

The Impact of WhatsApp Utilization Patterns among Mass Communication Students of Saudi and Bahraini Universities for Academic Purposes

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ABSTRACT

The study aims to identify The Usage of WhatsApp for Academic Knowledge in Gulf Tertiary Institutions among Students from Saudi and Bahraini Universities, applying to a sample of 175 students. The results indicated that the students used this application for many reasons such as: participate in discussion about assignments and research, publish some notifications and announcements about courses among classmates, discuss course Specification with the instructor , exchange the ideas about course project with my classmates, increase accommodation with behaviors related to academic performance, exchange the previous and expected exams questions with classmates, Increase my co-operation with classmates in preparing assignments

INTRODUCTION

WhatsApp is one of technology application which commonly used on smart phones and computers in the recent years, this application has extremely affected many aspects of our lives, especially it has become a part of youth's life and considerable affected many aspects of our lives.

Since the smart phones became very popular, Individuals find it difficult to be without, WhatsApp is growing continuously day by day at an inconceivable rapidity with many purposes such as: keep in touch with friends and family members, sharing ideas ,thoughts and emotions to meet their information , entertainments and learning requirements as many of students has begun to use this application on their educational tasks.

WhatsApp began in the year 2009, developed by former yahoo managers" Brain Acton and Jan Koum" under the tag line " Simple" , this Application facilities communication among individuals for free without any cost and it makes it easier to create groups , send boundless messages, sharing Images , audio messages and video, sharing ideas with other users⁽¹⁾.

WhatsApp has several advantages such as: multimedia, group chat, cross platform engagement (smart phones, tablets), offline messages, no charges involved and pins and uses name, so instructor has also begun to observe the new technologies and explore its impact on student achievement. Consequently, these technologies have a large impact on the academic progress of students⁽²⁾.

The usage of WhatsApp for academic purposes aims to send instruction to students in the classroom. It provides all the instructions when the instructor and students are separated by distance, time or both. The overwhelming adoption of this app can be linked to the fact that the students have overwhelmingly embraced the use of mobile devices as an integral part of their everyday lives. In recognition of the unprecedented adoption of WhatsApp by many people especially the youths and students, this trend can no longer be neglected.

There is the need therefore to understand the experience and pattern of use by students in Saudi and Bahraini tertiary institutions and illuminate them on the different effects of this app on their academic performance, regarding that the WhatsApp has become a growing

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phenomenon in academic use for discussing mutual topic of academic interest.

The aim of this study is to explore the usage of WhatsApp among Mass Communication students for academic purposes in Saudi and Bahraini universities.

LITERATURE REVIEW

In qualitative studies, the purpose of literature review is to provide a comprehensive understanding about the research topic, the literature review introduce mainly looks at researches related to the usage of WhatsApp among students for academic purposes⁽³⁾, the researchers display the literature review as follow:

Mohammad Irfan, Sonali Dhimmar (2019)⁽⁴⁾ found out the influence of WhatsApp on university students, applying to a sample of 105 students, the results showed that WhatsApp is a tool of making communication faster and easier by reinforcing effective flow of information, idea sharing and connecting people easier.

Manpreet Singh Nanda (2019)⁽⁵⁾ investigated the role of WhatsApp in augmenting learning among the third professional MBBS students, 82 students in total participated in the study, the results showed that WhatsApp can improve learning, especially among slow learners by creating their interest and improving communication among students.

Bilge ÇamAktaş, Yafes Can (2019)⁽⁶⁾ conducted a research to find out if using WhatsApp actively in English outside the school has any effect on the students' attitudes, applying to a sample of 20 students. The results proved that the application is effective in the emotions such as happiness, joy, excitement, pride and showed that the students considerably support the use of this application.

Joan Francesc Fondevila-Gascón & et al (2019)⁽⁷⁾ carried out a study to analyze how the use of instant messaging services impacts the Spanish university context, applying to a sample of 332 students. The results showed that the most of students use instant messaging applications for issues related to university issues -besides their personal lives.

Eucharia Chinwe Igbafe, Chinekepebi Ngozi Anyanwu (2018)⁽⁸⁾ carried out a study to find out how WhatsApp enhances students' academic performance, applying to a sample of 20 purposively selected students. Findings

showed that WhatsApp can cause academic disruption through addiction to non-educational communities, but also, it can enhance academic performance through building and improving students' community of learning.

Levent Cetinkaya (2018)⁽⁹⁾ found out the effects of WhatsApp use for education, applying to a sample of 30 experimental group students, the results found out that students showed positive attitudes towards WhatsApp usage in their courses and they demanded the same practice in their other courses as well. The results also showed that learning could also happen unconsciously and the messages with images were more efficient for their learning.

Augustine Sandra Eberechukwu, Nwaizugbu Nkeiruka Queendarline (2018)⁽¹⁰⁾ found out the effect of WhatsApp when used as a tool to deliver instruction to 400 level trainee teachers who offered computer in education, the results revealed that there was no significant difference existed between the mean values of the two groups at post-test level.

Ruba Fahmi Bataineh & et al (2018)⁽¹¹⁾ conducted a research to examine the potential effect of e-mail- and WhatsApp-based instructional treatment on a sample of students. The findings revealed that there are statistically significant differences in the participants' mean scores on the post-test in favor of those in the WhatsApp group, combined e-mail and WhatsApp group, and e-mail group, respectively.

Hananel Rosenber, Christa S. C. Asterhan (2018)⁽¹²⁾ this study analyzed the phenomenon of "classroom WhatsApp groups", the methodology combines questionnaires, personal interviews, and focus groups with secondary school students. The findings showed that students are aware of the challenges inherent to the use of WhatsApp for communication with their teachers.

Al-Mothana M. Gasaymeh (2017)⁽¹³⁾ carried out a study to explore university students' use of WhatsApp and their perceptions regarding its possible integration into their education, applying to a sample of 154 students. The results revealed that the use of WhatsApp for educational purposes was limited. The participants perceived the integration of WhatsApp into their education to be easy, fun and useful.

Alberto Andújar, Maria-Soledad Cruz-Martínez (2017)⁽¹⁴⁾ investigated the benefits of WhatsApp to develop oral skills in second-language learners, applying to a sample of 80 Spanish students. The results indicated that WhatsApp offers an environment where learners can ubiquitously negotiate meaning, reflect and evaluate on their own performance through authentic interaction and feedback, constituting a powerful tool for developing second language proficiency.

Zahoor Hussain & et al (2017)⁽¹⁵⁾ explained the WhatsApp usage level among the students, their periods choice to use WhatsApp, their times surfing WhatsApp, applying to a sample of 280 students. The results showed that huge segment of the students (125) use WhatsApp in their hostels in terms of placement preferences.

