The Role of Social Network Usage in Public University Student's Performance in Abu Dhabi

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Information of Article	ABSTRACT
	Purpose: The goal of this study is to identify factors that affect social network usage and its consequences on student performance, besides the moderation role of service quality, among students of higher education institutions in the UAE. Theoretical framework: Based on previous study, the role of social network usage to the public university student performance in Abu Dhabi. Design/methodology/approach: The questionnaire survey method was used to collect primary data based on a cross-sectional time horizon from students at Zayed University and Emirate University who have used or are using social networks. Four hundred and seven valid responses were included in this study. Smart PLS software was used to perform structural equation modeling (SEM) to determine the importance levels of associations and interactions between the factors tested. Findings: The findings of the path analysis demonstrate that performance expectancy and effort expectancy have a significant and positive role on student performance. Meanwhile, two characteristics of social network usage that relate to social influence and facility conditions were found to have no significant role on student performance. Besides, service quality significantly moderates the relationship between two characteristics of social network usage: performance expectancy and effort expectancy, and student performance.

1. Introduction

According to the Internet World Stats (2017), the UAE comes second in terms of the population percentage that are using the internet with a whopping 90.6% which is considered among the highest in the world (Global Information Technology Report, 2017).Access to social network tools is becoming easier and they are gaining more strength and prominence, especially among youth, who show a high interest in using these new technologies (Liu et al., 2021). As new technological advances appear that allow people to interact online (such as social networks through a telephone or a handheld computer), problems may arise, such as staying connected to the networks for certain periods of time and paying less and less attention to what us is around. Social networks, in their beginnings, attracted the attention of few people. Only those who had access to an Internet connection could access these pages, register and be part of a virtual community (Gong et al., 2018). Thanks to the advancement of technology, they have now become a viral phenomenon and are present almost everywhere. By not having any restrictions for the use of the Internet in classes, students who have an electronic device can easily access their social networks at any time, even during class hours (Vignery & Laurier, 2020). In this way, students spend their time connecting to social networks, devoting their attention to these virtual platforms. The more popular social networks become, it would seem that they become indispensable in the lives of students.

At the same time, they could generate a distraction in students during class hours, so that the content taught by teachers does not come from the same source for all their students (Whelan et al., 2020). Although teachers establish rules of behavior, including not using cell phones during class hours, few people abide by these provisions. While the class is going on, there are students who pay most of their attention to what happens on these platforms, and their participation in the classroom is little or scarce, causing the topics covered not to be fully understood and the knowledge not to be adequately absorbed. The attention that university students give to social networks has positive aspects, such as using online communities to obtain help and academic assistance (Ameen et al., 2019). Social networks can offer benefits such as virtual spaces to explore similar interests with mutual friends, help with academics and homework, and students who are not inclined to participate in classes can participate in online discussion forums (Atroszko et al., 2022). A negative aspect would be that students use their electronic devices while they are in class, doing their homework or studying, increasing distraction and reflecting poor academic

performance. According to OECD report (2019) the average public universities student performance of the UAE is 403/550 represents 73%, which is considered low compared to the OECD student performance at 506/550 represents 92%. The OECD student performance assessment relies on the average achievements of student based on each year of study and gender. The low performance of students has been attributed to several factors within the literature (Atroszko et al., 2022). In the case of the UAE, Liu et al., (2021) mentions that social network usage among students plays an essential role in their performance improvement. The usage of social networks paired with the extent of the expected performance from these technological instruments Furthermore, the expected effort is dependent on social network usage, which varies among students and reflects their various performance levels. According to Vignery & Laurier (2020), the social network influence of the technology usage had a significant effect on the student's performance, as these networks are a source of free knowledge. Whelan et al. (2020) stated that the role of social network usage on student performance relies on the facilitating conditions of these networks; the better the service quality tied to these networks, the better the benefits provided.

Based on the discussion established above, this study aims to investigate the role of social networks usage on the students' performance, besides testing the moderation role of service quality in the relationship between social networks determinants and the student performance of social networks.

2.   Literature Review

The Unified Theory of Acceptance and Use of Technology was first proposed by Venkatesh et al. (2003). The UTAUT models stated that four major constructs defined the performance expectancy, which referred to the degree to which the individual believed that the use of the system would help him/her improve job performance. The effort expectancy is defined as the level of ease that is related to the use of the system, while social influence refers to the degree to which the individual is affected by others who would encourage him/her to use the system. Finally, the facilitating conditions refer to the degree to which the individual believed that the technical and organisational infrastructure supported the system usage. These four variables were direct predictors of behavioural intention and system usage. Furthermore, they were also moderated by age, experience, gender, and voluntary usage (Venkatesh et al., 2003).

