

Research Article

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Social Media and Its Impact on University Students: An Analytical Study

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Abstract

Background/purpose. Social media has become an integral part of everyday life for people of all ages, including students, offering opportunities for interaction in both academic and non-academic contexts. This growing presence has significantly influenced how students communicate, access information, and engage with their educational environment. This study aims to explore how university students use social media, examine its influence on their academic lives, and identify both the positive and negative effects on the educational process.

Materials/methods. A quantitative survey design was employed in this study, using convenience sampling to select 120 male and female students from various academic levels at Dhofar University, Sultanate of Oman. Descriptive statistical methods were used to analyze the collected data.

Results. This study analyzes the main purpose of using social media and the impact of using it on their academic lives. The results indicate that students perceive social media as having several negative effects on their academic routines, particularly in terms of distraction and time management. They also devote a considerable amount of time to social media and exhibit diverse usage behaviors.

Conclusion. The findings demonstrate that social media plays a major role in students' daily routines, serving purposes beyond entertainment. Students also use these platforms for academic support, such as sharing experiences and information. The study concludes that social media has both positive and negative impacts on students' lives, particularly to their academic performance. This research offers valuable insights into the most common purposes for which students use social media and how it influences them, supporting the idea of integrating social media into active learning strategies to enhance its educational effectiveness.



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1. Introduction and Background

Social networking platforms like Facebook, Messenger, Imo, WhatsApp, Snapchat, Instagram, and Viber provide young people with a space for entertainment and interaction, enabling them to stay connected and influence their everyday routines. The majority of social media users today are students, who utilize it to impact changes in their everyday lives, behaviors, community approaches, public lives, and physical events. Addressing this issue has become a significant concern for society, and it is highly recommended that everyone in society give this topic more consideration (Nuskiya, 2017).

Among students, social media usage has reached substantial levels, often affecting study habits, contributing to poor grammar and spelling in online communication, and diverting attention from academic tasks (Ndaku, 2013). Students are now able to form virtual communities, which may sometimes result in real-world conflicts. Social media also provides greater opportunities for personal engagement and entertainment (Saha & Guha, 2019). Its use has increased notably among young people, especially during and after crises, yet many do not consider its potential effects on their academic performance.

Previous studies have reported mixed outcomes regarding the influence of social media on students' academic lives. Some studies emphasize its negative impacts, including distractions, procrastination, reduced study time, and lower academic achievement (Ndaku, 2013). Conversely, other research highlights positive effects, such as enhanced peer interaction, collaborative learning, and easier sharing of educational resources (Saha & Guha, 2019). More recent studies suggest a dual role for social media, where its influence depends on usage patterns, self-regulation, and the purpose for which it is used.

Despite the abundance of studies on this topic, there remains a gap in providing a balanced analysis that simultaneously considers both the benefits and drawbacks of social media on students' academic performance. Many studies also tend to focus on either general youth populations or single dimensions of impact, leaving limited insights into how university students specifically use social media for both personal and academic purposes. This study seeks to address this gap by examining not only the purposes for which students engage with social media but also the positive and negative consequences of such use on their educational lives.

Accordingly, the present study seeks to investigate the main purposes of social media use among university students and its influence—both positive and negative—on their academic performance. Specifically, the study addresses the following research questions:

- What are the uses of social media among university students?
- How does social media usage impact students' academic achievement?
- What are the positive and negative effects of social media on the educational process?

2. Literature Review

Social media enables individuals with shared interests to connect and build networks that foster personal growth, community engagement, and professional development (Balakrishnan, 2017). Social media are, at their basics, networked communicative practices, the meanings of which are negotiated by various actors, including service providers, developers, public figures, and users, while in the making (Lomborg, 2014). Also, Social media platforms are a virtual community that connects friends, including students, in sharing information and communication (Balakrishnan, Teoh, Pourshafie & Liew, 2017). Social media as a technological tool will shape the future of learning and bring new opportunities in academia (Siemens et al., 2015).

The availability of affordable internet and the shift to online education during the COVID-19 pandemic have further fueled the rise in social media usage, especially at the school, college, and university levels (Talan, Doğan, & Kalinkara, 2024).