Dhiraj Kumar Malhotra and Sonia Bansal (2017)⁽¹⁶⁾ this study aimed to analyze the use of WhatsApp for academic purposes with a special emphasis on its impact on studies, applying to a random sample of 100 postgraduate. The results indicated that More than 90% of the students were using WhatsApp for academic purposes. More UG students were using WhatsApp to chat, share images/videos and so forth for academic purposes as compared to PG students.

Akpan, Kufre P, Ezinne (2017)⁽¹⁷⁾ found out the effectiveness of WhatsApp as a collaborative tool for learning among undergraduate students, applying to a sample of 60 students. The findings revealed a significant difference in the retention level of students taught with WhatsApp application and those taught using the conventional approach of teaching.

Sonia Gon, Alka Raweka(2017)⁽¹⁸⁾ found out the affectivity of social media like WhatsApp in delivering knowledge to 4th semester MBBS students and to compare the improvement of knowledge gain through e-learning and didactic lecture, applying to a sample of 40 students. The finding revealed that High infiltration of Smartphones has initiated growing use of WhatsApp for groups of teachers and their students to support the learning process by allowing direct access to lots of online resources.

Anshu Bhatt and M. Arshad (2016)⁽¹⁹⁾ found out the impact of WhatsApp on youth, applying to a sample of 100 students. Findings show that students are spending more time on this

application rather than spending quality time with their family members, many youths are addicted to it and cannot abstain themselves from constantly chatting, replying and sharing of ideas or information.

Md. Golam Rabbani Sarker (2015)⁽²⁰⁾ found out the Impact of WhatsApp on the university level students and the data was collected from 200 students. The results indicated that WhatsApp has a profound negative impact on students and adversely affects their education, behavior and routine lives. It affects their education, behavior and routine lives. It is highly addictive in nature.

It is clear that there are many studies conducted on the usage of WhatsApp for academic purposes, this naturally raise an issue, while the results of some studies agree with one other, others simply disagree with each other on the usage of WhatsApp for academic in purposes in general and teaching and learning particular.

Analyzing literature review regarding the usage of WhatsApp in academic purposes indicates that many characteristics enhancing the learning process such as: encouraging cooperative learning between lecturers and students and they become involved in an activity in lectures and learning any time any place.

From the literature review, there is evidence that WhatsApp performs many tasks through various services it offers to its users such as: voice call, instant message and video uploads.

The previous literature review indicated that WhatsApp seemed to be an effective aid that instructors might use to enhance students' learning. On the other hand, other researchers expressed concerns regarding the impact of WhatsApp on students' flow of information (Mohammad Irfan, SonaliDhimmar (2019). augmenting learning (Manpreet Singh Nanda (2019), self-efficacy belief on English course (Bilge ÇamAktaş, Yafes Can (2019), academic performance (Eucharía Chinwe Igbafe, Chinekpebi Ngozi Anyanwu (2018), the use of WhatsApp in courses (Levent Cetinkaya (2018), effect of e-mail- and WhatsApp (Ruba Fahmi Bataineh & et al (2018), classroom WhatsApp groups (Hananel Rosenber, Christa S. C. Asterhan (2018), integration in education (Al-Mothana M. Gasaymeh (2017) and benefits of WhatsApp to develop oral skills (Alberto Andújar, Maria-Soledad Cruz-Martínez (2017).

THE PROBLEM STATEMENT

In recent years, technology has become a part of human life, we cannot separate by the technology because all aspects of life connected by technology advances. It is easily to communicate with others by smart phone, besides the ability of getting all information we want ⁽²¹⁾. Students have the same option as others. they make their smart phone as inseparable part of themselves. They can use it for many things, play online games, access social networks media, upload and download videos and photos, files, conducting real time conversation or follow the news about events around the world ⁽²²⁾.

Studies showed that WhatsApp voice call is the most likeable among universities students than text messaging text. Other studies found out that many universities used WhatsApp to enhance the effective communication between the university and its students through information sharing and discussions.

WhatsApp can be used as a tool in improving academic purposes of the university students, this kind of technology can also increase them to be more active in the classroom through text messages which seems to be the most preferred tool of communication between them and both their instructors and classmates. WhatsApp is a useful and helpful means of effective teaching at tertiary institutions because it has made the communication faster, easier and cheaper.

WhatsApp users is growing very fast on smart phones. information has spread worldwide easily, universities have started to use it as a tool of communication between instructors and their students through various purposes: to receive and send instant multimedia messages like audio and images, voice notes, group chat along with simple text message within students' instructors and within students' groups freely. The instructors can also use WhatsApp to upload assignments, delay classes and discuss several topics related the courses they teach. At the same time, the students use it to share experiences and information among colleagues within the campus or all over the world.

Consequently, this study is to explore the usage of WhatsApp among Mass Communication students for academic purposes in Gulf tertiary Institutions in Saudi and Bahraini universities and determine the preferences of the students toward the process.

THE RESEARCH SIGNIFICANT

- The importance of WhatsApp in academic purposes in recent years and its role in students's achievements in learning performance.
- The enormous potential that WhatsApp offers in academic purposes for students and instructors at the same time, forming collaboration and dialogue between them as a tool of learning, regarding its ability in using multimedia in different courses.
- The usage of WhatsApp in Gulf Tertiary Institutions becomes more popular particularly among students, regarding rapid change in learning environments. Consequently, most of universities try to adopt their system to include WhatsApp in their programs.
- The popularity of smart phone makes WhatsApp has become very popular in sharing information among students, regarding the rapid changes of information communication technologies that have been seen as the most useful tools of communication among students in most of their academic activities.

Research Objectives

- Identify the patterns and habits of WhatsApp usage among for academic purposes.
- Ascertain the amount of time spent by the Mass Communication students on WhatsApp for academic purposes.
- Determine the academic purposes of the usage of WhatsApp by Mass Communication students.
- Explain the topics that Mass Communication students exchange about the educational process.
- Find out the negative effects of WhatsApp usage in academic purposes.

Research Questions

- What are the patterns and habits of WhatsApp usage among Saudi and Bahraini Mass Communication students for academic purposes?
- How frequently do Mass Communication students use WhatsApp for academic purposes?

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- What are the academic purposes of WhatsApp usage among Mass Communication students?
- What are the topics that Mass Communication students exchange about the educational process?
- What are the negative effects of WhatsApp in academic purposes?