2.1 Social Network Sites

Refers to the providers of social network services on the websites (TNS, 2015). These sites provide a channel for society members to connect with each other. These sites include Facebook, Twitter, Instagram, Snap Chat, WeChat, and TikTok.

2.2 Social Network Usage

Defined as the frequency and size of data used by students while using social networks is referred to as social network usage (Quinn et al., 2016).

2.2.1 Performance Expectancy

Defined as the degree to which an individual believes that using the system will help him or her to attain gains in job performance (Venkatesh et al., 2003). The degree to which e-learning technology perform according to users' expectations.

2.2.2 Effort Expectancy

Defined as the degree of ease associated with the use of the system performance (Venkatesh et al., 2003). Effort expectancy has a direct link to the use of smart phones for mobile learning by postgraduate students.

2.2.3 Social Influence

Defined as the degree to which the system users perceives that important other (family, friends, and colleagues) believe he or she should use the system(Venkatesh et al., 2003). Social influence involves intentional and unintentional efforts to change another person's beliefs, attitudes, or behavior.

2.2.4 Facilitating Conditions

Defined as the degree to which an individual believes that an organizational and technical infrastructure exists to support the use of the system (Venkatesh et al., 2003). An organizational and technical infrastructure supporting the use of acquired systems in their contexts.

2.3 Service Quality

Defined as the quality of the support that system users receive from the information systems organization and IT support personnel. For example, responsiveness and reliability (Gbenga et al., 2013).

2.4 Students Performance

The student's assessment is based on the scores or grades achieved in the different study courses during the school and college years. Also, the degree to which a new system will help the user to acquire new knowledge and skills (Gbenga et al., 2013).

2.5 Social Network Usage and Student Performance

Luo et al. (2019) sought to "determine the relationship of the use of social networks with the academic performance of fourth grade students of the secondary level of the educational institution No. 88036 Mariano Melgar, Chimbote, - 2015" with his study titled the use of social networks and their relationship with the academic performance of fourth grade students of the secondary level of the educational institution. According to the survey results, 30% of students use their social network more than four times per week, 7% spend more than three hours per day, and 43% spend less than two hours per day. The results also showed that only 30% of those surveyed use their social networks for educational purposes, while 64% use them only to chat, that is, to keep in touch with their friends, family, etc. Likewise, 80% stated that their academic performance is at a medium level, and only 20% said that their academic performance is high.

As a result, the relationship between the variables—the use of social networks and academic performance—could be established using Pearson's correlation, which yielded a value of $r_{xy}=0.525$, indicating that the relationship is relatively positive, that is, there is a tendency toward the use of social networks that can affect students' academic performance. The contribution of this research is the establishment of the relationship between variables through Pearson's correlation.

In the research carried out by Guo et al. (2020) diagnose the impact of the influence on the use of Facebook in the students of the Ninth Grade of Basic Education at the José Julián Andrade Educational Unit of the City of San Gabriel." The research method was quantitative because the information gathered was put into tables and graphs for statistical analysis. It was also field-based and bibliographic. It was field based because it was done in an educational and bibliographical institution, and it was bibliographic because written and digital texts were studied. It was exploratory because the research problem was found, and it was descriptive because the characteristics of the object of study and the relationship between it and other things were described. The research results show that Facebook is the most popular and most used social network among adolescents, as a hobby or a means to communicate with friends, leaving school responsibility aside and thus affecting academic performance. This thesis is significant as an antecedent because it allows us to reaffirm the previously raised hypothesis.

Chunaev (2020) determine the relationship between social networks and academic performance in students of the Vocational School of Primary Education, The research methodology is quantitative and of a descriptive-correlational type. The research technique used to collect the data was the survey, and the instrument was the questionnaire. For the second variable, final averages were used. The study population consists of 71 students, 41 in the first semester and 30 in the ninth, all from the Professional School of Primary Education and enrolled in the 2018-19 academic year. The first variable, social networks, is made up of two dimensions: Facebook and WhatsApp, and the second variable, academic performance, is made up of one dimension: the performance level, considering the final averages of the academic semester. For data analysis, the statistical programs Excel and SPSS (Statistical Package for the Social Sciences) were used. It is concluded that there is a statistical relationship ($P = 0.004$) between the use of social networks and academic performance in students of the first and ninth semesters of the Professional School of Primary Education of the UNA-Puno; this relationship has a negative sense, indicating a decrease in academic performance when greater use of social networks is made. Where there is a statistical relationship between the use of Facebook and the academic performance ($p = 0.002$) of the Vocational School of Primary Education, this relationship has a negative meaning, indicating a decrease in academic performance when greater use of Facebook is made. There is a statistical relationship between the use of WhatsApp and academic performance ($p = 0.026$) in students at the Vocational School of Primary Education; this relationship has a negative meaning, indicating a decrease in academic performance when WhatsApp is used more. For the researchers, the contribution of this research lies in the use of the statistical programs Excel and SPSS (Statistical Package for the Social Sciences), which they used for the analysis of their results.