As the use of social media (SMS) continues to grow among students, concerns arise about its impact on their academic performance (Akhtar et al., 2025). Many students find it distracting that they spend hours on their social media platforms chatting and engaging in other activities (Chukwuere, 2021). The growing use of social media in visual arts education requires an examination of its impact on student involvement and academic achievement (Mohanty, 2024).

According to Hussain (2014), social media provides students with a platform to exchange information by connecting with various individuals and groups. Islam et al. (2024) further observed that social networking has become an integral part of daily life for both the general population and students, influencing their routines and habits. In today's educational landscape, social media plays a significant role, offering students opportunities to enhance their learning and access the latest information through various platforms (Gikas & Grant, 2013).

Academic achievement refers to performance outcomes that reflect the extent to which an individual has achieved specific objectives set in educational settings (Steinmayr et al., 2014). Studies showed that social media plays a significant role in students' daily lives, often beyond academic goals (Akhtar et al., 2025).

Scholars have pointed out that the use of social media can have both positive and negative effects on students' learning outcomes (Ariefdjohan et al., 2024). Santoveña-Casal (2019) argues that educators and learners utilize social media platforms, which have a positive impact on their academic performance. Social media offers a more liberal and informal way of discussion compared to bulletin boards or online forums, which tend to be more structured and formal (Lampe et al., 2011). According to Chukwuere (2021), social media platforms offer students numerous benefits and opportunities that enhance their learning process.

Students enjoy socializing on social media because it offers them freedom to express themselves, connect with others, and create alternate identities that are not possible in real life. This sense of freedom becomes appealing and often leads to a desire for even more (Micah Godwin Munang, 2022). At the end, Saha & Guha (2019) mention that the growing use of social media among university students has encouraged changes in their behaviors and daily routines.

3. Methodology

The study employed an exploratory research design to examine the effects of social media on students' academic achievement. Exploratory research involves gathering data through direct observation or experience and is intended to answer well-defined empirical questions. This approach was selected because it enables a detailed investigation of students' patterns of social media use and their potential impact on academic performance.

To analyze the collected data, the study employed descriptive statistical methods with a focus on quantitative analysis. Utilizing statistical tools allows researchers to derive meaningful insights—such as average responses—which help illustrate trends within the data (Carroll, 1991). Additionally, calculating percentages aids in determining whether the mean aligns with the overall perspectives of participants (Saunders et al., 2007). The analysis was conducted using SPSS, ensuring the accuracy and reliability of the results. A quantitative research approach was used for this study, primarily through the distribution of an online questionnaire.

3.1. Research Questions

1. What are the uses of social media among university students?

2. How does social media usage impact students' academic achievement?
3. What are the positive and negative effects of social media on the educational process?

3.2. Data Collection

This research was conducted using an online questionnaire distributed between April and May 2025 among undergraduate and graduate students at Dhofar University. Convenience sampling was used to select participants from various academic levels. The questionnaire was specifically developed for this study, based on a review of relevant literature on social media use among university students. It consisted of Likert-scale items, which measured the frequency, purpose, and perceived effects of social media use.

To ensure content validity, subject matter experts reviewed the questionnaire, and a pilot test was carried out with a small group of students to ensure clarity and understanding. The survey link was then distributed to students across various academic programs. To maintain data security and integrity, participation was voluntary, responses were kept anonymous, and all collected data were stored in a password-protected file accessible exclusively to the research team.

3.3. Study Population

The study population consisted of students enrolled at Dhofar University from various colleges and academic disciplines. These students are characterized by diverse cultural and educational backgrounds, which enrich the learning environment and enhance opportunities for academic and social interaction. According to the university's enrollment data, the student population is approximately 7,200 students (Dhofar University, n.d.).

3.4. Study Sample

The study employed a convenience sampling method to select participants from the student population at Dhofar University. A total of 120 students were included in the sample, which was considered sufficient to achieve a 95% confidence level with a 5% margin of error, providing reasonable representation of the university population of 7,200 students. Participants were selected based on their availability and willingness to complete the questionnaire, ensuring diversity across gender, academic level, and daily hours spent on social media. The final sample included both male and female students, and their distribution according to personal variables—including gender, academic level, daily hours spent on social media, and the most frequently used application—is presented in the following table.