Research Hypothesis

- There are significant differences in frequency of WhatsApp usage and the reasons of this usage among Mass Communication students in Saudi and Bahraini universities.
- There are significant differences in the rate of WhatsApp usage and the reasons of this usage among Mass Communication students in Saudi and Bahraini universities.
- There are significant differences in the topics that Mass Communication students communicate through WhatsApp for academic purposes and the reasons of this usage in Saudi and Bahraini universities.
- There are significant differences between the patterns of WhatsApp usage among Mass Communication students and the reasons of this usage in Saudi and Bahraini universities.

Population

Students registered for Mass Communication bachelor's degree in Saudi and Bahraini

Table1. The demographic characteristics of respondents

| The Variable | Categories | N= 175 | |
|--------------------|---------------------------|-----------|------------|
| | | Frequency | Percentage |
| Gender | Male | 95 | 54.29 |
| | Female | 80 | 45.71 |
| University | Saudi | 88 | 50.29 |
| | Bahraini | 87 | 49.71 |
| Type of university | governmental | 94 | 53.71 |
| | private | 81 | 46.29 |
| Age | Less than 20 years | 68 | 38.86 |
| | From 20 years to 22 years | 89 | 50.86 |
| | 22 years and more | 18 | 10.29 |

The results of the previous table refer to the demographic characteristics of respondents

- **First: The Gender:** The Mass Communication students are divided into males (54.29%), while females are (45.71%).
- **Second: the country of University:** The Mass Communication students are

universities were considered as target population of the study during the first semester of the academic year 2018-2019 which started at the beginning of September and finished in mid-January 2019 from 1st year to from 4th year.

Sample

This study used purposive sampling to select the response of the students. purposive sampling is not only used to select participants, but to select events, incidents, settings and activities to be included for data collection. the purpose was to get views from different sources to avoid biased data. The purposive sampling means that participants are selected because of defining characteristics that makes them the holders of the data in the study⁽²³⁾.

This study is a descriptive survey research that used to explore and describe data collected from purposive sample of 175 Mass Communication students (94 students from Saudi universities and 81 students from Bahraini universities) were purposively surveyed on their usage of WhatsApp services and academic performance. All students were members of at least one joint instructor- student WhatsApp class group.

The researchers distributed a questionnaire to 175 Mass Communication students in Saudi and Bahraini universities in Arabic language Since the native language of the participants is Arabic, the questionnaire was translated into Arabic by the researcher. The following table shows the characteristics of the sample:

distributed as: Saudi Universities (50.29%), while (49.71%) belongs to Bahraini Universities.

- **Third: the type of university:** The Mass Communication students are divided into governmental universities (53.72%), while private are (46.29%).

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- **Fourth: The Age :** The Mass Communication students are divided into three different age group ranges which are: 20 years to 22 years by (50.86%), Less than 20 years by (36.86%) and 22 years and more by (10.29%).

Questionnaire

The researcher used Electronic Questionnaire tool because it is the most appreciated tool of data collection and to save a lot of time and cost effective.

To judge the value of research, the researcher used internal and external validity, the tool was faced, and construct validated by three experts, their comments were taken into consideration in the final Questionnaire. Test retest was adopted on 17 Mass Communication students that were

not share in the main research. The result 'r' values were converted using Pearson formula that revealed that reliability co-efficient is .74 for the test tool and .86 for the questionnaire tool. The tool therefore was considered convenient for the research.

The researcher prepared a rating scale with 50 items on the Usage of WhatsApp for Academic Purposes in Gulf Tertiary Institutions. The Questionnaire is developed using three- point Likert type scale responses of: agree, neutral, disagree.

The data collected was fed into SPSS (statistical Package for Social Sciences) 23 version and the researches used (simple frequencies, Mean, Standard Deviation, Z – test, T- test and F-test) calculation to analyze the data.

RESULTS

Table2. Frequency of WhatsApp usage by students according to the type of university for academic purposes

| Rate of use | Saudi universities | | Bahraini Universities | | Total | | Z- test | significant |
|--------------|--------------------|-------|-----------------------|-------|-------|-------|---------|-----------------|
| | F | % | F | % | F | % | | |
| Alwaysonline | 61 | 69.32 | 71 | 81.61 | 132 | 75.43 | 1.89 | Not significant |
| Often | 16 | 18.18 | 12 | 13.79 | 28 | 16.00 | .79 | Not significant |
| Sometimes | 11 | 12.50 | 4 | 4.60 | 15 | 8.57 | 1.78 | Not significant |
| Total | 88 | 100 | 87 | 100 | 175 | 100 | | |

From table 2, it can be interpreted that WhatsApp is very popular among Mass Communication students in Saudi and Bahraini universities as 75.43% used it always. Only 16.00% of them used it often and 8.57% used it sometimes.

The results indicate that there are no statistically significant differences between Mass

Communication students in Saudi and Bahraini universities according to the type of university about the frequency of WhatsApp usage. The Z-calculated values are lower than the Z-tab of 1.96 predicted that there is a significant relationship between the two variables at a (95%) level of confidence.

Table3. Rate of WhatsApp usage by students according to the type of university for academic purposes

| Rate of use | Saudi universities | | Bahraini Universities | | Total | | Z- test | significant |
|--------------------------------|--------------------|-------|-----------------------|-------|-------|-------|---------|-------------|
| | F | % | F | % | F | % | | |
| Less than three times | 15 | 17.05 | 12 | 13.79 | 27 | 15.43 | 2.77 | significant |
| From three times to five times | 32 | 36.36 | 19 | 21.84 | 51 | 29.14 | 2.21 | significant |
| Over than five times | 41 | 46.59 | 56 | 64.37 | 97 | 55.43 | 2.37 | significant |
| Total | 88 | 100 | 87 | 100 | 175 | 100 | | |

From table 3, the results indicated that out of 175 Mass Communication students, 55.43% students use WhatsApp Over than five times, whereas 29.14% students use from three times to five times, followed by 15.43% use it Less than three times. It indicates the students use WhatsApp frequently for academic purposes. The results of the current table are consistent with the results of the previous table in increasing the usage of WhatsApp in Saudi Arabia and Kingdom of Bahrain universities.

The results indicate that there are statistically significant differences between Mass Communication students in Saudi and Bahraini universities according to Rate of WhatsApp usage in : Less than three times, From three times to five times, Over than five times for Saudi universities with percentage (17.05%, 36.36%, 46.59%) in comparison of (13.79% ,21.84%,64.37%) for Bahraini universities).The Z-calculated values (2.77, 2.21,2.37) are higher than the Z-tab of 1.96 predicted that there is a significant relationship between the two variables at a (95%) level of confidence.

