational level and the respondents self-management while using SNS. In other words, the respondents' mother's educational level (Does not Read and Write, Read and Write-Elementary, Secondary-High School, Bachelor and Master's-PhD) does not have an effect on their self-management while using the SNS applications.

A Post Hoc test was conducted to examine multiple comparisons between the different five levels of respondents' mother's educational level and the results showed significant differences in some cases (between Does not Read and Write and Master's-PhD, between Read and Write-Elementary and Masters-PhD, between Master's-PhD and Secondary-High School) (Table 18).

DISCUSSION

The study examined the effect of and relationship between the use of SNS in terms self-management and some key variables: Gender, study achievement, information technology skills and education level of parents. Findings revealed that there were no significant differences between male and female students in using social media in terms of self-management. This result may be due to the fact that both male and female students have good skills in self-management which leads to an advanced ability to balance their personal life and practical life when they use SNS. This result differs from that of Daffalla and Dimetry (2014), who found that males use Facebook and other SNS more (97.6%) than females (91.1%).

Results also revealed that there were no differences between students' study achievement levels in using SNS related to self-management. This could be attributed to the fact that high school students from different scholastic levels tend to use SNS to the same extent when they feel the need for information to do their assignments or search for entertainment. Therefore, it seems that both groups were similar in their usage regardless of their purposes. This result differs from Daffalla and Dimetry (2014)'s, who found that the negative effect of using the SNS on academic performance is very high, especially among females. It also differs from the results reached by Bijari *et al*. (2013) who found a negative relationship between the use of SNS and GPA.

Moreover, the respondents' level of IT skills had an effect on their time management and self-management while using the SNS applications. This could be due to the fact that students who possess a high level of IT skills tend to use more SNS than students who have fewer IT skills. This result agrees with that of Kindi and Al-Hashmi (2012) who indicated that lack of experience as insufficient time and IT skills were effective factors of using SNS.

However, respondents' parents' educational level had no effect on students time management and self-

management while using the SNS applications. This result differs from those reached by Hargittai (2007) who found that students who had at least one parent with a graduate degree were using SNS more than students whose parents had less than a high school education.

CONCLUSION

Finally as the findings of the study reached to a conclusion that there is a problem of misusing the social network sites by students, it is realized then that the problem is existed and a plan for more orientation with the help of schools and families becomes an urgent need. For evolving an effective orientation plan, other schools in other district of Oman need to be involved so that results can be precisely generalized.

IMPLICATIONS

First we have to admit that there is a problem of misusing the social network sites by students. Realizing it will help finding the solutions. Mostly, information litrecy in terms of considering SNS as tools for better communication and knowledge sharing more than just lifestyles.

The present study, however was a step towards examining the effect of and relationship between the use of SNS in terms of self-management and a number of variables such as gender, academic achievement, information technology skills and the education level of parents among Omani high school students. Future research in this area can be conducted to answer the following questions:

- What are the symptoms of Social media addiction among Omani high school students?
- What are the most addictive social media used by Omani high school students?
- Are there significant differences in social media usage among Omani high school students related to their family income level?

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