Table 1. Demographic variables for the study sample

Variable	Category	Frequency	Percentage
Gender	Male	74	61.66%
	Female	46	38.33%
Academic Level	Diploma	27	22.5%
	Bachelor	68	56.66%
	Graduate Studies	25	20.83%
The Number of Daily Hours Spent on Social Media	Less than 1 hour	8	6.67%
	1 – 3 hours	40	33.33%
	4 – 6 hours	47	39.16%
	More than 6 hours	25	20.83%

Most Used Application	Instagram	40	33.33%
	Facebook	25	20.83%
	Snap Chat	43	35.83%
	Other	12	10%
Total		120	100%

The demographic characteristics of the students based on the variables of gender, academic level, daily hours of use, and most used application reveal that:

1. Gender: The data indicate that the proportion of male participants (61.66%) exceeds that of female participants (38.33%) in the sample. This disparity may reflect either an actual difference in the number of enrolled students or a greater tendency among males to participate in surveys. Such a distribution could influence the results of studies related to social preferences or communication behavior, as males and females may differ in their use of social media and interaction within the university environment.

2. Academic Level: The majority of participants are bachelor's degree students (56.66%), followed by diploma holders (22.5%), and postgraduate students (20.83%). This indicates that the sample includes a diverse group of students across different levels of higher education, with a clear emphasis on the undergraduate level.

Given the nature of social sciences, understanding students' academic levels is valuable for interpreting their maturity in analyzing social phenomena and their digital behavior.

3. Daily Hours of Use: The data shows that 39.16% of students use social media for more than four hours a day, which is a relatively high percentage. This intensive usage may negatively impact academic performance and concentration, especially if it is not directed toward educational purposes. In contrast, only 6.67% of students use these platforms for less than an hour daily, representing a rare group that may manage their time more effectively.

4. Most Used Application: Instagram ranks first (33.33%), followed by Snapchat (35.83%)—both of which are visually oriented platforms that reflect students' preference for quick, image-based content. Facebook has declined to (20.83%), which aligns with global trends among youth who increasingly favor modern, interactive applications.

4. Results

As young individuals, students spend a significant amount of time on social media and engage in various usage patterns. However, social media can have a range of effects on their lives—both positive and negative—which may influence their academic achievement.

The results of this study are presented based on the data collected and analyzed using measures such as the mean and standard deviation to address the research objectives. The findings are organized and reported question by question as follows:

4.1. Results related to the first main research question: What are the uses of social media among university students?

To answer this question, means and standard deviations were calculated for all items under the first domain, "the uses of social media among university students," as shown in the following table.

Table 2. Means and Standard Deviations for the Items of the First Domain " the uses of social media among university students " (N = 120)

Rank	Item	Mean	Std. Deviation	Level
1	I use social media continuously.	4.75	0.56	Very High
2	I benefit from social media by exchanging experiences with my colleagues about study.	4.15	0.87	High
3	I follow academic pages and groups on social media.	3.92	0.90	High
4	I spend most of my time on social media for entertainment.	3.85	0.95	High
5	I use instant messaging apps to coordinate group study.	3.82	1.08	High
6	I use social media to follow lectures and educational materials.	3.56	1.05	High

The results presented in Table 2 reveal varying uses of social media among Dhofar University students. The item with the highest mean was "I use social media continuously," with a mean score of 4.75 and a standard deviation of 0.56, indicating a very high level of agreement and suggesting that daily social media use is a dominant behavior among students. Followed by "I benefit from social media by exchanging experiences with my colleagues about study" with a mean score of 4.15 and a standard deviation of 0.87. In contrast, the item "I use social media to follow lectures and educational materials" recorded the lowest mean score of 3.56, with a standard deviation of 1.05. This suggests the potential to encourage more educational engagement by promoting the academic use of social media platforms.

4.2. Results related to the second main research question: exploring the impact of the use of social media and students' academic achievement

What is the impact of social media use on the academic achievement of Dhofar University students?