H 1: Performance expectancy positively affected the student performance in the UAE higher education.
H 2: Effort expectancy positively affected the student performance in the UAE higher education
H 3: Social influence positively affected the student performance in the UAE higher education.
H 4: Facilitating conditions has a positive role on the student performance in the UAE higher education.

2.6 Moderation Role of Service Quality

The level of student satisfaction about the social network usage with a service is referred to as its quality, and it is described as a crucial element in its repetition and continuation. The notion of service quality has received attention in the literature because it is founded on two factors: the appropriate dimension of SQ, and (ii) the operationalization element of SQ (Darawong & Sandmaung, 2019). The idea of service quality has been described by several researchers as a type of attitude that is unconnected to satisfaction but connected to perceptions of performance (Darawong & Widayati, 2021). Additionally, in terms of education, the explanation of service quality is the discrepancy between expectations and perceptions of the actual given goods (Alsheyadi & Albalushi, 2020). The notion of service quality and its relationships with other factors in many sectors, particularly the educational sector, have been studied in the literature (Darawong & Widayati, 2021). However, a number of academics have criticized the operational component of service quality (Eresia-Eke & Ntsoane, 2020). In the UAE literature, there have been references to factors like education, finances, economics, and depictions of institutions for gauging customer happiness (Sultan & Wong, 2019).

In order to ascertain the components of service quality, research scholars have built models in the marketing literature and performed studies to ascertain the service quality. The SERVQUAL model was built on five pillars: the tangible (physical facilities, personnel, communication, and equipment); the reliable (deliver the promised service precisely); the responsive (willing to help customers); the assured (knowledge held by employees; ability to win customers' confidence and trust); and the empathic (care and attention to customers' needs) (Latif et al., 2021). The SERVQUAL program addresses the discrepancy between consumer expectations and performance; if the performance meets or exceeds those expectations, the quality standards are met. Simply said, SERVQUAL's main purpose is to close the perception-to-expectations gap (Johnson et al., 2018). Studies have been done in the past to look at the factors that affect how well a website serves its visitors, such as network quality, customer service, security, value, and support.

The research examines social network usage quality, including mistakes, response times, and patterns of down-and-up loads (Santos et al., 2020). The previous study of Singh and Jasial (2021) found that student performance was significantly influenced by the quality of the social network usage (Young et al., 2021). Scholars have also recommended concentrating on enhancing business processes in order to raise student performance levels and service quality. Tsiligiris et al. (2022) have examined the effects of customer service, expertise, professionalism, web support, and technological know-how to delight the students, which contributes to keeping and enticing them as devoted students for extended periods of time.

H 5a: Service quality moderates the relationship between performance expectancy and student performance in the UAE higher education
H 5b: Service quality moderates the relationship between effort expectancy and student performance in the UAE higher education
*H 5c: Service quality moderates the relationship between social influence and student performance in the UAE higher education*
H 5d: Service quality moderates the relationship between facilitating conditions and student performance in the UAE higher education

3. Data and Methodology

The study implemented the UTAUT model proposed by Venkatesh et al. (2003). This underpinning model has proposed 4 constructs as the antecedent variables for determining usage behaviour, which are effort expectancy, performance expectancy, facilitating conditions and social influence. This study extended this model and included the link toward the student performance(Datta, 2011; Isaac et al., 2016). They included the service quality as the moderating variable for understanding the relationship between the four constructs and the student performance. Hence, the proposed extended UTAUT model was used for testing 8 hypotheses (Figure 1).