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Table 4. Topic that students communicate through WhatsApp for academic purposes according to the type of university

| Topic | Saudi universities | | Bahraini Universities | | Total | | Z-test | significant |
|--|--------------------|-------|-----------------------|-------|-------|-------|--------|-----------------|
| | F | % | F | % | F | % | | |
| Information relating the classes | 53 | 60.23 | 34 | 39.08 | 87 | 49.71 | 2.80 | significant |
| Information relating the courses (syllabus – curriculum) | 43 | 48.86 | 39 | 44.83 | 82 | 46.86 | .53 | Not significant |
| Information relating entertainment and events | 25 | 28.41 | 29 | 33.33 | 54 | 30.86 | .71 | Not significant |
| Total | 88 | | 87 | | 175 | | | |

(*) More than one alternative has been chosen.

From table 4, the results indicated that out of 175 Mass Communication students, 49.71% students use WhatsApp for sending Information relating the classes, whereas 46.86% students use it for sending Information relating the courses (syllabus – curriculum), followed by 30.86% use it for sending Information relating entertainment and events. The results indicate that there are statistically significant differences

between Mass Communication students in Saudi and Bahraini universities according to topic they communicate through WhatsApp for academic purposes in: Information relating the classes for Saudi universities with percentage (60.23%) in comparison of (39.08%) for Bahraini universities. The Z-calculated value (2.80) is higher than the Z-tab of 2.58 predicted that there is a significant relationship between the two variables at a (99%) level of confidence.

Table 5. The patterns of WhatsApp usage among students according to the type of university

| patterns | Saudi universities | | Bahraini Universities | | Total | | Z-test | significant |
|--|--------------------|--------|-----------------------|--------|-------|--------|--------|-----------------|
| | F | % | F | % | F | % | | |
| Instant messaging | 88 | 100.00 | 87 | 100.00 | 175 | 100.00 | - | - |
| Sending Audio and video files | 54 | 61.36 | 43 | 49.43 | 97 | 55.43 | 1.59 | Not significant |
| Exchange lectures notes with my classmates | 41 | 46.59 | 21 | 24.14 | 62 | 35.43 | 3.10 | significant |
| Send images | 49 | 55.68 | 47 | 54.02 | 96 | 54.86 | .22 | Not significant |
| Voice calls | 15 | 17.05 | 44 | 50.57 | 59 | 33.71 | 4.69 | significant |
| Total | 88 | | 87 | | 175 | | | |

(*) More than one alternative has been chosen.

From table 5, the results indicated that out of 175 Mass Communication students, 100% students use WhatsApp for sending Instant messaging, whereas 54.86% students use it for sending images, followed by 55.43% Sending Audio and video files, 35.43% exchanging lectures notes with their classmates.

The results indicate that there are statistically significant differences between Mass Communication students in Saudi and Bahraini universities according to the patterns of WhatsApp usage in: Exchange lectures notes with their classmates for Saudi universities with percentage (46.59%) in comparison of (24.14%)

for Bahraini universities. The Z-calculated value (3.10) is higher than the Z-tab of 2.58 predicted that there is a significant relationship between the two variables at a (99%) level of confidence.

The results indicate that there are statistically significant differences between Mass Communication students in Saudi and Bahraini universities according to the patterns of WhatsApp usage in: Voice calls for Bahraini universities with percentage (50.57%) in comparison of (17.05%) for Saudi universities. The Z-calculated value (4.69) is higher than the Z-tab of 2.58 predicted that there is a significant relationship between the two variables at a (99%) level of confidence.

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Table 6. The academic purposes of WhatsApp usage among Mass Communication students according to the type of university

| Items | University | N | Mean | S D | T test | Freedom level | Significant | Average mean |
|---|------------|----|------|------|--------|---------------|-------------|--------------|
| Participate in discussion about assignments and research | Saudi | 88 | 2.58 | .603 | .038 | 173 | .969 | 2.58 |
| | Bahraini | 87 | 2.58 | .631 | | | | |
| Sending photos and videos related to assignments | Saudi | 88 | 2.06 | .894 | -.187 | 173 | .852 | 2.07 |
| | Bahraini | 87 | 2.09 | .969 | | | | |
| Sending information about Seminars, conferences and workshop | Saudi | 88 | 1.88 | .889 | .831 | 173 | .407 | 1.85 |
| | Bahraini | 87 | 1.75 | .888 | | | | |
| participate my classmates about information I get about assignments | Saudi | 88 | 1.57 | .870 | .418 | 173 | .676 | 1.56 |
| | Bahraini | 87 | 1.51 | .711 | | | | |
| Communicate with Instructors about ambiguous points in some courses | Saudi | 88 | 1.35 | .511 | 3.099 | 173 | .002 | 1.29 |
| | Bahraini | 87 | 1.09 | .300 | | | | |
| Share useful research websites with my classmates | Saudi | 88 | 1.67 | .889 | -2.886 | 173 | .004 | 1.78 |
| | Bahraini | 87 | 2.14 | .963 | | | | |
| Discuss course Specification with the instructor | Saudi | 88 | 2.29 | .736 | 2.157 | 173 | .032 | 2.22 |
| | Bahraini | 87 | 2.00 | .894 | | | | |
| Exchange the ideas about course project with my colleagues | Saudi | 88 | 1.80 | .862 | 1.275 | 173 | .204 | 1.76 |
| | Bahraini | 87 | 1.60 | .862 | | | | |
| Get fast and rapid feedback about course assignments from the instructor | Saudi | 88 | 2.23 | .892 | 1.442 | 173 | .151 | 2.17 |
| | Bahraini | 87 | 2.00 | .921 | | | | |
| Improve my efficiency in course Exams | Saudi | 88 | 1.75 | .921 | .888 | 173 | .376 | 1.72 |
| | Bahraini | 87 | 1.60 | .862 | | | | |
| Increase my knowledge and experience through communicating with instructors and my classmates | Saudi | 88 | 1.54 | .855 | .902 | 173 | .369 | 1.51 |
| | Bahraini | 87 | 1.41 | .631 | | | | |
| Seek help related to course assignments of students that have already taken the courses | Saudi | 88 | 1.57 | .870 | .255 | 173 | .799 | 1.56 |
| | Bahraini | 87 | 1.53 | .710 | | | | |
| Get fast and rapid feedback about course assignments from the instructor | Saudi | 88 | 1.47 | .500 | 1.174 | 173 | .242 | 1.44 |
| | Bahraini | 87 | 1.36 | .487 | | | | |
| Express freely about my opinions without any barriers | Saudi | 88 | 1.66 | .883 | -1.508 | 173 | .133 | 1.72 |
| | Bahraini | 87 | 1.90 | .888 | | | | |
| Teach outside classroom for free | Saudi | 88 | 1.93 | .737 | -.909 | 173 | .364 | 1.96 |
| | Bahraini | 87 | 2.04 | .630 | | | | |
| Communicate at any time and any place | Saudi | 88 | 1.67 | .761 | .151 | 173 | .880 | 1.67 |
| | Bahraini | 87 | 1.65 | .761 | | | | |
| Communicate with the instructor about office hours or meetings | Saudi | 88 | 1.59 | .736 | .665 | 173 | .507 | 1.57 |
| | Bahraini | 87 | 1.51 | .637 | | | | |
| Help me to organize my time | Saudi | 88 | 1.93 | .796 | 2.311 | 173 | .022 | 1.85 |
| | Bahraini | 87 | 1.60 | .737 | | | | |
| Solve my non- academic problems | Saudi | 88 | 1.80 | .730 | -.184 | 173 | .854 | 1.81 |
| | Bahraini | 87 | 1.82 | .628 | | | | |
| Enhance my own confidence about performing my assignments | Saudi | 88 | 2.01 | .858 | -.852 | 173 | .395 | 2.04 |
| | Bahraini | 87 | 2.14 | .882 | | | | |
| Increase my co-operation with my classmates in preparing assignments | Saudi | 88 | 2.14 | .799 | 1.609 | 173 | .109 | 2.09 |
| | Bahraini | 87 | 1.92 | .685 | | | | |
| Exchange the previous and expected exams questions with my classmates | Saudi | 88 | 2.23 | .892 | 1.442 | 173 | .151 | 2.17 |
| | Bahraini | 87 | 2.00 | .921 | | | | |
| Form groups between my classmates and Instructor for academic purposes | Saudi | 88 | 1.82 | .818 | .327 | 173 | .744 | 1.81 |
| | Bahraini | 87 | 1.78 | .821 | | | | |
| Organize meetings with the instructor to projects | Saudi | 88 | 1.88 | .926 | 1.975 | 173 | .050 | 1.80 |
| | Bahraini | 87 | 1.56 | .838 | | | | |
| Contribute to break the hesitation between me and the instructor | Saudi | 88 | 1.93 | .894 | .343 | 173 | .732 | 1.92 |
| | Bahraini | 87 | 1.87 | .899 | | | | |
| Learn from students' projects that are available to me | Saudi | 88 | 1.89 | .895 | .261 | 173 | .794 | 1.88 |
| | Bahraini | 87 | 1.85 | .909 | | | | |
| Increase the level of academic achievement | Saudi | 88 | 1.79 | .792 | -.211 | 173 | .833 | 1.80 |
| | Bahraini | 87 | 1.82 | .891 | | | | |
| Increase my involvement in academic activities | Saudi | 88 | 1.73 | .919 | -1.779 | 173 | .077 | 1.80 |
| | Bahraini | 87 | 2.02 | .935 | | | | |
| Increase my accommodation with behaviors related to academic performance | Saudi | 88 | 2.08 | .901 | -1.491 | 173 | .138 | 2.13 |
| | Bahraini | 87 | 2.31 | .819 | | | | |
| Publish some notifications and | Saudi | 88 | 2.58 | .727 | .787 | 173 | .432 | 2.56 |