To answer this question, means and standard deviations were calculated for all items under the second domain, "The impact of social media use on academic achievement," as shown in the following table:

Table 3. Means and Standard Deviations for the Items of the Second Domain "The Impact of Social Media Use on Academic Achievement" (N = 120)

Rank	Item	Mean	Std. Deviation	Level
7	Social media provides additional educational resources that support my learning.	4.05	0.82	High
8	Communicating with colleagues and instructors via social media helps me understand subjects.	3.98	0.92	High
9	I spend most of my time on social media for entertainment.	3.85	0.95	High

10	My use of social media affects my concentration while studying.	3.72	1.1	High
11	Using social media helps me improve my academic performance.	3.65	0.98	High
12	I use study groups on social media to review academic materials.	3.45	1.12	High
13	I attend live lectures via social media.	3.12	1.18	Moderate

The results presented in Table 3 illustrate students' perceptions of the impact of social media use on their academic achievement. The item with the highest mean score was Item (7): "Social media provides additional educational resources that support my learning," with a mean of 4.05 and a standard deviation of 0.82, indicating a high level of agreement among students regarding the educational value of social media. Following closely, Item (8): "Communicating with colleagues and instructors via social media helps me understand subjects," received a relatively high mean of 3.98, reflecting the perceived benefit of academic interaction through social platforms. In contrast, the item with the lowest mean score was Item (13): "I attend live lectures via social media," which scored 3.12 with a standard deviation of 1.18, indicating a lower level of engagement with formal academic content through social media. Overall, the findings suggest that while students value social media as a supplementary academic tool, their use of it for direct instructional purposes, such as attending live lectures, remains limited.

4.3. Results related to the third main research question: What are social media's positive and negative effects on the educational process?

To answer this question, the means and standard deviations were calculated for all items under the third domain, "The positive effects of using social media on the educational process," as well, "The negative effects of using social media on the educational process," in two separate tables, as shown in the following tables:

Table 4. Means and Standard Deviations for the Items of the Third Domain "The Positive Effects of Using Social Media on the Educational Process" (N = 120)

Rank	Item	Mean	Std. Deviation	Level
14	Social media contributes to the rapid dissemination of academic news.	4.38	0.72	Very High
15	Social media provides opportunities to share academic resources among students.	4.25	0.78	Very High
16	Social media helps improve e-learning experience.	4.12	0.85	High
17	Social media enables interactive learning opportunities among students.	4.08	0.88	High
18	I benefit from the educational content available on social media platforms.	3.85	0.95	High

Table 4 shows the means and standard deviations for the items of the third domain, "The positive effects of using social media on the educational process." The item "Social media contributes to the rapid dissemination of academic news" recorded the highest mean of 4.38 with a standard deviation

of 0.72, while the item "I benefit from the educational content available on social media platforms" recorded the lowest mean of 3.85 with a standard deviation of 0.95. This suggests that while students value the speed of academic news updates, there may be a need to improve the quality or visibility of educational content shared on social media platforms.

4.4. Continuation of the answer to the third main question: What are the positive and negative effects of using social media on the educational process?

The means and standard deviations were calculated for all items under the fourth domain, "The negative effects of using social media on the educational process," as shown in the following table:

Table 5. Means and Standard Deviations for the Items of the Fourth Domain "The Negative Effects of Using Social Media on the Educational Process" (N = 120)

Rank	Item	Mean	Std. Deviation	Level
19	Social media distracts my attention while studying.	3.95	1.02	High
20	Social media sometimes hinders me from thinking clearly.	3.90	1.00	High
21	Using social media reduces my study time.	3.82	1.05	High
22	My reliance on social media makes me procrastinate my assignments.	3.80	1.05	High
23	I find it difficult to organize my time between studying and using social media.	3.68	1.12	High

The results in Table 5 show the means and standard deviations for the items related to the negative effects of using social media on the educational process. The item (19), "Social media distracts my attention while studying," recorded the highest mean of 3.95 with a standard deviation of 1.02, indicating a strong agreement among students regarding its distracting effect. This was followed by item (20), "Social media sometimes hinders me from thinking clearly," with a mean of 3.90 and a standard deviation of 1.00. Item (21), "Using social media reduces my study time," came next with a mean of 3.82 and a standard deviation of 1.05. Item (22), "My reliance on social media makes me procrastinate my assignments," had a mean of 3.80 and the same standard deviation of 1.05. Lastly, item (23), "I find it difficult to organize my time between studying and using social media," recorded the lowest mean of 3.68 with a standard deviation of 1.12. These results suggest that students perceive social media as having several negative impacts on their academic routines, particularly in terms of distraction and time management.

5. Discussion

This quantitative study aimed to examine the most common patterns of social media usage among students at Dhofar University, the uses for social media among students; In addition, it sought to investigate the impact of social media use on students' lives, with a particular focus on its influence—both positive and negative—on the educational process.