Figure: 1 Research Framework
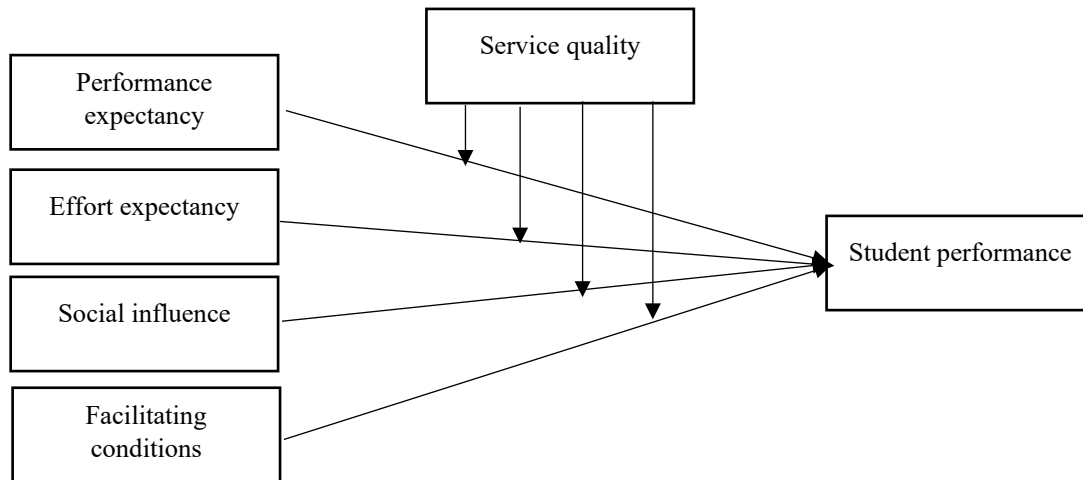
Source: Prepare by Author (2023)

3.1 Data Analysis

Respondents of the present research are students from the UAE universities that located in Abu Dhabi; United Arab Emirates University (UAEU), Zayed University (ZU), Higher Colleges of Technology (HCT), and Mohammed V University Abu Dhabi (MVU). In this study, the respondents distributed 700 questionnaires, out of which 448 were returned. From the 448 questionnaires, 407 responses were suitable for data analysis. The total response rate in this study was 60%, which was regarded as acceptable compared to the earlier studies in the literature.41 questionnaires were deleted from the total 448, while 21 were removed as they consisted of >15% missing data. Also, 4 questionnaires were regarded as outliers and 16 questionnaires were straight lining cases and were deleted. Hence, the total data sample consisted of 407 questionnaires from the total 448 for analysis. Nonetheless, the minimum sample requirement for generalisation was met. A period of six (6) weeks was allocated to collect data. The results were downloaded from the online data collection platform and analyzed with Analysis of (Smart PLS). The collected data was originally entered into the online data collection platform based on the weights of the various responses.

3.2 Demographic Analysis

Table 1 shows the respondents profile for those who participated in the research. As shown in the table, The data showed that 264 (64.9%) participants were male, whereas the remaining 143 (35.1%) respondents were female.

Regarding the respondents' age, 9.1% were aged between 30 and 39 years, 76.4% between 20 and 29, 7.1% were between 40 and 49, 5.2% were less than 20, while 2.2% respondents were aged above 50 years. In terms of education, 82.3% respondents had a bachelor degree, 8.8% respondents had a master degree, and 5.2% respondents had a doctoral degree. With regards to their marital status, 46.4% respondents were married, and 53.6% respondents were single. This condition is normal in the case of the UAE, which attributed to the national culture of early marriage.

Table: 1 Profile of Respondents (N = 407)

		Frequency	Percentage (%)
Gender	Male	264	64.9
	Female	143	35.1
Age	less than 20	21	5.2
	20-29	311	76.4
	30-39	37	9.1
	40-49	29	7.1
	50 and above	9	2.2
Education	Bachelor	335	82.3

5

	Master	36	8.8	
	PhD/DBA	21	5.2	
	Other	15	3.7	
Marital Status	Single	189	46.4	
	Married	218	53.6	
Total		407		

3.3 Measurement Model Evaluation

For the current research, the value used to test the convergent validity is the average variance extracted (AVE). When the value of AVE is greater than 0.5 then the variable shows good construct validity. Table 2 presents all CR and Cronbach's alpha values >0.7; which show that the construct reliability was fulfilled; and indicated the stability and consistency in the proposed model. According to the following Table 2 below, it can be observed that the composite reliability, factor loadings, and Cronbach's alpha for each construct are more than the required threshold which indicates that the measurements are reliable, where the variables (performance expectancy, effort expectancy, social influence, facilitating conditions, service quality, and student performance) have got acceptable results. The Cronbach's alpha for the variables ranged between 0.728 and 0.845, while the composite reliability values ranged between 0.831 and 0.918.