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| | | | | | | | | |
|--|----------|----|------|------|-------|-----|------|------|
| announcements about courses among my classmates | Bahraini | 87 | 2.48 | .711 | | | | |
| Post links and resources related to courses | Saudi | 88 | 1.36 | .498 | 3.262 | 173 | .001 | 1.30 |
| | Bahraini | 87 | 1.09 | .300 | | | | |
| Compete with my classmates in assignments and graduation project | Saudi | 88 | 1.82 | .916 | .876 | 173 | .382 | 1.78 |
| | Bahraini | 87 | 1.68 | .756 | | | | |

Table (6) shows the academic purposes of WhatsApp usage among Mass Communication students for academic purposes, the most strong reasons of WhatsApp usage for academic purposes were to : participate in discussion about assignments and research (2.58), publish some notifications and announcements about courses among my classmates (2.56), discuss course Specification with the instructor , exchange the ideas about course project with my classmates (2.22) for each separately, improve my efficiency in course Exams , form groups between my classmates and Instructor for academic purposes (2.17) for each separately, increase my accommodation with behaviors related to academic performance (2.13), exchange the previous and expected exams questions with my classmates(2.09), sending photos and videos related to assignments (2.07), increase my co-operation with my classmates in preparing assignments(2.04) , these results indicate to strong positive attitudes towards WhatsApp usage for academic purposes among Mass Communication students in Saudi and Bahraini universities (the mean values are above 2 .00) .

The results also show the academic purposes of WhatsApp usage among Mass Communication students for academic purposes, the most moderate purposes of WhatsApp usage for academic purposes were to: Communicate at any time and any place (1.96),learn from students' projects that are available to me(1.88), sending information about Seminars, conferences and workshop (1.85), help me to organize my time , solve my non- academic problems , form groups between my classmates and Instructor for academic purposes (1.81) for each separately, organize meetings with the instructor to projects, increase the level of academic achievement, increase my involvement in academic activities(1.80) for each separately, compete with my classmates in assignments and graduation project, Share useful research websites with my classmates (1.78), exchange the ideas about course project with my colleagues(1.76), express freely about

my opinions without any barriers, Improve my efficiency in course Exams(1.72), communicate at any time and any place(1.67), communicate with the instructor about office hours or meetings (1.57), Seek help related to course assignments of students that have already taken the courses , participate my classmates about information I get about assignments (1.56) for each separately, Increase my knowledge and experience through communicating with instructors and my classmates (1.51), Get fast and rapid feedback about course assignments from the instructor(1.44) , post links and resources related to courses(1.30), communicate with Instructors about ambiguous points in some courses(1.29), these results indicate to moderate positive attitudes towards WhatsApp usage for academic purposes among students in Saudi and Bahraini universities (the mean values are above 1 .00) .

T-test was used in above table to explain the relationship between the academic purposes of WhatsApp usage among students and the type of university. It is shown that there is a positive relationship between Mass Communication students in Saudi and Bahraini universities for Saudi universities in: communicate with Instructors about ambiguous points in some courses, discuss course specification with the instructor, help me to organize my time, organize meetings with the instructor to projects, post links and resources related to courses with a mean of (1.35, 2.29,1.93, 1.88,1.36) versus (1.09,2.00,1.60,1.56,1.09) for Bahraini universities. The values of "T"(3.099, 2.157, 2.311, 1.975, 3.262) are statistically significant values at the level of (.002,.032,.022,.050,.001).