To achieve the study's objectives, data were collected from the participants and then analyzed using SPSS to calculate the mean and standard deviation for each item. The three main objectives were: (a) to identify the common patterns of social media usage among Dhofar University students, (b) to examine the impact of social media usage on students' academic achievement, and (c) to explore the positive and negative effects of social media on the educational process.

5.1. Objective One: The Uses of Social Media Among University Students

The study's findings shed light on the most used types of social media among students. We found that students used social media for 4 to 6 hours a day on average, with Instagram and Snapchat being the most frequently used platforms. Also, Dhofar University students use social media on a daily and intensive basis (average of 4.75), with a tendency toward recreational use (average of 3.85), in addition to using it for academic purposes such as sharing experiences (average of 4.15). This indicates that social media has become deeply integrated into students' daily routines, serving multiple functions beyond mere entertainment.

A student or pupil is a learner, or someone who attends an educational institution. In its widest use, student is used for anyone who is learning, including mid-career adults who are taking vocational education or returning to university (Micah Godwin Munang, 2022). According to social media audience insights, approximately 15–20 million male users and around 5–6 million female users are active in Pakistan (Anjum, Ali, Ahmed, & Azam, 2024). However, a large portion of time spent on these platforms is devoted to non-academic activities.

This outcome is explained by the fact that social media has ingrained itself into students' everyday lives. They engage in a range of activities on these platforms, such as socializing, having fun, and studying. Therefore, the high frequency of daily use highlights the importance of understanding how to better guide and optimize this usage to enhance academic achievement.

The implications of this finding are significant. Understanding the dual nature of social media use among students can help educators design strategies to leverage these platforms for academic support, such as collaborative projects, information sharing, and peer learning, while minimizing potential distractions. This insight contributes to the literature by providing a balanced view of student engagement with social media, particularly in the context of Dhofar University, where previous research has been limited.

The findings also align with previous studies, which show that while students engage with social media for academic purposes, a large portion of their time is devoted to non-academic activities, highlighting potential distractions and reduced study time (Ndaku, 2013; Saha & Guha, 2019).

5.2. Objective Two: The Impact of Social Media Usage on Students' Academic Achievement

The findings highlighted that social media influences students' academic achievement, particularly by supporting access to educational resources and peer communication. However, its use for formal learning, such as attending live lectures, remains limited. This suggests the need to better integrate social media into educational practices to enhance its academic value. The Impact on academic performance; students perceive that social media has a mixed impact on their academic achievement; it provides educational resources (average of 4.05) and facilitates academic communication (average of 3.98), but it also affects concentration (average of 3.72) and it helps students to improve academic performance (average of 3.68). This indicates that while social media can be a useful academic tool, its effectiveness is influenced by how students use it.

To achieve better academic outcomes, many students turn to social media for both academic and non-academic purposes (Ali, & Dmour, 2021). Additionally, according to Aghaee (2010), 41% of students used social media for academic purposes, and 64% of students used it to interact with classmates during class activities. Furthermore, social media platforms give students the chance to interact with others in both academic and extracurricular settings; according to Chukwuere (2021), social media enhances academic performance and makes studying enjoyable and simple. Students now know enough about social media platforms to provide successful and efficient learning. The

findings from this study confirm that social media enhances the quality of academic work and promotes greater student participation, collaboration, and engagement in academic activities.

These results indicate that social media has a dual role: it supports academic engagement but also presents potential distractions. The implications are significant for educators, as understanding these dynamics can inform strategies for integrating social media more effectively into teaching and learning, ensuring that students benefit academically while minimizing negative impacts. This study contributes to the literature by providing insight into how social media can simultaneously support and challenge academic achievement among students at Dhofar University.

5.3. Objective Three: The Positive and Negative Effects of Social Media on The Educational Process

The findings from this study revealed that social media has both positive and negative effects on university students. On the positive side, it helps quickly spread academic news (average of 4.38) and makes it easier to share academic resources (average of 4.25). However, students also reported distractions during study time (average of 3.95) and difficulties in balancing their time between studying and using social media (average of 3.68). These findings indicate that social media has a dual role, offering benefits for learning while also posing challenges to students' academic focus.