Table: 2 Profile of Respondents (N = 407)

Factors	Items	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Performance expectancy	PE1	0.960	0.728	0.918	0.676
	PE2	0.951			
	PE3	0.947			
	PE4	0.963			
Effort expectancy	EE1	0.966	0.797	0.831	0.540
	EE2	0.966			
	EE3	0.946			
	EE4	0.929			
Social influence	SI1	0.948	0.799	0.891	0.713
	SI2	0.965			
	SI3	0.963			
	SI4	0.948			
	SI5	0.968			
	SI6	0.958			
Facilitating conditions	FC1	0.963	0.809	0.911	0.635
	FC2	0.983			
	FC3	0.964			
	FC4	0.981			
	FC5	0.952			
	FC6	0.945			
Service quality	SQ1	0.954	0.845	0.912	0.565
	SQ2	0.955			
	SQ3	0.968			
	SQ4	0.964			
	SQ5	0.948			
	SQ6	0.940			
Student performance	SP1	0.949	0.836	0.909	0.501
	SP2	0.868			
	SP3	0.653			
	SP4	0.629			
	SP5	0.694			
	SP6	0.561			

6

CR= Composite Reliability; AVE= Average Variance Extracted

Finally, the measurement model of the research is presented in figure 3 below. Based on the above discussion, it can be confirmed that the measurement is valid for further analysis as suggested by Hair et al. (2017).
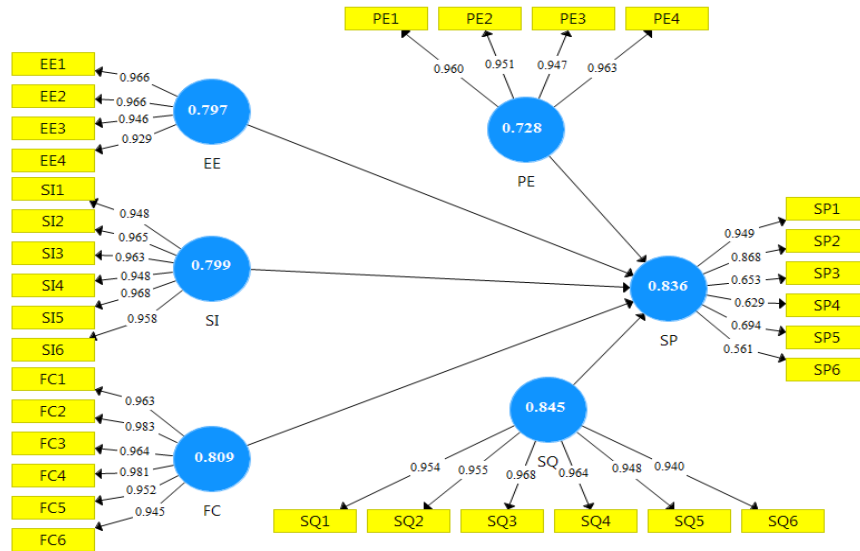

Figure: 2 Measurement model of the research

3.4 Discriminant Validity

Table 3 presented the values for the discriminant validity by Fornell-Larcker. As shown in the table, the square root value of AVEs on a diagonal are represented as bold values, which were higher than the correlation values between the constructs (corresponding values of row and columns). This showed that all constructs were associated with their respective indicators in comparison to other constructs in the mode, which suggested an acceptable discriminant validity (Hair et al., 2017). Furthermore, the correlation between all exogenous constructs was <0.90(Awang, 2014), thus, fulfilling the validity of the constructs.

Table: 3 Results of discriminant validity by Fornell-Larcker criterion

	PP	MP	EC	IR	IC	GIS
Performance expectancy	**0.872**					
Effort expectancy	0.175	**0.769**				
Social influence	0.273	0.271	**0.797**			
Facilitating conditions	0.165	0.466	0.183	**0.837**		
Service quality	0.283	0.418	0.390	0.102	**0.799**	
Student performance	0.392	0.422	0.242	0.165	0.302	**0.826**