The results also showed that there is a negative relationship between Mass Communication students in Saudi and Bahraini universities for Bahraini universities in: Share useful research websites with my classmates with a mean of (2.14) versus (1.67) for Saudi universities. The value of "T"(-2.886) is statistically significant values at the level of (.004).

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Table7. T-test for the significance of differences between the average attitudes of Mass Communication students towards the academic purposes of WhatsApp usage according to the variable of gender

| The reasons of WhatsApp usage | Gender | No. | Mean | Standard deviation | Value (T) | Freedom degree | Significance level |
|-------------------------------|--------|-----|-------|--------------------|-----------|----------------|--------------------|
| | Male | 90 | 59.36 | 5.827 | .145 | 173 | .884 |
| | Female | 85 | 59.23 | 5.972 | | | |

The results of the table reveal that there are no statistically significant differences between the average attitudes of Mass Communication students towards the academic purposes of WhatsApp usage among students according to the variable of gender in Saudi and Bahraini

universities according to the gender variable. The value of "T" (.145) is not statistically significant at the level of (.884). The results assure moderate positive attitudes of students in Saudi and Bahraini universities towards WhatsApp usage according to the gender variable.

Table8. T-test for the significance of differences between the average attitudes of Mass Communication students towards the academic purposes of WhatsApp usage according to the country of university

| The reasons of WhatsApp usage | University | No. | Mean | Standard deviation | Value (T) | Freedom degree | Significance level |
|-------------------------------|------------|-----|-------|--------------------|-----------|----------------|--------------------|
| | Saudi | 88 | 59.76 | 5.916 | 1.820 | 173 | .070 |
| | Bahraini | 87 | 57.87 | 5.482 | | | |

The results of the table reveal that there are no statistically significant differences between the average attitudes of Mass Communication students towards the academic purposes of WhatsApp usage according to the country of university in Saudi and Bahraini universities.

The value of "T" (1.820) is not statistically significant at the level of (.070). The results assure moderate positive attitudes of students in Saudi and Bahraini universities towards WhatsApp usage according to the country of university.

Table9. T-test for the significance of differences between the average attitudes of students the academic purposes of WhatsApp usage according to the type

| The reasons of WhatsApp usage | type | No. | Mean | Standard deviation | Value (T) | Freedom degree | Significance level |
|-------------------------------|--------------|-----|-------|--------------------|-----------|----------------|--------------------|
| | Governmental | 94 | 62.64 | 7.901 | 3.481 | 173 | .028 |
| | private | 81 | 57.96 | 5.548 | | | |

The results of the table reveal that there are statistically significant differences between the average attitudes of Mass Communication students towards the academic purposes of WhatsApp usage according to the type for governmental type (62.64) versus (57.96) for

private type. The value of "T" (3.481) is statistically significant at the level of (.028). The results assure strong positive attitudes of students in Saudi and Bahraini universities towards WhatsApp usage according to the type.

Table10. " F " test to indicate differences between the average attitudes of Mass Communication students towards the academic purposes of WhatsApp usage according to the age

| Source of variance | Sum of Squares | Mean Square | Freedom degree | Value of " F " | Significance level |
|--------------------|----------------|-------------|----------------|----------------|--------------------|
| Between groups | 111.245 | 55.623 | 4 | 1.633 | .198 |
| Within groups | 5859.189 | 34.065 | 170 | | |
| Total | 5970.434 | | 174 | | |

It is quite obvious from the above Table that "Anova" was used to examine the relationship between the average attitudes of Mass Communication students towards the academic purposes of WhatsApp usage and their ages. "F" test shows there are no statistically significant differences between the attitudes of students

towards the reasons of WhatsApp usage in Saudi and Bahraini universities according to the variable of age. The value of "F" is (1.633); it is not statistically significant at the level of (.198). Saudi and Bahraini universities towards the reasons of WhatsApp usage according to the variable of age.

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Table11. The disadvantages of WhatsApp usage among Mass Communication students according to the type of university

| disadvantages | University | N | Mean | S D | T test | Freedom level | Significant | Average mean |
|---|------------|----|------|------|--------|---------------|-------------|--------------|
| Consume lots of my time | Saudi | 88 | 1.66 | .654 | -.415 | 173 | .678 | 1.68 |
| | Bahraini | 87 | 1.70 | .697 | | | | |
| Cause lake of concentration during lecture time | Saudi | 88 | 1.52 | .502 | -.156 | 173 | .877 | 1.53 |
| | Bahraini | 87 | 1.53 | .501 | | | | |
| Create misunderstanding impressions between Lectures and students | Saudi | 88 | 1.35 | .479 | -2.648 | 173 | .009 | 1.45 |
| | Bahraini | 87 | 1.54 | .500 | | | | |
| Create loss of interest for educational process | Saudi | 88 | 2.06 | .459 | -1.184 | 173 | .238 | 2.10 |
| | Bahraini | 87 | 2.14 | .483 | | | | |
| Reduce my academic level (GPA) | Saudi | 88 | 1.51 | .503 | -.181 | 173 | .856 | 1.52 |
| | Bahraini | 87 | 1.52 | .501 | | | | |
| Reduce my reading of textbooks | Saudi | 88 | 1.25 | .435 | -2.115 | 173 | .036 | 1.33 |
| | Bahraini | 87 | 1.40 | .492 | | | | |
| Create a status of non- participation in university activities | Saudi | 88 | 2.01 | .646 | -.636 | 173 | .525 | 2.04 |
| | Bahraini | 87 | 2.07 | .623 | | | | |
| Affect negatively on students 'academic performance | Saudi | 88 | 1.75 | .720 | .407 | 173 | .684 | 1.72 |
| | Bahraini | 87 | 1.70 | .727 | | | | |
| It is difficult to load some files | Saudi | 88 | 1.93 | .735 | -1.696 | 173 | .092 | 2.04 |
| | Bahraini | 87 | 2.12 | .732 | | | | |
| Sending personal files outside the academic purposes | Saudi | 88 | 1.65 | .713 | .422 | 173 | .673 | 1.67 |
| | Bahraini | 87 | 1.69 | .685 | | | | |

Table (11) shows the disadvantages of WhatsApp usage among Mass Communication students towards according to the type of university were to : Create loss of interest for educational process (2.10), it is difficult to load some files, create a status of non- participation in university activities (2.04) for each separately,, these results indicate to a strong positive attitudes towards WhatsApp usage for academic purposes among students in Saudi and Bahraini universities (the mean values are above 2 .00) .