The results of this objective mainly showed that students perceive a high level of positive effects of using social media on the educational process. To address the question regarding the positive and negative effects of social media on the educational process, the researchers categorized the analysis into two main sections as follows:

Positive Effects:

The findings suggest that, based on participants' responses, social media has a positive impact on the educational process. It provides access to a wider range of resources and plays a vital role in the e-learning model, which is widely adopted today.

According to participants, social media positively impacts the educational process by providing access to a wider range of resources and supporting the e-learning model, which is widely adopted today. It also enhances technological literacy, expands access to knowledge, fosters social connections, and serves as a tool for students involved in entrepreneurship (Micah Godwin Munang, 2022). These results suggest that when used intentionally, social media can support academic engagement, collaboration, and the quality of student learning.

Negative Effects:

Some students acknowledged the negative effects of social media, largely due to its appealing and sometimes addictive nature. This can make it difficult for students to control the time they spend on these platforms, which affects their concentration, time allocated for revision, and overall time management. Privacy concerns and the high potential for distraction are additional challenges; after receiving notifications, students may need 20 to 25 minutes, or in some cases up to two hours, to regain focus on their previous task (Micah Godwin Munang, 2022).

These findings offer valuable insights into the dual nature of social media usage among students, highlighting both its advantages and drawbacks. Understanding these effects can guide educators and policymakers to develop strategies that maximize the positive contributions of social media to learning while minimizing its negative impacts. This study contributes to the literature by offering a nuanced perspective on how social media influences the educational process at Dhofar University.

6. Conclusion

Social media has become an integral part of daily life, especially for young people in their academic years; the use of social media has significantly affected the lives of people in general and students in particular. This study explored the most commonly used social media platforms among students and examined the frequency and impact of their usage on academic achievement. The popularity of social networking among students has grown significantly over the years. Findings revealed that around 60% of university students who use social media are male, and many spend a considerable amount of time on these platforms. Specifically, 39% of participants reported spending 4–6 hours daily on social media, while 33% spent 1–3 hours. This aligns with Mohanty (2024), who mentioned that students spend a significant amount of time on social media sites (SMSs) for both academic and non-academic purposes. A significant portion of this time is spent chatting, with Snapchat and Instagram emerging as the most popular platforms, followed by Facebook.

The findings indicate that social media is a significant part of students' daily lives, serving purposes that extend beyond mere entertainment. Students also leverage these platforms for academic support, including sharing experiences and exchanging information. This dual role underscores the extent to which social media is integrated into students' routines and highlights the importance of guiding its use to promote academic success. Understanding students' habits with social media is crucial for designing effective strategies that promote productive and balanced engagement.

The results suggest that social media has the potential to positively influence students' academic achievement by enhancing access to educational content and facilitating communication with peers. However, these benefits are not fully exploited in formal learning contexts. Students recognize both the advantages and disadvantages of social media use: it can support learning and collaboration, but it also has the potential to distract. Overall, its impact is mixed, though it tends to be beneficial when used with purpose, emphasizing the need for more effective integration of social media into educational practices.

In conclusion, social media exerts both positive and negative effects on students' lives, including their academic performance. While most students reported minimal direct impact, some highlighted benefits, particularly in communication and staying informed. These findings reinforce the importance of encouraging purposeful and balanced use of social media to support students' academic development.

7. Suggestion

Based on the findings of this study, we suggest that:

1. Encourage Responsible Social Media Use: Students should be guided to manage their time effectively on social media, maintaining a healthy balance between academic and personal use.
2. Integrate Social Media into Learning Activities:

Social media provides students with a gateway to a wide range of educational materials, including tutorials, webinars, and expert advice, that help them develop their skills beyond the boundaries of conventional classroom learning.

3. Establish clear university policies: Universities should create clear policies or guidelines on the academic use of social media to help students navigate their use responsibly and productively.

4. Further Research: Upcoming research could explore the effects of various social media behaviors, as well as how these usage patterns differ among different fields of study and education levels.

Declarations

Author Contributions. Alhajjaj, H. A.: Original Manuscript Preparation, Literature Review, Methodology, Data Analysis, Results, Discussion, Conclusion, and Revised Writing. Shredam, A. M. & Tarawneh, H. H.: Introduction, Literature Review, Collecting Data, and Suggestion. Al-Halalat, Kh. I.: Abstract, Revising Citations and References, Suggestions, Revise-Writing. All authors have read and approved the final version of the article.

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