3.5 Hypothesis Testing

Testing hypotheses is the most important test in the current research since it shows whether or not the goals of the research were met. Since there is a mediation in the current research, the direct effect test, and the indirect effect test will be used to examine the hypotheses. The following figure 4 shows the results of the direct effect test followed by some explanations.
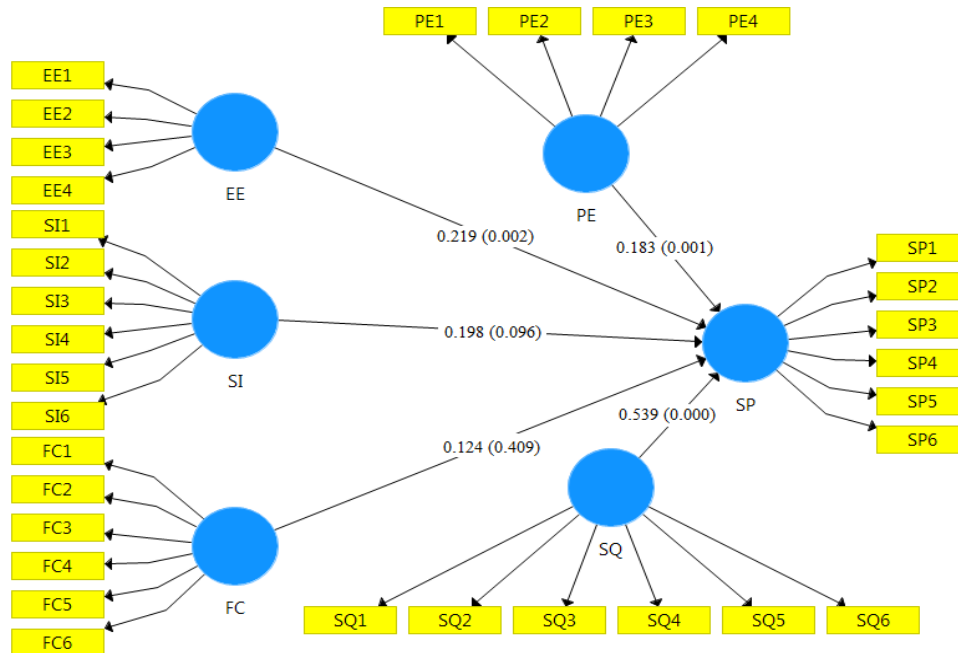
Figure: 3 Structural Model of the Research

Through the use of PLS-SEM, all of the research's hypotheses have been verified. A good match is suggested by the statistical finding. There are a total of four hypotheses in the entire model. The t-value is taken into account when evaluating the structural relationships between the variables that have been identified for this research. Hair et al. (2017) state that for a t-value to be deemed statistically significant, it must be 1.96 or above (one-tailed). The direct effect test, one sort of hypothesis testing, was employed in this research.

3.5.1 Hypothesis Testing (Direct Effect)

This section presents the result of hypotheses testing for direct effect. The direct effect test aims to examine the relationships between the independent variables and the dependent variable. The results are presented in table 4 and explained in the following conclusions.

Table: 4 Summary of the Direct Effect

	Beta	SD	T	P Values
PE ->SP	0.183	0.050	3.356	0.001
EE ->SP	0.219	0.070	4.507	0.002
SI ->SP	0. 198	0.049	1.896	0.096
FC ->SP	0.124	0.091	0.097	0.409

Key: PE: performance expectancy, EE: effort expectancy, SI: social influence, FC: facilitating conditions, and SP: student performance.

According to results showed in the above table 4, the following conclusions were drawn:

There is a positive and significant relationship between performance expectancy and student performance in the public university in Abu Dhabi with beta = 0.183, t = 3.356, and p = 0.001.

There is a positive and significant relationship between effort expectancy and student performance in the public university in Abu Dhabi with beta = 0.219, t = 4.507, and p = 0.002.

There is no relationship between social influence and student performance in the public university in Abu Dhabi.
There is no relationship between facilitating conditions and student performance in the public university in Abu Dhabi.

3.5.2 Hypothesis Testing (moderation effect)

A moderating variable is one that 'moderates the effects' of a predictor variable on its outcome variable (Awang, 2014), moderation plays an important role in many social science theories. This study focuses on how the relationship between Performance expectancy, effort expectancy, social influence, and facilitating conditions (predictors) and student performance of social network site (outcome) changes as a function of service quality (moderator). Table 5 shows the result of the mediating effects (Indirect Effect) followed by some conclusions.The PLS-SEM was also utilized to test the mediating effect and the following conclusions were found:

Table: 5 Moderation Testing (Indirect Effect)

		Std Beta	Std Error	t-value	p-value	Decision
H5.a	H5.a: PE→SP	0.124	0.045	2.785	0.003	Supported
	H5.b: SQ→ SP	-0.365	0.044	8.261	0.000	
	H5.c: PE*SQ→ SP	0.092	0.042	2.183	0.015	
H5.b	H5.a: EE→ SP	0.119	0.055	2.171	0.015	Supported
	H5.b: SQ→ SP	-0.365	0.044	8.261	0.000	
	H5.c: EE*SQ→ SP	0.120	0.055	2.196	0.014	
H5.c	H5.a: SI→ SP	0.162	0.064	2.511	0.006	Not supported
	H5.b: SQ→ SP	-0.365	0.044	8.261	0.000	
	H5.c: SI*SQ→ SP	0.005	0.058	0.085	0.466	
H5.d	H5.a: FC→ SP	0.259	0.056	4.588	0.000	Not supported
	H5.b: SQ→ SP	-0.365	0.044	8.261	0.000	
	H5.c: FC*SQ→ SP	0.065	0.051	1.265	0.103	

Key: PE: performance expectancy, EE: effort expectancy, SI: social influence, FC: facilitating conditions, and SP: student performance.