The results also show the disadvantages of WhatsApp usage among Mass Communication students according to the type of university were

to : Affect negatively on students 'academic performance(1.72), consume lots of my time s (1.68), sending personal files outside the academic purposes (1.67), cause lake of concentration during lecture time (1.53), reduce my academic level (GPA) (1.52), create misunderstanding impressions between Lectures and students (1.45), reduce my reading of textbooks (1.33), these results indicate to moderate positive attitudes towards WhatsApp usage for academic purposes among Mass Communication students in Saudi and Bahraini universities (the mean values are above 1 .00) .

Table12. T-test for the significance of differences between the average attitudes of Mass Communication students towards the disadvantages of WhatsApp usage according to the variable of gender

| The reasons of WhatsApp usage | Gender | No. | Mean | Standard deviation | Value (T) | Freedom degree | Significance level |
|-------------------------------|--------|-----|-------|--------------------|-----------|----------------|--------------------|
| | Male | 90 | 16.71 | 1.930 | 2.670 | 173 | .009 |
| | Female | 85 | 17.46 | 1.785 | | | |

The results of the table reveal that there are statistically significant differences between the average attitudes of Mass Communication students towards the reasons of WhatsApp usage according to the variable of gender in Saudi and Bahraini universities for female

(17.46) versus (16.71). The value of "T" (2.670) is statistically significant at the level of (.009). The results assure moderate positive attitudes of students in Saudi and Bahraini universities towards disadvantages of WhatsApp usage according to the gender variable.

Table13. T-test for the significance of differences between the average attitudes of Mass Communication students towards disadvantages of WhatsApp usage according to the country of university

| The reasons of WhatsApp usage | University | No. | Mean | Standard deviation | Value (T) | Freedom degree | Significance level |
|-------------------------------|------------|-----|-------|--------------------|-----------|----------------|--------------------|
| | Saudi | 88 | 17.00 | 1.447 | .050 | 173 | .961 |
| | Bahraini | 87 | 16.97 | 1.993 | | | |

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The results of the table reveal that there are no statistically significant differences between the average attitudes of Mass Communication students about disadvantages of WhatsApp usage according to the country of university in Saudi and Bahraini universities. The value of

"T" (.050) is not statistically significant at the level of (.961). The results assure moderate positive attitudes of students in Saudi and Bahraini universities towards about disadvantages of WhatsApp usage according to the country of university.

Table14. T-test for the significance of differences between the average attitudes of Mass Communication students about disadvantages of WhatsApp usage according to the type

| The reasons of WhatsApp usage | type | No. | Mean | Standard deviation | Value (T) | Freedom degree | Significance level |
|-------------------------------|--------------|-----|-------|--------------------|-----------|----------------|--------------------|
| | Governmental | 94 | 17.01 | 1.995 | -1.111 | 173 | .420 |
| | private | 81 | 17.51 | 1.783 | | | |

The results of the table reveal that there are statistically significant differences between the average attitudes of country of university among Mass Communication students about disadvantages of WhatsApp usage according to the university's type for governmental

universities (62.64) versus (57.96) for private type. The value of "T" (3.481) is statistically significant at the level of (.028). The results assure strong positive attitudes of students in Saudi and Bahraini universities towards WhatsApp usage according to the type.

Table15. "F" test to indicate differences between the average attitudes of Mass Communication students towards disadvantages of WhatsApp usage according to the age

| Source of variance | Sum of Squares | Mean Square | Freedom degree | Value of " F " | Significance level |
|--------------------|----------------|-------------|----------------|----------------|--------------------|
| Between groups | 127.922 | 31.981 | 4 | 11.083 | .000 |
| Within groups | 490.558 | 2.886 | 170 | | |
| Total | 618.480 | | 174 | | |

It is quite obvious from the above Table that "Anova" was used to examine the relationship between the average attitudes of Mass Communication students towards disadvantages of WhatsApp usage and their ages. "F" test shows there are statistically significant differences between the attitudes of students

towards the disadvantages of WhatsApp usage in Saudi and Bahraini universities according to the variable of age. The value of "F" is (11.083); it is statistically significant at the level of (.000).

To know the source of variance among age category, Post Hoc test by LCD as applied as it is shown in the table below:

Table16. Multiple comparison of the disadvantages of WhatsApp usage in terms of age

| Disadvantages | 1st Age Group (I) | Compared Age Group(J) | Mean differences | Significant level |
|---------------------------|-------------------|-----------------------|---------------------------|-------------------|
| | | Less than 20 years | From 20 years to 22 years | -.84352* |
| 22 years and more | | | -2.64643 | .000 |
| From 20 years to 22 years | | 22 years and more | .67500 | .450 |

Each age category was compared to the other age categories for disadvantages of WhatsApp usage in Saudi and Bahraini universities. It found that there is significant relationship between less than 20 years and 22 years and more where the Significant level (.018), there is significant relationship between Less than 20 years 22 years and more where the Significant level is (.000).

Testing Hypotheses:

Hypothesis 1:

There are significant differences in frequency of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Saudi and Bahraini universities.

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Table17. Correlation between frequency of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Saudi and Bahraini universities

| Frequency of WhatsApp usage | The academic Purposes of WhatsApp usage in Saudi universities | | The academic Purposes of WhatsApp usage in Bahraini universities | |
|-----------------------------|---|---------|--|---------|
| | Pearson (R) | P Value | Pearson (R) | P Value |
| | .643 | .000 | .103 | .75 |
| N | 88 | | 87 | |

Correlation is significant at the .01level (2 - tailed)

The study used a Pearson correlation coefficient to test the relationship between frequency of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Saudi universities. The results showed that there is a positive Correlation between the two variables, $R = .643$, $N=88$ and $P= .000$. So, we can accept the hypothesis and conclude that there is a significant influence of frequency of WhatsApp usage on the academic purposes of this usage.

The study also used a Pearson correlation coefficient to test the relationship between

Table18. Correlation between the rate of WhatsApp usage and the academic purposes of this usage among students in Saudi and Bahraini universities

| The rate of WhatsApp usage | The academic purposes of WhatsApp in Saudi universities | | The academic purposes of WhatsApp in Bahraini universities | |
|----------------------------|---|---------|--|---------|
| | Pearson (R) | P Value | Pearson (R) | P Value |
| | .382** | .014 | .274** | .027 |
| N | 88 | | 87 | |

Correlation is significant at the .01level (2 - tailed)

The study used a Pearson correlation coefficient to test the relationship between the rate of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Saudi universities. The results showed that there is a positive Correlation between the two variables, $R = .382$, $N=88$ and $P= .014$. So, we can accept the hypothesis and conclude that there is a significant influence of the rate of WhatsApp usage on the academic purposes of this usage.

The study also used a Pearson correlation coefficient to test the relationship between the

Table19. Correlation between topics that Mass Communication students communicate through WhatsApp and the academic purposes of this usage in Saudi and Bahraini universities

| Topics | The academic purposes of WhatsApp in Saudi universities | | The academic purposes of WhatsApp in Bahraini universities | |
|--------|---|---------|--|---------|
| | Pearson (R) | P Value | Pearson (R) | P Value |
| | .651** | .000 | .365** | .021 |
| N | 88 | | 87 | |

frequency of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Bahraini universities. The results showed that there is no correlation between the two variables, $R = .103$, $N=87$ and $P= .75$. So, we can reject the hypothesis and conclude that there is no significant influence of frequency of WhatsApp usage on the academic purposes of this usage.

Hypothesis 2:

There are significant differences in the rate of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Saudi and Bahraini universities.

rate of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Bahraini universities. The results showed that there is a positive Correlation between the two variables, $R = .274$, $N=87$ and $P= .027$. So, we can accept the hypothesis and conclude that there is significant influence of the rate of WhatsApp usage on the academic purposes of this usage.

Hypothesis 3:

There are significant differences in the topics that Mass Communication students communicate through WhatsApp and the academic purposes of this usage in Saudi and Bahraini universities.

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Correlation is significant at the .01level (2 - tailed)

The study used a Pearson correlation coefficient to test the relationship between topics that Mass Communication students communicate through WhatsApp and the academic purposes of this usage among students in Saudi universities. The results showed that there is a positive Correlation between the two variables, $R = .651$, $N=88$ and $P= .000$. So, we can accept the hypothesis and conclude that there is a significant influence of topics that students communicate through WhatsApp and the academic purposes of this usage.

The study also used a Pearson correlation coefficient to test the relationship between the

Table20. Correlation between the patterns of WhatsApp usage among Mass Communication students and the academic purposes of this usage in Saudi and Bahraini universities

| The patterns of WhatsApp usage | The academic purposes of WhatsApp in Saudi universities | | The academic purposes of WhatsApp in Bahraini universities | |
|--------------------------------|---|---------|--|---------|
| | Pearson (R) | P Value | Pearson (R) | P Value |
| | .091 | .098 | .178** | .043 |
| N | 88 | | 87 | |

Correlation is significant at the .01level (2 - tailed)

The study used a Pearson correlation coefficient to test the relationship between patterns of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Saudi universities. The results showed that there is no Correlation between the two variables, $R = .091$, $N=88$ and $P= .098$. So, we can reject the hypothesis and conclude that there is no significant influence of patterns of WhatsApp usage on the academic purposes of this usage.

The study also used a Pearson correlation coefficient to test the relationship between the patterns of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Bahraini universities. The results showed that there is a positive Correlation between the two variables, $R = .178$, $N=87$ and $P= .043$. So, we can accept the hypothesis and conclude that there is significant influence of patterns of WhatsApp usage on the academic purposes of this usage.

DISCUSSION AND CONCLUSION

Discussion is dealt with in terms of answering the questions of the study. The findings revealed that most students used this application many

rate of WhatsApp usage and the academic purposes of this usage among Mass Communication students in Bahraini universities. The results showed that there is a positive Correlation between the two variables, $R = .365$, $N=87$ and $P= .021$. So, we can accept the hypothesis and conclude that there is significant influence of topics that students communicate through WhatsApp and the academic purposes of this usage.

Hypothesis 4:

There are significant differences between the patterns of WhatsApp usage among Mass Communication students and the academic purposes of this usage in Saudi and Bahraini universities.

times daily and connect and communicate consistently via WhatsApp, that reflected high level of WhatsApp usage among students in Saudi and Bahraini universities.

WhatsApp has a significant role on students' performance for academic purposes and has been a necessary in Gulf Tertiary Institutions (**Eucharia Chinwe Igbafe, Chinekpebi Ngozi Anyanwu, 2018**). WhatsApp has a positive role on enhancing communication between instructor and his students and make this communication easier through the flow of information and idea sharing (Mohammad Irfan, Sonali Dhimmarr, 2019).

Many researchers indicated that WhatsApp has a positive effect in teaching and learning by improving the skills of students that contribute the education qualities versus the traditional classroom teaching learning, so the students have positive attitudes as it enables them to work as a team. WhatsApp becomes a common tool teaching and learning.

The motivation for this study is to identify the usage of WhatsApp among students in Saudi and Bahraini universities for academic purposes. Also, the motivation is to find out there is differences among the students according to the type of university in the usage of WhatsApp. The level of usage includes the average of time

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that students spent on this application, and the rate of the usage of it that students used daily for academic purposes.

The results found out that the students used this application for many academic purposes such as: to participate in discussion about assignments and research, to publish some notifications and announcements about courses among classmates, to discuss course Specification with the instructor, to exchange the ideas about course project with my classmates, to increase accommodation with behaviors related to academic performance, to exchange the previous and expected exams questions with classmates, to increase my co-operation with classmates in preparing assignments (Levent Cetinkaya, 2018).

The results also revealed that shows the disadvantages of WhatsApp usage among students according to the type of university, and there are many studies indicated that the use of WhatsApp for educational purposes was limited (Al-Mothana M. Gasaymeh, 2017). The results also revealed that there are many obstacles contribute in this area such as: WhatsApp creates loss of interest for educational process, it is difficult to load some files, creates a status of non-participation in university activities.

The results indicated that there is a significant influence of frequency and rate of WhatsApp usage on the academic purposes of this usage in Saudi universities versus there is a no significant influence of rate of WhatsApp usage on the academic purposes of this usage in Bahraini universities and there is a significant influence of frequency of WhatsApp usage on the academic purposes of this usage.

The results indicated also that there is a significant influence of topics that students communicate through WhatsApp and the academic purposes of this usage and there is no a significant influence of patterns of WhatsApp usage on the academic purposes of this usage in Saudi universities, at the same time the results indicated that there is a significant influence of topics and patterns that students communicate through WhatsApp on the academic purposes of this usage in Bahraini universities.

RECOMMENDATIONS

The study recommended to conduct researches at the same field to understand the instructors' perceptions about the usage of WhatsApp for academic purposes.

The study recommended to conduct researches to explain the educational environment and its impact on the students' performance.

The study also recommended to conduct comparison researches between the WhatsApp and other social networks sites such as Facebook for academic purposes.

LIMITATION OF THE STUDY

This study was conducted on a sample of students in Saudi and Bahraini universities who have similar characters in many demographic factors that mention before in the sample characters. Then, it is difficult to generalize the results to all students of the Arab region or international level. This leads to the importance of conducting many researches about the usage of social networks sites including WhatsApp for academic purposes in terms of personal traits, demographic characteristics and social and cultural context.

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