As shown in Table 5. three sub-hypotheses were tested for the three main hypotheses namely: (1) Testing the causal role of the predictor on the outcome. (2) Testing the causal role of moderating on the outcome. (3) Testing the causal role of interaction (predictor*Moderating) on the outcome. The moderation assessment of this study was tested through hypotheses H5.a, H5.b, H5.c, and H5.d. A bootstrapping procedure with a resample of 5,000 was also performed to assess the interaction effect. The results in 5 show that service quality moderates (strengthens)

the impact of Performance expectancy and effort expectancy on the student performance ($\beta = 0.092$, t= 2.183, p<0.05) and ($\beta = 0.120$, t= 2.196, p<0.01) respectively, so, H5.a and H5.b are accepted. However, H5.c, and H5.d are rejected.

Figure: 4 Conceptual Framework of CCTV system Effectiveness
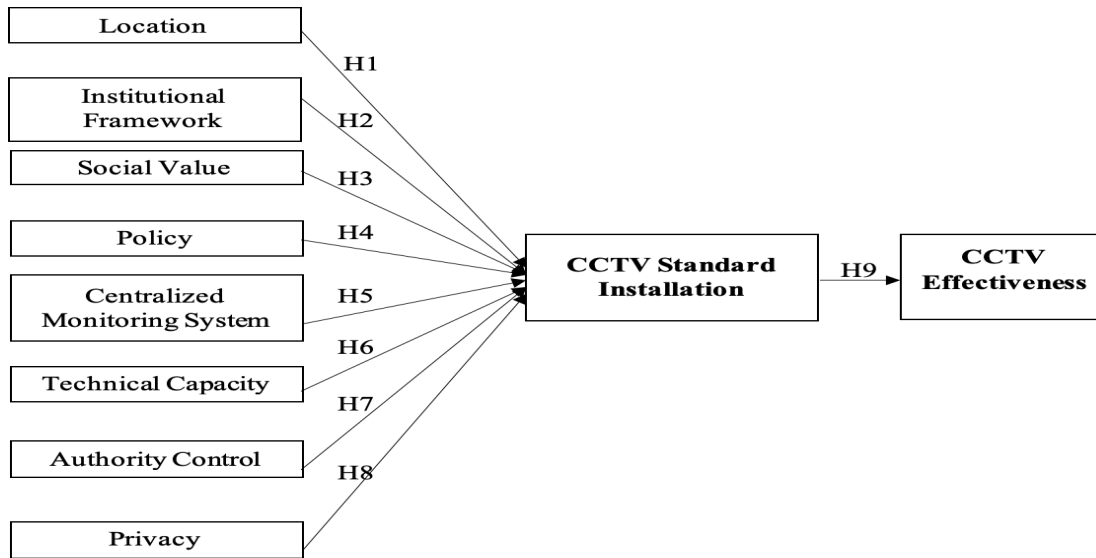
Source: Prepare by Author (2023)

4. Results and Discussion

In this study, performance expectancy was found to positively affect student performance of online social networks among students within public universities in Abu Dhabi. This impact is supported by previous studies (Al-Qeisi et al., 2014), and is explained by the fact that the more useful online social networks to the job and daily life are, increase productivity and improve performance, the more regular the use of online social networks become, and being considered as the preferable method of communication, in addition to promoting its use to colleagues. However, this result contradicts (Hsu et al., 2014) who found that there is no relationship between performance expectancy and student performance. This paradoxical results may support the claim of (Isaac, et al., 2016; Dartey-Baah, 2015) that theories and models of technology usage do not serve equally across context. Effort expectancy was found to positively affect student performance of online social networks among students within public universities in Abu Dhabi. This impact is supported by previous studies (Hsu et al., 2014), and is explained by the fact that the more online social networks are easy to use, offer flexible interaction that is clear and understandable, the more regular the use of online social networks become, and being considered as the preferable method of communication, in addition to promoting its use to colleagues.

Social influence was found not affecting student performance of online social networks among students within public universities in Abu Dhabi. This result is not supported by previous studies (Hsu et al., 2014), and is explained by the fact that the more the supervisors, colleagues, friends and family think that an individual should use online social networks, the more regular the use of online social networks become, and being considered as the preferable method of communication, in addition to promoting its use to colleagues. Nevertheless, this result contradicts (Yueh et al., 2015) who found that there is no relationship between social influence and student performance. This paradoxical results may support the claim of (Al-Qeisi et al., 2014; Isaac, et al., 2016; Dartey-Baah, 2015) that theories and models of technology usage do not serve equally across cultural contexts. Facilitating conditions was found not affecting student performance of online social networks among students within public universities in Abu Dhabi. This impact is supported by previous studies (Al-Qeisi et al., 2014), and is explained by the fact that the more the students possess the necessary hardware and software, have the required knowledge and skills to use online social networks, the more regular the use of online social networks become, and being considered as the preferable method of communication, in addition to promoting its use to colleagues.

In this study, the results revealed that service quality has a moderating role (strengthen) in the relationship between performance expectancy and student performance among students within public universities in Abu Dhabi. Simply stated, the more quick responses social sites provide for requests, being available anytime and anywhere, allows learner control over his/her learning activity, offers multimedia course content, enables interactive communication among learners, and makes it easy to share ideas among groups. The stronger is the impact of each of performance expectancy of social network sites and effort expectancy on

its student performance (Dartey-Baah, 2015; Isaac, et al., 2016; Dartey-Baah, 2015). On the other hand, service quality was found not to have any significant moderating role on the remaining relationships between each of social influence and facilitating conditions in one side and student performance of social network sites on the other. This may be understood by the notion that both of these factor are not of technology nature therefore, service quality may not strengthen or dampen their relationships.

5. Conclusion

The main objective of this study is to determine factors influencing the adoption and impact of online social networks use in terms of performance among students within public universities in Abu Dhabi. Although various limitations exists, the findings have been encouraging, as it has managed to shed some lights on new variables affecting the use of online social networks. This study proposed an extended model of the Unified Theory of Acceptance and use of Technology (UTAUT) and found that five variables play an important role to determine the student performance of online social networks namely performance expectancy, effort expectancy, social influence, facilitating conditions, and student performance, in addition to the significant moderation role that service quality plays in the model which was significant on two relationships and insignificant in the remaining two. The findings of this study can provide policymakers with important insights on how to more successfully incorporate online social networks to improve students' performance and public university services, and how to encourage the management to ensure that students are more likely to utilize new technologies and thereby enabling better learning outcome, wider reach of services, gives students more control over their daily tasks and enhances their performance.

6. Implications for Practitioners

Implications for Practitioners The implications of the key findings provide significant benefits not only for individual employees but also to the UAE public sector as well as the country if they utilize this information technology. Practical implications were found such as promoting employees to make full use of online social networks in their work and improving professional practice, professional development and quality of work. The findings from this study will be beneficial for three different levels individuals, organizations and the country as a whole. For the individuals level, studies have revealed that online platforms usage improve the efficiency, knowledge acquisition, and decision quality for individuals. For organizations level, studies show that online services usage influence positively organizational performance. For the state level, studies have shown that the online applications usage has the potential to improve all aspects of our social, economic and cultural life, and it is linked to national income ("Pew Research Center," 2013). Therefore, online platforms usage such as social networks sites can play a major role in encouraging economic growth, improving government efficiency and enhancing students' performance in UAE.

7. Limitations and Future Research

Even though the study offers positive new insights for both practice and theory, however, it faces limitations in three aspects. Firstly as the study population was students of public universities in Abu Dhabi as a public institution, it did not cover private institutions with different nature. Secondly, due to the research being cross-sectional. Gaining experience in using online social networks will change students' beliefs which cannot be tracked with a cross-sectional study. Thirdly, the study depends on self-reported measures to test the proposed research model. This is because getting objective data about performance was not probable due to the issue of privacy. This could decrease the relevance of the findings to alternative contexts. As such, the findings should be taken with caution.

This present study enriches the body of knowledge by developing an extended model to better understand online social networks use among students within public universities in Abu Dhabi. As online social networks are increasingly shaping the way we live and interact with each other, where it dominates all aspects of communications, marketing, learning and interaction, it constitutes a very rich area for academic research. Future research may apply the proposed extended UTAUT model with other technology applications, or other sectors such as the private sector. This will enhance the ability of the model to thoroughly explain performance impact in the IS context. Future researchers could investigate output based organizational performance. Researchers could also examine whether there is a moderating effect of demographic factors such as income. Despite a longitudinal research design being relatively costly and time-consuming, it could provide stronger inferences for causality and improve understanding of how technology innovations influence online social networks usage. Additionally, a moderating role of culture in terms of collectivism/individualism could exist which makes it a viable area for researchers to explore.

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